

MURRAY CITY SCHOOL DISTRICT

NUMBER:	ADM 200
EFFECTIVE:	
REVISION:	
PAGES:	1

Statement of.....

Policy and Responsibility

SUBJECT: ADMINISTRATIVE PERSONNEL

The responsibility for the operation of a good school program rests with the professional personnel in the Central Office working cooperatively with the teachers and administrators in the respective school. Each person must be a leader in the area to which he is assigned and devote such time as necessary to accomplish the work assigned and expected of him.

Each individual will be given specific regular responsibilities but additional assignments will be given to him by the superintendent of board of education.

Regular evaluation and planning meeting of the central staff will be held to report on work accomplished and set plans for the period ahead.

MURRAY CITY SCHOOL DISTRICT

NUMBER:	ADM 201
EFFECTIVE:	07/1/1988
REVISION:	12/06/1995
PAGES:	1

Statement of.....

Policy and Responsibility

SUBJECT: BUSINESS ADMINISTRATOR

- A. Shall perform duties under the direction of the Superintendent.
- B. Serve as clerk-treasurer of the Board of Education.
- C. Responsible for the financial records and transactions in the district and individual school.
- D. Keep the official records of the district.
- E. Responsible for the preparation of the financial and statistical reports.
- F. Coordinate fiscal data processing services.
- G. Manage and invest the available funds of the School District within the guidelines of the Utah Money Management Act.
- H. In association with the Superintendent, prepare the annual budget.
- I. Insure all expenditures are within the Budget set by the Board of Education.
- J. Manage the district employee health, dental and long-term disability insurance plans.
- K. Supervise the equipment inventory process.
- L. Shall perform such other duties as may be assigned by the Superintendent.
- M. Is responsible for all student accounting for the preparation or approval of all reports to the State Board of Education that include membership information.

NUMBER:	ADM 203
EFFECTIVE:	12/06/1995
REVISION:	9/14/2011
PAGES:	2

Statement of.....

Policy and Responsibility

SUBJECT: DIRECTOR OF PERSONNEL, STUDENT SERVICES, & CTE

Personnel Responsibilities

- A. Shall perform duties as directed by the Superintendent.
- B. Prepare policy drafts, administrative rules, and status reports for review by administration. Review, update, and delete policies as directed by the Board.
- C. Coordinate and maintain records pertaining to school attendance area eligibility problems, both within the District and with other school districts.
- D. Plan and direct a recruitment and selection program to secure the best qualified professional and classified personnel. Facilitate background checks on all employees coming in contact with children. Make all employment recommendations to the Board.
- E. Maintain personnel records.
- F. Organize and provide orientation for a corp of substitute teachers and oversee the assignment of them to schools as needed.
- G. Manage the District leave program.
- H. Provide necessary data used in salary and wage negotiations.
- I. Announce all District job vacancies in a timely manner and in accordance with district policy.
- J. Ensure all professional staff members are properly certificated.
- K. Ensure due process is afforded to all district employees.
- L. Serve as director of the District Equal Opportunity Program.
- M. Supervise the District office clerical staff.
- N. Serve as the American with Disabilities (ADA) and Coordinator of Section 504 of the Rehabilitation Act of 1979 for employees.
- O. Oversee the lane change and recertification applications of all professional certificated employees.
- P. Serve as the Title IX Coordinator.

Student Services Responsibilities

- A. Shall perform duties as directed by the Superintendent.
- B. Oversee parent concerns that have not been resolved at the school level.
- C. Ensure due process is afforded to all students.
- D. Oversee the District fee waiver program.
- E. Coordinate the District home-centered education program.

- F. Chair safe school hearings.

CTE Responsibilities

- A. Perform duties and assignments as directed by the Assistant Superintendent of School and Student Achievement and the Superintendent.
- B. Administer the Career and Technical Education (CTE) program:
 - 1. Approve the CTE curriculum
 - a. Work with school administrators concerning CTE class loads.
 - b. Recommend desired CTE class schedules.
 - 2. Approve CTE textbooks, supplies, and equipment
 - 3. Mentor CTE teachers including classroom visits and assistance in the instructional program.
 - 4. Provide professional development opportunities to improve the instructional program.
- C. Collaborate with Director of Teaching and Learning in coordinating educational programs and services K-12.
- D. Coordinate the District Work Based Learning program.
- E. Coordinate the District Comprehensive Guidance program.
- F. Collaborate with the Assistant Superintendent of School and Student Achievement, the Director of Teaching and Learning and the Supervisor of Special Education & At-Risk Programs to provide comprehensive professional development opportunities for all professional educators.

NUMBER:	ADM 204
EFFECTIVE:	07/01/1988
REVISION:	10/09/2014
PAGES:	2

Statement of.....

Policy and Responsibility

SUBJECT: SUPERVISOR OF SUPPORT SERVICES

The Supervisor of Support Services shall be directly responsible to the Superintendent and be responsible for the following assignments:

- A. Direct the district purchasing
- B. Supervise the district transportation program and complete all reports to state for funding.
- C. Give general direction concerning district warehouse and supervise the warehouse personnel.
- D. Responsible for district reports and questionnaires submitted to the state and federal government units.
- E. Supervise district driver education program.
- F. Supervise district lunch program.
- G. Review and analyze accident reports from the schools. Maintain records and prepare yearly reports to the state under Tort Liability.
- H. Supervise District Risk Management Program including training for the following:
 - 1. first aid
 - 2. CPR
 - 3. blood born pathogens
 - 4. body fluid clean up kits
 - 5. hazardous chemicals
 - 6. all other district training for compliance with OSHA standards
- I. Assist with the organization and implementation of public elections held in the school.
- J. Coordinate district emergency and fire safety programs.
- K. Supervise maintenance and custodial programs in the District.

- L. Supervise hazardous material containment in the District.
- M. Supervise new construction and remodeling in District.
- N. Provide for student insurance to be available if requested.
- O. Maintain inventory of all vehicles and insure yearly inspections and licensing.
- P. Act as chairman of district safety committee.
- Q. Perform other duties as assigned by the Superintendent.

NUMBER:	ADM 205
EFFECTIVE:	07/01/1988
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PAGES:	1

Statement of.....

Policy and Responsibility

SUBJECT: DIRECTOR OF TEACHING AND LEARNING

- A. Perform duties as directed by the Assistant Superintendent and the Superintendent.
- B. Facilitate the articulation, integration, and implementation of curriculum.
- C. Supervise the adoption and implementation of textbooks and instructional materials for all schools.
- D. Organize and implement requisite programs for meeting State and Federal mandates and regulation.
- E. Work cooperatively with the principals in improving the instruction in all schools.

- F. Supervise district programs including, but not limited to:
 - 1. Elementary band and orchestra
 - 2. District Media Program and Coordinator
 - 3. District Perspective (Gifted & Talented) Program and Coordinator
 - 4. District Maturation and Human Sexuality Committee

- G. Provide comprehensive professional development opportunities for professional educators.
- H. Act as a liaison to schools for the purpose of School Improvement Planning and other initiatives related to curriculum and instruction.

Statement of.....

NUMBER:	ADM 206
EFFECTIVE:	12/06/1995
REVISION:	9/14/2011
PAGES:	1

Policy and Responsibility

SUBJECT: SUPERVISOR OF SPECIAL EDUCATION AND AT-RISK PROGRAMS

- A. Perform duties as directed by the Assistant Superintendent and the Superintendent.
- B. Coordinate all programs, within and outside the district, for all children at-risk.
- C. Direct services for students with disabilities, including:
 - 1. Identification of children with disabilities
 - 2. Provide assistance to ensure that the district At-Risk programs are in compliance with IDEA (Individuals with Disabilities Education Act)
 - 3. Assure that record keeping procedures and the reporting of student progress for programs assigned to Special Education are in compliance with state and federal guidelines.
 - 4. Mentor special education staff including classroom visits and assistance in the instructional program.
 - 5. Provide professional development opportunities to improve the instructional program.
 - 6. Assist in the administration of enrollment and attendance policies and procedures for programs assigned to Special Education. Ensure program compliance and the generation of maximum revenue within these programs.
- D. Ensure a free and appropriate education will be provided to all homeless students.
- E. Submit, in collaboration with the Assistant Superintendent, an annual tentative budget to the Business Administrator.
- F. Provide direction and professional development to school support teams.
- G. Collaborate with the Assistant Superintendent of School and Student Achievement, the Director of Teaching and Learning, and the Director of Career and Technical Education to provide comprehensive professional development opportunities for all professional educators.
- H. Oversee school nurses.
- I. Act as a liaison to schools for the purpose of School Improvement Planning and other initiatives related to curriculum and instruction.

NUMBER:	ADM 207.1
EFFECTIVE:	07/01/1988
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PAGES:	3

Statement of.....

Policy and Responsibility

SUBJECT: SCHOOL PRINCIPAL

The Principal in the Murray City School District will lead a school that is committed to the ongoing development and well-being of its students, teachers and staff. The Principal will provide strategic and instructional leadership and will oversee management of the day to day operations of the school.

The Principal is accountable for:

- Providing strategic leadership for school improvement and development
- Ensuring high standards of achievement for all students
- Ensuring an orderly, motivational culture and a strong school community where teaching, learning and healthy relationships can thrive
- Ensuring responsive and effective systems and management of people and systems such that all students, parents, teachers and staff are well supported

Major areas of responsibility:

- Instructional Leadership
- School culture and behavior
- Management
- Parent and community relations
- Murray City School District relations

I. Instructional Leadership

A. Teaching

1. A shared vision among all teachers of effective instruction
2. On-going improvement of teaching for all staff through a variety of strategies, including:
 - a. Lesson observations
 - b. Regular use of data
 - c. Collaborative planning and enquiry, including professional learning communities (PLCs)
 - d. Regular professional development aligned to school plan and goals
 - e. Informal support strategies, including coaching and mentoring
 - f. Systematic use of formative assessment data to guide learning support and drive instruction, curriculum, and professional development
3. Curriculum that is:
 - a. aligned with the Utah state standards
 - b. structured in a manner designed to help the school and students achieve the required objectives of the Murray City School District, USOE, and No Child Left Behind
 - c. rich and engaging

B. Learning

1. High levels of student achievement and learning through rigorous and engaging classes

2. Strong and responsive program to ensure success in school for students in special education, English as a Second Language, and students with 504 Accommodations
3. A scaffolded program of responsive support in English and Math for students who are below expected levels

II. School Culture and Behavior

A. High expectations for student achievement and behavior

1. Alignment of students, teachers, staff, and parents around the school's values and approach
2. Ethical and motivational leadership appropriate to the cultural and political context in which the school operates
3. Data driven behavior management systems and practices that ensure consistent norms of orderly, respectful behavior throughout the school and preserve the sanctity of teaching and learning in the classroom
4. Experiences that methodically cultivate a positive identity for all students through
 - a. a constant theme of on-going collective and self-improvement
 - b. an emphasis on preparing students for college readiness
 - c. an exposure to life's opportunities
5. A culture that motivates students through
 - a. positive relationships between students and teachers
 - b. student success in achieving worthwhile and challenging goals
 - c. a strong sense of community in the school
 - d. a variety of activities and opportunities for all students
6. Consistent strategies for managing students with the most challenging behaviors in a manner that does not disrupt of the routines of the school and the learning of other students
7. Mutually supportive relationships with parents, characterized by good communication strategies and involving parents where possible
8. Student support system which addresses students' academic and behavioral struggles holistically and involves parents, teachers and all relevant staff as appropriate

III. Management

A. Strategic Management:

1. Annual school review, including analysis of student achievement data
2. Annual school plan consistent with the district's mission and school needs

B. Staff Management: With the Human Resources Director, ensure effective and aligned staff management practices, including:

1. All staff will have a clarity of responsibilities and lines of accountability
2. Professional development, including a strong, collaborative professional community, regular training opportunities, and supporting district new teacher professional development
3. Recognition strategies for staff
4. Ensuring that evaluation and non-renewal procedures and expectations are followed

C. Financial Management: With the Business Administrator,

1. Manage budgets
2. Analyze and control expenditures with an understanding of the relationship between school objectives and the budget process, and use cost benefit analyses for budgetary decisions
3. Follow all district policies and procedures related to financial matters

D. Operations Management: With the appropriate district support services, ensure effective systems and manage on-going process of improvement in the following areas:

1. School Lunch Program

2. Transportation
 3. Facilities and fixed assets management, including capital improvements
 4. Energy Management
 5. Student data management
 6. Personnel data management
 7. Information technology
- E. Health and Safety:
1. Maintain and expand relationship with school nurses to provide services to students
 2. Provide a safe environment
 3. Manage risk with sensitivity to liability issues
 4. Consulting with district personnel in times of uncertainty

IV. Community Relations

- A. Build public support for the school's programs
- B. Maintain effective and strong working relationships with parents and community
- C. Serve as ambassador and advocate of the school's mission, representing the district and school at local, state, and national events
- D. Inform the school community about the unique qualities of the school's learning environment
- E. Inform the school community about their opportunities to participate in the governance process, specifically adhering to school community council regulations
- F. Solicit input from the school community about school performance and their needs and opinions.

V. District Relations

- A. Share effective practices with district administrators and colleagues.
- B. Maintain professional, respectful relationships with all district administrators.
- C. Support the Murray City School District mission, state and federal law and requirements.
- D. Development and implementation of school policies and expectations that is consistent with district policy
- E. Contribute to the development and delivery of shared professional development and curriculum.
- F. Participate in principal meetings, assigned committees, and other meetings as determined by the Superintendent.
- G. Professional relations with the Murray City School Board and district office staff demonstrating the school is well managed
- H. Perform other job related duties as assigned by the Superintendent of designee.
- I. Have an 11- month contract beginning August 1 and ending June 30.

MURRAY CITY SCHOOL DISTRICT

NUMBER:	ADM 209.1
EFFECTIVE:	02/10/93
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PAGES:	1

Statement of.....

Policy and Responsibility

SUBJECT: STUDENT VISITORS DURING REGULAR SCHOOL HOURS

Policy GS 01 of the Policies, Rules, and Regulations of the Murray City Board of Education states that the primary purpose of the schools is for the education and training of children of Murray City. The school and all the classes are organized to carry out this purpose. Visitors from outside of the school may have a disruptive influence in the classroom.

Therefore, visitors to classes will only be permitted when the visit provides an educational/cultural enrichment for all students. Requests that meet this criteria must be submitted to the principal for approval at least 24 hours prior to the time of the visit.

NUMBER:	ADM 209
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PAGES:	3

Statement of.....

Policy and Responsibility

SUBJECT: VISITS TO STUDENTS NOT ATTENDING SCHOOL

Visits to Students Not in School

The Director of Student Services or designee (social worker, counselor, resource officer, or building administrator) will visit students not regularly attending school.

A. Initiating visits to students not regularly attending school:

When a student is absent 10 or more cumulative days for any reason or when the attendance is determined to be irregular or erratic, the teacher, counselor, or other personnel designated by the principal will make the first contact to the student's parent/guardian by telephone or home visit. If after no less than two weeks nor more than four weeks, the student's attendance rate is not 80% or better, the principal will request a follow-up contact with the parent/guardian. Using the appropriate form provided by the district, the principal will submit a request to visit a student not regularly attending school to the Director of Student Services. The principal may for unusual reasons request a contact be made by the Director or designee even though a first telephone contact or home visit has not been made.

B. Conducting visits to students not regularly attending school:

The Director of Student Services or designee will make the home visit to determine the cause of absence. If illness is suspected, the school nurse will make the home visit with the Director of Student Services or designee, and/or a law enforcement officer. Evening visits or contacts will be made if the parent/guardian cannot be contacted during the daytime. Additional visits will be conducted if the parent/guardian does not respond to the recommendations of earlier visits.

C. Reporting on visits to students not regularly attending school:

A report will be completed and filed with the principal on all referrals stating the findings and recommendations. The principal and faculty will work with the Director of Student Services as necessary in preparing recommendations.

D. Disposition of severe problem cases:

When persistent efforts to keep the student in school have been determined to be unsuccessful, the principal and the Director of Student Services may seek assistance from outside agencies and other appropriate resources.

E. Students withdrawing from school:

When a student whose unsatisfactory attendance has been monitored by the school and district officials withdraws from school, the Director of Student Services shall be notified within five days so that the Director can verify the withdrawal. When necessary, the principal may request verification by the Director of Student Services prior to completing the withdrawal.

MURRAY SCHOOL DISTRICT REPORT OF UNSATISFACTORY ATTENDANCE

Student Name _____ Identification Number _____

School _____ Grade _____

Attendance history for immediate previous year: _____ / _____

Attendance history to date (report attached): _____ / _____

CONTACT with PARENT/GUARDIAN:

Date: _____ Time: _____

Participants:

Outcome of contact: _____

Requests of school/district officials: _____

Student

Parent/Guardian

School/District Official

NUMBER:	ADM 210
EFFECTIVE:	09/08/1998
REVISION:	9/14/2011
PAGES:	1

Statement of.....

Policy and Responsibility

SUBJECT: ASSISTANT SUPERINTENDENT OF SCHOOL AND STUDENT
ACHIEVEMENT

- A. Shall perform duties as directed by the Superintendent.
- B. Direct the activities of the Curriculum Department as designated by the Superintendent and the Board in coordination with the curriculum staff.
- C. Provide leadership in school improvement, student achievement, professional development, grants, and other areas as determined by the Superintendent.
- D. Administer federal and state programs including, but not limited to:
 - Community Development
 - Special Education/IDEA
 - Safe and Drug Free Schools
 - Community Council/School Improvement
 - Quality Teaching
 - School Land Trust
- E. Facilitate the development and provision of a comprehensive professional development program that reflects district, school, and individual goals and needs.
- H. Provide administrative support to all building administrators.
- I. Act as a liaison to schools for the purpose of School Improvement Planning and other initiatives related to curriculum and instruction.

MURRAY CITY SCHOOL DISTRICT

NUMBER:	ADM 213
EFFECTIVE:	
REVISION:	10/13/1998
PAGES:	1

Statement of.....

Policy and Responsibility

SUBJECT: SOLICITING OF EMPLOYEES

Teachers and other employees will not be disturbed during school time. No sales agent shall be permitted to visit teachers or other employees for the purpose of soliciting or selling merchandise, seeking contributions, memberships, insurance, etc., during regular school hours.

MURRAY CITY SCHOOL DISTRICT

NUMBER:	ADM 214
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PAGES:	1

Statement of.....

Policy and Responsibility

SUBJECT: COPIES OF BOARD POLICIES

- A. Electronic copies of the Murray City School District policies, rules and regulations are available in each school and accessible to employees on the website: www.murrayschools.org, under the "Board of Education" section. If a printed copy is required, please inquire at your school or the district office and one will be provided.
- B. New employees should be oriented regarding the policies at the time they begin employment.
- C. Other copies may be given to persons as designated by the superintendent.

MURRAY CITY SCHOOL DISTRICT

NUMBER:	ADM 215
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PAGES:	1

Statement of.....

Policy and Responsibility

SUBJECT: DESTROYING OBSOLETE MATERIAL

Destroying Obsolete Material

All obsolete materials will be sent to the district office for disposition. Official documents shall not be destroyed until after they are 10 years old and then upon approval of the Board.

Any document or series of documents that is controlled by a retention schedule as listed by the Utah State Archives will need to be retained according to that schedule. Upon time of destruction, the correct documentation is kept on a Destruction Log and forwarded to the Records Officer at the district office.

MURRAY CITY SCHOOL DISTRICT

NUMBER:	ADM 216
EFFECTIVE:	06/10/1981
REVISION:	09/10/2008
PAGES:	6

Statement of.....

Policy and Responsibility

SUBJECT: MEMORANDUM OF UNDERSTANDING FOR SCHOOL ADMINISTRATORS

Introduction

The Murray Association of School Administrators (MASA) is an organization established to cooperate with the Board in assisting them in reaching their goals and objectives. The Board and the MASA desire to cooperate in perpetuating and building quality educational leadership. The MASA membership consists of certificated Central Office administration, supervisors, coordinators, and all school principals and vice principals.

The Board and the MASA do not desire to enter into negotiations or collective bargaining as a means of determining administrator's salaries or conditions of employment. It is however, desirable and necessary for the Board and the Superintendent of schools to be appraised of any concerns or suggestions that will strengthen school administration in the school system. To accomplish this, the Board will meet with representatives of MASA to receive and carefully consider recommendations that represents views of the administrative staff.

The Board believes that term of employment for school administrators should be committed to writing. The following statements summarize the contractual agreements, salaries, and other benefits provided by the Board for its administration staff.

Salary Determination

The Board and the Superintendent will make continuous effort to provide equitable salaries through upgrading of the administrators salary schedule. They will study administrative salary schedules of neighboring districts and compensation appropriate to the responsibility will be given each position and will be reflected in the salary schedule. The contracts offered to administrators, in so far as budget will permit, will recognize and compensate administrators for the responsibility they carry.

Length of Service

Administrators serving in the school will be extended contracts for eleven or twelve calendar months depending upon the assignments. During the school year when schools are closed for holidays, principals will not be required to report for duty, except for emergencies or special assignments, as determined by the Superintendent.

The contract year for administrators in the Murray City Schools will be from July 1 to June 20. This

will tie in with the fiscal year, state retirement act and surrounding districts.

Schedule Annuities

Administrators will be allowed an annual amount as listed on the Administrator Salary Schedule that may be used for a tax sheltered retirement plan or salary deferral (401(K), 457, or 403(B)).

Tenure and Dismissal

Administrative personnel shall be employed as long as their work is considered as being satisfactory and there is a need for the position and the service being performed. In all matters involving the dismissal of an administrator, the Board will adhere to the Employee Orderly Termination Policy and Procedure (SP 908).

Filling Vacancies

All openings for administrative positions in the school system will be announced and opportunities will be provided for administrators to make application for positions and receive equal consideration with all other qualified candidates before a decision to employ is made. All administrative appointments will be made by the Board upon the recommendation of the Superintendent.

Mileage Reimbursement

Administrators will be given mileage reimbursement for travel while performing duties of the district. This mileage rate will be the federally approved rate as of July 1 of the current fiscal year. The reimbursement will be paid upon submission of the documented miles traveled.

Retirement

All administrators in the Murray school system will receive retirement benefits as prescribed by the Utah School Employee's Retirement Act.

Administrators who retire at age 65 or after shall be eligible in the District for retirement benefits for past services rendered determined on the following basis unless dismissed for cause:

- A. In order to receive full retirement benefits the administrator must work 15 school years preceding retirement. In order for an administrator to receive one-half the benefits, he would be required to work ten school years preceding retirement.
- B. One-half of the percent of the final base salary (current administrator salary) times the number of years of service (full credit for professional service as defined in the current salary schedule plus one-half year's credit for a full year of service in other Utah School Districts only) up to a maximum of thirty years of teaching or administrative work in the field of education.
- C. The above 15 years and ten years requirement shall be deemed to refer to cumulative and not consecutive years for the purpose of the Board's retirement plan.

Early Retirement - (Hired before July 1, 2003)

Early retirement benefits will be paid to administrators with 15 years of employment in Murray City Schools, for those who qualify for retirement under the Utah State Retirement System on or before

age 67. The stipend will be 50% the first year, 50% the second year and 50% the third year of the difference between step 3 of the existing Bachelor's degree on the Teacher's Salary Schedule and the base salary the year of retirement. This benefit will be divided into monthly payments and deposited into the employee's post retirement account.

Those retiring at age 65 will receive two years' early retirement using the 50% amounts. Those retiring at 66 will receive one year early retirement using the 50% amount.

The District will contribute the capped medical premium (as listed at the end of this policy) into the employee's post-retirement account for the lesser of three years or full Medicare eligibility. Following the three years mentioned above, the District will contribute ½ of the capped medical premium into the employee's post-retirement account until the administrator reaches age the age of full Medicare eligibility.

The early retirement benefits will be paid to the retiring employee's beneficiary if death occurs before the end of the three years.

The District will pay the premium for the existing life insurance policy provided by the District from the time of retirement until age 65.

In the event a retired administrator dies, the district will allow that spouse to purchase health insurance through the district at the group rate until Medicare is an option.

Early Retirement For All Administrators Starting After June 30, 2003:

Early retirement benefits will be paid to administrators with 15 years of employment in Murray City Schools, for those who qualify for retirement under the Utah State Retirement System before age 67. This benefit will be divided into monthly payments and deposited into the employee's post retirement account. The early retirement incentive will be calculated as follows:

15 to 19 years in District	-	15% of base salary
20 to 24 years in District	-	25% of base salary
25+ years in District	-	30% of base salary

Those retiring at age 65 will receive two years' early retirement. Those retiring at 66 will receive one year early retirement.

The District will contribute the capped medical premium into the employee's post-retirement account as follows based upon years of service in the district:

15 - 19 years	Three years of coverage up to age 65
20+ years	Three years of coverage and then one-half until age 65

The early retirement benefits will be paid to the retiring employee's beneficiary if death occurs before the end of the three years.

The District will pay the premium for the existing life insurance policy provided by the District from the time of retirement until age 65.

In the event a retired administrator dies, the district will allow that spouse to purchase health

insurance through the district at the group rate until Medicare is an option.

The years of service requirement listed above are cumulative years in the district. In order to receive Administrator benefits, an employee must have also worked at least five years as an administrator in Murray School District. If the five year administrative requirement is not met, the employee would receive retirement benefits based on their previous job classification.

Early Retirement Benefits for those hired after June 30, 2007

Early retirement benefits will be paid to administrators with 15 years of employment in Murray City Schools, for those who qualify for retirement under the Utah State Retirement System before age 67. This benefit will be divided into monthly payments and deposited into the employee's post retirement account. The early retirement incentive will be calculated as follows:

15 to 19 years in District	-	15% of base salary
20 to 24 years in District	-	25% of base salary
25+ years in District	-	30% of base salary

Those retiring at age 65 will receive two years' early retirement. Those retiring at 66 will receive one year early retirement.

The years of service requirement listed above are cumulative years in the district. In order to receive Administrator benefits, an employee must have also worked at least five years as an administrator in Murray School District. If the five year administrative requirement is not met, the employee would receive retirement benefits based on their previous job classification.

Insurance

The Board of Education provides the following insurance benefits for administrators:

- A. Health and accident insurance under the District group policy will be purchased by the District with the selected insurance carrier. The provisions of this program will change from year to year to meet changing conditions and needs.
- B. Sick leave, temporary leave, leave of absence, and long term disability, insurance for administrators will be consistent with those provided other employees.
- C. The District will provide each administrator a \$50,000 term life insurance policy and a \$2,000 dependent life insurance policy.

Sabbatical Leaves

Administrators may be granted sabbatical leave for any one of the following purposes, subject to the recommendation of the Superintendent and final approval by the Board.

- A. To attend an accredited university at one-half salary, B. To teach at a college, university, or in another school system where a stimulating and enriching experience may be provided that will be beneficial to the district. The District will pay the difference between the salary that the sabbatical leave recipient receives for his services and that which he would have received had he remained in his current position.

- C. The district's medical, surgical, and hospitalization insurance program will be provided for administrators who are on sabbatical leave.

Attendance at Professional Meetings

The benefits derived from attending a convention, conference, or workshop should be directly related to the educational objectives of the school district when the expenses are paid by the district. The following factors will be considered in recommending and approving travel for attendance at conventions, conferences, and workshops:

1. The direct benefit to the district, the school, and the individual in terms of professional growth and development.
2. The direct or indirect benefit to the children under the administrative supervision and direction of the administrators

Where practical, summer in-service training program funds should be utilized to the maximum extent possible for travel and conventions that meet the criteria established for these purposes.

It will be the policy of the Board to offer educationally enriched experiences to the leadership staff. These will be granted, however, within the limits of funds and demands upon the time of administrators. Opportunities to attend national conventions sponsored by such organizations as the National Association of Elementary School Principals, National Association of Secondary School Principals, Association of School Administrators will be provided on a rotating basis. The frequency of attendance and the selection of those to attend will be determined by the Superintendent.

Participatory Management

By virtue of their position in the administrative organization, administrators are considered by the Board to be members of the management team of the school system. As such, they are expected to render the highest caliber of leadership in carrying out school board policy and specific directions from the Superintendent of schools.

Work Stoppages and Strikes

Since the members of the Murray Association of School Administrators are engaged in management responsibilities, neither the association nor any of its members will participate in a strike or will withhold any administrative service from the Board of Education and the school system.

In the event that teachers or other employees engage in any work slowdown, stoppage or other withholding of services, the administrators of the school system accept the management responsibility to carry out duties as assigned by the Superintendent and the Board of Education. In the event that teachers or other employees engage in a work slowdown, stoppage, or strike the Superintendent and the Board of Education will confer with administrative staff members in planning to provide for the safety and educational welfare of the children in the school system.

Negotiations

The Board and the Superintendent will keep the total administrative staff informed on progress of negotiations and will make every effort to receive suggestions and advice from administrators on items being negotiated in the agreement with the Murray Education Association that may affect the work of school administrators.

**Post-Retirement
Capped Insurance Amt**

Year	Amount	Year	Amount
2006-07	6,648	2022-23	12,452
2007-08	6,914	2023-24	12,950
2008-09	7,190	2024-25	13,468
2009-10	7,478	2025-26	14,006
2010-11	7,777	2026-27	14,567
2011-12	8,088	2027-28	15,149
2012-13	8,412	2028-29	15,755
2013-14	8,748	2029-30	16,385
2014-15	9,098	2030-31	17,041
2015-16	9,462	2031-32	17,722
2016-07	9,841	2032-33	18,431
2017-18	10,234	2033-34	19,169
2018-19	10,644	2034-35	19,935
2019-20	11,069	2035-36	20,733
2020-21	11,512	2036-37	21,562
2021-22	11,973	2037-38	22,425

MURRAY CITY SCHOOL DISTRICT

NUMBER:	ADM 218
EFFECTIVE:	
REVISION:	12/05/2013
PAGES:	1

Statement of.....

Policy and Responsibility

SUBJECT: CLASSROOM SIZE REVIEW

The Murray City School District Board of Education is committed to make class size a priority in the Murray City School District. As such, the Director of Student Services shall annually report to the Board of Education class size in each of the schools and the impact of class size reduction.

In order to receive an allocation of the Class Size Reduction appropriation, the Murray City School District must submit a plan for the use of the money and a report on the expenditure of these funds. Similar reports will be submitted on the use of K-3 Reading Improvement Program money and Title I money.

NUMBER:	ADM 219
EFFECTIVE:	12/11/1985
REVISION:	
PAGES:	3

Statement of.....

Policy and Responsibility

SUBJECT: EMERGENCY PREPAREDNESS POLICY

Definitions

1. Emergency: Natural or man-made disaster, accident, act of war, or other circumstance which could reasonably endanger the safety of students or disrupt the operation of the school.
2. Board: The local board of education of a school district.
3. Plan: Emergency Preparedness Plan

Statement of Policy

1. The Murray City Board of Education shall have an Emergency Preparedness Plan developed and maintained in each of its schools.
2. If a school finds it necessary to prepare a new plan, the Principal shall appoint a committee to prepare the plan. The committee membership shall appoint a committee to prepare the plan. The committee membership shall include appropriate school community representatives, such as one or more representatives of school, teacher, parent, community and municipal government, and fire and law enforcement agencies. The plan shall be consistent with this policy. A copy of each plan shall be approved by the Superintendent's office.
3. The Principal shall appoint appropriate individuals at least once every three years to review and update the plan.
4. The plan shall specify policy and procedure to be taken in the event of an emergency occurring within the school. As appropriate, the board may enter into cooperative agreements with other governmental entities to assure proper coordination and support during emergencies.
5. At the beginning of each school year, parents and staff of a school shall receive a written summary of relevant sections of the plan which are applicable to that school.

Contents of the Plan:

1. The plan shall contain measures which will assure that students receive reasonably adequate educational services and supervision during school hours.
 - A. Evacuation procedures shall assure reasonable care and supervision of students until responsibility has been affirmatively assumed by another responsible party.
 - B. Release of a student at other than regularly scheduled hours is prohibited until the parent or another responsible person has been notified and has assumed responsibility for the student.
 - C. The district shall to the extent reasonably possible, provide educational services to students whose regular school program has been disrupted by an extended emergency.
2. The school plan shall contain measures which assure that students will receive emergency preparedness training.
 - A. Students shall be provided with training appropriate to their ages in rescue techniques, first aid, safety measures appropriate for specific emergencies and other emergency skills.
 - B. During each school year, elementary schools shall hold at least four fire drills and four drills for other emergencies; secondary schools shall hold at least one fire drill and one drill for other emergencies.
 - C. Resources and materials available for training shall be identified within the plan.
 - D. Each school shall conduct an Emergency Preparedness Week prior to October 31 each year.

Administration

1. The district shall cooperate with other governmental entities, as reasonably feasible, to provide emergency relief service. The district shall assess and provide district facilities, equipment, and personnel to meet public emergency needs as are available.
2. Communication channels and lines of authority within the district, city, and state will be respected. The State Board of Education, through its Superintendent, is the chief officer for emergencies involving more than one district or state or federal aid. The local board, through its Superintendent, is the chief officer for district emergencies. Direction and control of emergency operation shall be exercised by the executive heads of government and school district. The local government and school districts shall retain their autonomy and identity throughout all levels of emergency operations. Personnel and resources received for outside sources shall be incorporated into the structure of the local government and school district.

3. Governmental agencies and bodies vested with responsibility for directing and coordinating emergency services on local and state levels shall be included in preparation and implementation of the plan.
4. The district and school shall record funds expended for emergencies, for assessing and repairing damage, and for seeing reimbursement for emergency expenditures.

NUMBER:	ADM 220
EFFECTIVE:	03/09/1988
REVISION:	
PAGES:	1

Statement of.....

Policy and Responsibility

SUBJECT: AIDS POLICY

The Murray City Board of education recognizes the importance of adopting district guidelines for students and employees infected with Acquired Immune Deficiency Syndrome (AIDS). The Board of Education will cooperate with other agencies in educating its residents, patrons, and selected students about the disease and the risks or lack of risks of transmission. The board will also cooperate with the State Health Department in the detection, prevention, and control of communicable diseases.

Students having tested positive with the AIDS virus shall continue in the regular classroom while the case is under study. They shall be subject to placement review and evaluation by a team made up of the student, a representative of the Health Department, a teacher, and representative of the district administration. The student shall be placed in the least restrictive environment as recommended by the evaluation team.

Pending recommendation of the evaluation team, a student who exhibits behavior which encourages the likelihood of transmission, exhibits clinical evidence of infection, or is too ill to attend school shall have an appropriate alternative educational program provided by the District.

Information relating to the student's illness shall be held in strict confidence in accordance with the Family Educational Rights of Privacy Act 20, USC/Buckley Act, Section 1232G.

The status of any employee of the District who is diagnosed as having tested positive with AIDS virus, shall remain on the job until such time as a committee made up of the employee's physician, a physician appointed by the District, the employee's supervisor, a person representing the employee, a representative from the State Department of Health, and representative of the District administration review the replacement status of the employee.

After reviewing the most recent research findings, the type of job the employee is performing, and the danger of transmission, the committee shall make a recommendation. The employee shall continue on his/her regular job assignment while the case is under study.

If or when job continuance is precluded, contract employees shall be granted sick leave in accordance with District policy. Information relating to an employee's illness shall be held in strict confidence.

NUMBER:	ADM 221
EFFECTIVE:	
REVISION:	10/04/1988
PAGES:	4

Statement of.....

Policy and Responsibility

SUBJECT: ADMINISTRATOR EVALUATION POLICY

Purpose

The board recognizes the need for evaluation of all school district administrators. This evaluation shall be conducted by each administrator's immediate supervisor. The primary purpose of the evaluation is to assist each administrator to improve performance in individual assignments.

Definition of Terms

CAREER ADMINISTRATOR - a district administrator who is entitled to rely upon continued employment under the policies determined by the Murray City Board of Education.

PROVISIONAL ADMINISTRATOR - an administrator employed by the District who has not achieved status as a Career Administrator (successfully completed three years of administrative experience) within the school district.

PROBATIONARY ADMINISTRATOR - an administrator employed by the District who, under local school district policy, has been advised that his performance as an administrator is inadequate.

Evaluation Process

Evaluation is an ongoing process. Suggestions and constructive criticism should take place when the need arises. Two written evaluations shall be completed for all provisional and probationary administrators by his/her immediate supervisor, once prior to January 15th of each school year, and once no later than sixty (60) working days before the end of the contract year. Also, a self evaluation is to be completed and reviewed by the immediate supervisor. This self evaluation may be completed at a time mutually agreed upon with the administrator and his supervisor.

Career administrators will be evaluated each year no later than sixty (60) working days before the end of the contract year. Evaluations can take place more often if deemed necessary by the immediate supervisor or superintendent.

An essential part of the evaluation is a conference between the administrator and immediate supervisor. The purpose of the conference is to review the performance of the administrator, identify areas of commendation or concern, and set appropriate goals. Following the conference, the administrator will sign the evaluation form indicating that a conference was held and the evaluation form reviewed. Signing the form does not necessarily indicate agreement and it is understood that the administrator has the right to make a written response to all or any part of its

contents. The evaluation will be filed, along with any written response, in the administrator's personnel file in the district office. The administrator shall receive a copy of the written evaluation.

Evaluation Procedure

To achieve the previously stated purpose, administrators will be evaluated according to the following procedure:

1. The administrator shall be oriented and personally informed about the evaluation process by his immediate supervisor and shall be given a copy of the evaluation instrument at least fifteen (15) calendar days prior to the first evaluation.
2. An evaluation shall within fifteen (15) calendar days after the completed evaluation process, be put in writing and discussed with the administrator by his immediate supervisor.
3. An administrator who is not satisfied with his evaluation has thirty (30) calendar days after receiving the written evaluation to request a review of the evaluation. If a review is requested, the superintendent or his designee shall appoint a person, not an employee of the district, who has expertise in personnel evaluation to review and make recommendations to the superintendent regarding the administrator's evaluation. Nothing mentioned above shall prevent the administrator and superintendent or his designee from agreeing to another method or review.
4. An administrator whose performance is determined to be inadequate or to need improvement will be provided with a written document which clearly identifies his deficiencies, the available resources for improvement, and a recommended course of action which will improve the administrator's performance. An administrator will be given reasonable assistance to improve his performance. An administrator is responsible for improving his performance, using the resources identified by the school district, and demonstrating acceptable levels of improvement in the designated areas of deficiencies.
5. The immediate supervisor of a provisional administrator shall assign a consulting administrator to the provisional administrator. The consulting administrator, when possible, shall be a career administrator who performs substantially the same duties as the provisional administrator and has at least three years' educational experience. The consulting administrator shall assist the provisional administrator to become informed about the educational profession and the school system, but may not serve as an evaluator of the provisional administrator.

The following criteria shall be considered when making the written evaluation and shall also be the basis of the conference between the administrator and the immediate supervisor.

I. INSTRUCTIONAL LEADERSHIP SKILLS

- A. Facilitates staff involvement in program development;
- B. Initiates activities to improve instruction;
- C. Facilitates productive cooperation to improve instruction;
- D. Applies knowledge of human growth and development in planning learning experiences;
- E. Provides continuing programs for staff orientation;

- F. Encourages and assists teachers to help students develop realistic and positive self-concepts;
- G. Cooperatively establishes procedures for developing and maintaining a high level of positive student behavior;
- H. Works to equalize educational opportunities of all students; and
- I. Provide leadership in development of a total curriculum and educational policies.

II. ORGANIZATION AND MANAGEMENT

- A. Assumes assigned management responsibilities for area of stewardship (i.e., school plant, facilities, and equipment);
- B. Assumes responsibility for development and implementation of necessary schedules involving students, staff, community facilities, and equipment;
- C. Uses effective organization and management procedures:
 - 1. Uses time appropriately;
 - 2. Uses materials appropriately;
 - 3. Set appropriate goals and shows evidence of working toward these goals;
 - 4. Follows accepted accounting practices in managing school and district monies;
 - 5. Adheres to and supports district policies and procedures.

III. RELATIONSHIP WITH OTHERS

- A. Relationship with students:
 - 1. Is tactful, courteous and sincere;
 - 2. Gains confidence and respect of pupils;
 - 3. Shows interest in students as individuals;
 - 4. Deals effectively with behavior problems.
- B. Relationship with staff:
 - 1. Relates well with other members of staff and provides staff morale;
 - 2. Assists staff in developing personnel and professional self-esteem;
 - 3. Is cooperative and congenial;
 - 4. Evaluates difficult situations and responds appropriately.
- C. Relationship with community:
 - 1. Develops public confidence and mutual respect;
 - 2. Utilizes tact and diplomacy;
 - 3. Encourages appropriate community participation in school/educational activities, including development of school/educational goals and program evaluation;
 - 4. Communicates effectively with parents and other school/educational patrons;
 - 5. Develops positive attitudes and understanding of school/educational and instructional programs;
 - 6. Utilizes community resources to enrich the educational program.

IV. PROFESSIONAL GROWTH AND ATTITUDES

- A. Assumes responsibility for personal professional development:
 - 1. Utilizes professional literature to stay informed of current educational trends and practices;

2. Participates in conferences and other professional activities dealing with educational issues, making formal contributions as appropriate.
- B. Encourages staff to develop, pursue, and evaluate educational issues, making formal contributions as appropriate.

V. PERSONAL CHARACTERISTICS

- A. Is well-groomed and appropriately dressed;
- B. Is energetic and mentally alert;
- C. Has effective communication skills;
- D. Show personal initiative and high degree of self-confidence;
- E. Demonstrates self-control and judgment.

MURRAY CITY SCHOOL DISTRICT

NUMBER:	ADM 222
EFFECTIVE:	08/01/1992
REVISION:	04/24/2002
PAGES:	2

Statement of.....

Policy and Responsibility

SUBJECT: RECORDS AND MANAGEMENT ACT

DEFINITIONS

- A. MSD means the Murray School District.
- B. "GRAMA" means the Government Records and Management Act as enacted by the 1992 Utah Legislature, Section 63-2-101 through 909 UCA 1953, and modified by the 2002 Utah Legislature, Sections 63-2-206 and 63-2-302. Electronically transmitted data and electronic databases of the nature described in GRAMA are considered to have the same status as mechanical records.
- C. "Board" means the Murray School District Board of Education.
- D. "Superintendent" means the Superintendent of the Murray School District.

AUTHORITY AND PURPOSE

- A. This policy is authorized by Section 63-2-204 which allows a governmental entity to make rules regarding the entity's records and by 53A-4-402 (14) UCA which authorizes the Board to adopt rules in accordance with its responsibilities.
- B. The purpose of this rule is to provide procedures for appropriate access to government records.

ALLOCATION OF RESPONSIBILITIES WITHIN THE MSD

Both the MSD and the Board shall be considered a single governmental entity for the purpose of this rule and the Superintendent shall be considered the head of the entity.

REQUESTS FOR ACCESS

- A. Requests for access to MSD government records should be written and directed to the MSD Records Officer, 147 East 5065 South. Murray, Utah 84107
- B. Payment of past fees or future estimated fees expected to exceed \$50.00 or both may be required before the MSD Records Officer begins to process a request.

- C. There shall be no charge made by the Board or MSD for:
 - 1. inspection of records;
 - 2. a reasonable request that requires the segregation of records; or
 - 3. an inspection of the requested records to determine the requester's right to access.

- D. Waiver of Fees
 - 1. Fees for duplication and compilation of a record may be waived under the circumstances described in Section 63-2-302 (3) or other circumstances as determined by MSD on a case by case basis.

OTHER REQUESTS

- A. For Research purposes
 - 1. Access to private or controlled records for research purposes is allowed by Section 63-2-202 (8) UCA
 - 2. Such requests shall be made to the designated Records Officer.

- B. To Amend a Record
 - 1. An individual may contest the accuracy or completeness of a document pertaining to him owned by the MSD pursuant to Section 63-2-603.
 - 2. The request to amend shall be made to the designated Records Officer.
 - 3. Appeals of requests to amend a record shall be handled as informal hearings under the Utah Administrative Procedures Act.

NUMBER:	ADM 224
EFFECTIVE:	10/25/2000
REVISION:	11/13/2014
PAGES:	2

Statement of.....

Policy and Responsibility

SUBJECT: SCHOOL COMMUNITY COUNCIL

I. Organizational Requirements

- A. Each school must organize a school community council as required by Utah Code Annotated §53A-1a-108. The purpose of this council is to improve student achievement by developing a plan based on district goals to include:
 - 1. school profile data
 - 2. the school's identified most critical academic needs
 - 3. a recommended course of action to meet the identified academic needs
 - 4. a specific listing of any programs, practices, materials, or equipment that the school will need to implement its action plan to have a direct impact on the instruction of students and result in measurable increased student performance,
 - 5. how the school intends to enhance or improve academic excellence at the school

II. Purpose of this Council

- A. The school community council must develop a school improvement plan. It may be a multi-year plan, but must be presented and approved annually by the Board.
- B. The councils for elementary schools must develop a reading achievement plan.
- C. The council is responsible to develop the school trust lands program.
- D. The council is responsible for the development of a child access routing plan (safe walking route).
- E. The council is responsible for assisting in the development and implementation of a comprehensive, and long-term plan for staff professional development.
- F. The school community council may appoint individuals to serve on subcommittees to assist in the development of the plans listed in §§IIA-E.
- G. The school shall:
 - 1. implement the plans that are developed by the council and approved by the Board.
 - 2. provide ongoing support for the council's plans.
 - 3. meet the Board's reporting requirement regarding performance and accountability.
 - 4. publicize to its patrons and the general public its plan to enhance or improve academic excellence at the school, including the results of those efforts, and through its council, prepare and present an annual report to the Board at the end of the school year.
- H. A sub-committee of the council, appointed by the principal, comprised of members of the council (The principal may utilize the entire school community council), shall serve in an advisory capacity and may provide input to the administration with regard to school-level policies and procedures. The purpose of the advisory sub-committee

shall be to:

1. discuss and review local school problems and make recommendations to the principal.
2. discuss and review District and State problems as they relate to the local school and make recommendations to the principal.
3. function as a resource to the school principal. In that capacity the committee shall provide an active sounding-board when the principal seeks their advice on any given school issue.
4. study issues related to educational needs and service to the school.
5. provide a forum for school advisory discussion of educational concerns. They should encourage citizens to express their views about educational issues and problems.
6. approve school fund raising activities.

III. Organizational Structure

- A. Each council shall consist of school employees, the school principal, and parents/guardians of students who are attending the school. Parents who are employed at the school may not be a parent representative. The council shall have two more representatives from the parent/guardian group than the group of school employees (including the principal).
- B. Each school community council for a high school shall have a minimum of six parent or guardian members and four employee members, including the principal. All other schools shall have a minimum of four parent or guardian members and two employee members, including the principal.
- C. The council will meet monthly during the school year (excluding December and May). All meetings of the school community council are open to the public.
- D. The employee and parent/guardian member shall be elected by a majority of their respective group and serve a two-year term (at an election held at the school). There is no term limit, as long as the member meets the eligibility criteria. The members' terms will be staggered so that no more than 50% of the council will stand for election in any given year.
- E. Only parents /guardians of students attending the school may vote in the election. Written notice of the election will be made at least two weeks prior to the election. The election must be held at the school.
- F. If a parent or guardian position on a school community council remains unfilled after an election is held, the other parent and guardian members of the council shall appoint a parent or guardian who meets the qualification of this section.
- G. If an employee position on a school community council remains unfilled after an election is held, the other employee members of the council shall appoint an employee who meets the qualification of this section.
- H. Each school community council shall elect a chair and vice chair from its parent or guardian members and elected employee members. The principal shall serve as an ex officio member with full voting privileges.

NUMBER:	ADM 225
EFFECTIVE:	11/14/2001
REVISION:	03/13/2014
PAGES:	2

Statement of.....

Policy and Responsibility

SUBJECT: PARENT/FAMILY INVOLVEMENT POLICY

The Board recognizes that a child's education is a responsibility shared by the school and family, and that students will achieve and maintain a higher level of performance when this cooperation is encouraged.

To this end the Board supports the development, implementation and evaluation of a parent/family involvement program in each school.

These programs will include, but not be limited to the following components:

- I. Promote responsible parenting by:
 - parents providing a home environment that values education;
 - parents sending children to school prepared to learn;
 - schools providing information (community resources) and training that will assist parents to help improve and support the academic success of their children;
 - schools reminding parents of the direct effect parental involvement has on the educational success of their student.

- II. Schools establish consistent and effective communication between parents of students and the teachers and administrators of the respective schools through:
 - regular newsletters;
 - parent/teacher conferences;
 - other conferences when needed or requested;
 - SEP/SEOP's;
 - communication of translation services available to assist non-English speaking parents;
 - notification of students at risk of failing (see Board Policy #PS 424).
 - providing information to parents regarding the school through the school and district web site.
 - providing information related to individual student academic progress through the on-line grade book program.

- III. Schools promote parent participation through:
 - school PTA organization;
 - school community group - (see Board Policy #ADM 224);
 - providing opportunities for parents to serve as school volunteers;

- providing information to parents about groups and organizations that may provide instruction and training to parents to help improve and support the academic success of their children.
- IV. Encourage employers in the community to support parental and community involvement to foster student achievement. Encourage employers to develop policies and programs to allow their employees opportunities for greater participation in public education during school hours.
- V. Provide professional development opportunities for staff members to enhance the understanding of effective parental involvement strategies.

NUMBER:	ADM 226
EFFECTIVE:	09/11/2002
REVISION:	04/09/2015
PAGES:	1

Statement of.....

Policy and Responsibility

SUBJECT: CHARTER SCHOOLS

1. SPONSORSHIP OF CHARTER SCHOOLS

The Utah State Legislature has authorized Murray School District to contract with Charter Schools for the following purposes.

- A. Sponsoring a Charter School within an existing school facility;
- B. To receive some or all services from the school district if the school received services from the district prior to its conversion to a Charter School;
- C. To receive Federal and State funding available to Charter Schools.

2. APPLICATION PROCESS FOR CHARTER SCHOOL STATUS

The Board will consider charter school applications, and accept the associated regulatory responsibilities, for schools over which the district would retain operational authority as outlined in Utah Code 53A-1a-501 *et seq.*

MURRAY CITY SCHOOL DISTRICT

NUMBER:	ADM 227
EFFECTIVE:	09/11/2002
REVISION:	
PAGES:	1

Statement of.....

Policy and Responsibility

SUBJECT: DISPLAY OF THE MOTTO OF THE UNITED STATES

Each school shall display "In God we trust," which is declared in 36 U.S.C. 302 to be the national motto of the United States, in one or more prominent place within the school building (USC§53A-13-101.4(6)).

NUMBER:	ADM 228
EFFECTIVE:	10/11/1978
REVISION:	06/09/2015
PAGES:	1

Statement of.....

Policy and Responsibility

SUBJECT: SCHOOL CALENDAR

The Board will approve an initial school calendar for the subsequent school year by December 31 of the current year. This calendar will define the following: school start date, holidays, and school end date, and will be published online for patrons by January 31 of the current year. Professional development, teacher workdays, and any other changes will be added to the final calendar after negotiations have concluded and must be approved by the board.