North Star Academy
Board Meeting Agenda
Thursday, June 20, 2024

Anchor Location: North Star Academy, 2920 W. 14000 S., Bluffdale, UT 84065
Time: 4:30 PM
Teleconference: https://us02web.zoom.us/j/81821454620
This board of directors meeting will take place electronically.

4:30 PM Call to Order by Sidney Warnick

Public Comment (Comments will be limited to 3 minutes each.)

4:35 PM Reports

- Director Report - Tana Archer
  - Celebrations
  - School Improvement Goal Recap
  - Charter Fidelity Goals
  - Behavior Detail & Suspension Rate
  - Summer Professional Development June & July
  - Technology Resources & Proposal of Needs
  - Assessment Data (RISE 3-8, ACT Aspire+ (Grade 9), Acadience Reading K-6, Acadience Math K-3)
  - iReady Diagnostics BOY-EOY
  - Saxon Math K-9
  - Employee Handbook
- Financial Review, Fraud Risk Assessment and Commitment to Ethical Behavior

5:00 PM Consent Items

- Approve May 23, 2024, Board Meeting Minutes

Business Items (Discuss and/or Vote to Approve)

- Final 2023-2024 Budget
- Proposed 2024-2025 Budget
- Eide Bailly Audit Engagement Letter
- Bloom and iBenzer Chromebook Purchases
- Apple Education Store Purchase
- iReady Purchases
- Ready Math Invoice/ Mountain States Depository Purchase
- Janitorial Bids
- Andersen Asphalt Purchase
- Mental Health Grant Application
- Language Therapist Contract
- Occupational Therapist Contract
- 2024-2025 Sex Ed Curriculum
- Kindergarten Toilet Training Policy
- Student Conduct and Discipline Policy
- Parent-Student Handbook
- NSA Staff Handbook
- Stakeholder Engagement Survey

School Mission

North Star Academy exists to engage and inspire students to achieve their highest potential through a safe, challenging, and individualized learning environment.

2023-2024 School Wide Improvement Goal

NSA Bears stand up, stand strong, stand together.

In compliance with the Americans with Disabilities Act, persons needing accommodations for this meeting should call 801-444-9378 to make appropriate arrangements before the meeting.

- Discuss and/or Vote to Approve 2024-2025 Board Members, Terms and Positions
    - Sidney Warnick, Board President, Expires June 2027
    - Jordan Shields, Board Vice President, Expires June 2026
    - Becky Slagowski, Financial Coordinator, Expires June 2026
    - Bob Bell, Board Members, Expires June 2024
    - Kammie LeFevre, Board Member, Expires June 2028
    - Barton Sloan, Board Member, Expires June 2028

5:55 PM Closed Session - Closed session to discuss the character, professional competence, or physical or mental health of an individual pursuant to Utah Code 52-4-205(I)(a).

6:25 PM Business Items (Discuss and/or Vote to Approve)

- 2024-2025 Director Agreement

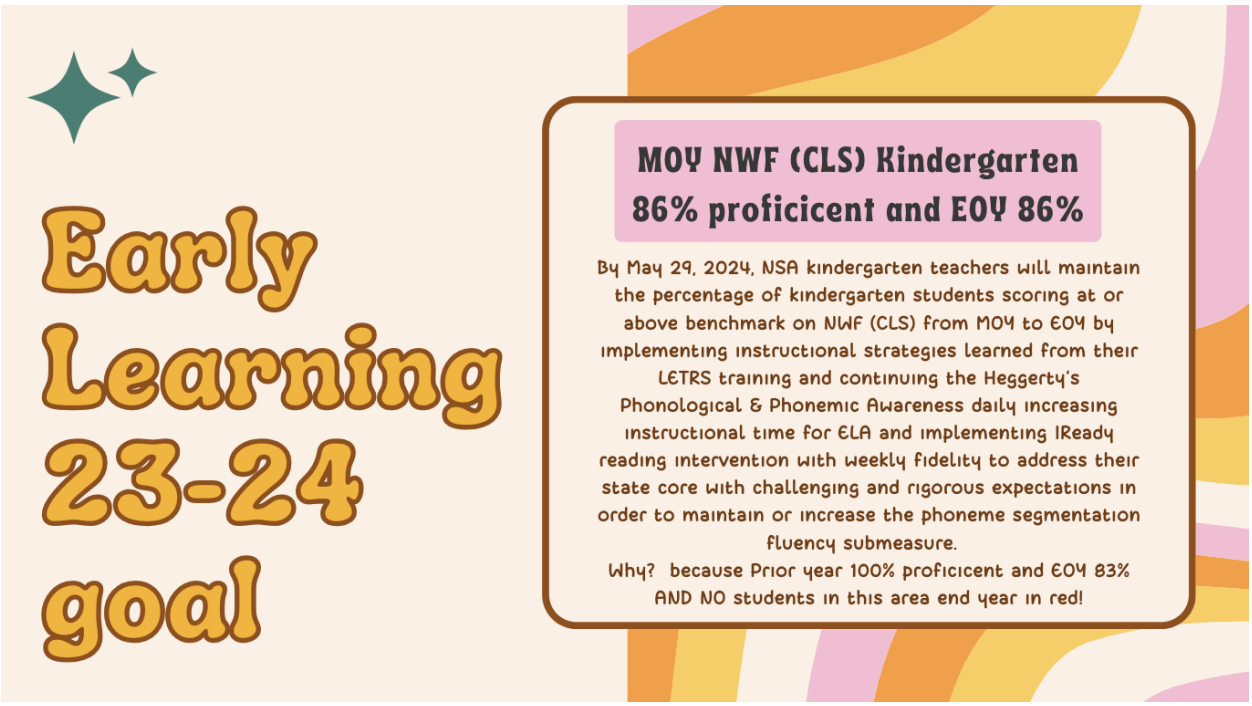
6:30 PM Discussion Items

- Calendaring
    - 2024-2025 Proposed Board Meeting Dates

6:45 PM Adjourn Meeting

Director's Report
June 20, 2024

Celebrations



- Art Camps throughout June have been busy creating and enjoying the art with Miss Bea!
- Enrollment remains full for grades K-9 for FY25!
- SBO successfully planned and presented a 9th Grade Promotion that highlighted the many years to even just one or two these students attended NSA.
- Our Kindergarten teachers hosted a kindergarten promotion that was tear filled as they had bonded and adored this group of students.
- We have hired a position in middle school math that will allow Mrs. Seidel to move form partime administration to full time. This will allow us to have better implementation of new bills that heavy lift on LEA's and an opportunity to assist in coaching our staff on math instructional strategies in both the middle school and the elementary with our new curriculum.
- Iready Math was able to quickly expedite the teacher materials following our last board meeting to meet the survey results request of teachers, so they have them over summer. They received them June 6.
- Retirement celebration for Lisa Hardy was well attended and thank you to the board for your support in setting that up. Her books and glass statue were well received

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Charter Fidelity Goals

Effectiveness Goals		
Revised Effectiveness Goals that emphasize both academic achievement and embrace the School wide Enrichment Model.		
Goal	Specific Objectives	Measurement Criteria
Provide a Challenging Learning Environment (Improve student learning)	Students will meet statewide performance standards in Language Arts, Math, and Science.	Students will meet a Proficiency Score on the SAGE end of year tests (or any test in which Utah adopts to replace SAGE) in Language Arts, Math, and Science with a 2% proficiency increase until NSA reaches 90%.
	High performing students will have an opportunity for enhanced educational opportunities.	100% of students will have opportunities for enriched educational learning through activities such as SEM pull outs, clubs, or curriculum compacting that challenge them in either an area of interest and/or strength.
	Students needing additional assistance in order to obtain mastery in subject areas will have an opportunity for intervention services.	100% of the teachers will offer a before and/or after school hours lab for reteaching opportunities.
	Students will not feel bullied, threatened, teased, or intimidated by peers or teachers.	Annually 85% of students surveyed will agree or strongly agree that our school provides an environment where they feel safe.

Due to preliminary results and ELA increasing in 4/6 grades (elem) by significant % varying from 4-27%; and in math 3/7 grades increased math scores from prior years, as well as 3/5 grades increased science scores. Overall school is % coming later.	? Final Results not released	Data Gateway not updated as of yet
All students participated in a cluster of their choice in grades K-9, with many kindergartenes participating in 2 sessions. MS: 115 students received compacting opportunities with the specialist. ; Many clubs that varied 1 - 4 quarters in length and were open to all ms students. 7 sports teams with some resulting in tryouts due to level of interest and ELEM:	EXCEEDED GOAL	Compacting and Cluster surveys
MS: M- Math, ELA, Sped. Science, History, and health, W: Geo., Tech., Art, Music, Math, Biology, and PE; Th: ELA, Tech, Art, History, and health, and Fri. = Science, art, and PE; All elem teachers M & W or M & Th.	Met Goal	Lab Schedule from disclosure statements
Based on annual stakeholder survey,95% of students in grades 6-9 feel safe (compared to 83% last year), 90% student in grades 3-5 feel safe (compared to 92% last year), and 97% students in grades K-2 feel safe (compared to 93% last year),.	Met Goal	Annual stakeholder survey results of students

Provide a Safe Learning Environment	Surveyed Parents will report satisfaction in regard to their students learning environment	Annually 85% of parents surveyed will agree or strongly agree that our school provides a safe learning environment for their children.	Based on USBE Spring Engagement Survey 12 out of 15 (80%) parents who responded agreed or strongly agreed they feel their child going to NSA. Note: Small N size of respondents.	Insufficient	Annual stakeholder survey results of parents
	Students enrolled at North Star Academy will refrain from bullying, teasing, or fighting with other students.	90% of NSA students will not have a "student incident" report filed in which they are involved with bullying, teasing, or fighting during the school year.	Based on School Incident Reports of all 188 incidents referred to the office there were 2 incidents of bullying and 18 for fighting, & 26 teasing resulting (non sexual harassing) in 92% of students refraining from bullying, teasing, or fighting.	EXCEEDED GOAL	Aspire 2023-24 Behavior Incident Report
	Students will be given an opportunity to explore individual interests and talents through the implementation of School wide Enrichment Model Clusters	100% of students will have the opportunity to participate in interest based clusters of their choice.	All 526 students participated in 1 of their top 3 choices of clusters as reported by SEM facilitators	Met Goal	https://ring.com/StudentReports/StudentDetail.aspx This link shows that 569 students are registered at NSA, this is due to duplicates because of Clever. It shows that 464 students took the interest survery, becuase Kinder did marked their interests on paper and pencil

Provide an Individualized Learning Environment	North Star will have a tool to determine talents, interests, and learning styles such as the Total Talent Portfolio and/or Renzulli Learning.	100% of the students will participate in an interest/learning styles based analyzer.	All 526 students completed their interest/learning styles based analyzer using Renzulli Learning Profilers reported by SEM facilitators	Met Goal	Renzulli Survey Results
	With assistance from teachers and parents, students will self reflect and set personal goals to work towards.	90% of students will set, record, and submit personal goals twice a year.	All students students in ms set, recorded, and submitted personal goals twice a year (100%) if they were at NSA fall and spring (2 were only half the year & did it that half and all students in grades K-6 set a fall and spring goal, with the exception of 1 (99%). The only other three exceptions were students only enrolled fall or spring.	Met Goal (Best year YET!)	EOY Data Spreadsheets completed by advisory and homebase teachers
	Curriculum Modification techniques will be provided through professional development emphasizing individualized instruction for students.	100% of teachers will attend curriculum modification professional development opportunities for individualized instruction based upon one or more of the following areas: learning preference, content, ability, and projects to show mastery.	All salaried staff attended Using Differention to meet the needs of all learners by explring the depths of learning - differentiation of process and top 10 ideas from utah gifted talented conference presented by three colleagues who attended CONFRATUTE. 5 teachers attended the CONFRATUTE at UCONN summer 2023 as well.	Met Goal	Staff Development Training Rosters

Behavior detail from Office Referrals 2023-2024

Behavior Type	Incident Count	Student Count
Bullying	2	2
Computer Misuse	1	1
Disrespecting Adult	1	1
Disrespecting Faculty	9	7
Disruptive Behavior	27	19
Dress Code Violation	15	14
Electronic Violation	31	24
Fighting with Adult	1	1
Fighting with Faculty	2	1
Fighting with Student	26	14
Harassment - Non Sexual	12	10
Inappropriate Language	7	6
Sexual Inappropriateness	4	2
Suicidal Ideation	4	3
Teasing	18	15
Theft	5	5
Threat/Intimidation	9	8
Threatening Bodily Harm	8	4
Truancy	1	1
Vandalism	5	4
Totals:	188	90*

June and July Professional Development

June 6

Admin attended 6 hours of training on the new math curriculum
K-6 Grade teachers received 3 hours of training that included an introduction to the framework, as well as all of the teacher resources they will have to differentiate and meet student needs with.

June 11 & 12

Director & Assistant Director attended the Annual UAPCS Conference
A full conference schedule can be found at https://www.utahcharters.org/schedule.

June 13 & 14

Director & Assistant Director attended the Annual UAPCS Conference
2024 Utah School Safety Conference from the School Safety Center

June 22-26
4 teachers (Tech committee & DGTL committee) & 1 paraprofessional will attend ISte Denver; Edtech conference

ISTE

Live 24 Preview Guide

July 14 - 19
7 Teachers will attend CONFRATUTE @ UCONN

June 25 & 26
Title IX Coordinator, Title IX INvestigator, & Title IX Decision Maker will attend:

Various dates throughout summer:
USBE has a new cntract through ALO on administration of the Acadeince reading administration. All teachers k-6 have signed up for a 3 training of their choice date on

how to administer the test they are familiar with on this new platform. Each will receive stipends or their off agreement time.

T[**echnology Resources & Proposal of Needs**]

- Today, you will see these requests built into the budget for FY25

Assessment Data including: See attachment

RISE 3-8, ACt Aspire+ (Grade 9), Acadience Reading K-6, Acadience Math K-3,

Q84.
Thank you for your service as a teacher and for taking the time to provide us with feedback. The survey is strictly anonymous, so please be candid and elaborate when possible. Exit surveys are a great opportunity for us to get open and honest feedback about your experience working here so we can understand the reasons teachers choose to move on.

The Teacher Exit Survey is intended to provide us with both qualitative and quantitative data when a teacher leaves the district or school. The information provided from this survey will be helpful as we determine compensation and benefit levels, workplace improvements and overall job satisfaction. Additionally, this information will assist us in recruiting and retaining highly effective teachers.

Definitions for the Survey:

This school—refers to your current school where you teach. .

My principal—refers to the administrative person you report to; most likely the person who conducts your performance reviews.

My team—refers to the group of people you work with directly, such as your grade level or subject department.

Q109. What is the most influential reason for leaving your current job?

- ○ Leaving for a different school
- ◉ Leaving the teaching profession

Q220. What are the most influential personal reasons for leaving the teaching profession:

Q221. Emotional Exhaustion/Stress/Burnout

Slightly Influential

Q222. Better opportunities within education

Slightly Influential

Q223. Family care

Not Influential at all

Q224. To raise my children

Not Influential at all

Q225. Better opportunities outside of education

Slightly Influential

Q226. Because my salary is insufficient for childcare

Not Influential at all

Q227. Health

Slightly Influential

Q228. Retirement

Very Influential

Q229. Pregnancy

Not Influential at all

Q230. Seek additional degree or certification

Slightly Influential

Q231. Location of position

Slightly Influential

Q232. Family relocation

Not Influential at all

Q233. Other

Q234. What are the most influential personal reasons for moving to a different school:

This question was not displayed to the respondent.

Q235. Emotional Exhaustion/Stress/Burnout

This question was not displayed to the respondent.

Q236. Location of Position

This question was not displayed to the respondent.

Q237. A change in grade level position

This question was not displayed to the respondent.

Q238. Family Relocation

This question was not displayed to the respondent.

Q239. Health

This question was not displayed to the respondent.

Q240. A new program

This question was not displayed to the respondent.

Q241. Follow an administrator

This question was not displayed to the respondent.

Q242. A new school opened

This question was not displayed to the respondent.

Q243. Other

This question was not displayed to the respondent.

Q189. How well prepared were you for your position at the school?

- (●) Extremely well
- ( ) Very well
- ( ) Moderately well
- ( ) Slightly well
- ( ) Not well at all

Q193. Please provide any further feedback for us regarding your experience as a teacher in the space provided below.

I am actually a school counselor

Q194. How good or bad was the overall quality of the school you were working in?

- (●) Extremely good
- ( ) Moderately good
- ( ) Neither good nor bad
- ( ) Moderately bad
- ( ) Extremely bad

Q195. How safe or unsafe was your school?

- (●) Extremely safe
- ( ) Moderately safe
- ( ) Neither safe nor unsafe
- ( ) Moderately unsafe
- ( ) Extremely unsafe

Q197. How available were the supplies/tools/technology you needed to be successful in your role?

- ( ) Extremely available
- ( ) Very available

- (●) Moderately available
- ( ) Slightly available
- ( ) Not available at all

Q198. Overall, how well did you get along with your principal?

- (●) Extremely well
- ( ) Very well
- ( ) Moderately well
- ( ) Slightly well
- ( ) Not well at all

Q199. How effective was your principal?

- (●) Extremely effective
- ( ) Very effective
- ( ) Moderately effective
- ( ) Slightly effective
- ( ) Not effective at all

Q200.
How much did your principal's actions match their words - i.e. did they practice what they preach?

- (●) A great deal
- ( ) A lot
- ( ) A moderate amount
- ( ) A little
- ( ) None at all

Q202. How well did your principal help you do your job?

- (●) Extremely well
- ( ) Very well
- ( ) Moderately well
- ( ) Slightly well
- ( ) Not well at all

Q203. How effective was your principal at evaluating performance?

- (●) Extremely effective
- ( ) Very effective
- ( ) Moderately effective
- ( ) Slightly effective
- ( ) Not effective at all

Q204. Please provide any further feedback for us regarding your principal in the space provided below.

She was the ideal principal, very involved and will to problem solve

Q206. How effectively would you say your team worked together?

- (●) Extremely effectively
- ( ) Very effectively
- ( ) Moderately effectively
- ( ) Slightly effectively
- ( ) Not effectively at all

Q207. How effectively would you say the workload was allocated across team members?

- ( ) Extremely effectively
- (●) Very effectively
- ( ) Moderately effectively
- ( ) Slightly effectively
- ( ) Not effectively at all

Q208. How well did you collaborate with other members of your team?

- ( ) Extremely well
- (●) Very well
- ( ) Moderately well
- ( ) Slightly well
- ( ) Not well at all

Q209. How well do you feel you were recognized when you did good work on your team?

- (●) Extremely well
- ( ) Very well
- ( ) Moderately well
- ( ) Slightly well
- ( ) Not well at all

Q210. How fair did you feel your total compensation package (pay + benefits) was compared to Utah districts and charter schools?

- ( ) Extremely fair
- ( ) Very fair
- (●) Moderately fair
- ( ) Slightly fair
- ( ) Not fair at all

Q211. Did you feel your pay matched your performance in this role?

- (●) Yes
- ( ) No

Q212. How good or bad was your benefits package?

- ( ) Extremely good
- ( ) Moderately good
- ( ) Neither good nor bad
- (●) Moderately bad
- ( ) Extremely bad

Q213. Please provide any further feedback for us regarding your compensation in the space provided below.

It would be great if charter schools could be part of the state pension system. It's not fair to charter school employees that are doing the same service to students as district do, and in some cases charter schools offer more opportunity to students.

Q214. Overall, how good or bad was your experience working in this school?

- (●) Extremely good
- ( ) Moderately good
- ( ) Neither good nor bad
- ( ) Moderately bad
- ( ) Extremely bad

Q217. How fairly or unfairly do you think this school treats all of its employees?

- ( ) Extremely fairly
- (●) Moderately fairly
- ( ) Neither fairly nor unfairly
- ( ) Moderately unfairly
- ( ) Extremely unfairly

Q218. You mentioned that you do not think this school offers fair treatment to all employees. Please tell us why you feel that way in the space provided below.

This question was not displayed to the respondent.

Embedded Data

LEA_NAME: northstaracademy

Session_Link: SV_cTirOjS8cJAcnKB

XAPITOKEN: cz1QNR3D9vI0QcMF4pHWYoaGVo4znZUpKqHCRp8U

Location Data

Location: (37.751, -97.822)

Source: GeoIP Estimation

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Location Data

Location: (40.5084, -111.8838)

Source: GeoIP Estimation

North Star Academy
Board Profit and Loss
7/1/2023 - 5/31/2024

	Annual June 30, 2024 Budget	Year-to-Date May 31, 2024 Actual	% of Budget
Net Income			
Income			
Revenue From Local Sources	261,000	367,277	140.7 %
Revenue From State Sources	5,172,605	4,774,384	92.3 %
Revenue From Federal Sources	163,133	96,633	59.2 %
Total Income	5,596,738	5,238,294	93.6 %
Expenses			
Instruction/Salaries	2,846,070	2,350,717	82.6 %
Employee Benefits	856,922	650,228	75.9 %
Purchased Prof & Tech Serv	365,750	382,282	104.5 %
Purchased Property Services	254,420	156,239	61.4 %
Other Purchased Services	56,017	51,634	92.2 %
Supplies & Materials	460,649	491,949	106.8 %
Property	10,000	0	0.0 %
Debt Services & Miscellaneous	499,400	491,149	98.3 %
Total Expenses	5,349,228	4,574,198	85.5 %
Total Net Income	**247,510**	**664,096**	**268.3 %**

North Star Academy
Board Balance Sheet
As of 5/31/2024

	Period Ending 05/31/2024 Actual	Period Ending 05/31/2023 Actual
Assets & Other Debits		
Current Assets		
Operating Cash		
Cash	721,449	792,398
Investments	3,348,851	2,595,927
Operating Cash	4,070,300	3,388,325
Accounts Receivables	994	1,405
Total Current Assets	4,071,294	3,389,730
Restricted Cash	672,016	647,682
Net Assets		
Fixed Assets	7,702,170	7,622,621
Depreciation	(2,131,498)	(1,897,224)
Total Net Assets	5,570,672	5,725,397
Total Assets & Other Debits	**10,313,982**	**9,762,809**
Liabilities & Fund Equity		
Current Liabilities	115,921	83,148
Long-Term Liabilities	7,328,814	7,589,482
Fund Balance	2,205,151	1,527,761
Net Income	664,096	562,418
Total Liabilities & Fund Equity	**10,313,982**	**9,762,809**

OFFICE OF THE
STATE AUDITOR

Questionnaire

Revised December 2020

Fraud Risk Assessment

INSTRUCTIONS:

- Reference the *Fraud Risk Assessment Implementation Guide* to determine which of the following recommended measures have been implemented.
- Indicate successful implementation by marking “Yes” on each of the questions in the table. Partial points may not be earned on any individual question.
- Total the points of the questions marked “Yes” and enter the total on the “Total Points Earned” line.
- Based on the points earned, circle/highlight the risk level on the “Risk Level” line.
- Enter on the lines indicated the entity name, fiscal year for which the Fraud Risk Assessment was completed, and date the Fraud Risk Assessment was completed.
- Print CAO and CFO names on the lines indicated, then have the CAO and CFO provide required signatures on the lines indicated.

Fraud Risk Assessment

Continued

*Total Points Earned: 375 /395 *Risk Level:

Very Low	Low	Moderate	High	Very High
> 355	316-355	276-315	200-275	< 200

	Yes	Pts
1. Does the entity have adequate basic separation of duties or mitigating controls as outlined in the attached Basic Separation of Duties Questionnaire?	200	200
2. Does the entity have governing body adopted written policies in the following areas:		
a. Conflict of interest?	5	5
b. Procurement?	5	5
c. Ethical behavior?	5	5
d. Reporting fraud and abuse?	5	5
e. Travel?	5	5
f. Credit/Purchasing cards (where applicable)?	5	5
g. Personal use of entity assets?	5	5
h. IT and computer security?	5	5
i. Cash receipting and deposits?	5	5
3. Does the entity have a licensed or certified (CPA, CGFM, CMA, CIA, CFE, CGAP, CPFO) expert as part of its management team?	20	20
a. Do any members of the management team have at least a bachelor's degree in accounting?	10	10
4. Are employees and elected officials required to annually commit in writing to abide by a statement of ethical behavior?	20	20
5. Have all governing body members completed entity specific (District Board Member Training for local/special service districts & interlocal entities, Introductory Training for Municipal Officials for cities & towns, etc.) online training (training.auditor.utah.gov) within four years of term appointment/election date?	20	20
6. Regardless of license or formal education, does at least one member of the management team receive at least 40 hours of formal training related to accounting, budgeting, or other financial areas each year?	20	20
7. Does the entity have or promote a fraud hotline?	20	20
8. Does the entity have a formal internal audit function?	--	20
9. Does the entity have a formal audit committee?	20	20

*Entity Name: North Star Academy

*Completed for Fiscal Year Ending: June 30, 2024 *Completion Date: _____

*CAO Name: Tana Archer *CFO Name: Becky Slagowski

*CAO Signature: _____ *CFO Signature: _____

*Required

Basic Separation of Duties

See the following page for instructions and definitions.

	Yes	No	MC*	N/A
1. Does the entity have a board chair, clerk, and treasurer who are three separate people?	x			
2. Are all the people who are able to receive cash or check payments different from all of the people who are able to make general ledger entries?	x			
3. Are all the people who are able to collect cash or check payments different from all the people who are able to adjust customer accounts? If no customer accounts, check “N/A”.				x
4. Are all the people who have access to blank checks different from those who are authorized signers?		x	x	
5. Does someone other than the clerk and treasurer reconcile all bank accounts OR are original bank statements reviewed by a person other than the clerk to detect unauthorized disbursements?	x			
6. Does someone other than the clerk review periodic reports of all general ledger accounts to identify unauthorized payments recorded in those accounts?	x			
7. Are original credit/purchase card statements received directly from the card company by someone other than the card holder? If no credit/purchase cards, check “N/A”.	x			
8. Does someone other than the credit/purchase card holder ensure that all card purchases are supported with receipts or other supporting documentation? If no credit/purchase cards, check “N/A”.	x			
9. Does someone who is not a subordinate of the credit/purchase card holder review all card purchases for appropriateness (including the chief administrative officer and board members if they have a card)? If no credit/purchase cards, check “N/A”.	x			
10. Does the person who authorizes payment for goods or services, who is not the clerk, verify the receipt of goods or services?	x			
11. Does someone authorize payroll payments who is separate from the person who prepares payroll payments? If no W-2 employees, check “N/A”.	x			
12. Does someone review all payroll payments who is separate from the person who prepares payroll payments? If no W-2 employees, check “N/A”.	x			

* MC = Mitigating Control

Basic Separation of Duties

Continued

Instructions: Answer questions 1-12 on the Basic Separation of Duties Questionnaire using the definitions provided below.

☺ If all of the questions were answered "Yes" or "No" with mitigating controls ("MC") in place, or "N/A," the entity has achieved adequate basic separation of duties. Question 1 of the Fraud Risk Assessment Questionnaire will be answered "Yes." 200 points will be awarded for question 1 of the Fraud Risk Assessment Questionnaire.

☹ If any of the questions were answered "No," and mitigating controls are not in place, the entity has not achieved adequate basic separation of duties. Question 1 of the Fraud Risk Assessment Questionnaire will remain blank. 0 points will be awarded for question 1 of the Fraud Risk Assessment Questionnaire.

Definitions:

Board Chair is the elected or appointed chairperson of an entity's governing body, e.g. Mayor, Commissioner, Councilmember or Trustee. The official title will vary depending on the entity type and form of government.

Clerk is the bookkeeper for the entity, e.g. Controller, Accountant, Auditor or Finance Director. Though the title for this position may vary, they validate payment requests, ensure compliance with policy and budgetary restrictions, prepare checks, and record all financial transactions.

Chief Administrative Officer (CAO) is the person who directs the day-to-day operations of the entity. The CAO of most cities and towns is the mayor, except where the city has a city manager. The CAO of most local and special districts is the board chair, except where the district has an appointed director. In school districts, the CAO is the superintendent. In counties, the CAO is the commission or council chair, except where there is an elected or appointed manager or executive.

General Ledger is a general term for accounting books. A general ledger contains all financial transactions of an organization and may include sub-ledgers that are more detailed. A general ledger may be electronic or paper based. Financial records such as invoices, purchase orders, or depreciation schedules are not part of the general ledger, but rather support the transaction in the general ledger.

Mitigating Controls are systems or procedures that effectively mitigate a risk in lieu of separation of duties.

Original Bank Statement means a document that has been received directly from the bank. Direct receipt of the document could mean having the statement 1) mailed to an address or PO Box separate from the entity's place of business, 2) remain in an unopened envelope at the entity offices, or 3) electronically downloaded from the bank website by the intended recipient. The key risk is that a treasurer or clerk who is intending to conceal an unauthorized transaction may be able to physically or electronically alter the statement before the independent reviewer sees it.

Treasurer is the custodian of all cash accounts and is responsible for overseeing the receipt of all payments made to the entity. A treasurer is always an authorized signer of all entity checks and is responsible for ensuring cash balances are adequate to cover all payments issued by the entity.

Utah State Capitol Complex, East Office Building, Suite E310 • Salt Lake City, Utah 84114-2310 • Tel: (801) 538-1025 • auditor.utah.gov

Board Member Annual Commitment to Ethical Behavior

I understand that as a board member of North Star Academy Charter School I should always engage in ethical behavior. I have read the school's Ethics Policy and am committed to abiding by the policy, conducting myself consistent with high standards of ethics, and complying with applicable law.

Signature_____ _____
Board Member Name Date

Signature_____ _____
Board Member Name Date

Signature_____ _____
Board Member Name Date

Signature_____ _____
Board Member Name Date

Signature_____ _____
Board Member Name Date

Signature_____ _____
Board Member Name Date

Signature_____ _____
Board Member Name Date

North Star Academy
Board Meeting Minutes
Thursday, May 23, 2024

Location: Bluffdale City Building, 2222 W 14400 S, Bluffdale, UT 84065
In Attendance: Sidney Warnick, Jordan Shields, Becky Slagowski, Kammie LeFevre, Bob Bell
Others in Attendance: Tana Archer, Diana Siedel, Connie Butterfield, Krystal Taylor, Kim Dohrer, Hannah Jones, NSA PTO Leadership
Excused: Barton Sloan

Called to Order by Sidney Warnick at 9:03 AM

Public Comment

- iReady Math Curriculum

  There were no public comments.

Discussion Items and Board Training

- Open and Public Meetings Act

  Kim Dohrer facilitated the Open and Public Meetings Act Training. The board discussed the definitions, context and information of the OPMA training document that was provided. The board discussed some of the legislative updates that have affected the open and public meetings act training, specifically the changes to the requirements for anchor locations and electronic meetings. The board discussed the importance of closed sessions. they The board concluded discussion of the Open and Public Meetings Act Training.

- Board Expectations, Mission/Belief/End Statements

  The board took time to read and review the North Star Academy board expectations. Sidney Warnick discussed how the mission and belief statements help the students understand they are supported in their learning journey. Sidney Warnick continued leading the board through the end statements of the school including good citizenship, academic achievement, and critical thinking. The board then reviewed the curriculum and discussed the importance of gaining a deep understanding of what is being taught at the school.

  Bob Bell entered the meeting at 9:40 AM.
  The board took a break at 10:11 AM.
  The board came out of break and resumed the meeting at 10:16 AM.

- Board Reflection and Board Roles

  The board discussed the roles of the governing board. The discussion continued on the responsibilities of the board versus the responsibility of the director. Kim Dohrer presented different hypothetical situations to the board to review and practice how they may respond and define what their role is in different scenarios that they may commonly face. Sidney Warnick reminded the board that they are the supervisors of the director and to make efforts to maintain boundaries. The board reviewed the positions and tasks and duties that go along with the position. Sidney Warnick has asked Kammie

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LeFevre to step in as the board secretary with everyone remaining in their positions as is. The board will vote on the positions at the next meeting.

- Communication Guidelines
    - Grievance Policy

  Sidney Warnick facilitated the conversation on public relations and communication guidelines at North Star Academy. The board reviewed questions on board communication, board roles, and the school wide improvement goal. The board reviewed the steps of the grievance policy and the importance of the board being familiar and understanding those steps.

  Tana Archer and Diana Siedel entered the meeting at 10:58 AM.

- Annual Commitment to Ethical Behavior
  The board reviewed and signed the Board Member Annual Commitment to Ethical Behavior. There were no questions or concerns from the board. Bob Bell was not in person to sign the document but agreed to the commitment. The annual commitment to ethical behavior will be reviewed again at the next board meeting.
- Schoolwide Improvement Goal
  Sidney Warnick explained the process of how the board determines the schoolwide improvement goal with the stakeholders.
- Celebration
  The board discussed their strengths and what they contribute to the board. They discussed how each of them has contributed and hope to contribute to the board in the future.

Consent Items

- May 2, 2024, Board Meeting and Closed Session Minutes

  Becky Slagowski made a motion to approve the May 2, 2024, Board Meeting and Closed Session Minutes. Jordan Shields seconded. The motion passed unanimously. The votes were as follows: Sidney Warnick, Aye; Becky Slagowski, Aye; Jordan Shields, Aye; Kammie LeFevre, Aye; Bob Bell, Aye.

Business Items

- Approve iReady Curriculum & Professional Development

  Tana Archer reported that they started review of the math curriculum in August of 2023. The committee looked at many different factors including coherence, focus, and rigor and researched USBE testing results in other demographics that are like those of North Star's. Tana said there wasn't a program they could find that was like the math curriculum that they are currently using. Tana said she was able to observe other schools who use iReady math curriculum in their school and ask them questions about the transition for their school. Tana then reported the recommendations from the math curriculum committee. She clarified that the Saxon Math curriculum will remain for grades 7-9. Tana said they have enough time to transition the older years to the iReady math curriculum. Becky Slagowski asked Tana about how the teachers will be supported with the transition of the math curriculum and how they will learn to implement iReady. Tana then spoke about how the professional development will be supported by the "teacher toolbox" that is included in the iReady curriculum. Diana Siedel weighed in on the assessments with iReady math curriculum. Tana emphasized which grades take which tests and the justification behind the timing. Saxon Math is out of print, and it does not meet the criteria of the new legislation on curriculum.

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Brad Taylor entered the meeting at 11:21 AM.

Jordan Shields made a motion to approve the iReady Curriculum & Professional Development not to exceed $70,000. Becky Slagowski seconded. The motion passed unanimously. The votes were as follows: Sidney Warnick, Aye; Becky Slagowski, Aye; Jordan Shields, Aye; Kammie LeFevre, Aye; Bob Bell, Aye.

- School Based Mental Health Grant

  Tana Archer explained the School Based Mental Health Grant to the board, and they determined to table this voting item to the next board meeting on June 20th.

The board went on a break at 11:58 AM.
The board came back from a break at 12:25 PM.
Brad Taylor left the meeting at 12:26 PM.

Stakeholder Group Discussion on the Schoolwide Improvement Goal

The administrative and PTO leadership teams joined the board, and the 3 teams discussed the purpose and need of the SIG, then established the new 2024-2025 SIG as "Motivate Elevate Celebrate" allowed to be used with dots or other imaging between words as well as spacing/formatting of the three words.

Tana Archer left the meeting at 1:43 PM.

The board continued the discussion surrounding the schoolwide improvement goal.

Calendaring: June 20th, 2024, @ 4:30 PM electronically.

Adjourn

At 1:50 PM Becky Slagowski made a motion to adjourn the meeting. Jordan Shields seconded. The motion passed unanimously. The votes were as follows: Sidney Warnick, Aye; Becky Slagowski, Aye; Jordan Shields, Aye; Kammie LeFevre, Aye; Bob Bell, Aye.

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North Star Academy
Profit and Loss
FY24-25 Preliminary Budget

	Year Ending 6/30/23	Annual 6/30/24	Annual 6/30/24	Year Ending 6/30/25	7/01/2023 - 5/31/24
	PY Actuals	CY Approved	CY Final Budget	24-25 Prelim Budget	CY Actuals YTD
Net Income					
Income					
Revenue From Local Sources	304,406	261,000	329,000	284,000	367,277
Revenue From State Sources	4,850,090	5,172,605	5,218,447	5,397,491	4,774,384
Revenue From Federal Sources	276,478	163,133	173,652	139,798	96,633
Total Income	5,430,974	5,596,738	5,721,099	5,821,289	5,238,294
Expenses					
Instruction/Salaries	2,485,104	2,846,070	2,875,437	3,027,454	2,350,717
Employee Benefits	664,379	856,922	857,489	896,516	650,228
Purchased Prof & Tech Serv	323,737	365,750	424,250	400,135	382,282
Purchased Property Services	262,360	254,420	298,420	196,420	156,239
Other Purchased Services	83,828	56,017	56,017	69,700	51,634
Supplies & Materials	505,250	460,649	528,023	530,879	491,949
Property	38,483	10,000	10,000	185,000	0
Debt Services & Miscellaneous	496,386	499,400	499,400	499,400	491,149
Total Expenses	4,859,527	5,349,228	5,549,036	5,805,504	4,574,198
Total Net Income	**571,447**	**247,510**	**172,063**	**15,785**	**664,096**

May 1, 2024

Board of Directors
School
Address
City, State

You have requested that we audit the financial statements of the governmental activities and each major fund of School as of June 30, 2024, and for the year then ended, and the related notes to the financial statements, which collectively comprise School's basic financial statements.

In addition, we will audit the entity's compliance over major federal award programs for the period ended June 30, 2024, if necessary. We are pleased to confirm our acceptance and our understanding of this audit engagement by means of this letter.

Our audits will be conducted with the objectives of our expressing an opinion on each opinion unit and an opinion on compliance regarding the entity's major federal award programs. The objectives of our audit of the financial statements are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with auditing standards generally accepted in the United States of America (GAAS) and in accordance with *Government Auditing Standards*, and/or any state or regulatory audit requirements will always detect a material misstatement when it exists. Misstatements, including omissions, can arise from fraud or error and are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

The objectives of our compliance audit are to obtain sufficient appropriate audit evidence to form an opinion and report at the level specified in the governmental audit requirement about whether the entity complied in all material respects with the applicable compliance requirements and identify audit and reporting requirements specified in the governmental audit requirement that are supplementary to GAAS and Government Auditing Standards , if any, and perform procedures to address those requirements.

Accounting principles generally accepted in the United States of America (U.S. GAAP), as promulgated by the Governmental Accounting Standards Board (GASB) , require that Management's Discussion and Analysis, Statement of Revenues, Expenditures and Changes in Fund Balance – Budget and Actual – General Fund and Notes to Required Supplementary Information be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. As part of our engagement, we will apply certain limited procedures to the required supplementary information (RSI) in accordance with auditing standards generally accepted in the United States of America. These limited procedures will consist primarily of inquiries of management regarding their methods of measurement and presentation and comparing the information for consistency with management's responses to our inquiries. We will not express an opinion or provide any form of assurance on the RSI. The following RSI is required by accounting principles generally

accepted in the United States of America. This RSI will be subjected to certain limited procedures but will not be audited:

- Management's Discussion and Analysis
- Statement of Revenues, Expenditures and Changes in Fund Balances - Budget and Actual – General Fund
- Notes to Required Supplementary Information

Schedule of Expenditures of Federal Awards

We will subject the schedule of expenditures of federal awards to the auditing procedures applied in our audit of the basic financial statements and certain additional procedures, including comparing and reconciling the schedule to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and additional procedures in accordance with auditing standards generally accepted in the United States of America. We intend to provide an opinion on whether the schedule of expenditures of federal awards is presented fairly in all material respects in relation to the financial statements as a whole.

Data Collection Form

Prior to the completion of our engagement, we will complete the sections of the Data Collection Form that are our responsibility. The form will summarize our audit findings, amounts and conclusions. It is management's responsibility to submit a reporting package including financial statements, schedule of expenditure of federal awards, summary schedule of prior audit findings and corrective action plan along with the Data Collection Form to the federal audit clearinghouse. The financial reporting package must be text searchable, unencrypted, and unlocked. Otherwise, the reporting package will not be accepted by the federal audit clearinghouse. We will assist you in the electronic submission and certification. You may request from us copies of our report for you to include with the reporting package submitted to pass-through entities.

The Data Collection Form is required to be submitted within the *earlier* of 30 days after receipt of our auditors' reports or nine months after the end of the audit period, unless specifically waived by a federal cognizant or oversight agency for audits. Data Collection Forms submitted untimely are one of the factors in assessing programs at a higher risk.

Audit of the Financial Statements

We will conduct our audits in accordance with GAAS, the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States of America, the audit requirements of Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance) and, if applicable, in accordance with any state or regulatory audit requirements As part of an audit of financial statements in accordance with GAAS and in accordance with Government Auditing Standards, Uniform Guidance and/or any state or regulatory audit requirements we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements , whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of control.

- Obtain an understanding of the system of internal control in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. However, we will communicate to you in writing concerning any significant deficiencies or material weaknesses in internal control relevant to the audit of the financial statements that we have identified during the audit.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- Conclude, based on the audit evidence obtained, whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for a reasonable period of time.

Because of the inherent limitations of an audit, together with the inherent limitations of internal control, an unavoidable risk that some material misstatements or noncompliance may not be detected exists, even though the audit is properly planned and performed in accordance with GAAS and *Government Auditing Standards* of the Comptroller General of the United States of America and/or state or regulatory audit requirements.

Our responsibility as auditors is limited to the period covered by our audit and does not extend to any other periods.

We will issue a written report upon completion of our audit of the School's basic financial statements. Our report will be addressed to the governing body of the School. Circumstances may arise in which our report may differ from its expected form and content based on the results of our audit. Depending on the nature of these circumstances, it may be necessary for us to modify our opinions, add an emphasis-of-matter or other-matter paragraph(s) to our auditor's report, or if necessary, withdraw from the engagement. If our opinions on the basic financial statements are other than unmodified, we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed opinions, we may decline to express opinions or to issue a report as a result of this engagement.

In accordance with the requirements of *Government Auditing Standards*, we will also issue a written report describing the scope of our testing over internal control over financial reporting and over compliance with laws, regulations, and provisions of grants and contracts, including the results of that testing. However, providing an opinion on internal control and compliance over financial reporting will not be an objective of the audit and, therefore, no such opinion will be expressed.

We also will issue a written report on our financial statement and single audit upon completion of our audit.

Audit of Major Program Compliance

Our audit of the School's major federal award program(s) compliance will be conducted in accordance with the requirements of the Single Audit Act, as amended; and the Uniform Guidance and will include tests of accounting records, a determination of major programs in accordance with the Uniform Guidance, and other procedures we consider necessary to enable us to express such an opinion on major federal award program compliance and to render the required reports. We cannot provide assurance that an unmodified opinion on compliance will be expressed. Circumstances may arise in which it is necessary for us to modify our opinion or withdraw from the engagement.

The Uniform Guidance requires that we also plan and perform the audit to obtain reasonable assurance about whether the material noncompliance with applicable laws and regulations, the provisions of contracts and grant

agreements applicable to major federal award programs, and the applicable compliance requirements occurred, whether due to fraud or error, and express an opinion on the entity's compliance based on the audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the entity's compliance with the requirements of the federal programs as a whole.

As part of a compliance audit in accordance with GAAS and in accordance with *Government Auditing Standards,* we exercise professional judgment and maintain professional skepticism throughout the audit. We also identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks.

Our procedures will consist of determining major federal programs and performing the applicable procedures described in the U.S. Office of Management and Budget *OMB Compliance Supplement* for the types of compliance requirements that could have a direct and material effect on each of the entity's major programs, and performing such other procedures as we considers necessary in the circumstances The purpose of those procedures will be to express an opinion on the entity's compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to the Uniform Guidance.

Also, as required by the Uniform Guidance, we will obtain an understanding of the entity's internal control over compliance relevant to the audit in order to design and perform tests of controls to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each of the entity's major federal award programs. Our tests will be less in scope than would be necessary to render an opinion on these controls and, accordingly, no opinion will be expressed in our report. However, we will communicate to you, regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we have identified during the audit.

We will issue a report on compliance that will include an opinion or disclaimer of opinion regarding the entity's major federal award programs, and a report on internal controls over compliance that will report any significant deficiencies and material weaknesses identified; however, such report will not express an opinion on internal control.

Management Responsibilities

Our audit will be conducted on the basis that management and, when appropriate, those charged with governance, acknowledge and understand that they have responsibility:

1. For the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America;
2. For the design, implementation, and maintenance of the system of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error;
3. For identifying, in its accounts, all federal awards received and expended during the period and the federal programs under which they were received;

4. For maintaining records that adequately identify the source and application of funds for federally funded activities;
5. For preparing the schedule of expenditures of federal awards (including notes and noncash assistance received) in accordance with the Uniform Guidance;
6. For designing, implementing, and maintaining effective internal control over federal awards that provides reasonable assurance that the entity is managing federal awards in compliance with federal statutes, regulations, and the terms and conditions of the federal awards;
7. For identifying and ensuring that the entity complies with federal laws, statutes, regulations, rules, provisions of contracts or grant agreements, and the terms and conditions of federal award programs and implementing systems designed to achieve compliance with applicable federal statutes, regulations, and the terms and conditions of federal award programs;
8. For disclosing accurately, currently, and completely, the financial results of each federal award in accordance with the requirements of the award;
9. For identifying and providing report copies of previous audits, attestation engagements, or other studies that directly relate to the objectives of the audit, including whether related recommendations have been implemented;
10. For taking prompt action when instances of noncompliance are identified;
11. For addressing the findings and recommendations of auditors, for establishing and maintaining a process to track the status of such findings and recommendations and taking corrective action on reported audit findings from prior periods and preparing a summary schedule of prior audit findings;
12. For following up and taking corrective action on current year audit findings and preparing a corrective action plan for such findings;
13. For submitting the reporting package and data collection form to the appropriate parties;
14. For making the auditor aware of any significant contractor relationships where the contractor is responsible for program compliance;
15. To provide us with:
    a. Access to all information of which management is aware that is relevant to the preparation and fair presentation of the financial statements including disclosures, and relevant to federal award programs, such as records, documentation, and other matters;
    b. Additional information that we may request from management for the purpose of the audit; and
    c. Unrestricted access to persons within the entity and others from whom we determine it necessary to obtain audit evidence.
16. For adjusting the financial statements to correct material misstatements and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the current year period(s) under audit are immaterial, both individually and in the aggregate, to the financial statements as a whole;
17. For acceptance of nonattest services, including identifying the proper party to oversee nonattest work;
18. For maintaining adequate records, selecting and applying accounting principles, and safeguarding assets;
19. For informing us of any known or suspected fraud affecting the entity involving management, employees with significant role in the system of internal control and others where fraud could have a material effect on compliance;
20. For the accuracy and completeness of all information provided;
21. For taking reasonable measures to safeguard protected personally identifiable and other sensitive information; and
22. For confirming your understanding of your responsibilities as defined in this letter to us in your management representation letter.

With regard to the schedule of expenditures of federal awards referred to above, you acknowledge and understand your responsibility (a) for the preparation of the schedule of expenditures of federal awards in

accordance with the Uniform Guidance, (b) to provide us with the appropriate written representations regarding the schedule of expenditures of federal awards, (c) to include our report on the schedule of expenditures of federal awards in any document that contains the schedule of expenditures of federal awards and that indicates that we have reported on such schedule, and (d) to present the schedule of expenditures of federal awards with the audited financial statements, or if the schedule will not be presented with the audited financial statements, to make the audited financial statements readily available to the intended users of the schedule of expenditures of federal awards no later than the date of issuance by you of the schedule and our report thereon.

With regard to the supplementary information referred to above, you acknowledge and understand your responsibility (a) for the preparation of the supplementary information in accordance with the applicable criteria, (b) to provide us with the appropriate written representations regarding supplementary information, (c) to include our report on the supplementary information in any document that contains the supplementary information and that indicates that we have reported on such supplementary information, and (d) to present the supplementary information with the audited financial statements, or if the supplementary information will not be presented with the audited financial statements, to make the audited financial statements readily available to the intended users of the supplementary information no later than the date of issuance by you of the supplementary information and our report thereon.

As part of our audit process, we will request from management and, when appropriate, those charged with governance, written confirmation concerning representations made to us in connection with the audit.

We understand that your employees will prepare all confirmations we request and will locate any documents or invoices selected by us for testing.

If you intend to publish or otherwise reproduce the financial statements and make reference to our firm, you agree to provide us with printers' proofs or masters for our review and approval before printing. You also agree to provide us with a copy of the final reproduced material for our approval before it is distributed.

Nonattest Services

With respect to any nonattest services we perform, we agree to perform the following:

- Prepare federal and state income tax returns.
- Prepare or assist with preparing financial statements in conformity with U.S. generally accepted accounting principles based on information provided by you.
- Complete the auditee's portion of the Data Collection Form, as applicable.
- Prepare or assist in preparing the government-wide statements and conversion entries and note disclosures.
- Assistance with preparation of Schedule of Expenditures, as applicable.

We will not assume management responsibilities on behalf of the School. The School's management understands and agrees that any advice or recommendation we may provide in connection with our audit engagement are solely to assist management in performing its responsibilities.

The School's management is responsible for (a) making all management decisions and performing all management functions; (b) assigning a competent individual to oversee the services; (c) evaluating the adequacy of the services performed; (d) evaluating and accepting responsibility for the results of the services performed; and (e) designing, implementing, and maintaining the system of internal control, including the process used to monitor the system of internal control.

Our responsibilities and limitations of the nonattest services are as follows:

- We will perform the services in accordance with applicable professional standards.
- The nonattest services are limited to the services previously outlined above. Our firm, in its sole professional judgment, reserves the right to refuse to do any procedure or take any action that could be construed as making management decisions or assuming management responsibilities. Our firm will advise the School with regard to tax positions taken in the preparation of the tax return, but the School must make all decisions with regard to those matters.

Fees and Timing

Ken Jeppesen is the engagement partner for the audit services specified in this letter. He will be assisted with the Single Audit portion of the engagement (as necessary) by Paul Skeen. The engagement partner's responsibilities include supervising services performed as part of this engagement and signing or authorizing another qualified firm representative to sign the audit report.

Our fees are based on the amount of time required at various levels of responsibility, plus actual out-of-pocket expenses, administrative charges and a technology fee. Invoices are payable upon presentation. We estimate that our fees for the financial statement audit and state compliance procedures will be $12,985. If a Single Audit is required, these fees will be billed separately. The information return (Form 990) fees are estimated at $1,900.

The ability to perform and complete our engagement consistent with the estimated fee included above depends upon the quality of your underlying accounting records and the timeliness of your personnel in providing information and responding to our requests. To assist with this process, we will provide you with an itemized request list that identifies the information you will need to prepare and provide in preparation for our engagement, as well as the requested delivery date for those items. A lack of preparation, including not providing this information in an accurate and timely manner, unanticipated audit adjustments, and/or untimely assistance by your personnel may result in an increase in our fees and/or a delay in the completion of our engagement.

We may be requested to make certain audit documentation available to outside parties, including regulators, pursuant to authority provided by law or regulation or applicable professional standards. If requested, access to such audit documentation will be provided under the supervision of Eide Bailly LLP's personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the outside party, who may intend, or decide, to distribute the copies of information contained therein to others, including other governmental agencies. We will be compensated for any time and expenses, including time and expenses of legal counsel, we may incur in making such audit documentation available or in conducting or responding to discovery requests or participating as a witness or otherwise in any legal, regulatory, or other proceedings as a result of our Firm's performance of these services. You and your attorney will receive, if lawful, a copy of every subpoena we are asked to respond to on your behalf and will have the ability to control the extent of the discovery process to control the costs you may incur.

Should our relationship terminate before our audit procedures are completed and a report issued, you will be billed for services to the date of termination. All bills are payable upon receipt. A service charge of 1% per month, which is an annual rate of 12%, will be added to all accounts unpaid 30 days after billing date. If collection action is necessary, expenses and reasonable attorney's fees will be added to the amount due.

Other Matters

During the course of the engagement, we will only provide confidential engagement documentation to you via Eide Bailly's secure portal or other secure methods, and request that you use the same or similar tools in providing information to us. Should you choose not to utilize secure communication applications, you acknowledge that such communication contains a risk of the information being made available to unintended third parties. Similarly, we may communicate with you or your personnel via e-mail or other electronic methods, and you acknowledge that communication in those mediums contains a risk of misdirected or intercepted communications.

Should you provide us with remote access to your information technology environment, including but not limited to your financial reporting system, you agree to (1) assign unique usernames and passwords for use by our personnel in accessing the system and to provide this information in a secure manner; (2) limit access to "read only" to prevent any unintentional deletion or alteration of your data; (3) limit access to the areas of your technology environment necessary to perform the procedures agreed upon; and (4) disable all usernames and passwords provided to us upon the completion of procedures for which access was provided. We agree to only access your technology environment to the extent necessary to perform the identified procedures.

Regarding the electronic dissemination of audited financial statements, including financial statements published electronically on your website or elsewhere, you understand that electronic sites are a means to distribute information and, therefore, we are not required to read the information contained in these sites or to consider the consistency of other information in the electronic site with the original document.
Professional standards prohibit us from being the sole host and/or the sole storage for your financial and non-financial data. As such, it is your responsibility to maintain your original data and records and we cannot be responsible to maintain such original information. By signing this engagement letter, you affirm that you have all the data and records required to make your books and records complete.

We may use third party service providers and/or affiliated entities (including Eide Bailly Shared Services Private Limited) (collectively, "service providers") in order to facilitate delivering our services to you. Our use of service providers may require access to client information by the service provider. We will take reasonable precautions to determine that they have the appropriate procedures in place to prevent the unauthorized release of confidential information to others. We will remain responsible for the confidentiality of client information accessed by such service provider and any work performed by such service provider. You acknowledge that your information may be disclosed to such service providers, including those outside the United States.

Neither of us may use or disclose the other's confidential information for any purpose except as permitted under this engagement letter or as otherwise necessary for Eide Bailly to provide the services. Your confidential information is defined as any information you provide to us that is not available to the public. Eide Bailly's confidential information includes our audit documentation for this engagement. Our audit documentation shall at all times remain the property of Eide Bailly LLP. The confidentiality obligations described in this paragraph shall supersede and replace any and all prior confidentiality and/or nondisclosure agreements (NDAs) between us.

We agree to retain our audit documentation or work papers for a period of at least eight years from the date of our report.

Further, we will be available during the year to consult with you on financial management and accounting matters of a routine nature.

You agree to share all facts that may affect your financial statements, even if you first become aware of those facts after the date of the auditor's report but before the date your financial statements are issued.

At the conclusion of our audit engagement, we will communicate to management and the board of directors the following significant findings from the audit:

- Our view about the qualitative aspects of the entity's significant accounting practices;
- Significant difficulties, if any, encountered during the audit;
- Uncorrected misstatements, other than those we believe are trivial, if any;
- Disagreements with management, if any;
- Other findings or issues, if any, arising from the audit that are, in our professional judgment, significant and relevant to those charged with governance regarding their oversight of the financial reporting process;
- Material, corrected misstatements that were brought to the attention of management as a result of our audit procedures;
- Representations we requested from management;
- Management's consultations with other accountants, if any; and
- Significant issues, if any, arising from the audit that were discussed, or the subject of correspondence, with management.

Government Auditing Standards require that we provide, upon request, a copy of our most recent external peer review report and any subsequent review reports to the party contracting for the audit. Accordingly, we will provide a copy of our most recent peer review report at your request.

MEDIATION

Any disagreement, controversy or claim arising out of or related to any aspect of our services or relationship with you (hereafter a "Dispute") shall, as a precondition to litigation in court, first be submitted to mediation. In mediation, the parties attempt to reach an amicable resolution of the Dispute with the aid of an impartial mediator. Mediation shall begin by service of a written demand. The mediator will be selected by mutual agreement. If we cannot agree on a mediator, one shall be designated by the American Arbitration Association ("AAA"). Mediation shall be conducted with the parties in person in Ogden, Utah. Each party will bear its own costs in the mediation. The fees and expenses of the mediator will be shared equally by the parties. Neither party may commence a lawsuit until the mediator declares an impasse.

LIMITED INDEMNITY

Eide Bailly LLP and its partners, affiliates, officers and employees (collectively "Eide Bailly") shall not be responsible for any misstatements in your financial statements and tax return that we may fail to detect as a result of misrepresentations or concealment of information by any of your owners, directors, officers or employees. You shall indemnify and hold Eide Bailly harmless from any claims, losses, settlements, judgments, awards, damages and attorneys' fees arising from any such misstatement or concealment of information.

If through no fault of Eide Bailly we are named as a party to a dispute between you and a third party, you shall indemnify and hold Eide Bailly harmless against any losses, damages, settlements, judgments, awards, and the costs of litigation (including attorneys' fees) we incur in connection with the dispute.

Eide Bailly shall not be entitled to indemnification under this agreement unless the services were performed in accordance with professional standards in all material respects.

LIMITATION OF LIABILITY

The exclusive remedy available to you for any alleged loss or damages arising from or related to Eide Bailly's services or relationship with you shall be the right to pursue claims for actual damages that are directly caused by Eide Bailly's breach of this agreement or Eide Bailly's violation of applicable professional standards. In no event shall Eide Bailly's aggregate liability to you exceed two times fees paid under this agreement, nor shall Eide Bailly ever be liable to you for incidental, consequential, punitive or exemplary damages, or attorneys' fees.

TIME LIMITATION

You may not bring any legal proceeding against Eide Bailly unless it is commenced within twenty-four (24) months ("Limitation Period") after the date when we delivered our report, return, or other deliverable under this agreement to you, regardless of whether we do other services for you or that may relate to the audit and tax return preparation. The Limitation Period applies and begins to run even if you have not suffered any damage or loss, or have not become aware of a possible Dispute.

GOVERNING LAW AND VENUE

Any Dispute between us, including any Dispute related to the engagement contemplated by this agreement, shall be governed by Minnesota law. Any unresolved Dispute shall be submitted to a federal or state court located in Minneapolis, Minnesota.

ASSIGNMENTS PROHIBITED

You shall not assign, sell, barter or transfer any legal rights, causes of actions, claims or Disputes you may have against Eide Bailly to any person.

Please sign and return the attached copy of this letter to indicate your acknowledgment of, and agreement with, the arrangements for our audit of the financial statements including our respective responsibilities.

We appreciate the opportunity to be your certified public accountants and look forward to working with you and your staff.

Respectfully,

_____

Kenneth D. Jeppesen
Partner

****

RESPONSE:

This letter correctly sets forth our understanding.

Acknowledged and agreed on behalf of the School by:

Name: _____

Title: _____

Quote

#330741

06/11/2024

Bluum USA, Inc. (f.k.a. Troxell Communications Inc.)
4675 E. Cotton Center Blvd
Suite 155
Phoenix AZ 85040
www.bluum.com

Bill To
Accounts Payable
NORTH STAR ACADEMY
290 N FLINT ST
KAYSVILLE UT 84037

Ship To
Troy Fernley
NORTH STAR ACADEMY
2920 W 14010 S
BLUFFDALE UT 84065

Memo:

Expires	Sales Rep	Contract	Terms
06/30/2024	762 Sergio Leone		Net 30

Qty	Item	MFG	Price	Ext. Price
37	**3V2Y2UT#ABA** HP Chromebook 11 G9 EE 11.6" Chromebook - HD - 1366 x 768 - Intel Celeron N4500 Dual-core (2 Core) - 4 GB RAM - 32 GB Flash Memory	HP	$238.75	$8,833.75
37	**CROSSWDISEDUNEW** Google Chrome OS Management Console License, Education	Google	$32.00	$1,184.00

****Bluum provides professional development from former educators who are committed to providing world class instructional training. With the purchase of educational technology, we recommend including PD to ensure effective adoption. Ask about our getting started package, 3-hour remote and 6-hour onsite training.**

Subtotal	$10,017.75
Tax Total	$0.00
Shipping Cost	$0.00
Total	$10,017.75

Thank you,

Sergio Leone

E: sergio.leone@bluum.com

bluum.com

330741

Quote

#330741

06/11/2024

Bluum USA, Inc. (f.k.a. Troxell Communications Inc.)
4675 E. Cotton Center Blvd
Suite 155
Phoenix AZ 85040
www.bluum.com

To accept this quotation, sign here : _____

Printed Name/Title/Date : _____

Shipping and Billing Address listed on quote are accurate : [ ]Yes [ ]No

This document is subject to the terms and conditions found here: www.bluum.com/terms-conditions. For quotes over $25,000 a Purchase Order is required, please reference this quote number on your PO. If purchasing via credit card a 2.5% surcharge fee will apply. For questions please contact your Bluum Account Representative.

Please inspect product upon delivery. All claims for defective merchandise or errors in shipping must be made within five days after receipt of goods. Returns require an authorization number and must be made within 30 days. A minimum 25% restocking fee may apply with the exception of out of box failures and replacements under warranty.

Quote

#330737

06/11/2024

Bluum USA, Inc. (f.k.a. Troxell Communications Inc.)
4675 E. Cotton Center Blvd
Suite 155
Phoenix AZ 85040
www.bluum.com

Bill To
Accounts Payable
NORTH STAR ACADEMY
290 N FLINT ST
KAYSVILLE UT 84037

Ship To
Troy Fernley
NORTH STAR ACADEMY
2920 W 14010 S
BLUFFDALE UT 84065

Memo:

Expires	Sales Rep	Contract	Terms
06/30/2024	762 Sergio Leone		Net 30

Qty	Item	MFG	Price	Ext. Price
52	**3V2Y2UT#ABA** HP Chromebook 11 G9 EE 11.6" Chromebook - HD - 1366 x 768 - Intel Celeron N4500 Dual-core (2 Core) - 4 GB RAM - 32 GB Flash Memory	HP	$238.75	$12,415.00
52	**CROSSWDISEDUNEW** Google Chrome OS Management Console License, Education	Google	$32.00	$1,664.00

****Bluum provides professional development from former educators who are committed to providing world class instructional training. With the purchase of educational technology, we recommend including PD to ensure effective adoption. Ask about our getting started package, 3-hour remote and 6-hour onsite training.**

Subtotal	$14,079.00
Tax Total	$0.00
Shipping Cost	$0.00
Total	$14,079.00

Thank you,

Sergio Leone

E: sergio.leone@bluum.com

bluum.com

330737

Quote

#330737

06/11/2024

Bluum USA, Inc. (f.k.a. Troxell Communications Inc.)
4675 E. Cotton Center Blvd
Suite 155
Phoenix AZ 85040
www.bluum.com

To accept this quotation, sign here : _____

Printed Name/Title/Date : _____

Shipping and Billing Address listed on quote are accurate : [ ]Yes [ ]No

This document is subject to the terms and conditions found here: www.bluum.com/terms-conditions. For quotes over $25,000 a Purchase Order is required, please reference this quote number on your PO. If purchasing via credit card a 2.5% surcharge fee will apply. For questions please contact your Bluum Account Representative.

Please inspect product upon delivery. All claims for defective merchandise or errors in shipping must be made within five days after receipt of goods. Returns require an authorization number and must be made within 30 days. A minimum 25% restocking fee may apply with the exception of out of box failures and replacements under warranty.

Quote

#330740

06/11/2024

Bluum USA, Inc. (f.k.a. Troxell Communications Inc.)
4675 E. Cotton Center Blvd
Suite 155
Phoenix AZ 85040
www.bluum.com

Bill To
Accounts Payable
NORTH STAR ACADEMY
290 N FLINT ST
KAYSVILLE UT 84037

Ship To
Troy Fernley
NORTH STAR ACADEMY
2920 W 14010 S
BLUFFDALE UT 84065

Memo:

Expires	Sales Rep	Contract	Terms
06/30/2024	762 Sergio Leone		Net 30

Qty	Item	MFG	Price	Ext. Price
20	**3V2Y2UT#ABA** HP Chromebook 11 G9 EE 11.6" Chromebook - HD - 1366 x 768 - Intel Celeron N4500 Dual-core (2 Core) - 4 GB RAM - 32 GB Flash Memory	HP	$238.75	$4,775.00
20	**CROSSWDISEDUNEW** Google Chrome OS Management Console License, Education	Google	$32.00	$640.00

****Bluum provides professional development from former educators who are committed to providing world class instructional training. With the purchase of educational technology, we recommend including PD to ensure effective adoption. Ask about our getting started package, 3-hour remote and 6-hour onsite training.**

Subtotal	$5,415.00
Tax Total	$0.00
Shipping Cost	$0.00
Total	$5,415.00

Thank you,

Sergio Leone

E: sergio.leone@bluum.com

bluum.com

330740

Quote

#330740

06/11/2024

Bluum USA, Inc. (f.k.a. Troxell Communications Inc.)
4675 E. Cotton Center Blvd
Suite 155
Phoenix AZ 85040
www.bluum.com

To accept this quotation, sign here : _____

Printed Name/Title/Date : _____

Shipping and Billing Address listed on quote are accurate : [ ]Yes [ ]No

This document is subject to the terms and conditions found here: www.bluum.com/terms-conditions. For quotes over $25,000 a Purchase Order is required, please reference this quote number on your PO. If purchasing via credit card a 2.5% surcharge fee will apply. For questions please contact your Bluum Account Representative.

Please inspect product upon delivery. All claims for defective merchandise or errors in shipping must be made within five days after receipt of goods. Returns require an authorization number and must be made within 30 days. A minimum 25% restocking fee may apply with the exception of out of box failures and replacements under warranty.

330740

iBenzer, Inc.

Quotation

2230 119th ST
COLLEGE POINT, NY 11356

Sales: Leon YU
PHONE: 718-886-7863
CELL: 646-667-7225
EMAIL: leon.y@ibenzer.com

Customer					
North Star Academy Attn: Troy Fernley			Quotation #		20240417-09
			Quotation Date		4/17/24
			CUSTOMER ID		NORSTA
			Payment Term		NET30
SKU	DESCRIPTION	Qty	MSRP	EDU Price	Sub Total
LS-EVA11P-BK	Bumpect Stay-In 11-12" EVA Case with Pocket	150	$ 49.99	$ 19.50	$ 2,925.00
		150		Sut-total	$ 2,925.00
Please contact accounting@ibenzer.com for Payment. **iBenzer, Inc.** is the **ONLY** company take the payment.			Shipping		FREE
			Total		$ 2,925.00

Proposal

Proposal Number

2111719448

Account Number/Name

554619

NORTH STAR ACADEMY

Created On

06/11/2024

Created By

Troy Fernley

Thank you for creating your proposal, details are provided below. You can access this proposal from your Apple Store for Education Institution by searching proposal number 2111719448.

Item	Product / Description	Total Quantity	Unit Price	Total Price
1	MRYP3LL/A 15-inch MacBook Air: Apple M3 chip with 8-core CPU and 10-core GPU, 8GB, 256GB SSD - Silver Specifications • Chip (Processor): Apple M3 chip with 8-core CPU, 10-core GPU, 16-core Neural Engine • Memory: 8GB unified memory • Storage: 256GB SSD storage • Power Adapter: 35W Dual USB-C Port Compact Power Adapter • 1080p FaceTime HD camera: 1080p FaceTime HD camera • Two Thunderbolt / USB 4 ports: Two Thunderbolt / USB 4 ports • MagSafe 3 charging port: MagSafe 3 charging port • 15.3-inch Liquid Retina display with True Tone: 15.3-inch Liquid Retina display with True Tone • Pro Apps Bundle for Education: None • Keyboard Language: Backlit Magic Keyboard with Touch ID - US English • Accessory Kit: Accessory Kit	18	1,199.00	21,582.00 USD

Subtotal	21,582.00 USD
Estimated Tax	0.00 USD

Total	21,582.00 USD

Please note that your order subtotal does not include sales tax or rebates. Sales tax and rebates, if applicable, will be added when your order is processed. Your order total may include estimated sales tax that is subject to change at the time your order is processed.

How to Order

If you would like to convert this Proposal to an order, log into your Apple Store for Education Institution and select 'Proposal' from the pull-down menu. Search for this Proposal by entering the Proposal Number referenced above.

Note: A Purchaser login is required to order. Visit your Apple Store for Education Institution to login or create your Purchaser Apple ID.

The prices and specifications above correspond to those valid at the time the Proposal was created and are subject to change. Purchases are subject to the terms and conditions of your agreement with Apple and the Apple Store for Education Institution.

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MOUNTAIN STATE
Schoolbook Depository

Helping To Make a Difference in Education

PO Box 160250 Clearfield, UT 84016
801-773-3200
Fax 801-773-3265
www.mssd.com

DRAFT QUOTE

Bill To:
North Star Academy Charter
Attn: Office
290 N Flint St
Kaysville, UT 84037-9775

Ship To:
North Star Academy Charter 1
Attn: Office
2920 W 14000 S
Bluffdale, UT 84065

Account Number 511183
Date 06/05/2024

Draft Number **99169**

Line #	Pub	ISBN-13	Description	Ty	Yr	Qty	Price	Amount
(1)	CUR	9781728065694	i-Ready Classroom Math K Stdnt Wrktx w/Digital Access+ i-Ready Instr Pkg 5Yr Subscription	TX	24	50	147.00	7350.00
(2)	CUR	9781728065700	i-Ready Classroom Math 1 Stdnt Wrktx w/Digital Access+ i-Ready Instr Pkg 5Yr Subscription	TX	24	50	147.00	7350.00
(3)	CUR	9781728065717	i-Ready Classroom Math 2 Stdnt Wrktx w/Digital Access+ i-Ready Instr Pkg 5Yr Subscription	TX	24	50	147.00	7350.00
(4)	CUR	9781728065724	i-Ready Classroom Math 3 Stdnt Wrktx w/Digital Access+ i-Ready Instr Pkg 5Yr Subscription	TX	24	50	147.00	7350.00
(5)	CUR	9781728065731	i-Ready Classroom Math 4 Stdnt Wrktx w/Digital Access+ i-Ready Instr Pkg 5Yr Subscription	TX	24	54	147.00	7938.00
(6)	CUR	9781728065748	i-Ready Classroom Math 5 Stdnt Wrktx w/Digital Access+ i-Ready Instr Pkg 5Yr Subscription	TX	24	54	147.00	7938.00
(7)	CUR	9781728065755	i-Ready Classroom Math 6 Stdnt Wrktx w/Digital Access+ i-Ready Instr Pkg 5Yr Subscription	TX	24	27	147.00	3969.00
(8)	CUR	9781728068992	i-Ready Classroom Math CC K TG w/5Yr OLA	TE	24	2	N/C	0.00
(9)	CUR	9781728061382	Ready Classroom Math K Center Library Cards	MS	24	2	N/C	0.00
(10)	CUR	9781728084268	i-Ready Classroom Math K Fluency/Skills Practice Bk 5Yr Print Subscription	WB	24	50	19.55	977.50
(11)	CUR	9781728069005	i-Ready Classroom Math CC 1 TG w/5Yr OLA	TE	24	2	N/C	0.00
(12)	CUR	9781728061399	Ready Classroom Math 1 Center Library Cards	MS	24	2	N/C	0.00
(13)	CUR	9781728084275	i-Ready Classroom Math 1 Fluency/Skills Practice Bk 5Yr Print Subscription	WB	24	50	19.55	977.50
(14)	CUR	9781728069012	i-Ready Classroom Math CC 2 TG w/5Yr OLA	TE	24	2	N/C	0.00
(15)	CUR	9781728084282	i-Ready Classroom Math 2 Fluency/Skills Practice Bk 5Yr Print Subscription	WB	24	50	19.55	977.50
(16)	CUR	9781728069029	i-Ready Classroom Math CC 3 TG w/5Yr OLA	TE	24	2	N/C	0.00
(17)	CUR	9781728084299	i-Ready Classroom Math 3 Fluency/Skills Practice Bk 5Yr Print Subscription	WB	24	50	19.55	977.50
(18)	CUR	9781728069036	i-Ready Classroom Math CC 4 TG w/5Yr OLA	TE	24	2	N/C	0.00
(19)	CUR	9781728084305	i-Ready Classroom Math 4 Fluency/Skills Practice Bk 5Yr Print Subscription	WB	24	54	19.55	1055.70
(20)	CUR	9781728069043	i-Ready Classroom Math CC 5 TG w/5Yr OLA	TE	24	2	N/C	0.00

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801-773-3200
Fax 801-773-3265
www.mssd.com

DRAFT QUOTE

Bill To:
North Star Academy Charter
Attn: Office
290 N Flint St
Kaysville, UT 84037-9775

Ship To:
North Star Academy Charter 1
Attn: Office
2920 W 14000 S
Bluffdale, UT 84065

Account Number 511183
Date 06/05/2024

Draft Number **99169**

Line #	Pub	ISBN-13	Description	Ty	Yr	Qty	Price	Amount
(21)	CUR	9781728084312	i-Ready Classroom Math 5 Fluency/Skills Practice Bk 5Yr Print Subscription	WB	24	54	19.55	1055.70
(22)	CUR	9781728069050	i-Ready Classroom Math CC 6 TG w/5Yr OLA	TE	24	1	N/C	0.00
(23)	CUR	9781728084329	i-Ready Classroom Math 6 Fluency/Skills Practice Bk 5Yr Print Subscription	WB	24	27	19.55	527.85
(24)	CUR	9781495775451	Ready Math Discourse Cards	VA	NA	9	N/C	0.00
(25)	CUR	9990002802400	Ready Classroom Math OL Educator Learning Platform Site Lic	OX	20	1	N/C	0.00
(26)	CUR	9990003855700	Professional Learning Sessions Up to 6 Hours 24-25 School Year	PD	NA	4	2200.00	8800.00
(27)	CUR	9781728007281	Core Implementation Support Serv/Hosting/Tech Supp/Data Mang 5Yr	OX	NA	1	N/C	0.00

Comments:

Subtotal	64,594.25
Shipping	1,924.90
Sales Tax	0.00
Estimated Total	**$66,519.15**

Prices are set by the publisher and subject to change without notice.
Shipping/Handling, Sales Tax, and any other fees are based on the item total.
All No Charge items are subject to approval.
A convenience fee will be applied to credit card orders.

Curriculum Associates

Prepared For:
Tana Archer
North Star Academy
2920 W 14010 S,
Bluffdale, UT 84065

6/4/2024

Dear Tana Archer,

Thank you for requesting a price quote from Curriculum Associates. The chart below provides a summary of the products and i-Ready Partner Services included. If you have any questions or would like any changes, please contact us.

Implementation Starting: 2024-2025 Quote ID: 359874.2 Quote Valid through: 12/31/2024

Product	List Price	Net Price
i-Ready	$26,900.00	$17,344.00
i-Ready Partners Services	$2,000.00	$0.00

i-Ready Partners Services Includes:

- *Initial Implementation Services: Provisioning, Initial Rostering, Hosting, Technology Assessment*
- *Implementation Management: Partner Success Manager You Know On A First Name Basis, Implementation Guidance, Realtime Achievement Data After Every Assessment, Ongoing Data Management*
- *Staff Development Consultation and Resources: Consultative services to help you plan and make the most of Professional Learning sessions; Access to Online Educator Learning (OEL) Digital Courses, and i-Ready Central Self-Service Resources*
- *Technical Support: Proactive Network Monitoring & Issue Notification, Annual Health Check, Technical Support*

List Total:	$28,900.00
Savings:	$11,556.00
Shipping/Tax/Other:	$0.00
Total:	**$17,344.00**

Thank you again for your interest in Curriculum Associates.

Sincerely

Dane Moorman
(801) 319-3672
dmoorman@cainc.com

Please submit this quote with your purchase order

Curriculum Associates

Quote ID: 359874.2 **Date:** 6/4/2024 **Quote Valid through:** 12/31/2024

Prepared For:
Tana Archer
North Star Academy
2920 W 14010 S,
Bluffdale, UT 84065
tarcher@north-staracademy.com
(801)302-9579

Your Representative:
Dane Moorman
(801) 319-3672
dmoorman@cainc.com

i-Ready

Product Name	Item #	Qty	List Price	Net Price	Total
i-Ready Personalized Instruction Math and Reading Upgrade to Site License 351-500 Students 1 Year	17793.0	1	$20,050.00	$10,494.00	$10,494.00
i-Ready Utah EISP Reading Per Student License 1 Year	38500.0	200	$34.25	$34.25	$6,850.00
				i-Ready Subtotal:	$17,344.00

i-Ready Partners Services

Product Name	Item #	Qty	List Price	Net Price	Total
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	27939.0	1	$2,000.00	$0.00	$0.00
				i-Ready Partners Services Subtotal:	$0.00

Total

List Total:	$28,900.00
Savings:	$11,556.00
Merchandise Total:	$17,344.00
Voucher/Credit:	$0.00
Estimated Tax:	$0.00
Estimated Shipping:	$0.00
Total:	**$17,344.00**

Special Notes

Estimated EISP reimbursement is $6,850 based on October 2023 K-3 enrollment of 200 students.

F.O.B.: N. Billerica, MA 01862
Shipping: Shipping based on MDSE total
Terms: Net 30 days, pending credit approval
Fed. ID: #26-3954988

Please submit this quote with your purchase order

N1

i-Ready Partners

Unparalleled Service and Educator Support

The *i-Ready Partners* team was born from our core value: the quality of our services is as important as the quality of our products. Know that when you implement our programs, your local *i-Ready Partners* will be there to support your team every step of the way.

Service Components

Our *i-Ready Partners* team is tasked with helping you implement our programs to meet ambitious district goals. *i-Ready Partners* support includes:

- **An Account Manager You Know on a First-Name Basis:** Dedicated account managers are your point of connection to a powerful network of *i-Ready* experts focused on making your implementation successful.
- **Consultative Professional Development Planning:** Tailored professional development plans ensure that PD is tied to your implementation goals and that educators are equipped to optimize the use of our programs from day one.
- **Real-Time Achievement Data after Every Assessment:** Detailed student achievement analytics to empower data-driven practices in classrooms.
- **Educational Consultants to Help You Know What's Coming Next:** Educational consultants to keep you up to speed on our latest research, development, and best practices.
- **Technical Support and Health Checks:** Proactive support that anticipates and heads off issues before they start—and is there for you should they arise.

Account Management

Professional Development

Educational Consultants

Achievement Analytics

Technical Support

Your *i-Ready Partners* Team

Dedicated to helping you implement *i-Ready* programs and achieve your district goals

Curriculum Associates

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Curriculum Associates®

Placing an Order

Email: Orders@cainc.com
Fax: 1-800-366-1158
Mail:
ATTN: CUSTOMER SERVICE DEPT.
Curriculum Associates LLC
153 Rangeway Rd
North Billerica, MA 01862-2013

Please visit CurriculumAssociates.com for more informationabout placing orders or contact CA's customer service department (1-800-225-0248) and reference quote numberfor questions.
Please attach quote to all signed purchase orders.
If tax exempt, please submit a valid exemption certificate with PO and quote in order to avoid processing delays. Exemption certificates can also be submitted to exempt@cainc.com.

Shipping Policy

Unless otherwise noted, shipping costs are calculated as follows:

Order Amount	Freight Amount
$74.99 or less	Max charge of $12.75
$75.00 to $999.99	12% of order
$1,000 to $4,999.99	10% of order

Order Amount	Freight Amount
$5,000.00 to $99,999.99	9% of order
$100,000 and more	7% of order

Please contact your local CA representative or customer service (1-800-225-0248) for expedited shipping rates. The weight limit for an expedited order is 500lbs.

The enhanced shipping and handling services listed below are available upon request subject to the availability of our carrier partners. Please notify us of these delivery requests prior to submitting your PO so that we can include the service on your quote appropriately:

- Interior Location Delivery $50/shipment location
- White Glove Delivery Service $350/shipment location

If our carrier partners are unable to deliver to the location instructed on the PO or you need to change the time or location of delivery, one or more of the following fees may be applicable:

- Delivery Address Change $100/shipment location
- Freight Storage $150/day/shipment location
- Freight Carrier Redelivery $100/shipment location

Unless otherwise expressly indicated, the shipping terms for all deliveries is FOB CA's Shipping Point (whether to a CA or third party facility). Risk of loss and title is passed to purchaser upon transfer of the goods to carrier, standard shipping charges (listedabove) are added to the invoice or included in the unit price unless otherwise specified.

Supply chain challenges outside of Curriculum Associates' control may impact inventory availability for print product. We recommend submission of purchase orders as soon as possible to help ensure timely delivery.

Payment Terms

Payment terms are as follows:

- With credit approval: Net 30 days
- Without credit approval: payment in full at time of order
- Accounts must be current before subsequentshipments are made

To ensure payment processing is timely and environmentally conscious, CA encourages ACH payments. If you would like to pay via ACH, please request remittance information by emailing AR@cainc.com.
Please send any payment notifications to payments@cainc.com. Credit card payments are only accepted for purchases under $50,000.

Invoice Receipt Preference

CA is pleased to offer electronic invoice delivery. Electronic invoice delivery allows CA to deliver your invoice in a timely and environmentally friendly manner. To request electronic invoice delivery please contact the CA Accounts Receivable team at invoices@cainc.com or by fax (1-800-366-1158). Please reference your quote number, provide a valid email address where the invoice should be directed, and indicate you would like to opt into electronic invoice delivery.

Terms of Service

Customer's use of i-Ready® shall be subject to the i-Ready Terms and Conditions of Use, which can be found at i-ready.com/support. Customer's professional-learning sessions will expire two years following the date of your purchase order or the implementation year noted on your quote, whichever comes first and are subject to the Professional Learning Terms of Service, which can be found at i-ready.com/support.

Return Policy

For any non-print products - your subscription may be terminated and you may request a pro-rata refund within 90 days of license start date. After 90 days, your non-print products purchase shall be final and no refunds are available. Except for materials sold on a non-refundable basis, purchaser may return, at purchaser risk and expense, purchased print materials with pre-approval from CA's Customer Service department within 12 months of purchase. Please examine your order upon receipt. Before returning material, call CA's Customer Service department (1-800-225-0248 option 2) for return authorization and documentation. When returning material, please include your return authorization number and the return form that will be provided to you by CA's Return department. We do not accept returns on unused i-Ready or Toolbox licenses®, materials that have been used and/or are not in "saleable condition," and individual components of kits or sets including but not limited to BRIGANCE® Kits, Ready® student and teacher sets, Ready Classroom® student and teacher sets, and Magnetic Reading classroom kits.

North Star Academy (UT) - 12 Month Renewal - July 2024

North Star Academy (UT)
2920 14000 South
Kaysville, Utah 84037
United States

Troy Fernley
tfernley@north-staracademy.com
8013909703

Reference: 20240111-184044161
Quote created: January 11, 2024
Quote expires: July 15, 2024
Quote created by: Kayla Brown
"Customer Success Representative"
kbrown@managedmethods.com
+17207242246

Comments from Kayla Brown

Annual Renewal
12 Month Deal - July 1, 2024 - June 30, 2025
*No Malware Protection Provided, just ask to have this added!

Products & Services

Item & Description	Quantity	Unit Price	Total
ManagedMethods - Cloud Monitor - Deal Minimum - Google Standard 12-month subscription for staff accounts	1	$2,400.00 / year	$2,400.00 / year for 1 year
		Annual subtotal	$2,400.00
		Total	**$2,400.00**

Purchase terms

- Malware scanning not provided for student accounts. Available for additional charge, please contact your account rep.
- Terms and Conditions - managedmethods.com/terms
- Privacy Policy - managedmethods.com/privacy-policy/
- Purchase order must accompany signed quotation

Purchase Order Number _____

Signature

_____ _____

Signature Date

_____

Printed name

Questions? Contact me

Kayla Brown
"Customer Success Representative"
kbrown@managedmethods.com
+17207242246

ManagedMethods
719 Walnut St.
Boulder, CO 80302
United States

BLUMONT
BUILDING SERVICES

LICENSED BONDED INSURED

A UTAH Company

BBB ACCREDITED BUSINESS

13431 S. LONE ROCK DR. | DRAPER, UT 84020 | 801-706-5932

Dear North Star Academy,

I have personally reviewed this proposal with Raphael, and we are pleased to present it to North Star Academy. We are a private company founded in Utah with nearly 50 employees statewide. We care deeply about our brand and always strive for excellence. If I can be of further assistance, please contact me. You are in good hands at BluMont. Welcome!

Jake Hamilton
President

QUALITY SERVICE GUARANTEE

Our team of experts are dedicated to ensuring that every partner is completely satisfied. We will continue to work on your facility until you are 100% satisfied– it's that simple. We guarantee that services will be performed as promised at a professional level of quality or the cost of the day's cleaning is on us!

Client References

Nicole Stoddard- Administrator at Intermountain Christian School.
385-831-8032 nstoddard@intermountainchristian.org

Trent Ashby- Operations Manager at The Children's Center. (School in West Valley)
801-448-8453 tashby@tccutah.org

□immy Aguirre- Facilities Manager at Scheels. (8-cleaner-per-day project including 2 day porters)
□□5-815-□048 jmaguirre@scheels.com

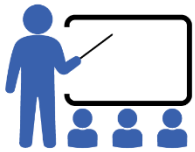
The BluMont Difference

BluMont stands out from its competitors due to the following:

Deep Clean Team: We have developed a specialized deep clean team that performs in-depth tasks to ensure a detailed clean for your facility.

New Top-of-the-Line E□uipment: We purchase the best new cleaning equipment & technology to ensure your facility receives the utmost care.

Responsive Account Managers: We respond promptly anytime you need us.



Local & In-House Training and Supervision: We train all of our cleaners in-house. Our supervisors perform regular visits to your facility to ensure quality cleaning.

Cleaning Scope of Work

CLEANING SCHEDULE	FREQUENCY
General Cleaning	
Clean and organize all janitorial areas.	As Needed
Report any abnormal conditions to facility management.	As Needed
Floor Cleaning (Includes Floors in Every Cleanable Room/Area in Facility)	
Sweep and mop all hard floors with germicidal floor cleaner.	Per Visit
Vacuum carpet.	Per Visit
Entrance & Reception Area	
Empty trash and recycle receptacles and fill them with liners, as needed.	Per Visit
Dust receptionist desk.	Per Visit
Remove fingerprints and smudges from inside glass.	Per Visit
Dust ledges and windowsills.	Weekly
Hallways & Open Area Cleaning	
Clean, disinfect, and polish all drinking fountains.	Per Visit
Offices & Classrooms	
Empty trash and recycling receptacles and fill them with liners, as needed.	Per Visit
Wipe and disinfect tables and desks– won't move documents.	Per Visit
Spot clean doors.	Per Visit
Remove fingerprints and smudges from glass.	Per Visit
Clean and disinfect sinks and dispensers in applicable rooms.	Per Visit
Dust ledges and windowsills.	Weekly
Break Rooms	
Empty trash receptacles and fill them with liners, as needed.	Per Visit
Wipe down sinks, counters, chairs, tables, microwaves, and light switches.	Per Visit
Wipe down outside of refrigerator.	Per Visit
Restrooms	
Empty trash & sanitary napkin receptacles and fill them with liners, as needed.	Per Visit
Refill paper towels, toilet paper, soap, and sanitary toilet napkins.	Per Visit
Clean and disinfect sinks and dispensers. Shine faucets.	Per Visit
Clean and disinfect partitions and doors.	Per Visit
Clean and disinfect toilets and urinals-inside and out.	Per Visit
Spot clean mirrors and disinfect trash cans.	Per Visit
Replace air fresheners.	As Needed

Day Porter Schedule (7.25 Labor Hours)

Time	Tasks
□:45am	**Set up table for breakfast.**
8:15am	Take down Breakfast table/sweep.
8:30-9:00am	Clean Elementary boys' and girls' restrooms.
9:00-9:20am	Clean front windows and mop star front lobby.
9:20:9:45am	Empty all garbage and recycling material in the kitchen. Fill auto scrubber with water.
9:45-9:55am	**Break**
10:00-11:00am	Clean middle school boys and girl's restroom/locker room & woman's faculty restroom.
11:00-2:00pm	Lunchroom duties/clean gym floor/take out garbage from kitchen and lunchroom.
11:00am	Get things ready to come out/put liners in cans/get buckets of soapy water ready.
11:05am	Students bring out tables/set up two tables, desk with soapy water, desk or cart with silverware bucket, trash cans with magnetic lids.
11:10am	Kindergarten restroom - wipe down sinks/toilets check TP and supplies (extra sanitization for special needs students)
11:14-11:40am	Middle School Lunch
11:14-11:35am	Auto scrub West end of gym floor.
11:35-11:50am	Kindergarten lunch.
11:55-12:15pm	Change out garbage cans and sweep floor.
11:40-12:00pm	6th grade lunch.
11:55am	Change out garbage cans and sweep floor.
11:45-12:15pm	5th grade lunch & Kindergarten lunch.
12:00-12:30pm	**Take Lunch Break**
12:00-12:25pm	1st grade lunch.
12:10-12:30pm	2nd grade lunch.
12:30pm	Change out garbage cans, clean and put away tables from 1st and 2nd graders, sweep floor.
12:30-12:50pm	3rd and 4th grade lunch.
12:45pm	Change out garbage cans, clean and put away tables from 3rd and 4th graders, sweep floor.
12:55-1:15pm	Auto scrub East end of gym floor.
1:15-1:30pm	Put away tables, cart, desk, and soap buckets.
1:30-2:00pm	Take out lunch/kitchen garbage and recycling. Empty outside trash cans. Rinse out trash cart daily and make sure it is clean. Do not store trash cart outside.
2:00-3:00pm	Clean men's faculty restroom and restock toilet paper and empty trash in all restrooms. Make sure the entrance to school is clean and presentable. Check out at Front Office when leaving for the day.

Night Porter Schedule (3.75 Labor Hours)

Vacuum carpet throughout the building.
Take out garbage throughout the building.
Clean kindergarten restrooms.
Clean elementary restrooms.
Clean middle school restrooms.
.

(Total Labor Hours per Day: 11)

Facility Service Agreement and Terms

This □anitorial Agreement is made effective as of _____ by and between North Star Academy of 2920 W 14000 S, Bluffdale, UT 84065, and BluMont Building Services ("BluMont").

Description of Services

Blumont Building Services ("BluMont") will provide the janitorial services described in this proposal in the section labeled “Scope of Work” at 2920 W 14000 S, Bluffdale, UT 84065 on Mondays, Tuesdays, Wednesdays, Thursdays, and Fridays.

Pricing

Pricing includes all equipment, labor, supervision and chemicals necessary to perform the job as outlined in the section labeled “Scope of Work”. Pricing DOES NOT include large or small can liners, paper towels, toilet paper, or hand soap of any kind. The cost breakdown for BluMont’s services is described below:

Cleaning Services 5 Nights per Week:

5 cleaning nights per week is an average of 21.□ nights per month.

21.□ average cleaning nights per month x 11 labor hours per night x □23.50 hourly charge from BluMont (normally □32 per hour) □ **□5,609.45 per Month.**

Carpet Cleaning (Includes All Carpet):

□2,261.13 per Cleaning.

Billing

North Star Academy will be billed the amount quoted in this agreement on the 1st day of each month that services are rendered, and payment will be made by the 1st day of the following month. A service charge of 10% per week will be applied to any outstanding balance more than 15 days past due. A service charge of 10% per week will be applied to any outstanding balance more than 15 days past due. If at any time North Star Academy considers cleaning services to be unsatisfactory, North Star Academy must notify BluMont Building Services via email within 48 hours of the day on which the service was considered unsatisfactory. Otherwise, it is assumed unequivocally by BluMont Building Services and North Star Academy that the service is completely acceptable, and North Star Academy is obligated to pay the daily price outlined in this agreement for all days on which cleaning services were performed leading up to the last day before notifying BluMont Building Services. North Star Academy will also be responsible for paying all legal fees associated with recuperating outstanding payment remittance to BluMont Building Services if North Star Academy fails to abide by these terms.

Delivery of Service and Supervision

The services provided by BluMont Building Services include all items outlined in the section labeled “Scope of Work.” Systematic inspection shall be conducted by BluMont Building Services trained supervisors as described on page II to ensure that all services are properly delivered.

Term Length Conditions

The monthly cost for all services provided in this agreement is outlined above. Should North Star Academy decide to add or reduce their service needs, the amount quoted will be adjusted using a new agreement. This agreement shall exist on a month-to-month basis and North Star Academy may terminate at any time by providing 30 calendar days written notice of termination.
By signing below, both parties agree to and accept the terms and services outlined in this agreement.

NORTH STAR ACADEMY REPRESENTATIVE	DATE
BLUMONT BUILDING SERVICES, LLC.	DATE
BLUMONT REPRESENTATIVE SIGNATURE + POSITION	DATE

SCHOOL FACILITY MAINTENANCE

JANITORIAL PROPOSAL:

North Star Academy

Cost Related Information

ABC will provide all the necessary cleaning chemicals, restroom spray and disinfect equipment, advanced floor equipment, and all other cleaning equipment / supplies.

Client will either provide all paper products, hand soap, and replacement liners for trash receptacles, etc. or purchase those dispensable items separately with ABC's discounted client product rates.

COMMERCIAL JANITORIAL SERVICES PROVIDED:	Price
MONTHLY BILLING AMOUNT - 12 MONTH EQUAL PAYMENTS (INCLUDES):	□3,485.62

1.) 5 days per week (after school cleaning) - "Effective Results Cleaning Service (per school calendar)

Summer Break Special Services

1.) Clean, protect and restore all carpeted / walk-off mat areas to its best condition
2.) Tile cleaning all restrooms and kitchen areas
3.) Full strip and cleaning of VCT floors
4.) Multiple coats of wax on all VCT and tile surfaces
5.) Thorough cleaning of gym floors
6.) All interior and exterior windows cleaned
7.) Clean all walls, horizontal surfaces, vents, and storage areas

Winter Break Special Services

1.) Full strip and wax of all tile
2.) Thorough cleaning of the gym floor
3.) All internal windows cleaned
4.) All horizontal surfaces cleaned

Total Annual Pricing = $41,827.44

Signature of Authorized Company Representative:

SIGNATURE
Kristi Cundiff

* In order to properly set client up, prepare to serve, and provide the best services available to Client, ABC requires a "minimum" of two weeks notice (signed agreement) prior to starting services.

SCHOOL FACILITY MAINTENANCE

North Star Academy

Non Cost Related Information

Dear Platte,

Thank you for the opportunity to provide your school with our advanced service proposal. We have listened carefully to your requirements and we have developed this customized proposal based upon our professional knowledge / experiences serving numerous schools as well as numerous facilities in other industries. We are grateful for and excited for the opportunity to work with you and have you be apart of our efforts and success in revolutionizing the professional janitorial service market.

I am fully confident that the attached proposal will allow you to see that we are not only serious about improving the cleanliness and health of your school, but most importantly, we are also 100% dedicated in building both strong and mutually beneficial relationships with each of our clients. We know that there are times when problems are unforeseen or could periodically arise, but we will give you our promise that we will IMMEDIATELY fix any problems, so that they do not cause any issues with your school staff, teachers, students, or others within the facility. We really do care about each of our clients and the results that are obtained!

We take great pride in improving the overall health and appearance of the entire school. We are willing to do whatever it takes to achieve 100% satisfaction from you and everyone that enters your facility. In addition, we are confident that our services will be instrumental in the promotion of your school by means of improving its representation and cleanliness.

Our company is based upon true professionalism in every service offered. With this concept in mind, you will find that all our services are carried out with only the highest standards of quality and safety. We are continually proving that the highest client satisfaction levels and results expected can only be obtained through continual advancement and complete understanding of the needs and wants of each specific client.

By utilizing only the most effective and efficient building janitorial technologies, we are able to provide superior quality and "guaranteed results" in every service offered. Advanced Building Care's unique and innovative owner-operator business model that provides full accountability and transparency combined with the continual technological advancements utilized to create unsurpassed efficiency and effectiveness in every service offered, are the keys that allow us to build and maintain strong relationships with our clients and within our organization. Personal satisfaction and happiness from the advancement of our knowledge base, problem solving skills, leadership capabilities, and the measurable positive impact we each make within our communities give us the desire and motivation to both lead within and revolutionize this industry.

You can be assured that "We really do care" about you and your business! Our company and our franchise owners / operators are each committed to the enclosed Advanced Building Care, LLC "Pledge of Excellence". The customized inspection list for our innovative "Effective Results Cleaning Program" (ERC) will show you that we serious about delivering the "RESULTS" that you deserve. We understand that your business can only be earned through complete trust and satisfaction!

We are fully confident that with our services, you will obtain the very BEST DOLLAR VALUE, while receiving COMPLETE CUSTOMER SATISFACTION, and obtaining the HIGHEST QUALITY of workmanship. Your facility needs ADVANCED BUILDING CARE!

Leave the dirty work to us,

Kristi Cundiff
General Manager

Signature of Authorized Company Representative:

SIGNATURE
Kristi Cundiff

REQUEST FOR PROPOSAL INFORMATION

Advanced Building Care, LLC
240 N. East Promontory, Suite 200
Farmington, UT 84025

Please Contact:
Kristi Cundiff
Kristi@advancedbuildingcare.com
801-946-4387
https://advancedbuildingcare.com

CHARTER SCHOOLS SERVICED / QUALIFICATIONS & A FEW REFERENCES

Advanced Building Care, LLC was formed in 2013 after multiple years of successful national service business ownership and experience, and after seeing how the janitorial industry as a whole lacked full accountability and transparency with Clients and within janitorial companies as a whole. Advanced Building Care, LLC created a unique owner/operator business model where business ownership, accountability, safety, ethics, and customer service trainings are first on its list before advanced cleaning products, equipment, and processes are trained on. In order to be fair and create a mutually beneficial relationship between clients, owners / operators, and Advanced Building Care, LLC, we have turned to continually researching, testing, and putting into practice the most effective and advanced products, equipment, and processes available in order to cut labor costs, maintain the highest standards, and provide the most inclusive services available.

Advanced Building Care, LLC currently has 4 full-time office employees, has 35 owner / operator crews completing the daily and weekly contracted cleanings of over 100+ commercial buildings and apartment complexes.

Advanced Building Care, LLC currently contracts its services with the following charter schools: **Ascent Academy Farmington, Ascent Academy West Jordan, Ascent Academy Lehi, Ascent Academy West Valley, Ascent Academy Saratoga Springs, Canyon Rim Academy, Highmark Charter School, Jefferson Academy, Ogden Preparatory Charter School, Wallace Stegner Academy SLC, Maria Montessori Academy, Guadalupe Charter School, and Promontory School of Expeditionary Learning**

Advanced Building Care, LLC is continually looking to help schools improve services through free trainings, product and equipment demos, and professional advice whether or not the school utilizes Advanced Building Care's paid services. We really do care about the health, appearance, safety, and work related efficiency and effectiveness of every school.

A few contacts who have allowed others to contact them as references:

Ogden Preparatory Charter School
Kasey Kennington
kkennington@ogdenprep.org
801-660-8198

Promontory School of Expeditionary Learning
Shawna Ulm
Sulm@promontoryschool.org
435-919-1900

PETZL
Annette Lee
alee@petzl.com
801-926-1591

PLEDGE OF EXCELLENCE

Public Health - maintaining a high level of cleanliness by thoroughly performing each task. Consistent and meticulous performance assures healthy and germ free environments.

Safety - performing tasks by using safe, sanitary, and aseptic cleaning procedures. Avoiding carelessness or inferior cleaning methods will safeguard the well-being of everyone.

Detail - employing a conscientious work ethic. Close attention to detail ensures quality and allows others to enjoy a clean and attractive facility. Tasks will be self-inspected prior to and upon finishing to eliminate substandard work.

Knowledge - gaining new and improved skills through personal study, attending trainings, and researching advanced technologies and methods. A quest to look, learn about, and fully understand all client needs / requests in order to constantly improve performance. Wisdom is gained by maintaining a non-biased point of view.

Mastery - understanding the operation and proper use of various cleaning tools, techniques, and supplies while consistently finding improved methods, tools, and improved technologies will improve effectiveness and efficiency. Superior problem solving, diagnostic, and troubleshooting skills will resolve most cleaning problems.Dedication and determination are required to achieve excellence in workmanship.

Cooperation - committing to teamwork, communications, and common goals. Mutual respect builds stronger relationships and morale. Constantly improving our standards and quality of service will create greater satisfaction to everyone we serve. Open communications will encourage feedback and constructive criticism.

Integrity - displaying honesty in all dealings no matter what the situation entails. A straightforward transparent approach builds trust, strengthens accountability, and encourages prompt resolution of deficiencies. Going the EXTRA MILE ensures that promises are kept.

Maturity - affording the same level of courtesy to others as you would like to receive. Constructive relationships prosper when unjust criticism, complaining, backbiting, tattling, and unkind remarks are curtailed. Proper image, dress, grooming, and mature conduct further display professionalism.

Initiative - applying a resourceful work ethic to make things better. A proactive approach locates substandard appearances and addresses them before problems arise. Dependability is demonstrated by punctuality and perseverance.

Efficiency - embracing improved technology and employing productive work skills. Reducing wasted movement, non-productive activities, and unnecessarytasks is a critical goal. By setting a steady pace, each job can be pushed along to efficient completion which promotes mutual benefit.

Security - employing watchful and alert observation to protect the safety and assets of everyone. Careful adherence to protective policies will ensure safety and security. Sensitive and private information will remain confidential.

Custodianship - responding to the needs of others, and at the same time protecting facility assets. Proper care and maintenance extends the longevity of equipment, supplies, fixtures, furniture, and structures.

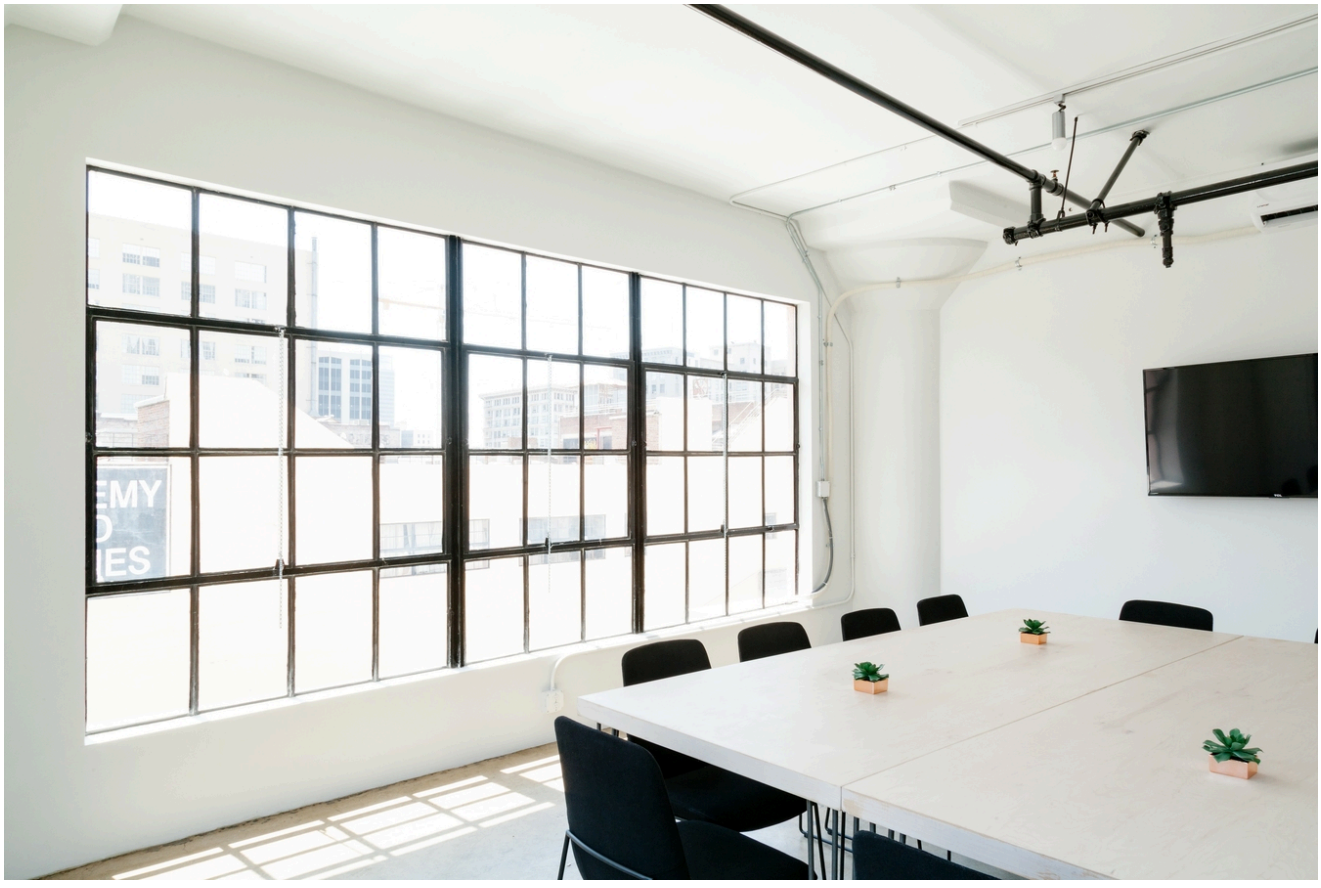
ABOUT US

Advanced Building Care, LLC offers a complete line of professional "turn-key" facility services to suit every business and budget. Over several years in the business, we've developed ADVANCED service offerings along with an exclusive "Effective Results Cleaning" program. "ERC" provides full transparency and accountability for everyone and ensures that RESULTS are delivered. Continual research and implementation of only the most innovative products, equipment, and processes allow us to serve our customers in the most efficient and effective manner possible while also maintaining the competitive advantage within the building service and janitorial market. Typically, a potential client of our industry may have to decide whether they want the loyalty, trust, and customer service that a small service company may offer or the knowledge, training, experience, and innovation that may be provided by a larger organization. Advanced Building Care's UNIQUE owner-operator franchise business model (focused on building people vs taking advantage of them) ensures that Advanced Building Care, LLC and every franchise owner-operator are "equally" vested to solve industry problems and build long-term success with every client. It is the unique business model where both ABC and its owners are centrally focused in delivering RESULTS to the client that creates the opportunity for every client to obtain the best possible service without having any sacrifices made.

Our Business Philosophy - Integrity, Innovation, & Influence

We believe first and foremost in building people! We inspire others and provide the opportunities needed to advance the knowledge and skill-sets required to achieve personal and professional success within the industry and beyond. While many people only dream of success, our people are both determined and work hard to become the leaders of our industry and within our communities. We are each fully committed to building long-term, trusting relationships with those we work with and serve. Our success is fully dependent on helping others build theirs.

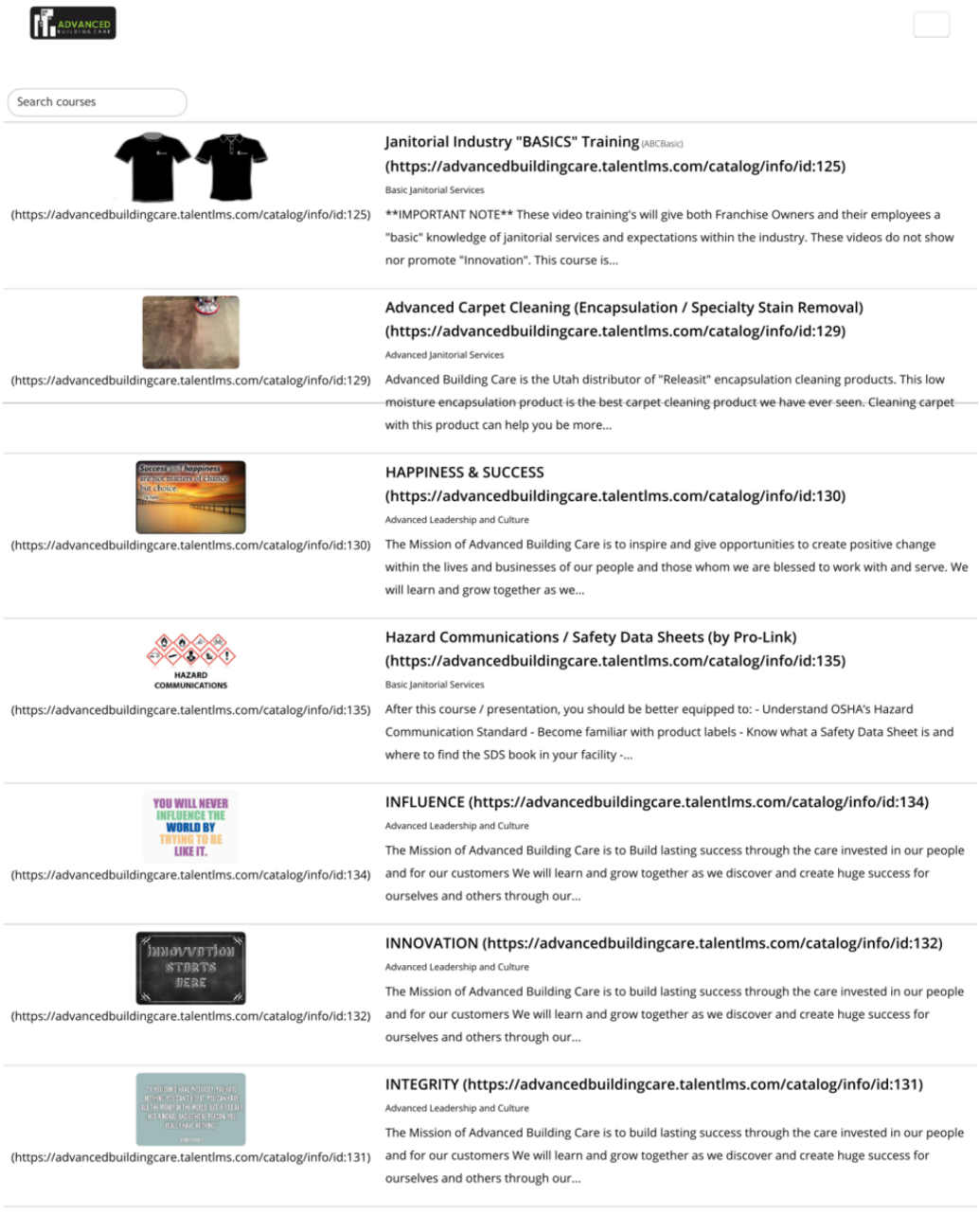
"WE REALLY DO CARE!"



ADVANCED ONLINE LEARNING & TRAINING

ADVANCED BUILDING CARE'S CUSTOM ONLINE TRAINING AND LEARNING PORTAL EXCLUSIVE TO ABC OWNERS AND EMPLOYEES IS AVAILABLE 24/7 (online and on APP) TO LEARN NOT ONLY ABOUT THE "JANITORIAL BASICS" BUT MORE IMPORTANTLY ABOUT THE TOPICS THAT BUILD AND DEVELOP OUR COUNTRIES GREATEST LEADERS AND WORKERS . BELOW YOU WILL FIND A SAMPLE LIST OF SOME OF THE COURSES FOUND WITHIN OUR EXCLUSIVE ABC LEARNING PORTAL.

IN ADDITION, WE PROVIDE "ON-SITE" TRAINING IN ORDER TO BEST CREATE RESOLUTIONS TO SPECIFIC CLIENT NEEDS AND PROBLEMS



GETTING STARTED

Now that we have completed a detailed school evaluation in order to build your customized "EFFECTIVE RESULTS CLEANING" Proposal, we would love the opportunity to sit down with you for a few quick moments to discuss our unique "EFFECTIVE RESULTS" facility service program built for you, answer questions you may have, and make any changes necessary to our proposal that you feel could create added value for your building while also staying within the budgets allotted for your facility maintenance. Upon finalizing and executing a mutually beneficial service program and agreement, we will proceed as follows:

1. SELECTING THE PERFECT MATCH

We have found that it is extremely important to spend our initial efforts in selecting an owner-operator that is excited about, fully capable of, and willing to be accountable for delivering the results expected by your school. Every industry and building within has its own specific needs. By allowing us the opportunity to walk-through your facility with one or more owner-operators, giving them the opportunity to discover and provide possible solutions for problems seen, allows us to fully discover their willingness / ability to be accountable for the results. As such, we are able to prevent many of the "future" concerns usually found within the industry. If specialty training is needed for specific needs of your facility, we also provide such training on-site to ensure that those needs will be consistently taken care of. We take great pride in making sure that we have the "Right" fit for your school.

2. OWNER-OPERATOR INTRODUCTION & SCHOOL WALK-THROUGH

Scheduled at a time convenient for you, our Account Manager and Operation Manager will schedule a time where we can introduce you to the owner-operator selected to service your building, walk-through the building with you or your staff, obtain any needed keys, gather important operational / contact information, discover additional concerns or pet peeves that need to be focused on, and answer any additional questions you or your staff may have.

3. INITIAL IMPACT CLEANING FOR SCHOOL HEALTH & APPEARANCE

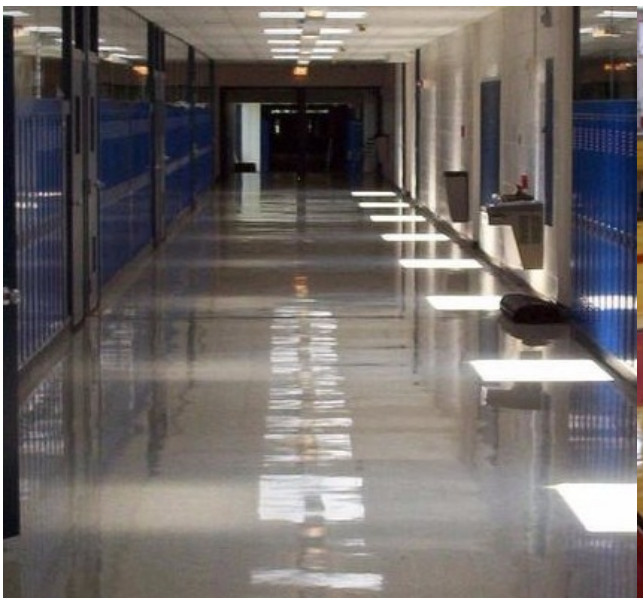
During the initial few services provided, we feel that it is important to not only improve the health and appearance of the school itself, but just as important, prove to you that we really do care about your business and the success we can obtain together. We believe that the first step in building trust with our clients is to not only fulfill our end of the agreement but to also portray our eagerness, willingness, and desire to build positive communication, accept constructive criticism, and serve in other capacities beyond the scope of the agreement.

4. CONTINUAL RESULTS FOCUSED MAINTENANCE

Our owner-operators and staff will be available to ensure that the results you expect are being provided. You will be provided with several means of communication to take care of emergencies and to ensure your satisfaction. Please never hesitate to let us know of ways you feel that we can better serve you and your business. We are continually advancing the manner in which we do business and we are adaptable to changes that you may need. Our goal is to provide the absolute best service and value possible!

YOUR SCHOOL FACILITY SERVICE EXPERTS!

Your students go daily to gain knowledge and wisdom, your faculty works hard to make a difference no matter what, or where each child comes from. We promise to work hard and provide the results that you deserve, but most important, we will be trustworthy and caring to each person we SERVE!



Our Professional Service will help your school:

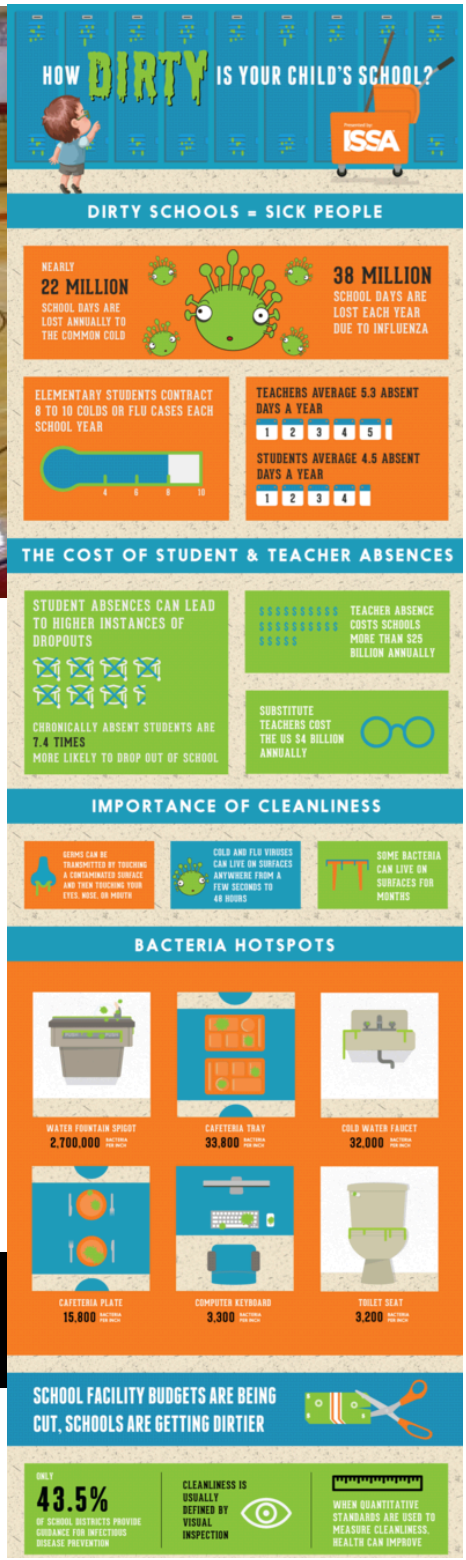
- ✓ Enjoy a clean, safe, and healthy environment for your students to learn, and your faculty to teach in
- ✓ Project a first class image for your school
- ✓ Improve the longevity of your building
- ✓ Provide a healthy building that will increase productivity, and reduce the amount of sick time taken by students & faculty
- ✓ Lower your overall maintenance and replacement costs

DON'T WAIT TO GET THE ADVANCED SERVICES YOU DESERVE!

Our prices are very competitive, and our service is exemplary
The customer care we provide is unmatched
Keeping healthy and happy schools is our passion

ADVANCED BUILDING CARE

"WE REALLY DO CARE!"



EFFECTIVE RESULTS CLEANING "ERC"

ACCOUNTABILITY & TRANSPARENCY = RESULTS

Say goodbye to the industry's standard daily, weekly, and monthly cleaning schedules that do not hold accountability and lack transparency with both Clients and Cleaning Contractors. Advanced Building Care's "Effective Results Cleaning" combined with its unique and very effective Owner / Operator business model, guarantee full accountability and transparency for EVERY detailed task needed.

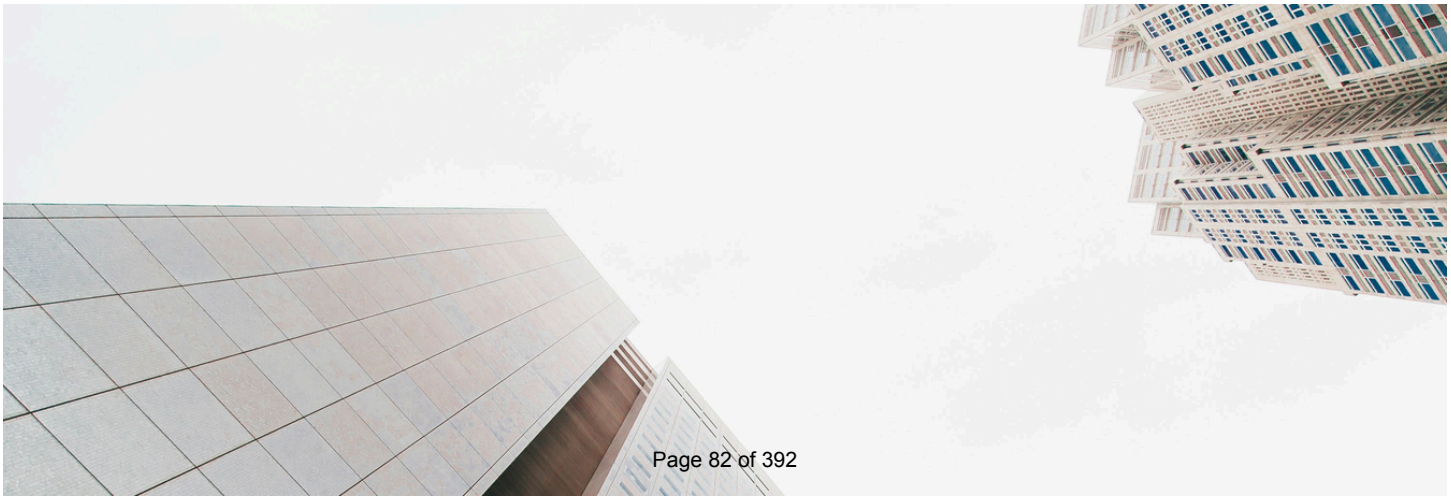
Think about it…. every building is different and will need certain tasks completed each and every service, and other tasks completed depending on what takes place during the time before the cleaning services take place. Maybe during the day someone makes a smear or smudge on the wall. How can someone always be held accountable for the cleanliness of the walls if a cleaning schedule states that walls will be cleaned on a weekly basis? Dust accumulates in buildings depending on several factors including the location of the building, the type of HVAC equipment, length of time between changing filters, amount of time windows & doors are left open, and a variety of other factors. Don't you want to know that your building will ALWAYS be looking its best and know that everyone in the building can be assured of its cleanliness?

Advanced Building Care developed "Effective Results Cleaning" so that there could be full accountability and transparency for every detailed task after each service provided!

Advanced Building Care's Owners / Operators receive comprehensive training on inspecting every detail of a building before starting our advanced cleaning processes at the start of each service. They are trained as "Business Owners" and "Sales People", not just "Cleaners"! We know that a great business owner really cares about his or her business and clientele. A good janitorial "Salesperson" on the other hand can immediately identify a problem in a building to be able to bring it to the prospective client's attention (also important for every "cleaner" to know to always identify detailed tasks and problems before the start of every service).

Our Owners / Operators are not trained as robots wasting time completing time consuming tasks that may not be needed during that service. Instead, they spend their time wisely completing every detailed task that is seen deficient from both the initial and final inspections completed. Our Advanced equipment, products, and processes are then utilized to provide a clean / germ-free environment. Accountability is fully held from the RESULTS obtained after every service completed!

If for some reason there is EVER a time when a client is not 100% satisfied with a service completed, Advanced Building Care LLC employees and the Advanced Building Care Owners / Operators will IMMEDIATELY take care of the deficiency seen, and do so without questions asked. We pride ourselves in obtaining the absolute highest customer satisfaction levels.



YOUR CUSTOM "EFFECTIVE RESULTS CLEANING" PLAN

Offices, Classrooms, Hallways, Building Entrances / Lobby, Gymnasium, Multi-Purpose, & Common Areas

* Clean and dust free horizontal surfaces - desks, chairs, credenza, book shelves, counter, and file cabinet tops (ABC does not move or clean under personal items, papers, etc.)

* Dust and dirt free vents, light fixtures, and window ledges / sills, doors / frames, ceilings / corners (accessible by 6ft ladder or extension pole)

* Doorjambs, pictures, décor, electronics, phone receivers, chair legs, cabinet fronts, and other hard surface furniture cleaned of dust, fingerprints, smudges, etc.

* Fabric chairs and upholstery/fabric free of dust, lint, paper shavings, etc.

* Entrance doors and internal glass partitions (up to 8ft tall) free of fingerprints and smudges

* Clean, sanitized, and polished drinking fountains and sinks

* Dust window coverings

* Clean stairs that are free of dirt / debris and disinfect railings

* Clean elevators

* Carpeted flooring and edges vacuumed and new spots and/or small spills removed (ABC will clean new spots and spills that can be easily removed with the powerful Releasit Encapsulation Spot Cleaner. Spots or spills that require an enzyme or specialty carpet chemical could require a small extra charge)

* Clean hard surface flooring - litter, shoe marks, spills, streaks, or film (a neutral ph floor cleaner used on VCT for lasting protection and to prevent damage to floor coating.

* Clean / disinfected high touch surfaces such as door knobs / handles, light switches / covers

* Walls, doors, baseboards and kick plates dusted and clean fingerprints and smudges

* Trashes emptied, liners clean or replaced, and outsides of cans / lids clean

* Clean and organized janitorial closet with safety data sheets provided for chemicals stored on-site

NIGHTLY JANITORIAL STAFF WILL BE PROVIDED TO ENSURE ALL RESULTS TASKS ARE COMPLETED (per school calendar)

WE GUARANTEE RESULTS FOR EVERY TASK AND EACH SERVICE PROVIDED (TASKS, INSPECTIONS, & RESULTS COMPLETED ON A DAILY BASIS TO ENSURE CONTINUAL RESULTS)

PLEASE NOTE

In order to work effectively and efficiently as well as maintain completely clean classrooms with trashes emptied and floors cleaned, teachers and students are responsible to have all trash cans needing trash removed to be placed in the hallway next to their door and chairs stacked or placed where floors can be cleaned appropriately (where applicable).

YOUR CUSTOM "ERC" PLAN CONTINUED.....

RESTROOMS - "Every nook and cranny sprayed and disinfected"

* Clean and disinfected sinks, counter tops, toilet bowls, seats, urinals, and surroundings - free of unsightly appearance, and odors

* Clean, disinfected, and polished fixtures and dispensers/sanitary napkin receptacles

* Clean mirrors

* Clean restroom partitions and walls

* Soap, paper products, and other supplies restocked

* Clean and disinfected door knobs / handles, light switches, and partition handles

* Clean and disinfected hard surface flooring with no litter, spills, streaks, odors

* Trashes emptied, liners clean, outsides of cans / lids clean / disinfected, & cans straightened

* Air vents, mirror frames, tops of doors / partitions, and lights free of dust

BREAK AREAS / STAFF ROOM

* Clean sinks - free of food - thoroughly scoured, cleaned, and disinfected using liquid cleanser

* Clean exteriors of refrigerators - (ABC will clean fridge interiors weekly if there is a sign notifying employees that food left in fridge will be discarded on day of cleaning)

* Clean interior and exterior of microwaves free of food spills and messes

* Clean, dusted, and disinfected counters, cabinet fronts, table tops, chairs, and bases

* Trashes emptied, liners clean, outsides of cans / lids clean, & cans straightened

COMPLETE RESULTS GUARANTEED FOR EACH TASK & "EVERY" SERVICE PROVIDED

Advanced Building Care, LLC Owners / Operators will perform tasks in a timely manner, immediately respond to all Client's needs, and will always be courteous / respectful to everyone in the Client's facility. We highly encourage communication in regards to the cleanliness of your facility as our Owners and businesses are always looking for ways to improve!

EXAMPLE - FACILITY MAINTENANCE AGREEMENT *EXAMPLE*

This Agreement ("Agreement") is dated Not yet submitted, by and between Advanced Building Care, ("ABC") and Ascent Academy Lehi ("Client") relating to cleaning service to be performed at , ("Facility") beginning on the ___ day of _____, 2024, ("Start Date") under the following terms and conditions.

Advanced Building Care, LLC, ("ABC") is a franchise company requiring its franchisees to uphold high quality safety and service standards and procedures. This Agreement is obtained by ABC for the business benefit of an ABC Franchisee. ABC will walk through the Client facility with one or more Franchisees prior to the start date of service for the purposes of selecting a Franchisee both willing and capable of servicing the facility per the high-quality safety and service standards required by ABC. The ABC Franchisee selected to service Client will receive a copy of this Agreement and hereby agrees to comply with the terms and conditions. ABC will put forth its best effort to select its best franchisee for Client's facility type and requirements, and to provide any additional training according to any specialized needs of Client. After selecting a Franchisee that ABC feels most capable to service all of the Client's needs, ABC will introduce such Franchisee prior to the start date of service.

This Agreement is for two years without interruption and will commence on the Start Date.

ABC certifies that Franchisee has successfully completed the ABC training program and ABC certifications. Franchisee will maintain all necessary insurances and bonding according to ABC requirements and/or specific coverage requested in writing by Client.

The 180 school calendar days have been calculated for the pricing shown on this Agreement. The specialty work shown will be completed on days where school is not in session unless otherwise scheduled with Client. If regular janitorial or day porter work is requested on days where school is not in session, additional charges could apply.

Franchisee is participating in ABC's billing services. ABC will invoice Client on a monthly basis immediately following the start date of services. The charges for the first month of service will be pro-rated basis according to the number of services provided that month. Client agrees to pay ABC the amount that is due and owed under the terms of this Agreement and within 15 days of the billing date. Client agrees to pay ABC a finance charge with an interest rate of 1.5% per month for all late payments received. Client also agrees to pay all costs involved for collection and/or attorney fees as necessary to receive payment and/or finance charges.

Client agrees to notify ABC and/or Franchisee in writing or by telephone if cleaning services do not satisfy the Client's reasonable expectations per the outlined service expectations, specifying the services that the Client considers deficient. As high quality service standards are required of ABC Franchise Owners, if the Franchisee does not remedy the deficiencies identified in a very timely manner, the Client may immediately request to have a different Advanced Building Care Franchisee service the Facility, or the Client may terminate this agreement by providing ABC with a 30 days written notice.

Client agrees that during the term of this Agreement and for a period of one year after the termination of this Agreement, it will not employ directly or indirectly any employees, agents, or representatives, of Advanced Building Care, LLC, any of its Franchise Owners, or any Employees of the Franchise Owners of ABC.

This Agreement shall renew on the two-year anniversary date of the Start Date of services, with the same terms and conditions, unless either party shall give written notice of termination, at least sixty (60) days prior to said anniversary date.

Client consents to receive electronic communication and / or invoices via email.

ABC bills on the 1st of every month and payment is due on the 10th of the month. If Client chooses to pay ABC invoices by ACH or Electronic Payment, Client hereby authorizes ABC to initiate entries to the bank accounts that Client provides, to pay the amounts that Client owes ABC, and if necessary, to initiate adjustments for any transactions credited or debited in error. The individual signing this agreement represents that he or she has the authority to bind the organization that owns the bank accounts, and to authorize all transactions to the bank accounts utilized for payment. He or she also acknowledges that all transactions initiated to the bank accounts must comply with the provisions of U.S. law. This authorization will remain in effect until the organization notifies ABC in writing to cancel it and with such time as to afford ABC and the bank reasonable opportunity to act on it.

SCHOOL FACILITY MAINTENANCE

JANITORIAL PROPOSAL:

North Star Academy

Cost Related Information

ABC will provide all the necessary cleaning chemicals, restroom spray and disinfect equipment, advanced floor equipment, and all other cleaning equipment / supplies.

Client will either provide all paper products, hand soap, and replacement liners for trash receptacles, etc. or purchase those dispensable items separately with ABC's discounted client product rates.

COMMERCIAL JANITORIAL SERVICES PROVIDED:	Price
MONTHLY BILLING AMOUNT - 12 MONTH EQUAL PAYMENTS (INCLUDES):	□3,485.62

1.) 5 days per week (after school cleaning) - "Effective Results Cleaning Service (per school calendar)

Summer Break Special Services

1.) Clean, protect and restore all carpeted / walk-off mat areas to its best condition
2.) Tile cleaning all restrooms and kitchen areas
3.) Full strip and cleaning of VCT floors
4.) Multiple coats of wax on all VCT and tile surfaces
5.) Thorough cleaning of gym floors
6.) All interior and exterior windows cleaned
7.) Clean all walls, horizontal surfaces, vents, and storage areas

Winter Break Special Services

1.) Full strip and wax of all tile
2.) Thorough cleaning of the gym floor
3.) All internal windows cleaned
4.) All horizontal surfaces cleaned

Total Annual Pricing = $41,827.44

Signature of Authorized Company Representative:

SIGNATURE
Kristi Cundiff

* In order to properly set client up, prepare to serve, and provide the best services available to Client, ABC requires a "minimum" of two weeks notice (signed agreement) prior to starting services.

SCHOOL FACILITY MAINTENANCE

North Star Academy

Non Cost Related Information

Dear Platte,

Thank you for the opportunity to provide your school with our advanced service proposal. We have listened carefully to your requirements and we have developed this customized proposal based upon our professional knowledge / experiences serving numerous schools as well as numerous facilities in other industries. We are grateful for and excited for the opportunity to work with you and have you be apart of our efforts and success in revolutionizing the professional janitorial service market.

I am fully confident that the attached proposal will allow you to see that we are not only serious about improving the cleanliness and health of your school, but most importantly, we are also 100% dedicated in building both strong and mutually beneficial relationships with each of our clients. We know that there are times when problems are unforeseen or could periodically arise, but we will give you our promise that we will IMMEDIATELY fix any problems, so that they do not cause any issues with your school staff, teachers, students, or others within the facility. We really do care about each of our clients and the results that are obtained!

We take great pride in improving the overall health and appearance of the entire school. We are willing to do whatever it takes to achieve 100% satisfaction from you and everyone that enters your facility. In addition, we are confident that our services will be instrumental in the promotion of your school by means of improving its representation and cleanliness.

Our company is based upon true professionalism in every service offered. With this concept in mind, you will find that all our services are carried out with only the highest standards of quality and safety. We are continually proving that the highest client satisfaction levels and results expected can only be obtained through continual advancement and complete understanding of the needs and wants of each specific client.

By utilizing only the most effective and efficient building janitorial technologies, we are able to provide superior quality and "guaranteed results" in every service offered. Advanced Building Care's unique and innovative owner-operator business model that provides full accountability and transparency combined with the continual technological advancements utilized to create unsurpassed efficiency and effectiveness in every service offered, are the keys that allow us to build and maintain strong relationships with our clients and within our organization. Personal satisfaction and happiness from the advancement of our knowledge base, problem solving skills, leadership capabilities, and the measurable positive impact we each make within our communities give us the desire and motivation to both lead within and revolutionize this industry.

You can be assured that "We really do care" about you and your business! Our company and our franchise owners / operators are each committed to the enclosed Advanced Building Care, LLC "Pledge of Excellence". The customized inspection list for our innovative "Effective Results Cleaning Program" (ERC) will show you that we serious about delivering the "RESULTS" that you deserve. We understand that your business can only be earned through complete trust and satisfaction!

We are fully confident that with our services, you will obtain the very BEST DOLLAR VALUE, while receiving COMPLETE CUSTOMER SATISFACTION, and obtaining the HIGHEST QUALITY of workmanship. Your facility needs ADVANCED BUILDING CARE!

Leave the dirty work to us,

Kristi Cundiff
General Manager

Signature of Authorized Company Representative:

SIGNATURE
Kristi Cundiff

REQUEST FOR PROPOSAL INFORMATION

Advanced Building Care, LLC
240 N. East Promontory, Suite 200
Farmington, UT 84025

Please Contact:
Kristi Cundiff
Kristi@advancedbuildingcare.com
801-946-4387
https://advancedbuildingcare.com

CHARTER SCHOOLS SERVICED / QUALIFICATIONS & A FEW REFERENCES

Advanced Building Care, LLC was formed in 2013 after multiple years of successful national service business ownership and experience, and after seeing how the janitorial industry as a whole lacked full accountability and transparency with Clients and within janitorial companies as a whole. Advanced Building Care, LLC created a unique owner/operator business model where business ownership, accountability, safety, ethics, and customer service trainings are first on its list before advanced cleaning products, equipment, and processes are trained on. In order to be fair and create a mutually beneficial relationship between clients, owners / operators, and Advanced Building Care, LLC, we have turned to continually researching, testing, and putting into practice the most effective and advanced products, equipment, and processes available in order to cut labor costs, maintain the highest standards, and provide the most inclusive services available.

Advanced Building Care, LLC currently has 4 full-time office employees, has 35 owner / operator crews completing the daily and weekly contracted cleanings of over 100+ commercial buildings and apartment complexes.

Advanced Building Care, LLC currently contracts its services with the following charter schools: **Ascent Academy Farmington, Ascent Academy West Jordan, Ascent Academy Lehi, Ascent Academy West Valley, Ascent Academy Saratoga Springs, Canyon Rim Academy, Highmark Charter School, Jefferson Academy, Ogden Preparatory Charter School, Wallace Stegner Academy SLC, Maria Montessori Academy, Guadalupe Charter School, and Promontory School of Expeditionary Learning**

Advanced Building Care, LLC is continually looking to help schools improve services through free trainings, product and equipment demos, and professional advice whether or not the school utilizes Advanced Building Care's paid services. We really do care about the health, appearance, safety, and work related efficiency and effectiveness of every school.

A few contacts who have allowed others to contact them as references:

Ogden Preparatory Charter School
Kasey Kennington
kkennington@ogdenprep.org
801-660-8198

Promontory School of Expeditionary Learning
Shawna Ulm
Sulm@promontoryschool.org
435-919-1900

PETZL
Annette Lee
alee@petzl.com
801-926-1591

PLEDGE OF EXCELLENCE

Public Health - maintaining a high level of cleanliness by thoroughly performing each task. Consistent and meticulous performance assures healthy and germ free environments.

Safety - performing tasks by using safe, sanitary, and aseptic cleaning procedures. Avoiding carelessness or inferior cleaning methods will safeguard the well-being of everyone.

Detail - employing a conscientious work ethic. Close attention to detail ensures quality and allows others to enjoy a clean and attractive facility. Tasks will be self-inspected prior to and upon finishing to eliminate substandard work.

Knowledge - gaining new and improved skills through personal study, attending trainings, and researching advanced technologies and methods. A quest to look, learn about, and fully understand all client needs / requests in order to constantly improve performance. Wisdom is gained by maintaining a non-biased point of view.

Mastery - understanding the operation and proper use of various cleaning tools, techniques, and supplies while consistently finding improved methods, tools, and improved technologies will improve effectiveness and efficiency. Superior problem solving, diagnostic, and troubleshooting skills will resolve most cleaning problems.Dedication and determination are required to achieve excellence in workmanship.

Cooperation - committing to teamwork, communications, and common goals. Mutual respect builds stronger relationships and morale. Constantly improving our standards and quality of service will create greater satisfaction to everyone we serve. Open communications will encourage feedback and constructive criticism.

Integrity - displaying honesty in all dealings no matter what the situation entails. A straightforward transparent approach builds trust, strengthens accountability, and encourages prompt resolution of deficiencies. Going the EXTRA MILE ensures that promises are kept.

Maturity - affording the same level of courtesy to others as you would like to receive. Constructive relationships prosper when unjust criticism, complaining, backbiting, tattling, and unkind remarks are curtailed. Proper image, dress, grooming, and mature conduct further display professionalism.

Initiative - applying a resourceful work ethic to make things better. A proactive approach locates substandard appearances and addresses them before problems arise. Dependability is demonstrated by punctuality and perseverance.

Efficiency - embracing improved technology and employing productive work skills. Reducing wasted movement, non-productive activities, and unnecessarytasks is a critical goal. By setting a steady pace, each job can be pushed along to efficient completion which promotes mutual benefit.

Security - employing watchful and alert observation to protect the safety and assets of everyone. Careful adherence to protective policies will ensure safety and security. Sensitive and private information will remain confidential.

Custodianship - responding to the needs of others, and at the same time protecting facility assets. Proper care and maintenance extends the longevity of equipment, supplies, fixtures, furniture, and structures.

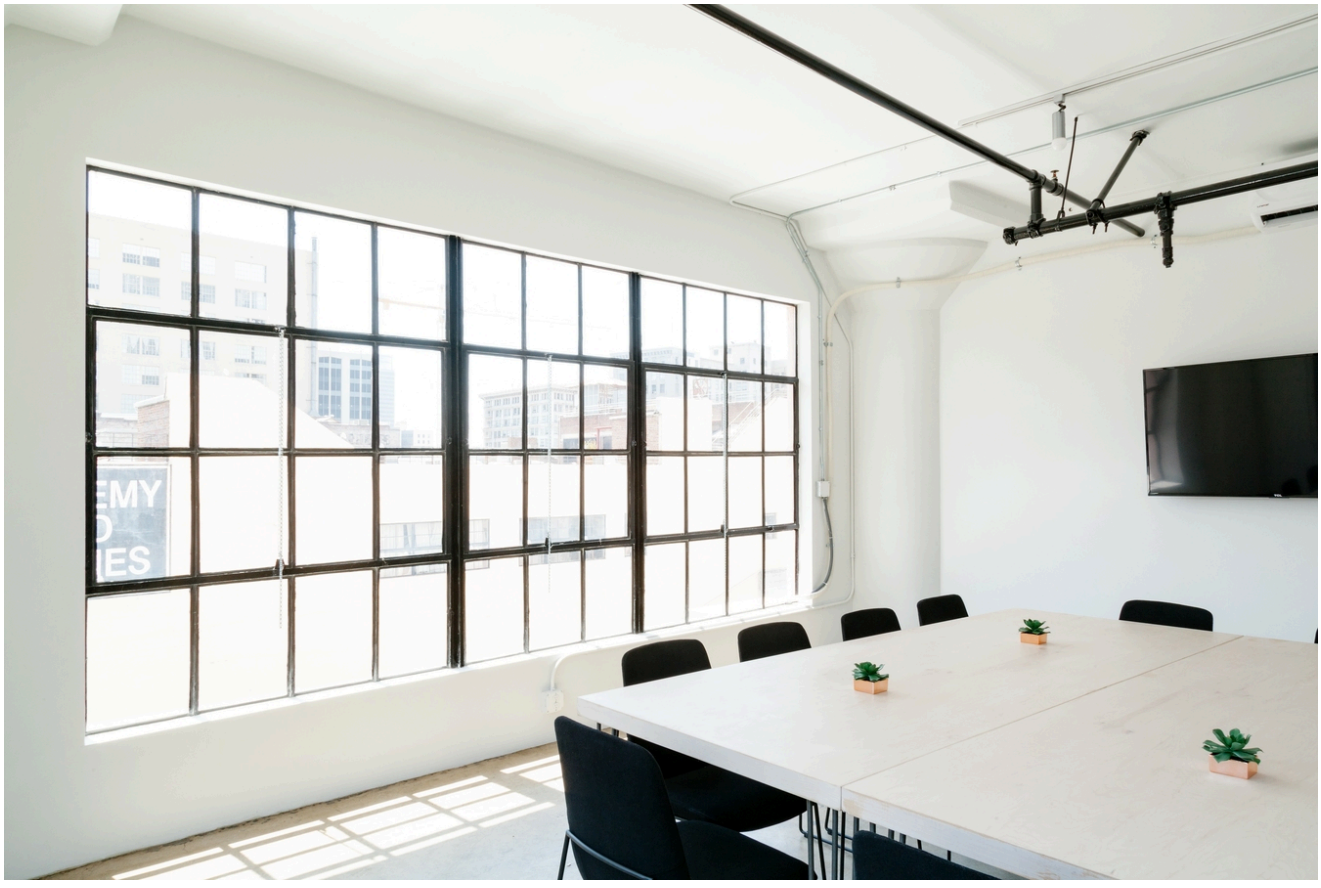
ABOUT US

Advanced Building Care, LLC offers a complete line of professional "turn-key" facility services to suit every business and budget. Over several years in the business, we've developed ADVANCED service offerings along with an exclusive "Effective Results Cleaning" program. "ERC" provides full transparency and accountability for everyone and ensures that RESULTS are delivered. Continual research and implementation of only the most innovative products, equipment, and processes allow us to serve our customers in the most efficient and effective manner possible while also maintaining the competitive advantage within the building service and janitorial market. Typically, a potential client of our industry may have to decide whether they want the loyalty, trust, and customer service that a small service company may offer or the knowledge, training, experience, and innovation that may be provided by a larger organization. Advanced Building Care's UNIQUE owner-operator franchise business model (focused on building people vs taking advantage of them) ensures that Advanced Building Care, LLC and every franchise owner-operator are "equally" vested to solve industry problems and build long-term success with every client. It is the unique business model where both ABC and its owners are centrally focused in delivering RESULTS to the client that creates the opportunity for every client to obtain the best possible service without having any sacrifices made.

Our Business Philosophy - Integrity, Innovation, & Influence

We believe first and foremost in building people! We inspire others and provide the opportunities needed to advance the knowledge and skill-sets required to achieve personal and professional success within the industry and beyond. While many people only dream of success, our people are both determined and work hard to become the leaders of our industry and within our communities. We are each fully committed to building long-term, trusting relationships with those we work with and serve. Our success is fully dependent on helping others build theirs.

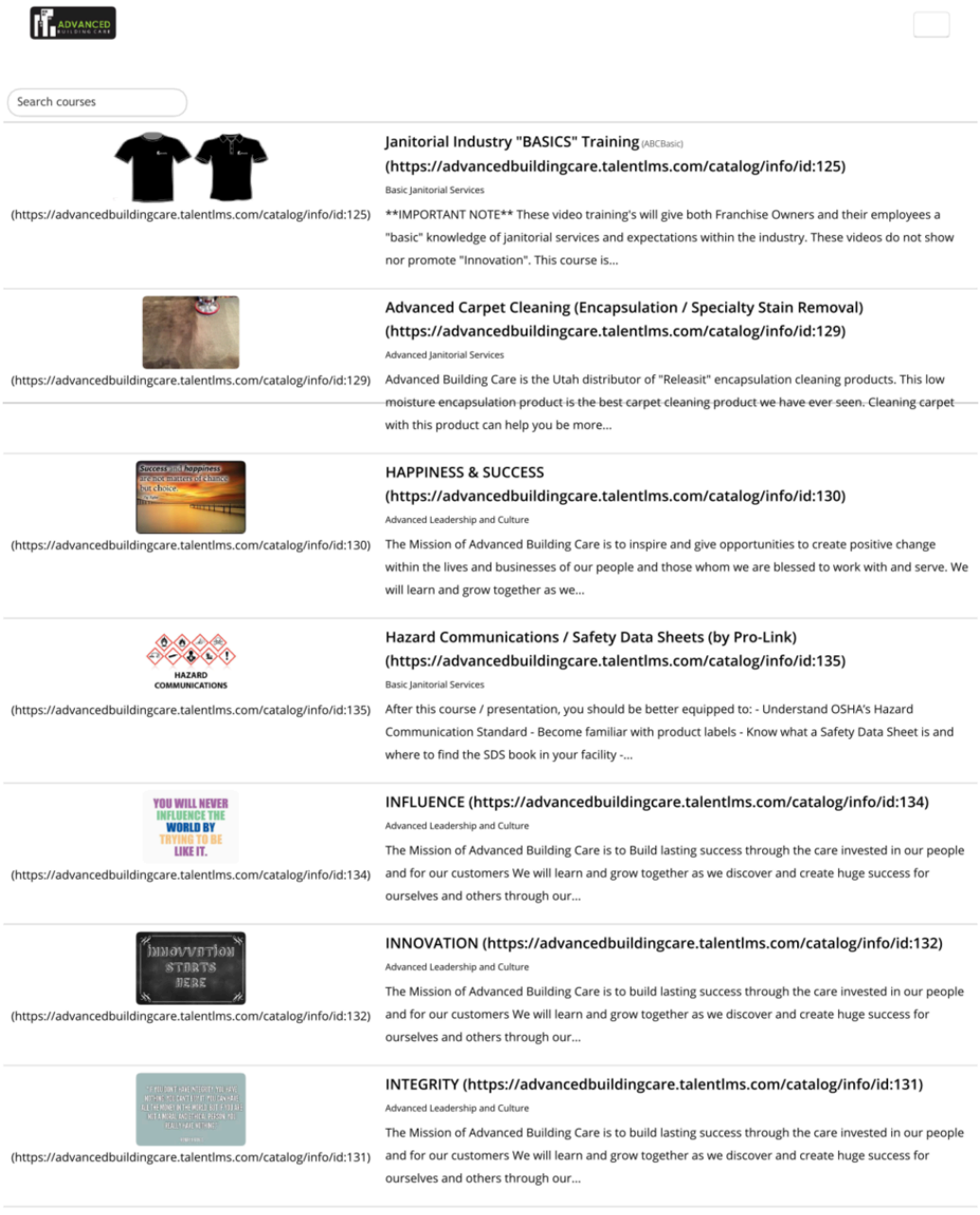
"WE REALLY DO CARE!"



ADVANCED ONLINE LEARNING & TRAINING

ADVANCED BUILDING CARE'S CUSTOM ONLINE TRAINING AND LEARNING PORTAL EXCLUSIVE TO ABC OWNERS AND EMPLOYEES IS AVAILABLE 24/7 (online and on APP) TO LEARN NOT ONLY ABOUT THE "JANITORIAL BASICS" BUT MORE IMPORTANTLY ABOUT THE TOPICS THAT BUILD AND DEVELOP OUR COUNTRIES GREATEST LEADERS AND WORKERS . BELOW YOU WILL FIND A SAMPLE LIST OF SOME OF THE COURSES FOUND WITHIN OUR EXCLUSIVE ABC LEARNING PORTAL.

IN ADDITION, WE PROVIDE "ON-SITE" TRAINING IN ORDER TO BEST CREATE RESOLUTIONS TO SPECIFIC CLIENT NEEDS AND PROBLEMS



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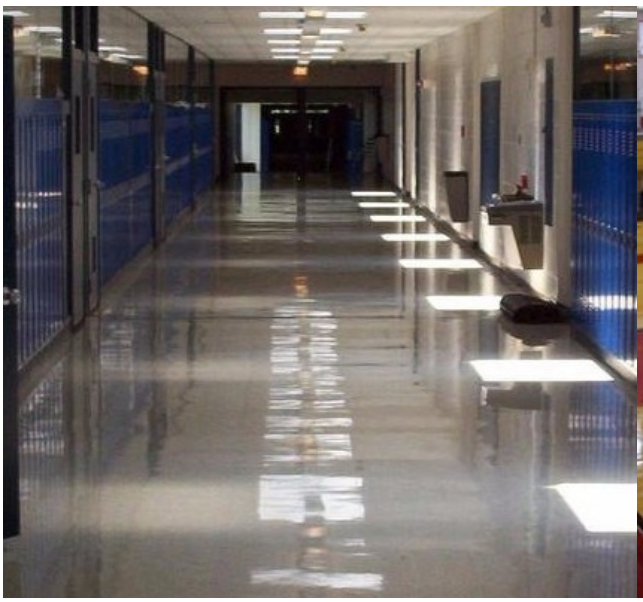
YOUR SCHOOL FACILITY SERVICE EXPERTS!

Your students go daily to gain knowledge and wisdom, your faculty works hard to make a difference no matter what, or where each child comes from. We promise to work hard and provide the results that you deserve, but most important, we will be trustworthy and caring to each person we SERVE!



Our Professional Service will help your school:

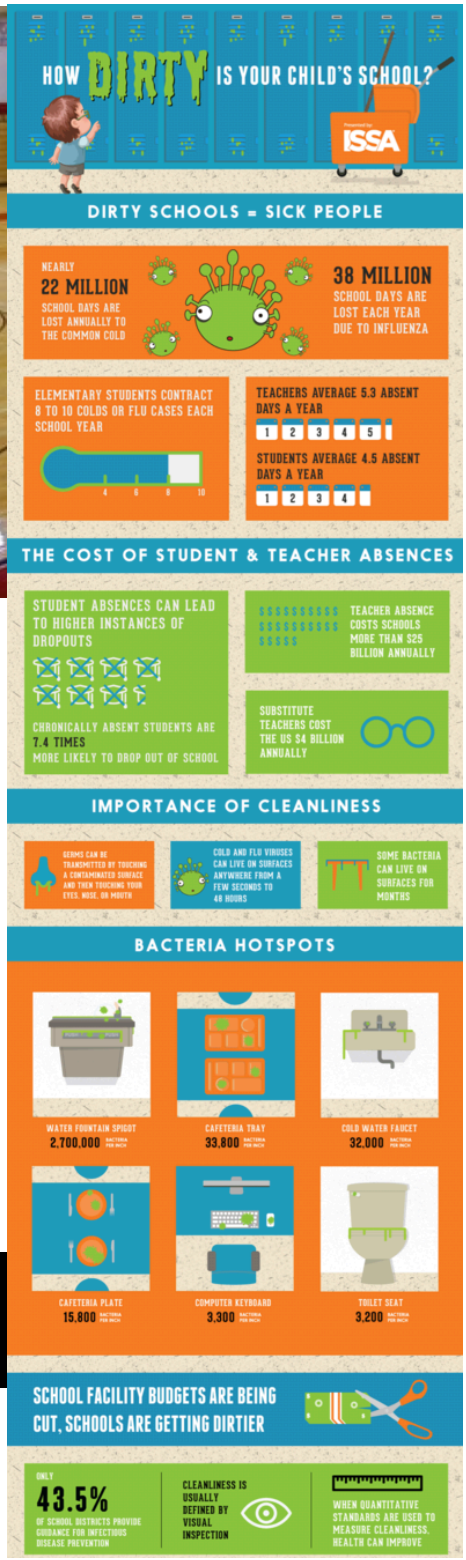
- ✓ Enjoy a clean, safe, and healthy environment for your students to learn, and your faculty to teach in
- ✓ Project a first class image for your school
- ✓ Improve the longevity of your building
- ✓ Provide a healthy building that will increase productivity, and reduce the amount of sick time taken by students & faculty
- ✓ Lower your overall maintenance and replacement costs

DON'T WAIT TO GET THE ADVANCED SERVICES YOU DESERVE!

Our prices are very competitive, and our service is exemplary
The customer care we provide is unmatched
Keeping healthy and happy schools is our passion

ADVANCED BUILDING CARE

"WE REALLY DO CARE!"



EFFECTIVE RESULTS CLEANING "ERC"

ACCOUNTABILITY & TRANSPARENCY = RESULTS

Say goodbye to the industry's standard daily, weekly, and monthly cleaning schedules that do not hold accountability and lack transparency with both Clients and Cleaning Contractors. Advanced Building Care's "Effective Results Cleaning" combined with its unique and very effective Owner / Operator business model, guarantee full accountability and transparency for EVERY detailed task needed.

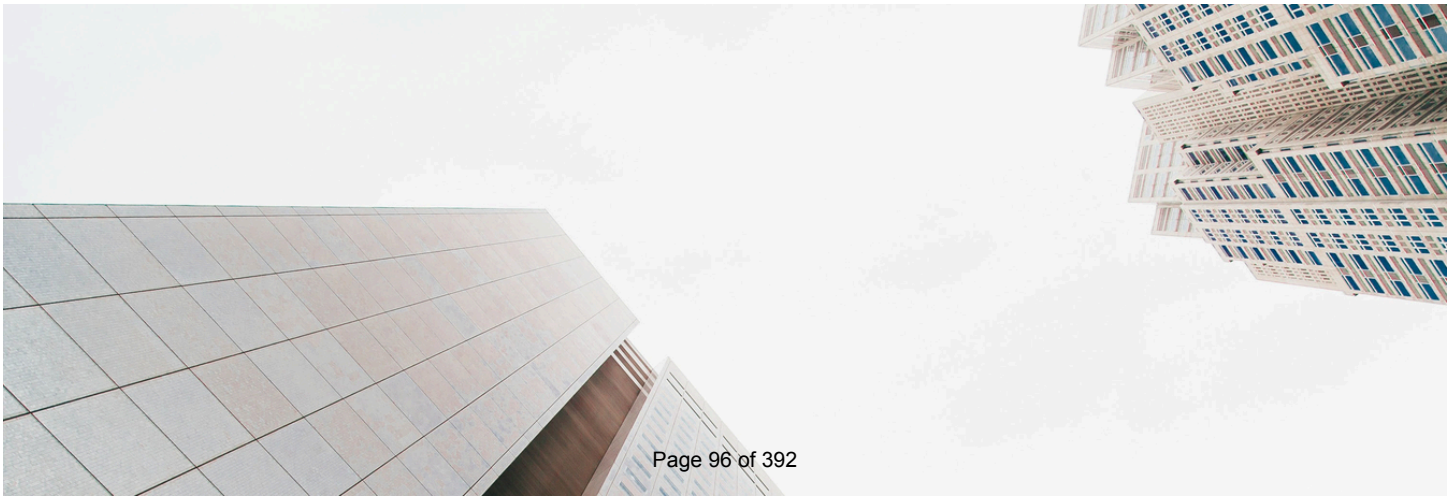
Think about it…. every building is different and will need certain tasks completed each and every service, and other tasks completed depending on what takes place during the time before the cleaning services take place. Maybe during the day someone makes a smear or smudge on the wall. How can someone always be held accountable for the cleanliness of the walls if a cleaning schedule states that walls will be cleaned on a weekly basis? Dust accumulates in buildings depending on several factors including the location of the building, the type of HVAC equipment, length of time between changing filters, amount of time windows & doors are left open, and a variety of other factors. Don't you want to know that your building will ALWAYS be looking its best and know that everyone in the building can be assured of its cleanliness?

Advanced Building Care developed "Effective Results Cleaning" so that there could be full accountability and transparency for every detailed task after each service provided!

Advanced Building Care's Owners / Operators receive comprehensive training on inspecting every detail of a building before starting our advanced cleaning processes at the start of each service. They are trained as "Business Owners" and "Sales People", not just "Cleaners"! We know that a great business owner really cares about his or her business and clientele. A good janitorial "Salesperson" on the other hand can immediately identify a problem in a building to be able to bring it to the prospective client's attention (also important for every "cleaner" to know to always identify detailed tasks and problems before the start of every service).

Our Owners / Operators are not trained as robots wasting time completing time consuming tasks that may not be needed during that service. Instead, they spend their time wisely completing every detailed task that is seen deficient from both the initial and final inspections completed. Our Advanced equipment, products, and processes are then utilized to provide a clean / germ-free environment. Accountability is fully held from the RESULTS obtained after every service completed!

If for some reason there is EVER a time when a client is not 100% satisfied with a service completed, Advanced Building Care LLC employees and the Advanced Building Care Owners / Operators will IMMEDIATELY take care of the deficiency seen, and do so without questions asked. We pride ourselves in obtaining the absolute highest customer satisfaction levels.



YOUR CUSTOM "EFFECTIVE RESULTS CLEANING" PLAN

Offices, Classrooms, Hallways, Building Entrances / Lobby, Gymnasium, Multi-Purpose, & Common Areas

* Clean and dust free horizontal surfaces - desks, chairs, credenza, book shelves, counter, and file cabinet tops (ABC does not move or clean under personal items, papers, etc.)

* Dust and dirt free vents, light fixtures, and window ledges / sills, doors / frames, ceilings / corners (accessible by 6ft ladder or extension pole)

* Doorjambs, pictures, décor, electronics, phone receivers, chair legs, cabinet fronts, and other hard surface furniture cleaned of dust, fingerprints, smudges, etc.

* Fabric chairs and upholstery/fabric free of dust, lint, paper shavings, etc.

* Entrance doors and internal glass partitions (up to 8ft tall) free of fingerprints and smudges

* Clean, sanitized, and polished drinking fountains and sinks

* Dust window coverings

* Clean stairs that are free of dirt / debris and disinfect railings

* Clean elevators

* Carpeted flooring and edges vacuumed and new spots and/or small spills removed (ABC will clean new spots and spills that can be easily removed with the powerful Releasit Encapsulation Spot Cleaner. Spots or spills that require an enzyme or specialty carpet chemical could require a small extra charge)

* Clean hard surface flooring - litter, shoe marks, spills, streaks, or film (a neutral ph floor cleaner used on VCT for lasting protection and to prevent damage to floor coating.

* Clean / disinfected high touch surfaces such as door knobs / handles, light switches / covers

* Walls, doors, baseboards and kick plates dusted and clean fingerprints and smudges

* Trashes emptied, liners clean or replaced, and outsides of cans / lids clean

* Clean and organized janitorial closet with safety data sheets provided for chemicals stored on-site

NIGHTLY JANITORIAL STAFF WILL BE PROVIDED TO ENSURE ALL RESULTS TASKS ARE COMPLETED (per school calendar)

WE GUARANTEE RESULTS FOR EVERY TASK AND EACH SERVICE PROVIDED (TASKS, INSPECTIONS, & RESULTS COMPLETED ON A DAILY BASIS TO ENSURE CONTINUAL RESULTS)

PLEASE NOTE

In order to work effectively and efficiently as well as maintain completely clean classrooms with trashes emptied and floors cleaned, teachers and students are responsible to have all trash cans needing trash removed to be placed in the hallway next to their door and chairs stacked or placed where floors can be cleaned appropriately (where applicable).

YOUR CUSTOM "ERC" PLAN CONTINUED.....

RESTROOMS - "Every nook and cranny sprayed and disinfected"

* Clean and disinfected sinks, counter tops, toilet bowls, seats, urinals, and surroundings - free of unsightly appearance, and odors

* Clean, disinfected, and polished fixtures and dispensers/sanitary napkin receptacles

* Clean mirrors

* Clean restroom partitions and walls

* Soap, paper products, and other supplies restocked

* Clean and disinfected door knobs / handles, light switches, and partition handles

* Clean and disinfected hard surface flooring with no litter, spills, streaks, odors

* Trashes emptied, liners clean, outsides of cans / lids clean / disinfected, & cans straightened

* Air vents, mirror frames, tops of doors / partitions, and lights free of dust

BREAK AREAS / STAFF ROOM

* Clean sinks - free of food - thoroughly scoured, cleaned, and disinfected using liquid cleanser

* Clean exteriors of refrigerators - (ABC will clean fridge interiors weekly if there is a sign notifying employees that food left in fridge will be discarded on day of cleaning)

* Clean interior and exterior of microwaves free of food spills and messes

* Clean, dusted, and disinfected counters, cabinet fronts, table tops, chairs, and bases

* Trashes emptied, liners clean, outsides of cans / lids clean, & cans straightened

COMPLETE RESULTS GUARANTEED FOR EACH TASK & "EVERY" SERVICE PROVIDED

Advanced Building Care, LLC Owners / Operators will perform tasks in a timely manner, immediately respond to all Client's needs, and will always be courteous / respectful to everyone in the Client's facility. We highly encourage communication in regards to the cleanliness of your facility as our Owners and businesses are always looking for ways to improve!

EXAMPLE - FACILITY MAINTENANCE AGREEMENT *EXAMPLE*

This Agreement ("Agreement") is dated Not yet submitted, by and between Advanced Building Care, ("ABC") and Ascent Academy Lehi ("Client") relating to cleaning service to be performed at , ("Facility") beginning on the ___ day of _____, 2024, ("Start Date") under the following terms and conditions.

Advanced Building Care, LLC, ("ABC") is a franchise company requiring its franchisees to uphold high quality safety and service standards and procedures. This Agreement is obtained by ABC for the business benefit of an ABC Franchisee. ABC will walk through the Client facility with one or more Franchisees prior to the start date of service for the purposes of selecting a Franchisee both willing and capable of servicing the facility per the high-quality safety and service standards required by ABC. The ABC Franchisee selected to service Client will receive a copy of this Agreement and hereby agrees to comply with the terms and conditions. ABC will put forth its best effort to select its best franchisee for Client's facility type and requirements, and to provide any additional training according to any specialized needs of Client. After selecting a Franchisee that ABC feels most capable to service all of the Client's needs, ABC will introduce such Franchisee prior to the start date of service.

This Agreement is for two years without interruption and will commence on the Start Date.

ABC certifies that Franchisee has successfully completed the ABC training program and ABC certifications. Franchisee will maintain all necessary insurances and bonding according to ABC requirements and/or specific coverage requested in writing by Client.

The 180 school calendar days have been calculated for the pricing shown on this Agreement. The specialty work shown will be completed on days where school is not in session unless otherwise scheduled with Client. If regular janitorial or day porter work is requested on days where school is not in session, additional charges could apply.

Franchisee is participating in ABC's billing services. ABC will invoice Client on a monthly basis immediately following the start date of services. The charges for the first month of service will be pro-rated basis according to the number of services provided that month. Client agrees to pay ABC the amount that is due and owed under the terms of this Agreement and within 15 days of the billing date. Client agrees to pay ABC a finance charge with an interest rate of 1.5% per month for all late payments received. Client also agrees to pay all costs involved for collection and/or attorney fees as necessary to receive payment and/or finance charges.

Client agrees to notify ABC and/or Franchisee in writing or by telephone if cleaning services do not satisfy the Client's reasonable expectations per the outlined service expectations, specifying the services that the Client considers deficient. As high quality service standards are required of ABC Franchise Owners, if the Franchisee does not remedy the deficiencies identified in a very timely manner, the Client may immediately request to have a different Advanced Building Care Franchisee service the Facility, or the Client may terminate this agreement by providing ABC with a 30 days written notice.

Client agrees that during the term of this Agreement and for a period of one year after the termination of this Agreement, it will not employ directly or indirectly any employees, agents, or representatives, of Advanced Building Care, LLC, any of its Franchise Owners, or any Employees of the Franchise Owners of ABC.

This Agreement shall renew on the two-year anniversary date of the Start Date of services, with the same terms and conditions, unless either party shall give written notice of termination, at least sixty (60) days prior to said anniversary date.

Client consents to receive electronic communication and / or invoices via email.

ABC bills on the 1st of every month and payment is due on the 10th of the month. If Client chooses to pay ABC invoices by ACH or Electronic Payment, Client hereby authorizes ABC to initiate entries to the bank accounts that Client provides, to pay the amounts that Client owes ABC, and if necessary, to initiate adjustments for any transactions credited or debited in error. The individual signing this agreement represents that he or she has the authority to bind the organization that owns the bank accounts, and to authorize all transactions to the bank accounts utilized for payment. He or she also acknowledges that all transactions initiated to the bank accounts must comply with the provisions of U.S. law. This authorization will remain in effect until the organization notifies ABC in writing to cancel it and with such time as to afford ABC and the bank reasonable opportunity to act on it.

Professional Janitorial Service Proposal

Prepared for:

North Star Academy

2920 14000 South
Bluffdale, UT 84065

Submitted By:

Prokleen Inc

9229 South Redwood Road
Ste. B
West Jordan , Utah 84088
Sean Baker
(801) 255-6271
seanbaker19@prokleenutah.com

March 11, 2024

Prokleen Inc
9229 South Redwood Road
Ste. B
West Jordan , Utah 84088

March 11, 2024

Tana Archer
North Star Academy
2920 14000 South
Bluffdale, UT 84065

Dear Tana,

Subject: Janitorial Service Proposal - North Star Academy, 2920 14000 South, Bluffdale, UT 84065

Thank you for allowing Prokleen Inc to prepare a professional cleaning service proposal for your consideration. We know it takes considerable time and effort to show any potential contractor your facility, and to provide them with the necessary information. *So again, thanks!*

Here are a few important highlights:

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During the start... We know a seamless, no-hassle start-up is important to every customer. So at Prokleen Inc, we combine up-front preparation and training with strong management and direction to ensure a smooth, successful startup.

After the start... A systematic approach to keep your building looking good! At Prokleen Inc, we offer strong management and quality control to plan for, and not lose track of, the many necessary cleaning details.

We look forward to the opportunity of becoming a trusted and valued partner in improving and maintaining the appearance of your building. Please call if you have any questions, or need additional information as you review our proposal.

Sincerely,

Sean Baker
Prokleen Inc

North Star Academy

Professional Janitorial Service Proposal

General

Prokleen Inc agrees to provide all labor, supervision, material, and equipment necessary to assure performance of specified cleaning service for the customer. This shall include all services described in the written specifications attached. Prokleen Inc agrees to furnish such cleaning service for a period of one year, the dates yet to be agreed upon.

Compensation

5 days per week total Professional Cleaning Service Program (M-F): $3,599.00/mo.

Night Time Services:

- Vacuuming Building
- Clean All Entrance & Lobby Glass
- Clean Kindergarten Restrooms
- Empty & Remove Trash

Breakfast Clean-Up (Monday - Friday)

New Monthly Total = $5,149.00/mo.

Special Services

Exterior windows can be cleaned - Price quoted upon request.

Additional Cleaning:

Summer Cleaning / Deep Cleaning:
Clean Classrooms / Walls
High Dusting / Including Vents
Sinks / Counters
Blinds / Window Frames
Move Desks and Chairs for Carpet Cleaning

Tile Cleaning:
Bathrooms 1150.00 Sq. Ft.
Kitchen 756.00 Sq. Ft.
Total Tile: 2306.00 Sq. Ft.

Lobby / Star:
Concrete: 576.00 Sq. Ft.

Total Price For All Line Items Above = $1,000.00

Carpet Cleaning:
Offices: 1290.00 Sq. Ft.
Halls: 4,039.00 Sq. Ft.
Classrooms: 20,788 Sq. Ft.

Total Carpet = 26,117.00 Sq Ft. = $2,000.00 Per Cleaning

VCT Full Strip & Wax:
VCT Scrub & Cleaning:
Gym: 5040.00 Sq. Ft.
Stage: 900.00 Sq. Ft.
Break Room: 45.00 Sq. Ft.

Total VCT: 5985.00 Sq. Ft. = $1,300.00 Per Strip/Wax

Service Schedule

Cleaning service operations described in this comprehensive program will be performed 5 days per week.

The cleaning crew will observe holidays observed by the customer. Prokleen Inc is prepared to adapt this work schedule to coincide with the needs and requests of the customer provided that such requests do not alter the cost of operations.

Invoicing

All invoicing will be itemized according to monthly work or for special tasks. Invoicing will be on the 1st of each month. Payment policy is net 30 days.

Supervision

Adequate personnel and supervision will be furnished to ensure quality service.

Supplies

The customer will furnish all consumable products inclusive of but not limited to: toilet tissue, towels, trash liners and hand soap. If desired, Prokleen Inc can provide these products and invoice them separately.

Prokleen Inc will furnish all cleaning supplies inclusive of but not limited to: cleaning agents, disinfectants, etc.

Equipment

Prokleen Inc will furnish and maintain all necessary cleaning equipment inclusive of but not limited to: floor machines, buffers, carpet extractor, vacuums, maid carts, mop buckets, wringers, mops and brooms. The customer agrees to provide a secure space for storage of this equipment, as may be necessary.

Prokleen Inc will comply with current OSHA regulations and proven procedures pertaining to all work performed at the customer's location.

Insurance

Prokleen Inc will furnish all forms of insurance required by law and shall maintain the same in force.

- Comprehensive General Liability
- Property Damage
- Workers' Compensation

Employee Status

Personnel supplied by Prokleen Inc are deemed employees of Prokleen Inc and will not for any purpose be considered employees or agents of the customer.

Equal Opportunity Employer

Prokleen Inc is an equal opportunity employer. All necessary employment forms will be maintained by our office as required by law.

Our Philosophy

Prokleen Inc is committed to providing quality janitorial services that deliver the highest levels of customer satisfaction.

Term

The term of this agreement shall be for a period of one (1) year and shall automatically renew for additional one (1) year periods on the anniversary date of this agreement.

Cancellation

This agreement may be terminated or canceled at any time with a minimum of thirty (30) days written notice from either party.

Agreement

This Agreement ("this Agreement") is made and entered into as of _____, 20___, by and between Prokleen Inc, with its principal place of business located at 9229 South Redwood Road, Ste. B, West Jordan , Utah 84088 and North Star Academy with its principal place of business located at 2920 14000 South, Bluffdale, UT 84065.

NOW, THEREFORE, in consideration of the mutual promises and benefits to be derived by the parties they mutually agree to the terms and conditions as outlined above in this Agreement.

IN WITNESS WHEREOF, the parties have executed this Agreement effective as of the date and year first written above.

Prokleen Inc	North Star Academy
Signature: _____	Signature: _____
Name: _____	Name: _____
Date: _____	Date: _____
Title: _____	Title: _____

What it REALLY takes to get and keep your building clean…

Work LOAD-ing

The Calculated Time to Properly Clean Your Building

Selecting Customized Schedule of Tasks… *for YOUR Building!*

- detail vacuuming
- detail dusting using microfiber cloth
- emptying trash receptacle/replace liner

Using Industry Specific Production Rates… *for THOSE Tasks!*

- detail vacuuming carpeted areas; minutes/area
- detail dusting high & low areas; minutes/area
- emptying trash/replace liner; minutes/area

Identifying and Adjusting… *for KEY Factors!*

- overall size and dimensions by area
- floor type (i.e. carpet, tile) and difficulty
- frequency (i.e. 3x per week, 5 times per week)

Result

Get your money's worth EVERY week - using cleaners trained to clean for the scheduled amount of time, each visit

Job Specifications

Lobby

Task Description	Service Days
Sweep Hard Surface Floors	5 days/wk.
Damp Mop Hard Surface Floors- Use Appropriate Cleaner	5 days/wk.
Spot Clean Entrance Glass Doors Inside/Out	5 days/wk.
Vacuum Walk-Off Mats	5 days/wk.
Clean All Wood Ledges	1 day/wk.
Dust All Horizontal Surfaces Within Normal Reach	1 day/wk.
Clean All Ceiling Vents	Monthly

Restrooms/Locker Rooms

Task Description	Service Days
Empty Trash, Refill Supply Dispensers, Clean And Disinfect Restroom Fixtures, Clean Mirrors, Counters, Partitions And Chrome, Sweep And Mop Floor Using Appropriate Cleaner	5 days/wk.

Classrooms

Task Description	Service Days
Vacuum All Carpeted Areas	5 days/wk.
Empty And Remove Trash, Replace Liner If Needed	5 days/wk.
Spot Clean Entrance Glass Doors Inside/Out	5 days/wk.
Clean Sinks/Counter Tops	5 days/wk.
Dust All Horizontal Surfaces Within Normal Reach	1 day/wk.
Clean All Walls/Ceiling Vents	1 day/wk.
Damp Mop Hard Surface Floors - Use Appropriate Cleaner - Each Friday Or As Needed	1 day/wk.

Offices

Task Description	Service Days
Vacuum All Carpeted Areas	5 days/wk.
Empty And Remove Trash, Replace Liner If Needed	5 days/wk.
Dust All Horizontal Surfaces Within Normal Reach	1 day/wk.

Hallways

Task Description	Service Days
Vacuum All Carpeted Areas	5 days/wk.
Empty And Remove Trash, Replace Liner If Needed	5 days/wk.
Clean And Polish Drinking Fountains	5 days/wk.
Complete Cleaning Of Common Areas/Stairs	5 days/wk.
Dust All Horizontal Surfaces Within Normal Reach	1 day/wk.

Gym

Task Description	Service Days
Dust Mop/Sweep Hard Surface Floors	5 days/wk.
Damp Mop Hard Surface Floors - Use Appropriate Cleaner	5 days/wk.
Auto Scrub Gym Floor	5 days/wk.
Wipe Down/Clean All Doors	5 days/wk.
Complete Buffing	Monthly

Cafeteria/Kitchen

Task Description	Service Days
Breakfast Clean-Up Daily (M-F)	5 days/wk.
Damp Wipe/Disinfect Counter Tops/Tables	5 days/wk.
Bring Tables Out/Setup	5 days/wk.
Put Away All Tables	5 days/wk.
Dust Mop Hard Surface Floors	5 days/wk.
Damp Mop Hard Surface Floors - Use Appropriate Cleaner	5 days/wk.
Dust All Horizontal Surfaces Within Normal Reach	1 day/wk.

Break Room

Task Description	Service Days
Dust Mop Hard Surface Floors	5 days/wk.
Damp Mop Hard Surface Floors- Use Appropriate Cleaner	5 days/wk.
Vacuum All Carpeted Areas	5 days/wk.
Dust All Horizontal Surfaces Within Normal Reach	5 days/wk.

Other Requirements

Task Description	Service Days
Site Supervision	5 days/wk.
Gather Supplies And Equipment For Shift	5 days/wk.
Clean And Arrange Janitor Closet	5 days/wk.
Prepare For The Next Day	5 days/wk.
Turn Off Lights - Per Instructions	5 days/wk.
Shut And Lock Doors, Set Alarm - Per Instructions	5 days/wk.

Professional Janitorial Service Proposal

Prepared for:

North Star Academy

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Bluffdale, UT 84065

Submitted By:

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Spot Clean Entrance Glass Doors Inside/Out	5 days/wk.
Vacuum Walk-Off Mats	5 days/wk.
Clean All Wood Ledges	1 day/wk.
Dust All Horizontal Surfaces Within Normal Reach	1 day/wk.
Clean All Ceiling Vents	Monthly

Restrooms/Locker Rooms

Task Description	Service Days
Empty Trash, Refill Supply Dispensers, Clean And Disinfect Restroom Fixtures, Clean Mirrors, Counters, Partitions And Chrome, Sweep And Mop Floor Using Appropriate Cleaner	5 days/wk.

Classrooms

Task Description	Service Days
Vacuum All Carpeted Areas	5 days/wk.
Empty And Remove Trash, Replace Liner If Needed	5 days/wk.
Spot Clean Entrance Glass Doors Inside/Out	5 days/wk.
Clean Sinks/Counter Tops	5 days/wk.
Dust All Horizontal Surfaces Within Normal Reach	1 day/wk.
Clean All Walls/Ceiling Vents	1 day/wk.
Damp Mop Hard Surface Floors - Use Appropriate Cleaner - Each Friday Or As Needed	1 day/wk.

Offices

Task Description	Service Days
Vacuum All Carpeted Areas	5 days/wk.
Empty And Remove Trash, Replace Liner If Needed	5 days/wk.
Dust All Horizontal Surfaces Within Normal Reach	1 day/wk.

Hallways

Task Description	Service Days
Vacuum All Carpeted Areas	5 days/wk.
Empty And Remove Trash, Replace Liner If Needed	5 days/wk.
Clean And Polish Drinking Fountains	5 days/wk.
Complete Cleaning Of Common Areas/Stairs	5 days/wk.
Dust All Horizontal Surfaces Within Normal Reach	1 day/wk.

Gym

Task Description	Service Days
Dust Mop/Sweep Hard Surface Floors	5 days/wk.
Damp Mop Hard Surface Floors - Use Appropriate Cleaner	5 days/wk.
Auto Scrub Gym Floor	5 days/wk.
Wipe Down/Clean All Doors	5 days/wk.
Complete Buffing	Monthly

Cafeteria/Kitchen

Task Description	Service Days
Breakfast Clean-Up Daily (M-F)	5 days/wk.
Damp Wipe/Disinfect Counter Tops/Tables	5 days/wk.
Bring Tables Out/Setup	5 days/wk.
Put Away All Tables	5 days/wk.
Dust Mop Hard Surface Floors	5 days/wk.
Damp Mop Hard Surface Floors - Use Appropriate Cleaner	5 days/wk.
Dust All Horizontal Surfaces Within Normal Reach	1 day/wk.

Break Room

Task Description	Service Days
Dust Mop Hard Surface Floors	5 days/wk.
Damp Mop Hard Surface Floors- Use Appropriate Cleaner	5 days/wk.
Vacuum All Carpeted Areas	5 days/wk.
Dust All Horizontal Surfaces Within Normal Reach	5 days/wk.

Other Requirements

Task Description	Service Days
Site Supervision	5 days/wk.
Gather Supplies And Equipment For Shift	5 days/wk.
Clean And Arrange Janitor Closet	5 days/wk.
Prepare For The Next Day	5 days/wk.
Turn Off Lights - Per Instructions	5 days/wk.
Shut And Lock Doors, Set Alarm - Per Instructions	5 days/wk.

Andersen Asphalt

1710 S 2050 W, West Haven, UT, 84401
8016751555
admin@andersenam.com

Prepared For:

Academica West
Kirk Blake
290 N Flint St Kaysville, UT 84037
000000000
kirk@academicawest.com

Project Summary

JOB SITE: NORTH STAR ACADEMY
2920 14000 South,
Bluffdale, Utah, 84065
US

PRODUCT	QTY	RATE	AMOUNT
Crack Seal	3,000	1.32	$3,971.77
Crack seal 3000 linear feet of transverse and lateral pavement cracking greater than ¼” up to 1 ½". This is performed using the highest quality crack sealant and proven installation techniques.			
AP4 Surface Treatment	56,474	0.25	$13,993.42
Apply AP4 Surface Treatment to 56474 square feet of pavement at a rate of (70 mils). AP4 is a high performance, high density emulsion based surface treatment consisting of 6% cutting edge polymers for added durability and better resistance to ultraviolet rays, oxidation, water, and chemicals. *Price includes cleaning, preparation, installation, traffic control and barricades.			
Line Striping	2,120	0.85	$1,806.20
Apply traffic paint to approximately 2120 linear feet of stripes. All striping will be done in accordance to details/plans provided by the purchaser. If plans are not provided, we will maximize our best effort to striping the area according to previous layout.			
Job Total			**$19,771.39**

North Star Academy

Crack Seal

AP4 Surface Treatment

Line Striping

Proposal Acceptance

Any adjustments to the original scope of work shall be committed and paid by purchaser as though a written change order were approved and signed by both parties.
Andersen Asphalt proposes to furnish material and labor to perform the work outlined above. Payment is to be made (30) days after work is completed.
The proposal is valid for (30) days from the date written above.

Terms of Services. Customer agrees to the Services to be provided and the Terms and Conditions as outlined in this proposal.

Terms of Payment. Customer agrees to pay the amount indicated above for the Services to be provided upon completion of the Services, within the agreed time period, without any deduction or set-off for any reason.

Terms of Changes. Customer agrees that upon signing, any changes to the Services outlined in this Proposal may result in additional charges.

Click To Enter Signature

Date

05/14/2024

Full Name

Title

Email

School-based Mental Health Qualifying Grant Program (New Applicant)

Applicant Organization	Form Completed
North Star Academy	Yes

Overview

Overview

The state board shall distribute money appropriated under this section to local education agencies (LEAs) to provide, in a school, targeted school-based mental health support, including clinical services and trauma-informed care, through employing or entering into contracts for services provided by qualifying personnel or employing behavioral health support personnel.
Please direct all questions to SBMHQualifyingGrant@schools.utah.gov

Supporting Documents

Frequently Asked Questions (FAQ) Document
Utah Code 53F-2-415
USBE Rule R277-622
School-based Mental Health Qualifying Grant Program Website
School-based Mental Health Qualifying Grant Program Resources Folder

Key Definitions

1. Additional Allocation (outlined in USBE Rule R277-622-5(8)(9)):
An allocation available to LEAs if there is an excess of funding available after the applications and annual plan updates are approved. It should be considered one-time funding.
2. Behavioral Health Support Personnel (defined in 53F-2-415(1)(a)):
An individual who:
(i) works under the direct supervision of qualifying personnel to:
(A) Support and track a student's progress and access to and completion of school curriculum; and
(B) Support students by prompting, redirecting, encouraging, and reinforcing positive behaviors;
(ii) is not certified or licensed in mental health; and
(iii) meets the professional qualifications as defined by state board rule.
3. Qualifying Personnel (defined in Subsection 53F-2-415(1)):
A school counselor or other counselor, school psychologist or other psychologist, school social worker or other social worker, or school nurse who:
(a) is licensed; and
(b) collaborates with educators and a student's parent on:
(i) early identification and intervention of the student's academic and mental health needs; and
(ii) removing barriers to learning and developing skills and behaviors critical for the student's academic achievement.
4. Related Services:
Mental-health or school nursing services provided by:
(a) Qualifying personnel within the scope of their practice; or
(b) The local mental health authority; or
(c) A private provider through a contract; or
(d) Training is funded only through carry forward funds that are provided by qualifying personnel for school personnel.
5. Telehealth Services (defined in Subsection 26B-4-704(1)(h)):
The transmission of health-related services or information through the use of electronic communication or information technology.

LEA Overview

UTAH grants

Application Lead Contact Name
Tana Archer

Application Lead Contact Position
Director

Application Lead Contact Telephone no.
(801) 302-9579

Application Lead Contact Email Address
tarcher@north-staracademy.com

Second Point of Contact Name
Diana Seidel

Second Point of Contact Position
Assistant Director

Second Point of Contact Telephone no.
(801) 302-9579

Second Point of Contact Email Address
dseidel@north-staracademy.com

Business Administrator Name
Cathie Hurst

Business Administrator Position
Business Administrator

Business Administrator Telephone no.
(801) 444-9378

Business Administrator Email Address
cathie@academicawest.com

Three-Year Plan Requirements

1. Measurable Goals, Metrics, and Outcomes

Provide a three-year plan for your LEA's measurable goals, metrics, and outcomes approved by your LEA's governing board on improving student engagement, school culture, student safety, and/or academic achievement. (2 goals required)

See the Goal Writing Guidance Document for tips on writing a S.M.A.R.T. (specific, measurable, attainable, realistic, and timebound) goal.

Your goal must include these three elements:
1: Who is being served (what student population).
2: What is being achieved, which must be measurable.
3: By what time will the goal be achieved.

Example: ABC School district will increase the attendance rates of chronically absent students by 5% by the end of the 2026-2027 school year.

(See Sample Here)

Mental Health Support Goal #1 (category):

UTAH grants

Student safety

Goal #1 (spanning three-year grant cycle):
Increase the percentage of students screened in grades 6 -9 for anxiety or depression by 10% each school year, with an increase of 35% by the end of the 2027 school year.

Baseline data (data collected prior year(s)):
The percentage of students being screened was 0% in FY24.

Projected Target Data for year 1:
North Star Academy's percentage of grade 6-9 students being screened will be at least 15%

Projected Target Data for year 2:
The district wide percentage of 6-9th graders being screened will be at least 25%

Projected Target Data for year 3:
The district wide percentage of 6-9th graders being screened will be at least 35%

Identify the type(s) of qualifying personnel and/or contracted services funded through this grant that will support this goal. Select all that apply.
Licensed clinical social worker/certified social worker

Describe how the qualifying personnel and/or contracted services funded through this grant will support this goal:
School Social Worker (also a licensed clinical social worker) - will review the results of each screener to determine students' risk level and those needing additional support. The social worker will consult with the multi-disciplinary team to determine appropriate services needed within the school and referrals to outside agencies if needed. The social worker will communicate with the parents regarding resources in the community and with community partners to coordinate care.

If applicable, describe how the behavioral health support personnel, under the direct supervision of a qualifying personnel, funded through this grant will support this goal **(if not applicable, write N/A)**.
N/A

Mental Health Support Goal #2 (category):
Student engagement

Goal #2 (spanning three-year grant cycle):
Increase attendance rates of chronically absent students at North Star Academy by 5% by the end of the 2027 school year.

Baseline data (data collected prior year(s)):
overall attendance rate was 80% in FY23 as per SOARS report.

Projected Target Data for year 1:
North Star Academy's attendance rate will be at least 85%

Projected Target Data for year 2:
North Star Academy's attendance rate will be at least 90%

Projected Target Data for year 3:
North Star Academy's attendance rate will be 95%

Identify the type(s) of qualifying personnel and/or contracted services funded through this grant that will support this goal. Select all that apply.
Licensed clinical social worker/certified social worker

Describe how the qualifying personnel and/or contracted services funded through this grant will support this goal:
School Social Worker (also a licensed clinical social worker) - will provide educational opportunities to all parents regarding the screener. Multiple formats of communication will be distributed for parents to have the opportunity to opt in if

they so choose in having their children screened. Screening results will be shared with parents providing individualized educational opportunities and recommendations based on those results. In addition to results, the sociall worker will assist the student in learning coping strategies, creating a culture where the student develops a relationship with peers and staff that are meaningful. The social worker will create opportunities for meaningful involvement within the school community that align with the child's interests and needs.

If applicable, describe how the behavioral health support personnel, under the direct supervision of a qualifying personnel, funded through this grant will support this goal **(if not applicable, write N/A)**.
N/A

Mental Health Support Goal #3 (category):

Goal #3 (spanning three-year grant cycle):

Baseline data (data collected prior year(s)):

Projected Target Data for year 1:

Projected Target Data for year 2:

Projected Target Data for year 3:

Identify the type(s) of qualifying personnel and/or contracted services funded through this grant that will support this goal. Select all that apply.

Describe how the qualifying personnel and/or contracted services funded through this grant will support this goal:

If applicable, describe how the behavioral health support personnel, under the direct supervision of a qualifying personnel, funded through this grant will support this goal **(if not applicable, write N/A)**.

2. Implementation Plan

Part A: Write a brief narrative of how the qualifying personnel being hired and/or contracted with will increase students' access to mental health services; including how access is improved for students who are underserved or at risk.
(Limit your response to 300 words.)

School social workers will provide educational opportunities to all parents regarding the screener. Multiple formats of communication will be distributed for parents to have the opportunity to opt in if they so choose to have their children screened. This will include electronic communication such as the NSA app, newsletter, back to school night general meeting, as well as provided in the Family hard copy Welcome to School materials in the child's home language. Following the screening, the SW will share the information with the parents, along with resource options at the school and in the community, appropriate to the results of the screening. The Social worker

Part B: Write a brief narrative to demonstrate a process for utilization of qualifying personnel in your LEA's multi-disciplinary team as outlined in R277-400-8(3) and (4).

Include the following:

- which category of personnel are part of the multi-disciplinary team for identifying students in need of mental health interventions.
- how you are using data to determine:
  - mental health interventions,
  - progress toward student goals, and
  - outcomes of mental health interventions.

(Limit your response to 300 words.)

The social worker, school counselor, and administration. As needed, special education personnel will be brought in as well. Data will be collected based on number of students that opt in to screening, as well as the results of the screening. Data will be collected for outcomes that include attendance, screenings participation, and screening results.

Part C: Does your LEA intend to collaborate on school-based mental health support with the local mental health authority (LMHA) of the county in which the LEA is located (Location Map)?

No

Does your collaboration include establishing a contract with the LMHA of the county in which the LEA is located?

No

If you answered “Yes” to either of the first 2 questions of Part C, please provide the information below.

Name of the local mental health authority:

Name for primary point of contact at the local mental health authority:

List of intended school-based mental health services:

If “Yes” to either of the above, attach a letter of support, in the Attachments section of the Utah Grants Management System, from the local mental health authority of the county in which the LEA is located.

2. School Personnel Education - Impact of Childhood Trauma on Student Learning

Provide a description of the timeline and process for training ALL school personnel on the impact of childhood trauma on student learning (R277-622(3)(2)(e)).
(Limit your response to 300 words.)
During pre-in service training days, all school personnel will be training on the impact of childhood trauma and student learning, as well as through out the year.

Finances

1. Funding Request

Granted funds can only be used for targeted school-based mental health support, including clinical services and trauma-informed care, through employing (salary and benefits) and/or entering into contracts for services provided by qualifying personnel and/or employing behavioral health support personnel. Grant funds cannot replace previously allocated monies to employ or contract qualifying personnel or behavioral health support personnel. Grant recipients will be awarded an allocation for up to three years of the qualifying grant.

NOTE: The distribution of these funds are awarded in the Utah Grants Management System through reimbursement with the unrestricted indirect cost rate applied.

*Funding for this grant is provided for 3 years. Budgets will change each year based on the fiscal projections for each year.

Part A: Requested Award (Request up to the full amount designated in the Fiscal Projection document. See application overview for projection amount.)

Year 1
$40,619.91

Year 2* No entry needed. (Based on fiscal projections)
Year 3* No entry needed. (Based on fiscal projections)

Part B: Additional Funding

If you are planning to collaborate with the local mental health authority (LMHA) in which your LEA is located, would you be interested in receiving an additional allocation (funds) for the next school year? This is ONLY available for LEAs who collaborate with the LMHA as indicated in Part C of your Implementation plan.

No

*Notification of an available allocation will be sent following the close of the application cycle. This additional allocation will be available by October 1st and is considered one-time funds.

Assurances

Assurances

1. Each year the LEA will submit the Qualifying Personnel & Contracts Survey, including the required information for all qualifying personnel, contracted services, and behavioral health support personnel for which the LEA is utilizing this grant funding.
2. The LEA will submit the Accountability and Data Report by July 19th.
3. The LEA will comply with 53G-9-203, for training all school personnel on advising educators against practicing medicine, giving a diagnosis, or providing treatment.
4. The LEA will comply with 53E-9-203, to obtain parental consent for all services provided.
5. The LEA will comply with 53F-2-415 and R277-622 to ensure behavioral health support personnel funded with this grant are supervised by a qualifying personnel and receive the required training.

By submitting this application through the Utah Grants Management System, I do hereby certify that all assurances listed above, and all committed resources to this program, will be provided for the implementation of systemic school-based mental health programs for at least three (3) years. Submission of this document signifies that all relevant parties have reviewed and approved this proposal.

Contract for Speech-Language Pathology Services
Between
ASBI-LLC & Northstar Academy

Whereas it is the desire of **Northstar Academy** to provide Speech Language Pathology services to its students, and Whereas ABSI-LLC desires to staff and serve the Speech Pathology services for **Northstar Academy ,**

This agreement is made and entered into this 13th day of June, 2024 by and between ABSI-LLC, hereafter referred to as Speech Pathologist and **Northstar Academy** referred to as School.

It is mutually agreed between parties as follows:

1. Establishment of Service: Speech Pathologist shall staff the Speech Pathology department and provide the Evaluation & Treatment materials necessary to perform the services established in the Individual Education Plan and associated activities at the request of the Principal/Director. ABSI-Speech agrees to follow the rules and guidelines established by USBE for Speech-Language Services to the students of the school. The Agency will provide a suitable space required to deliver appropriate services for the school and to store needed supplies.
2. Compensation: School shall pay Speech Pathologist on a fee-for-services-rendered basis at a rate of

    a. $65.00/hour. The School will provide all evaluation materials all Treatment materials, including an Audiometer.
    b. Speech Pathologist shall provide School with a statement of total monthly fees, listed by date. The statement shall be submitted to the School within 7 days of the end of the previous calendar month. All amounts payable to Speech Pathologist shall be mailed by the 10th of the month following the month in which the services were rendered, provided the terms of agreement have been met. Monies not received by the 10th of the month following the billed service will be charged a late fee.
3. Speech Pathologist as in Independent Contractor: Speech Pathologist in performing this contract shall be an independent contractor and shall not be considered an employee of School for any purpose whatsoever.
4. Restrictive Covenant: Employees or independent contractors utilized by ABS Inc shall not be considered for employment, employed or otherwise utilized by the School in any manner in which remuneration is paid directly to the individual without the expressed written consent of ABSI-LLC per this agreement. Failure to comply will result in a fine of $5,000.00 paid to ABSI-LLC by both the School and the said employee or independent contractor of ABSI-LLC.
5. Duration: The duration of this contract shall be for an initial period of the 2024-2025 school year. The Agreement will be renewed for successive one-year terms under the same terms and conditions. The contract may be terminated at any time by 60 days written notice by either party hereto subscribed. Agreement may be amended by written

consent of both parties and all amendments shall be attached to this Agreement and made a part thereof.

ABSI-LLC	**Northstar Academy**
10677 N Jerling Dr Highland, UT 84003 (801) 358-0402 Fax (801) 772-0650 Carinslp@absi-speech.com	2920 14000 S, Bluffdale, UT 84065, Phone: (801) 302-9579
Date	Date

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ABSI-LLC	**Northstar Academy**
10677 N Jerling Dr Highland, UT 84003 (801) 358-0402 Fax (801) 772-0650 Carinslp@absi-speech.com	2920 14000 S, Bluffdale, UT 84065, Phone: (801) 302-9579
Date	Date

Venu Ventures
Heather Massey, MOT, OTR/L
1378 Elk Hollow Road
North Salt Lake City, Utah 84054
(801) 706-5874

To Whom It May Concern:

The purpose of this letter is to write terms of contract for occupational therapy services at North Star Academy for the 2024-2025 school year.

Occupational Therapy Contract Rates:

1. **$85.00 PER HOUR: Occupational therapist would be paid every hour or partial hour spent working at North Star Academy School. Therapist would provide ALL testing materials needed to properly evaluate the children in the educational model and follow all copyright laws by maintaining adequate amounts of testing protocols and forms. Therapist would also provide equipment including toys, assistive devices and adaptive equipment for standardized assessments and testing. During the term of this agreement, therapist shall maintain a malpractice insurance policy of at least $3,000,000 aggregate annual and $1,000,000 per incidence. Therapist will not be paid for travel expenses for travel to off-site student evaluations or treatment sessions. Therapist will cover her own continuing education and training classes for licensure. Therapist will also cover background check as needed.**

Therapist will notify school if the hours spent working at the school are not sufficient enough to meet the needs of those students requiring occupational therapy and a meeting can be set to address this and make necessary arrangements. Paychecks are expected once invoice is billed.

Please contact us with any questions or concerns with these terms. Thank you.

Heather Massey, MOTR/L

H Massey MOTR/L

Heather Massey

Occupational Therapist

Assessment Data

RISE

SAGE/RISE ELA											
	2013 - 2014	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019	2019-20 20	2020-20 21	2021-202 2	2022-20 23	2023-20 24
3rd	67%	71%	67%	55%	49%	65%	COVID	52%	54%	60%	52%
4th	65%	58%	57%	65%	59%	43%	COVID	65%	59%	73%	81%
5th	52%	83%	52%	71%	73%	71%	COVID	61%	72%	81%	85%
6th	76%	55%	76%	63%	83%	83%	COVID	62%	77%	76%	66%
7th	68%	69%	50%	67%	50%	80%	COVID	54%	45%	49%	72%
8th	63%	67%	68%	42%	54%	50%	COVID	53%	53%	40%	67%
9th	70%	70%	65%	68%	60%	---	COVID	---	---	---	---

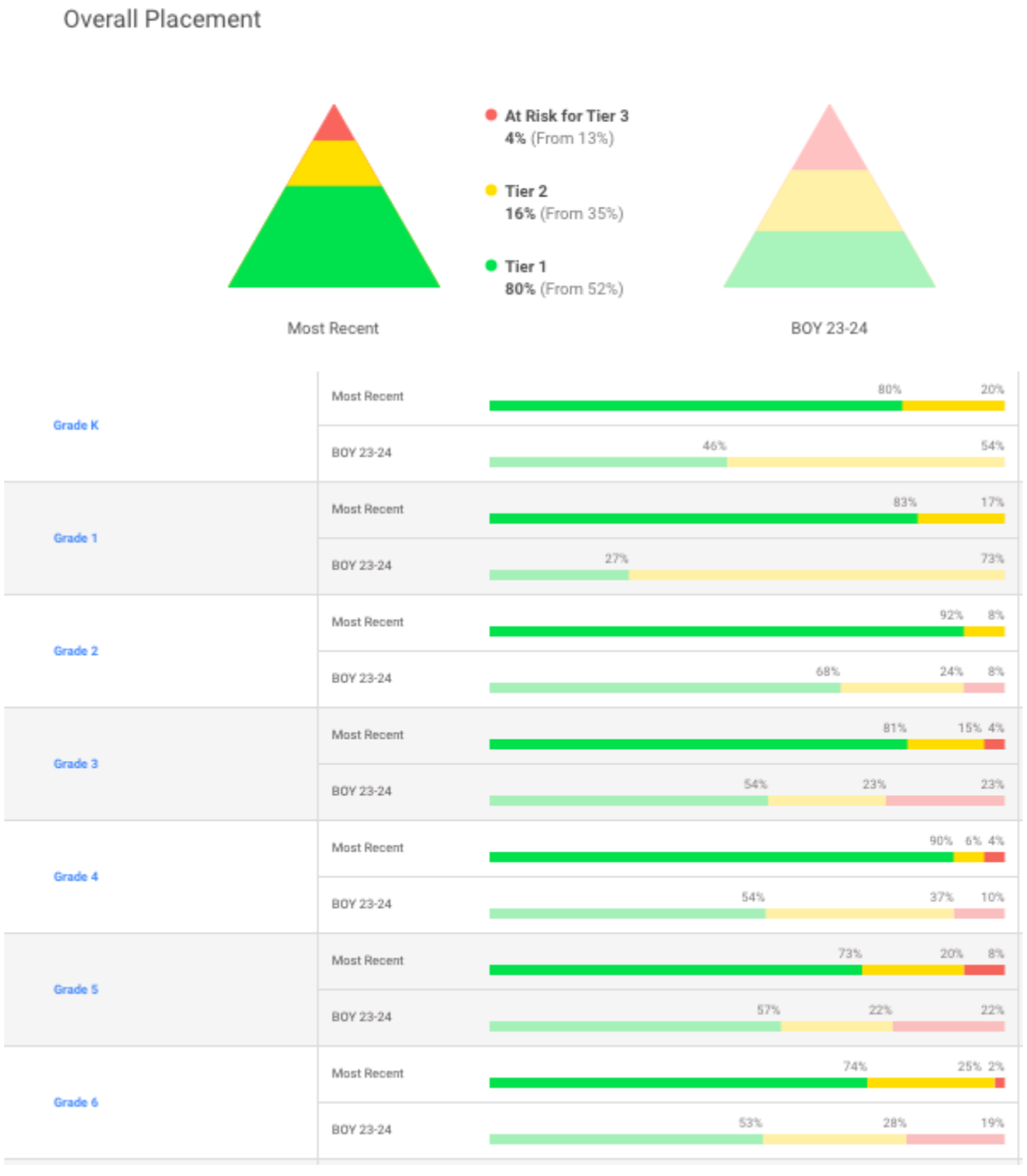
SAGE/RISE MATH											
	2013 - 2014	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019	2019-20 20	2020-20 21	2021-202 2	2022-20 23	2023-20 24
3rd	71%	69%	76%	59%	63%	44%	COVID	52%	70%	59%	56%
4th	71%	80%	69%	75%	73%	54%	COVID	65%	52%	71%	69%
5th	62%	68%	63%	80%	73%	75%	COVID	55%	68%	57%	69%
6th	55%	57%	68%	60%	80%	72%	COVID	54%	60%	55%	52%
7th	35%	59%	58%	71%	67%	84%	COVID	43%	18%	35%	46%
8th	64%	75%	69%	60%	72%	69%	COVID	66%	45%	57%	55%
Sec I						88%	COVID	79%	86%	54%	63%

SAGE/RISE SCIENCE											
	2013 - 2014	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019	2019-20 20	2020-20 21	2021-202 2	2022-20 23	2023-20 24
4th	61%	60%	61%	61%	62%	58%	COVID	67%	70%	81%	88%
5th	58%	85%	69%	84%	80%	69%	COVID	64%	78%	78%	81%
6th	65%	66%	82%	63%	85%	80%	COVID	67%	74%	82%	72%
7th	36%	51%	54%	51%	44%	81%	COVID	53%	35%	59%	54%
8th	61%	55%	56%	39%	58%	55%	COVID	51%	53%	40%	64%

UT Aspire+

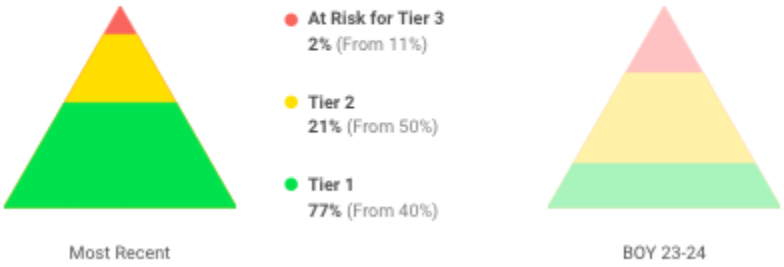
	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024
English	77%	COVID	63%	67%	60%	49%
Reading	72%	COVID	57%	69%	63%	56%
Math	73%	COVID	58%	55%	51%	44%
Science	54%	COVID	53%	48%	69%	63%

IReady Reading (K-6)



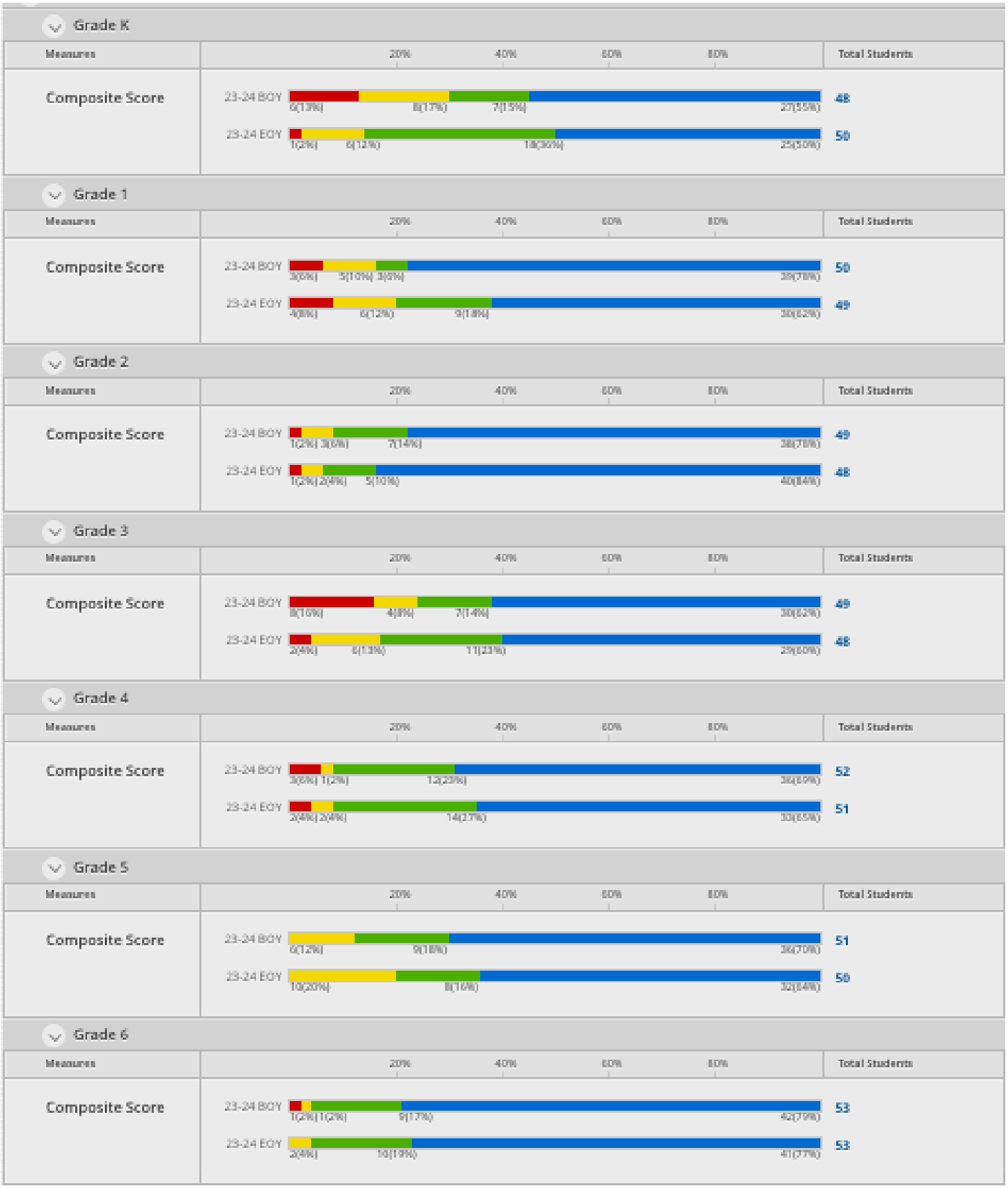
IReady Math (K-7)

Overall Placement



Grade K	Most Recent	67% 33%
	BOY 23-24	30% 70%
Grade 1	Most Recent	69% 27% 4%
	BOY 23-24	27% 69% 4%
Grade 2	Most Recent	82% 18%
	BOY 23-24	30% 60% 10%
Grade 3	Most Recent	65% 33% 2%
	BOY 23-24	27% 46% 27%
Grade 4	Most Recent	92% 6% 2%
	BOY 23-24	42% 50% 8%
Grade 5	Most Recent	86% 14%
	BOY 23-24	63% 29% 8%
Grade 6	Most Recent	83% 17%
	BOY 23-24	62% 33% 6%
Grade 7	Most Recent	58% 29% 13%
	BOY 23-24	25% 38% 38%

Acadience Reading (K-6)



Acadience Math (K-3)

Kindergarten

Beginning of Year	Middle of Year	End of Year
Math Composite Score		
65% (n = 32) 14% (n = 7) 12% (n = 6) 8% (n = 4)	57% (n = 29) 16% (n = 8) 16% (n = 8) 12% (n = 6)	50% (n = 25) 16% (n = 8) 26% (n = 13) 8% (n = 4)
Number of Students = 49 Average = 49.4 Standard Deviation = 31.6 Score Range = 2 to 132	Number of Students = 51 Average = 99.4 Standard Deviation = 39.4 Score Range = 27 to 174	Number of Students = 50 Average = 108.1 Standard Deviation = 30.6 Score Range = 36 to 160

First Grade

Beginning of Year	Middle of Year	End of Year
Math Composite Score		
55% (n = 28) 10% (n = 5) 27% (n = 14) 8% (n = 4)	55% (n = 27) 4% (n = 2) 31% (n = 15) 10% (n = 5)	47% (n = 23) 18% (n = 9) 22% (n = 11) 12% (n = 6)
Number of Students = 51 Average = 162.5 Standard Deviation = 75.7 Score Range = 26 to 407	Number of Students = 49 Average = 56.1 Standard Deviation = 23.1 Score Range = 10 to 137	Number of Students = 49 Average = 68.8 Standard Deviation = 23.5 Score Range = 21 to 134

Second Grade

Beginning of Year	Middle of Year	End of Year
Math Composite Score		
65% (n = 32) 12% (n = 6) 14% (n = 7) 8% (n = 4)	48% (n = 24) 14% (n = 7) 24% (n = 12) 14% (n = 7)	56% (n = 27) 17% (n = 8) 15% (n = 7) 13% (n = 6)
Number of Students = 49 Average = 44.4 Standard Deviation = 26.1 Score Range = 2 to 125	Number of Students = 50 Average = 63.3 Standard Deviation = 33.9 Score Range = 3 to 133	Number of Students = 48 Average = 90 Standard Deviation = 32.9 Score Range = 14 to 143

Third Grade

Beginning of Year	Middle of Year	End of Year
Math Composite Score		
70% (n = 35) 2% (n = 1) 14% (n = 7) 14% (n = 7)	55% (n = 27) 12% (n = 6) 18% (n = 9) 14% (n = 7)	71% (n = 34) 8% (n = 4) 17% (n = 8) 4% (n = 2)
Number of Students = 50 Average = 76.6 Standard Deviation = 38.6 Score Range = 10 to 185	Number of Students = 49 Average = 121.5 Standard Deviation = 55.5 Score Range = 17 to 199	Number of Students = 48 Average = 149.3 Standard Deviation = 41 Score Range = 64 to 202

Fountas/Pinnell (Guided Reading K-9)

Elementary
BOY: 84%
EOY: 84%

Middle School:
BOY: 87%
EOY: 91%

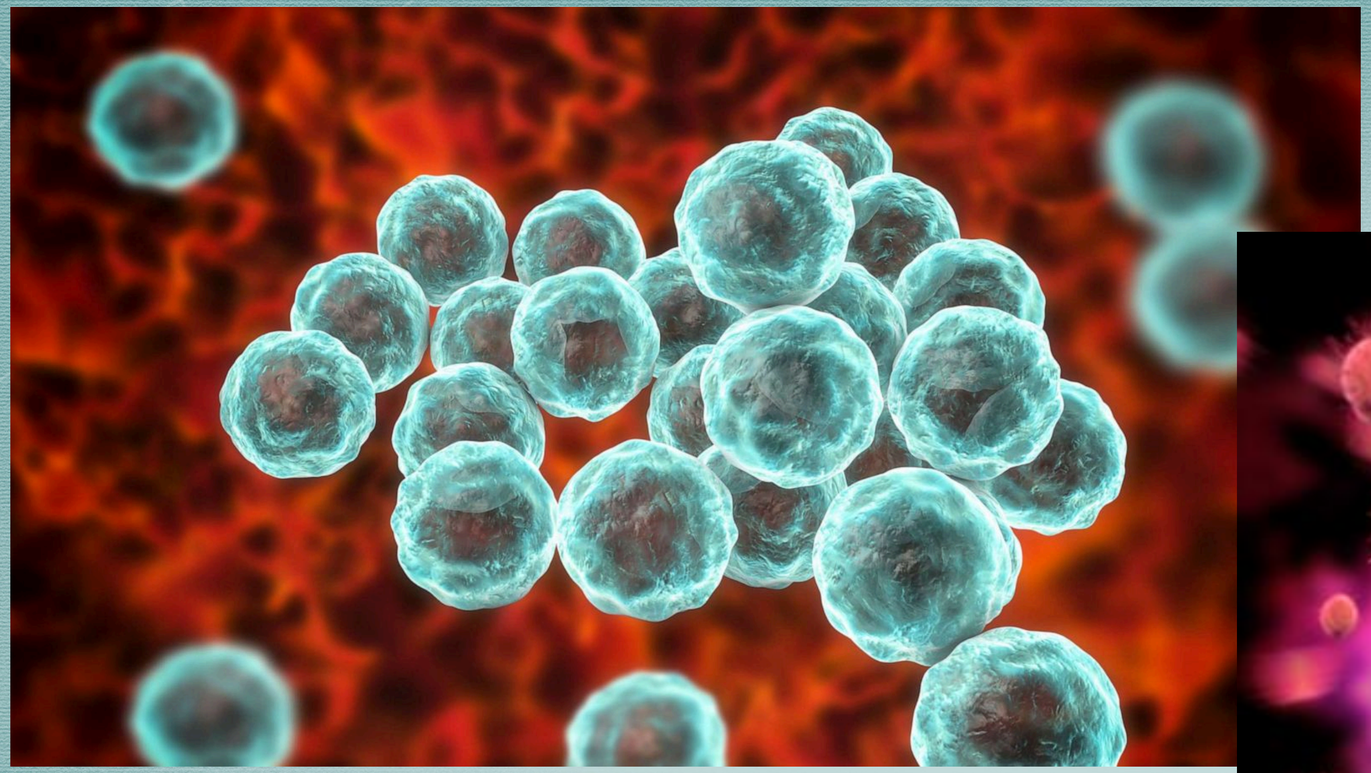
Saxon Math (K-9)

Elementary
BOY: 62%
EOY: 80%

Middle School:
BOY: 9%
EOY: 44%

An Introduction to

Sexually Transmitted Infections



Sexually Transmitted Infections

are infections spread from person to person during sexual intercourse or close intimate contact.

Why do we need to talk about STI's?

* **All teens need accurate information about what STI's are and how to prevent them.**

Unfortunately not all sources on the topic are accurate. The only way to avoid the hazards associated with STI's is to have accurate resources and information. This information will lead to a reduced risk of contracting these types of infections.

Why do we need to talk about STI's?

* **NOT talking about STI's can be life threatening…**

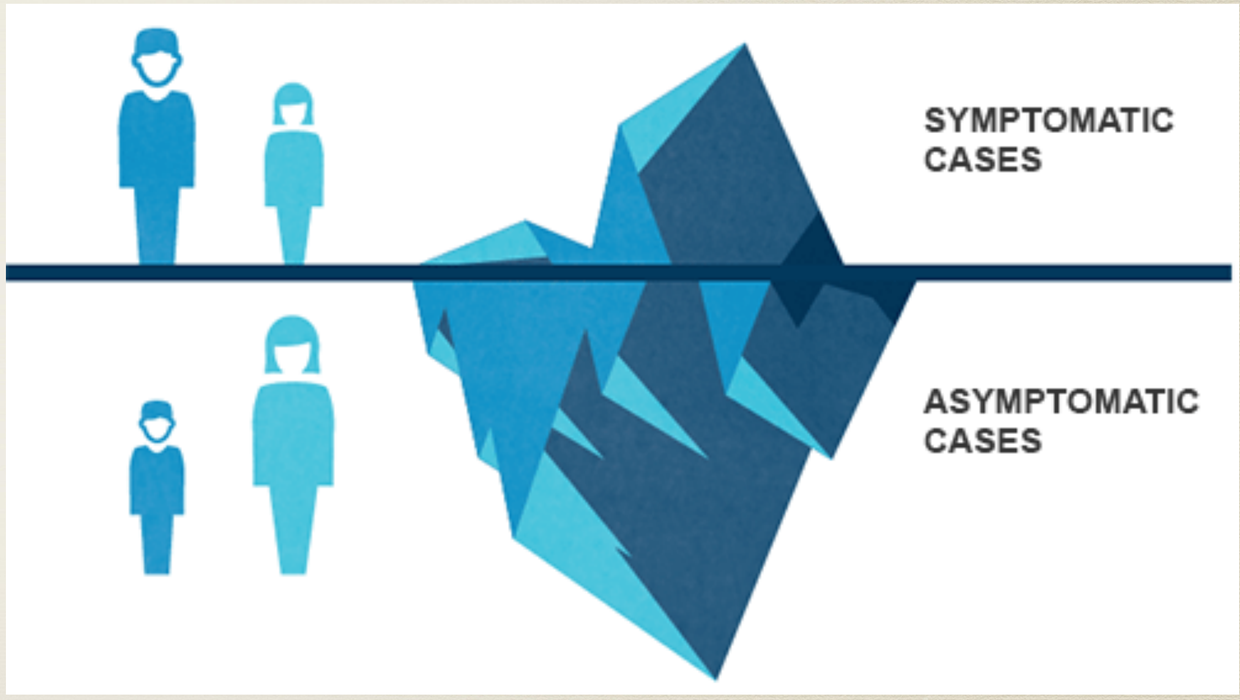
Left untreated, certain STI's can lead to a variety of **serious** health issues.

Asymptomatic Infection

- **Asymptomatic infection:** An infection without symptoms.
- A disease is considered asymptomatic if a patient is a carrier for a disease or infection but experiences no symptoms. A condition might be asymptomatic if it fails to show the noticeable symptoms with which it is usually associated

Asymptomatic Infection

* The majority of STIs have no symptoms or only mild symptoms that may not be recognized as an STI.
* Most people who are infected with an STI, men and women alike, do not notice any symptoms until they visit their doctor or suffer from infertility. Sores do not have to be painful to be a problem.



* According to the WHO, women are more affected by asymptomatic sexually transmitted infections than men and men are more likely to have symptomatic sexually transmitted infections than women.

Chlamydia

* Chlamydia is a sexually transmitted disease (STD)

* Chlamydia spreads through sex with someone who has the infection. Direct contact between open mucus membranes. Mother to child.

* Someone with chlamydia may have:
    - discharge from the vagina, penis, or anus
    - Pain in the belly
    - Fever
    - Pain when urinating

Chlamydia

* Diagnosis requires test of discharge from infected area. Urine testing.
* Curable with antibiotics
* All partners must be treated at same time.
* If not treated chlamydia may lead to urethral and erectile dysfunction in men or PID in women. Possible infertility. Blindness in infants.

Gonorrhea

* Gonorrhea is a sexually transmitted disease (STD)

* Gonorrhea spreads through sex with someone who has the infection. Direct contact between open mucus membranes. Mother to child.

* Someone with Gonorrhea may have:
    - discharge from the vagina, penis, or anus
    - in men, pain in testicles
    - in women, vaginal bleeding between periods
    - Pain in the belly
    - Rectal pain, especially when having a bowel movement
    - Pain when urinating

Gonorrhea

* Diagnosis requires test of discharge from infected area. Urine testing.

* Curable with antibiotics

* All partners must be treated at same time.

* If not treated Gonorrhea may lead to:
    - in girls: pelvic inflammatory disease (PID), which can damage the reproductive system, making it hard or impossible for a woman to get pregnant later on
    - in guys: swelling in the testicles and tubes at the back of the testicles, possibly preventing a man from fathering kids later on
    - problems peeing due to scars in the urethra.
    - infection of the blood that can lead to joint problems and other problems

Pelvic Inflammatory Disease (PID)

* Pelvic Inflammatory Disease is an infection of a girl's ovaries, fallopian tubes, and/or uterus.

* Pelvic inflammatory disease is usually caused by a sexually transmitted infection. (STI). Chlamydia and gonorrhea are the STDs that most often lead to PID.

* Someone with Pelvic inflammatory disease may have:
    - discharge from the vagina
    - Irregular periods
    - Pain when urinating

Pelvic Inflammatory Disease (PID)

* Diagnosis requires clinical evaluation of symptoms.

* Curable with antibiotics, bed rest and, in some cases, surgery and/or hospitalization.

* If not treated Pelvic Inflammatory Disease may lead to:
    - Possible infertility.
    - Ectopic or tubal pregnancy

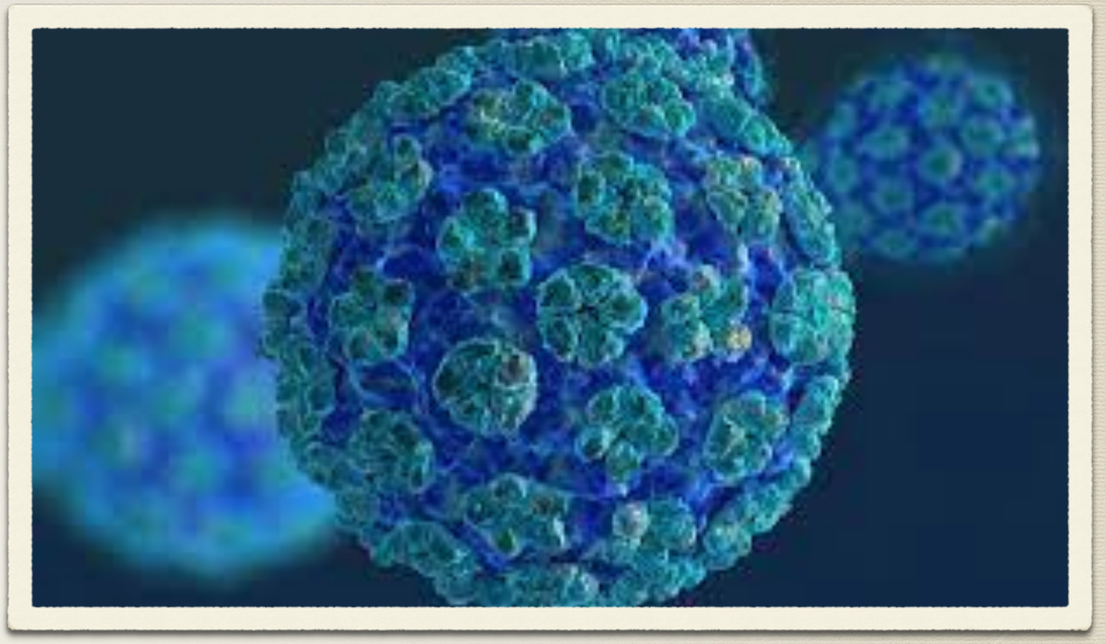
HPV - Human Papilloma Virus

* HPV (Genital warts) are warts that are on or near the vagina or penis.

* Genital warts are usually a sexually transmitted disease. They are caused by HPV (human papillomavirus). It spreads through direct contact between open mucus membranes. Mother to child.

* No Symptoms. Fluid filled sores, blisters or bumps may appear in mouth or genitals 2-21 days after exposure. The sores may itch, burn, tingle or cause pain. Flu like symptoms may occur.

* Treatment includes prescription medications to reduce frequency and length of outbreaks. Healthy lifestyle encouraged.

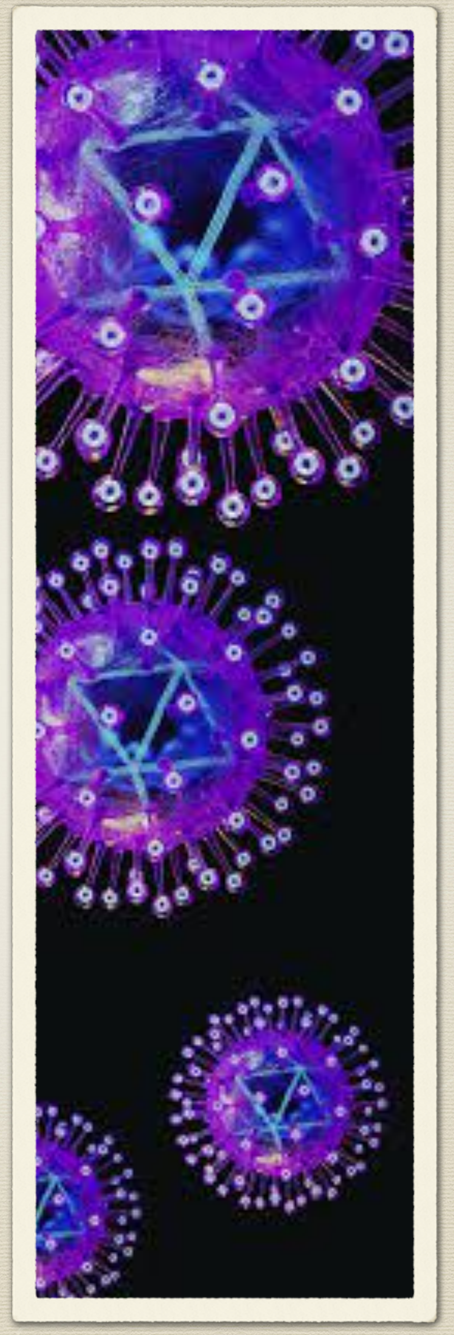


Genital Herpes

- Genital Herpes is a sexually transmitted disease (STD)

- Genital Herpes typically spreads through direct skin-to-skin contact with an infected person. Mother to child. Type I is most often an oral infection or “cold sore”. Type II is most often found in the genital area.

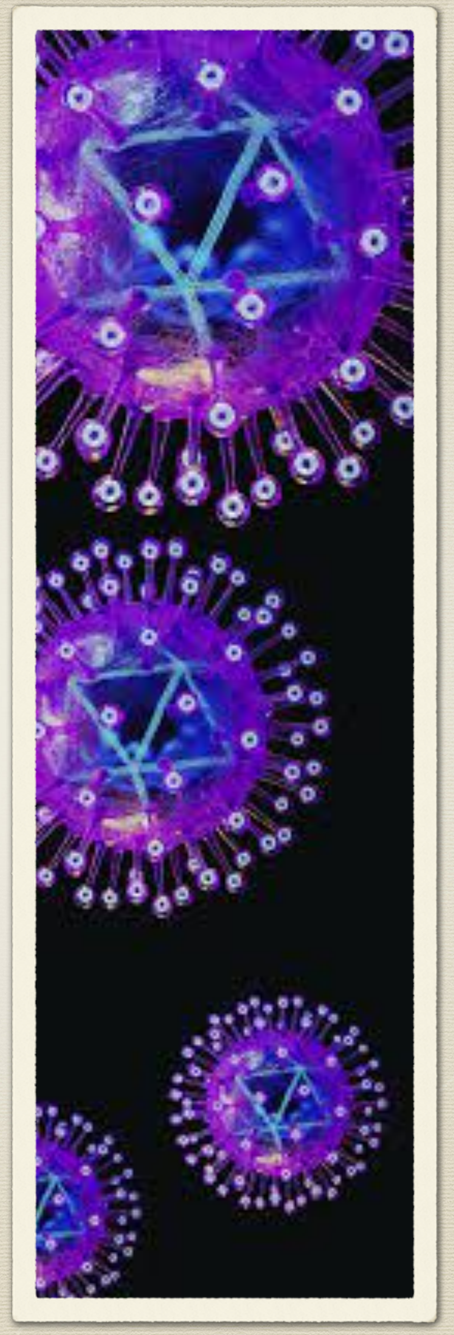
- To find out if someone has genital herpes, health care providers do tests on.
    - Stop outbreaks or make them happen less often and be less severe if they do happen
    - Reduce the risk of spreading genital herpes to others



Genital Herpes

- Genital herpes is a lifelong condition, but there are ways to manage it.

- If you have genital herpes take medicines to stop outbreaks or make them less frequent and less severe.



Hepatitis B (HBV)

* Hepatitis B is a liver infection caused by the hepatitis B virus (HBV). In some people, HBV stays in the body, causing long-lasting disease and long-term liver problems.

* Most commonly, HBV spreads:
    - Through sexual activity with an HBV-infected person.
    - Through shared contaminated needles or syringes for injecting drugs.
    - Mother to child.

* Someone with hepatitis B may have symptoms similar to those caused by other viral infections, like the flu. The person might:
    - in men, pain in testicles
    - in women, vaginal bleeding between periods
    - discharge from the vagina, penis, or anus
    - Pain in the belly
    - Rectal pain, especially when having a bowel movement
    - Pain when urinating

Hepatitis B (HBV)

* Diagnosis requires a blood test.

* There's no cure for HBV. Doctors will advise someone with a hepatitis B infection on how to manage symptoms — like getting plenty of rest or drinking fluids. A person who is too sick to eat or drink will need treatment in a hospital.

* Newborn babies in the United States now routinely get the **hepatitis B vaccine** as a series of three shots over a 6-month period. There's been a big drop in the number of cases of hepatitis B over the past 25 years thanks to immunization.

* Hepatitis B (also called **serum hepatitis**) is a serious infection. It can lead to cirrhosis (permanent scarring) of the liver, liver failure, or liver cancer, which can cause severe illness and even death.

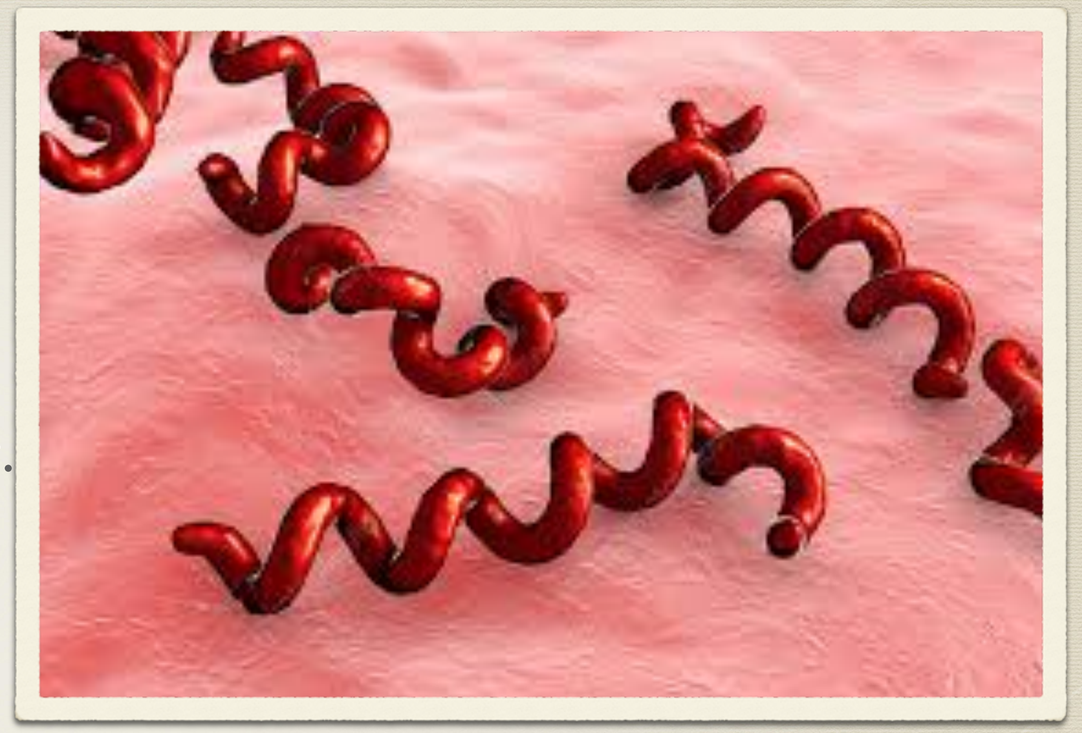
Syphilis

* Syphilis is a sexually transmitted disease (STD). Early treatment can cure syphilis and prevent long-term problems.

* Syphilis usually spreads by touching a sore (called a **chancre)** or wart-like lesions caused by syphilis. This can happen through sex or close sexual contact.

* To find out if someone has syphilis, health care providers usually do a blood test. Fluid from the chancre also can be tested.

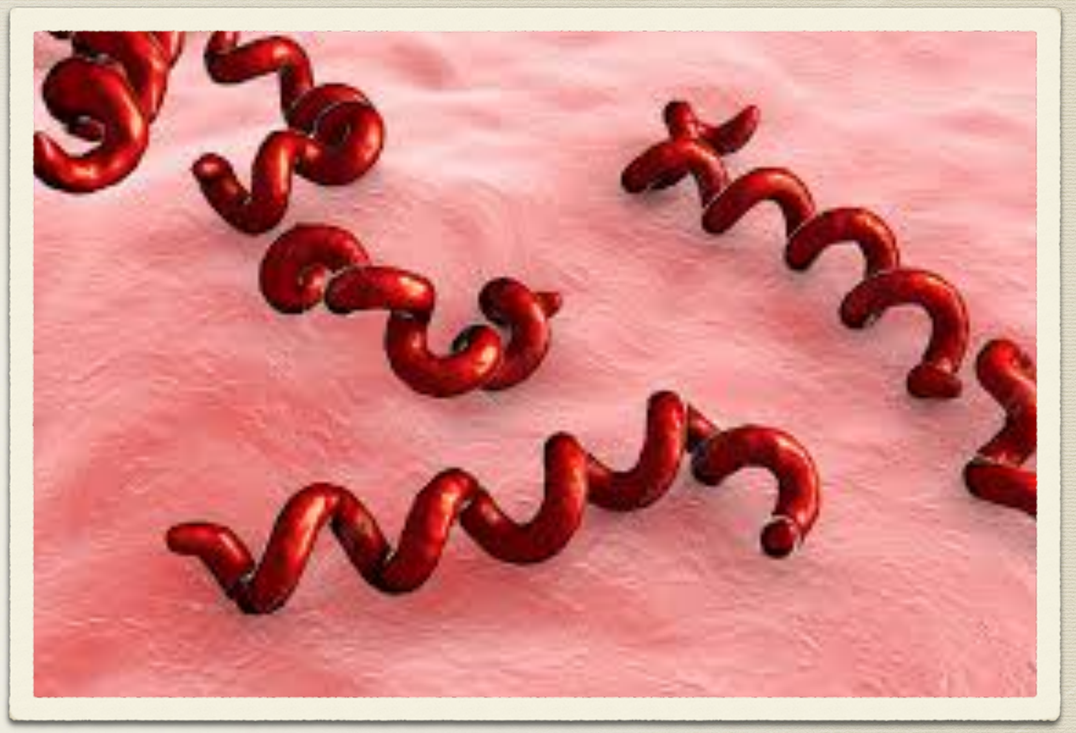
* Health care providers treat syphilis with antibiotics. These medicines are given as a shot or through an IV (a tiny tube that goes into a vein). How long treatment is needed depends on what stage of syphilis someone is in.



Syphilis

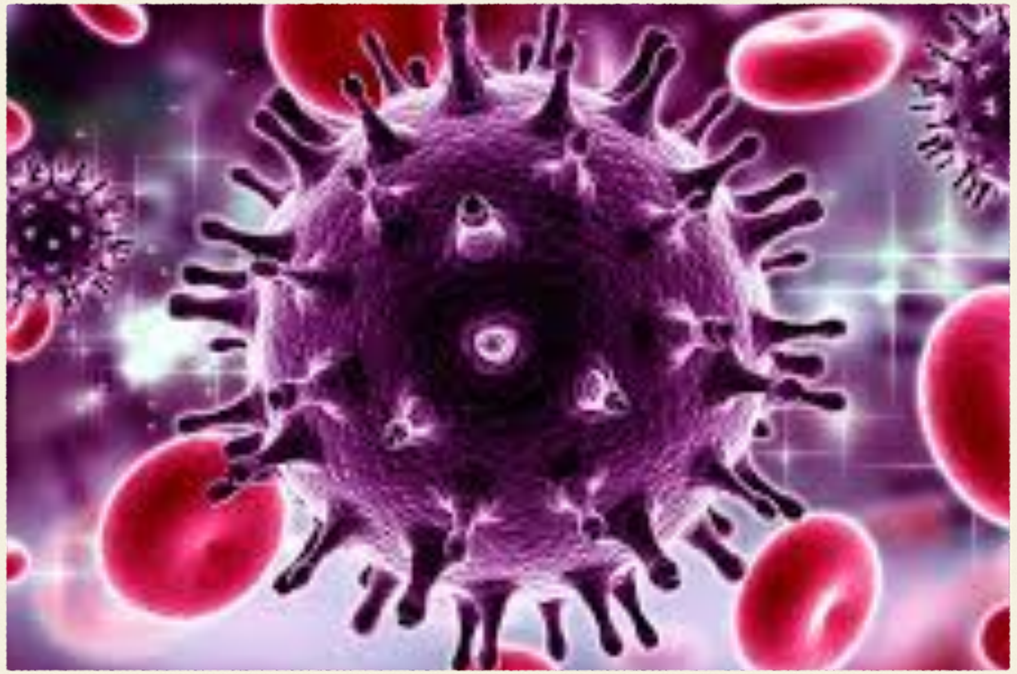
SIGNS AND SYMPTOMS OF SYPHILIS

* Primary Phase: Painless sore called a chancre may appear 10-90 days after exposure.
* Secondary Phase: Swelling of lymph nodes. Body rashes. Fatigue. Hair, and weight loss. Symptoms may come and go for up to 2 years.
* Latent Phase: No Symptoms.
* Tertiary phase: Damage to nervous system and organs. Disfigurement.



HIV/AIDS

* HIV (human immunodeficiency virus) is a virus that attacks the immune system. The immune system becomes weaker, making it harder for the body to fight off infections and some kinds of cancers.



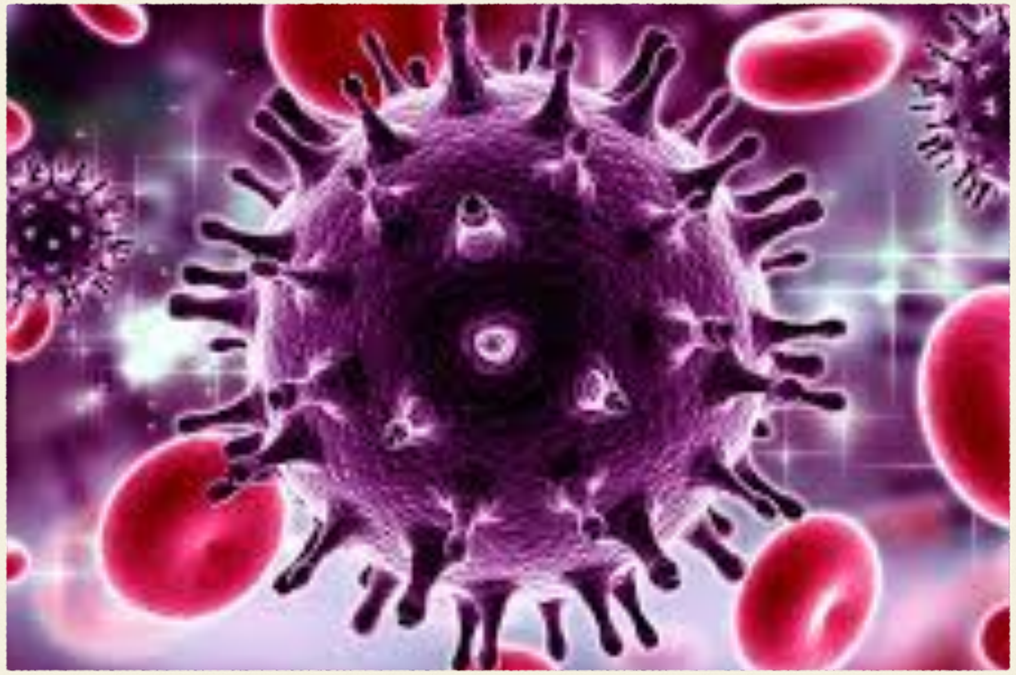
* AIDS (acquired immune deficiency syndrome) happens after someone has had HIV for many years. In AIDS, the immune system is severely weakened. Serious infections and health problems happen. **Medicines can help prevent HIV from developing into AIDS.

* HIV spreads when infected blood or body fluids (such as semen or vaginal fluids) enter the body. This can happ:
  - during sexual intercourse
  - through sharing needles for injecting drugs or tattooing
  - by getting stuck with a needle with an infected person's blood on it
  - HIV also can pass from mother to child during pregnancy, childbirth, or breastfeeding.

* Medicines can help people with HIV stay healthy. They can also prevent HIV from progressing to AIDS.

HIV/AIDS

- Health care providers prescribe a combination of different medicines for people with HIV and AIDS. They must be taken exactly as prescribed or they won't work.
- Health care providers usually diagnose HIV through blood tests. Someone who has HIV is said to be "HIV positive."



Human Reproduction

Vocabulary

- Hormones – Chemical substances that are produced in glands and help regulate many of your body's functions. These chemical messengers influence physical and mental responses. Hormones produced during puberty trigger physical changes in the body.

- Reproductive system – the system of organs involved in producing offspring.

Male Reproductive Vocabulary

- Sperm – The male reproductive cell
- Testosterone – The male sex hormone
- Testes – Two glands that produce sperm
- Scrotum – An external skin sac that holds the testes
- Penis – A tube-shaped organ that extends from the trunk of the body just above the testes
- Semen – A thick fluid containing sperm and other secretions from the male reproductive system

Female Reproductive Vocabulary

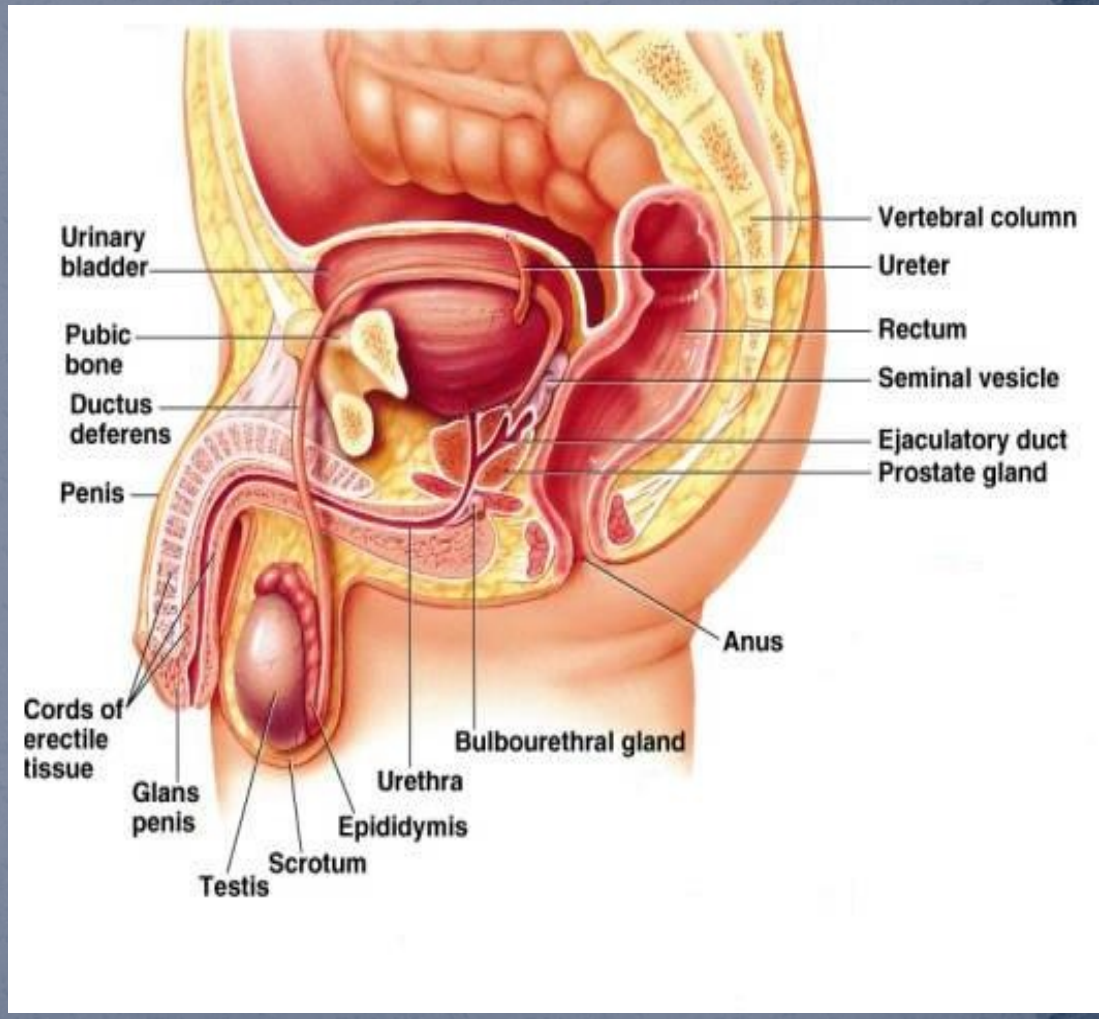
- Ova – Female reproductive cells
- Uterus – A hollow, muscular, pear-shaped organ inside a female's body
- Ovaries – Female sex glands that store the ova and produce female sex hormones
- Ovulation – The process of releasing a mature ovum into the fallopian tube

Female Reproductive Vocabulary

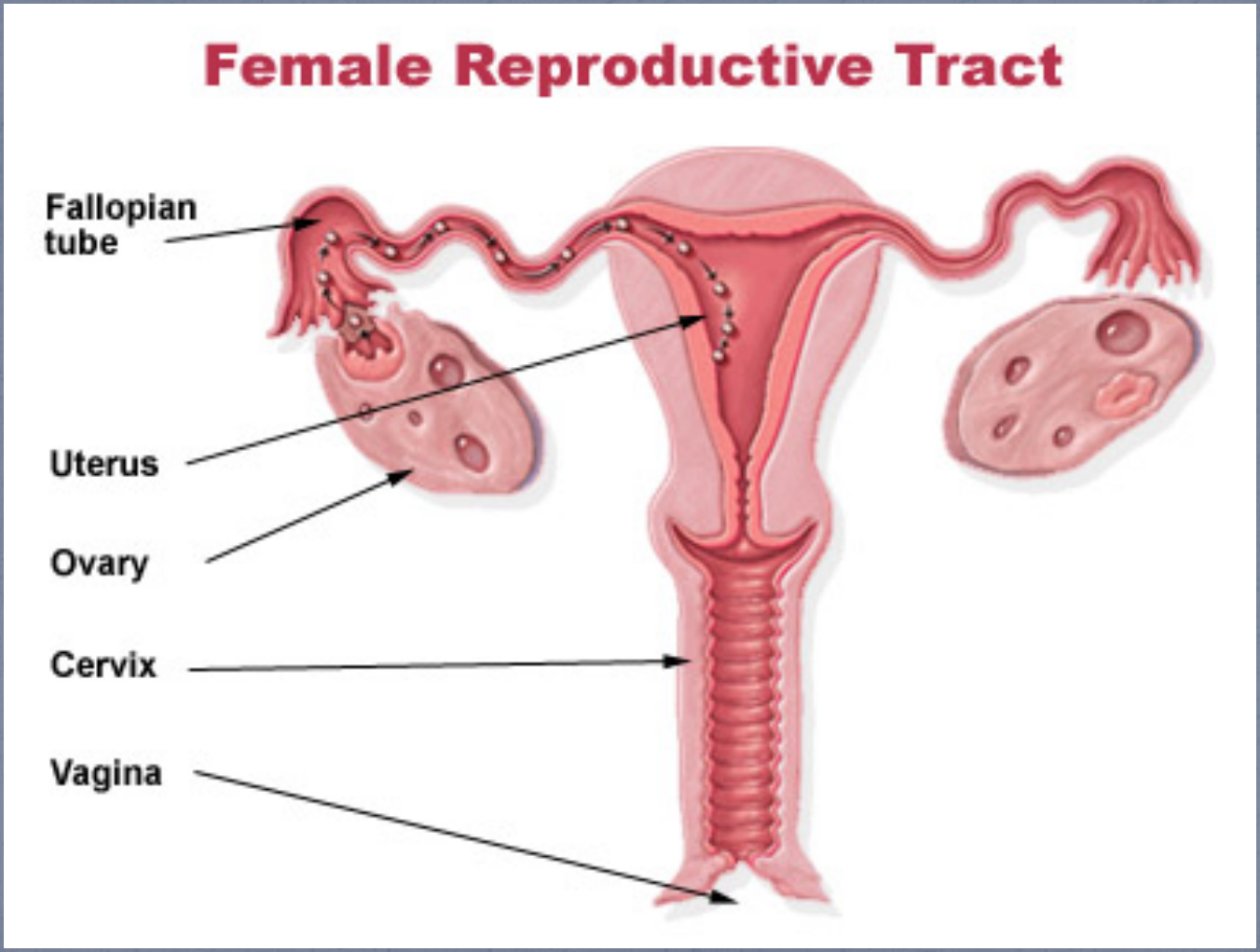
- Fallopian tube – A pair of tubes with fingerlike projections that draw in the ovum
- Vagina – A muscular, elastic passageway that extends from the uterus to the outside of the body
- Cervix – The opening to the uterus
- Menstruation – The Shedding of the uterine lining

The journey of the sperm

- Testes
- Epididymis
- Vas Deferens
- Seminal Vessicle
- Through the Prostate and Cowper's glands
- Through the urethra inside the penis



The Journey of the Ovum



Conception

Beginning of the life cycle

- Fertilization: (conception) the joining of male sperm and female egg
- Implantation: zygote attaches to the uterine wall
- **zygote is a single cell which has formed as the result of the merging of an egg cell and a sperm cell**

- Embryo: cluster of cells that develop between the third and eight weeks of pregnancy

- Fetus: after the 8th week of pregnancy

Embryonic Growth

- As the embryo grows, cells divide forming 3 tissue layers that later become body systems:

  - 1st layer: respiratory and digestive systems
  - 2nd layer: muscles, bones, blood vessels, and skin
  - 3rd layer: nervous system, sense organs, and mouth

While the embryonic growth process is happening, the body does this as well

- Amniotic sac: thin, fluid-filled membrane that surrounds and protects the developing embryo
- Umbilical cord: ropelike structure that connects the embryo and the mother's placenta
- Placenta: thick, blood-rich tissue that lines the walls of the uterus during pregnancy and nourishes the embryo

Fetal Development

- First trimester:
  - 0-2 weeks: zygote may float freely in the uterus for 48 hrs before implanting.
  - 3-8 weeks: embryo is about 1 inch long at 8 weeks. The mouth, nostrils, hands, fingers, feet, and toes begin to form
  - 9-14 weeks: Fetus develops a human profile. Sex organs, eyelids, finger nails, and toe nails. By week 12 fetus makes crying motions but has no sound

Fetal Development cont.

- Second Trimester:
  - 15- 20 weeks: fetus can blink it's eyes. Body begins to grow. Eyebrows and eyelashes develop. Fetus can grasp and kick and becomes more active.
  - 21-28 weeks: fetus can hear conversations and has regular cycle of waking and sleeping. Fetus is 12 inches long and weighs a little over 1 pound.

Fetal Development cont.

- Third trimester:
  - 29-40: fetus uses all five senses and begins to pass water from the bladder. Around 38 weeks baby weighs about 6 to 9 pounds

Labor

- Labor: final stage of pregnancy in which the uterus contracts and pushes the baby out of the mother.

Leaving the womb

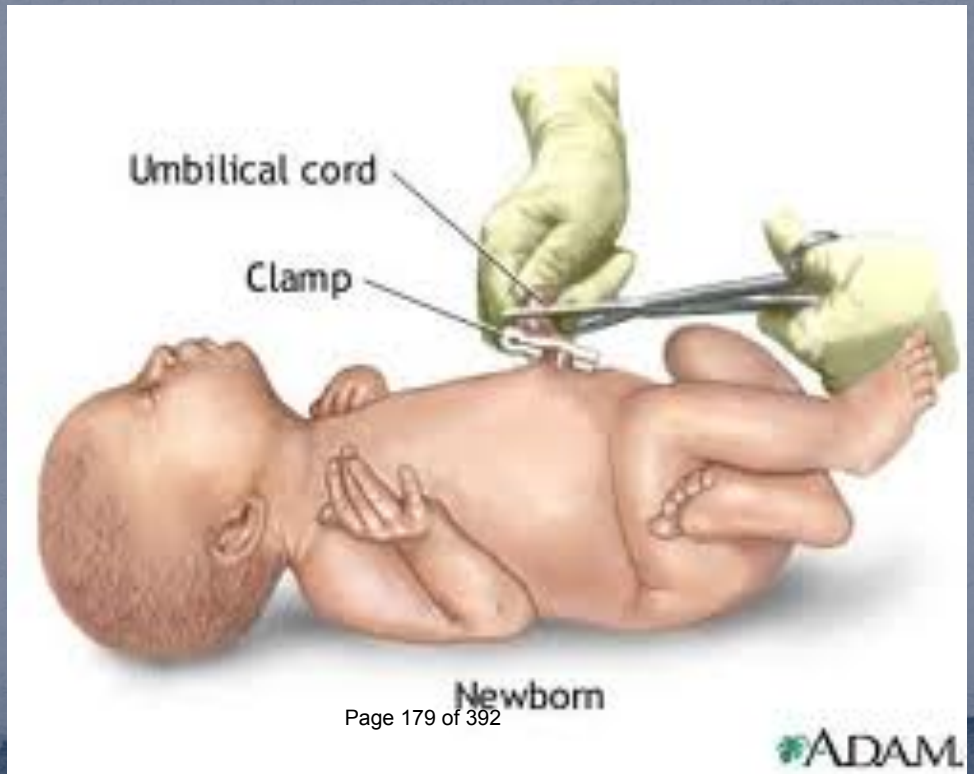
- Stage 1: dilation
  - Contractions of uterus cause the cervix, the opening of the uterus, to begin to dilate or widen. 95% of pregnancies the baby's head is resting on the cervix. Towards the end of stage, contractions break the amniotic sac that surrounds the baby

Leaving the womb

- Stage 2: passage through birth canal
  - When cervix is fully dilated, baby passes through the birth canal and emerges from the mother. Right after birth, baby takes its first breath and cries to clear the lungs of amniotic fluid

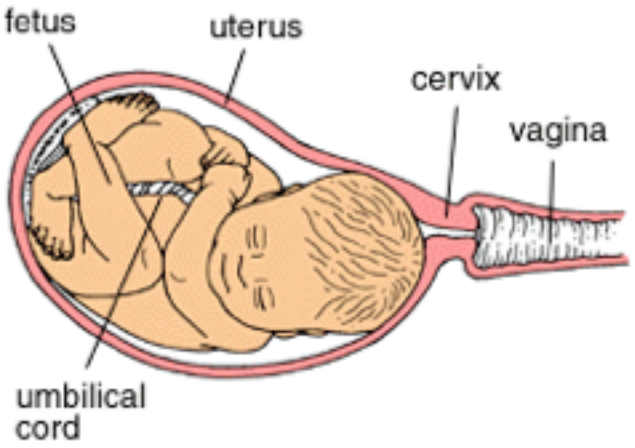
Leaving the womb

- Stage 3: afterbirth
  - Placenta is still attached to umbilical cord. Contractions continue until placenta is pushed from mother's body. Umbilical cord is cut to separate the placenta from the baby

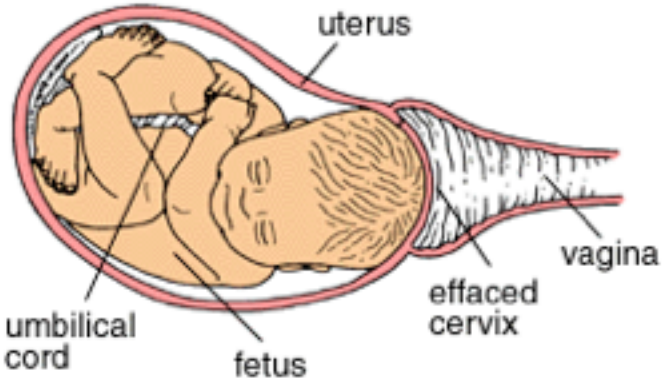


Stage 1

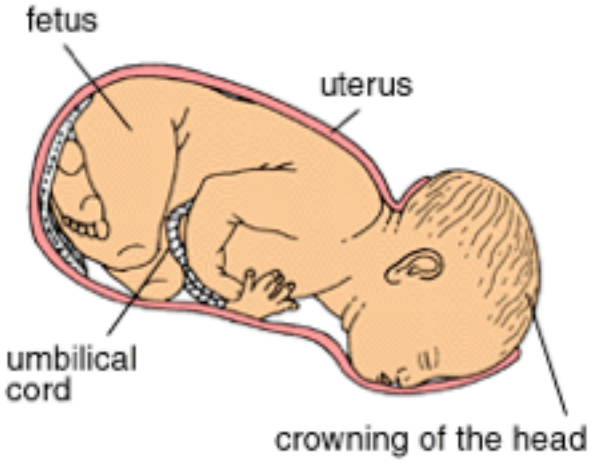
initial (latent) phase



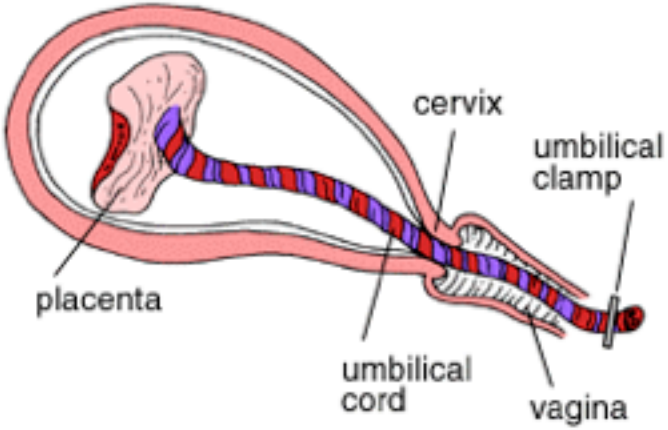
active phase



Stage 2



Stage 3



Prenatal care

- Prenatal care: steps that a pregnant female can take to provide for her own health and the health of her baby

Proper nutrition during pregnancy

- Calcium: helps build strong bones and teeth, muscles, and nerves
- Protein: forms muscle and most other tissue
- Iron: makes red blood cells and supplies oxygen to cells
- Vitamin A: aids in cell and bone growth and eye development
- Vitamin B: aids in forming the nervous system
- Folic acid: helps close tube that contains the CNS.

Health of fetus

- **Tobacco and pregnancy:**
  - **30% low birth weight**
  - **14% premature**
  - **10% death**
- **Alcohol and pregnancy:**
  - **FAS: fetal alcohol syndrome, defects include physical and mental problems.**
- **Medicines and other drugs:**
  - **Serious birth defects**
  - **Premature labor**
  - **Miscarriages**
  - **Baby can be born addicted to the drugs the mother** is using

Complications during pregnancy

- Miscarriage: A miscarriage is the spontaneous loss of a fetus before the 20th week of pregnancy.
- Stillbirth: When a fetus has died in the uterus.

Abstinence

Choosing Not to Have Sex Until Marriage

Remember,

The purpose of sex…

…is to create new life

Fidelity/ Monogamous Relationship

- ***Fidelity*- Sexual faithfulness to a spouse or partner.**
- **Monogamous Relationship- to be married, and in a committed relationship with one person.**

Abstinence is…

- *The only 100% effective way to prevent pregnancy*
- *The only 100% effective way to prevent the most common method of STI transmission*
- *Socially accepted in our culture*

Virginity is something to be proud of!

Top 10 Benefits of Abstinence

10 reasons why abstinence is the right choice for EVERYONE!

10. Social norm in our culture

- Nationwide—fewer than 50% of high school students have had sex
- Utah County—5% of high school girls and 6% of boys have had sex

9. Entirely eliminates the most common cause of STIs

- *8. Pre-marital sex is EXTREMELY risky!*

7. 1 in 4 teenagers has an STI—most will lie about it to partners

6. Eliminates the risk of teen pregnancy

5. Helps you to reach your potential

4. Lowers your risk of divorce by 37%

The Americans for Divorce Reform estimates that "Probably, 40 or possibly even 50 percent of marriages will end in divorce if current trends continue."

3. Protects innocent victims

2. Strengthens Marital Relationships

1. Because you aren't ready to be a parent yet

The Good News!!!

You will NEVER contract an STI or unwanted pregnancy if…

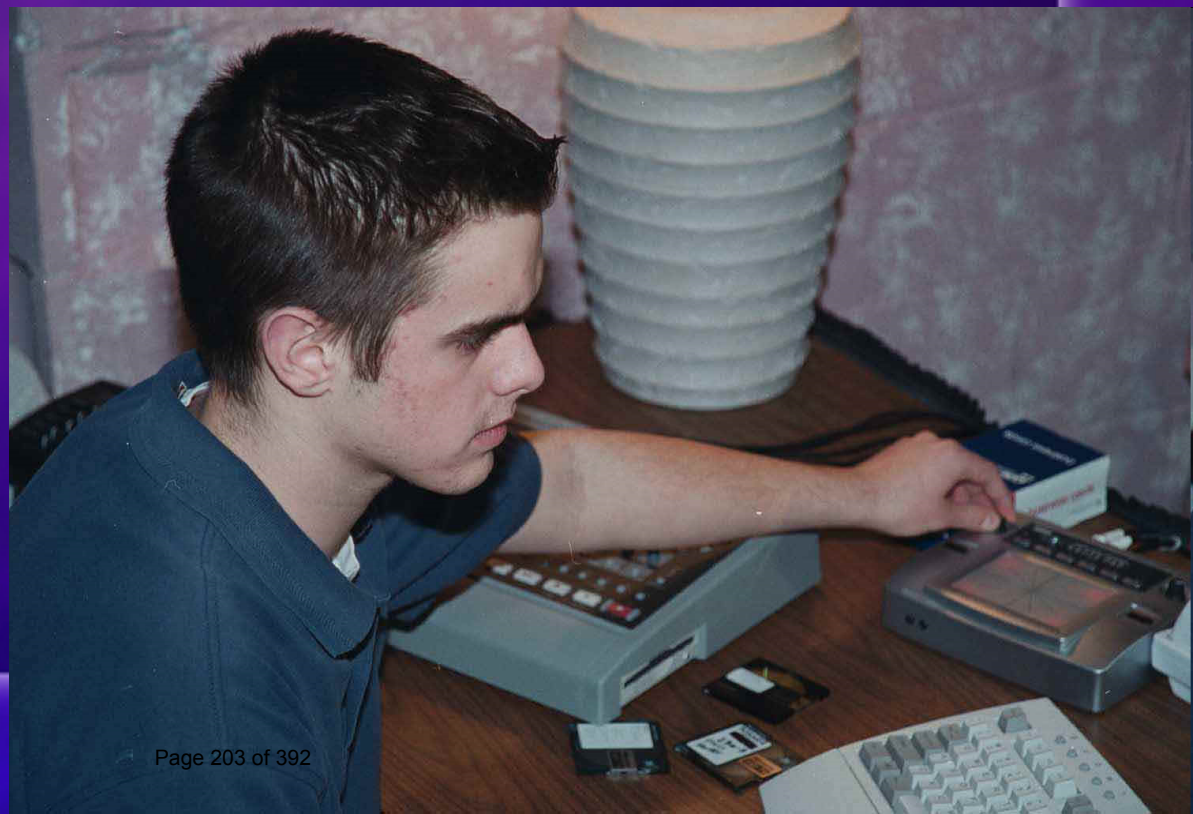
- *You are a virgin, and*
- *You choose abstinence, and*
- *You marry another virgin, and*
- *You are faithful to each other, and*
- *You do not inject street drugs*

Pornography

Sexually Explicit Material

Types of Pornography

- *Internet pornography (pictures, videos, chat rooms, gaming)*
- *"Sexting"*
- *Movies*
- *Magazines*
- *Books*
- *Media*
- *Advertising*



Effects of Pornography

- *Addiction*
- *Marital/Family problems*
- *Getting fired from your job*
- *Illegal activity*
- *Prison time for child pornography*

Tekniikka kunnossa...?

HUMAN SEXUALITY

Puberty-Male Reproduction

Ground Rules

- Be wary of TMI (too much information)
- You can always ask a serious question (you'll have a chance to ask anonymous questions at the end of class)
- Comments are welcome, but keep them appropriate, on topic, and short!
- Use appropriate language
- 1 strike, you're out!

Why Do We Have to Learn This?

- Because one day you will all be adults
- Because you need accurate information to make informed decisions
- Because inappropriate sexual relationships have tragic consequences
- Because most sources of information about sexuality are NOT accurate
- Because many parents do not teach this at home

Things I Will Not (& Cannot) Teach

1. Advocating sexual relationships outside of marriage
2. Advocating homosexuality
3. Advocating the use of birth control
4. Discussing the intricacies of sex

Puberty

Hormones

- **Endocrine System** – body system that secretes hormones into the blood
- **Hormones** – chemicals that regulate activities of different cells and organs
- Hormones regulate the body in 3 ways:
  1. Hormones stimulate reactions in parts of the body (ie. Adrenaline)
  2. During growth, produce structural changes in the body
  3. Hormones regulate the rate of metabolism

Pituitary Gland

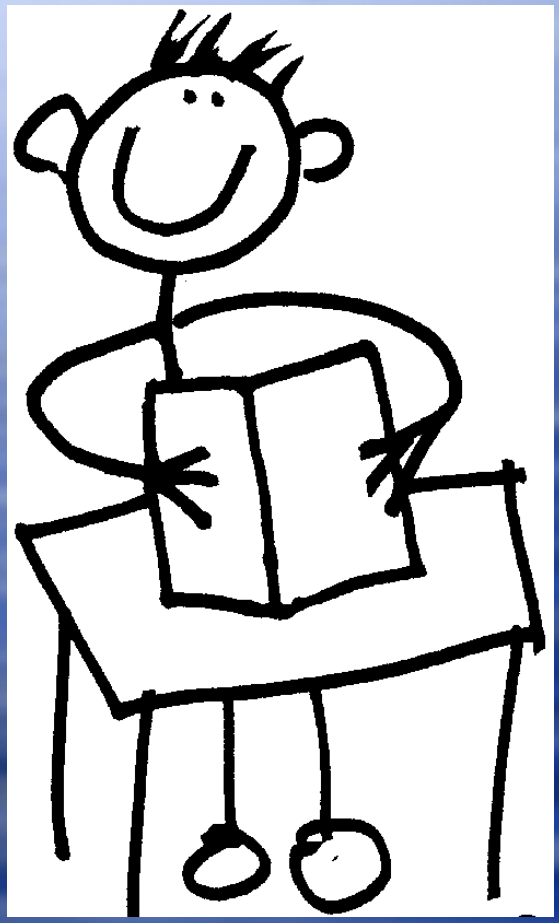
- **Pituitary Gland** – gland that regulates and releases the hormones
- Secretes two hormones for stimulating the maturation of the reproductive organs that produce sex cells (Testes in Males and Ovaries in Females)
  - LH (Luteinizing Hormone)
    - Males –controls amount of testosterone produced by the testes
    - Females – Stimulates ovulation
  - FSH (Follicle-Stimulating Hormone)
    - Males – controls sperm production
    - Females – controls estrogen and progesterone levels and egg maturation

Puberty

- **Puberty** – the period of growth between childhood to adulthood when a person will develop traits of his/her gender
- **Adolescence** - time between childhood & adulthood

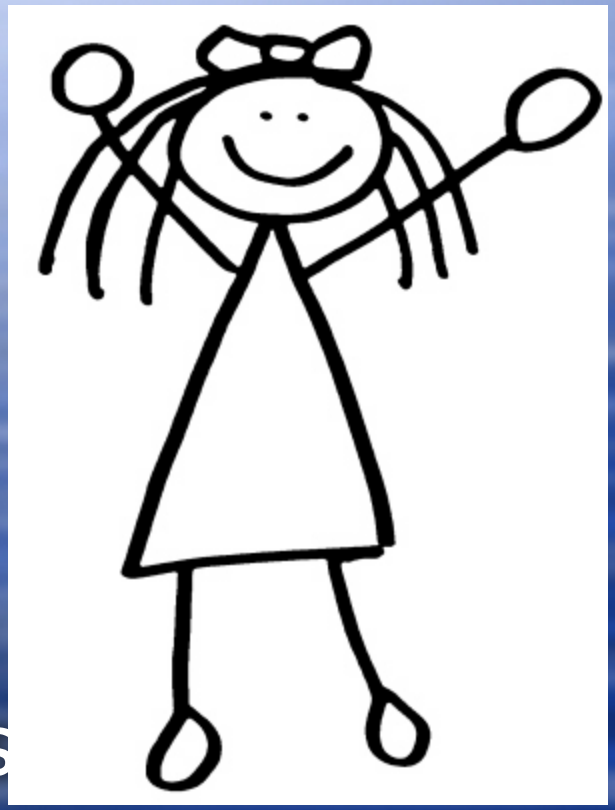
Bodily Changes for Boys

- Body, facial, and pubic hair
- Deepening of voice
- Growth in height, build, muscle
- Increase in size of reproductive organs
- Skin changes—sweating, acne, B.O.
- Testicles begin producing sperm



Bodily Changes for Girls

- Body and pubic hair
- Menarche (beginning of menstrual cycle)
- Increase in size of reproductive organs
- Development of breasts
- Skin changes—skin softens, sweating, acne



Puberty Timeline

Girls

- Begins between 9 & 14 years old
- Lasts about 4 years

Boys

- Begins between 10 & 17 years old
- Lasts about 6 years

The Purpose of Sex

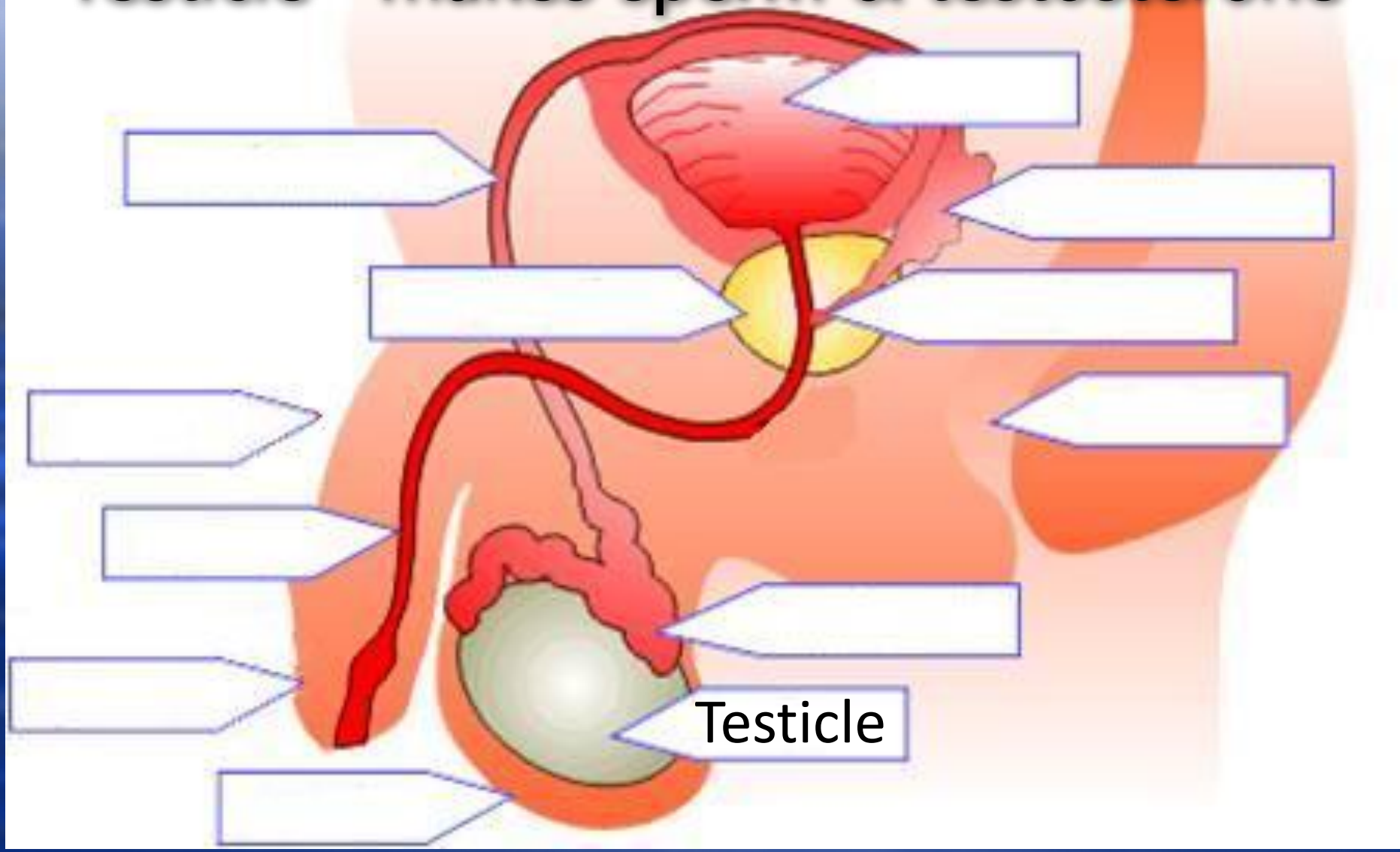
Create New Life

Deepen bond between husband & wife

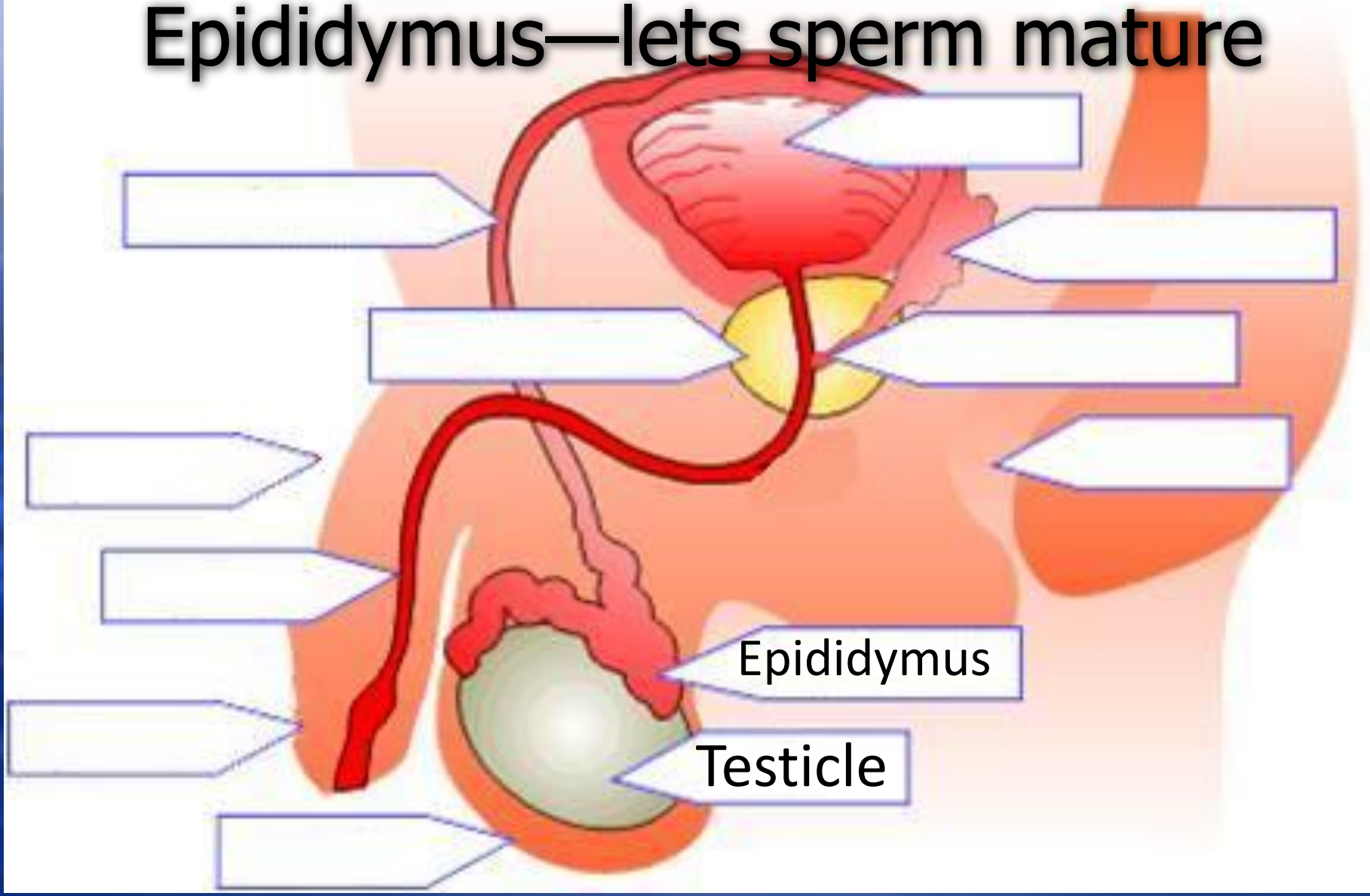
Male Reproductive System

The purpose of the male reproductive system

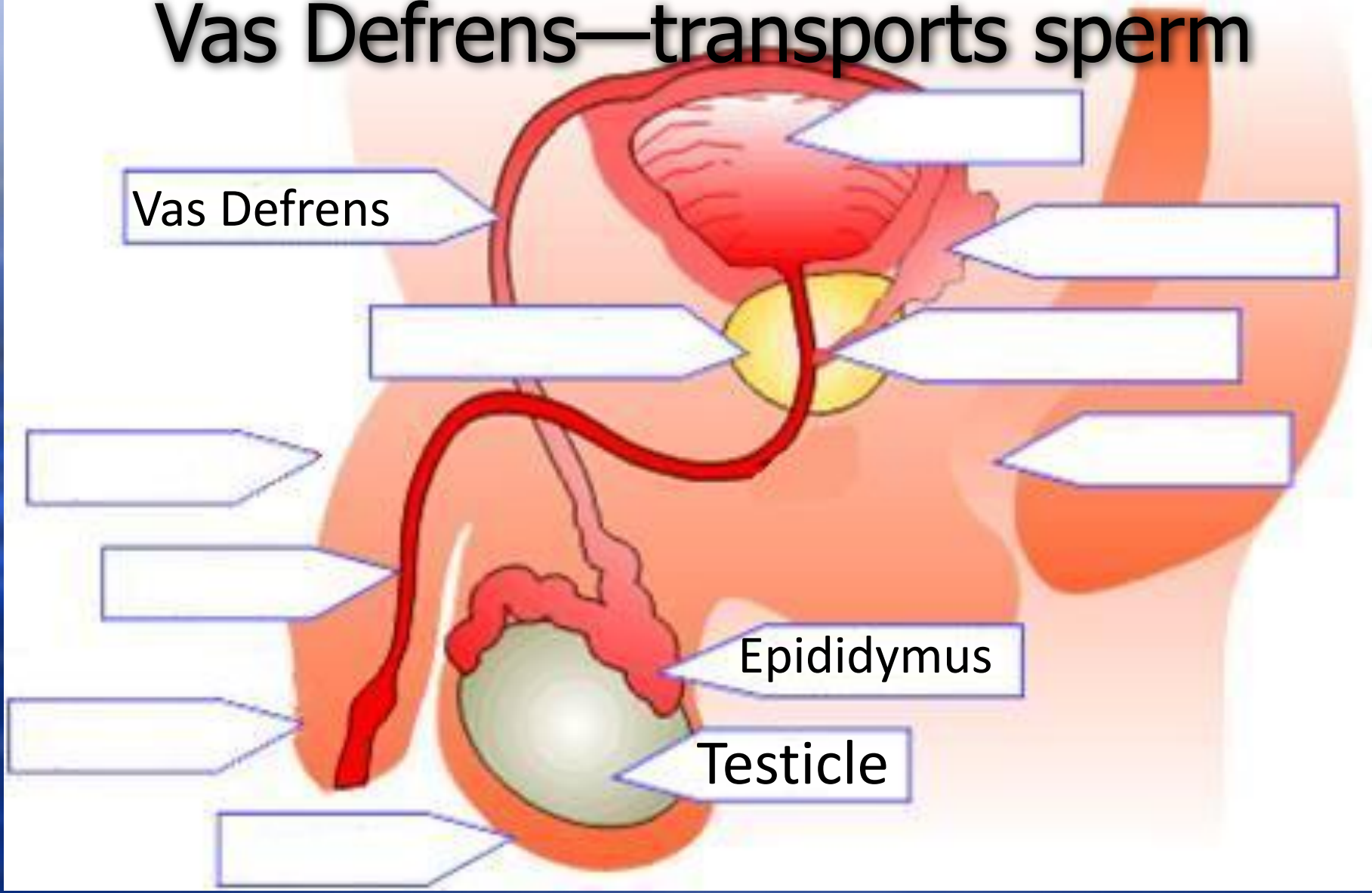
Testicle—makes sperm & testosterone



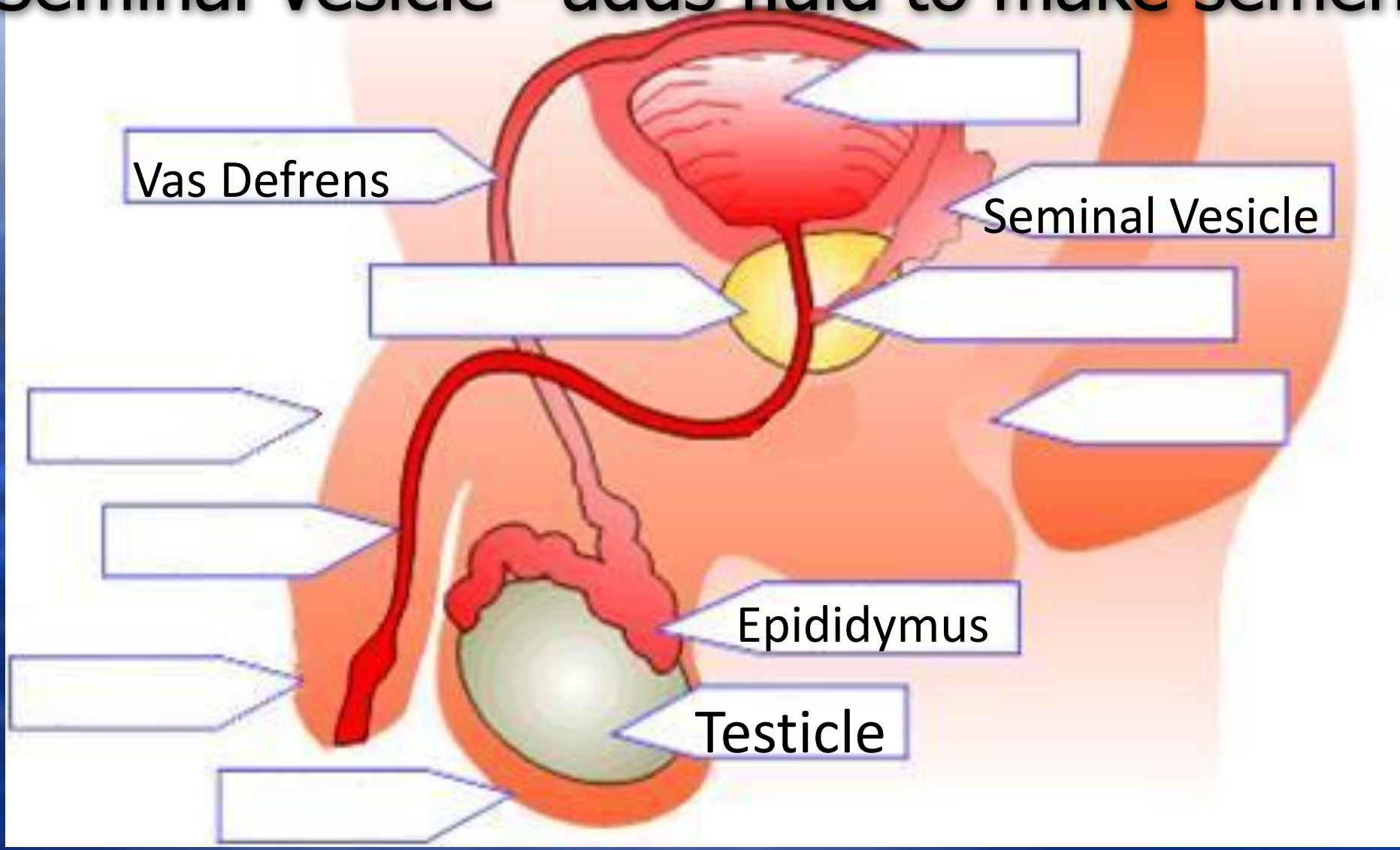
Epididymus—lets sperm mature



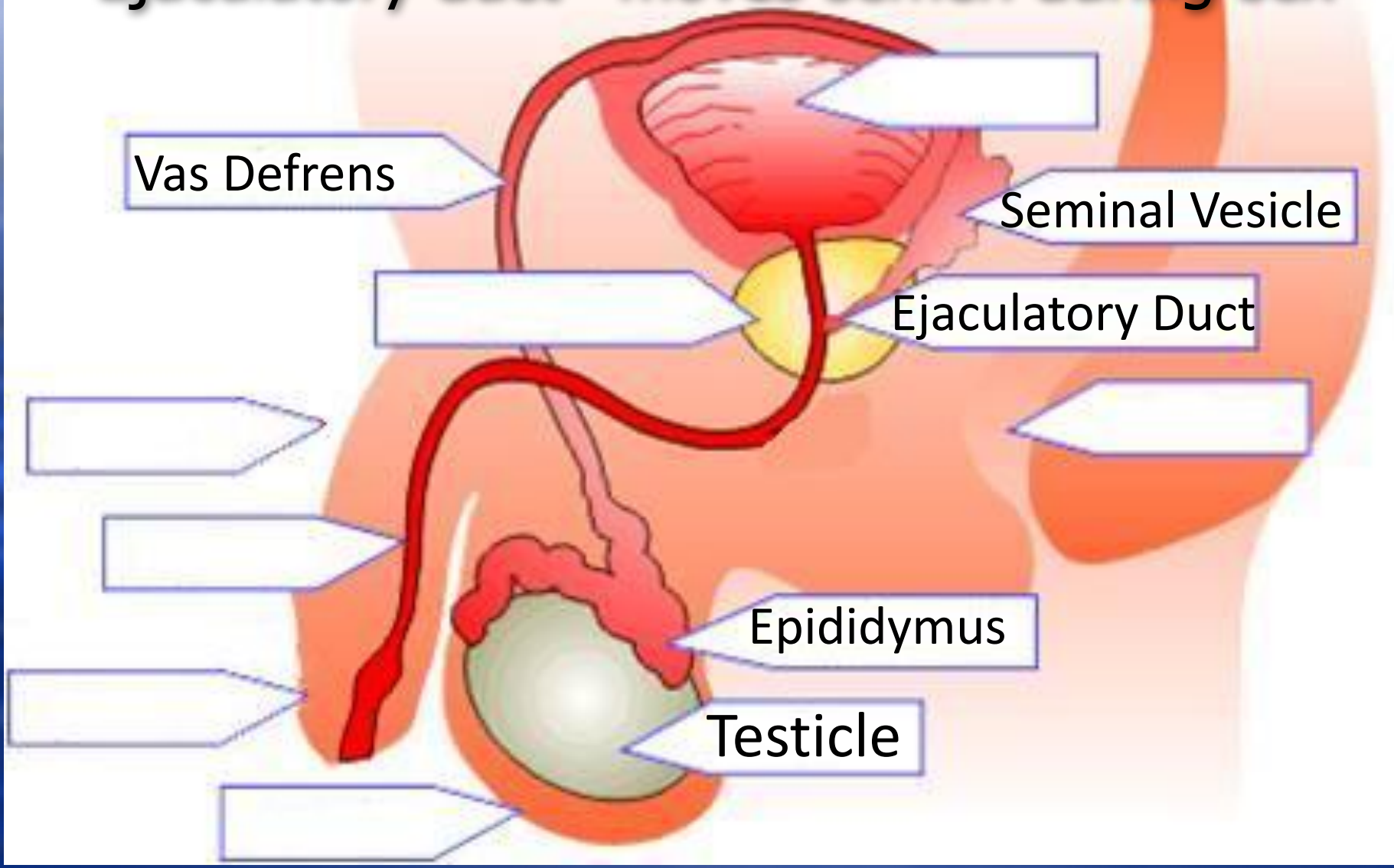
Vas Defrens—transports sperm



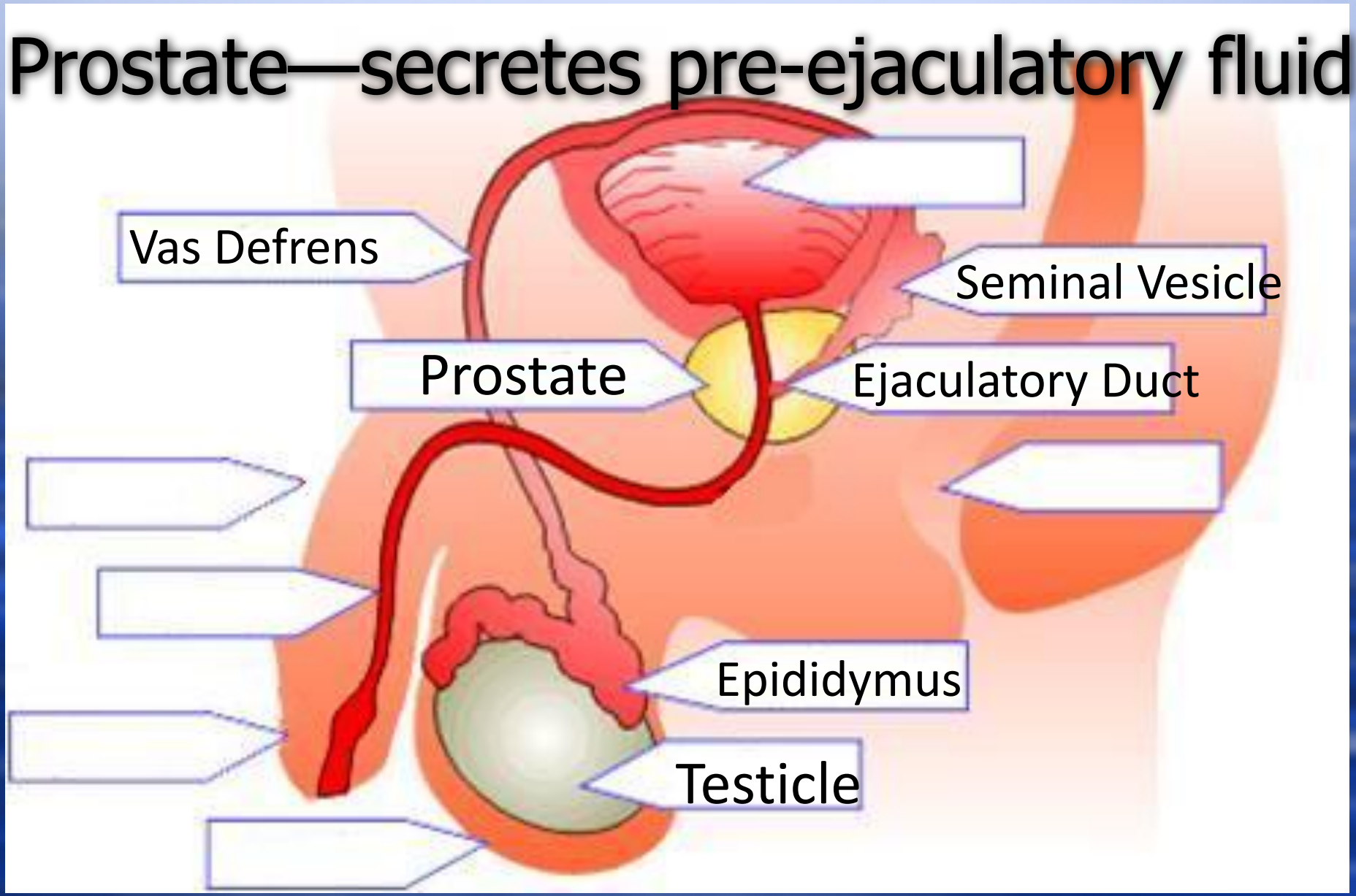
Seminal Vesicle—adds fluid to make semen



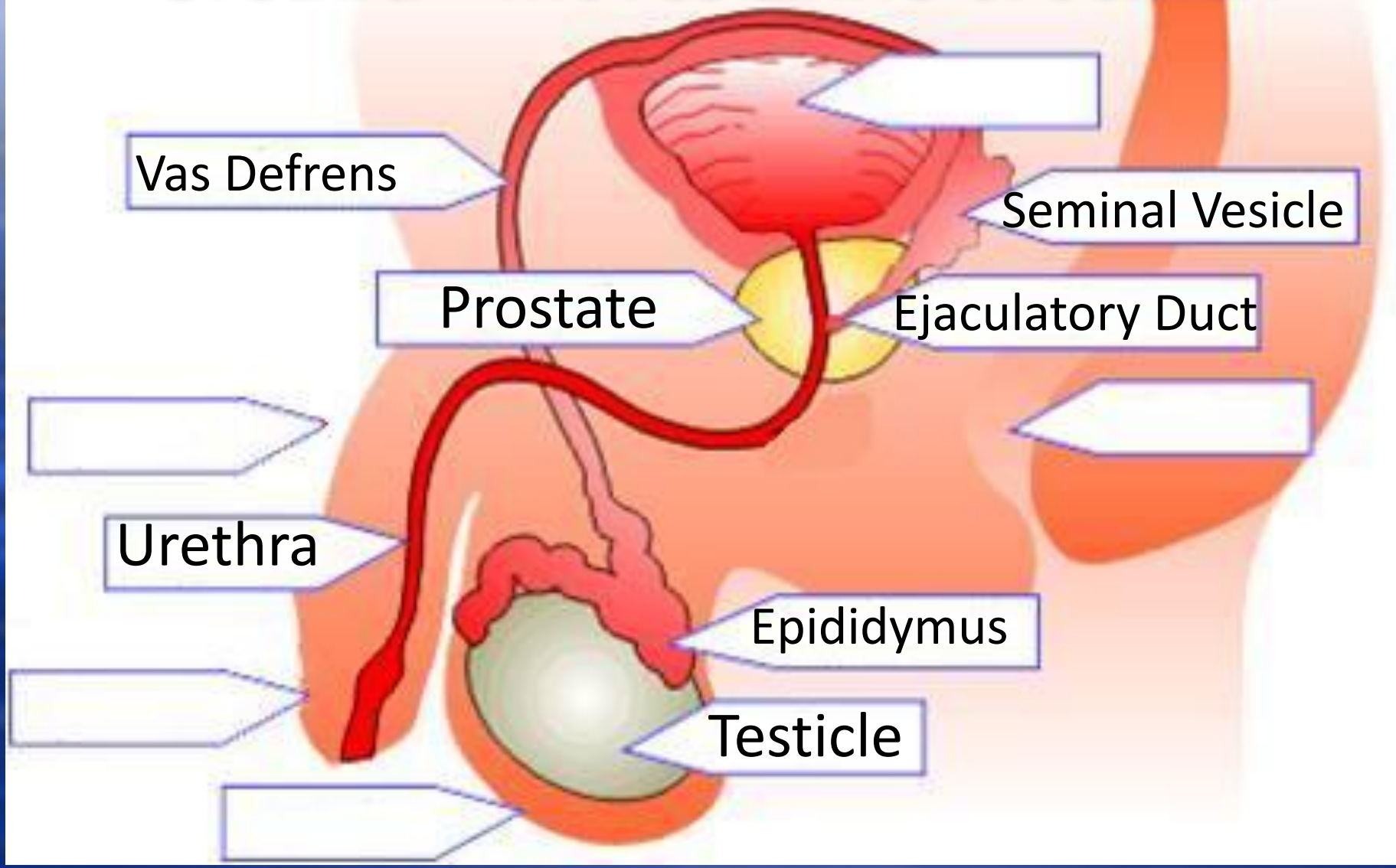
Ejaculatory duct—moves semen during sex



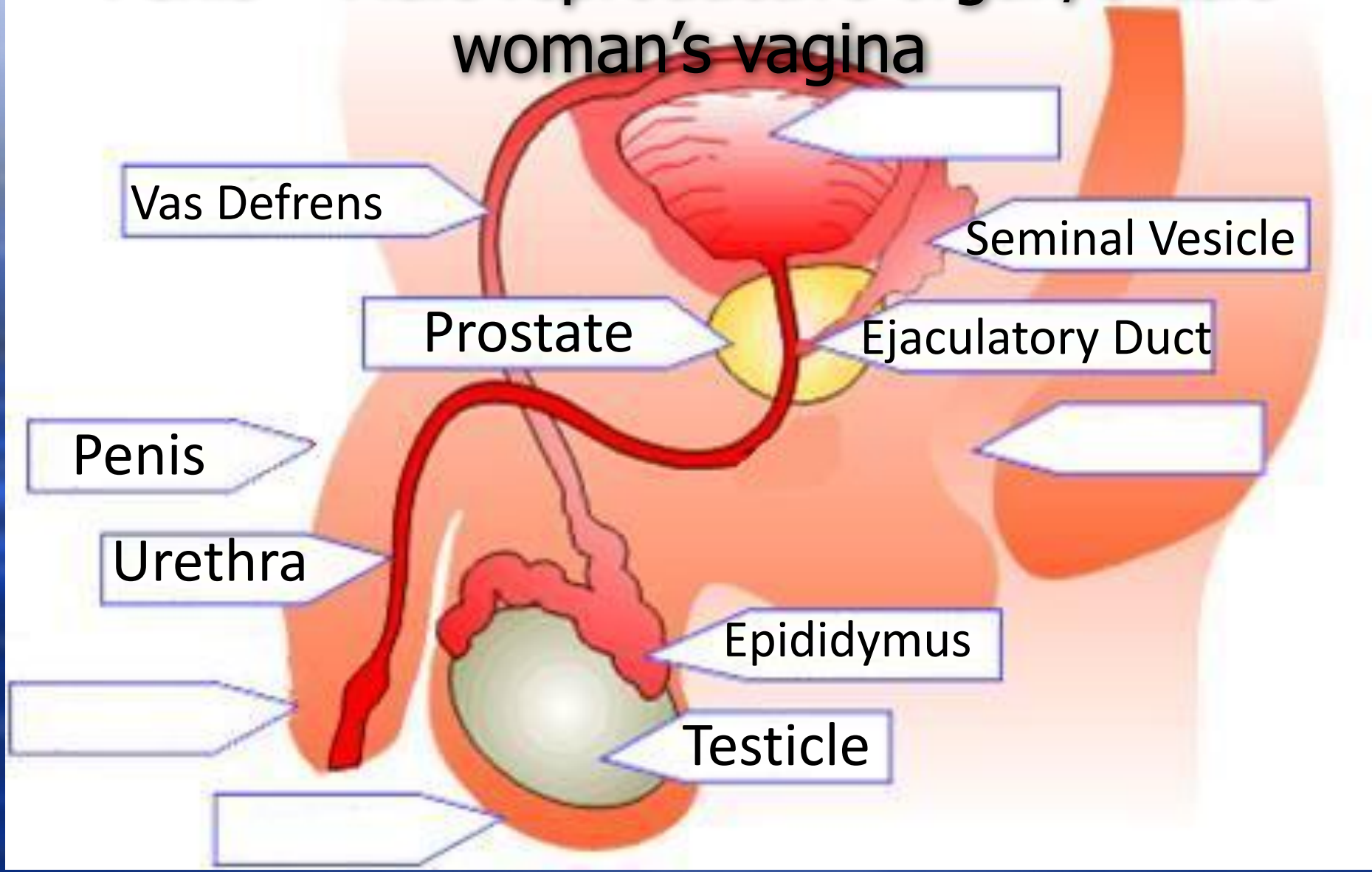
Prostate—secretes pre-ejaculatory fluid



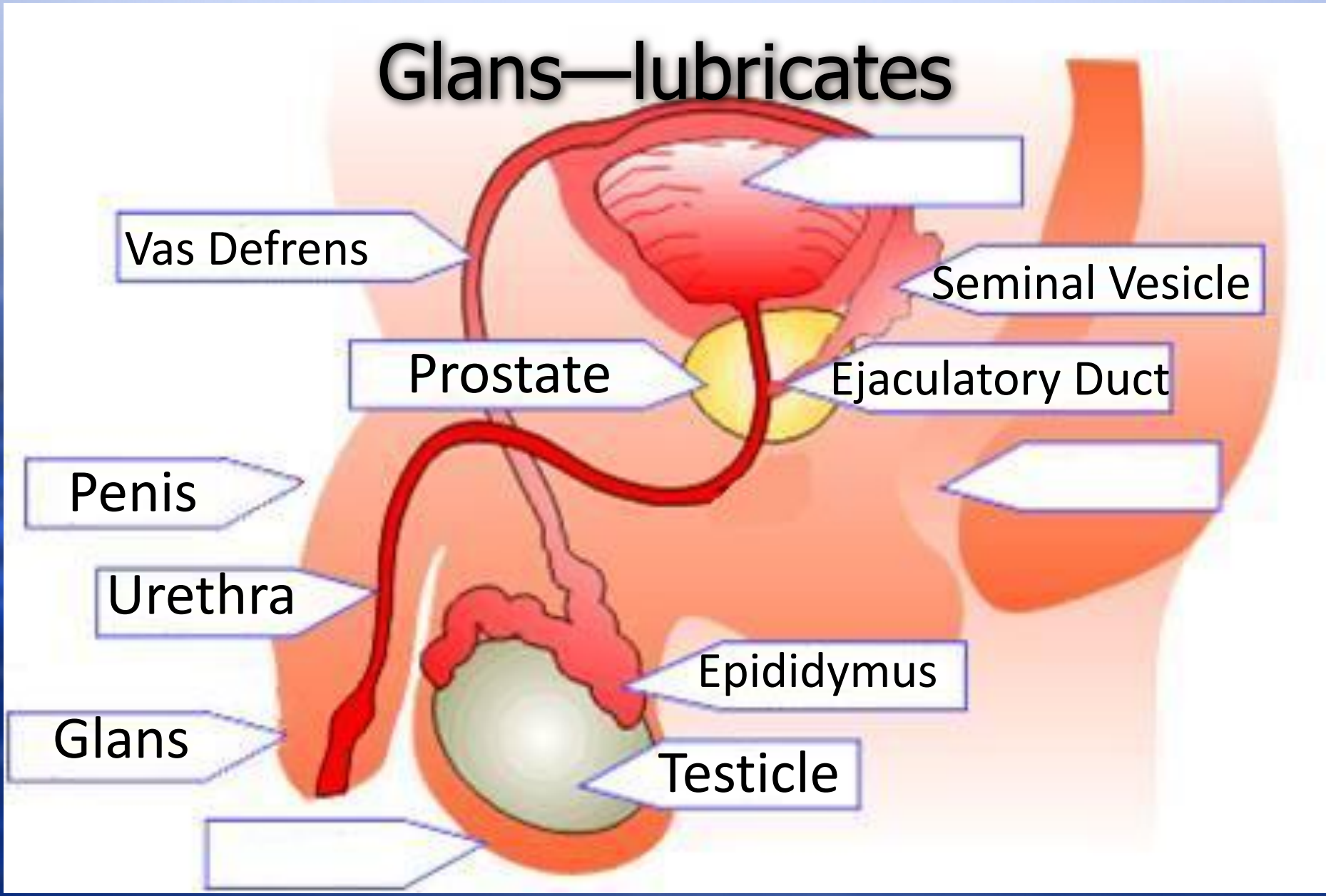
Urethra—moves urine & semen



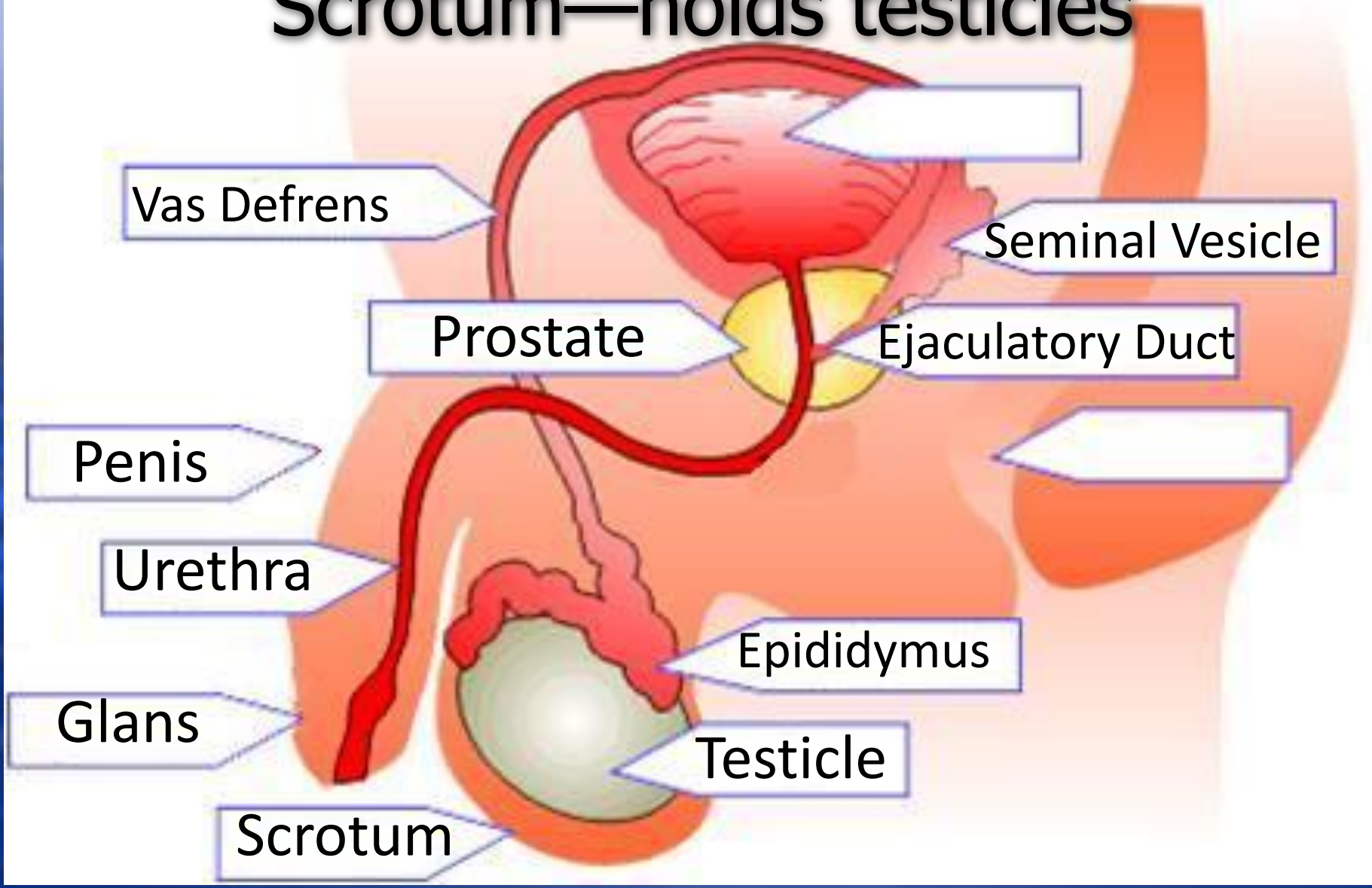
Penis— Male reproductive organ/enters woman's vagina



Glans—lubricates



Scrotum—holds testicles



Circumcision

- Most circumcisions are done within a few days of birth
- For babies, it is usually painless
- Circumcision is VERY safe
- A doctor performs the circumcision
- It only takes a few minutes
- Circumcision can be done as an adult (it is done as a surgery)

Care of the Male Reproductive System

- Shower at least daily using soap
- During sports—wear supportive underwear
- To prevent injury—wear a cup
- Perform testicular self exams (TSEs) monthly

Things Not to Worry About

- Don’t confuse the epididymus with a lump
- Minor injuries are VERY painful, but rarely do any permanent damage
- Wet dreams—having them or not having them

Things Not to Ignore!

- Bleeding from penis
- Anything unusual on or around genitals
- Hernia
- Lump on the front or bottom of a testicle
- Pain or a feeling of heaviness in the testicle
- Painful ejaculation or urination
- Interrupted urine stream
- Undescended testicle
- If ongoing pain or symptoms persist following an injury talk to a person of trust about the need to seek medical attention

Testicular Cancer

- Most common type of cancer in boys between 15 and 24 years old
- Usually treated successfully if discovered early
- Usually only affects one testicle
- Cause is unknown, likely genetic
- Early detection is the key!—TSE

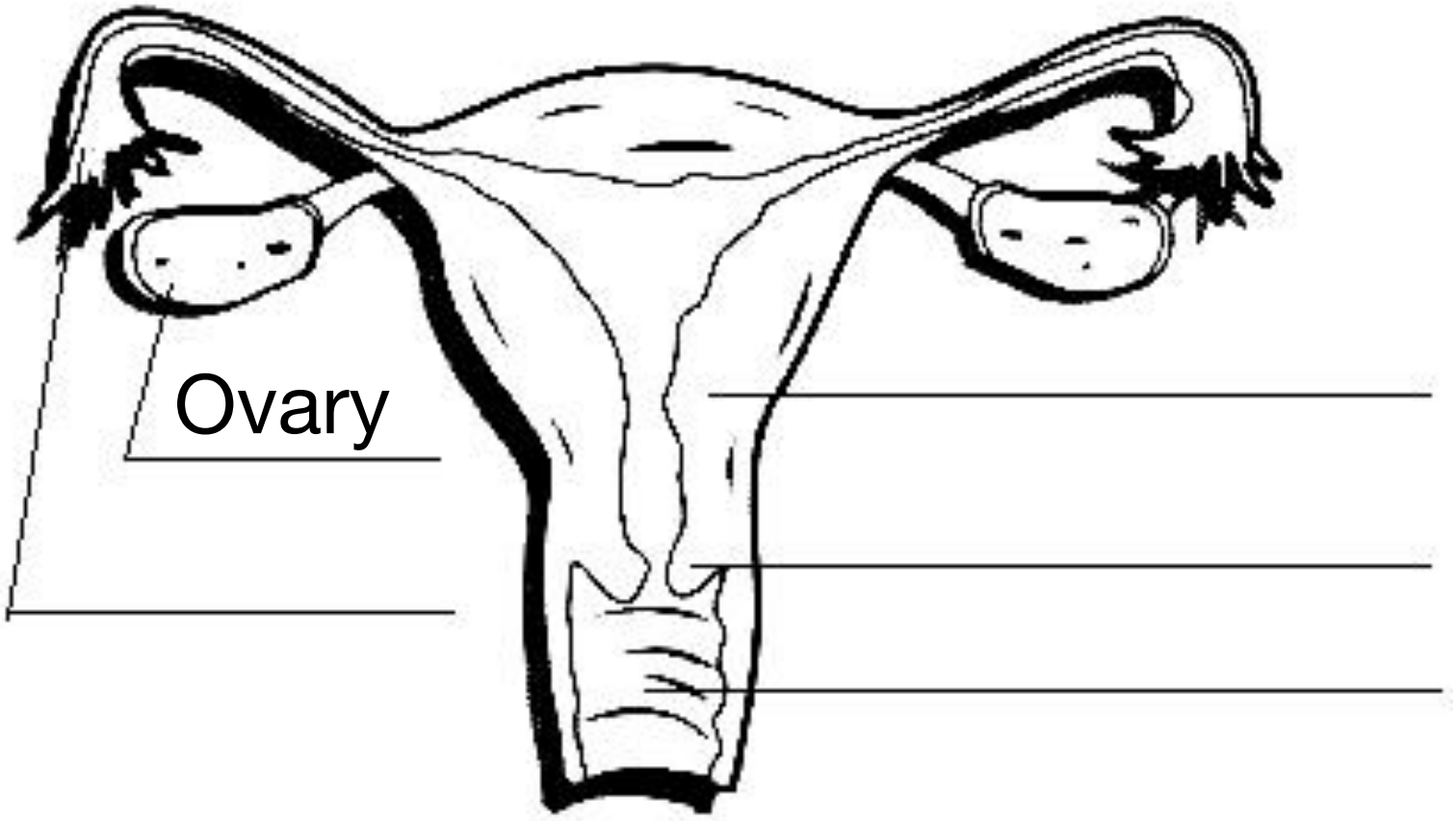
Boys—Who to Talk To

- Your parents
- Your doctor
- Person(s) of Trust

Female Reproductive System

The purpose of the female reproductive system

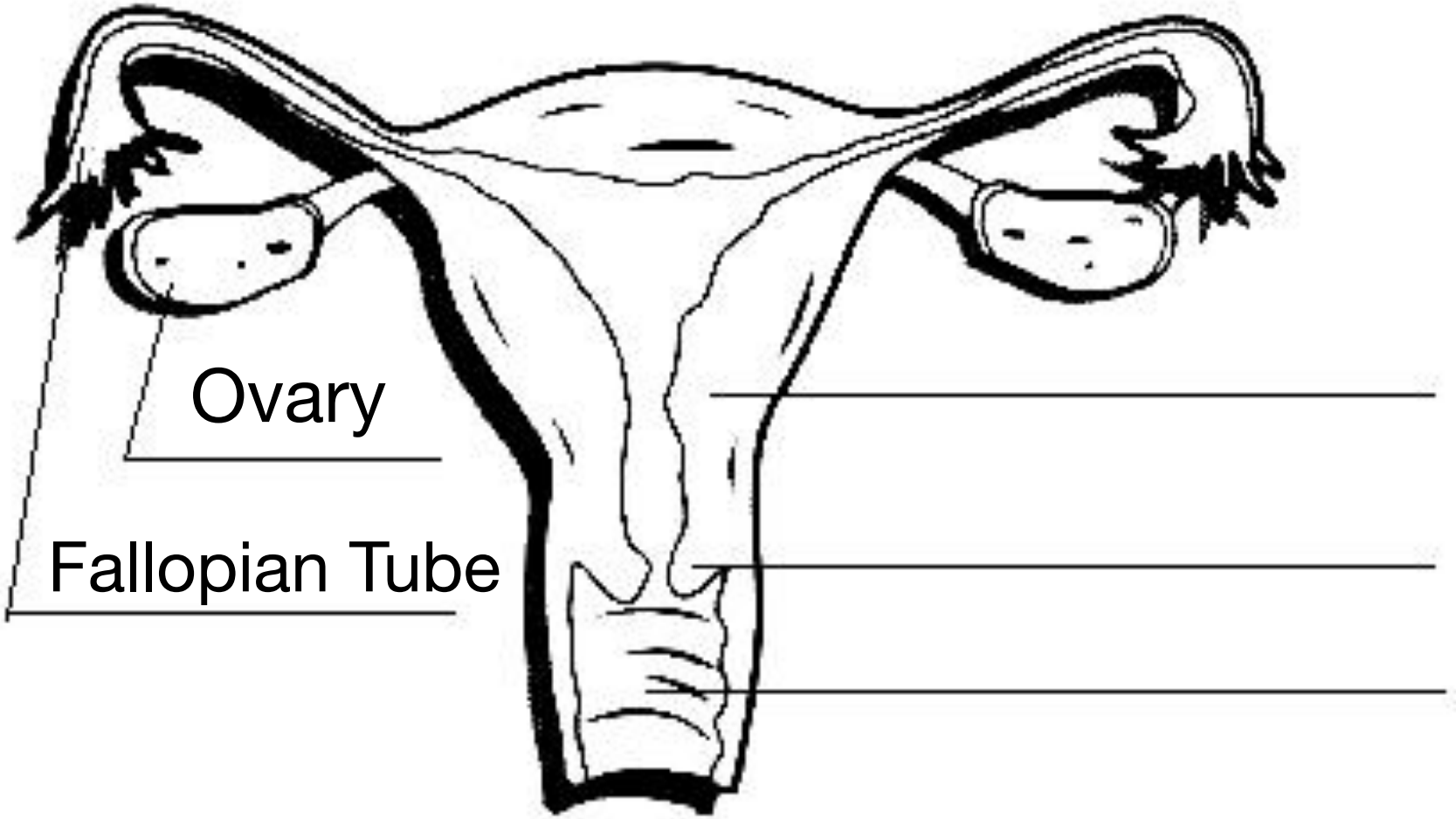
Ovary—almond-sized structures suspended on either side of the uterus that produce the female hormones



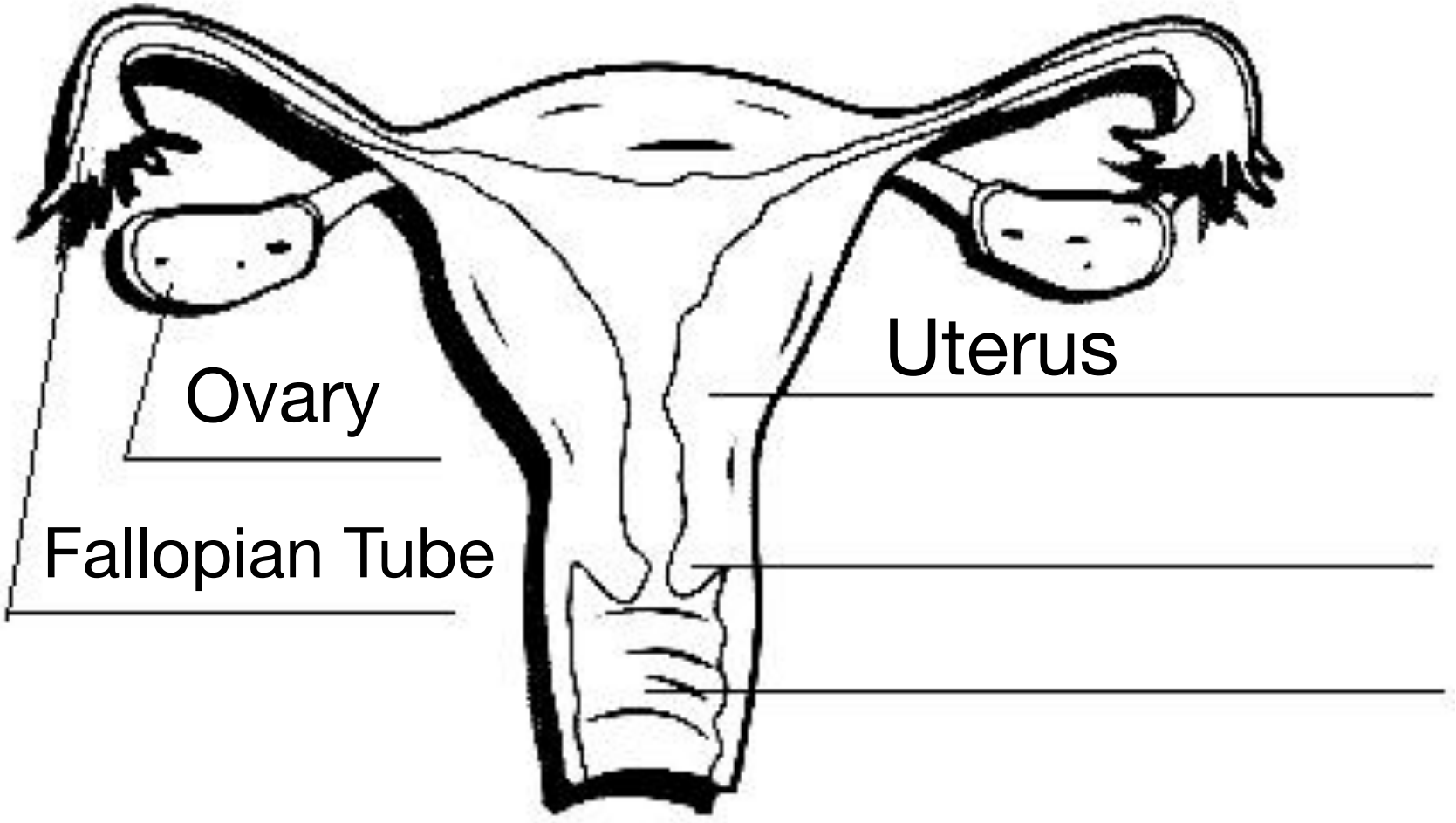
Reproduction cells

- Ova – Female reproductive cells
- Sperm- Male reproductive cells

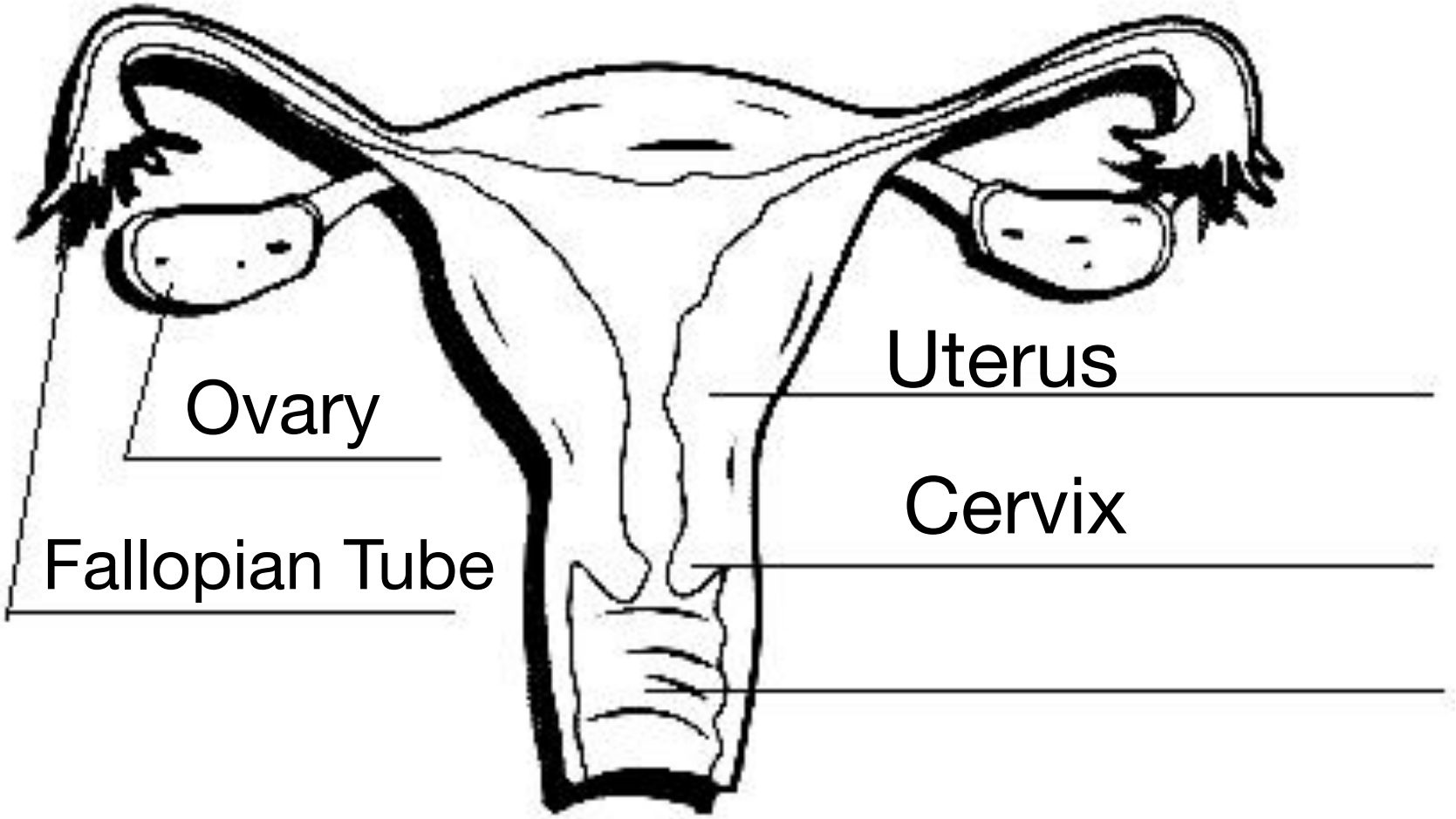
Fallopian Tube—extending from the uterus, two thin tubes where sperm and egg meet



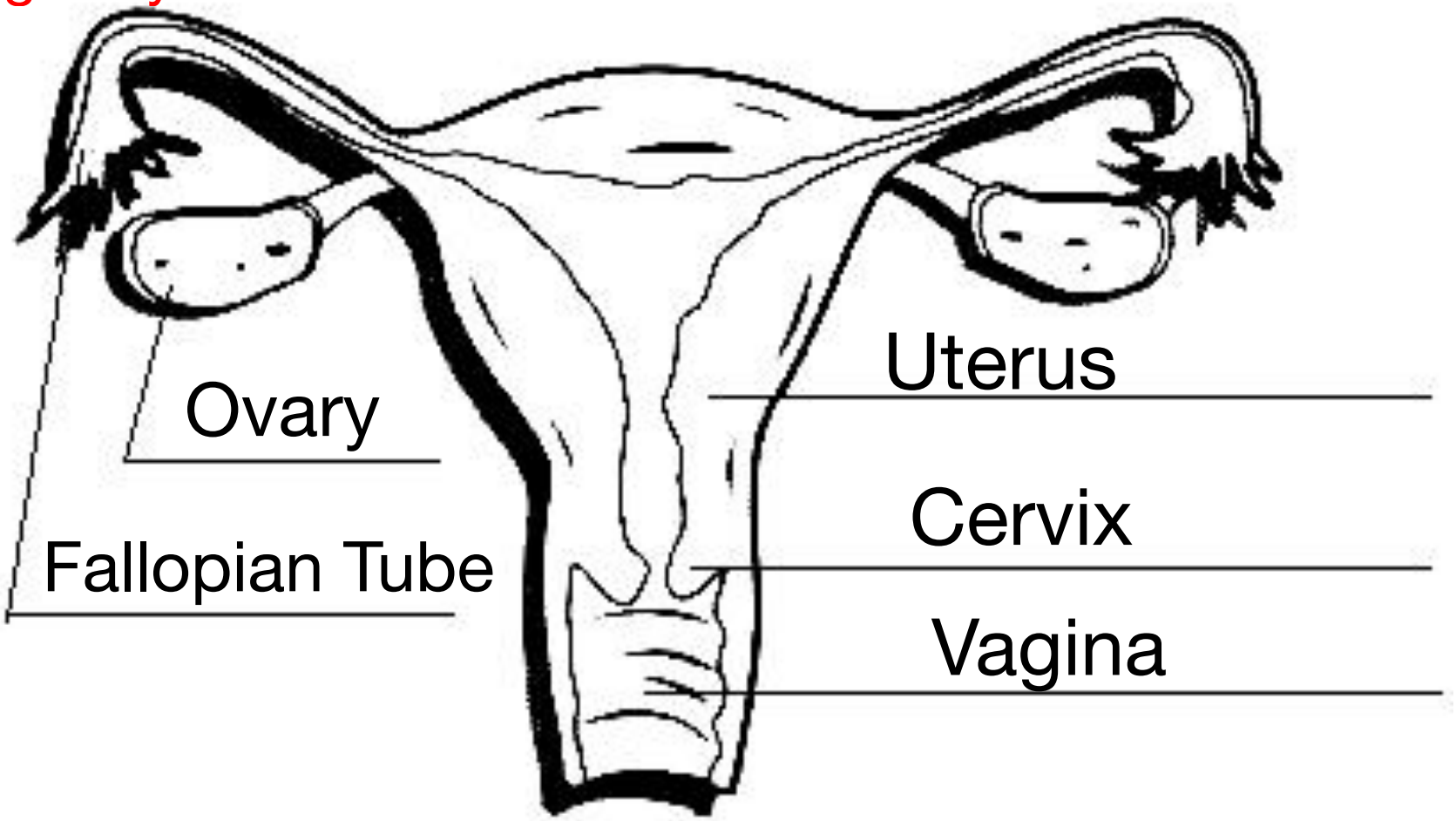
Uterus—womb (where baby develops)



Cervix—keeps baby & fluid in uterus



Vagina—(birth canal) a tubular organ that serves as a passageway from the uterus to the outside of the female body



Care of the Female Reproductive System

- Shower daily
- Breast Self Exam (BSE) monthly

Female Cancers

- Breast cancer
  - Detected by BSE
- Cervical cancer
  - Cancer of the cervix
  - Usually caused by the STD called HPV
- Early detection is the key!

—BSE

Things Not to Worry About

- Period not being regular for the first couple of years
- Not having a period for up to a year after your first period
- Painful ovulation
- Typical PMS symptoms

Things Not to Ignore!

- Anything out of the ordinary on or around genitals
- Amenorrhea (menstrual cycle stops)
- Cloudy urine, painful urination
- Finding a lump or growth in your breasts
- Unusually heavy period
- After menstrual cycle is consistent a missed period is cause for concern
- Ongoing and/or severe lower abdominal pain.

Girls—Who to Talk To

- Your parents
- Your doctor
- Person(s) of Trust

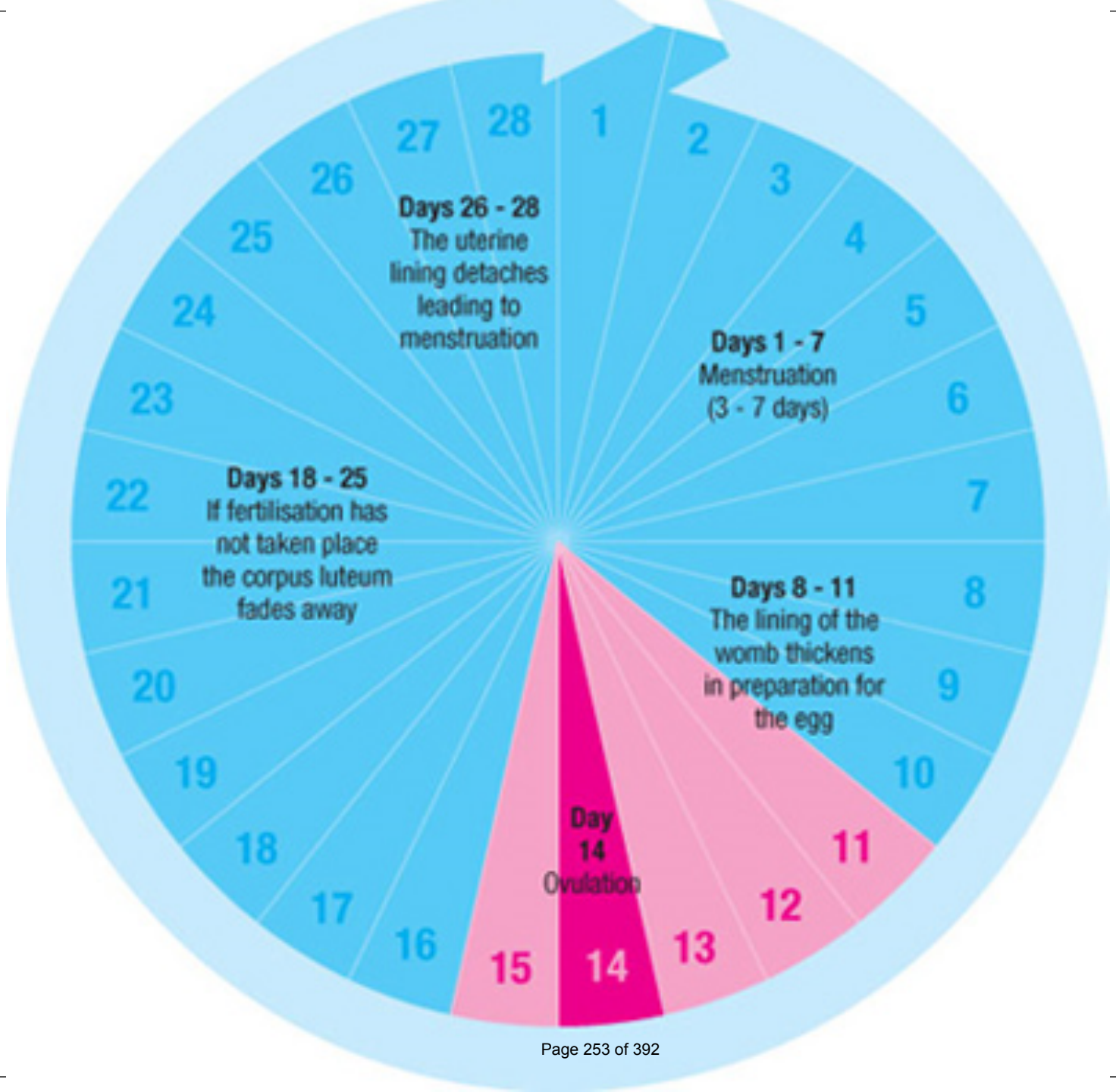
Menstrual Cycle

Female Sexual Anatomy and Physiology

- **Menarche** – first menstrual period
  - Generally starts between ages 9 to 17

  Menstruation – The Shedding of the uterine lining.
- **Menstrual cycle**
  - Approximately 28 days
  - Proliferative phase, secretory phase, menstrual phase
  - Bleeding can last from 3-7 days
- **Menopause** – permanent cessation of menstruation
  - Generally between ages 41 and 60

  Ovulation: release of an egg from ovary, normally midway through menstrual cycle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Days 1 - 7
Menstruation
(3 - 7 days)
Days 8 - 11
The lining of the
womb thickens
in preparation for
the egg
Day
14
Ovulation
Days 18 - 25
If fertilisation has
not taken place
the corpus luteum
fades away
Days 26 - 28
The uterine
lining detaches
leading to
menstruation

PMS (Pre-Menstrual Syndrome)

- Abdominal bloating
- Abdominal pain
- Sore breasts
- Headache
- Limbs swelling
- Fatigue
- Mood swings
- Irritability

Toxic Shock Syndrome

- Life threatening bacterial infection
- Usually caused by poor hygiene
- Symptoms: High fever, rash, coma, death within hours

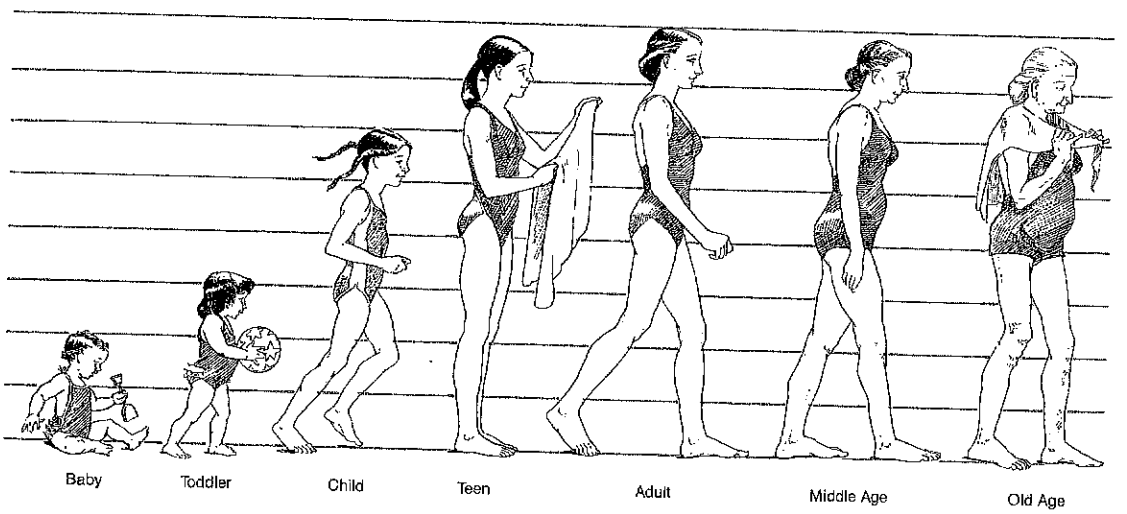
TSS cont.

- Symptoms:
  - Confusion
  - Diarrhea
  - Headaches
  - High fever
  - Low blood pressure
  - Muscle aches
  - Nausea
  - vomiting

Hygiene During Your Period

- Most tampons need to be changed every 8 hours. Recommended time is 4 hours to avoid TSS
- Only use tampons & pads that are as absorbent as you need them to be

Humans also show stages in their growth. You developed into an embryo and then a fetus inside your mother's uterus. When you were a newborn baby, also called an infant, you were bottle-fed or you drank breast milk. You grew and developed fairly rapidly until, when you were about a year old, you learned to walk. Between the ages of eight and seventeen, most of you will experience a period of rapid growth, and your bodies will begin changing as you reach *puberty*, the age at which you become capable of reproducing. By age twenty-one, you will stop growing. At about forty, your metabolism will begin to slow down, and at sixty or later, you will reach old age.



Stages of human growth.

Adolescence and Puberty

The period of growth and change in the human body that occurs between eight and seventeen is known as *adolescence* [add-uhl-ES-ens). During adolescence, powerful chemicals called *hormones* are released into the bloodstream from glands in your body. These hormones cause physical, mental, and emotional changes. The process usually begins earlier in girls than it does in boys.

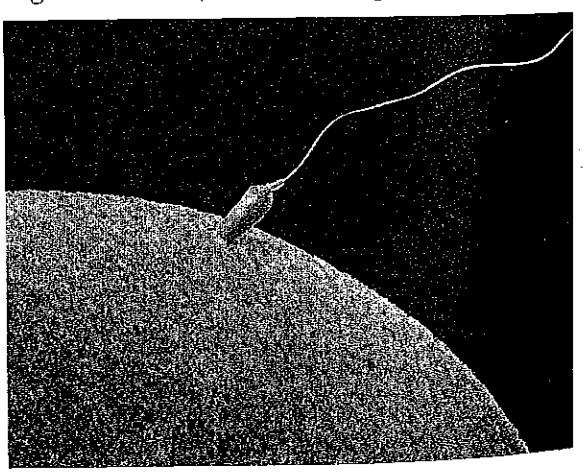
As an adolescent, you may experience an increase in your appetite; you may be hungry all the time. You may also require more sleep at night. Some people experience a very rapid change in height and weight, sometimes called a "growth spurt." Their muscles and bones get larger, and their favorite clothes don't fit anymore. They may feel awkward, because their hands and feet are growing faster than the other parts of their body.

Girls start to develop breasts, and their hips begin to round out. Boys' shoulders widen, and their voices change, sometimes cracking as they begin to deepen. Both boys and girls grow hair under their arms and around their genitals. These changes are normal, and they happen to every human being, though there is variation in the age at which people begin adolescence.

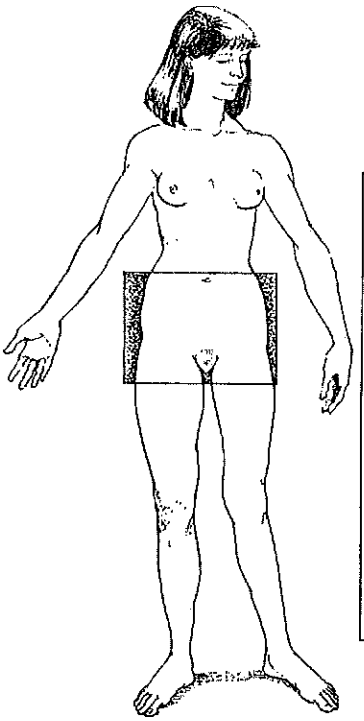
The changes in a person's body during adolescence are in preparation for *puberty*, the time when male and female humans are able to produce children. Human reproduction is very similar to reproduction in other mammals. In females, an egg cell is released each month from one of two ovaries. The egg then passes into one of the *Fallopian* [fah-LOW-pee-en] tubes, where it could be fertilized by sperm from a male. If it is not fertilized, it passes into the uterus and then out of the body along with the lining of the uterus. The uterus lining and egg pass through the *vagina* [vuh-JIE-nuh] on their way out of the body. This monthly process of shedding the egg and the lining of the uterus is called *menstruation* [men-stroo-AY-shun]—from the Latin word *mensis*, meaning "month."

How does the sperm reach the egg in the Fallopian tube? First we need to learn about the male reproductive organs. Sperm are produced in the testes, egg-shaped glands that are contained in a pouch of skin, the *scrotum*, which hangs below the penis. The sperm travel through tubes in the testes in a whitish fluid called *semen*. When the male is sexually aroused, the semen exits the male's body through the *urethra*, a tube in his penis.

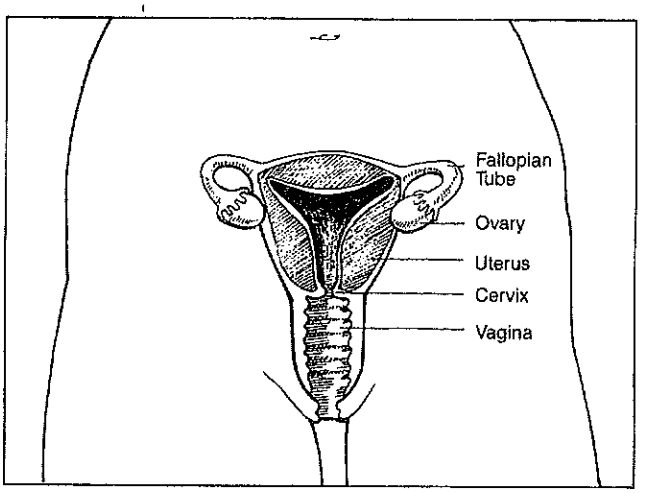
During sexual intercourse, the male places his penis inside the female's vagina. The semen shoots out of his penis and into her vagina, and the sperm swim toward her uterus. After reaching the uterus, they swim toward the Fallopian tubes, where one sperm cell breaks through the egg's outer covering and then fuses with the egg and fertilizes it.

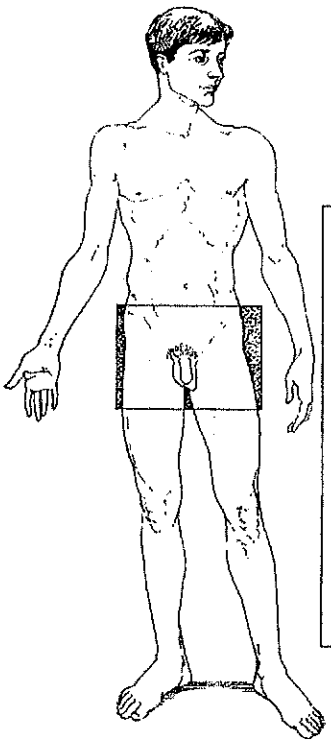


A microscope captures the moment of union between a sperm and an egg.

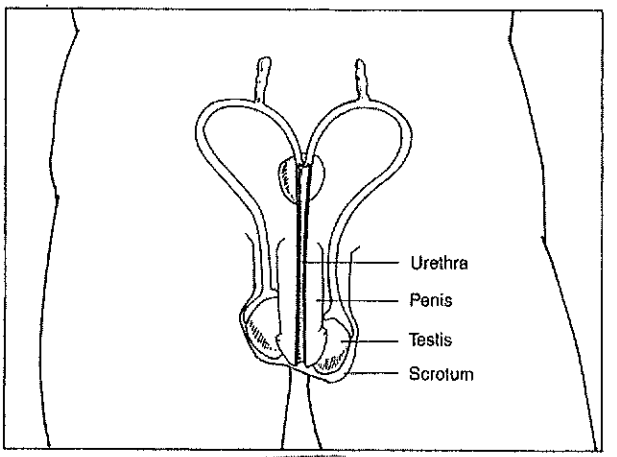


The reproductive parts of a human female.



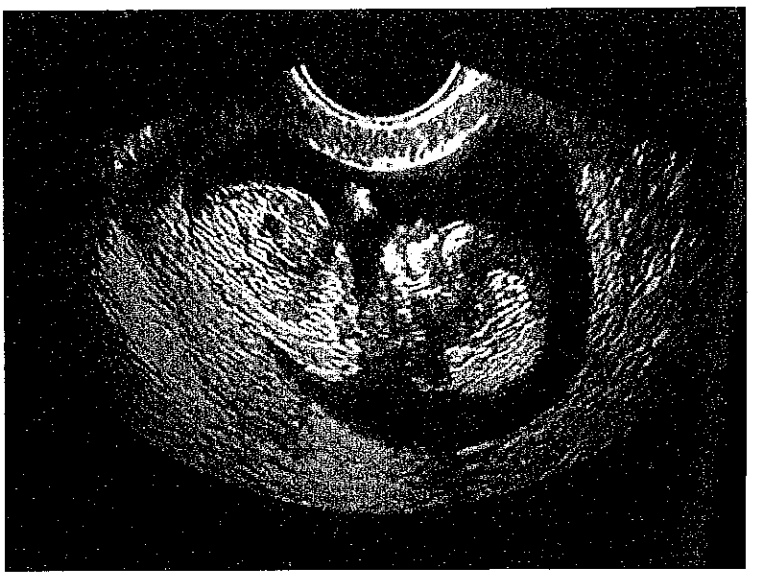


The reproductive parts of a human male.



If the egg is fertilized, it develops into a zygote, which travels down the Fallopian tube and implants itself in the wall of the uterus. Once this happens, we say the woman is pregnant. In the uterus, the zygote grows into an embryo and further develops into a fetus. The fetus grows inside the mother for nine months, until it has developed enough to live in the outside world. At that point, the mother's uterus pushes the fetus out of her body. The process of pushing the baby out is called *labor and delivery*. Sometimes the baby is delivered by cesarean section, an operation in which an incision is made in the abdomen and the uterus and the baby is removed through this incision.

Once it is born, a human baby needs constant care and attention. Left alone, a human infant would die.



This ultrasound picture shows a baby in its mother's womb. You can see the baby's hand and head.

A baby boy with his mother.

North Star Academy Maturation Program Talking Points *(Updated 5/24)*

Presentation follows the Utah State Education Core Curriculum.
There will be a separate boys and girls presentation.

1. Basic Male and Female Anatomy and Physiology
    a. Basic structure of reproductive and endocrine systems
    b. Encourage the use of correct terminology to show respect
    c. Basic discussion of menstrual cycle/reproduction

2. Physical Maturation
    a. Definition of puberty and phases of development
    b. Discussion of what changes will occur in the body to facilitate an understanding of these changes before they occur.
    c. Discussion about how everyone is different and develops at their own rate and timing, There is a wide range of what is healthy and normal.

3. Hygiene/Caring for our bodies
    a. Encourage healthy eating, exercise and good sleep habits
    b. Discourage use of harmful substances
    c. Discuss basic habits of good hygiene such as taking frequent showers, brushing teeth, acne care, and the use of deodorant

4. Emotional preparation
    a. Discuss the need to show respect for the changes occurring in each individual
    b. No harassment or bullying
    c. Private body parts are private
    d. Discussion of the responsibilities of parenthood and waiting until you are ready for those responsibilities.
    e. Golden Rule - Treat others the way you want to be treated.
    f. Identify trusted adults to discuss questions or issues related to these topics

5. What will not be discussed per Utah State Law
    a. Intricacies of intercourse, sexual stimulation or erotic behaviors
    b. Advocacy or encouragement of the use of contraceptives
    c. Advocacy of sexual activity outside of marriage

6. For the girls presentation only
    a. Discussion of menstrual products

NSA Policy Summary Sheet

New Kindergarten Toilet Training Policy

HB 331 from the 2024 legislative session requires students, beginning with the 24-25 school year, to be toilet trained before being enrolled in kindergarten. After HB 331 was passed, the USBE adopted a new rule (R277-631) implementing this new law and also requiring all LEAs to adopt a policy on kindergarten toilet training. Both HB 331 and R277-631 contain an exemption for students who are not able to be toilet trained as a result of a condition addressed by a student's IEP or Section 504 plan. The law and rule also require schools to require parents, as part schools' kindergarten enrollment process, to provide an assurance as to whether their student is toilet trained. This new policy explains how the school will follow and implement this new law and rule.

Amending Student Conduct and Discipline Policy and/or Procedures

A number of bills from the 2024 legislative session (HB 14, 362, and 418) necessitate the school amending its Student Conduct and Discipline Policy and/or Procedures. HB 14 requires a student be suspended or expelled if the student makes a false emergency report targeted at a school. HB 362 modifies the requirements for referring 7th graders and above who are alleged to be habitually truant. HB 362 also modifies the requirements related to reintegration plans, including prohibiting a school from reintegrating a student who has committed a serious offense or sexual crime against a student or staff member of the school. HB 418 requires schools to add "the actual use of violence or sexual misconduct" to the list of reasons for which a student shall be suspended or expelled from school. The amendments to the school's Student Conduct and Discipline Policy and/or Procedures incorporate all the recent changes to the law. In addition, this year's annual assurances from the USBE requires each LEA to have a policy stating that if a student brings a firearm or weapon to school, the student shall be referred directly to the juvenile justice system. So, this requirement has also been built into the school's Student Conduct and Discipline Policy and/or Procedures.

North Star Academy
Policy: Kindergarten Toilet Training Policy
Adopted:

Purpose

The purpose of this policy is to establish the toilet training requirements for kindergarten students at North Star Academy (the "School").

Definitions

"Toilet trained" means that a student can:
(a) communicate the need to use the bathroom to an adult;
(b) sit down on a toilet;
(c) use the toilet without assistance;
(d) undress and dress as necessary; and
(e) tend to personal hygienic needs after toileting.

If an accident occurs, a "toilet trained" child can independently tend to hygienic needs and change clothes.

A student is not "toilet trained" if the student has accidents with sufficient frequency to impact the educational experience of the student or the student's peers, as determined by an LEA.

Policy

General Rule

As required by Utah Code § 53G-7-203 and R277-631, the School shall not enroll a student in kindergarten unless the student is toilet trained, with the following exception: the School may enroll a student who is not toilet trained if the student's developmental delay is a result of a condition addressed by an IEP or Section 504 plan.

Assurance

The School shall, as part of its kindergarten enrollment process, require the parent of an incoming kindergarten student to complete an assurance as to whether the student is toilet trained.

Enrolled Kindergarten Students Who Lack Toilet Training

In the event a kindergarten student is enrolled in the School and lacks toilet training, the School shall:
(a) consider whether the student's delay in toileting capability may be a sign of a disability that could impact the student's education, including initial evaluation consistent with the School's child find obligations, if appropriate; and
(b) refer the student and the student's parents to a School social worker or School counselor, if any, and to the School's Director to:
    (i) provide additional family supports and resources; and
    (ii) create an individualized plan to address the student's needs.

Individualized Plan for Kindergarten Students Who Lack Toilet Training

The individualized plan referenced above may, as appropriate and at the Director's discretion, require an enrolled kindergarten student to either attend less than the student's regular school day or not attend any of the school day until the student is toilet trained.

If the student is permitted to continue attending school as part of the student's individualized plan, the School may allow the student's parent or the parent's adult designee to toilet train the student during the school day. If the student is not permitted to continue attending school as part of the student's individualized plan, the School shall coordinate with the student's parents to reintegrate the student back into school, as appropriate, once the student has become toilet trained. Prior to reintegrating a student back into school under such circumstances, the School may require the student's parent to complete another assurance that the student is toilet trained.

If a parent of an enrolled kindergarten student who is not toilet trained is unwilling or unable to make or complete an individualized plan within a reasonable amount of time, or if an enrolled student who does not have an IEP or Section 504 plan addressing their developmental delay condition is otherwise unable to become toilet trained within a reasonable amount of time, the School may unenroll the student from the school.

North Star Academy
Policy: Student Conduct and Discipline Policy
Revised: October 5, 2023

1. PURPOSE, BELIEFS, AND PHILOSOPHY

1.1 Purpose

The purpose of North Star Academy's (the "School") Student Conduct and Discipline Policy is to help all students develop positive relationships with other students and adults, take responsibility for their actions and learning, and develop the self-discipline necessary to create an environment that is characterized by physical and emotional safety in order to enhance learning for everyone.

The School will foster a school and community-wide expectation of good citizenship for students and a sense of responsibility in the school community for rules and standards of behavior.

The School will promote and require:

- student responsibility for learning and behavior in all grades;
- student conduct that produces a proper learning environment and respect for the personal, civil, and property rights of all members of the School community;
- parents and guardians of all students to assume proper responsibility for their students' behavior and to cooperate with School authorities in encouraging student self-discipline and discouraging behavior that is disruptive to the School's educational program.

1.2 Beliefs and Expectations

The School's beliefs and expectations set a positive and inviting culture for dealing with student behavior issues.

Beliefs:

- Punishment alone will not change behavior
- Much aggressive behavior is a relationship problem, not a behavior problem
- Adults must model the behaviors they expect from the students
- We expect conflicts, but we expect conflicts to be resolved and relationships mended

Expectations:

- Students will show respect for other students
- Students will show respect for adults
- Students will show respect for the building
- Adults will show respect for students
- Students will develop self-discipline

1.3 Procedural Philosophy

The School recognizes that establishing a procedural philosophy consistent with the desired positive school environment is as important as following legal and due process procedures. The School's policy sets forth appropriate legal and due process procedures and will be followed within the context of the procedural philosophy outlined below:

Procedures:

When students are involved in conflicts with other students, they will:

- Work together to resolve the conflict
- Work to repair the relationship and build trust
- Be subject to additional consequences if they exhibit unsafe behaviors during the conflict

When students are involved in a conflict with or feel they have been treated unfairly by a member of the staff or a volunteer, they will:

- Report their feelings to their parent or to the administrator or counselor, who will work together to set up a conference with the student, the parent, an administrator or counselor, and the adult involved in order to resolve the conflict and mend the relationship

When students flagrantly disregard the safety of others, show blatant disrespect to others, or consistently behave in a disrespectful or unsafe way:

- The student will be subjected to consequences and positive behavior support to ensure that the student will make better choices in the future. Consequences might include:
    - In-School Suspension
    - Out of School Suspension
    - Expulsion
    - Restitution
    - Repayment for damages
- The student will work to earn back the trust of the school community by actions such as:
    - Genuine apology to injured or affected parties
    - Demonstration of appropriate behaviors following the incident
    - Repair or replace any damaged items

Due process to protect the rights of students will include:

- All students will be treated with dignity and respect as they go through correction procedures. The administration will see to it that their rights are protected through the process. If parents feel their student has not been treated fairly, they may request a hearing with the School's Board of Directors (the "**Board**") in accordance with the School's Grievance Policy.
- Parents will be notified when students are involved in situations that are deemed to be serious.
- Parents and students will be notified of the expectations, possible consequences, and the procedures involved in this policy at the beginning of each school year.

2. ENVIRONMENT

2.1 Safe School Environment

It is the School's policy to promote a safe and orderly school environment for all students and employees. Accordingly, the School holds all students, employees, and other adults to the highest standards of behavior in the classroom, on School grounds, in School vehicles, and during School-sponsored activities. Criminal acts or disruptive behavior of any kind will not be tolerated, and any individual who engages in such activity will be subject to disciplinary action, criminal prosecution, or both.

2.2 Discrimination Prohibited

It is the School's policy to provide equal educational and employment opportunity for all individuals. Therefore, the School prohibits all discrimination on the basis of race, color, religion, sex, age, national origin, disability, or veteran status. Complaints of discrimination or unfair application of this policy should be submitted pursuant to the School's Grievance Policy.

3. DEFINITIONS

3.1 Suspension

For purposes of this policy, suspension is a temporary removal of a student from School and School-sponsored activities for a period of up to one (1) year. A student who is suspended may, at the Director's discretion, have access to homework, tests, and other schoolwork through a home study program but will not be allowed to attend classes or participate in any School activities during the period of suspension.

3.2 Expulsion

For purposes of this policy, expulsion means the formal process of dismissing a student from School. Recognizing that students who commit violent or disruptive acts may pose safety problems, the School will work with parents to provide alternative educational placement and programs for the student where appropriate and feasible. However, the Director retains the authority to exclude the student from all programs or activities for the period of expulsion.

3.3 Change of Placement for Students with Disabilities under IDEA and Section 504

For purpose of the removal of a student with a disability from the student's current educational placement, a "change of placement" occurs if (a) the removal is for more than ten (10) consecutive school days or (b) the student is subjected to a series of removals that constitute a pattern because they total more than ten (10) school days in a school year or because of factors such as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another. Any "change of placement" requires compliance with the procedures outlined in Section 10 of this policy.

3.4 Disruptive Student Behavior

For purposes of this policy, "disruptive student behavior" means the behavior identified as grounds for suspension or expulsion described in Section 4.1, below.

3.5 Parent

For purposes of this policy, "parent" means (i) a custodial parent of a school-age child; (ii) a legally appointed guardian of a school-age child; or (iii) any other person purporting to exercise any authority over the child which could be exercised by a person described above.

3.6 Qualifying Minor

For purposes of this policy, "qualifying minor" means a school-age child who: (i) is at least nine years old; or (ii) turns nine years old at any time during the school year.

3.7 School Year

For purposes of this policy, "school year" means the period of time designated as the school year by the Board in the calendar adopted each year.

3.8 School-age Child

For purposes of this policy, “school-age child” means a minor who: (i) is at least six years old but younger than 18 years old; and (ii) is not emancipated.

4. GROUNDS FOR SUSPENSION, EXPULSION, OR CHANGE OF PLACEMENT

4.1 Suspension

4.1.1 A student may be suspended from School for the following reasons:

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[a] frequent or flagrant willful disobedience, defiance of proper authority, or disruptive behavior, including, but not limited to: fighting; gang activity; noncompliance with School dress code; harassment, including sexual, racial, or religious harassment; the use of foul, profane, vulgar or abusive language; or other unreasonable and substantial disruption of a class, activity, or other function of the School;

[b] willful destruction or defacing of School property;

[c] behavior or threatened behavior that poses an immediate and significant threat to the welfare, safety, or morals of other students or School personnel or to the operation of the School;

[d] possession, distribution, control, use, sale, or arranging for the sale of an alcoholic beverage as defined in Utah Code Ann. § 32B-1-102;

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[e] possession, distribution, control, use, sale, or arranging for the sale of cigars, cigarettes, electronic cigarettes, or tobacco, as defined by Utah Code Ann. § 76-10-101;

[f] possession, distribution, control, use, sale, or arranging for the sale of contraband, including but not limited to real, look-alike or pretend weapons, fireworks, matches, lighters, alcohol, tobacco, mace, pepper spray, laser pointers, pornography, illegal drugs and controlled substances, drug paraphernalia, or any other material or item that has caused or will imminently cause substantial disruption to school operations;

[g] inappropriate use or possession of electronic devices in class or in any other way that substantially disrupts the educational environment;

[h] any criminal activity;

[i] any serious violation involving weapons, drugs, or the use of force, including those actions prohibited in Section 4.1.2 below, that threatens harm or causes harm to the School or School property, to a person associated with the School, or property associated with any such person, regardless of where it occurs; or

[j] bullying or hazing as defined in Utah Code Ann. § 53G-9-601 and/or the School’s Bullying and Hazing Policy.

4.1.2 A student shall be suspended or expelled from School for the following reasons

[a] a serious violation affecting another student or a staff member, or a serious violation occurring in a School building, in or on School property, or in conjunction with a School-sponsored activity, including:

(i) the possession, control, or actual or threatened use of a real weapon, explosive, or noxious or flammable material;

(ii) the actual use of violence or sexual misconduct, including but not limited to such violence or sexual misconduct related to hazing;

(iii) the actual or threatened use of a lookalike weapon with intent to intimidate another person or to disrupt normal School activities; or

(iv) the sale, control, or distribution of a drug or controlled substance as defined in Utah Code Ann. § 58-37-2, an imitation controlled substance defined in Utah Code Ann. § 58-37b-2, or drug paraphernalia as defined in Utah Code Ann. § 58-37a-3;

[b] the commission of an act involving the use of force or the threatened use of force which if committed by an adult would be a felony or class A misdemeanor; or

[c] making a false report of an emergency at the School or another school under Utah Code Ann. § 76-9-202(2)(d).

4.2 Expulsion

A student may be expelled from School for any violation listed under Section 4.1 of this policy if the violation is serious or persistent.

4.3 Weapons – Mandatory Expulsion for One Year – Utah Code Ann. § 53G-8-205(2)(b); 20 U.S.C. § 7151

4.3.1 Any student who commits an act for which mandatory suspension or expulsion is provided under Section 4.1.2, above, involving a real or lookalike weapon, explosive, or noxious or flammable material shall be expelled from School and all School programs and activities for a period of not less than one (1) year, subject to the following:

[a] Within forty-five (45) days after the expulsion, the student shall appear before the Case Management Team ("**CMT**"), which shall be comprised of the Director, a Board member, and a teacher selected by them, accompanied by a parent or legal guardian; and

[b] The CMT shall determine:

(i) what conditions must be met by the student and the student's parent for the student to return to School;

(ii) if the student should be placed on probation in a regular school setting consistent with Utah Code Ann. § 53G-8-208, and what conditions must be met by the student in order to ensure the safety of students and faculty at the School; and

(iii) if it would be in the best interest of both the School and the student to modify the expulsion term to less than a year, conditioned on approval by the Board and giving highest priority to providing a safe school environment for all students.

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[c] For purposes of this policy, the term "firearm", "explosive", and "noxious or flammable material" include but are not limited to: guns, starter pistols, cap guns, bombs, bullets and ammunition, gasoline or other flammable liquids, mace, pepper spray, matches, and lighters.

4.3.2 Students with Disabilities under IDEA and Section 504

Whenever a student receiving special education and related services under the Individuals with Disabilities Education Act ("IDEA") or Section 504 of the Rehabilitation Act is determined to have carried a weapon to School or a School-sponsored activity, the procedures outlined in Section 10 of this policy must be followed.

4.4 Drugs and Controlled Substances – Mandatory Suspension or Expulsion – Utah Code Ann. § 53G-8-205(2)(a)

4.4.1 A student shall be suspended or expelled from the School for any of the following reasons:

[a] use, control, possession, distribution, sale, or arranging for the sale of an illegal drug or controlled substance (which includes alcohol), an imitation controlled substance, or drug paraphernalia in a School building, in a School vehicle, on School property, or in conjunction with any School-sponsored activity;

[b] misuse or abuse, distribution, sale or arranging for the sale of prescription medication at School or a School-sponsored activity; or

[c] misuse or abuse of over-the-counter remedies, or sharing, distribution, sale, or arranging for the sale of over-the-counter remedies. A student may possess and use over-the-counter remedies at School only in amounts not to exceed the recommended daily dose including, but not limited to: aspirin, ibuprofen, Tylenol (acetaminophen), cough drops, allergy medication, cough syrup and mouthwash.

4.4.2 Students with Disabilities under Section 504

Any student identified as being disabled under either Section 504 of the Rehabilitation Act or the Americans with Disabilities Act who currently is engaging in the illegal use of drugs or alcohol shall be suspended or expelled to the same extent as non-disabled students for the possession, use, control, distribution, sale, or arrangement of the sale of illegal drugs, alcohol, or controlled substances on School property or in conjunction with any School-sponsored activity.

4.4.3 Drug Testing

[a] Any student who is reasonably suspected of violating Section 4.4 may be subject to a drug test for cause, arranged and paid for by the School.

[b] Any student who has been suspended or expelled for a violation of Section 4.4 may be required to provide a clean drug test and evidence of completion of drug assessment and/or drug counseling programs as a condition of readmission to School. Testing and counseling required as a condition of readmission rather than for the purpose of providing justification for the initial suspension or expulsion shall be arranged and paid for by the student's parent or guardian.

[c] Students who refuse to submit to required drug testing and counseling programs or to cooperate with School officials with respect to the sharing of appropriate information, may be expelled from the School.

[d] Any student who is suspended or expelled for violation of Section 4.4 may be subject to random drug testing, at any time and for any reason, for a period of one year from the date of offense. If the student tests positive, he/she may be expelled from all School programs or activities. Any student who refuses consent for random drug testing under these conditions shall be expelled from all School programs or activities.

4.4.4 Students with Disabilities under IDEA

Whenever a student receiving special education and related services under IDEA knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at School or a School-sponsored activity, the procedures outlined in Section 10 of this policy must be followed.

4.5 Gangs

For purposes of this policy, "gang" means any ongoing organization, association or group of three or more persons, whether formal or informal, having as one its primary activities the commission of criminal acts, which has a unique name or identifiable signs, symbols, or marks, and whose members individually or collectively engage in criminal or violent behavior to persons or property, or who create an unreasonable and substantial disruption or risk of disruption of a class, activity, program, or other function of a school.

4.5.1 Gang Activity and Apparel Prohibited

Students who engage in any form of gang activity on or about School property, or at any School-sponsored activity may be suspended or expelled under the terms of this policy. For the purposes of this policy, "gang activities" include, but are not limited to any of the following:

[a] Wearing, possessing, using, distributing, displaying, or selling any clothing, jewelry, apparel, emblems, badges, tattoos or manner of grooming, accessories, symbols, signs, or other thing which is evidence of membership in or affiliation with any gang;

[b] Committing any act or omission or using any speech, either verbal or nonverbal, (flashing signs, gestures, hand shakes, etc.) that demonstrates membership in or a affiliation with a gang;

[c] Soliciting others for membership in a gang;

[d] Requesting any person to pay for "protection", claiming "turf", or otherwise intimidating, bullying, retaliating against, threatening, abusing, or harassing any person;

[e] Possessing a weapon, controlled substances, drug paraphernalia, or other contraband;

[f] Committing any illegal act; or

[g] Encouraging or inciting another person to act with physical violence upon any other person or cause damage to property.

4.5.2 Confiscation of Gang Items

Subject to the search and seizure provisions of this policy, gang paraphernalia, apparel, or weapons may be confiscated by School officials at any time.

4.5.3 Consultation with Law Enforcement Authorities

School officials shall consult with local law enforcement authorities and gang detectives whenever they have questions regarding gang-related clothing, apparel, or other gang activity.

4.6 Bullying, Cyber-Bullying, Harassment, Hazing, and Abusive Conduct

Bullying, cyber-bullying, harassment, hazing, and abusive conduct of students and employees are against federal law, state law, and School policy, and are not tolerated by the School. It is the School's intent to respond to school-related incidents by implementing prevention efforts where victims can be identified and assessed, and perpetrators educated, in order to create a safer school that provide a positive learning environment.

School administration has the authority to discipline students and employees for off-campus speech that causes or threatens a substantial disruption on campus, at School activities, or causes or threatens a significant interference with a student's educational performance or involvement in School activities.

Additional information regarding these issues are contained in the School's Bullying and Hazing Policy, which is available on the School's website.

4.7 Possession or Use of Electronic Cigarette Products

4.7.1 Students are prohibited from possessing or using electronic cigarette products, as defined by Utah Code Ann. § 76-10-101, on School property.

4.7.2 The Director or their designee shall request the surrender of or confiscate electronic cigarette products as provided in Section 16 of this policy.

4.7.3 The Director will ensure that any surrendered or confiscated electronic cigarette product is destroyed or disposed of. However, the Director may allow the release of any surrendered or confiscated electronic cigarette product to local law enforcement if School personnel have a reasonable suspicion that the electronic cigarette product contains an illegal substance and local law enforcement requests that the School release it to them as part of an investigation or action.

5. AUTHORITY TO SUSPEND OR EXPEL

5.1 Authority to Suspend for Ten (10) School Days or Less for Regular Education Students

The Director has the authority to suspend a regular education student for up to ten (10) school days. In considering whether to suspend a student, the Director shall consider all relevant factors, including but not limited to, the severity of the offense, the student's age, disability, academic status and disciplinary record, parental capabilities, and community resources.

5.2 Authority to Suspend and Duration of Suspension for Students with Disabilities

The Director has the authority to suspend a student with disabilities (504 or IDEA) for not more than ten (10) consecutive school days, and additional removals of not more than ten (10) total school days in that same school year for separate incidents of misconduct as long as those removals do not constitute a pattern resulting in a change of placement. The School need not provide services during periods of removal of ten (10) days cumulative or less if services are not provided to a student without disabilities who has been similarly suspended.

5.3 Authority to Suspend for Longer than Ten (10) Days or Expel for Regular Education Students

Subject to the requirements for due process set forth in Section 9, below, the Director may suspend a regular education student for longer than ten (10) days or expel a regular education student.

Expulsions shall be reviewed by the CMT and the conclusions reported to the Board at least once each year if the parent/guardian of the expelled student has expressed a desire for the student to return to the School.

5.3.1 Parental Responsibility

If a student is suspended for a period longer than ten (10) days or expelled, the student's parent or legal guardian is responsible for undertaking an alternative education plan that will ensure that the student's education continues during the period of expulsion. The parent or guardian shall work with designated School officials to determine how the student's education will continue through private education paid for by the parents, an alternative program offered by the local school district, or other alternatives which will reasonably meet the educational needs of the student. Costs of educational services which are not provided by the School are the responsibility of the student's parent or guardian.

5.3.2 The parent or guardian and designated School officials may enlist the cooperation of the Division of Child and Family Services, the juvenile court, law enforcement, or other appropriate government agencies in determining how to meet the educational needs of the student.

5.3.3 The School shall contact the parent or guardian of each student under age 16 who has been expelled from all School programs and services at least once a month to determine the student's progress if the parent/guardian of the expelled student has expressed a desire for the student to return to the School.

5.4 Authority to Institute Change of Placement for Student with Disabilities

Where the student is receiving special education services or accommodations on the basis of disability under IDEA, 504, or ADA, procedures outlined in the State of Utah Special Education Rules shall be followed, including prior written notice to parents or guardians regarding their procedural due process rights, before any long-term disciplinary action or change of placement takes place.

6. PROCEDURES FOR ADDRESSING DISRUPTIVE STUDENT BEHAVIOR – Utah Code Ann. § 53G-8-210

6.1 Efforts to Resolve Disruptive Student Behavior Problems

6.1.1 Information About Resources. The School will provide to a parent of a student who engages in disruptive student behavior a list of resources available to assist the parent in resolving the student's disruptive behavior problem.

6.1.2 Procedures for Resolving Problems. The Director or a teacher or counselor designated by the Director will work with students who engage in disruptive student behavior according to the procedures identified in Section 7, below, in an attempt to help the student's behavior to improve and to prevent problems from escalating. Incidents of disruptive student behavior and attempts to

resolve behavior issues will be documented.

6.2 Notice of Disruptive Student Behavior

6.2.1 Authorization. The Director is authorized to issue notices of disruptive student behavior to students who are qualifying minors.

6.2.2 Criteria for Issuing Notice. The Director may issue a "notice of disruptive student behavior" to a qualifying minor who:

[a] engages in "disruptive student behavior" that does not result in suspension or expulsion three times during the school year; or

[b] engages in disruptive student behavior that results in suspension or expulsion once during the school year.

6.2.3 Contents of Notice. The notice of disruptive student behavior will:

[a] require the qualifying minor and a parent of the qualifying minor to whom the notice is issued to (i) meet with School authorities to discuss the qualifying minor's disruptive student behavior; and (ii) cooperate with the Director and the Board in correcting the student's disruptive student behavior; and

[b] be mailed by certified mail to, or served in person on, a parent of the qualifying minor.

6.2.4 Contesting Notice. A qualifying minor, or a qualifying minor's parent, may contest a notice of disruptive student behavior by requesting in writing, within ten (10) business days after receipt of the notice, a meeting with the CMT at which the parent and the CMT will discuss the facts related to the student's behavior, the basis of the parent's concerns with or objections to the issuance of the notice, and efforts that have been made to address the behavior problems.

6.3 Habitual Disruptive Student Behavior Notice

6.3.1 Criteria for Issuing Notice. The Director may issue a "habitual disruptive student behavior notice" to a qualifying minor who:

[a] engages in disruptive student behavior that does not result in suspension or expulsion at least six times during the school year;

[b] (i) engages in disruptive student behavior that does not result in suspension or expulsion at least three times during the school year; and (ii) engages in disruptive student behavior that results in suspension or expulsion at least once during the school year; or

[c] engages in disruptive student behavior that results in suspension or expulsion at least twice during the school year.

6.3.2 Notice to Parents. Within five (5) days after the day on which a habitual disruptive student behavior notice is issued, the Director shall provide documentation to a parent of the qualifying minor who receives the notice of the efforts made by a School representative under Section 7, below.

6.4 Responses to School-Based Behavior

6.4.1 Definitions.

[a] "Mobile crisis outreach team" means a crisis intervention service for minors or families of minors experiencing behavioral health or psychiatric emergencies.

[b] "Restorative justice program" means a school-based program or a program used or adopted by a school that is designed to enhance school safety, reduce school suspensions, and limit referrals to court, and is designed to help minors take responsibility for and repair the harm of behavior that occurs in school.

[c] "Youth court" means the same as that term is defined in § 80-6-901, including that it is a diversion program that provides an alternative disposition for cases involving minors who have committed minor offenses in which youth participants, under the supervision of an adult coordinator, may serve in various capacities within the courtroom, acting in the role of jurors, lawyers, bailiffs, clerks, and judges.

6.4.2 Alternative School-Related Interventions. The Board may establish or partner with a certified youth court program or establish or partner with a comparable restorative justice program. The School may refer a student to youth court or a comparable restorative justice program in accordance with § 53G-8-211.

6.4.3 Referrals of Minors. A qualifying minor to whom a habitual disruptive student behavior notice is issued under Section 6.3.1 may not be referred to the juvenile court. The School will follow § 53G-8-211 with respect to referring a minor who is alleged to be a habitual truant or is alleged to have committed an offense on School property when School is in session or during a School-sponsored activity. In accordance with § 53G-8-211:

[a] if the alleged offense on School property is a class C misdemeanor, an infraction, or a status offense, or a minor is alleged to be a habitual truant, the minor shall be referred:

(i) to an evidence-based alternative intervention, including:

(1) a mobile crisis outreach team;

(2) youth services center, as defined in § 80-5-102;

(3) a certified youth court, as defined in § 80-6-901, or comparable restorative justice program;

(4) an evidence-based alternative intervention created and developed by the School or other governmental entities as set forth in § 53G-8-211(3)(a)(v);

(5) a tobacco cessation or education program if the offense is a violation of § 76-10-105; or

(6) truancy mediation; or

(ii) for prevention and early intervention youth services, as described in § 80-5-201, by the Division of Juvenile Justice Services if the minor refuses to participate in an evidence-based alternative intervention described above.

[b] Except as provided in Subsection [c] below, if a minor is alleged to have committed an offense on School property that is a class C misdemeanor, an infraction, or a status offense, the minor may be referred directly to a law enforcement officer or agency or a court only if:

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(i) the minor allegedly committed an offense on School property on a previous occasion; and

(ii) the minor was referred to an evidence-based alternative intervention, or to prevention or early intervention youth services, as described in Subsection [a] above for the previous offense.

[c] If a minor is alleged to have committed a traffic offense that is an infraction, the minor may be referred directly to a law enforcement officer or agency, a prosecuting attorney, or a court for the traffic offense.

[d] If a minor is alleged to have committed an offense on School property that is a class B misdemeanor or a class A misdemeanor, the minor may be referred directly to a court or to the evidence-based alternative interventions in Subsection [a] above.

[e] If a minor is alleged to be a habitual truant, the minor may be referred to a law enforcement officer or agency or a court if:

(i) the minor was previously alleged of being a habitual truant at least twice during the same school year; and

(ii) the minor was referred to an evidence-based alternative intervention, or for prevention and early intervention youth services, as described in Subsection [a] above for at least two of the previous habitual truancies.

[f] If a minor commits an offense on School grounds when School is in session or at a School-sponsored activity and that information is reported to, or known by, a School employee, the School employee shall notify the Director. After receiving such a notification, the Director shall notify a law enforcement officer or agency if the Director may refer the offense to a law enforcement officer or agency as explained above in this section. The Director shall also notify other School personnel if the Director determines that other School personnel should be informed.

6.4.4 Referral of Students for Firearm Offense. If a student brings a firearm or weapon to the School, the student shall be referred directly to a law enforcement officer or agency, a prosecuting attorney, or a court.

7. ALTERNATIVES TO EXPULSION, OR CHANGE OF PLACEMENT FOR FREQUENT OR FLAGRANT DISRUPTIVE BEHAVIOR – Utah Code Ann. § 53G-8-207

A continuum of intervention strategies shall be available to help students whose behavior in School repeatedly falls short of reasonable expectations. Prior to suspending a student for more than ten (10) days or expelling a student for repeated acts of willful disobedience, defiance of authority, or disruptive behavior which are not so extreme or violent that immediate removal is warranted, good faith efforts shall be made to implement a remedial discipline plan to allow the student to remain in the School.

7.1 Before referring the student for long-term suspension, expulsion or change of placement under this Section, School staff should demonstrate that they have attempted some or all of the following interventions:

7.1.1 Talking with the student;

7.1.2 Class schedule adjustment;

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7.1.3 Phone contact with the parent or legal guardian;

7.1.4 Informal parent/student conferences;

7.1.5 Behavioral contracts;

7.1.6 After-school make-up time;

7.1.7 Short-term in-school suspension (ISS);

7.1.8 Short-term at-home suspensions;

7.1.9 Appropriate evaluation;

7.1.10 Home study;

7.1.11 Alternative programs; or

7.1.12 Law enforcement assistance as appropriate.

7.2 Parental Attendance with Student – Utah Code Ann. § 53G-8-207(1)-(2).

As part of a remedial discipline plan for a student, the School may require the student's parent or guardian, with the consent of the student's teachers, to attend class with the student for a period of time specified by a designated School official. If the parent or guardian does not agree or fails to attend class with the student, the student shall be suspended in accordance with the provisions of this policy.

8. DUE PROCESS FOR SUSPENSIONS OF TEN (10) DAYS OR LESS

The following procedure shall apply to all students facing suspension of ten (10) school days or less:

8.1 The Director shall notify the student's custodial parent or guardian of the following without delay: that the student has been suspended, the grounds for the suspension, the period of time for which the student is suspended, and the time and place for the parent or guardian to meet with the Director to review the suspension.

8.2 The Director shall also notify the non-custodial parent, if requested in writing, of the suspension.

8.2.1 Section 8.2 does not apply to the portion of School records which would disclose any information protected under a court order.

8.2.2 The custodial parent is responsible to provide the School a certified copy of any court order under Subsection 8.2.1.

8.3 The Director shall document the charges, evidence, and action taken.

8.4 The student shall be requested to present his/her version of the incident in writing. Students with disabilities or young students who are unable to write their own statements shall be accommodated through the use of tape recorder, scribe, etc.

8.5 If the student denies the charges, the student shall be provided with an explanation of the evidence and an opportunity to present his/her version of the incident to the Director.

8.6 In general, the notice and informal conference shall precede the student's removal from the School.

8.7 If, in the judgment of the Director, notice is not possible because the student poses a danger to a person or property or an ongoing threat of disrupting the academic process, he/she may be removed immediately. However, in such cases, the necessary notice and informal conference shall follow as soon as possible.

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9. DUE PROCESS FOR SUSPENSIONS OF MORE THAN TEN (10) DAYS AND EXPULSIONS

9.1 If the Director believes that a student should be suspended for more than ten (10) days or expelled, the Director may make the initial decision and shall meet with the student's parent or guardian to discuss the charges against the student and the proposed discipline within five (5) school days after the suspension or expulsion began. If requested in writing, the Director shall also notify the non-custodial parent of the suspension or expulsion as outlined in Section 8.2 of this policy.

9.2 Notice to Student and Parent/Guardian

During the meeting required in Section 9.1, the Director shall provide the student's parent or guardian with written notice that includes all of the following elements (or, if the student's parent or guardian refuses to meet, the Director shall send the notice by certified mail, return receipt requested, to the student's parent or legal guardian within ten (10) school days after the suspension or expulsion began):

9.2.1 a description of the alleged violation(s) or reason(s) giving rise to disciplinary action;

9.2.2 the penalty being imposed (duration of suspension or expulsion);

9.2.3 a statement that a due process hearing may be requested by providing the Director with written notice within ten (10) school days of the parent or guardian's receipt of the notice;

9.2.4 a statement that, if a due process hearing is requested, the Board, even though less than a quorum, will conduct the hearing;

9.2.5 a statement that the suspension or expulsion is taking effect immediately and will continue for the stated period unless a due process hearing is requested in a timely manner and the Board determines otherwise;

9.2.6 the mailing date of the notice; and

9.2.7 a statement that, if a hearing is not requested within ten (10) school days after receipt of the notice, the Director's decision to suspend or expel the student will be final, and the parent's right to oppose the decision will be waived.

9.3 Hearing Procedures

If a Due Process Hearing is requested in response to the notice sent pursuant to Section 9.2 of this policy, the following procedures shall apply:

9.3.1 After receipt of the request, the School shall schedule a hearing as soon as possible but not later than ten (10) school days following receipt of the request unless the student's parent or guardian agrees otherwise.

9.3.2 A written Hearing Notice shall be sent to the parent or guardian informing the parent or guardian that the Due Process Hearing will be conducted before the Board and of the following information:

[a] the date, place, and time of the hearing;

[b] the circumstances, evidence, and issues to be discussed at the hearing;

[c] the right of all parties to cross-examine witnesses subject to the Board chairman's determination that this right should be limited to protect student witnesses from retaliation, ostracism or reprisal; and

[d] the right of all parties to examine all relevant records.

9.3.3 The Board shall conduct the Due Process Hearing on the record and shall:

[a] ensure that a written record of the Hearing is made, a copy of which shall be provided to all parties upon request, with the cost borne by the School;

[b] consider all relevant evidence presented at the Hearing;

[c] allow the right to cross-examination of witnesses, unless the Board chairman determines that this right should be limited to protect student witnesses from ostracism, retaliation or reprisal;

[d] allow all parties a fair opportunity to present relevant evidence; and

[e] issue a written decision including findings of fact and conclusions.

9.3.4 Hearing Rules

Formal Rules of Evidence do not apply to the Due Process Hearing, and no discovery is permitted. However, the following rules will apply:

[a] parties may have access to information contained in the School's files to the extent permitted by law;

[b] hearings shall be closed to the press and the public;

[c] documents, testimony, or other evidence submitted by the parties after the hearing will not be considered by the Board; and

[d] the Board may excuse witnesses or parties or suspend or terminate a hearing if persons involved in the hearing are abusive, disorderly, disruptive, or if they refuse to abide by the rules and orders of the Board.

10. DUE PROCESS FOR CHANGE OF PLACEMENT OF STUDENTS WITH DISABILITIES

Where the student is receiving special education services or accommodations on the basis of

disability under IDEA, 504 or ADA, procedures outlined in the Utah State Board of Education Special Education Rules shall be followed, including prior written notice to parents or guardians regarding their procedural due process rights, before any long-term disciplinary action or change of placement takes place.

10.1 Required Services

10.1.1 504 and ADA Students

When a determination is made that the conduct of a 504 or ADA student (but not a student who is disabled under IDEA) is not a manifestation of the student's disability pursuant to Section 10.5, the student shall be subject to the same disciplinary consequences as regular education students, up to and including expulsion from School; however, the School must continue to provide education services in accordance with guidelines established by the Utah State Office of Education.

10.1.2 IDEA

A school need not provide services during periods of removal to a student with a disability under IDEA who has been removed from his or her current placement for ten (10) school days or less in that school year if services are not provided to a student without disabilities who has been similarly removed.

If a student with a disability under IDEA has been removed from his or her current placement for more than ten (10) school days in the same school year, for the remainder of the removals the School shall provide services to the extent necessary to enable the student to progress in the general curriculum and appropriately advance toward achieving the goals set out in the student's IEP. School personnel, in consultation with the student's special education teacher, determine the extent to which services are necessary to enable the student to appropriately progress in the general curriculum and advance toward achieving the goals set out in the student's IEP.

10.2 Change of Placement for Weapons, Drugs, or Serious Bodily Injury

A student's IEP team may order a change in placement of a student with a disability to an appropriate interim alternative educational setting for the same amount of time that a student without a disability would be subject to discipline, but for not more than forty-five (45) days, if:

10.2.1 The student carries a weapon to or possesses a weapon at School, on School premises, or to or at a School-sponsored activity; or

10.2.2 The student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at School, on School premises, or at a School-sponsored activity; or

10.2.3 The student has inflicted serious bodily injury upon another person while at School, on School premises, or at a School-sponsored activity.

10.3 Change of Placement Due to Student's Serious Misconduct

School officials may request an expedited due process hearing in order to change the placement of a student with a disability to an appropriate interim alternative educational setting, recommended by the student's IEP team, for not more than forty-five (45) days. A hearing officer may order such a change, if he/she:

10.3.1 Determines that School officials have demonstrated by substantial evidence that maintaining the current placement of a student is substantially likely to result in injury to the student or others;

10.3.2 Considers the appropriateness of the student's current placement;

10.3.3 Considers whether School officials have made reasonable efforts to minimize the risk of harm in the student's current placement, including the use of supplementary aids and services; and

10.3.4 Determines that the interim alternative educational setting being recommended by School officials (1) has been selected so as to enable the student to continue to progress in the general curriculum, although in another setting, and to continue to receive those services and modifications, including those described in the student's current IEP, that will enable the student to meet the goals set out in that IEP: and (2) includes services and modifications designed to address the behavior at issue so that it does not recur.

10.4 Parental Notice

As soon as a decision is made by School officials to remove a student with a disability from his/her current placement for more than ten (10) school days, the student's parents must be notified of that decision and of all procedural safeguards outlined by law and School policy.

10.5 IEP Meetings for Manifestation Determination

10.5.1 Immediately, if possible, but in no case later than ten (10) school days after the date on which the decision is made to remove the student from the current placement, a review must be conducted of the relationship between the student's disability and the behavior subject to the disciplinary action.

10.5.2 The manifestation review must be conducted by the student's IEP team and other qualified School personnel.

10.5.3 In conducting the manifestation review, the IEP team may determine that the behavior of the student was not a manifestation of student's disability only if the IEP team:

[a] First considers, in terms of behavior subject to disciplinary action, all relevant information, including:

(i) Evaluation and diagnostic results, including the results or other relevant information supplied by the parents of the student;

(ii) Observations of the student; and

(iii) The student's IEP and placement; and

[b] Then determines whether:

(i) The conduct in question was caused by or had a direct and substantial relationship to the child’s disability; or

(ii) The conduct in question was the direct result of the School’s failure to implement the student’s IEP.

10.5.4 If the IEP team determines that either of the standards above was met, the behavior must be considered a manifestation of the student's disability.

10.5.5 Determination that Behavior was not Manifestation of Disability

If the result of the manifestation review is a determination that the behavior of a student with a disability was not a manifestation of the student's disability, the relevant disciplinary procedures applicable to students without disabilities may be applied to the student in the same manner in which they would be applied to students without disabilities, except that a free appropriate public education must still be made available to the student if the student is suspended or expelled from School.

10.5.6 Determination that Behavior was Manifestation of Disability
If the result of the manifestation review is a determination that the behavior of a student with a disability was a manifestation of the student's disability, the student must remain in or be returned to the prior placement.

10.6 IEP Meetings for Functional Behavioral Assessments

10.6.1 Post-Discipline Functional Behavioral Assessments

If School officials have not conducted a functional behavioral assessment and implemented a behavioral intervention plan for the student before the behavior that results in a removal from School for longer than ten (10) school days or a change of placement to an interim alternative educational setting, School officials shall convene an IEP meeting to develop an assessment plan and appropriate behavioral interventions to address that behavior.

10.6.2 Pre-Discipline Behavioral Intervention Plans
If the student already has a behavioral intervention plan, the IEP team shall review the plan and modify it, as necessary, to address the behavior.

10.7 Placement During Appeals and Stay Put

10.7.1 If a parent requests a due process hearing to challenge the interim alternative educational setting or the manifestation determination, the student must remain subject to the disciplinary action pending the decision of the hearing officer or until the expiration of the forty-five (45) day period, whichever occurs first, unless the parent and School officials agree otherwise.

10.7.2 If a student is placed in an interim alternative educational setting and School personnel propose to change the student's placement after expiration of the interim alternative placement, during the pendency of any proceeding to challenge the proposed change in placement the student must remain in the current placement (the student's placement prior to the interim alternative education setting), unless School officials succeed in getting an order through an expedited hearing as described in Section 10.3.

11. ADMINISTRATIVE STUDENT CONDUCT AND DISCIPLINE PLAN

11.1 Elements of Plan

The Director will develop, with input from administration, instruction and support staff, students, parents, and other community members, a Student Conduct and Discipline Plan. The plan shall be comprehensive, clearly written, consistently enforced, and include the following elements:

11.1.1 written standards for student behavior expectations, including school and classroom management;

11.1.2 effective instructional practices for teaching student expectations, including:

[a] self-discipline;

[b] citizenship;

[c] civic skills; and

[d] social emotional skills;

11.1.3 systematic methods for reinforcement of expected behaviors;

11.1.4 uniform and equitable methods for correction of student behavior;

11.1.5 consistent processes to collect student discipline data and incident or infraction data, including collection of the number of days of student suspensions and data collected from the School's climate survey as described in Rule R277-623;

11.1.6 uniform and equitable methods for at least annual school level data-based evaluations of efficiency and effectiveness;

11.1.7 an ongoing staff development program related to development of:

[a] student behavior expectations;

[b] effective instructional practices for teaching and reinforcing behavior expectations;

[c] effective intervention strategies; and

[d] effective strategies for evaluation of the efficiency and effectiveness of interventions;

11.1.8 procedures for ongoing training of appropriate School personnel in:

[a] crisis management;

[b] emergency safety interventions; and

[c] School policies related to emergency safety interventions consistent with evidence-based practice;

11.1.9 policies and procedures relating to the use and abuse of alcohol, controlled substances, electronic cigarette products, and other harmful trends by students;

11.1.10 policies and procedures for responding to possession or use of electronic cigarette products by a student on School property as required by § 53G-8-203(3);

11.1.11 policies and procedures, consistent with requirements of Rule R277-613 and the School's Bullying and Hazing Policy, related to:

[a] bullying;

[b] cyber-bullying;

[c] hazing;

[d] retaliation; and

[e] abusive conduct;

11.1.12 policies and procedures for the use of emergency safety interventions for all students consistent with evidence-based practices including prohibition of:

[a] physical restraint, subject to the requirements of Section R277-609-5, except when the physical restraint is allowed as described in § 53G-8-302(2);

[b] prone, or face-down, physical restraint;

[c] supine, or face-up, physical restraint;

[d] physical restraint that obstructs the airway of a student or adversely affects a student's primary mode of communication;

[e] mechanical restraint, except:

(i) protective or stabilizing restraints;

(ii) restraints required by law, including seatbelts or any other safety equipment when used to secure students during transportation; and

(iii) any device used by a law enforcement officer in carrying out law enforcement duties;

[f] chemical restraint, except as:

(i) prescribed by a licensed physician, or other qualified health professional acting under the scope of the professional's authority under State law, for the standard treatment of a student's medical or psychiatric condition; and

(ii) administered as prescribed by the licensed physician or other qualified health professional acting under the scope of the professional's authority under state law;

[g] seclusionary time out, subject to the requirements of Section R277-609-5, except when a student presents an immediate danger of serious physical harm to self or others; and

[h] for a student with a disability, emergency safety interventions written into a student's IEP, as a planned intervention, unless:

(i) school personnel, the family, and the IEP team agree less restrictive means have been attempted;

(ii) a FBA has been conducted; and

(iii) a positive behavior intervention, based on data analysis has been written into the plan and implemented;

11.1.13 direction for dealing with bullying and disruptive students;

11.1.14 direction to determine the range of behaviors and establish the continuum of administrative procedures that may be used by School personnel to address student behavior, including students who engage in disruptive student behaviors as described in § 53G-8-210;

11.1.15 identification, by position, of an individual designated to issue notices of disruptive and bullying student behavior;

11.1.16 identification of individuals who shall receive notices of disruptive and bullying student behavior;

11.1.17 a requirement to provide for documentation of an alleged class B misdemeanor or a nonperson class A misdemeanor before referral of students with an alleged class B misdemeanor or a nonperson class A misdemeanor to juvenile court;

11.1.18 strategies to provide for necessary adult supervision;

11.1.19 a requirement that policies be clearly written and consistently enforced;

11.1.20 notice to employees that violation of Rule R277-609 may result in employee discipline or action;

11.1.21 gang prevention and intervention provisions in accordance with § 53E-3-509(1);

11.1.22 provisions that account for the School's unique needs or circumstances, including:

[a] the role of law enforcement; and

[b] emergency medical services; and

[c] a provision for publication of notice to parents and School employees of policies by reasonable means; and

[d] a plan for referral for a student with a qualifying office to alternative school-related interventions, including:

(i) a mobile crisis outreach team, as defined in Section 80-1-102;

(ii) a receiving center operated by the Division of Juvenile Justice Services in accordance with Section 80-5-102;

(iii) a youth court; or

(iv) a comparable restorative justice program; and

11.1.23 procedures for responding to reports received through the SafeUT Crisis Line established under § 53B-17-1201 *et seq*.

11.2 Plan Consistent with this Policy

The administrative Student Conduct and Discipline Plan shall be consistent with this policy, including without limitation the provisions in Section 6 regarding notices of disruptive student behavior and the emergency safety intervention policies and procedures set forth in Section 18. It shall also be consistent with the School's Plan for Harassment and Discrimination Free Learning, which shall be developed by the School in accordance with § 53G-8-802 and R277-609.

12. EXTRACURRICULAR ACTIVITIES

Participation in interscholastic athletics and other extracurricular activities is not a constitutionally protected civil right. Therefore, students who are suspended or expelled may lose the privilege of participation during the period of suspension/expulsion and may not be allowed to invoke due process procedures to challenge the denial of extracurricular participation.

13. RE-ADMISSION OF EXPELLED STUDENTS AND DENIAL OF ADMISSION BASED ON PRIOR EXPULSION – Utah Code Ann. §53G-8-205(3)

A student who is expelled from the School can only be re-admitted to the School through the School's standard lottery procedures.

A student may be denied admission to the School if he or she was expelled from the School or any other school during the preceding 12 months.

14. INVESTIGATIONS

Whenever the Director has reason to believe that School rules or policies have been broken, he or she shall proceed with an investigation. However, if the Director believes that laws have been broken or child abuse has occurred, he/she shall request appropriate authorities to conduct the investigation.

14.1 General Investigation Guidelines for Director

The Director has the authority and duty to conduct investigations and to question students pertaining to infractions of school rules, whether or not the alleged conduct is a violation of criminal law. The Director shall conduct investigations according to the following general guidelines:

14.1.1 The Director shall conduct investigations in a way that does not unduly interfere with School activities.

14.1.2 The Director shall separate witnesses and offenders in an attempt to keep witnesses from collaborating their statements and have all parties provide separate statements concerning the incident under investigation; written statements are preferable, if possible.

14.1.3 The Director shall advise students suspected of wrongdoing orally or in writing of the nature of the alleged offense.

14.1.4 Students must be provided an opportunity to give their version of the incident under investigation; however, refusals to respond or provide information should be respected.

14.1.5 When questioning students as part of an investigation, School staff should have another adult present whenever possible.

14.1.6 The Director shall accommodate students with disabilities and young children unable to write their own statements through use of tape recorders, scribes, etc.

14.1.7 All students involved in the investigation shall be instructed that retaliation is prohibited. Any act of reprisal against any person who has testified, assisted, or participated in any manner in an investigation, proceeding, or hearing is strictly prohibited and subject to disciplinary action.

14.1.8 When the investigation is completed and if it is determined that disciplinary action may be in order, due process requirements must be met. Specifically, the student must be given proper notice of the charges against him/her and the disciplinary action being recommended, as well as a fair opportunity to present his or her version of the facts.

14.2 Coordination with Law Enforcement

The Director has the responsibility and the authority to determine when the help of law enforcement officers is necessary, as outlined in this policy and Utah State law.

14.2.1 The School administration may invite law enforcement officials to the School to:

[a] conduct an investigation of alleged criminal conduct on the School premises or during a School-sponsored activity;

[b] maintain a safe and orderly educational environment; or

[c] maintain or restore order when the presence of such officers is necessary to prevent injury to persons or property.

14.2.2 Investigation of Criminal Conduct

During an investigation for violation of School rules, it may become evident that the incident under investigation may also be a violation of criminal law. If the School official has reason to suspect that a criminal act has been committed and, in the opinion of the Director, law enforcement should be notified, the following procedure should be followed:

[a] The Director shall request that law enforcement officers conduct an investigation during school hours and question students who are potential witnesses to the alleged criminal behavior.

[b] The School official shall inform the student's parent or legal guardian as soon as possible that the student may have committed a criminal act and that law enforcement authorities will be involved in the investigation.

[c] Unless circumstances dictate otherwise, questioning of the student by School officials shall not begin or continue until the law enforcement officers arrive.

[d] Reasonable attempts shall be made to contact the student's parents or legal guardian who, unless an emergency exists, shall be given the opportunity to meet with the student and to be present with the student during questioning by law enforcement authorities.

[e] The Director shall document the contact or attempted contact with the student's parents or legal guardian. If the Director cannot contact the student's parent or guardian, or if the parent or guardian is unable to be present with the student for questioning, the Director shall be present and document generally what occurs during the interview.

[f] The student shall not be questioned by law enforcement unless or until he/she has received Miranda warnings from the officer.

[g] If the parent or student refuses to consent to questioning by law enforcement authorities, the law enforcement authorities shall determine the course of action to be pursued.

14.2.3 Investigation Initiated by Law Enforcement Authorities

School officials shall cooperate with law enforcement authorities who are carrying out official duties such as investigating crimes, serving subpoenas, etc.

[a] When law enforcement officers can show a need to do so, they shall be permitted to conduct an investigation on School grounds during School hours.

[b] Such a need will ordinarily be shown if delay in police investigation might result in danger to a person, flight from jurisdiction by a person reasonably suspected of a crime, or destruction of evidence. In such cases:

(i) The officers shall be required to get prior approval of the Director or other designated person before beginning an investigation on School premises.

(ii) The Director shall document the circumstances warranting the investigation as soon as practical.

(iii) Alleged criminal behavior related to the School environment brought to the Director's attention by law enforcement officers shall be dealt with under the provisions of Section 14.1.

(iv) Law enforcement officials (investigating School-related or student-related crimes) may not have access to student education records, aside from directory information, unless they have a subpoena or court order or permission from parent or guardian.

(v) Directory information is limited to a student's name, home address, date of birth, phone number, class schedules and parents' address and phone numbers for use in case of emergency.

14.2.4 Release of Student to Law Enforcement Official

[a] Students may not be released to law enforcement authorities voluntarily by School officials unless the student has been placed under arrest or unless the parent or legal guardian and the student agree to the release.

[b] When students are removed from School for any reason by law enforcement authorities, every reasonable effort shall be made to contact the student's parent or legal guardian immediately except in cases of child abuse and neglect. Such effort shall be documented.

[c] The Director shall immediately notify the Board of the removal of a student from School by law enforcement authorities.

[d] Where it is necessary to take a student into custody on School premises, the law enforcement officer shall contact the Director and relate the circumstances necessitating such action.

[e] Whenever the need arises to make arrests or take students into custody on School premises, the Director shall make reasonable efforts to consult and confer with the law enforcement officers as to how an arrest is to be made.

[f] When possible, the Director shall have the student summoned to the Director's office before the student is taken into custody.

[g] When a student has been taken into custody or arrested on School premises without prior notification to the Director, the School staff present shall encourage the law enforcement officers to tell the Director of the circumstances as quickly as possible. If the officers decline to tell the Director, the School staff members present shall immediately notify the Director.

14.2.5 Quelling Disturbances of School Environment

Law enforcement officers may be requested to assist in controlling disturbances of the School environment that a Director has found to be unmanageable by School personnel and that has the potential of causing harm to students and other persons or to property. Such circumstances include situations where a parent or member of the public exhibits undesirable or illegal conduct on or near School grounds or at a School-sponsored activity and who refuse to abide by a Director's directive to leave the premises.

15. INVESTIGATION OF CHILD ABUSE AND NEGLECT

Utah law requires that whenever any person, including any School employee, has reason to believe that a child has been subjected to incest, molestation, sexual exploitation, sexual abuse, physical abuse, or neglect, or observes a child being subjected to conditions or circumstances which would reasonably result in such, he/she shall immediately notify the nearest peace officer, law enforcement agency, or office of the Division of Child and Family Services.

15.1 The School shall distribute annually to all School employees copies of the School's procedures for reporting suspected child abuse or neglect.

15.2 If there is reason to believe that a child may have been subjected to abuse or neglect, an oral report shall be made immediately by the School employee reporting the abuse/neglect with a written report to follow within twenty-four (24) hours.

15.2.1 When making the oral report, always have the person you notify identify himself/herself. The notified person's name shall be entered on the written report.

15.2.2 A copy of the written report shall be put in a child abuse-neglect file to be maintained by the School, for all reported cases of suspected child abuse or neglect.

15.2.3 The child abuse-neglect reporting form shall not be placed in the student's personal file.

15.3 It is not the responsibility of the Director or other School employees to prove that the child has been abused or neglected, or to determine whether the child is in need of protection.

15.3.1 Investigation by staff prior to submitting a report shall not go beyond that necessary to support a reasonable belief that a reportable problem exists.

15.3.2 To determine whether or not there is reason to believe that abuse or neglect has occurred, professional School employees may (but are not required to) gather information only to the extent necessary to determine whether a reportable circumstance exists.

15.3.3 Interviews with the child or suspected abuser shall not be conducted by the Director or School employees.

15.3.4 Notes of voluntary or spontaneous statements by the child shall be made and given to the investigating agency.

15.3.5 The Director, School employees, Division of Child and Family Services and law enforcement personnel are required to preserve the anonymity of those making the initial report and any others involved in the subsequent investigation.

15.3.6 Investigations are the responsibility of the Division of Child and Family Services.

[a] The Director or other School employees shall not contact the parents, relatives, friends, neighbors, etc. for the purpose of determining the cause of the injury and/or apparent neglect.

[b] School officials shall cooperate with social service and law enforcement agency employees authorized to investigate reports of alleged child abuse and neglect, assisting as asked as members of interdisciplinary child protection teams in providing protective diagnostic, assessment, treatment, and coordination services.

15.3.7 Persons making reports or participating in good faith in an investigation of alleged child abuse or neglect are immune, in accordance with state law, from any civil or criminal liability that otherwise might arise from those actions.

16. SEARCHES OF PERSON OR PROPERTY

Given the School's custodial and tutelary responsibility for children, and the Board's intent to preserve a safe environment for all students and staff, the Board recognizes that School officials must have the authority to conduct reasonable searches of students and student property. School officials engaging in searches of students and property shall abide by the following guidelines:

16.1 General Guidelines for Searches of Person or Property

16.1.1 Student Lockers

Students have no right or expectation of privacy in school lockers. While lockers are under the joint control of students and the School, lockers are solely School property and may be searched at any time by School officials with or without cause. Once a locker is opened for search, any search of student belongings contained within the locker must comply with the guidelines for searches of personal belongings in Section 16.2 of this policy.

16.1.2 Searches of Students and Student Property

Searches of a student's person, personal property (coats, hats, backpacks, bookbags, purses, wallets, notebooks, gym bags, etc.) may be conducted whenever the student's conduct creates a reasonable suspicion that a particular School rule or law has been violated and that the search is reasonably related to the suspicion and not excessively intrusive in light of the age and sex of the student and nature of the infraction. Circumstances warranting a search include those in which School officials have a reasonable suspicion that the student or student property is concealing items including but not limited to weapons, drugs, controlled substances, electronic cigarette products, alcohol, tobacco, unsafe contraband, pornography, pagers or lost/stolen/misplaced items.

16.2 Searches of Personal Belongings

16.2.1 Personal belongings may be searched by School officials whenever School officials have a reasonable suspicion to believe a student is concealing evidence of a policy violation or criminal activity and the items being searched are capable of concealing such evidence. The student may be asked to open personal belongings and to turn over personal property for search by a School official. All searches of student property by School officials shall be witnessed by an objective third party (such as another teacher, or police officer) to observe that the search is not excessively intrusive.

16.2.2 All contraband discovered in a search by School officials shall be immediately confiscated and turned over to law enforcement officers if School officials have reason to believe the contraband is related to the commission of a criminal act.

16.3 Searches of Person

16.3.1 School officials shall make sure the search meets the following guidelines:

[a] The search shall be conducted in a private area of the School by a School official of the same sex as the student being searched;

[b] The search shall be observed by an objective third party of the same sex as the student being searched (i.e., Director, teacher, police officer);

[c] School officials may ask the student to remove his/her hat, coat, shoes and socks, turn pockets inside out, and roll up sleeves to see if the student is hiding contraband;
[d] Under no circumstances may School officials require students to remove any other items of clothing or touch students in any way during the search.

[e] If this limited search does not turn up suspected contraband and School officials have reasonable suspicion that the student is concealing contraband in his/her inner clothing (i.e., hiding drugs, weapons or other contraband underneath shirts, pants or underwear), law enforcement officers shall be summoned immediately to conduct further search and investigation.

[f] In general, all questioning and searching of students conducted by law enforcement officers shall proceed according to the investigation guidelines in Section 14 of this policy.

16.4 Documentation of Searches

School officials shall thoroughly document the details of any search conducted of a student's property or person. Documentation shall be made at the time of the search, or as soon as possible thereafter, and shall include the following:

16.4.1 The time, place and date of the search;

16.4.2 The reasonable suspicion giving rise to the search (what did School officials suspect to find during the search);

16.4.3 The name and title of individuals conducting and observing the search;

16.4.4 A statement about evidence that was found or not found as a result of the search;

16.4.5 A statement about who took possession of contraband (i.e., police, school, etc.);

16.4.6 Information regarding the attempts of School officials to notify parents about the search.

17. RECORDS—INTERAGENCY COLLABORATION – 20 U.S.C. § 1232g(h)(i)-(2); Utah Code Ann. § 53G-8-402 to -405

17.1 Requirements After Receiving Notification from Juvenile Court and/or Law Enforcement Agencies of a Student's Serious Offense or Sexual Crime.

17.1.1 If the President of the Board is notified by the juvenile court that a current or former student of the School has been adjudicated for a serious offense or sexual crime or is notified by a law enforcement agency that a current or former student of the School has been taken into custody or detention for a serious offense or sexual crime, the President of the Board shall notify the Director within three (3) days of receiving the notification.

"Serious offense" is defined in Utah Code Ann. § 80-6-103 and means the following: a violent felony as defined in § 76-3-203.5; an offense that is a violation of Title 76, Chapter 6, Part 4, Theft, and the property stolen is a firearm; or an offense in violation of Title 76, Chapter 10, Part 5 Weapons.

"Sexual crime" or "sexual misconduct" means any conduct described in Title 76, Chapter 5, Part 4, Sexual Offenses; Title 76 Chapter 5b, Sexual Exploitation Act; § 76-7-102, incest; § 76-9-702, lewdness; and § 76-9-702.1, sexual battery.

17.1.2 Upon receipt of the information about a student's serious offense (whether from the President of the Board or directly from the juvenile court or law enforcement agency), the Director shall make a notation in a secure file other than the student's permanent file. Beginning no later than July 1, 2025, the School shall digitally maintain the secure file or, if available, the student's related reintegration plan described below, for one year from the day the notice is received and ensure the secure file follows the student if the student transfers to a different school.

17.1.3 Upon receipt of the information about a student's serious offense or sexual crime (whether from the President of the Board or directly from the juvenile court or law enforcement agency), the Director shall, if the student is still enrolled in the School, notify staff members who, in the Director's opinion, should know of the adjudication, arrest, or detention. Staff members receiving information about a juvenile's adjudication, arrest or detention may only disclose the information to other persons having both a right and a current need to know.

17.2 Multidisciplinary Team and Reintegration Plan

17.2.1 In addition to complying with the requirements above, the School shall, within five (5) days after receiving a notification described in Section 17.1.1 about a student, or within a reasonable time after otherwise being notified of a student committing a serious offense or sexual crime, develop a reintegration plan for the student with a multidisciplinary team, the student, and the student's parent or guardian. The multidisciplinary team should include the School, the juvenile court, the Division of Juvenile Justice and Youth Services, the School's Safety and Security Specialist, the School's Safety and Security Director, the School's Resource Officer (if any), and any other relevant party that should be involved in a reintegration plan.

17.2.2 The reintegration plan shall address:

[a] a behavioral intervention for the student;

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[b] a short-term mental health or counseling service for the student;

[c] an academic intervention for the student; and

[d] if the serious offense or sexual crime was directed at a School employee or another student within the School, notification of the reintegration plan to that School employee or student and the student's parent.

17.2.3 The School may deny admission to the student until the School completes the reintegration plan.

17.2.4 The School's Resource Officer (if any) shall provide input for the School to consider regarding the safety risks a student may pose upon integration. The School shall also notify its Resource Officer (if any) of any student who is on probation.

17.2.5 The School shall not reintegrate a student when:

[a] a student or staff member of the School has a protective order against the student being reintegrated; or

[b] a student or staff member of the School is a victim of the serious offense or sexual crime committed by the student being reintegrated.

17.2.6 A reintegration plan under this section is classified as a protected record under Utah Code Ann. § 63G-2-305. All other records of disclosures under this section are governed by the Government Records Access and Management Act and the Family Educational Rights and Privacy Act ("FERPA").

17.3 Students Committing a Serious Offense or Sexual Crime are Subject to Suspension or Expulsion

Students who commit a serious offense or sexual crime, whether on or off School property, are subject to the suspension and expulsion provisions of this policy.

17.4 Student Discipline Records/Education Records

School officials may include appropriate information in the education record of any student concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community.

17.4.1 Disclosure of Discipline Records to Other Educators

School officials may disclose student discipline information described above to teachers and other School officials, including teachers and school officials in other schools, who have legitimate educational interests in the behavior of the student.

17.4.2 Disclosure of Discipline Records to Other Agencies

School officials shall not release personally identifiable student discipline records to other government agencies, including law enforcement agencies, unless the agency produces a subpoena or court order (need for standing court order from juvenile court), the student's parent or guardian has authorized disclosure, or a FERPA exception applies.

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18. EMERGENCY SAFETY INTERVENTIONS

A School employee may not subject a student to physical restraint or seclusionary time out unless utilized as a necessary emergency safety intervention ("ESI") in compliance with this Section.

18.1 Definitions

18.1.1 An "ESI" is the use of seclusionary time out or physical restraint when a student presents an immediate/imminent danger of physical violence/aggression towards self or others likely to cause serious physical harm. An ESI is not for disciplinary purposes.

18.1.2 "Physical restraint" means a personal restriction that immobilizes or significantly reduces the ability of a student to move his or her arms, legs, body, or head freely.

18.1.3 "Physical escort" means a temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of guiding a student to another location.

18.1.4 "Seclusionary time out" means that a student is placed in a safe enclosed area, isolated from adults and peers, and the student is, or reasonably believes, he or she will be prevented from leaving the area. The safe enclosed area must meet the fire and public safety requirements described in R392-200 and R710-4.

18.2 General Procedures

18.2.1 Teachers and other personnel who may work directly with students shall be trained on the use of effective alternatives to ESI as well as the safe use of ESI and a release criteria.

18.2.2 An ESI shall:

[a] be applied for the minimum time necessary to ensure safety;

[b] implement an appropriate release criteria;

[c] be discontinued as soon as imminent danger of physical harm to self or others has dissipated;

[d] be discontinued if the student is in severe distress;

[e] never be used as punishment or discipline;

[f] be applied consistent with the School's administrative Student Conduct and Discipline Plan; and

[g] in no instance be imposed for more than 30 minutes.

18.3 Students with Disabilities Receiving Special Education Services

18.3.1 Use of ESI for a student with a disability receiving specialized educational services under IDEA or Section 504 shall be subject to all applicable state and federal laws, including Least Restrictive Behavioral Interventions (LRBI) policies and procedures for special education/504 programs.

18.3.2 Additionally, ESIs written into a student's IEP as a planned intervention are prohibited

unless school personnel, the family, and the IEP team agree less restrictive means which meet the circumstances described in R277-608-5 have been attempted; a Functional Behavioral Assessment has been conducted; and a positive behavior intervention plan based on data analysis has been written into the plan and implemented.

18.4 Physical Restraint

18.4.1 A School employee may, in accordance with Section 18.2.2 and when acting within the scope of employment, use and apply physical restraint as an ESI in self defense or as may be reasonable and necessary under the following circumstances:

[a] to protect the student or another person from physical injury;

[b] to remove from a situation a student who is violent;

[c] to take possession of a weapon or other dangerous object in the possession or under the control of a student; or

[d] to protect property from being damaged, when physical safety is at risk.

18.4.2 When an employee exercises physical restraint as an ESI on a student, the following types of physical restraint are prohibited:

[a] prone, or face-down;

[b] supine, or face-up;

[c] physical restraint which obstructs the airway or adversely affects the student's primary mode of communication;

[d] mechanical restraint, except for seatbelts or safety equipment used to secure students during transportation, other appropriate protective or stabilizing restraints, and devices used by a law enforcement officer in carrying out law enforcement duties; or

[e] chemical restraint, except as prescribed by a licensed physician and implemented in compliance with a student's Health Care Plan.

18.4.3 Nothing in this Section prohibits a School employee from using less intrusive means, including a physical escort, to address circumstances described in Section 18.4.1.

18.5 Seclusionary Time Out

A School employee may, in accordance with Section 18.2.2 and when acting within the scope of employment, place a student in seclusionary time out as an ESI under the following circumstances:

18.5.1 the student presents an immediate danger of serious physical harm to self or others;

18.5.2 any door remains unlocked consistent with applicable fire and public safety requirements; and

18.5.3 the student is within line sight of the employee at all times.

18.6 Notification

18.6.1 If an ESI is used, the School or employee shall immediately notify the student's parent/guardian and School administration before the student leaves the School.

18.6.2 In addition to providing the notice described in Section 18.6.1, if the ESI is applied for longer than fifteen minutes, the School shall immediately notify the student's parent/guardian and School administration.

18.6.3 Parent notifications made under this Section shall be documented in the student information system as required by R277-609-10(3)(d)).

18.6.4 Within 24 hours of using ESI, the School shall notify the parent/guardian that they may request a copy of any notes or additional documentation taken during the crisis situation.

18.6.5 Upon request of a parent/guardian, the School shall provide a copy of any notes or additional documentation taken during a crisis situation.

18.6.6 A parent/guardian may request a time to meet with School staff and administration to discuss the crisis situation.

18.7 Emergency Safety Intervention (ESI) Committee

18.7.1 The School shall establish an ESI committee that includes:

[a] at least two administrators (if there are at least two administrators employed by the School);

[b] at least one parent of a student enrolled in the School, appointed by the School's Director; and

[c] at least two certified educational professionals with behavior training and knowledge in both state rules and the School's conduct and discipline policies.

18.7.2 The ESI committee shall:

[a] meet often enough to monitor the use of ESI within the School;

[b] determine and recommend professional development needs;

[c] develop policies for dispute resolution processes to address concerns regarding disciplinary actions; and

[d]ensure that each emergency incident where a School employee uses an ESI is documented in the School's student information system and reported to the State Superintendent of Schools through UTREx.

18.7.3 The School shall collect, maintain, and periodically review the documentation or records regarding the use of ESI in the School.

18.7.4 The School shall annually provide documentation of any School use of ESI to the State Superintendent of Schools.

18.7.5 The School shall submit all required UTREx discipline incident data elements to the State

Superintendent of Schools no later than June 30, 2018. Beginning in the 2018-19 school year, the School shall submit all required UTREx discipline incident data elements as part of the LEA's daily UTREx submission.

18.8 Corporal Punishment

School employees may not inflict or cause the infliction of corporal punishment upon a student. School personnel who inflict corporal punishment on a student will be subject to discipline up to and including termination.

19. TRAINING

19.1 All new employees shall receive information about this policy and the administrative Student Conduct and Discipline Plan at new employee orientation. All other employees shall be provided information on a regular basis regarding this policy, the Student Conduct and Discipline Plan, and the School's commitment to a safe and orderly school environment.

19.2 Employees who have specific responsibilities for investigating, addressing, and resolving issues addressed in the policy shall receive annual training on this policy and related legal developments.

19.3 The Director shall be responsible for informing students, parents, and staff of the terms of this policy and the Student Conduct and Discipline Plan, including the procedures outlined for investigation and resolution of violations.

20. POLICY AND PLAN DISSEMINATION AND REVIEW

20.1 The School shall submit to the Board an annual report of all out-of-school suspensions of more than ten (10) days and expulsions. For each suspension or expulsion, the report shall indicate the student's race, gender, disability status, and age/grade, as well as the reason for the discipline, the length of the discipline, and a statement as to whether the student was referred to the Board.

20.2 A summary of this policy and the Student Conduct and Discipline Plan shall be posted in the School, and the policy and plan will be posted on the School's website. The policy or a summary of the policy and the plan or summary of the plan shall also be published in student registration materials, student and employee handbooks, and other appropriate school publications as directed by the Board.

20.3 This policy and the plan shall be reviewed as necessary with appropriate revisions recommended to the Board.

REFERENCES

Gun Free Schools Act (20 U.S.C. § 7151)

Requires schools that receive federal financial assistance to have a policy requiring the expulsion from school for a period of not less than one year of any student who brings a weapon firearm, explosive or flammable material to school.

Individuals with Disabilities Education Act (20 U.S.C. § 1415(K); 34 C.F.R. § 300.520-529)

A student with a disability who carries a weapon to school or to a school function, or who knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function may be placed by school officials in an interim alternative educational setting, in accordance with State law, for not more than 45 days. A hearing officer may order a change in placement for a student with a disability to an appropriate interim alternative educational setting for not more than 45 days if the hearing officer determines that there is substantial evidence that maintaining the current placement of the student is substantially likely to result in injury to the student or to others.

Family Educational and Privacy Rights Act (20 U.S.C. § 1232g (h)(1)-(2),34 C.F.R.§ 99.36)

Allows schools to include appropriate information in the education record of any student concerning disciplinary action taken against such student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community. Also allows schools to disclose such information to teachers and school officials, including teachers and school officials in other schools, who have legitimate educational interests in the behavior of the student.

Individuals with Disabilities Education Act (IDEA) (20 U.S.C. §§ 1400-1485)

Assures all children with eligible disabilities a free appropriate public education and related services designed to meet their unique needs.

Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794)

Prohibits discrimination on the basis of disability.

Rehabilitation Act of 1973 (29 U.S.C. § 705 (2)(C)(iv))

Stipulates that schools may take disciplinary action pertaining to the use or possession of illegal drugs or alcohol against any student who is an individual with a disability and who currently is engaging in the illegal use of drugs or in the use of alcohol to the same extent that such disciplinary action is taken against students who are not disabled.
Americans with Disabilities Act (ADA), Title II (42 U.S.C. § 12132)

Prohibits public entities from discriminating on the basis of disability.

U. S. Department of Education, Office of Special Education Programs (OSEP) Memorandum (April 26, 1995). Questions and answers on disciplining students with disabilities.

U. S. Department of Education, Office for Civil Rights (OCR) Memorandum (January 28, 1991) ADA Amendments to Section 504 - Discipline of Students Using Drugs or Alcohol.

Utah Code Ann. § 53E-6-701 - Mandatory reporting of physical or sexual abuse of students

Utah Code Ann. § 53G-8-302 - Use of reasonable and necessary physical restraint or force.

Utah Code Ann. §§ 53G-8-202 to 53G-8-208 - School Discipline and Conduct Plans

Utah Code Ann. §§ 53G-8-402 to 53G-8-405 - Notification of juvenile court and law enforcement agencies

Utah Code Ann. § 80-2-610 - Immunity from liability

Signature:

October 5, 2023

Sidney Warnick, Board President Date

North Star Academy

Parent-Student Handbook

ATTENDANCE

Attendance Policy

PURPOSE

North Star Academy (the "School") is committed to providing a quality education for every student. The School firmly believes that consistent attendance teaches students responsibility. Students learn the value of being punctual and prepared. Frequent absences and tardiness result in a loss of continuity of instruction. Also, frequent absences and tardiness prove disruptive for students, teachers, and staff. Excessive unexcused absences may lead to a student's dismissal from the School.

Parents are expected to take a proactive role in ensuring their children attend school. We recommend families plan their vacation schedule around the existing School calendar. When possible, medical and dental appointments should take place outside of school hours and parents should notify the School in advance of any absence. Parents and students are responsible for obtaining homework or assignments for the time period which the student is absent.

The School intends for this policy to be consistent with the provisions of Utah's compulsory education laws, Utah Code Ann. §§ 53G-6-201 through 53G-6-211, as well as Utah Administrative Code Rule R277-607.

This policy will be provided to parents/guardians annually and will be available for review by parents or interested parties.

POLICY

Definitions:

"Absence" or **"absent"** means the failure of a school-age child assigned to a class or class period to attend a class or class period. "Absence" or "absent" does not mean multiple tardies used to calculate an absence for the sake of a truancy.

"Chronic absenteeism" or "chronically absent" means a student misses 10% or more of days enrolled, for any reason, and makes a school aware that a beginning of tiered supports may be needed.

"Habitual truant" means a school-age child who:

(1) is in grade 7 or above and at least 12 years old;

(2) is subject to the requirements of Section 53G-6-202; and

(3)(a) is truant at least ten times during one school year; or (b) fails to cooperate with efforts on the part of school authorities to resolve the school-age child's attendance problem as required under Section 53G-6-206.

"School-age child" means a minor who is at least six years old but younger than 18 years old and

who is not emancipated.
“School day” means the portion of a day that school is in session in which a school-age child is required to be in school for purposes of receiving instruction.
"Truant" means a condition by which a school-age child, without a valid excuse, is absent for at least half of the school day. A school-age child may not be considered truant under this policy more than one time during one day.

"Valid excuse" or “excused absence” means an absence resulting from:

a) an illness, which may be either mental or physical, regardless of whether the school-age child or parent provides documentation from a medical professional;
b) mental or behavioral health of the school-age child;
c) a death of a family member or close friend;
d) a scheduled family event or a scheduled proactive visit to a health care provider in accordance with Section 53G-6-803(5);
e) an approved school activity;
f) a preapproved extended absence for a family activity or travel; or
g) an absence permitted by an individualized education program or Section 504 accommodation plan, developed pursuant to relevant law.

The Director has the discretion to consider other absences as "valid excuses." “Valid excuse” or “excused absence” does not mean a parent acknowledgement of an absence for a reason other than those described above.

Excused Absences: An oral or written communication documenting a valid excuse must be received from the student's parents/guardian within one (1) business day of the absence in order for the absence to be excused. In the event of multiple consecutive absences, written communication must be received within one (1) business day of the student’s return to school, unless the consecutive absences have been preapproved as an extended absence by the Director as set forth below.

In the event of an unforeseeable illness or emergency, the School should be notified as soon as reasonably possible.

Preapproved Extended Absence: Extended absences of seven (7) or more consecutive school days must be preapproved in writing by the Director in order to be excused. If a parent/guardian wants to have his or her student excused for seven (7) or more consecutive school days, the parent/guardian must meet with the Director prior to the extended absence and, if the extended absence is preapproved during the meeting, complete with the Director the School’s extended absence form. The maximum number of consecutive absences that may be allowed (and which are eligible for preapproval) during a school year is fifteen (15).

The Director will preapprove an extended absence if the extended absence is for a family activity or travel and the Director determines that the extended absence will not adversely impact the student’s education.

Medical Documentation: The School may not require documentation from a medical professional to substantiate a valid excuse that is a mental or physical illness.

Make-up Work: Make-up work is permitted for students who have excused absences. The teacher will provide the student or the parent/guardian with any make-up work following a request within a reasonable time. Make-up work must be completed within a reasonable time-frame in accordance with the Student Parent Handbook.

Tardiness: A student is tardy if he or she is not in the assigned classroom when the late bell rings. In general, tardiness will be handled on an individual basis with the teacher. If a student is chronically tardy, then the student may be referred to the administration. A tardy of ten minutes or more, incurred at the beginning of the day, can only be excused if a parent accompanies the student into the school office. Tardies will only be excused on the day of the tardy.

Notification of Absences and Tardies: In the event a student is absent, parents/guardians will be notified by phone on the day of the absence. Parents and students are responsible for tracking the total number of absences and tardies which are recorded daily in the School's Student Information System (currently Aspire). Parents will be notified following their student's 4th absence of the year. Parents of elementary and middle school students will be notified by their classroom teacher following the 4th tardy in a given quarter. If the maximum limit for absences or tardiness is reached, the administration will attempt to schedule a meeting with the parents to review the situation and will outline the appropriate corrective action.

The administration may establish additional reasonable penalties as a consequence for excessive absences.

Notice of Compulsory Education Violation

Consistent with Section 53G-6-202, the School may issue a "notice of compulsory education violation" to a parent/guardian of a school-age child who is in grades 1 through 6 if the student is truant (absent without a valid excuse) at least five (5) times during the school year.
This notice shall:
1. Direct the parent/guardian to meet with School authorities to discuss the student's attendance problem and cooperate with the Director and Board to secure regular attendance by the student;
2. Designate the School authorities with whom the parent/guardian is required to meet;
3. State that it is a class B misdemeanor for the student's parent/guardian to intentionally or without good cause fail to meet with the designated school authorities to discuss the student's attendance problems, or fail to prevent the student from being truant an additional five (5) or more times during the remainder of the school year; and
4. Be served on the parent/guardian by personal service or certified mail.

If School personnel have reason to believe that, after a notice of compulsory education violation is issued, the parent/guardian has failed to make a good faith effort to ensure that the school-age child receives an appropriate education, the issuer of the compulsory education violation shall report to the Division of Child and Family Services the information required by Utah Code Subsection 53G-6-202(8) (also in accordance with the School's Child Abuse and Neglect Reporting Policy).

Chronic Absenteeism Prevention and Intervention Program

The School's Chronic Absenteeism Prevention and Intervention Program is established to encourage good attendance, improve academic outcomes, and reduce negative behaviors. Through this program, the School hopes to create a trusting relationship between teachers, students, and parents/guardians.

The School's efforts to prevent chronic absenteeism include, but are not limited to:

- Serving students breakfast and lunch at the School each school day;
- Providing individual, classroom, and/or schoolwide incentives to students for good attendance.
- Notifying parents/guardians by phone each time a student is absent, and making such notification on the day of the absence.
- Contacting parents/guardians of students who reach four (4) and/or five (5) unexcused absences to try to resolve the students' attendance problems.
- Providing parents/guardians with notices of compulsory education violations or notices of truancy, as appropriate and as outlined herein.
- Providing parents/guardians the School's attendance policies and procedures each year at the time of registration.

The School will seek to help students struggling with absenteeism (including chronically absent students) through implementing research or evidence-based absenteeism and dropout prevention interventions. Those efforts will include documented earnest and persistent efforts to resolve a student's attendance problems through the following interventions:

- When a student's attendance is negatively affecting the student's learning, the classroom teacher will notify the student and/or the student's parent/guardian of the concern. The teacher will set up a conference with the student and/or the student's parent/guardian to identify and resolve any problems that prevent the student from attending school. The student's progress will be monitored.
- If meeting with the student and parent/guardian does not adequately address the problems and the student's learning continues to suffer, then the School counselor or Director will work with the teacher and parent/guardian in finding a solution to the problems that are preventing the student from attending to his/her learning. Efforts to resolve the problems may include, but are not limited to, the following: making adjustments to the curriculum or the schedule; counseling of the student by School authorities; mentoring the student; providing the student with increased academic support; teaching the student executive function skills such as planning, goal setting, understanding and following multi-step directions, and self-regulation; considering alternatives proposed by the parent/guardian; or providing the parent/guardian with a list of community resources to help the family.
- The Director may consult with a parent/guardian to determine if mitigating circumstances such as medical or psychological problems indicate the use of intervention methods for resolving the attendance problems.
- In the event that the preceding interventions fail, the Director will contact the parent/guardian and request a formal meeting to discuss and resolve the attendance problems. A copy of of the communication (letter, email, etc.) will be kept by the School.
- The Director will notify the student and a parent/guardian of the actions the School may take should the student be truant in the future.

Notice of Truancy

Consistent with Section 53G-6-203, the School may issue a notice of truancy to a school-age child who is in grade 7 or above, at least 12 years old, and is truant at least five (5) times during the school year.

A notice of truancy will only be issued after the School has made earnest and persistent efforts to resolve student attendance problems, which efforts may include those set forth above.

A notice of truancy will:

1. Direct the school-age child who receives the notice of truancy, and the parent/guardian of the school-age child, to meet with School authorities to discuss the student's attendance problem and cooperate with the Director and Board to secure regular attendance by the student; and

2. Designate the School authorities with whom the school -age child and parent/guardian is required to meet.

A notice of truancy will be served on the parent/guardian by personal service or regular mail. The parent/guardian will have the right to appeal a notice of truancy in writing to the Director within ten (10) days of being issued.

Appeals Process

Parents/guardians who believe that all or part of their student's absences and/or tardies should be considered excused, or if they want to contest a notice of truancy, notice of compulsory education, or any disciplinary action taken against their student pursuant to this policy, shall follow the School's Parent Grievance Policy.

BIRTHDAYS

Treats and favors for children's birthdays are not permitted. Many parents object to their children eating sweets or other food that may interfere with family diets or health considerations. Other parents feel too much pressure to provide treats when financial limitations make it difficult to do so. Teachers will recognize these special occasions with their students in other ways that do not include food.

BOARD OF TRUSTEES

North Star Academy (NSA) is a public school chartered under the Utah State Board of Education. The North Star Board of Trustees is a non-profit board of parents that may also include community representatives established to oversee the implementation of the charter as approved by the USOE Board. The NSA Board of Trustees is responsible for the following:

- Sign any documents pertaining to the legal operation of the school and fulfill all other legal obligations.
- Hire and dismiss the administrator–who may not be one of its members.
- Define school curriculum and policy.
- Oversee and advise in order to ensure the school's purpose, missions and core policy continue the vision of the Founding Council for the school.
- Consider recommendations of administration regarding changes in staffing, program, or curriculum.
- When necessary, address student and faculty appeals and disciplinary issues.
- Monitor school budget through monthly or quarterly reports.
- Determine the annual budget with the administrator.
- Oversee reporting of school performance to the state.

The Board may be comprised of parents, guardians, or grandparents of enrolled students as well as members of the community at large. At least 25% of the trustees will be parents at the School.

Board members will serve a staggered four (4) year term. At the end of a term, trustees may choose to extend their term upon majority approval of the Board. If a trustee resigns, is removed from office, or their term expires, the Board will select a qualified successor. Any trustee may be removed by a super-majority vote of the Board at any time if they are unable or unwilling to fulfill their responsibilities on the Board.

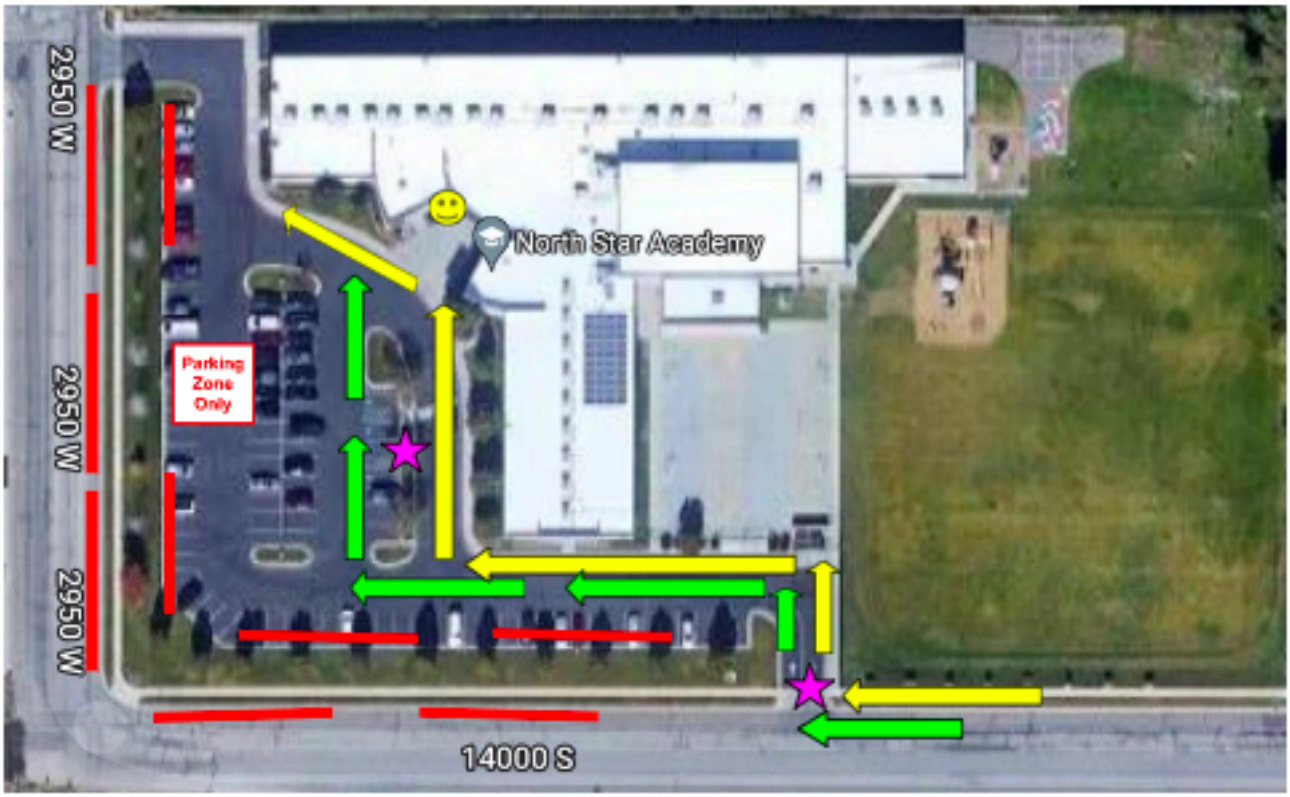
CARPOOL PROCEDURES

Our student population is based on parent transportation. Therefore, the following carpool procedures are important for safe and efficient loading and unloading of students in grades K-9.

DROP-OFF/PICK-UP

Parents are responsible for safely transporting students to and from school. Parents are encouraged to carpool when possible to reduce traffic. Drop-off should be no earlier than 8:00am. Students will only be allowed in the classrooms after 8:15am. Parents are expected to pick up their students by 3:05pm. If a student has an after-school activity, he/she may be picked up when appropriate, however all other students in the carpool, including siblings, must be picked up by 3:05pm.

Late Drop-Off/Early Pick-Up: Parents dropping students off more than ten minutes late will need to accompany their children into the building to sign them in. Otherwise, the tardy will be recorded as unexcused. Tardies will only be excused the day of the tardy. Parents/guardians wishing to check students out of school early must come into the office and sign their student out in person. Students will only be released to parents/guardians or those designated by the legal parent/guardian.



AM Drop-Off

Yellow Lane - Drop-off your students along the side of the curb. Please stop for the crossing guard. Allow the green lane to merge.This is a continuous movement lane. Pull forward as far as possible.

Green Lane - Only drop-off your students at the crosswalk (see star on map). Please watch for pedestrians in the parking lot. Merge with the yellow lane to exit.This is a continuous movement lane. Pull forward as far as possible.

Parking Zone - If your students need extra time in the car, please pull into the parking zone and park in a parking stall. Please walk your student to the crosswalk.

PM Pick-Up

Yellow Lane - You may park and wait in the car along the curb for your student. Do not leave your car unattended. Please stop for the crossing guard. Allow the green lane to merge. Please pull forward as far as possible.

Green Lane - There are no after school pick-ups in this lane. Cones will be out. You will need to park in the parking zone and walk to the crosswalk to pick up your student (see star of map).

2950 W & 14000 S - Park along the curb closest to the school. Students will only be allowed to get to the car via the crosswalk at the parking lot entrance. Students are not permitted to cross the street (exception 2700 W. & 14000 S with crossing guard or lights). A crossing guard is provided for students who are accompanied by an adult to cross into the parking lot for parked vehicles in the center parking lot stalls and disability parking stalls.

CLASS TRANSFERS

Middle school courses may fill up prior to requests being exhausted. Priority is given to requests in the order they are submitted. Once the term has begun, students are encouraged to remain in their class two to three class periods before requesting a class transfer. As spots become available students may transfer up to two weeks after the start of each semester.

CLOSINGS

North Star Academy will close at the discretion of the principal. Our phone system will call all the NSA families within 20 minutes to give important information. When possible, it will be posted on the school's website and KSL/Channel 5 news channel, as well as pushed out through the app. Please make sure your child's Aspire account is updated with your most recent contact information.

COMPLAINTS

Parent Grievance Policy

The purpose of this policy is to clarify for parents a process by which concerns can be addressed. The Board of Directors of North Star Academy (the "School") values open communication between parents, faculty, staff, administration, and the Board. The Board encourages active parent participation in their children's education, and hopes that parents will feel empowered to voice their opinions, volunteer in and out of the classroom for the School, and work as a team to provide the best education for their children. The Board also believes that individuals can generally resolve their own disputes through open, respectful communication. If a situation arises that cannot be resolved between the parties involved, then this policy will be used. The purpose of this policy is to ensure that parents understand how to pursue the resolution of grievances, concerns and disputes involving the School.

Concerns Involving School Personnel

A parent who has a complaint involving a teacher, staff member or member of the School's administration (including the Principal) must first address the issue with the other individual involved and work reasonably and in good faith to resolve the concern.

A parent that is not able to resolve the dispute himself or herself may then raise the issue with the School's Principal. The parent may be asked to send the Principal a written complaint specifying the individual(s) involved, details of the incident(s) giving rise to the complaint, including dates and approximate times, details of an attempt to rectify the situation, and the requested solution.

If a parent's complaint involves the Principal, the parent must first address the issue with the Principal and work reasonably and in good faith to resolve the problem. The parent is not required to send the Principal a written complaint in this situation.

In the event the parent and the Principal are unable to resolve a complaint and the parent wishes to bring the issue to the Board's attention, the complaint may be directed to the Board in writing. Complaints shall specify the individual(s) involved, details of the incident(s) giving rise to the complaint, including dates and approximate times, details of attempts to resolve the problem, and the requested solution. The Board will then consider the complaint and take whatever action it deems appropriate.

Concerns Involving Board Policy

If a parent has a concern regarding Board policy, the parent may communicate with any or all members of the Board in person, via telephone, or through e-mail and may address the Board during the "public comment" portion of a Board of Directors meeting. Concerns that involve administrative practices or procedures should be addressed with the Principal rather than the Board.

CURRICULUM

Utah State Core: Utah's core standards are aligned to scientifically based content standards. They drive high quality instruction through statewide comprehensive expectations for all students. The standards outline essential knowledge, concepts, and skills to be mastered at each grade level or within a critical content area. The standards provide a foundation for ensuring learning within the classroom. For more information visit the Utah State Core Website at: https://www.schools.utah.gov/curr/utahcorestandards

Core Knowledge: The Core Knowledge Sequence is a solid, specific, shared core curriculum that helps children establish strong foundations of knowledge grade by grade. It is based on research done by a team of parents, teachers, scientists, professional curriculum organizations, and experts from the Core Knowledge Advisory Board. Core Knowledge provides a blend of arts, history, science, math, language arts and other fundamental basics necessary to be considered culturally literate. For more information visit the Core Knowledge Website at: http://www.coreknowledge.org/

Saxon Math (Middle School): Saxon Math is a research-based math program that systematically distributes instruction, practice, and assessment throughout the academic year. Saxon Math's unique approach to math instruction ensures that students not only gain, but also retain essential math skills. In addition to the Saxon Math curriculum teachers supplement with performance task based opportunities in an effort to increase critical thinking and problem solving abilities. More information can be found at http://www.hmhco.com/shop/education-curriculum/math/saxon-math

Ready Math (Elementary): Ready Math helps teachers create a rich classroom environment in which students at all levels become active, real-world problem solvers. Through teacher-led instruction, students develop mathematical reasoning, engage in discourse, and build strong mathematical habits. This math program's instructional framework supports educators as they strengthen their teaching practices and facilitate meaningful discourse that encourages all learners.

- Encourages students to develop a deeper understanding of mathematics concepts through the embedded Standards for Mathematical Practice
- Builds on students' prior knowledge with lessons that make connections within and across grade levels and directly address the major focus of the grade

Language Arts: Core Knowledge Language Arts Program is a systemic phonics, spelling, grammar, and writing K-5 grade program that integrated science, history, and various genres or literature into the curriculum. Its rigor compliments the state core curriculum in an engaging and meaningful manner. This program is used in conjunction with Fountas and Pinnell Guided Reading, which provides teachers with leveled books used for specific instruction on a student's instructional reading level to meet their diverse needs in an engaging, meaningful, and challenging manner. More information can be found at http://www.fountasandpinnell.com/ and https://www.amplify.com/curriculum/core-knowledge-language-arts

DISCIPLINE PLAN
School Wide Discipline Plan

Purpose: The purpose of the North Star Academy Discipline Plan is to support the mission and charter of North Star Academy in providing students, staff, and visitors with a safe, challenging, and individualized learning environment.

Behavior Expectations: North Star Academy has chosen to use the nationally recognized Character Counts Program which emphasizes the 6 Pillars of Character. This program will help students learn social skills, problem solving, and conflict resolution. By giving students clear behavior expectations and appropriate and effective tools they will learn to treat each other with kindness and respect. They will develop the confidence and skills needed to succeed in life when they are confronted with problems and conflict. As such, students and staff are expected to behave in a manner that coincides with the 6 Pillars of Character which are as follows:

1. **Trustworthiness** [Be honest; Don't deceive, cheat or steal; Be reliable — do what you say you'll do; Have the courage to do the right thing; Build a good reputation; Be loyal — stand by your family, friends and country]
2. **Respect** [Treat others with respect, follow the Golden Rule; Be tolerant of differences; Use good manners, not bad language; Be considerate of the feelings of others; Don't threaten, hit or hurt anyone; Deal peacefully with anger, insults and disagreements]
3. **Responsibility** [Do what you are supposed to do; Persevere: keep on trying!; Always do your best; Use self-control; Be self-disciplined; Think before you act — consider the consequences; Be accountable for your choices]
4. **Fairness** [Play by the rules; Take turns and share; Be open-minded, listen to others; Don't take advantage of others; Don't blame others carelessly]
5. **Caring** [Be kind; Be compassionate and show you care; Express gratitude; Forgive others; Help people in need]
6. **Citizenship** [Do your share to make your school and community better; Cooperate; Get involved in community affairs; Stay informed, vote; Be a good neighbor; Obey laws and rules; Respect authority; Protect the environment]
7. Classroom teachers will develop their own management system that fits the needs of their students and their teaching style. This information will be shared with parents at the beginning of the school year. Parents should be aware of these expectations and expect to become involved when a pattern of inappropriate behavior exists.

General School Rules

General School Rules: North Star uses our mascot as an acronym to remind students of acceptable behavior where all students can excel.

- Be Safe
- Encourage Others
- Act Responsibly
- Respect All
- Strive for Excellence

Common Areas = Common Expectations

	Be Safe	Encourage Others	Act Responsibly	Respect Others	Strive for Excellence
Classrooms	Each teacher submits class disclosures that align with the BEARS values prior to the school year that all parents and students agree to.				
Hallways	Look where you are going Walk at all times	Smile Say please, thank you, and excuse me	Go directly to your destination Walk on the right side. Follow School Policies	Remain quiet Keep your hands, feet, & other objects to yourself	Follow directions
Restrooms	Wash and dry hands after using the restroom	Be patient and polite	Flush the toilet when finished Keep the area clean Follow School Policies	Wait your turn Keep the floors dry	If you notice a problem tell the office Use time wisely
Cafeteria	Only eat your own food Walk at all times	Say please, thank you, and excuse me Treat others kindly	Use objects only for what they are meant to be used for Line up quickly and quietly Follow School Policies	Clean up your eating area Wait your turn	Follow grade level expectations for table dismissal
Playground	Use equipment properly	Use put ups Include others	Line up quickly and quietly Follow School Policies	Use good sportsmanship	Think win-win Synergize

Additional Safety Measures….

North Star Academy prioritizes safety, therefore it is important to note a few other items to help ensure safety. NSA is a closed campus, therefore all students must remain on school grounds during school hours, except when being checked out by a parent or a signed permission slip. Due to the number of students arriving and leaving at the same time, students must walk bikes and scooters on sidewalks and while on school grounds. During the winter months, snow must remain on the ground and not be thrown in order to prevent injuries. The electronic policy allows middle school students to have cell phones as long as they are turned off and in the student's locker during class times, but may be used during lunch on silent mode. Due to the damage gum use can have on school equipment and furniture, please leave gum at home as it is not allowed in class, cafeteria, or on the playground. For the safety of all students, backpacks, purses or bags must remain in student lockers.

The following behaviors or misconduct will be referred to administration for further action:

- Carrying or using weapons with the intent to cause injury (knife, firearms, other dangerous objects).
- Assault to another student or adult (fighting).
- Possession, use, or sale of drugs.
- Severely disruptive and/or dangerous behavior that infringes on the educational rights of others.
- Overt gang activity (wearing gang attire, making gestures that symbolize gang membership or engaging in any gang related activities).
- Improper behavior at extracurricular events (before & after school).
- Throwing objects in or out of school that could cause bodily injury.
- Vandalism
- Stealing (private or school property).
- Defiance of school authority (willful disobedience, use of profanity, obscenities, rudeness or insults, repeated disregard of school rules).
- Bullying/Harassment/Discrimination (Engaging in verbal abuse, name calling, threats to harm on basis of ethnicity, religion, culture, national origin, gender, handicap).
- Misuse/abuse of the Internet as explained in the Student Acceptable Computer Use Agreement.

Teachers will refer students to the administration for a pattern of behavior that is disruptive to the classroom environment. Additionally, serious student misconduct involving violent or criminal behavior such as, but not limited to, the following will be referred to the administrator:

1. Weapons (Carrying, intent to cause injury, or intimidation with weapon, firearm, knife, or other object, which is capable of producing death or serious bodily harm.)
2. Assault of any kind to another student or adult, whether or not it results in physical injury
3. Possession, use or sale of drugs.
4. Severely disruptive and dangerous behavior that infringes on the educational rights of others.
5. Overt gang activity – wearing, making gestures that symbolize gang membership or engaging in any gang related activities.
6. Improper behavior at extra-curricular events such as school sponsored evening events, before and after school enrichment activities, etc.
7. Throwing objects in or out of school that can cause bodily injury or damage to property including snowballs.
8. Stealing or vandalism (includes attempting to steal private or school property, causing damage to such property).
9. Defiance of school authority (open, willful or continued disobedience; use of profanity, vulgarity, obscenities, rudeness or insults toward staff members; repeated disregard for school rules).
10. Harassment/Discrimination (engaging in verbal abuse, i.e. name calling, threatening to harm on the basis of ethnicity, religion, culture, national origin, gender, or handicapping disability).
11. Intentional misuse/abuse of the internet
12. Students who display inappropriate attention towards one another in and/or near school or at a school sponsored activity will be reminded to refrain from such behavior. Appropriate behavior in the hallways and classroom settings are important to the school environment. As such, it will not be allowed and may result in referral to office administration. Examples of PDA (public display of affection) include but are not limited to: kissing, inappropriate hugging, etc. After one reminder, the students involved in inappropriate PDA will receive an office referral and will participate in a parent conference.

Consequences: When an office referral has been made and consequences are initiated, parents will be contacted. Consequences will be based on the seriousness of the behavior and may include, but not limited to:

- Call to parent/guardian
- Conference with parent/student/principal
- Contract
- Warning
- Loss of privileges
- School service project (picking up trash, washing tables during lunch, etc.)
- Suspension (in-school, or released to guardian)
- Expulsion

DRESS CODE

North Star Academy has adopted a dress code policy. All students are encouraged to follow the dress code policy as stated or disciplinary action may occur which can affect citizenship grades. Therefore, all students should read through it yearly and review it as the seasons change. There are no specific retailers that are required.

The purpose of North Star Academy's Dress Code policy is to improve the learning environment by:

- Ensuring clothing is modest and non-offensive.
- Reducing peer pressure and emphasis on brand name clothing.

- Minimizing health and safety concerns.
- Developing consistency to reduce conflicts and questions of enforcement.

Please Note

Dress code items not specifically covered below but considered inappropriate or contrary to the purpose of the dress code policy are subject to review and interpretation by the administrator and/or Board of Trustees. On occasion, students are permitted to “dress up” for games or special events and earn “Free Dress” days based on a variety of incentives. It is important to note that on these days, students should still refrain from immodest, offensive, or unsafe shoes and/or clothing.

Tops

Students may wear any solid colored polo shirt that meets the following requirements:

1. Is unadorned - defined as NO: writing, lace, ruffles, sequins or decorative embroidery, a small graphic or adornment (less than 1-inch square) is acceptable.
2. Has sleeves and covers the shoulders (may be short or long sleeves).
3. Is not too tight, sheer or otherwise revealing.
4. Is free from tears, frays, or holes and not excessively worn.
5. Is long enough to be tucked in when bending over.
6. Has the collar folded down.
7. Is free from incidental trim, except on the inside collar and on button lining. Students may wear a long or short sleeved unadorned solid white T-shirt, tank top, or turtleneck underneath the polo shirt.

   Students may wear an unadorned solid navy-blue sweater or sweatshirt (no hoodies) over the polo shirt. No other layering on top of the polo shirt is permitted. North Star Academy’s embroidered logo is permitted on the polo shirts, sweaters, or sweatshirts.

Bottoms

Students may wear any solid tan, navy blue, or black pants, capris, shorts, skorts, or skirts that meet the following requirements:

1. Is not denim, nylon, sweat, leather, or vinyl material
2. Goes to the knee or longer
3. Is unadorned - defined as NO: writing, lace, ruffles, sequins, or decorative embroidery, except on back pockets
4. Has no incidental trim
5. Is not too sheer, tight, or otherwise revealing
6. Is free from tears, frays, or holes and is not excessively worn

Girls may wear inconspicuous shorts under skirts. No clothing or layering that shows is permitted. Please note: Leggings are classified as tights and not as pants.

Shoes

Students may wear any shoes that have a strap or some sort of a back on the shoe so that it doesn’t slip off the feet. Students may not wear:

1. Slippers
2. Shoes with wheels

Hair

Students may wear their hair and hair accessories in any way that is not so extreme in style or color so as to distract from a learning environment.

Accessories

Body piercing jewelry will be limited to earrings. Students may wear jewelry that is appropriate for school and is not a distraction. Any socks may be worn under long pants. If socks or tights are worn with capris, shorts, skorts, or skirts; the socks must be white, black or navy blue. Students may wear an unadorned solid brown or black belt (no sashes) to be worn in the pant belt loops. Hats may not be worn in the building. Accessories may not be distracting and must be appropriate to a learning environment.

Coats

Students may wear any style of coat that is not offensive and is appropriate to a learning environment. Coats may not be worn during class time.

Other Attire

Students may choose other attire such as backpacks, purses, etc. that is not offensive and is appropriate to a learning environment. These items are to be left in lockers and/or designated areas during school hours.

Consequences for Violation of the Dress Code Policy

If a teacher/staff feels that a student has come to school inappropriately attired according to the Dress Code Policy, the teacher/staff will:

• Send the student to the office staff in charge of executing the Dress Code Policy to determine if the student is in violation of the Dress Code. A form will be given to the teacher/staff explaining the ruling made. If the office staff determines that the student has violated the Dress Code then:
• The office staff will call a parent to bring dress code appropriate clothing to the school. If a parent can not be reached, the student will be given Dress Code appropriate clothing to wear during the remainder of the day and a note will be sent home. Students will not be allowed to change into clothing stored at school in case-they are caught breaking the dress code. The offense will be recorded in the Student Information System (currently Aspire) by the office staff. Work missed while changing clothing will not be made up.
• For subsequent violations, a note will be sent home and the student will be required to compensate (not monetarily) for the time spent in dealing with his/her Dress Code-violation and for the maintenance of the clothing provided for him/her.
• For the 5th violation, a meeting with the student, parent and principal will occur.
• For each additional violation, a 1 day "in school suspension" will occur; in which a parent or approved adult will accompany the student to school for the full day. The student will not be allowed back into school without a parent or said adult. If the student misses school, make up allowed.

ELECTRONIC RESOURCE POLICY

Technology is a crucial tool in today's learning when used appropriately. It is important to recognize that technology is a privilege and when not used appropriately can be taken away. Therefore, with many factors to consider the policy must be read and reviewed yearly with a special use agreement being signed each school year.

Purpose: North Star Academy (the "School") recognizes the value of computer and other electronic resources to facilitate student learning and help the School's employees accomplish the School's mission. The School has therefore made substantial investments to establish a network and provide various electronic resources for its students' and employees' use. Because of the potential harm to students and the School from misuse of these resources, the School requires the safe and responsible use of computers, computer networks e-mail, Internet, and other electronic resources. This policy is intended to ensure such safe and responsible use and to comply with Utah Administrative Rule R277-495, the Children's Internet Protection Act, and other applicable laws.

Electronic Devices: The School recognizes that various forms of electronic devices are widely used by both students and employees and are important tools in today's society. The School seeks to ensure that the use of electronic devices, both privately owned devices and devices owned by the School, does not cause harm or otherwise interfere with the learning, safety, or security of students or employees.

Definitions:

"Electronic device" means a device that is used for audio, video, or text communication or any other type of computer or computer-like instrument including: a smart phone, a smart or electronic watch, a tablet, or a virtual reality device.

"Instructional time" means the hours during the School day designated by the School for class instruction.

"Privately-owned electronic device" means an electronic device that is not owned or issued by the School to a student or employee.

"School day" means the hours that make up the school day according to the School's schedule.

"School-owned electronic device" means an electronic device that is owned, provided, issued, or lent by the School to a student or employee.

"School-sponsored activities" means field trips, curricular and extracurricular activities, and extended School-sponsored trips or activities, including School-provided transportation to and from such activities.

Student Use of Electronic Devices: Electronic devices may only be possessed and used by students during the School day and during School-sponsored activities in accordance with the following standards:

- Electronic devices may only be used in class at the teacher's request and for educational purposes.
- Electronic devices may not be used to view, access, download, store, or transmit pornography or other obscene or inappropriate material.
- Electronic devices may not be used to bully, threaten, embarrass, harass, or intimidate other students, teachers, volunteers, School guests, or School employees.
- Electronic devices may not be used during quizzes, tests, and standardized assessments except as otherwise provided herein.
- Electronic toys are not allowed in the School.
- Privately-owned electronic devices must remain out of sight in a bag, backpack (elementary), or in a locker (middle school) and be turned off during the School day.

Exceptions: The Principal may give permission for a student to possess an electronic device for good cause, including medical reasons, if the device does not distract from the instructional or educational process and is not otherwise used inappropriately.

Parents may request that the Principal allow a student to possess an electronic device on active mode at all times during the School day, with the exception of during tests and standardized assessments, for good cause, including medical needs or unusual family situations.

A student may possess an electronic device on active mode at all times during the regular School day, including during assessments, if such an accommodation is specified in a written Section 504 plan, an Individualized Education Plan, or in connection with other legitimate circumstances determined by the Principal.

Electronic devices may be used in the event of an emergency during the limited period of the emergency in order to protect the safety of a student or School employee, visitor or volunteer.

Parents may make other individualized requests for exceptions to this policy to the Principal.

Consequences for Violation: A student will receive one warning prior to discipline for violating this policy unless the violation involves cheating or constitutes a violation of the School's Safe Schools Policy or Bullying and Hazing Policy or at the discretion of the Principal. On the second violation of this policy, the privately owned electronic device will be confiscated, labeled, and held in a secure location. The Principal, teachers, and other individuals designated by the Principal may confiscate privately owned electronic devices under this policy.

An individual other than a student who finds or confiscates a privately owned electronic device may search the device for the purpose of determining the device's owner. Students may not search electronic devices. Electronic devices that are used inappropriately may be subject to search by the Principal if there is a reasonable suspicion that the device contains obscene or pornographic material or has been used to cheat or to threaten, embarrass, harass, or intimidate other students, teachers, volunteers, School guests, or School employees.

The School will make reasonable efforts to notify parents/guardians that the School has a student's electronic device in its possession. Parents/guardians who show identification may retrieve confiscated electronic devices during School hours or by appointment. The School will retain unretrieved electronic devices until the end of the School year, at which time the devices will be disposed of in a manner that ensures that no data stored on the device may be retrieved.
The Principal may impose additional disciplinary consequences for a student's violation of this policy, considering the nature of the violation and other disciplinary actions in which the student has been involved.

Such disciplinary actions may include:

- Loss of the privilege to possess or use electronic devices
- Disciplinary letter to the student's parent/guardian that is placed in the student's file
- Detention
- In-School suspension
- Suspension
- Expulsion
- Loss of the privilege of participating in School-sponsored activities or of receiving honor recognition

The School may contact law enforcement if School employees believe that a student has used an electronic device in connection with a violation of criminal law, and criminal penalties may arise from inappropriate use of electronic devices.

Notice of the Policy: The School will give parents and students written notice of this policy annually. Written notice may be satisfied by posting the policy on the School's website, publishing the policy in a School handbook, sending the policy to the student's home, or any other reasonable means.

Creative and Innovative Uses for Electronic Devices: Teachers and other School employees are encouraged to use electronic devices creatively in order to effectively communicate with students and parents/guardians and

to enhance instruction. Creative uses might include notifying absent students of assignments, communicating with parents when students excel or if they are behind or absent, notifying students and parents of news articles or events that would enhance the learning experience, providing feedback to students on tests and assignments, parents notifying the School when students are absent or tardy.

Other Provisions: Picture taking or sound or video recording by students is prohibited in School unless authorized by a teacher or the Principal. Picture taking or sound or video recording by students is prohibited in private areas of the School such as locker rooms, counseling sessions, washrooms, and dressing areas.

Students bring electronic devices on School property at their own risk. The School is not responsible for lost, stolen or damaged electronic devices.

Students are responsible for their own electronic devices and may be subject to discipline if their device is misused by another.

Parents, guests, and visitors to the School may use electronic devices at School and at School-sponsored activities only in accordance with rules established by the Principal. Such individuals who use the School's electronic resources may not use such resources to access inappropriate material or information.

INTERNET SAFETY

It is the School's policy to: (a) prevent user access to or transmission of inappropriate material over its computer network via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act (section 254(h) of title 47, United States Code).

Definitions: Key terms are as defined in the Children's Internet Protection Act.
"Technology Protection Measure" means a specific technology that blocks or filters Internet access to visual depictions that are:

- Obscene, as that term is defined in section 1460 of title 18, United States Code.
- Child Pornography, as that term is defined in section 2256 of title 18, United States Code; or
- Harmful to minors. "Harmful to Minors" means any picture, image, graphic image file, or other visual depiction that:
    - Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
    - Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or
    - sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
    - Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.
    - "Sexual Act" and "Sexual Contact" have the meanings given such terms in section 2246 of title 18, United States Code.

Access to Inappropriate Material: To the extent practical, the School will employ technology protection measures (or "Internet filters") to block or filter Internet access to—or other forms of electronic communications containing—inappropriate information over the School's network or by School-owned electronic devices.

Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of child pornography or material deemed obscene, or to any material deemed harmful to minors.

Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes. Procedures for disabling or otherwise modifying any technology protection measures shall be the responsibility of the Principal or designated representatives.

Inappropriate Network Usage: To the extent practical, steps shall be taken to promote the safety and security of users of the School's online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications.

Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called "hacking" and other unlawful activities and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Education, Supervision and Monitoring: It shall be the responsibility of all School employees to educate, supervise and monitor appropriate usage of the School's online computer network and access to the Internet in accordance with this policy, the Children's Internet Protection Act, the Neighborhood Children's Internet Protection Act, and the Protecting Children in the 21st Century Act. This includes educating students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, as well as cyberbullying awareness and response. The School will also provide information regarding these matters to parents/guardians.

STUDENT ACCEPTABLE USE OF SCHOOL ELECTRONIC RESOURCES

The School makes various electronic resources available to students. These resources include computers and other electronic devices and related software and hardware as well as the School's network and access to the Internet. The School's goal in providing such electronic resources to students is to enhance the educational experience and promote the accomplishment of the School's mission.

Electronic resources can provide access to a multitude of information and allow communication with people all over the world. Along with this access comes the availability of materials that may be considered inappropriate, unacceptable, of no educational value, or even illegal. The School has initiated safeguards to restrict access to inappropriate materials, and use of the Internet and other electronic resources is monitored as well.

In order to use the School's electronic resources, students must be willing to abide by the rules of acceptable use. Use of the School's electronic resources is a privilege, and students have no expectation of privacy in connection with their use of the School's electronic resources.

Students who abuse this privilege by actions such as damaging the School's electronic resources; violating copyrights; bullying, hazing, intimidation, harassment and threats; accessing pornography or other obscene or inappropriate material; inappropriate language; gambling; unauthorized games; or other unauthorized or inappropriate use, will be subject to discipline. Violation of policies and rules regarding use of the School's electronic resources may also result in confiscation of School-issued devices and denial of access to the School's electronic resources. This may result in missed assignments, inability to participate in required assignments and assessments, and possible loss of credit or academic grade consequences.

The School may contact law enforcement if School employees believe that a student has used School electronic resources in connection with a violation of criminal law, and criminal penalties may arise from inappropriate

use of electronic resources. This applies to use of the School's electronic resources at any time and place, whether on or off School grounds.
Students are personally responsible for School electronic resources provided to them, and the students and their parents/guardians may be held responsible for loss or damage to such electronic resources.
Parents play an important role in helping students understand what does and does not constitute acceptable use.

The Principal shall ensure that additional rules and procedures regarding students' use of the School's electronic resources are established and clearly communicated to students and their parents/guardians. The Principal shall ensure that students receive appropriate training regarding these rules and procedures.

ARTIFICIAL INTELLIGENCE (AI) and ACADEMIC INTEGRITY

Artificial Intelligence (AI) has emerged as a tool in electronic communication, supporting individuals and students in various ways. However, with its growing role in education, we must address how AI interacts with our NSA's policies on academic integrity.

ROLE OF AI IN LEARNING

AI can be used in your learning. It can offer individualized learning materials, help you understand complex topics, and give you access to important information. It can support studying and make learning more interactive and engaging. However, while using AI, it's essential to ensure that your actions remain within the framework of academic integrity.

GUIDELINES FOR AI USE AND ACADEMIC INTEGRITY

1. Avoid being a cheater…Understand the Difference Between Assistance and Cheating

    AI can assist in finding information and explaining concepts, which is very much like a tutor assisting you. However, you should never use AI to complete your assignments, tests, or any form of graded work entirely on your behalf. This would be equivalent to cheating.

2. Avoid being a thief…Cite AI-Sourced Information

    When using AI for research or gathering information, ensure that you properly cite the sources provided. Not doing so could result in plagiarism. AI is a tool to find information, but that does not exempt you from acknowledging the original creators of that information.

3. Avoid being lazy…Do not Use AI to Circumvent Learning

    AI is here to complement your learning, not replace it. Using AI to bypass understanding concepts or doing the work yourself defeats the purpose of education, which is to develop your knowledge, skills, and competencies.

4. Avoid being foolish…Understand the Limitations of AI

    While AI can be very helpful, it's not infallible and shouldn't be wholly relied upon for accuracy. Always cross-verify information from multiple sources and don't hesitate to ask your teachers if you're unsure about something.

CONSEQUENCES FOR MISUSE OF AI

The misuse of AI, such as using it to cheat on tests, plagiarize work, or misrepresent one's understanding, will be treated as a serious violation with appropriate consequences, such as grade reduction or failing grade for the assignment or other appropriate measure as per our electronic resources policy.

Remember, the goal of your education is not just about earning grades; more importantly, it's about learning, growing, and preparing yourself for the future. Therefore, it is important you use AI responsibly to become a better learner.

EMERGENCY EARLY RELEASE

In the unlikely event, the school must initiate an emergency early release, please note the pick-up points in the following map. Teachers will escort their class outside to the designated areas and help in loading students into their carpools. **Should an emergency release require an off-campus evacuation please refer to the evacuation section (students are moved to the Midvalley Bible Church)**

Please make sure to have all emergency contacts you may use recorded and updated in Aspire. Staff will not release your student to anyone who is not on your emergency contact list - no exceptions.

Evacuation: If there is a need to evacuate the building before you are able to pick your student up at the school, we have arranged to use the Midvalley Bible Church's facility. Please follow the pick-up procedures under the Emergency Response and Preparedness Plan and make sure **ANYONE you plan to pick up your child is listed in the Student Information System (currently Aspire) as an emergency contact.**

HOMEWORK GUIDELINES

Homework has three major purposes:

1. To teach personal responsibility and time management skills
2. To keep parents informed about what their children are studying
3. To provide additional academic growth and development

Although regular homework is an important part of the academic program at North Star Academy, we also value student involvement in extracurricular activities as well as time spent with family. It is expected that classroom teachers will assign homework that allows students these opportunities. The following times are provided as guidelines and are not intended to be absolutes. For example, major projects may require more time than the maximum amount. Understand that all students work at a different pace and that time spent towards completion of a task may vary. Homework guidelines may not include reading requirements as set forth by teachers.

GRADE	MINIMUM	MAXIMUM
Kindergarten	15 Minutes	30 Minutes
1st Grade	20 Minutes	45 Minutes
2nd Grade	20 Minutes	45 Minutes
3rd Grade	20 Minutes	45 Minutes
4th Grade	20 Minutes	45 Minutes
5th Grade	30 Minutes	60 Minutes
6th Grade	30 Minutes	60 Minutes
7th Grade	30 Minutes	90 Minutes
8th Grade	30 Minutes	90 Minutes
9th Grade	30 Minutes	90 Minutes

Parents are responsible for the following:

1. Provide a time and place free from distraction for the student to work.
2. Sign any worksheets or homework logs that are requested by the homeroom teacher.
3. Monitor student work and provide additional support as needed.
4. Communicate concerns and work closely with the teachers if problems occur.

LOST AND FOUND

Please label all clothing, lunch boxes, and backpacks. Clothing left in the Lost & Found will be donated to a charity or worthy cause at Fall Break, Winter Break, Spring Break, and after the last day of school.

IMMUNIZATIONS

In compliance with state law and in consideration of the safety of all students, immunizations must be kept current. A 5-day notice will be given when an update is needed. Failure to comply will result in immediate dismissal from school. An immunization waiver may be obtained from the Utah Health Department.

LUNCH / BREAKFAST

A hot lunch program is available at North Star Academy. In order to participate, students must pay in advance in the office. The cost is $2.25 per day. Breakfast is also served from 8:00am to 8:20am for a cost of $1.30 per day. You can view your children's lunch account funds on the Student Information Systen (currently Aspire). Payments can be made on-line here: Online Lunch Payment. No additional surcharges are paid by the family to utilize this service, but rather paid by North Star Academy for the convenience of all NSA parents. North Star Academy participates in the National School Lunch program, including free and reduced-price lunches. Contact the office for more information. Students with a negative balance may be given a peanut butter sandwich in lieu of accounts dropping further into the negative.

MISSION AND VISION

- North Star Academy exists to ENGAGE and INSPIRE students to achieve their highest potential through a SAFE, CHALLENGING, and INDIVIDUALIZED learning environment.
- SAFE ENVIRONMENT: free of bullying, teasing, and harsh criticism.
- CHALLENGING ENVIRONMENT: materials, programs, and procedures have been shown, through research, to improve student learning.
- INDIVIDUALIZED ENVIRONMENT: one that allows students to progress at their own ability level, and provides them with opportunities to pursue personal interests.
- School Improvement Goal: Every Spring the Board of Trustees, administration, and Parent Teacher Organization come together for a yearly planning meeting to form a School Improvement Goal for the following year in which all stakeholders will take part.
    - 2022-2023 "Effort +Attitude = Result"
    - My personal Best is Success!

POLICIES

Please note that this handbook does not include all policies approved by the Board of Trustees and adhered to school wide, therefore it is important to review the policies section of the school's website: https://north-staracademy.com/policies-and-procedures.html . Any changes or new policies approved will be advertised through the school newsletter and posted to the website.

SCHEDULES

Daily Schedule:

Time	Bell
8:15 AM	First Bell
8:30 AM	Tardy Bell
11:20 AM	Half Day - Kindergarten Dismissal
11:14 AM	Middle School Lunch
11:50 PM	Elementary Lunch Rotations Begin
2:52 PM	Dismissal

Elementary Class Schedule (times are approximate):

Time	Bell
8:30 - 8:40 AM	Opening in Homeroom
8:40 - 9:45 AM	Math
9:45 - 12:05 PM	Language Arts
11:35 - 12:15 PM	Kindergarten lunch / recess
11:50 - 12:30 PM	5th & 6th lunch / recess
12:10 - 12:50 PM	1st & 2nd lunch / recess
12:30 - 1:10 PM	3rd & 4th lunch / recess
12:05 - 2:52 PM	Specials

Middle School Class Schedule:

A-Day	B-Day	Time
1st Period	5th Period	8:30 - 9:50 AM
2nd Period	6th Period	9:53 - 11:14 AM
Lunch		11:14 - 11:40 AM
3rd Period	7th Period	11:43 - 1:03 PM
4th Period	8th Period	1:06 - 2:26 PM
Advisory		2:29 - 2:52 PM

Recess: Students are expected to participate in outdoor activities including recess with the class. Teachers use this time for collaboration/preparation. Indoor supervision is not available. Consideration will be given to students who have a medical excuse with a doctor's or parent's note.

Please dress students properly for varying weather conditions (hats may be worn outside). In addition, students may bring a nutritious snack to be eaten at recess.

SCHOOL COMMUNICATION

Parents can expect our school newsletter every Wednesday in the form of an email. This includes useful information of what is happening at North Star, as well as opportunities you and/or your children may be interested in. We highly encourage taking the time to read it each week so you are well informed.

In addition to this email outreach, our website and NSA app is continually being updated with staff contact information, updated newsletters, events, menus, schedules, calendars, policies, classroom happenings, parent support resources, and other important information that you may find useful. Therefore, we ask that you make sure your contact information is accurate and up to date on the Student Information System (currently Aspire) at all times. Periodically teachers or staff may utilize this tool to send out additional reminders or other communication. All parents are asked to update the Student Information System (currently Aspire) contact information and health concerns annually, as well as when changes may occur. Printed communication will be made available to those who do not have access to email or internet through our office personnel.

EMERGENCY RESPONSE AND PREPAREDNESS PLAN

North Star Academy is committed to a safe, challenging and individualized learning environment. We consistently have drills that are scheduled at the start of each school year to keep our students and staff sharp on procedures in an emergency and well prepared in the event of an actual emergency.
We will communicate an emergency (or school closure) through the following means.

1. If there is power at the school our phone system can call and/or email all the school's families within 20 minutes to give important information. Please make sure you keep the office informed of

contact information changes.

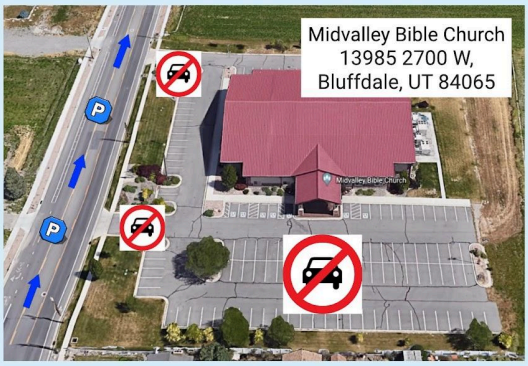
2. If needed we will send out information if available through one or more of the following via social media (Facebook), push notifications through the NSA app, and the NSA website.

If there is a need to evacuate the building, we have arranged to use the Midvalley Bible Church's facility. Please follow the pick-up procedures below.

North Star Academy Evacuation Plan

Evacuation Plan pick up procedures:

- In the event that we have to evacuate the building, we will walk the children to the Midvalley Bible Church 13985 South 2700 West in Bluffdale. **DO NOT GO TO THE SCHOOL to pick up children.**



- Please go to the designated relocation center *Midvalley Bible Church* to pick up your student.
- Vehicles will **not be** permitted to enter the parking lot of the church. Parents must park in designated areas above or any designated parking lots at Wardle Fields and **walk to the church to pick up their students.** Please remain calm and obey all traffic and pedestrian laws.
- Only individuals you have listed on your Students Emergency Contact List will be permitted to pick up your children.
- Current valid identification with a photograph is needed when a parent or trusted adult signs for your child even if the adult in charge of release knows you or the person picking up the child.

SCHOOL VISITS

Parents and guardians are encouraged to visit the school frequently and take an active role in the education of their children. Arrangements to visit a classroom may be made by contacting the teacher to set up a convenient time. All non-employee adults must check in at the school office and pick up a visitor's badge upon entering the building. Teachers may not conduct private conferences with parents during instructional time unless a prior arrangement with the teacher has been made.

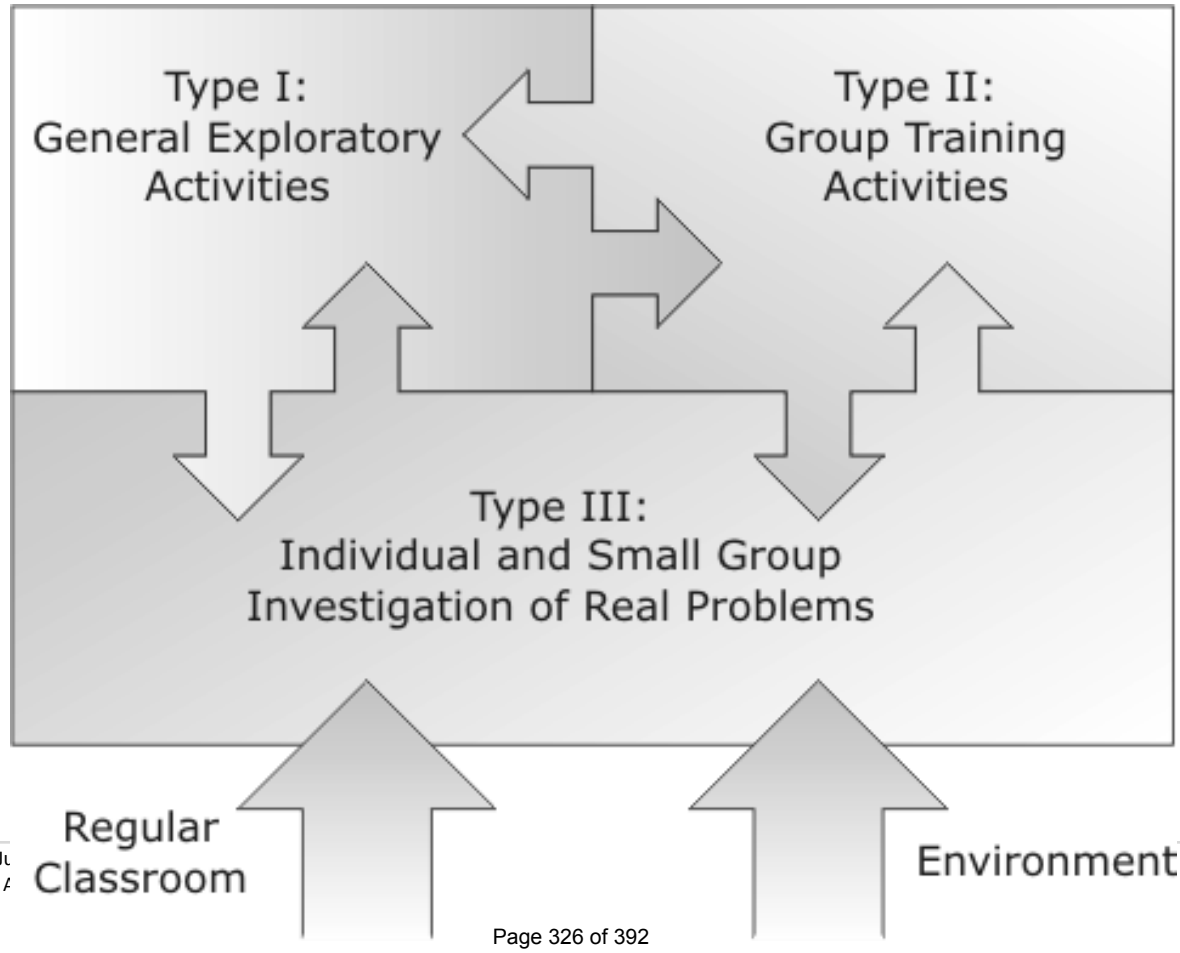
Students are not allowed to bring visiting children (friends or relatives) to school with them.

Forgot Something? If your student forgot something at home and you are delivering it to the school please leave it with the front office. We will make sure your child receives it.

SCHOOLWIDE ENRICHMENT MODEL

North Star Academy is philosophically founded upon the Schoolwide Enrichment Model (SEM) developed by Dr. Joseph Renzulli of the National Center for Gifted Education and Talent Development. Through extensive research and working with children, Dr. Renzulli found that all children benefit from hands-on, student-driven, and interest-based activities. These types of activities assist each child in developing critical thinking skills and the ability to work cooperatively while increasing the child's positive self-concept. To help illustrate the different types and levels of enrichment activities Dr. Renzulli has incorporated the Enrichment Triad Model into the SEM (see figure below).

Each type is designed to build upon prior knowledge and student interest. To learn more about the School Wide Enrichment Model and the Enrichment Triad Model visit the Website at:
http://www.gifted.uconn.edu/sem/



SUPPLIES / FEES

Student Supplies: Elementary students (Grades K-6) class supply recommended lists are mailed in July. Middle School students (Grades 7 – 9) will receive their recommended supply lists during the middle school class schedule pickup day in early August. In addition, teachers will also give parents a list of recommended school supplies that the students will need upon request.

Middle School Student Fees: REQUIRED FEES (for fully and partially enrolled students)

The following student fees may be assessed to all middle school students grades seven to nine as follows and are apportioned by the number of days of school membership if a student attends less than a full school year.

Middle school students who withdraw from school shall be refunded all unused fees apportioned by the number of days attended with the exception of the extracurricular activities fees, which are non¬ refundable. Required fees are eligible for fee waivers. Student Fees 2024-2025.

Textbooks: Please talk with your student about taking good care of textbooks. All Middle School math textbooks must have a fabric or paper cover to increase longevity of its use. The students are responsible for the condition of returned books and will be assessed a replacement fee if damage beyond normal use is incurred or if books are lost.

Fee Waiver Information and Forms: Fee Waiver, Notice and Applications can be found on the school website.

VOLUNTEERING

All parent volunteers are required to check in at the main office and receive a volunteer badge. At the biannual parent-teacher conference, parents will be able to set personal goals relative to their participation in their children's education. This allows each parent to select goals that are within her/his comfort and ability level. It will also allow for creativity based on individual experience, talents and abilities. Although North Star Academy does not request a specified number of hours per family each year, we do highly encourage volunteering and seek to provide a wide range of opportunities for involvement and communicate these to parents through the school website, school App, and/or school newsletters as well as through our PTO Volunteer Coordinator using an automated email service. Volunteer tasks may be performed at home, off hours, or on weekends. All parent volunteers are encouraged to follow the teacher dress code while volunteering on the school grounds. Parent volunteers working directly with students may be subject to a personal background check.

Kleresa Miller

Mission Statement

North Star Academy exists to ***engage***
and ***inspire*** students
to achieve their highest potential
through a ***safe***, ***challenging***,
and ***individualized***
learning environment.

End Statements

Through the implementation of the School-wide Enrichment Model (SEM), students will demonstrate:

GOOD CITIZENSHIP:

- Students will adhere to classroom and school-wide policies realizing the importance of rules and structure.
- Students will be aware of social/civic responsibilities beyond the classroom.
- Students will recognize and value the importance of the following character traits: trustworthy, responsible, caring, respectful, and fairness.

ACADEMIC ACHIEVEMENT:

- All students are meeting mastery in the content areas.
- All students are receiving additional support when learning objectives are not met.
- Students experience a variety of educational opportunities, allowing students to challenge themselves across the curriculum.
- Students are meeting challenging objectives that best meet their level of ability.

CRITICAL THINKING:

- Students identify a question, issue, or problem, access information, then analyze and evaluate possible solutions.
- Students gather and use information effectively to gain new information, support inferences, and justify conclusions.
- Students recognize and appreciate alternate points of view and make judgments regarding the credibility of sources.

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Welcome to North Star Academy

Welcome to North Star Academy (the "School"). To answer some of the questions you may have concerning the School and its policies, we have written this Handbook to support you. Please read it thoroughly and retain it for future reference. The policies stated in this Handbook are guidelines only and are subject to change at the sole discretion of the School, as are all other policies, procedures, benefits, and other programs of the School. From time to time, you may receive updated information concerning changes in policy. If you have any questions regarding any policies, please ask the school Administrator, an HR representative from Academica West, or contact Helpside, Inc. (Helpside) for assistance.

The School has a business relationship with Helpside, Inc. ("Helpside"). Helpside is a Professional Employer Organization that has contractually assumed substantial employer rights, responsibilities, and risks. This situation creates a shared or co-employment relationship between Helpside, the School and you, the employee.

Under this contractual arrangement, employment responsibilities are shared or allocated between Helpside and the School. The School retains essential management control over the end-product of the work performed by the employees, and Helpside pays and reports wages and employment taxes and assumes responsibility for a wide range of employer responsibilities and risks.

This employee Handbook was developed to describe some of the expectations of employees of the School and Helpside and to outline some important policies, programs, and also benefits available to eligible employees. Employees should familiarize themselves with the contents of the employee Handbook, as well as the policies on the school's website, as soon as possible; it will answer many questions about employment with the School and Helpside.

This Handbook is provided to inform and acquaint employees with the School and with the School's policies, procedures, and practices. The School may change any of its policies, procedures, benefits or other matters described in this Policy Guide or elsewhere with or without notice, at the sole option of the School, without prior consultation with or agreement by any employee. Neither this Handbook, employment with the School, nor the maintenance of supervisory or other policies or procedures shall be construed as constituting a promise from or contract of any kind with the School, either express or implied, regarding any of the matters addressed in any such handbooks or policies. **Although it is intended that the relationship between the School and its employees will grow and be in the best interests of both the employee and the School, all employees are employed for an indefinite period in an at-will capacity. This means that both the School and its employees retain the right to end or terminate the employment relationship at any time, with or without notice, and for any reason or for no reason at all.** No supervisor, manager, or representative of the School, other than the School's Board of Trustees, has the authority to enter into any contract or agreement with you of any kind, including but not limited to for employment for any specific duration or to make any commitments contrary to the at-will nature of employment. Only a separate, express written agreement signed by the President of the School's Board of Trustees and designated as an employment contract may create any such contract and change the at-will nature of the employment relationship.

We wish you the best of luck and success in your position and hope that your employment relationship with the School will be a rewarding experience.

Equal Employment Opportunity

The School provides equal employment opportunities to all employees and applicants for employment without regard to race, color, religion, sex, national origin, age, disability, or status as a Vietnam-era or special disabled veteran in accordance with applicable federal laws. In addition, the School complies with applicable state and local laws governing non-discrimination in employment**.** This policy applies to all terms and conditions of employment, including, but not limited to, hiring, placement, promotion, termination, layoff, recall, transfers, leave of absence, compensation, and training.

Zero-Tolerance for Harassment

The School has adopted a policy of "zero-tolerance" with respect to unlawful employee harassment. In this connection, the School expressly prohibits any form of unlawful employee harassment based on race, color, religion, sex, national origin, age, disability, status as a Vietnam-era or special disabled veteran, or status in any group protected by state or local law. Improper interference with the ability of the School employees to perform their expected job duties is not tolerated.

With respect to sexual harassment, the School prohibits the following:

1. Unwelcome sexual advances, requests for sexual favors, and all other verbal or physical conduct of a sexual or otherwise offensive nature, especially where:
    - Submission to such conduct is made either explicitly or implicitly a term or condition of employment;
    - Submission to or rejection of such conduct is used as the basis for decisions affecting an individual's employment; or
    - Such conduct has the purpose or effect of creating an intimidating, hostile, or offensive working environment.
2. Offensive comments, jokes, innuendos, and other sexually oriented statements.

Types of harassment— Sexual harassment constitutes a form of sexual discrimination under Title VII of the Civil Rights Act of 1964. As was stated above, the EEOC and the federal courts have recognized two distinct types of sexual harassment: "quid pro quo" and "hostile environment" harassment.

• "Quid pro quo" harassment occurs when an aspect of a person's job is conditioned on his or her accepting the sexual advances or conduct of another worker, the individual refuses, and the threat is carried out.
• "Hostile environment" harassment occurs when an employee is subjected to a severe or pervasive pattern of unwelcome, sexually-related conduct in the workplace that creates a hostile, intimidating, or offensive work environment. It should be noted, however, that sexually harassing conduct need not be of a specifically sexual nature, it need only be gender-based.

Examples of the types of conduct expressly prohibited by this policy include, but are not limited to, the following:

- Touching, such as rubbing or massaging someone's neck or shoulders, stroking someone's hair, or brushing against another's body.
- Sexually suggestive touching.
- Grabbing, groping, kissing, fondling.
- Violating someone's "personal space."
- Whistling at another person.
- Lewd, off-color, sexually oriented comments or jokes.

- Foul or obscene language.
- Leering, staring, stalking.
- Suggestive or sexually explicit posters, calendars, photographs, graffiti, cartoons.
- Unwanted or offensive letters or poems.
- Sitting or gesturing sexually.
- Offensive E-mail or voice-mail messages.
- Sexually oriented or explicit remarks, including written or oral references to sexual conduct, gossip regarding one's sex life, body, sexual activities, deficiencies, or prowess.
- Questions about one's sex life or experiences.
- Repeated requests for dates.
- Sexual favors in return for employment rewards, or threats if sexual favors are not provided.
- Sexual assault or rape.
- Any other conduct or behavior deemed inappropriate by the School.

Complaint Procedure

Each member of management is responsible for creating an atmosphere free of discrimination and harassment, sexual or otherwise. Further, employees are responsible for respecting the rights of their coworkers.

If you experience any job-related harassment based on your sex, race, national origin, disability, religion, or another factor, or believe you have been treated in an unlawful, discriminatory manner, promptly report the incident to your Administrator, who will investigate the matter and take appropriate action, including reporting it to human resources. If for any reason you believe it would be inappropriate to discuss the matter with your Administrator, you may bypass your administrator and report it directly to the Board of Trustees, the HR representative at Academica West (801-444-3865), or to the vice president of human resources at Helpside (801-443-1090), who will undertake an investigation. Your complaint will be kept confidential to the maximum extent possible.

The School and Helpside will determine, in its sole discretion, what appropriate disciplinary action will be taken against the offending employee up to, and including, termination of employment.

The School prohibits any form of retaliation against any employee for filing a complaint under this policy or for assisting in a complaint investigation.

Dating between Employees

The School has adopted this policy in recognition of its responsibility to provide guidelines on romantic and sexual relationships with other employees and to caution employees about the potential problems posed by such relationships. These problems include conflicts of interest, interference with the productivity of co-workers, and potential charges of sexual harassment. They can be particularly serious in situations in which one person has a position of authority over the other, such as in a supervisor-subordinate relationship.

The School does not prohibit consensual romantic relationships between employees, but it does impose the following restrictions:

- The School strongly discourages supervisory personnel from engaging in romantic or sexual relationships with subordinates and requires the supervisor or manager to disclose the existence of

such a relationship. Additionally, supervisors and managers are required to take steps to resolve any actual or potential conflict of interest or impropriety created by the relationship.

- All employees must avoid romantic or sexual relationships with other employees that create conflicts of interest, potential charges of sexual harassment, or discord or distractions that interfere with other employees' productivity.

Any romantic relationship between a supervisor and subordinate employee must be disclosed by the supervisor to the Administrator, or to the next highest individual in the supervisory chain of command (likely the Board President). The Administrator must assess the situation and make a recommendation to resolve any actual or potential conflict of interest or impropriety created by the relationship. The recommendation can require the non-supervisory employee to transfer to another department or facility, if possible. If a transfer is not possible, the dating couple can be required to determine which partner will resign. If a transfer to another facility or department is possible, the supervisor-partner is prohibited from having any involvement in professional decision-making affecting the partner who transfers.

Failure to make required disclosures or comply with a recommendation to resolve a conflict with this policy can result in discipline up to and including termination of employment.

Benefit New Hire Waiting Period

Following 60 days of full-time employment, employees may enroll in all benefit plans. More information can be found on the **North Star Academy Benefit Brochure** or inquire with HR or the office manager.

During the benefit new hire waiting period, new employees are eligible only for those benefits that are required by law, such as workers' compensation insurance and Social Security. After becoming regular employees, they may be eligible for other benefits, subject to the terms and conditions of each benefits program. Employees should read the information for each specific benefits program for the details on eligibility requirements. New employees can enroll in the 401k whenever they'd like, their contributions would start at the beginning of the next month (school contributions kick in after one year *and* 1000 hours worked).

Eligibility for Group Health Insurance Benefits

Only full-time employees are eligible to participate in group health insurance plan(s) sponsored by Helpside. Part-time employees are not eligible to receive group health insurance benefits.

Part-time employees are those employees, whether paid a salary or on an hourly basis, that are not regularly scheduled to work over 30 hours per week and whose hours vary throughout the course of the school year based on the school's needs.

Immigration Law Compliance

The School is committed to employing only United States citizens and aliens who are authorized to work in the United States and does not unlawfully discriminate on the basis of citizenship or national origin.

In compliance with the Immigration Reform and Control Act of 1986, each new employee, as a condition of employment, must complete the Employment Eligibility Verification Form I-9 and present documentation establishing identity and employment eligibility. Former employees who are rehired must also complete the form if they have not completed an I-9 with the School within the past three years, or if their previous I-9 is no longer retained or valid. The School participates in the E-Verify Program.

Employees with questions or seeking more information on immigration law issues are encouraged to contact Helpside. Employees may raise questions or complaints about immigration law compliance without fear of reprisal.

In the event that an employee does not complete the required paperwork for employment, the employee will be required to complete the necessary paperwork through Helpside in order to receive any compensation for work performed.

Employment of Relatives

The School permits the employment of qualified relatives of employees as long as such employment does not, in the opinion of the School, create actual or perceived conflicts of interest. For purposes of this policy, "relative" is a spouse, child, parent, sibling, grandparent, grandchild, aunt, uncle, first cousin, or corresponding in-law or "step" relation. The School will exercise sound business judgment in the placement of related employees in accordance with the following guidelines:

- Individuals who are related by blood or marriage are permitted to work in the same location, provided no direct reporting or supervisory/management relationship exists. That is, no employee is permitted to work within the "chain of command" of a relative such that one relative's work responsibilities, salary, or career progress could be influenced by the other relative.
- No relatives are permitted to work in the same department or in any other positions in which the School believes an inherent conflict of interest may exist.
- In addition, the School recognizes that at times, employees and their "close friends," "domestic partners," or "significant others" may be assigned to positions that create a coworker or supervisor- subordinate relationship. The School will, in its discretion, exercise sound judgment with respect to the placement of employees in these situations in order to avoid the creation of a conflict or the appearance of a conflict of interest, avoid favoritism or the appearance of favoritism, and decrease the likelihood of sexual harassment in the workplace.

This policy applies to all categories of employment at the School, including regular, temporary, and part-time classifications.

Personnel Files

The School maintains personnel files on each employee. These files contain documentation regarding all aspects of the employee's tenure with the School, such as performance appraisals, beneficiary designation forms, disciplinary warning-notices, and letters of commendation. You may review your personnel file on an annual basis. If you are interested in reviewing your file, contact your Administrator.

To ensure that your personnel file is up-to-date at all times, notify your Administrator or Helpside of changes in your name, telephone number, home address, marital status, number of dependents, beneficiary designations, scholastic achievements, the individuals to notify in case of an emergency, and so forth.

Individuals with Disabilities

The School complies with the Americans with Disabilities Act and applicable state and local laws providing for nondiscrimination in employment against qualified individuals with disabilities. The School also attempts to provide reasonable accommodation for such individuals in accordance with these laws. In

this connection, the School will evaluate the feasibility of a requested accommodation in light of the ADA's guidelines, and determine whether such accommodation will create an undue hardship. It is the School's policy to, without limitation:

1. Ensure that qualified individuals with disabilities are treated in a nondiscriminatory manner in the pre-employment process and that they are treated in a nondiscriminatory manner in all terms, conditions, and privileges of employment.
2. Administer medical examinations (a) to applicants only after conditional offers of employment have been extended and (b) to employees only when justified by business necessity, such as for a second medical opinion or a fitness-for-duty exam.
3. Keep all medical-related information confidential in accordance with the requirements of the ADA and retain such information in separate confidential files.
4. Provide applicants and employees with disabilities with reasonable accommodation, except where such an accommodation would create an undue hardship on the School.
5. Notify individuals with disabilities that the School provides reasonable accommodation to qualified individuals with disabilities, by including this policy in the School's employee Policy Guide and by posting the Equal Employment Opportunity Commission's poster on not discriminating against individuals with disabilities and other protected groups conspicuously at the School's facilities.

Procedure for Requesting an Accommodation

Qualified individuals with disabilities may make requests for reasonable accommodation to the School's Administrator and/or Board of Trustees. On receipt of an accommodation request, the Administrator will meet with the requesting individual to discuss and identify the precise limitations resulting from the disability and the potential accommodation that the School might make to help overcome those limitations.

The Administrator, in conjunction with Helpside and, if necessary, appropriate management representatives identified as having a need to know, will determine the feasibility of the requested accommodation, considering various factors, including, but not limited to, the nature and cost of the accommodation, the availability of tax credits and deductions, outside funding, the school's overall financial resources and organization, and the accommodation's impact on the operation of the school, including its impact on the ability of other employees to perform their duties and on the school's ability to conduct business.

Classifications of Employment

For purposes of salary administration and eligibility for overtime payments and employee benefits, the School classifies its employees and other workers as follows:

- **Full-time regular employees**. Employees hired to work the School's normal, full-time, thirty-hour workweek on a regular basis. Such employees may be "exempt" or "nonexempt" as defined below.
- **Part-time regular employees**. Employees hired to work fewer than thirty hours per week on a regular basis. Such employees may be "exempt" or "nonexempt" as defined below.
- **Temporary or Seasonal employees**. Employees engaged to work full time or part time on the School's payroll with the understanding that their employment will be terminated no later than on completion of a specific assignment or their employment is seasonal and not year-round. (Note that a temporary employee may be offered and may accept a new temporary assignment with the

School and thus still retain temporary status.) Such employees may be "exempt" or "nonexempt" as defined below. (Note that employees hired from temporary employment agencies for specific assignments are employees of the respective agency and not of the School.)

- **Nonexempt employees**. Employees who are required to be paid overtime at the rate of time and one half (i.e., one-and-one-half times) their regular rate of pay for all hours worked beyond forty hours in a workweek, in accordance with applicable federal wage and hour laws.
- **Exempt employees**. Employees who are not required to be paid overtime, in accordance with applicable federal wage and hour laws, for work performed beyond forty hours in a workweek. Executives, professional employees, outside sales representatives, and certain employees in administrative positions and some computer professionals are typically exempt.

You will be informed of your initial employment classification and of your status as an exempt or nonexempt employee during your orientation session. If you change positions during your employment as a result of a promotion, transfer, or otherwise, you will be informed of any change in your exemption status.

Please direct any questions regarding your employment classification or exemption status to your Administrator or to Helpside.

Non-Exempt Employee Volunteering at the School

Although the School appreciates the willingness of non-exempt employees to volunteer their time to the School, all employees who desire to volunteer time must receive prior approval in writing and signed by the School's Administrator and the employee. This signed approval shall clearly set forth the following conditions: All volunteer work: (i) shall be clearly outside the employee's regular duties and regular hours; (ii) shall be donated for civic or charitable reasons; (iii) shall be done without pressure or coercion from the employer; and (iv) shall be made without the promise, expectation, or receipt of compensation. In compliance with the Fair Labor Standards Act (FLSA), the School will pay for any work performed during or in addition to the employee's scheduled time. However, non-exempt employees that attempt to volunteer time without the prior written consent described herein may be subject to appropriate disciplinary action.

Work Hours

Work hours can vary – your Administrator will explain your schedule to you. For payroll purposes, the School work week begins Saturday morning at 12:01 a.m. and ends the next Friday night at 12 Midnight.

Recording Work Hours

It is the policy of the School to comply with applicable laws that require records to be maintained of the hours worked by our nonexempt (non salaried) employees. To ensure that accurate records are kept of the hours you actually work (including overtime hours where applicable), and to ensure that you are paid in a timely manner, you will be required to record your time worked and your absences on the School's official time record forms for hourly employees. After reviewing the form and resolving any discrepancies, your Administrator will sign the form and forward it to payroll for processing.

Please ensure that your actual hours worked and leave time taken are recorded accurately. Falsifying a time record is a breach of the School policy and is grounds for disciplinary action, including the possibility of discharge on the first offense.

Nonexempt classroom teaching assistant employees are required to take 16 furlough days, unless otherwise specified by the Director and Board of Trustees. These days must be coordinated and approved by the classroom teaching supervisor and submitted to the Office Manager after assurance of appropriate duty coverage have been determined and communicated with other employees involved in the safety of these children.

Regular Pay Procedures

Your Administrator will explain our payroll schedule to you. If a scheduled payday falls on a Saturday, Sunday, or school holiday, or a vacation / break, you will usually be paid on the day preceding the weekend or holiday. All required deductions, such as for federal, state, and local taxes, and all authorized voluntary deductions, such as for health insurance contributions, will be withheld automatically from your paychecks.

Please review your paycheck for errors. If you find a mistake, report it to your Administrator immediately. Your Administrator will assist you in taking the steps necessary to correct the error.

In the event your paycheck is lost or stolen, please notify your Administrator immediately. Your Administrator will, in turn, notify Helpside who will attempt to put a stop-payment notice on your check. If we are able to do so, you will be issued another check and may be charged a stop-payment and replacement fee as stated in your employee agreement. Unfortunately, however, the School is unable to take responsibility for lost or stolen paychecks, and if we are unable to stop payment on your check, you alone will be responsible for such loss.

Overtime Pay Procedures

Generally, the School does not offer or require any employee to work overtime. Hourly employees are hired on the basis of an agreed amount of hours per week. Employees should receive authorization from the Administrator prior to working more than your normally scheduled hours in a work week. Failure to obtain prior approval for such additional hours may be cause for discipline.

Salary Administration Programs

To attract and retain above-average employees, the School endeavors to pay wages and salaries competitive with those paid by other employers in our industry in our area. In line with this objective, the School monitors its wage scales to help ensure they are kept in line with local economic conditions.

Questions regarding our salary administration program or your individual salary should be directed to the Administrator, the Academica West HR representative, or to Helpside.

Safe Harbor Statement for FLSA Compliance

Generally, employees who are in the exempt category cannot have their pay reduced when the employee works less than the normal work week. However, the Department of Labor has made some exceptions to this rule, for example; absence from work for one or more full days for personal reason, other than sickness or disability; absence from work for one or more full days due to sickness or disability if the deductions are made under a bona fide plan, policy or practice of providing wage replacement benefits for these types of absences; to offset any amounts received as payment for jury fees, witness fees, or military

pay; penalties imposed in good faith for violating safety rules of "major significance"; unpaid disciplinary suspension of one or more full days imposed in good faith for violations of workplace conduct rules; proportionate part of an employee's full salary may be paid for time actually worked in first and last weeks of employment; and unpaid leave taken pursuant to the Family and Medical Leave Act.

The School intends to never take an improper deduction from an exempt employee's pay. If an exempt employee believes that the school has taken an improper deduction from any paycheck, the employee should notify the employee's immediate supervisor in order to have the school notified that the employee believes an error has been made and why. After determining why the deduction has been made and supplying the employee with the documentation to support the reason behind the deduction, the deduction will either be affirmed or reversed. If the school has made an error, the employee will be repaid the deduction within 48 hours.

If the employee continues to believe that an improper deduction has been taken, the employee should appeal the initial decision to affirm the deduction, in writing, to the Administrator. The Administrator will render the final decision to the employee within 72 hours of the appeals receipt. If the Administrator finds in favor of the employee, a repayment of the deduction will be made within 48 hours.

Performance Reviews/Evaluations

To ensure that you perform your job to the best of your abilities, it is important that you be recognized for good performance and that you receive appropriate suggestions for improvement when necessary.

Consistent with this goal, your performance will be evaluated by your Administrator on an ongoing basis. You will also receive periodic written evaluations of your performance.

If you have not received a performance review, it is your responsibility to notify your Administrator in writing about this matter. This will help us ensure the evaluation process is administered in a timely manner.

All written performance reviews will be based on your overall performance in relation to your job responsibilities and will also take into account your conduct, demeanor, and record of attendance and tardiness.

An evaluation is not a contract or a commitment to provide a salary or other form of compensation adjustment, a promotion, a bonus, continued employment, or retention. An appraisal is only one of several factors that the organization uses in making these and other employment decisions.
Any comments made on your evaluation by your Administrator or other the School representatives, or statements made by such individuals during any discussions regarding the evaluation, or your performance or future, including during any coaching or counseling session, should not be construed as a promise or guarantee, since circumstances, such as business conditions, and your performance, may change in the future.

In addition to the regular performance evaluations described above, special written performance evaluations may be conducted by the Administrator at any time to advise you of the existence of performance or disciplinary problems.

General Staff Evaluation

Staff (such as secretarial and custodial) will be evaluated on at least a yearly basis as best determined by the administrator. All evaluations will be added to the employees file and will remain confidential.

Classified Staff Evaluation
Teacher aides and other non-teaching staff will be evaluated, at a minimum, on a yearly basis by their assigned teacher or administrator.

FMLA Eligibility Requirements

Businesses with more than 50 employees within a 75 mile radius, or organizations that are associated with a Professional Employer Organization (like Helpside Benefits) are required to comply with the rules associated with the Family Medical Leave Act ("FMLA").

The School will comply with the FMLA implementing Regulations currently in effect. The School posts the mandatory FMLA Notice and upon hire provides all new employees with notices required by the U.S. Department of Labor (DOL) on Employee Rights and Responsibilities under the Family and Medical Act in the employee workroom.

The function of this policy is to provide employees with a general description of their FMLA rights. In the event of any conflict between this policy and the applicable law, employees will be afforded all rights required by law.

If you have any questions, concerns, or disputes with this policy, you must contact the School administrator and the Academica West HR representative at hr@academicawest.com in writing.

A. General Provisions

Under this policy, the School will grant up to 12 weeks (or up to 26 weeks of military caregiver leave to care for a covered service member with a serious injury or illness) during a 12-month period to eligible employees. The leave may be paid, unpaid or a combination of paid and unpaid leave, depending on the circumstances of the leave and as specified in this policy.

B. Eligibility

To qualify to take family or medical leave under this policy, the employee must meet all of the following conditions:

1) The employee must have worked for the School for 12 months or 52 weeks. The 12 months or 52 weeks need not have been consecutive. Separate periods of employment will be counted, provided that the break in service does not exceed seven years. Separate periods of employment will be counted if the break in service exceeds seven years due to National Guard or Reserve military service obligations or when there is a written agreement, including a collective bargaining agreement, stating the employer's intention to rehire the employee after the service break. For eligibility purposes, an employee will be considered to have been employed for an entire week even if the employee was on the payroll for only part of a week or if the employee is on leave during the week.

2) The employee must have worked at least 1,250 hours during the 12-month period immediately before the date when the leave is requested to commence. The principles established under the Fair Labor Standards Act (FLSA) determine the number of hours worked by an employee. The FLSA

does not include time spent on paid or unpaid leave as hours worked. Consequently, these hours of leave should not be counted in determining the 1,250 hours eligibility test for an employee under FMLA.

C. Type of Leave Covered

To qualify as FMLA leave under this policy, the employee must be taking leave for one of the reasons listed below:

1) The birth of a child and in order to care for that child.

2) The placement of a child for adoption or foster care and to care for the newly placed child.

3) To care for a spouse, child or parent with a serious health condition (described below).

4) The serious health condition (described below) of the employee.

An employee may take leave because of a serious health condition that makes the employee unable to perform the functions of the employee's position.

A serious health condition is defined as a condition that requires inpatient care at a hospital, hospice or residential medical care facility, including any period of incapacity or any subsequent treatment in connection with such inpatient care or a condition that requires continuing care by a licensed health care provider.

This policy covers illnesses of a serious and long-term nature, resulting in recurring or lengthy absences. Generally, a chronic or long-term health condition that would result in a period of three consecutive days of incapacity with the first visit to the health care provider within seven days of the onset of the incapacity and a second visit within 30 days of the incapacity would be considered a serious health condition. For chronic conditions requiring periodic health care visits for treatment, such visits must take place at least twice a year.

Employees with questions about what illnesses are covered under this FMLA policy or under the School's sick leave policy are encouraged to consult with the Academica West Human Resource representative.

If an employee takes paid sick leave for a condition that progresses into a serious health condition and the employee requests unpaid leave as provided under this policy, the School may designate all or some portion of related leave taken as leave under this policy, to the extent that the earlier leave meets the necessary qualifications.

5) Qualifying exigency leave for families of members of the National Guard and Reserves when the covered military member is on active duty or called to active duty in support of a contingency operation.

An employee whose spouse, son, daughter or parent either has been notified of an impending call or order to active military duty or who is already on active duty may take up to 12 weeks of leave for reasons related to or affected by the family member’s call-up or service. The qualifying exigency must be one of the following: 1) short-notice deployment, 2) military events and activities, 3) child care and school activities, 4) financial and legal arrangements, 5) counseling, 6) rest and recuperation, 7) post-deployment

activities and 8) additional activities that arise out of active duty, provided that the employer and employee agree, including agreement on timing and duration of the leave.

The leave may commence as soon as the individual receives the call-up notice. (Son or daughter for this type of FMLA leave is defined the same as for child for other types of FMLA leave except that the person does not have to be a minor.) This type of leave would be counted toward the employee's 12-week maximum of FMLA leave in a 12-month period.

6) Military caregiver leave (also known as covered service member leave) to care for an ill or injured service member.

This leave may extend to up to 26 weeks in a single 12-month period for an employee to care for a spouse, son, daughter, parent or next of kin covered service member with a serious illness or injury incurred in the line of duty on active duty. Next of kin is defined as the closest blood relative of the injured or recovering service member.

D. Amount of Leave

An eligible employee can take up to 12 weeks for the FMLA circumstances (1) through (5) above under this policy during any 12-month period. The School will measure the 12-month period as a rolling 12-month period measured backward from the date an employee uses any leave under this policy. Each time an employee takes leave, the School will compute the amount of leave the employee has taken under this policy in the last 12 months and subtract it from the 12 weeks of available leave, and the balance remaining is the amount the employee is entitled to take at that time.

An eligible employee can take up to 26 weeks for the FMLA circumstance (6) above (military caregiver leave) during a single 12-month period. For this military caregiver leave, the School will measure the 12-month period as a rolling 12-month period measured forward. FMLA leave already taken for other FMLA circumstances will be deducted from the total of 26 weeks available.

If a husband and wife both work for the School and each wishes to take leave for the birth of a child, adoption or placement of a child in foster care, or to care for a parent (but not a parent "in-law") with a serious health condition, the husband and wife may only take a combined total of 12 weeks of leave. If a husband and wife both work for the School and each wishes to take leave to care for a covered injured or ill service member, the husband and wife may only take a combined total of 26 weeks of leave.

E. Employee Status and Benefits During Leave

While an employee is on leave, the School will continue the employee's health benefits during the leave period at the same level and under the same conditions as if the employee had continued to work.

If the employee chooses not to return to work for reasons other than a continued serious health condition of the employee or the employee's family member or a circumstance beyond the employee's control, the School will require the employee to reimburse the School the amount it paid for the employee's health insurance premium during the leave period.

Under current School policy, the employee may pay a portion of his/her health insurance premium. While on paid leave, the employer will continue to make payroll deductions to collect the employee's share of the premium. While on unpaid leave, the employee must continue to make this payment, either in person or by mail. The payment must be received in the Academica West Accounting Department by the tenth

day of each month. If the payment is more than 30 days late, the employee's health insurance coverage may be dropped for the duration of the leave. The School will provide 15 days' notification prior to the employee's loss of coverage.
If the employee contributes to a life insurance or disability plan, the School will continue making payroll deductions while the employee is on paid leave. While the employee is on unpaid leave, the employee may request continuation of such benefits and pay his or her portion of the premiums, or the School may elect to maintain such benefits during the leave and pay the employee's share of the premium payments. If the employee does not continue these payments, the School may discontinue coverage during the leave. If the School maintains coverage, the School may recover the costs incurred for paying the employee's share of any premiums, whether or not the employee returns to work.

F. Employee Status After Leave

An employee who takes leave under this policy may be asked to provide a fitness for duty (FFD) clearance from the health care provider. This requirement will be included in the employer's response to the FMLA request. Generally, an employee who takes FMLA leave will be able to return to the same position or a position with equivalent status, pay, benefits and other employment terms. The position will be the same or one which is virtually identical in terms of pay, benefits and working conditions. The School may choose to exempt certain key employees from this requirement and not return them to the same or similar position.

G. Use of Paid and Unpaid Leave

An employee who is taking FMLA leave because of the employee's own serious health condition or the serious health condition of a family member must use all paid time off (PTO) prior to being eligible for unpaid leave. PTO may be run concurrently with FMLA leave if the reason for the FMLA leave is covered by the established PTO policy.

To the extent applicable, disability leave for the birth of the child and for an employee's serious health condition, including workers' compensation leave (to the extent that it qualifies), will be designated as FMLA leave and will run concurrently with FMLA. For example, if the School elects to provide six weeks of pregnancy disability leave, the six weeks will be designated as FMLA leave and counted toward the employee's 12-week entitlement. The employee may then be required to substitute PTO as appropriate before being eligible for unpaid leave for what remains of the 12-week entitlement. An employee who is taking leave for the adoption or foster care of a child must use all PTO prior to being eligible for unpaid leave.

An employee who is using military FMLA leave for a qualifying exigency must use all PTO prior to being eligible for unpaid leave. An employee using FMLA military caregiver leave must also use all PTO prior to being eligible for unpaid leave.

H. Intermittent Leave or a Reduced Work Schedule

The employee may take FMLA leave in 12 consecutive weeks, may use the leave intermittently (take a day periodically when needed over the year) or, under certain circumstances, may use the leave to reduce the workweek or workday, resulting in a reduced hour schedule. In all cases, the leave may not exceed a total of 12 workweeks (or 26 workweeks to care for an injured or ill service member over a 12-month period).

The School may temporarily transfer an employee to an available alternative position with equivalent pay and benefits if the alternative position would better accommodate the intermittent or reduced schedule, in instances of when leave for the employee or employee's family member is foreseeable and for planned medical treatment, including recovery from a serious health condition or to care for a child after birth, or placement for adoption or foster care.
For the birth, adoption or foster care of a child, the School and the employee must mutually agree to the schedule before the employee may take the leave intermittently or work a reduced hour schedule. Leave for birth, adoption or foster care of a child must be taken within one year of the birth or placement of the child.

If the employee is taking leave for a serious health condition or because of the serious health condition of a family member, the employee should try to reach agreement with the School before taking intermittent leave or working a reduced hour schedule. If this is not possible, then the employee must prove that the use of the leave is medically necessary.

I. Certification for the Employee's Serious Health Condition

The School will require certification for the employee's serious health condition. The employee must respond to such a request within 15 days of the request or provide a reasonable explanation for the delay. Failure to provide certification may result in a denial of continuation of leave. Medical certification will be provided using the DOL Certification of Health Care Provider for Employee's Serious Health Condition (this form can be found at https://www.dol.gov/general/forms).

The School may directly contact the employee's health care provider for verification or clarification purposes using a health care professional, an HR professional, leave administrator or management official. The School will not use the employee's direct supervisor for this contact. Before the School makes this direct contact with the health care provider, the employee will be given an opportunity to resolve any deficiencies in the medical certification. In compliance with HIPAA Medical Privacy Rules, the School will obtain the employee's permission for clarification of individually identifiable health information.

The School has the right to ask for a second opinion if it has reason to doubt the certification. The School will pay for the employee to get a certification from a second doctor, which the School will select. The School may deny FMLA leave to an employee who refuses to release relevant medical records to the health care provider designated to provide a second or third opinion. If necessary to resolve a conflict between the original certification and the second opinion, the School will require the opinion of a third doctor. The School and the employee will mutually select the third doctor, and the School will pay for the opinion. This third opinion will be considered final. The employee will be provisionally entitled to leave and benefits under the FMLA pending the second and/or third opinion.

J. Certification for the Family Member's Serious Health Condition

The School will require certification for the family member's serious health condition. The employee must respond to such a request within 15 days of the request or provide a reasonable explanation for the delay. Failure to provide certification may result in a denial of continuation of leave. Medical certification will be provided using the DOL Certification of Health Care Provider for Family Member's Serious Health Condition (this form can be found at https://www.dol.gov/general/forms).

The School may directly contact the employee's family member's health care provider for verification or clarification purposes using a health care professional, an HR professional, leave administrator or

management official. The School will not use the employee's direct supervisor for this contact. Before the School makes this direct contact with the health care provider, the employee will be given an opportunity to resolve any deficiencies in the medical certification. In compliance with HIPAA Medical Privacy Rules, the School will obtain the employee's family member's permission for clarification of individually identifiable health information.

The School has the right to ask for a second opinion if it has reason to doubt the certification. The School will pay for the employee's family member to get a certification from a second doctor, which the School will select. The School may deny FMLA leave to an employee whose family member refuses to release relevant medical records to the health care provider designated to provide a second or third opinion. If necessary to resolve a conflict between the original certification and the second opinion, the School will require the opinion of a third doctor. The School and the employee will mutually select the third doctor, and the School will pay for the opinion. This third opinion will be considered final. The employee will be provisionally entitled to leave and benefits under the FMLA pending the second and/or third opinion.

K. Certification of Qualifying Exigency for Military Family Leave

The School will require certification of the qualifying exigency for military family leave. The employee must respond to such a request within 15 days of the request or provide a reasonable explanation for the delay. Failure to provide certification may result in a denial of continuation of leave. This certification will be provided using the DOL Certification of Qualifying Exigency for Military Family Leave (this form can be found at https://www.dol.gov/general/forms).

L. Certification for Serious Injury or Illness of Covered Service member for Military Family Leave

The School will require certification for the serious injury or illness of the covered service member. The employee must respond to such a request within 15 days of the request or provide a reasonable explanation for the delay. Failure to provide certification may result in a denial of continuation of leave. This certification will be provided using the DOL Certification for Serious Injury or Illness of Covered Service member (this form can be found at https://www.dol.gov/general/forms).

M. Recertification

The School may request recertification for the serious health condition of the employee or the employee's family member no more frequently than every 30 days and only when circumstances have changed significantly, or if the employee receives information casting doubt on the reason given for the absence, or if the employee seeks an extension of his or her leave. Otherwise, the School may request recertification for the serious health condition of the employee or the employee's family member every six months in connection with an FMLA absence. The School may provide the employee's health care provider with the employee's attendance records and ask whether the need for leave is consistent with the employee's serious health condition.

N. Procedure for Requesting FMLA Leave

All employees requesting FMLA leave must provide verbal or written notice of the need for the leave to the HR manager. Within five business days after the employee has provided this notice, the HR manager will complete and provide the employee with the DOL Notice of Eligibility & Rights and Responsibilities (this form can be found at https://www.dol.gov/general/forms).

When the need for the leave is foreseeable, the employee must provide the employer with at least 30 days' notice. When an employee becomes aware of a need for FMLA leave less than 30 days in advance, the employee must provide notice of the need for the leave either the same day or the next business day. When the need for FMLA leave is not foreseeable, the employee must comply with the School's usual and customary notice and procedural requirements for requesting leave, absent unusual circumstances.

O. Designation of FMLA Leave

Within five business days after the employee has submitted the appropriate certification form, the HR manager will complete and provide the employee with a written response to the employee's request for FMLA leave using the FMLA Designation Notice ((this form can be found at https://www.dol.gov/general/forms).

P. Intent to Return to Work From FMLA Leave

On a basis that does not discriminate against employees on FMLA leave, the School may require an employee on FMLA leave to report periodically on the employee's status and intent to return to work.

Personal Leaves of Absence

In very special circumstances, the School may grant a leave for a personal reason, but never for taking employment elsewhere or going into business for yourself. Employees should request an unpaid personal leave of absence from the Administrator. A personal leave of absence must not interfere with the operations of the School. The Administrator may make the Board of Directors aware of any approved personal leave of absence taken by an employee. If the Administrator feels the leave would interfere with the overall performance of the School, personal leave may be denied.

A personal leave of absence may be granted for up to thirty (30) days. If your leave is extended for more than thirty (30) days, vacation and other benefits will no longer continue. Failure to return from a leave at the time agreed will result in termination of employment. Unless the leave is protected by some other law (i.e., FMLA or USERRA), there is no job guarantee upon returning from such leave.

Taking other employment while on any leave of absence (including FMLA leave) will result in the termination of employment.

Military Leaves of Absence

Leaves of absence without pay for military or Reserve duty are granted to full-time regular and part-time regular employees. If you are called to active military duty or to Reserve or National Guard training, or if you volunteer for the same, you should notify your Administrator and submit copies of your military orders to him or her as soon as is practicable. You will be granted a military leave of absence without pay for the period of military service, in accordance with applicable federal and state laws. If you are a reservist or a member of the National Guard, you are granted time off without pay for required military training. Your eligibility for reinstatement after your military duty or training is completed is determined in accordance with applicable federal and state laws.

Bereavement Leave

If you are a full-time regular employee and a death occurs in your family, you will be compensated for time lost from your regular work schedule in accordance with the following guidelines.

You will be granted up to five (5) days off work with pay in the event of the death of your spouse, child, parent, or sibling; up to three (3) days in the event of the death of your father-in-law, mother-in-law, son-in-law, daughter-in-law, or grandchild; and one (1) day in the event of the death of a grandparent. Part-time and temporary employees will be granted five (5) days off without pay.

Personal Time Off (PTO)

Because we recognize the importance of personal time off in providing the opportunity for rest, recreation, sick days, and personal activities, the School grants annual, paid PTO to its full-time regular employees (TA's and Part-time / Temporary employees do not receive any paid PTO).

PTO Carryover

PTO may be taken as time accrues at any point during the year, with approval from your Administrator. Each year, you may carry over up to 5 days PTO time to the following year. Any remaining time will be paid out according to your agreement. For example, if you are eligible for ten days of PTO, and you use 3 days during the school year, 5 days will carry over, and 2 days will be paid out at the rate stipulated on your agreement. Again, if there is unused PTO the subsequent year, only 5 days may be carried forward and the remainder will be paid out.

PTO / Vacation Scheduling

PTO may be taken as weekly periods or as individual days as long as the periods chosen meet with Administrator's approval. Given the nature of your job, you should submit a PTO request as soon as possible with the understanding that **the Administrator has the right to accept or reject PTO requests during the school year. Please note: the PTO requests for the first and last week of school are highly discouraged as stated in your employee agreement.** In the unlikely event, you go over your designated PTO, a deduction of your daily rate will be made for each day of overage.

Jury Duty

With respect to jury duty, the School will follow Utah law, which provides that employers are required to allow employees to take time off to serve on a jury and cannot require employees to use vacation, sick leave, or PTO.

The state pays jurors a small fee for their service. Although state law does not require employers to pay employees for the time spent serving on a jury, the School would like to share the financial burden that may be placed on salaried employees as a result of their jury duty service. Therefore, the School will pay salaried employees their normal rate of pay, minus the fee they are paid from the state, for up to three days of jury duty. Payment to salaried employees for jury duty service beyond three days is at the discretion of the School's Director.

Hourly employees will not receive their hourly wages while serving on jury duty.

Professional Development

The School will not cover the expense of any employee professional development activities and will not provide paid leave for time off due to such activities without prior approval and agreement of the Administrator.

Workers' Compensation Insurance

To provide for payment of your medical expenses and for partial salary continuation in the event of a work-related accident or illness, you are covered by workers' compensation insurance. The amount of benefits payable and the duration of payment depend on the nature of your injury or illness. In general, however, all medical expenses incurred in connection with an injury or illness are paid in full, and partial salary payments are provided beginning with the fourth consecutive day of your absence from work.

If you are injured or become ill on the job, you must immediately report such injury or illness to your Administrator. This ensures that the School can assist you in obtaining appropriate medical treatment. Your failure to follow this procedure may result in the appropriate workers' compensation report not being filed in accordance with the law, which may consequently jeopardize your right to benefits in connection with the injury or illness.

Questions regarding workers' compensation insurance should be directed to your Administrator, the Academica West HR department, or Helpside.

Employee Conduct

Personal Appearance and Demeanor

Discretion in style of dress and behavior is essential to the efficient operation of the School. Employees are, therefore, required to dress in appropriate business attire and to behave in a professional, businesslike manner. Please use good judgment in your choice of work clothes and remember to conduct yourself at all times in a way that best represents you and the School.

Employees are also required to keep their work environment clean and orderly. Before departing at the end of their workday, employees should secure all files and cabinets and clear all work materials from desk surfaces, especially materials of a sensitive or confidential nature.

Employees failing to adhere to proper School standards with respect to appearance and demeanor are subject to disciplinary action.

In general:

- Professional dress is required at all times unless otherwise specified for a certain event (ie. Pi day t -shirts March 14, Spirit shirts on Early out days, dressing up in character for curriculum culminating activity days such as Pioneer Day, ect) and should have prior administration approval.

- Clothing with large graphics or wording is discouraged.
- Modesty guidelines should be followed, such as nothing sheer, low-cut, or revealing in any way.
- Clothing should be neat, clean and in good condition. Avoid overly casual or worn clothing containing rips or holes.
- Personal preference in both colors & styles are up to the individual employee.
- All employees are asked to refrain from the following fabrics: sweat suit, leather, vinyl, and navy denim.
- Excessive jewelry can be distracting and therefore is not permitted.
- During contract hours and school-related activities, tattoos must be covered if they portray anything that is offensive in nature, illegal, or would tend to disrupt the school's educational program or learning atmosphere.

➔ Tops:
- Shirts must be long enough to cover the lower back and belly even when bending or stretching.
- Shirts must cover the shoulders.
- On occasion, T-shirts may be permitted when they align with content in which those objectives are being taught.

➔ Bottoms:
- Shorts may only be worn if they go to the knee and are business casual in appearance .
- Skirts and dresses must go to the knee or longer.
- Leggings worn under a long shirt or dress type tunic are allowed. Leggings worn as
  - pants are not allowed. (Tunic is defined as a garment reaching between the thighs and knees).

➔ Hair:
- Hairstyles can be distracting and therefore should not be worn in extreme fashions, but kept neat.
- Natural hair colors are permitted.
- Hats should be worn outside the building only.

➔ Shoes:
- Please consider safety at all times when it comes to footwear. Individuals with recess duty and physical activity positions must wear shoes that have a back on them and are sturdy in nature.
- Shoes which make a sound as you walk through the hallway should not be worn as they are a distraction. This includes flip flops & other overly casual type footwear.

Absenteeism and Tardiness

The School expects all employees to assume diligent responsibility for their attendance and promptness.

If you are unable to work because of illness, you must notify your Administrator by 8:00 am on <u>each</u> day of your absence unless you are granted an authorized medical leave, in which case different notification procedures apply. (Having a spouse or other family member or friend make notification to your

administrator is not acceptable notification. See the family and medical leaves of absence policy earlier in this Handbook.)

If you are absent for more than three consecutive workdays, a statement from a physician is required before you will be permitted to return to work. Where instances of detriment to school staff, or students are involved, it is requisite that a physician note be sent to the administration in order to again commence teaching. Administration, and in some cases the School Board will decide what constitutes such instances. In such instances, the School also reserves the right to require you to submit to an examination by a physician designated by the School at its discretion. In addition, the School may require you either to submit a statement from your physician or to be examined by a school-designated physician in other instances at its discretion, such as where attendance abuse is suspected (e.g., where an employee's record indicates a pattern of short absences and/or frequent absences before or after holidays and weekends).

If you are absent for three or more consecutive days and do not call your Administrator to report your acceptable reason for being absent, it is assumed you decided to terminate your employment with the School (voluntary resignation).

Absenteeism or tardiness that is unexcused or excessive in the judgment of the School is grounds for disciplinary action, up to and including dismissal.

Medical Recommendations for Students

In compliance with state law, Teachers, Instructors and Administrators are not to give medical recommendations for students to their parents or guardians. Specific behaviors demonstrated within the classroom by the student may be described and outlined by school personnel. A recommendation for specific treatment or recommendation of a psychotropic drug is prohibited and is grounds for immediate termination. See your Administrator for acceptable practices in relaying performance and behavior-related matters regarding students to their parents or guardians.

Guidelines for Appropriate Conduct

As an integral member of the School team, you are expected to accept certain responsibilities, adhere to acceptable business principles in matters of personal conduct, and exhibit a high degree of personal integrity at all times. This not only involves sincere respect for the rights and feelings of others but also demands that both in your business and in your personal life you refrain from any behavior that might be harmful to you, your coworkers, and/or the School, or that might be viewed unfavorably by current or potential students or parents or by the public at large.

Whether you are on or off duty, your conduct reflects on the School. You are, consequently, encouraged to observe the highest standards of professionalism at all times.

Listed below are some of the rules and regulations of the School. This list should not be viewed as being all-inclusive. Types of behavior and conduct that the School considers inappropriate and which could lead to disciplinary action up to and including termination of employment without prior warning, at the sole discretion of the school, include but are not limited to, the following:

1. Falsifying employment or other the School records;
2. Violating the School's nondiscrimination and/or sexual harassment policy;
3. Soliciting or accepting gratuities *(This does not include simple gifts from students).*
4. Establishing a pattern of excessive absenteeism or tardiness;

5. Engaging in excessive, unnecessary, or unauthorized use of the School's supplies, particularly for personal purposes;
6. Reporting to work intoxicated or under the influence of non-prescribed drugs;
7. Illegally manufacturing, possessing, using, selling, distributing, or transporting drugs;
8. Bringing or using alcoholic beverages on the School property or using alcoholic beverages while engaged in the School business off the School's premises, except where authorized;
9. Fighting or using obscene, abusive, or threatening language or gestures;
10. Stealing property from coworkers, student, volunteers or the School;
11. Having unauthorized firearms on the School premises or while on the School business;
12. Disregarding safety or security regulations;
13. Engaging in insubordination;
14. Failing to maintain the confidentiality of the School or student / client information.
15. Using school time and/or computers to access and view pornographic or otherwise inappropriate websites.

If your performance, work habits, overall attitude, conduct, or demeanor becomes unsatisfactory in the judgment of the School, based on violations either of the above or of any other the School policies, rules, or regulations, you will be subject to disciplinary action, up to and including dismissal.

This list is not exhaustive, and enumerating these items does not preclude termination for any cause not prohibited by law or for no cause.

Complaint Resolution Procedure

Misunderstandings or conflicts can arise in any organization. To ensure effective working relations, it is important that such matters be resolved before serious problems develop. Most incidents resolve themselves naturally; however, if a situation persists that you believe is detrimental to you or to the School, you should follow the Grievance Policy adopted by the Board of Trustees and available on the school's website.

The School does not tolerate any form of retaliation against employees availing themselves of this procedure. The procedure should not be construed, however, as preventing, limiting, or delaying the School from taking disciplinary action against any individual, up to and including termination, in circumstances (such as those involving problems of overall performance, conduct, attitude, or demeanor) where the School deems disciplinary action appropriate.

Confidentiality of Information

It is the policy of the School to ensure that the operations, activities, and business affairs of the School and our students are kept confidential to the greatest possible extent. If, during their employment, employees acquire confidential or proprietary information about the School and its students, such information is to be handled in strict confidence and not to be discussed with outsiders. Employees are also responsible for the internal security of such information.

Employees may be asked to sign a statement of confidentiality at the time of hire and periodically throughout their term of employment to acknowledge their awareness of, and reaffirm their commitment to, this policy.

Employees found to be violating this policy are subject to disciplinary action, up to and including termination, and may also be subject to civil and/or criminal penalties for violations of, among other things, applicable laws. Therefore, by signing your handbook acknowledgement you have agreed to the following five statements:

1. As an employee of North Star Academy, I understand that I will routinely be handling documents that contain sensitive and confidential information. I understand that the student, staff, and faculty records of the schools are kept to enhance student care and that the trust of all the school's students, parents, staff and faculty is vested in me to hold this information in confidence and not to disclose any information from these records.

2. I hereby agree to conform to these policies and procedures. I understand that both Federal and State laws apply to some incidents of release of information and that violation of the North Star Academy's policies and procedures may also be a violation of these laws. I accept complete responsibility for my own actions, and I understand that if at any time I violate these guidelines, I am liable to immediate termination as an employee of North Star Academy. I further understand that I am liable for any claim or legal action brought as a result of a breach of this agreement.

3. I and North Star Academy enter into an agreement prohibiting the disclosure of all information of student data and/or student educational records, unless requested by North Star Academy.

4. I fully understand and agree to be bound by these regulations in perpetuity and recognize that any unauthorized disclosure of this information is unlawful.

5. I fully understand and agree that this agreement does not supersede or amend other agreements between the undersigned and North Star Academy but constitutes a complementary agreement to show emphasis and importance of these policies and guidelines between myself and to clients of North Star Academy

Workplace Searches

To safeguard the property of our employees, our students, and the School, and to help prevent the possession, sale, and use of illegal drugs on the School's premises, in keeping with the spirit and intent of the School's drug-free campus policy, the School reserves the right to question employees and all other persons entering and leaving our premises, and to inspect any packages, parcels, purses, handbags, briefcases, lunchboxes, or any other possessions or articles carried to and from the School's property. In addition, the School reserves the right to search any employee's office, desk, files, locker, or any other area or article on our premises. In this connection, it should be noted that all offices, desks, files, lockers, and so forth, are the property of the School and are issued for the use of employees only during their employment with the School. Inspections may be conducted at any time at the discretion of the School.

In conjunction with implementing this policy, the School may post notices in conspicuous places in our facilities informing all employees, prospective employees, students, visitors, and all other persons of the School's policy and right to question individuals and conduct inspections. **Employees, prospective employees, students, visitors, vendors, etc. should have no expectations of privacy**.

Persons entering the premises who refuse to cooperate in an inspection conducted pursuant to this policy will not be permitted to enter the premises. Employees working on or entering or leaving the premises who refuse to cooperate in an inspection, as well as employees who after the inspection are believed to be in possession of stolen property, unauthorized firearms or weapons, or illegal drugs, will be sent immediately to the Administrator and may be subject to disciplinary action up to and including discharge

if on investigation they are found to be in violation of the School's security procedures or any other the School rules and regulations.

Electronic and Telephonic Communications

All electronic and telephonic communication systems and all communications and information transmitted by, received from, or stored in these systems are the property of the School and as such are to be used solely for job- related purposes. The use of any software and business equipment, including, but not limited to, facsimiles, telecopiers, computers, the School's Email system, the Internet, and copy machines for private purposes is strictly prohibited. Employees should have no expectation of privacy.

Employees using the School equipment for personal purposes do so at their own risk. Further, employees are not permitted to use a code, access a file, or retrieve any stored communication unless authorized to do so or unless they have received prior clearance from an authorized School representative. All pass codes are the property of the School. No employee may use a pass code or voice-mail access code that has not been issued to that employee or that is unknown to the School. Moreover, improper use of the E-mail system (e.g., spreading offensive jokes or remarks, including the Internet), will not be tolerated. Employees who violate this policy are subject to disciplinary action, up to and including discharge.

To ensure that the use of electronic and telephonic communications systems and business equipment is consistent with the School's legitimate business interests, authorized representatives of the School may monitor the use of such equipment from time to time. This includes monitoring Internet usage of any kind. This may also include listening to stored voice-mail messages.

The School may provide access to the Internet. The Internet represents a useful tool for the School in conducting its business, but like any other tool, it must be used properly. For purposes of this policy, Internet includes any public electronic data communications network.

Internet E-mail offers broadly similar capabilities to other School E- mail systems, except that correspondents are external to the School. External E-mail messages may carry one or more attachments. An attachment may be any kind of computer file, such as a word processing document, spreadsheet, software program, or graphic image.

Just as the School has an official Internet Web site, so do other organizations. Most public Web sites are "read only", meaning that they permit a person who visits the site to read material posted on the Web site but not to leave a message. Other Websites permit visitors to establish continuing contact by leaving a message (the electronic equivalent of leaving your business card or a telephone message). The owner or operator of a Web site may record the information that a connection was made from the School.

As a general rule, employees may not forward, distribute, or incorporate into another work, material retrieved from a Web site or other external system. Very limited or "fair use" may be permitted in certain circumstances. Any employee desiring to reproduce or store the contents of a screen or Web site should contact the Administrator to ascertain whether the intended use is permissible.

Use of the World Wide Web includes all restrictions which apply generally to the use of the School's E-mail and other electronic and telephonic equipment, as noted above. In addition, the following rules apply with respect to Internet usage:

1. No Browsing of Restricted Content Web sites: The School may block access to Web sites which contain pornographic or other obscene or inappropriate material. However, the World Wide Web

changes on a daily basis. In this connection, users who find new sites which the School has not yet blocked are required to report such sites to the Administrator or IT representative. Browsing web sites that contain pornographic material is never allowed and doing so will lead to dismissal. Also, no employee is allowed to download pornographic material via the internet.

2. No Downloading of Non-Business Related Data: The School allows the download of files from the Internet. However, downloading files should be limited to those which relate directly to School business.

3. No Downloading of Application Programs: The School does not permit the download or installation on School computers of application software from the Internet. Such software may not only contain embedded viruses, but also is untested and may interfere with the functioning of standard School applications.

4. No Participation in Web-based Surveys without Authorization: When using the Internet, the user implicitly involves the School in his/her expression. Therefore, users should not participate in Web or E-mail based surveys or interviews without authorization.

5. No Use of Subscription-Based Services without Prior Approval: Some Internet sites require that users subscribe before being able to use them. Users should not subscribe to such services without the express approval of the Administrator.

6. No Violation of Copyright: Many of the materials on the Internet are protected by copyright. Even though they may seem to be freely accessible, many of the intellectual property laws which apply to print media still apply to software and material published on the Internet. Employees are permitted to print out Web pages and to download material from the Internet for informational purposes as long as the purpose for such copying falls into the category of "fair use". Please do not copy or disseminate material which is copyrighted. Employees having any questions regarding such materials should contact the Administrator for guidance.

As a condition of employment and continued employment, employees are required to sign an Employee Electronic Communication Systems Acknowledgement of Receipt and Understanding form found at the end of this handbook stating the employee is aware, understands, and agrees to the Electronics Resources Policy available on the school's website.

Solicitations and Distribution of Literature

In the interest of maintaining a proper business and educational environment and preventing interference with work and inconvenience to others, employees may not distribute literature or printed materials of any kind, sell merchandise, solicit financial contributions, or solicit for any other cause during working time.

Employees who are not on working time (e.g., those on lunch hour or breaks) may not solicit employees who are on working time for any cause or distribute literature of any kind to them. This policy also prohibits solicitations via the school's E-mail and other telephonic communication systems. Furthermore, employees may not distribute literature or printed material of any kind in working areas at any time.

Non-employees are likewise prohibited from distributing material or soliciting employees on the school premises at any time without the prior approval of the Administrator or Board of Trustees.

Smoking

In accordance with the Utah Indoor Clean Air Act, smoking and vaping on the School's grounds is strictly prohibited.

Please contact your Administrator if you have any questions about the school's smoking policy. Complaints about violations of this policy may be filed under the school's complaint resolution procedure, which is described elsewhere in this section of the policy guide.

Drug-Free Campus

It is the policy of the school to create a drug-free campus in keeping with the spirit and intent of the Drug-Free Campus Act of 1988. The use of controlled substances is inconsistent with the behavior expected of employees, subjects all employees and visitors to our facilities to unacceptable safety risks, and undermines the school's ability to operate effectively and efficiently. In this connection, the unlawful manufacture, distribution, dispensation, possession, sale, or use of a controlled substance on the school campus or while engaged in the school business off the school's premises is strictly prohibited. Such conduct is also prohibited during nonworking time to the extent that in the opinion of the school, it impairs an employee's ability to perform on the job or threatens the reputation or integrity of the school.

Employees convicted of controlled substance-related violations outside of the workplace, including pleas of nolo contendere (i.e., no contest), must inform the Administrator or Board of Trustees of the school within 48 hours of such conviction or plea. Employees who violate any aspect of this policy may be subject to disciplinary action up to and including termination. At its discretion, the school may require employees who violate this policy to successfully complete a drug abuse assistance or rehabilitation program as a condition of continued employment.

The school reserves the right to require employees to undergo appropriate tests designed to detect the presence of alcohol, illegal drugs, or other controlled substances where it has reason to believe that an employee may be under the influence of any of these substances. Refusal to consent to such a test may result in disciplinary action up to and including dismissal.

Every employee, when beginning employment, receives a basic policy guide (produced by Helpside) in their new employee orientation packet that includes the Alcohol and Drug policy. If you have not received a copy of the policy or have any questions about it you may call Helpside.

Safety and Health

The school is committed to providing a safe and healthful working environment. In this connection, the school makes every effort to comply with relevant federal and state occupational health and safety laws and to develop the best feasible operations, procedures, technologies, and programs conducive to such an environment.

The school's policy is aimed at minimizing the exposure of our employees, students, customers, and other visitors to our facilities to health or safety risks. To accomplish this objective, all the school employees are expected to work diligently to maintain safe and healthful working conditions and to adhere to proper operating practices and procedures designed to prevent injuries and illnesses.

The responsibilities of all employees of the school in this regard include:

1. Exercising maximum care and good judgment at all times to prevent accidents and injuries;
2. Reporting to the Administrator and seeking first aid for all injuries, regardless of how minor;
3. Reporting unsafe conditions, equipment, or practices to the Administrator;
4. Using safety equipment provided by the school at all times;
5. Observing conscientiously all safety rules and regulations at all times; and
6. Notifying their Administrator, before the beginning of the workday, of any medication they are taking that may cause drowsiness or other side effects that could lead to injury to them and their coworkers.

Breastfeeding

The School supports its employees who need to breastfeed or express milk for their child during normal work hours. The School will follow Utah Code Ann. § 34-49-101 *et seq*. with respect to nursing mothers in the workplace. All School employees who are nursing mothers will be provided the following accommodations unless doing so would create an undue hardship for the School:

- For at least one year after the birth of the employee's child, reasonable breaks each time the employee needs to breastfeed or express milk. If possible, such breaks will run concurrent with any other break period otherwise provided to the employee.
- A private room or other location in close proximity to the employee's work area in which to breastfeed or express milk. The room or location will not be a bathroom or toilet stall, but will be a room or location that is clean, sanitary, and available during the employee's designated breaks, and that has an electrical outlet.
- Access to a clean and well-maintained refrigerator or freezer for the temporary storage of the employee's breast milk.

Employees who are nursing mothers should contact the School's Administrator. The Administrator will consult with the employee to determine the employee's break times. The Administrator will also explain to the employee specifics about how the School will comply with the accommodation requirements described above.

Workplace Violence

It is the policy of the school to expressly prohibit any acts or threats of violence by any school employee or former employee against any other employee in or about the school's facilities or elsewhere at any time. The school also will not condone any acts or threats of violence against the school's employees, customers, or visitors on the school's premises at any time or while they are engaged in business with or on behalf of the school, on or off the school's premises.

In keeping with the spirit and intent of this policy, and to ensure that the school's objectives in this regard are attained, it is the commitment of the school:

1. To provide a safe and healthful work environment, in accordance with the school's safety and health policy.
2. To take prompt remedial action up to and including immediate termination, against any employee who engages in any threatening behavior or acts of violence or who uses any obscene, abusive, or threatening language or gestures to other employees, students or parents.
3. To take appropriate action when dealing with students, former employees, or visitors to the school's facilities who engage in such behavior. Such action may include notifying the police or other law enforcement personnel and prosecuting violators of this policy to the maximum extent of the law depending on the action.
4. To prohibit employees, former employees, students, and visitors from bringing unauthorized firearms or other weapons onto the school's premises.

5. To establish viable security measures to ensure that the school's facilities are safe and secure to the maximum extent possible and to properly handle access to school facilities by the public, off-duty employees, and former employees.

In furtherance of this policy, employees have a "duty to warn" the Administrator or board members (in the listed order) of any suspicious workplace activity or situations or incidents that they observe or that they are aware of that involve other employees, former employees, students, parents, or visitors and that appear problematic. This includes, for example, threats or acts of violence, aggressive behavior, offensive acts, threatening or offensive comments or remarks, and the like. Employee reports made pursuant to this policy will be held in confidence to the maximum possible extent. NSA will not condone any form of retaliation against any employee for making a report under this policy.

Termination of Employment

Employees desiring to terminate their employment relationship with the school are urged to notify the school at least two weeks in advance of their intended termination. Such notice should preferably be given in writing to the Administrator. Proper notice generally allows the school sufficient time to calculate all accrued paid time off (if applicable) as well as other monies to which you may be entitled and to include such monies in your final paycheck. Without proper notice, however, you may have to wait until after the end of the next normal pay period to receive such payments.
Employees who plan to retire are urged to provide the school with a minimum of two months' notice. This will allow ample time for the processing of appropriate forms to ensure that any retirement benefits to which an employee may be entitled commence in a timely manner.

As mentioned elsewhere in this policy guide, all employment relationships with the school are on an at-will basis. Thus, although the school hopes that our relationships with employees are long term and mutually rewarding, the school reserves the right to terminate the employment relationship at any time, for any reason or no reason at all, and with or without cause or notice.

Exit interviews with the Administrator, Academica West, and or Helpside may be scheduled for outgoing employees after an administrator receives a notice of resignation or intent to retire and for employees whose termination is initiated by the school. The purpose of these interviews are to review eligibility for benefit continuation and conversion, to ensure that all necessary forms are completed, to collect all the school property that may be in the employee's possession (e.g., the school credit cards and keys), and to provide employees with an opportunity to discuss their job-related experiences.

Emergency Medical Procedure

The school endeavors to provide a safe and healthful working environment for all employees. However, the school realizes that despite maintaining such an environment, sudden illnesses and injuries may occur. If you discover an injured or ill employee, do not move the employee; instead, contact the administrator, security, or another responsible employee immediately. The Administrator or an employee certified in cardiopulmonary resuscitation or trained to administer first aid will render necessary first aid treatment and determine the need for an ambulance. If you are asked to call 911 for an ambulance, inform the 911 operator of the nature of the emergency and of the address and directions to the facility. After the ambulance arrives and the injured or ill employee is being treated, the Administrator, Academica West, or Helpside will notify the employee's family and determine if it is necessary for a representative of the school to accompany the employee in the ambulance.

Garnishments and Support Orders

The school's policy is to comply with all valid claims against the wages of employees. If a wage garnishment, child support order, or some other legally valid claim is received by the school against your wages, the school will comply with the order. While you may attempt to work out your financial difficulties with your creditor in such situations, the school will be required to comply with the provisions of the garnishment notice or order, as soon as practicable after it is received, to ensure its compliance with applicable law.

Loans

The school expects all of its employees to be responsible in managing their financial affairs. It is the policy of the school generally not to loan money or advance salary to any of its employees.

Media Inquiries

From time to time, as an employee of the school, you may receive inquiries from the media (e.g. newspapers, television stations, radio stations, magazines, or other periodicals). To ensure that the school maintains the appropriate public image and that communications to the media are accurate and in line with applicable school policy, if you are contacted by the media, you should refer the individual making the inquiry to the school's Administrator. Academica West should be notified immediately in the event any incident could receive media attention. Only the Administrator, the individual authorized by the Board of Directors is authorized to give statements to any representative of the media.

Moonlighting

Although the school expects you to devote your primary efforts towards your duties and responsibilities with us, you may engage in outside employment with the prior approval of the administrator. Generally, outside employment will be approved if it:

- Does not conflict with your responsibilities at the school as required in your position;
- Does not interfere with your performance at the school;
- Does not prove detrimental to the interests of the school;
- Does not involve a conflict of interest or the appearance of a conflict of interest (such as working for a competitor, vendor, or customer); and
- Does not involve the use of confidential or proprietary information of the school or its students.

Before you serve as a paid officer, director, or advisor for another company, the school must determine that your accepting such a role is in the best interests of the school, such determinations will be made by the Administrator. Any issues regarding any outside employment you may be contemplating should be resolved prior to your accepting such employment

Personal Telephone Calls

Open lines of communication are critical to the success of the school's business. As such, our telephones should generally be used for authorized company business only. Of course, we recognize that family emergencies may occur from time to time; in such instances, use of the telephones for personal matters is permitted.

The school has implemented a telephone tracking system that tracks both outgoing and incoming calls by telephone number. This system is designed to prevent abuse.

We urge you to ask your family members and friends not to call you at work unless it is an emergency. Your cooperation in this regard is appreciated. Excessive use of personal cellular phones for personal matters while on duty is prohibited – **this includes text messaging or any other use that would distract from your primary responsibilities while on duty**.

"Cell" Phone Use

The school wishes to remind employees that they are expected to be alert and about the business of the school at all times that employees are on duty. Employees are not allowed to have "cell" phones or pagers in their possession and turned on for *personal use* while on duty. Cell phone devices should be turned off or on silent mode during school hours.

If you are issued (or permitted to use) a "cell" phone for business purposes please refrain from using the device for personal communications. If you are on duty for the school, and driving any auto, you are reminded that it is unsafe to drive and use a phone at the same time. If you are using your phone while driving and an accident occurs the school will not bear any responsibility for any damage that may be deemed to be contributory or to be caused due to the use of communication devices while driving a vehicle. Cell phone use while driving an automobile should only be done with the use of a hands-free set.

If employees use a company sponsored "cell" phone for personal use and the number of minutes allowed on the usage plan is exceeded, the employee will be responsible for the additional charge. The additional charge will be billed to the employee and the employee may be required to forfeit use of the "cell" phone until the cost has been paid or lose the use of the cell phone altogether.

Reference Inquiries

From time to time, the school may receive inquiries from third parties regarding employees, such as a bank verifying employment for an employee applying for a mortgage or personal loan. All requests for reference information should be directed to the Administrator or Helpside. Normally, the school will respond only to written inquiries. If a telephone reference inquiry is received, human resources will typically only verify whether an individual is employed or no longer employed and will inform the caller that he or she must submit a written request for additional information. Generally, information will be released only after a written release has been received from the employee or former employee, whichever the case may be. However, the school reserves the right to release any information it deems appropriate in its discretion without authorization. Most states now have "immunity for reference" laws that gives employers and former employers the ability to reveal your work history and behavior to third parties.

Use of School Equipment

Company equipment such as telephones, copy machines, faxes, computers, postage meters, etc. are to be used for business purposes only and are not available for personal use, except where authorized in advance by appropriate managerial personnel.

Visitors to Campus

For safety and security reasons, personal visits to the school's campus and offices by relatives, friends, and former employees are discouraged. Visitors of any kind, who enter our facilities, including parents

and prospective students and families, must first report in at the front office where they will receive a visitor badge that should remain on at all times while in the building.

Visitors must comply with all company policies, including safety and security regulations. Employees who are serving as escorts for any visitors are responsible for assisting visitors with compliance. Any noncompliance must be reported to the Administrator.

Student/Building Security

All teachers and staff of North Star Academy must be vigilant in providing a safe environment. Staff members should be aware of student safety on campus, as well as traveling to/from school at all times. This means: we intervene if we see students arguing, we help students who may be hurt or upset, we instruct students in proper conduct, we ask students to pick up after themselves, we ask students why they are in the hallway, etc. These actions should be conducted professionally. Never demean a student. Use the opportunity as a teaching moment, and refer the child to their teacher or the administration for follow-up as needed.

All employees and visitors will be required to wear identification badges that must be visible at all times. Visitors are required to check in with the front office upon arrival at the campus and before visiting a classroom or any other part of the building. If teachers or other staff members encounter strangers in or around the facility, they should approach that person and ask if they (the teacher) can be of assistance. If appropriate, send or guide the person to the front office.

Teachers should always lock their doors when leaving their classrooms for the day. Doors should also be locked when classrooms will be left unattended. Teachers should not leave valuables in their classrooms. In addition, money should never be kept in class- rooms. If teachers are involved in collecting money, that money should be taken to the office for safe keeping as soon as possible. Teachers should not store items of value for students in their classrooms.

Voting Time

NSA encourages all employees to fulfill their civic responsibilities and to vote in all official public elections. Generally, your working hours are such that you will have ample time to cast your vote before or after working hours. However, if you find yourself with insufficient time to vote due to overtime work, etc., please discuss the matter with your Administrator. NSA complies with all applicable voting-time laws of the states and municipalities in which its facilities and offices are located.

Return of School Property

Employees are responsible for all company materials, including, but not limited to, all books, computers, software, data, files, or written information issued to them, developed or prepared by them, or in their possession or control (school property). All such school property must be returned by employees to their administrator on or before their last day of work, or at any other time as requested by the school. Failure to do so will result in the value of such items being withheld from your last paycheck or legal action.

Loyalty to the School

NSA management strives to do everything it can to improve working conditions for employees and to make our Company the ‘employer of choice’ in our community, but we need your cooperation and suggestions to accomplish this. In return, we all owe our complete loyalty to NSA. We should do all we

can to maintain quality services to our customers, respect the rights of others, and, importantly, we should always speak well of the organization that hands us our paycheck each payday. Complete loyalty to the company includes complete loyalty to our customers and clients.

Copyright

Employees must comply with federal and state copyright laws. It is illegal for anyone to violate any of the rights provided by the copyright laws. These rights, however, are not unlimited in scope. One major limitation is the doctrine of fair use, a legal principle that provides certain limitations on the exclusive rights of the copyright holders to allow limited use of a copyrighted work without permission for educational purposes. Fair use is important to the educational community because it provides substantial - but not unlimited - latitude to educators. If you have any questions about whether a certain activity violates copyright law, you should discuss the situation with the Administrator.

Work for Hire

When an employee has created a work within the scope of their employment, the work is considered a "work made for hire," and the employer - not the creator - owns the work.

Emergency Response and Preparedness Plan

Teachers are required to review and become familiar with the Emergency Response and Preparedness Plan as approved by NSA's Safety Committee, NSA School Board, and the local Law Enforcement representatives. The plan is available in the front office.

Evacuate: Fire and Evacuation Drills and Procedures

- Teachers are responsible for student orientation for fire drill and evacuation procedures
- Drills will be held periodically. Teachers must supervise and participate in the drill as if it were a true emergency. Drills may be announced ahead of time to faculty members. If a drill is not announced, it may be an actual emergency, and should be treated as such.
- All personnel: teachers, custodians, visitors, repairmen, students, etc. are to clear the building in the event of an emergency or drill. In the case of an actual fire, the building will be inspected by the Fire Department and their findings will become a matter of record.
- When exiting for a drill, all doors must be closed. In the event of an actual emergency, (or when no announcement is made that an alarm is in fact a drill) doors should be closed, but they should not be locked. This is done to allow firemen and other emergency response personnel easy access to the different areas of the building.
- The teacher or other responsible adult should be the last person to leave the classroom.
- Teachers should take their emergency buckets and hanging emergency pocket folders with them.
- The teacher should direct their students in a quick and orderly manner to their assigned meeting area. They should follow the prescribed route on their evacuation plan. Teachers must remain with their students at all times.
- Teachers should be sure to keep students away from the road and moving vehicles. Students should also be directed to keep a safe distance from the building as they are proceeding to the meeting area.
- Teachers must take roll and maintain order when they arrive at the designated area.
- Fire escape routes must be posted in a visible place in the room near the doorway.
- Cooperate to achieve maximum safety.

- No one should re-enter the building until they are directed to do so by the administration.

School Evacuation Procedure (Cliff Notes Version)

- Shut all Windows. Shut the door on your way out.
- Get your emergency bucket and your hanging emergency pocket folder and take these with you. Evacuate the building using the nearest and most accessible exit.
- Proceed directly to the assigned meeting area. Please move in a quick and orderly fashion. Be sure to walk with your students, and go to your designated location.
- Have your students sit down on the grass unless the weather does not permit it. Keep your class there until the drill is over.
- Take roll and assure that all of your students are accounted for.
- Remain at your station until the administration clears you to enter the building.

School Safety Plan Information

North Star Academy is committed to a safe, challenging and individualized learning environment. We consistently have drills that are scheduled at the start of each school year to keep our students and staff sharp on procedures in an emergency and well prepared in the event of an actual emergency.
We will communicate an emergency (or school closure) through the following means.

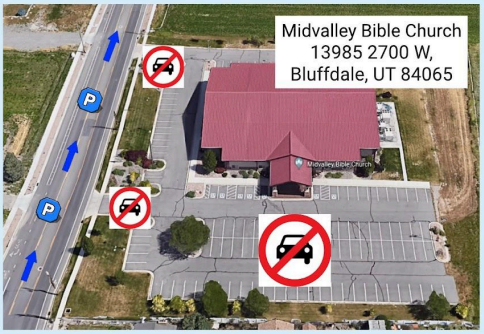
1. If there is power at the school our phone system can call and/or email all the school's families within 20 minutes to give important information. Please make sure you keep the office informed of contact information changes.
2. If needed we will send out information if available through one or more of the following via social media (Facebook), push notifications through the NSA app, and the NSA website.

If there is a need to evacuate the building, we have arranged to use the Midvalley Bible Church's facility. Please follow the following pick-up procedures. Please be aware of the following practices that are shared with parents annually.

North Star Academy Evacuation Plan

Evacuation Plan pick up procedures:

- In the event that we have to evacuate the building, we will walk the children to the Midvalley Bible Church 13985 South 2700 West in Bluffdale. **DO NOT GO TO THE SCHOOL to pick up children.**



- Please go to the designated relocation center *Midvalley Bible Church* to pick up your student.
- Vehicles will **not be** permitted to enter the parking lot of the church. Parents must park in designated areas above or any designated parking lots at Wardle Fields and **walk to the church to pick up their students.** Please remain calm and obey all traffic and pedestrian laws.
- Only individuals you have listed on your Students Emergency Contact List will be permitted to pick up your children.
- Current valid identification with a photograph is needed when a parent or trusted adult signs for your child even if the adult in charge of release knows you or the person picking up the child.

Evacuate: Bomb Threats

In the event of a bomb threat or other potentially volatile situation, information will be given either in person or over the intercom. Likely, a fire drill will be conducted to ensure student safety and to allow for a search of the building. Students should **not** be informed of the threat at this time. If teachers find conditions that are suspicious, they should make this known to the administration immediately and follow *suspicious package emergency procedures*. As soon as possible, teachers will be notified of the particular emergency and asked to search their rooms.

Lockdown: Safety Lock Down

Some emergencies may require that for their own safety, students and staff remain in the building and be confined to their classrooms. This could include: intruders, chemical spills, downed power lines, or other accidents or hazards in or near the school. Should such an emergency occur, students must remain in their classroom. If a student has been released from their classroom on a hall pass, that student should be readmitted. If a lock down is announced and a student is far from their own classroom, they should enter the closest available class room and remain there until the end of the lock down drill or emergency.

Teachers are expected to exercise good judgment at all times. Not every scenario can be planned for, so he/she must do what would logically be in the best interest of our students given a particular situation. In the event of a lock down, teachers will be notified as soon as possible as to the nature of the emergency. They will then be given instructions as to how they should proceed. Teachers must keep their students calm and alleviate their anxiety while addressing their duties. Teachers should follow the following procedures in the event of a lock down:
After a school wide lock down has been announced, immediately check the hallway to make sure it is clear of students, then lock your door.

- Have your students move to a location in the room where they would not be seen from either the door or windows.
- Keep your students quiet and calm. Remain where you are until you are given further instructions via the intercom.
- Silently take roll to account for all of your students who are present that day.
- DO NOT open the door for anyone. If they are ok to enter, they will have a key. (Yes, this includes the police.)

Emergency Occurs during class change time
Should the emergency occur during class change time and students are in the hallways, teachers should immediately step into the hallways and gather as many students as can comfortably fit in their classroom. The door should be locked, and a written roll should be taken. Keep the students calm and quiet and follow the procedures as listed above. Keep students in your classroom until you are given instructions by the administration.

Emergency Occurs During Assembly
Should the emergency occur during an assembly, teachers should direct students to stay where they are. The doors should be locked. Students and teachers should remain where they are until given instructions to either evacuate the building or return to their classrooms.

Emergency Occurs During Lunch time
In the event a lock down type emergency occurs during lunch time, students should be instructed to listen to the announcement given at the time of the emergency. They will be instructed whether they should return to their classrooms, stay inside the cafeteria, or evacuate the building to the area designated for fire drills. Those teachers whose classes are at lunch, should listen closely to the announcements. They should report to their classrooms, the cafeteria, or the designated evacuation area to help with student supervision.

Middle school students, who are instructed to evacuate the building at this time, should proceed to their block 1 teacher's site. They should all be accounted for and remain until they are given further instruction.

Teacher and Certified Staff Responsibilities

Lesson Plans

Teachers are expected to keep, maintain and use well-organized and useful lesson plans. In the event of an absence, both planned and when possible unplanned, teachers are expected to create meaningful lesson plans articulated in a manner that can be carried out by the substitute. Hard copies should be left with student handouts on the teacher's desk. In the case of unplanned absences, they can be emailed to the office manager with instructions on what copies need to be created.

It is highly advised that each teacher turn in one emergency lesson plan to the office in case of an unpredicted absence where advance teacher preparation was not possible.

Copies of daily lesson plans are not required for submission to the office. However, teachers should produce copies of current lesson plans upon request of the administrator.

Attendance Reporting

It is vital that teachers record and report attendance both promptly and accurately. The school is legally bound to keep accurate records. It is also in the best interest of parents and students alike for students to be held accountable for their attendance. Learning cannot take place if students are absent. **Students cannot be held accountable if the school is not maintaining accurate records.**

Middle school teachers should record their class attendance during each class period during the first 10 minutes of each class period. Elementary teachers will record their attendance at the beginning of each school day during the first 10 minutes. Students who are arriving late for school must check in at the office before proceeding to class. They should be given a note by one of the secretaries and present this to their teacher.

If a child is checking in more than 10 minutes late to school, or out more than 20 minutes early at the end of the school day, a parent/guardian must sign the appropriate sheet in the office. Students are not allowed to take roll at any time. This is the teacher's responsibility. Teachers should have students working on an activity such as bellwork/morning work while attendance is being taken. Please see student attendance policy appendix A.

School Communication

As much as possible, communications with homes and families will be done electronically on a weekly basis. It will include all the school, community, and PTO communications. It will also have a list that includes the enclosed information and a reminder page of upcoming activities. When electronic communication is not possible, a packet will be sent home each week with the youngest student.

Teacher Communication

All teachers will be required to produce a monthly online classroom update. This should be professional in appearance and should alert parents to: upcoming events, opportunities to volunteer, learning concepts, goals, ways to reinforce concepts at home, the monthly good character attribute, etc. The webpage must also include: Disclosure Statement attachment, welcome letter for Elementary Teachers, Short intro./biographies to the teacher, lab days and times for additional reteaching support, and the School

Improvement Goal. Middle School teachers will produce their own classroom update, while elementary grade level partners will produce one update per grade. This will require the 2 elementary teachers to plan and coordinate their lesson plans and curriculum.

E-mail is a very effective means of communicating with most parents. Teachers should take full advantage of this avenue of communication. Most parents are more easily reached through email than by telephone. Teachers should check their email daily and make sure that they respond promptly (within 1 school day) to all email correspondence from parents, administration, colleagues, and students..

Teachers will send home communications at their own discretion. This will include work information, positive recognition, calendar and other communication deemed important for each child in connection with this, teachers will produce online updates accessible by parents in line. This will include a weekly update of each child's progress achievements, missing assignments and current standing in class, scores etc. SIS is the tool for this and it will be current by Friday at the end of week.

Teachers are responsible for all information that is passed on to them via email, teachers' mailboxes, or by other means. Please be sure to check your mailbox at least once per day and read the weekly staff newsletter (ie. Friday Focus)..

Parent Teacher Conference

North Star Academy will hold parent teacher conferences twice during the school year. Parent teacher conferences are an important opportunity to meet with parents face to face. Conferences are vital in maintaining a positive image of the school. Parents need to feel welcome and need a legitimate opportunity to ask questions and voice concerns. Teachers set the mood and tone of these important meetings. Therefore, all teachers should dress in a professional manner during conference sessions.

It is vital that teachers be well prepared for these conferences. All necessary materials should be ready. This includes sample work, grading criteria, seating charts, plans for upcoming events, etc. These conferences will be used to add to and evaluate students' Total Talent Portfolio, and their personal progress toward accomplishing personal goals. While meeting with parents it is important to never show parents other students grades (ie. Refrain from turning computer screen to a class roster of grades or showing a written roster with multiples names and grades on display).

Faculty and Grade Level Meetings

Faculty meetings will be held as needed. Teachers should plan on meeting as a faculty once per month. The first Wednesday of each month will be the designated day for faculty meetings. We will meet in the morning before school starts. Attendance at these meetings, as well as any other scheduled meetings, is mandatory and is a condition of a teacher's employment with North Star Academy. Teachers' should **arrive on time**, unless other arrangements have been made in advance.

North Star Academy administration will make every effort to ensure that meetings are productive, meaningful and brief. When information can effectively be disseminated via e-mail or through some other means, those methods will be given preference.

Perhaps the most important meetings with which a teacher will be involved will be when they meet with their grade level partner and other colleagues. Teachers should plan on meeting with their grade level partners and their teaching teams at assigned times and on a regular basis. There will be a meeting every

Tuesday for staff (elementary or middle school meetings, mentor, committees, Professional Learning Communities, ect.)

Field Trips/Special Activities

North Star Academy encourages teachers to plan and carry out meaningful field trips and activities for type 1, 2, or 3 experiences. Great care should be taken to plan activities well in advance so that we have adequate time to notify parents and make all necessary arrangements, such as coordinating lunch. All field trips and activities should have a clear purpose and educational value, and should tie into the core curriculum. These must be approved by the administration. Forms are located in the office. There is no limit to the amount of field trips allotted, however a yearly allocation is given and approval for additional money may not be given. Teachers are encouraged to look for ways to incorporate in-school field trips.

All field trips must be supervised by at least two staff personnel. Ratio of adults to learners shall be adequate to the activities undertaken, age of the learners, method of transportation, and specific requirements of the trip. For general planning purposes, 1 adult to every 5 students in elementary and 1 to 8 for middle school aged students. When considering a field trip, chaperones should be clear on learners placed in their group and groups combined when possible, so two or more adults are present with each cluster of students in the event of an emergency. Any required student medications on file in the office must be adhered to on and off campus.

All students are required to have written parental consent before they are allowed to participate in a field trip. Informed consent forms are available from the office. Please remember that if the field trip times are during a student's lunch, then a school lunch provided option is necessary.

An excused and unexcused list should be generated by the teacher(s) involved and should be presented to the office prior to the activity. Please direct all questions to the administration.

Media Use

The school believes that entertainment type media should not be shown during school hours. Teachers may show and use media that are primarily educational in purpose, as long as the correlation to the curriculum is clear and they are shown *infrequently.* These do not replace sound instruction and should be used to reinforce a teacher's instruction.

Teachers *must not* show any media that has inappropriate language or sexual content. Any movie or clip that has a PG rating may only be shown after written consent from both the Administrator and Parent has been received. Any movie or clip that has a PG-13 or greater rating may only be shown after written consent from the Administration, Board of Trustees and Parent has been received. Teachers should also be careful to adhere to all copyright laws and regulations.

Approval Procedures Include:

1. Request media usage for the classroom in writing to administration. Forms are located in the Hub.
2. Include in the written request sections of the movie or clip that will be viewed and which objective it correlates with.
3. Written requests should also include current rating.
4. Upon written consent from administration and Board of Trustees (if applicable), parental consent must also be received.

Visitors/Guest Speakers

Visitors and guest speakers are welcome to join us at our school. All visitors are required to make an appointment with the teacher before visiting a classroom. When they arrive at the school, they must check in with the front office before proceeding to the classroom. These visitors and guest speakers must display their visitor badge at all times and should be accompanied when on the premises.

Guest speakers can be a great asset to the education of our students. However, teachers must plan carefully with the guest speaker to ensure that time constraints, subject matter, and other stipulations are clear and understood. Guest speakers should know ahead of time exactly what is expected of them. Guest speaker presentations should focus on reinforcing the curriculum and make great Type 1 Learning opportunities.

All visits by a guest speaker must be cleared with the administrator and office personnel notified.

Parent Volunteers

North Star Academy believes that parent support and involvement are vital to the success of the school. Parents are encouraged to volunteer in many different capacities. Parents who wish to volunteer in the classroom should speak directly with the teacher. The teacher, with the parent input, will determine where the parent's assistance will be of the most benefit and will determine their schedule. Parent volunteers must make arrangements with the teacher in advance and appointed times must be scheduled. Parents are discouraged to simply show up and go to the classroom.

Parents who wish to help with school-wide activities or activities outside of the traditional class-room, will need to communicate with the teacher, the PTO, or committee supervising that activity.

Student Supervision

Teachers and other school employees are responsible for their students at all times. Elementary teachers and assistants are responsible for making sure that students reach destinations such as the gym or another classroom in a safe and responsible manner. Students should never be left unsupervised.
If a teacher has an emergency and must leave their students temporarily, someone else **must** be present to monitor their students while they are gone.

Middle school teachers are responsible for all middle school students during passing times, as well as during their class time. Middle school teachers will take an active role in monitoring students and their behavior between classes. This requires that middle school teachers step to their doors and instruct and correct students in the hallway whenever necessary.

Students should not be released from a class or activity early or late. Teachers and other school employees will give strict adherence to all set times in the school schedule. Timeliness is a valuable skill which our students must learn. Teachers must exemplify this attribute by assuring that they, as well as their students, are on time for all school activities.

Hall Passes

All students who must leave their assigned classroom to use the restroom or telephone, etc. should take the hall pass with them. Teachers should be mindful of their students' use of the hall pass. Students must

not be allowed to abuse the use of the hall pass. If negative patterns develop, teachers should intervene in the classroom and/or discuss the problem with administration.

Student Dress Code

All staff members at North Star Academy share the responsibility of monitoring students regarding their compliance to the dress code. Violations to the dress code will not be tolerated. If a teacher discovers or suspects that a student is not in compliance, they should immediately send the student to the administration for a dress code check (see Appendix B).

Student Discipline

Each teacher is required to create his/her own classroom discipline policy; this policy should be clear and concise while specifying expected behavior. Consequences for misbehavior or noncompliance will be administered by each teacher unless offenses are repetitive enough or serious enough to warrant referral to the principal for intervention.

All classroom policies should be in alignment with the school wide policies found at http://www.north-staracademy.com/nsa-policies.html.

Homework Guidelines

Homework has three major purposes:

1. To teach personal responsibility and time management skills.
2. To keep parents informed about what their children are studying.
3. To provide additional academic growth and development.

Although regular homework is an important part of the academic program at North Star Academy, we also value student involvement in extracurricular activities as well as time spent with family. It is expected that classroom teachers will assign homework that allows students these opportunities. The following times are provided as guidelines that should be adhered to, yet are not intended to be absolutes. For example, major projects may require more time than the maximum amount. Understand that all students work at a different pace and that time spent towards completion of a task may vary.

GRADE	MINIMUM (Per night)	MAXIMUM (Per night)
Kindergarten	15 Minutes	30 Minutes
1st	20 Minutes	45 Minutes
2nd	20 Minutes	45 Minutes
3rd	20 Minutes	45 Minutes
4th	20 Minutes	45 Minutes
5th	30 Minutes	60 Minutes
6th	30 Minutes	60 Minutes
7th	30 Minutes	90 Minutes
8th	30 Minutes	90 Minutes
9th	30 Minutes	90 Minutes

- Times include totals for all classes combined for elementary and middle school ages.

Additionally, teachers are reminded that the Fall, Christmas, and Spring breaks are set aside for families to take vacations to minimize taking time during the school year. Please avoid giving assignments where students are expected to complete them over the breaks.

The parents can make this experience a positive growth opportunity if they

1. Provide a time and place free from distraction for the student to work.
2. Sign any work sheets or homework logs that the teacher may send home.
3. Monitor student work and provide additional support as needed.
4. Communicate concerns and work closely with the teachers if problems occur.

Grading Philosophy

As a school that attempts to differentiate whenever possible, North Star Academy (NSA) realizes the need for students to feel successful and to learn as individuals. NSA realizes the need to teach responsibility by requiring due dates, however it is of equal importance to recognize individual learning patterns and growth, along with content mastery that is not always evident upon given due dates. To this end the school encourages teachers to differentiate between content and responsibility in terms of the grade.

1. Late work should be accepted, based on communication, individualism, and a desire to help the students succeed, without encouraging procrastination.
2. A pattern of consistent late work will be noted by teachers, thus affecting the work/responsibility rating within the citizenship category accordingly, as per the individual teacher grading preferences.
3. This philosophy provides an opportunity for those who have a genuine excuse for late work, or may require more time to achieve mastery of a particular subject or concept, to make up their grade and still achieve good grades.
4. Those who turn in work on time may be rewarded with a responsibility grade, extra credit, or other positive reinforcement according to individual teacher grading preferences.

Grading/Report Cards

The school will be using a computerized grading system. The grades/assignment scores will be available on-line for parents to review. It is absolutely vital for all grading information to be current, otherwise the on-line system is of no value. Therefore, **teachers are required to update *all scores* on the computer each week for every student using the ASPIRE reporting system**. Therefore, in order for students to receive timely and valuable feedback, all assignments should be graded and posted into Aspire within 7 days of being turned in. This includes late work. Students should have a minimum of 1 grade for each subject entered weekly. Larger projects can include various checkpoints for less points, but still provide regular and immediate feedback.

A separate grade book should also be maintained as a backup to our computer records. All scores and grades must be justifiable and defensible. Please remember to document everything. This is for your own protection because as the saying goes, “If you don’t write it down, it didn’t happen.”

Grading should be conducted fairly with the situation and best interest of each student in mind. North Star Academy believes strongly in fostering the progress of each student. Student’s grades will be based on actual achievement. In grades K-6, these reports will be based on specific grade-level requirements evaluated on a continuum to assess mastery with a grading scale of 1-4 (including percentages). Beginning in grades 7-9, students will also receive grades according to the traditional letter grading system to ensure consistency in transfer of transcripts and in preparation for high school.

Report cards will be issued soon after the end of each quarter. Please refer to the school year calendar. All final grades must be entered by the end of the day on the last day of each quarter for both citizenship and academics. The school will then download them and produce report cards.

It is never acceptable for students to have access to a teacher's grade book or grading software on the computer. Teachers are responsible for their own grading. Teachers should never post grades in the classroom, nor should they read aloud grades for the whole class to hear. Such practices violate federal statute and are demeaning and destructive for students.

Grading Scale: MS

A	93 – 100%
A-	90 – 92%
B+	87 – 89%
B	83 – 86%
B-	80 – 82%
C+	77 – 79%
C	73 – 76%
C-	70 – 72%
D+	67 – 69%
D	60 – 66%
F	0 - 59%

Citizenship Scale: MS

H= Honors (90-100%)
S= Satisfactory (70-89%)
N= Needs Improvement (69- 0%)
U= Unacceptable

Grading Scale: Elem

4 – 89.5 – 100%
3 – 79.5 – 89.4%
2 – 69.5 – 79.4%
1 – 0 – 69.4%

Citizenship Grade: Elem.
CS = Consistently Strong
DS = Developing Skill
RS = Requires Support

Duty

Staff members who are assigned duty must be punctual and responsible. When on duty, students are your responsibility at all times up until they re-enter their classrooms. The emphasis during duty is close supervision and student safety. Those assigned to duty must be on duty and alert at all times. They should take a proactive approach to this responsibility and take measures that will prevent problems from occurring. Any accidents or demonstrations of poor behavior, etc. should be addressed quickly and decisively.

Policies

Employees are expected to follow and adhere to the policies of North Star Academy. Please refer to the school website for all NSA policies. These may change during a school year due to new laws, regulations, and needs of the school. Therefore, please make yourself aware of changes and updates regularly.

School Activities Calendar

There is only one school activities calendar. When scheduling special activities for a class, or a group of students, teachers must consult the administrator. The administrator has responsibility for school wide activities and scheduling. Only the administrator will have the ability to add items to or adjust the school calendar. It is vital that we follow this protocol to avoid conflicts. No special activities will be held without prior and proper scheduling.

NORTH STAR ACADEMY

School Year 2024-2025

https://north-staracademy.com/

AUGUST 2024						
S	M	T	W	Th	F	S
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SEPTEMBER 2024						
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DECEMBER 2024						
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JANUARY 2025						
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MAY 2025						
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JUNE 2025						
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JULY 2025						
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27	28	29	30	31		

Daily School Schedule

AM Kindergarten 8:30 - 11:30 am

Full Day Kindergarten and Grades 1-9

8:30 - 2:52 pm

Early Release Schedule

AM Kindergarten 8:30 -11:30 am

Full Day Kindergarten and Grades 1-9

8:30 - 1:10 pm

Term Dates

Term 1: Aug. 14 - Oct. 28

Term 2: Oct. 29 - Jan.15

Term 3: Jan. 16 - March 21

Term 4: March 24 - June 6

YEAR AT A GLANCE		
August 1, 2024	MS Registration & Schedule Pick Up	
August 5, 2024	New Teacher Orientation	
August 6-12, 2024	Teacher Professional Development	
August 13, 2025	No School	Professional Development (Legislative Day)
August 13, 2024	Back to School Night	
August 14, 2024	School Starts	First Day of School
August 30, 2024	Early Release	Teacher Professional Development
September 2, 2024	No School	Labor Day
September 13, 2024		Midterms Term 1
September 19-20, 2024	Early Release	Parent Teacher Conferences
October 14, 2024	No School	Teacher Compensation Day
October 15-25, 2024	No School	Fall Break
October 29, 2024		Term 2 Begins
November 1, 2024	Early Release	Teacher Work Day
November 27, 2024	Early Release	Teacher Professional Development
November 28-29, 2024	No School	Thanksgiving Holiday
December 3, 2024		Midterms Term 2
December 23 - January 3, 2025	No School	Winter Recess
January 16, 2025		Term 3 Begins
January 17, 2025	Early Release	Teacher Work Day
January 20, 2025	No School	Martin Luther King Jr. Day
February 17, 2025	No School	Presidents' Day
February 21, 2025		Midterms Term 3
February 27-28, 2025	Early Release	Parent Teacher Conferences
March 7, 2025	No School	Professional Development (Legislative Day)
March 21, 2025	Early Release	Teacher Work Day
March 24, 2025		Term 4 Begins
March 31, 2025	No School	Teacher Compensation Day
April 1-11, 2025	No School	Spring Break
May 9, 2025		Midterms Term 4
May 26, 2025	No School	Memorial Day
May 27, 2025	No School	Professional Development (Legislative Day)
June 6, 2025	Early Release	Last Day of School

Board Approved Date: Dec. 7, 2023

Employee Electronic Communication Systems Acknowledgment of Receipt and Understanding Form

I hereby certify that I have read and fully understand the contents of the Electronic Resources Policy. Furthermore, I have been given the opportunity to discuss any information contained herein or any concerns that I may have. I understand that my employment and continued employment is based in part upon my willingness to abide by the School's policies, rules, regulations and procedures. I acknowledge that the School reserves the right to modify or amend its policies at any time, without prior notice. I acknowledge that these policies do not create any promises or contractual obligations between the School and its employees and that my employment with the School continues to be at will. My signature below certifies my knowledge, acceptance, and adherence to the School's policies, rules, regulations, and procedures regarding the use of its electronic resources. I acknowledge that violation of any of these policies may be grounds for discipline, up to and including termination.

I understand that all electronic communication systems and all information transmitted by, received from, or stored in these systems are the property of North Star Academy. I also understand that these systems, including the Internet, are to be used solely for job-related purposes and not for personal purposes, and that I have no expectation of privacy in connection with the use of this equipment or with the transmission, receipt, or storage of information in this equipment.

I agree not to use a code or password, access a file, or retrieve any stored communication unless authorized. I acknowledge and consent to the School monitoring my use of this equipment at any time at its discretion. Such monitoring may include accessing, printing and reviewing all communications entering, leaving, or stored in these systems in the ordinary course of business.

I acknowledge that viewing inappropriate material or transmitting/downloading inappropriate material is strictly prohibited and grounds for immediate termination.

Name of Employee (Please print)

Employee's Signature Date

Name of Management Witness (Please print)

Signature of Witness Date

ACKNOWLEDGEMENT OF EMPLOYEE HANDBOOK AND NSA POLICIES

This Employee Handbook and NSA policies (as found on the school's webpage) describe important information about the School and its policies. I understand that I should consult with my Administrator or Helpside concerning any questions not answered in the Employee Handbook and NSA policies. I have entered into my employment relationship with the School voluntarily and acknowledge that there is no specific length of employment. Accordingly, either I or the School, or those designated by the School, can terminate the employment relationship at will, with or without cause, at any time, so long as there is no violation of applicable federal or state law.

Since the information, policies, and benefits described in the Employee Handbook and NSA policies (as found on the school's webpage) are necessarily subject to change, I acknowledge that revisions to the Employee Handbook and NSA Policies and benefits may occur, however, the policy of employment-at-will is not subject to change. Changes may be communicated through official notices, and I understand that revised information, policies, benefits, etc., may supersede, modify, or eliminate existing policies and benefits. This edition of the Employee Handbook and NSA policies (as found on the school's webpage) supersedes all previous guide editions.

Furthermore, I acknowledge that this Employee Handbook is not a contract for employment and understand my employment is at-will and can be terminated at any time by the School or the employee for any reason or no reason and with or without cause or advance notice.

I have received the Employee Handbook, including the drug and alcohol policy, and promise to read its contents and understand my responsibilities to comply with the policies, and promise to abide by the policies of the School. I further understand that failure to comply with NSA policies may result in termination of my employment.

_____ _____

Print Name Date

_____

Signature

Note: This page will be signed electronically with your annual online training, but this is here for your copy.

North Star Academy
Policy: Attendance Policy
Adopted/Amended: October 5, 2023

Attendance Policy

PURPOSE

North Star Academy (the "School") is committed to providing a quality education for every student. The School firmly believes that consistent attendance teaches students responsibility. Students learn the value of being punctual and prepared. Frequent absences and tardiness result in a loss of continuity of instruction. Also, frequent absences and tardiness prove disruptive for students, teachers, and staff. Excessive unexcused absences may lead to a student's dismissal from the School.

Parents are expected to take a proactive role in ensuring their children attend school. We recommend families plan their vacation schedule around the existing School calendar. When possible, medical and dental appointments should take place outside of school hours and parents should notify the School in advance of any absence. Parents and students are responsible for obtaining homework or assignments for the time period which the student is absent.

The School intends for this policy to be consistent with the provisions of Utah's compulsory education laws, Utah Code Ann. §§ 53G-6-201 through 53G-6-211, as well as Utah Administrative Code Rule R277-607.

This policy will be provided to parents/guardians annually and will be available for review by parents or interested parties.

POLICY

Definitions:

"Absence" or **"absent"** means the failure of a school-age child assigned to a class or class period to attend a class or class period. "Absence" or "absent" does not mean multiple tardies used to calculate an absence for the sake of a truancy.

"Chronic absenteeism" or "chronically absent" means a student misses 10% or more of days enrolled, for any reason, and makes a school aware that a beginning of tiered supports may be needed.

"Habitual truant" means a school-age child who:

(1) is in grade 7 or above and at least 12 years old;
(2) is subject to the requirements of Section 53G-6-202; and
(3)(a) is truant at least ten times during one school year; or (b) fails to cooperate with efforts on the part of school authorities to resolve the school-age child's attendance problem as required under Section 53G-6-206.

"School-age child" means a minor who is at least six years old but younger than 18 years old and who is not emancipated.

"School day" means the portion of a day that school is in session in which a school-age child is required to be in school for purposes of receiving instruction.

"Truant" means a condition by which a school-age child, without a valid excuse, is absent for at least half of the school day. A school-age child may not be considered truant under this policy more than one time during one day.

"Valid excuse" or "excused absence" means an absence resulting from:
a) an illness, which may be either mental or physical, regardless of whether the school-age child or parent provides documentation from a medical professional;
b) mental or behavioral health of the school-age child;
c) a death of a family member or close friend;
d) a scheduled family event or a scheduled proactive visit to a health care provider in accordance with Section 53G-6-803(5);
e) an approved school activity;
f) a preapproved extended absence for a family activity or travel; or
g) an absence permitted by an individualized education program or Section 504 accommodation plan, developed pursuant to relevant law.

The Director has the discretion to consider other absences as "valid excuses." "Valid excuse" or "excused absence" does not mean a parent acknowledgement of an absence for a reason other than those described above.

Excused Absences: An oral or written communication documenting a valid excuse must be received from the student's parents/guardian within one (1) business day of the absence in order for the absence to be excused. In the event of multiple consecutive absences, written communication must be received within one (1) business day of the student's return to school, unless the consecutive absences have been preapproved as an extended absence by the Director as set forth below.

In the event of an unforeseeable illness or emergency, the School should be notified as soon as reasonably possible.

Preapproved Extended Absence: Extended absences of seven (7) or more consecutive school days must be preapproved in writing by the Director in order to be excused. If a parent/guardian wants to have his

or her student excused for seven (7) or more consecutive school days, the parent/guardian must meet with the Director prior to the extended absence and, if the extended absence is preapproved during the meeting, complete with the Director the School's extended absence form. The maximum number of consecutive absences that may be allowed (and which are eligible for preapproval) during a school year is fifteen (15).

The Director will preapprove an extended absence if the extended absence is for a family activity or travel and the Director determines that the extended absence will not adversely impact the student's education.

Medical Documentation: The School may not require documentation from a medical professional to substantiate a valid excuse that is a mental or physical illness.
Make-up Work: Make-up work is permitted for students who have excused absences. The teacher will provide the student or the parent/guardian with any make-up work following a request within a reasonable time. Make-up work must be completed within a reasonable time-frame in accordance with the Student Parent Handbook.

Tardiness: A student is tardy if he or she is not in the assigned classroom when the late bell rings. In general, tardiness will be handled on an individual basis with the teacher. If a student is chronically tardy, then the student may be referred to the administration. A tardy of ten minutes or more, incurred at the beginning of the day, can only be excused if a parent accompanies the student into the school office. Tardies will only be excused on the day of the tardy.

Notification of Absences and Tardies: In the event a student is absent, parents/guardians will be notified by phone on the day of the absence. Parents and students are responsible for tracking the total number of absences and tardies which are recorded daily in the School's Student Information System (currently Aspire). Parents will be notified following their student's 4th absence of the year. Parents of elementary and middle school students will be notified by their classroom teacher following the 4th tardy in a given quarter. If the maximum limit for absences or tardiness is reached, the administration will attempt to schedule a meeting with the parents to review the situation and will outline the appropriate corrective action.

The administration may establish additional reasonable penalties as a consequence for excessive absences.

Notice of Compulsory Education Violation
Consistent with Section 53G-6-202, the School may issue a "notice of compulsory education violation" to a parent/guardian of a school-age child who is in grades 1 through 6 if the student is truant (absent without a valid excuse) at least five (5) times during the school year.
This notice shall:
1. Direct the parent/guardian to meet with School authorities to discuss the student's attendance problem and cooperate with the Director and Board to secure regular attendance by the student;
2. Designate the School authorities with whom the parent/guardian is required to meet;
3. State that it is a class B misdemeanor for the student's parent/guardian to intentionally or without good cause fail to meet with the designated school authorities to discuss the student's attendance

problems, or fail to prevent the student from being truant an additional five (5) or more times during the remainder of the school year; and
4. Be served on the parent/guardian by personal service or certified mail.

If School personnel have reason to believe that, after a notice of compulsory education violation is issued, the parent/guardian has failed to make a good faith effort to ensure that the school-age child receives an appropriate education, the issuer of the compulsory education violation shall report to the Division of Child and Family Services the information required by Utah Code Subsection 53G-6-202(8) (also in accordance with the School's Child Abuse and Neglect Reporting Policy).

Chronic Absenteeism Prevention and Intervention Program

The School's Chronic Absenteeism Prevention and Intervention Program is established to encourage good attendance, improve academic outcomes, and reduce negative behaviors. Through this program, the School hopes to create a trusting relationship between teachers, students, and parents/guardians. The School's efforts to prevent chronic absenteeism include, but are not limited to:

- Serving students breakfast and lunch at the School each school day;
- Providing individual, classroom, and/or schoolwide incentives to students for good attendance.
- Notifying parents/guardians by phone each time a student is absent, and making such notification on the day of the absence.
- Contacting parents/guardians of students who reach four (4) and/or five (5) unexcused absences to try to resolve the students' attendance problems.
- Providing parents/guardians with notices of compulsory education violations or notices of truancy, as appropriate and as outlined herein.
- Providing parents/guardians the School's attendance policies and procedures each year at the time of registration.

The School will seek to help students struggling with absenteeism (including chronically absent students) through implementing research or evidence-based absenteeism and dropout prevention interventions. Those efforts will include documented earnest and persistent efforts to resolve a student's attendance problems through the following interventions:

- When a student's attendance is negatively affecting the student's learning, the classroom teacher will notify the student and/or the student's parent/guardian of the concern. The teacher will set up a conference with the student and/or the student's parent/guardian to identify and resolve any problems that prevent the student from attending school. The student's progress will be monitored.
- If meeting with the student and parent/guardian does not adequately address the problems and the student's learning continues to suffer, then the School counselor or Director will work with the teacher and

parent/guardian in finding a solution to the problems that are preventing the student from attending to his/her learning. Efforts to resolve the problems may include, but are not limited to, the following: making adjustments to the curriculum or the schedule; counseling of the student by School authorities; mentoring the student; providing the student with increased academic support; teaching the student executive function skills such as planning, goal setting, understanding and following multi-step directions, and self-regulation; considering alternatives proposed by the parent/guardian; or providing the parent/guardian with a list of community resources to help the family.

• The Director may consult with a parent/guardian to determine if mitigating circumstances such as medical or psychological problems indicate the use of intervention methods for resolving the attendance problems.

• In the event that the preceding interventions fail, the Director will contact the parent/guardian and request a formal meeting to discuss and resolve the attendance problems. A copy of of the communication (letter, email, etc.) will be kept by the School.

• The Director will notify the student and a parent/guardian of the actions the School may take should the student be truant in the future.

Notice of Truancy

Consistent with Section 53G-6-203, the School may issue a notice of truancy to a school-age child who is in grade 7 or above, at least 12 years old, and is truant at least five (5) times during the school year.

A notice of truancy will only be issued after the School has made earnest and persistent efforts to resolve student attendance problems, which efforts may include those set forth above.

A notice of truancy will:

1. Direct the school-age child who receives the notice of truancy, and the parent/guardian of the school-age child, to meet with School authorities to discuss the student's attendance problem and cooperate with the Director and Board to secure regular attendance by the student; and

2. Designate the School authorities with whom the school -age child and parent/guardian is required to meet.

A notice of truancy will be served on the parent/guardian by personal service or regular mail. The parent/guardian will have the right to appeal a notice of truancy in writing to the Director within ten (10) days of being issued.

Appeals Process

Parents/guardians who believe that all or part of their student's absences and/or tardies should be considered excused, or if they want to contest a notice of truancy, notice of compulsory education, or any disciplinary action taken against their student pursuant to this policy, shall follow the School's Parent Grievance Policy.

DRESS CODE POLICY

Revision Approved: October 4, 2007

PURPOSE

The purpose of North Star Academy's Dress Code policy is to improve the learning environment by:

1. Ensuring clothing is modest and non-offensive.
2. Reducing peer pressure and emphasis on brand name clothing.
3. Minimizing health and safety concerns.
4. Developing consistency to reduce conflicts and questions of enforcement.

Please Note:
Dress code items not specifically covered below but considered inappropriate or contrary to the purpose of the dress code policy are subject to review and interpretation by the administrator and/or Board of Trustees.

TOPS

Students may wear any *solid colored polo shirt* that meets the following requirements:

1. is unadorned-- defined as NO: writing, lace, ruffles, sequins or decorative embroidery, a small graphic or adornment (less than 1 inch square) is acceptable
2. has no incidental trim, except on the inside collar and on button lining
3. has the collar folded down
4. is long enough to be tucked in when bending over
5. has sleeves that cover the shoulders (may be short or long sleeves)
6. is not too sheer, tight or otherwise revealing
7. is free from tears, frays, or holes
8. is not excessively worn

Students may wear a long or short sleeved unadorned solid white t-shirt, tank top, or turtleneck underneath the polo shirt.

Students may wear an unadorned solid navy blue sweater or sweatshirt (no hoodies) over the polo shirt. No other layering on top of the polo shirt is permitted. North Star Academy's embroidered logo is permitted on the polo shirts, sweaters, or sweatshirts.

BOTTOMS

Students may wear any *solid tan, black, or navy blue* pants, capris, shorts, skorts or skirts that meet the following requirements:

1. is not denim, nylon, sweat, leather, or vinyl material
2. goes to the knee or longer
3. is unadorned—defined as NO: writing, lace ruffles, sequins, or decorative embroidery, except on back pockets
4. has no incidental trim

5. is not too sheer, tight, or otherwise revealing
6. is free from tears, frays, or holes
7. is not excessively worn

Girls may wear inconspicuous shorts under skirts. No clothing or layering that shows is permitted.

SHOES

Students may wear any shoes that have a strap or some sort of a back on the shoe so that it doesn't slip off the feet. Students may not wear:

1. Slippers
2. Shoes with wheels

HAIR

Students may wear their hair and hair accessories in any way that is not so extreme in style or color so as to distract from a learning environment.

ACCESSORIES

Body piercing jewelry will be limited to earrings. Students may wear jewelry that is appropriate for school and is not a distraction. Students may wear an unadorned *solid black or brown* belt (no sashes) to be worn in the pant belt loops. Any socks may be worn with long pants. If socks or tights are worn with capris, shorts, skorts, or skirts; the socks or tights must be white, black or navy blue. Hats may not be worn in the building. Accessories may not be distracting and must be appropriate to a learning environment.

COATS

Students may wear any style of coat that is not offensive and is appropriate to a learning environment. Coats may not be worn during class time.

OTHER ATTIRE

Students may choose other attire such as backpacks, purses, etc. that is not offensive and is appropriate to a learning environment. These items are to be left in lockers and/or designated areas during school hours.

CONSEQUENCES FOR VIOLATION OF THE DRESS CODE POLICY

If a teacher/staff feels that a student has come to school inappropriately attired according to the Dress Code Policy, the teacher/staff will:

- Send the student to the office staff in charge of executing the Dress Code Policy to determine if the student is in violation of the Dress Code. A form will be given to the teacher/staff explaining the ruling made.

If the office staff determines that the student has violated the Dress Code then:

- The office staff will call a parent to bring dress code appropriate clothing to the school. If a parent can not be reached, the student will be given Dress Code appropriate clothing to wear during the remainder of the day and a note will be sent home. Students will not be allowed to change into clothing stored at school in case-they are caught breaking the dress code. The offense will be recorded in a log book by the office staff. Work missed while changing clothing will not be made up.
- For subsequent violations, a note will be sent home and the student will be required to compensate (not monetarily) for the time spent in dealing with his/her Dress Code-violation and for the maintenance of the clothing provided for him/her.
- For the 5th violation, a meeting with the student, parent and principal will occur.

- For each additional violation, a 1 day "in school suspension" will occur; in which a parent or approved adult will accompany the student to school for the full day. The student will not be allowed back into school without a parent or said adult. If the student misses school, makeup work is allowed.

Handbook Addendum 1
I-9 Policy

Introduction

The United States Citizenship and Immigration Services (USCIS) requires employees to provide identification and proof of their authorization to work in the United States via the Form I-9. This Policy governs the completion, filing, retention, and disposal of Forms I-9 for all employees who work for any Academica West-affiliated school (hereinafter the "School"). For additional information regarding this Policy, please contact the principal of the School. Additional information concerning I-9 compliance is available from USCIS online at https://www.uscis.gov/en/book/toc/59502.

Policy Purpose

Because USCIS requires employees to provide identification and proof of their authorization to work in the United States, employers must complete the Form I-9 to document and verify the identity and employment eligibility of each new employee to work in the United States, for both citizens and noncitizens hired after November 6, 1986.

Additionally, federal and state law prohibits employers from discriminating against individuals based on their citizenship or immigration status or based on their national origin as gathered from the Form I-9 process. The School's policies similarly prohibit such discrimination. Thus, the School has adopted this Policy to provide guidance on Form I-9 completion and storage.

Policy

WHO MUST COMPLETE THE I-9 FORM AND DEADLINES FOR COMPLETION

All employees who began work after November 6, 1986 are subject to I-9 requirements. Employees with start dates prior to November 6, 1986 are exempt from the requirement to submit a Form I-9. Federal law requires the employee to complete Section 1 of the Form I-9 no later than the first day of work. The employee has until the employee's third work day to present unexpired, original documents to prove identity and authorization to work in the United States. To meet these deadlines, the School's standard practice is to complete the entire I-9 process prior to the employee's first day of work, but not before the person has accepted an offer of employment. The School will not allow an employee to work beyond three days if the employee has not completed the I-9 process.

The School's representative must physically view the documents and complete Section 2 of the I-9 no later than the third work day. Reviewing or examining documents virtually (i.e. via webcam) is not permissible.

AUTHORIZED REPRESENTATIVES

At the School's request, Academica West will train any representative acting in the School's behalf for processing I-9 forms. The School's principal will authorize and approve any representative acting in the School's behalf for processing I-9 forms.

NAME AND INFORMATION CHANGES TO A FORM I-9

Employees are responsible for informing the School] of any changes that may affect the information contained on their Form I-9. The School] will work with the employee as needed to update Forms I-9 to reflect accurate information. If an employee informs the School of a

change, the School] may require the employee to present documentation to show the reason for the change or misinformation on their current Form I-9. Changes should be well-documented.

RETENTION, TERMINATION, AND DISPOSAL

Employees' completed Forms I-9 are retained in a secure location at the School for as long as employees remain employed. Following termination, the School will retain the Form I-9 for either three years after the date of hire or one year after the date of termination, whichever is later. The School shall retain the pages of the form on which the employee and employer enter data. Copies of documentation presented by the employee are also retained for either three years after the date of hire or one year after the date of termination, whichever is later.

REVERIFYING DOCUMENTS

If the employee's work authorization document has an expiration date, the School will reverify the employee's right to work prior to that expiration date. When an employment authorization expiration date is provided in Section 1 of the I-9, the School will reverify employment authorization on or before the date shown.

The need for reverification is triggered by the document presented by the employee and by the box the employee checks in Section 1 of Form I-9. The School shall adopt a reminder system for documents that need to be reverified. Note that reverification is not necessary for identity (List B) documents. U.S. passports, whether valid or expired, never require reverification, nor do alien registration or permanent resident cards.

REHIRES

Employees who leave the School need a new I-9 when they return to University employment, no matter how long the break in service/employment.

Handbook Addendum 2
ADA Policy

Purpose

The Americans with Disabilities Act (ADA) requires employers with 15 or more employees to not discriminate against applicants and individuals with disabilities and, when needed, to provide reasonable accommodations to applicants and employees who are qualified for a job, with or without reasonable accommodations, so that they may perform the essential job duties of the position.

It is the policy of all Academica West-affiliated schools (hereinafter the "Schools") to comply with all federal and state laws concerning the employment of persons with disabilities. Furthermore, it is the Schools' policy not to discriminate against qualified individuals with disabilities in regard to application procedures, hiring, advancement, discharge, compensation, training or other terms, conditions and privileges of employment.

Procedures

When an individual with a disability requests accommodation and can be reasonably accommodated without creating an undue hardship or causing a direct threat to workplace safety, he or she will be given the same consideration for employment as any other applicant. Applicants who pose a direct threat to the health, safety and well-being of themselves or others in the workplace when the threat cannot be eliminated by reasonable accommodation will not be hired.

The Schools will reasonably accommodate qualified individuals with a disability so that they can perform the essential functions of a job unless doing so causes a direct threat to these individuals or others in the workplace and the threat cannot be eliminated by reasonable accommodation or if the accommodation creates an undue hardship to one of the Schools. Employees who believe they need a reasonable accommodation or who have questions regarding accommodations should contact their school's principal with any questions or requests for accommodation. Whenever possible, employees requesting a reasonable accommodation should do so in writing and identify:

(1) the reason the employee believes he or she needs an accommodation including a statement of the limitations and restrictions imposed by the disability;

(2) the job duties or assignments the employee is having difficulty performing;

(3) a description of the accommodations requested by the employee; and

(4) a statement as to how accommodations will help the individual perform his or her essential functions.

Managers and supervisors who receive inquiries regarding accommodations from their staff members should communicate such inquiries to their school's principal. Please note that NSA has the right to request medical information concerning any employee's disability and need for an accommodation. Any medical information received as a result of a request for a reasonable accommodation will be kept confidential and maintained in a separate file.

All employees are required to comply with the company's safety standards. Current employees who pose a direct threat to the health or safety of themselves or other individuals

in the workplace will be placed on leave until an organizational decision has been made in regard to the employee's immediate employment situation.

Individuals who are currently using illegal drugs are excluded from coverage under the company ADA policy.

Each of the Schools' respective principals is responsible for implementing this policy, including the resolution of reasonable accommodation, safety/direct threat and undue hardship issues.

Terms Used in This Policy

As used in this ADA policy, the following terms have the indicated meaning:

§ Disability: A physical or mental impairment that substantially limits one or more major life activities of the individual, a record of such an impairment, or being regarded as having such an impairment.

§ Major life activities: Term includes caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating and working.

§ Major bodily functions: Term includes physical or mental impairment such as any physiological disorder or condition, cosmetic disfigurement or anatomical loss affecting one or more body systems, such as neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genitourinary, immune, circulatory, hemic, lymphatic, skin and endocrine. Also covered are any mental or psychological disorders, such as intellectual disability (formerly termed "mental retardation"), organic brain syndrome, emotional or mental illness and specific learning disabilities.

§ Substantially limiting: In accordance with the ADAAA final regulations, the determination of whether an impairment substantially limits a major life activity requires an individualized assessment, and an impairment that is episodic or in remission may also meet the definition of disability if it would substantially limit a major life activity when active. Some examples of these types of impairments may include epilepsy, hypertension, asthma, diabetes, major depressive disorder, bipolar disorder and schizophrenia. An impairment, such as cancer that is in remission but that may possibly return in a substantially limiting form, is also considered a disability under EEOC final ADAAA regulations.

§ Direct threat: A significant risk to the health, safety or well-being of individuals with disabilities or others when this risk cannot be eliminated by reasonable accommodation.

§ Qualified individual: An individual who, with or without reasonable accommodation, can perform the essential functions of the employment position that such individual holds or desires.

§ Reasonable accommodation: Includes any changes to the work environment and may include making existing facilities readily accessible to and usable by individuals with disabilities, job restructuring, part-time or modified work schedules, telecommuting, reassignment to a vacant position, acquisition or modification of equipment or devices, appropriate adjustment or modifications of examinations, training materials or policies, the provision of qualified readers or interpreters, and other similar accommodations for individuals with disabilities.

§ Undue hardship: An action requiring significant difficulty or expense by the employer. In determining whether an accommodation would impose an undue hardship on a covered entity, factors to be considered include:

- The nature and cost of the accommodation.

- The overall financial resources of the facility or facilities involved in the provision of the reasonable accommodation, the number of persons employed at such facility, the effect on expenses and resources, or the impact of such accommodation on the operation of the facility.

- The overall financial resources of the employer; the size, number, type and location of facilities.

- The type of operations of the company, including the composition, structure and functions of the workforce; administrative or fiscal relationship of the particular facility involved in making the accommodation to the employer.

§ Essential functions of the job: Term refers to those job activities that are determined by the employer to be essential or core to performing the job; these functions cannot be modified.

The examples provided in the above terms are not meant to be all-inclusive and should not be construed as such. They are not the only conditions that are considered to be disabilities, impairments or reasonable accommodations covered by the ADA/ADAAA policy.

NORTH STAR ACADEMY

BOARD MEMBER TERMS & ELECTED OFFICERS

Board Terms:

4-year terms, eligible for re-election

1. Sidney Warnick, Board President, Expires June 2027
2. Jordan Shields, Board Vice President, Expires June 2026
3. Becky Slagowski, Financial Coordinator, Expires June 2026
4. Brent Bird, Secretary, Expires June 2025
5. Bob Bell, Member, Expires June 2024

2024-2025 North Star Academy Board Member Roles

SIDNEY WARNICK: Board President

- Committees:
  - Finance
  - Safety
  - Curriculum
- Set and approve agendas for board meetings, and conduct board meetings
- Signer of checks and purchase orders
- Building oversight
- Human Resources
- Review current legislative bills
- Charter Fidelity: Ensure the school achieves goals as identified in the school charter

JORDAN SHIELDS: Board Vice-President

- Committees:
  - Sex Ed
- Conduct board meetings in the absence of the President
- Policy Review at board meetings
- Charter Fidelity: Ensure the school achieves goals as identified in the school charter

BECKY SLAGOWSKI: Financial Coordinator

- Committees:
  - Finance
  - Curriculum
- PTO Liaison (adjusted schedule)
- Signer of checks and POs
- Review current legislative bills
- Charter Fidelity: Ensure the school achieves goals as identified in the school charter

: Secretary

- Committees:
  - Sex Ed
- Maintain policy file and board records
- Write board meeting overview/summary for newsletter
- Charter Fidelity: Ensure the school achieves goals as identified in the school charter

BOB BELL: Board Member

- Committees:
  - Technology
- Charter Fidelity: Ensure the school achieves goals as identified in the school charter

BARTON SLOAN: Board Member

KAMMIE LEFEVRE: Board Member

We Parent/Guardian Consent Form Name of Student: _____
Maturation Instruction
Date of Planned Instruction: March 14, 2024 evening program with parents gender specific **(Boys: 6 pm Girls: 7pm)**
Follow up morning Core Knowledge Curriculum reading comprehension activity: March 15, 2024

Teacher(s): Nurses will provide evening presentation; Mrs. Shaver & Mrs. Stewart will provide morning follow up reading activity.

Dear Parents/Guardian:
As part of your child's education, he/she will be invited along with the parents/guardians to participate in a maturation program of instruction, which includes Health Core Standards outlined by the Utah State Board of Education. Utah rule requires parental consent for instruction (R277-474-5). Please read this form carefully, select **one option**, sign and return to the teacher above. Your student will not be allowed to participate in class activities or the evening presentation without this completed and signed form on file. Thank you.

Presentation Outline of Physiology, Reproductive Anatomy, and Reproduction:

- Explain how the timing of puberty and adolescent development varies, including that there is a wide range of what is typical or healthy.
- Describe the basic structures of the reproductive and endocrine systems and identify their respective functions.
- Describe the body changes that accompany puberty and how puberty prepares human bodies for reproduction.
- Explain the physical, social, and emotional changes that occur during puberty and adolescence and healthy ways to manage these changes.
- Identify trusted adults (for example parent, guardian, relative, teacher, counselor, clergy) to talk with about puberty.

Options: Please read and check only one of the following. Parents are invited and encouraged to attend.

- ☐ **Option 1:** I grant permission for my child to participate in the the maturation discussion described above (including the evening presentation in which parent/guardian will attend as well **and** the follow up reading comprehension activity in class..
- ☐ **Option 2:** I grant permission for my child to participate in the the maturation discussion described during the evening presentation in which parent/guardian will attend as well only and NOT the follow up reading comprehension activity in class.
- ☐ **Option 3:** I DENY permission for my child to participate in the the maturation discussion In the evening, therefore we will NOT be attending or the described during the evening presentation in which parent/guardian will attend NOR the follow up reading comprehension activity in class. During the school day presentation of material, my child will be provided a safe, supervised place and receive an alternate activity.
- ☐ **Option 4:** Prior to deciding, I will contact you at the school by March 13 and come in to review the planned curriculum and review the materials.

Parent/Guardian Signature _____
Phone Number _____ Date _____