

**North Star Academy
Board Meeting Agenda
Date: September 11, 2025
Time: 4:30 PM
Teleconference: <https://us02web.zoom.us/j/84659908838>**



4:30 PM Call to Order

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

4:35 PM Reports

- Director Report
 - Early Learning Plan Report
 - Celebrations
 - Personnel
 - Enrollment
 - Professional Development
 - BOY Assessment Data
- Financial Review

5:00 PM Consent Items

- June 25, 2025 Board Meeting Minutes

5:10 PM Business Items

- Freezer Purchase
- Approve LEA Licenses
- Policies
 - Review Donation and Fundraising Policy
 - Amended Sex Education Instruction Policy
 - Amended Kindergarten Toilet Training Policy
 - Amended Child Abuse and Neglect Reporting Policy
 - Amended Unpaid Meal Charge Policy

5:15 PM Discussion Items

5:30 PM Calendaring:

- Next Board Meeting is November 6th, 2025, at 4:30 PM.
- Parent Teacher Conferences

5:40 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.

2025-2026 School Wide Improvement Goal

Finding the Leader within: Discovering a World of Possibilities

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.

Directors Report

Sept. 11, 2025

Celebrations:

- The Core Knowledge Conference Attendees and Admin. Have completed the rough draft of the [alignment](#) from the newly adopted Utah History/Social Studies State Core Standards and the Core Knowledge History Scope and Sequence for grades K through 6.
- The Kindergarten Tissue Party hosted by our PTO on the first day of kindergarten was a great success with many parents attending.
- PTO Big Give
- North Star Academy was accepted into the first cohort for



Assessment to Achievement: Artificial Intelligence (A2A:AI)

Unlock the power of AI in your school—where innovation meets instruction and every educator becomes a tech trailblazer. This **fully funded, three-year opportunity** will allow up to **twelve schools** to integrate AI into everyday practices of evidence-based instruction, collaboration, and data-driven decision-making.

Why AI? On average, teachers work 52 hours per week, 7 hours more than average US workers.	 Optimize Your School Day Improve efficiency, accuracy, and innovation in your school by enabling learner-centric AI integration.
The teacher burnout rate is 44%, the highest burnout rate in the US.	 Instruction Implement evidence-based instruction with AI-powered support of teacher clarity.
Artificial intelligence is projected to grow from a \$6B industry today to a \$30B industry by 2030.	 Data Use Analyze student data and compile findings using AI to make data driven decisions .
	 Collaboration Employ AI to build data driven, efficient, collaborative meetings , eg. PLCs.

Make AI Work For You

Building on the structures of the USBE's Assessment to Achievement project, a staple in school improvement initiatives since 2015, A2A:AI brings **cutting edge artificial intelligence technology** to your school. Engage in learning with specialists from USBE and coaching from MGT to employ AI platforms that can bring your **instruction, data use, and collaboration** to the next level.

In this **three-year cohort**, spanning August 2025 to June 2028, take away tangible skills that help you use AI to build your leadership capacity, maximize team efficiency, and increase student achievement. Participating school teams will join a **fully funded professional learning experience**, with included funding for LEA substitute reimbursements and educator stipends during out-of-school time.

Leadership Support  Orient your vision through baseline data collection, professional learning, and action planning sessions in the first six months .	Building Team Capacity  Engage in quarterly professional learning sessions with your school leadership team, bringing back strategies for schoolwide implementation.
 Experience individualized leadership coaching that is tailored to the unique needs of your school.	 Receive tailored feedback via quarterly progress measurement visits and regular coaching support.

Interested in joining the first cohort? You can request more information by scanning the QR code or navigating to bit.ly/A2A_AI_Interest. Priority interest deadline is June 20th, 2025.

Questions? Email Lindsey Martinez at jmartinez@mgt.us.

1.



Technology Specialist & Director attended the first full day of training.

- Reviewed the [Utah USBE AI Framework](#).
- Compared key components of the framework to NSA protocols.
- Focused on Generative AI limitations and underutilization that can aide in data analysis

Accreditation - Completed Standards Self Assessment

- **Culture of Learning Standards**

- Theories of Action for Noteworthy Practices:
 - If NSA continues to embed respect, fairness, and inclusion into student and staff interactions, then students will experience a strong and enhanced culture of learning.
 - If NSA sustains its emphasis on positive relationships through character education, Hope Squad, and mentoring structures, then students will continue to feel cared for, respected, and safe at school.
- Theories of Action for Areas of Improvement:
 - If NSA expands non-academic supports by launching new after-school clubs, developing community partnerships, and implementing longitudinal wellness tracking, then it will better meet the holistic needs of students.
 - If NSA increases outreach to underrepresented families and provides targeted professional development on cultural inclusivity, then stakeholder engagement will become more representative and inclusive of all voices.

* Leadership for Learning Standards

Noteworthy Practices:

1. If school leaders continue to consistently communicate learning expectations and use data-driven systems to monitor instructional effectiveness and student progress, then all learners will experience high-quality, targeted instruction that drives academic achievement across grade levels K-9.
2. If leadership continues to model continuous learning, empowers shared leadership among staff and students, and adjusts resources equitably based on emerging needs, then the school will foster a collaborative, inclusive culture that strengthens student engagement, retention, and long-term success.

Improvements:

1. If leadership systematically analyzes enrichment participation data and implements targeted support strategies to ensure equitable access to enrichment opportunities for all students, then the school will foster more inclusive and personalized learning experiences that meet the diverse interests and needs of every learner.
2. If leadership enhances crisis communication strategies and provides ongoing, differentiated professional training focused on emergency preparedness—especially for new and command central staff—then the school will strengthen its capacity to respond effectively to emergencies, improve staff readiness, and ensure a safer, more resilient learning environment for all students.

Engagement of Learning Standards

Theory of Action for Improvement Area #1 – Risk-Taking Culture:

If the school reinforces professional development on relational practices and cultural responsiveness, then all students will consistently perceive adults as respectful and supportive, enhancing their willingness to take academic risks.

Supporting Evidence: Survey data indicating lower student perception of consistent respectful treatment (20j.8); need for alignment of adult-student interactions.

Theory of Action for Improvement Area #2 – Equity of Opportunity Across Grades:

If engagement opportunities such as clusters, leadership roles, and goal setting are vertically aligned and scaffolded across K-9, then all students will have equitable access to experiences that foster creativity, collaboration, and confidence.

Supporting Evidence: Disparity in opportunity breadth between middle and elementary grades (18a.1–18a.22, 19h.1–19h.6); potential for expansion of clusters and leadership in lower grades.

Growth in Learning Standards

Noteworthy Practices:

If leaders continue leveraging data-informed, collaborative, and research-based practices, then students will continue to achieve high academic performance.

If all teachers and leaders continue to focus on ensuring students set goals, are offered enrichment and career readiness opportunities in addition to regular academics, then students will continue to gain skills that are necessary for future educational and career success.

Areas for Improvements:

If math teachers continue professional development offered through the new math programs chosen and implement effective evidence-based teaching practices, then students' knowledge of mathematical practices and content will increase as shown in both formative and summative assessments.

If math teachers refine their curriculum alignments based on the new math standards being adopted by the state, then student scores on end of year assessments will increase.

Next Steps include:

Complete the Stakeholder Feedback Analysis

Complete the Student Performance Analysis

Complete the Learning Environment Observations
Analysis

Early Learning Plan Report:

2024-2025 Early Learning Plan Goals and Final Analysis:

Prior Year Goals:

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.

NSA met this goal by increasing 4%; 80% to 80%!

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.

NSA DID Not meet this goal, therefore more specificity has been set in strategies on the current FY26 goals; 77% decreased to 48%!

Personnel

- Currently all positions are filled.
- Currently accepting applications for substitute teachers.

Enrollment

- 518 students (one opening in kinder and one in 1st grade)

Professional Development

Three main initiatives were the primary focus of pre inservice days professional development.

- Renewed training and initiatives built upon Covey's 7 Habits of Highly Effective People to fully support the Leader in Me Character Education Lessons in grades K-9.
 - Renewed contract of training and support since full training last occurred 2014.
 - Lighthouse Committee developed to continue the efforts of support and implementation
- Continued implementation of the Newly adopted math curriculum.
 - Carnegie for middle school math teachers including special education.
 - Ready Math for grades K-6 math teachers including special education.
- Increased Multi Language Learner Population -Enhance research based teaching strategies and interventions to support Learners with best practices.
 - Director continuing coursework on her MLL endorsement through university cohort. Course four of five begins next week.
 - All teachers worked collaboratively investigating one of the eight components of the SIOP Model (Sheltered Instruction Observation Protocols) from provided informational materials. Then, they will present their practices monthly in faculty training.

August Training - [See schedule here.](#)

Attached is the most recent data that we have regarding county data on teen pregnancy, child sexual abuse and other data in regard to the assurances that are filled out annually. This data is required to be shared with the board.”

Most recent data:

https://drive.google.com/drive/folders/1XeUhZBN2CjtoAE3LFPq_53rGfMGxbMwc

BOY Assessment Data - See additional attachments.

2025- 2026 Testing Schedule

Acadience Reading Benchmarks: (K-6)

Beginning of Year: August 18, 2025 – September 12, 2025

(In Aspire and results email to Diana by 9/19 and shared at PTC)

Any K-3 parents not attending PTC, please send home

ROGL/Acadience Math letters

Set Pathways of Progress by 9/26

Middle of Year: January 5, 2026 – January 30, 2026

(In Aspire and results emailed to Diana by 1/30 and shared at PTC)

Any K-3 parents not attending PTC, please send home

ROGL/Acadience Math letters

End of Year: April 27, 2026 – May 22, 2026 (So you have data for May 26)

(In Aspire and results emailed to Diana by 5/29)

ROGL/Acadience Math letters sent with report cards for K-3 students

Acadience Reading Progress Monitoring: (K-6)

Red (Every 2 Weeks): 9/26, 10/10, 10/31, 11/14, 11/26, 12/12, 1/9, 1/23, 2/6, 2/20, 3/6, 3/20, 4/17, 5/1, 5/15, 5/29

Yellow (Every 3 Weeks): 9/26, 10/31, 11/21, 12/12, 1/9, 1/30, 2/20, 3/13, 4/17, 5/8, 5/29

Green (As Needed): If any areas are yellow or red, please follow the above

Blue (As Needed): If any areas are yellow or red, please follow the above

Acadience Math Benchmark: (K-3)

Beginning of Year: August 18, 2025 – September 12, 2025

(In Aspire and results emailed to Diana by 9/19 and shared at PTC)

Any K-3 parents not attending PTC, please send home

ROGL/Acadience Math letters

Middle of Year: January 5, 2026 – January 30, 2026

(In Aspire and results emailed to Diana by 1/31 and shared at PTC)

Any K-3 parents not attending PTC, please send home

ROGL/Acadience Math letters

End of Year: April 27, 2026 – May 22, 2026 (So you have data for May 26)

(In Aspire and results emailed to Diana by 5/29)

ROGL/Acadience Math letters sent with report cards for K-3 students

iReady Diagnostics: (ELA K-8) (Math K-6)

Beginning of Year: August 13 - September 17

Middle of Year: January 6 - February 6

End of Year: April 27 - May 22

Achieve 3000: (ELA 7-9)

Report: How likely are my students to be on track for end of year assessments?
Diana will pull 9/17 for BOY, 2/6 for MOY, and 5/22 for EOY.

IXL Diagnostics: (Math 8-9)

Beginning of Year: August 13 - September 17

Middle of Year: January 6 - February 6

End of Year: April 27 - May 22

Guided Reading Levels: (K-9) (TBD)

Verified through Fountas and Pinnell or running record

Running records can ONLY be used BOY or MOY. However FnP's need to be done on any new students for BOY.

Beginning of Year: August 18, 2024 – September 19, 2024
(Emailed to Diana by 9/19)
(Shared in Grades K-9 PT Conferences)

Middle of Year: January 5, 2025 – February 25, 2025
(Emailed to Diana by 2/27)
(Shared in Grades K-9 PT Conferences)

End of Year: April 13, 2025 – May 22, 2025
(Emailed by 5/28)
Must use formal Fountas and Pinnell

Saxon BOY and EOY (8th - 9th grade)

BOY: September 12, 2025 (Email scores to Diana by 9/12)
EOY: May 22, 2026 (Email scores to Diana by 5/29)

Benchmark Test scores given to Diana after Lessons 30, 60, 90

Carnegie Math (7th)

BOY: September 12, 2025 (Email scores to Diana by 9/12)
MOY: February 20, 2026 (Email scores to Diana by 2/27)
EOY: May 22, 2026 (Email scores to Diana by 5/29)

RISE (3-8): Refer to EOY Testing Schedule

Mid-year Window:

Benchmarks: August 1 - December 19; January 5 - June 5

Interim: August 1 - December 19; January 5 - February 27

Summative: November 4 - December 19

Spring Window:

Benchmarks: January 5 - June 5

Interim: Not available

Summative: March 10 - June 5

UT Aspire Plus (9): Refer to EOY Testing Schedule

Window is March 2, 2026 - May 8, 2026

April 27 - May 8

UT Core Standard Benchmarks (9th grade) - now in UTIPS

Window is August 1, 2025 - June 30, 2026

AP Human Geography (9)

Tuesday, May 5, 2026 at 8:00 am (Begin seating at 8:00am)

Makeup: Monday, May 18, 2026 at 12:00 pm (Begin seating at 11:45pm)

5th Grade Keyboarding Assessment

Friday, April 24, 2026

WIDA

Window is January 6, 2026 - March 6, 2026

January 20, 2026 - February 27, 2026

Assessment Data for September 2025 Board Meeting

AP Exam Scores

	Students Taking Exam		Mean Score		% Scores 3 or Higher	
	NSA	UT	NSA	UT	NSA	UT
2025	16	6,355	3.94	3.3	87.50%	71.30%
2024	10	5,790	2.1	3.02	30.00%	63.40%
2023	9	5,409	3.22	2.91	77.80%	60.20%
2022	17	5,133	2.88	2.89	58.80%	60.70%
2021	19	4,944	3.21	2.91	78.90%	60.60%
2020	16	5,237	3.13	2.92	87.50%	65.70%
2019	22	5,013	2.27	2.73	50.00%	56.20%

WIDA
2025
16 tested
7 tested out (2 don't count for us)

Summer Academy 2025

Math	54
Language Arts Reading, Phonics, Writing	53
Totals	107

Teacher	Subject taught	Pretest Average	Posttest Average	# of students; //	Increase (+ or -)	Area of Focus the group concentrated on
Megan Allen	Kindergarten Math	90%	91%	9	gain 1%	Numbers, Counting, Ten Frame, Domino Dots, Equations, +/- - Mathias missed Pretest and Emery missed Posttest
Megan Allen	Kindergarten Letters/ Sounds	78%	96%	7	gain 18%	Beginnig sounds, letters, writing - one student was absent for post test so I didn't include in posttest
Shana Absey	Language Arts. 1st grade	29%	58%	6	gain 29%	Word Work, Spelling Rules, Syllabication, Word Challenge Reading
Shana Absey	Language Arts. 2nd and 3rd grade	36%	69%	5	gain 33%	Word Work, Spelling Rules, Syllabication, Word Challenge Reading
Angela Peterson	Math 1st grade	75%	82%	6	gain 7%	Addition, Subtraction, Story Problem Equations, Telling Time, Money Identification and Addition
Angela Peterson	Math 2nd grade	54%	76%	5	gain 22%	Addition, Subtraction, Story Problem Equations, Telling Time, Money Identification and Addition
Hannah Thurgood	Math. 2nd and 3rd grade	35%	88%	6	Gain 53%	rounding, adding and subtracting 2 digit numbers, money, and 2 step problems
Hannah Thurgood	Writing. 1st and 2nd grade	59%	91%	5	gain 32%	Writing 1 paragraph argument essays with hooks, transition words, conclusions and introductions,
Felicia Stoker	Math 4th grade	44%	75%	8	gain 31%	Rounding, multiplication and division word problems, multi-step problems, perimeter and area, equivalent fractions, comparing fractions
Felicia Stoker	Writing 4th and 5th grade	59%	79%	8	gain 20%	Parts of a paragraph, writing complete paragraphs, writing two or more paragraphs on the same topic
Paige Roylance	Math. 5th grade	59%	89%	7	gain 30%	multiplication (4 by 2 digit numbers), estimating quotients in long division, area, base 10, hierarchy
Paige Roylance	Writing 4th and 5th grade	58%	78%	9	gain 20%	Argumentative writing, transitions, paragraph organization/parts, multi-paragraph essays
Jill Klinger	Writing 6th grade	69%	79%	4	gain 10%	5 W's, Informative writing style, research skills, mad libs for fun, nonsense words, figurative language skills
Jill Klinger	Writing 7th and 8th grade	67%	82%	6	gain 15%	5 W's, Informative writing style, research skills, mad libs for fun, nonsense words, figurative language skills
Monette McKinnel	Math 6th grade	39	69	6	Gain 30%	Perimeter/Area/Volume, fractions, order of operations, word problems
Monette McKinnel	Math 7th and 8th grade	55	73	7	Gain 18%	analyzing data, algebraic expressions, word problems, order of operations integers and

2024

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

2023

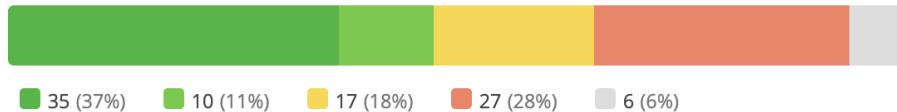
Math	39
Language Arts Reading, Phonics, Writing	44
	83

IXL Math (8th-9th)

There are 6 students who haven't finished yet

Current levels (Jun 28, 2025 - Aug 27, 2025)

Overall math levels



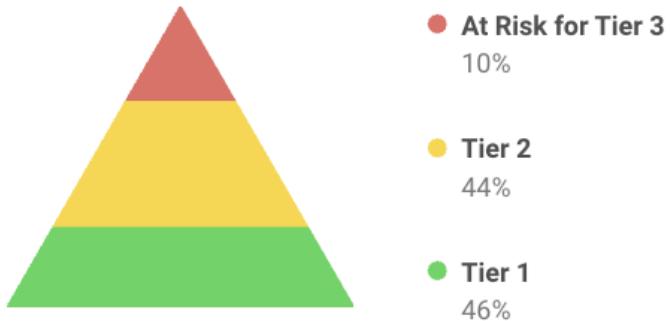
- Above grade
- On grade
- Below grade
- Far below grade
- Incomplete

IReady Math (K-7th)

We are 83% complete

Students Assessed/Total: 390/470

Overall Placement

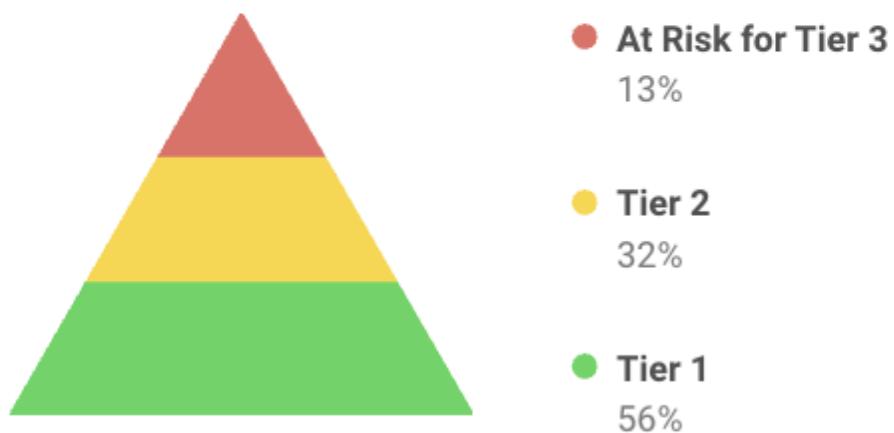


IReady Reading (K-7th)

We are 73% complete

Students Assessed/Total: **348/474**

Overall Placement



Acadience Reading (K-6th)

Only 34% complete

Acadience Math (K-3rd)

Only 36% complete

Achieve 3000 (7th-9th)

Only 69% complete

Achieve3000 Literacy™

How likely are my students to be on track for
College and Career when the high stakes test is
administered?

August 26, 2025

The data below show projected student readiness for College and Career at the time of the high stakes test, using Lexile® grade-specific bands from the Common Core State Standards.

NORTH STAR ACADEMY SCHOOL

	Total Students	Current Readiness	Forecasted Readiness				Lexile Goal
			Far Below	Approaches	Meets	Exceeds	
+	Grade: 7	17	FFB=6% A=29% M=35% E=29%				
+	Grade: 8	55	FFB=11% A=53% M=18% E=18%				
+	Grade: 9	38	FFB=8% A=34% M=24% E=34%				
	School Total	110	FFB=9% A=43% M=23% E=25%				

Saxon (8th-9th)

Still waiting on teachers to grade and report

**North Star Academy
Board Meeting Minutes**

Date: June 25, 2025

Time: 4:30PM

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



Board Members in Attendance: Sidney Warnick, Kammie LaFevre, Jordan Shields, Barton Sloan, Bob Bell
Others in Attendance: Diana Seidel, Tana Archer, Nicole Jones, Cathie Hurst, Hannah Dorius

4:30 PM Call to Order Sidney Warnick called the meeting to order at 4:41 PM.

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

- 2025-2026 Fee Schedule (2nd public comment period)

This was the second public comment period for the amended Fee Schedule. There were no public comments.

4:45 PM Reports

- Director Report

Tana Archer reported on End of Year Celebrations, Sex Education Curriculum Report, Gifted and Talented Report, Gifted and Talented Report, Charter Goals – Charter Effectiveness Goals, DLT Plan, Behavior and Citizenship, Early Learning Plan, Assessment Data, and Attendance Data. Tana reviewed end of year data in detail for the board. Enrollment numbers for the 2025-2026 school year are in review. The school is fully staffed and there are no openings currently. Diana Seidal reported on the generator project and AC install over the gymnasium. It will be finished in July 2025. Diana Seidal also reported on the SAGE/RISE Math and Science scores. The board is pleased with the scores from this year.

- Financial Review

Cathie Hurst reported on the Fraud Risk Assessment to the board. North Star Academy falls in the “Very Low Risk” category. Cathie explained the scoring items and how duties are separated to prevent fraud on all fronts.

5:15 PM Consent Items

- May 22, 2025, Board Meeting Minutes

Jordan Shields made a motion to approve the May 22, 2025, Board Meeting Minutes. Kammie LaFevre seconded. The motion passed unanimously. The votes were as follows: Sidney Warnick, Aye; Jordan Shields, Aye; Kammie LeFevre, Aye.

5:16 PM Business Items

- Final Amended Budget SY 2024/2025

Cathie Hurst presented the final amended budget for the 2024-2025 school year. Cathie said there were very minimal changes needed to amend the budget. The board had no questions.

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 MINUTES | 06.25.2025

- Proposed Budget SY 2025/2026
Cathie Hurst presented the proposed budget. Cathie presented highlighted the differences from the previous school year's budget. The board had no questions.

- Audit Engagement Letter
Cathie Hurst presented the Audit Engagement Letter. This letter is meant to engage with Eide Bailly to perform the school audit for the 2024-2025 school year. Eide Bailly had the best price compared to other firms. Tana Archer will sign the Audit Engagement Letter.

Jordan Shields made a motion to approve Final Amended Budget SY 2024/2025, Proposed Budget SY 2025/2026, Tana Archer to sign the Audit Engagement Letter. Kammie LaFevre seconded. The motion passed unanimously. The votes were as follows: Sidney Warnick, Aye; Jordan Shields, Aye; Kammie LeFevre, Aye.

- 2025-2026 Fee Schedule

This was the second opportunity for the public to comment on the 2025-2026 Fee Schedule. The changes to the fee schedule were reviewed by the board and they had no questions.

Jordan Shields made a motion to approve 2025-2026 Amended Fee Schedule. Kammie LaFevre seconded. The motion passed unanimously. The votes were as follows: Sidney Warnick, Aye; Jordan Shields, Aye; Kammie LeFevre, Aye.

- Paid Parental and Postpartum Recovery Leave Policy

Tana Archer presented the Paid Parental and Postpartum Recovery Leave Policy. This policy aligns the school with state regulations for parent and postpartum leave. Employees Engaging in Private Activities Related to Public Education will also be added to the Employee Handbook.

Jordan Shields made a motion to approve the Employee Handbook with the addition of Paid Parental and Postpartum Recovery Leave Policy and Employees Engaging in Private Activities Related to Public Education. Kammie LaFevre seconded. The motion passed unanimously. The votes were as follows: Sidney Warnick, Aye; Jordan Shields, Aye; Kammie LeFevre, Aye; Barton Sloan, Aye.

Barton Sloan joined the meeting at 5:25pm.

- Electronic Resources Policy

Tana Archer presented the Electronic Resources Policy. The policy includes some extra parameters around enforcing the use of smart watches within schools.

Kammie LaFevre made a motion to approve the Electronic Resources Policy. Jordan Shields seconded. The motion passed unanimously. The votes were as follows: Sidney Warnick, Aye; Jordan Shields, Aye; Kammie LeFevre, Aye; Barton Sloan, Aye.

- Summer Purchases

- Bluum

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Motivate – Elevate - Celebrate

NSA BOARD MEETING MINUTES | 06.25.2025

- The Bluum quote is to replace Chromebooks for students. This invoice will be paid through the Digital Teaching and Learning Plan and Grant.

Jordan Shields made a motion to approve the Bluum purchase not to exceed \$50,000. Kammie LeFevre seconded. The motion passed unanimously. The votes were as follows: Sidney Warnick, Aye; Jordan Shields, Aye; Kammie LeFevre, Aye; Barton Sloan, Aye.

- iReady
 - iReady purchase is for iReady Curriculum. This invoice will be paid with money received from a grant. The invoice will be paid to Curriculum Associates for the iReady curriculum.

Kammie LeFevre made a motion to approve the iReady Curriculum Associates purchase not to exceed \$19,000. Jordan Shields seconded. The motion passed unanimously. The votes were as follows: Sidney Warnick, Aye; Jordan Shields, Aye; Kammie LeFevre, Aye; Barton Sloan, Aye.

- Apple Education Store
 - This purchase will be paid for with the School LAND Trust Grant. Half of the teachers received new computers last year and this invoice is for the second half of the teaching staff that is in need of new computers.

Kammie LeFevre made a motion to approve the Apple Education Store purchase not to exceed \$24,500. Jordan Shields seconded. The motion passed unanimously. The votes were as follows: Sidney Warnick, Aye; Jordan Shields, Aye; Kammie LeFevre, Aye; Barton Sloan, Aye.

- Kinder Play Shade
 - After a students and parent survey was conducted, the main action item from that survey was to add shade in the kindergarten play area. This purchase with Little Tikes is to add that a shade structure in the play area.

Kammie LeFevre made a motion to approve the Apple Kinder Play Shade from Little Tikes purchase not to exceed \$14,000. Jordan Shields seconded. The motion passed unanimously. The votes were as follows: Sidney Warnick, Aye; Jordan Shields, Aye; Kammie LeFevre, Aye; Barton Sloan, Aye.

Bob Bell joined the meeting at 5:39pm.

- Door Replacement
 - Tana Archer presented the need to replace the doors in the school and the doors that go into the gymnasium. It will give the interior of the school a nice new look since the doors are quite outdated.

Kammie LeFevre made a motion to approve the Door Replacement from Moonlight Plumbing & Backflow Services not to exceed \$70,000. Jordan Shields seconded. The motion passed unanimously. The votes were as follows: Sidney Warnick, Aye; Jordan Shields, Aye; Kammie LeFevre, Aye; Barton Sloan, Aye; Bob Bell, Aye.

- Related Services Contract

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Motivate – Elevate - Celebrate

NSA BOARD MEETING MINUTES | 06.25.2025

- Speech and Language Pathology Contract
Aspen Hill comes highly recommended. This is the only
- Nurse Contract
This contract was in place previously and the board and administration is happy with the service provided by this contract.
- Occupational Therapy Contract
This contract was in place previously and the board and administration is happy with the service provided by this contract.
- Psychologies Contract
This contract was in place previously and the board and administration is happy with the service provided by this contract.
- Social Worker Contract
This contract was in place previously and the board and administration is happy with the service provided by this contract.
- Custodial and Day Porter
This contract was in place previously and the board and administration is happy with the service provided by this contract.

Bob Bell made a motion to approve the Speech and Language Pathology Contract, Nurse Contract, Occupational Therapy Contract, Psychologist Contract, Social Worker Contract, Custodial and Day Porter. Jordan Shields seconded. The motion passed unanimously. The votes were as follows: Sidney Warnick, Aye; Jordan Shields, Aye; Kammie LeFevre, Aye; Barton Sloan, Aye; Bob Bell, Aye.

- Movie Request – Intro to Astronomy Elective
Tana Archer presented the request to approve The Martian as the movie and approve parents rights to opt out. The Common Sense media breakdown will be sent to parents. The board debated the risks of showing the movie and the board decided to review the disclosure to parents with the legal team at AW Services. Strong language and inappropriate scenes will be removed.

Kammie LeFevre made a motion to approve the Movie Request – Intro to Astronomy Elective as discussed. Jordan Shields seconded. The votes were as follows: Sidney Warnick, Aye; Jordan Shields, Aye; Kammie LeFevre, Aye; Barton Sloan, Aye; Bob Bell, Nay. The motion passed.

5:55 PM Calendaring:

The next board meeting is September 4th, 2025 @ 4:30 PM.

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.

2024-2025 School Wide Improvement Goal

Motivate – Elevate - Celebrate

NSA BOARD MEETING MINUTES | 06.25.2025

At 5:56 PM Bob Bell made a motion to adjourn. Jordan Shields seconded. The motion passed unanimously. The votes were as follows: Sidney Warnick, Aye; Bob Bell, Aye; Jordan Shields, Aye; Kammie LeFevre, Aye; Barton Sloan, Aye.



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 MINUTES](#) | 06.25.2025



To:
Academica West
Kirk Blake

Project:
NORTHSTAR ACADEMY

From:
Commercial Kitchen Supply
Jason Scoville
1030 W. 650 N.
Centerville, Utah 84014
(801)292-1611
801-292-1611 (Contact)
jason@commercialkitchensupply.com

Item	Qty	Description	Sell	Sell Total
1	1 ea	WALK IN MODULAR, BOX ONLY (WITH REFRIGERATION SELECTION) Norlake Model No. 5X6X7-7 Fast Trak Indoor Walk-In, 5' x 6' x 7'-7" H, smooth aluminum interior floor, 26 gauge embossed coated steel interior & exterior finish, self-closing door, locking deadbolt handle	\$6,770.37	\$6,770.37
				
		1 ea Prices protected from increase for 60 days from date of quotation or announced price increase date, whichever comes first. Purchase orders and signed, approved drawings must be submitted within 60-days or prior to an announced price increase date. Order must ship per our current standard lead time or pricing will be subject to change.		
		1 ea Contact factory regarding lead times on walk-ins shipping to California, Washington or Oregon as these likely will require seismic restraints		
		1 ea If the walk-in is located above 4,000 feet in elevation or has specific product pull-down requirements, please contact your sales representative for refrigeration sizing assistance.		
		1 ea 15 year original equipment panel warranty		
		1 ea CPF075PC-S-0 NEW CAPSULE PAK ECO™ Refrigeration System, -10 freezer, ceiling mount, indoor, 75 series, 115v/60/1-ph, R290	\$5,957.32	\$5,957.32
		1 ea Optional Compressor Warranty extending to 5 years (net)	\$213.84	\$213.84
		1 ea NOTE: A licensed electrician and refrigeration installer may be required to make all necessary refrigeration and electrical connections		
		1 ea Capsule Pak cutout for ceiling	\$138.51	\$138.51
		1 ea Door size 30" x 78"		
		1 ea Door hinged on right, specify door location with sketch		
	2 ea	071075 Trim Strip, 3" x 3" x 8'-7" angle, galvanized, for walk-in	\$56.16	\$112.32
	1 ea	ENCLOSURE	\$107.00	\$107.00
		ITEM TOTAL:		\$13,299.36

Item	Qty	Description	Sell	Sell Total
THIS QUOTE IS VALID FOR 30 DAYS. IT INCLUDES THE PURCHASE, DELIVERY AND INSTALLATION OF THE WALK IN BOX. ANY FINAL CONNECTIONS SUCH AS ELECTRICAL OR PLUMBING ARE NOT INCLUDED AND MUST BE COMPLETED BY OTHERS.				
		Merchandise		\$13,299.36
		Freight		\$1,100.00
		Installation		\$1,200.00
		Total		\$15,599.36

Acceptance: _____ Date: _____

Printed Name: _____





September 11, 2025

Dear Superintendent,

The North Star Academy School Board approved LEA-Specific educator license to **one** (1) individual in a public meeting held on September 11, 2025. The license areas, and endorsements shall be valid for three (3) academic years as indicated on the attached spreadsheet which contains the associated educator information and rationale for the request. All LEA-Specific licenses will expire on June 30th of the final academic year approved.

North Star Academy's following assurances:

- The LEA has adopted a policy, in accordance with R277-301-7, to prepare and support educators with an LEA-Specific license. This policy is posted online at <https://www.northstaracademy.com/nsa-policies.html>.
- The educator has completed a criminal background check in accordance with Rule R277-214 and continued monitoring in accordance with Subsection 53G-11-403(1).
- The LEA will provide requisite training (educator ethics, classroom management/instruction, special education law/instruction, & Utah Effective Teaching Standards) within the 1st year of employment.
- The educators will complete the USBE Ethics Review within one (1) calendar year prior to being issued the license.
- The LEA will post all educator data, including assignments, in CACTUS no later than sixty (60) days following the date of the public governing board meeting approving the license area(s) and/or endorsement(s).
- Each LEA school employing an individual with an LEA-Specific license will prominently post the following on the school's website:
 - Disclosure that the school employs individuals holding an LEA-Specific educator license, license areas, and/or endorsements.
 - An explanation of the types of educator licenses issued by USBE (Professional, Associate, LEA-Specific):
"The following **designations or levels** apply to educator licenses, license areas (i.e.-elementary, secondary, special education), and content endorsements (i.e.-mathematics, music, Spanish, social studies):"
 - **Professional:** The educator has completed an educator preparation program that includes content and pedagogical knowledge. This program may have been completed at a university or in an alternate pathway that was supported by school districts/charters and the Utah State Board of Education.
 - **Associate:** The educator is currently completing an educator preparation program but has not yet completed all requirements for a Professional Educator License, license area, or endorsement. The educator is enrolled in a university-based or Local Education Agency (LEA)-based program. When the educator completes the program, they will have a professional level.



- **LEA-Specific:** The educator has not completed an educator preparation and is not currently enrolled in one.”
- Percentage (based on FTE) of types of licenses, license areas, and endorsements held by educators employed in the school.
- A link to the [Utah Educator Look-up Tool](#).

The North Star Academy School Board additionally acknowledges that LEA-Specific educator licenses, license areas, or endorsements may be renewed by the Utah State Board of Education (USBE). These renewals will be approved or denied on a case-by-case basis.

Sincerely,

Sidney Warnick
North Star Academy Board Chair
swarnick@north-staracademy.com

SY25-26 LEA-Specific Requests

Effective 8/2021, the following are NOT allowed for LEA-S: Audiologist, Deaf Education, Preschool Special Ed., School Psychologist, School Social Worker, Special Ed (K-12), Speech Language Pathologist, Speech Language Therapist

LEA (District or Charter) Name	Date LEA's Board Met	CACTUS ID	Last Name	First Name	Is this a RENEWAL Request from SY25-26? (Y/N)	License Area 1	Endorsement 1	Endorsement 2	Endorsement 3	Rational/Motions	Is Educator's Assignment in CACTUS? (Y/N)	Has LEA Specific tab in CACTUS been completed? (Y/N)	Does Educator Have a current BACKGROUND check? (Y/N)	Does Educator Have a current ETHICS check? (Y/N)	Pedagogical Modules Completed and certificate received? (Y/N)	LEA Application Received? (Y/N)	CPR Cert # PE ONLY
Granite SD	1/5/21	99999 Example	Educator	N	Secondary	Math Level 3	Chemistry			<i>Educator is enrolling in EPP Fall 2021</i> Waiting for Professional license to be approved.	Y	Y	Y	Y	Y	Y	N/A
North Star Academy	9/11/25	769246 Quinn	Carson	N	Secondary	Math Level 4	Secondary Math				Y	N	Y	Y	N/A	N	N/A

NSA 09.11.2025 Policy Summary Sheet

Amending Sex Education Instruction Policy

HB 281 from the 2025 legislative session revised the definition of “sex education instruction.” It also modified the list of sex education related topics that are not allowed to be taught in school (e.g., adding abortion or abortive methods to the list of prohibited topics). In addition, HB 281 revised health curriculum requirements for junior high and high school students (e.g., requiring instruction in “situational awareness” and the “success sequence”). The school’s Sex Education Instruction Policy and admin procedures have been revised to comply with the updated definitions and requirements from HB 281. Other proposed revisions to the policy and procedure have also been made, including adding the requirement that every two years the Board review the policy and certain data in Salt Lake County.

Amending Kindergarten Toilet Training Policy

HB 76 from the 2025 legislative session amended the toilet training requirement to apply to all students before enrolling in public school, not just kindergarten students. HB 76 also amended the exemption to this requirement, specifying that there should be an exemption from the requirement for a student who is not able to be toilet trained before enrolling “because of a condition that is subject to federal child find requirements or described in an IEP or Section 504 accommodation plan” (previously the law did not refer to child find requirements).

The Kindergarten Toilet Training Policy has been renamed the “Toilet Training Policy” and has been revised to apply to all students before they enroll. The revisions also contemplate the administration establishing administrative procedures to address steps the school must take in the event a student is not toilet trained. Such steps are no longer required to be in a policy. Updated administrative procedures have been drafted and will be finalized by administration when the state has completed changes to its toilet training rule (R277-631).

Amending Child Abuse and Neglect Reporting Policy

Proposed revisions to the school’s Child Abuse and Neglect Reporting Policy have been made to bring the policy into better compliance with Utah law and USBE rule. New language has been added and existing language amended to better explain the circumstances under which school employees must report suspected abuse or neglect to the authorities. Language has also been added to clarify that when there is reasonable cause to believe a student has been abused by a school employee or volunteer, such abuse should not only be reported to the authorities but also to the school’s administration, who then must report the suspected abuse to the Utah State Board of Education. Updated language has also been added to the school’s Child Abuse and Neglect Reporting admin procedures, including language with respect to new training

requirements in this area required by HB 40 from the 2025 legislative session (this bill added school personnel training requirements with respect to sexual extortion).

Amending Unpaid Meal Charge Policy

HB 100 from the 2025 legislative session requires schools that participate in the National School Lunch Program to provide free lunch to students who qualify for reduced-price meals. Under this new law, the USBE will, subject to legislative appropriations, reimburse schools for each free lunch served to reduced-priced students. The reimbursements will be in a dollar amount equal to the difference between the federal reimbursement rates for a lunch and a reduced-price lunch, as determined annually by the USDA. The school's Unpaid Meal Charge Policy has been amended to reflect this new law.



Although North Star Academy (the "School") does not typically engage directly in fundraising, it may do so on certain occasions in order to help advance the School's mission. The School encourages the contributions of gracious donors who have the resources and the inclination to make donations for the benefit of the School and its students. This policy establishes guidelines and standards for the School's acceptance of donations and gifts as well as for when the School engages in or sponsors fundraising activities.

Donations and Gifts

The School may not transfer or expend donated property in a manner contrary to donor restrictions imposed as a condition of making the donation. The Director is also responsible for ensuring that donor restrictions of accepted donations are complied with and that compliance can be verified. The Director will ensure that charitable donation receipts are provided to donors as necessary.

The Director must approve voluntary donations from private individual or organization in excess of \$1,000 and any donation involving donor restrictions prior to accepting the donation. The Board of Directors must approve any voluntary donations from private individual or organization in excess of \$10,000. The School may not accept donations with the condition that the donation provides direct benefit to specific School employees, students, vendors, or name brand goods or services.

If advertising or other services are offered to a donor in exchange for a donation or gift, the School will objectively value the donation or gift in order to ensure the School receives at least fair value.

The Director must ensure that any applicable fiscal policies of the School are complied with in connection with donations. The School will comply with other applicable laws and regulations, including but not limited to procurement requirements, rules related to construction of improvements, IRS regulations, and Title IX requirements.

Fundraising

Fundraising is defined as an organized effort to solicit individuals, businesses or foundations for money or in-kind gifts to be given directly to the School.

For the purposes of this policy, "school sponsored" means activities that are expressly authorized by the School's Director or Board of Directors that support the School or authorized curricular clubs, activities, sports, classes, or programs that are themselves school sponsored. School- sponsored activities must be managed or supervised by School employees. Activities sponsored by the School's parent organization are not school-sponsored activities, but the parent organization may be involved in and provided assistance in connection with school-sponsored activities.

The School's Board of Directors recognizes that repeated requests for donations or

excessive fundraising creates undue pressure or hardship on students, parents, and the community. In order to help meet the School's needs for additional funding and to avoid possible negative consequences, fundraising at the School will be allowed as follows:

- One major fundraiser (\$1,000 or more) per year may be sponsored by the PTO
- A limited number of smaller fundraising events (\$500 or less) may be held throughout the year as approved by the Principal and in accordance with the guidelines set forth below.

The following guidelines must be followed in connection with School fundraising:

1. The fundraising activity must be undertaken with the intent of obtaining a benefit consistent with the School's mission.
2. The fundraising activity must not violate the School's charter, Board policies, or applicable law.
3. Proposals for fundraising activities must be submitted to the School's Director for approval.
4. The Director may restrict the time, place, and manner of any approved fundraising activity.
5. Fundraising activities should be planned and scheduled in a manner that does not create conflict, confusion, or excessive fundraising pressures on students, families or potential donors.
6. Fundraising activities that may expose the School to risk of financial loss or liability if the activity is not successful should not be approved.
7. The participation of School employees, students and parents in any fundraising activity must be voluntary. However, School employees may be assigned to supervise students in connection with School-sponsored fundraising activities in connection with their employment. Such employees may be compensated for such work as appropriate as determined by the Director.
8. Students may not be required to participate in a fundraising activity as a condition for belonging to a team, club or group, and a student's fundraising efforts may not affect his or her participation time or standing in any team, club or group.
9. Competitive enticements for student participation in fundraising efforts are generally discouraged, and any such rewards or prizes must be approved by the Director.
10. The Director will ensure that the School's Fee Waiver Policy is complied with in connection with all School-sponsored fundraising activities that involve fees. Any fee waivers must be granted in accordance with the Fee Waiver Policy.
11. All funds raised through school-sponsored fundraising activities are considered public funds and will be handled accordingly. The Director will ensure that all other applicable fiscal policies are complied with in connection with fundraising activities.
12. Any fundraising activities that are related to the School but not school sponsored, such as fundraising activities of the parent organization, should clearly inform School patrons that the activity is not school sponsored. School employees may participate in such activities as volunteers but must not represent that they are acting as employees or representatives of the School.
13. The Director will ensure that charitable donation receipts are provided as necessary.
14. The School's employer identification number and sales tax exemption number may only be used by School personnel in connection with school-sponsored activities. No other entity, including the School's parent organization, may use these numbers.

15. Any School employee involved in managing or overseeing non-School-sponsored fundraising must disclose to the Director any financial or controlling interest in or access to bank accounts of the fundraising organization or company.
16. The School may cooperate with outside entities such as the parent organization in connection with non-school-sponsored fundraising activities. The School may allow these groups to use School facilities at little or no charge. At the Director's discretion, the School may provide some level of support or pay for portions of these activities. The details of the arrangements for non-school-sponsored fundraising activities shall be understood and agreed to by the Director and the representatives of the outside entity. This must take into consideration the School's fiduciary responsibility for the management and use of public funds and assets.
17. The School is committed to principles of gender equity and compliance with Title IX guidance. The School commits to use all facilities, unrestricted gifts and other available funds in harmony with these principles. The School reserves the right to decline or restrict donations, gifts, and fundraising proceeds, including those that might result in gender inequity or a violation of Title IX. Fundraising opportunities should be equitable for all students, comply with Title IX, and be in harmony with Article X of the Utah Constitution.

The Director will ensure that School employees receive appropriate training in connection with these policies. Training shall be provided at least annually to employees whose job duties are affected by the School's fiscal policies.

The Board will review this policy at least bi-annually.



Trudy Sorenson
Trudy Sorenson - NSA Board President

10/3/13
Date



Purpose

The purpose of this policy is to ensure that the sex education instruction or instructional programs taught at North Star Academy (the "School") is compliant with state law.

Policy

The School will comply with applicable state law regarding the presentation of sex education instruction or instructional programs.

"Sex education instruction or instructional programs" means any course material, unit, class, lesson, activity, or presentation that, as the focus of the discussion, provides instruction or information to a student about sexual abstinence, human development, including puberty and maturation, human reproductive processes, including conception, fetal development, pregnancy, and birth, human reproductive anatomy, and physiology, healthy dating practices, marriage, and parenthood, in accordance with the success sequence as defined in Utah Code § 53G-10-402; adoption in accordance with Utah Code § 53G-10-404; information about contraceptive methods or devices in accordance with Utah Code § 53G-10-402(2)(b) and (c); chronic, infectious, and acute diseases and conditions of the reproductive system, including sexually transmitted infections and diseases; or refusal skills, as defined in Utah Code § 53G-10-402. While these topics are most likely discussed in courses such as health education, health occupations, human biology, physiology, parenting, adult roles, psychology, sociology, child development, and biology, this policy applies to any course or class in which these topics are the focus of discussion.

The Director shall establish administrative procedures to help the School comply with the requirements related to sex education instruction or instructional programs under Utah law.

Review

Every two years the Board of Trustees shall (a) review this policy; and (b) review data for the county in which the School is located regarding teen pregnancy, child sexual abuse, sexually transmitted diseases and sexually transmitted infections, and the number of pornography complaints or other instances reported in the School.

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Administrative Procedures Sex Education Instruction

These administrative procedures are established pursuant to the Sex Education Instruction Policy adopted by the School's Board of Trustees.

In accordance with state law, all sex education instruction or instructional programs, which include but are not limited to all maturation education programs and all health curriculum, will comply with the requirements of Utah Code § 53G-10-402 through -403 and Utah Admin Code R277-474.

The School's health curriculum will include instruction in the following topics, as required by Utah Code § 53G-10-402(2)(a)(ii):

- (a) the success sequence;
- (b) community and personal health, including personal hygiene and the prevention of communicable disease;
- (c) physiology;
- (d) human development;
- (e) marriage and safe dating practices;
- (f) refusal skills;
- (g) resilience;
- (h) situational awareness;
- (i) the harmful effects of pornography; and
- (j) the consequences of behaviors that pose a risk to individual health or of failure under the success sequence.

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Deleted: teach sexual abstinence before marriage and fidelity after marriage as methods for preventing certain communicable diseases; ~~¶~~

Deleted: teach personal skills that encourage individual choice of abstinence and fidelity; and ~~¶~~

Deleted: obtain prior parental consent before any sex education instruction, maturation education, or other instructional program....

The School shall ensure that health curriculum instruction:

- (a) stresses the importance of abstinence from all sexual activity before marriage and fidelity after marriage as methods for: maintaining mental, physical, and social health, including reducing stress; eliminating risks associated with sexual activity, including preventing pregnancy and certain communicable diseases; and achieving the success sequence; and
- (b) personal skills that encourage abstinence, the return to abstinence, and fidelity.

The Director will establish a curriculum materials review committee composed of parents, health professionals, school health educators, and administrators. The committee will have at least as many parents as School employees. The School's Board of Trustees will review and approve the membership of the committee on or before August 1 each year.

The curriculum materials review committee will meet on a regular basis, as determined by the members of the committee, select officers for the committee and designate a committee chair, and comply with the Open and Public Meetings Act. The committee will review and make recommendations to the School's Board of Trustees regarding instructional materials to be used by the School in connection with sex education instruction. Program materials and guest speakers supporting instruction on these topics must also be reviewed and approved by the curriculum materials review committee.

Instructional materials used by the School in connection with sex education instruction must be approved by the School's Board of Trustees. These materials will comply with the requirements of applicable law and will be available for parents to review for a reasonable period of time prior to consideration for adoption by the Board of Trustees.

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The following topics may not be taught in the School:

- The intricacies of sexual stimulation or erotic behavior;
- The advocacy of premarital or extramarital sexual activity;
- The advocacy or encouragement of the use of contraceptive methods or devices (however, instruction that includes information about contraceptive methods or devices, not including abortion or any abortive methods, that stresses effectiveness, failure rates for youth, limitations, risks, and information on state law applicable to minors obtaining contraceptive methods or devices is allowed); or
- Any means or methods that facilitate or encourage the violation of any state or federal criminal law by a minor or an adult, including as a response to a spontaneous question from a student

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The School will comply with the student privacy laws in Utah Code § 53E-9-202 through -203, and obtain parental consent prior to any sex education instruction. At no time will a student be in the classroom during any sex education instruction, unless an approval form signed by the student's parent/guardian is on file. The parental notification form (aka the approval form) will:

- explain a parent's right to review proposed curriculum materials in a timely manner;
- request the parent's permission to instruct the parent's student in identified course material related to sex education instruction;
- allow the parent to exempt the parent's student from attendance for a class period where identified course material related to sex education instruction is presented and discussed;
- be specific enough to give parents fair notice of topics to be covered;
- include a brief explanation of the topics and materials to be presented and provide a time, place and contact person for review of the identified curricular materials;
- be retained on file with affirmative parental consent for each student prior to the student's participation in discussion of issues protected under Section 53G-10-402; and
- be maintained at the School for a reasonable period of time.

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Instructors may not intentionally elicit comments or questions about matters subject to parental consent requirements. Additionally, instructors' responses to questions spontaneously raised by students must be brief, factual, objective and in harmony with content requirements of this policy and state law. Responses must also be age appropriate and limited in scope to that reasonably necessary under the circumstances.

The School will ensure that all educators with any responsibility for any aspect of sex education instruction will receive appropriate professional development outlining the sex education curriculum and the criteria for sex education instruction. The School will ensure that educators receive this professional development at least once every three years. Additionally, the School will ensure that such educators are familiar with the student privacy requirements of Utah Code § 53E-9-202 through -203.

Deleted: the Utah Family Educational Rights and Privacy Act...

Any complaint or appeal concerning sex education instruction materials adopted by the School should be addressed in accordance with the School's Parent Grievance Policy or Staff Grievance Policy, as applicable.

Signature:



Page 3 of 4

Policy: Sex Education Instruction Policy

Board Approval Date: 11-3-2005, 6-14-2012, 12-4-2014, 10-5-2017; Amended from the Human Sexuality Instruction Policy 10-4-2018

Board Reviewed Date: 6-23-2020, 3-24-2022, 10-5-2023

Trudy Sorenson, Board President

October 4, 2018

Date

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Page 4 of 4

Policy: Sex Education Instruction Policy

Board Approval Date: 11-3-2005, 6-14-2012, 12-4-2014, 10-5-2017; Amended from the Human Sexuality Instruction Policy 10-4-2018
Board Reviewed Date: 6-23-2020, 3-24-2022, 10-5-2023



Purpose

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

Definitions

"Toilet trained" means that a student can:

- (a) communicate the need to use the bathroom to an adult;
- (b) sit down on a toilet;
- (c) use the toilet without assistance;
- (d) undress and dress as necessary; and
- (e) tend to personal hygienic needs after toileting.

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

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

Policy

General Rule

As required by Utah Code § 53G-7-203 and R277-631, the School shall not enroll a student unless the student is toilet trained.

Exceptions

The School may enroll a student who is not able to be toilet trained because of a suspected disability that:

- (a) is subject to federal child find requirements; or
- (b) is described in an IEP or Section 504 plan.

Assurance

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

Administrative Procedures

The Director shall establish administrative procedures regarding steps that School shall take in the event a student is not toilet trained.

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In the event a kindergarten student is enrolled in the School and lacks toilet training, the School shall:

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

¶

¶

¶

Individualized Plan for Kindergarten Students Who Lack Toilet Training

¶

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

¶

If the student is permitted to continue attending school as part of the student's individualized plan, the School may allow the student's parent or the parent's adult designee to toilet train the student during the school day. If the student is not permitted to continue attending school as part of the student's individualized plan, the School shall coordinate with the student's parents to reintegrate the student back into school, as appropriate, once the student has become toilet trained. Prior to reintegrating a student back into school under such circumstances, the School may require the student's parent to complete another ... [1]

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Karen Richardson

8/15/25 11:43:00 AM

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North Star Academy
Policy: Child Abuse and Neglect Reporting Policy
Adopted: May 31, 2011
Amended: August 6, 2020



Purpose

North Star Academy (the "School") takes seriously the legal responsibility of its personnel to protect the physical and psychological well-being of its students. We believe that the School's personnel have an important role to play in the elimination of child abuse because they are in a unique position to observe children over extended periods of time on a daily basis.

Policy

School personnel shall report suspected child abuse and neglect in accordance with Utah Code § 80-2-602, § 53E-6-701, and Utah Administrative Code Rule R277-401. The law provides serious penalties for failure to fulfill one's duty to report.

Whenever any School employee, contracted or temporary employee, or volunteer has reason to believe that a child is, or has been, the subject of abuse or neglect, or observes a child being subjected to conditions or circumstances which would reasonably result in abuse, or neglect, he/she shall immediately report the suspected abuse or neglect to the nearest peace officer, law enforcement agency, or the Division of Child and Family Services ("DCFS").

In addition, whenever any School employee, contracted or temporary employee, or volunteer has reasonable cause to believe that a student may have been physically or sexually abused by a School employee or volunteer, he/she shall immediately report that belief and all other relevant information to the Director. The Director, after having received such a report or otherwise having his/her own reasonable cause to believe that a student may have been physically or sexually abused by a School employee or volunteer, shall immediately report that information to the Utah State Board of Education.

All reports made regarding child abuse or neglect shall be documented in writing.

The Director shall establish administrative procedures that comply with the provisions of Utah Code § 53E-6-701, Utah Code § 80-2-602 et seq., and Utah Administrative Code Rule R277-401 and will help the School's personnel to understand and fulfill their legal responsibilities concerning child abuse and neglect.

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Administrative Procedures Child Abuse and Neglect Reporting Procedures

1. If a School employee or volunteer **has reason to believe** that a child is, or has been, the subject of abuse, or neglect, or observes a child being subjected to conditions or circumstances which would reasonably result in such, the person shall immediately make an oral report to the nearest peace officer, law enforcement agency or Division of Child and Family Services (DCFS). The person shall also make a report to the School's Director, but the requirement to notify the Director does not satisfy the person's personal duty to report to law enforcement or DCFS.

a. The oral report to law enforcement or DCFS may be made with the Director present, but must be made by the person making the report.

b. The reporting person must record the name of the individual and the agency contacted to make the required report.

c. The reporting person must complete and provide the Child Abuse and Neglect Reporting Form to the Director within twenty-four (24) hours. The Director will keep the form in a separate file, and it shall not be placed in the student's permanent file. The form should also be sent to the agency to which the oral report was given.

d. The School will preserve the anonymity of the person making the report and any others involved in any investigation.

2. To determine whether or not there is **reason to believe** that abuse or neglect has occurred, School employees may (but are not required to) gather information only to the extent necessary to determine whether a reportable circumstance exists.

a. Investigations by staff prior to submitting a report shall not go beyond what is minimally necessary to support a reasonable belief that a reportable problem exists.

b. It is not the responsibility of the Director or any other School employees to prove who the abuser is or that the child has been abused or neglected, or to determine whether the child is in need of protection.

c. School employees shall not contact the parents, relatives, friends, neighbors, etc. for the purpose of determining the cause of the injury and/or apparent neglect.

d. School employees shall not conduct interviews with the child or contact the suspected abuser.

e. Notes of voluntary or spontaneous statements by the child shall be given to the investigational agency.

3. Investigations of reports of abuse for children seventeen (17) years of age and younger are the responsibility of DCFS.

a. School employees shall not contact the child's parents, relatives, friends, neighbors, etc. for the purpose of determining the cause of the injury and/or apparent neglect.

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b. School personnel shall cooperate with DCFS and share all information with DCFS that is relevant to DCFS's investigation of an allegation of abuse or neglect. Additionally, School employees shall cooperate with DCFS and law enforcement employees authorized to investigate reports of alleged child abuse and neglect, including:

- i. allowing appropriate access to students;
- ii. allowing authorized agency employees to interview children consistent with DCFS and local law enforcement protocols;
- iii. making no contact with the parents or legal guardians of children being questioned by DCFS or law enforcement authorities; and
- iv. maintaining appropriate confidentiality.

c. If School officials are contacted by parents about child abuse reports, School personnel shall not confirm or deny that a contact or investigation is taking place. A School employee should refer the caller to law enforcement or DCFS.

4. If the suspected perpetrator of child abuse or neglect is a School employee or volunteer, that report shall be made immediately to the Director. The Director shall then immediately report the allegation to the Utah State Board of Education. Steps shall be taken to ensure that further abuse or neglect is prevented by the suspected perpetrator.

5. Persons making reports or participating in good faith in an investigation of alleged child abuse or neglect are immune from any civil or criminal liability that otherwise might arise from those actions as provided by law.

6. The Director shall annually (a) provide each School employee with the School's Child Abuse and Neglect Reporting Policy and Procedures, including a copy of the Child Abuse and Neglect Reporting Form and (b) notify each School employee of the mandatory reporting requirements of this Policy and Procedure and Utah Code Sections § 53E-6-701 and § 80-2-602.

7. The Director will provide School personnel once every three years with training and instruction on child sexual abuse and human trafficking prevention and awareness, including (a) responding to a disclosure of child sexual abuse in a supportive, appropriate manner; (b) identifying children who are victims or may be at risk of becoming victims of human trafficking or commercial sexual exploitation; (c) the mandatory reporting requirements of this Policy, Utah Code § 53E-6-701 and § 80-2-602; and (d) appropriate responses to incidents of sexual extortion, including connecting victims with support services. Newly hired staff will be provided with the same training and the written policy at the beginning of their employment.

8. The Director will provide the parents or guardians of elementary school students with training and instruction once every three years on child sexual abuse and human trafficking prevention and awareness, including (a) recognizing warning signs of a child who is being sexually abused or who is a victim or may be at risk of becoming a victim of human trafficking or commercial sexual exploitation; (b) effective, age-appropriate methods for discussing the topic of child sexual abuse with a child; and (c) resources available for victims of sexual extortion.

9. The training and distribution of materials will be documented.

10. Educational neglect means that, after receiving a notice of compulsory education violation under Utah Code Section 53G-6-202, the parent or guardian fails to make a good faith effort to ensure that the child receives an appropriate education.

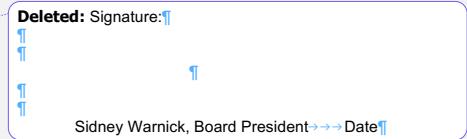
a. When School personnel have reason to believe that a child may be subject to educational neglect, school personnel shall submit the report described in Utah Code Subsection 53G-6-202(8) to DCFS.

b. When School personnel have a reason to believe that a child is subject to both educational neglect and another form of neglect or abuse, School personnel may not wait to report the other form of neglect or abuse pending preparation of a report regarding educational neglect.

References

Utah Code Ann. §§ 53E-6-701; ~~80-2-602~~, et seq.
Utah Administrative Rules R277-401

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Sidney Warnick, Board President

*****CONFIDENTIAL*****

Child Abuse and Neglect Reporting Form

ORAL REPORT MADE TO DIRECTOR:

Date: _____ Time: _____

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CHILD'S INFORMATION:

Name: _____	Age: _____	Sex: _____	Birth Date: _____
Address: _____			

PARENT/GUARDIAN INFORMATION:

Father Name: _____	Mother Name: _____
Father Address: _____	Mother Address: _____
Father Phone: _____	Mother Phone: _____

Guardian #1 Name: _____	Guardian #2 Name: _____
Guardian #1 Address: _____	Guardian #2 Address: _____
Guardian #1 Phone: _____	Guardian #2 Phone: _____

CIRCUMSTANCES LEADING TO THE SUSPICION THAT THE CHILD IS A VICTIM OF ABUSE OR NEGLECT:

DATE AND TIME OF OBSERVATIONS

Date: _____ Time: _____

ADDITIONAL INFORMATION:

Oral Report Made To: _____ **Written Report Made To:** _____

Agency: _____	Agency: _____
Individual's Name: _____	Individual's Name: _____
Date: _____	Date: _____
Time: _____	Time: _____

Reporting Individual: _____

Director: _____

Deleted: Principal

Name: _____	Name: _____
Date: _____	Date: _____
Signature: _____	Signature: _____

*****DO NOT PLACE THIS FORM IN THE STUDENT'S CUM FILE*****



PURPOSE AND SCOPE

The purpose of this policy is to provide information to the Parents, Students and Faculty of North Star Academy regarding the Unpaid Meal Charge Policy. North Star Academy participates in the National School Lunch and Breakfast Program.

POLICY

It is the policy of North Star Academy to notify students, parents and faculty of any negative balances regarding their meal account. Listed below are the steps North Star Academy will take to ensure students and parents have the opportunity to correct any unpaid balances.

- a. Students will be notified verbally when they enter their meal account number informing them when their account reaches a negative balance.
- b. Parents will receive a phone call once a week informing them that their student has reached a negative balance on their meal account.
- c. Students will still be served a hot meal until their unpaid balance reaches -\$10.00.
- d. Parents will receive a phone call once a week after their student reaches an unpaid balance of -\$10.00 and will also be reminded that their child will be served an alternate cold meal until the unpaid balance is rectified, or 30 days with an unpaid balance of -\$10.00 or more has passed, whichever occurs first. The student will also be given a verbal reminder the day before they are served an alternate meal. This reminder allows them the opportunity to bring a meal from home until the unpaid meal balance can be rectified.
- e. Students with an unpaid balance of -\$10.00 or more will be served an alternate meal consisting of, for breakfast, fruit and milk, and for lunch, a peanut butter and jelly sandwich with a milk. If your student has a peanut allergy an alternate sandwich will be given. The alternate meal will be offered to the students at the time the student enters his or her meal account number in the computer and will be given as a sack meal.
- f. After a period of 30 days with an unpaid balance of -\$10.00 or more, parents will be contacted, and a payment option will be discussed for delinquent accounts. Parents will also be given further information regarding Free and Reduced-Price Meal Programs. The alternate meal will no longer be served after the 30 days of an unpaid meal balance.
- g. In order to balance our year end meal accounts, 2 weeks prior to the last day of school students will not be allowed to purchase a hot meal unless they have a positive meal account balance. Students with any form of a negative balance will be served the alternate cold meal. A reminder will be given verbally to all students informing them of their current balance, and each household will receive a phone call with a reminder of this procedure before the action goes into effect.

North Star Academy offers Free and Reduced-Price Meals (breakfast and lunch) to students who qualify under the state and federal regulations. Students who have qualified for free meals are not required to pay for meals at North Star Academy and will never be denied a meal by the school. In addition, per Utah Code § 53F-2-423, students who have qualified for reduced-price meals are not required to pay for lunch at North Star Academy and will never be denied a lunch by the school. Accordingly, the provisions above regarding charging for meals, alternate meals, and denial of meals do not apply to students who have qualified for free meals, nor do they apply to the lunches of students who have qualified for reduced-price meals.

Prior to or at the beginning of each school year, North Star Academy provides Free and Reduced-Price Meal information and applications to parents. Information and applications are available online at northstaracademy.com. Information and applications are also available in the office. You may contact North Star

Academy with questions regarding unpaid lunch balances or Free and Reduced-Price Meal programs during normal school hours by calling 801-302-9579.



Sidney Warnick, Board President

March 23, 2023

Date

Page 2 of 2

Policy: Unpaid Meal Charge Policy
Board Approval Date: 3-21-2017, Amended 3-23-2023
Board Reviewed Date: 6-23-2020, 3-25-2021, 3-24-2022, 2-2-2023