

NUMBER:	IN 304
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Statement of.....

Policy and Responsibility

SUBJECT: LITERATURE AND TEXT SELECTION AND REVIEW

The Literature and Text Selection and Review policy shall be administered according to the following guidelines:

I. Standards for Required Reading

Literature selections which are assigned as required reading or read aloud to students in the classroom shall meet the following criteria and be approved by the district committee to be included on the District Approved Texts list.

- A. The subject matter, interest and reading level, and maturity level of the selection are appropriate for the students being taught.
- B. The selection is appropriate for the age, emotional development, ability level, and social development of the students being taught.
- C. The selection meets an appropriate instructional purpose.
- D. The selection will help students better understand themselves and others, the world around them.
- E. The selection has identifiable literary or curricular merit.
- F. The selection appropriately models a literary element (character, setting, plot, conflict, etc.), style, or genre that the student is expected to learn; or
- G. The selection appropriately challenges students' literacy in informational text (concept, descriptive pattern, sequence, cause and effect, problem and solution, compare and contracts, etc.)
- H. Literature or expository texts that students select themselves from school library media centers, public libraries, home libraries, or other sources shall not come under the guidelines of this policy.

II. Standards for Independent Reading

It is the responsibility of classroom teachers and their administrators to ensure that reading materials available in classrooms are appropriate. Reading materials, which are stored in classrooms and available for self-selection by students, shall meet the following criteria:

- A. The materials shall be appropriate regarding subject matter, reading level, and maturity level as well as appropriate for the ages and interests of the students.
- B. The materials appropriately model a literary element (character, setting, plot, conflict, etc.), style, or genre; or
- C. The materials appropriately challenge students' literacy in informational text

(concept, descriptive pattern, sequence, cause and effect, problem and solution, compare and contracts, etc.)

III. Organization of Literature and Text Selection and Review Committees

- A. The District shall organize a Literature and Text Selection and Review Committee, chaired by the District Curriculum Director.
- B. The committee shall meet periodically to review new recommended reading.
- C. The schools will communicate annually to articulate the required literature selections to assure that required readings are not duplicated as students move forward through the grades.

IV. Literature and Text Selection and Review Process

- A. Literature selection and recommendations for classroom material shall be conducted at the local school level and submitted on the Murray School District Literature Recommendation Form to the Director of Teaching and Learning for Literature Selection and Review committee approval.
- B. Upon approval the literature selection will be added to the District Approved Texts list for use at the specific grade level.

V. Parents/Guardians Rights

- A. Parents/Guardians may exempt their students from a required reading assignment if they personally find the literature objectionable. The student shall be assigned an alternate literature selection without penalty.
- B. By law, schools must respond to objections to materials or curriculum content in one of the following ways:
 - 1. Waive the participation requirement; or
 - 2. Provide a reasonable alternative to the requirement; or
 - 3. Require participation as originally assigned

VI. Appeals Procedure

- A. Persons objecting to the use of an adopted literature selection must complete the Appeals Process form and submit to the district Director of Teaching and Learning.
- B. Persons making objections are expected to read the entire novel.
- C. The committee shall determine by majority vote whether or not the challenged material selection shall be retained for classroom instruction.

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Statement of.....

Policy and Responsibility

SUBJECT: HUMAN SEXUALITY EDUCATION/MATURATION POLICY

Human Sexuality Education/Maturation Policy

The Murray School District believes that sex education is the primary responsibility of a student's parents/guardians/primary care givers. However, the district also recognizes the need and importance of providing appropriate, supportive and factual curriculum for students. In order to ensure the curriculum in Murray schools meets standards of accuracy and appropriateness, the following curriculum review process has been established.

A human sexuality curriculum materials review committee will be established. The committee is guided by Utah state law, Utah State Office of Education core curriculum guidelines, and policies of the Board. The committee will include parents, health professionals, school health educators, and administrators, with at least as many parents as school employees. The committee will assure accurate and up-to-date information by:

- Reviewing and approving all instructional materials, speakers, special programs, and resource agencies used in any human sexuality presentations or discussions.
- Reviewing periodically previously approved materials for medical accuracy of information.
- Hearing appeals, complaints, or other special matters pertaining to existing human sexuality education programs, policies, or materials that have not been resolved at a local level.
- Generating a standard parental permission form to be used in all schools for human sexuality education including contraception and HIV/AIDS education.
- Submitting to the Board the proposed committee membership for approval by April of each year.
- Submitting an annual written report to the Board by June 1 each year.
- Updating annually the "Approved Materials List" and providing a copy of the list to schools no later than August 1.
- Requiring annually that all committee members, teachers and administrators complete a compliance form generated by the committee verifying that this policy has been read and will be followed.

Human Sexuality/Maturation education will include the following practices.

A. Curriculum

1. The District adheres to the Utah State Health Core Curriculum (elementary/secondary) guidelines concerning human development and relationships which include:

- a. Demonstration of healthy expressions regarding interpersonal relationships.
 - b. Development of ways to manage and/or adapt to changes in relationships.
 - c. Demonstration of the ability to manage unhealthy or dangerous relationships or situations.
 - d. Summarization of the physical, social, and emotional changes that occur during adolescence.
 - e. Determination of how abstinence from sexual activity can enhance the development of relationships.
2. In addition, the following guidelines will be followed concerning curriculum:
 - a. The following will be included in the curriculum: personal values such as accountability, self-restraint, integrity, caring, and respect for others.
 - b. The curriculum will also reinforce value programs adopted by the district that address family, caring, responsibility, respect and trust.
 - c. Sexual abstinence before marriage and fidelity after marriage will be emphasized.
 - d. Schools will instruct students about sexually transmitted diseases, appropriate to grade levels.
 - e. The district will develop a process for implementing parental/guardian review and consent prior to instruction of the AIDS standards and objectives.
 3. The following topics will not be taught in Murray schools, as per state rule R277-474, School Instruction and Human Sexuality.
 - a. The intricacies of intercourse, sexual stimulation, erotic behavior;
 - b. The advocacy of homosexuality;
 - c. The advocacy or encouragement of contraceptive methods or devices;
 - d. The advocacy of sexual activity outside of marriage.
 4. Educators may respond to spontaneous student questions for the purpose of providing accurate data or correcting inaccurate or misleading information or comments made by students in class regarding human sexuality. Murray District also adheres to the policy of the Utah State Board of Education which requires that:
 - a. An educator may not intentionally elicit comments or questions about matters subject to parental/guardian consent requirements.
 1. Responses permitted must be brief, factual, objective, and in harmony with content requirements of the policy regarding the importance of marriage and the family, abstinence from sexual activity before marriage, and fidelity after marriage.
 2. Responses must be appropriate to the age and maturity of the students involved, and limited in scope, to what is reasonably necessary under the circumstances.
 3. Students shall then be referred to their parents/guardians for further information.
 4. A response made in compliance with the requirements of this section shall not be considered to be a violation of the parental/guardian consent requirement of this policy.

B. Training

1. All educators that teach any topics concerning human sexuality are required to be in compliance with the guidelines and procedures in the district human sexuality education policy and state rule R277-474.
2. Newly hired or newly assigned educators with responsibility for any aspect of human sexuality instruction will attend a state-sponsored in-service outlining the human sexuality curriculum and the criteria for human sexuality instruction.

C. Parental Input & School Responsibility

1. In order to emphasize strong parent/student communication concerning human sexuality education issues, educators must provide parents/guardians with a human sexuality curriculum outline, when the unit will start and end, and provide school related opportunities for parent/guardian/student discussion at home.
2. Parental/guardian consent must be obtained for any student to participate in Human Sexuality/Maturation education or related curriculum, and parents/guardians reserve the right to remove their student from those courses or educational activities at any time. District Human Sexuality/Maturation curriculum resources will be available upon request regardless of student participation in the school-based program.
3. Schools will keep a record of parent complaint, comments, and the educator's responses regarding human sexuality programs.

MURRAY CITY SCHOOL DISTRICT

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Statement of.....

Policy and Responsibility

SUBJECT: STATEMENT ON GIFTED AND TALENTED PROGRAM IN MURRAY CITY SCHOOLS

Gifted and Talented Program

Gifted students possess talent and abilities that differ from those of their peers to such a degree that differentiated opportunities must be provided to help them develop to their greatest potential. In keeping with the Murray City Schools goals to assure the development of curriculum and implementation of instructional programs which will serve the needs of all students, the Murray Board of Education is committed to the identification of gifted students and to providing appropriate educational experiences for those students.

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Statement of.....

Policy and Responsibility

SUBJECT: DISCLOSURE REQUIREMENTS

OPEN DISCLOSURE STATEMENT

Each course offered in the secondary schools in Murray School District will be described in written form. This description (open disclosure statement) will contain:

- A. course objectives
- B. learning activities
- C. criteria and methods of assessment
- D. classroom decorum expectations
- E. information about student materials needed for the course
- F. the process for remediation and tutor help
- G. the following statement, **"If there is a perceived error, any grade change must be completed within the following quarter or by June 30 for the fourth quarter."**

These statements will be distributed to each student at the beginning of every course and to any student who transfers in thereafter. Copies will be available upon request for parents at Parent Teacher Conferences.

MURRAY CITY SCHOOL DISTRICT

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Statement of.....

Policy and Responsibility

SUBJECT: RELIGION IN THE CURRICULUM AND SCHOOL SPONSORED
ACTIVITIES

The Murray City School District Board of Education recognizes the diversity of culture and religious background of its citizens and student body. The Board recognizes the necessity for sensitivity as to the needs and rights of the students regarding religion and religious freedom. It is the policy of the Board to meet the provisions of the Utah Code 53A-13-101.1-3 and the Utah Administrative Code R277-105-9.

Implementation Procedures/Guidelines are as follows:

1. At the beginning of each school year, each principal shall review with the teachers and staff the policy regarding Religion in the Curriculum and School Sponsored Activities, these procedures and the related statutes and rules.
2. The district encourages parents, legal guardians and students to discuss and if possible resolve with the responsible teachers or employees any concerns regarding curricular content, activities or student participation. Any student, parent or legal guardian who either (1) has a complaint that a particular curriculum or activity violates state or federal law or (2) desires or requests a waiver of participation or substitution of another activity as provided in Utah Administrative code R277-105-5, shall direct that complaint or request to the school principal.
3. The principal shall keep a written record of every complaint or request and any decisions made regarding the complaint or request. If a complaint or request is made by a student who is a minor, the principal shall give written notice to the student's parent or legal guardian by letter addressed to the parent's or legal guardian's last known address.
 - A. The principal, student, the student's parent or legal guardian and the teacher or employee responsible for the program or activity in question shall meet to discuss the student's complaint or request. The principal shall encourage the student and student's parent or guardian to suggest a reasonable alternative. The principal shall arrive at a decision, consistent with state law, of whether to alter the curriculum or activity, waive participation, substitute another activity or require participation by the student. In making a decision, the principal shall give proper consideration to any suggestions made by the student and the student's parent or guardian. The principal shall give a written decision when practical under the circumstances.
 - B. A student, parent, or legal guardian who is dissatisfied with the principal's decision, may

appeal that decision within ten (10) days to the District Office Committee composed of the Superintendent, Director of Student Services and the Director of Teaching and Learning. The committee shall review the complaint or request of the student, parent or legal guardian and the decision of the principal and may modify the principal's decision. The committee must keep a written record of every appeal and the decision made regarding the appeal. Information about the complaint may be requested from educators at the student's school, the parent or legal guardian, the student and patrons. If the District Committee decides to request additional information, the student and the student's parent or guardian shall be notified. Before permitting participation by parents or patrons, the Superintendent must explain to the student and student's parent or guardian that they are waiving their privacy rights under state and federal law. This decision must be documented.

- C. Any parent, legal guardian or student who is dissatisfied with the decision of the District Committee, may within ten (10) days of notice of that decision, request that the decision be reviewed by the Board of Education of the Murray City School District. The decision of the Board shall be final.
- 4. Once a student, parent or legal guardian has requested a waiver of participation or substitution of another activity, the student shall not be compelled to participate in any curriculum or activity pending the resolution of both appeals unless the Superintendent has determined that requiring the participation of that particular student is the least restrictive means necessary to achieve a specifically identified educational objective in furtherance of a compelling governmental interest.
- 5. The Principal's written record of the complaint or request for waiver shall be submitted by the principal to the Director of Teaching and Learning. The Director shall either personally or by a committee of their choosing, evaluate the curriculum or activity and decide whether the educational objectives could be achieved by less intrusive means that would not violate state or federal law, or interfere with the rights of conscience or exercise of religious freedom of student(s), parent(s) or legal guardian(s).
- 6. At least once a year students, parents and legal guardians shall be notified of their rights under this policy, state law and the state board rules. The content of the notice shall contain at least the following information:

Any parent or legal guardian of a student or a secondary school student may make a complaint to the principal that any part of the curriculum or a school activity violates state or federal law.

In addition, any parent or legal guardian of a student or a secondary school student may make a request to the principal for a waiver of participation in any portion of the curriculum or school activity that the student, parent or legal guardian believes to be an infringement of his or her right of conscience or the exercise of religious freedom in any of the following ways:

- A. It would require the affirmation or denial of a religious belief or right of conscience;
- B. It would require participation in a practice forbidden by a religious belief or practice, or right of conscience; or

- C. It would bar participation in a practice required by a religious belief or practice, or right of conscience.

A copy of this policy, rules and related statutes and regulations regarding Religion in the Curriculum & School Sponsored Activities is available upon request at the school or district office, or online at www.murrayschools.org/board-of-education.

MURRAY CITY SCHOOL DISTRICT

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Statement of.....

Policy and Responsibility

SUBJECT: PUBLIC EDUCATION ACTIVITIES IN PRIVATE SETTINGS

Administrators and educators regularly employed by the District shall not tutor or give private instruction or coaching for pay to any student whom the teacher/coach is currently teaching, coaching, administrative, or supervisory responsibility. Students, or parents, requesting tutoring, private instruction or coaching should be referred to the Murray Community Education Program.

The Murray Community Education Program has been authorized to organize remediation classes and tutoring programs as needed. Administrators, educators and coaches involved in this program would not be in violation of District Policy.

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Statement of.....

Policy and Responsibility

SUBJECT: SECONDARY COUNSELOR JOB DESCRIPTION

Primary Function

As a member of the school staff, a counselor provides comprehensive guidance services for students in Grades 7-12.

Major Job Responsibilities

1. Implement the school guidance curriculum.
2. Guide and counsel students through the development of student education occupation plans (SEOP).
3. Counsel small groups and individual students.
4. Consult with teachers, staff, and parents/guardians regarding meeting the developmental needs of students.
5. Refer students with critical needs, in consultation with their parents/guardians, to appropriate community resources.
6. Participate in and coordinate or conduct activities that contribute to the effective operation of the school.
7. Advocate for all students.
8. Plan, implement, evaluate and revise the school guidance program.
9. Demonstrate professional conduct and pursue professional growth.

Key Duties

1. **Implement the school guidance curriculum:** Conduct developmentally sequenced guidance activities in the classroom (in accordance with the competencies and indicators outlined by the Utah Comprehensive Guidance Plan) as planned in cooperation with school administrators and teachers. Facilitate the infusion of guidance activities into career and life skills courses and the regular education curricula to support the development of the SEOP.
2. **Guide and counsel students through the development of student education occupation plans (SEOP):** Provide orientation activities for students new to the school; facilitate orientation programs for parents/guardians and students that support the SEOP process and other guidance-related topics. Assist students in the transition from school to their next steps in connecting training and education

programs. Provide information and feedback in small groups and/or with individual students and their parents/guardians in the use of test results and their implication for educational and career planning; counsel all students to develop career plans through career awareness, career exploration, and career planning activities; and collaborate with school staff members who contribute to the development of the students' SEOPs.

3. **Counsel small groups and individual students:** Conduct structured, goal-oriented counseling sessions to meet the identified needs of individuals or groups of students. Session topics at the school level may include self-concept, academic issues, attendance and behavior patterns, conflict resolution, family issues, child abuse, substance abuse prevention, and suicide prevention and intervention.
4. **Consult with teachers, staff, and parents/guardians regarding meeting the developmental needs of students:** Participate in group consultations with administrators, teachers, parents/guardians, and others to enhance their work with students; conduct inservice programs for faculty; conduct and facilitate conferences with teachers, students, and parents/guardians; conduct or provide opportunities for parent education programs; and assist families with school-related problems.
5. **Refer students with critical needs, in consultation with their parents/guardians, to appropriate community resources:** Consult and coordinate with in-district professionals and community agencies, such as school psychologists, nurses, administrators, community-based psychologists, service agencies, and physicians. Use an effective referral process for assisting students and others to use special programs and services.
6. **Participate in and coordinate or conduct activities that contribute to the effective operation of the school:** Interpret group test results to faculty and staff; establish effective liaison with the various instructional departments; act as an advocate for students as appropriate, in conjunction with other staff; assist other school staff in the placement of students with special needs in appropriate programs, such as gifted and special education; and participate with the administration and faculty as a team member in the implementation of the district testing program.
7. **Advocate for all students: Maintain** a current knowledge of equity and diversity issues; promote equal educational opportunities for all students; provide information to school staff on particular policies relating to all students; assist school staff members in the placement of students with special needs in appropriate programs, such as special education and gifted; and promote personalizing education for all students through the SEOP process.
8. **Plan, implement, evaluate, and revise the school guidance program: Review** the guidance program periodically with staff and administration using the program evaluation self-study, review and modify the program calendar and evaluate guidance learning activities.
9. **Demonstrate professional conduct and pursue professional growth:** Display a positive, professional attitude and follow the ethical standards outlined by the American School Counselor Association (ASCA).

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Statement of.....

Policy and Responsibility

SUBJECT: PLAN FOR COLLEGE AND CAREER READINESS (PCCR)

Students in the Murray School District will have PCCR (College and Career Readiness) plans to help guide them through the educational process and make realistic plans to help them be successful. This plan will include reliable, useful and timely data on student progress and goals which will facilitate student planning and the accepting of responsibility for the student's own success.

- I. Elementary Schools will adhere to the following standards related to PCCR:
 - A. Conferences will be held a minimum of **two times each year**. Usually, they will take place in conjunction with the Fall and Spring Parent-Teacher conferences.
 - B. Earnest and persistent effort will be made to ensure that all parents and students will attend the PCCR.

- II Elementary PCCR conferences shall include:
 - A. Identified accomplishments and strengths of the student.
 - B. Relevant data about the student's progress.
 - C. Student education related goals.
 - D. Student, parent/guardian and educator responsibilities for managing and monitoring student development.

- III. Secondary schools will follow these standards related to each students PCCR:
 - A. Secondary schools that receive Comprehensive Counseling and Guidance funds shall complete a written Plan for College and Career Readiness (PCCR) for all students.
 - B. Parents/guardians shall sign plans.
 - C. Students shall complete four year plans at the beginning of their seventh grade year.
 - D. Students' schools shall maintain plans.
 - E. Students' course registration and class changes shall be consistent with their written Plan for College and Career Readiness (PCCR).
 - F. Schools shall implement students' Plan for College and Career Readiness (PCCR) process consistent with the policies and goals of the LEAs' Comprehensive Counseling and Guidance Program models. The student, student's parent/guardian and school personnel shall cooperatively develop the Plan for College and Career Readiness (PCCR) during the first two years in which the student is enrolled in grades 7-12 in the LEA. The implementation for the Plan for College and Career Readiness (PCCR) shall include the following conferences:

1. 7th and 8th grades: minimally one individual and one group conference during the two years;
2. 9th and 10th grades: minimally one individual conference and one group conference during the two years;
3. 11th and 12th grades: minimally one individual conference and one group conference during the two years; and
4. other meetings, as necessary.

G. Parents and students will be invited to attend PCCR conference.

- H. Earnest and persistent effort will be made to insure parents will participate in each of the conferences. Accountability (logging of conferences) for the PCCR conference will be the responsibility of the student's counselor.
- I. Students will declare their intent to graduate early as soon as possible.

IV. Secondary PCCR conferences shall include:

- A. Identify the accomplishments and strengths of the student.
- B. Review of relevant data related to the student's educational progress; graduation requirements, possible work options, and internships, as well as post-secondary training and requirements.
- C. A review, by the student and parent, of interest and aptitude tests administered by the school.
- D. An identified pathway of career interest, and course work that is related to this pathway. *(This may be changed at any time but should be based on student interest and ability.)*

V. Assessment, management and accountability expectations as well as the development of guidelines will be the responsibility of the District Office.

- A. The Superintendent or designee shall see that each school is following State and District Policy.
1. Each elementary school shall provide evidence that two conferences were held and that all the above listed standards were met.
 2. Each secondary school shall provide evidence that all of the above listed standards were met.
 3. There will be ongoing training for teachers and counselors.

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Statement of.....

Policy and Responsibility

SUBJECT: CAREER AND TECHNICAL EDUCATION COORDINATOR

The primary responsibility of the Career and Technical Education (CTE) Coordinator is to assist the district CTE Director and the local high school principal in running the CTE programs. Specific responsibilities are outlined below. The Career and Technical Education Coordinator shall:

- 1. Career and Technical Education Student Class Enrollment**
 - a. Encourage and promote student recruitment.
 - b. Inform counselors of the availability of CTE programs.
 - c. Act as a liaison between special education and CTE to facilitate a cooperative effort for special needs students and employment training.
 - d. Organize CTE activities with teachers.

- 2. Wasatch Front Consortium (WFC) Enrollment**
 - a. Inform counselors and the administration of the availability of CTE classes in the region.
 - b. Interview and approve students for off-campus programs.
 - c. Participate on the WFC Special Projects Team.
 - d. Represent Murray School District CTE on advisory boards and out-of-district committees as assigned by CTE director.
 - e. Maintain the district CTE website.

- 3. Youth Leadership Activities**
 - a. Support and encourage recruitment of members in Career and Technical Student Leadership Organizations: Distributive Educational Clubs of American (DECA), Future Business Leaders of American (FBLA), Future Farmers of American (FFA), Family Career and Community Leaders of America (FCCLA), Health Occupation Students of America (HOSA), and Skills USA.
 - b. Coordinate CTE Student Organization activities and contests as needed.
 - c. Inform students and CTE teachers about CTE scholarships. Encourage awards for excellence, entrepreneurship, and recognition of students.

- 4. Work Based Learning (WBL)**
 - a. Work with the WBL Specialist to administer the Internship and Cooperative Work Experience programs as outlined by the Utah State Office of Education.

5. Concurrent Enrollment

- a. Coordinate concurrent enrollment with Salt Lake Community College and other higher education institutions.
- b. Complete annual application form for each concurrent enrollment course.
- c. Administer the necessary College Placement Test (CPT) for concurrent courses.
- d. Maintain the concurrent enrollment data base.
- e. Attend concurrent enrollment meetings, complete concurrent enrollment reports and other duties as assigned by CTE Director.

6. Career Center

- a. Work with the Career Teacher to design and implement appropriate career curriculum.
- b. Insure that the Career Center has updated materials.
- c. Maintain a job board and send job opportunities to the proper CTE teachers.
- d. Assist with career and interest testing.
- e. Work with students on CTE scholarships and encourage awards for excellence, entrepreneurship, and recognition of students.

7. Supervisory Duties

- a. Serve as a liaison between the principal, staff, and the district CTE Director.
- b. Serve as a liaison/articulator between the high school, feeder middle schools, and post-secondary schools.
- c. Coordinate the Career Pathway Program -- including student recognition at graduation.
- d. Promote recognition of the positive achievements of students, staff members, department heads, and club sponsors.
- e. Encourage teachers to maintain safety standards.

8. Reporting

- a. Coordinate the Skills Certification Testing for CTE Programs.
- b. Assist CTE Director in state and federal reports as required.
- c. Assist CTE Directory with budget recommendations.

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Statement of.....

Policy and Responsibility

SUBJECT: HOMEBOUND AND HOSPITALIZED

Homebound and Hospitalized Guidelines

I. Definition and Student Eligibility

Generally students eligible for this program are:

1. Students capable of doing regular school work.
2. Students with permanent physical disabilities unable to attend regular or special classes.
3. Students who are temporarily incapacitated who will return to school within a reasonable length of time.
4. Clearance and approval by the Director of Student Services must be given before instruction is given by the teacher of the homebound or hospitalized.

II. Objectives of the Program

1. To encourage more adequate recovery and adjustment by teaching the student at home.
2. To alleviate the student's anxieties concerning his school progress.
3. To offer educational experiences that will make the student more likely to resume his place in school.
4. To help relieve the parents' concern relating to the child's school progress.

III. Responsibilities of the Principal

1. The principal has the responsibility of initiating referrals for homebound students. The referral form should be submitted to the Director of Student Services.
2. The principal will have the responsibility for coordinating services to eligible homebound students.

3. Secondary principals will assign a designated teacher to eligible homebound students.
4. Elementary principals will survey their staff to ascertain if a teacher would be interested in teaching an eligible homebound student from that school. If a teacher is interested, the principal would then coordinate service to that student.
5. Appropriate travel vouchers and time reports will be submitted by the principal as necessary.

IV. Responsibilities of the Student's Regular Teacher

1. The classroom teacher has the responsibility of proving the necessary background information so that the homebound teacher can work effectively with the student.
2. The classroom teacher will provide the homebound teacher with future assignments and other educational activities to be completed by the student during his absence.
3. The classroom teacher will be responsible to assist in providing textbooks and materials necessary to assist the homebound teacher in conducting the program.

V. Responsibilities of the Homebound Teacher

1. The homebound teacher will make contact with the eligible homebound student immediately upon receiving approval from the Director of Student Services.
2. The homebound teacher will meet with the teacher(s) of the homebound student for lesson assignment and activities.
3. The homebound teacher will be responsible to instruct and evaluate the lessons and activities completed by the student.
4. The homebound teacher and regular classroom teacher will be jointly responsible for awarding grades for the student when both have worked with a student during a grading period. In the event the student's absence covered an entire grading period, the homebound teacher will award the grades.
5. An accurate roll book and records shall be maintained. Dates of entry and dismissal must be accurate.
6. Arrange a time with parents for the home visit. The homebound teacher is not to go into the home unless a parent or guardian is present.
7. Eligible homebound students are to be visited one or two times each week as appropriate. The length of each visit should normally be one hour.

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Policy and Responsibility

SUBJECT: CREDIT ALLOWANCE FROM PRIVATE EDUCATION INSTITUTIONS

Credit may be granted to a petitioning student on the following conditions:

1. Application for credit allowance must be dealt with on an individual student basis. Approval given for one student does not infer automatic approval in other cases.
2. Each student desiring credit by this process must make written application with the school principal or designated administrator.
3. The amount of credit to be accepted by the school under such programs must be worked out on a prior approved individual basis. Such credit will be evaluated on the following basis from information provided by the private educational institution:
 - a. Written confirmation that the State Board of Education has evaluated the program relative to their requirements for high school graduation and found it acceptable.
 - b. Subjects to be taken by the student must be identified by title, content, and skills to be taught.
 - c. Time required for completion must be defined.
 - d. The process for student evaluation at course completion must be described.
 - e. Valid certification by institution of satisfactory completion of the course by the student must be filed with the district school.
4. Evaluation of the above application and determination of credit to be granted will be done by a committee comprising representatives of the school administration, a counselor, and a faculty member from the subject area involved.
5. Courses for which credit is granted shall be those which meet the minimum state requirements for graduation.

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Statement of.....

Policy and Responsibility

SUBJECT: APPROPRIATE USE OF AUDIO-VISUAL MATERIALS

I. BOARD POLICY

The Board is committed to quality and appropriate materials being used in teaching situations.

II. GENERAL STATEMENT REGARDING APPROPRIATE A-V MATERIALS:

Parents should be assured that inappropriate materials will not be shown to their children at school.

III. GUIDELINES:

1. Teachers shall show only those materials which are appropriate to the age of the students being taught, and which are appropriate to the specific curricular and/or instructional activity, content and purpose. Media other than state approved textbooks/materials shall be described in the Open Disclosure Statement, as required in Board Policy IN 307; section B "learning activities."
2. Material edited for education may be used and shall be noted as such, in the open disclosure statement.
3. Elementary Schools shall only show "G" rated movies.
4. Material rated "PG", if deemed critical to the teaching situation, could be shown after parent/guardian permission is obtained.
5. Material rated "PG-13", if deemed critical to the teaching situation, could be shown after parent/guardian permission is obtained. An exception may be made for classes in grades 6-9, by the Teaching and Learning Team. The educator requesting the permission must submit, in writing, the following information to the Assistant Superintendent.
 - The core standard(s) that is supported.
 - How the movie supports the core standard(s) for the grade level.
 - Activities/discussion/instruction planned about the movie.The educator must obtain permission of the principal prior to the submission of the

request to the Teaching and Learning Team. The educator must provide parents with a minimum of one week in advance of the movie. A parent may opt to have their child complete a separate activity/assignment in lieu of watching the movie.]

6. Material rated "R", "NC17", "X" are deemed inappropriate for students and will not be shown in schools.
7. After appropriate permission has been obtained, students who are to view material which contains strong language or graphic scenes must be warned before viewing. If a student or parent wishes any particular material not to be viewed by the student, appropriate alternative materials/assignments must be provided.

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Statement of.....

Policy and Responsibility

SUBJECT: WORK-BASED LEARNING

Utah Code 53A-29-102, Public or Private School Internships; R277-915, Work-Based Learning for Interns gives authority for students to have this experience.

A. Purpose:

The Board supports work-based learning programs for all students. The Board recognizes responsibilities associated with placing students in work and community environments outside the school setting. The Board also recognizes that consistent practices throughout the five districts in the Wasatch Front South Applied Technology Consortium (Granite, Jordan, Murray, Salt Lake, and Tooele) will encourage employers to participate in work-based learning experiences. Therefore the Board supports:

- a) clear and consistent practices across all business, industry, and community sites involved in this program throughout the Wasatch Front
- b) uniform safety procedures across all work-based learning experiences
- c) consistency in forms and procedures used in implementing work-based learning experiences.

B. References:

All work-based learning experiences shall be consistent with the provisions of the Fair Labor Standards Act, Part 520, 29 C.F.R. and Administrative Letter Rulings: Department of Labor, Wage and Hour Division (pp. 226 and 228, July 1996).

C. Procedures:

The Board adopts the forms and procedures found in the *Wasatch Front South Applied Technology Consortium Work-Based Learning Manual*. As required by law, procedures cover the following areas:

- a) training for student interns, student intern supervisors, and cooperating employers regarding health hazards and safety procedure sin the workplace
- b) standards and procedures for approval of off-campus work sites
- c) transportation options for students to and from the work site
- d) appropriate supervision by employers at the work site
- e) adequate insurance coverage provided either by the student, the program or the school

district

f) appropriate supervision and evaluation of students by the local education agency

g) appropriate involvement and approval by the student's parents in the work-based intern program.

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Policy and Responsibility

SUBJECT: ASSESSMENT PROCEDURES AND STANDARDS

The Murray Board of Education adopts this policy to provide specific standards and procedures to govern handling and administration of standardized tests. The Board has determined that compliance with this policy is an essential job function of all educators and failure to abide by this policy is grounds for disciplinary action including termination.

All schools within Murray district shall administer, State summative assessments as specified within the testing administration calendar as established by the Utah State Office of Education. The tests include, but may not be limited to, end-of-level core assessments, that determine a student's mastery of the Utah Core Standards.

School district employees shall not copy or make any form or reproduction of secured test materials without the express written consent of the test publisher and the Utah State Office of Education. Any educator who alters test answers after they have been completed by the student or violates testing protocols to affect test answers shall be terminated for cause.

The school principal and superintendent or designee shall review the test results to verify their accuracy after having been received from the Utah State Office of Education Computer Service Section.

It is the responsibility of all educators to take all reasonable steps to ensure that standardized tests reflect the ability, knowledge, aptitude, and basic skills of each individual student taking the standardized tests.

All school district employees shall abide by guidelines established by the Utah State Office of Education which provide adaptations for students with disabilities, Section 504 accommodations, and students who are limited English proficient (LEP).

All standardized tests shall be conducted without any reference materials being made available to students unless the publisher of the test specifies otherwise. No educator shall suggest answers or coach a student to give an answer, though an educator may explain test protocol and procedures to students, if individual testers pose specific questions and as directed by the publisher of the test.

All educators shall be provided professional development concerning guidelines and procedures for standardized test administration; including teacher responsibility for test security and proper

professional practices at least twice each school year. Proctors and teachers should review the Testing Ethics Policy Brochure and Policy Training once a year and sign off on the Testing Ethics Policy Sign off sheet available on the USOE Website.

All educators and test administrators shall conduct test preparation, test administration, and the return of all secure test materials in strict accordance with the procedures and guidelines specified in test administration manuals, Murray School District rules and policies, and state applications of federal requirements for funding.

Teachers, administrators, and all school district personnel shall not:

1. Provide students directly or indirectly with specific questions, answers, or the subject matter of any specific item in any standardized test prior to administration and shall not give or suggest answers during testing;
2. Alter, change, or amend any student answer sheet or other standardized test materials at any time in such a way as to alter the student's intended response;
3. Copy, print, or make any facsimile of testing material prior to test administration without express permission of the specific test publisher, including the Utah State Office of Education and school district administration;
4. Use any prior form of any standardized test (including pilot test materials) in test preparation without express permission of the test publisher and the Utah State Office of Education;
5. Violate any specific test administration procedure or guideline specified in the test administration manual, or violate any state or school district standardized testing policy or procedure;
6. Knowingly and intentionally do anything that would inappropriately affect the security, validity, or reliability of standardized test scores or any individual students, class, or school.

Any employee violating this policy shall be subject to disciplinary action, including but not limited to, termination of employment and any educator shall be referred to Professional Practices of the Utah State Office of Education for possible disciplinary action.

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Statement of.....

Policy and Responsibility

SUBJECT: WELLNESS POLICY

Nutrition Education

Student Nutrition Education

All Murray schools will teach and support healthy eating habits by students.

1. The nutrition education component of the Utah State Core Curriculum provides the foundation for nutrition education taught in MSD elementary and secondary schools.
2. Nutrition education is a comprehensive, standards-based program designed to provide all students with the knowledge and skills necessary to promote and protect their health.
3. Nutrition education will be integrated into multiple curriculum areas including, but not limited to, language arts, math, science, and social studies.
4. Nutrition education will focus on nutritional themes including, but not limited to, the following:
 - Food Guide Pyramid
 - Food labels
 - serving sizes
 - understanding calories
 - Dietary guidelines for USA
 - Sources and variety of food
 - Healthy diet
 - importance of a healthy breakfast
 - Healthy snacks
 - Major nutrients
 - nutrient density
 - Diet and disease
 - Healthy heart choices
 - Multicultural influences
 - Proper food safety and sanitation.
5. Nutrition education will emphasize the balance between food (caloric) intake and physical activity/exercise (energy expenditure).

Parent Nutrition Education

All Murray schools will share nutrition information with parents of all students and the larger community to positively impact students and the health of the community.

1. Nutrition information for parents and the community will be offered in/on:
 - Seminars
 - Newsletters
 - District/school websites

2. All Murray schools will share information regarding community-based nutrition services

Physical Activity and Education

All Murray schools will provide regular physical activity and physical education opportunities to all K-12 students that will provide them with the knowledge and skills to lead a physically active lifestyle.

1. All students in grades K-12 will participate in physical education as required by district policy. Students will spend at least 50% of their physical education class time in moderate to vigorous physical activity.
 - a. Utah State Office of Education Core Curriculum requires 90 minutes of physical activity per week for elementary students.
2. All elementary students may have a supervised 15-minute recess, preferably outdoors.
3. The physical education component of the Utah State Core Curriculum provides the foundation for physical education taught in MSD elementary and secondary schools.
4. Physical education opportunities may be offered daily before school, during school, or after school.
5. All students will participate in a process that will enable them to achieve and maintain a high level of fitness through:
 - Exposure to a wide variety of physical activities
 - Learning skills to help maintain a lifetime of health and fitness
 - Encouraging self-monitoring of physical activity so students are aware of their level of activity, can set personal goals, and monitor their progress
 - Focus on achieving/doing one's personal best
6. Physical education or activities will not be used as a reward or punishment except when legally prescribed (as in an I.E.P.).

Establishing Nutrition Standards for All Foods Available on School Campus During the School Day School Foods Services

1. All foods provided by district facilities will comply with current Federal and USDA dietary guidelines and state law.
2. All school meals will be analyzed over a five day week and meet minimum nutritional standards set by USDA.
3. A La Carte item selection shall comply with USDA regulations prohibiting the sale of "foods of minimal nutritional value."

Menu Planning

1. Menu planning will include whole grain items, produce, and attention to sodium and fiber content.

Eating Environment

1. Students will be provided at least 10 minutes for breakfast and 25 minutes for lunch.
2. Advertising or promotions related to foods or beverages shall promote or reinforce the objectives of the learning environment or nutrition environment of the school.
3. Dining areas shall be attractive, healthy, and clean at all times. Dining areas shall be large enough to ensure access by all students during regularly scheduled eating times.
4. Drinking water shall be available for students in the school throughout the day.
5. Adequate supervision shall be provided during meals.

Vending

1. The MSD Wellness Committee will research available information and models currently in use nationally to determine 1) the food items to be sold in vending machines and 2) in which schools (elementary, junior high, and/or high school) these food items will be sold.
 - a. The Committee will present its final recommendations to the Board of Education by January, 2007.

Other School-Based Activities Designed to Promote Student Wellness

1. MSD buildings and facilities will be available for community and special program use when school is not in session. District policies governing conduct in and safe use of district buildings will be adhered to at all times.
2. Support for health of all students will be demonstrated by:
 - hosting health clinics and screenings
 - helping students/families access needed health services offered by other local/state agencies
 - helping families to enroll students in Medicaid and other state children's health insurance programs.

Policy Monitoring and Evaluation

1. The Superintendent or designee(s) will ensure compliance with the district wellness policy. Each school principal or designee(s) will ensure compliance with the district wellness policy and report on the school's compliance to the Superintendent as requested/required.
2. A policy progress and compliance assessment will be conducted as directed by the Superintendent to determine progress toward achieving full compliance with the district wellness policy and levels of student personal fitness growth. Data collected will be used to determine needed modifications and/or adjustments to the policy implementation.