

North Star Academy
Board Meeting Agenda
Date: April 16, 2026
Time: 4:30 PM



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

4:30 PM Call to Order

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

4:45 PM Board Training

- Student Conduct and Discipline Policy
- SPED Policy Manual

4:55 PM Reports

- Director Report
 - Celebrations
 - APR Determination Letter
 - Personnel
 - Enrollment
 - SEM
 - Supplemental Curriculum
- Financial Review

5:30 PM Consent Items

- March 5th, 2026, Board Meeting Minutes

5:30 PM Business & Discussion Items

- Carnegie Math Curriculum Invoice
- Eide Bailly Statement of Work
- School Expansion Costs
- Confratute Costs
- Employee Compensation
- 2026-2027 Sex Education Committee Membership
- Policies
 - Amended Wellness Policy
 - Amended Administration of Medication Policy

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.

6:00 PM Calendaring:

- SIG Meeting on May 20th @ 6:00 PM at NSA School Library.
- Next Board Meeting is June 4th, 2026, at 4:30 PM.

6:00 PM Closed Session- to discuss the character, professional competence, or physical or mental health of an individual pursuant to Utah Code 52-4-205(I)(a).

6:30 PM Adjourn Meeting

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2025-2026 School Wide Improvement Goal

Finding the Leader Within: Discovering a World of Possibilities

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North Star Academy Board of Director's Meeting

EXECUTIVE SUMMARY

BOARD TRAINING

Board Chair Sidney Warnick requested that board members review the Student Conduct and Discipline Policy and the SPED Policy Manual. The policy and the manual are provided in board documents for review.

Action: Board members to review policies ahead of meeting

DIRECTORS REPORT

See board meeting documentation folder for the most up to date report.

Action: No Action Needed

FINANCE REPORT

See board documentation for most up to date report.

Action: No action needed

CARNEGIE MATH CURRICULUM INVOICE

The Carnegie Math Curriculum previously underwent two public comment periods and board approval. The curriculum will now be implemented in 8th Grade classrooms. The invoice total is **\$18,166.28**. Please refer to the invoice in the board documents provided.

Action: Board vote

AUDIT ENGAGEMENT LETTER (STATEMENT OF WORK)

Eide Bailly is a regional certified public accounting firm that has performed the school's audit attestation services in prior years. Such attestation services include the audited financial statements, agreed-upon procedures for student enrollment, state compliance procedures, and possibly a single audit. A single audit will be required if the school incurs more than \$750,000 in federal expenditures. Each year the school is required to approve the services. If approved, audit engagement letters will be provided for the board president's or Director's signature.

Action: Board Vote, designee to sign at later date

SCHOOL EXPANSION COSTS

In connection with the Design-Build RFP previously awarded to One West Construction, the associated construction costs for the school expansion are being presented to the board for approval. Please refer to the accompanying board documents for the itemized cost sheet provided by One West Construction.

The total amount submitted for approval is **\$2,112,986**. Upon approval, the board may vote to authorize school expansion construction costs not to exceed **\$2,112,986**.

Action: Board vote

CONFRATUTE COSTS

School administration is presenting a request for board approval to send teachers to the Confratute Conference, hosted annually by the University of Connecticut.

Confratute is a nationally recognized professional development program centered on the Schoolwide Enrichment Model (SEM), providing educators with research-based strategies for gifted education, differentiated instruction, and student engagement. The total cost of attendance, including registration, travel, and lodging, is **\$23,751** for 7 teachers. If approved, the board may vote to authorize teacher attendance at the Confratute Conference at a total cost **not to exceed \$25,000**.

Action: Board vote

EMPLOYEE COMPENSATION

In recognition of the contributions of faculty and staff, school administration is presenting a proposal for employee compensation adjustments for board approval.

Action: Board vote

2026-2027 SEX EDUCATION CURRICULUM COMMITTEE

The School's Board of Directors will review and approve the membership of the committee on or before August 1 each year. This committee shall be composed of parents, health professionals, school health educators, and administrators, with at least as many parent members as school employee members. Board documents list the membership for the 2026-2027 SY.

Action: Board Vote

POLICIES

Amended Administration of Medication Policy

New legislation added provisions with respect to the storage and administration of glucagon kits in schools. If a school employee becomes trained to administer a glucagon kit to a student in response to a potentially life-threatening condition resulting from abnormally low blood glucose levels, the school may make glucagon kits available to such trained employees. In addition, other legislation renamed "epinephrine auto injectors" to "injectable epinephrine rescue medication." The school's Administration of Medication Policy has been revised to comply with these

new laws. Some additional revisions have been made to the emergency administration of medication portion of the policy to bring it into better compliance with applicable law, including the addition of a section on adrenal crisis rescue medication.

Action: *Board Vote*

Amended Wellness Policy

The school would like to make some adjustments and clarifications to its Wellness Policy, including with respect to the sections on Physical Activity and Recess. The changes to the Physical Activity section focus on the distinction between withholding recess as a punitive disciplinary consequence (which is not allowed under the policy) and implementing restorative or natural consequences during recess time under certain circumstances, such as when a student's behavior creates safety concerns for others (which is allowed under the policy). The changes to the Recess section add additional detail and guidelines regarding the conditions (e.g., weather and environmental) under which outdoor recess is appropriate, as well as explain how indoor recess will be handled when outdoor recess is not appropriate.

Action: *Board Vote*

Directors Report
Tana Archer
April 2026

Celebrations:

March 23 - Constitution Bee Winners in Elem. Division @ Utah State Capitol amongst 26 teams.



March 19, 2026

6 of our seventh grade students placed at the state Science Fair Anaya got Grand Champion, Rivka got first place, Ethan got first place, and Anaya, Dane, and Jack got special awards.



March 20, 2026

Annual Cluster Showcase - Carnival Style
See attachment for all content topics

March 25, 2026 Kindergarten Signing Day (2nd Annual Event replacing Round up)

- Great turnout
- New kinder students received photo op with large backdrop of NSA logo
 - Received goodie bag with fine motor tools such as large grip pencil, scissors, markers, and alphabet cards
 - Met the teaching staff and had a snack, read a story and visited classrooms & library
- 45 minute meeting with parents

April 9, 2026 Math Competition over spring break

Record number of NSA 4th - 6th graders competed, having an incredible time calling themselves North Star Academy Apple Pi's showing great teamwork & unity!



APR Determination Letter - Attached in Documentation

Middle School Course Selection including Electives currently underway with wide variety of elective choices

- Web Development 1 & intro. to coding / Yearbook, Intro. to creative Coding
- Literature & Film / Zoology
- Intro. to mythology / Speech & Public Speaking
- Introduction to Botany: Study of plants/ Introduction to paleontology
- Photography / 3D Design and Fine Craft
- Choir/ Musical Theater
- Introduction to Sewing & Textiles 1 /Foods & Nutrition
- Introduction to media production / Teaching Assistants
- Introduction to 3D Print Technology / Teaching Assistants
- Marine Biology & Oceanography / Introduction to Engineering STEM elective
- Intro to civics and economics / History through Film
- Drawing 1/ Design
- ASD Athletic Skills & Development / Recreational Sports
- Spanish 1 & 2
- Facs Exploration with emphasis on food and nutrition, interior design, childcare and safety, and job-related skills. / Intro to fashion design
- Guitar & Ukelele /stage tech

o Personnel

- New Salaried Staff include a hire from Utah State Teacher Fair for FACS, CCA, and elem. Computer specials.
- Special Education (MS)
- SEM Coordinator

o Enrollment

- 531 Registered students for 2026-2027 school year
 - & 6 have accepted, but need to complete registration;
 - 2 kindergarten
 - 1 fourth grader
 - 1 8th grader
 - 1 9th grader
- Total - 537 which is full for our charter

o SEM

Middle School term 3

Student	Grade	With Mrs. Ginn or in the classroom	Email to parents	Compacting Date(s)	Class/Subject/Topic compacting out of	Teacher	Compacting Path (Talent Development / Solving a Real World Problem / Diving Deeper into the Topic)	Project
	8	Classroom - Green	yes	Feb 4, 6, 10, 12	U.S. History - Articles of Confederation	Green	Talent Dev/Dive Deeper	Develop Drawing Skills - create an art piece illustrating the Articles of Confederation
	9	Mrs. Ginn		Feb 24, 26, March 2	Biology - Environmental Changes Lead to Changes in Species	Story	Talent Dev/Dive Deeper	Exploring Pathful to find information about careers in tech and other careers he finds interesting
	9	Mrs. Ginn		Feb 24, 26, March 3	Biology - Environmental Changes Lead to Changes in Species	Story	Talent Dev/Dive Deeper	Sharpening her Spanish skills by watching SPANISH learning videos on Dreaming Spanish
	9	Mrs. Ginn		Feb 24, 26, March 4	Biology - Environmental Changes Lead to Changes in Species	Story	Talent Dev/Dive Deeper	Researching what he needs to do to become an anesthesiologist and what paths he can take/how anesthesia affects different parts of the body./ Created a game.
	7	Ms. Peterson		March 9+	Music Theory	Peterson	Talent Dev/Dive Deeper	Learning to play Twinkle Twinkle Lister Star with Broomsticks
	7	Ms. Peterson		March 9+	Music Theory	Peterson	Talent Dev/Dive Deeper	Learning to play Twinkle Twinkle Lister Star with Broomsticks
	7	Ms. Peterson		March 9+	Music Theory	Peterson	Talent Dev/Dive Deeper	Learning to play Twinkle Twinkle Lister Star with Broomsticks
	7	Ms. Peterson		March 9+	Music Theory	Peterson	Talent Dev/Dive Deeper	Learning to play Twinkle Twinkle Lister Star with Broomsticks
	9	Mrs. Ginn		March 17, 19, 23	Factors in Ecosystems	Story	Talent Dev/Dive Deeper	Research desired career field
	7	Ms. Green	yes		Unit 10: Utah and the Cold War	Green	Dive DEeper	The Emu War and the Roman
	7	Ms. Green	yes		Unit 10: Utah and the Cold War	Green	Talent Development	model of the Berlin Wall

Elementary term 3

3rd Quarter				
Student	Grade	Compacted Out of	Topic of Study	Project
	5	ELA	Art	Learn how to paint watercolors
	5	ELA	Engineering	Making a model of the Golden Gate Bridge
	5	ELA	Art	Sketch book- Art of Seasons
	6	ELA	Social Studies	Research on Rome- 7 hills diorama with soliders in flana)
	6	ELA	Social Studies	Research on Rome- 7 hills diorama with soliders in flana)
	6	ELA	Social Studies	Research on Rome- 7 hills diorama with soliders in flana)
	6	ELA	Social Studies	Histry of Spies around the world- Enigma Machine
	6	ELA	Social Studies	Histry of Spies around the world- Enigma Machine
	6	ELA	Social Studies	Histry of Spies around the world- Pigpen
	K	ELA	Language Arts	Wrote script- performed puppet show
	K	ELA	Language Arts	Wrote script- performed puppet show
	K	ELA	Language Arts	Wrote script- performed puppet show
	K	ELA	Language Arts	Wrote script- performed puppet show
	K	ELA	Science	Acid and Bases experiements
	K	ELA	Science	Acid and Bases experiements
	K	ELA	Art	Painting on canvas with acrylics
	K	ELA	Art	Painting on canvas with acrylics
Declan	3	Math	Math	Creating a math board game
Ren	3	Math	Math	Creating a math board game
Ishanvi	3	Math	Math	Creating a math board game
Violet	2	ELA		
Max	2	ELA		
Annelise	2	ELA		
Parnav	2	ELA		
Clara	2	ELA		

Field Trips are Type 1 Opportunities supported & valued

Dec. 5 - 5th grade JA City
Jan.9 - 6th Grade Loveland Planet Aquarium
Jan. 26 - Kindergarten Discovery Gateway
Feb. 4 - 2nd Butterfly Biosphere
Feb. 19 - Hope Squad
Feb. 19 - Cluster Field Trip UMFA
Mar 3 -1st Grade Clark Planetarium
March 12 - Cluster Hale Theater
March 13 - Cluster Weber State Univ.
March 13 - ClusterNMHU
March 18 - 6th Grade Christa MacCaulliffe Space Center
March 18 - 8th Grade State Capitol & Clark Planetarium
March 26 - 7th Grade This is the Place Heritage Park and CCA
April 15 - 4th Grade Hutchings Museum
April 22 - 3rd Grade Natural History Museum
April 29 - 4th Grade This is the Place Heritage Park
May 7 - 1st Grade
May 7 - 5th Grade Bees Stadium
May 14 - Kindergarten Hogle Zoo
May 15 - 9th Grade Eccles Wildlife Educ. Center
May 20 - 3rd Grade Conservation Gardens
May 22 - 4th Grade Capitol

New Middle School Supplemental Literature: Curriculum Committee:

The Curriculum Committee met on April 13, 2026, to review several proposed graphic novel texts for integration into secondary ELA curriculum. The committee evaluated each resource for alignment to Utah core standards, instructional value, and age-appropriate content.

Key Recommendations & Findings:

1. *Watership Down* (Graphic Novel – Grade 7)

- Strong alignment with ELA, visual arts, and library media standards, supporting literacy and media analysis.
- Promotes visual literacy, vocabulary development, and engagement through complex themes.
- Committee noted high student interest and appropriate challenge level despite thematic depth.
- Concerns regarding violence were discussed; overall, members agreed it is less intense than comparable texts and contextually appropriate.

- Parent opt-out will remain available.

2. *Romeo and Juliet* (Graphic Novel – Grade 8 Supplement)

- Serves as an effective scaffold to Shakespeare’s original text, maintaining core language while improving accessibility.
- Supports analysis of character, theme, and figurative language aligned to secondary ELA standards.
- Visual elements enhance comprehension, though some imagery may raise minor concerns.
- Committee emphasized its value as a supplemental—not replacement—resource.

3. *The Arrival* (Grade 8 – Paired with Frederick Douglass)

- A wordless graphic novel that develops higher-order thinking through visual interpretation, inference, and discussion.
- Strong cross-curricular connections to U.S. History themes such as immigration, identity, and resilience.
- Particularly beneficial for multilingual learners and students developing analytical writing skills.
- Some imagery (e.g., symbolic depictions of hardship) may require guided instruction but was not deemed inappropriate.

Overall Conclusion:

The committee supports the inclusion of these texts as high-quality instructional resources that enhance engagement, build visual and media literacy, and align with state standards. Each text offers unique opportunities to support diverse learners while maintaining academic rigor. Appropriate scaffolding and parent communication will be implemented as needed.

Confratute Costs to Approve and Register for early bird rates:

Conference	Name	Dates	Airfare (\$600-\$650 last three years); Jet Blue current price \$512 w carry on Jet Blue and \$610 with checked bag.	Registration by April 19 \$1,765.00 Changes to \$1,865.00 after Sunday, Apr. 19, 2026 (Group Discounts) Registrants will only be eligible for group discounts until 11:59 PM EST on May 30, 2026. All group members must be registered together at the same time to be eligible for the group discount. NO EXCEPTIONS. 10% discount automatically applied to groups of 8 or more includes food and lodging	stipend (150 day) Paid 4.28.25 out of general	Perdium (food all included so just for travel) days Pay 4.30.26	Rental Car or ground trans + gas \$1300 + gas via Alamo mini van seating six Estimated Gas Calculation (Round Trip)Distance: Boston to central CT is roughly 100-125 miles	Total	Funding sources: Title iv repurposed to Title 2 (10k, \$11,000 for out of state confratute conference, \$3500 from School Land Trust stipends), then remainder from general Funds
Confratute 48: UCONN		July 12-16, 7 pm on July 12 Keynote through 11:15 Thurs. July 16	610	\$1,765.00	750	\$75	193	23751	
			610	\$1,765.00	750	\$75	193		
			610	\$1,765.00	750	\$75	193		
			610	\$1,765.00	750	\$75	193		
			610	\$1,765.00	750	\$75	193		
			610	\$1,765.00	750	\$75	193		
			610	\$1,765.00	750	\$75	193		
			4270	12355	5250	\$525	1351		

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Salt Lake City ↔ Boston

\$490

Round trip · Economy (include Basic) · 1 passenger

Lowest total price

Selected flights

	Sat, Jul 11 · 11:57 PM – 6:30 AM [†] JetBlue	4 hr 33 min SLC-BOS	Nonstop	307 kg CO2e -6% emissions ⓘ	▼
	Thu, Jul 16 · 7:29 PM – 10:57 PM JetBlue	5 hr 28 min BOS-SLC	Nonstop	308 kg CO2e Avg emissions ⓘ	▼

Booking options

How options are ranked ⓘ

Book with JetBlue Airline	Blue Basic \$512	Blue \$612	Blue Extra \$662
	<ul style="list-style-type: none"> ✖ Seat selection for a fee ✓ Standard seat ✖ Last to board ✖ No ticket changes 	<ul style="list-style-type: none"> ✓ Free seat selection ✖ Extra legroom available for a fee ✓ Standard boarding ✓ Free change, possible fare difference 	<ul style="list-style-type: none"> ✓ Free seat selection ✖ Extra legroom available for a fee ✓ Priority boarding ✓ Free change, possible fare difference
	<ul style="list-style-type: none"> ✓ 1 free carry-on ✖ 1st checked bag: \$98 	<ul style="list-style-type: none"> ✓ 1 free carry-on ✖ 1st checked bag: \$98 	<ul style="list-style-type: none"> ✓ 1 free carry-on ✖ 1st checked bag: \$98

Cluster	Grade	Facilitator	Showcase location
Art	K-1	Stoker	Gym
Bugs	K-1	Vader	Gym
Growing Wonders	K-1	Archer/Klinger	Gym
Healthy Habits	K-1	Swallow	Gym
Holidays	K-1	L. Butterfield	Gym
Ocean Animals	K-1	Dailey/Darla	Gym
Science	K-1	Stephanie K	Gym
Wild Animals	K-1	Megan	Gym
Active Games From Around the World	2-3	Quinn/Verdi	Outside - Concrete slab with cones and caution tape making a boundary
Art 2-3	2-3	VanLeuven	Gym
Brainy Bookworms	2-3	Lundberg	Library
Crafts	2-3	Heather	Gym
Great Animal Expedition	2-3	Kleresa	Gym
Junior World Explorers	2-3	Openshaw	Gym
Music	2-3	Slagowski/Ginn	Music Room
Art 4-6	4-6	Jillian/Sharon	Gym
Be Part of a Play	4-6	Bird-Nulph	106 - room for performance (can have ticket booth at STAR if you'd like)
Cheerleading	4-6	Sorensen	Outside - Concrete slab with cones and caution tape making a boundary
Creating with Canva and Book Creator	4-6	Shaver	Gym OR Elementary Computer Room
Games, Games, Games!	4-6	O'Neil	107 - can set up games
Genius Hour	4-6	Stewart	West side Entrance to Elementary Hallway
Hair/Skin/Nails/Fashion	4-6	Echo	Gym
Let's Get This Party Started	4-6	Feotis	Gym

Lights, Camera, Action!	4-6	Absey	Star - by TV
Cheerleading	MS	Green/Peterson	Outside - Concrete slab with cones and caution tape making a boundary
Cooking/Baking	MS	Alger	Gym
CSI	MS	Monette	Star - Ticket Booth - Set up in Room 123
Graphic Novels	MS	Ruggeri	Gym
Hair/Skin/Nails/Fashion	MS	Mitchell	Gym
Healthy Eats and Treat	MS	Story	Entrance to MS Hallway
Knitting/Crocheting	MS	Fernley	Gym
Quill2Playbill	MS	Edman	Star - Ticket Booth - Set up in Room 117
Strategy Games	MS	Tanavasu	Star - Constitution Wall
Table Tennis	MS	Bair	Gym
Teacher's Aides	MS	Seidel	With Clusters

North Star Academy Annual Performance Determination (APD) 2026

The Individuals with Disabilities Education Improvement Act of 2004 (IDEA) requires the Utah State Board of Education Special Education Services (USBE SES) make determinations annually about the performance of each local education agency (LEA) using the following categories (34 CFR 300.600(a)(2)):

- A. Meets the requirements and purposes of Part B of IDEA;
- B. Needs assistance in implementing the requirements of Part B of IDEA;
- C. Needs intervention in implementing the requirements of Part B of IDEA;
- D. Needs substantial intervention in implementing the requirements of Part B of IDEA.

To make its 2026 determination about North Star Academy, the USBE SES considered the LEA's performance on the data measures detailed in this report. Any required actions are outlined at the end of the report.

An LEA's determination does not reflect implementation or indicate an LEA is providing students with Individualized Education Programs (IEPs) a free appropriate public education (FAPE).

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Initial Evaluations

Initial Evaluations Description

The percentage of initial evaluations completed within the 45-school-day timeline or delayed for an allowed exception as outlined in USBE Special Education Rules II.D.3.

Initial Evaluations 2026 Data Source

State monitoring data for the 2024-2025 school year.

Initial Evaluations 2026 Determination Data

School Year	Number of Initial Evaluations Completed Within 45 School Days or Delayed for Allowed Exception	Number of Initial Evaluations Reviewed	Percentage	Goal
2024-2025	N/A	N/A	NA	100.00%

Preschool Transition

Preschool Transition Description

The percentage of students who were served under Part C of the IDEA and determined eligible for Part B services who had an IEP developed and implemented by their third birthday.

Preschool Transition 2026 Data Source

Transition from Early Intervention Data Input (TEDI) report of LEA-submitted preschool transition data for the 2024-2025 school year.

Preschool Transition 2026 Determination Data

School Year	Number of Eligible Students Whose IEP was Developed and Implemented by Their Third Birthday	Number of Eligible Students Referred for Part B	Percentage	Goal
2024-2025	N/A	N/A	NA	100.00%

Preschool Outcomes

Preschool Outcomes Description

The percentage of preschool students ages 3, 4, and 5 who demonstrate improved:

- A. Positive social-emotional skills (including social relationships),
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy), and
- C. Use of appropriate behaviors to meet their needs.

Preschool Outcomes 2026 Data Source

LEA-submitted Utah Preschool Outcomes Data (UPOD) entry scores, exit scores, and progress for students who exited preschool special education services in the 2024-2025 school year.

Preschool Outcomes 2026 Determination Data

The data in the tables for Outcomes A, B, and C below are calculated from the data in this table.

School Year	Progress Category	Outcome A	Outcome B	Outcome C
2024-2025	Preschool students with IEPs who exited	N/A	N/A	N/A
2024-2025	a. Preschool students with IEPs who did not improve functioning by exit	N/A (N/A%)	N/A (N/A%)	N/A (N/A%)
2024-2025	b. Preschool students with IEPs who improved functioning but not sufficient to move to a level nearer to same-aged peers by exit	N/A (N/A%)	N/A (N/A%)	N/A (N/A%)
2024-2025	c. Preschool students with IEPs who improved functioning closer to same-aged peers but did not reach a level comparable to same-aged peers by exit	N/A (N/A%)	N/A (N/A%)	N/A (N/A%)
2024-2025	d. Preschool students with IEPs who improved functioning to reach a level comparable to same-aged peers by exit	N/A (N/A%)	N/A (N/A%)	N/A (N/A%)
2024-2025	e. Preschool students with IEPs who maintained skills at a level comparable to same-aged peers by exit	N/A (N/A%)	N/A (N/A%)	N/A (N/A%)

Outcome A: Positive Social-Emotional Skills

School Year	Number of Students Who Improved Functioning to a Level Nearer to or Comparable to Same-aged Peers in Outcome A	Number of Students Who Did Not Improve Functioning or Who Did Improve Functioning in Outcome A	Percentage	Goal
2024-2025	N/A	N/A	NA	≥ 89.18%

Outcome B: Acquisition and Use of Knowledge and Skills

School Year	Number of Students Who Improved Functioning to a Level Nearer to or Comparable to Same-aged Peers in Outcome B	Number of Students Who Did Not Improve Functioning or Who Did Improve Functioning in Outcome B	Percentage	Goal
2024-2025	N/A	N/A	NA	≥ 89.71%

Outcome C: Use of Appropriate Behaviors to Meet Needs

School Year	Number of Students Who Improved Functioning to a Level Nearer to or Comparable to Same-aged Peers in Outcome C	Number of Students Who Did Not Improve Functioning or Who Did Improve Functioning in Outcome C	Percentage	Goal
2024-2025	N/A	N/A	NA	≥ 90.43%

Participation in Statewide Assessments

Participation Description

The overall percentage of students with IEPs in grades 3–10 who participated in the English language arts (ELA) and math portions of the Readiness Improvement Success Empowerment (RISE), Utah Aspire+ (UA+), and Dynamic Learning Maps (DLM) assessments.

Participation 2026 Data Source

LEA-reported participation codes for the ELA and math portions of RISE, UA+, and DLM for grades 3–10 for school year 2024-2025.

Participation 2026 Determination Data: ELA

School Year	Number of Students Who Participated	Number of Students Expected to Test	Percentage	Goal
2024-2025	29	30	96.67%	≥ 95.00%

Participation 2026 Determination Data: Math

School Year	Number of Students Who Participated	Number of Students Expected to Test	Percentage	Goal
2024-2025	28	30	93.33%	≥ 95.00%

Non-Participation in Statewide Assessments

Non-Participation Description

The number of reasons for which the overall LEA percentage of non-participating students with IEPs in grades 3–10 is greater than one standard deviation above the state mean for the ELA and math portions of RISE, UA+, and DLM assessments.

Non-Participation 2026 Data Source

LEA-reported non-participation reasons for RISE, UA+, and DLM for grades 3–10 for school year 2024-2025.

Non-Participation 2026 Determination Data: ELA

School Year	Non-Participation Reason	Number of Students w/Reason	Number of Students Expected to Test	Percentage	Goal
2024-2025	Absent	0	30	0.00%	≤ 10.50%
2024-2025	Opt-Out	1	30	3.33%	≤ 16.86%
2024-2025	Other	0	30	0.00%	≤ 1.80%
2024-2025	Unknown	0	30	0.00%	≤ 10.72%

Non-Participation 2026 Determination Data: Math

School Year	Non-Participation Reason	Number of Students w/Reason	Number of Students Expected to Test	Percentage	Goal
2024-2025	Absent	0	30	0.00%	≤ 11.35%
2024-2025	Opt-Out	1	30	3.33%	≤ 11.62%
2024-2025	Other	0	30	0.00%	≤ 2.22%
2024-2025	Unknown	1	30	3.33%	≤ 16.47%

Proficiency on Regular Statewide Assessments

Regular Assessment Proficiency Description

The percentages of students with IEPs who scored proficient on the ELA and math portions of the RISE or UA+ assessment in grades 4, 8, and high school (HS; grades 9 & 10).

Regular Assessment Proficiency 2026 Data Source

Proficiency reports for RISE and UA+ for grades 4, 8, and HS for school year 2024-2025.

Regular Assessment Proficiency 2026 Determination Data: ELA

School Year	Grade	Number of Students Who Scored Proficient	Number of Students Who Participated	Percentage	Goal
2024-2025	4	3	8	37.50%	≥ 15.48
2024-2025	8	0	1	0.00%	≥ 8.74
2024-2025	HS	1	1	50.00%	≥ 8.83

Regular Assessment Proficiency 2026 Determination Data: Math

School Year	Grade	Number of Students Who Scored Proficient	Number of Students Who Participated	Percentage	Goal
2024-2025	4	4	8	50.00%	≥ 20.43
2024-2025	8	0	1	0.00%	≥ 6.54
2024-2025	HS	0	2	0.00%	≥ 4.60

Proficiency on Alternate Statewide Assessments

Alternate Assessment Proficiency Description

The percentages of students with IEPs who scored proficient on the ELA and math portions of the DLM assessment in grades 4, 8, and high school (HS; grades 9 & 10).

Alternate Assessment Proficiency 2026 Data Source

Proficiency reports for DLM for grades 4, 8, and HS for school year 2024-2025.

Alternate Assessment Proficiency 2026 Determination Data: ELA

School Year	Grade	Number of Students Who Scored Proficient	Number of Students Who Participated	Percentage	Goal
2024-2025	4	N/A	N/A	NA	≥ 15.17
2024-2025	8	N/A	N/A	NA	≥ 23.91
2024-2025	HS	N/A	N/A	NA	≥ 29.62

Alternate Assessment Proficiency 2026 Determination Data: Math

School Year	Grade	Number of Students Who Scored Proficient	Number of Students Who Participated	Percentage	Goal
2024-2025	4	N/A	N/A	NA	≥ 31.56
2024-2025	8	N/A	N/A	NA	≥ 6.38
2024-2025	HS	N/A	N/A	NA	≥ 12.56

Median Growth Percentile

Median Growth Percentile Description

The median percent of improvement in proficiency of students with IEPs on the ELA and math portions of the RISE and UA+ assessments in grades 4–10.

Median Growth 2026 Data Source

Proficiency growth on RISE and UA+ for grades 4–10 for school year 2024-2025.

Median Growth 2026 Data: ELA

School Year	Range of Student Growth Percentiles	Median Growth Percentile	Goal
2024-2025	1 – 99	72.00%	≥ 50.00

Median Growth 2026 Data: Math

School Year	Range of Student Growth Percentiles	Median Growth Percentile	Goal
2024-2025	12 – 93	58.00%	≥ 50.00

Disproportionate Representation

Disproportionate Representation Description

Unbalanced representation of a particular race/ethnicity in the LEA’s special education population due to inappropriate identification.

Disproportionate Representation 2026 Data Source

LEA-reported December 1 Child Count data for the 2024-2025 school year.

Disproportionate Representation 2026 Determination Data

School Year	Race (R)/ Ethnicity (E)	Number of Students w/IEPs of R/E	Total Number of Students of R/E	Risk of R/E Being Identified	State Population Percent of R/E	Weighted Risk Ratio (WRR)	Goal	Met Cell/n-Sizes?
2024-2025	African American/ Black (B)	1	1	100.00%	1.32%	10.38	< 3.00	No
2024-2025	American Indian (N)	N/A	N/A	N/A	0.89%	N/A	< 3.00	N/A
2024-2025	Asian (A)	2	74	2.70%	1.68%	0.25	< 3.00	No
2024-2025	Hispanic/ Latino (H)	7	48	14.58%	21.30%	1.49	< 3.00	Yes
2024-2025	Multiple Races (M)	1	27	3.70%	3.81%	0.33	< 3.00	No
2024-2025	Pacific Islander (P)	1	3	33.33%	1.62%	3.19	< 3.00	No
2024-2025	White (W)	30	367	8.17%	69.37%	0.49	< 3.00	Yes

Disproportionate Representation Self-Assessment Question	Response
Was the LEA required to submit a self-assessment?	No
Based on the LEA's self-assessment, does the LEA have disproportionate representation due to inappropriate identification?	N/A

Disproportionate Representation by Disability Category

Disproportionate Representation by Disability Category Description

Unbalanced representation of a particular race/ethnicity in a specific disability category due to inappropriate identification.

Disproportionate Representation by Disability Category 2026 Data Source

LEA-reported December 1 Child Count data for the 2024-2025 school year.

African American/Black (B) Representation by Disability Category 2026 Determination Data

School Year	Disability Category	Number of B Students w/IEPs of Category	Total Number of B Students	Risk of B Students Being Identified	State Population Percent of B Students	Weighted Risk Ratio (WRR)	Goal	Met Cell/n-Sizes?
2024-2025	Autism	N/A	N/A	N/A	1.32%	N/A	< 3.00	N/A
2024-2025	Emotional-Behavioral Disability	N/A	N/A	N/A	1.32%	N/A	< 3.00	N/A
2024-2025	Intellectual Disability	N/A	N/A	N/A	1.32%	N/A	< 3.00	N/A
2024-2025	Other Health Impairment	N/A	N/A	N/A	1.32%	N/A	< 3.00	N/A
2024-2025	Specific Learning Disabilities	N/A	N/A	N/A	1.32%	N/A	< 3.00	N/A
2024-2025	Speech Language Impairment	N/A	N/A	N/A	1.32%	N/A	< 3.00	N/A

American Indian (N) Representation by Disability Category 2026 Determination Data

School Year	Disability Category	Number of N Students w/IEPs of Category	Total Number of N Students	Risk of N Students Being Identified	State Population Percent of N Students	WRR	Goal	Met Cell/n-Sizes?
2024-2025	Autism	N/A	N/A	N/A	0.89%	N/A	< 3.00	N/A
2024-2025	Emotional-Behavioral Disability	N/A	N/A	N/A	0.89%	N/A	< 3.00	N/A
2024-2025	Intellectual Disability	N/A	N/A	N/A	0.89%	N/A	< 3.00	N/A
2024-2025	Other Health Impairment	N/A	N/A	N/A	0.89%	N/A	< 3.00	N/A
2024-2025	Specific Learning Disabilities	N/A	N/A	N/A	0.89%	N/A	< 3.00	N/A
2024-2025	Speech Language Impairment	N/A	N/A	N/A	0.89%	N/A	< 3.00	N/A

Asian (A) Representation by Disability Category 2026 Determination Data

School Year	Disability Category	Number of A Students w/IEPs of Category	Total Number of A Students	Risk of A Students Being Identified	State Population Percent of A Students	WRR	Goal	Met Cell/n-Sizes?
2024-2025	Autism	N/A	N/A	N/A	1.68%	N/A	< 3.00	N/A
2024-2025	Emotional-Behavioral Disability	N/A	N/A	N/A	1.68%	N/A	< 3.00	N/A
2024-2025	Intellectual Disability	N/A	N/A	N/A	1.68%	N/A	< 3.00	N/A
2024-2025	Other Health Impairment	N/A	N/A	N/A	1.68%	N/A	< 3.00	N/A
2024-2025	Specific Learning Disabilities	N/A	N/A	N/A	1.68%	N/A	< 3.00	N/A
2024-2025	Speech Language Impairment	1	74	1.35%	1.68%	0.21	< 3.00	No

Hispanic/Latino (H) Representation by Disability Category 2026 Determination Data

School Year	Disability Category	Number of H Students w/IEPs of Category	Total Number of H Students	Risk of H Students Being Identified	State Population Percent of H Students	WRR	Goal	Met Cell/n-Sizes?
2024-2025	Autism	N/A	N/A	N/A	21.30%	N/A	< 3.00	N/A
2024-2025	Emotional-Behavioral Disability	N/A	N/A	N/A	21.30%	N/A	< 3.00	N/A
2024-2025	Intellectual Disability	N/A	N/A	N/A	21.30%	N/A	< 3.00	N/A
2024-2025	Other Health Impairment	1	48	2.08%	21.30%	8.67	< 3.00	No
2024-2025	Specific Learning Disabilities	3	48	6.25%	21.30%	4.53	< 3.00	No
2024-2025	Speech Language Impairment	3	48	6.25%	21.30%	1	< 3.00	No

Multiple Races (M) Representation by Disability Category 2026 Determination Data

School Year	Disability Category	Number of M Students w/IEPs of Category	Total Number of M Students	Risk of M Students Being Identified	State Population Percent of M Students	WRR	Goal	Met Cell/n-Sizes?
2024-2025	Autism	N/A	N/A	N/A	3.81%	N/A	< 3.00	N/A
2024-2025	Emotional-Behavioral Disability	N/A	N/A	N/A	3.81%	N/A	< 3.00	N/A
2024-2025	Intellectual Disability	N/A	N/A	N/A	3.81%	N/A	< 3.00	N/A
2024-2025	Other Health Impairment	N/A	N/A	N/A	3.81%	N/A	< 3.00	N/A
2024-2025	Specific Learning Disabilities	1	27	3.70%	3.81%	1.56	< 3.00	No
2024-2025	Speech Language Impairment	N/A	N/A	N/A	3.81%	N/A	< 3.00	N/A

Pacific Islander (P) Representation by Disability Category 2026 Determination Data

School Year	Disability Category	Number of P Students w/IEPs of Category	Total Number of P Students	Risk of P Students Being Identified	State Population Percent of P Students	WRR	Goal	Met Cell/n-Sizes?
2024-2025	Autism	N/A	N/A	N/A	1.62%	N/A	< 3.00	N/A
2024-2025	Emotional-Behavioral Disability	N/A	N/A	N/A	1.62%	N/A	< 3.00	N/A
2024-2025	Intellectual Disability	N/A	N/A	N/A	1.62%	N/A	< 3.00	N/A
2024-2025	Other Health Impairment	N/A	N/A	N/A	1.62%	N/A	< 3.00	N/A
2024-2025	Specific Learning Disabilities	N/A	N/A	N/A	1.62%	N/A	< 3.00	N/A
2024-2025	Speech Language Impairment	1	3	33.33%	1.62%	5.75	< 3.00	No

White (W) Representation by Disability Category 2026 Determination Data

School Year	Disability Category	Number of W Students w/IEPs of Category	Total Number of W Students	Risk of W Students Being Identified	State Population Percent of W Students	WRR	Goal	Met Cell/n-Sizes?
2024-2025	Autism	1	367	0.27%	69.37%	N/A	< 3.00	No
2024-2025	Emotional-Behavioral Disability	N/A	N/A	N/A	69.37%	N/A	< 3.00	N/A
2024-2025	Intellectual Disability	N/A	N/A	N/A	69.37%	N/A	< 3.00	N/A
2024-2025	Other Health Impairment	1	367	0.27%	69.37%	0.19	< 3.00	No
2024-2025	Specific Learning Disabilities	5	367	1.36%	69.37%	0.28	< 3.00	No
2024-2025	Speech Language Impairment	23	367	6.27%	69.37%	1.01	< 3.00	Yes

Disproportionate Representation by Disability Category Self-Assessment Question	Response
Was the LEA required to submit a self-assessment?	No
Based on the LEA's self-assessment, does the LEA have disproportionate representation by disability category due to inappropriate identification?	N/A

Significant Discrepancy in Suspension/Expulsion Rates by Race/Ethnicity

Significant Discrepancy in Suspension/Expulsion Rates by Race/Ethnicity Description

Whether the LEA's rate of suspensions/expulsions of students with IEPs of specific races/ethnicities for more than 10 total days during the school year is at least five times the state rate of suspensions/expulsions of students with IEPs **AND** the LEA has policies, procedures, or practices that contribute to the significant discrepancy.

Significant Discrepancy in Suspension/Expulsion Rates by Race/Ethnicity 2026 Data Source

UTREx report of LEA-submitted incident data for the 2023-2024 school year.

Suspension/Expulsion Rates by Race/Ethnicity 2026 Determination Data

School Year	Race (R)/ Ethnicity (E)	Number of Students w/IEPs of R/E Suspended/Expelled	Total Number of Students w/IEPs of R/E	Rate	Goal	Met Cell/n-Sizes?
2023-2024	African American/Black (B)	N/A	N/A	N/A	≤ 0.11%	No
2023-2024	American Indian (N)	N/A	N/A	N/A	≤ 0.11%	No
2023-2024	Asian (A)	N/A	N/A	N/A	≤ 0.11%	No
2023-2024	Hispanic/Latino (H)	N/A	N/A	N/A	≤ 0.11%	No
2023-2024	Multiple Races (M)	N/A	N/A	N/A	≤ 0.11%	No
2023-2024	Pacific Islander (P)	N/A	N/A	N/A	≤ 0.11%	No
2023-2024	White (W)	0	46	0.00%	≤ 0.11%	No

Suspension/Expulsion Self-Assessment Question	Response
Was the LEA required to submit a self-assessment for the 2023–2024 school year?	No
Based on the LEA's self-assessment, did the LEA have policies, procedures, or practices that contributed to the significant discrepancy of suspensions/expulsions in the 2023–2024 school year?	N/A

Suspension/Expulsion Rates by Race/Ethnicity 2024-2025 School Year Data

School Year	Race (R)/ Ethnicity (E)	Number of Students w/IEPs of R/E Suspended/Expelled	Total Number of Students w/IEPs of R/E	Rate	Goal	Met Cell/n-Sizes?
2024-2025	African American/Black (B)	N/A	N/A	N/A	≤ 0.11%	N/A
2024-2025	American Indian (N)	N/A	N/A	N/A	≤ 0.11%	N/A
2024-2025	Asian (A)	N/A	N/A	N/A	≤ 0.11%	N/A
2024-2025	Hispanic/Latino (H)	N/A	N/A	N/A	≤ 0.11%	N/A
2024-2025	Multiple Races (M)	N/A	N/A	N/A	≤ 0.11%	N/A
2024-2025	Pacific Islander (P)	N/A	N/A	N/A	≤ 0.11%	N/A
2024-2025	White (W)	N/A	N/A	N/A	≤ 0.11%	N/A

Note: The data in the table above is the LEA's most current data. It is being provided to support the LEA in ensuring current policies, procedures, and practices comply with the requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and Procedural Safeguards.

Postsecondary Transition Plans

Postsecondary Transition Plans Description

The percentage of students aged 14 and above who have an IEP with a plan that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate postsecondary transition assessment; postsecondary transition services and multi-year courses of study that will reasonably enable the student to meet those postsecondary goals; an annual IEP goal related to the student's postsecondary transition services needs; evidence that the student was invited to the IEP Team meeting where postsecondary transition services were to be discussed; AND evidence that, if appropriate, a representative of any participating agency that is likely to be responsible for providing or paying for transition services, including, if appropriate, pre-employment transition services, was invited to the IEP Team meeting with the prior consent of the parent(s) or student who is an adult.

Postsecondary Transition Plans 2026 Data Source

State monitoring data for the 2024-2025 school year.

Postsecondary Transition Plans 2026 Determination Data

School Year	Number of Students with a Compliant Postsecondary Transition Plan	Number of Students Aged 14+ with IEPs	Percentage	Goal
2024-2025	N/A	N/A	NA	100.00%

Event Dropout

Event Dropout Description

The percentage of students with IEPs in grades 7–12 who dropped out.

Event Dropout 2026 Data Source

LEA-reported exit codes for the 2024-2025 school year.

Event Dropout 2026 Determination Data

School Year	Number of Students with IEPs Who Dropped Out	Number of Students with IEPs Enrolled	Percentage	Goal
2024-2025	0	8	0.00%	≤ 0.99%

Cohort Graduation

Cohort Graduation Description

The percentage of students with IEPs who graduated with a regular high school diploma or an alternate diploma with their four-year cohort.

Cohort Graduation 2026 Data Source

LEA-reported exit codes for the 2024-2025 school year.

Cohort Graduation 2026 Determination Data

School Year	Number of Students Who Graduated	Number of Students in the Cohort	Percentage	Goal
2024-2025	N/A	N/A	NA	≥ 90.00%

Post School Outcomes Survey Response

Post School Outcomes Survey Description

The percentage of respondents to the Post School Outcomes Survey.

Post School Outcomes Survey 2026 Data Source

Post School Outcomes Survey 2024-2025 response data.

Post School Outcomes Survey 2026 Determination Data

School Year	Number of Post School Outcomes Surveys Completed	Number of Post School Outcomes Surveys Possible	Percentage	Goal
2024-2025	N/A	N/A	NA	100.00%

Post School Outcomes

Post School Outcomes Description

The percentage of responders to the Post School Outcomes Survey who reported being enrolled in higher education or in some other postsecondary education or training program; or reported being competitively employed or in some other employment within one year of leaving high school.

Post School Outcomes 2026 Data Source

Post School Outcomes Survey 2024-2025 response data.

Post School Outcomes 2026 Determination Data

School Year	Number of Respondents Engaged After Leaving Secondary School	Number of Respondents No Longer in Secondary School Who Had an IEP at Exit	Percentage	Goal
2024-2025	N/A	N/A	NA	≥ 83.69%

Correction of Noncompliance

Correction of Noncompliance Description

The length of time for written findings of noncompliance to be corrected and approved.

Correction of Noncompliance 2026 Data Source

State monitoring, data review, and dispute resolution data for the 2024-2025 school year.

Correction of Noncompliance 2026 Determination Data

School Year	Source	Number of Findings	Corrections Due Date	Closeout Date	Time Past Due Date	Goal
2024-2025	1% Monitoring	N/A	N/A	N/A	N/A	Due Date
2024-2025	Corrective Action Plan	N/A	N/A	N/A	N/A	Due Date
2024-2025	Data Reports	N/A	N/A	N/A	N/A	Due Date
2024-2025	Dispute Resolution	N/A	N/A	N/A	N/A	Due Date

School Year	Source	Number of Findings	Corrections Due Date	Closeout Date	Time Past Due Date	Goal
2024-2025	Fiscal Monitoring	N/A	N/A	N/A	N/A	Due Date
2024-2025	Indicator 4	N/A	N/A	N/A	N/A	Due Date
2024-2025	Indicator 9	N/A	N/A	N/A	N/A	Due Date
2024-2025	Indicator 10	N/A	N/A	N/A	N/A	Due Date
2024-2025	Indicator 11	N/A	N/A	N/A	N/A	Due Date
2024-2025	Indicator 12	N/A	N/A	N/A	N/A	Due Date
2024-2025	Indicator 13	N/A	N/A	N/A	N/A	Due Date
2024-2025	Private School Proportionate Share Data Submission	N/A	N/A	N/A	N/A	Due Date
2024-2025	Program Monitoring	N/A	N/A	N/A	N/A	Due Date

North Star Academy 2026 Final Performance Determination

Data Source	Determination Level
Initial Evaluations	No Determination
Preschool Transition	No Determination
Preschool Outcomes	No Determination
Participation in Statewide Assessments	Needs Assistance
Non-Participation in Statewide Assessments	Meets Requirements
Proficiency on Regular Statewide Assessments	Needs Intervention
Proficiency on Alternate Statewide Assessment	No Determination
Median Growth Percentile	Meets Requirements
Disproportionate Representation	Meets Requirements
Disproportionate Representation by Disability Category	Meets Requirements
Significant Discrepancy in Suspensions/Expulsions by Race/Ethnicity (2023–2024 data)	No Determination
Postsecondary Transition Plans	No Determination
Event Dropout	Meets Requirements
Cohort Graduation	No Determination
Post School Outcomes Survey Respondents	No Determination
Post School Outcomes	No Determination
Correction of Noncompliance	No Determination

Final Overall Performance Determination Level

Meets Requirements

Required Actions

The USBE encourages you to consider the data in this report when writing LEA and school plans such as School Improvement Plans (TSI, ATSI, CSI), School Land Trust Plans, Assessment to Achievement Plans, CTE Plans (Perkins V), etc. to ensure students with disabilities are included and supported in those plans.

LEAs who receive a final overall determination of Needs Intervention or Needs Substantial Intervention will be required to attend an APD Data Session to revise or create a plan of action for improving outcomes for students with disabilities that

aligns with existing LEA/school plans. All other LEAs are encouraged to attend a session.

APD Data Sessions are scheduled on April 21, 2026, in Salt Lake City; May 5, 2026, in Salt Lake City; May 12, 2026, in Sevier District; June 23, 2026, in Nebo District; June 25, 2026, in Weber District; and July 21, 2026, in Salt Lake City.

Trend Data

Initial Evaluations Trend Data

School Year	Number of Initial Evaluations Completed Within 45 School Days or Delayed for Allowed Exception	Number of Initial Evaluations Reviewed	Percentage	Goal
2024-2025	N/A	N/A	NA	100.00%
2023-2024	6	6	100%	100.00%
2022-2023	N/A	N/A	N/A%	100.00%

Preschool Transition Trend Data

School Year	Number of Eligible Students Whose IEP was Developed and Implemented by Their Third Birthday	Number of Eligible Students Referred for Part B	Percentage	Goal
2024-2025	N/A	N/A	NA	100.00%
2023-2024	0	0	N/A%	100.00%
2022-2023	0	0	N/A%	100.00%

Preschool Outcomes Category A Trend Data

School Year	Number of Students Who Improved Functioning to a Level Nearer to or Comparable to Same-aged Peers in Outcome A	Number of Students Who Did Not Improve Functioning or Who Did Improve Functioning in Outcome A	Percentage	Goal
2024-2025	N/A	N/A	NA	≥ 89.18%
2023-2024	0	0	N/A%	≥ N/A%
2022-2023	0	0	N/A%	≥ N/A%

Preschool Outcomes Category B Trend Data

School Year	Number of Students Who Improved Functioning to a Level Nearer to or Comparable to Same-aged Peers in Outcome B	Number of Students Who Did Not Improve Functioning or Who Did Improve Functioning in Outcome B	Percentage	Goal
2024-2025	N/A	N/A	NA	≥ 89.71%
2023-2024	0	0	N/A%	≥ N/A%
2022-2023	0	0	N/A%	≥ N/A%

Preschool Outcomes Category C Trend Data

School Year	Number of Students Who Improved Functioning to a Level Nearer to or Comparable to Same-aged Peers in Outcome C	Number of Students Who Did Not Improve Functioning or Who Did Improve Functioning in Outcome C	Percentage	Goal
2024-2025	N/A	N/A	NA	≥ 90.43%
2023-2024	0	0	N/A%	≥ N/A%
2022-2023	0	0	N/A%	≥ N/A%

Statewide Assessment Participation Trend Data: ELA

School Year	Number of Students Who Participated	Number of Students Expected to Test	Percentage	Goal
2024-2025	29	30	96.67%	≥ 95.00%
2023-2024	40	40	100%	≥ 95.00%
2022-2023	35	41	85.37%	≥ 95.00%

Statewide Assessment Participation Trend Data: Math

School Year	Number of Students Who Participated	Number of Students Expected to Test	Percentage	Goal
2024-2025	28	30	93.33%	≥ 95.00%
2023-2024	39	40	97.5%	≥ 95.00%
2022-2023	35	41	85.37%	≥ 95.00%

Statewide Assessment Non-Participation Trend Data: ELA

School Year	Number of Reasons One Standard Deviation Above the Mean	Goal
2024-2025	0	0
2023-2024	0	0
2022-2023	0	0

Statewide Assessment Non-Participation Trend Data: Math

School Year	Number of Reasons One Standard Deviation Above the Mean	Goal
2024-2025	0	0
2023-2024	0	0
2022-2023	0	0

Regular Statewide Assessment Proficiency Trend Data: ELA

School Year	Grade	Number of Students Who Scored Proficient	Number of Students Who Participated	Percentage	Goal
2024-2025	4	3	8	37.50%	≥ 15.48
2023-2024	4	3	7	42.86%	≥ 15.00%
2022-2023	4	1	3	33.33%	≥ 14.75%
2024-2025	8	0	1	0.00%	≥ 8.74
2023-2024	8	0	2	0.00%	≥ 8.03%
2022-2023	8	1	7	14.29%	≥ 7.67%
2024-2025	HS	1	2	50.00%	≥ 8.83%
2023-2024	HS	0	7	0.00%	≥ 8.48%
2022-2023	HS	0	7	0.00%	≥ 8.75%

Regular Statewide Assessment Proficiency Trend Data: Math

School Year	Grade	Number of Students Who Scored Proficient	Number of Students Who Participated	Percentage	Goal
2024-2025	4	4	8	50.00%	≥ 20.43%
2023-2024	4	4	7	57.14%	≥ 20.09%
2022-2023	4	0	3	0.00%	≥ 19.91%
2024-2025	8	0	1	0.00%	≥ 6.54%
2023-2024	8	0	2	0.00%	≥ 6.28%
2022-2023	8	0	7	0.00%	≥ 6.15%
2024-2025	HS	0	2	0.00%	≥ 4.60%
2023-2024	HS	0	7	0.00%	≥ 4.20%
2022-2023	HS	0	7	0.00%	≥ 3.39%

Alternate Statewide Assessment Proficiency Trend Data: ELA

School Year	Grade	Number of Students Who Scored Proficient	Number of Students Who Participated	Percentage	Goal
2024-2025	4	N/A	N/A	NA	≥ 15.17%
2023-2024	4	0	0	N/A%	≥ 15.28%
2022-2023	4	0	0	N/A%	≥ 15.17%
2024-2025	8	N/A	N/A	NA	≥ 23.91%
2023-2024	8	0	0	N/A%	≥ 24.09%
2022-2023	8	0	0	N/A%	≥ 23.91%
2024-2025	HS	N/A	N/A	NA	≥ 29.62%
2023-2024	HS	0	0	N/A%	≥ 27.77%
2022-2023	HS	0	0	N/A%	≥ 29.62%

Alternate Statewide Assessment Proficiency Trend Data: Math

School Year	Grade	Number of Students Who Scored Proficient	Number of Students Who Participated	Percentage	Goal
2024-2025	4	N/A	N/A	NA	≥ 31.56%
2023-2024	4	0	0	N/A	≥ 31.68%
2022-2023	4	0	0	N/A	≥ 31.56%
2024-2025	8	N/A	N/A	NA	≥ 6.38%
2023-2024	8	0	0	N/A	≥ 6.53%
2022-2023	8	0	0	N/A	≥ 6.38%
2024-2025	HS	N/A	N/A	NA	≥ 29.62%
2023-2024	HS	0	0	N/A	≥ 14.31%
2022-2023	HS	0	0	N/A	≥ 12.56%

Median Growth Trend Data: ELA

School Year	Range of Student Growth Percentiles	Median Growth Percentile	Goal
2024-2025	1 – 99	72.00%	≥ 50.00
2023-2024	1.00 – 96.00	25.50	≥ 50.00
2022-2023	2.00 – 98.00	50.00	≥ 50.00

Median Growth Trend Data: Math

School Year	Range of Student Growth Percentiles	Median Growth Percentile	Goal
2024-2025	12 – 93	58.00%	≥ 50.00
2023-2024	1.00 – 94.00	43.50	≥ 50.00
2022-2023	3.00 – 99.00	62.00	≥ 50.00

Disproportionate Representation Trend Data

School Year	Largest WRR that Met Cell/n-Sizes	Race/Ethnicity	Goal	Was the Self-Assessment Required?	Was the Disproportionate Representation the Result of Inappropriate Identification?
2024-2025	1.49	Hispanic/Latino	< 3.00	No	N/A
2023-2024	1.79	Hispanic/Latino	< 3.00	No	N/A
2022-2023	1.98	Hispanic/Latino	< 3.00	No	N/A

Disproportionate Representation by Disability Category Trend Data

School Year	Largest WRR that Met Cell/n-Sizes	Race/Ethnicity & Disability Category	Goal	Was the Self-Assessment Required?	Was the Disproportionate Representation the Result of Inappropriate Identification?
2024-2025	1.01	White & Speech Language Impairment	< 3.00	No	N/A
2023-2024	N/A	N/A	< 3.00	No	N/A
2022-2023	8.27	Hispanic/Latino & Specific Learning Disabilities	< 3.00	Yes	No

Suspension/Expulsion Rates by Race/Ethnicity Trend Data

School Year	Highest Rate that Met Cell/n-Sizes	Race/Ethnicity	Goal	Was the Self-Assessment Required?	Did the LEA have Policies, Procedures, Practices that Contributed to the Significant Discrepancy?
2023-2024	N/A	N/A	≤ 0.51%	No	N/A
2022-2023	N/A	N/A	≤ 0.60%	No	N/A
2021-2022	N/A	N/A	≤ 0.52%	No	N/A

Postsecondary Transition Plans Trend Data

School Year	Number of Students w/a Compliant Postsecondary Transition Plan	Number of Students Aged 14+ w/IEPs	Percentage	Goal
2024-2025	N/A	N/A	NA	100.00%
2023-2024	7	7	100.00%	100.00%
2022-2023	N/A	N/A	N/A	100.00%

Event Dropout Trend Data

School Year	Number of Students Who Dropped Out	Number of Students Who Exited Special Education	Percentage	Goal
2024-2025	0	8	0.00%	≤ 0.99%
2023-2024	0	14	0.00%	≤ 0.99%
2022-2023	0	24	0.00%	≤ 0.99%

Cohort Graduation Trend Data

School Year	Number of Students Who Graduated	Number of Students Who Exited Special Education	Percentage	Goal
2024-2025	N/A	N/A	NA	≥ 90.00%
2023-2024	0	0	N/A	≥ 90.00%
2022-2023	0	0	N/A	≥ 90.00%

Post School Outcomes Survey Respondents Trend Data

School Year	Number of Post School Outcomes Surveys Completed	Number of Post School Outcomes Surveys Possible	Percentage	Goal
2024-2025	N/A	N/A	NA	100.00%
2023-2024	0	0	N/A%	100.00%
2022-2023	0	0	N/A%	100.00%

Post School Outcomes Trend Data

School Year	Number of Respondents Engaged After Leaving Secondary School	Number of Respondents No Longer in Secondary School Who Had an IEP at Exit	Percentage	Goal
2024-2025	N/A	N/A	NA	≥ 83.69%
2023-2024	0	0	N/A%	≥ 83.03%
2022-2023	N/A	N/A	N/A%	≥ 82.70%

Correction of Noncompliance Trend Data

School Year	Number of Sources	Number of Findings	Longest Amount of Time Past the Due Date to Complete Corrections	Goal
2024-2025	0	N/A	N/A	Meet due dates for all corrections
2023-2024	1	1	Due date	Meet due dates for all corrections
2022-2023	0	0	Due date	Meet due dates for all corrections

NSA Board Mtg 4.16.2026

March financials are included, and it is reported at 75% of the way through the year.

Profit and Loss –

Revenue is 76.2% overall and 75.9% for State. Overall is slightly ahead of budget since Local is high from PTIF interest, although Federal is low since not many reimbursements have been requested.

Again, the only Federal income received so far is Food revenue. IDEA is currently being revised since the state has now funded the total amount. Title II isn't paid till later in the year.

Local revenue is still high from PTIF interest (rates remain higher), additionally all other categories are higher than 75% at this point and misc is much higher with Leader In Me revenue recorded there.

Expenses are at 65 % overall and tracking closely to budget on amount of year that has passed. The only areas that are tracking ahead of budget are:

Purchased Prof & Tech Services

- 0320 Prof – Ed Services 148.2% higher costs for SpEd, Mental Health (funding for both)
- 0350 Technical Services 302.2% (but only \$16K over budget) from new speakers, FrogTummy, and USIMS expenses (not in original budget)

Other Purchased Services

- 0521 Property Insurance 135%, and 0522 Liability Insurance 104.2%, since paid once a year and have already been paid, higher than PY
- 0540 Advertising 115.7% from full print digital marketing license

Supplies and Materials

- 0650 Tech Supplies 95.6%, and 0670 Software 94.7% since more bought at BOY

Balance Sheet -

- Investments (PTIF) are \$463K higher than PY
- Operating cash is currently in the appropriate range to cover PR and monthly expenses, the rest moved to PTIF
- Net Income appears strong but will decrease with YE accruals and upcoming bond payments

**North Star Academy
Board Profit and Loss
7/1/2025 - 3/31/2026**

	Annual June 30, 2026	Year-to-Date March 31, 2026	
	Budget	Actual	% of Budget
Net Income			
Income			
Revenue From Local Sources	289,000	314,525	108.8 %
Revenue From State Sources	5,835,803	4,428,115	75.9 %
Revenue From Federal Sources	146,553	36,894	25.2 %
Total Income	6,271,356	4,779,534	76.2 %
Expenses			
Instruction/Salaries	3,303,787	2,225,567	67.4 %
Employee Benefits	854,116	568,316	66.5 %
Purchased Prof & Tech Serv	446,377	352,498	79.0 %
Purchased Property Services	306,920	201,168	65.5 %
Other Purchased Services	92,200	65,013	70.5 %
Supplies & Materials	611,286	457,989	74.9 %
Property	100,000	16,011	16.0 %
Debt Services & Miscellaneous	500,400	153,239	30.6 %
Total Expenses	6,215,086	4,039,801	65.0 %
Total Net Income	56,270	739,733	1,314.6 %

**North Star Academy
Board Balance Sheet
As of 3/31/2026**

	Period Ending 03/31/2026	Period Ending 03/31/2025
	Actual	Actual
Assets & Other Debits		
Current Assets		
Operating Cash		
Cash	854,236	886,739
Investments	3,953,271	3,490,429
Operating Cash	<u>4,807,507</u>	<u>4,377,168</u>
Accounts Receivables	1,303	608
Other Current Assets	46,175	46,175
Total Current Assets	<u>4,854,985</u>	<u>4,423,951</u>
Restricted Cash	<u>975,598</u>	<u>953,214</u>
Net Assets		
Fixed Assets	7,978,253	7,734,099
Depreciation	<u>(2,627,518)</u>	<u>(2,363,434)</u>
Total Net Assets	<u>5,350,735</u>	<u>5,370,665</u>
Total Assets & Other Debits	<u>11,181,318</u>	<u>10,747,830</u>
Liabilities & Fund Equity		
Current Liabilities	88,520	81,488
Long-Term Liabilities	<u>6,807,479</u>	<u>7,068,147</u>
Fund Balance	<u>3,545,586</u>	<u>2,930,810</u>
Net Income	739,733	667,385
Total Liabilities & Fund Equity	<u>11,181,318</u>	<u>10,747,830</u>

North Star Academy Meeting Minutes

Date: March 5, 2026

Time: 4:30 PM

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

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

Others in Attendance: Tana Archer, Diana Siedel, Priscilla Stringfellow, Cathie Hurst, Hannah Jones



Call to Order Sidney Warnick called the meeting to order at 4:34 PM.

Public Comment

- 2026-2027 Fee Schedule
There were no public comments.

Reports

- Director Report
Nine North Star Academy seventh graders advanced from the regional science fair and are going to the state science fair. Accreditation is complete and North Star received accreditation with “merit”. Two students took first and third place in the all-girls Utah State chess championship. Students will be competing at the State Capitol State Competition Bee. On March 12, 2026, Fox 13 will be recognizing North Star Academy due to a community nomination for “Cool School of the Week” where some of the unique programs at the school will be highlighted. Enrollment for 2026-2027 is full in all grades with a total of 534 students and 506 that have completed the registration process. Professional development took place in January and February including the Achievement to Action Cohort and Using AI with Technology. Tana Archer provided the 2026-2027 School LAND Trust Plan. Diana Siedel presented the middle of the year data to the board. There has been consistent growth in scores for all grades. Plans for a building update were shared with the board. The board has been evaluating the high priorities for the building. Classroom environments are among the priorities and having more room for elective courses will help improve those environments.
- Financial Review
Cathie Hurst presented financial statements to the board. Revenue is 60.2 percent overall with state revenue being at 59.9 percent. The WPU is now set at 4.6 percent. The only federal income received so far is the Food Revenue. Local revenue is high due to the interest from PTIF. Expenses are 51 percent overall and are tracking closely to the budget related to the amount of the year that has passed. Areas tracking ahead of budget include technical services, utility services, property insurance, advertising, and technology supplies.

Consent Items

- January 8, 2026, Board Meeting & Closed Session Minutes
Bob Bell made a motion to approve the January 8, 2026, Board Meeting and Closed Session Minutes. Kammie LeFevre seconded. The motion passed unanimously. The votes were as follows: Sidney Warnick, Aye; Jordan Shields, Aye; Kammie LeFevre, Aye; Bob Bell, 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.

2025-2026 School Wide Improvement Goal

Finding the Leader Within: Discovering a World of Possibilities

NSA Board Meeting: 03.05.2026
Approved:

Barton Sloan, Aye.

Business Items

- 2026-2027 Fee Schedule

The school's Fee Schedule must include a description of all fees charged, the amount of any fee, an explanation of how the fees will be spent by the school, a per student annual maximum fee amount for the school year and a statement notifying parents that their student might be eligible for a fee waiver. Board members evaluated the proposed Fee Schedule for the 2026-2027 school year.

Jordan Shields made a motion to approve the 2026-2027 Fee Schedule. Bob Bell seconded. The motion passed unanimously. The votes were as follows: Sidney Warnick, Aye; Jordan Shields, Aye; Kammie LeFevre, Aye; Bob Bell, Aye; Barton Sloan, Aye.

- 2026-2027 School LAND Trust Plan

Tana Archer presented the 2026-2027 School LAND Trust Plan. The goals outlined in the plan include increasing ELA scores by two percent overall for students in grades three through eight, increasing the number of students meeting benchmark for grades kindergarten through sixth in reading, and improving concepts identified to close achievement gaps based on targeted interventions in math, writing and reading. Distribution for the 2025-2026 school year is \$80,999.11. For the 2026-2027 school year the estimated distribution is \$98,105.49 to achieve these goals.

Barton Sloan made a motion to approve the 2026-2027 School LAND Trust Plan. Jordan Shields seconded. The motion passed unanimously. The votes were as follows: Sidney Warnick, Aye; Jordan Shields, Aye; Kammie LeFevre, Aye; Bob Bell, Aye; Barton Sloan, Aye.

- Meal Prices

Meal prices will be increasing in the 2026-2027 school year. Elementary breakfast will increase from \$1.30 to \$1.50. Middle school breakfast will increase from \$1.30 to \$1.50. Pricing for adult breakfast will be \$2.50. Elementary lunch will increase from \$2.25 to \$2.80. Middle school lunch will increase from \$2.25 to \$2.80. Pricing for a second lunch will be \$3.55 and adult lunch will cost \$3.50. The board discussed the costs and pricing of the meals in each category.

Kammie LeFevre made a motion to approve the meal prices as discussed. 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 left the meeting at 6:04 PM.

- Helpside Professional Employer Agreement
- Social Worker Contract

A new professional employer agreement between the school and Helpside is being presented for board approval. Helpside provides a comprehensive suite of services, including payroll administration, 401(k) benefits, FMLA administration, unemployment support, and workers compensation coverage. North Star Academy has hired a social worker, and the contract has been provided to the board for review and approval.

Jordan Shields made a motion to approve the Helpside Professional Employer Agreement and the Social Worker Contract. Kammie LeFevre seconded. The motion passed unanimously. The votes were as follows: Sidney Warnick, Aye; Jordan Shields, Aye;

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2025-2026 School Wide Improvement Goal

Finding the Leader Within: Discovering a World of Possibilities

NSA Board Meeting: 03.05.2026
Approved:

Kammie LeFevre, Aye; Barton Sloan, Aye.

- **Media Request**

Administration requested the board approve six scenes from the film “The Hobbit” for ninth grade. The links to the clips that will be shown in order to reinforce understanding from the text that was read were shared with the board.

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

- **Amended Wellness Policy**

This item was tabled. The Wellness policy will be brought back for review and approval at a later meeting.

- **Amended Fee Waiver Policy**

- **Amended Student Conduct and Discipline Policy**

It is required by law to review and re-approve the Fee Waiver policy annually. New rules and requirements for the Student Conduct and Discipline policy include requirements related to the use of emergency safety interventions (physical restraint and seclusion) with students. Board members reviewed the changes to the policies.

Jordan Shields made a motion to approve the Amended Fee Waiver Policy and the Amended Student Conduct and Discipline Policy. Kammie LeFevre seconded. The motion passed unanimously. The votes were as follows: Sidney Warnick, Aye; Jordan Shields, Aye; Kammie LeFevre, Aye; Barton Sloan, Aye.

Discussion Items

Board members discussed the National Charter School Conference that is taking place in New Orleans, LA in June. Director Tana Archer attended the conference last year, and Board Chair Sidney Warnick asked that if there is any interest from board members in going to reach out so they can plan for registration and travel to the conference. Sidney Warnick shared feedback from parent teacher conferences with the board.

Calendaring:

The next board meeting is scheduled for April 16th, 2026, at 4:30 PM. On the evening of May 20th, the board will meet to discuss the 206-2027 Schoolwide improvement Goal.

Adjourn Meeting

At 6:29 PM Jordan Shields made a motion to adjourn the meeting. Kammie LeFevre seconded. The motion passed unanimously. The votes were as follows: Sidney Warnick, Aye; Jordan Shields, Aye; Kammie LeFevre, Aye; Barton Sloan, Aye.

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2025-2026 School Wide Improvement Goal

Finding the Leader Within: Discovering a World of Possibilities

NSA Board Meeting: 03.05.2026
Approved:



436 Seventh Ave, Suite 200
 Pittsburgh, PA 15219
 (888) 851-7094
 Send Payment to: PO Box 646003, Pittsburgh, PA 15264
 salessupportmailbox@carnegielearning.com

QUOTE NO: Q-65660

DATE: 12/15/2025
 EXPIRES ON: 7/31/2026

CONTACT INFORMATION		
North Star Academy 2920 W. 14000 S. Bluffdale, UT, 84065	Tana Archer Superintendent 8013029579 tarcher@north-staracademy.com	Becca Buckland Account Manager bbuckland@carnegielearning.com

8th Grade: Course 3

ITEM	DESCRIPTION	TERM	UNITS	NET TOTAL
MATHia (CLC) Student License	MATHia per Student License	5 Yrs	68	USD 4,339.08
MATHstream Student License	MATHstream per Student License	5 Yrs	68	USD 3,565.24
Math 4e Digital Course - Student Edition Course 3	Digital Course - Student	5 Yrs	68	USD 3,662.48
8th Grade: Course 3 TOTAL:				USD 11,566.80

8th Grade: Integrated Math 1

ITEM	DESCRIPTION	TERM	UNITS	NET TOTAL
Math Solutions (CLC) - Bundle Integrated Math I	Carnegie Learning Math Solution - Bundle (Clear Learning Center)	5 Yrs	25	USD 6,398.55
• Math 4e - Student Edition Integrated Math I	Print MATHbook - Student Edition	5 Yrs	25	Included
• MATHia (CLC) Student License	MATHia per Student License	5 Yrs	25	Included
• MATHstream Student License	MATHstream per Student License	5 Yrs	25	Included
• Math 4e Digital Course - Student Edition Integrated Math I	Digital Course - Student	5 Yrs	25	Included
• Math 4e - Teacher's Implementation Guide Integrated Math I	Print MATHbook - Teacher's Implementation Guide		3	Included
• Math 4e Digital Course - Teacher Edition (bundled) Integrated Math I	Digital Course - Teacher	5 Yrs	3	Included
8th Grade: Integrated Math 1 TOTAL:				USD 6,398.55

SUBTOTAL:	USD 17,965.35
SHIPPING AND HANDLING:	USD 200.93
ESTIMATED SALES TAX:	USD 0.00
TOTAL:	USD 18,166.28

TERMS AND CONDITIONS

- The attached quotation is confidential and proprietary information not to be distributed or shared by the Customer.
- By accepting this quote, Customer accepts Carnegie Learning, Inc.'s Terms of Use policy available at: <http://www.carnegielearning.com/terms-of-use>
- Prices are subject to change without notice.
- Quote is valid for 30 days.
- Quoted sales tax is an estimate. Sales Tax is subject to change based on shipping locations and rates at the time of order processing.
- Please include your tax exempt certificate with your purchase order. The Carnegie Learning Federal Tax ID# is 25-1805640.
- Payment Terms: Net 30 Days. Payment of entire invoice amount is required within 30 days from invoice date.
- All media sold by Carnegie Learning, Inc. are sold on a non-returnable basis. The only exceptions to this policy are:
 - Media received that was not ordered (wrong title, wrong quantity). Materials must be in original shrink wrap, if applicable, and not used.
 - Media received in a damaged condition that would render it unsuitable for use.
 - Customer is responsible to inspect textbook shipments and report any textbook quantity, title or damage issues within 45 days of receipt. Failure to report issues within the 45 days could result in additional return fees.
- Carnegie Learning, Inc. is under no obligation to accept return requests after 45 days of customer receipt of order.
- Customer is responsible for expedited shipping costs that fall outside of our standard delivery process. All textbooks carry a standard shipping time frame of 4-6 weeks. Shipments will occur earlier if stock is available.
- Multi-year licenses run consecutively from license activation date.
- The school district is responsible for providing all hardware necessary to run the software, as specified in CLI's Systems Requirements (available at <http://carnegielearning.com/support>). Prices do not include hardware.
- All Professional Development services purchased expire at the term of this agreement. Standalone Professional Development purchases will expire one year from the purchase date.
- An additional credit card fee of 2.5% of total before sales tax will be applied if customer decides to pay by credit card.

- All credit memos and credit balances that exceed 120 days old will first be applied to any existing balances. After application, any remaining credit balance will be refunded via a check. Carnegie Learning will mail the check to the address on file.

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[Date]

[Client#]

Board of Directors

Client Name

Street Address

City, State Zip

This document constitutes a statement of work ("SOW") under the most recently executed Master Services Agreement ("MSA"), made by and between Eide Bailly LLP ("Eide Bailly", "we," "us," and "our") and [INSERT CLIENT NAME] ("Client," "you," "your," or "the entity"). We are pleased to confirm our understanding of the terms and objectives of our engagement and the nature and limitations of the services Eide Bailly will provide for the entity as of and for the year ended June 30, 2025.

Ken Jeppesen is the engagement partner for the audit services specified in this letter. The engagement partner's responsibilities include supervising services performed as part of this engagement and signing or authorizing another qualified firm representative to sign the audit report.

Scope of Audit Services

Audit of the Financial Statements

We will audit the financial statements of governmental activities, business-type activities, aggregate discretely presented component units, each major fund, and the aggregate remaining fund information, and the related notes to the financial statements, which collectively comprise the entity's basic financial statements.

The Governmental Accounting Standards Board (GASB) provides for certain required supplementary information (RSI) to accompany the entity's basic financial statements. The RSI will be subjected to certain limited procedures, but will not be audited.

If presented, we will also evaluate and report on the presentation of supplementary information other than RSI accompanying the financial statements in relation to the financial statements as a whole.

Audit of Major Program Compliance

In addition, we will audit the entity's compliance over major federal award programs, as necessary.

Schedule of Expenditures of Federal Awards

We will subject the schedule of expenditures of federal awards (SEFA) to the auditing procedures applied in our audit of the basic financial statements and certain additional procedures, including comparing and reconciling the schedule to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and additional procedures in accordance with auditing standards generally accepted in the United States of America. We intend to provide an opinion on whether the schedule of

expenditures of federal awards is presented fairly in all material respects in relation to the financial statements as a whole.

Audit Objectives

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

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

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that certain information be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board (GASB), who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. As part of our engagement, we will apply certain limited procedures to the required supplementary information (RSI) in accordance with auditing standards generally accepted in the United States of America. We will not express an opinion or provide any form of assurance on the RSI.

Supplementary Information other than RSI

Supplementary information other than RSI will accompany [Client]'s basic financial statements. We will subject the following supplementary information to the auditing procedures applied in our audit of the basic financial statements and certain additional procedures, including comparing and reconciling the supplementary information to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and additional procedures in accordance with auditing standards generally accepted in the United States of America. We intend to provide an opinion on the following supplementary information in relation to the basic financial statements as a whole:

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

Auditor Responsibilities, Procedures, and Limitations

We will conduct our audit in accordance with GAAS, the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States of America; the audit requirements of Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance).

As part of our audit, we will:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of the system of internal control in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. However, we will communicate to you in writing concerning any significant deficiencies or material weaknesses in internal control relevant to the audit of the financial statements that we have identified during the audit.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements, including the amounts and disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- Conclude, based on the audit evidence obtained, whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the entity's ability to continue as a going concern for a reasonable period of time.

There is an unavoidable risk, because of the inherent limitations of an audit, together with the inherent limitations of internal control, that some material misstatements may not be detected, even though the audit is properly planned and performed in accordance with U.S. GAAS, *Government Auditing Standards* of the Comptroller General of the United States of America and/or state or regulatory audit requirements. Because we will not perform a detailed examination of all transactions, material misstatements, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the entity or to acts by management or employees acting on behalf of the entity, may not be detected.

In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements. However, we will inform the appropriate level of management and those charged with governance of any material errors, fraudulent financial reporting, or misappropriation of assets that come to our attention. We will also inform the appropriate level of management and those charged with governance of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential.

Audit of Major Program Compliance

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

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

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

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

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

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

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

Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

Management Responsibilities

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

- a. For the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America;

- b. For the design, implementation, and maintenance of the system of internal control relevant to the preparation and fair presentation of basic financial statements that are free from material misstatement, whether due to error fraudulent financial reporting, misappropriation of assets, or violations of laws, governmental regulations, grant agreements, or contractual agreements;
- c. For identifying, in its accounts, all federal awards received and expended during the period and the federal programs under which they were received;
- d. For maintaining records that adequately identify the source and application of funds for federally funded activities;
- e. For preparing the schedule of expenditures of federal awards (including notes and noncash assistance received) in accordance with the Uniform Guidance requirements;
- f. For designing, implementing, and maintaining effective internal control over federal awards that provides reasonable assurance that the entity is managing federal awards in compliance with federal statutes, regulations, and the terms and conditions of the federal awards;
- g. For identifying and ensuring that the entity complies with federal laws, statutes, regulations, rules, provisions of contracts or grant agreements, and the terms and conditions of federal award programs and implementing systems designed to achieve compliance with applicable federal statutes, regulations, and the terms and conditions of federal award programs;
- h. For disclosing accurately, currently, and completely the financial results of each federal award in accordance with the requirements of the award;
- i. For identifying and providing report copies of previous audits, attestation engagements, or other studies that directly relate to the objectives of the audit, including whether related recommendations have been implemented;
- j. For taking prompt action when instances of noncompliance are identified;
- k. For addressing the findings and recommendations of auditors, for establishing and maintaining a process to track the status of such findings and recommendations and taking corrective action on reported audit findings from prior periods and preparing a summary schedule of prior audit findings;
- l. For following up and taking corrective action on current year audit findings and preparing a corrective action plan for such findings;
- m. For submitting the reporting package and data collection form to the appropriate parties;
- n. For making the auditor aware of any significant contractor relationships where the contractor is responsible for program compliance;
- o. To provide us with:
 - i. Access to all information of which management is aware that is relevant to the preparation and fair presentation of the financial statements, including the disclosures, such as records, documentation, and other matters;
 - ii. Additional information that we may request from management for the purpose of the audit;
 - iii. Unrestricted access to persons within the entity and others from whom we determine it necessary to obtain audit evidence;
- p. For identifying and ensuring that the entity complies with the laws and regulations applicable to its activities;
- q. For adjusting the basic financial statements to correct material misstatements and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the current period under audit are immaterial, both individually and in the aggregate, to the financial statements as a whole;
- r. For acceptance of nonattest services, including identifying the proper party to oversee nonattest work;
- s. For maintaining adequate records, selecting and applying accounting principles, and safeguarding assets.
- t. For informing us of any known or suspected fraud affecting the entity involving management, employees with significant role in the system of internal control and others where fraud could have a material effect on the financials; and

- u. For the accuracy and completeness of all information provided.
- v. If applicable, for including the auditor's report in any document containing financial statements that indicates that such financial statements have been audited by us, including:
 - i. A written acknowledgement of all the documents that management expects to issue that will be included in the annual report and the planned timing and method of issuance of that annual report; and
 - ii. A final version of the annual report (including all the documents that, together, comprise the annual report) in a timely manner prior to the date of the auditor's report.

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

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

Management agrees they are responsible for the distribution of reports issued in conjunction with this engagement to those charged with governance, entity officials, oversight bodies, or other organizations requiring audits, as applicable.

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

Responsibilities and Limitations Related to Nonattest Services

For all nonattest services we may provide to you, management agrees to assume all management responsibilities for (a) making all management decisions and performing all management functions; (b) assigning a competent individual to oversee the services; (c) evaluating the adequacy of the services performed; (d) evaluating and accepting responsibility for the results of the services performed; and (e) designing, implementing, and maintaining the system of internal control, including the process used to monitor the system of internal control.

We will provide the following nonattest services:

- Prepare or assist with the preparation of your financial statements and the related notes.
- Prepare or assist in preparing the government-wide statements and conversion entries and note disclosures.
- Preparation of federal and state income tax returns
- Prepare or assist with the preparation of the schedule of expenditures for federal awards, as necessary.

- Completion of the Auditee's portion of the Data Collection Form, as necessary.

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

- We will perform the services in accordance with applicable professional standards.
- The nonattest services are limited to the services previously outlined above. Our firm, in its sole professional judgment, reserves the right to refuse to do any procedure or take any action that could be construed as making management decisions or assuming management responsibilities.

You are also responsible for ensuring that your data and records are complete and that you have received sufficient information to oversee the services.

Reporting

We will issue a written report upon completion of our audit of your financial statements. Circumstances may arise in which our report may differ from its expected form and content based on the results of our audit. Depending on the nature of these circumstances, it may be necessary for us to modify our opinion, add an emphasis-of-matter or other-matter paragraph to our auditors' report, or if necessary, withdraw from the engagement. If our opinion is other than unmodified, we will discuss the reasons with you in advance. If circumstances occur related to the condition of your records, the availability of sufficient, appropriate audit evidence, or the existence of a significant risk of material misstatement of the financial statements caused by error, fraudulent financial reporting, or misappropriation of assets, which in our professional judgment prevent us from completing the audit or forming an opinion on the financial statements, we retain the right to take any course of action permitted by professional standards, including declining to express an opinion or issue a report, or withdrawing from the engagement.

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

Data Collection Form

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

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

Engagement Administration and Other Matters

We understand that your employees will prepare all confirmations, account analyses, and audit schedules we request and will locate any documents or invoices selected by us for testing. Details of information we expect to need for our audit and the dates required will be provided separately.

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

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

Eide Bailly LLP has owners that are not licensed as certified public accountants as permitted under Section 5079 of the California Business Code. The nature of the services to be provided in conjunction with this engagement are such that non-licensee owners may be involved in performing our services.

Engagement Fees

Our fees are based on the amount of time required at various levels of responsibility. We estimate that our fee for the financial statement audit and state compliance procedures will be \$13,600. If a Single Audit is required, these fees will be billed separately. A service charge of 1% per month, which is an annual rate of 12%, will be added to all accounts unpaid 30 days after billing date.

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

We will advise you if unexpected circumstances require significant additional procedures resulting in a substantial increase in the fee estimate.

Changes in Professional Standards

Standard setters and regulators continue to evaluate and modify standards. Such changes may result in new or revised financial reporting and disclosure requirements or expand the nature, timing, and scope of the activities we are required to perform. To the extent that the amount of time required to provide the services described in the SOW increases due to such changes, our fee may need to be adjusted. We will discuss such circumstances with you prior to performing the additional work.

Use of Financial Statements

Should you decide to include or incorporate by reference these financial statements and our auditors' report thereon in a future private placement or other offering of equity or debt securities, you agree that we are under no obligation to reissue our report or provide consent for the use of our report in such a registration or offering document. We will determine, at our sole discretion, whether we will reissue our report or provide consent for the use of our report only after we have performed the procedures we consider necessary in the circumstances. If we decide to reissue our report or consent to the use of our report, we will be required to perform certain procedures including, but not limited to, (a) reading other information incorporated by reference in the registration statement or other offering document, and (b) subsequent event procedures. These procedures will be considered an engagement separate and distinct from our audit engagement, and we will bill you separately.

If we decide to reissue our report or consent to the use of our report, you agree that we will be included on each distribution of draft offering materials, and we will receive a complete set of final documents.

If we decide not to reissue our report or decide to withhold our consent to the use of our report, you may be required to engage another firm to audit periods covered by our audit reports, and that firm will likely bill you for its services. While the successor auditor may request access to our workpapers for those periods, we are under no obligation to permit such access.

Termination

The engagement contemplated by this SOW shall terminate upon the earlier of completion of the services described herein or as described in the MSA.

Agreement

We appreciate the opportunity to provide the services described in this SOW under the MSA. This SOW and the MSA constitute the entire agreement regarding these services and supersedes all prior agreements (whether oral or written), understandings, negotiations, and discussions between you and Eide Bailly related to audit services. Please sign, date, and return this SOW to us to indicate your acknowledgment and understanding of, and agreement with, the arrangements for our audit of your financial statements including the terms of our engagement and the parties' respective responsibilities. By signing this SOW, you represent and warrant that you are authorized to sign on behalf of and bind each client and any affiliate identified herein.

Sincerely,



Eide Bailly LLP

AGREED TO AND ACCEPTED:

Name: _____

Title: _____

Date: _____



DIVISION AND SCOPE	4 Class Add	
Division 1 - General Conditions	\$	248,184
Division 2 - Existing Conditions	\$	53,787
Division 3 - Concrete	\$	90,228
Division 4 - Masonry	\$	-
Division 5 - Metals	\$	124,527
Division 6 - Woods and Plastics	\$	70,298
Division 7 - Thermal and Moisture Protection	\$	214,750
Division 8 - Openings	\$	82,070
Division 9 - Finishes	\$	224,317
Division 10 - Specialties	\$	8,240
Division 11 - Equipment	\$	-
Division 12 - Furnishings	\$	40,788
Division 13 - Special Construction	\$	-
Division 14 - Conveying	\$	-
Division 21 - Fire Supression	\$	22,830
Division 22 - Plumbing	\$	103,773
Division 23 - HVAC	\$	58,113
Division 26 - Electrical	\$	91,320
Division 27 - Communications	\$	12,453
Division 31 - Earthwork	\$	91,855
Division 32 - Exterior Improvements	\$	158,300
Division 33 - Utilities	\$	65,397
Builders Contingency	\$	88,061
Builders Fees	\$	138,697
Architecture and Engineering	\$	125,000
Payment and Performance Bond	\$	-
Builders Risk	\$	-
Winter Conditions	\$	-
Total		\$ 2,112,986
Building SF		4,030

NSA Policy Summary Sheet 04.16.2026

Amended Wellness Policy

The school would like to make some adjustments and clarifications to its Wellness Policy, including with respect to the sections on Physical Activity and Recess. The changes to the Physical Activity section focus on the distinction between withholding recess as a punitive disciplinary consequence (which is not allowed under the policy) and implementing restorative or natural consequences during recess time under certain circumstances, such as when a student's behavior creates safety concerns for others (which is allowed under the policy). The changes to the Recess section add additional detail and guidelines regarding the conditions (e.g., weather and environmental) under which outdoor recess is appropriate, as well as explain how indoor recess will be handled when outdoor recess is not appropriate.

Amending Administration of Medication Policy:

New legislation added provisions with respect to the storage and administration of glucagon kits in schools. If a school employee becomes trained to administer a glucagon kit to a student in response to a potentially life-threatening condition resulting from abnormally low blood glucose levels, the school may make glucagon kits available to such trained employees. In addition, other legislation renamed "epinephrine auto injectors" to "injectable epinephrine rescue medication." The school's Administration of Medication Policy has been revised to comply with these new laws. Some additional revisions have been made to the emergency administration of medication portion of the policy to bring it into better compliance with applicable law, including the addition of a section on adrenal crisis rescue medication.

North Star Academy
Policy: Wellness Policy on Physical Activity and Nutrition
Board Approval Date: September 26, 2024



North Star Academy (NSA) is committed to providing a school environment that promotes and protects children’s health, well-being, and ability to learn by supporting healthy eating and physical activity. Therefore, it is the policy of North Star Academy:

- All students in grades K-9 will have opportunities, support, and encouragement to be physically active on a regular basis.
- Foods and beverages sold or served during school hours are encouraged to meet nutritional recommendations of the U.S Dietary Guidelines for Americans.
- Qualified child nutrition professionals will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; will accommodate the religious, ethnic, and cultural diversity of the student body in meal planning, and will provide clean, safe, and pleasant settings and adequate time for students to eat.
- ~~NSA participates in available federal school meal programs, including the National School Lunch Program (NSLP) and the School Breakfast Program (SBP), and will continue to participate to the maximum extent practicable.~~
- NSA will promote nutrition education and physical education to students and parents to foster lifelong habits of healthy eating and physical activity and will establish linkages between health education and school meal programs, and with related community services.
- NSA aims to teach, encourage, and support healthy eating by students.
- NSA will support parents’ efforts to provide a healthy diet and daily physical activity for their children by posting nutrition tips on school websites, and encourage healthy snacks brought from home for morning recess.

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This policy applies to all School students and staff. Specific measurable goals and outcomes are identified within each section below.

SCHOOL WELLNESS COMMITTEE

Committee Role and Membership

The School will convene a wellness committee (the “Committee”) that meets at least twice per year to establish goals for and oversee school health and safety policies, including development, implementation and periodic review and update of this wellness policy (the “wellness policy”).

Leadership

The Director or designee(s) will convene the Committee, facilitate development of and updates to the wellness policy, and ensure compliance with the policy. ~~The Director may designate a wellness policy Coordinator responsible for day-to-day compliance and reporting. The School will make available to the community the names and roles of Committee members.~~

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Deleted: The Director will make available to the School community each Committee member’s name, contact information, and role on the Committee. ¶

Deleted: The Director MAY designate a wellness policy coordinator who will ensure compliance with the policy. ¶

WELLNESS POLICY IMPLEMENTATION, MONITORING, ACCOUNTABILITY AND COMMUNITY ENGAGEMENT

Implementation Plan

The School will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions and timelines; and includes information about who will be responsible to make what change, by how much, where and when; as well as specific goals and objectives for nutrition standards for all foods and beverages available on the School campus; food and beverage marketing, nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness. The School may use online tools, such as the Healthy Schools Program (<https://schools.healthiergeneration.org>) to complete an assessment based on the Centers for Disease Control and Prevention's School Health Index, create an action plan that helps ensure implementation of the policy, and generate an annual progress report.

This wellness policy and the progress reports will be provided on the School's website.

Recordkeeping

The School will retain records to document compliance with the requirements of the wellness policy at the School's main office. Documentation maintained in this location(s) will include but will not be limited to:

- The written wellness policy;
- Documentation demonstrating that the policy has been made available to the public;
- Documentation of efforts to review and update the wellness policy; including an indication of who is involved in the update and methods the School uses to make stakeholders aware of their ability to participate on the Committee;
- Documentation to demonstrate compliance with the annual public notification requirements;
- The most recent assessment on the implementation of the wellness policy; and
- Documentation demonstrating the most recent assessment on the implementation of the wellness policy has been made available to the public.

Annual Notification of Policy

The school will make this information available on the website, annual registration packet information, as well as in board meeting agenda and notes as it is reviewed each year. Educational material will be displayed via bulletin board and newsletter throughout the school year.

Triennial Progress Assessments

At least once every three years, the School will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

- The extent to which the School is in compliance with the wellness policy;
- The extent to which the wellness policy compares to a federal exemplar such as Alliance for a Healthier Generation's model wellness policy; and
- A description of the progress made in attaining the goals of the School's wellness policy.

The Principal is responsible for managing the triennial assessment.

The Committee will monitor compliance with this wellness policy.

The School will notify households/families of the availability of the triennial progress report via our school newsletter and/or website.

Revisions and Updating the Policy

The Committee will update or modify the wellness policy based on the results of the annual School Health Index such as (<https://schools.healthiergeneration.org>) and triennial assessments and/or as School priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. **The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.**

Community Involvement, Outreach and Communications

The School is committed to being responsive to community input, which begins with awareness of the wellness policy. The School will actively communicate ways in which representatives of Committee and others can participate in the development, implementation and periodic review and update of the wellness policy through a variety of means, including board minutes, newsletter, and webpage. The School will use electronic mechanisms, such as email or displaying notices on the School's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy.

The School will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. The School will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

NUTRITION

School Meals

The School is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; that are moderate in sodium, low in saturated fat, and have zero grams trans fat per serving (nutrition label or manufacturer's specification) when available and acceptable; and to meeting the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs.

The School participates in USDA child nutrition programs, including the National School Lunch Program (NSLP). The School is committed to offering school meals through the NSLP program that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The School offers reimbursable school meals that meet USDA nutrition standards (<https://www.fns.usda.gov/school-meals/nutrition-standards-school-meals>.)
 - will be administered by qualified nutrition professionals who will receive ongoing professional development;
 - be appealing and attractive to children;

- be served in clean and pleasant settings;
- meet, at a minimum, nutrition requirements established by local, state, and federal statutes and regulations;
- offer a variety of fruits and vegetables;
- when available the school will offer whole grains.

Water

In an effort to promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day. The School will make drinking water available where school meals are served during mealtimes. Students will be allowed to bring and carry water bottles filled with only water with them throughout the school day.

Competitive Foods and Beverages

The School is committed to encouraging that all foods and beverages available to students on School property during the school day support healthy eating. The foods and beverages sold and served outside of the school meal programs (e.g., “competitive” foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. A summary of the standards and information, as well as a Guide to Smart Snacks in Schools are available at: <http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks>.

These standards will apply in à la carte options in cafeterias, vending machines, in-school fundraisers, School stores and snack or food carts sold during the regular school hours.

Celebrations and Rewards

The USDA Smart Snacks in School nutrition standards, will be provided to stakeholders, including parents, teachers, and other relevant school staff as an encouraged option during:

- Celebrations and parties.
- Classroom snacks brought by parents

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout School buildings, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by School staff, teachers, parents, students and the community.

The School will promote healthy food and beverage choices for all students, as well as encourage participation in school meal programs. This promotion will occur by ensuring that 100% of foods and beverages promoted to students meet the USDA Smart Snacks in School nutrition standards.

Nutrition Education

- **Nutrition Education and Promotion:**
 - will be offered at each grade level in concordance with the Utah State Board of Education Health and nutrition Core Standards
 - is part of health education courses, as well as integrated across subjects such as math, science, language arts, social sciences, and elective course
 - promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices through enrichment opportunities such as clusters, as well as in the regular education classrooms

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Food and Beverage Marketing in The School

The School is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The School strives to teach students how to make informed choices about nutrition, health and physical activity. These efforts will be weakened if students are subjected to advertising on School property that contains messages inconsistent with the health information the School is imparting through nutrition education and health promotion efforts. It is the intent of the School to protect and promote students' health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the School campus(es), consistent with the School's wellness policy.

Any foods and beverages marketed or promoted to students on School property during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards.

Food and beverage marketing is defined as advertising and other promotions. Food and beverage marketing often includes oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.

PHYSICAL ACTIVITY

The World Health Organization (WHO) and the Centers for Disease Control and Prevention (CDC) recommend that children and adolescents (ages 5-17) participate in at least 60 minutes of moderate-to-vigorous physical activity daily. This daily recommendation includes activity both during and outside of the school day. Physical activity during the school day (including but not limited to recess, classroom physical activity breaks, or physical education) will not be withheld as a punitive disciplinary consequence. However, when student behavior creates safety concerns, disrupts the learning environment, or results in harm to others or property, brief restorative or natural consequences may occur during recess time. These responses are intended to teach responsibility, repair harm, and restore safety – not to punish – and will not eliminate a student's access to meaningful physical activity.

Deleted: Children and adolescents should participate in 30 – 60 minutes of physical activity each day.

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Deleted: To the extent practicable, the School will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The School will conduct necessary inspections and repairs.

Physical Education

The School will provide students with physical education, using an age-appropriate, sequential physical education consistent with state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts.

All students will be provided equal opportunity to participate in physical education classes. The School will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

Elementary students will receive physical education for at least 30-60 minutes per week throughout the school year.

Middle School Age students are required to take the equivalent of 1.5 academic years of physical education during grades 7-9 with additional physical education electives offered in grades 8 and 9.

The School physical education program will promote student physical fitness through individualized fitness and activity assessments such as the Presidential Youth Fitness Program (<http://www.pyfp.org>) or other appropriate assessment tool and will use criterion-based reporting for each student.

Essential Physical Activity Topics in Health Education

Health education will be required in all elementary grades, and the School will require middle school age students to take and pass at least one health education course. The School will follow the Utah health education curriculum addressing the essential physical activity topics

Recess (Elementary)

Consistent with CDC guidance recommending that schools provide all students K-12 with 20 minutes or more of recess daily (or a similar daily period of physical activity), the School's elementary will offer at least **20 minutes of recess** each day during the school year. Recess is incorporated into the School's Comprehensive School Physical Activity Program planning. If recess is offered before lunch, the campus(es) will have appropriate hand-washing facilities and/or hand-sanitizing mechanisms located just inside/outside the cafeteria to ensure proper hygiene prior to eating and students are encouraged to use these mechanisms before eating.

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Outdoor recess will be offered when weather and environmental conditions are safe for students. The School will monitor temperature (including wind chill and heat index), air quality (Air Quality Index – AQI), precipitation, lightning, and playground surface conditions when determining whether outdoor recess is appropriate. As some general guidelines:

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- Outdoor recess may be limited or moved indoors when wind chill temperatures fall below approximately 20°F or when heat index levels exceed approximately 95°F.
- Outdoor recess will be moved indoors when air quality reaches unhealthy levels (AQI 151 or higher), or when other hazardous weather conditions such as lightning, heavy precipitation, or unsafe playground surfaces are present.

When indoor recess is necessary, teachers and staff will provide supervised opportunities for movement and physical activity to the extent practicable. Indoor recess will promote student movement and will not substitute for physical education instruction.

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Classroom Physical Activity Breaks (Elementary and Secondary)

Teachers will be encouraged to give periodic opportunities to be active or stretch throughout the day commonly referred to as "Brain Breaks."

Before And After School Activities

The School offers opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods. The School will encourage students to be physically active before and after school.

Other Activities That Promote Student Wellness

- **Integrating Physical Activity into the Classroom Setting:**
 - Classroom health education will complement physical education by reinforcing a physically-active lifestyle
 - is part of the physical education courses, as well as integrated across subjects such as math, science, language arts, social sciences, and elective course

Professional Learning

When feasible, the School will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help School staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing academic improvement plans/efforts.]

Signature:

Sidney Warnick, Board President

Date



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PURPOSE

The purpose of this policy is to authorize personnel of North Star Academy (the “School”) to administer medication to students consistent with applicable law.

The School’s Board of Directors (the “Board”) acknowledges that medication should typically be administered by a student or the student’s parent or guardian. However, the Board recognizes that situations may arise where the health of a student may require administration of medication during the course of a school day by School personnel.

As long as authorized personnel act in a prudent and responsible manner, Utah law provides that School personnel who provide assistance in substantial compliance with a student’s licensed health care provider’s written statement are not liable civilly or criminally for any adverse reaction suffered by the student as a result of taking the medication or discontinuing the administration of medication. The Board hopes that this policy will help ensure that School personnel act in a prudent and responsible manner in order to protect the health of students and the interests of School personnel.

The Board also desires to set forth policies regarding acceptable self-administration of medication by students.

POLICY

Administration of Medication by School Personnel

The School will comply with applicable state and federal laws, including but not limited to Utah Code Ann. § 53G-9-502, regarding the administration of medication to students by School personnel. Accordingly, pursuant to this policy, authorized School personnel may provide assistance in non-emergency situations in the administration of medication to students of the School during periods when the student is under the School’s control.

School personnel may also administer medication to students in emergency situations in accordance with the following:

- (a) Glucagon. Glucagon is an emergency diabetic medication used to raise blood sugar. The School will comply with the requirements of Utah Code Ann. § 53G-9-504 regarding the emergency administration of glucagon to a student. Accordingly, the School may administer glucagon to a student if: (1) the School has received a glucagon authorization from the parent or guardian of a student with diabetes; (2) the student is exhibiting the symptoms that warrant the administration of glucagon; (3) School personnel who have been trained (as described in the statute) in the administration of glucagon are immediately available to administer the glucagon; and (4) a licensed health care professional is not immediately available. The School may not compel School personnel to become trained in the administration of glucagon nor may it obstruct School personnel from becoming trained in the administration of glucagon.

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(b) Glucagon Kit. The School will comply with the requirements of Utah Code Ann. §§ 26B-4-401, *et seq.*, regarding the emergency administration of a glucagon kit to a student. Accordingly, the School may administer a glucagon kit to a student if: (1) the student has a diagnosis of diabetes by a health care provider; (2) the School has received a glucagon authorization from the parent or guardian of the student; (3) the student is showing symptoms of hypoglycemia (a potentially life-threatening condition resulting from abnormally low blood glucose levels); and (4) a School employee who has become a “qualified adult” as defined in the statute is immediately available to administer the glucagon kit. If the School has a School nurse and the School nurse is immediately available to administer a glucagon kit to a student under the circumstances described above, the School nurse should administer the glucagon kit. If the School does not have a School nurse or the School nurse is not immediately available, another School employee who is a qualified adult may administer the glucagon kit in accordance with the statute. The School may make a glucagon kit available to a School employee who becomes a qualified adult. The School may not prohibit or dissuade School employees from receiving training to become a qualified adult, nor may it prohibit or dissuade School employees who become a qualified adult from possessing or storing a glucagon kit on School property or administering a glucagon kit to any person in accordance with the statute.

(c) Injectable Epinephrine Rescue Medication. The School will comply with the requirements of Utah Code Ann. §§ 26B-4-401, *et seq.*, regarding the emergency administration of an injectable epinephrine rescue medication to a student. Accordingly, the School may administer an emergency injectable epinephrine rescue medication to a student if: (1) the student is exhibiting potentially life-threatening symptoms of anaphylaxis; (2) a physician or physician assistant is not immediately available; and (3) a School employee who has become a “qualified adult” as defined in the statute is immediately available to administer the injectable epinephrine rescue medication. The School will make an emergency injectable epinephrine rescue medication available to a School employee who becomes a qualified adult. The School may not prohibit or dissuade School employees from receiving training to become a qualified adult, nor may it prohibit or dissuade School employees who become qualified adults from possessing or storing an emergency injectable epinephrine rescue medication on School property or administering an emergency injectable epinephrine rescue medication to any person in accordance with the statute.

(d) Seizure Rescue Medication. The School will comply with the requirements of Utah Code Ann. § 53G-9-505 regarding the emergency administration of seizure rescue medication to a student. Accordingly, the School may administer seizure rescue medication to a student if: (1) the School has received a seizure rescue authorization from the parent or guardian of the student; (2) the student is exhibiting a symptom, described on the student’s seizure rescue authorization, that warrants the administration of a seizure rescue medication; (3) a School employee who has become a “trained school employee volunteer” as defined in the statute is immediately available to administer the seizure rescue medication; and (4) a licensed health care professional is not immediately available to administer the seizure rescue medication. The School may not compel a School employee to become a trained school employee volunteer nor may it obstruct a School employee from becoming a trained school employee volunteer.

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(e) Opiate Antagonist. In accordance with Utah Code Ann. § 26B-4-509, School personnel may administer an opiate antagonist when acting in good faith to an individual whom the person believes to be experiencing an opiate-related drug overdose.

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(f) Stock Albuterol. The School will comply with the requirements of Utah Code Ann. §§ 26B-4-101, *et seq.*, regarding the emergency administration of stock albuterol to a student. Accordingly, the School may administer stock albuterol to a student if: (1) the student has a diagnosis of asthma by a health care provider; (2) the student has a current asthma action plan on file with the School; (3) the student is showing symptoms of an asthma emergency as described in the student's asthma action plan; and (4) a School employee who has become a "qualified adult" as defined in the statute is immediately available to administer the stock albuterol. If the School has a School nurse and the School nurse is immediately available to administer stock albuterol to a student under the circumstances described above, the School nurse should administer the stock albuterol. If the School does not have a School nurse or the School nurse is not immediately available, another School employee who is a qualified adult may administer the stock albuterol in accordance with the statute. In addition, if a School nurse is not immediately available and a student does not have a current asthma action plan, a School employee who is a qualified adult may administer stock albuterol to the student if the School employee identifies, based on their qualified adult training, that the student is experiencing an asthma emergency. The School may make stock albuterol available to a School employee who becomes a qualified adult. The School may not prohibit or dissuade School employees from receiving training to become a qualified adult, nor may it prohibit or dissuade School employees who become qualified adults from possessing or storing stock albuterol on School property or administering stock albuterol to any person in accordance with the statute.

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(g) Adrenal Crisis Rescue Medication. The School will comply with the requirements of Utah Code Ann. § 53G-9-507 regarding the emergency administration of adrenal crisis rescue medication to a student. Accordingly, the School may administer adrenal crisis rescue medication to a student if: (1) the School has received an adrenal crisis rescue authorization from the parent or guardian of the student; (2) the student exhibits a symptom, described on the student's adrenal crisis rescue authorization, that warrants the administration of an adrenal crisis rescue medication; (3) a School employee who has become a "trained school employee volunteer" as defined in the statute is available to administer the adrenal crisis rescue medication; and (4) a licensed health care professional is not immediately available to administer the adrenal crisis rescue medication. The School may not compel a School employee to become a trained school employee volunteer nor may it obstruct a School employee from becoming a trained school employee volunteer.

The Director will establish administrative procedures that comply with applicable laws in order to set guidelines for when and how administration of medication under this policy will take place.

The Director will consult with the local health department and/or a registered health care professional for assistance in developing procedures and training necessary for effective implementation of this policy. The School's Director will ensure that School personnel and parents are provided with information about this policy as needed.

Self-Administration of Medication by Students

Students may possess and self-administer prescription medication at school in compliance with applicable law. The Director will establish administrative procedures that comply with applicable laws in order to set guidelines for when and how this will take place.

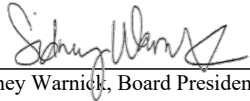
Students are not prohibited from possessing and self-administering one day's dosage of a non-prescription medication where the student's maturity level is such that he or she can reasonably be expected to properly administer the medication on his or her own.

Observations and Medical Recommendations by School Personnel

The Director will ensure that appropriate School personnel receive training on the provisions of Utah Code Ann. § 53G-9-203, including but not limited to training regarding medical recommendations by School employees and rules related to School employees communicating information and observations about a student's health and/or welfare.

School employees who intentionally violate Utah Code Ann. § 53G-9-203 will be subject to discipline up to and including termination.

Signature:



Sidney Warnick, Board President

June 22-2023

Date

Administrative Procedures Administration of Medication Procedures

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

Administration of Medication by School Personnel

In order to ensure safe administration of medication to students, the procedures outlined here must be followed.

- (1) The Director will designate a reasonable number of School employees who will be responsible for administering medication to students in the School.
- (2) The Director will arrange for the Director and all designated School employees to receive adequate training from a licensed health care professional prior to administering any medication. Training should include indications for the medication, means of administration, dosage, adverse reactions, contraindications, and side effects.
- (3) The student's parent or guardian must complete the parent/guardian section of the Student Medication Form requesting that medication be administered to the student during regular school hours. Parents are responsible for updating the Student Medication Form as necessary.
- (4) The student's health care provider must complete the Health Care Provider section of the Student Medication Form indicating the child's name, the name of the medication, the purpose of the medication, the means of administration, the dosage, the time schedule for administration, the anticipated number of days the medication needs to be given at school, and possible side effects. The practitioner must also affirm that giving the medication during school hours is medically necessary.
- (5) A Student Medication Log must be maintained for any student who has medication administered at school, and all employees authorized to administer medication will be notified regarding each student to whom they are authorized to administer medication.
- (6) Each time medication is given, the person who gave it must document the administration in ink on the Student Medication Log. If the medication is not administered as scheduled, a notation must be made on the Student Medication Log as to why the medication was not given, and the student's parent or guardian must be notified.
- (7) The Student Medication Form and Student Medication Log will be retained in the student's records.
- (8) Teachers of the student receiving medication during school hours will be notified.
- (9) Medication (other than that carried by a student) must be delivered to the School by the student's parent or guardian or designated adult.
- (10) Medication should be delivered to the School in a container properly labeled by a pharmacy, manufacturer or health care provider. Labeling must include the student's name, the name of the prescribing practitioner, date the prescription was filled, name and phone number of the dispensing pharmacy, name of the medication, dose, frequency of administration, and the expiration date.

(11) Medication must be stored in a secure, locked cabinet or container in a cool, dry place, except that:

- a. medications that require refrigeration must be stored appropriately;
- b. insulin or emergency medications such as EpiPens, Twinject Auto-Injectors, asthma inhalers and glucagon must not be stored in a locked area so that they are available when needed.

(12) Authorization for administration of medication by School personnel may be withdrawn by the School at any time following written or verbal notice to the student's parent or guardian, as long as this action does not conflict with federal laws such as IDEA and/or section 504 of the Rehabilitation Act. The Director may withdraw authorization for administration of medication in cases of noncompliance or lack of cooperation by parents or students unless the student's right to receive medication at school is protected by laws such as IDEA or section 504.

Self-Administration of Medication by Students

Students may possess and self-administer prescription medication if:

- (1) The student's parent or guardian signs a statement:
 - a. Authorizing the student to self-administer the medication; and
 - b. Acknowledging that the student is responsible for, and capable of, self-administering the medication; and
- (2) The student's health care provider provides a written statement:
 - a. That it is medically appropriate for the student to self-administer the medication and be in possession of the medication at all times; and
 - b. Containing the name of the medication prescribed for the student's use.

The School will provide an acceptable form for parents to request that their student be allowed to possess and self-administer prescription medication.

Application of Sunscreen

Students may possess and self-apply sunscreen without a parent or physician's authorization.

If a student is unable to self-apply sunscreen, a school employee may apply the sunscreen on the student if the student's parent or legal guardian has provided written consent.