



**North Star Academy  
Board Meeting Agenda  
Date: August 1, 2024**

**Time: 4:30PM**

Anchor Location: North Star Academy, 2920 W. 14000 S., Bluffdale, UT 84065

Teleconference: <https://us02web.zoom.us/j/82638011631>

This board of director's meeting will take place electronically.

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**4:30 PM Call to Order**

**4:35 PM Public Comment (Comments will be limited to 3 minutes each.)**

**4:40 PM Board Training**

- Parent and Family Engagement, Compact, Plan
- Electronic Resources/Devices Policy

**4:50 PM Reports**

• Director Report

- Celebrations
- Personnel
- Enrollment
- Professional Development
- BOY Assessment Data
- SIG

• Financial Review

**5:10 PM Consent Items**

- June 20, 2024, Board Meeting & Closed Session Minutes

**5:15 PM Business Items**

- Early Learning Plan
- Approve Amended Electronic Meetings Policy
- Approve Amended Background Check Policy
- Approve Amended Attendance Policy
- Approve Amended Selection, Approval, and Purchase of Instructional Materials Policy
- Recess Equipment Purchase
- Teacher Crisis Alert Badges Purchase
- LSW Agreement with Connected 2 Therapy
- Nursing Contract 2025

**5:45 PM Discussion Items**

**School Mission**

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

**2024-2025 School Wide Improvement Goal**

Motivate – Elevate - Celebrate

**NSA BOARD MEETING | 08.01.2024**

5:50 PM Calendaring:

- Next board Meeting is October 3, 2024, at 4:30 PM.
- Additional Board Meeting - September
- Back to School Teacher Breakfast
- Back to School Night

6:00 PM Adjourn Meeting

School Mission

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

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NSA BOARD MEETING | 08.01.2024



### **Purpose**

In support of strengthening student academic achievement, North Star Academy (the “School”) receives Title I, Part A funds and must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by Section 1116 of the Every Student Succeeds Act (the “ESSA”). This policy establishes the School’s expectations and objectives for meaningful parent and family involvement, describes how the School will implement a number of specific parent and family engagement activities, and is incorporated into the School’s plan submitted to the state pursuant to Section 1112 of the ESSA. The purpose of an effective parent and family engagement policy is to improve all students’ academic achievement.

### **Policy**

The School agrees to implement the following requirements as outlined by Section 1116 of the ESSA:

- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of this policy and the joint development of the targeted assistance or schoolwide program plan.
- Update this policy periodically to meet the changing needs of parents and the School, distribute it to the parents and family members of participating children, and make this policy available to the local community.
- Provide full opportunities, to the extent practicable, for the participation of parents and family members with limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format and, to the extent practicable, in a language parents understand.
- If the targeted assistance or schoolwide program plan under Section 1114(b) of ESSA is not satisfactory to the parents of participating children, submit any parent comments with such plan when the School submits the plan to the state.
- Be governed by the following statutory definition of parent and family engagement and will carry out programs, activities, and procedures in accordance with this definition:

*Parent and family engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:*

- *That parents play an integral role in assisting their child’s learning;*
- *That parents are encouraged to be actively involved in their child’s education at school;*
- *That parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees (if any) to assist in the education of their child; and*

- *The carrying out of other activities, such as those described in Section 1116 of the ESSA.*

### Required Policy Components

Below is a description of how the School will implement or accomplish each of the following components required by Section 1116 of the ESSA:

- Joint Development of Policies, Plans, Compact, and Programs. The School will take the following actions to involve parents and family members in an organized, ongoing, and timely manner in the planning, review, and improvement of Title I policies, plans, compact, and programs:
  - Distribute a copy of this policy and the school-parent compact to parents and family members at the beginning of each school year through appropriate channels, such as the registration packet. The policy and school-parent compact will also be posted on the School's website.
  - Notify parents and family members of an annual meeting where parents and family members will be informed about the School's participation in and the requirements of Title I programs.
  - Hold other parent and family meetings during the school year to provide parents and family members with ongoing information, training, and materials to help them work with their children in the areas such as literacy, numeracy, and technology.
  - Hold parent-teacher conferences at least annually, where student achievement, behavior, and/or the school-parent compact will be reviewed and discussed.
  - The School and state websites will provide parents with information related to expected student proficiency levels.
  - The School website will provide parents with a description and explanation of the School's curriculum, mission, calendar information, policies, and opportunities for school and parent interaction.
  - Conduct an annual review and evaluation of this policy, the school-parent compact, and targeted assistance or schoolwide program plan. As part of the annual review and evaluation, the School will consider, and implement if appropriate, any suggestions or feedback provided by parents and family members on how the School can improve this policy and the associated compact and plan. Suggestions or feedback may be provided to the School in the form of results from the School's needs assessment and evaluation given to parents, comments made by parents and family members in meetings at the School and during parent-teacher conferences, or through other means.
- Communications. The School will take the following actions to provide parents and family members timely information about the Title I programs in which the School participates:
  - Distribute a copy of the updated version of this policy and the school-parent compact to parents and family members at the beginning of each school year through appropriate channels, such as the registration packet.
  - Provide information related to the Title I programs, meetings, and other activities to the parents of participating children in an understandable and uniform format and, to the extent practicable, in a language that the parents can understand.

- School-Parent Compact. The School's school-parent compact outlines how parents, the entire School staff, and students will share the responsibility for improved student academic achievement and the means by which the School and parents will build and develop a partnership to help children achieve the state's high standards. The School will review the school-parent compact with parents of participating children by doing the following:
  - Distributing a copy of the updated version of the school-parent compact to parents and family members at the beginning of each school year through appropriate channels, such as the registration packet.
  - Obtaining all parties' signatures (electronic or written) on each school-parent compact on an annual basis.
  - Encouraging parents to review the school-parent compact with their children on a regular basis.
  - Considering, and implementing, if appropriate, any suggestions or feedback provided by parents and family members on how the School can improve its school-parent compact.
- Reservation of Funds. The School currently does not receive Title I allocations of \$500,000 or more. In the event the School's Title I allocations reach or exceed \$500,000 in the future, the School will follow the requirements in Section 1116(a)(3) of the ESSA.
- Coordination of Services. The School will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
- Building Capacity of Parents. The School will build the parents' capacity for strong parent and family engagement to ensure effective involvement of parents and to support a partnership among the School and the community to improve student academic achievement through the following:
  - Providing opportunities for discussion with parents about the School's curriculum, forms of academic assessment used to measure student progress, and achievement levels of the challenging state academic standards.
  - Engaging parents with materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parent and family engagement.
  - Giving parents information at parent-teacher conferences about their student's state core testing and other appropriate curriculum based assessments.
  - Providing progress reports to parents to communicate their student's academic performance throughout the school year.
  - Facilitating communication between parents and School personnel through the School's LAND Trust Committee.
  - Scheduling School meetings, as well as parent-teacher conferences, in a way that will maximize parent and family member involvement and participation.

- Gathering, on an annual basis, input from parents through a variety of methods. For example, parent surveys, needs assessments, conversation, parent-teacher conferences, and School activities.
- Providing assistance to parents, as appropriate, in understanding topics such as the following:
  - The challenging state's academic standards;
  - The state and local academic assessments, including alternate assessments;
  - The requirements of Title I, Part A;
  - How to monitor their child's progress; and
  - How to work with educators to improve the achievement of their child.
- **Building Capacity of School Staff.** The School will, with the assistance of parents, provide training to educate teachers, specialized instructional support personnel, principals/directors and other School leaders, and other staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; how to implement and coordinate parent programs; and how to build ties between parents and the School. The School may accomplish this training through in-person trainings and/or through the utilization of online print and video resources. The School may also provide other reasonable support for parent and family engagement activities under Section 1116 as parents may reasonably request.

## Review

The School will annually review and evaluate this policy, the school-parent compact, and the targeted assistance or schoolwide program plan to determine their effectiveness in improving the academic quality of the School and academic achievement of its students. Results of the annual review and evaluation will be used to design strategies for more effective parent and family engagement.

Signature:

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Sidney Warnick, Board President

Date



**North Star Academy**  
**Policy: Electronic Resources Policy**  
**Adopted: June 23, 2014**  
**Amended: August 6, 2020**  
**Approved: February 1, 2024**

**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, humiliate, embarrass, harass, or intimidate other students, teachers, volunteers, School guests, or School employees.
- Electronic devices may not be used in ways that violate local, state, or federal laws.
- 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 Student Conduct and Discipline 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 make the Electronic Resources Policy accessible on the School's website, including in the same location as the School's Data Governance Plan required in R277-487.

*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 privately-owned electronic devices on School property at their own risk. The School is not responsible for lost, stolen or damaged privately-owned electronic devices.

Students are responsible for their privately-owned electronic devices and may be subject to discipline if their device is misused by another.

Parents, guests, and visitors to the School may use privately-owned 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, including the School's equipment, services, or connectivity, whether on or off School property, 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:

- 1- Obscene, as that term is defined in section 1460 of title 18, United States Code.
- 2- Child Pornography, as that term is defined in section 2256 of title 18, United States Code; or
- 3- Harmful to minors.

“Harmful to Minors” means any picture, image, graphic image file, or other visual depiction that:

- 1- Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
- 2- 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
- 3- 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, social media, 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 21<sup>st</sup> 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, humiliation, harassment and threats; accessing pornography or other obscene or inappropriate material; inappropriate language; gambling; unauthorized games; hacking; invasion of the reasonable expectations of privacy of students or employees; 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.

## Staff Acceptable Use of School Electronic Resources

Improper use of the School's electronic resources by employees has the potential to negatively impact students, damage the School's image, and impair the School's electronic resources. Therefore, this policy is intended to govern employees' and volunteers' use of the School's electronic resources: employees must agree to these terms as a condition of employment.

### At-Will Employment

Nothing in this policy is intended to create additional rights for any employee or to otherwise alter or amend the at-will nature of the employment relationship between the School and any employee.

### The School's Rights

It is the School's policy to maintain an environment that promotes safe, ethical, and responsible conduct in all activities that involve the use of the School's electronic resources. The School recognizes its legal and moral obligation to protect the well being of students and to preserve the integrity of its electronic resources. The School's rights in connection with its electronic resources include but are not limited to the following:

1. All data, files, programs, and materials downloaded with or used, sent, received, or stored upon the School's electronic resources are the School's property, and the School may deal with such items as it deems appropriate.
2. The School may log network use and monitor server space utilization by users and assumes no responsibility or liability for files deleted due to violation of server space allotments.
3. The School may remove a user account on the network with or without notice.
4. The School may monitor all user activities on the School's electronic resources, including but not limited to real-time monitoring of network activity and/or maintaining a log of Internet activity for later review.
5. The School may provide internal and external controls of network usage as appropriate and feasible, including but not limited to restricting online destinations through software or other means.
6. The School may limit or restrict, with or without notice, access to the School's electronic resources for those who do not abide by this policy or other direction governing the use of the School's electronic resources.
7. The School may determine, in its sole discretion, what materials, files, information, software, communications, and other content or activity are permitted or prohibited.
8. The School may delete or remove, with or without notice, any files, programs, data or other materials from any of the School's electronic resources.
9. The School may provide additional policies or guidelines regarding acceptable use of electronic resources.

### Employees' Responsibilities Regarding Students' Use of Electronic Resources

Employees who supervise students, control electronic resources, or otherwise have the ability to observe student use of School electronic resources are responsible for educating students on appropriate use of the School's electronic resources. Such employees shall make reasonable efforts to monitor such use to ensure that it is consistent with applicable rules. Employees should make reasonable efforts to become familiar with the Internet and the use of the School's electronic resources to help ensure effective monitoring, instruction, and assistance.

### User Responsibilities

Use of the School's electronic resources is a privilege intended to help employees fulfill their responsibilities and promote the School's mission. In order to maintain this privilege, users must agree to comply with this policy. Users who are aware of any violation of this policy by any employee must report the violation to the Principal. Employees are responsible at all times for any School electronic resources issued to them and may be held responsible for any inappropriate use, regardless of the user.

Employees may use privately owned electronic devices at School or at School-sponsored activities in accordance with rules and procedures established by the Principal. Employees may not use privately-owned electronic devices at School or at School-sponsored activities to access inappropriate matter.

Violation of this policy is grounds for discipline, up to and including termination. The School may also notify law enforcement as appropriate, and such actions may subject an employee to criminal penalties.

#### Acceptable Use

Standards for acceptable use of the School's electronic resources include but are not limited to the following:

1. All use of the School's electronic resources, including but not limited to use of computers and other electronic devices, use of e-mail, and network and Internet access must be consistent with the School's mission.
2. Network accounts are to be used only by the authorized user of the account for the authorized purpose.
3. Users must take reasonable steps to protect the privacy of students, School employees, and other members of the School community and must strictly maintain the confidentiality of information regarding such individuals.
4. Use of the School's electronic resources, whether inside or outside the School, must comply with the School's employee handbook, as established from time to time.
5. Employees must comply with applicable copyright laws, ethical rules, and other applicable laws and regulations.
6. Users must exercise appropriate professional judgment and common sense when transporting files to and from school, keeping in mind copyright and other legal issues, as well as ensuring that the non-School to which files are being transferred or from which files are being transferred are employing appropriate virus-control technologies.
7. Users must exhibit professionally appropriate behavior when using the School's electronic resources in order to professionally represent and preserve the image of the School.
8. Users must take reasonable precautions to protect the School's electronic resources in order to reduce repair costs, maintain the integrity of the network, and protect the School's assets. Employees who damage School electronic resources may be financially responsible for the cost of repair or replacement.
9. From time to time, the School will determine whether specific uses of the School's electronic resources are consistent with the intent of this policy.

#### Unacceptable Use

The following uses of the School's electronic resources are prohibited:

1. Excessive use of the School's electronic resources for personal matters. "Excessive use" includes but is not limited to use of electronic resources in a manner that interferes with an employee's performance of work-related responsibilities or with the functioning of the School's electronic resources.

2. Use of the School's electronic resources in connection with social networking sites for non-academic purposes is prohibited.
3. Use of the School's electronic resources for commercial or for-profit purposes.
4. Use of the School's electronic resources for product advertisement or political lobbying.
5. Connecting Personal electronic devices to the School's network without appropriate authorization.
6. Intentionally seeking information on, obtaining copies of, or modifying files, other data, or passwords belonging to other users, or impersonating or misrepresenting other users of the School's network.
7. Unauthorized use or disclosure of personal student information in violation of the Family Educational Rights and Privacy Act, 34 CFR, Part 99.
8. Use of the School's electronic resources in a manner that disrupts the use of the network by others.
9. Destroying, modifying, or abusing the School's electronic resources in any way.
10. Use of the School's electronic resources in a manner that threatens or impairs the integrity or security of the network.
11. Use of the School's electronic resources for hate mail, chain letters, harassment, discriminatory remarks, and other antisocial behaviors.
12. Downloading or installing any software, including shareware and freeware, for use on the School's electronic resources without the approval of the Principal or designee.
13. Use of any software on the School's electronic resources in violation of the applicable license or use agreement.
14. Use of the School's electronic resources to access, process, store, send or receive pornographic, sexually explicit, or otherwise inappropriate material (as determined by the Principal).
15. Use of the School's electronic resources for downloading entertainment software, files, or other material not related to the mission of the School. This prohibition pertains to freeware, shareware, copyrighted commercial and non-commercial software, and all other forms of software and files not directly related to the instructional and administrative purposes of the School.
16. Downloading, copying, otherwise duplicating, and/or distributing copyrighted materials without the specific written permission of the copyright owner, except that duplication and/or distribution of materials for educational purposes is permitted when such duplication and/or distribution would fall within the Fair Use Doctrine of federal copyright law.
17. Use of the School's electronic resources for any unlawful purpose.
18. Use of the School's electronic resources to intentionally access, process, store, send, or receive materials containing profanity, obscenity, racist terms, or other harassing, abusive, intimidating, threatening, discriminatory or otherwise offensive language or images.
19. Use of the School's electronic resources for playing games unless it is for instructional purposes or otherwise approved by the Principal or designee.
20. Participating in activities, including but not limited to the preparation or dissemination of content that could damage the School's professional image, reputation and/or financial stability.
21. Permitting or granting access to the School's electronic resources, including but not limited to granting use of an e-mail or network account or password to another individual, including but not limited to someone whose access has been denied or terminated.
22. Use of portable data storage devices for the operation of unauthorized portable applications.

23. Establishing connections to live communications, including text, voice, or video, unless done in a manner approved by the Principal or designee.
24. Malicious use of the School's electronic resources to develop programs that harass other users or infiltrate a computer or computing system and/or damage the software components of a computer or computing system.

#### Disclaimer

1. The School cannot be held responsible for information that is retrieved via the network.
2. Pursuant to the Electronic Communications Privacy Act of 1986 (18 U.S.C. § 2510, et seq.), notice is hereby given that there are no facilities provided by the School's system for sending or receiving private or confidential electronic communications. System administrators have access to all mail and will monitor messages. Messages relating to or in support of illegal activities will be reported to the appropriate authorities.
3. The School is not responsible for any damage users may suffer, including loss of data resulting from delays, non-deliveries, or service interruptions caused by the School's negligence or your errors or omissions.
4. Use of any information obtained is at the user's own risk.
5. The School makes no warranties (expressed or implied) with respect to:
  - o The content of any advice or information received by a user, or any costs or charges incurred as a result of seeing or accepting any information;
  - o Any costs, liability, or damages caused by the way the user chooses to use his or her access to the network.
6. The School reserves the right to change its policies and rules at any time.

#### Privacy

Use of and access to the School's electronic resources is provided to employees as a tool for the School's business. The School reserves the right to monitor, inspect, copy, review, store or remove, at any time, without prior notice, any and all usage of the School's electronic resources such as the network and the Internet, including but not limited to e-mail, as well as any and all materials, files, information, software, electronic communications, and other content transmitted, received or stored in connection with this usage. All such information, content, and files are the property of the School. Employees should have no expectation of privacy regarding them. Network administrators may review files and intercept communications for any reason, including but not limited to maintaining system integrity and ensuring employees are using the system consistently with this policy.

#### **Training**

The School will provide, within the first 45 days of each school year, a school-wide or in-classroom training to employees and students that covers:

- The contents of these procedures;
- The importance of digital citizenship;
- The School's conduct and discipline related consequences as related to a violation of these rules;
- The School's general conduct and discipline policies;
- The benefits of connecting to the Internet and utilizing the School's Internet filters while on School property; and

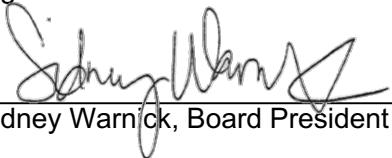
- Any specific rules governing the permissible and restricted uses of privately-owned electronic devices while in a classroom.

Each educator who allows the use of a privately-owned electronic device in the classroom must clearly communicate to parents and students the conditions under which the use of such a device is allowed.

The School will provide an annual notice to all parents of the location of information for in-home network filtering options (<https://consumerprotection.utah.gov/edu/filtering.html>) as provided for in Utah Code 76-10-1231.

This policy will be reviewed and approved regularly to ensure that it continues to meet the School's needs.

Signature:



August 6, 2020

Sidney Warnick, Board President

Date

## **Staff Acceptable Use of School Electronic Resources Acknowledgement of Receipt and Understanding**

I hereby certify that I have read and fully understand the contents of the School's policies regarding use of the School's electronic resources. Furthermore, I have been given the opportunity to discuss any information contained therein 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 and 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, access a file, or retrieve any stored communication unless authorized. I acknowledge and consent to North Star Academy monitoring my use of this equipment at any time at its discretion. Such monitoring may include printing up and reading all E-mail entering, leaving, or stored in these systems as well as listening to my voice-mail messages 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.

---

Employee Signature

---

Employee Name

---

Date

## Directors Report

August 2024

Aug.1, Board Meeting

### Celebrations

- Through Park & Play Healthy Kids Initiative, \$85,000 in grant/savings for our project.
- 15 different staff presenters for back to school training in areas of recent training and/or expertise, not including mentors meeting and supporting new personnel.
- See preliminary layout for new playground design.
- Although, the 7 of us who attended CONFRATUTE at UCONN, got stuck in the airline security debacle and ended up in Boston 4 3 extra days, the travelers were incredible and had tagged on additional days in New York & Boston.

### Personnel

- Four new teachers with mentors who have agreed to work with them and will meet over lunch on their first day. Many have already reached out and welcomed them in.
- 4 New teaching assistants have been working on their behavior support modules through Utah State Univ. June to present.
- Hiring two positions in kitchen (10 hour data clerk and 20 hour kitchen worker)
  - Interviews this week as we increased the ad campaign last week.

### Enrollment

- MS Registration occurs the same day as board mtg., so we often see some movement here. Any students registered for MS who do not come or have parents come will be contacted the following day Aug. 2.
- Current enrollment is full with 532 students

### Professional Development - See August Training Schedule in Board Docs

- Sped teacher and SLP attend Sped Law Conference in Utah July 30th with great new information in recent court cases in Utah.
- 7 USBE Modules completed & teachers received stipends for additional instruction in Mentoring throughout June and July,
- 

### BOY Assessment Data - see document in Board docs

### 2024-25 School Improvement Goal (SIG)

Motivate  Elevate  Celebrate

- **PTO has created Spirit Shirts** with theme on them that they will distribute to ALL students and staff following return of the Big Give Envelopes by family.
  - Pre order process has begun
- **Director & Asst. Director intros. To self and sig** kick off in each classroom:

- The Lights That Stay: A Picture Book That Inspires Self-Confidence and Celebrates Individuality
- [Perseverance Makes Me Stronger](#) - Read aloud and discuss how each character found motivation and where it came from to persevere.
- [I'm in Charge of Celebrations](#) by Byrd Baylor & Peter Parnall
- [Video for MS on finding motivation](#) even when there are obstacles,
- **Assembly** - Kick off to start year 8/16/2024 1:45pm with Hawk Watch
  - 1:40 -2:10 Grade K-4 with Bald Eagle and
  - MOTIVATE - ELEVATE - CELEBRATE will be woven into the "Eagle capabilities and habitats" section of either bald eagle presentation"
  - 2:15 - 2:45 Grade 5-9 with Bald Eagle and similar message, but advanced and still include MOTIVATE - ELEVATE - CELEBRATE as they weave it into the "Eagle capabilities and habitats" section of either bald eagle presentation"
- **Counselors incorporate the lesson on motivation into quarterly message.**
- **MS advisory develops a mission statement via SBO for all grades;** taking into account feedback from all of ms.
  - Advisory contest putting the ms mission statement to a rap, jingle, or song..  
Winning one played over social media & am announcements
- **Replace the Bear t shirts** for each class with a t-shirt for the student that week displaying: Motivate  Elevate  Celebrate
- **Poster in each classroom** - NSA created.
- **Continue Ring the Bell Certificates** for goal accomplishments fall and spring, but update with theme.
- **School Magnets** created by PTO include the theme and disperse at Back to School Night.
- **Student advisory council created** with upper grades to meet monthly with admin. And share ways and insights into how we can MOTIVATE - ELEVATE - CELEBRATE quarterly.

North Star Academy  
2920 14000 S  
Bluffdale, UT 84065

Play & Park Structures of Nevada & Utah

This play equipment is recommended for children ages: 5-12

Minimum Area Required:  
44'-0" x 64'-6"

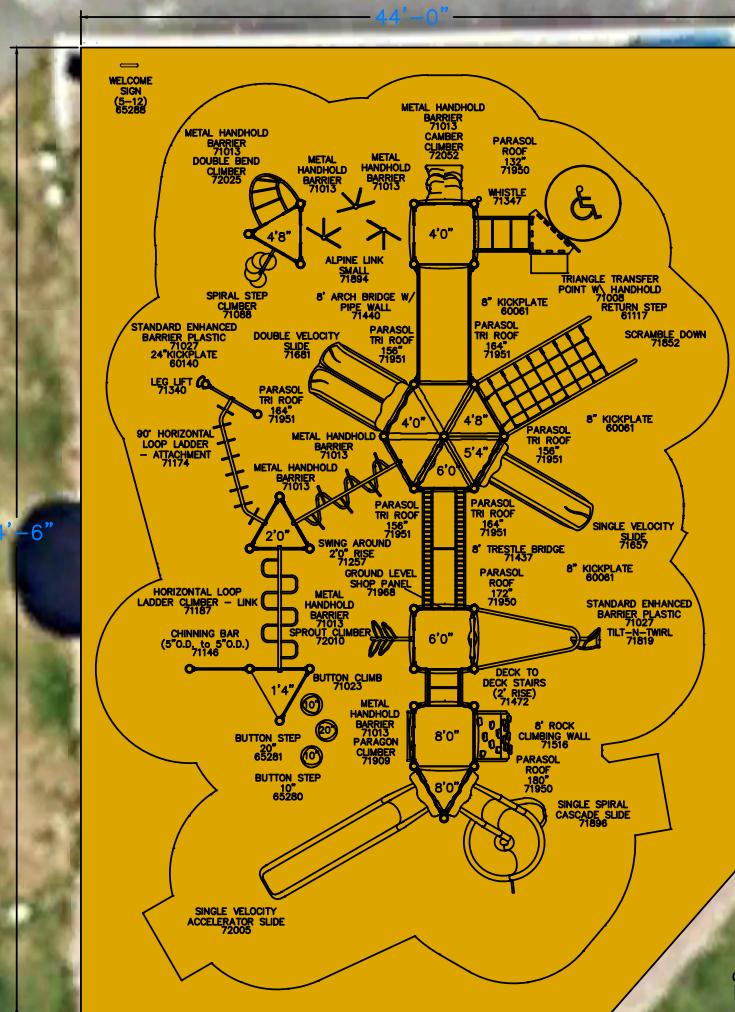
Scale: 1/8" = 1'-0"  
This drawing can be scaled only when in an 11" x 17" format

Drawn By:  
Chris Yates  
Date:  
7/16/24  
Quote Number:  
783-169564A



A **PLAYCORE** Company  
544 Chestnut Street  
Chattanooga, TN 37402  
800-727-1907 / [www.playandpark.com](http://www.playandpark.com)

Total Play Components	24		
Elevated Play Components	18		<u>User Capacity</u>
Elevated Play Components Accessible by Ramp	0	Req. 0	75-100
Elevated Components Accessible by Transfer	13	Req. 9	<u>Critical Fall Height</u>
Accessible Ground Level Components Shown	6	Req. 6	8'-0"
Different Types of Ground Level Components	5	Req. 3	



2792 SQ FT  
INSIDE AREA  
212 LINEAR FT

It is the manufacturer's opinion that the structure shown herein complies with current ADA standards concerning accessibility if used with proper accessible surfacing and together with other necessary ground level play equipment.

Top View drawings and measurements are for overall site and structure appearance purposes. Top view should not be concealed as a construction detail; therefore, all measurements and slope requirements should be field verified prior to construction.

**IMPORTANT:** Never install play equipment over hard, unresilient surfaces such as asphalt, concrete, or compacted earth. It is the owner's responsibility to ensure the "minimum area required" contains an appropriate amount of resilient material to cushion accidental falls.



UPRIGHT BLUE

ACCENT BUTTERSCOTCH

DECK BLUE

PLASTIC BLUE/GRY

HDPE GRAY

HDPE2C GRAY/WT

SHADE N/A

ROOF GRAY

CABLE BLACK

MAX/APEX N/A

**NORTH STAR ACADEMY**  
**BLUFFDALE, UT**

783-169564A

PLEASE NOTE: RENDERINGS ARE FOR VISUAL PURPOSES ONLY. ANY PRODUCTS AND/OR SITE DETAILS HEREIN MAY BE SUBJECT TO CHANGE WITHOUT NOTICE.

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**structures**  
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CHATTANOOGA, TN 37402  
**800.727.1907**  
**PLAYANDPARK.COM**



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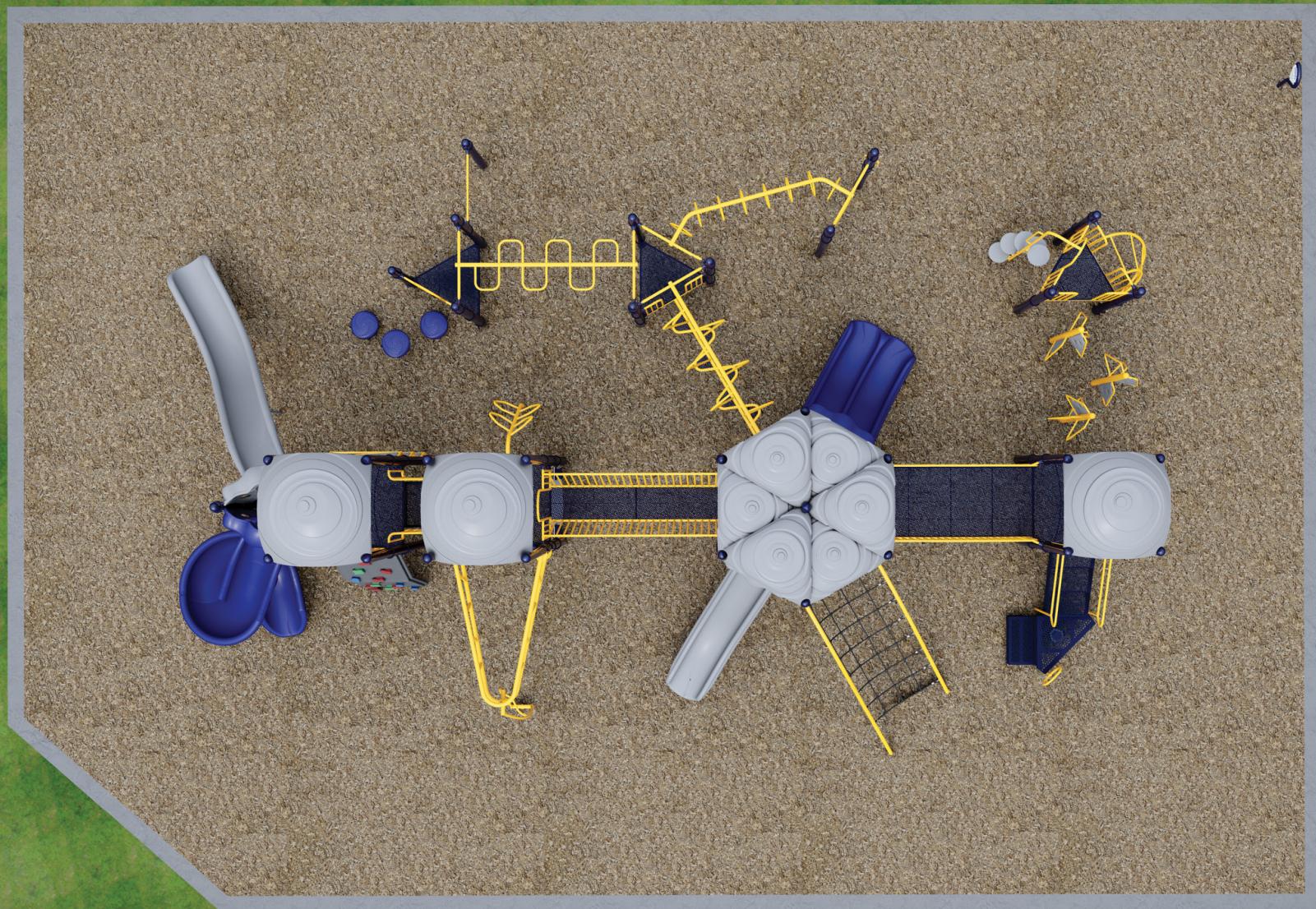
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SHADE N/A

ROOF GRAY

CABLE BLACK

MAX/APEX N/A

## **NORTH STAR ACADEMY BLUFFDALE, UT**

783-169564A

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**800.727.1907**  
**PLAYANDPARK.COM**

August 5		August 6		August 7		August 8		August 9		August 12		August 13			
New teachers Only: Kanah, Megan, Kiera, Eric & Eric (Sara Swallow welcome)		All Salaried Staff (MS Art Room #116)		All Staff (Gym)		All Teachers		All Teachers (Rm #119 / Reading Assistants)		All teachers		All teachers			
8:15 - 10 a.m. Orientation: Welcome & 1st tasks to get to know you. Handbooks, Welcome letter, Bio & class website; Grading Philosophy, Disclosures & Handbooks, first price & School tour, Diana & Sara (Sara Swallow welcome)		8 am badge & clean desks from office staff - 9:45 - 9:45 am - 304-305 Kick OFF Unpack and shared Summer Leveling UP instructions, Policy Acknowledgements, Welcome letter, Bio & class website; Grading Philosophy, Disclosures & Handbooks, first price & School tour, Diana & Sara (Sara Swallow welcome)		8:15 - 10:30 Breakfast from the PTA - Welcome back including ALL STAFF training with nurse Leslie - annual health screening, medication dispensing, concussion, asthma, and allergic reactions		8 am - Breakfast from the board, today - 8:15 - 9:30 a.m. Office equipment training including disinfecting, recordkeeping, Glucagon, seizure medication		8:15 - 9:45 Annual Child Find Training with Leslie, Echo, RT1, PLC's, and How to support families in the push in teaching aides achieving ERS goals (Rm #116)		8 - 9 a.m. Connecting through vulnerability and the arts Partner project with Beal (You & Partner determine where to meet and finalize project)		8-10 a.m. - (High school) Enrichment for All Students From Practical Methods to Practical Methods to Learn to your dashboard Learning and Growth Continue from where you left off last year			
New teachers Only: Kanah, Megan, Kiera, Eric & Eric (Sara Swallow welcome)		All Salaried Staff (Differentiated by SEM Content) Choose your topic unless specified		9:50-10:50 a.m. New Teachers: Kanah, Eric, & Kiera: How to use Google & Compact Even in Your Classroom		9:50-10:50 a.m. Supporting Social Emotional Learning Needs in the Classroom		All TA's with recess recesses duties Classroom Teachers		9:45-10:30 a.m. All TA's with recess recesses duties Classroom Teachers		9:45-10:30 a.m. Supporting the 2C children in grades K-9 with Jamie & Leslie		8 - 10 a.m. Google Sheets and data analysis 2.0 with Melissa (Rm #117)	
New teachers & their mentors: Kanah, Emily, Megan, Kiera, Eric & Eric (Sarah Swallow welcome) (Teacher's Lounge)		All Salaried Staff (Classrooms)		11 am - 12:30 Online HS training if not completed prior to today. If completed, then you have time in your classroom.		All Staff (Pick up & Call) Welcome to back to your classrooms		12:30 - 1:00 Lunch courtesy of office and admin (Sandwiches & Chips)		ALL Staff (Gym)		9:45 - 11 a.m. Middle School Session and preparation for recess week 1 (Library)		11 - 12 pm - Middle School Session including: Advisory, Book lessons, Novel study, New Learning Standards, Bullseye, SIG Bear	
New teachers Only: Kanah, Megan, Kiera, Eric & Eric (Sara Swallow welcome) (Library)		All Salaried Staff (Lounge)		12:30 - 1:00 Lunch on us - Costa Vida		All full & Part time teachers & TAs (Differentiated by topic)		1:2 New Teachers: Kanah, Megan, Eric, & Kiera: The five components of digital citizenship		1:2-3 pm Using Google Sheets with Melinda (Rm. #117).		11 - 12 All Math teachers continue to continue lesson planning for first weeks of school.		10 - 11 All Math teachers continue to continue lesson planning for first weeks of school.	
New teachers Only: Kanah, Megan, Kiera, Eric & Eric (Sara Swallow welcome) (Library)		All Salaried Staff (Differentiated by TECH Content) Choose your topic!		1:2-3 pm New Teachers: Kanah, Megan, Eric, & Kiera: 1879-1880 - Digital Citizenship (The five components of digital citizenship)		1:2-3 pm I am learning and respectfully recognizing multiple viewpoints, and I engage with others on this topic and empathize. (Inquiry)		1:2-3 pm Still have questions about AI? Come learn how to use AI in our mindset and credit our creativity. Buy in for AI, engage in AI, implement AI, check-feeding, discussion on the nature of AI with Ruth & Michelle (Room #115).		2 - 4 pm TAs, must Complete online annual training in your area of expertise. If engaged: I evaluate the accuracy, perspective, and validity of digital media.		1 - 2.15 p.m. All teachers, except K & 1 (Math) School AI to support Teacher's Lounge. This will include an open house, plans and training for those interested in AI. Watch for those meetings to be held and attend if invited (lounge).		1 - 2.15 pm Elem. Mgt. SIG Bear, Gem signs schedule (Rm #116), LETRS Special, Grade 1-2, 3-4, 5-6, 7-8, 9-10, 11-12, 13-14, 15-16, 17-18, 19-20, 21-22, 23-24, 25-26, 27-28, 29-30, 31-32, 33-34, 35-36, 37-38, 39-40, 41-42, 43-44, 45-46, 47-48, 49-50, 51-52, 53-54, 55-56, 57-58, 59-60, 61-62, 63-64, 65-66, 67-68, 69-70, 71-72, 73-74, 75-76, 77-78, 79-80, 81-82, 83-84, 85-86, 87-88, 89-90, 91-92, 93-94, 95-96, 97-98, 99-100, 101-102, 103-104, 105-106, 107-108, 109-110, 111-112, 113-114, 115-116, 117-118, 119-120, 121-122, 123-124, 125-126, 127-128, 129-130, 131-132, 133-134, 135-136, 137-138, 139-140, 141-142, 143-144, 145-146, 147-148, 149-150, 151-152, 153-154, 155-156, 157-158, 159-160, 161-162, 163-164, 165-166, 167-168, 169-170, 171-172, 173-174, 175-176, 177-178, 179-180, 181-182, 183-184, 185-186, 187-188, 189-190, 191-192, 193-194, 195-196, 197-198, 199-200, 201-202, 203-204, 205-206, 207-208, 209-210, 211-212, 213-214, 215-216, 217-218, 219-220, 221-222, 223-224, 225-226, 227-228, 229-230, 231-232, 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899-899, 901-901, 903-903, 905-905, 907-907, 909-909, 911-911, 913-913, 915-915, 917-917, 919-919, 921-921, 923-923, 925-925, 927-927, 929-929, 931-931, 933-933, 935-935, 937-937, 939-939, 941-941, 943-943, 945-945, 947-947, 949-949, 951-951, 953-953, 955-955, 957-957, 959-959, 961-961, 963-963, 965-965, 967-967, 969-969, 971-971, 973-973, 975-975, 977-977, 979-979, 981-981, 983-983, 985-985, 987-987, 989-989, 991-991, 993-993, 995-995, 997-997, 999-999, 1001-1001, 1003-1003, 1005-1005, 1007-1007, 1009-1009, 1011-1011, 1013-1013, 1015-1015, 1017-1017, 1019-1019, 1021-1021, 1023-1023, 1025-1025, 1027-1027, 1029-1029, 1031-1031, 1033-1033, 1035-1035, 1037-1037, 1039-1039, 1041-1041, 1043-1043, 1045-1045, 1047-1047, 1049-1049, 1051-1051, 1053-1053, 1055-1055, 1057-1057, 1059-1059, 1061-1061, 1063-1063, 1065-1065, 1067-1067, 1069-1069, 1071-1071, 1073-1073, 1075-1075, 1077-1077, 1079-1079, 1081-1081, 1083-1083, 1085-1085, 1087-1087, 1089-1089, 1091-1091, 1093-1093, 1095-1095, 1097-1097, 1099-1099, 1101-1101, 1103-1103, 1105-1105, 1107-1107, 1109-1109, 1111-1111, 1113-1113, 1115-1115, 1117-1117, 1119-1119, 1121-1121, 1123-1123, 1125-1125, 1127-1127, 1129-1129, 1131-1131, 1133-1133, 1135-1135, 1137-1137, 1139-1139, 1141-1141, 1143-1143, 1145-1145, 1147-1147, 1149-1149, 1151-1151, 1153-1153, 1155-1155, 1157-1157, 1159-1159, 1161-1161, 1163-1163, 1165-1165, 1167-1167, 1169-1169, 1171-1171, 1173-1173, 1175-1175, 1177-1177, 1179-1179, 1181-1181, 1183-1183, 1185-1185, 1187-1187, 1189-1189, 1191-1191, 1193-1193, 1195-1195, 1197-1197, 1199-1199, 1201-1201, 1203-1203, 1205-1205, 1207-1207, 1209-1209, 1211-1211, 1213-1213, 1215-1215, 1217-1217, 1219-1219, 1221-1221, 1223-1223, 1225-1225, 1227-1227, 1229-1229, 1231-1231, 1233-1233, 1235-1235, 1237-1237, 1239-1239, 1241-1241, 1243-1243, 1245-1245, 1247-1247, 1249-1249, 1251-1251, 1253-1253, 1255-1255, 1257-1257, 1259-1259, 1261-1261, 1263-1263, 1265-1265, 1267-1267, 1269-1269, 1271-1271, 1273-1273, 1275-1275, 1277-1277, 1279-1279, 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1463-1463, 1465-1465, 1467-1467, 1469-1469, 1471-1471, 1473-1473, 1475-1475, 1477-1477, 1479-1479, 1481-1481, 1483-1483, 1485-1485, 1487-1487, 1489-1489, 1491-1491, 1493-1493, 1495-1495, 1497-1497, 1499-1499, 1501-1501, 1503-1503, 1505-1505, 1507-1507, 1509-1509, 1511-1511, 1513-1513, 1515-1515, 1517-1517, 1519-1519, 1521-1521, 1523-1523, 1525-1525, 1527-1527, 1529-1529, 1531-1531, 1533-1533, 1535-1535, 1537-1537, 1539-1539, 1541-1541, 1543-1543, 1545-1545, 1547-1547, 1549-1549, 1551-1551, 1553-1553, 1555-1555, 1557-1557, 1559-1559, 1561-1561, 1563-1563, 1565-1565, 1567-1567, 1569-1569, 1571-1571, 1573-1573, 1575-1575, 1577-1577, 1579-1579, 1581-1581, 1583-1583, 1585-1585, 1587-1587, 1589-1589, 1591-1591, 1593-1593, 1595-1595, 1597-1597, 1599-1599, 1601-1601, 1603-1603, 1605-1605, 1607-1607, 1609-1609, 1611-1611, 1613-1613, 1615-1615, 1617-1617, 1619-1619, 1621-1621, 1623-1623, 1625-1625, 1627-1627, 1629-1629, 1631-1631, 1633-1633, 1635-1635, 1637-1637, 1639-1639, 1641-1641, 1643-1643, 1645-1645, 1647-1647, 1649-1649, 1651-1651, 1653-1653, 1655-1655, 1657-1657, 1659-1659, 1661-1661, 1663-1663, 1665-1665, 1667-1667, 1669-1669, 1671-1671, 1673-1673, 1675-1675, 1677-1677, 1679-1679, 1681-1681, 1683-1683, 1685-1685, 1687-1687, 1689-1689, 1691-1691, 1693-1693, 1695-1695, 1697-1697, 1699-1699, 1701-1701, 1703-1703, 1705-1705, 1707-1707, 1709-1709, 1711-1711, 1713-1713, 1715-1715, 1717-1717, 1719-1719, 1721-1721, 1723-1723, 1725-1725, 1727-1727, 1729-1729, 1731-1731, 1733-1733, 1735-1735, 1737-1737, 1739-1739, 1741-1741, 1743-1743, 1745-1745, 1747-1747, 1749-1749, 1751-1751, 1753-1753, 1755-1755, 1757-1757, 1759-1759, 1761-1761, 1763-1763, 1765-1765, 1767-1767, 1769-1769, 1771-1771, 1773-1773, 1775-1775, 1777-1777, 1779-1779, 1781-1781, 1783-1783, 1785-1785, 1787-1787, 1789-1789, 1791-1791, 1793-1793, 1795-1795, 1797-1797, 1799-1799, 1801-1801, 1803-1803, 1805-1805, 1807-1807, 1809-1809, 1811-1811, 1813-1813, 1815-1815, 1817-1817, 1819-1819, 1821-1821, 1823-1823, 1825-1825, 1827-1827, 1829-1829, 1831-1831, 1833-1833, 1835-1835, 1837-1837, 1839-1839, 1841-1841, 1843-1843, 1845-1845, 1847-1847, 1849-1849, 1851-1851, 1853-1853, 1855-1855, 1857-1857, 1859-1859, 1861-1861, 1863-1863, 1865-1865, 1867-1867, 1869-1869, 1871-1871, 1873-1873, 1875-1875, 1877-1877, 1879-1879, 1881-1881, 1883-1883, 1885-1885, 1887-1887, 1889-1889, 1891-1891, 1893-1893, 1895-1895, 1897-1897, 1899-1899, 1901-1901, 1903-1903, 1905-1905, 1907-1907, 1909-1909, 1911-1911, 1913-1913, 1915-1915, 1917-1917, 1919-1919, 1921-1921, 1923-1923, 1925-1925, 1927-1927, 1929-1929, 1931-1931, 1933-1933, 1935-1935, 1937-1937, 1939-1939, 1941-1941, 1943	

## Assessment Data for August 2024 Board Meeting

AP Exam Scores						
	Students Taking Exam		Mean Score		% Scores 3 or Higher	
	NSA	UT	NSA	UT	NSA	UT
2019	22	5,013	2.27	2.73	50%	56.20%
2020	16	5,237	3.13	2.92	87.50%	65.70%
2021	19	4,944	3.21	2.91	78.90%	60.60%
2022	17	5,133	2.88	2.89	58.80%	60.70%
2023	9	5,409	3.22	2.91	77.80%	60.20%
2024	10	5,790	2.1	3.02	30.00%	63.40%

### Summer Academy 2024

Math	32
Language Arts Reading, Phonics, Writing	39
Totals	71

### 2023

Math	39
Language Arts Reading, Phonics, Writing	44
	83

### 2022

Total Students Served	Math	46
	Reading/Writing	44
	Prek/K	{5}
		90

### 2021

Total Students Served	Math	24
	Reading/Writing	39
	Prek/K	7
		70

Subject taught	Pretest Average	Posttest Average	# of students	Increase (+ or -)	Area of Focus the group concentrated on
Kindergarten LA	64%	97%	4	gain of 33%	Accuracy, fluency, word work, spelling, comprehension
1st grade Math	70%	96%	4	gain of 26%	Number sense, number values, patterns, missing numbers within a problem, coin names, coin values, and adding totals of coins, story problems and story problems with multiple steps.
1st grade Language Arts	57%	81%	4	gain of 24%	Accuracy, word work, spelling, reading comprehension
K-1st grade Math	62%	91%	7	gain of 29%	addition, subtraction (numbers 1-10), finding missing addends, ordering numbers from least to greatest, money (coins), congruent shapes
2nd/3rd grade Spelling/Reading	64%	86%	6	gain of 22%	Accuracy, fluency, word work, spelling, comprehension
2nd/3rd grade Math	37%	61%	4	gain 24%	place value (identifying the value, writing numbers, base ten blocks), time (showing time on a clock, writing digital, quarter to/past, half past), money (coin names and values, adding money), story problems (multiplication, division, subtraction, adding, drawing the story, identifying the operation, solving)
Math 3rd/4th/5th grade	51%	78%	8	gain 27%	Mean, median, mode, range. Decimals - adding, subtracting, place value, sales tax. Fractions - reducing, parts of a whole, multiplying, changing improper fractions to mixed numbers. Multiplication - facts, 2x2. Long division. Evaluating expressions.
3rd/4th grade writing	47%	70%	7	gain 23%	Writing complete paragraphs with all parts, writing two or more paragraphs on the same topic.
Middle School 5th, 6th, 7th & 8th Math	36%	61%	9	gain 25%	Order of operations with whole numbers and fractions; fractions (addition, subtraction, multiplication and division); practice extracting details in story problems
Middle School 5th, 6th, 7th, 8th Writing	50.81%	60.44%	9	gain 9.63%	Writing organization, sentence structure, word choice, and writing with text structures
Middle School 5th, 6th, 7th, 8th Reading Comprehension	47.63%	55.04%	9	gain 7.41%	Literature subtext and analysis, informational text structures, identifying main idea and supporting details

**North Star Academy**  
**Board Profit and Loss**  
**7/1/2023 - 6/30/2024**

	Annual	Year-to-Date	
	June 30, 2024	June 30, 2024	
	Budget	Actual	% of Budget
<b>Net Income</b>			
Income			
Revenue From Local Sources	329,000	389,371	118.3 %
Revenue From State Sources	5,218,447	5,194,200	99.5 %
Revenue From Federal Sources	173,652	184,781	106.4 %
<b>Total Income</b>	<b>5,721,099</b>	<b>5,768,352</b>	<b>100.8 %</b>
Expenses			
Instruction/Salaries	2,875,437	2,736,592	95.2 %
Employee Benefits	857,489	765,160	89.2 %
Purchased Prof & Tech Serv	424,250	386,492	91.1 %
Purchased Property Services	298,420	174,843	58.6 %
Other Purchased Services	56,017	63,572	113.5 %
Supplies & Materials	528,023	510,977	96.8 %
Property	10,000	0	0.0 %
Debt Services & Miscellaneous	499,400	504,606	101.0 %
<b>Total Expenses</b>	<b>5,549,036</b>	<b>5,142,242</b>	<b>92.7 %</b>
<b>Total Net Income</b>	<b>172,063</b>	<b>626,110</b>	<b>363.9 %</b>

NOTE: Numbers subject to change due to audit/prep

**North Star Academy  
Board Balance Sheet  
As of 6/30/2024**

	Period Ending 06/30/2024	Period Ending 06/30/2023
	Actual	Actual
<b>Assets &amp; Other Debits</b>		
Current Assets		
Operating Cash		
Cash	815,866	798,138
Investments	3,363,821	2,606,971
Operating Cash	4,179,687	3,405,109
Accounts Receivables	4,271	190,649
Total Current Assets	4,183,958	3,595,758
Restricted Cash	702,652	690,652
Net Assets		
Fixed Assets	7,702,171	7,702,171
Depreciation	(2,131,498)	(2,131,498)
Total Net Assets	5,570,673	5,570,673
<b>Total Assets &amp; Other Debits</b>	<b>10,457,283</b>	<b>9,857,083</b>
<b>Liabilities &amp; Fund Equity</b>		
Current Liabilities	297,207	323,117
Long-Term Liabilities	7,328,814	7,328,815
Fund Balance	2,205,151	1,527,761
Net Income	626,111	677,390
<b>Total Liabilities &amp; Fund Equity</b>	<b>10,457,283</b>	<b>9,857,083</b>

NOTE: Numbers subject to change due to audit/prep

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



Anchor Location: North Star Academy, 2920 W. 14000 S., Bluffdale, UT 84065

In Attendance: Sidney Warnick, Jordan Shields, Becky Slagowski, Bob Bell, Kammie LeFevre, Barton Sloan

Others in Attendance: Tana Archer, Diana Siedel, Nicole Jones, Cathie Hurst, Hannah Jones, Rachel Dabel

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Call to Order Sidney Warnick called the meeting to order at 4:33 PM.

Public Comment

There were no public comments.

Reports

- Director Report - Tana Archer

Tana Archer began her directors report with celebrations. She said that the art camps throughout June have been going great. She also said that enrollment has remained full for the 2025 fiscal year. There have been a few promotions for the 9<sup>th</sup> graders and kindergarteners that highlighted different aspects of both grades. Diana Siedel will now be able to move to administration full time instead of part time due to the hiring of a middle school math teacher. Tana said that the teachers received the materials from iReady on June 6<sup>th</sup>. Tana Archer continued with celebrations by mentioning the retirement of Lisa hardy and the boards help with her gifts and retirement celebration. Tana went on to report on the Charter Fidelity Goals. She said that high performing students get advanced learning opportunities and those low performing students get intervention to help them get on track with their grade level. Providing a safe learning environment and an individualized learning environment are two of the goals of the Charter Fidelity Goals. Tana Archer indicating that it would be better to do the surveys for the goals earlier in the year next year so that they can get some more accurate feedback. Tana Archer went on to report on the 2023-2024 behavior detail. They have worked with individuals to improve behavior at the school. Tana Archer then reported what professional development has occurred/will occur in June and July. She said that herself and the assistant director enjoyed listening to the keynote's speakers at the Utah School Safety conference. Four teachers will go to the ISTE conference in Denver June 22-26 and that 7 teachers will go to the CONFRATUTE. Tana then went on to report on technology at the school and the updates they will need. Diana Siedel reported on the Assessment Data for RISE Aspire+; iReady; Acadience; Fountas and/Pinell as well as Saxon Math. Bob Bell asked where the directors see the most opportunity for improvement for the next school year. Tana Archer said that the biggest focus will be on making sure that teachers are as prepared and comfortable as possible to teach the new math curriculum. Some minor changes were made to the employee handbook, but the biggest changes were in field trips and special activities section.

Kammie LeFevre entered meeting at 4:55 PM.

- Financial Review, Fraud Risk Assessment & Annual Commitment to Ethical Behavior

Cathie Hurst discussed the boards monthly financial statements along with the Fraud Risk Assessment and Annual Commitment to Ethical Behavior. All members of the board completed the fraud risk training, giving them full points in that area of the assessment. Cathie described the importance of both the assessment and the commitment to ethical behavior for the board. The board had no questions or concerns and agreed to signing both the Fraud risk Assessment and the Annual Commitment to Ethical Behavior. Cathie discussed the balance sheet and explained that the PTIF has

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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.

been earning interest when looking at the upcoming budgets.

#### Consent Items

- Approve May 23, 2024, Board Meeting Minutes

*Jordan Shields made a motion to approve the May 23, 2024, Board Meeting Minutes. Becky Slagowski seconded. The motion passed unanimously. The votes were as follows: Sidney Warnick, AYE; Jordan Shields, AYE; Becky Slagowski, AYE; Kammie LeFevre, AYE; Bob Bell, AYE; Bart Sloan, AYE.*

#### Business Items

- Final 2023-2024 Budget

*Jordan Shields made a motion to approve the Final 2023-2024 Budget. Bob Bell seconded. The motion passed unanimously. The votes were as follows: Sidney Warnick, AYE; Jordan Shields, AYE; Becky Slagowski, AYE; Kammie LeFevre, AYE; Bob Bell, AYE; Bart Sloan, AYE.*

- Proposed 2024-2025 Budget

Cathie Hurst said she is excited to track the budget for the upcoming year.

*Bob Bell made a motion to approve the Proposed 2024-2025 Budget. Becky Slagowski seconded. The motion passed unanimously. The votes were as follows: Sidney Warnick, AYE; Jordan Shields, AYE; Becky Slagowski, AYE; Kammie LeFevre, AYE; Bob Bell, AYE; Bart Sloan, AYE.*

- Eide Bailly Audit Engagement Letter

Cathie Hurst pointed out that they are getting a good service for the cost.

*Bob Bell made a motion to approve the Eide Bailly Audit Engagement Letter. Becky Slagowski seconded. The motion passed unanimously. The votes were as follows: Sidney Warnick, AYE; Jordan Shields, AYE; Becky Slagowski, AYE; Kammie LeFevre, AYE; Bob Bell, AYE; Bart Sloan, AYE.*

- Bluum Chromebook Purchases

Tana Archer said they are trying to sustain their technology by replacing Chromebooks at the school. The ACT Aspire+ for the older students was not running on the “older” Chromebooks.

*Jordan Shields made a motion to approve the Bluum purchase not to exceed \$32,000. Bob Bell seconded. The motion passed unanimously. The votes were as follows: Sidney Warnick, AYE; Jordan Shields, AYE; Becky Slagowski, AYE; Kammie LeFevre, AYE; Bob Bell, AYE; Bart Sloan, AYE.*

- Apple Education Store Purchase

The board was provided with the quotes for the Apple Education Store Purchase. There was no further discussion.

*Bob Bell made a motion to approve the Apple Education Store Purchase up to \$24,000. Jordan Shields seconded. The motion passed unanimously. The votes were as follows: Sidney Warnick, AYE; Jordan Shields, AYE; Becky Slagowski, AYE; Kammie LeFevre, AYE; Bob Bell, AYE; Bart Sloan, AYE.*

- iReady Purchases

The board was provided with the quotes for the iReady Purchase. There was no further discussion.

*Bob Bell made a motion to approve the iReady Purchases up to \$19,000. Becky Slagowski seconded. The motion passed unanimously. The votes were as follows: Sidney Warnick, AYE; Jordan Shields, AYE; Becky Slagowski, AYE; Kammie LeFevre, AYE; Bob Bell, AYE; Bart Sloan, AYE.*

- Ready Math Invoice/ Mountain States Depository Purchase

The board was provided with the quotes for the Ready Math Invoice/Mountain States Depository

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Purchase. There was no further discussion.

*Jordan Shields made a motion to approve the Ready Math Invoice/ Mountain States Depository Purchase. Not to exceed \$67,000 Bob Bell seconded. The motion passed unanimously. The votes were as follows: Sidney Warnick, AYE; Jordan Shields, AYE; Becky Slagowski, AYE; Kammie LeFevre, AYE; Bob Bell, AYE; Bart Sloan, AYE.*

- Janitorial Bids

The board was provided with the bides for Janitorial Services. The recommendation was to continue working with Prokleen.

*Jordan Shields made a motion to continue janitorial services through Prokleen. Bob Bell seconded. The motion passed unanimously. The votes were as follows: Sidney Warnick, AYE; Jordan Shields, AYE; Becky Slagowski, AYE; Kammie LeFevre, AYE; Bob Bell, AYE; Bart Sloan, AYE.*

- Andersen Asphalt Purchase

The board discussed the cost of asphalt for the school parking lot. The board had no questions or concerns about the purchase.

*Bob Bell made a motion to approve the Andersen Asphalt Purchase. Jordan Shields seconded. The motion passed unanimously. The votes were as follows: Sidney Warnick, AYE; Jordan Shields, AYE; Becky Slagowski, AYE; Kammie LeFevre, AYE; Bob Bell, AYE; Bart Sloan, AYE.*

- Mental Health Grant Application & Mental Health Screening

The board discussed the mental health grant application and the mental health screening. It was recommended from Tana Archer that the school participate in the screening.

*Bob Bell made a motion to approve the Mental Health Grant Application and opt in to Mental Health Screener. Jordan Shields seconded. The motion passed unanimously. The votes were as follows: Sidney Warnick, AYE; Jordan Shields, AYE; Becky Slagowski, AYE; Kammie LeFevre, AYE; Bob Bell, AYE; Bart Sloan, AYE.*

- Language Therapist Contract

The board was provided with a language therapist contract to review.

*Jordan Shields made a motion to approve the Language Therapist Contract. Becky Slagowski seconded. The motion passed unanimously. The votes were as follows: Sidney Warnick, AYE; Jordan Shields, AYE; Becky Slagowski, AYE; Kammie LeFevre, AYE; Bob Bell, AYE; Bart Sloan, AYE.*

- Occupational Therapist Contract

The board was provided with a occupational therapist contract to review.

*Jordan Shields made a motion to approve the Occupational Therapist Contract. Becky Slagowski seconded. The motion passed unanimously. The votes were as follows: Sidney Warnick, AYE; Jordan Shields, AYE; Becky Slagowski, AYE; Kammie LeFevre, AYE; Bob Bell, AYE; Bart Sloan, AYE.*

- 2024-2025 Sex Ed Curriculum

The board discussed the sex education curriculum. Tana Archer let the board know that they have not changed anything in the curriculum. The board had no questions or concerns. No action was needed.

- Kindergarten Toilet Training Policy

The board discussed the new Kindergarten Toilet Training Policy. Tana Archer explained how it will affect North Star Aacdemy. None of the board had questions or concerns regarding the new policy.

*Jordan Shields made a motion to approve the Kindergarten Toilet Training Policy. Becky Slagowski seconded. The motion passed unanimously. The votes were as follows: Sidney Warnick, AYE; Jordan*

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*Shields, AYE; Becky Slagowski, AYE; Kammie LeFevre, AYE; Bob Bell, AYE; Bart Sloan, AYE.*

- Student Conduct and Discipline Policy

The board reviewed the amendments to the Student Conduct and Discipline Policy. They had no questions or concerns about the policy.

*Becky Slagowski made a motion to approve the Amended Student Conduct and Discipline Policy. Bob Bell seconded. The motion passed unanimously. The votes were as follows: Sidney Warnick, AYE; Jordan Shields, AYE; Becky Slagowski, AYE; Kammie LeFevre, AYE; Bob Bell, AYE; Bart Sloan, AYE.*

- Parent-Student Handbook

The board discussed the Parent-Student Handbook. There were no questions or concerns about the handbook. No action was needed.

- NSA Staff Handbook

Tana Archer explained the changes made in the Staff Handbook. The board discussed the handbook and had no questions or concerns. No action was needed.

- Stakeholder Engagement Survey

The board discussed the stakeholder engagement survey result. She said it is always good to get feedback from the stakeholders and see where they are doing well and where they can make improvements. The board had no questions or concerns. No action was needed.

- 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

*Jordan Shields made a motion to approve the 2024-2025 Board Member Terms and Positions and renew Bob Bell's membership on the board to expire in June 2028. Bob Bell seconded. The motion passed unanimously. The votes were as follows: Sidney Warnick, AYE; Jordan Shields, AYE; Becky Slagowski, AYE; Kammie LeFevre, AYE; Bob Bell, AYE; Bart Sloan, AYE.*

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).

*At 6:17 PM Becky Slagowski made a motion to move into a closed session located at the anchor location in Bluffdale UT. Jordan Shields seconded. The motion passed unanimously. The votes were as follows: Sidney Warnick, AYE; Jordan Shields, AYE; Becky Slagowski, AYE; Kammie LeFevre, AYE; Bob Bell, AYE; Bart Sloan, AYE.*

*At 6:21PM Bob Bell made a motion to leave the closed session and enter into an open meeting. Jordan Shields seconded. The motion passed unanimously. The votes were as follows: Sidney Warnick, AYE; Jordan Shields, AYE; Becky Slagowski, AYE; Kammie LeFevre, AYE; Bob Bell, AYE; Bart Sloan, AYE.*

#### Business Items

- 2024-2025 Director Agreement

*Becky Slagowski made a motion to approve the Director Agreement as discussed in the closed session for the 2024-2025 school year. Jordan Shields seconded. The motion passed unanimously. The votes were as follows: Sidney Warnick, AYE; Jordan Shields, AYE; Becky Slagowski, AYE; Kammie LeFevre,*

#### 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.

*AYE; Bob Bell, AYE; Bart Sloan, AYE.*

Discussion Items

- Calendaring
  - 2024-2025 Proposed Board Meeting Dates  
The board schedule will be posted to the public notice website.

Adjourn Meeting

*At 6:29 PM Bob Bell made a motion to Adjourn the meeting. Becky Slagowski seconded. The motion passed unanimously. The votes were as follows: Sidney Warnick, AYE; Jordan Shields, AYE; Becky Slagowski, AYE; Kammie LeFevre, AYE; Bob Bell, AYE; Bart Sloan, AYE.*

NDRAH

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.



**North Star Academy  
Board of Directors Closed Session**

**Meeting Date:** 06.20.2024

**Location:** North Star Academy, 2920 W. 14000 S., Bluffdale, UT 84065

**CLOSED SESSION SWORN STATEMENT:**

At a duly noticed public meeting held on the date listed above, the board of directors for North Star Academy entered into a closed session for the sole purpose of discussing the character, professional competence, or physical or mental health of an individual in accordance with Utah Code Ann. 52-4-2(1)(a).

I declare under criminal penalty under the law of Utah that the foregoing is true and correct.

Signed on the 20<sup>th</sup> day of June, 2024, at Bluffdale, Utah.

Sidney Warnick, Board Chair

**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.



## EARLY LEARNING PLAN 2024-2025

**LEA Name:** North Star Academy

**Date of Expected Local Board Approval:** August 1, 2024

### Submission of Early Learning Plan:

- Submission on or before August 1st: For ELP **approval**, submit the following to [earlylearning@schools.utah.gov](mailto:earlylearning@schools.utah.gov) **by August 1st**.
  - ELP Plan as a WORD document
- Plan approval added to Local Board agenda by August 1 to have approval completed by September 1
- All Revisions submitted **no later than September 1st by 5 p.m.**

## SECTION A: EARLY LITERACY

**List your evidence-informed core curriculum program(s) and evidence-based intervention program(s)/strategies for grades K-3 literacy along with the year published or edition.**

*SB 127: Districts and charters are required to provide instructional materials that are evidence-informed for core instruction and evidence-based for intervention and supplemental instruction.*

**\*Evidence-Informed Curriculum(s)** (defined in SB 127 as: (i) is developed using high-quality research outside of a controlled setting in the given field, and (ii) includes strategies and activities with a strong scientific basis for use)

**\*Evidence-based** is defined in SB 127 as: means that a strategy demonstrates a statistically significant effect, of at least a 0.40 effect size, on improving student outcomes based on: (i) strong evidence from at least one well-designed and well-implemented experimental study or (ii) moderate evidence from at least one well-designed and well-implemented quasi-experimental study.

\*Resources available: [Science of Reading Evidence-Informed Core Criteria Checklist](#)  
[Strong and Moderate Evidence Criteria](#)

**Core program(s) with year published/edition**

**Intervention program(s) with year published/edition or evidence-based strategies**

[Core Knowledge Language Arts \(CKLA\) 2nd Edition \(2022\) Program Guide](#)  
[Heggerty Phonological & Phonemic Awareness](#) (2022)

Tier 2: Explicit Direct instruction, Response to Intervention, Scaffolding, small group learning, curiosity, and other evidence based strategies.  
[95% GROUP](#) Interventions (2014-2016)  
[Reading Horizons, 4th Edition](#) (2017)

Tier 3: Explicit Direct instruction, interleaved practice, Response to Intervention, Scaffolding, small group learning, appropriately challenging goals, and other evidence based strategies.  
Reading Mastery Signature Edition  
[All About Spelling](#)  
[Lindamood Phoneme Segmenting Program / Seeing Stars](#)

## SECTION B: EARLY MATHEMATICS

1. What evidence-based curriculum is being used in tier 1 instruction and intervention instruction for K-3 mathematics?

Core program(s)	Intervention program(s) and/or strategies
Ready Math	IReady Math

2. Describe how the following mathematical components are incorporated in tier 1 instruction in grades K-3.

Mathematical Components	Evidence-based Strategies
<b>Conceptual Understanding:</b> the comprehension and connection of concepts, operations, and relations.	-Ready Math Framework of Try it, Discuss it, and Connect it. -Ready Math digital tools such as Desmos to allow students to explore concepts using a variety of models. -Using manipulatives to connect mathematical representations including pictures and models of mathematical concepts.
<b>Procedural Fluency:</b> the meaningful, flexible, accurate, and efficient use of procedures to solve problems.	-Ready Math Framework of Try it, Discuss it, and Connect it. - Mathematical discourse is applied daily through the discuss it portion of lessons. -Ready Math Fluency Skills and Practice book for targeted practice that uses patterns and reasoning. -Ready Math learning games that help students to develop a conceptual understanding of math and improve fluency.

	<ul style="list-style-type: none"> <li>-IReady math intervention software in grades K-3.</li> </ul>
<b>Strategic and Adaptive Mathematical Thinking:</b> the ability to formulate, represent, and solve mathematical problems with the capacity to justify the logic used to arrive at the solution.	<ul style="list-style-type: none"> <li>-Ready Math Framework of Try it, Discuss it, and Connect it.</li> <li>-Mathematical Discourse cards will help students to develop and express ideas so all students can engage in rigorous math and communicate effectively.</li> <li>-Real world problem solving and application with Math in Action and Stem Stories as part of the Ready Math curriculum.</li> <li>-Mathematical enrichment activities that promote high levels of cognition.</li> </ul>
<b>Productive Disposition:</b> the attitude of a student who sees mathematics as useful and worthwhile while exercising a steady effort to learn mathematics.	<ul style="list-style-type: none"> <li>-Ready Math learning games that help students to develop a positive relationship to challenges.</li> <li>-Teachers analyzing the learning game reports to determine students' choices with respect to challenging content such as growth mindset, confidence, productive strategy, and self-regulation and using this data to create lessons to support students with these.</li> <li>-Teachers explicitly discuss the lesson's objective and using exit tickets to determine students' understanding.</li> <li>-Discourse for students that focus on Listen, Explain, Justify, Agree/Build on, Disagree/Explain, and Make Connections.</li> <li>-During daily lessons, teachers listen to students' discourse and provide explicit feedback as they increase their feedback cycles.</li> </ul>

## SECTION C: LOCAL GOALS

**Goals must be measurable, address current performance gaps in student math and/or literacy data, and include specific strategies for improving outcomes.**

**Videos to support goal writing: [Analyzing Data and Identifying Areas of Need](#) and [Writing Goals](#)**

**Goal Sentence Frame:**

**By [date], [who is responsible] will [what will change and by how much--measurable] by [how--which evidence-based strategy(ies) will be used] to [why—for what purpose].**

### **1. Early Mathematics Goal (required)**

By May 29, 2025, NSA kindergarten teachers will increase or maintain the percentage of kindergarten students scoring at or above benchmark on Acadience Math BOY to EOY, by each teacher enhancing the core instruction with Iready math supplemental instruction which has an effect size of .36 as per ESSA and implementing IReady math intervention software to address their state core with challenging and rigorous expectations in order to maintain or increase the proficiency to 80% or greater using their new math core curriculum Ready Classroom Math.

### **2. Early Literacy or Mathematics Goal (required)**

Literacy Goal       Mathematics Goal

By May 29, 2025, NSA 1st Grade teachers will maintain the percentage of kindergarten students scoring at or above benchmark on NWF (CLS) from BOY to EOY by implementing instructional strategies learned from their completion of the LETRS program gained FY23 and FY24 as well as continuing implementation of the Heggerty's Phonological & Phonemic Awareness daily and weekly IReady reading intervention, as well as the newly purchased CKLA Second Edition materials to address their state core with challenging and rigorous expectations in order to maintain or increase the phoneme segmentation fluency submeasure.

**General Assurances: Check the boxes below.**

The LEA assures that it is in compliance with State Code [53E-4-307.5](#), [53G-7-218](#), [53E-3-521](#) and Utah Board Rule [R277-406](#) applicable to this program.

✓ The LEA has adopted high quality instructional materials and intervention programs aligned with the effective research regarding the science of reading and the LEA's reading strategies meet the criteria in Section [53G-11-303](#).

✓ The Early Learning Plan submitted will be reviewed and approved by your local board in an open, public meeting.

By submitting this form, I certify the information I provided on and in connection to this application is true, accurate and complete. I also understand that any false statements on this application I file with the Utah State Board of Education may be grounds for corrective action.

### P-3 PROFESSIONAL LEARNING GRANT 2024-2025

**LEA Name:** North Star Academy

**Date:** June 20, 2024

**Directions:**

- **To support LEAs in successful completion of this plan, a Look Fors Document has been created and can be found here:**  
<https://docs.google.com/document/d/1QkOVG6omBbjKEcef-8Z58sWDyyfA7LHc/edit?usp=sharing&ouid=111364743146836537372&rtpof=true&sd=true>
- If choosing to use the funds to support LETRS Professional Learning, please copy and paste the responses in this document to complete the literacy components of questions 1 and 3-5 of this Professional Learning Grant application:  
<https://docs.google.com/document/d/1hWbDrc-K7kXqO204nKgZAfzGasADwYEW/edit?usp=sharing&ouid=111364743146836537372&rtpof=true&sd=true>
- **Submission of the Professional Learning Grant is OPTIONAL depending on the LEA's intent to apply for P-3 Professional Learning Funds.**
  - If choosing to apply for funds, check the first box below, complete questions 1-5, and submit the application to [earlylearning@schools.utah.gov](mailto:earlylearning@schools.utah.gov) with *Professional Learning Grant Application* in the subject line.
  - If choosing to waive funds, check the second box below, do not complete questions 1-5, and submit the application to [earlylearning@schools.utah.gov](mailto:earlylearning@schools.utah.gov) with *Professional Learning Grant Waiver* in the subject line.

We are **applying for** P-3 Professional Learning Grant Funds  
 We are choosing to **waive** P-3 Professional Learning Grant Funds

**Submission and Approval**

- Submission on or before August 28th: For PLG **preapproval**, submit your plan as a WORD document to [earlylearning@schools.utah.gov](mailto:earlylearning@schools.utah.gov) **by August 28th**.
  - Once your plan is approved, you will receive instructions for submitting your budget in <https://utahgrants.utah.gov/> this must be completed **no later than September 1st by 5 p.m.**

Per state code 53F-5-214, the state board shall award grants to LEAs to provide teachers in preschool, kindergarten, and grades 1 through 3 with professional learning opportunities in early literacy and/or mathematics. Professional Learning must be a comprehensive, focused, sustained, and evidence-based approach to improving teachers' effectiveness in raising student achievement (Board rule R277-326). Evidence-based professional learning includes follow up and accountability from a coach/principal to ensure effective implementation and improvement in outcomes. For allowable expenditures, see R277-326. If choosing to receive these funds, you are required to complete a USBE survey of performance measures.

### **Important Definitions per Board Rule:**

#### Professional Learning Standards

- **Evidence-based**- a strategy that has demonstrated a statistically significant effect on improving student outcomes.
- **Focused**-professional learning that is targeted to strategies that align with an LEA's plan and goals that would best support improving outcomes.
- **Job-embedded**-learning that is during the workday and designed to enhance instructional practices with the intent of improving student learning outcomes.
- **Professional Learning**-a comprehensive, sustained, and evidence-based approach to improving teachers' and principals' effectiveness in raising student achievement.
- **Sustained**-multiple professional learning sessions with ongoing support for implementation of professional learning for long-term change.

### **Grants for Professional Learning**

**Check appropriate boxes to indicate professional learning focus.**

<input checked="" type="checkbox"/> <b>Early Literacy</b> <input type="checkbox"/> P <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	<input type="checkbox"/> <b>Early Mathematics</b> <input type="checkbox"/> P <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
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*If choosing to support both literacy and math you will need to complete sections 1 and 3-6 for both professional learning opportunities. If supporting just one content area, leave the other content area box blank.*

#### **1. Name the professional learning opportunity you will be providing in your LEA.**

Literacy: LETRS TRaining for newly hired personnel and substitutes for the prior cohort and new cohort to attend training.

Math:

**2. Check how you plan to use the funds:**

- Teacher stipends to attend professional learning
- Presenter fees
- Coaching supports
- Substitute teachers
- Supplies and materials for teacher professional learning
- Hire a coach to support P-3 Literacy or Math

**3. Describe how the professional learning opportunities are comprehensive, focused, sustained, job-embedded, and evidence-based (see definitions above).**

Literacy: LETRS is an evidence-based, comprehensive professional learning opportunity being provided for K-3 teachers, coaches, and school leaders. LETRS is targeted and aligns with a deep knowledge of the science of reading and has proven outcomes. LETRS is delivered over a 2-year period that consists of 8 professional learning sessions and online coursework that includes a job-embedded Bridge to Practice implementation piece. Coaches and leaders are included to support implementation and long-term change. LETRS has proven outcomes in Mississippi and has been reviewed in ESSA for Evidence.

Math:

**4. Describe how your LEA intends to increase benchmark assessment scores and related outcomes through these professional learning opportunities.**

Literacy:

LETRS improves teacher and school leader knowledge and effectiveness while ensuring student achievement and improvement through feedback and monitoring. Fidelity to implementation will be key to ensuring improvement in Acadience Reading scores in grades K-3.

Math:

**5. Describe how the professional learning opportunities are aligned with the [professional learning standards](#) set forth in 53G-11-303 and R277-519.**

	<b>Literacy</b>	<b>Math</b>
<b>Learning Communities:</b> occurs within learning communities committed to continuous improvement, individual and collective responsibility, and goal alignment	LETRS provides collaboration with a national facilitator through 8 face-to-face or virtual end of unit professional learning days. The LETRS course of study that helps educators master the content and promotes collaboration among participants and colleagues around principles of effective reading, language, and literacy instruction. Having K-3 teachers and coaches as part of this professional learning helps to build a collective responsibility, shared purpose, and mutual accountability. Building leaders are creating supportive conditions by participating in LETRS for Admin.	
<b>Skillful Leaders:</b> requires skillful leaders who develop capacity, advocate, and create support systems, for professional learning	LETRS Professional Learning provides a sustainable model for all teachers with additional support in the science of reading. LETRS ensures that every teacher is supported by highly knowledgeable national facilitators that can provide further personalized support for educators throughout this ongoing, job-embedded professional learning experience. By including coaches and administrators in this professional learning opportunity we will be building a mentor and support system within our LEA.	
<b>Resources:</b> requires prioritizing, monitoring, and coordinating resources for educator learning	LETRS Professional Learning provides equitable access to knowledge and resources to move the learning forward for teachers, coaches, and leaders participating in the professional learning opportunity. LETRS resources consist of print manuals, online unit instruction with learning activities and video modeling, learning resources for the participants attending face-to-face or virtual end of unit professional learning	

	<p>sessions. These funds are effectively prioritizing teacher professional learning around early literacy.</p>	
<b>Data:</b> uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning	<p>LETRS provides educators and leaders with the knowledge needed to collaborate, gather, analyze, and interpret various literacy assessments that are used to guide instruction and improve student outcomes in the Utah Core Standards-foundational skills (phonological awareness, phonics, fluency, comprehension, and writing). Teachers, coaches, and administrators will use this knowledge to analyze Acadience Reading data, make informed decisions around instruction to meet the state growth goal and our local literacy goals.</p>	
<b>Learning Designs:</b> integrates theories, research, and models of human learning to achieve its intended outcomes	<p>LETRS professional learning builds upon the prior knowledge learned in teacher preparation courses and methodically addresses the systems of language and literacy instruction. Through the LETRS Bridge to Practice, teachers implement learned practices through explicit, job-embedded activities with individual students and in the classroom setting. Teachers also reflect upon these practices through journal entries and participation in PLCs. Coaches and leaders will be able to provide follow-up and feedback to provide support and monitor the practice to promote the skills and strategies learned in LETRS.</p>	
<b>Implementation:</b> applies research on change and sustains support for implementation of professional learning for long-term change	<p>LETRS professional learning includes a Bridge to Practice component that provides supportive risk taking and ongoing reflection of these new strategies to support continuous improvement in practice. Coaches and administrators will participate in LETRS professional learning to provide ongoing support and help educators apply and</p>	

	implement the instructional strategies in the classroom.	
<b>Outcomes:</b> aligns with performance standards for teachers and school administrators; and performance standards for students as described in the core standards for Utah	<p>With the focus on increasing student learning, LETRS professional learning provides educators with the deep knowledge of the science of reading that is needed to provide high quality instruction to students in the Utah Core Standards-foundational skills of phonological awareness, phonics, vocabulary, fluency, comprehension, and writing. LETRS provides teachers, coaches, and administrators with the knowledge of how to analyze student data and outcomes to provide personalized instruction to each student.</p> <p>Outcomes for LETRS participants can be measured through pre and post assessment data at the end of each unit. These data are included in the LETRS database system. These assessments measure the level of knowledge on the science of reading prior to and after training.</p>	
<b>Technology:</b> both incorporates the use of technology in the design, implementation, and evaluation of high-quality professional learning practices; and includes targeted professional learning on the use of technology devices to enhance the teaching and learning	LETRS Professional Learning offers engaging online coursework that includes video modeling, interactive activities, Bridge to Practice instructions, and virtual support. The online coursework enhances the learning that participants will engage in with the print materials. The Bridge to Practice activities allow teachers to implement the learning immediately in their classrooms while having coaches available to provide follow-up and feedback. The online platform allows for access to the professional learning in a personalized way.	

environment and the integration of technology in content delivery.		
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**General Assurances: *Check the boxes below.***

- The LEA assures that it is in compliance with State Code [53F-5-214](#) and Utah Board Rule [R277-326](#) applicable to this program.
- We understand the requirement to complete a USBE pre and post survey of performance measures by the end of the year.

By submitting this form, I certify the information I provided on and in connection to this application is true, accurate and complete. I also understand that any false statements on this application I file with the Utah State Board of Education may be grounds for disqualification for Professional Learning Grant funds.

## Policy Summary Sheet

### Amending Electronic Meetings Policy

HB 36 from the 2024 legislative session changed the Utah Open and Public Meetings Act such that public boards are no longer required to provide an anchor location for a public board meeting if all board members attend the board meeting electronically and the board has not received a written request at least 12 hours before the scheduling meeting time to provide an anchor location. HB 36 also modified definitions in the Utah Open and Public Meetings Act, including the definition of “anchor location” and “electronic meeting.” The proposed revisions to the school’s Electronic Meetings Policy are intended to make the policy consistent with these changes to the law.

### Amending Background Check Policy and/or Procedures

HB 121 from the 2024 legislative session prohibits schools from having the following pay for background check fees and fingerprinting fees: volunteers, non-licensed employees, contract employees, and substitutes. The proposed revisions to the school’s Background Check Policy and/or Procedures reflect this change.

### Amending Attendance Policy and/or Procedures (for elementary schools)

In Utah, only students who are in grade 7 or above and who are at least 12 years old can be considered a “habitual truant” and be subjected to habitual truancy referral laws. Because the school is an elementary school only, it is proposed that the reference to habitual truant be removed from the school’s Attendance Policy/Procedures. This will help clear up any confusion as to whether elementary students can be treated as habitual truants under Utah law.

### Amending Attendance Policy and/or Procedures (for schools with junior high and/or high school students)

HB 362 from the 2024 legislative session reinstated requirements for schools to refer students in 7th grade and above who are habitually truant. Schools are now required to refer such students to an evidence-based alternative intervention, and if the student refuses to participate in such an intervention, to prevention and early intervention youth services by the Division of Juvenile Justice and Youth Services. Additionally, if a student is habitually truant at least twice during the school year and was previously referred to an evidenced-based alternative intervention or for prevention and early intervention youth services for those two habitual truancies, the student may then be referred to law enforcement or a court. These changes brought about by HB 362 have been added to the school’s Attendance Policy and/or Procedures.

HB 362 also modified the definition of habitual truant, changing it from meaning a student is truant 10 times during a school year to 20 days during a school year. This, along with a few

other stylistic changes, has been incorporated into the school's Attendance Policy and/or Procedures.

Amending Selection, Approval, and Purchase of Instructional Materials Policy

HB 29 from the 2024 legislative session established a review process that schools must follow when stakeholders (i.e., school employes, students enrolled in the school, parents of students enrolled in the school, and board members of the school) allege that instructional materials used by the school constitute “sensitive material.” HB 29 also modified the definition of “sensitive material,” creating an objective and subjective sensitive material standard. Under the bill, schools must remove instructional materials that it finds through its review process to be sensitive material. In addition, schools must remove instructional material from student access upon being notified by the USBE that the following number of LEAs in the state have determined that the instructional material constitutes objective sensitive material: at least three (3) school districts or at least two (2) school districts and five (5) charter schools. In response to HB 29, the USBE amended R277-628, which formerly contained requirements with respect only to the selection and review of library materials. The USBE’s amendments to R277-628 now make the rule apply to the selection and review of all instructional materials, not just library materials. The amendments also require all LEAs to have, by September 1, 2024, a policy and procedures for the selection and review/reconsideration of instructional materials.

The proposed revisions to the school’s Selection, Approval, and Purchase of Instructional Materials Policy and the new administrative procedures to go with it are intended to comply with HB 29 and the newly amended R277-628. With the changes to R277-628, the school should soon review its library materials selection and review policy and procedures to see if they should be amended or rescinded to avoid any overlap with this policy.

North Star Academy  
Policy: Electronic Meetings  
Policy Adopted: February 4, 2016  
Amended: October 6, 2022



## Purpose

The purpose of this policy is to establish the means and procedures by which the Board of Trustees (the "Board") may conduct electronic meetings in accordance with the provisions of the Utah Open and Public Meetings Act (the "Act"), including Utah Code Ann. § 52-4-207.

## Policy

### Definitions

The Board adopts for application in this policy the definitions in the Act at § 52-4-103.

### Electronic Meetings

The Board may, from time to time as needed, convene and conduct electronic meetings. For the purpose of this policy, an "electronic meeting" is defined as a Board meeting that some or all Board members attend through an electronic video, audio, or both video and audio connection, as provided in the Act at § 52-4-207.

The Board will establish one or more anchor locations for an electronic meeting, unless the following two circumstances exist:

- a. All Board members attend the electronic meeting remotely through an electronic video, audio, or both video and audio connection; and
- b. The Board has not received a written request, at least 12 hours before the scheduled meeting time, to provide an anchor location for members of the public to attend in person the open portions of the electronic meeting.

For an electronic meeting where the Board provides an anchor location, the following apply:

- a. The anchor location will be:
  - i. The building where the Board would normally meet if they were not holding an electronic meeting, or
  - ii. Another location that is reasonably as accessible to the public as the building described in subsection (i) above.
- b. The Board will provide space and facilities at the anchor location so that interested persons and the public may attend and monitor the open portions of the electronic meeting.
- c. If public comments will be accepted during the electronic meeting, the Board will provide space and facilities at the anchor location so that interested persons and the public may attend, monitor, and participate in the open portions of the meeting.

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Board members who are able to both hear and verbally participate in the meeting electronically are considered present for purposes of determining the presence of a quorum at an electronic meeting.

The Board shall take all votes by roll call during an electronic meeting, with the exception of a unanimous vote.

**Notice**

Prior to conducting an electronic meeting, the Board shall provide advance notice of the meeting in accordance with the Act.

Notice shall be provided to all Board members, as well as to members of the public in accordance with the provisions of the Act.

Each notice shall describe the means of communication by which members will be connected to the electronic meeting and, if applicable, the anchor location.



### Policy

The purpose of this policy is to protect the safety, health and security of North Star Academy (the "School") students, employees, and property.

The School will comply with the provisions of Utah Code § 53G-11-401 *et seq.*, and Utah Administrative Code R277-316 regarding employee background checks. In order to protect the health and safety of all students and protect the property of the School, the School requires (a) all Board members, (b) all potential employees and (c) any volunteers who will be given significant unsupervised access to a student in connection with the volunteer's assignment to submit to a criminal background check and ongoing monitoring as a condition for employment or appointment.

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#### Individuals Subject to Background Checks

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The School requires that the following individuals submit to a criminal background check and ongoing monitoring as provided in Utah Code § 53G-11-402, as a condition for employment or appointment: (a) each employee who is not licensed by the Utah State Board of Education ("USBE"), including substitute teachers; (b) each volunteer who will be given significant unsupervised access to a student in connection with the volunteer's assignment; (c) each contract employee; and (d) each Board Member.

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Additionally, each employee who is licensed by the USBE must obtain a background check and submit to ongoing monitoring as required in connection with USBE's licensure requirements.

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By September 1, 2018, the School will collect the information described below from individual who were employed by the School prior to July 1, 2015, and with whom the School maintains an authorizing relationship and submit that information to the Utah Bureau of Criminal Identification for ongoing monitoring. ¶

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#### Conducting the Background Check

Any person submitting to a background check for the School will sign a consent and waiver notifying the individual, (a) that a criminal background check will be conducted, (b) who will see the information received as a result of the background check, and (c) how that information will be used.

The School will collect the following from an individual required to submit to a background check for the School:

- (a) personal identifying information, including but not limited to:
  - (i) current name, former names, nicknames, and aliases;
  - (ii) date of birth,
  - (iii) address,
  - (iv) telephone number,
  - (v) driver license number or other government-issued identification number,
  - (vi) social security number, and
  - (vii) fingerprints;
- (b) a fee, subject to the "Payment of Fees for Background Check" section, set forth below; and
- (c) consent and waiver on a form specified by the School for the

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- (i) initial fingerprint-based background check by the FBI and the Utah Bureau of Criminal Identification; and
- (ii) retention of personal identifying information for ongoing monitoring by the School through registration with the systems described in Utah Code § 53G-11-404.

The School will then submit such individuals' personal identifying information, including fingerprints, to the Utah Bureau of Criminal Identification for (a) an initial fingerprint-based background check and (b) ongoing monitoring (if the results of the initial criminal background check do not contain disqualifying criminal history information as determined by the School).

#### Payment of Fees for Background Check

The School shall pay the background check fee and fingerprinting fee for non-licensed and contract employees of the School, including substitutes, and for volunteers and Board Members of the School.

#### Background Check Evaluation

When making decisions regarding employment or appointment based on the information received from a criminal background check, the School will consider:

- (a) any convictions, including pleas in abeyance;
- (b) any matters involving a felony; and
- (c) any matters involving an alleged:
  - (i) sexual offense;
  - (ii) class A misdemeanor drug offense;
  - (iii) offense against the person under Title 76, Chapter 5, Offenses Against the Person;
  - (iv) class A misdemeanor property offense that is alleged to have occurred within the previous three years; and
  - (v) any other type of criminal offense, if more than one occurrence of the same type of offense is alleged to have occurred within the previous eight years.

Only those convictions which are job-related for the employee, applicant, or volunteer will be considered by the School.

#### Opportunity to Respond to Background Check

The School will provide an individual an opportunity to review and respond to any criminal history information received as a result of submitting for a criminal background check or through ongoing monitoring.

If a person is denied employment or appointment or is dismissed from employment or appointment because of information obtained through a criminal background check or ongoing monitoring, the person may request a review of the information received and the reasons for the disqualification and shall be provided written notice of the reasons for denial or dismissal and of the individual's right to request a review of the disqualification.

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The School will request that the fingerprints taken for the purpose of conducting criminal background checks be registered with any rap back system maintained to provide ongoing status notifications to the School of any criminal history reported on individuals whose fingerprints are registered in the system. 

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## Confidentiality

Information received by the School as a result of a background check will only be (a) available to individuals involved in the hiring or background investigation process for that individual and (b) used for the purpose of assisting the School in making employment-related decisions. Any person who disseminates or uses any such information for any other purpose is subject to criminal penalties and civil liability as set forth in applicable law.

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## Privacy Risk Mitigation Strategy

The School will employ reasonable privacy risk mitigation strategies to ensure that the School only receives notifications for individuals with whom the School maintains an authorizing relationship. Specifically, the School shall terminate ongoing monitoring for employees upon the termination of their employment with the School and for Board Members upon their resignation from the Board or upon the expiration of their Board member term without renewal, unless good cause exists to maintain ongoing monitoring for such individuals (such as if they request and are approved to continue on at the School in the capacity of a volunteer).

With respect to non-Board Member volunteers, the School shall maintain a list of volunteers who are registered for ongoing monitoring, periodically consult with relevant School personnel to determine whether such individuals are still volunteering for the School, and ensure that ongoing monitoring for such individuals is terminated when appropriate. In addition, the School shall (a) upon receiving notification of criminal activity, review the current status of the individual in relation the School and (b) decline to accept and review the detail of the notification if the individual named is no longer employed or authorized to volunteer by the School.

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Signature:

Sidney Warnick, Board President

Date

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## 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 20 days 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.

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**"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 4<sup>th</sup> absence of the year. Parents of elementary and middle school students will be notified by their classroom teacher following the 4<sup>th</sup> 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 (For Students in Grades 1-6)**

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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.

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- 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.
- Making habitual truancy referrals, 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 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 (For Students in Grade 7 or Above)

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.

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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.

#### **Referrals for Habitual Truancy (For Students in Grade 7 or Above)**

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In accordance with Utah Code § 53G-8-211, the School shall refer a student who is a habitual truant to an evidence-based alternative intervention described in Utah Code § 53G-8-211(3), including:

- a mobile crisis outreach team;
- a youth services center, as defined in Section 80-6-901;
- a certified youth court, as defined in Section 80-6-901, or comparable restorative justice program;
- an evidence-based intervention created and developed by the School or other governmental entities as set forth in Section 53G-8-211(a); or
- truancy mediation.

If the student who is a habitual truant refuses to participate in an evidence-based alternative intervention described above, the School shall refer the student for prevention and early intervention youth services, as described in Section 80-5-201, by the Division of Juvenile Justice and Youth Services.

The School may only refer a student who is a habitual truant to a law enforcement officer or agency or a court if:

- The student was previously alleged of being a habitual truant at least twice during the same school year; and
- The student was referred to an evidence-based alternative intervention, or for prevention and early intervention youth services, as described above for at least two of the previous habitual truancies.

If the School refers a student who is a habitual truant to a law enforcement officer or agency or a court, the School shall appoint a School representative to continue to engage with the student and the student's family through the court process. The School shall include the following in its referral to a law enforcement officer or agency or a court:

- Attendance records for the student;
- A report of evidence-based alternative interventions used by the School before the referral, including outcomes;
- The name and contact information of the School representative assigned to actively participate in the court process with the student and the student's family;
- If the student was referred to prevention or early intervention youth services, a report from the Division of Juvenile Justice and Youth Services that demonstrates the student's failure to complete or participate in prevention and early intervention youth services; and

- Any other information that the School considers relevant.

### **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, [habitual truancy referral](#), or any disciplinary action taken against their student pursuant to this policy, shall follow the School's Parent Grievance Policy.

### **Students with Qualified Disabilities**

If students with disabilities under the Individuals with Disabilities Education Act, or students protected under either Section 504 of the Rehabilitation Act or the Americans with Disabilities Act, have excessive absences, including but not limited to absences for mental or behavioral health reasons, and fall within the criteria of this policy, the School will ensure that this policy is applied in a manner consistent with all applicable state and federal laws and regulations. Excused absences for known mental or behavioral health reasons do not absolve the School of FAPE responsibilities.

### **Annual Report**

The School shall annually report the following data separately to the State Board of Education:

1. absences with a valid excuse; and
2. absences without a valid excuse.

### **Review**

The School's Board of Directors shall review this policy regularly.

Signature:

Sidney Warnick, Board President

Date

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## North Star Academy

### Policy: Selection, Approval, and Purchase of Instructional Materials Policy

Approved: December 7, 2023

#### Purpose

The purpose of this policy is to establish the parameters by which North Star Academy (the "School") will select, approve, and purchase instructional materials. The purpose of this policy and accompanying procedures is to also set forth the School's process for reviewing challenges to instructional materials.

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#### Definitions

"Instructional materials" are the resources used by educators to deliver curriculum or support student learning. These materials may be commercially available or School-created and include such materials as textbooks, reading materials, videos, digital materials, websites, online applications, and live presentations. "Instructional materials" do not include learning material used in a concurrent enrollment, advanced placement, or international baccalaureate program or class, or another class with required instructional material that is not subject to selection by the School.

"Sensitive material" means an instructional material that constitutes objective sensitive material or subjective sensitive material. "Sensitive material" does not include the instructional material outlined in Utah Code § 53G-10-103(1)(h)(ii).

"Objective sensitive material" means an instructional material that constitutes pornographic or indecent material, as that term is defined in Utah Code § 76-10-1235, under the non-discretionary standards described in Utah Code § 76-10-1227(1)(a)(i), or (ii), or (iii).

"Subjective sensitive material" means an instructional material that constitutes pornographic or indecent material, as that term is defined in Utah Code § 76-10-1235, under the following factor-balancing standards:

- (a) material that is harmful to minors under Utah Code § 76-10-1201;
- (b) material that is pornographic under Utah Code § 76-10-1203; or
- (c) material that includes certain fondling or other erotic touching under Utah Code § 76-10-1227(a)(iv).

"School community parent" means a parent who has a student currently attending the School, or will have a student enrolled in the School within one year, where the challenged instructional material is being reviewed in accordance with this policy and Utah Code § 53G-10-103(4).

"School setting" means the School's classrooms, library, and property. "School setting" also includes School-sponsored or required activities, including assemblies, guest lectures, live presentations, or other events.

"Stakeholder" for purposes of this policy means:

- (a) an employee of the School;
- (b) a student who is enrolled in the School;
- (c) a parent of a child who is enrolled in the School; or
- (d) a member of the School's Board of Directors.

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## Policy

The School shall comply with the requirements of Utah law and Utah State Board of Education ("USBE") rule regarding the selection, approval, purchase, and review of instructional materials, including but not limited to Utah Administrative Code R277-468 and R277-469, Utah Code § 53G-10-103 and, when applicable, Utah Code § 53G-5-404.

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The School's purpose in managing the selection, approval, purchase, and review of instructional materials is to implement, enrich, and support the School's educational program. It is also to prioritize protecting students from the harmful effects of illicit pornography over other considerations in evaluating instructional materials.

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### Criteria for Instructional Materials

Instructional materials should contribute to the intellectual development and positive character of students. Instructional materials used by the School shall:

- (a) be consistent with the Utah Core standards;
- (b) be consistent with the principles of individual freedom as defined in Utah Code § 53G-10-206;
- (c) not constitute sensitive material as defined in Utah Code § 53G-10-103;
- (d) not be prohibited discriminatory practice as described in Utah Code § 53B-1-118;  
and
- (e) comply with all other applicable state laws and Utah State Board of Education rules.

**Deleted:** For purposes of this policy, instructional materials are the resources used by educators to deliver or support student learning. These materials may be commercially available or School-created and include such materials as textbooks, workbooks, digital resources, online courses, and multiple forms of communication media.

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### Selection and Approval of Instructional Materials by the Director

The Board of Directors (the "Board") delegates to the School Director the authority and responsibility to select and approve instructional materials for the School, except under circumstances where the Board is specifically required by law or a different School policy to approve instructional materials.

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of high quality, research-based, and proven to be effective in supporting student learning;

objective and provide balanced viewpoint of issues;

accurate and factual;

reflective of the pluralistic character and culture of the American people and accurate in the representation of diverse ethnic groups;

consistent with the principles of individual freedom as defined in Utah Code § 53G-10-206;

appropriate to varying levels of learning;

age appropriate; and

compatible with School technology systems, of high technical quality, and easy to use.

Instructional materials should not be "sensitive materials" as that term is defined in Utah Code § 53G-10-103.

¶

The Director shall select and approve instructional materials that meet the criteria set forth in this policy. When considering instructional materials, the Director may review the USBE's recommended instructional materials (RIMs), but the Director is not required to select RIMs if there are other instructional materials available that meet the criteria set forth in this policy.

The Director shall involve School community parents and instructional staff in the consideration of instructional materials. The Director has discretion as to how to involve such parents and instructional staff in this process.

### Selection and Approval of Instructional Materials by the Board

If the Board is required by law or School policy to approve instructional materials for use in the classroom, the Board shall do the following (in order) prior to approving the instructional materials:

- (a) post the recommended instructional materials online to allow for public review or, for copyrighted material, make the instructional materials available at the School for public review; and

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(b) hold at least two Board meetings where the recommended instructional materials is on the agenda and allow an opportunity at those Board meetings for School educators and parents of students enrolled in the School to express views and opinions on the recommended instructional material.

The Board may approve the recommended instructional materials in an open and regular Board meeting after the requirements above have been satisfied. The vote to approve the recommended instructional materials may occur at the second of the two Board meetings described in subsection (b) above.

In accordance with Utah Code § 53G-5-404(13), the requirements in this section apply only if the Board is approving instructional materials. The requirements do not apply if the Board is not approving instructional materials and instead only the Director is selecting and approving instructional materials (which Utah Code § 53G-5-404(13) refers to as "learning material"). In addition, the requirements in this section do not apply to educators' selection of supplemental materials or resources.

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Any instructional materials approved by the Board shall meet the criteria set forth in this policy.

#### Purchase of Instructional Materials

The School shall follow its Purchasing and Disbursement Policy in connection with the purchase of any instructional materials, regardless of whether the instructional materials are selected and approved by the Director or by the Board. The School shall identify all costs associated with instructional materials prior to purchasing the instructional materials, including any implementation and professional development costs.

#### Educator Selection of Additional Supplemental Materials or Resources

Despite the foregoing, educators at the School may select and use supplemental materials or resources in their classroom to augment instructional materials already selected and approved by the Director or the Board so long as each of the following are satisfied:

- (a) the educator has reviewed the supplemental materials or resources in their entirety prior to using them in the classroom;
- (b) the supplemental materials or resources meet the criteria set forth in this policy; and
- (c) the supplemental materials or resources have not previously been prohibited by the Director or the Board.

#### Contract Requirements

If the School contracts with a third party to provide online or digital materials, the School shall include in the contract a requirement that the provider give notice to the School any time that the provider makes a material change to the content of the online or digital materials, excluding regular informational updates on current events. The School shall also comply with applicable requirements in R277-469 related to School contracts with publishers for instructional materials.

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Complaints About Instructional Materials

¶ If a School employee or parent has a complaint about instructional materials, they shall follow the School's applicable grievance policy (i.e., Staff Grievance Policy or Parent Grievance Policy). If a complaint about instructional materials rises to the level of the

Deleted: Director or the Board, the School shall include parents reflective of the School's community (those who have a student who attends the School) in reviewing the complaint. The Director or the Board, as applicable, has discretion as to how to include such parents in this process.

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Sensitive materials are prohibited in the School setting. In accordance with Utah law, USBE rule, and the School's administrative procedures, stakeholders may initiate a sensitive material review by the School if they feel an instructional material used by the School constitutes sensitive material.

The Director shall establish administrative procedures that set forth how stakeholders may initiate a sensitive material review by the School and the review process the School will follow. The administrative procedures shall comply with applicable Utah law and USBE rule.

  
\_\_\_\_\_  
Sidney Warrick, Board President

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Date

**Deleted:** December 7, 2023

## Administrative Procedures Sensitive Material Review

These procedures are established in accordance with the Instructional Materials Policy adopted by the School's Board of Directors.

### Sensitive Material Review Process

Stakeholders may initiate a sensitive material review by the School if they feel an instructional material used by the School constitutes sensitive material.

However, notwithstanding the foregoing, if a stakeholder makes three unsuccessful challenges during a given academic year, that individual may not trigger a sensitive material review during the remainder of the given school year. An "unsuccessful challenge" means an allegation that a given instructional material constitutes sensitive material that the School concludes to be erroneous, either on direct review or on appeal to the Board, resulting in the retention of the given instructional material.

Stakeholders may allege that an instructional material used by the School constitutes sensitive material by submitting the Sensitive Material Review Request Form accompanying these procedures. Upon receipt of the completed form by a stakeholder, the School shall:

#### Step One – Initial Review

- (a)(i) Make an initial determination as to whether the allegation presents a plausible claim that the challenged instructional material constitutes sensitive material, including whether the allegation includes excerpts and other evidence to support the allegation. The Director shall designate two or more School employees to make this initial determination for the School (the Director can be one of the two employees if he/she desires); and
- (ii) If the School's initial determination is that that the allegation presents a plausible claim that the challenged instructional material constitutes sensitive material as described above, the School shall immediately remove the challenged material until the School completes the School's full review of the challenged material as set forth below;

#### Step Two – Objective Sensitive Material Standards Review (if necessary)

- (b)(i) If the School's initial determination is that the allegation presents a plausible claim that the challenged instructional material constitutes sensitive material, engage in a review of the allegations and the challenged instructional material using the objective sensitive material standards. The Director shall designate three or more individuals to conduct this review, one of which must be a School community parent (the School employees who conducted the initial review may also be designated to conduct this review); and
- (ii) If the School determines that the challenged instructional material constitutes objective sensitive material, the School shall ensure that the material remains inaccessible to students in any School setting;

#### Step Three - Subjective Sensitive Material Standards Review (if necessary)

- (c) If, and only if, the School determines that the challenged instructional material does not constitute objective sensitive material, the School shall:

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- (i) Review the allegations and the challenged instructional material under the subjective material standards to determine if an instructional material is subjective sensitive material. The Director shall designate three or more individuals to conduct this review, but at least two of the individuals must be School community parents (the individuals who conducted the objective sensitive material standards review may also be designated to conduct this review, but at least two of the individuals must be School community parents);
- (ii) Allow student access to the challenged instructional material during the School's subjective sensitive material review if the student's parent gives consent regarding the specific challenged instructional material; and
- (iii) If the School determines that the challenged instructional material constitutes subjective sensitive material, ensure that the material is inaccessible to students in any School setting, including the termination of the parent consent option described above.

#### Miscellaneous Review Rules

Neither the individuals responsible for procurement of the challenged instructional materials nor the stakeholder who is challenging the instructional materials may serve on any of the review committees described in the steps above.

If the School requires a School employee to participate on a sensitive materials review committee requiring engagement outside of contract hours, the School shall compensate the employee for the employee's time participating on the committee.

#### Communication

Soon after the completion of a sensitive material review, the School shall communicate its final determination (regardless of in which step the final determination comes) in writing to the stakeholder who requested the review.

The School shall also communicate to the USBE each stakeholder sensitive material review request, the final determination by the School on each request, and the School's rationale for its final determination on each request. The Director shall communicate this information to the USBE on behalf of the School using the form provided by the USBE:

- (a) within 30 school days of the final determination; or
- (b) if an appeal is in process, at the conclusion of the appeal.

#### Appeal

A stakeholder may appeal the School's decision to the Board regarding a sensitive material review by submitting to the Board President the Sensitive Material Appeal Request Form within fourteen days of receiving the School's decision. A stakeholder may file such an appeal regardless of whether the School removed or retained the challenged instructional material. The Board shall vote in a public board meeting to decide the outcome of a sensitive material review appeal. In the board meeting, the Board shall clearly identify:

- (a) the Board's rational for its decision; and
- (b) the Board's determination on each component of the statutory and any additional policy standards used by the Board to reach the Board's conclusion.

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### Removing Instructional Materials That Constitute Sensitive Material

#### Removing Instructional Material if State Threshold is Met

In accordance with Utah Code § 53G-10-103(7), the School shall remove instructional material from student access upon being notified by the USBE that the following number of LEAs in the state have determined that the instructional material constitutes objective sensitive material:

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- (a) at least three school districts; or
- (b) at least two school districts and five charter schools.

However, removal from student access under these circumstances is subject to the USBE voting to overturn the application of the statewide removal requirement with respect to the instructional material. If the USBE votes to overturn the application of the statewide removal requirement with respect to the instructional material, the statewide removal requirement no longer applies and the School may choose to return access to the instructional material to its students.

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#### Removing Instructional Material After Sensitive Material Review

The School shall follow the applicable removal requirements described in Steps One through Three of the School's sensitive material review process. In addition, if at the completion of the sensitive material review process the School makes a final determination that an instructional material constitutes sensitive material, the School shall permanently remove the instructional material.

#### Disposal of Instructional Material

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When permanently removing instructional material because it constitutes sensitive material, the School shall:

- (a) physically remove the sensitive material from the School;
- (b) remove all access by students to the sensitive material;
- (c) communicate with the relevant vendors and publishers regarding the School's decision;
- (d) legally dispose of the sensitive material; and
- (e) not sell or distribute the sensitive material.

## **Sensitive Material Review Request Form**

### Information about Instructional Material Requested to be Reviewed:

- 1) Title:
- 2) Author:
- 3) Publisher:
- 4) Do you believe this instructional material constitutes sensitive material as that term is defined in Utah Code § 53G-10-103? Yes  No

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### Information about Requestor:

- 1) Name:
- 2) Phone:
- 3) Address:
- 4) Email:
- 5) Are you a student of North Star Academy? Yes  No
- 6) Are you a parent of a student of North Star Academy? Yes  No
- 7) Are you an employee of North Star Academy? Yes  No
- 8) Are you a board member of North Star Academy? Yes  No

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### Information about Review Request:

- 1) Was this instructional material recommended, assigned, used, or made available through the school? If so, please explain.
- 2) In your opinion, how does this instructional material constitute sensitive material? Please provide examples, page numbers, links, or other information to help in locating or identifying the content you believe qualifies as sensitive material. Please attach any images or other corroborating evidence. You may attach additional pages as needed.

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Requestor's Signature:

Date:

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After you submit this Form, you will receive an acknowledgement of receipt and an estimated timeline for when a decision will be made by the School. The School generally completes its review and makes its final decision between thirty to sixty (30-60) days after its receipt of a request for review.

## **Sensitive Material Appeal Request Form**

### Instructions:

**A requestor must submit this Form along with a copy of the School's written decision on the sensitive material review request within fourteen (14) days of receiving the School's written decision.**

### Information about Requestor:

- 1) Name:
- 2) Phone:
- 3) Address:
- 4) Email:
- 5) Date you received the School's written decision on your sensitive material review request:
  
- 6) Are you a student of North Star Academy? Yes No
- 7) Are you a parent of a student of North Star Academy? Yes No
- 8) Are you an employee of North Star Academy? Yes No
- 9) Are you a board member of North Star Academy? Yes No

### Information about Challenged Instructional Material:

- 1) Title:
- 2) Author:
- 3) Publisher:
- 4) Please provide a written statement setting forth your rationale for appealing the School's decision regarding the challenged instructional material (attach additional pages as needed).

Requestor's Signature:

Date:

*After you submit this Form, you will receive an acknowledgment of receipt and an estimated timeline for when a decision will be made by the Board in a public board meeting. The Board generally tries to make its decision at a public board meeting between thirty to sixty (30-60) days after its receipt of an appeal.*

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**Play & Park Structures of NV & UT**  
**782 S River Road #2**  
**St. George, UT, 84790**  
**Phone: 435-619-7625**  
**Fax:**  
**Email:**  
**hsudweeks@playandpark.com**  
**Contact: Henry Sudweeks**

## North Star Academy

North Star Academy  
Attn: Tana Archer  
2920 14000 S  
Bluffdale, UT 84065  
Phone: 801-755-8909  
tarcher@north-staracademy.com

Quote Number: 783-169564A  
Quote Date: 7/15/2024

Stock ID	Description	Quantity	Weight	Unit Price	Amount
RDU	CUSTOM 5-12 PLAY STRUCTURE	1	8332.26	\$170,256.00	\$170,256.00
HKI	HEALTHY KIDS INITIATIVE FUNDING DOLLARS - UT STATE CONTRACT PRICING	1	0	(\$85,128.00)	(\$85,128.00)
65288	WELCOME SIGN 5 - 12	1	23	\$595.00	\$595.00
HKI	HEALTHY KIDS INITIATIVE FUNDING DOLLARS - UT STATE CONTRACT PRICING	1	0	(\$297.50)	(\$297.50)
INSTALL	Installation of playground equipment	1	0	\$28,875.00	\$28,875.00
INSTALL	Removal of Existing Equipment	1	0	\$5,500.00	\$5,500.00

Total Weight: 8355.26

Purchased under Utah Contract #PA4314 Taxes not included. If the customer is not exempt, taxes will be added to the total.

SubTotal: \$119,800.50

Freight: \$14,184.33

**Total Amount: \$133,984.83**

THIS QUOTATION IS SUBJECT TO POLICIES IN THE CURRENT PLAY & PARK STRUCTURES CATALOG AND THE FOLLOWING TERMS AND CONDITIONS. OUR QUOTATION IS BASED ON SHIPMENT OF ALL ITEMS AT ONE TIME TO A SINGLE DESTINATION, UNLESS NOTED, AND CHANGES ARE SUBJECT TO PRICE ADJUSTMENT. PURCHASES IN EXCESS OF \$1,000.00 TO BE SUPPORTED BY YOUR WRITTEN PURCHASE ORDER MADE OUT TO PLAY & PARK STRUCTURES, C/O Play & Park Structures of NV & UT.

Pricing: f.o.b. factory, firm for 30 days from date of quotation.

Freight charges: Prepaid & added

Installation: A certified Play & Park Structures Installer is recommended for play equipment installation. Customer shall be responsible for scheduling coordination and site preparation. Site should be level and permit installation equipment access. Purchaser shall be responsible for unknown conditions such as buried utilities, tree stumps, bedrock or any concealed materials or conditions that may result in additional labor or material costs.

Submittals: our design proposal reflects the spirit and intent of the project plans and specifications. While some variations may exist between our quotation and the project design, the differences do not materially affect the intended use. Play & Park Structures designs and specifications are unique and not intended to be identical in all respects to other manufacturers. We shall submit for review and approval by the owner's representative detailed drawings depicting the equipment to be furnished accompanied by specifications describing materials. Once approved, these drawings and specifications shall constitute the final documents for the project and shall take precedence over all other requirements.

Exclusions: unless specifically included, this quotation excludes all site work and landscaping; removal of existing equipment; acceptance of equipment and off-loading; storage of goods prior to installation; equipment assembly and installation; safety surfacing; borders and drainage provisions.

**Acceptance of quotation:**

Accepted By (printed): \_\_\_\_\_

Signature: \_\_\_\_\_

Title: \_\_\_\_\_

Purchase Amount: \_\_\_\_\_ \$133,984.83

P.O. No: \_\_\_\_\_

Date: \_\_\_\_\_

Phone: \_\_\_\_\_

E-mail: \_\_\_\_\_

**Order Information**

Bill to:

Company: \_\_\_\_\_

Attn: \_\_\_\_\_

Address: \_\_\_\_\_

City/State/Zip: \_\_\_\_\_

Billing Contact: \_\_\_\_\_

Billing Phone: \_\_\_\_\_

Billing Fax: \_\_\_\_\_

Ship to:

Company: \_\_\_\_\_

Attn: \_\_\_\_\_

Address: \_\_\_\_\_

City/State/Zip: \_\_\_\_\_

Jobsite Contact: \_\_\_\_\_

Jobsite Phone: \_\_\_\_\_

Jobsite Fax: \_\_\_\_\_

Enter desired color palette name: \_\_\_\_\_

Enter desired color: Uprights ( \_\_\_\_\_ )

OR

Decks ( \_\_\_\_\_ )

Accents ( \_\_\_\_\_ ) Roofs/Tubes ( \_\_\_\_\_ )

Slides/Panels ( \_\_\_\_\_ )

Play &amp; Park Structures of NV &amp; UT

By: \_\_\_\_\_

Salesperson's signature

Salesperson's Signature

Customer's Signature

PLAY



SITE FURNISHINGS


 Shade, Shelter, Dog Agility  
 Equipment, Outdoor  
 Fitness Equipment

SPECTATOR SEATING



SURFACING



# Utah's Alyssa's Law Playbook

## The What, Why, and How for Utah Schools



### Alyssa's Law in Utah: H.B. 84

In March 2024, Utah Governor Spencer Cox signed Alyssa's Law into law. This legislation, included as part of Utah's largest school safety measure, H.B. 84, requires Utah public and charter schools to "provide a staff person in each classroom with a **wearable panic alert device** that allows for immediate contact with emergency services or emergency services agencies, law enforcement agencies, health departments, and fire departments."

The law went into effect on May 1, 2024.

### The Passage of Alyssa's Law

Alyssa's Law is a piece of legislation created to improve the response time of law enforcement agencies during public school emergencies and is named after Marjory Stoneman Douglas High School shooting victim Alyssa Alhadeff.

Passed in six states and introduced in nine more, Alyssa's Law requires public elementary and secondary school schools to install silent panic alarms that immediately notify law enforcement about potentially dangerous situations on campus.

Not only have CENTEGIX CrisisAlert customers experienced the effectiveness of wearable safety technology and how it can positively impact the safety and well-being of staff and students, but major publications across the country have also recognized the role wearable panic buttons can play in school safety.

CNN recently examined the passage of Alyssa's Law across the country and the impact of wearable panic buttons. "We didn't have this kind of technology at that time, so it was a bit of a guessing game," Mo Canady, executive director of the National Association of School Resource Officers, a nonprofit group of school-based security professionals, told CNN. "Now, if you hear shots fired, you know where they're exactly coming from, is the shooter moving somewhere else—this kind of technology can help us narrow down where we need to look."

*CENTEGIX meets the rapid communication needs of school leaders that include responding to crisis events and the emergencies that happen in schools. Our highest priority is keeping our Eagle students and staff safe, and this is another step in protecting and fortifying our schools.*

- Dr. Telena Wright, Superintendent, Argyle ISD, TX

**ALYSSA'S LAW STATE**

*The system has a very sophisticated mapping feature that allows responders to see exactly which room or hallway the emergency is coming from and from whom. In the event of a real active shooter, we could share this information with outside police agencies who may be coming to aid us.*

- Paul Cordova, Police Chief, Aldine ISD, TX

**ALYSSA'S LAW STATE**

EdWeek also examined the impact of wearable safety technology in several districts across the country. Ron Self, Director of Safety, Security, and Risk Management at Little Rock School District in Arkansas, shared, “It’s a great thing to have in the event of an active shooter... Implementing the new alert system has made students, teachers, and families feel safer in the classroom.”

## Lessons Learned

A critical breakdown in communication resulting in first responder delays and confusion on what was happening in real-time was a key factor that contributed to the tragic outcomes in Parkland, Florida, and Uvalde, Texas. As explained by Lori Alhadeff, at the heart of Alyssa’s Law is the concept that time equals life. Every second matters in a crisis—and action in those first seconds can make the difference between tragedy and survival.

Florida passed Alyssa’s Law—also referred to as Alyssa’s Alert—in June of 2020. Educational leaders across Florida have seen the need for a solution like CrisisAlert because of the communication vulnerabilities it eliminates.

Since Alyssa’s Law’s passing, CENTEGIX’s CrisisAlert solution has been selected by approximately 35% of Florida’s public K-12 schools, protecting nearly one million Florida students and over one hundred thousand school staff members. In fact, in our recent report Alyssa’s Law: Making Florida Schools Safer, we recently analyzed the 115,000+ alerts that have been delivered through the CrisisAlert platform in Florida schools to date.

Texas also passed Alyssa’s Law in 2023, in the wake of the tragedy at Robb Elementary School in Uvalde, requiring Texas public schools and academies to provide a silent panic alarm technology (SPAT) emergency alert system that immediately transmits a signal or message to first responders. As of May 2024, CrisisAlert has been used in Texas districts across the state over 20,000 times. Our safety report on Texas CrisisAlert usage data makes it clear: from Crane in the West to McLeod in the East, Mercedes in the South to Tulia in the North, districts of all sizes benefit when every school and district staff member is empowered to get help in a crisis.

Many state and federal post-incident reports identify similar issues and recommendations for improving emergency communication during crises. Repeated findings support specific vital protections that silent panic alarms must offer:

- The ability for all staff members to easily request help while under duress
- Alert first responders the moment an emergency begins
- Notify everyone of danger using campus-wide audio-visual notifications, enabling an immediate lockdown
- Doesn’t rely on Wi-Fi or cell service to send an alert

Mrs. Alhadeff believes that if panic alarms had been in place when Alyssa was in danger, she might still be with us today. Unlike CrisisAlert, other incident response solutions lack the critical functionality required for real-world emergencies. CrisisAlert eliminates communication vulnerabilities and enables the fastest incident response, improving outcomes and saving lives.

## CENTEGIX®: Created with Safety in Mind

When designing the CrisisAlert mobile panic alert system, CENTEGIX relied on feedback from representatives of the Marjory Stoneman Douglas Public Safety Commission that expressed concerns that traditional school safety technology didn’t reflect the realities of the classroom or how people realistically can respond in moments of crisis. Conversations with school leaders indicated that school staff needed an effective solution for incident response—physical altercations are more common in hallways, teachers don’t want to have an app for safety on their personal phone, tying a communication device to a classroom left half the staff unable to take action if they saw something that raised a concern—which led to the development of an effective solution built on innovative technology.

When an emergency occurs on a school campus, communication is paramount. The CENTEGIX CrisisAlert wearable panic button eliminates communication vulnerabilities and provides teachers and other staff members the ability to alert responders immediately to any emergency scenario, from the everyday to the extreme.

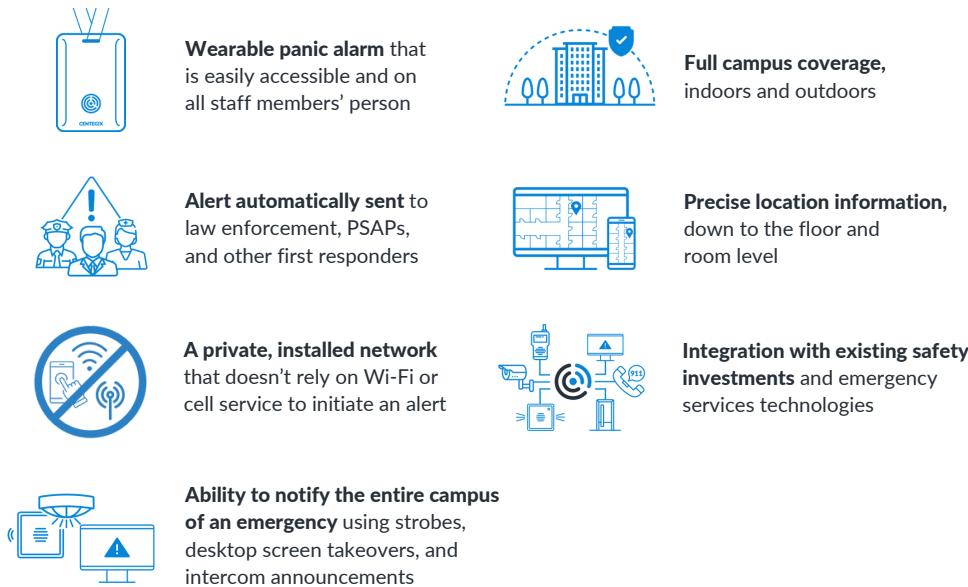
The goal is always to reduce response time and get first responders to the scene providing help as soon as possible after an emergency occurs. Wearable, silent panic buttons are a critical component of reaching that goal in schools across the U.S., and CrisisAlert is **the most used solution for Alyssa’s Law**.

# Steps to Achieving Compliance

## Selecting the Right Wearable: CrisisAlert™ and the CENTEGIX Safety Platform™

CrisisAlert, as part of the CENTEGIX Safety Platform, enables Utah school districts to meet the requirements of Alyssa's Law.

The CENTEGIX Safety Platform is designed to improve communication with first responders, empower staff members to request assistance, and help make schools safer. CrisisAlert and the CENTEGIX Safety Platform deliver:



*Our local school district chose CrisisAlert to protect its staff and students and we appreciate the implementation with CENTEGIX. Alert data comes to us through our existing inbound process and does not require any additional software in our PSAP, which makes it easy to implement the solution for our staff.*

- Christina Mortimer, Director of Communications, Flagler County Sheriff's Office, FL

**ALYSSA'S LAW STATE**



## Funding Options for Utah School Safety Solutions

### H.B. 84

To enact H.B. 84, the Utah Legislature approved \$100 million one-time money and \$4.2 million in ongoing funding.

### ESSER Funds

As of February 29, 2024, Utah has spent 77.2% of its ESSER funds. The most recent round allocated \$615,929,016 to Utah, and the obligation deadline is Sept. 30, 2024. Learn more about the program here.

### Stronger Connections Grant Program

The Stronger Connections Grant Program aims to provide students with safe and supportive learning opportunities

and environments critical for academic success. Utah was awarded \$5,100,063 through this program. All funds must be dispersed by September 30, 2026. Learn more about the program here.

### BJA's STOP School Violence Program

The Bureau of Justice Assistance's STOP School Violence Program funds software that helps K-12 schools maintain a safe environment. To learn more and apply, visit the BJA website. The deadline to apply is June 12, 2024.

We all play a role in protecting our schools. By embracing the CENTEGIX Safety Platform and CrisisAlert, schools can provide a robust and compliant emergency response system that maximizes safety for all stakeholders.

Schedule a demo to see how the CENTEGIX Safety Platform can help you meet Alyssa's Law compliance.

800-950-9202 • [info@centegix.com](mailto:info@centegix.com) • [centegix.com](http://centegix.com)



# Beyond the Badge

*Accelerate your response to emergencies with the CENTEGIX Safety Platform*

	CENTEGIX CrisisAlert	Other Wearables	Why This Matters
Battery Life/ Charging Required	Battery lasts for years and does not require charging	Requires charging	A device that must be recharged—whether daily or monthly—is vulnerable to being powerless or connected to its charging device and not accessible when needed.
Relies on Wi-Fi or Cellular to Initiate an Alert	No	Yes	Wi-Fi limitations and weak cell signals, common due to school building design, can result in messages not being sent or received, contributing to critical communication breakdowns.
Provides Visual and Audible Notifications	Lockdown initiates strobes, intercom, and screen takeovers	No	Communication is the first action in emergency response. The sooner everyone on campus knows to get to safety, the better the outcome.
100% Campus Coverage	Yes	No	Roughly half of emergency incidents at schools take place outside the classroom. Staff can initiate alerts from the playgrounds, athletic fields, parking lots, and other common sites for emergencies.
Incident Location Accuracy	Real-time floor and room-level alert location accuracy displayed on your digital campus maps	Cannot differentiate between floors in a building or provide room specificity	Where other wearables can bring responders to the building, CrisisAlert shows responders on what floor and in what room, stairwell, or parking garage an alert is located. Additionally, responders see all safety assets near the alert—AEDs, first aid kits, exit doors—to accelerate and apply the appropriate response.
Safety Platform	Badges, critical incident mapping, visitor management, and integrations	Point solution	CENTEGIX Safety Platform is the foundation for your school safety plans, with capabilities central to emergency response and the ability to integrate with your existing safety technology.
Experience	600,000+ people wear the CrisisAlert badge every day	Limited	Years have been spent implementing, onboarding, and training staff and responders to maximize staff adoption. Innovations based on customer feedback have led us to become the leader in wearable panic button technology for K-12.
Usage	183,000+ alerts initiated in the 2023/2024 school year	Data not published	When staff are comfortable using the panic button to get help for everyday issues, they're prepared to act immediately in an extreme emergency. When used in common occurrences, staff feel supported by the district and contribute to the safety culture.



## Quote

Bill To:  
North Star

Sales Rep:   
Submitted on:   
(Valid 45 days)  
Quote #:   
Terms (Years)

Product Item / Fee	Annual Recurring Rate	Term Amount
SAFETY PLATFORM with CrisisAlert™	\$9,000	\$27,000
Safety Blueprint	included	included
<b>Annual Fees - CrisisAlert</b>		
Wireless Backup	\$200	\$600
<b>Annual &amp; Full-Term Platform Sub-totals:</b>		<b>\$9,200</b>
<b>One Time Fees - CrisisAlert™</b>		
Installation & Setup	\$5,000	\$5,000
CENTEGIX Gateway Cabling & Installation	\$3,000	\$3,000
Implementation	\$2,000	\$2,000
Shipping	\$400	\$400
On-Site Responder Training	\$2,000	\$2,000
<b>One Time Fees - Safety Blueprint™</b>		
Remote Installation and Remote Training	included	included
<b>NOTES:</b> Quote includes site mapping and training, along with software licensing and hardware warranty based on the term selected. *Preliminary site count listed pending a final site list from customer.		<b>One-Time Fees Sub-total:</b> <input type="text" value="\$12,400"/>
		<b>Full Term Contract Total</b> <input type="text" value="\$40,000"/>

Annual contract will renew after the selected term expires at CENTEGIX then current pricing.

CENTEGIX™ will invoice based on the following billing milestones:

- 50% invoiced upon the PO date/order date
- 50% invoiced 120 days after PO date/order date (anniversary date)
- All invoices are payable on Net 30 terms.

*Amounts do not include local, state or federal taxes. If you are tax exempt, please provide a tax exempt form otherwise sales tax will be charged.*

(800) 950-9202

2120 Powers Ferry Road SE, Suite 110, Atlanta, GA 30339

sales@centegix.com



North Star Academy  
Professional Service Bid  
and Payment Agreement

June 12, 2024

**For questions contact**  
**marlies@connected2therapy.com**  
**www.connected2therapy.com**

Thank you for the opportunity to submit a bid to North Star Academy. **Connected 2 Therapy (C2T)** offers school-based related services to students needing support to be successful in academic achievement, positive behaviors for learning, and daily school activities. School-based services can conveniently be provided onsite or online – whichever works best for your students. The related services we offer include occupational therapy, physical therapy, speech therapy, behavior therapy, school nursing, hearing screening, and counseling.

All related services are billed at an hourly rate for actual services provided. ***There is no ongoing contract and no hidden cost.***

This document includes the scope of work for available services and a bid showing the hourly rate for each service. **C2T** will send an electronic contract for signature if you'd like to partner with **C2T** and receive school-based or virtual therapy services.

## Scope of Work for related services:

All **C2T** onsite and virtual therapists and assistants provide students individual school-based therapy according to the IEP. In addition, they may assist North Star Academy by:

- Collecting data (evaluation) through test administration and evaluation of additional data of students who have or are suspected of having a disability
- Attending IEP meetings and developing IEP goals
- Documenting student progress
- Consulting with the teachers of students receiving services
- Consulting with school administrators
- Creating progress monitoring reports
- Completing service logs

**Occupational Therapy:** **C2T's** occupational therapists (OT) and certified occupational therapy assistants (COTA) support a student's ability to benefit from this service and participate in the general curriculum. OTs evaluate and provide services to students who have or are suspected of having a disability as defined under IDEA or Section 504. Services may be direct or consultative depending on the educational needs of the student and as required in the IEP or 504 Plan. The related service provider also provides support to school staff in developing appropriate educational programs for students with disabilities as required. COTAs implement intervention and therapy regarding students' fine and gross motor skills and functional abilities under the direction of the OT.

**Physical Therapy:** **C2T's** physical therapists (PT) and physical therapy assistants (PTA) provide support for students who have a disability that interferes with their educational performance and ability to benefit from their education program, including participation in everyday routines and activities. Using their unique expertise in movement and function, PTs and PTAs prepare students for further education,

employment, and independent living. PTs and PTAs design and perform therapeutic interventions, including compensation, remediation and prevention strategies and adaptations, focusing on functional mobility and safe, efficient access and participation in educational activities and routines in natural learning environments. In addition, they play a critical role in educating parents, educators, administrators, and other staff members.

**Speech Therapy** **C2T's** speech-language pathologists (SLP) assess, qualify, and work with students who have a language, social communication, and/or cognitive communication issues that affect the access to their grade level education. The SLP also supervises assigned Speech-Language Technicians (SLT). The SLP provides services to students, assists with language and hearing screenings, completes necessary paperwork regarding IEP goals, services logs and other clerical needs.

**Behavior Therapy:** **C2T's** board certified behavior analysts (BCBA) and registered behavior technicians (RBT) and therapists provide direct service to students. Therapists and technicians work under the direct supervision of a BCBA and receive (at minimum) monthly onsite supervision and training. Direct services may consist of implementing a variety of positive behavioral, social, communicative, and academic interventions and supports to students so as to create positive behavioral change.

**School Nurse:** **C2T's** licensed Registered Nurses (RN) can develop healthcare plans; consultant with other school professionals (e.g., food service, PE, coaches, and counselors); provide health-related education to students and staff in both individual and group settings; manage communicable diseases and assess the school environment as to prevent injury and ensure safety; participate in school safety planning; oversee medication administration; make decisions related to the delegation of healthcare tasks; and provide health advice to the Individualized Educational Plan (IEP) team.

**Hearing Screening:** **C2T** can provide schools assistance with hearing screening. *Full-service* includes trained personnel coming on site to administer a quick hearing screening test to your identified grades. Alternately, schools can transport and lease audiometers and have their own trained personnel administer the screening.

**Counseling:** **C2T's** licensed social workers (LCSW and MSW) are mental health professionals who provide services related to a child's social, emotional and life adjustment to school and society. LCSWs and MSWs are the link between the home, school, and community in providing direct as well as indirect services to students, to promote and support students' academic and social success.

## Costs for related services

**C2T's** licensed therapists use professional judgment, evaluation data, and expected outcomes to select a particular frame of reference that guides each student's individual intervention plan. We assign the best individual to provide necessary services. Services are paid at an hourly rate with no charge for travel (mileage or time) unless North Star Academy is over 100 miles one way from the therapist's office.

### North Star Academy Bid\*

**C2T** will provide North Star Academy school-based, onsite and virtual related services during the 2024-2025 school year based on school request and therapist availability. North Star Academy can request to access services described in this document at the rates specified in the table below.

SLT services	\$ 45 per hour	SLP services	\$ 90 per hour
RBT services	\$ 45 per hour	BCBA services	\$150 per hour
COTA services	\$ 80 per hour	OT services	\$ 90 per hour
PTA services	\$ 45 per hour	PT services	\$ 95 per hour
LCSW/MSW services	\$ 90 per hour	RN services	\$ 90 per hour
Full-service hearing screening			\$600 per day
Lease audiometer (use your own SLP)			\$100 per day
Mileage reimbursement rate set by IRS			\$ 0.67 per mile in 2024

\* North Star Academy will be billed monthly for the actual number of hours worked by each therapist plus actual mileage at the Federal Rate if over 100 miles one way.



## CONNECTED 2 THERAPY PAYMENT AGREEMENT

1. This Agreement does not represent an ongoing guarantee of work.
2. C2T will perform work as outlined in the Scope of Work during school year 2024-2025. By signing this Agreement, LEA acknowledges receipt of the Scope of Work.
3. C2T will provide related services according to the IEPs written by LEA Special Education program, 504 Plans written by LEA, and requests of LEA for students that do not have an IEP or 504 Plan. Therapy is provided both on campus and virtually and non-therapy services, such as reports and assessment analysis, are completed off campus.
4. LEA grants C2T access to LEA property, equipment, and materials in performing the duties associated with C2T's job, including a private space for providing assessments or therapy services to students as needed. If an appropriate space is not provided, C2T will not provide services to students but will bill for time and travel.
5. LEA will inform C2T therapist directly of any students not in attendance at school or not planning to attend the therapy session each day prior to the start of services. If C2T therapist waits for a student that is absent and was not informed the student was absent or not attending a session, then LEA will be billed for the entire session.
6. For the services outlined in the Scope of Work, C2T will be compensated for related services per hour, mileage at the rate set by the IRS if applicable, to be billed monthly based on the number of hours used, miles driven by the provider, and total amount reimbursed to LEA. The rates in this document pertain to school year 2024-2025.
7. Services will be billed monthly, as applicable:
  - a. Occupational Therapist \$ 90 per hour
  - b. COTA \$ 80 per hour
  - c. Speech Language Pathologist \$ 90 per hour
  - d. Speech Language Therapist \$ 45 per hour
  - e. Physical Therapist \$ 95 per hour
  - f. LCSW/MSW \$ 90 per hour
  - g. BCBA \$150 per hour
  - h. Registered Behavior Tech. \$ 45 per hour
  - i. Registered Nurse \$ 90 per hour
  - j. Hearing screening \$600 per day
  - k. Lease audiometer \$100 per day
  - l. Fees and expenses \$150 per hour
  - m. Mileage \$0.67 per mile through December 31, 2024

8. Payment is due within 30 days of invoice. Accounts not paid within terms are subject to a 2% monthly finance charge.
9. To perform the services necessary under this Agreement, C2T Therapists will require access to student information, including information protected by State and Federal law. C2T agrees to maintain confidentiality of this student information.
10. C2T agrees to provide the following evidence of eligibility to LEA:
  - a. Documentary evidence of identity and eligibility for employment in the U.S.A.
  - b. Evidence of a current license necessary to provide related service.
  - c. Completion of a criminal background check. (A current educator license or DOPL will fulfill this requirement.)
  - d. Evidence of Worker's Compensation insurance.
  - e. Evidence of Commercial General Liability Coverage of at least \$1,000,000 per person per occurrence and \$3,000,000 aggregate.
11. Pursuant to 34 CFR 80.36(i)(10), C2T agrees to provide access to a grantee of federal funds, the subgrantee, the Federal grantor agency, the Comptroller General of the United States, or any of their duly authorized representatives to any C2T books, documents, papers, and records which are directly pertinent to this Agreement for the purpose of making audit, examination, excerpts, and transcriptions. C2T agrees to retain all required records for three years after final payment and all other pending matters are closed. C2T agrees to provide information as requested subject to fees and expenses.
12. C2T shall be fully liable for the actions of its agents, employees, officers, partners, and contractors, and shall fully indemnify, defend, and save harmless the LEA from all claims, losses, suits, actions, damages, and costs of every name and description arising out of C2T Contractor's performance of this Agreement to the extent caused by any intentional wrongful act or gross negligence of C2T, its agents, employees, officers, partners, or contractors, without limitation; provided, however, that the C2T shall not indemnify for that portion of any claim, loss, or damage arising hereunder due to the fault of the LEA. The parties agree that if there are any limitations of C2T's liability, including a limitation of liability clause for anyone or whom C2T is responsible, such limitations of liability will not apply to injuries to persons, including death, or to damages to property.
13. This Agreement represents an acknowledgement of both parties and is the entire agreement between the parties with regard to payment. This Agreement supersedes any other agreement regarding related services and payment, either written or verbal.
14. If any portion of this Agreement is deemed by a court of competent jurisdiction to be nonbinding, it shall not affect any other portion of said Agreement.
15. This Agreement will be governed by and interpreted in accordance with the laws of the State of Utah.

If you are interested in receiving these services as described in the Scope of Work, Costs, and Agreement, please complete the required information and return.

*Tana Lyn Archer*

Tana Lyn Archer (Jul 16, 2024 10:51 EDT)

LEA Representative

*Marlies Burns*

Marlies Burns (Jul 16, 2024 14:29 EDT)

C2T Representative

# North Star Academy Bid 2024-2025

Final Audit Report

2024-07-16

Created:	2024-06-12
By:	Marlies Burns (marlies@connected2therapy.com)
Status:	Signed
Transaction ID:	CBJCHBCAABAAOAajwmtUJVc97exGCo686M_tQYnRzNpu

## "North Star Academy Bid 2024-2025" History

-  Document created by Marlies Burns (marlies@connected2therapy.com)  
2024-06-12 - 3:05:48 PM GMT- IP address: 174.247.147.197
-  Document emailed to tarcher@north-staracademy.com for signature  
2024-06-12 - 3:06:18 PM GMT
-  Email viewed by tarcher@north-staracademy.com  
2024-06-12 - 5:45:12 PM GMT- IP address: 192.178.9.8
-  Email viewed by tarcher@north-staracademy.com  
2024-07-16 - 2:49:44 PM GMT- IP address: 66.249.84.70
-  Signer tarcher@north-staracademy.com entered name at signing as Tana Lyn Archer  
2024-07-16 - 2:50:59 PM GMT- IP address: 204.113.253.160
-  Document e-signed by Tana Lyn Archer (tarcher@north-staracademy.com)  
Signature Date: 2024-07-16 - 2:51:01 PM GMT - Time Source: server- IP address: 204.113.253.160
-  Document emailed to Marlies Burns (marlies@connected2therapy.com) for signature  
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-  Email viewed by Marlies Burns (marlies@connected2therapy.com)  
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-  Document e-signed by Marlies Burns (marlies@connected2therapy.com)  
Signature Date: 2024-07-16 - 6:29:13 PM GMT - Time Source: server- IP address: 172.59.176.8
-  Agreement completed.  
2024-07-16 - 6:29:13 PM GMT



Adobe Acrobat Sign

## AGREEMENT

**This Agreement** (the “**Agreement**”) is entered into this first day of August, 2024, between **North Star Academy**, a Utah nonprofit corporation (the “**School**”), and **Lauri Lund**, an individual (the “**Nurse**”).

### Recitals

- A. The School has received a charter from the Utah State Board of Education to operate a charter school.
- B. The Nurse is a licensed registered nurse in the state of Utah.
- C. The School wants the Nurse to provide nursing services to the School’s students as an independent contractor.
- D. The Nurse and the School desire to enter into this Agreement in order to document the terms of their agreement.

### Agreement

Now, therefore, in consideration of the foregoing and the mutual covenants and promises of the parties hereto, the School and the Nurse agree as follows:

**1. Engagement as Independent Contractor.** Subject to the terms and conditions of this Agreement, the School hereby engages the Nurse as an independent contractor to perform the services set forth herein, and the Nurse hereby accepts such engagement.

**2. Nurse’s Duties.**

a. The Nurse will provide nursing services to the School and the School’s students, as determined are necessary in consultation with the School’s administration. The Nurse will train other school personnel to perform services for the School’s students as the Nurse determines is professionally appropriate.

b. The parties acknowledge that the number of hours of services that the Nurse provides to the School will vary depending on the needs of the School and its students. The Nurse and the School’s Principal will coordinate with each other to determine the School’s needs and the Nurse’s schedule from time to time.

c. The Nurse will report directly to the School’s Principal and/or the Principal’s designee in connection with the performance of the duties under this Agreement and shall fulfill any other duties reasonably requested by the School and agreed to by the Nurse.

d. The Nurse will coordinate annual health plans.

**3. Expenses.** The Nurse will bear the cost of expenses incurred in connection with the services provided under this Agreement except for exam gloves, which will be provided by the School, and medical supplies that will be provided by the parents of students receiving services.

**4. School’s Duties.** The School will cooperate with the Nurse and provide information and guidance reasonably necessary to enable the Nurse to perform his or her duties.

**5. Compensation.** As full compensation for the services rendered pursuant to this Agreement, the School shall pay the Nurse thirty dollars (\$30.00) per hour during which the Nurse provides services. In addition, the

school will reimburse the independent contractor of up to \$220 for annual liability insurance.

**6. Independent Contractor.** This Agreement shall not render the Nurse an employee of the School for any purpose. The Nurse is and will remain an independent contractor in his or her relationship to the School. The School shall not be responsible for withholding taxes with respect to the Nurse's compensation hereunder. The Nurse shall have no claim against the School hereunder or otherwise for vacation pay, sick leave, retirement benefits, social security, worker's compensation, health or disability benefits, unemployment insurance benefits, or employee benefits of any kind.

**7. Confidentiality.** The Nurse acknowledges that during the engagement he or she will have access to and become acquainted with confidential information, including but not limited to student personal, education, and health information. The Nurse agrees that he or she will not comply with all applicable privacy laws, including but not limited to state law, FERPA, and HIPPA. The Nurse agrees that she will not disclose any such confidential information, directly or indirectly, or use any such information in any manner, either during the term of this Agreement or at any time thereafter, except as required in the course of this engagement with the School.

**8. Term and Termination.**

a. This engagement shall commence upon execution of this Agreement and shall continue in full force and effect through the School's 2021-2022 school year. The Agreement may be extended thereafter by mutual agreement of the parties, unless terminated earlier by operation of and in accordance with this Agreement.

b. The School or the Nurse may terminate this Agreement at any time by 15 days' written notice to the other party. In addition, if the Nurse is convicted of any crime or offense, fails or refuses to comply with the policies or reasonable directive of the School, is guilty of serious misconduct in connection with performance hereunder, materially breaches provisions of this Agreement, or has any adverse action commenced against his or her professional license, the School at any time may terminate the engagement of the Nurse immediately and without prior written notice to the Nurse.

**9. Assignment.** The Nurse shall not assign any of his or her rights under this Agreement, or delegate the performance of any of his or her duties hereunder, without the prior written consent of the School.

The Parties have executed this Agreement as of the date first set forth above.

**The School:**

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Board of Trustees President

**The Nurse:**

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