



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



MORTON JR/SR HIGH SCHOOL 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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Morton Jr./Sr. High School 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.

RTI instruction will be required in all grade levels for Reading and Math.

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E5 Post-Secondary

E5-1 Each academic year till the end of the 2030/31 academic year the post-secondary preparation of 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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Morton Jr./Sr. High School Policies

Governance Process

GP1 Accident Policy

Whenever a student is injured on school grounds, first aid should be administered, and the Principal and school officials 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 Assemblies

All teachers are to accompany their classes to assemblies and sit in the appropriate place according to the assembly seating chart.

GP3 Attendance of Staff

Staff shall be in the building and working at 7:20 AM each school day and are not to be out of the building or done working till after 3:05 PM. If it is necessary to leave the building prior to the end of the day for any reason you must get permission from building administration and notify the office.

If you are going to be late for any reason and for any amount of time you must notify the building secretary as soon as possible.

GP4 Attendance of Students

Attendance of students is to be taken within the first 5 minutes of each class including teacher's aids.

GP5 Bulletin Announcements

Each first-period teacher of each day is expected to follow the expected building practice of having announcements read at the start of the period.

GP6 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

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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.

GP7 Classroom Phones

The use of classroom phones by students is limited to emergencies only.

GP8 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.

GP9 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 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.

GP10 Crisis Plans

Each teacher is to ensure that an emergency crisis plan is visible and accessible to all students and staff in your room and near the exit door. It is essential that this plan is reviewed with all your students. It must be clear in your subfolder where the location of this crisis plan is and how it is to be used.

GP11 Directives

The administration, or designee, 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.

GP12 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.

GP13 Dress Code

Members of building Staff are always reminded to model professional and appropriate school attire. Jeans are appropriate on Thursday and Friday with given conditions. Thursday jeans are allowed with college or postsecondary attire, this includes AVID. For Friday jeans are allowed with our school colors, green and/or orange.

GP14 Equal Rights Statement

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GP15 Gradebook

Skyward

Attendance and end-of-term grades are kept in this system.

GP16 Hall Passes

It is expected that students are limited in their time out of class. Each student is issued one Hall Pass Ticket each quarter. This ticket is to be used by all staff and marked when a student leaves the room for any purpose other than being called by the office or sent out by the teacher.

Also, students must sign-out on the checkout sheet each time as well.

Students must use the key system to use the bathrooms. No more than one student with the bathroom key is allowed.

GP17 Hallway/Cafeteria Supervision

Each teacher is required to help in the supervision of the halls. It is considered the collective duty of every staff member to assist in the monitoring of students as they transition from class to class. During passing periods all teachers are to be in the hallway supervising students and welcoming them to their classroom.

GP18 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.

GP19 Leave

Submit all leave requests through both Skyward and all other pathways as directed by your administrator. It is

recommended that you first speak with your administrator prior to submitting leave.

GP20 Make-up Work

Make-up work is allowed and expected practice. It is appropriate for students to have an alternative assignment rather than the original assignment. This assignment must be of equal difficulty and measure the same standards.

GP21 Movies in Class

All videos shown in class must be part of the pacing guide and directly related to the learning objectives and standards of the content. Any movie being shown must be cleared through administration with prior approval. Any movie that is PG or higher must be cleared and be accompanied with parent permission for viewing with a plan for students without guardian permission.

GP22 Office Area

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

1. Students do not come to the office area except for illness, injury, or on school business. Under these circumstances, they must have a pass from the teacher.
2. Please do not give your students permission to use the phone except in an emergency.
3. Long-distance calls can be made for and on behalf of the district.
4. All phones require dialing "9" for an outside line. Calling the three number extensions can make internal calls.
5. Please confer with the office before sending a pupil to the office for disciplinary reasons.
6. Please respect the confidentiality of materials on the office staff's desk and computers. Do not access any materials and/or information without the consent of office staff.
7. Report any copy machine problems immediately to the building secretary.
8. The district copier is off-limits to all staff except those assigned to the district office. Permission to use the district copier must be made through building administration and permission granted is for one-time use and does not constitute the freedom to use the district copier for future needs.
9. The building secretary is solely responsible for running the day to day operations of the office and working under the direction of administration and their designee. The secretary does not have the following duties assigned:
 - a. Calling families for staff
 - b. Making copies
10. The office area is a place of business for the office staff. Teachers and students are not to use the office for their work station.

GP23 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)

GP24 Presence in the Classroom

Staff must always be present in the classroom. No students are to be alone in a classroom for any reason. Incidents that happen in the classroom if students are left alone will be handled through staff discipline.

GP25 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.

GP26 Stipend Positions

When funding is available there are stipend positions offered to all staff as advisors.

The following list is for positions which are collectively bargained with the MEA due to the requirement of a teaching certificate and they are linked to certain positions:

- FBLA Advisor (*Amount subject to CBA*)
- FFA Advisor (*Amount subject to CBA*)
- Band Director (*Amount subject to CBA*)

Positions listed below are open to all staff, and if not filled may be offered to the community members with no pay.

- HS ASB Advisor - \$1,500.00
- JH ASB Advisor - \$1,000.00
- Yearbook Advisor- \$2,575.00
- Highly Capable Director - \$2,500.00
- Senior Advisor - \$500.00
- Junior Advisor- \$500.00
- Sophomore Advisor- \$500.00
- Freshman Advisor- \$500.00
- National Honor Society Advisor - \$500.00

GP27 Students After School

Students kept after school by the teacher, or for any other activity, are to be properly supervised. Parents/Guardians must be notified in advance by writing or by phone – keep a

copy of this for your records. If you keep a student late, arrange for transportation home.

Students kept for detention must have had parent notification by note or phone call.

GP28 Sub Folders

All teachers are expected to have an emergency sub packet prepared for an unexpected absence from class. All subfolders are to be completed and submitted into the office by the date established by administration.

Procedure:

1. Create a subpacket.
2. Fill out all required information, which should include the following:
 - a. Daily class schedule
 - b. Where to find:
 - i. lesson plans
 - ii. record book/class list
 - iii. seating chart (if applicable)
 - iv. teacher's manual/text/procedure manual
 - v. forms/passes
 - vi. paper/pencils
 - vii. other important items
 - c. Contact people if help is needed
 - d. List of reliable students for each period
 - e. Procedures for absences/tardies
 - f. Procedures for hall passes
 - g. Classroom rules/regulations
 - h. Discipline procedures
 - i. Special notes/instructions
 - j. PBIS/PAWS
3. Return the substitute folder to Christy by the end of the 2nd week of school.

GP29 Syllabus

Each course you teach must have a syllabus. Staff will be provided requirements of what is to be included. All syllabi are due to admin prior to the start of the school year.

GP30 Assessment Security Procedures

Jr. Sr. High School

Paper/pencil tests (EOC) are stored in the District Assessment Coordinator's office. The only people with access to that locked area are the administration. All materials are locked always and are inventoried to ensure proper security.

Online test access is granted to staff who will be administering online testing. All staff with access are retrained every year.

GP31 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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Morton Jr./Sr. High School Policies

Principal/Staff Relations

PSR1 Accountability to Building Initiatives

Our building has multiple initiatives that all staff and administration work together. Everyone is accountable for these initiatives.

AVID

Our building is participating in the AVID program through the use of AVID Elective and AVID School-wide. As part of AVID, all staff will work collaboratively on incorporating AVID, it's training, and components into their classroom. These include the following pieces:

- Cornell Notes
- WICOR: Every Period, Every Day
- AVID Instructional Strategies

Cambridge International

Our building is part of the Cambridge International system. Staff who have been directed to use the Cambridge curriculum shall follow its program as intended.

Standards-Based Grading

All courses at Morton Jr./Sr. HS will use standards based grading, and will use only formative and summative assessments to be entered into Skyward for grading purposes.

Summative assessments will have questions of a variety of levels on every assessment. There will be questions at 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.

Honors and College in the High School Classes

As part of growing the rigorous courses for all of our students, the building has an honors program and college in high school classes. These classes run concurrently with general education classes. Rubrics will be used for all assignments in these classes.

PBIS & Restorative Justice

Our building uses PBIS and Restorative Justice as part of our culture-building environment. Staff participates in both programs by doing the following:

- Participate in all aspects of PBIS
- Use Restorative Justice practices in the classroom and out of it
- Teach and reteach expected behaviors until students learn them

RTI Guidelines

• **Math RTI**

The following skills are addressed in grades 7-11. Staff will work in PLCs to coordinate transitions from one skill to the next. All skills are to have been taught for at least two weeks by the last day prior to spring break.

1. Timed Multiplication
2. Simplify Fractions
3. Simplify Roots
4. Exponents
5. Area, Volume, Perimeter
6. 1-Step Algebra Equations
7. 2-Step Algebra Equations
8. Proportions
9. Functions
10. Slope-Intercept, Slope, Point-Slope

Classroom Management:

The following are the building-wide management components for Math RTI.

1. Cell phones are to be placed in an identified location by all students.
 - a. Failure to comply is automatic removal from class with an office follow-up. Detention and phone confiscation for

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the day will occur. Repeated offenses will be escalated to more severe consequences.

2. Student talk to other students is kept at an extreme minimum; almost non-existent.
3. Students are graded daily on the rubric below.
4. Each test/drill is graded immediately and in class.

Entry Task:

At the beginning of the day, each math RTI will begin with a multiplication test. Immediately following, the test will be graded.

- ☐ 1 Minute Multiplication Test
- ☐ 2 Minute Multiplication Test
- ☐ 3 Minute Multiplication Test

Drill Work:

During Math RTI, the staff is to have a series of drills where students work in small chunks, 2-8 problems. Each chunk is to be set to a timer. At the end of time the problems are to be immediately graded by a neighbor, marked, and then return the drill work back. The teacher will check on scores through any number of informal ways they determine.

The goal is to have students continually improve their speed, worry less about the final product, and more about the process.

Exit Task:

At the beginning of the day, each math RTI will begin with a multiplication test. Immediately following, the test will be graded.

- ☐ 1 Minute Multiplication Test
- ☐ 2 Minute Multiplication Test
- ☐ 3 Minute Multiplication Test

Reading RTI

There are 2 major components used each day of

Reading RTI:

Close Reading

Student Dictionary

Each day will follow the same routine described below:

1. Entry Task: Student Dictionary (at least 3 words from the text for the day)

- a. Write the date, word, definition, and part of speech

2. Close Reading Complete the Close Reading system with a new text each day

- a. Introduce text, read, annotate, and write questions

3. Exit Task: Vocabulary Quiz (mix of current and past words)

Reported to Board: Triannually
November, February, June

PSR2 Checkout Procedures

Checkout must be completed within one week of the last day of the school year. Teachers will receive a checkout list near the end of the school year that will step them through the checkout procedure.

1. Checkout completed by Principal
2. The following items are needed BEFORE you can be cleared for checkout:
 - Book Inventory
 - Grade Book
 - Room Inventory
 - Plan Book
 - Keys
 - Summer Address Form
 - Repairs
 - Fine Cards (3 x 5)
 - Summer Work Requests
 - Sports Inventory- Weights/Fitness Teacher only
3. FINE CARDS must include:
 - Name of student, grade, and teacher's name, name of the book (with book #), amount owed, and school year

PSR3 F List & Communication

Weekly reports will come from the building office listing the F's by the teacher. This report will be placed in staff boxes and cross-referenced with home communication logs. All teachers are directed to contact home via face-to-face or phone when students are failing each week.

PSR4 Home/School Communication

Communication home is a mandatory part of a staff member's duty. Staff will contact home for the following items:

- Failing students
- 3 minors in one period
- Any major referral
- Positive behavior referrals
- Failed summative assessment to communicate make-up potential

Staff must make a minimum of five (5) home contacts a week of face-to-face or phone calls. These contacts will be logged in

some manner and shared with the building principal and designee. Possible forms of logging communication:

- The email with list of contacts and purpose
- Keeping a contact log form that states contacts made and purpose, a copy is emailed or given to the office



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

[f @MortonSchoolDistrict214](https://www.facebook.com/MortonSchoolDistrict214) ~ [t @MSD21214](https://twitter.com/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

Morton Jr./Sr. High School Policies

Executive Limitations

EL1 Effectively Manage Students and Workload

Staff shall effectively manage both their students and the workload. Effective management of students ensures that students can focus on their learning and progress towards the **Ends** of the building. The workload of educators can be a difficult task in that there are many moving parts. Deadlines, procedures, planning, preparing, reflecting, and meetings are just a few pieces of an educator's workload, and being able to handle these is essential for staff for their students to receive the best education and meet the **Ends** of the building.

Accordingly, the staff may not:

1. Fail to develop a classroom management plan.
2. Fail to utilize their classroom management plan effectively.
3. Fail to set learning objectives in all of their lessons.
4. Fail to develop lesson plans that detail the learning and activities of their classes.
5. Fail to meet deadlines as set by the administration.
6. Fail to progress monitor their students periodically.

EL2 Know Students plus their Interests, Abilities, and Goals

Staff shall develop a thorough understanding of who their students are and where they want to go in their lives. This knowledge is essential in making connections to students that allow staff to adjust the curriculum to meet students at their level and where they are in life. This also allows staff to be able to rely on the strong relationships that are formed to help students see the impact of education on their future lives.

Accordingly, the staff may not:

1. Fail to know the learning styles of their students.
2. Fail to build relationships with their students that are positive.
3. Fail to communicate frequently with students and home.
4. Fail to progress monitor their students periodically.

EL3 Engage, Motivate and Inspire Students

Staff shall create an environment in their classroom where students engage in the curriculum freely and are motivated to

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learn and perform at the best of their abilities. This type of environment or classroom culture is essential to achieving the **Ends** of the building by getting students to see their learning in a positive light, striving to succeed and improve, and achieve the goals they have for themselves and the goals that the school and district have for them.

Accordingly, the staff may not:

1. Fail to implement all the components and procedures of Simple 6.
2. Fail to vary the instructional delivery format of their lessons.
3. Fail to progress and monitor their students periodically.

EL4 Connects with Community

Staff shall seek out opportunities to connect with the Morton community beyond just their classroom. Connections made to and with the community are essential and important, but extensions beyond the classroom in a variety of settings is a message to the entire community, including families and students, that you are committed to them and Morton. Making these connections helps achieve the building **Ends** by establishing positive relationships, coming to an understanding of the lives outside of your classroom for your students, and showing an interest in the culture of Morton and all of its citizens.

Accordingly, the staff may not:

1. Fail to communicate frequently with students and home.
2. Fail to develop and utilize two-way communication between home and school.
3. Fail to seek opportunities to be involved outside of your classroom.