



Every Student Matters, Every Moment Counts

Morton School District #214

Home of the Timberwolves!

PO Box 1219 ~ Morton, WA, 98356

p: 360-496-5300 ~ f: 360-496-5399

www.morton.k12.wa.us

Facebook: @MortonSchoolDistrict214 ~ Twitter: @MSD21214

Morton Jr/Sr High School

152 Westlake Ave. ~ Morton, WA, 98356

p: 360-496-5137 ~ f: 360-496-6035

Morton Elementary School

400 Main Ave. ~ Morton, WA, 98356

p: 360-496-5143 ~ f: 360-496-0327



DISTRICT STAFF HANDBOOK

The Morton School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination: John Hannah, P.O. Box 1219, Morton, WA 98356; (360) 496-5300 (Title IX); Tami Muth, P.O. Box 1219, Morton, WA 98356; (360) 496-5143 (ADA Coordinator/Compliance Coordinator for 28A.640 and 28A.642); Becky Brooks, P.O. Box 1219, Morton, WA 98356; (360) 496-5137 (Section 504); Jenna Haselwood, P.O. Box 1219, Morton, WA 98356; (360) 496-5300 (Harassment, Intimidation and Bullying Compliance Officer)



Executive Summary

Morton Jr./Sr. High School will operate under the Policy Governance model. This model is designed to focus the building's attention on student achievement results. The Board has established **Ends** policies that clearly describe our students as they complete each year and/or move towards graduation.

The building's policies fall into four categories:

- 1) **Ends** – Policies in this category describe the goal for all students by the end of the current school year or later if stated. These are monitored on a regular basis and the results are reported to the Superintendent and Board.
- 2) **Governance Process** – These policies state the rules of the building and how a variety of tasks, practices, and functions of the building are to be carried out; in other words they are the way business is done within our school. These policies are reviewed and/or monitored by the building's administration.
- 3) **Principal/Staff Relations** – Each of these policies outlines the work that occurs between administration and staff jointly in a variety of ways. These policies are reviewed and/or monitored by the building's administration.
- 4) **Executive Limitations** – The policies in this category define the expectations placed on staff in terms of what they are to do and with detailed descriptions of areas that shall be avoided. These policies are monitored by administration throughout the year and are reported to the Superintendent on a regular basis.



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District Staff Policies

Ends

E1 District Vision

The Morton School District shall distinguish itself by producing students who reach their highest levels of individual success.

Reported to Board: Annually
September

E2 District Mission

The philosophy of Morton School District is that every student matters, every moment counts. To achieve our mission the Morton School District will utilize the best instructional practices in all grades and classrooms; build, implement, and monitor student interventions; teach, monitor, and re-teach a system that supports a safe and inclusive environment; and, seek ways to enhance our learning culture through data-driven decisions.

Reported to Board: Annually
August

E3 Academic Performance

By the end of the 2030/31 academic year, the District will be rated in the top five (5) districts in the following categories when compared to the other districts participating within WIAA's District 4 and in our classification.

E3-1 Overall Composite Score (Combination of all following categories)

E3-2 Elementary Schools (Combination of ELA, Mathematics, and Science)

E3-3 Elementary ELA

E3-4 Elementary Mathematics

E3-5 Elementary Science

E3-6 Junior High Schools (Combination of ELA, Mathematics, and Science)

E3-7 Junior High ELA

E3-8 Junior High Mathematics

E3-9 Junior High Science

E3-10 Senior High Schools (Combination of ELA, Mathematics, and Science)

E3-11 Senior High ELA

E3-12 Senior High Mathematics

E3-13 Senior High Science

Reported to Board: Annually
September

E4 Reading and Mathematics

E4-1 By the end of the 2030/31 academic year, 100% of all students in each grade K-6 will have met grade-level reading expectations as measured by the DIBELS Assessment.

E4-2 By the end of the 2030/31 academic year, 100% of all students in each grade 7-11 will have met grade-level reading expectations as measured by the STAR Reading Assessment.

E4-3 By the end of the 2030/31 academic year, 100% of all students in each grade 2-11 will have met grade-level mathematics expectations as measured by the STAR Mathematics Assessment.

Reported to Board: Triannually
November, February, June

E5 Post-Secondary

E5-1 Each academic year till the end of the 2030/31 academic year the post-secondary preparation of

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students will be measured according to the following ratings:

- Good - Greater than or equal to 40% of upper-class students in the Jr/Sr High School earn college credits
- Fair - Between 25% and 39.99% of upper-class students in the Jr/Sr High School earn college credits
- Low - Less than 25% of upper-class students in the Jr/Sr High School earn college credits

E5-2 Each academic year till the end of the 2030/31 academic year the post-secondary programming will be measured according to the following ratings:

- Good - Greater than or equal to 80 college credits are offered on-site
- Fair - Between 40-80 college credits are offered on-site

Low - Less than 40 college credits are offered on-site

E5-3 Each academic year till the end of the 2030/31 academic year the post-secondary acceptance of seniors will be measured according to the following ratings:

- Good - Greater than or equal to 95% of all seniors are accepted to a post-secondary institution/program
- Fair - Between 80% and 94.99% of all seniors are accepted to a post-secondary institution/program
- Low - Less than 80% of all seniors are accepted to a post-secondary institution/program

Reported to Board: Annually
June

E6 PBIS

Each academic year till the end of the 2030/31 academic year less than 35% of all students will have been issued a referral.

Reported to Board: Biannually
February, June

E7 Extracurricular

Each academic year till the end of the 2030/31 academic year the participation of students in all extracurricular activities will be measured according to the following levels:

- Good - Greater than or equal to 40% of students in the Jr/Sr High School will participate in at least one extracurricular activity
- Fair - Between 20% and 39.99% of students in the Jr/Sr High School will participate in at least one extracurricular activity
- Low - Less than 20% of students in the Jr/Sr High School will participate in at least one extracurricular activity

Reported to Board: Annually
May

E8 Staffing

E7-1 Each academic year till the end of the 2030/31 academic year both the elementary and secondary buildings will have a dedicated principal for each building.

E7-2 Each academic year till the end of the 2030/31 academic year the Jr/Sr High School will have at minimum 35% of its staff CTE certified.

E7-3 Each academic year till the end of the 2030/31 academic year the District will employ at least a 0.5 FTE Music and/or Art educator.

E7-4 Each academic year till the end of the 2030/31 academic year the Elementary school will employ at least a 1.0 FTE specialist certificated teacher.

E7-5 Each academic year till the end of the 2030/31 academic year the Elementary school will employ at least a 0.8 FTE Pre-School certificated teacher.

Reported to Board: Annually
August

E9 Financial

E9-1 Each academic year till the end of the 2030/31 academic year the District's financial health of the general fund will be measured according to policy 6022:

- Good - General fund exceeds 10% of the budgeted expenditures plus one month's payroll.
- Fair - General fund is between 5% and 9.99% of the budgeted expenditures plus one month's payroll.
- Poor - General fund is below 5% of the budgeted expenditures plus one month's payroll.

E9-2 Each academic year till the end of the 2030/31 academic year the District's financial health of the capital projects fund will be measured according to policy 6022:

- Good - Capital Projects fund exceeds \$150,000
- Fair - Capital Projects fund is between \$125,000 and \$149,999.99
- Poor - Capital Projects fund is below \$125,000

Reported to Board: Annually

October

E10 Facilities

Prior to the end of the 2030/31 academic year, the District will have successfully passed a bond that meets the needs of the District moving forward.

Reported to Board: Annually
December



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District Staff Policies

Governance Process

GP1 Accident Policy

Whenever a student is injured on school grounds, first aid should be administered and the Principal and school office notified immediately. If the student can be moved, he/she should be transported to the office. If there is any question of bone or nerve damage, do not move the student and notify the office of the situation.

In case of an injury, no matter how minor, an accident form must be filled out and handed over to the building secretary on the day of the injury. No exceptions.

GP2 Attendance of Staff

Staff should report to work and be ready to begin at their work station at the beginning of their day. If they are going to be absent they should report their absence to their immediate supervisor.

GP3 Be on Time

All staff members are expected to arrive by the meeting or in-service start time unless prior arrangements are made through administration. Staff must stay for the entire meeting and be on task. Professional conduct will be expected always to ensure respect for others and oneself and to be able to gather and share information.

If there are issues that need to be handled beyond a staff meeting, individual conferences with the Principal are welcomed.

GP4 Child Abuse Reporting

Washington State Law (RCW 26.44.030 and 26.44.070) requires school personnel to report cases of suspected child abuse to the proper authority. If you have reasonable cause to believe a child is being abused or neglected, report the matter immediately to either your building counselor or administrator. That person will ensure that an investigation takes place and that CPS is notified if necessary. Please document your contact with the counselor/administrator with day, date and time. This report must be made within 48 hours of learning of the alleged event.

In the case that an investigation is made and the decision is to not call CPS, and you disagree with this decision, you may contact CPS – please notify your administrator after doing this. There is nothing wrong with erring on the side of being too careful when it comes to the safety of a child.

If you have a situation where a student has you as a confidante, you are still responsible for reporting suspected abuse, even if the student shares that information with you in confidence and the information is up to three years old. When a student begins to share such sensitive information, the staff member should inform the student that he/she has an obligation to report such information. Since the protection of children is our paramount concern, staff should discuss any suspected evidence with the Principal, nurse, or counselor.

You are reminded of your legal obligation to make such reports and of your immunity from potential liability for doing so.

GP5 Code of Conduct

Staff is expected to follow the code of conduct as described in WACs. Refer to Appendix 1 for the Code of Conduct.

GP6 Confidentiality

Conversations between adults and/or between adults and students around issues of teaching, learning, discipline and student learning styles may or may not fall within the parameters of confidentiality. Professionals should use their discretion when discussing these types of issues with others.

All conversations that involve students in any manner are not to be held in public areas. These conversations, if needed, are to take place behind closed doors and the noise level is to be held at an absolute minimum.

GP7 Contact with Board Members

All members of our community have the right to contact public officials such as Board members. However, when contact is made and information is shared or expressed that stems from your knowledge as an employee then the chain of

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command is violated. Staff may not contact Board members and violate the chain of command. Employees who do violate the chain of command may be subject to disciplinary action.

GP8 Curriculum Adoption/Implementation

The intent of the district is to continually update our curriculum on a 7-year cycle to provide students and staff with an up-to-date core curriculum. Any curriculum adoption shall follow board policy, including but not limited to Policy 2020. Any and all curriculum purchases and budgeting is subject to financial constraints as determined by the district.

Below is a list of curriculums and adoption years. The subjects are listed in adoption/implementation order:

<u>Curriculum</u>	<u>1st Adoption</u>	<u>2nd Adoption</u>
*Math	2017	2024
**Writing	2018	2025
**Science	2019	2026
*ELA	2020	2027
*History	2021	2028
**CTE	2022	2029
**PE/Band/Spanish	2023	2030

* Approximate budget of \$35,000

** Approximate budget of \$12,000

GP9 Directives

The administration of the building will establish directives throughout the course of the year and these directives are to be met according to the established deadlines. Any directive that comes from the office is to be considered a directive from administration and needs to be followed as if it directly came from an administrator.

GP10 District Harassment and Lewd Policy

Harassment in school is unwanted attention from adults, students, or anyone else the victim may deal with in school or at school-related activities. Harassment may carry the message that if the victim does not comply with the harasser's demands, there may be retaliation. Incidents of harassment may occur only once; sometimes they are repeated. Often the situation gets worse if it is not stopped.

Because this is such a serious matter, harassment in any form is prohibited. It can cause serious psychological damage to students plus negatively impact grades, attendance, performance and pride in one's work.

Any lewd, indecent or obscene act or expression shall be grounds for disciplinary action.

All staff is to report any violations of these policies to an immediate supervisor or the next person in the chain of command as soon as reasonably possible.

GP11 Dress Code

Members of building Staff are reminded to model professional and appropriate school attire always. Jeans are

appropriate only on Fridays, no shorts please. No open toed shoes or flip-flops should be worn to school.

GP12 Equal Rights Statement

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GP13 Keys

Each teacher will check out the appropriate keys. Teachers are not to loan keys to students, and they are not to duplicate keys. If a teacher loses a set of keys, this matter must be reported immediately to the office. You are always responsible for the keys to your room. The appropriate keys will be checked out to you and it is assumed that care will be taken against losing them. If lost keys are not found, you may be charged for lost keys and core replacements.

Under no circumstances are you to loan your keys to students or to unauthorized persons. If you allow students or outside groups to enter any of the buildings, you must be in charge and remain with the group and be responsible until they leave the building.

All employees' keys will be checked out in the fall and checked in the office for the summer as a part of the checkout process.

GP14 Leave

Employees who need to take leave of any kind must fill out a leave slip and submit it to the district office or their immediate supervisor.

GP15 Office Area

Staff presence in the office should be limited to appointments with administration and requests for the secretaries and/or business manager.

GP16 Policies

All employees are to comply with district policies. A copy of the following is added to this handbook:

- Curriculum Development and Adoption of Instructional Materials (2020)
- Curriculum Development and Adoption of Instructional Materials Procedure (2020P)
- Education of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973 (2162)
- Education of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973 Procedure (2162P)
- Enrollment (3120)

- Enrollment Procedure (3120P)
- Nondiscrimination (3210)
- Nondiscrimination Procedure (3210P)
- Nondiscrimination and Affirmative Action (5010)
- Nondiscrimination and Affirmative Action Procedure (5010P)
- Sexual Harassment (5011)
- Sexual Harassment Procedure (5011P)

GP17 Purchasing

Purchases of goods or services that exceed \$1,000 must have three bids/quotes prior to approval.

GP18 Professionalism

Contact with Parents/Community Members:

Interactions with community members should be positive. Gossip and negative comments are not acceptable. The community should receive immediate attention, be treated in a friendly, welcoming and positive way and be shown respect. Questions and concerns should be handled promptly and professionally.

Confidential Information:

As professionals, we deal with confidential information. This confidentiality must be respected. Special care should be taken to protect this confidentiality with parent helpers, visitors, volunteers and other colleagues. Please remember that we share student information of a confidential nature only with those parents that have direct responsibility for the education of that child.

Students:

We must treat all our students with respect. Students will be asked to report inappropriate staff behavior to a Principal or Vice Principal.

Staff/Parents/District Personnel:

The same level of respect given to students must also be applied to staff members, parents, district personnel, and all others.

Communication Through Email:

For no reason should you send an email to another district employee which could be overtly negative, sarcastic or harassing in nature. The district's Acceptable Use Policy also covers appropriate use of district computers. Meeting in person helps resolve conflicts.

Professional workspace:

As a professional employee, our classrooms, offices, and other workspaces are to represent a high regard for professionalism. Workspaces should be kept up, cleaned, and organized that reflects the professional work standards that we choose to reflect to our students and community stakeholders.

GP19 References and Recommendations

District staff are not permitted to provide information through reference checks beyond the acknowledgement of a past or current employee's position and dates of employment.

District staff may submit letters of recommendation if requested by past or current employees. However, even if asked and agreed to provide letters of recommendation, follow-up references checks are continually limited to only the past or current employee's position and dates of employment.

GP20 Security

Ensuring the security of the students, staff, building, and district assets is the responsibility of all staff. No persons other than those approved by the school board, or the temporary approval by building administration are allowed on campus during the school day.

GP21 Voicemail

Every staff member is assigned a voice mailbox. Voicemail should be checked a minimum of once per day and calls, particularly from parents, should be returned within twenty-four hours.



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District Staff Policies
Superintendent Relations

SR1 Accountability to District Initiatives

Our district has multiple initiatives that all staff and administration work on together. Everyone is accountable to these initiatives.

AVID

Our district is participating in the AVID program. As part of AVID all staff will work collaboratively on incorporating AVID, its training and components into classrooms.

Standards-Based Grading

In any class that has a member of the graduating class of 2020 or younger will use standards-based grading. These courses will use only formative and summative assessments. Only summative assessments will be placed in the gradebook.

Summative assessments will have questions of a variety of levels on every assessment. There will be questions at a level 1, level 2, level 3 and level 4. This assists the teacher, student, and family in understanding where the student's ability is.

Rubrics

All classes, no matter the grading system, will use rubrics on all assignments and assessments. Rubrics will be created in the shared rubric document.

SR2 Evaluations of Staff (For Principals)

Each Principal is to ensure that they complete the following as part of the evaluation of staff:

- Have the first observation of staff members be a formal one where it is preceded by a pre-observation conference, then an observation, and followed up by a post-observation conference.
- The first observation of staff shall be for 30 minutes in duration.

- Each teacher shall receive at least a second formal observation before spring break.
- If a Principal uses informal observations than these must have a post-observation conference.
- If a Principal chooses to use their walkthroughs as part of the evaluation process then the walkthroughs used must be followed up with a post-observation conference.
- Principals are to utilize the online tool for observations as provided by the district. These are to be used instead of the old forms once used by administration, if agreed upon by the certificated staff.
- All observations, other than those used for staff members on probation, are encouraged to be completed prior to spring break.
- All summative evaluations are encouraged to be completed and turned into the district office prior to May 1st.
- All classified staff evaluations are encouraged to be completed by May 10th and turned into the district office.

SR3 Budgeting

People responsible for a budget are expected to monitor their budget on a consistent basis. As you know, our district budget is often very tight and there is little to no available funds beyond your allotment. The expectation is that funds spent stay within the budget amount.

All grant monies collected by the district are expected to be spent by March 31st of each school year. Failure to expend grant funds by this date may constitute a freezing of the grant by the district office.

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District Staff Policies

Principal Executive Limitations

EL1P Effectively Manage Students and Workload

Principals shall create a school culture that promotes the ongoing improvement of learning and teaching for students and staff.

Accordingly, the Principals may not:

1. Fail to develop and sustain a focus on a shared mission and clear vision for improvement of learning and teaching.
2. Fail to engage in essential conversations for ongoing improvement.
3. Fail to facilitate collaborative leading toward continuous improvement.
4. Fail to create opportunities for shared leadership.

EL2P Know Students plus their Interests, Abilities, and Goals

An effective Principal supports the community (both in and out of school) to develop a more nuanced/expanded understanding of what it means to be safe. Physical, emotional, and intellectual safety are critical and necessary conditions for effective teaching and learning to take place.

Accordingly, the Principals may not:

1. Fail to provide for physical safety.
2. Fail to provide for social, emotional and intellectual safety.

EL3P Engage, Motivate, and Inspire Students

Leading the development, implementation and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements.

Accordingly, the Principals may not:

1. Fail to recognize and seek out multiple data sources.
2. Fail to analyze and interpret multiple data sources to inform school-level improvement efforts.
3. Fail to implement a data driven plan for improved teaching and learning.
4. Fail to assist staff to use data to guide, modify and improve classroom teaching and learning.

EL4P Alignment of Curriculum, Instruction, and Assessment

Assisting instructional staff with alignment of curriculum, instruction and assessment with state and local district learning goals.

Accordingly, the Principals may not:

1. Fail to align curriculum to state and local district learning goals.
2. Fail to align best instructional practices to state and district learning goals.
3. Fail to align assessment practices to best instructional practices.

EL5P Instructional Programs

A Principal is knowledgeable about and deeply involved in the design and implementation of the instructional program; prioritizes effective teaching by visiting classrooms regularly and working with teachers on instructional issues; consistently supports colleagues in their efforts to strengthen teaching and learning in classrooms; works tirelessly to support staff in doing their best work.

Accordingly, the Principals may not:

1. Fail to monitor instruction and assessment practices.
2. Fail to assist staff in developing required student growth plans and identifying valid, reliable sources of evidence of effectiveness.
3. Fail to assist staff in implementing effective instruction and assessment practices.
4. Fail to reliably and validly evaluate staff in effective instruction and assessment practices.

EL6P Resources and Responsibilities

The Principal can impact decisions of hiring, human resources, fiscal resources, and legal responsibilities in order to support student achievement. A Principal can manage human and fiscal resources in transparent ways such that the capacity of the school community to make complicated decisions grows. Decisions are made about resources that result in improved teaching and learning while allowing staff to feel empowered throughout the process.

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Accordingly, the Principals may not:

1. Fail to manage human resources (assignment, hiring).
2. Fail to manage human resources (ongoing professional development).
3. Fail to manage fiscal resources.
4. Fail to fulfill legal responsibilities.

EL7P Community Engagement

A Principal engages with the community in sensitive and skillful ways such that the community understands the work of the school and is proud to claim the school as their own. An effective Principal understands the greater community to be a valuable resource and works to establish a genuine partnership model between home and school. An effective Principal understands that aligning school and community efforts and values is an ongoing work in progress that must be nurtured, sustained, and monitored, and is able to influence others to adopt the same understanding.

Accordingly, the Principals may not:

1. Fail to communicate with the community to promote learning.
2. Fail to partner with families and school communities.

EL8P Closing the Gap

Closing the gap refers to improving achievement for groups of students that share a historical disadvantage as well as the achievement of individual students who are not realizing learning potential. Evidence used to support student improvement comes from multiple opportunities for gathering information about achievement: standardized tests and other assessments that are school-directed; assessments that are teacher designed and embedded into instruction; portfolio and performance-based project assessments.

Accordingly, the Principals may not:

1. Fail to identify barriers to achievement and know how to close the resulting gaps.
2. Fail to demonstrate a commitment to close the achievement gap.
3. Fail to provide evidence of growth in student learning.



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Morton Jr/Sr High School

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Morton Elementary School

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District Staff Policies

Supervisor Executive Limitations

EL1S Supervisory Skills

Supervisors are to possess and demonstrate supervisory skills for them to fulfill the duties of their job description and other assignments laid upon them.

Accordingly, the Supervisors may not:

1. Fail to enforce board policies.
2. Fail to assume leadership in the implementation of the district's goals.
3. Fail to plan, organize, direct, and control effectively.
4. Fail to instruct and enforce safety requirements.
5. Fail to supervise operations while insisting on competent and efficient performance.
6. Fail to determine that funds are spent wisely.
7. Fail to comply with district policies, regulations, and procedures.
8. Fail to plan and report on the present and future needs.
9. Fail to keep the Superintendent fully informed about operations.
10. Fail to demonstrate creativity and flexibility within limits of policies and procedures.
11. Fail to demonstrate effective problem solving.

EL2S Staff Relations

Supervisors must establish relationships and communicate with staff in a manner that is positive and productive.

Accordingly, the Supervisors may not:

1. Fail to meet and confer with staff to promote understanding and the interest and will of the Superintendent.
2. Fail to develop and execute sound personnel procedures and practices.
3. Fail to insist on performance of duties and treat all personnel without favoritism or discrimination.

EL3S Superintendent Relationship

Supervisors are to develop a positive and working relationship with the Superintendent by keeping the Superintendent informed on critical areas, offering advice and recommendations when appropriate, and ensuring that their

The Morton School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination: John Hannah, P.O. Box 1219, Morton, WA 98356; (360) 496-5300 (Title IX); Tami Muth, P.O. Box 1219, Morton, WA 98356; (360) 496-5143 (ADA Coordinator/Compliance Coordinator for 28A.640 and 28A.642); Becky Brooks, P.O. Box 1219, Morton, WA 98356; (360) 496-5137 (Section 504); Jenna Haselwood, P.O. Box 1219, Morton, WA 98356; (360) 496-5300 (Harassment, Intimidation and Bullying Compliance Officer)

department is run smoothly enough to keep its daily operations out of Superintendent concern.

Accordingly, the Supervisors may not:

1. Fail to keep the Superintendent informed on issues, needs, and operations of the school system.
2. Fail to offer professional advice to the Superintendent on items requiring action while making recommendations based on thorough analysis.
3. Fail to base any position on principle and maintain that position without regard for its popularity until an official position has been reached, after which time the decision of the Superintendent is supported.
4. Fail to make recommendations for employment, promotion, and/or dismissal of personnel with supporting data and accept responsibility for the recommendation.

EL4S Community/Public Relations

Supervisors shall continually establish and promote a positive relationship with the community.

Accordingly, the Supervisors may not:

1. Fail to support Board policy and actions.
2. Fail to earn respect and support for the community in the management of school operations.
3. Fail to establish credibility as a community leader in public education.
4. Fail to work cooperatively with public and private agencies.

EL5S Personal Qualities

Supervisors shall possess the personal qualities that allow them to perform the duties of their job exceptionally and in a manner supportive of the district goals and policies.

Accordingly, the Supervisors may not:

1. Fail to defend principle and conviction in the face of pressure and partisan influence.
2. Fail to seek and accept constructive criticism.

3. Fail to demonstrate the ability to work well with individuals and groups.
4. Fail to serve as a model for wellness in appearance, personal habits and behavior.
5. Fail to speak and write effectively.
6. Fail to maintain composure when faced with an unexpected or disturbing turn of events.
7. Fail to enjoy a sense of humor.

EL6S Professional Development

Supervisors are expected to seek opportunities to improve through professional development and reflective practices.

Accordingly, the Supervisors may not:

1. Fail to continue professional development through reading, coursework, conference attendance, work on professional committee work, and interaction with educators from other districts.
2. Fail to develop, use and evaluate effective job approaches to improve job performance.
3. Fail to demonstrate technical knowledge necessary for completing assigned tasks.
4. Fail to demonstrate the correct use of materials, equipment, supplies and service.



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District Staff Policies

Building Secretary Executive Limitations

EL1B General Performance

Secretaries are to meet the duties of the job description and the many other aspects that arise daily to make each building function smoothly. They shall meet the expectations and directives of the building administration.

Accordingly, the Secretaries may not:

1. Fail to accurately perform assigned responsibilities and tasks to maintain an efficient and orderly office.
2. Fail to accurately and efficiently perform schedule and staff tasks and requests.
3. Fail to accurately and efficiently manage student data tasks.
4. Fail to accurately manage fiscal responsibilities as appropriate.
5. Fail to provide secretarial support to administration as directed and needed.

EL2B Interpersonal Relationships

Secretaries shall have and use interpersonal relationships in a manner that is productive and supportive to all members of the school system, policies, operation, and function of their building.

Accordingly, the Secretaries may not:

1. Fail to demonstrate an understanding of the structure, operation, and function of their campus and programs, plus those of the district.
2. Fail to communicate in a timely and effective manner with staff members, departments, and agencies with both oral and written communication.
3. Fail to maintain a calm demeanor and a cooperative, appropriate and positive working relationship with staff, administration, parents, and community agencies.

EL3B Principal Relationship

The relationship between a Secretary and Principal is essential to the smooth operation and function of a building. Secretaries are to ensure that they have a positive and productive relationship with each building administrator.

Accordingly, the Secretaries may not:

1. Fail to keep the Principal informed on issues, needs and operations of the school system.
2. Fail to offer professional advice to the Principal on items requiring action, making recommendations based on thorough analysis.
3. Fail to base any position on principle and maintain that position without regard for its popularity until an official position has been reached, after which time the decision of the Principal is supported.

EL4B Community/Public Relations

Secretaries shall continually establish and promote a positive relationship with the community.

Accordingly, the Secretaries may not:

1. Fail to support Board policy and actions.
2. Fail to earn respect and support for the community in the management of school operations.
3. Fail to establish credibility as a community leader in public education.
4. Fail to work cooperatively with public and private agencies.

EL5B Personal Qualities

Secretaries shall possess the personal qualities that allow them to perform the duties of their job exceptionally and in a manner supportive of the district goals and policies.

Accordingly, the Secretaries may not:

1. Fail to defend principle and conviction in the face of pressure and partisan influence.
2. Fail to seek and accept constructive criticism.
3. Fail to demonstrate the ability to work will with individuals and groups.
4. Fail to serve as a model for wellness in appearance, personal habits and behavior.
5. Fail to speak and write effectively.
6. Fail to maintain composure when faced with an unexpected or disturbing turn of events.
7. Fail to enjoy a sense of humor.

The Morton School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination: John Hannah, P.O. Box 1219, Morton, WA 98356; (360) 496-5300 (Title IX); Tami Muth, P.O. Box 1219, Morton, WA 98356; (360) 496-5143 (ADA Coordinator/Compliance Coordinator for 28A.640 and 28A.642); Becky Brooks, P.O. Box 1219, Morton, WA 98356; (360) 496-5137 (Section 504); Jenna Haselwood, P.O. Box 1219, Morton, WA 98356; (360) 496-5300 (Harassment, Intimidation and Bullying Compliance Officer)

8. Fail to demonstrate knowledge of technology appropriate to assignment.
9. Fail to demonstrate an ability to maintain favorable public relations.
10. Fail to demonstrate problem-solving skills, organizational skills, patience, creativity, flexibility and receptiveness to change.

EL6B Professional Development

Secretaries are expected to seek opportunities to improve through professional development and reflective practices.

Accordingly, the Secretaries may not:

1. Fail to continue professional development through reading, coursework, conference attendance, work on professional committee work, and interaction with educators from other districts.
2. Fail to develop, use and evaluate effective job approaches to improve job performance.



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District Staff Policies

Athletic Director Executive Limitations

EL1AD Program Management

The Athletic Director is expected to provide the leadership, guidance, and direction to all athletic programs for them to be successful in supporting the growth of our student-athletes both on and off the field.

Accordingly, the Athletic Director may not:

1. Fail to provide leadership in comprehensive program planning.
2. Fail to develop long and short-range goals and objectives for the improvement of the schools' athletic programs.
3. Fail to provide leadership in the scheduling and implementation of the planned athletic program.
4. Fail to provide leadership in the evaluation of the athletic program.
5. Fail to accept and carry out duties as assigned by administration.

EL2AD Personnel Management

The Athletic Director is to ensure that the personnel of all those directly and indirectly tied to the operation and function of the athletic programs meet with the district's high demand of personal and professional judgment and execution of duties, plus supervise each of these individuals and their programs.

Accordingly, the Athletic Director may not:

1. Fail to participate in the selection and assignment of personnel.
2. Fail to supervise and evaluate in accordance with established personnel policies.
3. Fail to secure the necessary help, both paid and volunteer, to properly staff athletic events.

EL3AD Fiscal Management

The Athletic Director shall oversee and assist all athletic staff and budgets to ensure that they are good stewards of taxpayer monies and stay within parameters, procedures, and policies set by the district and Board.

Accordingly, the Athletic Director may not:

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1. Fail to provide an annual budget for the schools' athletic programs.
2. Fail to establish a sound financial system and administer funds as assigned in accordance with established policies.
3. Fail to prepare or oversee the preparation of records and reports required.

EL4AD Equipment and Facility Management

The Athletic Director is expected to oversee and manage the equipment of all athletic programs, in addition ensure that the facilities are kept in pristine condition as used by the athletic programs and community stakeholders.

Accordingly, the Athletic Director may not:

1. Fail to establish and oversee equipment inventories and needs assessments.
2. Fail to communicate program needs with appropriate personnel.
3. Fail to coordinate the procurement of equipment in compliance with state and local guidelines.
4. Fail to provide for the proper cleanliness and maintenance of all athletic areas and vehicles used by athletic programs.

EL5AD Public Relations

The Athletic Director is to develop, sustain, and improve the relationships with all community stakeholders to improve the district's public image.

Accordingly, the Athletic Director may not:

1. Fail to effectively communicate with students, staff members, the news media, and the public to share information about and build support for the athletic program.
2. Fail to serve as a liaison between the schools and other agencies and groups.

EL6AD Professional Development

The Athletic Director shall continually seek ways to improve his own practice through professional development.

Accordingly, the Athletic Director may not:

1. Fail to be knowledgeable of trends and new developments in school athletics.
2. Fail to share new developments and other appropriate information with staff members.

EL7AD Student Eligibility and Conduct

The Athletic Director

Accordingly, the Athletic Director may not:

1. Fail to establish and implement procedures to ensure the eligibility of all players.
2. Fail to establish uniform codes of conduct for students' participation in and attending athletic events, and work to ensure good sportsmanship is demonstrated at all athletic events.



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District Staff Policies

District Office Executive Limitations

EL1DS General Performance

The District Secretary is to meet the duties of the job description and the many other aspects that arise on a daily basis to make each building function smoothly. They shall meet the expectations and directives of the building administration.

Accordingly, the District Secretary may not:

1. Fail to accurately perform assigned responsibilities and tasks in order to maintain an efficient and orderly office.
2. Fail to accurately and efficiently perform schedule and staff tasks and requests.
3. Fail to accurately and efficiently manage student data tasks.
4. Fail to accurately manage fiscal responsibilities as appropriate.
5. Fail to provide secretarial support to administration as directed and needed.

EL2DS Interpersonal Relationships

The District Secretary shall have and use interpersonal relationships in a manner that is productive and supportive to all members of the school system, policies, operation, and function of their building.

Accordingly, the District Secretary may not:

1. Fail to demonstrate an understanding of the structure, operation, and function of their campus and programs, plus those of the district.
2. Fail to communicate in a timely and effective manner with staff members, departments, and agencies with both oral and written communication.
3. Fail to maintain a calm demeanor and a cooperative, appropriate and positive working relationship with staff, administration, parents, and community agencies.

EL3DS Superintendent Relationship

The relationship between the District Secretary and Superintendent is essential to the smooth operation and function of the district. The District Secretary is to ensure that

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they have a positive and productive relationship with the Superintendent.

Accordingly, the District Secretary may not:

1. Fail to keep the Superintendent informed on issues, needs and operations of the school system.
2. Fail to offer professional advice to the Superintendent on items requiring action, making recommendations based on thorough analysis.
3. Fail to base any position on principle and maintain that position without regard for its popularity until an official position has been reached, after which time the decision of the Superintendent is supported.

EL4DS Community/Public Relations

The District Secretary shall continually establish and promote a positive relationship with the community.

Accordingly, the District Secretary may not:

1. Fail to support Board policy and actions.
2. Fail to earn respect and support for the community in the management of school operations.
3. Fail to establish credibility as a community leader in public education.
4. Fail to work cooperatively with public and private agencies.

EL5DS Personal Qualities

The District Secretary shall possess the personal qualities that allow them to perform the duties of their job exceptionally and in a manner supportive of the district goals and policies.

Accordingly, the District Secretary may not:

1. Fail to defend principle and conviction in the face of pressure and partisan influence.
2. Fail to seek and accept constructive criticism.
3. Fail to demonstrate the ability to work well with individuals and groups.
4. Fail to serve as a model for wellness in appearance, personal habits and behavior.
5. Fail to speak and write effectively.

6. Fail to maintain composure when faced with an unexpected or disturbing turn of events.
7. Fail to enjoy a sense of humor.
8. Fail to demonstrate knowledge of technology appropriate to assignment.
9. Fail to demonstrate an ability to maintain favorable public relations.
10. Fail to demonstrate problem-solving skills, organizational skills, patience, creativity, flexibility and receptiveness to change.

EL6DS Professional Development

The District Secretary are expected to seek opportunities to improve through professional development and reflective practices.

Accordingly, the District Secretary may not:

1. Fail to continue professional development through reading, coursework, conference attendance, work on professional committee work, and interaction with educators from other districts.
2. Fail to develop, use and evaluate effective job approaches to improve job performance.

EL1BM Management Techniques

The Business Manager will evaluate the financial status and keep the Superintendent and Board updated in a timely manner.

Accordingly, the Business Manager may not:

1. Fail to enforce Board policy.
2. Fail to assume leadership in the implementation of the district's goals and philosophy of education.
3. Fail to take an active role in development of salary schedules for all personnel.
4. Fail to inspire others to their highest professional standards.
5. Fail to supervise operations while insisting on competent and efficient performance.
6. Fail to determine that funds are spent wisely and that adequate control and accounting procedures are maintained.
7. Fail to evaluate financial status and make recommendations for adequate funding.
8. Fail to plan and report on the present and future needs of the total school program.
9. Fail to keep the Superintendent and Board informed about business operations.
10. Fail to meticulously collect all monies, maintain internal financial records, and submit a statement of fund accounts.
11. Fail to operate within state and district guidelines and procedures governing expenditure of funds and goods and services.

EL2BM Staff Relations

The Business Manager will develop and maintain strong, effective, and positive relationships with all staff.

Accordingly, the Business Manager may not:

1. Fail to meet and confer with staff to promote understanding and the interest and will of the Board.
2. Fail to develop and execute sound personnel procedures and practices.
3. Fail to insist on performance of duties and treats all personnel without favoritism or discrimination.

EL3BM Superintendent Relationship

The relationship between the Business Manager and Superintendent is essential to the smooth operation and function of the district. The Business Manager is to ensure that they have a positive and productive relationship with the Superintendent.

Accordingly, the Business Manager may not:

1. Fail to keep the Superintendent informed on issues, needs and operations of the school system.
2. Fail to offer professional advice to the Superintendent on items requiring action, making recommendations based on thorough analysis.
3. Fail to base any position on principle and maintain that position without regard for its popularity until an official position has been reached, after which time the decision of the Superintendent is supported.

EL4BM Community/Public Relations

The Business Manager shall build and demonstrate effective leadership and participation in community/public relations to promote and enhance the school image.

Accordingly, the Business Manager may not:

1. Fail to support Board policy and actions.
2. Fail to earn respect and support for the community in the management of school operations.
3. Fail to establish credibility as a community leader in public education.
4. Fail to work cooperatively with public and private agencies.

EL5BM Personal Qualities

The Business Manager shall possess the personal qualities that allow them to perform the duties of their job exceptionally and in a manner supportive of the district goals and policies.

Accordingly, the Business Manager may not:

1. Fail to defend principle and conviction in the face of pressure and partisan influence.
2. Fail to seek and accept constructive criticism.
3. Fail to demonstrate the ability to work will with individuals and groups.
4. Fail to serve as a model for wellness in appearance, personal habits and behavior.

5. Fail to speak and write effectively.
6. Fail to maintain composure when faced with an unexpected or disturbing turn of events.
7. Fail to enjoy a sense of humor.

EL6BM Professional Development

The Business Manager is expected to seek opportunities to improve through professional development and reflective practices.

Accordingly, the Business Manager may not:

1. Fail to continue professional development through reading, coursework, conference attendance, work on professional committee work, and interaction with educators from other districts.
2. Fail to develop, use and evaluate effective job approaches to improve job performance.



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District Staff Policies

Special Education Manager Executive Limitations

EL1SEM Supervisory Skills

Managers are to possess and demonstrate supervisory skills for them to fulfill the duties of their job description and other assignments laid upon them.

Accordingly, the Supervisors may not:

1. Fail to enforce board policies.
2. Fail to assume leadership in the implementation of the district's goals.
3. Fail to plan, organize, direct, and control effectively.
4. Fail to instruct and enforce safety requirements.
5. Fail to supervise operations while insisting on competent and efficient performance.
6. Fail to determine that funds are spent wisely.
7. Fail to comply with district policies, regulations, and procedures.
8. Fail to plan and report on the present and future needs.
9. Fail to keep the Superintendent fully informed about operations.
10. Fail to demonstrate creativity and flexibility within limits of policies and procedures.
11. Fail to demonstrate effective problem solving.
12. Fail to support the District's Special Education director.

EL2SEM Staff Relations

Managers must establish relationships and communicate with staff in a manner that is positive and productive.

Accordingly, the Supervisors may not:

1. Fail to meet and confer with staff to promote understanding and the interest and will of the Superintendent.
2. Fail to develop and execute sound personnel procedures and practices.
3. Fail to insist on performance of duties and treat all personnel without favoritism or discrimination.

EL3SEM Superintendent Relationship

Managers are to develop a positive and working relationship with the Superintendent by keeping the Superintendent

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informed on critical areas, offering advice and recommendations when appropriate, and ensuring that their department is run smoothly enough to keep its daily operations out of Superintendent concern.

Accordingly, the Supervisors may not:

1. Fail to keep the Superintendent informed on issues, needs, and operations of the school system.
2. Fail to offer professional advice to the Superintendent on items requiring action while making recommendations based on thorough analysis.
3. Fail to base any position on principle and maintain that position without regard for its popularity until an official position has been reached, after which time the decision of the Superintendent is supported.
4. Fail to make recommendations for employment, promotion, and/or dismissal of personnel with supporting data and accept responsibility for the recommendation.

EL4SEM Community/Public Relations

Managers shall continually establish and promote a positive relationship with the community.

Accordingly, the Supervisors may not:

1. Fail to support Board policy and actions.
2. Fail to earn respect and support for the community in the management of school operations.
3. Fail to establish credibility as a community leader in public education.
4. Fail to work cooperatively with public and private agencies.

EL5SEM Personal Qualities

Managers shall possess the personal qualities that allow them to perform the duties of their job exceptionally and in a manner supportive of the district goals and policies.

Accordingly, the Supervisors may not:

1. Fail to defend principle and conviction in the face of pressure and partisan influence.
2. Fail to seek and accept constructive criticism.
3. Fail to demonstrate the ability to work well with individuals and groups.
4. Fail to serve as a model for wellness in appearance, personal habits and behavior.
5. Fail to speak and write effectively.
6. Fail to maintain composure when faced with an unexpected or disturbing turn of events.
7. Fail to enjoy a sense of humor.

EL6SEM Professional Development

Managers are expected to seek opportunities to improve through professional development and reflective practices.

Accordingly, the Supervisors may not:

1. Fail to continue professional development through reading, coursework, conference attendance, work on professional committee work, and interaction with educators from other districts.
2. Fail to develop, use and evaluate effective job approaches to improve job performance.
3. Fail to demonstrate technical knowledge necessary for completing assigned tasks.
4. Fail to demonstrate the correct use of materials, equipment, supplies and service.



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District Staff Policies

Code of Conduct

WAC 181-87-005 PURPOSE

The sole purpose of this chapter is to set forth policies and procedures related to reprimand, suspension, and revocation actions respecting certification of education practitioners in the state of Washington for acts of unprofessional conduct. It is recognized that grounds for the discharge, non-renewal of contracts, or other adverse change in contract status affecting the employment contracts of education practitioners are broader than stated herein. The grounds set forth as unprofessional conduct in this chapter shall not limit discharge, nonrenewal of contracts, or other employment action by employers of education practitioners.

WAC 181-87-010 PUBLIC POLICY GOALS OF CHAPTER

The public policy goals of this chapter are as follows:

- (1) To protect the health, safety, and general welfare of students within the state of Washington.
- (2) To assure the citizens of the state of Washington that education practitioners are accountable for acts of unprofessional conduct.
- (3) To define and provide notice to education practitioners within the state of Washington of the acts of unprofessional conduct for which they are accountable pursuant to the provisions of chapter 181-86 WAC.

PROFESSIONAL ACCOUNTABILITY

WAC 181-87-015 ACCOUNTABILITY FOR ACTS OF UNPROFESSIONAL CONDUCT

Any educational practitioner who commits an act of unprofessional conduct proscribed within this chapter may be held accountable for such conduct pursuant to the provisions of chapter 181-86 WAC.

ADMINISTRATIVE PROVISIONS

WAC 181-87-020 APPLICABILITY OF CHAPTER TO PRIVATE CONDUCT

As a general rule, the provisions of this chapter shall not be applicable to the private conduct of an education practitioner except where the education practitioner's role

as a private person is not clearly distinguishable from the role as an education practitioner and the fulfillment of professional obligations.

WAC 181-87-025 EXCLUSIVITY OF CHAPTER

No act, for the purpose of this chapter, shall be defined as an act of unprofessional conduct unless it is included in this chapter.

WAC 181-87-030 PROSPECTIVE APPLICATION OF CHAPTER AND AMENDMENTS

The provisions of this chapter shall take effect ninety calendar days after adoption and shall apply prospectively to acts of unprofessional conduct committed after such effective date. Unless provided to the contrary, any revision shall take effect six months after adoption and shall apply prospectively from such effective date.

WAC 181-87-035 EDUCATION PRACTITIONER-DEFINITION

As used in this chapter, the term "education practitioner" means any certificate holder licensed under rules of the Professional Educator Standards Board to serve as a certificated employee.

WAC 181-87-040 STUDENT-DEFINITION

As used in this chapter, the term "student" means the following:

- (1) Any student who is under the supervision, direction, or control of the education practitioner.
- (2) Any student enrolled in any school or school district served by the education practitioner.
- (3) Any student enrolled in any school or school district while attending a school related activity at which the education practitioner is performing professional duties.
- (4) Any former student who is under eighteen years of age and who has been under the supervision, direction, or control of the education practitioner. Former student, for the purpose of this section, includes but is not limited to dropouts, graduates, and students who transfer to other districts or schools.

The Morton School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination: John Hannah, P.O. Box 1219, Morton, WA 98356; (360) 496-5300 (Title IX); Tami Muth, P.O. Box 1219, Morton, WA 98356; (360) 496-5143 (ADA Coordinator/Compliance Coordinator for 28A.640 and 28A.642); Becky Brooks, P.O. Box 1219, Morton, WA 98356; (360) 496-5137 (Section 504); Jenna Haselwood, P.O. Box 1219, Morton, WA 98356; (360) 496-5300 (Harassment, Intimidation and Bullying Compliance Officer)

WAC 181-87-045 COLLEAGUE-DEFINITION

As used in this chapter, the term "colleague" means any person with whom the education practitioner has established a professional relationship and includes fellow workers and employees regardless of their status as education practitioners.

ACTS OF UNPROFESSIONAL CONDUCT

WAC 181-87-050 MISREPRESENTATION OR FALSIFICATION IN THE COURSE OF PROFESSIONAL PRACTICE

Any falsification or deliberate misrepresentation, including omission, of a material fact by an education practitioner concerning any of the following is an act of unprofessional conduct:

- (1) Statement of professional qualifications.
- (2) Application or recommendation for professional employment, promotion, certification, or an endorsement.
- (3) Application or recommendation for college or university admission, scholarship, grant, academic award, or similar benefit.
- (4) Representation of completion of in-service or continuing education credit hours.
- (5) Evaluations or grading of students and/or personnel.
- (6) Financial or program compliance reports submitted to state, federal, or other governmental agencies.
- (7) Information submitted in the course of an official inquiry by the superintendent of public instruction related to the following:
 - (a) Good moral character or personal fitness.
 - (b) Acts of unprofessional conduct.
- (8) Information submitted in the course of an investigation by a law enforcement agency or by child protective services, regarding school related criminal activity.

WAC 181-87-055 ALCOHOL OR CONTROLLED SUBSTANCE ABUSE

Unprofessional conduct includes:

- (1) Being under the influence of alcohol or of a controlled substance, as defined in chapter 69.50 RCW, on school premises or at a school-sponsored activity involving students, following:
 - (a) Notification to the education practitioner by his or her employer of concern regarding alcohol or substance abuse affecting job performance;
 - (b) A recommendation by the employer that the education practitioner seek counseling or other appropriate and available assistance; and

(c) The education practitioner has had a reasonable opportunity to obtain such assistance.

(2) The possession, use, or consumption on school premises or at school-sponsored activity of a Schedule 1 controlled substance, as defined by the state board of pharmacy, or a Schedule 2 controlled substance, as defined by the state board of pharmacy, without a prescription authorizing such use.

(3) The consumption of an alcoholic beverage on school premises or at a school sponsored activity involving students if such consumption is contrary to written policy of the school district or school building.

WAC 181-87-060 DISREGARD OR ABANDONMENT OF GENERALLY RECOGNIZED PROFESSIONAL STANDARDS

Any performance of professional practice in flagrant disregard or clear abandonment of generally recognized professional standards in the course of any of the following professional practices is an act of unprofessional conduct:

- (1) Assessment, treatment, instruction, or supervision of students.
- (2) Employment or evaluation of personnel.
- (3) Management of moneys or property.

WAC 181-87-065 ABANDONMENT OF CONTRACT FOR PROFESSIONAL SERVICES

Any permanent abandonment, constituting a substantial violation without good cause, of one of the following written contracts to perform professional services for a private school or a school or an educational service district is an act of unprofessional conduct:

- (1) An employment contract, excluding any extracurricular or other specific activity within such contract or any supplementary contract.
- (2) Professional service contract.

WAC 181-87-070 UNAUTHORIZED PROFESSIONAL PRACTICE

Any act performed without good cause that materially contributes to one of the following unauthorized professional practices is an act of unprofessional practice.

- (1) The intentional employment of a person to serve as an employee in a position for which certification is required by rules of the Professional Educator Standards Board when such person does not possess, at the time of commencement of such responsibility, a valid certificate to hold the position for which such person is employed.
- (2) The assignment or delegation in a school setting of any responsibility within the scope of the authorized practice of nursing, physical therapy, or occupational therapy to a person not licensed to practice such profession unless such

assignment or delegation is otherwise authorized by law, including the rules of the appropriate licensing board.

(3) The practice of education by a certificate holder during any period in which such certificate has been suspended.

(4) The failure of a certificate holder to abide by the conditions within an agreement, executed pursuant to WAC 181-86-160, to not continue or to accept education employment.

(5) The failure of a certificate holder to comply with any condition, limitation, or other, order or decision entered pursuant to chapter 181-86 WAC.

(6) PROVIDED, That for the purpose of this section, good cause includes, but is not limited to, exigent circumstances where immediate action is necessary to protect the health, safety, or general welfare of a student, colleague, or other affected person.

WAC 181-87-080 SEXUAL MISCONDUCT WITH STUDENTS

Unprofessional conduct includes the commission by an education practitioner of any sexually exploitive act with or to a student including, but not limited to, the following:

(1) Any sexual advance, verbal or physical;

(2) Sexual intercourse as defined in RCW 9A.44.010;

(3) Indecent exposure as defined in RCW 9A.88.010;

(4) Sexual contact, i.e., the intentional touching of the sexual or other intimate parts of a student except to the extent necessary and appropriate to attend to the hygienic or health needs of the student;

(5) PROVIDED, that the provisions of this section shall not apply if at the time of the sexual conduct the participants are married to each other.

WAC 181-87-085 FURNISHING ALCOHOL OR CONTROLLED SUBSTANCE TO STUDENTS

Unprofessional conduct includes the illegal furnishing of alcohol or a controlled substance, as defined in chapter 69.50 RCW, to any student by an education practitioner.

WAC 181-87-090 IMPROPER REMUNERATIVE CONDUCT

Any deliberate act in the course of professional practice which requires or pressures students to purchase equipment, supplies, or services from the education practitioner in a private remunerative capacity is an act of unprofessional conduct.

WAC 181-87-093 FAILURE TO ASSURE THE TRANSFER OF STUDENT RECORD INFORMATION OR STUDENT_RECORDS

The failure of a Principal or other certified chief administrator of a public school building to make a good

faith effort to assure compliance with RCW 28A.225.330 by establishing, distributing, and monitoring compliance with written procedures that are reasonably designed to implement the statute shall constitute an act of unprofessional conduct.

WAC 181-87-095 FAILURE TO FILE A COMPLAINT

The intentional or knowing failure of an educational service district superintendent, a district superintendent, or a chief administrator of a private school to file a complaint pursuant to WAC 181-86-110 regarding the lack of good moral character or personal fitness of an education practitioner or the commission of an act of unprofessional conduct by an education practitioner is an act of unprofessional conduct.

OFFICE OF PROFESSIONAL PRACTICES

The Office of Professional Practices, a division under the auspices of the Superintendent of Public Instruction, is charged with enforcement, including discipline of educational practitioners for violation of the Professional Code of Conduct. The office receives, investigates, and makes legal findings regarding complaints. A nine member professional advisory committee reviews appeals from proposed disciplinary actions. Educators who violate the code may be reprimanded or their license to practice may be suspended or revoked.

The Office of Professional Practices also reviews charges that an applicant for or the holder of professional certification lacks good moral character or personal fitness. These standards are set forth in WAC 181-86-013 and address commission of criminal acts and other behavior which endanger children. Commission of criminal acts may not be directly related to professional conduct but they do reflect upon the trustworthiness of serving as a professional educator.

Complaints or requests for additional information may be addressed to:

Office of Professional Practices

Chris Reykdal

SUPERINTENDENT OF PUBLIC INSTRUCTION

OLD CAPITOL BUILDING, PO BOX 47200

OLYMPIA WA 98504-7200