



*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](http://www.morton.k12.wa.us)

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

**Morton Jr/Sr High School**  
**Morton Intermediate 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 ELEMENTARY 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: Jenna Haselwood, P.O. Box 1219, Morton, WA 98356; (360) 496-5137 (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) 496-5137 (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 Elementary School Policies**

#### **Ends**

#### **E1 District Vision**

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

#### **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.

#### **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

#### **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.

#### **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:

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- 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

#### **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.

#### **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

#### **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.

#### **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

#### **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.



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**Morton Elementary 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 with them. Staff members are expected to supervise their own student group closely. Staff members are expected to attend all assemblies.

**GP3 Attendance of Staff**

Staff shall be in the building and ready to begin work by 7:30 AM each school day, and is not to be out of the building or done working till after 3:15 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/Lunch Count of Students**

Attendance and lunch count for students is to be taken within the first 20 minutes of each class. Consistent and accurate roll taking is an expectation of all staff. Roll must be taken on the computer through Skyward.

Excuses for absences and/or tardies are to be brought to the office where all necessary corrections on the computer will be made.

**GP5 AVID Elementary**

AVID Elementary is a foundational component of the AVID College Readiness System and supports AVID's mission to close the achievement gap by preparing all students for college readiness and success in a global society.

Based on the same learning foundation that underlies AVID Secondary, AVID Elementary focuses on grades 3 through 5/6 with on-ramps for K-2 and is designed to be embedded into the daily instruction of all elementary classrooms across entire grade levels to maintain schoolwide structures.

AVID Elementary's implementation resources, trainings, and philosophy are all grounded in the idea that the growth mindset can be taught to students, and it is through the growth mindset that AVID students succeed in following their dreams and fulfilling their aspirations.

AVID Elementary takes a systemic approach through the use of WICOR and an explicit focus on high expectations, rigor, and developing a college readiness culture.

Teachers will intentionally plan and implement appropriate components of WICOR and note taking into their lessons.

**Components**

AVID Elementary incorporates:

- Student Success Skills – encompassing communication skills (e.g. listening, speaking, writing), self-advocacy skills, note-taking strategies, critical thinking, and study skills.
- Organizational Skills – both mental and physical; students learn to use organizational tools, as well as learn and practice skills around time management and goal-setting.
- WICOR Lessons – emphasize instruction on writing to learn, inquiry, collaboration, organization, and reading to learn in all content areas.
- Partnerships – among students, classrooms, grade levels, schools, feeder patterns, families, and communities.

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#### **GP6 Be On Time**

All staff members are expected to arrive by the meeting or in-service start time. Staff must stay for the entire meeting and be on task. Professional conduct will be expected at all times 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.

#### **GP7 Bulletin Announcements**

Staff may submit items for announcement in the morning bulletin. All items that are to be placed in the announcements are to be submitted to the building secretary by 3:15 PM the day prior. The building administration can alter or delete the message as needed.

#### **GP8 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.

#### **GP9 Classroom Phones**

Use of classroom phones by students is limited to emergencies only. Students who need to call home shall be sent to the office. Classroom phones should be closely monitored to ensure that inappropriate phone calls are not made.

#### **GP10 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.

#### **GP11 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.

#### **GP12 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.

#### **GP13 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 of your students. It must be clear in your sub folder where the location is of this crisis plan and how it is to be used.

#### **GP14 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>1<sup>st</sup> Adoption</u>	<u>2<sup>nd</sup> 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

#### **GP15 Directives**

The administration of the building will establish directives throughout the course of the year and all of 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.

#### **GP16 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.

#### **GP17 Dress Code**

Members of building Staff are reminded to model professional and appropriate school attire at all times. Jeans are appropriate only on Fridays, no shorts or t-shirts please (School t-shirts are appropriate on Fridays). No flip-flops should be worn to school.

#### **GP18 Equal Rights Statement**

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#### **GP19 Forms of Address**

Staff is to ensure that themselves and other adults in the building are addressed in a formal manner at all times. Mr., Mrs., Ms., or Dr. are the only appropriate forms of address that students may use as they address staff. Staff needs to follow the same forms of address with each other in the presence of students.

#### **GP20 Gradebook**

##### Skyward

Student grades will be kept on-line through the Skyward program. Training for "Skyward Gradebook" is available upon request. Grades must be posted and updated WEEKLY.

#### Hard Copies

In addition to grades and attendance kept on-line through Skyward, teachers are expected to keep a hard copy in a grade and attendance book. The grade book is to include a class roster and grades for each subject matter area you are responsible to teach as well as labels for each quarter and semester grade. Remember to retain your lessons, grades and attendance, as they will be turned in at the end of the year during check out.

#### **GP21 Hall Passes**

As appropriate, students leaving class should be accompanied with a hall pass. While students are in the hallway all staff members are expected to check students for a hall pass by asking, "Do you have a pass?" Students who do not have a pass shall be sent back to class to get one.

Students who leave your classroom for any reason may be required to get permission prior to leaving your room with the required hall pass.

#### **GP22 Hallway 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 at the start of school, recesses, etc. During transitions, all teachers are to be in the hallway supervising students and welcoming them to their classroom.

#### **GP23 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 responsible for the keys to your room at all times. 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.

#### **GP24 Leave**

##### Personal Leave

Morton Elementary School provides teachers with 3 days or 24 hours of personal leave each year. See MEA contract for further information.

##### Sick Leave

Each teacher is credited with 12 days of sick leave at the beginning of each school year. This can be used for illness, injury, maternity, quarantine, or disability. Unused days may accumulate up to 180 days. Sick leave cash-out procedures shall be in accordance with the law. Substitute plans are

absolutely mandatory, and you should always leave your plans for the next school day in an obvious location on your desk. You should not leave until those plans are done each day.

#### Procedure

1. Fill out a leave slip when requesting any form of leave.
2. The office will not book your substitute for you.
3. All substitute requests must be made through Absence Management.
4. If requesting personal leave you need to request leave at minimum, no exceptions, 48 hours prior to your request.
  - a. Personal leave requests are not automatically given. Substitutes must be available prior to approval, and no more than one personal leave will be granted among building staff on any given day.

#### **GP25 Library Usage**

Staff can utilize the library as part of their classroom; however, you need to work with the librarian to arrange dates and times. Staff and the librarian are to work collaboratively to determine the best fit for the classroom and content.

Teachers have library on a weekly basis and students are to check out books as part of the reading program.

#### **GP26 Make-up Work**

Following an absence, students have the right to make up missed assignments and may request reasonable assistance from their teachers. Responsibility for obtaining assignments for make-up work rests with the student.

Staff must submit homework requests to the office as directed by the office and do so by the deadline established.

#### **GP27 Movies in Class**

All videos shown in class must be directly related to the learning objectives and standards of the content. No movies are to be shown that are for purposes other than learning.

#### **GP28 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 a one-time use and does not constitute the freedom to use the district copier for future needs.

#### **GP29 Opinion from Students**

The opinion of students is a valued component within our school and a practice that will continue into the future. Each quarter staff will be required to have students complete staff report cards and submit them in sealed envelopes to the office. The building secretary will verify that all staff have submitted their report cards as directed and then place them in the teacher's mailbox. At no time will anyone other than the classroom teacher read the staff report cards.

Student opinions will also be gathered through perception surveys. These surveys will help determine our progress towards meeting our Ends policies.

#### **GP30 PLCs**

Professional Learning Communities are educators working together to achieve the collective purpose of learning for all. As a school moves forward, every professional in the building must engage with colleagues in the ongoing exploration of four crucial questions that drive the work of those within a professional learning community:

1. What is it we expect each student to learn?
2. How will we know when each student has learned what is expected?
3. How will we respond when a student experiences difficulty in learning?
4. How will we respond when a student already knows what is expected?

4 student focus PLC meetings will be held on early release Wednesdays. Teachers need to turn in their 4 student focus sheets at the end of each meeting to the building administrators.

Attendance at PLC meetings is mandatory for all staff.

#### **GP31 Policies**

All employees are to comply with district policies. A copy of the following are 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)

### **GP32 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 the 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 E-Mail:

For no reason should you send an email to another district employee which could be considered to 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.

### **GP33 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.

### **GP34 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.

### **GP35 Students After School**

Students kept after school by the teacher, or for any other activity, are to be properly supervised. Parent/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.

### **GP36 Sub Folders**

All teachers are expected to have an emergency sub packet prepared for an unexpected absence from class.

Procedure:

1. Create a sub packet.
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. teachers 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
3. Return the substitute folder to Tina by the end of the 2<sup>nd</sup> week of school.

### **GP37 Transportation Limits**

Trips that exceed 150 miles or 15 hours in length are required to be overnight. All overnight trips must be approved by the overnight approval process.

### **GP38 Welcome Letter**

Each teacher will send home a welcome letter to parents with the following items:

- A description of each course (Reading Street, Engage NY, FOSS Science Kits, etc.)
- The learning goals for the year (CCSS standards that apply.)
- Classroom management plan.
- Grading system (standards based grading)
- Homework requirements.
- Required materials, including books.

- Information about your parent contact procedures (This can be more frequent than school procedure, but not less than school procedure.)

“Current research provides some very practical and immediate strategies which will increase your ability to be a successful student. Thanks to the work of Carol Dweck, a noted psychologist from Stanford University, we know the following:

1. There are two types of mind-sets: fixed mind-sets and growth mind-sets. “Research demonstrates that teaching students to have a growth mind-set raises their grades and achievement test scores significantly” (Dweck 2010:26).
2. Students who have a growth mind-set believe that their intellect can be developed, and that hard work and individual effort can INCREASE intelligence.
3. Students who have a growth mind-set believe that their effort will significantly assist their efforts to overcome obstacles, including school work that appears difficult at first.
4. Students who receive training in the growth mind-set learn that the brain is a muscle which becomes stronger with use. By making the effort to learn new things, even in the face of stress and obstacles, the brain actually forms new connections and the student becomes smarter over time (Dweck 2010: 27).

Research also demonstrates that teachers who have a growth mind-set have students with a high rate of success in the classroom. Here are the things I will do to make sure that my classroom operates with a growth mind-set:

All welcome letters are to be sent home by the end of the first week of school.

#### **GP39 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 Morton Intermediate School**

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## **Morton Elementary School**

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

### **Morton Elementary School Policies**

#### **Principal/Staff Relations**

#### **PSR1 Accountability to the Simple 6**

The Simple 6 is the framework for instructors to follow for every class, every period, every day. It is composed of what is considered to be the best instructional practices in terms of impacting student achievement.

Every staff member is expected to implement all components and processes of the Simple 6. Principals will check for and provide feedback on a teacher's work in terms of the following:

- Implementation of the Simple 6
- Evidence of its use
- Compliance with the specific steps as defined

The six components of the Simple 6 are considered non-negotiable items for all classrooms and staff members.

#### **#1 – Learning Objectives (1C, 2B, 3A, 3C)**

Use of learning objectives by all staff members as part of their daily instructional practice is expected for every class, every period, every day. By clearly defining the purpose of your lesson, what is happening in the classroom, and connecting it to standards our students are more likely to buy-in to the lesson being presented, and thus improve learning.

Learning objectives are more than just writing the standard, or identifying a standard, and it is certainly more than an activity. In the space below I have outlined the steps to a successful learning objective presentation:

All learning objectives must be written in the ABC format:

- **A is for Audience:** Learning objectives must be written in student voice and shall either start with, "I will be able to," or, "Students will be able to."
- **B is for Behavior:** Following the audience fragment, teachers shall use language taken directly from the standard students are working towards.
- **C is for Condition:** Following the behavior, students must be informed of how they are going to be assessed as meeting the learning objective.

Here is an example: I will be able to multiply single digit numbers and will score a 3 or higher on this week's quiz.

How to present a learning objective:

1. In writing and posted in the classroom where it is easily identified by students and staff.
2. The teacher reads the objective and the purpose is made clear to all students with and without the need for accommodations or modifications.
3. The objective, its language and purpose are used in discourse between student to student, rather than student to teacher.
4. Learning objectives must be addressed at a minimum twice every lesson, near the beginning and end of each period.

#### **#2 – Student to Student Discourse (3B)**

Student discourse with their peers and not the teacher is yet another research supported practice that directly impacts student performance in the classroom. Unfortunately, too many teachers instruct their classrooms in the manner they were taught, and too many of us did not receive the best instruction. As professional educators we must constantly improve our craft through the use of best practices such as student-to-student discourse.

This instructional strategy is not a question and answer session in your classroom; instead, it is a practice where you facilitate discussion that occurs among your students. Your role with this expectation is to pose questions of varying degrees of cognitive demand for your students to quickly discuss with each other, and then randomly call on students throughout the class to have them share what was discussed with their classmates.

To help remember what to do to meet this expectation, our phrase is this:

***"It's not Q & A, its Q & D and not with me."***

The above expression clearly outlines my expectation of all classrooms and teachers. Question and answer sessions in a

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classroom do not improve student performance nor meet this requirement. Questions that spark discussion among students, not the teacher, are what is expected. This strategy could and should be utilized in the presentation of the learning objective as well with the content of the day.

### #3 – Differentiation (1B, 1E, 3E, 4F)

Each student in every class, every period, and every day is expected to have their personal academic needs met. Meeting their needs is not only essential to their success, but our own state law requires it. Meeting the needs of each student must be based on inputs from a variety of sources.

In every lesson you teach you must account for the different needs of your students. This can be done in a variety of ways, but it is essential to your success as an instructor and the success of your students that it occurs on a daily basis. In addition, the state of Washington has deemed this to be such an essential quality of an instructor that criterion 3 of the evaluation system has been dedicated to this skill. This means that your ability to successfully meet this expectation will be directly related to your summative evaluation at year's end.

When you plan for and discuss differentiation you need to make sure that you are working on the needs of individual students. Schools that have greatly improved their instructional practices and student performances are able to meet the needs of individual students. You must plan for all of your students and not just a large majority of them.

### #4 – Entry and Exit Tasks (1F, 3D, 4B)

The opening and closing of a lesson are two key pieces of successful instruction. To ensure that the instruction for our students is successful, the use of entry and exit tasks, as appropriate, are a requirement of every class.

An entry task is a tool; it allows a teacher to take attendance and sets a work routine for students the minute they enter the room. Entry tasks should take no more than 5-7 minutes to complete, and should be very low on Bloom's Taxonomy. All students should be able to complete entry tasks with little to no help. The best entry tasks scaffold information for the lesson that you are teaching that period, or review information that you have previously taught in the unit.

An exit task is not homework. An exit task is an assignment that students begin after the primary assignment is complete. I expect bell-to-bell instruction. An exit task is also an effective opportunity for a formative assessment of student understanding or student perspective about your instruction that period. Please note that bell-to-bell instruction and bell-to-bell learning is an expectation by me.

### #5 – Classroom Management (2A, 2C, 2D)

The best teachers have the fewest discipline problems. One of the reasons that they are the best teachers is that their

classrooms are functional in terms of students being on-task, respectful, and working to improve in every class, every day.

All staff members are to have a classroom management plan turned in to the building administration, posted in the classroom, and the classroom rules and procedures posted in the classroom in a manner that is visible to all students and classroom visitors.

A classroom management plan form will be sent to staff members by building administration for completion and eventual approval with or without changes made according to direction from administrators. The components of the classroom management plan are:

1. Classroom Rules – All staff will have the same 4 rules.
2. Classroom Procedures – All staff will have many procedures and at minimum procedures established for specific circumstances as stated on the form.
3. Classroom Consequences/Intervention – All classrooms will have the same consequences and intervention as stated on the form. Staff may add additional steps as needed or desired.
4. Classroom Positive Behavior Recognition – All staff will follow the positive recognition program already in place, for students who exhibit the building's PBIS components.
5. Staff Attitudes/Emotions/Actions – All staff will follow the identified attitudes, emotions, and actions section of the classroom management form.
6. Data Driven Decision Making – All staff will have a system to collect and analyze data in order to modify the classroom management plan as needed.

### #6 – Extension of the Learning Environment (1A, 1F, 2B, 3A, 3D)

Extension of the learning environment beyond the teacher and classroom is essential to the academic success of our students. To meet this requirement there are multiple actions that staff can implement. These include, but are not limited to the following:

- Interactive Bulletin Boards – Bulletin board in the classroom that students interact with on a daily basis. Some uses of these boards could be for assignment delivery, rubrics, self-assessments, and many others.
- IXL Math and ELA - IXL is a math & language arts practice website for K-12. It has unlimited questions on thousands of math topics and a comprehensive reporting system.
- OSMO - Osmo is a unique gaming accessory for the iPad that comes with games that will change the way your child plays.
- Edmodo – Use this social media site to create an avenue for students to discuss items between each other beyond the time constraints of the classroom.
- Projects – Utilize projects continuously throughout the year that connect the content to the student. This could be in the form of how it relates to our

community, how we can interact with the community, and the application of skills, research, or a variety of other topics.

- Website – Use the website provided by the district beyond the components that are part of the staff handbook already. This could go in almost any direction, but at minimum it would create a circumstance where the website is full of useful information for students and families.

## **PSR2 Checkout Procedures**

Checkout must be completed 1 week after the last day of school. Teachers will receive a checkout list near the end of school that will step them through the checkout procedure. See back of handbook for copies.

1. Checkout must be completed one week after the last day of school. Checkout must be done through the Principal so a record can be kept on what has been turned in.
2. DO NOT checkout until all items are ready. 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
3. FINE CARDS must include:
  - Name of student, grade, and teacher's name, name of book (with book #), amount owed, and school year

## **PSR3 Classroom Management Plan**

Each staff member is to complete a classroom management plan and have it submitted to building administration. All classroom management plans are to be submitted prior to the end of the first week of school.

### Classroom Rules

Classroom rules are established rules that are non-negotiable, and are usually tied to consequences. Classroom rules should be few in number and broad. In our building all staff members will utilize the same classroom rules, which are (PAWS):

1. Personal Best
2. Act Responsibly
3. Work and Play Safely
4. Show Respect

### Classroom Procedures

Unlike classroom rules, which are generally broad, procedures are the specific ways that manage the classroom and how you expect students to do things every time. Procedures are very

specific and include an expected plan to teaching and implementing them, including:

- Modeling to the students how to do the procedure by the teacher
- Modeling to the students how not to do the procedure
- Have a student model the procedure
- Have the class model and practice the procedure
- Re-practice the procedure as needed

Staff members are to create as many procedures as needed. Procedures should be created to address issues as they arise in the classroom so it is clear to all students how things are to be done in the classroom. When students don't follow the procedures, re-teaching of the procedure is to be done, first with the student and then reinforced by re-teaching the class, if needed.

The following classroom procedures are to be put in place in all classrooms:

1. Speaking in class.
2. Class dismissal.
3. Transitions from seat work to work out of the seat. Teachers are to establish a routine of how students move from their seats to work that would have them leave the seats for any reason.
4. Handling of paperwork/materials. Teachers are to establish a procedure for paperwork that involves: passing out of papers, collection of homework, and others, as needed.
5. Missing work. Teachers are to establish a procedure for students to follow when absent. This will inform students how they are to collect paperwork and assignments for days that they miss.
6. Entry/Exit Tasks. Teachers are to establish a routine that has students begin and end each lesson with tasks.
7. Emergency Drills. Students are to create routines for leaving the room for emergency drills or staying put as determined by the type of emergency. These must align with the district safety plan.
8. Hall Pass.

Add additional classroom procedures for your classroom below:

9. *(The teacher will add items here)*

As the year progresses you will add more and more procedures. Keep updating this form so you are prepared for resubmission for next year or as needed.

### Classroom Consequences/Intervention

Consequences/Interventions are specific tools that you will use when addressing student behavior. An expectation is held that a teacher will implement several interventions in order to address and change a student's behavior before a referral is written unless that behavior specifically addresses a safety concern. When an office referral is turned in, it will be

expected that the interventions used will be documented and contact home will occur informing the family of the incident.

All classrooms will utilize the following classroom consequence/intervention procedures:

- 1. Verbal warning
- 2. Time out
- 3. Loss of Recess
- 4. Contact home
- 5. Referral to office

Classroom Positive Behavior Recognition

Having a plan to not only address negative behaviors but to recognize and reinforce positive behaviors is vital. The expectation is that a four to one or four positive interactions to one negative interaction is to occur in the classroom daily. Morton Elementary recognizes individual and group positive behavior through the use of Timberwolves of the Day and a token economy (Timber Dollars or similar).

Attitudes/Emotions/Actions

As professionals in education we work with people on a daily basis and must have an understanding of how different factors influence the behaviors or actions of our students and us on a consistent basis. The following are some critical attitudes/emotions/actions that often escalate into more negative situations that could be avoided.

Attitudes/Emotions/Actions to monitor and avoid:

- Impatience
- Quick to anger
- Pessimism
- Irritability
- Overly sensitive
- Easily frustrated

Attitudes/Emotions/Actions to follow:

- Never yell
- Stay calm
- Speak softly
- Empathy for students and families
- Consistency with classroom management plan

Data Driven Decision Making

Just like in best instructional practices, it is important to have a plan for collecting and analyzing data in order to modify your classroom management plan. It is not effective to be inconsistent with classroom management or consequences, so it is an expectation that you will have some type of system for collecting data in order to answer the following questions:

- Is my classroom management plan effective?
- What is telling me that it is or is not effective?
- How am I going to modify my plan in order to address this data?

**PSR4 Struggling Student Communication**

Staff members MUST communicate with parent/guardian(s) weekly with any student(s) who is/are struggling. These contacts are to be logged into the teacher’s communication log and the students who are struggling should be identified to the building administrator with interventions that are being utilized.

**PSR5 Home/School Communication**

Communication plays an important role in building a positive relationship with parents. A copy of written communication (going to parents/guardians) must be provided to the office prior to distribution. Teachers are encouraged to submit items for the district newsletter to their supervisor. Examples might include special events, projects, poems, stories written by students, or any student work.

A minimum of five parent contacts per week is required, and you must have a contact log available upon request. This log could be an artifact that you may want to submit as part of the evaluation process. Teachers who cannot provide their contact log may be subject to disciplinary steps.

**PSR6 Student Focus PLC**

Student Focus PLC’s are data chats with the building staff. Teachers are to bring their data (Pre and Post) and the interventions used for the four students they have chosen and report progress to staff.

<u>Month</u>	<u>Focus</u>	<u>Policy Alignment</u>
September	Progress Monitoring Data	PSR3
October	Progress Monitoring Data	PSR3
November	Progress Monitoring Data	PSR3
December	Progress Monitoring Data	PSR3
January	Progress Monitoring Data	PSR3
February	Progress Monitoring Data	PSR3
March	Progress Monitoring Data	PSR3
April	Progress Monitoring Data	PSR3
May	Progress Monitoring Data	

**PSR7 Reflections**

Reflective practice is an essential component of improving our practice. All staff members will turn in reflections to the Principal as required. Reflections will be asked for periodically throughout the year as we work on a variety of topics.

Some reflections will tie into our embedded professional development projects that will be a major part of our staff meetings. I believe, as do nearly all school reform projects, that small and embedded professional development projects are a key component of turning around school effectiveness and student performance.



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## Morton Elementary School Policies

### Executive Limitations

#### EL1 Effectively Manage Students and Workload

Staff shall effectively manage both their students and workload. Effective management of students ensures that students are able to 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 in order 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 administration.
6. Fail to progress monitor their students periodically.

#### EL1M Effectively Manage Students and Workload

This monitoring policy for EL1 establishes the measurement tools as used by the administration to determine the building's progress towards meeting both the **Ends** and **Executive Limitations**. To determine how effective the building is at managing students and the workload, the following data will be monitored:

<u>Measurement of:</u>	<u>Monitoring Format:</u>	<u>Frequency:</u>
1. Development of a classroom management plan	Check off list of classroom management plans as turned in to office according to PSR3	Annually in September
2. Effective classroom management	Monthly discipline data	Monthly
3. Learning objectives according to the	Classroom walkthroughs and observation data	At least monthly

Simple 6's format and delivery

4. Lesson plans	Classroom walkthroughs and observation data	At least monthly
5. Meet deadlines as directed by administration	Check off list of met deadlines in accordance with GP13	Monthly
6. Progress monitoring of student learning	All students measured in ELA and Math by Star 360	Monthly

#### 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 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.

#### EL2M Know Students plus their Interests, Abilities, and Goals

This monitoring policy for EL2 establishes the measurement tools as used by the administration to determine the building's progress towards meeting both the **Ends** and **Executive Limitations**.

To determine how effective the building is at managing students and the workload, the following data will be monitored:

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<u>Measurement of:</u>	<u>Monitoring Format:</u>	<u>Frequency:</u>
1. Student learning styles	Check off list of submitted learning styles survey or inventory of students	Bi-annually in September and January
2. Positive relationships with students	Building-wide perspective survey of students	Quarterly
3. Frequent communication with students and their homes	Check off list of submitted home contacts to the office according to GP13	Monthly
4. Progress monitoring of student learning	All students measured in ELA and Math by Star 360	Monthly

### **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 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 both 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 the Simple 6.
2. Fail to vary the instructional delivery format of their lessons.
3. Fail to progress monitor their students periodically.

### **EL3M Engage, Motivate, and Inspire Students**

This monitoring policy for EL3 establishes the measurement tools as used by the administration to determine the building's progress towards meeting both the **Ends** and **Executive Limitations**.

To determine how effective the building is at managing students and the workload, the following data will be monitored:

<u>Measurement of:</u>	<u>Monitoring Format:</u>	<u>Frequency:</u>
1. Simple 6	Classroom walkthroughs and observation data	At least twice monthly
2. Varying of instructional delivery	Staff surveys of the different instructional delivery formats and a rating of the frequency used	Monthly

3. Progress monitoring of student learning	All students measured in ELA and Math by Star 360	Monthly
--------------------------------------------	---------------------------------------------------	---------

### **EL4 Connections with the 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.

### **EL4M Connections with the Community**

This monitoring policy for EL4 establishes the measurement tools as used by the administration to determine the building's progress towards meeting both the **Ends** and **Executive Limitations**.

To determine how effective the building is at managing students and the workload, the following data will be monitored:

<u>Measurement of:</u>	<u>Monitoring Format:</u>	<u>Frequency:</u>
1. Frequent communication with students and their homes	Check off list of submitted home contacts to the office according to GP13	Monthly
2. Develop and utilize two-way communication	Staff surveys of two-way communications	Monthly
	Surveys of parents on communication effectiveness	Quarterly
	Building-wide perspective survey of students	Quarterly
3. Seeking of opportunities beyond the classroom to be involved in the community	Staff Survey	Quarterly



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**Morton Elementary School Policies**

**Appendix**

**A1 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.

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#### 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.

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

#### **A2 Morton School District: Test Security Plan** Elementary

Paper/pencil tests are not typically administered. If we use paper/pencil tests, booklets and materials are locked in the principal's office when not in use.

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

#### Jr. Sr. High School

Paper/pencil tests (EOC) are stored in the counselor's office. The only people with access to that locked area are the counselor and the principal. All materials are locked at all times 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.

#### OFFICE OF PROFESSIONAL PRACTICES