

North Star Academy Board Meeting Agenda

Date: 06.22.2026

Time: 4:30 PM

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

Teleconference: <https://us02web.zoom.us/j/83583204769>

This meeting of the board of directors will be held electronically. If you would like to attend the meeting, accommodations will be made for the public at the anchor location identified.



4:30 PM Call to Order

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

Board Training:

- Media Request Procedure in Employee Handbook

4:35 PM Reports

- Director Report
 - Celebrations
 - Personnel
 - Enrollment
 - Professional Development
 - Building Evaluation
 - Gifted and Talented Plan Report
 - PCCR MS Data Reporting
 - Title IX Report
 - Equal Opportunity in Education Assurance
 - Positive Behavior Plan Report
 - Mental Health Grant
 - End of Year Assessment Data
 - Sex Education Curriculum
 - Building Construction Update
 - Aptegy Suite
- Financial Review
 - Annual Commitment to Ethical Behavior
 - Fraud Risk Assessment

5:10 PM Consent Items

- April 16, 2026, Board Meeting & Closed Session Minutes
- May 20, 2026, Board Meeting Minutes

5:10 PM Business & Discussion Items

- 2025-2026 Amended Budget
- 2026-2027 Proposed Budget
- Technology Purchases
- iReady Math Invoice

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.

- Carnegie Math Invoice
- 2026-2027 TSSA Plan
- Mental Health Screening Participation
- Lunchroom Contracts
- Annual Contracts for Speech Language Pathologist, Occupational Therapist, Social Worker, School Nurse, School Pyschologist
- Board Member Terms, Roles, & Elected Officers
- Employee Handbook
- Student and Parent Handbook
- Policies
 - Amended Salary Supplement for Highly Needed Educators Program Policy
 - Media Request Procedure in Employee Handbook

5:50 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).

Business & Discussion Items

- 2026-2027 Director Employment Agreement

6:30 PM Calendaring:

- 2026-2027 Annual Board Meeting Calendar
- Next Board Meeting is September 3rd @ 4:30 PM.

6:30 PM Adjourn Meeting

School Mission

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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: Media Request Procedure

Ongoing board training supports effective governance, informed decision-making, and compliance with statutory requirements. As part of this meeting's training, the Board will review the Media Request Procedure outlined in the Employee Handbook to ensure consistent, compliant handling of media inquiries directed to the school and its staff.

Action: *No Action Needed*

DIRECTORS REPORT

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

Action: *No Action Needed*

ANNUAL COMMITMENT TO ETHICAL BEHAVIOR

Annually, board members commit to abiding by the school's ethics policy and to always engage in ethical behavior, conducting themselves in ways that are consistent with a high standard of ethics and complying with applicable law. Each board member will sign the commitment after reading the school's ethics policy.

Action: *No Board Vote; Board Signatures Required*

FRAUD RISK ASSESSMENT

Utah charter schools are required to complete an annual Fraud Risk Assessment as mandated by the Utah Office of the State Auditor. The purpose of the assessment is to evaluate the school's internal controls and identify areas of potential financial risk or vulnerability. Areas reviewed include separation of duties, financial oversight practices, employee training, purchasing procedures, and safeguards designed to prevent misuse of public funds. The assessment results in a risk score that helps the school and governing board better understand their overall fraud risk exposure and identify opportunities for improvement. North Star Academy scored as "very low" risk, with all board members completing the Fraud Risk Training.

Action: *Signature Needed*

CONSENT ITEMS

April 16, 2026 Board Meeting & Closed Session Minutes

May 20, 2026 Board Meeting Minutes

Action: *Board Vote*

2025-2026 AMENDED BUDGET

This budget amendment reflects final adjustments to the prior school year's financials based on actual revenues and expenditures. Variances from the originally approved budget are primarily due to changes in enrollment, program costs, staffing adjustments, and unanticipated expenses and/or savings realized throughout the year. Board approval of this amendment is requested to formally adopt the revised figures and close out the prior fiscal year in accordance with standard financial governance practices.

Action: *Board Vote*

2026-2027 PROPOSED BUDGET

This proposed budget is balanced and designed to support the organization's mission while ensuring compliance with all financial policies and regulations. Board review and approval are requested to authorize implementation for the upcoming fiscal year.

Action: Board Vote

TECHNOLOGY PURCHASES

The Board is asked to review and approve proposed technology purchases **not to exceed \$47,000**, supporting instructional and operational needs for the upcoming school year.

Action: Board Vote

iREADY MATH INVOICE

The Board is asked to review and approve the iReady Math invoice for the licensed math assessment and instruction program used to support student achievement. Approval authorizes payment consistent with the approved budget.

Action: Board Vote

CARNEGIE MATH INVOICE

The Board is asked to review and approve the Carnegie Math invoice for the math curriculum and instructional materials used to support student achievement. Approval authorizes payment consistent with the approved budget.

Action: Board Vote

2026-2027 TEACHER AND STUDENT SUCCESS ACT (TSSA) PLAN

The Teacher and Student Success Act (TSSA), established by SB 149 (2019), requires the board to adopt a Student Success Framework and annually review and approve a Teacher and Student Success Plan. The plan outlines how funds will be allocated to support student achievement and teacher effectiveness, with periodic amendments made as needed to better align spending with identified priorities, ensure effective use of funds, and address evolving school needs.

Action: Board Vote

MENTAL HEALTH SCREENING PARTICIPATION

The Board is asked to determine the school's participation in mental health screening for the upcoming school year, consistent with state requirements and the school's student support priorities.

Action: Board Vote

LUNCHROOM CONTRACTS

The Board is asked to review and approve the lunchroom/food service contract(s) for the upcoming school year. Approval authorizes the school to enter into the agreement(s) for student meal services consistent with applicable requirements and the approved budget.

Action: Board Vote

ANNUAL SERVICE PROVIDER CONTRACTS

The Board is asked to review and approve the annual contracts for the school's related-service providers, including the Speech-Language Pathologist, Occupational Therapist, Social Worker, School Nurse, and School Psychologist. These services support student health, special education,

and well-being requirements. Approval authorizes the school to enter into the agreements for the upcoming school year.

Action: Board Vote

BOARD MEMBER TERMS, ROLES, & ELECTED OFFICERS

The Board regularly reviews member terms to ensure continuity, effective governance, and compliance with bylaws. As terms expire, the Board may fill vacancies or reappoint members willing to continue serving. The Board will also confirm roles and elect officers for the upcoming term. Currently, Jordan Shields term is expiring on June 30, 2026. The board may approve to approve Jordan for another 4-year term as Vice President of the board.

Action: Board Vote

EMPLOYEE HANDBOOK

The Board is asked to review and approve the Employee Handbook for the upcoming school year, including any updates to policies and procedures governing employment. Approval adopts the handbook as the school's official employee guidance.

Action: Board Vote

STUDENT AND PARENT HANDBOOK

The Board is asked to review and approve the Student and Parent Handbook for the upcoming school year, including any updates to expectations, procedures, and policies affecting students and families. Approval adopts the handbook as the school's official guidance for students and parents.

Action: Board Vote

POLICIES

Amended Salary Supplement for Highly Needed Educators Program Policy

The Board is asked to review and approve amendments to the Salary Supplement for Highly Needed Educators Program Policy to ensure alignment with current program requirements and funding guidelines.

Action: Board Vote

Media Request Procedure in Employee Handbook

The Board is asked to review and approve the Media Request Procedure for inclusion in the Employee Handbook, establishing a consistent process for handling media inquiries.

Action: Board Vote

CLOSED SESSION

The Board will enter Closed Session to discuss the character, professional competence, or physical or mental health of an individual pursuant to Utah Code 52-4-205(1)(a).

Action: Board vote

2026-2027 DIRECTOR EMPLOYMENT AGREEMENT

The Board reviews and approves the Director's annual employment agreement to ensure compensation is appropriate and aligned with organizational performance. This process includes reviewing salary and compensation details, using a standard HR-provided agreement template, and discussing terms in a closed session. The Board determines performance pay and any end-of-year bonuses before formally approving and signing the agreement.

Action: Board Vote

2026-2027 ANNUAL BOARD MEETING CALENDAR

The Board is asked to review and approve the annual board meeting calendar for the 2026-2027 school year. The next Board Meeting is scheduled for September 3, 2026 at 4:30 PM.

Action: No action needed



As per NSA Handbook, in order to show movies you must be aware of the following:
Media Use

The school believes that entertainment type media should not be shown during school hours. Teachers may show and use media that are primarily educational in purpose, as long as the correlation to the curriculum is clear and they are shown *infrequently*. These do not replace sound instruction and should be used to reinforce a teacher's instruction.

Teachers *must not* show any media that has inappropriate language or sexual content. Any movie or clip that has a PG rating may only be shown after written consent from both the Administrator and Parent has been received. Any movie or clip that has a PG-13 or greater rating may only be shown after written consent from the Administration, Board of Trustees and Parent has been received. Teachers should also be careful to adhere to all copyright laws and regulations.

Approval Procedures Include:

1. Request media usage for the classroom in writing to administration.
2. Include in the written request sections of the movie or clip that will be viewed and which objective it correlates with.
3. Written requests should also include current rating.
4. Upon written consent from administration and Board of Trustees (if applicable), parental consent must also be received.
5. What copyright approved method are you using to show the media?

Media request to Show a Movie or clip: Make a copy and return to Tana!

TEACHER'S NAME _____ GRADE OR SUBJECT _____

NAME OF MOVIE _____

COPYRIGHT APPROVED METHOD: _____

TEACHER HAS PREVIEWED THE MOVIE ☐ Yes ☐ No

RATING OF MOVIE ☐ Not yet rated ☐ G ☐ PG ☐ PG13

MOVIE WILL BE SHOWN (provide date): _____

CLASSROOM TIME TO USED FOR MOVIE _____

PURPOSE OF MOVIE _____

HOW MOVIE IS RELATED TO CURRICULUM / LESSON PLAN _____

STUDENT EDUCATIONAL ACTIVITIES Before/During/After WATCHING MOVIE _____

DATE AND TIME MOVIE WILL BE SHOWN _____

TEACHER'S SIGNATURE _____

APPROVED ☐ NOT APPROVED ☐ Board Mtg. Date if applicable _____

Director's SIGNATURE _____

June 2026
Director's Report
Tana Archer

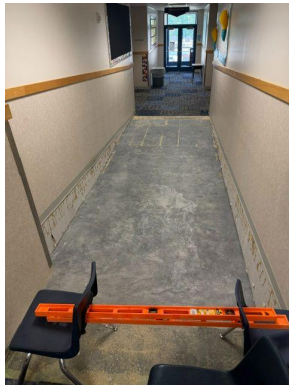
Celebrations:

Culminating Activities Final Week of School:

- 9th Grade Promotion led by our SBO
- Kindergarten Promotion in cooperation with music teacher and Kinder Team
- Field Day led by PTO Chairperson and volunteers
- Service Day led by our SEM Specialists
- Incoming SBO leadership Training From COvey's 7 Habits Leader in Me Coach

Building Construction Progress:

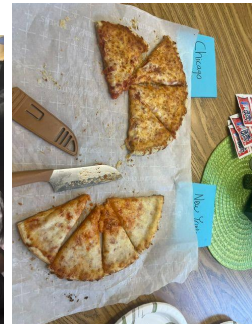
- Efficiency
- Communication
- Cleanliness
- Safety including camps
- Progress





Summer Academy

- 16 classes 1.5 hours each
- 8 instructors
- Class Size of 4-7 students with most having 5 students in a class
- Subject Area Focus: Reading, Writing, or Math



Art Camp

- **K-2nd grade:** June 8th-12th and June 15th- 19th, 2026
 - **Hours:** 9:00 am - 12:00
- **3rd-6th grade:** June 8th -12th and June 15th-19th, 2026
 - **Hours:** 12:30 - 3:30 pm
- Aprox. 14 in each session



Personnel

- High retention
- All salaried staff positions are filled for the 26-27 school year.
 - Added the ½ kindergarten
 - Part time FACS elective and CCA teacher
 - Upper elem. Sped teacher filled within.
- Currently interviewing for an open kitchen assistant position - aprox. 20 hours a week (10-2).

Enrollment

- 526 Fully Enrolled
- 2 Completed registration, but need to bring in paperwork
- 2 Accepted and need to complete registration.

Professional Development



Achievement to Action: A2A Cohort- Our team of 7 reviewed assessment data in ELA RISE and our cohort is seeking ways to improve our professional learning communities and ethical effective ways AI can support instructional practices to meet the needs of every student.
June 16 & 17, 2026 - 14 hours.

Legislative Day: Tuesday, May 26

All Salaried Staff:

SLOP Component presentations for Strengthening Tier instruction

- Focus - all classes for all students based on best teaching practices by our book club.

Ladder of Influence

- Furthering this training in August due to time constraints

Carnegie math

- 5 hours evaluating first year implementation based on classroom and state data sources and planning for next school year with Rep.

iReady Math and ELA Drill Down of classroom and state data with curriculum rep.

Analysis of Data (Acadience, RISE, UT Aspire+)Drill Down

3 - 4 p.m. New Student Testing

- Teachers met with incoming students (excluding kindergarteners) to read and assess math to best support their arrival in August.

BYU Arts Express Conference

- June 9 and 10 - 2nd grade teacher

Media Production Implementation

- June 17 & 18 - Tech Specialist

[Core Knowledge Approach](#) - Thursday, July 16th at 1:00PM Webinar.

- 4 Elementary teachers

CONFRATUTE - July 11- 17

- 6 teachers K- 9

Building evaluation - See additional attachment

North Star Academy Gifted & Talented (Enhancement for Accelerated Students Program) Report 2025–2026 School Year

Per Utah Administrative Rule R277-707, North Star Academy continues to provide Gifted and Talented services through the Utah Enhancement for Accelerated Students Program (EASP) grant. During the 2024–2025 school year, the school focused on increasing participation among underrepresented students in grades 7–9, particularly male students.

To identify students for services, North Star Academy utilized multiple measures, including teacher recommendations, classroom performance, formative assessments, student interest, parent recommendations, standardized assessment data, and the Renzulli Matrix. This comprehensive approach helps ensure equitable identification of students from diverse backgrounds and learning profiles.

Strategies used to increase participation included parent outreach through newsletters and conferences, professional learning for staff, promotional materials highlighting student enrichment opportunities, and transition supports for students entering middle school. Information about gifted services was shared regularly with families through weekly newsletters and parent-teacher conferences as we highlighted Schoolwide Enrichment Model activities weekly.

Gifted students received services through both pull-out enrichment opportunities and push-in support within compacted classroom instruction. To strengthen staff capacity, five teachers attended the University of Connecticut Confratute training and subsequently provided professional development to faculty.

These efforts resulted in increased participation among the targeted student group, with female participation rates showing measurable growth. For the 2025–2026 school year, North Star Academy will focus on increasing participation among minority student populations while maintaining its current identification processes and outreach strategies. The school will continue to provide an enrichment specialist and will send an additional six teachers to the Confratute training program.

PCCR MS data reporting

Total Students: 54

Parent Attendance:

Yes: 19

No: 35

9th Grade School:

North Star Academy: 43

Corner Canyon: 5
Hillcrest: 5
Unknown: 1

Career Interest Categories

Category	Examples Included	Count
Medical / Health Sciences	Doctor, Nurse, Therapist, Pediatrician, Neurology, Psychology, Athletic Training, Anesthesiology	20
Fine Arts / Creative Careers	Theater, Photography, Film, Animation, Music, Drawing, Singer, Stage Tech	22
Sports / Athletics	Soccer, Basketball, Coaching, Trainer, Dance, Skiing, Supercross	14
Business / Finance	Business, Marketing, Finance, Accounting, Entrepreneur, Real Estate	13
STEM / Engineering	Engineering, Mechanical Engineering, Astronomy, Geology, Chemistry, Computer Science	14
Trades / Skilled Labor	Welding, Construction, Automotive, Mechanic, Painter, Technician	10
Technology / IT	IT, Web Development, Creative Coding	4
Education / Human Services	Education, Social Work, Pre-K Education	6
Law / Criminal Justice	Law, Lawyer, Criminal Investigation, Debate, Forensics	8
Other Unique Careers	Military, Animal Trainer, Florist, YouTuber, Mythology	6

2025-2026 9th grade PCCR Summary

Total Students: 41

Parent Attendance:

Yes: 20

No: 21

Career Interest Categories

Category	Examples Included	Count
Medical / Health Sciences	Vet, Nursing, Dentist, Pediatrics, Dermatology, OB/GYN, Psychology, Flight Surgeon	20
Arts / Creative Fields	Acting, Theater, Photography, Music, Dance, Writing, Art, Interior Design	16
STEM / Engineering	Engineering, NASA, Electrical Engineering, Physics, Chemistry, Marine Biology	9
Trades / Construction	Welding, HVAC, Electrician, Construction, Contractor, Auto Mechanic	7
Business / Finance	Business Management, Accounting, Entrepreneur	5
Sports / Recreation	Sports, Referee, Racing	4
Technology / IT	Coding, Programming, IT	3
Education / Human Services	Teacher, Education, Social Work	3
Other Careers	Lawyer, Culinary, Firefighter, Coroner, Cosmetology, etc.	12

Title IX Athletics Report Update- attached in separate report:

North Star Academy remains committed to providing equitable athletic opportunities for all students in accordance with Title IX and Utah state requirements. Our annual review of participation, facilities, and athletic offerings demonstrates the school's ongoing efforts to ensure that students have meaningful access to extracurricular and interscholastic athletic programs.

During the 2025–2026 school year, North Star Academy continued to offer a variety of athletic opportunities, including volleyball, basketball, soccer, and cross-country programs. The review also confirmed that facilities and support services, including locker room access and athletic resources, are provided in a manner that supports student participation and promotes fairness across programs.

We are pleased with the continued growth of our athletics program and the positive experiences it provides for students. Athletics remain an important part of our mission to develop well-rounded learners, fostering teamwork, leadership, perseverance, and school pride. We will continue to monitor participation data and seek opportunities to expand access and engagement so that all students can benefit from the educational and personal growth opportunities athletics provide.

Equal Opportunity in Education Assurance (R277-328; 53G-10-206)

The school annually reviews professional learning opportunities, staff training materials, and administrative practices to ensure alignment with Utah Administrative Rule R277-328 and Utah Code 53G-10-206. The Director has reviewed professional learning activities provided during the current school year and affirms that such activities are consistent with the principles of individual freedom and equal opportunity in education as outlined in state law.

No professional learning activities sponsored or required by the school promoted prohibited discriminatory concepts or practices. Staff training remains focused on improving instructional effectiveness, student achievement, legal compliance, and the creation of a safe and inclusive learning environment for all students.

The school therefore provides assurance that its professional learning activities are consistent with R277-328 and 53G-10-206.

Positive Behavior Plan Report - Separate report attached

North Star Academy continues to prioritize the social, emotional, and behavioral well-being of all students through a comprehensive Positive Behavior Plan that emphasizes connection, character development, leadership, and mental health support. During the 2025–2026 school year, students benefited from a wide range of evidence-based programs, including Hope Squad, Character Counts, The 7 Habits of Highly Effective Children and Teens, Botvin Life Skills, Red Ribbon Week, bullying prevention education, individual and group counseling services, and numerous student-led clubs and service-learning opportunities. These initiatives help students

develop resilience, leadership skills, healthy decision-making habits, and positive peer relationships while creating a strong sense of belonging within the school community.

We are especially proud of the collaborative efforts among students, staff, families, and community partners that have strengthened our culture of care. Highlights included Hope Week activities focused on mental health awareness, expanded counseling and social work services, Walking Wednesdays, leadership development through Leader in Me, and increased participation in mental health screenings and support resources. Students were regularly recognized through Positive Behavioral Interventions and Supports (PBIS) programs, service projects, academic achievement celebrations, and leadership opportunities. Together, these efforts reflect North Star Academy's commitment to helping every student feel safe, connected, valued, and empowered to succeed both academically and personally.

Mental Health Grant:

[Utah Code Section 53F-2-522 - Public Education Mental Health Screening](#) requires each LEA governing board to submit a Record of Determination to the State Board indicating whether the LEA will be a participating LEA or a non-participating LEA for the 2026–2027 school year.

- A participating LEA is one that administers an approved mental health screening program in accordance with statute and rule.
- We plan to continue providing this resource for parents and students who choose to opt in beginning in grade 1- grade 9.
- SBMH Qualifying Grant FY26 Accountability and Data Report Qualtrics Survey

Student Mental Health Screening and Support Update

As part of our commitment to student well-being, North Star Academy expanded its voluntary mental health screening program during the 2025–2026 school year. Through a grant-funded partnership with our social worker and counseling team, 144 students participated in the screening process, compared to 53 students the previous year. This significant increase reflects both expanded access across additional grade levels and growing parent awareness of available mental health supports.

The screening process allowed our school team to identify students who may benefit from additional support and connect families with appropriate school and community resources. While the majority of students demonstrated healthy levels of social-emotional functioning, the screening helped identify students experiencing elevated levels of anxiety and other mental health concerns. As a result, targeted interventions, counseling support, family outreach, and referrals were provided when appropriate.

This work reflects North Star Academy's continued commitment to supporting the whole child. By proactively addressing mental health needs, strengthening partnerships with families, and

increasing access to support services, we are helping create a school environment where students feel safe, connected, and prepared to learn.

Throughout the school year, students participating in individual and small-group social work supports engaged in activities designed to strengthen social-emotional learning, resilience, and positive peer relationships. Topics included understanding the "Circle of Control" and learning to distinguish between situations they can influence and those they cannot, helping students develop healthy coping strategies and problem-solving skills. Students also practiced communication, active listening, turn-taking, and social interaction through collaborative games and discussions.

Additional lessons focused on friendship skills, empathy, cooperation, and help-seeking behaviors. Students explored what it means to be a good friend, shared ideas for building positive relationships, and practiced giving and receiving feedback. Through interactive activities and scenario-based discussions, students learned the importance of asking for help, how to seek support appropriately, and how helping others contributes to a positive and supportive school community. These experiences helped students build confidence, strengthen relationships, and develop skills that support both academic and personal success.

Beyond the screening process itself, North Star Academy utilized grant funding to provide a comprehensive continuum of support for students. A licensed clinical social worker administered screenings, communicated with families, provided individualized support, facilitated friendship and social skills groups, created mental health resources for parents, and worked proactively to strengthen student connections and well-being. Through both preventative and responsive services, the school was able to identify concerns early, connect families with resources, and provide students with skills that support resilience, healthy relationships, and academic success.

End of Year Assessment Data - See Separate Report

Overview: As we review our end-of-year assessment data, I am pleased to report that North Star Academy students continue to demonstrate strong academic performance and growth across multiple measures. While statewide comparison data from RISE and Utah Aspire Plus will not be available until later this fall, our local assessment data indicates that the vast majority of students are performing at or above grade level in both reading and mathematics. We also saw meaningful reductions in the percentage of students identified as needing intensive intervention, reflecting the effectiveness of our instructional practices, targeted interventions, and dedicated efforts of our teachers and support staff.

Particularly encouraging is the growth demonstrated across our literacy and mathematics assessments. Reading data from iReady and Acadience show substantial increases in students performing at benchmark levels, while math assessments indicate strong gains in grade-level proficiency and a significant decrease in students identified as at risk. Secondary students also continued to make progress toward college and career readiness benchmarks, and nearly half of our multilingual learners met the criteria to exit language support services this year. As we

celebrate these accomplishments, we also recognize areas for continued improvement and will use this data to refine our instructional priorities and ensure every student continues to grow and achieve at high levels.

Sex Education Materials:

- Committee recommendation?
 - Health curriculum as is - no changes
 - Survey the parents - to find out the reason for low numbers this year
 - Opt out form given at spring conferences to help determine numbers
 - A caveat is given at the beginning of the maturation presentation that there are things that they can't discuss due to state laws.
 - Really like the way it happened this year with the core knowledge material being given out to parents that night if interested and not having it done in class the following day

NSA plans to continue participating in the mental health screening grant providing the opt in opportunities for parents with students interested via a social worker and the RCMAS which is on the approved list.

[Utah Code Section 53F-2-522 - Public Education Mental Health Screening](#) requires each LEA governing board to submit a Record of Determination to the State Board indicating whether the LEA will be a participating LEA or a non-participating LEA for the 2026–2027 school year.

- A participating LEA is one that administers an approved mental health screening program in accordance with statute and rule.

Apptegy SUITE Communications:

Communication Systems Update: Apptegy Implementation

Over the past several months, North Star Academy has continued to strengthen communication with families through the implementation and expansion of the Apptegy communication platform. Our focus has been to create a more efficient, consistent, and family-friendly system that integrates our website, mobile app, alerts, notifications, and newsletters into a single communication hub.

Significant progress has been made in automating key parent communications. The leadership team has worked closely with Apptegy representatives to develop systems for automated lunch balance notifications, attendance alerts, staff communication groups, and targeted grade-level messaging. These improvements will allow families to receive timely, relevant information while reducing the administrative burden on school staff. In preparation for the upcoming school year, we have also been refining data integrations with Aspire and ClassLink to ensure communications are accurate, reliable, and delivered to the appropriate recipients.

In addition to these operational improvements, we have expanded our ability to communicate through multiple channels, including the school website, mobile app notifications, text messages, emails, and digital newsletters. These efforts support our commitment to keeping families informed and engaged while strengthening the partnership between home and school. We are excited about the progress that has been made and look forward to continuing to enhance communication systems that improve the experience for students, parents, and staff alike.

In short...

One Communication Hub: Families can increasingly rely on a single system for alerts, newsletters, school updates, attendance notifications, and lunch balance reminders.

Increased Automation: Processes that previously required manual follow-up are being automated, allowing staff to spend more time serving students and families.

Improved Family Engagement: Communications can now be targeted by grade level, staff group, or family need, ensuring families receive timely and relevant information.

Assessment Data for June 2026 Board Meeting

RISE/UT Aspire Plus Comparison Data - State Data Not Released Until Fall/Winter

SAGE/RISE ELA														
	2013 - 2014	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	
3rd	67%	71%	67%	55%	49%	65%	COVID	52%	54%	60%	52%	72%	67%	
4th	65%	58%	57%	65%	59%	43%	COVID	65%	59%	73%	81%	66%	78%	
5th	52%	83%	52%	71%	73%	71%	COVID	61%	72%	81%	85%	76%	71%	
6th	76%	55%	76%	63%	83%	83%	COVID	62%	77%	76%	66%	80%	78%	
7th	68%	69%	50%	67%	50%	80%	COVID	54%	45%	49%	72%	68%	67%	
8th	63%	67%	68%	42%	54%	50%	COVID	53%	53%	40%	67%	76%	69%	
9th	70%	70%	65%	68%	60%	---	COVID	---	---	---	---	---	---	
SAGE/RISE MATH														
	2013 - 2014	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	
3rd	71%	69%	76%	59%	63%	44%	COVID	52%	70%	59%	56%	76%	63%	
4th	71%	80%	69%	75%	73%	54%	COVID	65%	52%	71%	69%	58%	84%	
5th	62%	68%	63%	80%	73%	75%	COVID	55%	68%	57%	69%	73%	67%	
6th	55%	57%	68%	60%	80%	72%	COVID	54%	60%	55%	52%	76%	64%	
7th	35%	59%	58%	71%	67%	84%	COVID	43%	18%	35%	46%	29%	51%	
8th	64%	75%	69%	60%	72%	69%	COVID	66%	45%	57%	55%	67%	61%	
Sec I						88%	COVID	79%	86%	54%	63%	61%	92%	
SAGE/RISE SCIENCE														
	2013 - 2014	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	
4th	61%	60%	61%	61%	62%	58%	COVID	67%	70%	81%	88%	66%	91%	
5th	58%	85%	69%	84%	80%	69%	COVID	64%	78%	78%	81%	88%	76%	
6th	65%	66%	82%	63%	85%	80%	COVID	67%	74%	82%	72%	88%	85%	
7th	36%	51%	54%	51%	44%	81%	COVID	53%	35%	59%	54%	56%	73%	
8th	61%	55%	56%	39%	58%	55%	COVID	51%	53%	40%	64%	63%	65%	
UT Aspire Plus - NSA														
	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024	2024 - 2025	2025 - 2026						
English	77%	COVID	63%	67%	60%	49%								
Reading	72%	COVID	57%	69%	63%	56%	70%	76%						
Math	73%	COVID	58%	55%	51%	44%	51%	58%						
Science	54%	COVID	53%	48%	69%	63%	81%	74%						

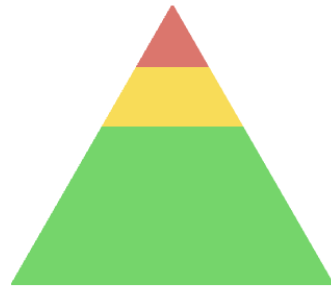
School Area Comparison 2025 - It will be Fall/Winter Before 2026 Data Available

				RISE/UT Aspirer/SAGE: Academic Achievement Area School Comparisons 2014 - Present																																											
		ELA 2014	ELA 2015	ELA 2016	ELA 2017	ELA 2018	ELA 2019	ELA 2020	ELA 2021	ELA 2022	ELA 2023	ELA 2024	ELA 2025	ELA 2026	Math 2014	Math 2015	Math 2016	Math 2017	Math 2018	Math 2019	Math 2020	Math 2021	Math 2022	Math 2023	Math 2024	Math 2025	Math 2026	Science 2014	Science 2015	Science 2016	Science 2017	Science 2018	Science 2019	Science 2020	Science 2021	Science 2022	Science 2023	Science 2024	Science 2025	Science 2026							
North Star Academy		66%	67%	62%	61%	61%	61%	67%	59%	61%	63%	68%	73%	72%	64%	68%	69%	69%	62%	67%	59%	58%	56%	57%	61%	68%	77%	81%	62%	68%	55%	65%	65%	59%		65%	61%	61%	68%	70%	74%	78%	A	B	B		
APA Draper 1		40%	51%	52%	52%	56%	58%	50%	60%	60%	60%	67%	64%	68%	39%	46%	50%	58%	58%	56%	57%	61%	68%	77%	81%						40%	48%	50%	54%		71%	60%	70%	78%	84%	83%		B	B	B		
APA Draper 2		60%	52%			58%	58%	53%	39%	47%	51%	48%	51%	54%	35%	46%	46%	45%	46%	47%	46%	47%	48%	51%	56%	57%					50%	45%	56%	57%		59%	51%	53%	61%	71%	74%		B	B	B		
APA Draper 3				62%	44%	44%	49%	45%	42%	48%	54%	65%	55%				46%	47%	24%	24%	39%	40%	45%	52%	53%						58%	54%			44%	44%	46%	56%	74%	73%		B	B	7			
Bluffdale Elem		34%	45%	48%	40%	48%	49%	50%	53%	49%	54%	40%			38%	52%	50%	49%	51%	54%	54%	48%	48%	44%						35%	49%	45%	40%		46%	57%	60%	59%	62%	57%		B	B	C	B		
Channing Hall		50%	53%	50%	47%	56%	50%	56%	62%	60%	56%	57%	57%		42%	54%	53%	52%	51%	48%	52%	64%	56%	49%	55%	43%				53%	57%	56%	65%		42%	62%	65%	59%	55%	63%		B	B	B			
Early Light Academy		48%	43%	46%	49%	48%	56%	41%	46%	47%	49%	50%			46%	48%	53%	53%	52%	50%	37%	46%	48%	47%	53%				53%	58%	56%	50%		56%	50%	52%	54%	55%	50%		B	B	B	B			
Hawthorn - WI		47%	55%		51%	45%	42%	43%	35%	38%	43%	45%	41%		49%	56%	55%	51%	45%	40%	36%	34%	41%	41%	42%					46%	51%	46%	52%		47%	42%	46%	46%	47%	53%		B	B	C			
Hawthorn - SI									41%	41%	43%	39%			39%	41%	41%	39%	41%	41%	41%	41%	41%	41%						37%	44%	41%	37%		37%	43%	41%	37%	41%		B	B	D				
Providence Hall		46%	44%	39%	34%	35%	33%	35%	38%	38%	34%				44%	40%	38%	35%	35%	31%	29%	34%	38%	41%	39%					44%	40%	46%	42%		37%	37%	43%	41%	43%	36%		B	C	D			
Ranches		60%	53%	59%	56%	54%	62%	52%	58%	61%	57%	57%			48%	54%	59%	52%	63%	69%	57%	60%	63%	59%	62%					49%	48%	60%	69%	57%		70%	57%	68%	66%	64%	64%		B	B	B	B	
nmt Academy - Dra		59%	57%	49%	48%	51%	51%	56%	53%	55%	57%	47%	48%		59%	57%	58%	50%	52%	57%	53%	51%	50%	46%	43%				53%	50%	53%	55%		59%	59%	60%	57%	60%	50%		B	B	C	B			
nmt Academy - Bldg				38%	35%	21%	26%	26%	37%	53%	42%	47%	45%			37%	40%	32%	32%	32%	46%	56%	53%	53%	53%						40%	41%	25%			40%	40%	68%	55%	62%	54%		C	F	C		
4 Academy - Inter				31%	31%	41%	34%	30%	35%	41%	41%	43%	39%			38%	38%	38%	38%	43%	45%	42%	48%	58%						37%	40%	57%	52%		52%	45%	57%	53%	52%								
Summit Academy H.S.		31%	45%	33%	25%	41%	43%	54%	38%	45%	50%	40%			13%	36%	38%	28%	33%	23%	30%	27%	20%	24%	28%				32%	27%	35%	26%		28%	47%	23%	33%	40%	41%		C	C	F	C			
Quirk Hills MS		59%	58%	48%	47%	58%	19%	45%	40%	49%	47%	42%	58%		40%	58%	60%	54%	61%	26%	40%	38%	48%	58%	52%				48%	53%	52%	58%	54%		25%	51%	39%	42%	50%	46%		B	C	B	C		
South Hills MS		51%	45%	37%	39%	49%	46%	40%	34%	36%	34%	36%	39%		39%	38%	42%	40%	51%	46%	27%	28%	26%	35%	44%				56%	56%	54%	57%		46%	38%	39%	38%	40%	46%		B	C	B	C			
Fort Herriman MS		49%	57%	50%	51%	59%	56%	54%	52%	50%	51%	50%			46%	56%	59%	54%	58%	53%	45%	33%	42%	43%	47%				44%	64%	69%	70%		26%	21%	17%	20%		17%						A	B	B
REAL SL Academy H.S.						22%	36%	36%	23%	28%			30%					25%	27%	20%	18%	13%																									
Utah State Average		42%	44%	44%	44%	45%	45%	47%	43%	44%	46%	44%	44%	44%		39%	45%	46%	46%	46%	45%	42%	41%	44%	41%	45%			44%	47%	49%	48%		47%	47%	44%	50%	47%	51%								

Reading:

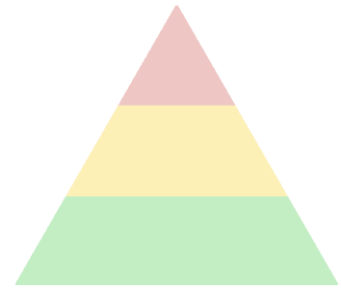
iReady (K-7)

Overall Placement



EOY 25-26

- **At Risk for Tier 3**
5% (From 13%)
- **Tier 2**
14% (From 34%)
- **Tier 1**
81% (From 53%)



BOY 25-26

Grade K	EOY 25-26	82%	18%
	BOY 25-26	47%	53%
Grade 1	EOY 25-26	88%	12%
	BOY 25-26	33%	51%
Grade 2	EOY 25-26	90%	10%
	BOY 25-26	53%	41%
Grade 3	EOY 25-26	83%	10%
	BOY 25-26	58%	19%
Grade 4	EOY 25-26	86%	12%
	BOY 25-26	62%	34%
Grade 5	EOY 25-26	76%	16%
	BOY 25-26	54%	30%
Grade 6	EOY 25-26	80%	15%
	BOY 25-26	60%	22%
Grade 7	EOY 25-26	64%	21%
	BOY 25-26	59%	27%

Acadience (K-6)

Kindergarten:

At or Above Benchmark: 64% / 76% / 70%

Below Benchmark: 14% / 10% / 16%

Well Below Benchmark: 22% / 14% / 14%

Beginning of Year
Aug 18 - Sep 12, 2025



Middle of Year
Jan 5 - Jan 30, 2026



End of Year
Apr 27 - May 22, 2026



First Grade:

At or Above Benchmark: 76% / 82% / 86%

Below Benchmark: 14% / 2% / 6%

Well Below Benchmark: 10% / 16% / 8%

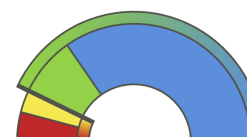
Beginning of Year
Aug 18 - Sep 12, 2025



Middle of Year
Jan 5 - Jan 30, 2026



End of Year
Apr 27 - May 22, 2026



Second Grade:

At or Above Benchmark: 94% / 90% / 88%

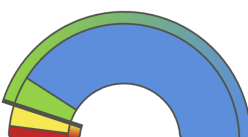
Below Benchmark: 2% / 6% / 10%

Well Below Benchmark: 4% / 4% / 2%

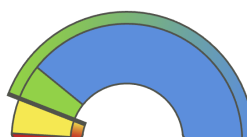
Beginning of Year
Aug 18 - Sep 12, 2025



Middle of Year
Jan 5 - Jan 30, 2026



End of Year
Apr 27 - May 22, 2026



Third Grade:

At or Above Benchmark: 74% / 76% / 78%

Below Benchmark: 2% / 6% / 6%

Well Below Benchmark: 24% / 18% / 16%

Beginning of Year
Aug 18 - Sep 12, 2025



Middle of Year
Jan 5 - Jan 30, 2026



End of Year
Apr 27 - May 22, 2026



Fourth Grade:

At or Above Benchmark: 90% / 92% / 96%

Below Benchmark: 2% / 6% / 2%

Well Below Benchmark: 8% / 2% / 2%

Beginning of Year
Aug 18 - Sep 12, 2025



Middle of Year
Jan 5 - Jan 30, 2026



End of Year
Apr 27 - May 22, 2026



Fifth Grade:

At or Above Benchmark: 87% / 84% / 88%

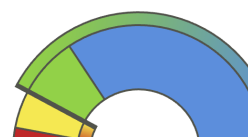
Below Benchmark: 12% / 10% / 10%

Well Below Benchmark: 2% / 6% / 2%

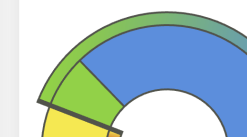
Beginning of Year
Aug 18 - Sep 12, 2025



Middle of Year
Jan 5 - Jan 30, 2026



End of Year
Apr 27 - May 22, 2026



Sixth Grade:

At or Above Benchmark: 95% / 95% / 96%

Below Benchmark: 0% / 0% / 0%

Well Below Benchmark: 5% / 5% / 4%

Beginning of Year
Aug 18 - Sep 12, 2025



Middle of Year
Jan 5 - Jan 30, 2026



End of Year
Apr 27 - May 22, 2026



Achieve 3000 (7th - 9th)

EOY



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

June 15, 2026

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

NORTH STAR ACADEMY SCHOOL

			Forecasted Readiness				Lexile Goal
Total Students		Current Readiness	Far Below	Approaches	Meets	Exceeds	
+	Grade: 7	65	FFB=6% A=40% M=12% E=42%				
+	Grade: 8	56	FFB=2% A=38% M=29% E=32%				
+	Grade: 9	41	FFB=7% A=24% M=27% E=41%				
School Total		162	FFB=5% A=35% M=22% E=38%				

MOY



How likely are my students to be on track for
College and Career when RISE ELA/Utah Aspire Plus is administered?

February 17, 2026

The data below show projected student readiness for College and Career at the time of RISE ELA/Utah Aspire Plus, using Lexile® grade-specific bands from the Common Core State Standards.

NORTH STAR ACADEMY SCHOOL

			Forecasted Readiness				Lexile Goal
Total Students		Current Readiness	Far Below	Approaches	Meets	Exceeds	
+	Grade: 7	65	FFB=6% A=42% M=11% E=42%				
+	Grade: 8	57	FFB=5% A=42% M=26% E=26%				
+	Grade: 9	40	FFB=5% A=28% M=30% E=38%				
School Total		162	FFB=6% A=38% M=21% E=35%				

BOY



How likely are my students to be on track for
College and Career when RISE ELA/Utah Aspire Plus is administered?

November 1, 2025

The data below show projected student readiness for College and Career at the time of RISE ELA/Utah Aspire Plus, using Lexile® grade-specific bands from the Common Core State Standards.

NORTH STAR ACADEMY SCHOOL

			Forecasted Readiness				Lexile Goal
Total Students		Current Readiness	Far Below	Approaches	Meets	Exceeds	
+	Grade: 7	63	FFB=6% A=41% M=25% E=27%				
+	Grade: 8	56	FFB=9% A=48% M=21% E=21%				
+	Grade: 9	41	FFB=12% A=24% M=27% E=37%				
School Total		160	FFB=9% A=39% M=24% E=28%				

Math:

iReady (K-7th on level)

Overall Placement



- **At Risk for Tier 3**
2% (From 9%)
- **Tier 2**
21% (From 45%)
- **Tier 1**
76% (From 46%)



Grade K	EOY 25-26	45%	55%
	BOY 25-26	31%	69%
Grade 1	EOY 25-26	88%	12%
	BOY 25-26	18%	71% 10%
Grade 2	EOY 25-26	77%	23%
	BOY 25-26	33%	58% 8%
Grade 3	EOY 25-26	70%	26% 4%
	BOY 25-26	40%	38% 21%
Grade 4	EOY 25-26	89%	9% 2%
	BOY 25-26	57%	34% 9%
Grade 5	EOY 25-26	84%	14% 2%
	BOY 25-26	53%	37% 10%
Grade 6	EOY 25-26	85%	13% 2%
	BOY 25-26	72%	20% 7%
Grade 7	EOY 25-26	72%	20% 8%
	BOY 25-26	60%	34% 6%

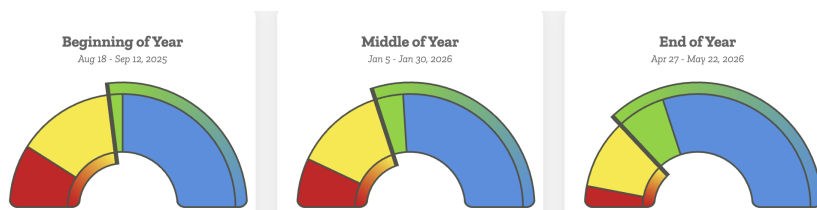
Acadience (K-3)

Kindergarten:

At or Above Benchmark: 54% / 60% / 74%

Below Benchmark: 28% / 26% / 20%

Well Below Benchmark: 18% / 14% / 6%

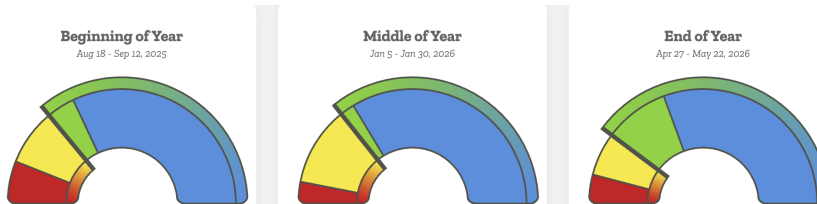


First Grade:

At or Above Benchmark: 72% / 71% / 80%

Below Benchmark: 16% / 22% / 12%

Well Below Benchmark: 12% / 6% / 8%

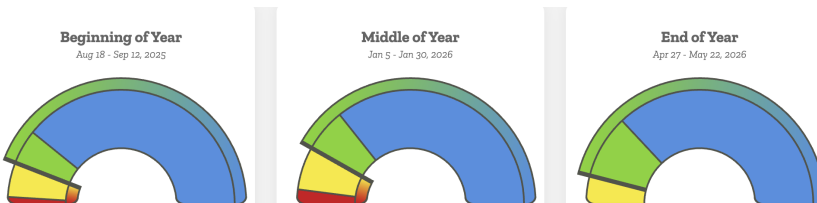


Second Grade:

At or Above Benchmark: 88% / 84% / 92%

Below Benchmark: 10% / 12% / 8%

Well Below Benchmark: 2% / 4% / 0%

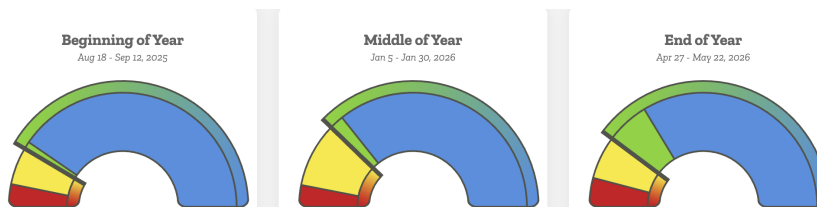


Third Grade:

At or Above Benchmark: 83% / 76% / 80%

Below Benchmark: 10% / 18% / 12%

Well Below Benchmark: 6% / 6% / 8%

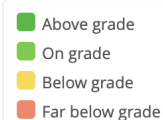
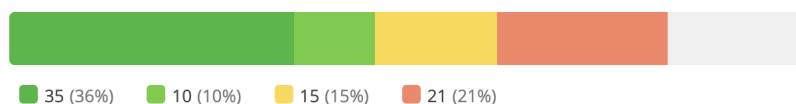


IXL (On level 8th and 9th) / Adv. 7 (Tested out of iReady)

EOY

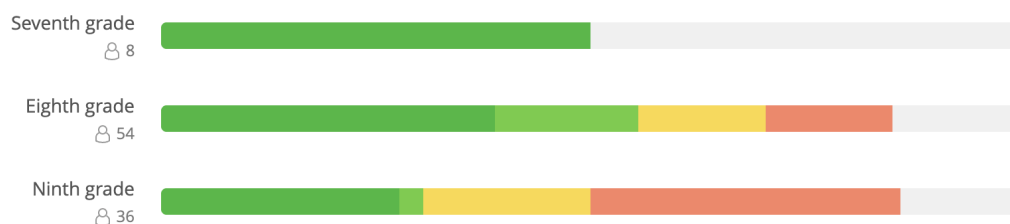
LevelUp Benchmark EOY 25-26 (Apr 27, 2026 - May 29, 2026)

Overall math levels



Group by Grade

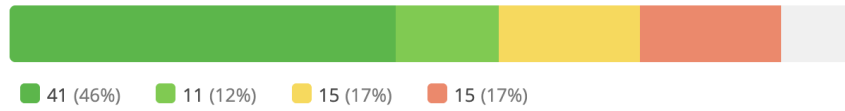
Apply changes



MOY

LevelUp Benchmark MOY 25-2-6 (Jan 6, 2026 - Feb 13, 2026)

Overall math levels



Group by Grade

Apply changes

Eighth grade

54



Ninth grade

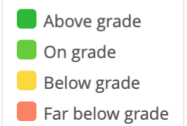
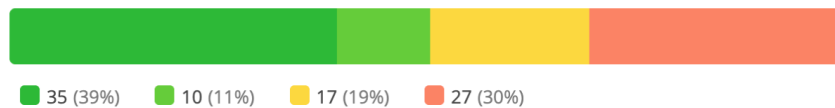
36



BOY

LevelUp Benchmark BOY 25-2-6 (Aug 13, 2025 - Sep 17, 2025)

Overall math levels



Group by Grade

Apply changes

Eighth grade

54



Ninth grade

36



WIDA (Multi-Language Learners)

7 out of 16 exited this year and are now in monitoring for 4 years

AP Scores

Not Available Until July

North Star Academy			Approximate Replacement Cost		Consider Annual	Completed	Next Approximate date
	Lifespan (in Years)			Quantity	Estimated Savings		
Building Exterior / Landscape							
Stucco/Control Joints	30-50	30	\$50,000		\$1,666.67	2013	
Playground / Play Areas							
play structure	20-25	25	\$150,000		\$6,000.00	2024	2049
Kinder play structure	20-25	25	\$10,000		\$400.00	2018	2043
Parking Lot / Sidewalks							
Crack Seal*	1	1	\$1,500		\$1,500.00	2024	
Striping	3 - 5	3	\$1,000		\$1,000.00	2024	2027
Seal Coat	3 - 5	3	\$7,000		\$2,333.33	2024	2027
Roofing							
Roof	20	20	\$150,000		\$7,500.00	2021	2041
Addition Roof	20	20	\$30,000		1500	2011	
HVAC	15	15	\$8,000	31	\$16,533.33	2021	2036
Addition RTU	15	15	8000	5	\$2,666.67	2011	2026
Fire & Security							
	15	15	\$15,000		\$1,000.00	2005	2020
Carbon Monoxide	5	5	\$15,000		\$3,000.00	2019	2024
Building Interior							
Painting rooms	7-10	10	\$30,000		\$3,000.00	2005	
Wallpaper	7-10	8	\$15,000		\$1,875.00	2014	
Gym Floor	30	30	\$60,000		\$2,000.00	2021	2051
Carpet	7-15	15	\$110,000		\$7,333.33	2021	2036
Plumbing/Restroom							
Toilets	30	30	\$500	22	\$366.67	2021	2051
Faucets	15	15	\$150	16	\$160.00	2021	2036
Sewer Main	30	30	\$10,000	1	\$333.33	2005	2035
Water Main	30	30	\$5,000	1	\$166.67	2005	2035
Water Heater 1	10	10	\$3,000	1	\$300.00	2012	
Water Heater 2	10	10	\$3,000	1	\$300.00	2022	2032
					\$60,935.00		
*track crack sealed 2025							
wait for construction to finish before putting seal coat on track.							

North Star Academy Positive Behavior plan					
Date Discussed and Received input from LEA admin School Improvement Committee Summer 2025			Reporting Summary of 25-26 Implementation		
Date Discussed and Received input from School Land Trust Committee: October board mtg 2025					
Reviewed & shared with Social Emotional Committee: August 2026					
Programs we already have in place & plan to further develop that focus on peer pressure, mental health, & creating positive relationships.					
Name of Program:	Level of Implementation: Fully implemented Implemented and Sustained Partially implemented Mostly implemented Planning stage				
Hope Squad	Peers are taught to watch for signs of peers who may be participating in anti social behaviors. They meet monthly where they are taught the skills using the Hope Squad curriculum. Peers are empowered as the natural helpers in our school through peer-to-peer suicide prevention training. Raise awareness of mental health and youth suicide prevention resources. Educate students on how to recognize suicide warning signs and respectfully report concerns. Students trained how to support fellow students who may be struggling. Increase connectedness, inclusion, and social-emotional learning skills. Increase help-seeking behaviors. Reduce suicide attempts. Training incorporates QPR for staff and students. Findings reported an immediate increase in declarative knowledge, perceived knowledge, self-efficacy, diffusion of gatekeeper training information and gatekeeper skills. Results persisted in the 3-month and 1-year follow up with marginal decrements (Cross, W.F., Seaburn, D., Gibbs, D., Schmeek-Cone, K. et al. (2011)).		The Hope Squad members were formed based on peer nominations and teacher and met on average 1x a month. The counselor taught them the QPR strategies and hosted a Hope Week in February themed Here comes the Sun inviting a nearby High School to come put on an assembly! Middle School Movie Night. Because genuine connection is a key component of suicide prevention, they created an event where students can come together, connect, and simply have fun. Interested committee members attended the 2026 Hope Squad Conference on Thursday, February 19, 2026, at Mountain View High School in Orem.		
Botvin Life Skills	7th grade students are provided this curriculum during their health course. 4th grade students are provided pro social behaviors including communication and negative affects of tobacco, alcohol, e-cigarette products, and/or other controlled substance using this curriculum by trained educators. Botvin LifeSkills Training is based on more than 40 years of peer reviewed scientific research, and now holds the distinction of being the top research-based substance abuse prevention program in the country. Journal of Behavioral Medicine (1983), (2) Journal of Studies on Alcohol (1984), (3) Journal of Consulting and Clinical Psychology (1990), (4) Journal of the American Medical Association (1995), and (5) Archives of Pediatric & Adolescent Medicine (2006).		The counselor taught the lessons in 4th grade using the materials. The class was extremely engaged and it was very informative. They completed all of the lessons. The 7th grade health teacher taught the students in 7th grade using the materials.		
Character Counts	All students are provided lessons in grades K-9 twice a month from a licensed school counselor who provides age appropriate curricula developed to promote pro social behaviors (first half of year). In coordination with her lessons, all staff are encouraged to integrate the pillars being focused on throughout the week as well. Building relationships between counselor has a .52 effect size (Hattie 2017).		The counselor taught lessons every other week 1/2 of the year in each grade level classroom incorporating a safari theme with a culminating safari scavenger hunt.		
7 Habits of Highly Effective Children & Teens	All students are provided lessons in grades K-9 twice a month from a licensed school counselor who provides age appropriate curricula developed to promote pro social behaviors (Second half of year). Using the Covey model "7 Habits of Highly Effective Teen", this program introduces the seven habits as they apply to teens and how each can enrich their lives and the lives of those around them. This program utilizes evidence-based strategies, such as being strength-based, culturally competent and focused on resiliency and youth protective factors. The program applies the timeless principles of the "7 Habits" to teens and the tough issues and life-changing decisions they face. By providing all participating youth with this training, the "7 Habits of Effective Teens" will become the foundation upon which other social competencies will be developed. Social competencies are those skills and abilities which, according to research published by Hawkins and Catalano, help youth to become resilient and able to make healthy life choices. The goal of this training is to improve social competencies among youth through various skill-building opportunities designed to increase their resiliency and ability to make healthy life choices. Outcomes can be a reduction in alcohol and other drug use and an increase in leadership skills.		Our counselor taught lessons every other week 1/2 of the year in each grade level classroom with one serving grades k-9th. The counselor also served as chairperson for the Leader in Me Lighthouse Committee which began professional development and coaching opportunities for the committee, as well as the entire faculty attended a full day training in August 2025 to hone their own habits and increase the vocabulary. Students in ninth grade completed a book study of the 7 Habits of Highly Effective Teens during their advisory classes. At teh concusion of the year all teachers met with the Leader in Me coach and counselor to determine baseline information and possible next steps that would best support them in supporting their students. In May 2026, incoming Student Body Officers received Leadership Training for 1.5 hours on the Habits from our assign Leader in me coach.		
Red Ribbon Week	Annually the administration works collaboratively with the Parent Teacher Organization, and counselor to develop a week primarily focused on community building and action planning for a drug free life. The week focuses on student attitudes surrounding drugs, alcohol, and other substances, as well as connecting to our community. One study suggests that Red Ribbon Week could reduce the use of drugs and alcohol, increase school performance, and increase the positive perspectives students have regarding their community (Brooks & Clem, 2013). All of these were found to play a substantial role in student attitudes and behaviors as it relates to pro-social behaviors in the middle and high school levels (Flay, 2000). Similarly, as outlined by (Moon & Rao, 2011) students with positive views of school and their community served as protective factors for all levels of students.		PTO coordinated this highly engaging week with daily opportunities and drug facts for students with the school administration and teachers. The PTO provided a schoolwide assembly and theme contest which was published into a banner with the primary winner.		
Individual and Group Counseling	Individual and group counseling services support students in a multitude of ways. Not only do students receive counseling support for general life stressors, students also have the opportunity to process trauma, suicidal ideations, and receive referrals for outside support when needed. These provisions allow for students to feel connected and cared about in the school environment and thus can lead to a decrease in the likelihood that students will use substances (Moon & Rao, 2011). Similarly, students who are provided appropriate treatment for trauma, mental health challenges, and chronic stress are more likely to build resilience within themselves and the family system, and therefore are less likely to experience a higher number of ACEs and have less likelihood of mental health disorders and substance use and abuse later in life (American Academy of Pediatrics, 2014).		Friendships group met throughout the year in a variety of groups and sizes totaling 16 either individually or small groups weekly or bi weekly with our counselor or social worker grade weekly; Daily - there are students who are provided appropriate interventions for trauma, mental health challenges, and chronic stress with objectives being to build resilience within themselves and the family system.		
Service Learning	The annual day of Service sponsored by our Student Enrichment Model includes all students and staff participating in activities of their interest during the regular school day. The elementary and middle school Student Body Officers host service opportunities twice a year for all students and staff in grades K-9. The counselor implements a schoolwide service project opportunity 1x year. The NJHS Club provide service quarterly/ All students participate in a cluster of their choice working towrd a service project to provide to an authentic audience at the conclusion of the cluster cycle. Students may also participate in peer tutoring opportunities provided at the school. Service-learning can improve character values and responsible behavior. Students can generalize what they learn from their experiences with service-learning. They learn how to be respectful toward others and toward public property, and they develop awareness of healthy life choices. Finally, they learn about cultural diversity and show more tolerance of ethnic diversity.		Scheduled for June 3rd for all students in grades K-9 with on and off site activities with a wide variety of activities to choose from.		
Bullying Prevention Lessons including empathy, bullying, and advocating for self and others along with SAFE ut app.	Classroom-based lessons and confidential reporting systems are implemented and focused specifically on identification/interruption of bullying behavior. This provides students with skills to advocate for themselves and others to prevent bullying behavior within the context of school and online. Evidence supports that providing lessons and support in these areas provides students with strategies that reduce bullying both on individual and school-wide levels (Olweus, 1991; Smith and Sharp, 1994). Bullying behavior, especially when severe can qualify as an Adverse Childhood Experience (ACE) and studies have found that when students experience ACEs, they are more likely to suffer from maladaptive behavior including substance use (American Academy of Pediatrics, 2014). By providing students with bully prevention programs that reduce bullying, and thus reducing the likelihood of ACEs, we are reducing the likelihood that students will begin using substances. The SafeUT program and app help youth stay healthy and safe in schools by providing high-quality, confidential counseling services 24/7 with two way communication. Signage and advertising is prevalent throughout the ebuilding reminding students of this ongoing support.		The Hope Squad also brought in another Hope Squad from area high school to encourage app usage at our school. The assembly also covered the importance of being a friend. All teachers taught lessons on rude, mean, and bullying differences as well as empathy and self advocacy when these types of things are happening.		
Programs we already have in place that focus on peer pressure, mental health, & creating positive relationships.					
Student Driven Clubs based on student survey data of interests and talents: * Babysitter Club, * Spanish Club, * NJHS, * Drama Club, * Art Club, * Choir Club, * Math Olympiad Club, * Karate Club, * Orchestra Club, * Lego League	These programs promotes pro-social behavior through community building and connection, builds a positive association with school, and helps to orient students toward their future. All of which have been found to build a more positive view of community and school, therefore decreasing the likelihood of substance use (Flay, 2000).		Clubs included this year were: Mine Craft, D&D, Magic the Gathering, Soccer Stars, Brainy Games, Orchestra, choir, karate, Book Club, Chess, Art, drama, knitting/comfort, and running club.		
PBIS such as * Leader of the Week, Caught You Doing Something Good, Honor Roll for Academic Achievement and Good Citizenship	As mentioned above, this program promotes pro-social behavior through community building and connection, builds a positive association with school, and helps to orient students toward their future. All of which have been found to build a more positive view of community and school, therefore decreasing the likelihood of substance use (Flay, 2000).		Students were nominated and celebrated in each of these areas; weekly, monthly, and on random basis.		
Programs we are adding or building that focus on peer pressure, mental health, & creating positive relationships.					
Social Emotional Committee renamed to Well being Committee	This committee meets monthly led by our guidance counselor with stakeholders from elementary, middle school, and other stakeholders. They promote pro-social behavior through community building and connection, builds a positive association with school, and helps to orient students toward their future. All of which have been found to build a more positive view of community and school, therefore decreasing the likelihood of substance use (Flay, 2000).		This cmte. met the second Tuesday of each month and implemented Wellness Wednesday with the counselor and/or director leading walks every Wednesday each morning all year long. The became the Lighthouse Committee for Leader in Me.		
School Improvement Goal of Celebrate, Elevate, and Motivate	In collaboration with the Parent Teacher Organization, Board of Trustees, admin, and faculty this program aims to build positive connections with adults and peers increasing student and family access to increase friendships and maintain relationships. This program also promotes pro-social behavior through community building and connection, & builds a positive association with school. All of which have been found to build a more positive view of community and school, therefore decreasing the likelihood of substance use (Flay, 2000).		Admin, PTO, and Board of Trustees each executed their goals to support these efforts. Classrooms received bears with the logo and theme. Admin. provided a book to all students by Blake Leeper who overcame challenges and became a paraolympic champion and motivated and encouraged students through an in person assembly in the fall.		
Social Worker hired on contract to provide anxiety screening for parents who opted their children in participating	Through a mental health grant, the LEA was able to acquire 40k for contract work by a social worker and 1k for mental health screeners parents could opt into if they so choose. Following the stress and anxiety screemer, the social worker scored the results and provided specific supports and information based on the scores for the student, parent, LEA, and when applicable community resources. (JAMA, Vol. 328, No. 14, 2022) based on HB 403.		The social worker closely worked with the counselor emailing and coordinating parent communication on the availability of the social worker and the screening opportunity of the Revised Children's Manifest Anxiety Scale, Second Edition. Over 3x the parents opted in to the screening in all grades compared to the 53 who did last year as we increased it to lower grades this year expanding opportunities and provided resources to those families who had children score in elevated ranges		

Board Member Annual Commitment to Ethical Behavior

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

Signature _____
Board Member Name

Date

Signature _____
Board Member Name

Date

Signature _____
Board Member Name

Date

Signature _____
Board Member Name

Date

Signature _____
Board Member Name

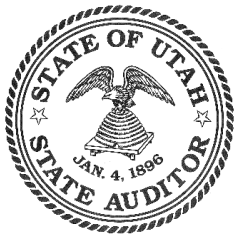
Date

Signature _____
Board Member Name

Date

Signature _____
Board Member Name

Date



Fraud Risk Assessment

INSTRUCTIONS:

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

Fraud Risk Assessment

Continued

*Total Points Earned: 375 /395 *Risk Level: Very Low Low Moderate High Very High
> 355 316-355 276-315 200-275 < 200

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

*Entity Name: North Star Academy

*Completed for Fiscal Year Ending: June 30, 2026 *Completion Date: _____

*CAO Name: Tana Archer *CFO Name: Kammie LeFevre

*CAO Signature: _____ *CFO Signature: _____

*Required

Basic Separation of Duties

See the following page for instructions and definitions.

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

* MC = Mitigating Control

Basic Separation of Duties

Continued

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

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

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

Definitions:

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

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

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

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

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

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

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

North Star Academy
Meeting Minutes
Date: April 16, 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, Cathie Hurst, Heidi Bauerle, Platte Nielson, Hannah Jones, Eric Hafer

Call to Order

Sidney Warnick called the meeting to order at 4:32 PM.

Public Comment

Eric Hafer made public comment.

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 were provided in board documents for review.

Reports

- **Director Report**

Tana Archer invited students who placed at the state science fair to share their achievements at the fair and projects with board members and the public. The students presented their projects and awards and took a photo with the board members. On March 25, 2026, Kindergarten Signing Day took place and had a great turnout. New kindergarten students received photos in front of a backdrop and goodie bags that included large grip pencils, scissors, markers, and alphabet cards. The students were also able to meet with the teaching staff and have a snack, read a story, and visit their classrooms and the school library. A math competition took place over spring break with students from 4th-6th grade competing. Enrollment currently has 531 registered students for the 2026-2027 school year. Cluster field trips are ongoing with 8 more field trips planned for the rest of the school year. 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 with Utah core standards, instructional value, and age-appropriate content. The novels include Watership Down, Romeo and Juliet, and The Arrival. Costs for the confratute conference were shared with the board.

- **Financial Review**

Cathie Hurst reviewed the financial position of the board. The financials are reported at 75 percent of the way through the year. Revenue is 76.2% overall and 75.9% for state. Overall is slightly ahead of budget due to the local revenue being high from the PTIF interest. Federal revenue is low because there haven't been many requests for reimbursements. 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 will be paid out later in the year. Expenses are 65% overall and tracking closely to the budget now. Areas tracking ahead of budget are purchased professional and technological services, other purchases services, and supplies and materials. Operating cash is currently in the

School Mission

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2025-2026 School Wide Improvement Goal

Finding the Leader Within: Discovering a World of Possibilities

NSA Board Meeting Minutes: 04.16.2026
Approved:

appropriate range to cover PR and monthly expenses with the rest moved to PTIF. Net income appears strong but will decrease with the year-end accruals and upcoming bond payments.

Consent Items

- March 5th, 2026, Board Meeting Minutes
Jordan Shields made a motion to approve the March 5th Board Meeting 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; Barton Sloan, Aye.

Business & Discussion Items

- 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.
Bob Bell made a motion to approve the Carnegie Math Curriculum Invoice not to exceed \$20,000. Barton Sloan 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.
- Eide Bailly 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 \$1M 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.
Bob Bell made a motion to approve the Eide Bailly Statement of Work and authorize Tana Archer to sign on behalf of the school. Kammie LeFevre 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.
- 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.
Bob Bell made a motion to approve the School Expansion Costs not to exceed \$2,200,000. 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.
- 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.

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Approved:

Barton Sloan made a motion to approve the Confratute Costs not to exceed \$25,000. 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.

- Employee Compensation

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

Jordan Shields made a motion to approve employee compensation as discussed. Kammie LeFevre 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 Sex Education Committee Membership

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.

Jordan Shields made a motion to approve the 2026- 2027 Sex Education Committee Membership. 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.

- 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.

Bob Bell made a motion to approve the Amended Administration of Medication Policy.

Kammie LeFevre 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.

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

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Approved:

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.

Kammie LeFevre made a motion to approve the Amended Wellness Policy. 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

Calendaring:

Board members, and school stakeholders will meet on Wednesday May 20th in the North Star Academy school library for their annual Schoolwide Improvement Goal Meeting. The next board meeting will take place on June 4th, 2026, at 4:30 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).

At 5:48 PM Bob Bell made a motion to enter a closed session to discuss the character, professional competence, or physical or mental health of an individual pursuant to Utah Code 52-4-205(I)(a) at the North Star Academy Library in Bluffdale, Utah. 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.

Adjourn Meeting

At 6:52 Bob Bell made a motion to leave the closed session and adjourn the meeting. Kammie LeFevre 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.

School Mission

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2025-2026 School Wide Improvement Goal

Finding the Leader Within: Discovering a World of Possibilities

NSA Board Meeting Minutes: 04.16.2026
Approved:



North Star Academy Board of Directors Closed Session

Meeting Date: 04.16.2026

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

CLOSED SESSION SWORN STATEMENT:

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

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

Signed on April 16, 2026, at Bluffdale, Utah.

Sidney Warnick, Board Chair

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2025-2026 School Wide Improvement Goal

Finding the Leader Within: Discovering a World of Possibilities

NSA Board Meeting Minutes: 04.16.2026
Approved:

North Star Academy Board Meeting Minutes

Date: May 20, 2026

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

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

Others in Attendance: Tana Archer, Diana Siedel, Ryan Warnick, Connie Butterfield, Burt Butterfield, PTO Members, Priscilla Stringfellow



Call to Order Sidney Warnick called the meeting to order at 6:32 PM.

Discussion Items

- 2026-2027 Schoolwide Improvement Goal

The Board and various stakeholders of the school discussed both past and present schoolwide improvement goals to inform the development of the 2026–2027 Schoolwide Improvement Goal for North Star Academy. Following discussion, the Board approved the goal “Think Beyond” as the 2026–2027 Schoolwide Improvement Goal. This goal emphasizes fostering curiosity, growth, kindness, and innovation while encouraging students and staff to move beyond ordinary thinking and pursue excellence in all areas.

Calendaring:

The next board meeting is scheduled for June 4th, 2026, at 4:30 PM.

Adjourn Meeting

At 7:29 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; Barton Sloan, Aye; Jordan Shields, Aye; Kammie LeFevre, 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

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

**North Star Academy
Budgets to Approve
6/30/2026**

	Year Ending 6/30/2025	Annual 6/30/2026	Annual 6/30/2026	Year Ending 6/30/2027	7/01/2025 - 5/31/2026
	PY Actuals	CY Approved	CY Final Budget	26-27 Prelim Budget	CY Actuals YTD
Net Income					
Income					
Revenue From Local Sources	407,648	289,000	317,000	299,000	373,462
Revenue From State Sources	5,532,198	5,835,803	5,834,085	6,074,230	5,373,323
Revenue From Federal Sources	140,648	146,553	146,553	152,742	53,534
Budget from Surplus	0	0	600,000	1,500,000	0
Total Income	6,080,494	6,271,356	6,897,638	8,025,972	5,800,319
Expenses					
Instruction/Salaries	3,021,313	3,303,787	3,333,837	3,478,149	2,777,343
Employee Benefits	820,321	854,116	854,117	918,353	711,390
Purchased Prof & Tech Serv	379,736	446,377	490,237	475,374	437,372
Purchased Property Services	159,509	306,920	915,000	1,810,420	241,718
Other Purchased Services	89,625	92,200	101,720	91,689	91,033
Supplies & Materials	508,895	611,286	643,386	723,787	531,713
Property	214,327	100,000	58,941	30,000	16,010
Debt Services & Miscellaneous	512,730	500,400	500,400	498,200	483,882
Total Expenses	5,706,456	6,215,086	6,897,638	8,025,972	5,290,461
Total Net Income	374,038	56,270	0	0	509,858



Bluum USA, Inc.
1771 Energy Park Drive
Suite 100
St Paul MN 55108
www.bluum.com

Quote

#417343

06/11/2026

Bill To

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

Ship To

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

Memo:

Expires	Sales Rep	Contract	Terms
07/11/2026	762 Sergio Leone		Net 30

Qty	Item	MFG	Price	Ext. Price
102	B5JJ9UT#ABA HP FortisG1m11 MT8186 11" 4GB/32 MT8186, 11.6 HD AG LED SVA, UMA, 4GB LPDDR4X, 32GB eMMC, ax+BT, 3C Batt, Chrome OS	HP	\$265.00	\$27,030.00
102	CROSSWDISEDUNEW Google Chrome OS Management Console License, Education	Google	\$32.00	\$3,264.00

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

Subtotal	\$30,294.00
Tax Total	\$0.00
Shipping Cost	\$0.00
Total	\$30,294.00

Thank you,

Sergio Leone

E: sergio.leone@bluum.com

bluum.com



417343



Bloom USA, Inc.
1771 Energy Park Drive
Suite 100
St Paul MN 55108
www.bloom.com

Quote

#417343

06/11/2026

To accept this quotation, sign here : _____

Printed Name/Title/Date : _____

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

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

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



417343



ESTIMATE

EST-5892

Red Rock Business Solutions

PO Box 722
West Jordan Utah 84084
U.S.A

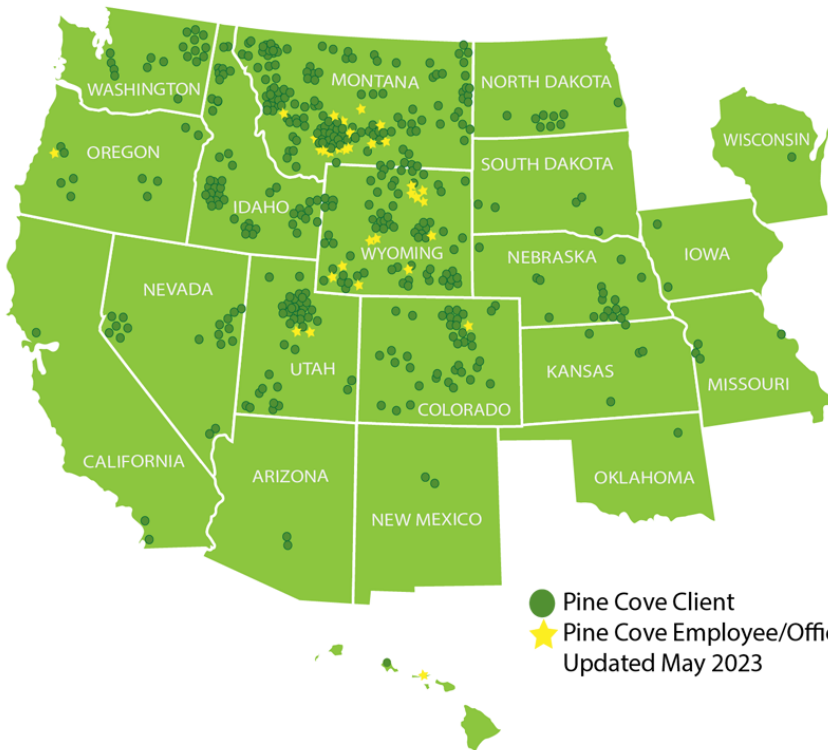
Bill To
North Star Academy
North Star Academy
2920 14000 S
Bluffdale UT 84065

Estimate Date : 03.16.26

#	Item & Description	Qty	Rate	Amount
1	21 New access points 4X4 triband Engenius replacement Access Points installed, setup and configured	1.00	12,975.00	12,975.00
			Sub Total	12,975.00
			Total	\$12,975.00

Notes

Looking forward for your business.



pine:cove
CONSULTING

**Trusted IT Solutions
Since 1993**

**CYBERSECURITY | NETWORKING | COMMUNICATION
| PHYSICAL SECURITY | MANAGED SERVICES | STUDENT SAFETY |**

We have prepared a quote for you:

Newline

Quote # 012057
Version 3

Prepared for:

North Star Academy

Troy Fernley
tfernley@north-staracademy.com

86"

Description		Price	Qty	Ext. Price
Newline Q Pro Series - 86" LED-backlit LCD display - 4K - for interactive communication		\$3,075.00	4	\$12,300.00
Newline Wall Mount Stand for 650/700/750/800/860/X		\$0.00	4	\$0.00
• All pricing includes free freight • 5 year Advanced Replacement Warranty • All NEWLINE software licenses and trainings are free for life				

Subtotal: \$12,300.00

Newline

Prepared by:

Pine Cove Consulting
sales@pinecc.com
800-432-0346

Prepared for:

North Star Academy
2920 West 14000 South
Bluffdale, UT 84065
Troy Fernley
(801) 302-9579
tfernley@north-staracademy.com

Quote Information:

Quote #: 012057
Version: 3
Delivery Date: 06/11/2026
Expiration Date: 06/30/2026

Quote Summary

Description	Amount
86"	\$12,300.00
Total:	
	\$12,300.00

This proposal shall not be used for the creation of RFP/RFQ documents, by the customer.
TERMS: Due on receipt of invoice.
Access to the customer portal for online payment is @ <https://pinecc.connectboosterportal.com>
Applicable fees and taxes not included.



ORDER FORM

Liminex, Inc.

dba GoGuardian and Pear Deck Learning
8605 Santa Monica Blvd #996559
West Hollywood, California 90069-4109
United States

Primary Contact

Troy Fernley
Chief Information/Technology Officer
tfernley@north-staracademy.com
8013909703

QUOTE

Q-541932

Created Date 5/4/2026
Contract Start Date 7/16/2026
Contract End Date 7/15/2027
Quote Term Net 30

Ship To

North Star Academy (UT)
2920 W 14000 S
Bluffdale, Utah 84065-5331
United States
8013909703
tfernley@north-staracademy.com

Quote is valid 90 days from the created date above

Bill To

North Star Academy (UT)
2920 W 14000 S
Bluffdale, Utah 84065
United States

Prepared By:

Tambra Reynolds
treynolds@goguardian.com

Thank you for your interest in our products! This order form ("**Order Form**") identifies the Liminex products you have selected for subscription ("**Licensed Product(s)**"), the term of your initial subscription(s) to the Licensed Product(s) ("**Initial Term**"), the number of licenses included in your base subscription(s) ("**Licenses**"), as well as the fees associated with your base subscription(s), any Licenses you add to your subscription(s) during the Initial Term, and support and professional services related to the Licensed Product(s).

This Order Form, once executed by authorized representatives of Liminex, Inc. dba GoGuardian ("**GoGuardian**") and Pear Deck Learning ("**Pear Deck Learning**") on behalf of itself and its family of company Affiliates and products including Pear Deck, Inc. ("**Pear Deck**"), Snapwiz, Inc. referred to herein as "**Pear Assessment**", Zorro Holdco LLC referred to herein as "**Pear Deck Tutor**", and Pear Practice ("**Pear Practice**") (together, "**Liminex**", "**we**", "**us**", "**our**"), and the organization listed below ("**School**", "**you**" or "**your**"), and together with the Liminex Product Terms of Service and End User License Agreement available at <https://www.goguardian.com/policies/eula> and <https://www.peardeck.com/policies/product-terms-and-end-user-license-agreement> (the "**Terms**" and, together with this Order Form, the "**Agreement**"), forms a binding contract. All capitalized terms not defined in this Order Form have the meaning given to them in the Terms. In the event of any conflict between this Order Form and the Terms, the terms set forth in this Order Form will prevail, but solely with respect to this Order Form. We do not agree to any other terms, including without limitation any terms on your School's purchase order.

QTY	PART #	DESCRIPTION	START DATE	END DATE	UNIT PRICE	EXTENDED
1	ProServ-Basic1Y-000001	Includes Product Onboarding (1 per product) and Customer-led Device Deployment with recommendations from Solutions Engineers (includes one device type)	7/16/2026	7/15/2027	\$0.00	\$0.00
540	GG-ADM1Y-000001	GoGuardian Admin with Fleet, DNS & AdDeflect	7/16/2026	7/15/2027	\$5.70	\$3,078.00
540	GG-TCR1Y-000001	GoGuardian Teacher with Video Conferencing	7/16/2026	7/15/2027	\$5.70	\$3,078.00
540	GG-BCN1Y-000001	GoGuardian Beacon - Core	7/16/2026	7/15/2027	\$5.70	\$3,078.00
TOTAL (USD):						\$9,234.00



ORDER FORM

Liminex, Inc.
dba GoGuardian and Pear Deck Learning
8605 Santa Monica Blvd #996559
West Hollywood, California 90069-4109
United States

Add-on Licenses. If during the Initial Term or during any Renewal Term, you would like to expand your base subscription(s) to include additional Licenses, please contact Liminex so that we can send you an additional Order Form for those 'add-on' Licenses ("**Add-Ons**"). If we do not hear from you and you deploy additional Licenses, we will send you an Order Form and invoice your Organization for subscriptions to the Add-Ons you use. Add-Ons, once deployed, will be rolled into your base subscription, and, collectively, are referred to as the "**Subscription**."

AZ/HI/SC/WA Customers: Sales tax will be added to the Fees quoted above.

RENEWAL SUBSCRIPTION TERM

Following the Initial Term, your Subscription (including any Add-Ons during the previous term) will automatically renew on an annual basis for successive 12-month periods (each, a "**Renewal Term**," and together with the Initial Term, the "**Term**") at our then-current fees (including an Innovation Increase as defined below) for such Subscription, unless you provide us with written notice of cancellation or written intent not to renew at least sixty (60) days prior to the end of the then-current Term. Your cancellation will take effect as of the last day of your then-current Term and you will not be charged for the upcoming Renewal Term. You will not be entitled to receive a refund or credit of any subscription fees paid for your then-current Term even if you elect not to use the Subscription for the remainder of that Term.

RENEWAL FEES

We are dedicated to improving the Licensed Products on an ongoing basis through continued innovation in research and development. For this reason, following the Initial Term, the Subscription Fee-Per License Price for each Licensed Product will be subject to an automatic fee increase equal to 5% above the Subscription Fee-Per License Price you paid for the Licensed Product in the previous term ("**Innovation Increase**"). Order Forms and invoicing for Renewal Terms will reflect the Innovation Increase and your renewal subscription fees will be calculated using the increased fees for the number of Licenses included in your Subscription. You agree to pay the Subscription Fees, reflecting the Innovation Increase, due for each Renewal Term as described herein, unless you decide not to renew the Subscription with Liminex in accordance with this Order Form.

PAYMENT

Full payment of the Total Base Subscription Fees for Initial Term is required before access to the Subscription is provided for the Initial Term. Your School is responsible for all payment of fees associated with any Add-Ons. Payment for all fees, including any fees for Add-Ons, is due within thirty (30) days of invoice date. Payment of the applicable Total Base Subscription Fees (including fees for any Add-Ons) for each Renewal Term is also due up front in full in advance of each Renewal Term. Your School is responsible for all taxes and duties unless expressly included in this Order Form.

Authorized Representative:

Name:

Signature:

Title:

Date:

Accounts Payable Name:

Accounts Payable Email:



ORDER FORM

Liminex, Inc.

dba GoGuardian and Pear Deck Learning
8605 Santa Monica Blvd #996559
West Hollywood, California 90069-4109
United States

If paying by purchase order, your PO must have:

1. PO Number
2. Bill to information
3. The products being purchased
4. Quote or quote number matching your purchase order
5. Total dollar amount

**North Star Academy
Teacher and Student Success Plan
School Year: 2026-2027**

School: North Star Academy (NSA)

Date Board Student Success Framework Approved: June 20, 2019

Date Teacher and Student Success Plan Approved: June 22, 2026

General Information – In accordance with the Student Success Framework approved by the Board, the school's administration will create a Teacher and Student Success Plan designed to improve the school's performance under the state's accountability system (SBE staff have indicated that this means achieving at least a 1% increase from the previous year's overall score). The Plan's goals may align with the goals shown on the School Land Trust Plan. Schools must include at least one goal in the plan. Schools must solicit input on developing the plan from administrators, school level educators, parents, and the School Land Trust council and may solicit input from students, support professionals, or other community stakeholders. The Plan must be submitted to the school's Board for approval. The Board will annually review the Plan submitted and use its best efforts to complete the approval process by June 30 each year. The School Land Trust council will select a component of the approved plan to address within the School Land Trust Plan.

Goals based on School Needs

1. Students will meet a proficiency score on the end of year summative tests in ELA with a 1% proficiency increase until NSA reaches 90%.
2. High Performing Students will have an opportunity for enhanced educational opportunities through the SEM model.

Measurement

1. Goal 1 as measured by end of year summative tests.
2. 100% of students will have opportunities for enriched educational learning through activities such as utilization of the Schoolwide Enrichment Model pull-outs, Clusters, or curriculum compacting that challenge students in an area of interest and/or strength.

Action Steps

- Administration will provide teachers and/or staff with professional learning opportunities to implement data-based decision making.
- Teachers will use data to create instructional opportunities for students.
- Students will take end of year summative tests in Language Arts.
- Professional development opportunities will be provided for NSA staff to increase teaching strategies utilized in the classroom.

TSSA: Teacher and Student Success Plan 2026-2027
Board Approval Date: 6-4-2026

Estimated 2026-2027 Budget - projected allocation = \$154,992.14

40% Teacher Salaries (teacher retention)

60% Support for enhanced educational opportunities including middle school elective choices.

NOTES: According to statute, administration needs to annually submit to the LEA Board a description of (1) budgeted and actual expenditures of the Plan, (2) how the expenditures relate to the school's Plan, and (3) how the school measures the success of the school's participation in the program. The above plan fulfills these requirements.

The school must post on its website (a) the approved Plan, (b) a description of the school's allocation budgeted and actual expenditures, (c) a summary of how the expenditures help the school accomplish the plan, and (d) the school's current level of performance.

Commented [PS1]: @cathie@academicawest.com
Leslie Ginn Spanish 1 and 2 stipend, All of Kirsten white salary (enrichment & kinder reduction in size, and 1/2 of facs person salary.
Assigned to cathie@academicawest.com

North Star Academy
BOARD MEMBER TERMS & ELECTED OFFICERS

Board terms:

1. Sidney Warnick (President)
 - a. Term Expires: 06/30/2027
2. Jordan Shields (Vice President)
 - a. Term Expires: 06/30/2026
3. Kammie LeFevre (Financial Coordinator)
 - a. Term Expires: 06/30/2028
4. Bob Bell (Board Member)
 - a. Term Expires: 06/30/2028
5. Barton Sloan (Board Member)
 - a. Term Expires: 06/30/2028



Employee Handbook 2026-2027 (Insert Name)

Mission Statement

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

End Statements

Through the implementation of the School-wide Enrichment Model (SEM), students will demonstrate:

GOOD CITIZENSHIP:

- Students will adhere to classroom and school-wide policies realizing the importance of rules and structure.
- Students will be aware of social/civic responsibilities beyond the classroom.
- Students will recognize and value the importance of the following character traits: trustworthy, responsible, caring, respectful, and fairness.

ACADEMIC ACHIEVEMENT:

- All students are meeting mastery in the content areas.
- All students are receiving additional support when learning objectives are not met.
- Students experience a variety of educational opportunities, allowing students to challenge themselves across the curriculum.
- Students are meeting challenging objectives that best meet their level of ability.

CRITICAL THINKING:

- Students identify a question, issue, or problem, access information, then analyze and evaluate possible solutions.
- Students gather and use information effectively to gain new information, support inferences, and justify conclusions.
- Students recognize and appreciate alternate points of view and make judgments regarding the credibility of sources.

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Welcome to North Star Academy

Welcome to North Star Academy (the “School”). To answer some of the questions you may have concerning the School and its policies, we have written this Handbook to support you. Please read it thoroughly and retain it for future reference. The policies stated in this Handbook are guidelines only and are subject to change at the sole discretion of the School, as are all other policies, procedures, benefits, and other programs of the School. From time to time, you may receive updated information concerning changes in policy. If you have any questions regarding any policies, please ask the school Administrator, an HR representative from Academica West, or contact Helpside, Inc. (Helpside) for assistance.

The School has a business relationship with Helpside, Inc. (“Helpside”). Helpside is a Professional Employer Organization that has contractually assumed substantial employer rights, responsibilities, and risks. This situation creates a shared or co-employment relationship between Helpside, the School and you, the employee.

Under this contractual arrangement, employment responsibilities are shared or allocated between Helpside and the School. The School retains essential management control over the end-product of the work performed by the employees, and Helpside pays and reports wages and employment taxes and assumes responsibility for a wide range of employer responsibilities and risks.

This employee Handbook was developed to describe some of the expectations of employees of the School and Helpside and to outline some important policies, programs, and also benefits available to eligible employees. Employees should familiarize themselves with the contents of the employee Handbook, as well as the policies on the school’s website, as soon as possible; it will answer many questions about employment with the School and Helpside.

This Handbook is provided to inform and acquaint employees with the School and with the School’s policies, procedures, and practices. The School may change any of its policies, procedures, benefits or other matters described in this Policy Guide or elsewhere with or without notice, at the sole option of the School, without prior consultation with or agreement by any employee. Neither this Handbook, employment with the School, nor the maintenance of supervisory or other policies or procedures shall be construed as constituting a promise from or contract of any kind with the School, either express or implied, regarding any of the matters addressed in any such handbooks or policies. **Although it is intended that the relationship between the School and its employees will grow and be in the best interests of both the employee and the School, all employees are employed for an indefinite period in an at-will capacity. This means that both the School and its employees retain the right to end or terminate the employment relationship at any time, with or without notice, and for any reason or for no reason at all.** No supervisor, manager, or representative of the School, other than the School’s Board of Trustees, has the authority to enter into any contract or agreement with you of any kind, including but not limited to for employment for any specific duration or to make any commitments contrary to the at-will nature of employment. Only a separate, express written agreement signed by the President of the School’s Board of Trustees and designated as an employment contract may create any such contract and change the at-will nature of the employment relationship.

We wish you the best of luck and success in your position and hope that your employment relationship with the School will be a rewarding experience.

Equal Employment Opportunity

The School provides equal employment opportunities to all employees and applicants for employment without regard to race, color, religion, sex, national origin, age, disability, or status as a Vietnam-era or special disabled veteran in accordance with applicable federal laws. In addition, the School complies with applicable state and local laws governing non-discrimination in employment. This policy applies to all terms and conditions of employment, including, but not limited to, hiring, placement, promotion, termination, layoff, recall, transfers, leave of absence, compensation, and training.

Zero-Tolerance for Harassment

The School has adopted a policy of “zero-tolerance” with respect to unlawful employee harassment. In this connection, the School expressly prohibits any form of unlawful employee harassment based on race, color, religion, sex, national origin, age, disability, status as a Vietnam-era or special disabled veteran, or status in any group protected by state or local law. Improper interference with the ability of the School employees to perform their expected job duties is not tolerated.

With respect to sexual harassment, the School prohibits the following:

1. Unwelcome sexual advances, requests for sexual favors, and all other verbal or physical conduct of a sexual or otherwise offensive nature, especially where:
 - Submission to such conduct is made either explicitly or implicitly a term or condition of employment;
 - Submission to or rejection of such conduct is used as the basis for decisions affecting an individual’s employment; or
 - Such conduct has the purpose or effect of creating an intimidating, hostile, or offensive working environment.
2. Offensive comments, jokes, innuendos, and other sexually oriented statements.

Types of harassment— Sexual harassment constitutes a form of sexual discrimination under Title VII of the Civil Rights Act of 1964. As was stated above, the EEOC and the federal courts have recognized two distinct types of sexual harassment: “quid pro quo” and “hostile environment” harassment.

- “Quid pro quo” harassment occurs when an aspect of a person’s job is conditioned on his or her accepting the sexual advances or conduct of another worker, the individual refuses, and the threat is carried out.
- “Hostile environment” harassment occurs when an employee is subjected to a severe or pervasive pattern of unwelcome, sexually-related conduct in the workplace that creates a hostile, intimidating, or offensive work environment. It should be noted, however, that sexually harassing conduct need not be of a specifically sexual nature, it need only be gender-based.

Examples of the types of conduct expressly prohibited by this policy include, but are not limited to, the following:

- Touching, such as rubbing or massaging someone’s neck or shoulders, stroking someone’s hair, or brushing against another’s body.
- Sexually suggestive touching.
- Grabbing, groping, kissing, fondling.
- Violating someone’s “personal space.”
- Whistling at another person.
- Lewd, off-color, sexually oriented comments or jokes.

- Foul or obscene language.
- Leering, staring, stalking.
- Suggestive or sexually explicit posters, calendars, photographs, graffiti, cartoons.
- Unwanted or offensive letters or poems.
- Sitting or gesturing sexually.
- Offensive E-mail or voice-mail messages.
- Sexually oriented or explicit remarks, including written or oral references to sexual conduct, gossip regarding one's sex life, body, sexual activities, deficiencies, or prowess.
- Questions about one's sex life or experiences.
- Repeated requests for dates.
- Sexual favors in return for employment rewards, or threats if sexual favors are not provided.
- Sexual assault or rape.
- Any other conduct or behavior deemed inappropriate by the School.

Complaint Procedure

Each member of management is responsible for creating an atmosphere free of discrimination and harassment, sexual or otherwise. Further, employees are responsible for respecting the rights of their coworkers.

If you experience any job-related harassment based on your sex, race, national origin, disability, religion, or another factor, or believe you have been treated in an unlawful, discriminatory manner, promptly report the incident to your Administrator, who will investigate the matter and take appropriate action, including reporting it to human resources. If for any reason you believe it would be inappropriate to discuss the matter with your Administrator, you may bypass your administrator and report it directly to the Board of Trustees, the HR representative at Academica West (801-444-3865), or to the vice president of human resources at Helpside (801-443-1090), who will undertake an investigation. Your complaint will be kept confidential to the maximum extent possible.

The School and Helpside will determine, in its sole discretion, what appropriate disciplinary action will be taken against the offending employee up to, and including, termination of employment.

The School prohibits any form of retaliation against any employee for filing a complaint under this policy or for assisting in a complaint investigation.

Dating between Employees

The School has adopted this policy in recognition of its responsibility to provide guidelines on romantic and sexual relationships with other employees and to caution employees about the potential problems posed by such relationships. These problems include conflicts of interest, interference with the productivity of co-workers, and potential charges of sexual harassment. They can be particularly serious in situations in which one person has a position of authority over the other, such as in a supervisor-subordinate relationship.

The School does not prohibit consensual romantic relationships between employees, but it does impose the following restrictions:

- The School strongly discourages supervisory personnel from engaging in romantic or sexual relationships with subordinates and requires the supervisor or manager to disclose the existence of

such a relationship. Additionally, supervisors and managers are required to take steps to resolve any actual or potential conflict of interest or impropriety created by the relationship.

- All employees must avoid romantic or sexual relationships with other employees that create conflicts of interest, potential charges of sexual harassment, or discord or distractions that interfere with other employees' productivity.

Any romantic relationship between a supervisor and subordinate employee must be disclosed by the supervisor to the Administrator, or to the next highest individual in the supervisory chain of command (likely the Board President). The Administrator must assess the situation and make a recommendation to resolve any actual or potential conflict of interest or impropriety created by the relationship. The recommendation can require the non-supervisory employee to transfer to another department or facility, if possible. If a transfer is not possible, the dating couple can be required to determine which partner will resign. If a transfer to another facility or department is possible, the supervisor-partner is prohibited from having any involvement in professional decision-making affecting the partner who transfers.

Failure to make required disclosures or comply with a recommendation to resolve a conflict with this policy can result in discipline up to and including termination of employment.

Benefit New Hire Waiting Period

Following 60 days of full-time employment, employees may enroll in all benefit plans. More information can be found on the [North Star Academy Benefit Brochure](#) or inquire with HR or the office manager.

During the benefit new hire waiting period, new employees are eligible only for those benefits that are required by law, such as workers' compensation insurance and Social Security. After becoming regular employees, they may be eligible for other benefits, subject to the terms and conditions of each benefits program. Employees should read the information for each specific benefits program for the details on eligibility requirements. New employees can enroll in the 401k whenever they'd like, their contributions would start at the beginning of the next month (school contributions kick in after one year *and* 1000 hours worked).

Eligibility for Group Health Insurance Benefits

Only full-time employees are eligible to participate in group health insurance plan(s) sponsored by Helpside. Part-time employees are not eligible to receive group health insurance benefits.

Part-time employees are those employees, whether paid a salary or on an hourly basis, that are not regularly scheduled to work over 30 hours per week and whose hours vary throughout the course of the school year based on the school's needs.

Immigration Law Compliance

The School is committed to employing only United States citizens and aliens who are authorized to work in the United States and does not unlawfully discriminate on the basis of citizenship or national origin.

In compliance with the Immigration Reform and Control Act of 1986, each new employee, as a condition of employment, must complete the Employment Eligibility Verification Form I-9 and present documentation establishing identity and employment eligibility. Former employees who are rehired must also complete the form if they have not completed an I-9 with the School within the past three years, or if their previous I-9 is no longer retained or valid. The School participates in the E-Verify Program.

Employees with questions or seeking more information on immigration law issues are encouraged to contact Helpside. Employees may raise questions or complaints about immigration law compliance without fear of reprisal.

In the event that an employee does not complete the required paperwork for employment, the employee will be required to complete the necessary paperwork through Helpside in order to receive any compensation for work performed.

Employment of Relatives

The School permits the employment of qualified relatives of employees as long as such employment does not, in the opinion of the School, create actual or perceived conflicts of interest. For purposes of this policy, “relative” is a spouse, child, parent, sibling, grandparent, grandchild, aunt, uncle, first cousin, or corresponding in-law or “step” relation. The School will exercise sound business judgment in the placement of related employees in accordance with the following guidelines:

- Individuals who are related by blood or marriage are permitted to work in the same location, provided no direct reporting or supervisory/management relationship exists. That is, no employee is permitted to work within the “chain of command” of a relative such that one relative’s work responsibilities, salary, or career progress could be influenced by the other relative.
- No relatives are permitted to work in the same department or in any other positions in which the School believes an inherent conflict of interest may exist.
- In addition, the School recognizes that at times, employees and their “close friends,” “domestic partners,” or “significant others” may be assigned to positions that create a coworker or supervisor- subordinate relationship. The School will, in its discretion, exercise sound judgment with respect to the placement of employees in these situations in order to avoid the creation of a conflict or the appearance of a conflict of interest, avoid favoritism or the appearance of favoritism, and decrease the likelihood of sexual harassment in the workplace.

This policy applies to all categories of employment at the School, including regular, temporary, and part-time classifications.

Personnel Files

The School maintains personnel files on each employee. These files contain documentation regarding all aspects of the employee’s tenure with the School, such as performance appraisals, beneficiary designation forms, disciplinary warning-notices, and letters of commendation. You may review your personnel file on an annual basis. If you are interested in reviewing your file, contact your Administrator.

To ensure that your personnel file is up-to-date at all times, notify your Administrator or Helpside of changes in your name, telephone number, home address, marital status, number of dependents, beneficiary designations, scholastic achievements, the individuals to notify in case of an emergency, and so forth.

Individuals with Disabilities

The School complies with the Americans with Disabilities Act and applicable state and local laws providing for nondiscrimination in employment against qualified individuals with disabilities. The School also attempts to provide reasonable accommodation for such individuals in accordance with these laws. In

this connection, the School will evaluate the feasibility of a requested accommodation in light of the ADA's guidelines, and determine whether such accommodation will create an undue hardship. It is the School's policy to, without limitation:

1. Ensure that qualified individuals with disabilities are treated in a nondiscriminatory manner in the pre-employment process and that they are treated in a nondiscriminatory manner in all terms, conditions, and privileges of employment.
2. Administer medical examinations (a) to applicants only after conditional offers of employment have been extended and (b) to employees only when justified by business necessity, such as for a second medical opinion or a fitness-for-duty exam.
3. Keep all medical-related information confidential in accordance with the requirements of the ADA and retain such information in separate confidential files.
4. Provide applicants and employees with disabilities with reasonable accommodation, except where such an accommodation would create an undue hardship on the School.
5. Notify individuals with disabilities that the School provides reasonable accommodation to qualified individuals with disabilities, by including this policy in the School's employee Policy Guide and by posting the Equal Employment Opportunity Commission's poster on not discriminating against individuals with disabilities and other protected groups conspicuously at the School's facilities.

Procedure for Requesting an Accommodation

Qualified individuals with disabilities may make requests for reasonable accommodation to the School's Administrator and/or Board of Trustees. On receipt of an accommodation request, the Administrator will meet with the requesting individual to discuss and identify the precise limitations resulting from the disability and the potential accommodation that the School might make to help overcome those limitations.

The Administrator, in conjunction with Helpside and, if necessary, appropriate management representatives identified as having a need to know, will determine the feasibility of the requested accommodation, considering various factors, including, but not limited to, the nature and cost of the accommodation, the availability of tax credits and deductions, outside funding, the school's overall financial resources and organization, and the accommodation's impact on the operation of the school, including its impact on the ability of other employees to perform their duties and on the school's ability to conduct business.

Classifications of Employment

For purposes of salary administration and eligibility for overtime payments and employee benefits, the School classifies its employees and other workers as follows:

- **Full-time regular employees.** Employees hired to work the School's normal, full-time, thirty-hour workweek on a regular basis. Such employees may be "exempt" or "nonexempt" as defined below.
- **Part-time regular employees.** Employees hired to work fewer than thirty hours per week on a regular basis. Such employees may be "exempt" or "nonexempt" as defined below.
- **Temporary or Seasonal employees.** Employees engaged to work full time or part time on the School's payroll with the understanding that their employment will be terminated no later than on completion of a specific assignment or their employment is seasonal and not year-round.

(Note that a temporary employee may be offered and may accept a new temporary assignment with the School and thus still retain temporary status.) Such employees may be “exempt” or “nonexempt” as defined below. (Note that employees hired from temporary employment agencies for specific assignments are employees of the respective agency and not of the School.)

- **Nonexempt employees.** Employees who are required to be paid overtime at the rate of time and one half (i.e., one-and-one-half times) their regular rate of pay for all hours worked beyond forty hours in a workweek, in accordance with applicable federal wage and hour laws.
- **Exempt employees.** Employees who are not required to be paid overtime, in accordance with applicable federal wage and hour laws, for work performed beyond forty hours in a workweek. Executives, professional employees, outside sales representatives, and certain employees in administrative positions and some computer professionals are typically exempt.

You will be informed of your initial employment classification and of your status as an exempt or nonexempt employee during your orientation session. If you change positions during your employment as a result of a promotion, transfer, or otherwise, you will be informed of any change in your exemption status.

Please direct any questions regarding your employment classification or exemption status to your Administrator or to Helpside.

Non-Exempt Employee Volunteering at the School

Although the School appreciates the willingness of non-exempt employees to volunteer their time to the School, all employees who desire to volunteer time must receive prior approval in writing and signed by the School’s Administrator and the employee. This signed approval shall clearly set forth the following conditions: All volunteer work: (i) shall be clearly outside the employee’s regular duties and regular hours; (ii) shall be donated for civic or charitable reasons; (iii) shall be done without pressure or coercion from the employer; and (iv) shall be made without the promise, expectation, or receipt of compensation. In compliance with the Fair Labor Standards Act (FLSA), the School will pay for any work performed during or in addition to the employee’s scheduled time. However, non-exempt employees that attempt to volunteer time without the prior written consent described herein may be subject to appropriate disciplinary action.

Work Hours

Work hours can vary – your Administrator will explain your schedule to you. For payroll purposes, the School work week begins Saturday morning at 12:01 a.m. and ends the next Friday night at 12 Midnight.

Recording Work Hours

It is the policy of the School to comply with applicable laws that require records to be maintained of the hours worked by our nonexempt (non salaried) employees. To ensure that accurate records are kept of the hours you actually work (including overtime hours where applicable), and to ensure that you are paid in a timely manner, you will be required to record your time worked and your absences on the School’s official time record forms for hourly employees. After reviewing the form and resolving any discrepancies, your Administrator will sign the form and forward it to payroll for processing.

Please ensure that your actual hours worked and leave time taken are recorded accurately. Falsifying a time record is a breach of the School policy and is grounds for disciplinary action, including the possibility of discharge on the first offense.

Nonexempt classroom teaching assistant employees are required to take 16 furlough days, unless otherwise specified by the Director and Board of Trustees. These days must be coordinated and approved by the classroom teaching supervisor and submitted to the Office Manager after assurance of appropriate duty coverage have been determined and communicated with other employees involved in the safety of these children.

Regular Pay Procedures

Your Administrator will explain our payroll schedule to you. If a scheduled payday falls on a Saturday, Sunday, or school holiday, or a vacation / break, you will usually be paid on the day preceding the weekend or holiday. All required deductions, such as for federal, state, and local taxes, and all authorized voluntary deductions, such as for health insurance contributions, will be withheld automatically from your paychecks.

Please review your paycheck for errors. If you find a mistake, report it to your Administrator immediately. Your Administrator will assist you in taking the steps necessary to correct the error.

In the event your paycheck is lost or stolen, please notify your Administrator immediately. Your Administrator will, in turn, notify Helpside who will attempt to put a stop-payment notice on your check. If we are able to do so, you will be issued another check and may be charged a stop-payment and replacement fee as stated in your employee agreement. Unfortunately, however, the School is unable to take responsibility for lost or stolen paychecks, and if we are unable to stop payment on your check, you alone will be responsible for such loss.

Overtime Pay Procedures

Generally, the School does not offer or require any employee to work overtime. Hourly employees are hired on the basis of an agreed amount of hours per week. Employees should receive authorization from the Administrator prior to working more than your normally scheduled hours in a work week. Failure to obtain prior approval for such additional hours may be cause for discipline.

Salary Administration Programs

To attract and retain above-average employees, the School endeavors to pay wages and salaries competitive with those paid by other employers in our industry in our area. In line with this objective, the School monitors its wage scales to help ensure they are kept in line with local economic conditions.

Questions regarding our salary administration program or your individual salary should be directed to the Administrator, the Academica West HR representative, or to Helpside.

Safe Harbor Statement for FLSA Compliance

Generally, employees who are in the exempt category cannot have their pay reduced when the employee works less than the normal work week. However, the Department of Labor has made some exceptions to this rule, for example; absence from work for one or more full days for personal reason, other than sickness or disability; absence from work for one or more full days due to sickness or disability if the deductions are made under a bona fide plan, policy or practice of providing wage replacement benefits for these types of absences; to offset any amounts received as payment for jury fees, witness fees, or military pay; penalties imposed in good faith for violating safety rules of “major significance”; unpaid disciplinary

suspension of one or more full days imposed in good faith for violations of workplace conduct rules; proportionate part of an employee's full salary may be paid for time actually worked in first and last weeks of employment; and unpaid leave taken pursuant to the Family and Medical Leave Act.

The School intends to never take an improper deduction from an exempt employee's pay. If an exempt employee believes that the school has taken an improper deduction from any paycheck, the employee should notify the employee's immediate supervisor in order to have the school notified that the employee believes an error has been made and why. After determining why the deduction has been made and supplying the employee with the documentation to support the reason behind the deduction, the deduction will either be affirmed or reversed. If the school has made an error, the employee will be repaid the deduction within 48 hours.

If the employee continues to believe that an improper deduction has been taken, the employee should appeal the initial decision to affirm the deduction, in writing, to the Administrator. The Administrator will render the final decision to the employee within 72 hours of the appeals receipt. If the Administrator finds in favor of the employee, a repayment of the deduction will be made within 48 hours.

Performance Reviews/Evaluations

To ensure that you perform your job to the best of your abilities, it is important that you be recognized for good performance and that you receive appropriate suggestions for improvement when necessary.

Consistent with this goal, your performance will be evaluated by your Administrator on an ongoing basis. You will also receive periodic written evaluations of your performance.

If you have not received a performance review, it is your responsibility to notify your Administrator in writing about this matter. This will help us ensure the evaluation process is administered in a timely manner.

All written performance reviews will be based on your overall performance in relation to your job responsibilities and will also take into account your conduct, demeanor, and record of attendance and tardiness.

An evaluation is not a contract or a commitment to provide a salary or other form of compensation adjustment, a promotion, a bonus, continued employment, or retention. An appraisal is only one of several factors that the organization uses in making these and other employment decisions.

Any comments made on your evaluation by your Administrator or other the School representatives, or statements made by such individuals during any discussions regarding the evaluation, or your performance or future, including during any coaching or counseling session, should not be construed as a promise or guarantee, since circumstances, such as business conditions, and your performance, may change in the future.

In addition to the regular performance evaluations described above, special written performance evaluations may be conducted by the Administrator at any time to advise you of the existence of performance or disciplinary problems.

General Staff Evaluation

Staff (such as secretarial and custodial) will be evaluated on at least a yearly basis as best determined by the administrator. All evaluations will be added to the employees file and will remain confidential.

Classified Staff Evaluation

Teacher aides and other non-teaching staff will be evaluated, at a minimum, on a yearly basis by their assigned teacher or administrator.

FMLA Eligibility Requirements

Businesses with more than 50 employees within a 75 mile radius, or organizations that are associated with a Professional Employer Organization (like Helpside Benefits) are required to comply with the rules associated with the Family Medical Leave Act (“FMLA”).

The School will comply with the FMLA implementing Regulations currently in effect. The School posts the mandatory FMLA Notice and upon hire provides all new employees with notices required by the U.S. Department of Labor (DOL) on Employee Rights and Responsibilities under the Family and Medical Act in the employee workroom.

The function of this policy is to provide employees with a general description of their FMLA rights. In the event of any conflict between this policy and the applicable law, employees will be afforded all rights required by law.

If you have any questions, concerns, or disputes with this policy, you must contact the School administrator and the Academica West HR representative at hr@academicawest.com in writing.

A. General Provisions

Under this policy, the School will grant up to 12 weeks (or up to 26 weeks of military caregiver leave to care for a covered service member with a serious injury or illness) during a 12-month period to eligible employees. The leave may be paid, unpaid or a combination of paid and unpaid leave, depending on the circumstances of the leave and as specified in this policy.

B. Eligibility

To qualify to take family or medical leave under this policy, the employee must meet all of the following conditions:

1) The employee must have worked for the School for 12 months or 52 weeks. The 12 months or 52 weeks need not have been consecutive. Separate periods of employment will be counted, provided that the break in service does not exceed seven years. Separate periods of employment will be counted if the break in service exceeds seven years due to National Guard or Reserve military service obligations or when there is a written agreement, including a collective bargaining agreement, stating the employer’s intention to rehire the employee after the service break. For eligibility purposes, an employee will be considered to have been employed for an entire week even if the employee was on the payroll for only part of a week or if the employee is on leave during the week.

2) The employee must have worked at least 1,250 hours during the 12-month period immediately before the date when the leave is requested to commence. The principles established under the Fair Labor Standards Act (FLSA) determine the number of hours worked by an employee. The FLSA does not include time spent on paid or unpaid leave as hours worked. Consequently, these hours of leave should not be counted in determining the 1,250 hours eligibility test for an employee under FMLA.

C. Type of Leave Covered

To qualify as FMLA leave under this policy, the employee must be taking leave for one of the reasons listed below:

- 1) The birth of a child and in order to care for that child. (Refer to Addendum 3: Paid Parental and Postpartum Recovery Leave Policy on page 60)
- 2) The placement of a child for adoption or foster care and to care for the newly placed child.
- 3) To care for a spouse, child or parent with a serious health condition (described below).
- 4) The serious health condition (described below) of the employee.

An employee may take leave because of a serious health condition that makes the employee unable to perform the functions of the employee's position.

A serious health condition is defined as a condition that requires inpatient care at a hospital, hospice or residential medical care facility, including any period of incapacity or any subsequent treatment in connection with such inpatient care or a condition that requires continuing care by a licensed health care provider.

This policy covers illnesses of a serious and long-term nature, resulting in recurring or lengthy absences. Generally, a chronic or long-term health condition that would result in a period of three consecutive days of incapacity with the first visit to the health care provider within seven days of the onset of the incapacity and a second visit within 30 days of the incapacity would be considered a serious health condition. For chronic conditions requiring periodic health care visits for treatment, such visits must take place at least twice a year.

Employees with questions about what illnesses are covered under this FMLA policy or under the School's sick leave policy are encouraged to consult with the Academics West Human Resource representative.

If an employee takes paid sick leave for a condition that progresses into a serious health condition and the employee requests unpaid leave as provided under this policy, the School may designate all or some portion of related leave taken as leave under this policy, to the extent that the earlier leave meets the necessary qualifications.

5) Qualifying exigency leave for families of members of the National Guard and Reserves when the covered military member is on active duty or called to active duty in support of a contingency operation.

An employee whose spouse, son, daughter or parent either has been notified of an impending call or order to active military duty or who is already on active duty may take up to 12 weeks of leave for reasons related to or affected by the family member's call-up or service. The qualifying exigency must be one of the following: 1) short-notice deployment, 2) military events and activities, 3) child care and school activities, 4) financial and legal arrangements, 5) counseling, 6) rest and recuperation, 7) post-deployment activities and 8) additional activities that arise out of active duty, provided that the employer and employee agree, including agreement on timing and duration of the leave.

The leave may commence as soon as the individual receives the call-up notice. (Son or daughter for this type of FMLA leave is defined the same as for child for other types of FMLA leave except that the person does not have to be a minor.) This type of leave would be counted toward the employee's 12-week maximum of FMLA leave in a 12-month period.

6) Military caregiver leave (also known as covered service member leave) to care for an ill or injured service member.

This leave may extend to up to 26 weeks in a single 12-month period for an employee to care for a spouse, son, daughter, parent or next of kin covered service member with a serious illness or injury incurred in the line of duty on active duty. Next of kin is defined as the closest blood relative of the injured or recovering service member.

D. Amount of Leave

An eligible employee can take up to 12 weeks for the FMLA circumstances (1) through (5) above under this policy during any 12-month period. The School will measure the 12-month period as a rolling 12-month period measured backward from the date an employee uses any leave under this policy. Each time an employee takes leave, the School will compute the amount of leave the employee has taken under this policy in the last 12 months and subtract it from the 12 weeks of available leave, and the balance remaining is the amount the employee is entitled to take at that time.

An eligible employee can take up to 26 weeks for the FMLA circumstance (6) above (military caregiver leave) during a single 12-month period. For this military caregiver leave, the School will measure the 12-month period as a rolling 12-month period measured forward. FMLA leave already taken for other FMLA circumstances will be deducted from the total of 26 weeks available.

If a husband and wife both work for the School and each wishes to take leave for the birth of a child, adoption or placement of a child in foster care, or to care for a parent (but not a parent "in-law") with a serious health condition, the husband and wife may only take a combined total of 12 weeks of leave. If a husband and wife both work for the School and each wishes to take leave to care for a covered injured or ill service member, the husband and wife may only take a combined total of 26 weeks of leave.

E. Employee Status and Benefits During Leave

While an employee is on leave, the School will continue the employee's health benefits during the leave period at the same level and under the same conditions as if the employee had continued to work.

If the employee chooses not to return to work for reasons other than a continued serious health condition of the employee or the employee's family member or a circumstance beyond the employee's control, the School will require the employee to reimburse the School the amount it paid for the employee's health insurance premium during the leave period.

Under current School policy, the employee may pay a portion of his/her health insurance premium. While on paid leave, the employer will continue to make payroll deductions to collect the employee's share of the premium. While on unpaid leave, the employee must continue to make this payment, either in person or by mail. The payment must be received in the Academics West Accounting Department by the tenth day of each month. If the payment is more than 30 days late, the employee's health insurance coverage may be dropped for the duration of the leave. The School will provide 15 days' notification prior to the employee's loss of coverage.

If the employee contributes to a life insurance or disability plan, the School will continue making payroll deductions while the employee is on paid leave. While the employee is on unpaid leave, the employee may request continuation of such benefits and pay his or her portion of the premiums, or the School may elect to maintain such benefits during the leave and pay the employee's share of the premium payments. If the employee does not continue these payments, the School may discontinue coverage during the leave. If the School maintains coverage, the School may recover the costs incurred for paying the employee's share of any premiums, whether or not the employee returns to work.

F. Employee Status After Leave

An employee who takes leave under this policy may be asked to provide a fitness for duty (FFD) clearance from the health care provider. This requirement will be included in the employer's response to the FMLA request. Generally, an employee who takes FMLA leave will be able to return to the same position or a position with equivalent status, pay, benefits and other employment terms. The position will be the same or one which is virtually identical in terms of pay, benefits and working conditions. The School may choose to exempt certain key employees from this requirement and not return them to the same or similar position.

G. Use of Paid and Unpaid Leave

An employee who is taking FMLA leave because of the employee's own serious health condition or the serious health condition of a family member must use all paid time off (PTO) prior to being eligible for unpaid leave. PTO may be run concurrently with FMLA leave if the reason for the FMLA leave is covered by the established PTO policy.

To the extent applicable, disability leave for the birth of the child and for an employee's serious health condition, including workers' compensation leave (to the extent that it qualifies), will be designated as FMLA leave and will run concurrently with FMLA. For example, if the School elects to provide six weeks of pregnancy disability leave, the six weeks will be designated as FMLA leave and counted toward the employee's 12-week entitlement. The employee may then be required to substitute PTO as appropriate before being eligible for unpaid leave for what remains of the 12-week entitlement. An employee who is taking leave for the adoption or foster care of a child must use all PTO prior to being eligible for unpaid leave.

An employee who is using military FMLA leave for a qualifying exigency must use all PTO prior to being eligible for unpaid leave. An employee using FMLA military caregiver leave must also use all PTO prior to being eligible for unpaid leave.

H. Intermittent Leave or a Reduced Work Schedule

The employee may take FMLA leave in 12 consecutive weeks, may use the leave intermittently (take a day periodically when needed over the year) or, under certain circumstances, may use the leave to reduce the workweek or workday, resulting in a reduced hour schedule. In all cases, the leave may not exceed a total of 12 workweeks (or 26 workweeks to care for an injured or ill service member over a 12-month period).

The School may temporarily transfer an employee to an available alternative position with equivalent pay and benefits if the alternative position would better accommodate the intermittent or reduced schedule, in instances of when leave for the employee or employee's family member is foreseeable and for planned

medical treatment, including recovery from a serious health condition or to care for a child after birth, or placement for adoption or foster care.

For the birth, adoption or foster care of a child, the School and the employee must mutually agree to the schedule before the employee may take the leave intermittently or work a reduced hour schedule. Leave for birth, adoption or foster care of a child must be taken within one year of the birth or placement of the child.

If the employee is taking leave for a serious health condition or because of the serious health condition of a family member, the employee should try to reach agreement with the School before taking intermittent leave or working a reduced hour schedule. If this is not possible, then the employee must prove that the use of the leave is medically necessary.

I. Certification for the Employee's Serious Health Condition

The School will require certification for the employee's serious health condition. The employee must respond to such a request within 15 days of the request or provide a reasonable explanation for the delay. Failure to provide certification may result in a denial of continuation of leave. Medical certification will be provided using the DOL Certification of Health Care Provider for Employee's Serious Health Condition (this form can be found at <https://www.dol.gov/general/forms>).

The School may directly contact the employee's health care provider for verification or clarification purposes using a health care professional, an HR professional, leave administrator or management official. The School will not use the employee's direct supervisor for this contact. Before the School makes this direct contact with the health care provider, the employee will be given an opportunity to resolve any deficiencies in the medical certification. In compliance with HIPAA Medical Privacy Rules, the School will obtain the employee's permission for clarification of individually identifiable health information.

The School has the right to ask for a second opinion if it has reason to doubt the certification. The School will pay for the employee to get a certification from a second doctor, which the School will select. The School may deny FMLA leave to an employee who refuses to release relevant medical records to the health care provider designated to provide a second or third opinion. If necessary to resolve a conflict between the original certification and the second opinion, the School will require the opinion of a third doctor. The School and the employee will mutually select the third doctor, and the School will pay for the opinion. This third opinion will be considered final. The employee will be provisionally entitled to leave and benefits under the FMLA pending the second and/or third opinion.

J. Certification for the Family Member's Serious Health Condition

The School will require certification for the family member's serious health condition. The employee must respond to such a request within 15 days of the request or provide a reasonable explanation for the delay. Failure to provide certification may result in a denial of continuation of leave. Medical certification will be provided using the DOL Certification of Health Care Provider for Family Member's Serious Health Condition (this form can be found at <https://www.dol.gov/general/forms>).

The School may directly contact the employee's family member's health care provider for verification or clarification purposes using a health care professional, an HR professional, leave administrator or management official. The School will not use the employee's direct supervisor for this contact. Before the School makes this direct contact with the health care provider, the employee will be given an opportunity to resolve any deficiencies in the medical certification. In compliance with HIPAA Medical

Privacy Rules, the School will obtain the employee's family member's permission for clarification of individually identifiable health information.

The School has the right to ask for a second opinion if it has reason to doubt the certification. The School will pay for the employee's family member to get a certification from a second doctor, which the School will select. The School may deny FMLA leave to an employee whose family member refuses to release relevant medical records to the health care provider designated to provide a second or third opinion. If necessary to resolve a conflict between the original certification and the second opinion, the School will require the opinion of a third doctor. The School and the employee will mutually select the third doctor, and the School will pay for the opinion. This third opinion will be considered final. The employee will be provisionally entitled to leave and benefits under the FMLA pending the second and/or third opinion.

K. Certification of Qualifying Exigency for Military Family Leave

The School will require certification of the qualifying exigency for military family leave. The employee must respond to such a request within 15 days of the request or provide a reasonable explanation for the delay. Failure to provide certification may result in a denial of continuation of leave. This certification will be provided using the DOL Certification of Qualifying Exigency for Military Family Leave (this form can be found at <https://www.dol.gov/general/forms>).

L. Certification for Serious Injury or Illness of Covered Service member for Military Family Leave

The School will require certification for the serious injury or illness of the covered service member. The employee must respond to such a request within 15 days of the request or provide a reasonable explanation for the delay. Failure to provide certification may result in a denial of continuation of leave. This certification will be provided using the DOL Certification for Serious Injury or Illness of Covered Service member (this form can be found at <https://www.dol.gov/general/forms>).

M. Recertification

The School may request recertification for the serious health condition of the employee or the employee's family member no more frequently than every 30 days and only when circumstances have changed significantly, or if the employee receives information casting doubt on the reason given for the absence, or if the employee seeks an extension of his or her leave. Otherwise, the School may request recertification for the serious health condition of the employee or the employee's family member every six months in connection with an FMLA absence. The School may provide the employee's health care provider with the employee's attendance records and ask whether the need for leave is consistent with the employee's serious health condition.

N. Procedure for Requesting FMLA Leave

All employees requesting FMLA leave must provide verbal or written notice of the need for the leave to the HR manager. Within five business days after the employee has provided this notice, the HR manager will complete and provide the employee with the DOL Notice of Eligibility & Rights and Responsibilities (this form can be found at <https://www.dol.gov/general/forms>).

When the need for the leave is foreseeable, the employee must provide the employer with at least 30 days' notice. When an employee becomes aware of a need for FMLA leave less than 30 days in advance, the employee must provide notice of the need for the leave either the same day or the next business day.

When the need for FMLA leave is not foreseeable, the employee must comply with the School's usual and customary notice and procedural requirements for requesting leave, absent unusual circumstances.

O. Designation of FMLA Leave

Within five business days after the employee has submitted the appropriate certification form, the HR manager will complete and provide the employee with a written response to the employee's request for FMLA leave using the FMLA Designation Notice ((this form can be found at <https://www.dol.gov/general/forms>)).

P. Intent to Return to Work From FMLA Leave

On a basis that does not discriminate against employees on FMLA leave, the School may require an employee on FMLA leave to report periodically on the employee's status and intent to return to work.

Personal Leaves of Absence

In very special circumstances, the School may grant a leave for a personal reason, but never for taking employment elsewhere or going into business for yourself. Employees should request an unpaid personal leave of absence from the Administrator. A personal leave of absence must not interfere with the operations of the School. The Administrator may make the Board of Directors aware of any approved personal leave of absence taken by an employee. If the Administrator feels the leave would interfere with the overall performance of the School, personal leave may be denied.

A personal leave of absence may be granted for up to thirty (30) days. If your leave is extended for more than thirty (30) days, vacation and other benefits will no longer continue. Failure to return from a leave at the time agreed will result in termination of employment. Unless the leave is protected by some other law (i.e., FMLA or USERRA), there is no job guarantee upon returning from such leave.

Taking other employment while on any leave of absence (including FMLA leave) will result in the termination of employment.

Military Leaves of Absence

Leaves of absence without pay for military or Reserve duty are granted to full-time regular and part-time regular employees. If you are called to active military duty or to Reserve or National Guard training, or if you volunteer for the same, you should notify your Administrator and submit copies of your military orders to him or her as soon as is practicable. You will be granted a military leave of absence without pay for the period of military service, in accordance with applicable federal and state laws. If you are a reservist or a member of the National Guard, you are granted time off without pay for required military training. Your eligibility for reinstatement after your military duty or training is completed is determined in accordance with applicable federal and state laws.

Bereavement Leave

If you are a full-time regular employee and a death occurs in your family, you will be compensated for time lost from your regular work schedule in accordance with the following guidelines.

You will be granted up to five (5) days off work with pay in the event of the death of your spouse, child, parent, or sibling; up to three (3) days in the event of the death of your father-in-law, mother-in-law,

son-in-law, daughter-in-law, or grandchild; and one (1) day in the event of the death of a grandparent. Part-time and temporary employees will be granted five (5) days off without pay.

Personal Time Off (PTO)

Because we recognize the importance of personal time off in providing the opportunity for rest, recreation, sick days, and personal activities, the School grants annual, paid PTO to its full-time regular employees (TA's and Part-time / Temporary employees do not receive any paid PTO).

PTO Carryover

PTO may be taken as time accrues at any point during the year, with approval from your Administrator. Each year, you may carry over up to 5 days PTO time to the following year. Any remaining time will be paid out according to your agreement. For example, if you are eligible for ten days of PTO, and you use 3 days during the school year, 5 days will carry over, and 2 days will be paid out at the rate stipulated on your agreement. Again, if there is unused PTO the subsequent year, only 5 days may be carried forward and the remainder will be paid out.

PTO / Vacation Scheduling

PTO may be taken as weekly periods or as individual days as long as the periods chosen meet with Administrator's approval. Given the nature of your job, you should submit a PTO request as soon as possible with the understanding that **the Administrator has the right to accept or reject PTO requests during the school year. Please note: the PTO requests for the first and last week of school are highly discouraged as stated in your employee agreement.** In the unlikely event, you go over your designated PTO, a deduction of your daily rate will be made for each day of overage.

Jury Duty

With respect to jury duty, the School will follow Utah law, which provides that employers are required to allow employees to take time off to serve on a jury and cannot require employees to use vacation, sick leave, or PTO.

The state pays jurors a small fee for their service. Although state law does not require employers to pay employees for the time spent serving on a jury, the School would like to share the financial burden that may be placed on salaried employees as a result of their jury duty service. Therefore, the School will pay salaried employees their normal rate of pay, minus the fee they are paid from the state, for up to three days of jury duty. Payment to salaried employees for jury duty service beyond three days is at the discretion of the School's Director.

Hourly employees will not receive their hourly wages while serving on jury duty.

Professional Development

The School will not cover the expense of any employee professional development activities and will not provide paid leave for time off due to such activities without prior approval and agreement of the Administrator.

Workers' Compensation Insurance

To provide for payment of your medical expenses and for partial salary continuation in the event of a work-related accident or illness, you are covered by workers' compensation insurance. The amount of benefits payable and the duration of payment depend on the nature of your injury or illness. In general, however, all medical expenses incurred in connection with an injury or illness are paid in full, and partial salary payments are provided beginning with the fourth consecutive day of your absence from work.

If you are injured or become ill on the job, you must immediately report such injury or illness to your Administrator. This ensures that the School can assist you in obtaining appropriate medical treatment. Your failure to follow this procedure may result in the appropriate workers' compensation report not being filed in accordance with the law, which may consequently jeopardize your right to benefits in connection with the injury or illness.

Questions regarding workers' compensation insurance should be directed to your Administrator, the Academics West HR department, or Helpside.

Employee Conduct

Personal Appearance and Demeanor

Discretion in style of dress and behavior is essential to the efficient operation of the School. Employees are, therefore, required to dress in appropriate business attire and to behave in a professional, businesslike manner. Please use good judgment in your choice of work clothes and remember to conduct yourself at all times in a way that best represents you and the School.

Employees are also required to keep their work environment clean and orderly. Before departing at the end of their workday, employees should secure all files and cabinets and clear all work materials from desk surfaces, especially materials of a sensitive or confidential nature.

Employees failing to adhere to proper School standards with respect to appearance and demeanor are subject to disciplinary action.

In general:

- ◆ Professional dress is required at all times unless otherwise specified for a certain event (ie. Pi day t-shirts March 14, Spirit shirts on Early out days, dressing up in character for curriculum culminating activity days such as Pioneer Day, ect) and should have prior administration approval.
- ◆ Clothing with large graphics or wording is discouraged.
- ◆ Modesty guidelines should be followed, such as nothing sheer, low-cut, or revealing in any way.
- ◆ Clothing should be neat, clean and in good condition. Avoid overly casual or worn clothing containing rips or holes.
- ◆ Personal preference in both colors & styles are up to the individual employee.
- ◆ All employees are asked to refrain from the following fabrics: sweat suit, leather, vinyl, and navy denim.
- ◆ Excessive jewelry can be distracting and therefore is not permitted.

- ◆ During contract hours and school-related activities, tattoos must be covered if they portray anything that is offensive in nature, illegal, or would tend to disrupt the school's educational program or learning atmosphere.

Tops:

- ◆ Shirts must be long enough to cover the lower back and belly even when bending or stretching.
- ◆ Shirts must cover the shoulders.
- ◆ On occasion, T-shirts may be permitted when they align with content in which those objectives are being taught.

Bottoms:

- ◆ Shorts may only be worn if they go to the knee and are business casual in appearance .
- ◆ Skirts and dresses must go to the knee or longer.
- ◆ Leggings worn under a long shirt or dress type tunic are allowed. Leggings worn as
 - pants are not allowed. (Tunic is defined as a garment reaching between the thighs and knees).

Hair:

- ◆ Hairstyles can be distracting and therefore should not be worn in extreme fashions, but kept neat.
- ◆ Natural hair colors are permitted.
- ◆ Hats should be worn outside the building only.

Shoes:

- ◆ Please consider safety at all times when it comes to footwear. Individuals with recess duty and physical activity positions must wear shoes that have a back on them and are sturdy in nature.
- ◆ Shoes which make a sound as you walk through the hallway should not be worn as they are a distraction. This includes flip flops & other overly casual type footwear.

Absenteeism and Tardiness

The School expects all employees to assume diligent responsibility for their attendance and promptness.

If you are unable to work because of illness, you must notify your Administrator by 8:00 am on each day of your absence unless you are granted an authorized medical leave, in which case different notification procedures apply. (Having a spouse or other family member or friend make notification to your administrator is not acceptable notification. See the family and medical leaves of absence policy earlier in this Handbook.)

If you are absent for more than three consecutive workdays, a statement from a physician is required before you will be permitted to return to work. Where instances of detriment to school staff, or students are involved, it is requisite that a physician note be sent to the administration in order to again commence teaching. Administration, and in some cases the School Board will decide what constitutes such instances. In such instances, the School also reserves the right to require you to submit to an examination by a physician designated by the School at its discretion. In addition, the School may require you either to submit a statement from your physician or to be examined by a school-designated physician in other instances at its discretion, such as where attendance abuse is suspected (e.g., where an employee's record indicates a pattern of short absences and/or frequent absences before or after holidays and weekends).

If you are absent for three or more consecutive days and do not call your Administrator to report your acceptable reason for being absent, it is assumed you decided to terminate your employment with the School (voluntary resignation).

Absenteeism or tardiness that is unexcused or excessive in the judgment of the School is grounds for disciplinary action, up to and including dismissal.

Medical Recommendations for Students

In compliance with state law, Teachers, Instructors and Administrators are not to give medical recommendations for students to their parents or guardians. Specific behaviors demonstrated within the classroom by the student may be described and outlined by school personnel. A recommendation for specific treatment or recommendation of a psychotropic drug is prohibited and is grounds for immediate termination. See your Administrator for acceptable practices in relaying performance and behavior-related matters regarding students to their parents or guardians.

Guidelines for Appropriate Conduct

As an integral member of the School team, you are expected to accept certain responsibilities, adhere to acceptable business principles in matters of personal conduct, and exhibit a high degree of personal integrity at all times. This not only involves sincere respect for the rights and feelings of others but also demands that both in your business and in your personal life you refrain from any behavior that might be harmful to you, your coworkers, and/or the School, or that might be viewed unfavorably by current or potential students or parents or by the public at large.

Whether you are on or off duty, your conduct reflects on the School. You are, consequently, encouraged to observe the highest standards of professionalism at all times.

Listed below are some of the rules and regulations of the School. This list should not be viewed as being all-inclusive. Types of behavior and conduct that the School considers inappropriate and which could lead to disciplinary action up to and including termination of employment without prior warning, at the sole discretion of the school, include but are not limited to, the following:

1. Falsifying employment or other the School records;
2. Violating the School's nondiscrimination and/or sexual harassment policy;
3. Soliciting or accepting gratuities (*This does not include simple gifts from students*).
4. Establishing a pattern of excessive absenteeism or tardiness;
5. Engaging in excessive, unnecessary, or unauthorized use of the School's supplies, particularly for personal purposes;
6. Reporting to work intoxicated or under the influence of non-prescribed drugs;
7. Illegally manufacturing, possessing, using, selling, distributing, or transporting drugs;
8. Bringing or using alcoholic beverages on the School property or using alcoholic beverages while engaged in the School business off the School's premises, except where authorized;
9. Fighting or using obscene, abusive, or threatening language or gestures;
10. Stealing property from coworkers, student, volunteers or the School;
11. Having unauthorized firearms on the School premises or while on the School business;
12. Disregarding safety or security regulations;
13. Engaging in insubordination;

14. Failing to maintain the confidentiality of the School or student / client information.
15. Using school time and/or computers to access and view pornographic or otherwise inappropriate websites.

If your performance, work habits, overall attitude, conduct, or demeanor becomes unsatisfactory in the judgment of the School, based on violations either of the above or of any other the School policies, rules, or regulations, you will be subject to disciplinary action, up to and including dismissal.

This list is not exhaustive, and enumerating these items does not preclude termination for any cause not prohibited by law or for no cause.

Complaint Resolution Procedure

Misunderstandings or conflicts can arise in any organization. To ensure effective working relations, it is important that such matters be resolved before serious problems develop. Most incidents resolve themselves naturally; however, if a situation persists that you believe is detrimental to you or to the School, you should follow the Grievance Policy adopted by the Board of Trustees and available on the school's website.

The School does not tolerate any form of retaliation against employees availing themselves of this procedure. The procedure should not be construed, however, as preventing, limiting, or delaying the School from taking disciplinary action against any individual, up to and including termination, in circumstances (such as those involving problems of overall performance, conduct, attitude, or demeanor) where the School deems disciplinary action appropriate.

Confidentiality of Information

It is the policy of the School to ensure that the operations, activities, and business affairs of the School and our students are kept confidential to the greatest possible extent. If, during their employment, employees acquire confidential or proprietary information about the School and its students, such information is to be handled in strict confidence and not to be discussed with outsiders. Employees are also responsible for the internal security of such information.

Employees may be asked to sign a statement of confidentiality at the time of hire and periodically throughout their term of employment to acknowledge their awareness of, and reaffirm their commitment to, this policy.

Employees found to be violating this policy are subject to disciplinary action, up to and including termination, and may also be subject to civil and/or criminal penalties for violations of, among other things, applicable laws. Therefore, by signing your handbook acknowledgement you have agreed to the following five statements:

1. As an employee of North Star Academy, I understand that I will routinely be handling documents that contain sensitive and confidential information. I understand that the student, staff, and faculty records of the schools are kept to enhance student care and that the trust of all the school's students, parents, staff and faculty is vested in me to hold this information in confidence and not to disclose any information from these records.
2. I hereby agree to conform to these policies and procedures. I understand that both Federal and State laws apply to some incidents of release of information and that violation of the North Star Academy's policies and procedures may also be a violation of these laws. I accept complete

responsibility for my own actions, and I understand that if at any time I violate these guidelines, I am liable to immediate termination as an employee of North Star Academy. I further understand that I am liable for any claim or legal action brought as a result of a breach of this agreement.

3. I and North Star Academy enter into an agreement prohibiting the disclosure of all information of student data and/or student educational records, unless requested by North Star Academy.
4. I fully understand and agree to be bound by these regulations in perpetuity and recognize that any unauthorized disclosure of this information is unlawful.
5. I fully understand and agree that this agreement does not supersede or amend other agreements between the undersigned and North Star Academy but constitutes a complementary agreement to show emphasis and importance of these policies and guidelines between myself and to clients of North Star Academy

Workplace Searches

To safeguard the property of our employees, our students, and the School, and to help prevent the possession, sale, and use of illegal drugs on the School's premises, in keeping with the spirit and intent of the School's drug-free campus policy, the School reserves the right to question employees and all other persons entering and leaving our premises, and to inspect any packages, parcels, purses, handbags, briefcases, lunchboxes, or any other possessions or articles carried to and from the School's property. In addition, the School reserves the right to search any employee's office, desk, files, locker, or any other area or article on our premises. In this connection, it should be noted that all offices, desks, files, lockers, and so forth, are the property of the School and are issued for the use of employees only during their employment with the School. Inspections may be conducted at any time at the discretion of the School.

In conjunction with implementing this policy, the School may post notices in conspicuous places in our facilities informing all employees, prospective employees, students, visitors, and all other persons of the School's policy and right to question individuals and conduct inspections. **Employees, prospective employees, students, visitors, vendors, etc. should have no expectations of privacy.**

Persons entering the premises who refuse to cooperate in an inspection conducted pursuant to this policy will not be permitted to enter the premises. Employees working on or entering or leaving the premises who refuse to cooperate in an inspection, as well as employees who after the inspection are believed to be in possession of stolen property, unauthorized firearms or weapons, or illegal drugs, will be sent immediately to the Administrator and may be subject to disciplinary action up to and including discharge if on investigation they are found to be in violation of the School's security procedures or any other the School rules and regulations.

Electronic and Telephonic Communications

All electronic and telephonic communication systems and all communications and information transmitted by, received from, or stored in these systems are the property of the School and as such are to be used solely for job-related purposes. The use of any software and business equipment, including, but not limited to, facsimiles, telecopiers, computers, the School's Email system, the Internet, and copy machines for private purposes is strictly prohibited. Employees should have no expectation of privacy.

Employees using the School equipment for personal purposes do so at their own risk. Further, employees are not permitted to use a code, access a file, or retrieve any stored communication unless authorized to

do so or unless they have received prior clearance from an authorized School representative. All pass codes are the property of the School. No employee may use a pass code or voice-mail access code that has not been issued to that employee or that is unknown to the School. Moreover, improper use of the E-mail system (e.g., spreading offensive jokes or remarks, including the Internet), will not be tolerated. Employees who violate this policy are subject to disciplinary action, up to and including discharge.

To ensure that the use of electronic and telephonic communications systems and business equipment is consistent with the School's legitimate business interests, authorized representatives of the School may monitor the use of such equipment from time to time. This includes monitoring Internet usage of any kind. This may also include listening to stored voice-mail messages.

The School may provide access to the Internet. The Internet represents a useful tool for the School in conducting its business, but like any other tool, it must be used properly. For purposes of this policy, Internet includes any public electronic data communications network.

Internet E-mail offers broadly similar capabilities to other School E-mail systems, except that correspondents are external to the School. External E-mail messages may carry one or more attachments. An attachment may be any kind of computer file, such as a word processing document, spreadsheet, software program, or graphic image.

Just as the School has an official Internet Web site, so do other organizations. Most public Web sites are "read only", meaning that they permit a person who visits the site to read material posted on the Web site but not to leave a message. Other Websites permit visitors to establish continuing contact by leaving a message (the electronic equivalent of leaving your business card or a telephone message). The owner or operator of a Web site may record the information that a connection was made from the School.

As a general rule, employees may not forward, distribute, or incorporate into another work, material retrieved from a Web site or other external system. Very limited or "fair use" may be permitted in certain circumstances. Any employee desiring to reproduce or store the contents of a screen or Web site should contact the Administrator to ascertain whether the intended use is permissible.

Use of the World Wide Web includes all restrictions which apply generally to the use of the School's E-mail and other electronic and telephonic equipment, as noted above. In addition, the following rules apply with respect to Internet usage:

1. No Browsing of Restricted Content Web sites: The School may block access to Web sites which contain pornographic or other obscene or inappropriate material. However, the World Wide Web changes on a daily basis. In this connection, users who find new sites which the School has not yet blocked are required to report such sites to the Administrator or IT representative. Browsing web sites that contain pornographic material is never allowed and doing so will lead to dismissal. Also, no employee is allowed to download pornographic material via the internet.
2. No Downloading of Non-Business Related Data: The School allows the download of files from the Internet. However, downloading files should be limited to those which relate directly to School business.
3. No Downloading of Application Programs: The School does not permit the download or installation on School computers of application software from the Internet. Such software may not only contain embedded viruses, but also is untested and may interfere with the functioning of standard School applications.

4. **No Participation in Web-based Surveys without Authorization:** When using the Internet, the user implicitly involves the School in his/her expression. Therefore, users should not participate in Web or E-mail based surveys or interviews without authorization.
5. **No Use of Subscription-Based Services without Prior Approval:** Some Internet sites require that users subscribe before being able to use them. Users should not subscribe to such services without the express approval of the Administrator.
6. **No Violation of Copyright:** Many of the materials on the Internet are protected by copyright. Even though they may seem to be freely accessible, many of the intellectual property laws which apply to print media still apply to software and material published on the Internet. Employees are permitted to print out Web pages and to download material from the Internet for informational purposes as long as the purpose for such copying falls into the category of “fair use”. Please do not copy or disseminate material which is copyrighted. Employees having any questions regarding such materials should contact the Administrator for guidance.

As a condition of employment and continued employment, employees are required to sign an Employee Electronic Communication Systems Acknowledgement of Receipt and Understanding form found at the end of this handbook stating the employee is aware, understands, and agrees to the Electronics Resources Policy available on the school’s website.

Solicitations and Distribution of Literature

In the interest of maintaining a proper business and educational environment and preventing interference with work and inconvenience to others, employees may not distribute literature or printed materials of any kind, sell merchandise, solicit financial contributions, or solicit for any other cause during working time.

Employees who are not on working time (e.g., those on lunch hour or breaks) may not solicit employees who are on working time for any cause or distribute literature of any kind to them. This policy also prohibits solicitations via the school’s E-mail and other telephonic communication systems. Furthermore, employees may not distribute literature or printed material of any kind in working areas at any time.

Non-employees are likewise prohibited from distributing material or soliciting employees on the school premises at any time without the prior approval of the Administrator or Board of Trustees.

Smoking

In accordance with the Utah Indoor Clean Air Act, smoking and vaping on the School’s grounds is strictly prohibited.

Please contact your Administrator if you have any questions about the school’s smoking policy. Complaints about violations of this policy may be filed under the school’s complaint resolution procedure, which is described elsewhere in this section of the policy guide.

Drug-Free Campus

It is the policy of the school to create a drug-free campus in keeping with the spirit and intent of the Drug-Free Campus Act of 1988. The use of controlled substances is inconsistent with the behavior expected of employees, subjects all employees and visitors to our facilities to unacceptable safety risks,

and undermines the school's ability to operate effectively and efficiently. In this connection, the unlawful manufacture, distribution, dispensation, possession, sale, or use of a controlled substance on the school campus or while engaged in the school business off the school's premises is strictly prohibited. Such conduct is also prohibited during nonworking time to the extent that in the opinion of the school, it impairs an employee's ability to perform on the job or threatens the reputation or integrity of the school.

Employees convicted of controlled substance-related violations outside of the workplace, including pleas of nolo contendere (i.e., no contest), must inform the Administrator or Board of Trustees of the school within 48 hours of such conviction or plea. Employees who violate any aspect of this policy may be subject to disciplinary action up to and including termination. At its discretion, the school may require employees who violate this policy to successfully complete a drug abuse assistance or rehabilitation program as a condition of continued employment.

The school reserves the right to require employees to undergo appropriate tests designed to detect the presence of alcohol, illegal drugs, or other controlled substances where it has reason to believe that an employee may be under the influence of any of these substances. Refusal to consent to such a test may result in disciplinary action up to and including dismissal.

Every employee, when beginning employment, receives a basic policy guide (produced by Helpside) in their new employee orientation packet that includes the Alcohol and Drug policy. If you have not received a copy of the policy or have any questions about it you may call Helpside.

Safety and Health

The school is committed to providing a safe and healthful working environment. In this connection, the school makes every effort to comply with relevant federal and state occupational health and safety laws and to develop the best feasible operations, procedures, technologies, and programs conducive to such an environment.

The school's policy is aimed at minimizing the exposure of our employees, students, customers, and other visitors to our facilities to health or safety risks. To accomplish this objective, all the school employees are expected to work diligently to maintain safe and healthful working conditions and to adhere to proper operating practices and procedures designed to prevent injuries and illnesses.

The responsibilities of all employees of the school in this regard include:

1. Exercising maximum care and good judgment at all times to prevent accidents and injuries;
2. Reporting to the Administrator and seeking first aid for all injuries, regardless of how minor;
3. Reporting unsafe conditions, equipment, or practices to the Administrator;
4. Using safety equipment provided by the school at all times;
5. Observing conscientiously all safety rules and regulations at all times; and
6. Notifying their Administrator, before the beginning of the workday, of any medication they are taking that may cause drowsiness or other side effects that could lead to injury to them and their coworkers.

Breastfeeding

The School supports its employees who need to breastfeed or express milk for their child during normal work hours. The School will follow Utah Code Ann. § 34-49-101 *et seq.* with respect to nursing mothers in the workplace. All School employees who are nursing mothers will be provided the following accommodations unless doing so would create an undue hardship for the School:

- For at least one year after the birth of the employee's child, reasonable breaks each time the employee needs to breastfeed or express milk. If possible, such breaks will run concurrent with any other break period otherwise provided to the employee.
- A private room or other location in close proximity to the employee's work area in which to breastfeed or express milk. The room or location will not be a bathroom or toilet stall, but will be a room or location that is clean, sanitary, and available during the employee's designated breaks, and that has an electrical outlet.
- Access to a clean and well-maintained refrigerator or freezer for the temporary storage of the employee's breast milk.

Employees who are nursing mothers should contact the School's Administrator. The Administrator will consult with the employee to determine the employee's break times. The Administrator will also explain to the employee specifics about how the School will comply with the accommodation requirements described above.

Workplace Violence

It is the policy of the school to expressly prohibit any acts or threats of violence by any school employee or former employee against any other employee in or about the school's facilities or elsewhere at any time. The school also will not condone any acts or threats of violence against the school's employees, customers, or visitors on the school's premises at any time or while they are engaged in business with or on behalf of the school, on or off the school's premises.

In keeping with the spirit and intent of this policy, and to ensure that the school's objectives in this regard are attained, it is the commitment of the school:

1. To provide a safe and healthful work environment, in accordance with the school's safety and health policy.
2. To take prompt remedial action up to and including immediate termination, against any employee who engages in any threatening behavior or acts of violence or who uses any obscene, abusive, or threatening language or gestures to other employees, students or parents.
3. To take appropriate action when dealing with students, former employees, or visitors to the school's facilities who engage in such behavior. Such action may include notifying the police or other law enforcement personnel and prosecuting violators of this policy to the maximum extent of the law depending on the action.
4. To prohibit employees, former employees, students, and visitors from bringing unauthorized firearms or other weapons onto the school's premises.
5. To establish viable security measures to ensure that the school's facilities are safe and secure to the maximum extent possible and to properly handle access to school facilities by the public, off-duty employees, and former employees.

In furtherance of this policy, employees have a "duty to warn" the Administrator or board members (in the listed order) of any suspicious workplace activity or situations or incidents that they observe or that they are aware of that involve other employees, former employees, students, parents, or visitors and that appear problematic. This includes, for example, threats or acts of violence, aggressive behavior, offensive acts, threatening or offensive comments or remarks, and the like. Employee reports made pursuant to this policy will be held in confidence to the maximum possible extent. NSA will not condone any form of retaliation against any employee for making a report under this policy.

Termination of Employment

Employees desiring to terminate their employment relationship with the school are urged to notify the school at least two weeks in advance of their intended termination. Such notice should preferably be given

in writing to the Administrator. Proper notice generally allows the school sufficient time to calculate all accrued paid time off (if applicable) as well as other monies to which you may be entitled and to include such monies in your final paycheck. Without proper notice, however, you may have to wait until after the end of the next normal pay period to receive such payments.

Employees who plan to retire are urged to provide the school with a minimum of two months' notice. This will allow ample time for the processing of appropriate forms to ensure that any retirement benefits to which an employee may be entitled commence in a timely manner.

As mentioned elsewhere in this policy guide, all employment relationships with the school are on an at-will basis. Thus, although the school hopes that our relationships with employees are long term and mutually rewarding, the school reserves the right to terminate the employment relationship at any time, for any reason or no reason at all, and with or without cause or notice.

Exit interviews with the Administrator, Academica West, and or Helpside may be scheduled for outgoing employees after an administrator receives a notice of resignation or intent to retire and for employees whose termination is initiated by the school. The purpose of these interviews are to review eligibility for benefit continuation and conversion, to ensure that all necessary forms are completed, to collect all the school property that may be in the employee's possession (e.g., the school credit cards and keys), and to provide employees with an opportunity to discuss their job-related experiences.

Emergency Medical Procedure

The school endeavors to provide a safe and healthful working environment for all employees. However, the school realizes that despite maintaining such an environment, sudden illnesses and injuries may occur. If you discover an injured or ill employee, do not move the employee; instead, contact the administrator, security, or another responsible employee immediately. The Administrator or an employee certified in cardiopulmonary resuscitation or trained to administer first aid will render necessary first aid treatment and determine the need for an ambulance. If you are asked to call 911 for an ambulance, inform the 911 operator of the nature of the emergency and of the address and directions to the facility. After the ambulance arrives and the injured or ill employee is being treated, the Administrator, Academica West, or Helpside will notify the employee's family and determine if it is necessary for a representative of the school to accompany the employee in the ambulance.

Garnishments and Support Orders

The school's policy is to comply with all valid claims against the wages of employees. If a wage garnishment, child support order, or some other legally valid claim is received by the school against your wages, the school will comply with the order. While you may attempt to work out your financial difficulties with your creditor in such situations, the school will be required to comply with the provisions of the garnishment notice or order, as soon as practicable after it is received, to ensure its compliance with applicable law.

Loans

The school expects all of its employees to be responsible in managing their financial affairs. It is the policy of the school generally not to loan money or advance salary to any of its employees.

Media Inquiries

From time to time, as an employee of the school, you may receive inquiries from the media (e.g. newspapers, television stations, radio stations, magazines, or other periodicals). To ensure that the school maintains the appropriate public image and that communications to the media are accurate and in line with applicable school policy, if you are contacted by the media, you should refer the individual making the inquiry to the school's Administrator. Academica West should be notified immediately in the event any incident could receive media attention. Only the Administrator, the individual authorized by the Board of Directors is authorized to give statements to any representative of the media.

Moonlighting

Although the school expects you to devote your primary efforts towards your duties and responsibilities with us, you may engage in outside employment with the prior approval of the administrator. Generally, outside employment will be approved if it:

- Does not conflict with your responsibilities at the school as required in your position;
- Does not interfere with your performance at the school;
- Does not prove detrimental to the interests of the school;
- Does not involve a conflict of interest or the appearance of a conflict of interest (such as working for a competitor, vendor, or customer); and
- Does not involve the use of confidential or proprietary information of the school or its students.

Before you serve as a paid officer, director, or advisor for another company, the school must determine that your accepting such a role is in the best interests of the school, such determinations will be made by the Administrator. Any issues regarding any outside employment you may be contemplating should be resolved prior to your accepting such employment

Personal Telephone Calls

Open lines of communication are critical to the success of the school's business. As such, our telephones should generally be used for authorized company business only. Of course, we recognize that family emergencies may occur from time to time; in such instances, use of the telephones for personal matters is permitted.

The school has implemented a telephone tracking system that tracks both outgoing and incoming calls by telephone number. This system is designed to prevent abuse.

We urge you to ask your family members and friends not to call you at work unless it is an emergency. Your cooperation in this regard is appreciated. Excessive use of personal cellular phones for personal matters while on duty is prohibited – **this includes text messaging or any other use that would distract from your primary responsibilities while on duty.**

“Cell” Phone Use

The school wishes to remind employees that they are expected to be alert and about the business of the school at all times that employees are on duty. Employees are not allowed to have “cell” phones or pagers in their possession and turned on for *personal use* while on duty. Cell phone devices should be turned off or on silent mode during school hours.

If you are issued (or permitted to use) a “cell” phone for business purposes please refrain from using the device for personal communications. If you are on duty for the school, and driving any auto, you are reminded that it is unsafe to drive and use a phone at the same time. If you are using your phone while driving and an accident occurs the school will not bear any responsibility for any damage that may be deemed to be contributory or to be caused due to the use of communication devices while driving a vehicle. Cell phone use while driving an automobile should only be done with the use of a hands-free set.

If employees use a company sponsored “cell” phone for personal use and the number of minutes allowed on the usage plan is exceeded, the employee will be responsible for the additional charge. The additional charge will be billed to the employee and the employee may be required to forfeit use of the “cell” phone until the cost has been paid or lose the use of the cell phone altogether.

Reference Inquiries

From time to time, the school may receive inquiries from third parties regarding employees, such as a bank verifying employment for an employee applying for a mortgage or personal loan. All requests for reference information should be directed to the Administrator or Helpside. Normally, the school will respond only to written inquiries. If a telephone reference inquiry is received, human resources will typically only verify whether an individual is employed or no longer employed and will inform the caller that he or she must submit a written request for additional information. Generally, information will be released only after a written release has been received from the employee or former employee, whichever the case may be. However, the school reserves the right to release any information it deems appropriate in its discretion without authorization. Most states now have “immunity for reference” laws that gives employers and former employers the ability to reveal your work history and behavior to third parties.

Use of School Equipment

Company equipment such as telephones, copy machines, faxes, computers, postage meters, etc. are to be used for business purposes only and are not available for personal use, except where authorized in advance by appropriate managerial personnel.

Visitors to Campus

For safety and security reasons, personal visits to the school’s campus and offices by relatives, friends, and former employees are discouraged. Visitors of any kind, who enter our facilities, including parents and prospective students and families, must first report in at the front office where they will receive a visitor badge that should remain on at all times while in the building.

Visitors must comply with all company policies, including safety and security regulations. Employees who are serving as escorts for any visitors are responsible for assisting visitors with compliance. Any noncompliance must be reported to the Administrator.

Student/Building Security

All teachers and staff of North Star Academy must be vigilant in providing a safe environment. Staff members should be aware of student safety on campus, as well as traveling to/from school at all times. This means: we intervene if we see students arguing, we help students who may be hurt or upset, we instruct students in proper conduct, we ask students to pick up after themselves, we ask students why they are in the hallway, etc. These actions should be conducted professionally. Never demean a student. Use

the opportunity as a teaching moment, and refer the child to their teacher or the administration for follow-up as needed.

All employees and visitors will be required to wear identification badges that must be visible at all times. Visitors are required to check in with the front office upon arrival at the campus and before visiting a classroom or any other part of the building. If teachers or other staff members encounter strangers in or around the facility, they should approach that person and ask if they (the teacher) can be of assistance. If appropriate, send or guide the person to the front office.

Teachers should always lock their doors when leaving their classrooms for the day. Doors should also be locked when classrooms will be left unattended. Teachers should not leave valuables in their classrooms. In addition, money should never be kept in classrooms. If teachers are involved in collecting money, that money should be taken to the office for safe keeping as soon as possible. Teachers should not store items of value for students in their classrooms.

Voting Time

NSA encourages all employees to fulfill their civic responsibilities and to vote in all official public elections. Generally, your working hours are such that you will have ample time to cast your vote before or after working hours. However, if you find yourself with insufficient time to vote due to overtime work, etc., please discuss the matter with your Administrator. NSA complies with all applicable voting-time laws of the states and municipalities in which its facilities and offices are located.

Return of School Property

Employees are responsible for all company materials, including, but not limited to, all books, computers, software, data, files, or written information issued to them, developed or prepared by them, or in their possession or control (school property). All such school property must be returned by employees to their administrator on or before their last day of work, or at any other time as requested by the school. Failure to do so will result in the value of such items being withheld from your last paycheck or legal action.

Loyalty to the School

NSA management strives to do everything it can to improve working conditions for employees and to make our Company the 'employer of choice' in our community, but we need your cooperation and suggestions to accomplish this. In return, we all owe our complete loyalty to NSA. We should do all we can to maintain quality services to our customers, respect the rights of others, and, importantly, we should always speak well of the organization that hands us our paycheck each payday. Complete loyalty to the company includes complete loyalty to our customers and clients.

Copyright

Employees must comply with federal and state copyright laws. It is illegal for anyone to violate any of the rights provided by the copyright laws. These rights, however, are not unlimited in scope. One major limitation is the doctrine of fair use, a legal principle that provides certain limitations on the exclusive rights of the copyright holders to allow limited use of a copyrighted work without permission for educational purposes. Fair use is important to the educational community because it provides substantial - but not unlimited - latitude to educators. If you have any questions about whether a certain activity violates copyright law, you should discuss the situation with the Administrator.

Work for Hire

When an employee has created a work within the scope of their employment, the work is considered a "work made for hire," and the employer - not the creator - owns the work.

Emergency Response and Preparedness Plan

Teachers are required to review and become familiar with the Emergency Response and Preparedness Plan as approved by NSA's Safety Committee, NSA School Board, and the local Law Enforcement representatives. The plan is available in the front office.

Evacuate: Fire and Evacuation Drills and Procedures

- Teachers are responsible for student orientation for fire drill and evacuation procedures
- Drills will be held periodically. Teachers must supervise and participate in the drill as if it were a true emergency. Drills may be announced ahead of time to faculty members. If a drill is not announced, it may be an actual emergency, and should be treated as such.
- All personnel: teachers, custodians, visitors, repairmen, students, etc. are to clear the building in the event of an emergency or drill. In the case of an actual fire, the building will be inspected by the Fire Department and their findings will become a matter of record.
- When exiting for a drill, all doors must be closed. In the event of an actual emergency, (or when no announcement is made that an alarm is in fact a drill) doors should be closed, but they should not be locked. This is done to allow firemen and other emergency response personnel easy access to the different areas of the building.
- The teacher or other responsible adult should be the last person to leave the classroom.
- Teachers should take their emergency buckets and hanging emergency pocket folders with them.
- The teacher should direct their students in a quick and orderly manner to their assigned meeting area. They should follow the prescribed route on their evacuation plan. Teachers must remain with their students at all times.
- Teachers should be sure to keep students away from the road and moving vehicles. Students should also be directed to keep a safe distance from the building as they are proceeding to the meeting area.
- Teachers must take roll and maintain order when they arrive at the designated area.
- Fire escape routes must be posted in a visible place in the room near the doorway.
- Cooperate to achieve maximum safety.
- No one should re-enter the building until they are directed to do so by the administration.

School Evacuation Procedure (Cliff Notes Version)

- Shut all Windows. Shut the door on your way out.
- Get your emergency bucket and your hanging emergency pocket folder and take these with you. Evacuate the building using the nearest and most accessible exit.
- Proceed directly to the assigned meeting area. Please move in a quick and orderly fashion. Be sure to walk with your students, and go to your designated location.
- Have your students sit down on the grass unless the weather does not permit it. Keep your class there until the drill is over.
- Take roll and assure that all of your students are accounted for.
- Remain at your station until the administration clears you to enter the building.

School Safety Plan Information

North Star Academy is committed to a safe, challenging and individualized learning environment. We consistently have drills that are scheduled at the start of each school year to keep our students and staff sharp on procedures in an emergency and well prepared in the event of an actual emergency.

We will communicate an emergency (or school closure) through the following means.

1. If there is power at the school our phone system can call and/or email all the school's families within 20 minutes to give important information. Please make sure you keep the office informed of contact information changes.
2. If needed we will send out information if available through one or more of the following via social media (Facebook), push notifications through the NSA app, and the NSA website.

If there is a need to evacuate the building, we have arranged to use the Midvalley Bible Church's facility. Please follow the following pick-up procedures. Please be aware of the following practices that are shared with parents annually.

North Star Academy Evacuation Plan



Evacuation Plan pick up procedures:

- In the event that we have to evacuate the building, we will walk the children to the Midvalley Bible Church 13985 South 2700 West in Bluffdale. **DO NOT GO TO THE SCHOOL to pick up children.**
- Please go to the designated relocation center *Midvalley Bible Church* to pick up your student.
- Vehicles will **not be** permitted to enter the parking lot of the church. Parents must park in designated areas above or any designated parking lots at Wardle Fields and **walk to the church to pick up their students.** Please remain calm and obey all traffic and pedestrian laws.
- Only individuals you have listed on your Students Emergency Contact List will be permitted to pick up your children.
- Current valid identification with a photograph is needed when a parent or trusted adult signs for your child even if the adult in charge of release knows you or the person picking up the child.



Evacuate: Bomb Threats

In the event of a bomb threat or other potentially volatile situation, information will be given either in person or over the intercom. Likely, a fire drill will be conducted to ensure student safety and to allow for a search of the building. Students should **not** be informed of the threat at this time. If teachers find conditions that are suspicious, they should make this known to the administration immediately and follow *suspicious package emergency procedures*. As soon as possible, teachers will be notified of the particular emergency and asked to search their rooms.

Lockdown: Safety Lock Down

Some emergencies may require that for their own safety, students and staff remain in the building and be confined to their classrooms. This could include: intruders, chemical spills, downed power lines, or other accidents or hazards in or near the school. Should such an emergency occur, students must remain in their classroom. If a student has been released from their classroom on a hall pass, that student should be readmitted. If a lock down is announced and a student is far from their own classroom, they should enter the closest available class room and remain there until the end of the lock down drill or emergency.

Teachers are expected to exercise good judgment at all times. Not every scenario can be planned for, so he/she must do what would logically be in the best interest of our students given a particular situation. In the event of a lock down, teachers will be notified as soon as possible as to the nature of the emergency. They will then be given instructions as to how they should proceed. Teachers must keep their students calm and alleviate their anxiety while addressing their duties. Teachers should follow the following procedures in the event of a lock down:

After a school wide lock down has been announced, immediately check the hallway to make sure it is clear of students, then lock your door.

- Have your students move to a location in the room where they would not be seen from either the door or windows.
- Keep your students quiet and calm. Remain where you are until you are given further instructions via the intercom.
- Silently take roll to account for all of your students who are present that day.
- DO NOT open the door for anyone. If they are ok to enter, they will have a key. (Yes, this includes the police.)

Emergency Occurs during class change time

Should the emergency occur during class change time and students are in the hallways, teachers should immediately step into the hallways and gather as many students as can comfortably fit in their classroom. The door should be locked, and a written roll should be taken. Keep the students calm and quiet and follow the procedures as listed above. Keep students in your classroom until you are given instructions by the administration.

Emergency Occurs During Assembly

Should the emergency occur during an assembly, teachers should direct students to stay where they are. The doors should be locked. Students and teachers should remain where they are until given instructions to either evacuate the building or return to their classrooms.

Emergency Occurs During Lunch time

In the event a lock down type emergency occurs during lunch time, students should be instructed to listen to the announcement given at the time of the emergency. They will be instructed whether they should return to their classrooms, stay inside the cafeteria, or evacuate the building to the area designated for fire

drills. Those teachers whose classes are at lunch, should listen closely to the announcements. They should report to their classrooms, the cafeteria, or the designated evacuation area to help with student supervision.

Middle school students, who are instructed to evacuate the building at this time, should proceed to their block 1 teacher's site. They should all be accounted for and remain until they are given further instruction.

Teacher and Certified Staff Responsibilities

Lesson Plans

Teachers are expected to keep, maintain and use well-organized and useful lesson plans. In the event of an absence, both planned and when possible unplanned, teachers are expected to create meaningful lesson plans articulated in a manner that can be carried out by the substitute. Hard copies should be left with student handouts on the teacher's desk. In the case of unplanned absences, they can be emailed to the office manager with instructions on what copies need to be created.

It is highly advised that each teacher turn in one emergency lesson plan to the office in case of an unpredicted absence where advance teacher preparation was not possible.

Copies of daily lesson plans are not required for submission to the office. However, teachers should produce copies of current lesson plans upon request of the administrator.

Attendance Reporting

It is vital that teachers record and report attendance both promptly and accurately. The school is legally bound to keep accurate records. It is also in the best interest of parents and students alike for students to be held accountable for their attendance. Learning cannot take place if students are absent. **Students cannot be held accountable if the school is not maintaining accurate records.**

Middle school teachers should record their class attendance during each class period during the first 10 minutes of each class period. Elementary teachers will record their attendance at the beginning of each school day during the first 10 minutes. Students who are arriving late for school must check in at the office before proceeding to class. They should be given a note by one of the secretaries and present this to their teacher.

If a child is checking in more than 10 minutes late to school, or out more than 20 minutes early at the end of the school day, a parent/guardian must sign the appropriate sheet in the office. Students are not allowed to take roll at any time. This is the teacher's responsibility. Teachers should have students working on an activity such as bellwork/morning work while attendance is being taken. Please see student attendance policy appendix A.

School Communication

As much as possible, communications with homes and families will be done electronically on a weekly basis. It will include all the school, community, and PTO communications. It will also have a list that includes the enclosed information and a reminder page of upcoming activities. When electronic communication is not possible, a packet will be sent home each week with the youngest student.

Teacher Communication

All teachers will be required to produce a monthly online classroom update. This should be professional in appearance and should alert parents to: upcoming events, opportunities to volunteer, learning concepts, goals, ways to reinforce concepts at home, the monthly good character attribute, etc. The webpage must also include: Disclosure Statement attachment, welcome letter for Elementary Teachers, Short intro./biographies to the teacher, lab days and times for additional reteaching support, and the School Improvement Goal. Middle School teachers will produce their own classroom update, while elementary grade level partners will produce one update per grade. This will require the 2 elementary teachers to plan and coordinate their lesson plans and curriculum.

E-mail is a very effective means of communicating with most parents. Teachers should take full advantage of this avenue of communication. Most parents are more easily reached through email than by telephone. Teachers should check their email daily and make sure that they respond promptly (within 1 school day) to all email correspondence from parents, administration, colleagues, and students..

Teachers will send home communications at their own discretion. This will include work information, positive recognition, calendar and other communication deemed important for each child in connection with this, teachers will produce online updates accessible by parents in line. This will include a weekly update of each child's progress achievements, missing assignments and current standing in class, scores etc. SIS is the tool for this and it will be current by Friday at the end of week.

Teachers are responsible for all information that is passed on to them via email, teachers' mailboxes, or by other means. Please be sure to check your mailbox at least once per day and read the weekly staff newsletter (ie. Friday Focus)..

Parent Teacher Conference

North Star Academy will hold parent teacher conferences twice during the school year. Parent teacher conferences are an important opportunity to meet with parents face to face. Conferences are vital in maintaining a positive image of the school. Parents need to feel welcome and need a legitimate opportunity to ask questions and voice concerns. Teachers set the mood and tone of these important meetings. Therefore, all teachers should dress in a professional manner during conference sessions.

It is vital that teachers be well prepared for these conferences. All necessary materials should be ready. This includes sample work, grading criteria, seating charts, plans for upcoming events, etc. These conferences will be used to add to and evaluate students' Total Talent Portfolio, and their personal progress toward accomplishing personal goals. While meeting with parents it is important to never show parents other students grades (ie. Refrain from turning computer screen to a class roster of grades or showing a written roster with multiples names and grades on display).

Faculty and Grade Level Meetings

Faculty meetings will be held as needed. Teachers should plan on meeting as a faculty once per month. The first Wednesday of each month will be the designated day for faculty meetings. We will meet in the morning before school starts. Attendance at these meetings, as well as any other scheduled meetings, is mandatory and is a condition of a teacher's employment with North Star Academy. Teachers' should **arrive on time**, unless other arrangements have been made in advance.

North Star Academy administration will make every effort to ensure that meetings are productive, meaningful and brief. When information can effectively be disseminated via e-mail or through some other means, those methods will be given preference.

Perhaps the most important meetings with which a teacher will be involved will be when they meet with their grade level partner and other colleagues. Teachers should plan on meeting with their grade level partners and their teaching teams at assigned times and on a regular basis. There will be a meeting every Tuesday for staff (elementary or middle school meetings, mentor, committees, Professional Learning Communities, ect.)

Field Trips/Special Activities

North Star Academy encourages teachers to plan and carry out meaningful field trips and activities for type 1, 2, or 3 experiences. Great care should be taken to plan activities well in advance so that we have adequate time to notify parents and make all necessary arrangements, such as coordinating lunch. All field trips and activities should have a clear purpose and educational value, and should tie into the core curriculum or enrichment, such as clusters. These must be approved by the administration. Forms are located in the office. There is no limit to the amount of field trips allotted, however a yearly allocation is given and approval for additional money may not be given. Teachers are encouraged to look for ways to incorporate in-school field trips.

All field trips must be supervised by at least two staff personnel. Ratio of adults to learners shall be adequate to the activities undertaken, age of the learners, method of transportation, and specific requirements of the trip. For general planning purposes, 1 adult to every 5 students in elementary and 1 to 8 for middle school aged students. When considering a field trip, chaperones should be clear on learners placed in their group and groups combined when possible, so two or more adults are present with each cluster of students in the event of an emergency and for the safety of both the students and adults. Any required student medications on file in the office must be adhered to on and off campus.

All students are required to have written parental consent before they are allowed to participate in a field trip. Informed consent forms are available from the office. Please remember that if the field trip times are during a student's lunch, then a school lunch provided option is necessary.

An excused and unexcused list should be generated by the teacher(s) involved and should be presented to the office prior to the activity. Please direct all questions to the administration.

Media Use

The school believes that entertainment type media should not be shown during school hours. Teachers may show and use media that are primarily educational in purpose, as long as the correlation to the curriculum is clear and they are shown *infrequently*. These do not replace sound instruction and should be used to reinforce a teacher's instruction.

Teachers *must not* show any media that has inappropriate language or sexual content. Any movie or clip that has a PG rating may only be shown after written consent from both the Administrator and Parent has been received. Any movie or clip that has a PG-13 or greater rating may only be shown after written consent from the Administration, Board of Trustees and Parent has been received. Teachers should also be careful to adhere to all copyright laws and regulations.

Approval Procedures Include:

1. Request media usage for the classroom in writing to administration. Forms are located in the Hub.
2. Include in the written request sections of the movie or clip that will be viewed and which objective it correlates with.
3. Written requests should also include current rating.
4. Upon written consent from administration and Board of Trustees (if applicable), parental consent must also be received.

Visitors/Guest Speakers

Visitors and guest speakers are welcome to join us at our school. All visitors are required to make an appointment with the teacher before visiting a classroom. When they arrive at the school, they must check in with the front office before proceeding to the classroom. These visitors and guest speakers must display their visitor badge at all times and should be accompanied when on the premises.

Guest speakers can be a great asset to the education of our students. However, teachers must plan carefully with the guest speaker to ensure that time constraints, subject matter, and other stipulations are clear and understood. Guest speakers should know ahead of time exactly what is expected of them. Guest speaker presentations should focus on reinforcing the curriculum and make great Type 1 Learning opportunities.

All visits by a guest speaker must be cleared with the administrator and office personnel notified.

Parent Volunteers

North Star Academy believes that parent support and involvement are vital to the success of the school. Parents are encouraged to volunteer in many different capacities. Parents who wish to volunteer in the classroom should speak directly with the teacher. The teacher, with the parent input, will determine where the parent's assistance will be of the most benefit and will determine their schedule. Parent volunteers must make arrangements with the teacher in advance and appointed times must be scheduled. Parents are discouraged to simply show up and go to the classroom.

Parents who wish to help with school-wide activities or activities outside of the traditional class-room, will need to communicate with the teacher, the PTO, or committee supervising that activity.

Student Supervision

Teachers and other school employees are responsible for their students at all times. Elementary teachers and assistants are responsible for making sure that students reach destinations such as the gym or another classroom in a safe and responsible manner. Students should never be left unsupervised. If a teacher has an emergency and must leave their students temporarily, someone else **must** be present to monitor their students while they are gone.

Middle school teachers are responsible for all middle school students during passing times, as well as during their class time. Middle school teachers will take an active role in monitoring students and their behavior between classes. This requires that middle school teachers step to their doors and instruct and correct students in the hallway whenever necessary.

Students should not be released from a class or activity early or late. Teachers and other school employees will give strict adherence to all set times in the school schedule. Timeliness is a valuable skill which our students must learn. Teachers must exemplify this attribute by assuring that they, as well as their students, are on time for all school activities.

Hall Passes

All students who must leave their assigned classroom to use the restroom or telephone, etc. should take the hall pass with them. Teachers should be mindful of their students' use of the hall pass. Students must not be allowed to abuse the use of the hall pass. If negative patterns develop, teachers should intervene in the classroom and/or discuss the problem with administration.

Student Dress Code

All staff members at North Star Academy share the responsibility of monitoring students regarding their compliance to the dress code. Violations to the dress code will not be tolerated. If a teacher discovers or suspects that a student is not in compliance, they should immediately send the student to the administration for a dress code check (see Appendix B).

Student Discipline

Each teacher is required to create his/her own classroom discipline policy; this policy should be clear and concise while specifying expected behavior. Consequences for misbehavior or noncompliance will be administered by each teacher unless offenses are repetitive enough or serious enough to warrant referral to the principal for intervention.

All classroom policies should be in alignment with the school wide policies found at <http://www.north-staracademy.com/nsa-policies.html>.

Homework Guidelines

Homework has three major purposes:

1. To teach personal responsibility and time management skills.
2. To keep parents informed about what their children are studying.
3. To provide additional academic growth and development.

Although regular homework is an important part of the academic program at North Star Academy, we also value student involvement in extracurricular activities as well as time spent with family. It is expected that classroom teachers will assign homework that allows students these opportunities. The following times are provided as guidelines that should be adhered to, yet are not intended to be absolutes. For example, major projects may require more time than the maximum amount. Understand that all students work at a different pace and that time spent towards completion of a task may vary.

GRADE	MINIMUM (Per night)	MAXIMUM (Per night)
Kindergarten	15 Minutes	30 Minutes
1 st	20 Minutes	45 Minutes
2 nd	20 Minutes	45 Minutes
3 rd	20 Minutes	45 Minutes
4 th	20 Minutes	45 Minutes
5 th	30 Minutes	60 Minutes
6 th	30 Minutes	60 Minutes

7 th	30 Minutes	90 Minutes
8 th	30 Minutes	90 Minutes
9 th	30 Minutes	90 Minutes

- Times include totals for all classes combined for elementary and middle school ages.

Additionally, teachers are reminded that the Fall, Christmas, and Spring breaks are set aside for families to take vacations to minimize taking time during the school year. Please avoid giving assignments where students are expected to complete them over the breaks.

The parents can make this experience a positive growth opportunity if they

1. Provide a time and place free from distraction for the student to work.
2. Sign any work sheets or homework logs that the teacher may send home.
3. Monitor student work and provide additional support as needed.
4. Communicate concerns and work closely with the teachers if problems occur.

Grading Philosophy

As a school that attempts to differentiate whenever possible, North Star Academy (NSA) realizes the need for students to feel successful and to learn as individuals. NSA realizes the need to teach responsibility by requiring due dates, however it is of equal importance to recognize individual learning patterns and growth, along with content mastery that is not always evident upon given due dates. To this end the school encourages teachers to differentiate between content and responsibility in terms of the grade.

1. Late work should be accepted, based on communication, individualism, and a desire to help the students succeed, without encouraging procrastination.
2. A pattern of consistent late work will be noted by teachers, thus affecting the work/responsibility rating within the citizenship category accordingly, as per the individual teacher grading preferences.
3. This philosophy provides an opportunity for those who have a genuine excuse for late work, or may require more time to achieve mastery of a particular subject or concept, to make up their grade and still achieve good grades.
4. Those who turn in work on time may be rewarded with a responsibility grade, extra credit, or other positive reinforcement according to individual teacher grading preferences.

Grading/Report Cards

The school will be using a computerized grading system. The grades/assignment scores will be available on-line for parents to review. It is absolutely vital for all grading information to be current, otherwise the on-line system is of no value. Therefore, **teachers are required to update *all scores on the computer each week for every student using the ASPIRE reporting system***. Therefore, in order for students to receive timely and valuable feedback, all assignments should be graded and posted into Aspire within 7 days of being turned in. This includes late work. Students should have a minimum of 1 grade for each subject entered weekly. Larger projects can include various checkpoints for less points, but still provide regular and immediate feedback.

A separate grade book should also be maintained as a backup to our computer records. All scores and grades must be justifiable and defensible. Please remember to document everything. This is for your own protection because as the saying goes, "If you don't write it down, it didn't happen."

Grading should be conducted fairly with the situation and best interest of each student in mind. North Star Academy believes strongly in fostering the progress of each student. Student's grades will be based

on actual achievement. In grades K-6, these reports will be based on specific grade-level requirements evaluated on a continuum to assess mastery with a grading scale of 1-4 (including percentages). Beginning in grades 7-9, students will also receive grades according to the traditional letter grading system to ensure consistency in transfer of transcripts and in preparation for high school.

Report cards will be issued soon after the end of each quarter. Please refer to the school year calendar. All final grades must be entered by the end of the day on the last day of each quarter for both citizenship and academics. The school will then download them and produce report cards.

It is never acceptable for students to have access to a teacher's grade book or grading software on the computer. Teachers are responsible for their own grading. Teachers should never post grades in the classroom, nor should they read aloud grades for the whole class to hear. Such practices violate federal statute and are demeaning and destructive for students.

Grading Scale: MS

A	93 – 100%
A-	90 – 92%
B+	87 – 89%
B	83 – 86%
B-	80 – 82%
C+	77 – 79%
C	73 – 76%
C-	70 – 72%
D+	67 – 69%
D	60 – 66%
F	0 - 59%

Citizenship Scale: MS

H= Honors (90-100%)
S= Satisfactory (70-89%)
N= Needs Improvement (69- 0%)
U= Unacceptable

Grading Scale: Elem

4 – 89.5 – 100%
3 – 79.5 – 89.4%
2 – 69.5 – 79.4%
1 – 0 – 69.4%

Citizenship Grade: Elem.

CS = Consistently Strong
DS = Developing Skill
RS = Requires Support

Duty

Staff members who are assigned duty must be punctual and responsible. When on duty, students are your responsibility at all times up until they re-enter their classrooms. The emphasis during duty is close supervision and student safety. Those assigned to duty must be on duty and alert at all times. They should take a proactive approach to this responsibility and take measures that will prevent problems from occurring. Any accidents or demonstrations of poor behavior, etc. should be addressed quickly and decisively.

Policies

Employees are expected to follow and adhere to the policies of North Star Academy. Please refer to the school website for all NSA policies. These may change during a school year due to new laws, regulations, and needs of the school. Therefore, please make yourself aware of changes and updates regularly.

School Activities Calendar

There is only one school activities calendar. When scheduling special activities for a class, or a group of students, teachers must consult the administrator. The administrator has responsibility for school wide activities and scheduling. Only the administrator will have the ability to add items to or adjust the school calendar. It is vital that we follow this protocol to avoid conflicts. No special activities will be held without prior and proper scheduling.

NORTH STAR ACADEMY

School Year 2026-2027

<https://north-staracademy.com>

YEAR AT A GLANCE																							
AUGUST 2026 (15)							SEPTEMBER 2026 (21)							OCTOBER 2026 (9) (4)							YEAR AT A GLANCE		
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S		
						1			1	2	3	4	5					1	2	3		August 3, 2026	New Teacher Orientation
2	3	4	5	6	7	8		6	7	8	9	10	11	12	4	5	6	7	8	9	10	August 3, 2026	MS Registration and Schedule Pick-Up
9	10	11	12	13	14	15		13	14	15	16	17	18	19								August 4 - 10, 2026	Teacher Professional Development
16	17	18	19	20	21	22		20	21	22	23	24	25	26								August 10, 2026	Back to School Night
23	24	25	26	27	28	29		27	28	29	30											August 11, 2026	First Day of School (1st-9th) Kinder- testing
30	31																					August 13, 2026	First Day of Kindergarten
NOVEMBER 2026 (19)							DECEMBER 2026 (14)							JANUARY 2027 (8) (11)									
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S		
1	2	3	4	5	6	7			1	2	3	4	5						1	2		September 10, 2026	Midterms Term 1
8	9	10	11	12	13	14		6	7	8	9	10	11	12								September 17-18, 2026	Parent Teacher Conferences
15	16	17	18	19	20	21		13	14	15	16	17	18	19								October 9, 2026	Teacher Professional Development
22	23	24	25	26	27	28		20	21	22	23	24	25	26								October 12, 2026	Teacher Compensation Day
29	30							27	28	29	30	31							29	30		October 13-23, 2026	Fall Break
FEBRUARY 2027 (19)							MARCH 2027 (15) (6)							APRIL 2027 (15)									
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S		
1	2	3	4	5	6			1	2	3	4	5	6					1	2	3		October 30, 2026	Teacher Work Day
7	8	9	10	11	12	13		7	8	9	10	11	12	13								November 25, 2026	Teacher Professional Development
14	15	16	17	18	19	20		14	15	16	17	18	19	20								November 26 - 27, 2026	Thanksgiving Holiday
21	22	23	24	25	26	27		21	22	23	24	25	26	27								December 2, 2026	Midterms Term 2
28								28	29	30	31											December 18, 2026	Teacher Professional Development
MAY 2027 (20)							JUNE 2027 (4)							JULY 2027									
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S		
						1			1	2	3	4	5					1	2	3		January 29, 2027	No School
2	3	4	5	6	7	8		6	7	8	9	10	11	12								February 17, 2027	Midterms Term 3
9	10	11	12	13	14	15		13	14	15	16	17	18	19								February 25-26, 2027	Parent Teacher Conferences
16	17	18	19	20	21	22		20	21	22	23	24	25	26								March 12, 2027	Professional Development (Legislative Day)
23	24	25	26	27	28	29		27	28	29	30											March 22, 2027	Term 4 Begins
30	31																					March 26, 2027	Teacher Work Day
DAILY SCHOOL SCHEDULE							EARLY RELEASE SCHEDULE							TERM DATES									
AM Kindergarten 8:30 - 11:30 am Full Day Kindergarten and Grades 1-9 8:30 - 2:52 pm							AM Kindergarten 8:30 - 11:30 am Full Day Kindergarten and Grades 1-9 8:30 - 1:10 pm							Term 1: August 11 - October 26 Term 2: October 27 - January 14 Term 3: January 15 - March 19 Term 4: March 22 - June 4									

Employee Electronic Communication Systems Acknowledgment of Receipt and Understanding Form

I hereby certify that I have read and fully understand the contents of the Electronic Resources Policy. Furthermore, I have been given the opportunity to discuss any information contained herein or any concerns that I may have. I understand that my employment and continued employment is based in part upon my willingness to abide by the School's policies, rules, regulations and procedures. I acknowledge that the School reserves the right to modify or amend its policies at any time; without prior notice. I acknowledge that these policies do not create any promises or contractual obligations between the School and its employees and that my employment with the School continues to be at will. My signature below certifies my knowledge, acceptance, and adherence to the School's policies, rules, regulations, and procedures regarding the use of its electronic resources. I acknowledge that violation of any of these policies may be grounds for discipline; up to and including termination.

I understand that all electronic communication systems and all information transmitted by, received from, or stored in these systems are the property of North Star Academy. I also understand that these systems, including the Internet, are to be used solely for job-related purposes and not for personal purposes; and that I have no expectation of privacy in connection with the use of this equipment or with the transmission, receipt, or storage of information in this equipment.

I agree not to use a code or password, access a file, or retrieve any stored communication unless authorized. I acknowledge and consent to the School monitoring my use of this equipment at any time at its discretion. Such monitoring may include accessing, printing and reviewing all communications entering, leaving, or stored in these systems in the ordinary course of business.

I acknowledge that viewing inappropriate material or transmitting/downloading inappropriate material is strictly prohibited and grounds for immediate termination.

Name of Employee (Please print)

Employee's Signature

Date

Name of Management Witness (Please print)

Signature of Witness

Date

ACKNOWLEDGEMENT OF EMPLOYEE HANDBOOK AND NSA POLICIES

This Employee Handbook and NSA policies (as found on the school's webpage) describe important information about the School and its policies. I understand that I should consult with my Administrator or Helpside concerning any questions not answered in the Employee Handbook and NSA policies. I have entered into my employment relationship with the School voluntarily and acknowledge that there is no specific length of employment. Accordingly, either I or the School, or those designated by the School, can terminate the employment relationship at will, with or without cause, at any time, so long as there is no violation of applicable federal or state law.

Since the information, policies, and benefits described in the Employee Handbook and NSA policies (as found on the school's webpage) are necessarily subject to change, I acknowledge that revisions to the Employee Handbook and NSA Policies and benefits may occur, however, the policy of employment-at-will is not subject to change. Changes may be communicated through official notices, and I understand that revised information, policies, benefits, etc., may supersede, modify, or eliminate existing policies and benefits. This edition of the Employee Handbook and NSA policies (as found on the school's webpage) supersedes all previous guide editions.

Furthermore, I acknowledge that this Employee Handbook is not a contract for employment and understand my employment is at-will and can be terminated at any time by the School or the employee for any reason or no reason and with or without cause or advance notice.

I have received the Employee Handbook, including the drug and alcohol policy, and promise to read its contents and understand my responsibilities to comply with the policies, and promise to abide by the policies of the School. I further understand that failure to comply with NSA policies may result in termination of my employment.

Print Name

Date

Signature

Note: This page will be signed electronically with your annual online training, but this is here for your copy.

North Star Academy
Policy: Attendance Policy
Adopted/Amended: October 5, 2023



Attendance Policy

PURPOSE

North Star Academy (the "School") is committed to providing a quality education for every student. The School firmly believes that consistent attendance teaches students responsibility. Students learn the value of being punctual and prepared. Frequent absences and tardiness result in a loss of continuity of instruction. Also, frequent absences and tardiness prove disruptive for students, teachers, and staff. Excessive unexcused absences may lead to a student's dismissal from the School.

Parents are expected to take a proactive role in ensuring their children attend school. We recommend families plan their vacation schedule around the existing School calendar. When possible, medical and dental appointments should take place outside of school hours and parents should notify the School in advance of any absence. Parents and students are responsible for obtaining homework or assignments for the time period which the student is absent.

The School intends for this policy to be consistent with the provisions of Utah's compulsory education laws, Utah Code Ann. §§ 53G-6-201 through 53G-6-211, as well as Utah Administrative Code Rule R277-607.

This policy will be provided to parents/guardians annually and will be available for review by parents or interested parties.

POLICY

Definitions:

"**Absence**" or "**absent**" means the failure of a school-age child assigned to a class or class period to attend a class or class period. "Absence" or "absent" does not mean multiple tardies used to calculate an absence for the sake of a truancy.

"**Chronic absenteeism**" or "**chronically absent**" means a student misses 10% or more of days enrolled, for any reason, and makes a school aware that a beginning of tiered supports may be needed.

"**Habitual truant**" means a school-age child who:

- (1) is in grade 7 or above and at least 12 years old;
- (2) is subject to the requirements of Section 53G-6-202; and

(3)(a) is truant at least ten times during one school year; or (b) fails to cooperate with efforts on the part of school authorities to resolve the school-age child's attendance problem as required under Section 53G-6-206.

old and
"School-age child" means a minor who is at least six years old but younger than 18 years

who is not emancipated.

child is
"School day" means the portion of a day that school is in session in which a school-age
required to be in school for purposes of receiving instruction.

for at
"Truant" means a condition by which a school-age child, without a valid excuse, is absent
least half of the school day. A school-age child may not be considered truant under this
policy
more than one time during one day.

"Valid excuse" or "excused absence" means an absence resulting from:

- a) an illness, which may be either mental or physical, regardless of whether the school-age child or parent provides documentation from a medical professional;
- b) mental or behavioral health of the school-age child;
- c) a death of a family member or close friend;
- d) a scheduled family event or a scheduled proactive visit to a health care

provider in

accordance with Section 53G-6-803(5);

e) an approved school activity;

f) a preapproved extended absence for a family activity or travel; or

g) an absence permitted by an individualized education program or Section 504 accommodation plan, developed pursuant to relevant law.

The Director has the discretion to consider other absences as "valid excuses."

of an
"Valid excuse" or "excused absence" does not mean a parent acknowledgement
absence for a reason other than those described above.

Excused Absences: An oral or written communication documenting a valid excuse must be received from the student's parents/guardian within one (1) business day of the absence in order for the absence to be excused. In the event of multiple consecutive absences, written communication must be received within one (1) business day of the student's return to school, unless the consecutive absences have been preapproved as an extended absence by the Director as set forth below.

In the event of an unforeseeable illness or emergency, the School should be notified as soon as reasonably possible.

Preapproved Extended Absence: Extended absences of seven (7) or more consecutive school days must be preapproved in writing by the Director in order to be excused. If a parent/guardian wants to have his or her student excused for seven (7) or more consecutive school days, the parent/guardian must meet with the Director prior to the extended absence and, if the extended absence is preapproved during the

meeting, complete with the Director the School's extended absence form. The maximum number of consecutive absences that may be allowed (and which are eligible for preapproval) during a school year is fifteen (15).

The Director will preapprove an extended absence if the extended absence is for a family activity or travel and the Director determines that the extended absence will not adversely impact the student's education.

Medical Documentation: The School may not require documentation from a medical professional to substantiate a valid excuse that is a mental or physical illness.

Make-up Work: Make-up work is permitted for students who have excused absences. The teacher will provide the student or the parent/guardian with any make-up work following a request within a reasonable time. Make-up work must be completed within a reasonable time-frame in accordance with the Student Parent Handbook.

Tardiness: A student is tardy if he or she is not in the assigned classroom when the late bell rings. In general, tardiness will be handled on an individual basis with the teacher. If a student is chronically tardy, then the student may be referred to the administration. A tardy of ten minutes or more, incurred at the beginning of the day, can only be excused if a parent accompanies the student into the school office. Tardies will only be excused on the day of the tardy.

Notification of Absences and Tardies: In the event a student is absent, parents/guardians will be notified by phone on the day of the absence. Parents and students are responsible for tracking the total number of absences and tardies which are recorded daily in the School's Student Information System (currently Aspire). Parents will be notified following their student's 4th absence of the year. Parents of elementary and middle school students will be notified by their classroom teacher following the 4th tardy in a given quarter. If the maximum limit for absences or tardiness is reached, the administration will attempt to schedule a meeting with the parents to review the situation and will outline the appropriate corrective action.

The administration may establish additional reasonable penalties as a consequence for excessive absences.

Extracurricular Participation and Attendance: Students must attend school for at least one-half of the school day in order to participate in any extracurricular activities, including games, practices, performances, clubs, dances, or school sponsored events held that day, unless prior administrative approval has been granted.

Notice of Compulsory Education Violation

Consistent with Section 53G-6-202, the School may issue a "notice of compulsory education violation" to a parent/guardian of a school-age child who is in grades 1 through 6 if the student is truant (absent without a valid excuse) at least five (5) times during the school year.

This notice shall:

1. Direct the parent/guardian to meet with School authorities to discuss the student's attendance problem and cooperate with the Director and Board to secure regular attendance by the student;

2. Designate the School authorities with whom the parent/guardian is required to meet;
3. State that it is a class B misdemeanor for the student's parent/guardian to intentionally or without good cause fail to meet with the designated school authorities to discuss the student's attendance problems, or fail to prevent the student from being truant an additional five (5) or more times during the remainder of the school year; and
4. Be served on the parent/guardian by personal service or certified mail.

If School personnel have reason to believe that, after a notice of compulsory education violation is issued, the parent/guardian has failed to make a good faith effort to ensure that the school-age child receives an appropriate education, the issuer of the compulsory education violation shall report to the Division of Child and Family Services the information required by Utah Code Subsection 53G-6-202(8) (also in accordance with the School's Child Abuse and Neglect Reporting Policy).

Chronic Absenteeism Prevention and Intervention Program

The School's Chronic Absenteeism Prevention and Intervention Program is established to encourage good attendance, improve academic outcomes, and reduce negative behaviors. Through this program, the School hopes to create a trusting relationship between teachers, students, and parents/guardians. The School's efforts to prevent chronic absenteeism include, but are not limited to:

- Serving students breakfast and lunch at the School each school day;
- Providing individual, classroom, and/or schoolwide incentives to students for good attendance.
- Notifying parents/guardians by phone each time a student is absent, and making such notification on the day of the absence.
- Contacting parents/guardians of students who reach four (4) and/or five (5) unexcused absences to try to resolve the students' attendance problems.
- Providing parents/guardians with notices of compulsory education violations or notices of truancy, as appropriate and as outlined herein.
- Providing parents/guardians the School's attendance policies and procedures each year at the time of registration.

The School will seek to help students struggling with absenteeism (including chronically absent students) through implementing research or evidence-based absenteeism and dropout prevention interventions. Those efforts will include documented earnest and persistent efforts to resolve a student's attendance problems through the following interventions:

- When a student's attendance is negatively affecting the student's learning, the classroom teacher will notify the student and/or the student's parent/guardian of the concern. The teacher will set up a conference with the student and/or the student's parent/guardian to identify and resolve any problems that prevent the student from attending school. The student's progress will be monitored.
- If meeting with the student and parent/guardian does not adequately address the problems and the student's learning continues to suffer, then the School counselor or Director will work with the teacher and parent/guardian in finding a solution to the problems that are preventing the student from attending to his/her learning. Efforts to resolve the problems may include, but are not limited to, the following: making adjustments to the curriculum or the schedule; counseling of the student by School authorities; mentoring the student; providing the student with increased academic support; teaching the

student executive function skills such as planning, goal setting, understanding and following multi-step directions, and self-regulation; considering alternatives proposed by the parent/guardian; or providing the parent/guardian with a list of community resources to help the family.

- The Director may consult with a parent/guardian to determine if mitigating circumstances such as medical or psychological problems indicate the use of intervention methods for resolving the attendance problems.

- In the event that the preceding interventions fail, the Director will contact the parent/guardian and request a formal meeting to discuss and resolve the attendance problems. A copy of the communication (letter, email, etc.) will be kept by the School.

- The Director will notify the student and a parent/guardian of the actions the School may take should the student be truant in the future.

Notice of Truancy

Consistent with Section 53G-6-203, the School may issue a notice of truancy to a school-age child who is in grade 7 or above, at least 12 years old, and is truant at least five (5) times during the school year.

A notice of truancy will only be issued after the School has made earnest and persistent efforts to resolve student attendance problems, which efforts may include those set forth above.

A notice of truancy will:

1. Direct the school-age child who receives the notice of truancy, and the parent/guardian of the school-age child, to meet with School authorities to discuss the student's attendance problem and cooperate with the Director and Board to secure regular attendance by the student; and

2. Designate the School authorities with whom the school -age child and parent/guardian is required to meet.

A notice of truancy will be served on the parent/guardian by personal service or regular mail. The parent/guardian will have the right to appeal a notice of truancy in writing to the Director within ten (10) days of being issued.

Appeals Process

Parents/guardians who believe that all or part of their student's absences and/or tardies should be considered excused, or if they want to contest a notice of truancy, notice of compulsory education, or any disciplinary action taken against their student pursuant to this policy, shall follow the School's Parent Grievance Policy.

Appendix B
DRESS CODE POLICY

Revision Approved: October 4, 2007

PURPOSE

The purpose of North Star Academy's Dress Code policy is to improve the learning environment by:

1. Ensuring clothing is modest and non-offensive.
2. Reducing peer pressure and emphasis on brand name clothing.
3. Minimizing health and safety concerns.
4. Developing consistency to reduce conflicts and questions of enforcement.

Please Note:

Dress code items not specifically covered below but considered inappropriate or contrary to the purpose of the dress code policy are subject to review and interpretation by the administrator and/or Board of Trustees.

TOPS

Students may wear any *solid colored polo shirt* that meets the following requirements:

1. is unadorned-- defined as NO: writing, lace, ruffles, sequins or decorative embroidery, a small graphic or adornment (less than 1 inch square) is acceptable
2. has no incidental trim, except on the inside collar and on button lining
3. has the collar folded down
4. is long enough to be tucked in when bending over
5. has sleeves that cover the shoulders (may be short or long sleeves)
6. is not too sheer, tight or otherwise revealing
7. is free from tears, frays, or holes
8. is not excessively worn

Students may wear a long or short sleeved unadorned solid white t-shirt, tank top, or turtleneck underneath the polo shirt.

Students may wear an unadorned solid navy blue sweater or sweatshirt (no hoodies) over the polo shirt. No other layering on top of the polo shirt is permitted. North Star Academy's embroidered logo is permitted on the polo shirts, sweaters, or sweatshirts.

BOTTOMS

Students may wear any *solid tan, black, or navy blue* pants, capris, shorts, skorts or skirts that meet the following requirements:

1. is not denim, nylon, sweat, leather, or vinyl material
2. goes to the knee or longer
3. is unadorned—defined as NO: writing, lace ruffles, sequins, or decorative embroidery, except on back pockets
4. has no incidental trim
5. is not too sheer, tight, or otherwise revealing
6. is free from tears, frays, or holes
7. is not excessively worn

Girls may wear inconspicuous shorts under skirts. No clothing or layering that shows is permitted.

SHOES

Students may wear any shoes that have a strap or some sort of a back on the shoe so that it doesn't slip off the feet. Students may not wear:

1. Slippers
2. Shoes with wheels

HAIR

Students may wear their hair and hair accessories in any way that is not so extreme in style or color so as to distract from a learning environment.

ACCESSORIES

Body piercing jewelry will be limited to earrings. Students may wear jewelry that is appropriate for school and is not a distraction. Students may wear an unadorned *solid black or brown* belt (no sashes) to be worn in the pant belt loops. Any socks may be worn with long pants. If socks or tights are worn with capris, shorts, skorts, or skirts; the socks or tights must be white, black or navy blue. Hats may not be worn in the building. Accessories may not be distracting and must be appropriate to a learning environment.

COATS

Students may wear any style of coat that is not offensive and is appropriate to a learning environment. Coats may not be worn during class time.

OTHER ATTIRE

Students may choose other attire such as backpacks, purses, etc. that is not offensive and is appropriate to a learning environment. These items are to be left in lockers and/or designated areas during school hours.

CONSEQUENCES FOR VIOLATION OF THE DRESS CODE POLICY

If a teacher/staff feels that a student has come to school inappropriately attired according to the Dress Code Policy, the teacher/staff will:

- Send the student to the office staff in charge of executing the Dress Code Policy to determine if the student is in violation of the Dress Code. A form will be given to the teacher/staff explaining the ruling made.

If the office staff determines that the student has violated the Dress Code then:

- The office staff will call a parent to bring dress code appropriate clothing to the school. If a parent can not be reached, the student will be given Dress Code appropriate clothing to wear during the remainder of the day and a note will be sent home. Students will not be allowed to change into clothing stored at school in case they are caught breaking the dress code. The offense will be recorded in a log book by the office staff. Work missed while changing clothing will not be made up.
- For subsequent violations, a note will be sent home and the student will be required to compensate (not monetarily) for the time spent in dealing with his/her Dress Code-violation and for the maintenance of the clothing provided for him/her.
- For the 5th violation, a meeting with the student, parent and principal will occur.
- For each additional violation, a 1 day "in school suspension" will occur; in which a parent or approved adult will accompany the student to school for the full day. The student will not be allowed back into school without a parent or said adult. If the student misses school, makeup work is allowed.

Handbook Addendum 1

I-9 Policy

Introduction

The United States Citizenship and Immigration Services (USCIS) requires employees to provide identification and proof of their authorization to work in the United States via the Form I-9. This Policy governs the completion, filing, retention, and disposal of Forms I-9 for all employees who work for any Academica West-affiliated school (hereinafter the “School”).

For additional information regarding this Policy, please contact the principal of the School. Additional information concerning I-9 compliance is available from USCIS online at <https://www.uscis.gov/en/book/toc/59502>.

Policy Purpose

Because USCIS requires employees to provide identification and proof of their authorization to work in the United States, employers must complete the Form I-9 to document and verify the identity and employment eligibility of each new employee to work in the United States, for both citizens and noncitizens hired after November 6, 1986.

Additionally, federal and state law prohibits employers from discriminating against individuals based on their citizenship or immigration status or based on their national origin as gathered from the Form I-9 process. The School’s policies similarly prohibit such discrimination. Thus, the School has adopted this Policy to provide guidance on Form I-9 completion and storage.

Policy

WHO MUST COMPLETE THE I-9 FORM AND DEADLINES FOR COMPLETION

All employees who began work after November 6, 1986 are subject to I-9 requirements. Employees with start dates prior to November 6, 1986 are exempt from the requirement to submit a Form I-9. Federal law requires the employee to complete Section 1 of the Form I-9 no later than the first day of work. The employee has until the employee’s third work day to present unexpired, original documents to prove identity and authorization to work in the United States. To meet these deadlines, the School’s standard practice is to complete the entire I-9 process prior to the employee’s first day of work, but not before the person has accepted an offer of employment. The School will not allow an employee to work beyond three days if the employee has not completed the I-9 process.

The School’s representative must physically view the documents and complete Section 2 of the I-9 no later than the third work day. Reviewing or examining documents virtually (i.e. via webcam) is not permissible.

AUTHORIZED REPRESENTATIVES

At the School’s request, Academica West will train any representative acting in the School’s behalf for processing I-9 forms. The School’s principal will authorize and approve any representative acting in the School’s behalf for processing I-9 forms.

NAME AND INFORMATION CHANGES TO A FORM I-9

Employees are responsible for informing the School] of any changes that may affect the information contained on their Form I-9. The School] will work with the employee as needed to update Forms I-9 to reflect accurate information. If an employee informs the School of a change, the School] may

require the employee to present documentation to show the reason for the change or misinformation on their current Form I-9. Changes should be well-documented.

RETENTION, TERMINATION, AND DISPOSAL

Employees' completed Forms I-9 are retained in a secure location at the School for as long as employees remain employed. Following termination, the School will retain the Form I-9 for either three years after the date of hire or one year after the date of termination, whichever is later. The School shall retain the pages of the form on which the employee and employer enter data. Copies of documentation presented by the employee are also retained for either three years after the date of hire or one year after the date of termination, whichever is later.

REVERIFYING DOCUMENTS

If the employee's work authorization document has an expiration date, the School will reverify the employee's right to work prior to that expiration date. When an employment authorization expiration date is provided in Section 1 of the I-9, the School will reverify employment authorization on or before the date shown.

The need for reverification is triggered by the document presented by the employee and by the box the employee checks in Section 1 of Form I-9. The School shall adopt a reminder system for documents that need to be reverified. Note that reverification is not necessary for identity (List B) documents. U.S. passports, whether valid or expired, never require reverification, nor do alien registration or permanent resident cards.

REHIRES

Employees who leave the School need a new I-9 when they return to University employment, no matter how long the break in service/employment.

Handbook Addendum 2

ADA Policy

Purpose

The Americans with Disabilities Act (ADA) requires employers with 15 or more employees to not discriminate against applicants and individuals with disabilities and, when needed, to provide reasonable accommodations to applicants and employees who are qualified for a job, with or without reasonable accommodations, so that they may perform the essential job duties of the position.

It is the policy of all Academica West-affiliated schools (hereinafter the “Schools”) to comply with all federal and state laws concerning the employment of persons with disabilities. Furthermore, it is the Schools’ policy not to discriminate against qualified individuals with disabilities in regard to application procedures, hiring, advancement, discharge, compensation, training or other terms, conditions and privileges of employment.

Procedures

When an individual with a disability requests accommodation and can be reasonably accommodated without creating an undue hardship or causing a direct threat to workplace safety, he or she will be given the same consideration for employment as any other applicant. Applicants who pose a direct threat to the health, safety and well-being of themselves or others in the workplace when the threat cannot be eliminated by reasonable accommodation will not be hired.

The Schools will reasonably accommodate qualified individuals with a disability so that they can perform the essential functions of a job unless doing so causes a direct threat to these individuals or others in the workplace and the threat cannot be eliminated by reasonable accommodation or if the accommodation creates an undue hardship to one of the Schools. Employees who believe they need a reasonable accommodation or who have questions regarding accommodations should contact their school’s principal with any questions or requests for accommodation. Whenever possible, employees requesting a reasonable accommodation should do so in writing and identify:

- (1) the reason the employee believes he or she needs an accommodation including a statement of the limitations and restrictions imposed by the disability;
- (2) the job duties or assignments the employee is having difficulty performing;
- (3) a description of the accommodations requested by the employee; and
- (4) a statement as to how accommodations will help the individual perform his or her essential functions.

Managers and supervisors who receive inquiries regarding accommodations from their staff members should communicate such inquiries to their school's principal. Please note that NSA has the right to request medical information concerning any employee's disability and need for an accommodation. Any medical information received as a result of a request for a reasonable accommodation will be kept confidential and maintained in a separate file.

All employees are required to comply with the company's safety standards. Current employees who pose a direct threat to the health or safety of themselves or other individuals in the workplace will be placed on leave until an organizational decision has been made in regard to the employee's immediate employment situation.

Individuals who are currently using illegal drugs are excluded from coverage under the company ADA policy.

Each of the Schools' respective principals is responsible for implementing this policy, including the resolution of reasonable accommodation, safety/direct threat and undue hardship issues.

Terms Used in This Policy

As used in this ADA policy, the following terms have the indicated meaning:

§ Disability: A physical or mental impairment that substantially limits one or more major life activities of the individual, a record of such an impairment, or being regarded as having such an impairment.

§ Major life activities: Term includes caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating and working.

§ Major bodily functions: Term includes physical or mental impairment such as any physiological disorder or condition, cosmetic disfigurement or anatomical loss affecting one or more body systems, such as neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genitourinary, immune, circulatory, hemic, lymphatic, skin and endocrine. Also covered are any mental or psychological disorders, such as intellectual disability (formerly termed "mental retardation"), organic brain syndrome, emotional or mental illness and specific learning disabilities.

§ Substantially limiting: In accordance with the ADAAA final regulations, the determination of whether an impairment substantially limits a major life activity requires an individualized assessment, and an impairment that is episodic or in remission may also meet the definition of disability if it would

substantially limit a major life activity when active. Some examples of these types of impairments may include epilepsy, hypertension, asthma, diabetes, major depressive disorder, bipolar disorder and schizophrenia. An impairment, such as cancer that is in remission but that may possibly return in a substantially limiting form, is also considered a disability under EEOC final ADAAA regulations.

§ Direct threat: A significant risk to the health, safety or well-being of individuals with disabilities or others when this risk cannot be eliminated by reasonable accommodation.

§ Qualified individual: An individual who, with or without reasonable accommodation, can perform the essential functions of the employment position that such individual holds or desires.

§ Reasonable accommodation: Includes any changes to the work environment and may include making existing facilities readily accessible to and usable by individuals with disabilities, job restructuring, part-time or modified work schedules, telecommuting, reassignment to a vacant position, acquisition or modification of equipment or devices, appropriate adjustment or modifications of examinations, training materials or policies, the provision of qualified readers or interpreters, and other similar accommodations for individuals with disabilities.

§ Undue hardship: An action requiring significant difficulty or expense by the employer. In determining whether an accommodation would impose an undue hardship on a covered entity, factors to be considered include:

- o The nature and cost of the accommodation.
- o The overall financial resources of the facility or facilities involved in the provision of the reasonable accommodation, the number of persons employed at such facility, the effect on expenses and resources, or the impact of such accommodation on the operation of the facility.
- o The overall financial resources of the employer; the size, number, type and location of facilities.
- o The type of operations of the company, including the composition, structure and functions of the workforce; administrative or fiscal relationship of the particular facility involved in making the accommodation to the employer.

§ Essential functions of the job: Term refers to those job activities that are determined by the employer to be essential or core to performing the job; these functions cannot be modified.

The examples provided in the above terms are not meant to be all-inclusive and should not be construed as such. They are not the only conditions that are considered to be disabilities, impairments or reasonable accommodations covered by the ADA/ADAAA policy.

Handbook Addendum 3:

Paid Parental and Postpartum Recovery Leave Policy

In accordance with Utah Code § 53G-11-209, the School offers qualified employees paid parental and postpartum recovery leave to enable employees to care for and bond with their new child and to recover from childbirth. This policy is effective July 1, 2025.

Definitions

For purposes of this policy:

“Parental leave” means leave hours the School provides to a parental leave eligible employee.

“Parental leave eligible employee” means a School employee who receives regular paid personal time off (PTO) benefits from the School and is:

- (a) a birth parent as defined in Utah Code § 73B-6-103;
- (b) legally adopting a minor child, unless the individual is the spouse of the pre-existing parent;
- (c) the intended parent of a child born under a validated gestational agreement in accordance with Title 78B, Chapter 15, Part 8, Gestational Agreement; or
- (d) appointed the legal guardian of a minor child or incapacitated adult.

“Postpartum recovery leave” means leave hours the School provides to a postpartum recovery leave eligible employee to recover from childbirth that occurs at 20 weeks or greater gestation.

“Postpartum recovery leave eligible employee” means an employee:

- (a) who receives regular paid personal time off (PTO) benefits from the School; and
- (b) who gives birth to a child.

“Qualified employee” means:

- (a) a parental leave eligible employee; or
- (b) a postpartum recovery leave eligible employee.

“Retaliatory action” means to do any of the following regarding an employee:

- (a) dismiss the employee;
- (b) reduce the employee’s compensation;
- (c) fail to increase the employee’s compensation by an amount to which the employee is otherwise entitled to or was promised;
- (d) fail to promote the employee if the employee would have otherwise been promoted; or
- (e) threaten to take an action described immediately above.

Paid Parental Leave

The School allows a parental leave eligible employee to use up to three work weeks (15 workdays) of paid parental leave for:

- (a) the birth of the parental leave eligible employee’s child;
- (b) the adoption of a child;

- (c) the appointment of legal guardianship of a child or incapacitated adult; or
- (d) the placement of a foster child in the parental leave eligible employee's care.

Parental leave as described above:

- (a) may not be used before the day on which:
 - (1) the parental leave eligible employee's child is born;
 - (2) the parental leave eligible employee adopts a child;
 - (3) the parental leave eligible employee is appointed legal guardian of a child or incapacitated adult; or
 - (4) a foster child is placed in the parental leave eligible employee's care;
- (b) may not be used more than six months after the date described immediately above;
- (c) may not be used intermittently, unless:
 - (1) by mutual written agreement between the School and the parental leave eligible employee; or
 - (2) a health care provider certifies that intermittent leave is medically necessary due to a serious health condition of the child;
- (d) runs concurrently with FMLA leave, if applicable to the parental leave eligible employee; and
- (e) runs consecutively to postpartum recovery leave, if applicable to the parental leave eligible employee.

A parental leave eligible employee's paid parental leave does not increase if the parental leave eligible employee:

- (a) has more than one child born from the same pregnancy;
- (b) adopts more than one child;
- (c) has more than one foster child placed in the parental leave eligible employee's care; or
- (d) is appointed legal guardian of more than one child or incapacitated adult.

A parental leave eligible employee may not use more than three work weeks (15 workdays) of paid parental leave within a single 12-month period, regardless of whether during that 12-month period the parental leave eligible employee:

- (a) becomes the parent of more than one child;
- (b) adopts more than one child;
- (c) has more than one foster child placed in the parental leave eligible employee's care; or
- (d) is appointed legal guardian of more than one child or incapacitated adult.

Paid Postpartum Recovery Leave

The School allows a postpartum recovery leave eligible employee to use up to three work weeks (15 workdays) of paid postpartum recovery for recovery from childbirth that occurs at 20 weeks or greater gestation.

Postpartum recovery leave as described above:

- (a) shall be used starting on the day on which the postpartum recovery leave eligible employee gives birth, unless a health care provider certifies that an earlier start date is medically necessary;
- (b) shall be used in a single continuous period, unless otherwise authorized in writing by the Director;

- (c) runs concurrently with FMLA leave, if applicable to the postpartum recovery leave eligible employee; and
- (d) runs consecutively to parental leave.

A postpartum recovery leave eligible employee's paid postpartum recovery leave does not increase if the postpartum recovery leave eligible employee has more than one child born from the same pregnancy.

Notice of Plan to Take Leave

Qualified employees shall give the School's Director notice at least 30 days before the day on which the qualified employee plans to:

- (a) begin using parental leave or postpartum recovery leave; and
- (b) stop using postpartum recovery leave.

If circumstances beyond the qualified employee's control prevent the qualified employee from giving notice as described above, the qualified employee shall give the School each notice described above as soon as reasonably practicable.

All such notices shall be reviewed by the Director. If the employee providing notice does not meet the definition of a qualified employee under this policy (and is therefore not entitled to paid parental or postpartum recovery leave), the Director shall inform the employee. Employees may be required to provide documentation supporting the need for parental or postpartum recovery leave

Other Leave

Except with respect to FMLA leave, the School may not charge parental leave or postpartum recovery leave against a qualified employee's regular paid personal time off (PTO) or any other leave a qualified employee is entitled to under the School's leave policies.

Employee Benefits During Leave

During the time a qualified employee uses parental leave or postpartum recovery leave, the qualified employee shall continue to receive all employment related benefits and payments at the same level that the qualified employee received immediately before beginning the parental leave or postpartum recovery leave, provided that the qualified employee pays any required employee contributions.

Employee Position after Leave

Following the expiration of a qualified employee's parental leave or postpartum recovery leave, the School shall ensure that the qualified employee may return to:

- (a) the position that the qualified employee held before using parental leave or postpartum recovery leave; or
- (b) a position within the School that is equivalent in seniority, status, benefits, and pay to the position that the qualified employee held before using parental leave or postpartum recovery leave.

Despite the foregoing, if during the time a qualified employee uses parental leave or postpartum recovery leave the School experiences a reduction in force and, as part of the reduction in force, the qualified

employee's employment would have been terminated had the qualified employee not been using the parental leave or postpartum recovery leave, the School may terminate the qualified employee's employment in accordance with any applicable process or procedure as if the qualified employee were not using the parental leave or postpartum recovery leave. In addition, upon termination of a qualified employee's employment (for any reason), the employee is not entitled to be paid for any unused parental leave or postpartum recovery leave.

Retaliatory Action

The School may not interfere with or otherwise restrain a qualified employee from using parental leave or postpartum recovery leave in accordance with this policy. In addition, the School may not take retaliatory action against a qualified employee for using parental leave or postpartum recovery leave in accordance with Utah Code § 53G-11-209.

Part-Time Qualified Employees

In the event a qualified employee of the School is also a part-time employee, the employee shall be allowed to use the amount of parental leave or postpartum recovery leave available to the qualified employee under this policy on a pro rata basis.

Handbook Addendum 4:

Employees Engaging in Private Activities Related to Public Education Procedure

Purpose

North Star Academy (the “School”) recognizes that its employees may have opportunities to engage with students in private activities related to public education that are not sponsored by the School. The School supports its employees participating in such activities so long as they are done appropriately.

These procedures are intended to help ensure that any private, but public education-related activity involving School employees is conducted in a manner that complies with state law and rules, including R277-107, and maintains the integrity of the public education system. These procedures outline expectations for School employees who sponsor or participate in private activities related to public education and delineate boundaries between public employment and private enterprise.

Definitions

For purposes of these procedures:

“Employee” means a person who is employed on a full-time, part-time, or contract basis by the School.

“Private, but public education-related activity” means any type of private activity for which:

- a. An employee of the School receives compensation; and
- b. The principal clients are students at the School.

“Private, but public education-related activity” may include:

- a. Tutoring;
- b. Lessons;
- c. Clinics;
- d. Camps; or
- e. Travel opportunities.

General Rules for School Employee Participation in Private, But Public Education-Related Activities

Employees may participate in a private, but public education-related activity in accordance with R277-107 and these procedures.

1. Separation of Private and Public Roles

1. Employees who participate in a private, but public education-related activity must ensure that such participation is separate and distinguishable from their employment with the School. For example, such employees may not:
 1. Contact students at the School during School hours to promote such private activities; or

2. Use student education records, School resources, or information gained through employment with the School in connection with such private activities, unless that information is readily available to the general public.

2. Prohibited Use of School Time and Resources

1. Employees who participate in a private activity or a private, but public education-related activity may not use School time or resources to:
 1. Discuss, promote, or prepare for such private activities; or
 2. Organize or advertise such private activities.

3. Permissible Activities by Employees

1. Employees who participate in a private, but public education-related activity may:
 1. Offer such private activities to students outside of regular School hours;
 2. Discuss such private activities with students or parents outside of the classroom and regular School hours;
 3. Use student directories or online resources which are available to the general public; or
 4. Advertise or promote such private activities in accordance with the rules in R277-107-3 and -4, including in School publications that allow commercial advertising.

4. Equity and Access

1. Employees may not condition credit or participation in a School program or activity on a student's participation in such activities as clinics, camps, private programs, or travel activities that are not equally and freely available to all students.
2. Employees may not state or imply to any person that participation in a regular School activity or program is conditioned on participation in a private activity.

5. Student-Initiated Educational Opportunities

1. Nothing in these procedures prohibit students from requesting or petitioning the School for academic credit for educational experiences obtained outside of School consistent with School policy and applicable state law.

6. Contracts Governing Private, But Public Education-Related Activities

1. Contracts between an employee and a sponsor of a private, but public education-related activity shall be signed by the employee and include the acknowledgments set forth in R277-107-6.
2. An employee shall provide the School with a signed copy of all contracts between the employee and a sponsor of a private, but public education-related activity. The School shall maintain a copy of such contracts in the employee's personnel file.



NORTH STAR
ACADEMY

NORTH STAR ACADEMY

PARENT-STUDENT HANDBOOK

2026 - 2027

NORTH STAR ACADEMY PARENT–STUDENT HANDBOOK

ATTENDANCE

Attendance Policy

PURPOSE

North Star Academy (the “School”) is committed to providing a quality education for every student. The School firmly believes that consistent attendance teaches students responsibility. Students learn the value of being punctual and prepared. Frequent absences and tardiness result in a loss of continuity of instruction. Also, frequent absences and tardiness prove disruptive for students, teachers, and staff. Excessive unexcused absences may lead to a student’s dismissal from the School.

Parents are expected to take a proactive role in ensuring their children attend school. We recommend families plan their vacation schedule around the existing School calendar. When possible, medical and dental appointments should take place outside of school hours and parents should notify the School in advance of any absence. Parents and students are responsible for obtaining homework or assignments for the time period in which the student is absent.

The School intends for this policy to be consistent with the provisions of Utah’s compulsory education laws, Utah Code Ann. §§ 53G-6-201 through 53G-6-211, as well as Utah Administrative Code Rule R277-607.

This policy will be provided to parents/guardians annually and will be available for review by parents or interested parties.

POLICY

Definitions:

"Absence" or “absent” means the failure of a school-age child assigned to a class or class period to attend a class or class period. “Absence” or “absent” does not mean multiple tardies used to calculate an absence for the sake of a truancy.

"Chronic absenteeism" or “chronically absent” means a student misses 10% or more of days enrolled, for any reason, and makes a school aware that a beginning of tiered supports may be needed.

"Habitual truant" means a school-age child who:

- (1) is in grade 7 or above and at least 12 years old;
- (2) is subject to the requirements of Section 53G-6-202; and
- (3)(a) is truant at least ten times during one school year; or (b) fails to cooperate with efforts on the part of school authorities to resolve the school-age child’s attendance problem as required under Section 53G-6-206.

“School-age child” means a minor who is at least six years old but younger than 18 years old and who is not emancipated.

“School day” means the portion of a day that school is in session in which a school-age child is required to be in school for purposes of receiving instruction.

"Truant" means a condition by which a school-age child, without a valid excuse, is absent for at

least half of the school day. A school-age child may not be considered truant under this policy more than one time during one day.

"Valid excuse" or "excused absence" means an absence resulting from:

- a) an illness, which may be either mental or physical, regardless of whether the school-age child or parent provides documentation from a medical professional;
- b) mental or behavioral health of the school-age child;
- c) a death of a family member or close friend;
- d) a scheduled family event or a scheduled proactive visit to a health care provider in accordance with Section 53G-6-803(5);
- e) an approved school activity;
- f) a preapproved extended absence for a family activity or travel; or
- g) an absence permitted by an individualized education program or Section 504 accommodation plan, developed pursuant to relevant law.

The Director has the discretion to consider other absences as "valid excuses."

"Valid excuse" or "excused absence" does not mean a parent acknowledgement of an absence for a reason other than those described above.

Excused Absences: An oral or written communication documenting a valid excuse must be received from the student's parents/guardian within one (1) business day of the absence in order for the absence to be excused. In the event of multiple consecutive absences, written communication must be received within one (1) business day of the student's return to school, unless the consecutive absences have been pre-approved as an extended absence by the Director as set forth below.

In the event of an unforeseeable illness or emergency, the School should be notified as soon as reasonably possible.

Pre-approved Extended Absence: Extended absences of seven (7) or more consecutive school days must be pre-approved in writing by the Director in order to be excused. If a parent/guardian wants to have his or her student excused for seven (7) or more consecutive school days, the parent/guardian must meet with the Director prior to the extended absence and, if the extended absence is pre-approved during the meeting, complete with the Director the School's extended absence form. The maximum number of consecutive absences that may be allowed (and which are eligible for pre-approval) during a school year is fifteen (15).

The Director will pre-approve an extended absence if the extended absence is for a family activity or travel and the Director determines that the extended absence will not adversely impact the student's education.

Medical Documentation: The School may not require documentation from a medical professional to substantiate a valid excuse that is a mental or physical illness.

Make-up Work: Make-up work is permitted for students who have excused absences. The teacher will provide the student or the parent/guardian with any make-up work following a request within a reasonable time. Make-up work must be completed within a reasonable time-frame in accordance with the Student Parent Handbook.

Tardiness: A student is tardy if he or she is not in the assigned classroom when the late bell rings. In general, tardiness will be handled on an individual basis with the teacher. If a student is chronically tardy, then the student may be referred to the administration. A tardy of ten minutes or more, incurred at the beginning of the day, can only be excused if a parent accompanies the student into the school office. Tardies will only be excused on the day of the tardy.

Notification of Absences and Tardies: In the event a student is absent, parents/guardians will be notified by phone on the day of the absence. Parents and students are responsible for tracking the total number of absences and tardies which are recorded daily in the School's Student Information System (currently Aspire). Parents will be notified following their student's 4th absence of the year. Parents of elementary and middle school students will be notified by their classroom teacher following the 4th tardy in a given quarter. If the maximum limit for absences or tardiness is reached, the administration will attempt to schedule a meeting with the parents to review the situation and will outline the appropriate corrective action.

The administration may establish additional reasonable penalties as a consequence for excessive absences.

Extracurricular Participation and Attendance: Students must attend school for at least one-half of the school day in order to participate in any extracurricular activities, including games, practices, performances, clubs, dances, or school sponsored events held that day, unless prior administrative approval has been granted.

Notice of Compulsory Education Violation

Consistent with Section 53G-6-202, the School may issue a "notice of compulsory education violation" to a parent/guardian of a school-age child who is in grades 1 through 6 if the student is truant (absent without a valid excuse) at least five (5) times during the school year.

This notice shall:

1. Direct the parent/guardian to meet with School authorities to discuss the student's attendance problem and cooperate with the Director and Board to secure regular attendance by the student;
2. Designate the School authorities with whom the parent/guardian is required to meet;
3. State that it is a class B misdemeanor for the student's parent/guardian to intentionally or without good cause fail to meet with the designated school authorities to discuss the student's attendance problems, or fail to prevent the student from being truant an additional five (5) or more times during the remainder of the school year; and
4. Be served on the parent/guardian by personal service or certified mail.

If School personnel have reason to believe that, after a notice of compulsory education violation is issued, the parent/guardian has failed to make a good faith effort to ensure that the school-age child receives an appropriate education, the issuer of the compulsory education violation shall report to the Division of Child and Family Services the information required by Utah Code Subsection 53G-6-202(8) (also in accordance with the School's Child Abuse and Neglect Reporting Policy).

Chronic Absenteeism Prevention and Intervention Program

The School's Chronic Absenteeism Prevention and Intervention Program is established to encourage good attendance, improve academic outcomes, and reduce negative behaviors. Through this program, the School hopes to create a trusting relationship between teachers, students, and parents/guardians.

The School's efforts to prevent chronic absenteeism include, but are not limited to:

- Serving students breakfast and lunch at the School each school day;
- Providing individual, classroom, and/or schoolwide incentives to students for good attendance.
- Notifying parents/guardians by phone each time a student is absent, and making such notification on the day of the absence.
- Contacting parents/guardians of students who reach four (4) and/or five (5) unexcused absences to try to resolve the students' attendance problems.
- Providing parents/guardians with notices of compulsory education violations or notices of truancy, as appropriate and as outlined herein.
- Providing parents/guardians the School's attendance policies and procedures each year at the time of registration.

The School will seek to help students struggling with absenteeism (including chronically absent students) through implementing research or evidence-based absenteeism and dropout prevention interventions. Those efforts will include documented earnest and persistent efforts to resolve a student's attendance problems through the following interventions:

- When a student's attendance is negatively affecting the student's learning, the classroom teacher will notify the student and/or the student's parent/guardian of the concern. The teacher will set up a conference with the student and/or the student's parent/guardian to identify and resolve any problems that prevent the student from attending school. The student's progress will be monitored.
- If meeting with the student and parent/guardian does not adequately address the problems and the student's learning continues to suffer, then the School counselor or Director will work with the teacher and parent/guardian in finding a solution to the problems that are preventing the student from attending to his/her learning. Efforts to resolve the problems may include, but are not limited to, the following: making adjustments to the curriculum or the schedule; counseling of the student by School authorities; mentoring the student; providing the student with increased academic support; teaching the student executive function skills such as planning, goal setting, understanding and following multi-step directions, and self-regulation; considering alternatives proposed by the parent/guardian; or providing the parent/guardian with a list of community resources to help the family.
- The Director may consult with a parent/guardian to determine if mitigating circumstances such as medical or psychological problems indicate the use of intervention methods for resolving the attendance problems.
- In the event that the preceding interventions fail, the Director will contact the parent/guardian and request a formal meeting to discuss and resolve the attendance problems. A copy of the communication (letter, email, etc.) will be kept by the School.
- The Director will notify the student and a parent/guardian of the actions the School may take should the student be truant in the future.

Notice of Truancy

Consistent with Section 53G-6-203, the School may issue a notice of truancy to a school-age child who is in grade 7 or above, at least 12 years old, and is truant at least five (5) times during the school year.

A notice of truancy will only be issued after the School has made earnest and persistent efforts to resolve student attendance problems, which efforts may include those set forth above.

A notice of truancy will:

1. Direct the school-age child who receives the notice of truancy, and the parent/guardian of the school-age child, to meet with School authorities to discuss the student's attendance problem and cooperate with the Director and Board to secure regular attendance by the student; and

2. Designate the School authorities with whom the school -age child and parent/guardian is required to meet.

A notice of truancy will be served on the parent/guardian by personal service or regular mail. The parent/guardian will have the right to appeal a notice of truancy in writing to the Director within ten (10) days of being issued.

Appeals Process

Parents/guardians who believe that all or part of their student's absences and/or tardies should be considered excused, or if they want to contest a notice of truancy, notice of compulsory education, or any disciplinary action taken against their student pursuant to this policy, shall follow the School's Parent Grievance Policy.

BIRTHDAYS

Treats and favors for children's birthdays are not permitted. Many parents object to their children eating sweets or other food that may interfere with family diets or health considerations. Other parents feel too much pressure to provide treats when financial limitations make it difficult to do so. Teachers will recognize these special occasions with their students in other ways that do not include food.

BOARD OF TRUSTEES

North Star Academy (NSA) is a public school chartered under the Utah State Board of Education. The North Star Board of Trustees is a non-profit board of parents that may also include community representatives established to oversee the implementation of the charter as approved by the USOE Board. The NSA Board of Trustees is responsible for the following:

- Sign any documents pertaining to the legal operation of the school and fulfill all other legal obligations.
- Hire and dismiss the administrator—who may not be one of its members.
- Define school curriculum and policy.
- Oversee and advise in order to ensure the school's purpose, missions and core policy continue the vision of the Founding Council for the school.
- Consider recommendations of administration regarding changes in staffing, program, or curriculum.
- When necessary, address student and faculty appeals and disciplinary issues.
- Monitor school budget through monthly or quarterly reports.
- Determine the annual budget with the administrator.
- Oversee reporting of school performance to the state.

The Board may be composed of parents, guardians, or grandparents of enrolled students as well as members of the community at large. At least 25% of the trustees will be parents at the School.

Board members will serve a staggered four (4) year term. At the end of a term, trustees may choose to extend their term upon majority approval of the Board. If a trustee resigns, is removed from office, or their term expires, the Board will select a qualified successor. Any trustee may be removed by a super-majority vote of the Board at any time if they are unable or unwilling to fulfill their responsibilities on the Board.

CARPOOL PROCEDURES

Our student population is based on parent transportation. Therefore, the following carpool procedures are important for safe and efficient loading and unloading of students in grades K-9.

DROP-OFF/PICK-UP

Parents are responsible for safely transporting students to and from school. Parents are encouraged to carpool when possible to reduce traffic. Drop-off should be no earlier than 8:00am. Students will only be allowed in the classrooms after 8:15am. Parents are expected to pick up their students by 3:05pm. If a student has an after-school activity, he/she may be picked up when appropriate, however all other students in the carpool, including siblings, must be picked up by 3:05pm.

Late Drop-Off/Early Pick-Up: Parents dropping students off more than ten minutes late will need to accompany their children into the building to sign them in. Otherwise, the tardy will be recorded as unexcused. Tardies will only be excused the day of the tardy. Parents/guardians wishing to check students out of school early must come into the office and sign their student out in person. Students will only be released to parents/guardians or those designated by the legal parent/guardian.



AM Drop-off:

Green Lane - Drop off your students along the side of the curb. Please stop for the crossing guard. Allow the yellow lane to merge. This is a continuous movement lane. Pull forward as far as possible..

Yellow Lane - Only drop-off your students at the crosswalk (see star on map). Please watch for pedestrians in the parking lot. Merge with the yellow lane to exit. This is a continuous movement lane. Please pull forward as far as possible.

Parking Zone - If your students need extra time in the car, please pull into the center parking stalls and park in a parking stall. Please walk your student to the cross-walk.

PM Pick-Up:

Green Lane - You may park and wait in the car along the curb for your student. Do not leave your car unattended. Please stop for the crossing guard. Allow the yellow lane to merge.

Yellow Lane - There are no after school pick-ups in this lane. Cones will be out. You will need to park in the parking zone and walk across the cross-walk to pick up your student to the large star.

2950 W & 14000 S - Park along the curb closest to the school. Students will only be allowed to get to the car via the crosswalk at the parking lot entrance. Students are not permitted to cross the street (exception 2700 W. & 14000 S. with crossing guard or lights). A crossing guard is provided for students who are accompanied by an adult to cross into the parking lot for parked vehicles in the center parking lot stalls (Parking Zone Only) and disability parking stalls.

Parking Zone - If you need to park and pick up your student, please pull into a parking stall and cross only with the crossing guard. If you park along the perimeter, please cross with the crossing guard at the entrance to the parking lot and walk around to get your student. If you park in the center stalls, you may cross with the crossing guard at the flag pole.

CLASS TRANSFERS

Middle school courses may fill up prior to requests being exhausted. Priority is given to requests in the order they are submitted. Once the term has begun, students are encouraged to remain in their class for two to three class periods before requesting a class transfer. As spots become available students may transfer up to two weeks after the start of each semester.

CLOSINGS

North Star Academy will close at the discretion of the principal. Our phone system will call all the NSA families within 20 minutes to give important information. When possible, it will be posted on the school's website and KSL/Channel 5 news channel, as well as pushed out through the app. Please make sure your child's Aspire account is updated with your most recent contact information.

COMPLAINTS

Parent Grievance Policy

The purpose of this policy is to clarify for parents a process by which concerns can be addressed. The Board of Directors of North Star Academy (the "School") values open communication between parents, faculty, staff, administration, and the Board. The Board encourages active parent participation in their children's education, and hopes that parents will feel empowered to voice their opinions, volunteer in and out of the classroom for the School, and work as a team to provide the best education for their children. The Board also believes that individuals can generally resolve their own disputes through open, respectful communication. If a situation arises that cannot be resolved between the parties involved, then this policy will be used. The purpose of this policy is to ensure that parents understand how to pursue the resolution of grievances, concerns and disputes involving the School.

Concerns Involving School Personnel

A parent who has a complaint involving a teacher, staff member or member of the School's administration (including the Principal) must first address the issue with the other individual involved and work reasonably and in good faith to resolve the concern.

A parent that is not able to resolve the dispute himself or herself may then raise the issue with the School's Principal. The parent may be asked to send the Principal a written complaint specifying the individual(s) involved, details of the incident(s) giving rise to the complaint, including dates and approximate times, details of an attempt to rectify the situation, and the requested solution.

If a parent's complaint involves the Principal, the parent must first address the issue with the Principal and work reasonably and in good faith to resolve the problem. The parent is not required to send the Principal a written complaint in this situation.

In the event the parent and the Principal are unable to resolve a complaint and the parent wishes to bring the issue to the Board's attention, the complaint may be directed to the Board in writing. Complaints shall specify the individual(s) involved, details of the incident(s) giving rise to the complaint, including dates and approximate times, details of attempts to resolve the problem, and the requested solution. The Board will then consider the complaint and take whatever action it deems appropriate.

Concerns Involving Board Policy

If a parent has a concern regarding Board policy, the parent may communicate with any or all members of the Board in person, via telephone, or through e-mail and may address the Board during the “public comment” portion of a Board of Directors meeting. Concerns that involve administrative practices or procedures should be addressed with the Principal rather than the Board.

CURRICULUM

Utah State Core: Utah’s core standards are aligned to scientifically based content standards. They drive high quality instruction through statewide comprehensive expectations for all students. The standards outline essential knowledge, concepts, and skills to be mastered at each grade level or within a critical content area. The standards provide a foundation for ensuring learning within the classroom. For more information visit the Utah State Core Website at: <https://www.schools.utah.gov/curr/utahcorestandards>

Core Knowledge: The Core Knowledge Sequence is a solid, specific, shared core curriculum that helps children establish strong foundations of knowledge grade by grade. It is based on research done by a team of parents, teachers, scientists, professional curriculum organizations, and experts from the Core Knowledge Advisory Board. Core Knowledge provides a blend of arts, history, science, math, language arts and other fundamental basics necessary to be considered culturally literate. For more information visit the Core Knowledge Website at: <http://www.coreknowledge.org/>

Saxon Math (9th): Saxon Math is a research-based math program that systematically distributes instruction, practice, and assessment throughout the academic year. Saxon Math's unique approach to math instruction ensures that students not only gain, but also retain essential math skills. In addition to the Saxon Math curriculum teachers supplement with performance task based opportunities in an effort to increase critical thinking and problem solving abilities.

Carnegie Math (7th/8th): Carnegie Learning Math is a comprehensive math curriculum designed to help students build strong mathematical reasoning and problem-solving skills through lessons that are scaffolded to help all learners from struggling to advanced students. It offers a blended learning approach that combines textbook instruction, digital lessons and AI-driven adaptive practice while incorporating real-world problem solving and reasoning activities. Carnegie is student focused where there is an emphasis on collaborative problem-solving and inquiry-based learning prior to formal explanations. Through this productive struggle, students gain a deeper understanding of concepts as opposed to memorization.

Ready Math (Elementary): Ready Math helps teachers create a rich classroom environment in which students at all levels become active, real-world problem solvers. Through teacher-led instruction, students develop mathematical reasoning, engage in discourse, and build strong mathematical habits. This math program’s instructional framework supports educators as they strengthen their teaching practices and facilitate meaningful discourse that encourages all learners.

- Encourages students to develop a deeper understanding of mathematics concepts through the embedded Standards for Mathematical Practice
- Builds on students’ prior knowledge with lessons that make connections within and across grade levels and directly address the major focus of the grade

Language Arts: Core Knowledge Language Arts Program is a systematic phonics, spelling, grammar, and writing K-5 grade program that integrated science, history, and various genres of literature into the curriculum. Its rigor compliments the state core curriculum in an engaging and meaningful manner. This program is used in conjunction with Fountas and Pinnell Guided Reading, which provides teachers with leveled books used for specific instruction on a student’s instructional reading level to meet their diverse needs in an engaging,

meaningful, and challenging manner. More information can be found at <http://www.fountasandpinnell.com/> and <https://www.amplify.com/curriculum/core-knowledge-language-arts>

DISCIPLINE PLAN

School Wide Discipline Plan

Purpose: The purpose of the North Star Academy Discipline Plan is to support the mission and charter of North Star Academy in providing students, staff, and visitors with a safe, challenging, and individualized learning environment.

Behavior Expectations: North Star Academy has chosen to use the nationally recognized Character Counts Program which emphasizes the 6 Pillars of Character. This program will help students learn social skills, problem solving, and conflict resolution. By giving students clear behavior expectations and appropriate and effective tools they will learn to treat each other with kindness and respect. They will develop the confidence and skills needed to succeed in life when they are confronted with problems and conflict. As such, students and staff are expected to behave in a manner that coincides with the 6 Pillars of Character which are as follows:

1. **Trustworthiness** [Be honest; Don't deceive, cheat or steal; Be reliable — do what you say you'll do; Have the courage to do the right thing; Build a good reputation; Be loyal — stand by your family, friends and country]
2. **Respect** [Treat others with respect, follow the Golden Rule; Be tolerant of differences; Use good manners, not bad language; Be considerate of the feelings of others; Don't threaten, hit or hurt anyone; Deal peacefully with anger, insults and disagreements]
3. **Responsibility** [Do what you are supposed to do; Persevere: keep on trying!; Always do your best; Use self-control; Be self-disciplined; Think before you act — consider the consequences; Be accountable for your choices]
4. **Fairness** [Play by the rules; Take turns and share; Be open-minded, listen to others; Don't take advantage of others; Don't blame others carelessly]
5. **Caring** [Be kind; Be compassionate and show you care; Express gratitude; Forgive others; Help people in need]
6. **Citizenship** [Do your share to make your school and community better; Cooperate; Get involved in community affairs; Stay informed, vote; Be a good neighbor; Obey laws and rules; Respect authority; Protect the environment]
7. Classroom teachers will develop their own management system that fits the needs of their students and their teaching style. This information will be shared with parents at the beginning of the school year. Parents should be aware of these expectations and expect to become involved when a pattern of inappropriate behavior exists.

GENERAL SCHOOL RULES

General School Rules: North Star uses our mascot as an acronym to remind students of acceptable behavior where all students can excel.

- Be Safe
- Encourage Others
- Act Responsibly
- Respect All
- Strive for Excellence

Common Areas = Common Expectations

	Be Safe	Encourage Others	Act Responsibly	Respect Others	Strive for Excellence
Classrooms	Each teacher submits class disclosures that align with the BEARS values prior to the school year that all parents and students agree to.				
Hallways	Look where you are going Walk at all times	Smile Say please, thank you, and excuse me	Go directly to your destination Walk on the right side. Follow School Policies	Remain quiet Keep your hands, feet, & other objects to yourself	Follow directions
Restrooms	Wash and dry hands after using the restroom	Be patient and polite	Flush the toilet when finished Keep the area clean Follow School Policies	Wait your turn Keep the floors dry	If you notice a problem tell the office Use time wisely
Cafeteria	Only eat your own food Walk at all times	Say please, thank you, and excuse me Treat others kindly	Use objects only for what they are meant to be used for Line up quickly and quietly Follow School Policies	Clean up your eating area Wait your turn	Follow grade level expectations for table dismissal
Playground	Use equipment properly	Use put ups Include others	Line up quickly and quietly Follow School Policies	Use good sportsmanship	Think win-win Synergize

Additional Safety Measures....

North Star Academy prioritizes safety, therefore it is important to note a few other items to help ensure safety. NSA is a closed campus, therefore all students must remain on school grounds during school hours, except when being checked out by a parent or a signed permission slip. Due to the number of students arriving and leaving at the same time, students must walk bikes and scooters on sidewalks and while on school grounds. During the winter months, snow must remain on the ground and not be thrown in order to prevent injuries. The electronic policy allows middle school students to have cell phones as long as they are turned off and in the student's locker during class times, but may be used during lunch on silent mode. Due to the damage gum use can have on school equipment and furniture, please leave gum at home as it is not allowed in class, cafeteria, or on the playground. For the safety of all students, backpacks, purses or bags must remain in student lockers.

The following behaviors or misconduct will be referred to administration for further action:

- Carrying or using weapons with the intent to cause injury (knife, firearms, other dangerous objects).
- Assault to another student or adult (fighting).
- Possession, use, or sale of drugs.
- Severely disruptive and/or dangerous behavior that infringes on the educational rights of others.
- Overt gang activity (wearing gang attire, making gestures that symbolize gang membership or engaging in any gang related activities).
- Improper behavior at extracurricular events (before & after school).
- Throwing objects in or out of school that could cause bodily injury.
- Vandalism
- Stealing (private or school property).
- Defiance of school authority (willful disobedience, use of profanity, obscenities, rudeness or insults, repeated disregard of school rules).
- Bullying/Harassment/Discrimination (Engaging in verbal abuse, name calling, threats to harm on basis of ethnicity, religion, culture, national origin, gender, handicap).
- Misuse/abuse of the Internet as explained in the Student Acceptable Computer Use Agreement.

Teachers will refer students to the administration for a pattern of behavior that is disruptive to the classroom environment. Additionally, serious student misconduct involving violent or criminal behavior such as, but not limited to, the following will be referred to the administrator:

1. Weapons (Carrying, intent to cause injury, or intimidation with weapon, firearm, knife, or other object, which is capable of producing death or serious bodily harm.)
2. Assault of any kind to another student or adult, whether or not it results in physical injury
3. Possession, use or sale of drugs.
4. Severely disruptive and dangerous behavior that infringes on the educational rights of others.
5. Overt gang activity – wearing, making gestures that symbolize gang membership or engaging in any gang related activities.
6. Improper behavior at extra-curricular events such as school sponsored evening events, before and after school enrichment activities, etc.
7. Throwing objects in or out of school that can cause bodily injury or damage to property including snowballs.
8. Stealing or vandalism (includes attempting to steal private or school property, causing damage to such property).
9. Defiance of school authority (open, willful or continued disobedience; use of profanity, vulgarity, obscenities, rudeness or insults toward staff members; repeated disregard for school rules).
10. Harassment/Discrimination (engaging in verbal abuse, i.e. name calling, threatening to harm on the basis of ethnicity, religion, culture, national origin, gender, or handicapping disability).
11. Intentional misuse/abuse of the internet
12. Students who display inappropriate attention towards one another in and/or near school or at a school sponsored activity will be reminded to refrain from such behavior. Appropriate behavior in the hallways and classroom settings are important to the school environment. As such, it will not be allowed and may result in referral to office administration. Examples of PDA (public display of affection) include but are not limited to: kissing, inappropriate hugging, etc. After one reminder, the students involved in inappropriate PDA will receive an office referral and will participate in a parent conference.

Consequences: When an office referral has been made and consequences are initiated, parents will be contacted. Consequences will be based on the seriousness of the behavior and may include, but not limited to:

- Call to parent/guardian
- Conference with parent/student/principal
- Contract
- Warning
- Loss of privileges
- School service project (picking up trash, washing tables during lunch, etc.)
- Suspension (in-school, or released to guardian)
- Expulsion

DRESS CODE

North Star Academy has adopted a dress code policy. All students are encouraged to follow the dress code policy as stated or disciplinary action may occur which can affect citizenship grades. Therefore, all students should read through it yearly and review it as the seasons change. There are no specific retailers that are required.

The purpose of North Star Academy's Dress Code policy is to improve the learning environment by:

- Ensuring clothing is modest and non-offensive.
- Reducing peer pressure and emphasis on brand name clothing.

- Minimizing health and safety concerns.
- Developing consistency to reduce conflicts and questions of enforcement.

Please Note

Dress code items not specifically covered below but considered inappropriate or contrary to the purpose of the dress code policy are subject to review and interpretation by the administrator and/or Board of Trustees. On occasion, students are permitted to “dress up” for games or special events and earn “Free Dress” days based on a variety of incentives. It is important to note that on these days, students should still refrain from immodest, offensive, or unsafe shoes and/or clothing.

Tops

Students may wear any solid colored polo shirt that meets the following requirements:

1. Is unadorned - defined as NO: writing, lace, ruffles, sequins or decorative embroidery, a small graphic or adornment (less than 1-inch square) is acceptable.
2. Has sleeves and covers the shoulders (may be short or long sleeves).
3. Is not too tight, sheer or otherwise revealing.
4. Is free from tears, frays, or holes and not excessively worn.
5. Is long enough to be tucked in when bending over.
6. Has the collar folded down.
7. Is free from incidental trim, except on the inside collar and on button lining. Students may wear a long or short sleeved unadorned solid white T-shirt, tank top, or turtleneck underneath the polo shirt.

Students may wear an unadorned solid navy-blue sweater or sweatshirt (no hoodies) over the polo shirt. No other layering on top of the polo shirt is permitted. North Star Academy’s embroidered logo is permitted on the polo shirts, sweaters, or sweatshirts.

Bottoms

Students may wear any solid tan, navy blue, or black pants, capris, shorts, skorts, or skirts that meet the following requirements:

1. Is not denim, nylon, sweat, leather, or vinyl material
2. Goes to the knee or longer
3. Is unadorned - defined as NO: writing, lace, ruffles, sequins, or decorative embroidery, except on back pockets
4. Has no incidental trim
5. Is not too sheer, tight, or otherwise revealing
6. Is free from tears, frays, or holes and is not excessively worn

Girls may wear inconspicuous shorts under skirts. No clothing or layering that shows is permitted. Please note: Leggings are classified as tights and not as pants.

Shoes

Students may wear any shoes that have a strap or some sort of a back on the shoe so that it doesn’t slip off the feet. Students may not wear:

1. Slippers
2. Shoes with wheels

Hair

Students may wear their hair and hair accessories in any way that is not so extreme in style or color so as to distract from a learning environment.

Accessories

Body piercing jewelry will be limited to earrings. Students may wear jewelry that is appropriate for school and is not a distraction. Any socks may be worn under long pants. If socks or tights are worn with capris, shorts, skirts, or skirts; the socks must be white, black or navy blue. Students may wear an unadorned solid brown or black belt (no sashes) to be worn in the pant belt loops. Hats may not be worn in the building. Accessories may not be distracting and must be appropriate to a learning environment.

Coats

Students may wear any style of coat that is not offensive and is appropriate to a learning environment. Coats may not be worn during class time.

Other Attire

Students may choose other attire such as backpacks, purses, etc. that is not offensive and is appropriate to a learning environment. These items are to be left in lockers and/or designated areas during school hours.

Consequences for Violation of the Dress Code Policy

If a teacher/staff feels that a student has come to school inappropriately attired according to the Dress Code Policy, the teacher/staff will:

- Send the student to the office staff in charge of executing the Dress Code Policy to determine if the student is in violation of the Dress Code. A form will be given to the teacher/staff explaining the ruling made. If the office staff determines that the student has violated the Dress Code then:
 - The office staff will call a parent to bring dress code appropriate clothing to the school. If a parent can not be reached, the student will be given Dress Code appropriate clothing to wear during the remainder of the day and a note will be sent home. Students will not be allowed to change into clothing stored at school in case they are caught breaking the dress code. The offense will be recorded in the Student Information System (currently Aspire) by the office staff. Work missed while changing clothing will not be made up.
 - For subsequent violations, a note will be sent home and the student will be required to compensate (not monetarily) for the time spent in dealing with his/her Dress Code-violation and for the maintenance of the clothing provided for him/her.
 - For the 5th violation, a meeting with the student, parent and principal will occur.
 - For each additional violation, a 1 day "in school suspension" will occur; in which a parent or approved adult will accompany the student to school for the full day. The student will not be allowed back into school without a parent or said adult. If the student misses school, makeup is allowed.

ELECTRONIC RESOURCE POLICY

Technology is a crucial tool in today's learning when used appropriately. It is important to recognize that technology is a privilege and when not used appropriately can be taken away. Therefore, with many factors to consider the policy must be read and reviewed yearly with a special use agreement being signed each school year.

Purpose

North Star Academy (the “School”) recognizes the value of computer and other electronic resources to facilitate student learning and help the School’s employees accomplish the School’s mission. The School has therefore made substantial investments to establish a network and provide various electronic resources for its students’ and employees’ use. Because of the potential harm to students and the School from misuse of these resources, the School requires the safe and responsible use of computers, computer networks e-mail, Internet, and other electronic resources. This policy is intended to ensure such safe and responsible use and to comply with Utah Administrative Rule R277-495, Utah Code § 53G-7-227, Utah Code § 53G-7-1002, the Children’s Internet Protection Act, and other applicable laws.

Electronic Devices

The School recognizes that various forms of electronic devices are widely used by both students and employees and are important tools in today’s society. The School seeks to ensure that the use of electronic devices, both privately-owned devices and devices owned by the School, does not cause harm or otherwise interfere with the learning, safety, or security of students or employees.

Definitions

“Electronic device” means a device that is used for audio, video, or text communication or any other type of computer or computer-like instrument including but not limited to: a cellphone or smartphone, a smart or electronic watch, a tablet, a virtual reality device, or other emerging technology.

“Instructional time” means the hours during the School day designated by the School for class instruction.

“Privately-owned electronic device” means an electronic device that is not owned or issued by the School to a student or employee.

“School day” means the hours that make up the school day according to the School’s schedule.

“School-owned electronic device” means an electronic device that is owned, provided, issued, or lent by the School to a student or employee.

“School-sponsored activities” means field trips, curricular and extracurricular activities, and extended School-sponsored trips or activities, including School-provided transportation to and from such activities.

Student Use of Electronic Devices

Electronic devices may only be possessed and used by students during the School day and during School-sponsored activities in accordance with the following standards:

- Electronic devices may only be used in class at the teacher’s request and for educational purposes.
- Electronic devices may not be used to view, access, download, store, or transmit pornography or other obscene or inappropriate material.
- Electronic devices may not be used to bully, threaten, humiliate, embarrass, harass, or intimidate other students, teachers, volunteers, School guests, or School employees.
- Electronic devices may not be used in ways that violate local, state, or federal laws.
- Electronic devices may not be used during quizzes, tests, and standardized

assessments except as otherwise provided herein.

- Electronic toys are not allowed in the School.
- Privately-owned electronic devices must remain out of sight in a bag or backpack (elementary), or in a locker (middle school), and be turned off during the School day except as otherwise provided herein.

Exceptions

The Principal may give permission for a student to possess and use an electronic device during the School day and during School-sponsored activities for good cause if the device does not distract from the instructional or educational process and is not otherwise used inappropriately. Parents may request that the Principal allow a student to possess and use an electronic device that is on active mode at all times during the School day and during School-sponsored activities, with the exception of during tests and standardized assessments, for good cause, including medical needs or unusual family situations. Students may use an electronic device to address a medical necessity.

A student may possess and use an electronic device that is on active mode at all times during the regular School day and during School-sponsored activities, including during assessments, if such an accommodation is specified in a written Section 504 plan, an Individualized Education Plan, or in connection with other legitimate circumstances determined by the Principal.

Electronic devices may be possessed and used in the event of an emergency during the limited period of the emergency in order to protect the safety of a student or School employee, visitor or volunteer. This includes using an electronic device to respond to an imminent threat to health or safety of an individual or to respond to a school-wide emergency.

Students may also use an electronic device during the School day and during School-sponsored activities to use the SafeUT Crisis Line.

Parents may make other individualized requests for exceptions to this policy to the Principal.

Consequences for Violation

A student will receive one warning prior to discipline for violating this policy unless the violation involves cheating or constitutes a violation of the School's Student Conduct and Discipline Policy or at the discretion of the Principal.

On the second violation of this policy, if the violation involves a privately-owned electronic device, the privately-owned electronic device will be confiscated, labeled, and held in a secure location. The Principal, teachers, and other individuals designated by the Principal may confiscate privately-owned electronic devices under this policy.

Despite the foregoing, a privately-owned electronic device may be confiscated after an initial or other violation of this policy if the violation is deemed serious by the Principal, teacher, or another individual designated by the Principal. Serious violations include but are not limited to a student using an electronic device to:

- Threaten, harass, bully, or intimidate another person;
- Access pornography or obscene material;
- Engage in academic dishonesty;
- Participate in criminal behavior; or
- Repeatedly or egregiously disrupt classroom or other School instruction.

An individual other than a student who finds or confiscates a privately-owned electronic device

may search the device for the purpose of determining the device's owner. Students may not search electronic devices. Electronic devices that are used inappropriately may be subject to search by the Principal or other individuals designated by the Principal if there is a reasonable suspicion that the device contains obscene or pornographic material or has been used to cheat or to threaten, embarrass, harass, or intimidate other students, teachers, volunteers, School guests, or School employees.

The School will make reasonable efforts to notify parents/guardians if the School has confiscated a student's privately-owned electronic device. Parents/guardians who show identification may retrieve confiscated electronic devices during School hours or by appointment. The School will retain unretrieved privately-owned electronic devices until the end of the School year, at which time the devices will be disposed of in a manner that ensures that no data stored on the device may be retrieved.

The Principal may, subject to applicable law, impose additional disciplinary consequences for a student's violation of this policy, considering the nature of the violation and other disciplinary actions in which the student has been involved. Such disciplinary actions may include:

- Loss of the privilege to possess or use electronic devices
- Disciplinary letter to the student's parent/guardian that is placed in the student's file
- Detention
- In-School suspension
- Suspension
- Expulsion
- Loss of the privilege of participating in School-sponsored activities or of receiving honor recognition

The School may contact law enforcement if School employees believe that a student has used an electronic device in connection with a violation of criminal law, and criminal penalties may arise from inappropriate use of electronic devices.

Notice of the Policy

The School will make the Electronic Resources Policy accessible on the School's website, including in the same location as the School's Data Governance Plan required in R277-487.

Creative and Innovative Uses for Electronic Devices

Teachers and other School employees are encouraged to use electronic devices creatively in order to effectively communicate with students and parents/guardians and to enhance instruction. Creative uses might include notifying absent students of assignments, communicating with parents when students excel or if they are behind or absent, notifying students and parents of news articles or events that would enhance the learning experience, providing feedback to students on tests and assignments, parents notifying the School when students are absent or tardy.

Other Provisions

Picture taking or sound or video recording by students is prohibited in School unless authorized by a teacher or the Principal. Picture taking or sound or video recording by students is prohibited in private areas of the School such as locker rooms, counseling sessions, washrooms, and dressing areas. Violations of this may subject students to discipline, and any

suspected illegal activity may be reported to law enforcement.

Students bring privately-owned electronic devices on School property at their own risk. The School is not responsible for lost, stolen or damaged privately-owned electronic devices. Students are responsible for their privately-owned electronic devices and may be subject to discipline if their device is misused by another.

Parents, guests, and visitors to the School may use privately-owned electronic devices at School and at School-sponsored activities only in accordance with rules established by the Principal. Such individuals who use the School's electronic resources, including the School's equipment, services, or connectivity, whether on or off School property, may not use such resources to access inappropriate material or information.

Internet Safety

It is the School's policy to: (a) prevent user access to or transmission of inappropriate material over its computer network via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act (section 254(h) of title 47, United States Code).

Definitions

Key terms are as defined in the Children's Internet Protection Act.

"Technology Protection Measure" means a specific technology that blocks or filters Internet access to visual depictions that are:

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

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

- 1- Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
- 2- Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
- 3- Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

"Sexual Act" and "Sexual Contact" have the meanings given such terms in section 2246 of title 18, United States Code.

Access to Inappropriate Material

To the extent practical, the School will employ technology protection measures (or "Internet filters") to block or filter Internet access to—or other forms of electronic communications containing—inappropriate information over the School's network or by School-owned electronic devices.

Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of child pornography or material deemed obscene, or to any material deemed

harmful to minors.

Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes. Procedures for disabling or otherwise modifying any technology protection measures shall be the responsibility of the Principal or designated representatives.

Inappropriate Network Usage

To the extent practical, steps shall be taken to promote the safety and security of users of the School's online computer network when using electronic mail, chat rooms, instant messaging, social media, and other forms of direct electronic communications.

Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called "hacking" and other unlawful activities and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Education, Supervision and Monitoring

It shall be the responsibility of all School employees to educate, supervise and monitor appropriate usage of the School's online computer network and access to the Internet in accordance with this policy, the Children's Internet Protection Act, the Neighborhood Children's Internet Protection Act, and the Protecting Children in the 21st Century Act. This includes educating students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, as well as cyberbullying awareness and response. The School will also provide information regarding these matters to parents/guardians.

Student Acceptable Use of School Electronic Resources

The School makes various electronic resources available to students. These resources include computers and other electronic devices and related software and hardware as well as the School's network and access to the Internet. The School's goal in providing such electronic resources to students is to enhance the educational experience and promote the accomplishment of the School's mission.

Electronic resources can provide access to a multitude of information and allow communication with people all over the world. Along with this access comes the availability of materials that may be considered inappropriate, unacceptable, of no educational value, or even illegal. The School has initiated safeguards to restrict access to inappropriate materials, and use of the Internet and other electronic resources are monitored as well.

In order to use the School's electronic resources, students must be willing to abide by the rules of acceptable use. Use of the School's electronic resources is a privilege, and students have no expectation of privacy in connection with their use of the School's electronic resources.

Students who abuse this privilege by actions such as damaging the School's electronic resources; violating copyrights; bullying, hazing, intimidation, humiliation, harassment and threats; accessing pornography or other obscene or inappropriate material; inappropriate language; gambling; unauthorized games; hacking; invasion of the reasonable expectations of privacy of students or employees; or other unauthorized or inappropriate use, will be subject to discipline. Violation of policies and rules regarding use of the School's electronic resources may also result in confiscation of School-issued devices and denial of access to the School's

electronic resources. This may result in missed assignments, inability to participate in required assignments and assessments, and possible loss of credit or academic grade consequences. The School may contact law enforcement if School employees believe that a student has used School electronic resources in connection with a violation of criminal law, and criminal penalties may arise from inappropriate use of electronic resources. This applies to use of the School's electronic resources at any time and place, whether on or off School grounds. Students are personally responsible for School electronic resources provided to them, and the students and their parents/guardians may be held responsible for loss or damage to such electronic resources. Parents play an important role in helping students understand what does and does not constitute acceptable use. The Principal shall ensure that additional rules and procedures regarding students' use of the School's electronic resources are established and clearly communicated to students and their parents/guardians. The Principal shall ensure that students receive appropriate training regarding these rules and procedures.

ARTIFICIAL INTELLIGENCE (AI) and ACADEMIC INTEGRITY

Artificial Intelligence (AI) has emerged as a tool in electronic communication, supporting individuals and students in various ways. However, with its growing role in education, we must address how AI interacts with our NSA's policies on academic integrity.

ROLE OF AI IN LEARNING

AI can be used in your learning. It can offer individualized learning materials, help you understand complex topics, and give you access to important information. It can support studying and make learning more interactive and engaging. However, while using AI, it's essential to ensure that your actions remain within the framework of academic integrity.

GUIDELINES FOR AI USE AND ACADEMIC INTEGRITY

1. Avoid being a cheater...Understand the Difference Between Assistance and Cheating

AI can assist in finding information and explaining concepts, which is very much like a tutor assisting you. However, you should never use AI to complete your assignments, tests, or any form of graded work entirely on your behalf. This would be equivalent to cheating.

2. Avoid being a thief...Cite AI-Sourced Information

When using AI for research or gathering information, ensure that you properly cite the sources provided. Not doing so could result in plagiarism. AI is a tool to find information, but that does not exempt you from acknowledging the original creators of that information.

3. Avoid being lazy...Do not Use AI to Circumvent Learning

AI is here to complement your learning, not replace it. Using AI to bypass understanding concepts or doing the work yourself defeats the purpose of education, which is to develop your knowledge, skills, and competencies.

4. Avoid being foolish...Understand the Limitations of AI

While AI can be very helpful, it's not infallible and shouldn't be wholly relied upon for accuracy. Always cross-verify information from multiple sources and don't hesitate to ask your teachers if you're unsure about something.

CONSEQUENCES FOR MISUSE OF AI

The misuse of AI, such as using it to cheat on tests, plagiarize work, or misrepresent one's understanding, will be treated as a serious violation with appropriate consequences, such as grade reduction or failing grade for the assignment or other appropriate measure as per our electronic resources policy.

Remember, the goal of your education is not just about earning grades; more importantly, it's about learning, growing, and preparing yourself for the future. Therefore, it is important you use AI responsibly to become a better learner.

EMERGENCY EARLY RELEASE

In the unlikely event, the school must initiate an emergency early release, please note the pick-up points in the following map. Teachers will escort their class outside to the designated areas and help in loading students into their carpools. **Should an emergency release require an off-campus evacuation please refer to the evacuation section (students are moved to the Midvalley Bible Church)**

Please make sure to have all emergency contacts you may use recorded and updated in Aspire. Staff will not release your student to anyone who is not on your emergency contact list - no exceptions.



Evacuation: If there is a need to evacuate the building before you are able to pick your student up at the school, we have arranged to use the Midvalley Bible Church's facility. Please follow the pick-up procedures under the Emergency Response and Preparedness Plan and make sure **ANYONE you plan to pick up your child is listed in the Student Information System (currently Aspire) as an emergency contact.**

HOMework GUIDELINES

Homework has three major purposes:

1. To teach personal responsibility and time management skills
2. To keep parents informed about what their children are studying
3. To provide additional academic growth and development

Although regular homework is an important part of the academic program at North Star Academy, we also value student involvement in extracurricular activities as well as time spent with family. It is expected that classroom teachers will assign homework that allows students these opportunities. The following times are provided as guidelines and are not intended to be absolutes. For example, major projects may require more time than the maximum amount. Understand that all students work at a different pace and that time spent towards completion of a task may vary. Homework guidelines may not include reading requirements as set forth by teachers.

GRADE	MINIMUM	MAXIMUM
Kindergarten	15 Minutes	30 Minutes
1st Grade	20 Minutes	45 Minutes
2nd Grade	20 Minutes	45 Minutes
3rd Grade	20 Minutes	45 Minutes
4th Grade	20 Minutes	45 Minutes
5th Grade	30 Minutes	60 Minutes
6th Grade	30 Minutes	60 Minutes
7th Grade	30 Minutes	90 Minutes
8th Grade	30 Minutes	90 Minutes
9th Grade	30 Minutes	90 Minutes

Parents are responsible for the following:

1. Provide a time and place free from distraction for the student to work.
2. Sign any worksheets or homework logs that are requested by the homeroom teacher.
3. Monitor student work and provide additional support as needed.
4. Communicate concerns and work closely with the teachers if problems occur.

LOST AND FOUND

Please label all clothing, lunch boxes, and backpacks. Clothing left in the Lost & Found will be donated to a charity or worthy cause at Fall Break, Winter Break, Spring Break, and after the last day of school.

IMMUNIZATIONS

In compliance with state law and in consideration of the safety of all students, immunizations must be kept current. A 5-day notice will be given when an update is needed. Failure to comply will result in immediate dismissal from school. An immunization waiver may be obtained from the Utah Health Department.

LUNCH / BREAKFAST

A hot lunch program is available at North Star Academy. In order to participate, students must pay in advance in the office. The cost is \$2.25 per day. Breakfast is also served from 8:00am to 8:20am for a cost of \$1.30 per day. You can view your children's lunch account funds on the Student Information System (currently Aspire). Payments can be made [on-line here](#): Online Lunch Payment. No additional surcharges are paid by the family to utilize this service, but rather paid by North Star Academy for the convenience of all NSA parents. North Star Academy participates in the National School Lunch program, including free and reduced-price lunches. Contact the office for more information. Students with a negative balance may be given a peanut butter sandwich in lieu of accounts dropping further into the negative.

MISSION AND VISION

- North Star Academy exists to ENGAGE and INSPIRE students to achieve their highest potential through a SAFE, CHALLENGING, and INDIVIDUALIZED learning environment.
- SAFE ENVIRONMENT: free of bullying, teasing, and harsh criticism.
- CHALLENGING ENVIRONMENT: materials, programs, and procedures have been shown, through research, to improve student learning.
- INDIVIDUALIZED ENVIRONMENT: one that allows students to progress at their own ability level, and provides them with opportunities to pursue personal interests.
- School Improvement Goal: Every Spring the Board of Trustees, administration, and Parent Teacher Organization come together for a yearly planning meeting to form a School Improvement Goal for the following year in which all stakeholders will take part.
 - 2022-2023 "Effort +Attitude = Result"
 - My personal Best is Success!

POLICIES

Please note that this handbook does not include all policies approved by the Board of Trustees and adhered to school wide, therefore it is important to review the policies section of the school's website: <https://north-staracademy.com/policies-and-procedures.html> . Any changes or new policies approved will be advertised through the school newsletter and posted to the website.

SCHEDULES

Daily Schedule:

<u>Time</u>	<u>Bell</u>
8:15 AM	First Bell
8:30 AM	Tardy Bell
11:20 AM	Half Day - Kindergarten Dismissal
11:14 AM	Middle School Lunch
11:35 PM	Elementary Lunch Rotations Begin
2:52 PM	Dismissal

Reviewed June 22, 2026

North Star Academy Parent-Student Handbook 2026-2027

Elementary Class Schedule (times are approximate):

<u>Time</u>	<u>Bell</u>
8:30 - 8:40 AM	Opening in Homeroom
8:40 - 9:45 AM	Math
9:45 - 12:05 PM	Language Arts
11:35 - 12:15 PM	Kindergarten lunch / recess
11:35 - 12:25 PM	5th & 6th lunch / recess
12:00 - 12:50 PM	1st & 2nd lunch / recess
12:25 - 1:10 PM	3rd & 4th lunch / recess
12:05 - 2:52 PM	Specials

Middle School Class Schedule:

<u>A-Day</u>	<u>B-Day</u>	<u>Time</u>
1st Period	5th Period	8:30 - 9:50 AM
2nd Period	6th Period	9:53 - 11:14 AM
Lunch		11:14 - 11:40 AM
3rd Period	7th Period	11:43 - 1:03 PM
4th Period	8th Period	1:06 - 2:26 PM
Advisory		2:29 - 2:52 PM

Recess: Students are expected to participate in outdoor activities including recess with the class. Teachers use this time for collaboration/preparation. Indoor supervision is not available. Consideration will be given to students who have a medical excuse with a doctor's or parent's note.

Please dress students properly for varying weather conditions (hats may be worn outside). In addition, students may bring a nutritious snack to be eaten at recess.

SCHOOL COMMUNICATION

Parents can expect our school newsletter every Wednesday in the form of an email. This includes useful information of what is happening at North Star, as well as opportunities you and/or your children may be interested in. We highly encourage taking the time to read it each week so you are well informed.

In addition to this email outreach, our website and NSA app is continually being updated with staff contact information, updated newsletters, events, menus, schedules, calendars, policies, classroom happenings, parent support resources, and other important information that you may find useful. Therefore, we ask that you make sure your contact information is accurate and up to date on the Student Information System (currently Aspire) at all times. Periodically teachers or staff may utilize this tool to send out additional reminders or other communication. All parents are asked to update the Student Information System (currently Aspire) contact information and health concerns annually, as well as when changes may occur. Printed communication will be made available to those who do not have access to email or internet through our office personnel.

EMERGENCY RESPONSE AND PREPAREDNESS PLAN

North Star Academy is committed to a safe, challenging and individualized learning environment. We consistently have drills that are scheduled at the start of each school year to keep our students and staff sharp on procedures in an emergency and well prepared in the event of an actual emergency.

We will communicate an emergency (or school closure) through the following means.

1. If there is power at the school our phone system can call and/or email all the school's families within 20 minutes to give important information. Please make sure you keep the office informed of

contact information changes.

2. If needed we will send out information if available through one or more of the following via social media (Facebook), push notifications through the NSA app, and the NSA website.

If there is a need to evacuate the building, we have arranged to use the Midvalley Bible Church's facility. Please follow the pick-up procedures below.

North Star Academy Evacuation Plan



Evacuation Plan pick up procedures:

- In the event that we have to evacuate the building, we will walk the children to the Midvalley Bible Church 13985 South 2700 West in Bluffdale. **DO NOT GO TO THE SCHOOL to pick up children.**
- Please go to the designated relocation center *Midvalley Bible Church* to pick up your student.
- Vehicles will **not be** permitted to enter the parking lot of the church. Parents must park in designated areas above or any designated parking lots at Wardle Fields and **walk to the church to pick up their students.** Please remain calm and obey all traffic and pedestrian laws.
- Only individuals you have listed on your Students Emergency Contact List will be permitted to pick up your children.
- Current valid identification with a photograph is needed when a parent or trusted adult signs for your child even if the adult in charge of release knows you or the person picking up the child.



SCHOOL VISITS

Parents and guardians are encouraged to visit the school frequently and take an active role in the education of their children. Arrangements to visit a classroom may be made by contacting the teacher to set up a convenient time. All non-employee adults must check in at the school office and pick up a visitor's badge upon entering the building. Teachers may not conduct private conferences with parents during instructional time unless a prior arrangement with the teacher has been made.

Students are not allowed to bring visiting children (friends or relatives) to school with them.

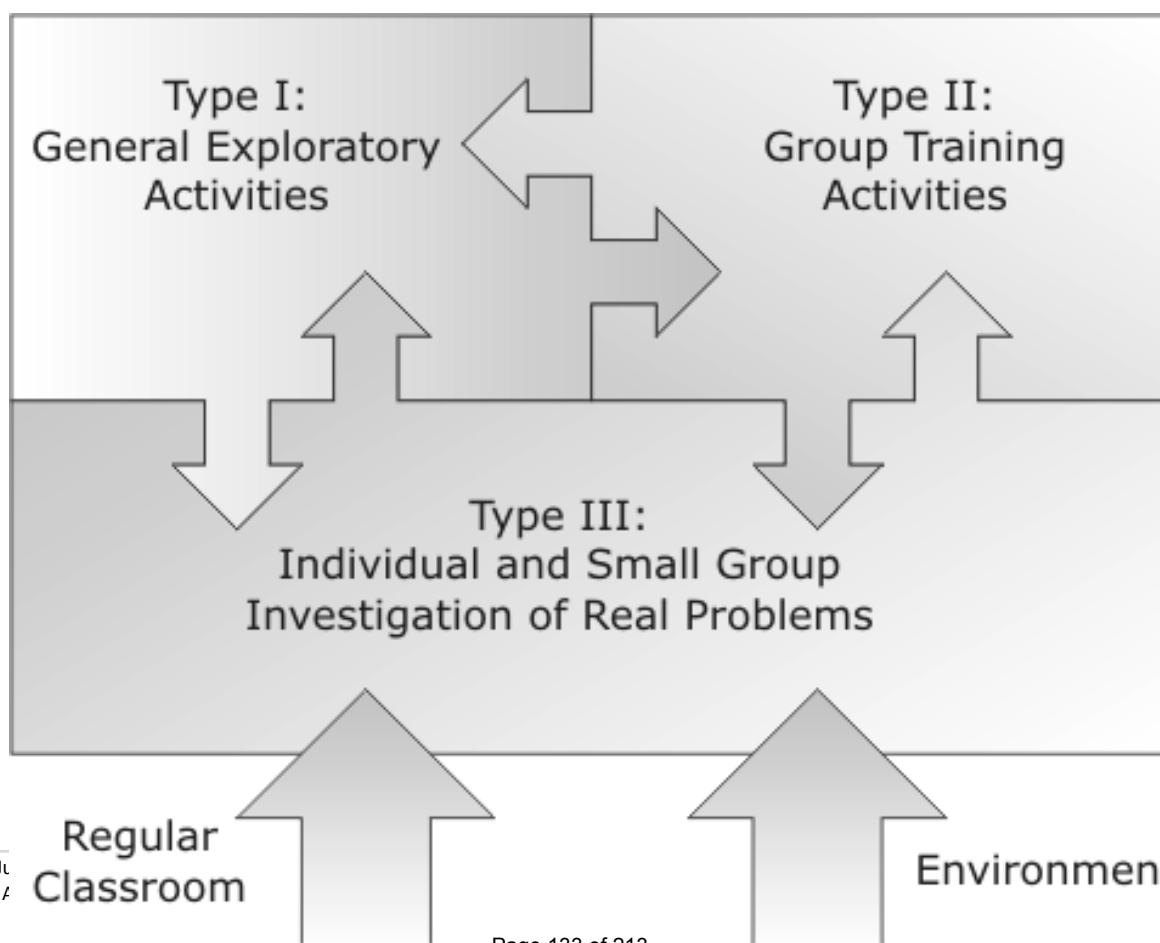
Forgot Something? If your student forgot something at home and you are delivering it to the school please leave it with the front office. We will make sure your child receives it.

SCHOOLWIDE ENRICHMENT MODEL

North Star Academy is philosophically founded upon the Schoolwide Enrichment Model (SEM) developed by Dr. Joseph Renzulli of the National Center for Gifted Education and Talent Development. Through extensive research and working with children, Dr. Renzulli found that all children benefit from hands-on, student-driven, and interest-based activities. These types of activities assist each child in developing critical thinking skills and the ability to work cooperatively while increasing the child's positive self-concept. To help illustrate the different types and levels of enrichment activities Dr. Renzulli has incorporated the Enrichment Triad Model into the SEM (see figure below).

Each type is designed to build upon prior knowledge and student interest. To learn more about the School Wide Enrichment Model and the Enrichment Triad Model visit the Website at:

<http://www.gifted.uconn.edu/sem/>



SUPPLIES / FEES

Student Supplies: Elementary students (Grades K-6) class supply recommended lists are mailed in July. Middle School students (Grades 7 – 9) will receive their recommended supply lists during the middle school class schedule pickup day in early August. In addition, teachers will also give parents a list of recommended school supplies that the students will need upon request.

Middle School Student Fees: REQUIRED FEES (for fully and partially enrolled students)

The following student fees may be assessed to all middle school students grades seven to nine as follows and are apportioned by the number of days of school membership if a student attends less than a full school year.

Middle school students who withdraw from school shall be refunded all unused fees apportioned by the number of days attended with the exception of the extracurricular activities fees, which are non-refundable. Required fees are eligible for fee waivers. [Student Fees](#) 2025-2026.

Textbooks: Please talk with your student about taking good care of textbooks. All 8th and 9th grade math textbooks must have a fabric or paper cover to increase longevity of its use. The students are responsible for the condition of returned books and will be assessed a replacement fee if damage beyond normal use is incurred or if books are lost.

Fee Waiver Information and Forms: Fee Waiver, Notice and Applications can be found on the school website.

VOLUNTEERING

All parent volunteers are required to check in at the main office and receive a volunteer badge. At the biannual parent-teacher conference, parents will be able to set personal goals relative to their participation in their children's education. This allows each parent to select goals that are within her/his comfort and ability level. It will also allow for creativity based on individual experience, talents and abilities. Although North Star Academy does not request a specified number of hours per family each year, we do highly encourage volunteering and seek to provide a wide range of opportunities for involvement and communicate these to parents through the school website, school App, and/or school newsletters as well as through our PTO Volunteer Coordinator using an automated email service. Volunteer tasks may be performed at home, off hours, or on weekends. All parent volunteers are encouraged to follow the teacher dress code while volunteering on the school grounds. Parent volunteers working directly with students may be subject to a personal background check.



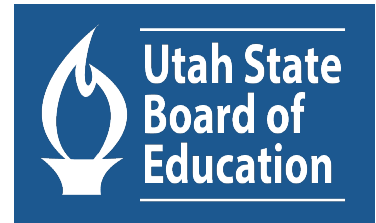
NORTH STAR ACADEMY

2026-2027 Board Meeting Dates

All Board Meetings will be held at North Star Academy, 2920 W 14000 S, Bluffdale, UT 84065, unless otherwise noted on the specific agenda. Day and time changes are at the discretion of the Board at least 24 hours in advance.

Meeting #	Date	Time
1	Thursday, September 3, 2026	4:30 PM
2	Thursday, November 5, 2026	4:30 PM
3	Thursday, January 7, 2027	4:30 PM
4	Thursday, March 4, 2027	4:30 PM
5	Thursday, April 15, 2027	4:30 PM
6	May 2027 (TBD)	4:30 PM
7	Thursday, June 3, 2027 — Annual Board Meeting	4:30 PM

NSA 2026-2027 Board Meeting Dates



Title II, Part A

Supporting Effective Instruction

Every Student Succeeds Act (ESSA)

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Instructions

All sections of this document will be entered into Utah Grants Management (UGM) as a “form”. Use this document to create an LEA application by typing directly into the fillable fields. An LEA representative may also access linked resources from this document. Do not alter or remove sections. When finished, submit this application as an attachment in Utah Electronic Grant Management System (EMGS). By submitting this document, the LEA grant manager certifies that the application aligns with all federal regulations and provides affirmation of all assurances.

For questions regarding this application, please contact:

Katie Jones, Title II, Part A Grant Manager
Teaching & Learning
Utah State Board of Education
Phone: 801-538-7923
Email : katie.jones@schools.utah.gov

General Information

LEA:	North Star Academy
Grant Director Information (Person responsible for Title II, Part A grant management)	
Name:	Tana Archer
Title:	Director
Email Address:	tarcher@north-staracademy.com
Address 1:	2920 W 14000 S.
City, Zip code	84070
Telephone:	801-302-9579

Consolidated Needs Assessment and Consultation

Please provide a short summary of which indicators from the LEA Consolidated Needs Assessment are being addressed through the Title II, Part A application and how those indicators were selected. Your response should include:

1. Data that was analyzed,
2. Needs revealed from the data analysis
3. Needs targeted for prioritization of Title II, Part A grant-funded activities.

Your response should be approximately 500 words or less. An LEA may choose to upload charts and/or graphs as attachments in the UEGMS for additional evidence.

As part of the LEA's Consolidated Needs Assessment process, administration conducts an annual review of multiple data sources to determine priority areas for professional learning and educator support. This review includes analysis of state assessment results, three-year trend data in student performance, teacher evaluation and observation data, educator effectiveness measures, and feedback collected from stakeholder surveys administered at the conclusion of each school year. Together, these data sets provide a comprehensive understanding of instructional strengths and areas requiring targeted improvement.

Analysis of the most recent **state assessment results** showed uneven levels of proficiency across grade levels and student groups, with particular gaps among students receiving special education services, multilingual learners, and students from lower socioeconomic backgrounds. Three-year trend data revealed inconsistent growth patterns in core content areas, indicating a need to strengthen Tier 1 instruction and ensure the consistent implementation of evidence-based instructional practices across classrooms. Teacher evaluation data, including formal observations of early-career teachers, reflected a need for additional support in instructional planning, differentiation, and the use of assessment data to guide instruction.

Findings from **stakeholder surveys**—including teachers, mentors, administrators, and families—highlighted a need for more structured mentoring and coaching for early-career educators. Teachers expressed a desire for more job-embedded professional learning opportunities and consistent mentorship to improve instructional practice and classroom management. Mentors and administrators also identified the need for systematic professional development aligned to district instructional priorities to strengthen teacher capacity and improve student outcomes.

Based on this data analysis, the LEA identified several critical needs for prioritization. First, there is a clear need to strengthen **strong Tier 1 instruction** in all classrooms in order to promote equity, improve student outcomes, and ensure all learners—including those requiring differentiation—receive high-quality instruction. Second, early-career teachers need sustained support to improve instructional practice, confidence, and long-term retention. Third, educators across the system would benefit from access to evidence-based professional learning that is aligned to Utah Effective Teaching Standards and districtwide instructional goals.

To address these prioritized needs, the Title II, Part A application focuses on supporting a structured mentoring program for teachers in their first three years of employment. This includes providing trained mentor teachers who deliver ongoing coaching, modeling, and feedback aligned to school and district instructional priorities. These efforts are designed to improve instructional effectiveness, strengthen the use of research-based practices, and ensure a consistent, equitable Tier 1 instructional experience for all students. Title II funds will also support professional learning aligned to the LEA's goals for differentiation, assessment literacy, and culturally responsive instructional practices.

By aligning Title II activities directly with the needs identified in the Consolidated Needs Assessment, the LEA ensures that federal resources are strategically targeted to improve instruction, elevate educator effectiveness, and ultimately increase student achievement across the district.

Please provide a description of how the LEA will use data and ongoing consultation to continually update and improve activities supported by Title II, Part A [[§2102\(3\)\(B\)](#)] Your response should be approximately 300 words or less.

The LEA employs a structured continuous improvement process to ensure Title II, Part A activities remain aligned to identified needs and district instructional priorities. Each year, administration conducts a comprehensive analysis of state assessment data, three-year student achievement trends, educator evaluation and observation results, and stakeholder surveys administered at the conclusion of the preceding year. These data sources collectively inform decisions regarding professional learning, mentoring supports, and instructional capacity-building initiatives.

Ongoing consultation with key stakeholders is integral to this process. Principals meet regularly with district leadership, instructional coaches, mentor teachers, and early-career educators to review implementation evidence, discuss emerging needs, and refine program activities. Feedback from mentor and mentee surveys, coupled with observation data and student performance indicators, provides timely insight into the effectiveness of mentoring structures and professional development offerings.

Throughout the year, administrators monitor classroom instruction and analyze formative performance data to assess whether Title II-supported activities are strengthening Tier 1 instruction, promoting differentiation, and increasing the use of evidence-based practices. When data reveal gaps or inconsistent implementation, adjustments are made to coaching cycles, mentoring focus areas, or professional learning priorities.

At the conclusion of each cycle, the LEA synthesizes all data to determine program impact and to update Title II, Part A activities to ensure ongoing effectiveness and alignment with district goals.

Goals and Activities

Please provide the overarching grant goals and the activities aligned to meet those goals. **Goals** should address the indicators that were identified and prioritized during the CNA and align to the overarching outcome of increasing student achievement consistent with the state standards by preparing, training, and recruiting high-quality teachers, principals, and other school leaders as prescribed in ESSA [§2001.(1-4)] **Activities** describe the allowable activities the LEA is planning to do in order to meet the overall goals of the program. Please complete this section using the LEA copy of the [Title II, Part A Goals and Activities spreadsheet](#) (also found in the [LEA Support Resources](#) folder).

GOALS AND ACTIVITIES SPREADSHEET LINKED HERE:

https://docs.google.com/spreadsheets/d/1_yTDKkRlu4nBetjyE9ERa52xeKhMgtfD/edit?gid=529437135#gid=529437135

Budget and Budget Narrative

As part of the Title II, Part A Goals and Activities spreadsheet, please provide a detailed description of the requested funds that will be spent for each Goal Activity.

Budget Narrative: In addition to completing the Budget Form in Utah Grants, provide a narrative description of the budget using the LEA copy of the Title II, Part A Goals and Activities spreadsheet (linked above, or found in the [LEA Support Resources](#) folder). The narrative clearly describes the proposed expenditures for the proposed projects.

- a. Provide sufficient details in the budget to clarify intended expenditures associated with each activity budget.
- b. Provide justification for each budget category.

Targeted Supports

Please provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement (CSI) activities and targeted support and improvement (TSI) activities [§2102 (b)(2)(C)] or have the highest percentage of children counted under section [§1124(c)]. Your response should include specific strategies for differentiated support for your highest need schools. Your response should be approximately 300 words or less.

The LEA will prioritize Title II, Part A funds to support schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or those with the highest percentages of students counted under §1124(c). Schools with the greatest identified instructional needs will receive intensified mentoring, coaching, and professional learning supports.

Differentiated supports will include assigning highly effective mentor teachers to early-career educators in CSI/TSI schools, increasing the frequency of coaching cycles, and providing additional release time for instructional collaboration. These schools may also receive supplemental professional development focused on evidence-based Tier 1 instructional practices, data-driven decision-making, differentiation, and strategies for supporting multilingual learners and students with disabilities.

Administrators in high-needs schools will participate in regular consultation with district leadership to review observation data, student performance trends, and educator feedback to ensure Title II resources are allocated where improvements are most urgently needed. Additional support may include targeted coaching for instructional leaders to strengthen observation practices, feedback quality, and implementation monitoring.

By prioritizing Title II resources to schools with the highest need and offering differentiated support structures, the LEA ensures equitable access to high-quality instruction for all students while building educator effectiveness and stability in the schools where it is most essential.

Assurances

By submitting this application the grant manager provides the following assurances:

1. Upon request, the LEA shall provide the Utah State Board of Education with access to records and other sources of information that may be necessary to determine compliance with appropriate federal and state laws and regulations.
2. If eligible private schools are within the LEA boundaries, the LEA agrees to comply with the [equitable access provisions](#) for students attending those schools and complete the supplemental reporting document, [Equitable Services - LEA Process and Plan](#) supplemental document (Appendix C).
3. The LEA shall conduct educational activities funded by this project in compliance with the following federal laws:
 - a. Title VI of the Civil Rights Act of 1964
 - b. Title IX of the Education Amendments of 1972
 - c. Section 504 of the Rehabilitation Act of 1973
 - d. Age Discrimination Act of 1975
 - e. Americans with Disabilities Act of 1990
 - f. Improving America's Schools Act of 1994
4. The LEA shall use grant funds to **supplement and not supplant funds** from non-federal sources.
5. The LEA shall meaningfully consult with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, other appropriate school personnel, parents, and community partners and has, as appropriate, coordinated with other related strategies, activities, and programs. [\[§2102\(b\)\(1\)\(3\)\(A\)\]](#)
6. The LEA shall submit, in accordance with stated guidelines and deadlines, all program and evaluation reports required by the U.S. Department of Education and the Utah State Board of Education.
7. The LEA will retain records of the program for seven years and will allow access to those records for purposes of review and audit.

APPENDIX

Appendix A

Title II, Part A Goals & Activities Overview

Instructions:

On the Goals & Activities Overview spreadsheet, provide the overarching goals of your Title II, Part A application and the activities designed to achieve each goal. Ensure that your goals are directly aligned with the needs identified and prioritized in your needs assessment, and that they support the overarching purpose of Title II, Part A: to increase student achievement consistent with the state standards by preparing, training, and recruiting high-quality teachers, principals, and other school leaders as prescribed in ESSA [§2001.(1-4)]

For each goal listed on the overview, complete a corresponding Goal [#] Activities spreadsheet. In these spreadsheets, provide detailed information about each activity, including how it aligns with the goal, its intended outcomes, the target audience, and your plan for evaluation. Be specific and provide sufficient detail so that reviewers can clearly understand the purpose and scope of each activity.

In addition, for each goal, complete a Goal [#] Budget Narrative spreadsheet. Provide a clear and detailed budget narrative that justifies the expenses associated with each activity. Ensure that the budget narrative aligns with the activities described in the corresponding Goal [#] Activities spreadsheet.

Remember that activities should be allowable under Title II, Part A and designed to support the goals of your program. (See [Title II, Part A Allowable Expenditures Program Guide](#))

Katie Jones, USBE Title II, Part A grant manager

katie.jones@schools.utah.gov

Appendix B

Equitable Services to Students in Private Schools

To ensure timely and meaningful consultation, LEAs shall consult with appropriate private school officials. The LEA and private school officials shall both have the goal of reaching agreement on how to provide equitable and effective programs for eligible private school children. Services and other benefits to private school students must be secular, neutral, and non-ideological; must be provided in a timely manner; and must be equitable in comparison to services and other benefits for public school children, teachers, and other educational personnel. [\[§8501\(c\)\(1\)\]](#)

Describe the school system's written process to invite private schools to the initial consultation meeting, provide on-going consultation, and manage disputes and/or complaints. Your response should be approximately 300 words or less.

N/A

Describe how private schools communicate their plans for participation in Title II, Part A with the LEA. The private schools' plans should include evidence of a needs assessment, a professional development action plan, and projected expenses. Your response should be approximately 300 words or less.

N/A

In the chart below, please provide the names of participating private schools, the number of private school students, the calculated cost per pupil that will benefit from Title II-A services, and the school's total allocation. Please add rows as needed.

	Private School Name	Number of Students	Per Pupil Allocation	Total Allocation

LEAs may choose to submit Title I Equitable Services resources as Title II, Part A application support documents. See links provided below:

- [Equitable Services Calculator](#)
- [ESEA Programs for Private Nonprofit School Student Consultation for \[SY\]](#) (select Title II, Part A ESEA Section 8501)
- [Sample Letter: Invitation for Private Nonprofit Schools to Consult on ESEA Equitable Services](#)



Employee Handbook 2025-2026 (Insert Name)

Mission Statement

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

End Statements

Through the implementation of the School-wide Enrichment Model (SEM), students will demonstrate:

GOOD CITIZENSHIP:

- Students will adhere to classroom and school-wide policies realizing the importance of rules and structure.
- Students will be aware of social/civic responsibilities beyond the classroom.
- Students will recognize and value the importance of the following character traits: trustworthy, responsible, caring, respectful, and fairness.

ACADEMIC ACHIEVEMENT:

- All students are meeting mastery in the content areas.
- All students are receiving additional support when learning objectives are not met.
- Students experience a variety of educational opportunities, allowing students to challenge themselves across the curriculum.
- Students are meeting challenging objectives that best meet their level of ability.

CRITICAL THINKING:

- Students identify a question, issue, or problem, access information, then analyze and evaluate possible solutions.
- Students gather and use information effectively to gain new information, support inferences, and justify conclusions.
- Students recognize and appreciate alternate points of view and make judgments regarding the credibility of sources.

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Welcome to North Star Academy

Welcome to North Star Academy (the “School”). To answer some of the questions you may have concerning the School and its policies, we have written this Handbook to support you. Please read it thoroughly and retain it for future reference. The policies stated in this Handbook are guidelines only and are subject to change at the sole discretion of the School, as are all other policies, procedures, benefits, and other programs of the School. From time to time, you may receive updated information concerning changes in policy. If you have any questions regarding any policies, please ask the school Administrator, an HR representative from Academica West, or contact Helpside, Inc. (Helpside) for assistance.

The School has a business relationship with Helpside, Inc. (“Helpside”). Helpside is a Professional Employer Organization that has contractually assumed substantial employer rights, responsibilities, and risks. This situation creates a shared or co-employment relationship between Helpside, the School and you, the employee.

Under this contractual arrangement, employment responsibilities are shared or allocated between Helpside and the School. The School retains essential management control over the end-product of the work performed by the employees, and Helpside pays and reports wages and employment taxes and assumes responsibility for a wide range of employer responsibilities and risks.

This employee Handbook was developed to describe some of the expectations of employees of the School and Helpside and to outline some important policies, programs, and also benefits available to eligible employees. Employees should familiarize themselves with the contents of the employee Handbook, as well as the policies on the school’s website, as soon as possible; it will answer many questions about employment with the School and Helpside.

This Handbook is provided to inform and acquaint employees with the School and with the School’s policies, procedures, and practices. The School may change any of its policies, procedures, benefits or other matters described in this Policy Guide or elsewhere with or without notice, at the sole option of the School, without prior consultation with or agreement by any employee. Neither this Handbook, employment with the School, nor the maintenance of supervisory or other policies or procedures shall be construed as constituting a promise from or contract of any kind with the School, either express or implied, regarding any of the matters addressed in any such handbooks or policies. **Although it is intended that the relationship between the School and its employees will grow and be in the best interests of both the employee and the School, all employees are employed for an indefinite period in an at-will capacity. This means that both the School and its employees retain the right to end or terminate the employment relationship at any time, with or without notice, and for any reason or for no reason at all.** No supervisor, manager, or representative of the School, other than the School’s Board of Trustees, has the authority to enter into any contract or agreement with you of any kind, including but not limited to for employment for any specific duration or to make any commitments contrary to the at-will nature of employment. Only a separate, express written agreement signed by the President of the School’s Board of Trustees and designated as an employment contract may create any such contract and change the at-will nature of the employment relationship.

We wish you the best of luck and success in your position and hope that your employment relationship with the School will be a rewarding experience.

Equal Employment Opportunity

The School provides equal employment opportunities to all employees and applicants for employment without regard to race, color, religion, sex, national origin, age, disability, or status as a Vietnam-era or special disabled veteran in accordance with applicable federal laws. In addition, the School complies with applicable state and local laws governing non-discrimination in employment. This policy applies to all terms and conditions of employment, including, but not limited to, hiring, placement, promotion, termination, layoff, recall, transfers, leave of absence, compensation, and training.

Zero-Tolerance for Harassment

The School has adopted a policy of “zero-tolerance” with respect to unlawful employee harassment. In this connection, the School expressly prohibits any form of unlawful employee harassment based on race, color, religion, sex, national origin, age, disability, status as a Vietnam-era or special disabled veteran, or status in any group protected by state or local law. Improper interference with the ability of the School employees to perform their expected job duties is not tolerated.

With respect to sexual harassment, the School prohibits the following:

1. Unwelcome sexual advances, requests for sexual favors, and all other verbal or physical conduct of a sexual or otherwise offensive nature, especially where:
 - Submission to such conduct is made either explicitly or implicitly a term or condition of employment;
 - Submission to or rejection of such conduct is used as the basis for decisions affecting an individual’s employment; or
 - Such conduct has the purpose or effect of creating an intimidating, hostile, or offensive working environment.
2. Offensive comments, jokes, innuendos, and other sexually oriented statements.

Types of harassment— Sexual harassment constitutes a form of sexual discrimination under Title VII of the Civil Rights Act of 1964. As was stated above, the EEOC and the federal courts have recognized two distinct types of sexual harassment: “quid pro quo” and “hostile environment” harassment.

- “Quid pro quo” harassment occurs when an aspect of a person’s job is conditioned on his or her accepting the sexual advances or conduct of another worker, the individual refuses, and the threat is carried out.
- “Hostile environment” harassment occurs when an employee is subjected to a severe or pervasive pattern of unwelcome, sexually-related conduct in the workplace that creates a hostile, intimidating, or offensive work environment. It should be noted, however, that sexually harassing conduct need not be of a specifically sexual nature, it need only be gender-based.

Examples of the types of conduct expressly prohibited by this policy include, but are not limited to, the following:

- Touching, such as rubbing or massaging someone’s neck or shoulders, stroking someone’s hair, or brushing against another’s body.
- Sexually suggestive touching.
- Grabbing, groping, kissing, fondling.
- Violating someone’s “personal space.”
- Whistling at another person.
- Lewd, off-color, sexually oriented comments or jokes.

- Foul or obscene language.
- Leering, staring, stalking.
- Suggestive or sexually explicit posters, calendars, photographs, graffiti, cartoons.
- Unwanted or offensive letters or poems.
- Sitting or gesturing sexually.
- Offensive E-mail or voice-mail messages.
- Sexually oriented or explicit remarks, including written or oral references to sexual conduct, gossip regarding one's sex life, body, sexual activities, deficiencies, or prowess.
- Questions about one's sex life or experiences.
- Repeated requests for dates.
- Sexual favors in return for employment rewards, or threats if sexual favors are not provided.
- Sexual assault or rape.
- Any other conduct or behavior deemed inappropriate by the School.

Complaint Procedure

Each member of management is responsible for creating an atmosphere free of discrimination and harassment, sexual or otherwise. Further, employees are responsible for respecting the rights of their coworkers.

If you experience any job-related harassment based on your sex, race, national origin, disability, religion, or another factor, or believe you have been treated in an unlawful, discriminatory manner, promptly report the incident to your Administrator, who will investigate the matter and take appropriate action, including reporting it to human resources. If for any reason you believe it would be inappropriate to discuss the matter with your Administrator, you may bypass your administrator and report it directly to the Board of Trustees, the HR representative at Academica West (801-444-3865), or to the vice president of human resources at Helpside (801-443-1090), who will undertake an investigation. Your complaint will be kept confidential to the maximum extent possible.

The School and Helpside will determine, in its sole discretion, what appropriate disciplinary action will be taken against the offending employee up to, and including, termination of employment.

The School prohibits any form of retaliation against any employee for filing a complaint under this policy or for assisting in a complaint investigation.

Dating between Employees

The School has adopted this policy in recognition of its responsibility to provide guidelines on romantic and sexual relationships with other employees and to caution employees about the potential problems posed by such relationships. These problems include conflicts of interest, interference with the productivity of co-workers, and potential charges of sexual harassment. They can be particularly serious in situations in which one person has a position of authority over the other, such as in a supervisor-subordinate relationship.

The School does not prohibit consensual romantic relationships between employees, but it does impose the following restrictions:

- The School strongly discourages supervisory personnel from engaging in romantic or sexual relationships with subordinates and requires the supervisor or manager to disclose the existence of

such a relationship. Additionally, supervisors and managers are required to take steps to resolve any actual or potential conflict of interest or impropriety created by the relationship.

- All employees must avoid romantic or sexual relationships with other employees that create conflicts of interest, potential charges of sexual harassment, or discord or distractions that interfere with other employees' productivity.

Any romantic relationship between a supervisor and subordinate employee must be disclosed by the supervisor to the Administrator, or to the next highest individual in the supervisory chain of command (likely the Board President). The Administrator must assess the situation and make a recommendation to resolve any actual or potential conflict of interest or impropriety created by the relationship. The recommendation can require the non-supervisory employee to transfer to another department or facility, if possible. If a transfer is not possible, the dating couple can be required to determine which partner will resign. If a transfer to another facility or department is possible, the supervisor-partner is prohibited from having any involvement in professional decision-making affecting the partner who transfers.

Failure to make required disclosures or comply with a recommendation to resolve a conflict with this policy can result in discipline up to and including termination of employment.

Benefit New Hire Waiting Period

Following 60 days of full-time employment, employees may enroll in all benefit plans. More information can be found on the [North Star Academy Benefit Brochure](#) or inquire with HR or the office manager.

During the benefit new hire waiting period, new employees are eligible only for those benefits that are required by law, such as workers' compensation insurance and Social Security. After becoming regular employees, they may be eligible for other benefits, subject to the terms and conditions of each benefits program. Employees should read the information for each specific benefits program for the details on eligibility requirements. New employees can enroll in the 401k whenever they'd like, their contributions would start at the beginning of the next month (school contributions kick in after one year *and* 1000 hours worked).

Eligibility for Group Health Insurance Benefits

Only full-time employees are eligible to participate in group health insurance plan(s) sponsored by Helpside. Part-time employees are not eligible to receive group health insurance benefits.

Part-time employees are those employees, whether paid a salary or on an hourly basis, that are not regularly scheduled to work over 30 hours per week and whose hours vary throughout the course of the school year based on the school's needs.

Immigration Law Compliance

The School is committed to employing only United States citizens and aliens who are authorized to work in the United States and does not unlawfully discriminate on the basis of citizenship or national origin.

In compliance with the Immigration Reform and Control Act of 1986, each new employee, as a condition of employment, must complete the Employment Eligibility Verification Form I-9 and present documentation establishing identity and employment eligibility. Former employees who are rehired must also complete the form if they have not completed an I-9 with the School within the past three years, or if their previous I-9 is no longer retained or valid. The School participates in the E-Verify Program.

Employees with questions or seeking more information on immigration law issues are encouraged to contact Helpside. Employees may raise questions or complaints about immigration law compliance without fear of reprisal.

In the event that an employee does not complete the required paperwork for employment, the employee will be required to complete the necessary paperwork through Helpside in order to receive any compensation for work performed.

Employment of Relatives

The School permits the employment of qualified relatives of employees as long as such employment does not, in the opinion of the School, create actual or perceived conflicts of interest. For purposes of this policy, “relative” is a spouse, child, parent, sibling, grandparent, grandchild, aunt, uncle, first cousin, or corresponding in-law or “step” relation. The School will exercise sound business judgment in the placement of related employees in accordance with the following guidelines:

- Individuals who are related by blood or marriage are permitted to work in the same location, provided no direct reporting or supervisory/management relationship exists. That is, no employee is permitted to work within the “chain of command” of a relative such that one relative’s work responsibilities, salary, or career progress could be influenced by the other relative.
- No relatives are permitted to work in the same department or in any other positions in which the School believes an inherent conflict of interest may exist.
- In addition, the School recognizes that at times, employees and their “close friends,” “domestic partners,” or “significant others” may be assigned to positions that create a coworker or supervisor- subordinate relationship. The School will, in its discretion, exercise sound judgment with respect to the placement of employees in these situations in order to avoid the creation of a conflict or the appearance of a conflict of interest, avoid favoritism or the appearance of favoritism, and decrease the likelihood of sexual harassment in the workplace.

This policy applies to all categories of employment at the School, including regular, temporary, and part-time classifications.

Personnel Files

The School maintains personnel files on each employee. These files contain documentation regarding all aspects of the employee’s tenure with the School, such as performance appraisals, beneficiary designation forms, disciplinary warning-notices, and letters of commendation. You may review your personnel file on an annual basis. If you are interested in reviewing your file, contact your Administrator.

To ensure that your personnel file is up-to-date at all times, notify your Administrator or Helpside of changes in your name, telephone number, home address, marital status, number of dependents, beneficiary designations, scholastic achievements, the individuals to notify in case of an emergency, and so forth.

Individuals with Disabilities

The School complies with the Americans with Disabilities Act and applicable state and local laws providing for nondiscrimination in employment against qualified individuals with disabilities. The School also attempts to provide reasonable accommodation for such individuals in accordance with these laws. In

this connection, the School will evaluate the feasibility of a requested accommodation in light of the ADA's guidelines, and determine whether such accommodation will create an undue hardship. It is the School's policy to, without limitation:

1. Ensure that qualified individuals with disabilities are treated in a nondiscriminatory manner in the pre-employment process and that they are treated in a nondiscriminatory manner in all terms, conditions, and privileges of employment.
2. Administer medical examinations (a) to applicants only after conditional offers of employment have been extended and (b) to employees only when justified by business necessity, such as for a second medical opinion or a fitness-for-duty exam.
3. Keep all medical-related information confidential in accordance with the requirements of the ADA and retain such information in separate confidential files.
4. Provide applicants and employees with disabilities with reasonable accommodation, except where such an accommodation would create an undue hardship on the School.
5. Notify individuals with disabilities that the School provides reasonable accommodation to qualified individuals with disabilities, by including this policy in the School's employee Policy Guide and by posting the Equal Employment Opportunity Commission's poster on not discriminating against individuals with disabilities and other protected groups conspicuously at the School's facilities.

Procedure for Requesting an Accommodation

Qualified individuals with disabilities may make requests for reasonable accommodation to the School's Administrator and/or Board of Trustees. On receipt of an accommodation request, the Administrator will meet with the requesting individual to discuss and identify the precise limitations resulting from the disability and the potential accommodation that the School might make to help overcome those limitations.

The Administrator, in conjunction with Helpside and, if necessary, appropriate management representatives identified as having a need to know, will determine the feasibility of the requested accommodation, considering various factors, including, but not limited to, the nature and cost of the accommodation, the availability of tax credits and deductions, outside funding, the school's overall financial resources and organization, and the accommodation's impact on the operation of the school, including its impact on the ability of other employees to perform their duties and on the school's ability to conduct business.

Classifications of Employment

For purposes of salary administration and eligibility for overtime payments and employee benefits, the School classifies its employees and other workers as follows:

- **Full-time regular employees.** Employees hired to work the School's normal, full-time, thirty-hour workweek on a regular basis. Such employees may be "exempt" or "nonexempt" as defined below.
- **Part-time regular employees.** Employees hired to work fewer than thirty hours per week on a regular basis. Such employees may be "exempt" or "nonexempt" as defined below.
- **Temporary or Seasonal employees.** Employees engaged to work full time or part time on the School's payroll with the understanding that their employment will be terminated no later than on completion of a specific assignment or their employment is seasonal and not year-round.

(Note that a temporary employee may be offered and may accept a new temporary assignment with the School and thus still retain temporary status.) Such employees may be “exempt” or “nonexempt” as defined below. (Note that employees hired from temporary employment agencies for specific assignments are employees of the respective agency and not of the School.)

- **Nonexempt employees.** Employees who are required to be paid overtime at the rate of time and one half (i.e., one-and-one-half times) their regular rate of pay for all hours worked beyond forty hours in a workweek, in accordance with applicable federal wage and hour laws.
- **Exempt employees.** Employees who are not required to be paid overtime, in accordance with applicable federal wage and hour laws, for work performed beyond forty hours in a workweek. Executives, professional employees, outside sales representatives, and certain employees in administrative positions and some computer professionals are typically exempt.

You will be informed of your initial employment classification and of your status as an exempt or nonexempt employee during your orientation session. If you change positions during your employment as a result of a promotion, transfer, or otherwise, you will be informed of any change in your exemption status.

Please direct any questions regarding your employment classification or exemption status to your Administrator or to Helpside.

Non-Exempt Employee Volunteering at the School

Although the School appreciates the willingness of non-exempt employees to volunteer their time to the School, all employees who desire to volunteer time must receive prior approval in writing and signed by the School’s Administrator and the employee. This signed approval shall clearly set forth the following conditions: All volunteer work: (i) shall be clearly outside the employee’s regular duties and regular hours; (ii) shall be donated for civic or charitable reasons; (iii) shall be done without pressure or coercion from the employer; and (iv) shall be made without the promise, expectation, or receipt of compensation. In compliance with the Fair Labor Standards Act (FLSA), the School will pay for any work performed during or in addition to the employee’s scheduled time. However, non-exempt employees that attempt to volunteer time without the prior written consent described herein may be subject to appropriate disciplinary action.

Work Hours

Work hours can vary – your Administrator will explain your schedule to you. For payroll purposes, the School work week begins Saturday morning at 12:01 a.m. and ends the next Friday night at 12 Midnight.

Recording Work Hours

It is the policy of the School to comply with applicable laws that require records to be maintained of the hours worked by our nonexempt (non salaried) employees. To ensure that accurate records are kept of the hours you actually work (including overtime hours where applicable), and to ensure that you are paid in a timely manner, you will be required to record your time worked and your absences on the School’s official time record forms for hourly employees. After reviewing the form and resolving any discrepancies, your Administrator will sign the form and forward it to payroll for processing.

Please ensure that your actual hours worked and leave time taken are recorded accurately. Falsifying a time record is a breach of the School policy and is grounds for disciplinary action, including the possibility of discharge on the first offense.

Nonexempt classroom teaching assistant employees are required to take 16 furlough days, unless otherwise specified by the Director and Board of Trustees. These days must be coordinated and approved by the classroom teaching supervisor and submitted to the Office Manager after assurance of appropriate duty coverage have been determined and communicated with other employees involved in the safety of these children.

Regular Pay Procedures

Your Administrator will explain our payroll schedule to you. If a scheduled payday falls on a Saturday, Sunday, or school holiday, or a vacation / break, you will usually be paid on the day preceding the weekend or holiday. All required deductions, such as for federal, state, and local taxes, and all authorized voluntary deductions, such as for health insurance contributions, will be withheld automatically from your paychecks.

Please review your paycheck for errors. If you find a mistake, report it to your Administrator immediately. Your Administrator will assist you in taking the steps necessary to correct the error.

In the event your paycheck is lost or stolen, please notify your Administrator immediately. Your Administrator will, in turn, notify Helpside who will attempt to put a stop-payment notice on your check. If we are able to do so, you will be issued another check and may be charged a stop-payment and replacement fee as stated in your employee agreement. Unfortunately, however, the School is unable to take responsibility for lost or stolen paychecks, and if we are unable to stop payment on your check, you alone will be responsible for such loss.

Overtime Pay Procedures

Generally, the School does not offer or require any employee to work overtime. Hourly employees are hired on the basis of an agreed amount of hours per week. Employees should receive authorization from the Administrator prior to working more than your normally scheduled hours in a work week. Failure to obtain prior approval for such additional hours may be cause for discipline.

Salary Administration Programs

To attract and retain above-average employees, the School endeavors to pay wages and salaries competitive with those paid by other employers in our industry in our area. In line with this objective, the School monitors its wage scales to help ensure they are kept in line with local economic conditions.

Questions regarding our salary administration program or your individual salary should be directed to the Administrator, the Academics West HR representative, or to Helpside.

Safe Harbor Statement for FLSA Compliance

Generally, employees who are in the exempt category cannot have their pay reduced when the employee works less than the normal work week. However, the Department of Labor has made some exceptions to this rule, for example; absence from work for one or more full days for personal reason, other than sickness or disability; absence from work for one or more full days due to sickness or disability if the deductions are made under a bona fide plan, policy or practice of providing wage replacement benefits for these types of absences; to offset any amounts received as payment for jury fees, witness fees, or military pay; penalties imposed in good faith for violating safety rules of "major significance"; unpaid disciplinary

suspension of one or more full days imposed in good faith for violations of workplace conduct rules; proportionate part of an employee's full salary may be paid for time actually worked in first and last weeks of employment; and unpaid leave taken pursuant to the Family and Medical Leave Act.

The School intends to never take an improper deduction from an exempt employee's pay. If an exempt employee believes that the school has taken an improper deduction from any paycheck, the employee should notify the employee's immediate supervisor in order to have the school notified that the employee believes an error has been made and why. After determining why the deduction has been made and supplying the employee with the documentation to support the reason behind the deduction, the deduction will either be affirmed or reversed. If the school has made an error, the employee will be repaid the deduction within 48 hours.

If the employee continues to believe that an improper deduction has been taken, the employee should appeal the initial decision to affirm the deduction, in writing, to the Administrator. The Administrator will render the final decision to the employee within 72 hours of the appeals receipt. If the Administrator finds in favor of the employee, a repayment of the deduction will be made within 48 hours.

Performance Reviews/Evaluations

To ensure that you perform your job to the best of your abilities, it is important that you be recognized for good performance and that you receive appropriate suggestions for improvement when necessary.

Consistent with this goal, your performance will be evaluated by your Administrator on an ongoing basis. You will also receive periodic written evaluations of your performance.

If you have not received a performance review, it is your responsibility to notify your Administrator in writing about this matter. This will help us ensure the evaluation process is administered in a timely manner.

All written performance reviews will be based on your overall performance in relation to your job responsibilities and will also take into account your conduct, demeanor, and record of attendance and tardiness.

An evaluation is not a contract or a commitment to provide a salary or other form of compensation adjustment, a promotion, a bonus, continued employment, or retention. An appraisal is only one of several factors that the organization uses in making these and other employment decisions.

Any comments made on your evaluation by your Administrator or other the School representatives, or statements made by such individuals during any discussions regarding the evaluation, or your performance or future, including during any coaching or counseling session, should not be construed as a promise or guarantee, since circumstances, such as business conditions, and your performance, may change in the future.

In addition to the regular performance evaluations described above, special written performance evaluations may be conducted by the Administrator at any time to advise you of the existence of performance or disciplinary problems.

General Staff Evaluation

Staff (such as secretarial and custodial) will be evaluated on at least a yearly basis as best determined by the administrator. All evaluations will be added to the employees file and will remain confidential.

Classified Staff Evaluation

Teacher aides and other non-teaching staff will be evaluated, at a minimum, on a yearly basis by their assigned teacher or administrator.

FMLA Eligibility Requirements

Businesses with more than 50 employees within a 75 mile radius, or organizations that are associated with a Professional Employer Organization (like Helpside Benefits) are required to comply with the rules associated with the Family Medical Leave Act (“FMLA”).

The School will comply with the FMLA implementing Regulations currently in effect. The School posts the mandatory FMLA Notice and upon hire provides all new employees with notices required by the U.S. Department of Labor (DOL) on Employee Rights and Responsibilities under the Family and Medical Act in the employee workroom.

The function of this policy is to provide employees with a general description of their FMLA rights. In the event of any conflict between this policy and the applicable law, employees will be afforded all rights required by law.

If you have any questions, concerns, or disputes with this policy, you must contact the School administrator and the Academica West HR representative at hr@academicawest.com in writing.

A. General Provisions

Under this policy, the School will grant up to 12 weeks (or up to 26 weeks of military caregiver leave to care for a covered service member with a serious injury or illness) during a 12-month period to eligible employees. The leave may be paid, unpaid or a combination of paid and unpaid leave, depending on the circumstances of the leave and as specified in this policy.

B. Eligibility

To qualify to take family or medical leave under this policy, the employee must meet all of the following conditions:

1) The employee must have worked for the School for 12 months or 52 weeks. The 12 months or 52 weeks need not have been consecutive. Separate periods of employment will be counted, provided that the break in service does not exceed seven years. Separate periods of employment will be counted if the break in service exceeds seven years due to National Guard or Reserve military service obligations or when there is a written agreement, including a collective bargaining agreement, stating the employer’s intention to rehire the employee after the service break. For eligibility purposes, an employee will be considered to have been employed for an entire week even if the employee was on the payroll for only part of a week or if the employee is on leave during the week.

2) The employee must have worked at least 1,250 hours during the 12-month period immediately before the date when the leave is requested to commence. The principles established under the Fair Labor Standards Act (FLSA) determine the number of hours worked by an employee. The FLSA does not include time spent on paid or unpaid leave as hours worked. Consequently, these hours of leave should not be counted in determining the 1,250 hours eligibility test for an employee under FMLA.

C. Type of Leave Covered

To qualify as FMLA leave under this policy, the employee must be taking leave for one of the reasons listed below:

- 1) The birth of a child and in order to care for that child. (Refer to Addendum 3: Paid Parental and Postpartum Recovery Leave Policy on page 60)
- 2) The placement of a child for adoption or foster care and to care for the newly placed child.
- 3) To care for a spouse, child or parent with a serious health condition (described below).
- 4) The serious health condition (described below) of the employee.

An employee may take leave because of a serious health condition that makes the employee unable to perform the functions of the employee's position.

A serious health condition is defined as a condition that requires inpatient care at a hospital, hospice or residential medical care facility, including any period of incapacity or any subsequent treatment in connection with such inpatient care or a condition that requires continuing care by a licensed health care provider.

This policy covers illnesses of a serious and long-term nature, resulting in recurring or lengthy absences. Generally, a chronic or long-term health condition that would result in a period of three consecutive days of incapacity with the first visit to the health care provider within seven days of the onset of the incapacity and a second visit within 30 days of the incapacity would be considered a serious health condition. For chronic conditions requiring periodic health care visits for treatment, such visits must take place at least twice a year.

Employees with questions about what illnesses are covered under this FMLA policy or under the School's sick leave policy are encouraged to consult with the Academics West Human Resource representative.

If an employee takes paid sick leave for a condition that progresses into a serious health condition and the employee requests unpaid leave as provided under this policy, the School may designate all or some portion of related leave taken as leave under this policy, to the extent that the earlier leave meets the necessary qualifications.

5) Qualifying exigency leave for families of members of the National Guard and Reserves when the covered military member is on active duty or called to active duty in support of a contingency operation.

An employee whose spouse, son, daughter or parent either has been notified of an impending call or order to active military duty or who is already on active duty may take up to 12 weeks of leave for reasons related to or affected by the family member's call-up or service. The qualifying exigency must be one of the following: 1) short-notice deployment, 2) military events and activities, 3) child care and school activities, 4) financial and legal arrangements, 5) counseling, 6) rest and recuperation, 7) post-deployment activities and 8) additional activities that arise out of active duty, provided that the employer and employee agree, including agreement on timing and duration of the leave.

The leave may commence as soon as the individual receives the call-up notice. (Son or daughter for this type of FMLA leave is defined the same as for child for other types of FMLA leave except that the person does not have to be a minor.) This type of leave would be counted toward the employee's 12-week maximum of FMLA leave in a 12-month period.

6) Military caregiver leave (also known as covered service member leave) to care for an ill or injured service member.

This leave may extend to up to 26 weeks in a single 12-month period for an employee to care for a spouse, son, daughter, parent or next of kin covered service member with a serious illness or injury incurred in the line of duty on active duty. Next of kin is defined as the closest blood relative of the injured or recovering service member.

D. Amount of Leave

An eligible employee can take up to 12 weeks for the FMLA circumstances (1) through (5) above under this policy during any 12-month period. The School will measure the 12-month period as a rolling 12-month period measured backward from the date an employee uses any leave under this policy. Each time an employee takes leave, the School will compute the amount of leave the employee has taken under this policy in the last 12 months and subtract it from the 12 weeks of available leave, and the balance remaining is the amount the employee is entitled to take at that time.

An eligible employee can take up to 26 weeks for the FMLA circumstance (6) above (military caregiver leave) during a single 12-month period. For this military caregiver leave, the School will measure the 12-month period as a rolling 12-month period measured forward. FMLA leave already taken for other FMLA circumstances will be deducted from the total of 26 weeks available.

If a husband and wife both work for the School and each wishes to take leave for the birth of a child, adoption or placement of a child in foster care, or to care for a parent (but not a parent "in-law") with a serious health condition, the husband and wife may only take a combined total of 12 weeks of leave. If a husband and wife both work for the School and each wishes to take leave to care for a covered injured or ill service member, the husband and wife may only take a combined total of 26 weeks of leave.

E. Employee Status and Benefits During Leave

While an employee is on leave, the School will continue the employee's health benefits during the leave period at the same level and under the same conditions as if the employee had continued to work.

If the employee chooses not to return to work for reasons other than a continued serious health condition of the employee or the employee's family member or a circumstance beyond the employee's control, the School will require the employee to reimburse the School the amount it paid for the employee's health insurance premium during the leave period.

Under current School policy, the employee may pay a portion of his/her health insurance premium. While on paid leave, the employer will continue to make payroll deductions to collect the employee's share of the premium. While on unpaid leave, the employee must continue to make this payment, either in person or by mail. The payment must be received in the Academics West Accounting Department by the tenth day of each month. If the payment is more than 30 days late, the employee's health insurance coverage may be dropped for the duration of the leave. The School will provide 15 days' notification prior to the employee's loss of coverage.

If the employee contributes to a life insurance or disability plan, the School will continue making payroll deductions while the employee is on paid leave. While the employee is on unpaid leave, the employee may request continuation of such benefits and pay his or her portion of the premiums, or the School may elect to maintain such benefits during the leave and pay the employee's share of the premium payments. If the employee does not continue these payments, the School may discontinue coverage during the leave. If the School maintains coverage, the School may recover the costs incurred for paying the employee's share of any premiums, whether or not the employee returns to work.

F. Employee Status After Leave

An employee who takes leave under this policy may be asked to provide a fitness for duty (FFD) clearance from the health care provider. This requirement will be included in the employer's response to the FMLA request. Generally, an employee who takes FMLA leave will be able to return to the same position or a position with equivalent status, pay, benefits and other employment terms. The position will be the same or one which is virtually identical in terms of pay, benefits and working conditions. The School may choose to exempt certain key employees from this requirement and not return them to the same or similar position.

G. Use of Paid and Unpaid Leave

An employee who is taking FMLA leave because of the employee's own serious health condition or the serious health condition of a family member must use all paid time off (PTO) prior to being eligible for unpaid leave. PTO may be run concurrently with FMLA leave if the reason for the FMLA leave is covered by the established PTO policy.

To the extent applicable, disability leave for the birth of the child and for an employee's serious health condition, including workers' compensation leave (to the extent that it qualifies), will be designated as FMLA leave and will run concurrently with FMLA. For example, if the School elects to provide six weeks of pregnancy disability leave, the six weeks will be designated as FMLA leave and counted toward the employee's 12-week entitlement. The employee may then be required to substitute PTO as appropriate before being eligible for unpaid leave for what remains of the 12-week entitlement. An employee who is taking leave for the adoption or foster care of a child must use all PTO prior to being eligible for unpaid leave.

An employee who is using military FMLA leave for a qualifying exigency must use all PTO prior to being eligible for unpaid leave. An employee using FMLA military caregiver leave must also use all PTO prior to being eligible for unpaid leave.

H. Intermittent Leave or a Reduced Work Schedule

The employee may take FMLA leave in 12 consecutive weeks, may use the leave intermittently (take a day periodically when needed over the year) or, under certain circumstances, may use the leave to reduce the workweek or workday, resulting in a reduced hour schedule. In all cases, the leave may not exceed a total of 12 workweeks (or 26 workweeks to care for an injured or ill service member over a 12-month period).

The School may temporarily transfer an employee to an available alternative position with equivalent pay and benefits if the alternative position would better accommodate the intermittent or reduced schedule, in instances of when leave for the employee or employee's family member is foreseeable and for planned

medical treatment, including recovery from a serious health condition or to care for a child after birth, or placement for adoption or foster care.

For the birth, adoption or foster care of a child, the School and the employee must mutually agree to the schedule before the employee may take the leave intermittently or work a reduced hour schedule. Leave for birth, adoption or foster care of a child must be taken within one year of the birth or placement of the child.

If the employee is taking leave for a serious health condition or because of the serious health condition of a family member, the employee should try to reach agreement with the School before taking intermittent leave or working a reduced hour schedule. If this is not possible, then the employee must prove that the use of the leave is medically necessary.

I. Certification for the Employee's Serious Health Condition

The School will require certification for the employee's serious health condition. The employee must respond to such a request within 15 days of the request or provide a reasonable explanation for the delay. Failure to provide certification may result in a denial of continuation of leave. Medical certification will be provided using the DOL Certification of Health Care Provider for Employee's Serious Health Condition (this form can be found at <https://www.dol.gov/general/forms>).

The School may directly contact the employee's health care provider for verification or clarification purposes using a health care professional, an HR professional, leave administrator or management official. The School will not use the employee's direct supervisor for this contact. Before the School makes this direct contact with the health care provider, the employee will be given an opportunity to resolve any deficiencies in the medical certification. In compliance with HIPAA Medical Privacy Rules, the School will obtain the employee's permission for clarification of individually identifiable health information.

The School has the right to ask for a second opinion if it has reason to doubt the certification. The School will pay for the employee to get a certification from a second doctor, which the School will select. The School may deny FMLA leave to an employee who refuses to release relevant medical records to the health care provider designated to provide a second or third opinion. If necessary to resolve a conflict between the original certification and the second opinion, the School will require the opinion of a third doctor. The School and the employee will mutually select the third doctor, and the School will pay for the opinion. This third opinion will be considered final. The employee will be provisionally entitled to leave and benefits under the FMLA pending the second and/or third opinion.

J. Certification for the Family Member's Serious Health Condition

The School will require certification for the family member's serious health condition. The employee must respond to such a request within 15 days of the request or provide a reasonable explanation for the delay. Failure to provide certification may result in a denial of continuation of leave. Medical certification will be provided using the DOL Certification of Health Care Provider for Family Member's Serious Health Condition (this form can be found at <https://www.dol.gov/general/forms>).

The School may directly contact the employee's family member's health care provider for verification or clarification purposes using a health care professional, an HR professional, leave administrator or management official. The School will not use the employee's direct supervisor for this contact. Before the School makes this direct contact with the health care provider, the employee will be given an opportunity to resolve any deficiencies in the medical certification. In compliance with HIPAA Medical

Privacy Rules, the School will obtain the employee's family member's permission for clarification of individually identifiable health information.

The School has the right to ask for a second opinion if it has reason to doubt the certification. The School will pay for the employee's family member to get a certification from a second doctor, which the School will select. The School may deny FMLA leave to an employee whose family member refuses to release relevant medical records to the health care provider designated to provide a second or third opinion. If necessary to resolve a conflict between the original certification and the second opinion, the School will require the opinion of a third doctor. The School and the employee will mutually select the third doctor, and the School will pay for the opinion. This third opinion will be considered final. The employee will be provisionally entitled to leave and benefits under the FMLA pending the second and/or third opinion.

K. Certification of Qualifying Exigency for Military Family Leave

The School will require certification of the qualifying exigency for military family leave. The employee must respond to such a request within 15 days of the request or provide a reasonable explanation for the delay. Failure to provide certification may result in a denial of continuation of leave. This certification will be provided using the DOL Certification of Qualifying Exigency for Military Family Leave (this form can be found at <https://www.dol.gov/general/forms>).

L. Certification for Serious Injury or Illness of Covered Service member for Military Family Leave

The School will require certification for the serious injury or illness of the covered service member. The employee must respond to such a request within 15 days of the request or provide a reasonable explanation for the delay. Failure to provide certification may result in a denial of continuation of leave. This certification will be provided using the DOL Certification for Serious Injury or Illness of Covered Service member (this form can be found at <https://www.dol.gov/general/forms>).

M. Recertification

The School may request recertification for the serious health condition of the employee or the employee's family member no more frequently than every 30 days and only when circumstances have changed significantly, or if the employee receives information casting doubt on the reason given for the absence, or if the employee seeks an extension of his or her leave. Otherwise, the School may request recertification for the serious health condition of the employee or the employee's family member every six months in connection with an FMLA absence. The School may provide the employee's health care provider with the employee's attendance records and ask whether the need for leave is consistent with the employee's serious health condition.

N. Procedure for Requesting FMLA Leave

All employees requesting FMLA leave must provide verbal or written notice of the need for the leave to the HR manager. Within five business days after the employee has provided this notice, the HR manager will complete and provide the employee with the DOL Notice of Eligibility & Rights and Responsibilities (this form can be found at <https://www.dol.gov/general/forms>).

When the need for the leave is foreseeable, the employee must provide the employer with at least 30 days' notice. When an employee becomes aware of a need for FMLA leave less than 30 days in advance, the employee must provide notice of the need for the leave either the same day or the next business day.

When the need for FMLA leave is not foreseeable, the employee must comply with the School's usual and customary notice and procedural requirements for requesting leave, absent unusual circumstances.

O. Designation of FMLA Leave

Within five business days after the employee has submitted the appropriate certification form, the HR manager will complete and provide the employee with a written response to the employee's request for FMLA leave using the FMLA Designation Notice ((this form can be found at <https://www.dol.gov/general/forms>)).

P. Intent to Return to Work From FMLA Leave

On a basis that does not discriminate against employees on FMLA leave, the School may require an employee on FMLA leave to report periodically on the employee's status and intent to return to work.

Personal Leaves of Absence

In very special circumstances, the School may grant a leave for a personal reason, but never for taking employment elsewhere or going into business for yourself. Employees should request an unpaid personal leave of absence from the Administrator. A personal leave of absence must not interfere with the operations of the School. The Administrator may make the Board of Directors aware of any approved personal leave of absence taken by an employee. If the Administrator feels the leave would interfere with the overall performance of the School, personal leave may be denied.

A personal leave of absence may be granted for up to thirty (30) days. If your leave is extended for more than thirty (30) days, vacation and other benefits will no longer continue. Failure to return from a leave at the time agreed will result in termination of employment. Unless the leave is protected by some other law (i.e., FMLA or USERRA), there is no job guarantee upon returning from such leave.

Taking other employment while on any leave of absence (including FMLA leave) will result in the termination of employment.

Military Leaves of Absence

Leaves of absence without pay for military or Reserve duty are granted to full-time regular and part-time regular employees. If you are called to active military duty or to Reserve or National Guard training, or if you volunteer for the same, you should notify your Administrator and submit copies of your military orders to him or her as soon as is practicable. You will be granted a military leave of absence without pay for the period of military service, in accordance with applicable federal and state laws. If you are a reservist or a member of the National Guard, you are granted time off without pay for required military training. Your eligibility for reinstatement after your military duty or training is completed is determined in accordance with applicable federal and state laws.

Bereavement Leave

If you are a full-time regular employee and a death occurs in your family, you will be compensated for time lost from your regular work schedule in accordance with the following guidelines.

You will be granted up to five (5) days off work with pay in the event of the death of your spouse, child, parent, or sibling; up to three (3) days in the event of the death of your father-in-law, mother-in-law,

son-in-law, daughter-in-law, or grandchild; and one (1) day in the event of the death of a grandparent. Part-time and temporary employees will be granted five (5) days off without pay.

Personal Time Off (PTO)

Because we recognize the importance of personal time off in providing the opportunity for rest, recreation, sick days, and personal activities, the School grants annual, paid PTO to its full-time regular employees (TA's and Part-time / Temporary employees do not receive any paid PTO).

PTO Carryover

PTO may be taken as time accrues at any point during the year, with approval from your Administrator. Each year, you may carry over up to 5 days PTO time to the following year. Any remaining time will be paid out according to your agreement. For example, if you are eligible for ten days of PTO, and you use 3 days during the school year, 5 days will carry over, and 2 days will be paid out at the rate stipulated on your agreement. Again, if there is unused PTO the subsequent year, only 5 days may be carried forward and the remainder will be paid out.

PTO / Vacation Scheduling

PTO may be taken as weekly periods or as individual days as long as the periods chosen meet with Administrator's approval. Given the nature of your job, you should submit a PTO request as soon as possible with the understanding that **the Administrator has the right to accept or reject PTO requests during the school year. Please note: the PTO requests for the first and last week of school are highly discouraged as stated in your employee agreement.** In the unlikely event, you go over your designated PTO, a deduction of your daily rate will be made for each day of overage.

Jury Duty

With respect to jury duty, the School will follow Utah law, which provides that employers are required to allow employees to take time off to serve on a jury and cannot require employees to use vacation, sick leave, or PTO.

The state pays jurors a small fee for their service. Although state law does not require employers to pay employees for the time spent serving on a jury, the School would like to share the financial burden that may be placed on salaried employees as a result of their jury duty service. Therefore, the School will pay salaried employees their normal rate of pay, minus the fee they are paid from the state, for up to three days of jury duty. Payment to salaried employees for jury duty service beyond three days is at the discretion of the School's Director.

Hourly employees will not receive their hourly wages while serving on jury duty.

Professional Development

The School will not cover the expense of any employee professional development activities and will not provide paid leave for time off due to such activities without prior approval and agreement of the Administrator.

Workers' Compensation Insurance

To provide for payment of your medical expenses and for partial salary continuation in the event of a work-related accident or illness, you are covered by workers' compensation insurance. The amount of benefits payable and the duration of payment depend on the nature of your injury or illness. In general, however, all medical expenses incurred in connection with an injury or illness are paid in full, and partial salary payments are provided beginning with the fourth consecutive day of your absence from work.

If you are injured or become ill on the job, you must immediately report such injury or illness to your Administrator. This ensures that the School can assist you in obtaining appropriate medical treatment. Your failure to follow this procedure may result in the appropriate workers' compensation report not being filed in accordance with the law, which may consequently jeopardize your right to benefits in connection with the injury or illness.

Questions regarding workers' compensation insurance should be directed to your Administrator, the Academics West HR department, or Helpside.

Employee Conduct

Personal Appearance and Demeanor

Discretion in style of dress and behavior is essential to the efficient operation of the School. Employees are, therefore, required to dress in appropriate business attire and to behave in a professional, businesslike manner. Please use good judgment in your choice of work clothes and remember to conduct yourself at all times in a way that best represents you and the School.

Employees are also required to keep their work environment clean and orderly. Before departing at the end of their workday, employees should secure all files and cabinets and clear all work materials from desk surfaces, especially materials of a sensitive or confidential nature.

Employees failing to adhere to proper School standards with respect to appearance and demeanor are subject to disciplinary action.

In general:

- ◆ Professional dress is required at all times unless otherwise specified for a certain event (ie. Pi day t-shirts March 14, Spirit shirts on Early out days, dressing up in character for curriculum culminating activity days such as Pioneer Day, ect) and should have prior administration approval.
- ◆ Clothing with large graphics or wording is discouraged.
- ◆ Modesty guidelines should be followed, such as nothing sheer, low-cut, or revealing in any way.
- ◆ Clothing should be neat, clean and in good condition. Avoid overly casual or worn clothing containing rips or holes.
- ◆ Personal preference in both colors & styles are up to the individual employee.
- ◆ All employees are asked to refrain from the following fabrics: sweat suit, leather, vinyl, and navy denim.
- ◆ Excessive jewelry can be distracting and therefore is not permitted.

- ◆ During contract hours and school-related activities, tattoos must be covered if they portray anything that is offensive in nature, illegal, or would tend to disrupt the school's educational program or learning atmosphere.

Tops:

- ◆ Shirts must be long enough to cover the lower back and belly even when bending or stretching.
- ◆ Shirts must cover the shoulders.
- ◆ On occasion, T-shirts may be permitted when they align with content in which those objectives are being taught.

Bottoms:

- ◆ Shorts may only be worn if they go to the knee and are business casual in appearance .
- ◆ Skirts and dresses must go to the knee or longer.
- ◆ Leggings worn under a long shirt or dress type tunic are allowed. Leggings worn as
 - pants are not allowed. (Tunic is defined as a garment reaching between the thighs and knees).

Hair:

- ◆ Hairstyles can be distracting and therefore should not be worn in extreme fashions, but kept neat.
- ◆ Natural hair colors are permitted.
- ◆ Hats should be worn outside the building only.

Shoes:

- ◆ Please consider safety at all times when it comes to footwear. Individuals with recess duty and physical activity positions must wear shoes that have a back on them and are sturdy in nature.
- ◆ Shoes which make a sound as you walk through the hallway should not be worn as they are a distraction. This includes flip flops & other overly casual type footwear.

Absenteeism and Tardiness

The School expects all employees to assume diligent responsibility for their attendance and promptness.

If you are unable to work because of illness, you must notify your Administrator by 8:00 am on each day of your absence unless you are granted an authorized medical leave, in which case different notification procedures apply. (Having a spouse or other family member or friend make notification to your administrator is not acceptable notification. See the family and medical leaves of absence policy earlier in this Handbook.)

If you are absent for more than three consecutive workdays, a statement from a physician is required before you will be permitted to return to work. Where instances of detriment to school staff, or students are involved, it is requisite that a physician note be sent to the administration in order to again commence teaching. Administration, and in some cases the School Board will decide what constitutes such instances. In such instances, the School also reserves the right to require you to submit to an examination by a physician designated by the School at its discretion. In addition, the School may require you either to submit a statement from your physician or to be examined by a school-designated physician in other instances at its discretion, such as where attendance abuse is suspected (e.g., where an employee's record indicates a pattern of short absences and/or frequent absences before or after holidays and weekends).

If you are absent for three or more consecutive days and do not call your Administrator to report your acceptable reason for being absent, it is assumed you decided to terminate your employment with the School (voluntary resignation).

Absenteeism or tardiness that is unexcused or excessive in the judgment of the School is grounds for disciplinary action, up to and including dismissal.

Medical Recommendations for Students

In compliance with state law, Teachers, Instructors and Administrators are not to give medical recommendations for students to their parents or guardians. Specific behaviors demonstrated within the classroom by the student may be described and outlined by school personnel. A recommendation for specific treatment or recommendation of a psychotropic drug is prohibited and is grounds for immediate termination. See your Administrator for acceptable practices in relaying performance and behavior-related matters regarding students to their parents or guardians.

Guidelines for Appropriate Conduct

As an integral member of the School team, you are expected to accept certain responsibilities, adhere to acceptable business principles in matters of personal conduct, and exhibit a high degree of personal integrity at all times. This not only involves sincere respect for the rights and feelings of others but also demands that both in your business and in your personal life you refrain from any behavior that might be harmful to you, your coworkers, and/or the School, or that might be viewed unfavorably by current or potential students or parents or by the public at large.

Whether you are on or off duty, your conduct reflects on the School. You are, consequently, encouraged to observe the highest standards of professionalism at all times.

Listed below are some of the rules and regulations of the School. This list should not be viewed as being all-inclusive. Types of behavior and conduct that the School considers inappropriate and which could lead to disciplinary action up to and including termination of employment without prior warning, at the sole discretion of the school, include but are not limited to, the following:

1. Falsifying employment or other the School records;
2. Violating the School's nondiscrimination and/or sexual harassment policy;
3. Soliciting or accepting gratuities (*This does not include simple gifts from students*).
4. Establishing a pattern of excessive absenteeism or tardiness;
5. Engaging in excessive, unnecessary, or unauthorized use of the School's supplies, particularly for personal purposes;
6. Reporting to work intoxicated or under the influence of non-prescribed drugs;
7. Illegally manufacturing, possessing, using, selling, distributing, or transporting drugs;
8. Bringing or using alcoholic beverages on the School property or using alcoholic beverages while engaged in the School business off the School's premises, except where authorized;
9. Fighting or using obscene, abusive, or threatening language or gestures;
10. Stealing property from coworkers, student, volunteers or the School;
11. Having unauthorized firearms on the School premises or while on the School business;
12. Disregarding safety or security regulations;
13. Engaging in insubordination;

14. Failing to maintain the confidentiality of the School or student / client information.
15. Using school time and/or computers to access and view pornographic or otherwise inappropriate websites.

If your performance, work habits, overall attitude, conduct, or demeanor becomes unsatisfactory in the judgment of the School, based on violations either of the above or of any other the School policies, rules, or regulations, you will be subject to disciplinary action, up to and including dismissal.

This list is not exhaustive, and enumerating these items does not preclude termination for any cause not prohibited by law or for no cause.

Complaint Resolution Procedure

Misunderstandings or conflicts can arise in any organization. To ensure effective working relations, it is important that such matters be resolved before serious problems develop. Most incidents resolve themselves naturally; however, if a situation persists that you believe is detrimental to you or to the School, you should follow the Grievance Policy adopted by the Board of Trustees and available on the school's website.

The School does not tolerate any form of retaliation against employees availing themselves of this procedure. The procedure should not be construed, however, as preventing, limiting, or delaying the School from taking disciplinary action against any individual, up to and including termination, in circumstances (such as those involving problems of overall performance, conduct, attitude, or demeanor) where the School deems disciplinary action appropriate.

Confidentiality of Information

It is the policy of the School to ensure that the operations, activities, and business affairs of the School and our students are kept confidential to the greatest possible extent. If, during their employment, employees acquire confidential or proprietary information about the School and its students, such information is to be handled in strict confidence and not to be discussed with outsiders. Employees are also responsible for the internal security of such information.

Employees may be asked to sign a statement of confidentiality at the time of hire and periodically throughout their term of employment to acknowledge their awareness of, and reaffirm their commitment to, this policy.

Employees found to be violating this policy are subject to disciplinary action, up to and including termination, and may also be subject to civil and/or criminal penalties for violations of, among other things, applicable laws. Therefore, by signing your handbook acknowledgement you have agreed to the following five statements:

1. As an employee of North Star Academy, I understand that I will routinely be handling documents that contain sensitive and confidential information. I understand that the student, staff, and faculty records of the schools are kept to enhance student care and that the trust of all the school's students, parents, staff and faculty is vested in me to hold this information in confidence and not to disclose any information from these records.
2. I hereby agree to conform to these policies and procedures. I understand that both Federal and State laws apply to some incidents of release of information and that violation of the North Star Academy's policies and procedures may also be a violation of these laws. I accept complete

responsibility for my own actions, and I understand that if at any time I violate these guidelines, I am liable to immediate termination as an employee of North Star Academy. I further understand that I am liable for any claim or legal action brought as a result of a breach of this agreement.

3. I and North Star Academy enter into an agreement prohibiting the disclosure of all information of student data and/or student educational records, unless requested by North Star Academy.
4. I fully understand and agree to be bound by these regulations in perpetuity and recognize that any unauthorized disclosure of this information is unlawful.
5. I fully understand and agree that this agreement does not supersede or amend other agreements between the undersigned and North Star Academy but constitutes a complementary agreement to show emphasis and importance of these policies and guidelines between myself and to clients of North Star Academy

Workplace Searches

To safeguard the property of our employees, our students, and the School, and to help prevent the possession, sale, and use of illegal drugs on the School's premises, in keeping with the spirit and intent of the School's drug-free campus policy, the School reserves the right to question employees and all other persons entering and leaving our premises, and to inspect any packages, parcels, purses, handbags, briefcases, lunchboxes, or any other possessions or articles carried to and from the School's property. In addition, the School reserves the right to search any employee's office, desk, files, locker, or any other area or article on our premises. In this connection, it should be noted that all offices, desks, files, lockers, and so forth, are the property of the School and are issued for the use of employees only during their employment with the School. Inspections may be conducted at any time at the discretion of the School.

In conjunction with implementing this policy, the School may post notices in conspicuous places in our facilities informing all employees, prospective employees, students, visitors, and all other persons of the School's policy and right to question individuals and conduct inspections. **Employees, prospective employees, students, visitors, vendors, etc. should have no expectations of privacy.**

Persons entering the premises who refuse to cooperate in an inspection conducted pursuant to this policy will not be permitted to enter the premises. Employees working on or entering or leaving the premises who refuse to cooperate in an inspection, as well as employees who after the inspection are believed to be in possession of stolen property, unauthorized firearms or weapons, or illegal drugs, will be sent immediately to the Administrator and may be subject to disciplinary action up to and including discharge if on investigation they are found to be in violation of the School's security procedures or any other the School rules and regulations.

Electronic and Telephonic Communications

All electronic and telephonic communication systems and all communications and information transmitted by, received from, or stored in these systems are the property of the School and as such are to be used solely for job-related purposes. The use of any software and business equipment, including, but not limited to, facsimiles, telecopiers, computers, the School's Email system, the Internet, and copy machines for private purposes is strictly prohibited. Employees should have no expectation of privacy.

Employees using the School equipment for personal purposes do so at their own risk. Further, employees are not permitted to use a code, access a file, or retrieve any stored communication unless authorized to

do so or unless they have received prior clearance from an authorized School representative. All pass codes are the property of the School. No employee may use a pass code or voice-mail access code that has not been issued to that employee or that is unknown to the School. Moreover, improper use of the E-mail system (e.g., spreading offensive jokes or remarks, including the Internet), will not be tolerated. Employees who violate this policy are subject to disciplinary action, up to and including discharge.

To ensure that the use of electronic and telephonic communications systems and business equipment is consistent with the School's legitimate business interests, authorized representatives of the School may monitor the use of such equipment from time to time. This includes monitoring Internet usage of any kind. This may also include listening to stored voice-mail messages.

The School may provide access to the Internet. The Internet represents a useful tool for the School in conducting its business, but like any other tool, it must be used properly. For purposes of this policy, Internet includes any public electronic data communications network.

Internet E-mail offers broadly similar capabilities to other School E-mail systems, except that correspondents are external to the School. External E-mail messages may carry one or more attachments. An attachment may be any kind of computer file, such as a word processing document, spreadsheet, software program, or graphic image.

Just as the School has an official Internet Web site, so do other organizations. Most public Web sites are "read only", meaning that they permit a person who visits the site to read material posted on the Web site but not to leave a message. Other Websites permit visitors to establish continuing contact by leaving a message (the electronic equivalent of leaving your business card or a telephone message). The owner or operator of a Web site may record the information that a connection was made from the School.

As a general rule, employees may not forward, distribute, or incorporate into another work, material retrieved from a Web site or other external system. Very limited or "fair use" may be permitted in certain circumstances. Any employee desiring to reproduce or store the contents of a screen or Web site should contact the Administrator to ascertain whether the intended use is permissible.

Use of the World Wide Web includes all restrictions which apply generally to the use of the School's E-mail and other electronic and telephonic equipment, as noted above. In addition, the following rules apply with respect to Internet usage:

1. No Browsing of Restricted Content Web sites: The School may block access to Web sites which contain pornographic or other obscene or inappropriate material. However, the World Wide Web changes on a daily basis. In this connection, users who find new sites which the School has not yet blocked are required to report such sites to the Administrator or IT representative. Browsing web sites that contain pornographic material is never allowed and doing so will lead to dismissal. Also, no employee is allowed to download pornographic material via the internet.
2. No Downloading of Non-Business Related Data: The School allows the download of files from the Internet. However, downloading files should be limited to those which relate directly to School business.
3. No Downloading of Application Programs: The School does not permit the download or installation on School computers of application software from the Internet. Such software may not only contain embedded viruses, but also is untested and may interfere with the functioning of standard School applications.

4. **No Participation in Web-based Surveys without Authorization:** When using the Internet, the user implicitly involves the School in his/her expression. Therefore, users should not participate in Web or E-mail based surveys or interviews without authorization.
5. **No Use of Subscription-Based Services without Prior Approval:** Some Internet sites require that users subscribe before being able to use them. Users should not subscribe to such services without the express approval of the Administrator.
6. **No Violation of Copyright:** Many of the materials on the Internet are protected by copyright. Even though they may seem to be freely accessible, many of the intellectual property laws which apply to print media still apply to software and material published on the Internet. Employees are permitted to print out Web pages and to download material from the Internet for informational purposes as long as the purpose for such copying falls into the category of “fair use”. Please do not copy or disseminate material which is copyrighted. Employees having any questions regarding such materials should contact the Administrator for guidance.

As a condition of employment and continued employment, employees are required to sign an Employee Electronic Communication Systems Acknowledgement of Receipt and Understanding form found at the end of this handbook stating the employee is aware, understands, and agrees to the Electronics Resources Policy available on the school’s website.

Solicitations and Distribution of Literature

In the interest of maintaining a proper business and educational environment and preventing interference with work and inconvenience to others, employees may not distribute literature or printed materials of any kind, sell merchandise, solicit financial contributions, or solicit for any other cause during working time.

Employees who are not on working time (e.g., those on lunch hour or breaks) may not solicit employees who are on working time for any cause or distribute literature of any kind to them. This policy also prohibits solicitations via the school’s E-mail and other telephonic communication systems. Furthermore, employees may not distribute literature or printed material of any kind in working areas at any time.

Non-employees are likewise prohibited from distributing material or soliciting employees on the school premises at any time without the prior approval of the Administrator or Board of Trustees.

Smoking

In accordance with the Utah Indoor Clean Air Act, smoking and vaping on the School’s grounds is strictly prohibited.

Please contact your Administrator if you have any questions about the school’s smoking policy. Complaints about violations of this policy may be filed under the school’s complaint resolution procedure, which is described elsewhere in this section of the policy guide.

Drug-Free Campus

It is the policy of the school to create a drug-free campus in keeping with the spirit and intent of the Drug-Free Campus Act of 1988. The use of controlled substances is inconsistent with the behavior expected of employees, subjects all employees and visitors to our facilities to unacceptable safety risks,

and undermines the school's ability to operate effectively and efficiently. In this connection, the unlawful manufacture, distribution, dispensation, possession, sale, or use of a controlled substance on the school campus or while engaged in the school business off the school's premises is strictly prohibited. Such conduct is also prohibited during nonworking time to the extent that in the opinion of the school, it impairs an employee's ability to perform on the job or threatens the reputation or integrity of the school.

Employees convicted of controlled substance-related violations outside of the workplace, including pleas of nolo contendere (i.e., no contest), must inform the Administrator or Board of Trustees of the school within 48 hours of such conviction or plea. Employees who violate any aspect of this policy may be subject to disciplinary action up to and including termination. At its discretion, the school may require employees who violate this policy to successfully complete a drug abuse assistance or rehabilitation program as a condition of continued employment.

The school reserves the right to require employees to undergo appropriate tests designed to detect the presence of alcohol, illegal drugs, or other controlled substances where it has reason to believe that an employee may be under the influence of any of these substances. Refusal to consent to such a test may result in disciplinary action up to and including dismissal.

Every employee, when beginning employment, receives a basic policy guide (produced by Helpside) in their new employee orientation packet that includes the Alcohol and Drug policy. If you have not received a copy of the policy or have any questions about it you may call Helpside.

Safety and Health

The school is committed to providing a safe and healthful working environment. In this connection, the school makes every effort to comply with relevant federal and state occupational health and safety laws and to develop the best feasible operations, procedures, technologies, and programs conducive to such an environment.

The school's policy is aimed at minimizing the exposure of our employees, students, customers, and other visitors to our facilities to health or safety risks. To accomplish this objective, all the school employees are expected to work diligently to maintain safe and healthful working conditions and to adhere to proper operating practices and procedures designed to prevent injuries and illnesses.

The responsibilities of all employees of the school in this regard include:

1. Exercising maximum care and good judgment at all times to prevent accidents and injuries;
2. Reporting to the Administrator and seeking first aid for all injuries, regardless of how minor;
3. Reporting unsafe conditions, equipment, or practices to the Administrator;
4. Using safety equipment provided by the school at all times;
5. Observing conscientiously all safety rules and regulations at all times; and
6. Notifying their Administrator, before the beginning of the workday, of any medication they are taking that may cause drowsiness or other side effects that could lead to injury to them and their coworkers.

Breastfeeding

The School supports its employees who need to breastfeed or express milk for their child during normal work hours. The School will follow Utah Code Ann. § 34-49-101 *et seq.* with respect to nursing mothers in the workplace. All School employees who are nursing mothers will be provided the following accommodations unless doing so would create an undue hardship for the School:

- For at least one year after the birth of the employee's child, reasonable breaks each time the employee needs to breastfeed or express milk. If possible, such breaks will run concurrent with any other break period otherwise provided to the employee.
- A private room or other location in close proximity to the employee's work area in which to breastfeed or express milk. The room or location will not be a bathroom or toilet stall, but will be a room or location that is clean, sanitary, and available during the employee's designated breaks, and that has an electrical outlet.
- Access to a clean and well-maintained refrigerator or freezer for the temporary storage of the employee's breast milk.

Employees who are nursing mothers should contact the School's Administrator. The Administrator will consult with the employee to determine the employee's break times. The Administrator will also explain to the employee specifics about how the School will comply with the accommodation requirements described above.

Workplace Violence

It is the policy of the school to expressly prohibit any acts or threats of violence by any school employee or former employee against any other employee in or about the school's facilities or elsewhere at any time. The school also will not condone any acts or threats of violence against the school's employees, customers, or visitors on the school's premises at any time or while they are engaged in business with or on behalf of the school, on or off the school's premises.

In keeping with the spirit and intent of this policy, and to ensure that the school's objectives in this regard are attained, it is the commitment of the school:

1. To provide a safe and healthful work environment, in accordance with the school's safety and health policy.
2. To take prompt remedial action up to and including immediate termination, against any employee who engages in any threatening behavior or acts of violence or who uses any obscene, abusive, or threatening language or gestures to other employees, students or parents.
3. To take appropriate action when dealing with students, former employees, or visitors to the school's facilities who engage in such behavior. Such action may include notifying the police or other law enforcement personnel and prosecuting violators of this policy to the maximum extent of the law depending on the action.
4. To prohibit employees, former employees, students, and visitors from bringing unauthorized firearms or other weapons onto the school's premises.
5. To establish viable security measures to ensure that the school's facilities are safe and secure to the maximum extent possible and to properly handle access to school facilities by the public, off-duty employees, and former employees.

In furtherance of this policy, employees have a "duty to warn" the Administrator or board members (in the listed order) of any suspicious workplace activity or situations or incidents that they observe or that they are aware of that involve other employees, former employees, students, parents, or visitors and that appear problematic. This includes, for example, threats or acts of violence, aggressive behavior, offensive acts, threatening or offensive comments or remarks, and the like. Employee reports made pursuant to this policy will be held in confidence to the maximum possible extent. NSA will not condone any form of retaliation against any employee for making a report under this policy.

Termination of Employment

Employees desiring to terminate their employment relationship with the school are urged to notify the school at least two weeks in advance of their intended termination. Such notice should preferably be given

in writing to the Administrator. Proper notice generally allows the school sufficient time to calculate all accrued paid time off (if applicable) as well as other monies to which you may be entitled and to include such monies in your final paycheck. Without proper notice, however, you may have to wait until after the end of the next normal pay period to receive such payments.

Employees who plan to retire are urged to provide the school with a minimum of two months' notice. This will allow ample time for the processing of appropriate forms to ensure that any retirement benefits to which an employee may be entitled commence in a timely manner.

As mentioned elsewhere in this policy guide, all employment relationships with the school are on an at-will basis. Thus, although the school hopes that our relationships with employees are long term and mutually rewarding, the school reserves the right to terminate the employment relationship at any time, for any reason or no reason at all, and with or without cause or notice.

Exit interviews with the Administrator, Academica West, and or Helpside may be scheduled for outgoing employees after an administrator receives a notice of resignation or intent to retire and for employees whose termination is initiated by the school. The purpose of these interviews are to review eligibility for benefit continuation and conversion, to ensure that all necessary forms are completed, to collect all the school property that may be in the employee's possession (e.g., the school credit cards and keys), and to provide employees with an opportunity to discuss their job-related experiences.

Emergency Medical Procedure

The school endeavors to provide a safe and healthful working environment for all employees. However, the school realizes that despite maintaining such an environment, sudden illnesses and injuries may occur. If you discover an injured or ill employee, do not move the employee; instead, contact the administrator, security, or another responsible employee immediately. The Administrator or an employee certified in cardiopulmonary resuscitation or trained to administer first aid will render necessary first aid treatment and determine the need for an ambulance. If you are asked to call 911 for an ambulance, inform the 911 operator of the nature of the emergency and of the address and directions to the facility. After the ambulance arrives and the injured or ill employee is being treated, the Administrator, Academica West, or Helpside will notify the employee's family and determine if it is necessary for a representative of the school to accompany the employee in the ambulance.

Garnishments and Support Orders

The school's policy is to comply with all valid claims against the wages of employees. If a wage garnishment, child support order, or some other legally valid claim is received by the school against your wages, the school will comply with the order. While you may attempt to work out your financial difficulties with your creditor in such situations, the school will be required to comply with the provisions of the garnishment notice or order, as soon as practicable after it is received, to ensure its compliance with applicable law.

Loans

The school expects all of its employees to be responsible in managing their financial affairs. It is the policy of the school generally not to loan money or advance salary to any of its employees.

Media Inquiries

From time to time, as an employee of the school, you may receive inquiries from the media (e.g. newspapers, television stations, radio stations, magazines, or other periodicals). To ensure that the school maintains the appropriate public image and that communications to the media are accurate and in line with applicable school policy, if you are contacted by the media, you should refer the individual making the inquiry to the school's Administrator. Academica West should be notified immediately in the event any incident could receive media attention. Only the Administrator, the individual authorized by the Board of Directors is authorized to give statements to any representative of the media.

Moonlighting

Although the school expects you to devote your primary efforts towards your duties and responsibilities with us, you may engage in outside employment with the prior approval of the administrator. Generally, outside employment will be approved if it:

- Does not conflict with your responsibilities at the school as required in your position;
- Does not interfere with your performance at the school;
- Does not prove detrimental to the interests of the school;
- Does not involve a conflict of interest or the appearance of a conflict of interest (such as working for a competitor, vendor, or customer); and
- Does not involve the use of confidential or proprietary information of the school or its students.

Before you serve as a paid officer, director, or advisor for another company, the school must determine that your accepting such a role is in the best interests of the school, such determinations will be made by the Administrator. Any issues regarding any outside employment you may be contemplating should be resolved prior to your accepting such employment

Personal Telephone Calls

Open lines of communication are critical to the success of the school's business. As such, our telephones should generally be used for authorized company business only. Of course, we recognize that family emergencies may occur from time to time; in such instances, use of the telephones for personal matters is permitted.

The school has implemented a telephone tracking system that tracks both outgoing and incoming calls by telephone number. This system is designed to prevent abuse.

We urge you to ask your family members and friends not to call you at work unless it is an emergency. Your cooperation in this regard is appreciated. Excessive use of personal cellular phones for personal matters while on duty is prohibited – **this includes text messaging or any other use that would distract from your primary responsibilities while on duty.**

“Cell” Phone Use

The school wishes to remind employees that they are expected to be alert and about the business of the school at all times that employees are on duty. Employees are not allowed to have “cell” phones or pagers in their possession and turned on for *personal use* while on duty. Cell phone devices should be turned off or on silent mode during school hours.

If you are issued (or permitted to use) a “cell” phone for business purposes please refrain from using the device for personal communications. If you are on duty for the school, and driving any auto, you are reminded that it is unsafe to drive and use a phone at the same time. If you are using your phone while driving and an accident occurs the school will not bear any responsibility for any damage that may be deemed to be contributory or to be caused due to the use of communication devices while driving a vehicle. Cell phone use while driving an automobile should only be done with the use of a hands-free set.

If employees use a company sponsored “cell” phone for personal use and the number of minutes allowed on the usage plan is exceeded, the employee will be responsible for the additional charge. The additional charge will be billed to the employee and the employee may be required to forfeit use of the “cell” phone until the cost has been paid or lose the use of the cell phone altogether.

Reference Inquiries

From time to time, the school may receive inquiries from third parties regarding employees, such as a bank verifying employment for an employee applying for a mortgage or personal loan. All requests for reference information should be directed to the Administrator or Helpside. Normally, the school will respond only to written inquiries. If a telephone reference inquiry is received, human resources will typically only verify whether an individual is employed or no longer employed and will inform the caller that he or she must submit a written request for additional information. Generally, information will be released only after a written release has been received from the employee or former employee, whichever the case may be. However, the school reserves the right to release any information it deems appropriate in its discretion without authorization. Most states now have “immunity for reference” laws that gives employers and former employers the ability to reveal your work history and behavior to third parties.

Use of School Equipment

Company equipment such as telephones, copy machines, faxes, computers, postage meters, etc. are to be used for business purposes only and are not available for personal use, except where authorized in advance by appropriate managerial personnel.

Visitors to Campus

For safety and security reasons, personal visits to the school’s campus and offices by relatives, friends, and former employees are discouraged. Visitors of any kind, who enter our facilities, including parents and prospective students and families, must first report in at the front office where they will receive a visitor badge that should remain on at all times while in the building.

Visitors must comply with all company policies, including safety and security regulations. Employees who are serving as escorts for any visitors are responsible for assisting visitors with compliance. Any noncompliance must be reported to the Administrator.

Student/Building Security

All teachers and staff of North Star Academy must be vigilant in providing a safe environment. Staff members should be aware of student safety on campus, as well as traveling to/from school at all times. This means: we intervene if we see students arguing, we help students who may be hurt or upset, we instruct students in proper conduct, we ask students to pick up after themselves, we ask students why they are in the hallway, etc. These actions should be conducted professionally. Never demean a student. Use

the opportunity as a teaching moment, and refer the child to their teacher or the administration for follow-up as needed.

All employees and visitors will be required to wear identification badges that must be visible at all times. Visitors are required to check in with the front office upon arrival at the campus and before visiting a classroom or any other part of the building. If teachers or other staff members encounter strangers in or around the facility, they should approach that person and ask if they (the teacher) can be of assistance. If appropriate, send or guide the person to the front office.

Teachers should always lock their doors when leaving their classrooms for the day. Doors should also be locked when classrooms will be left unattended. Teachers should not leave valuables in their classrooms. In addition, money should never be kept in classrooms. If teachers are involved in collecting money, that money should be taken to the office for safe keeping as soon as possible. Teachers should not store items of value for students in their classrooms.

Voting Time

NSA encourages all employees to fulfill their civic responsibilities and to vote in all official public elections. Generally, your working hours are such that you will have ample time to cast your vote before or after working hours. However, if you find yourself with insufficient time to vote due to overtime work, etc., please discuss the matter with your Administrator. NSA complies with all applicable voting-time laws of the states and municipalities in which its facilities and offices are located.

Return of School Property

Employees are responsible for all company materials, including, but not limited to, all books, computers, software, data, files, or written information issued to them, developed or prepared by them, or in their possession or control (school property). All such school property must be returned by employees to their administrator on or before their last day of work, or at any other time as requested by the school. Failure to do so will result in the value of such items being withheld from your last paycheck or legal action.

Loyalty to the School

NSA management strives to do everything it can to improve working conditions for employees and to make our Company the 'employer of choice' in our community, but we need your cooperation and suggestions to accomplish this. In return, we all owe our complete loyalty to NSA. We should do all we can to maintain quality services to our customers, respect the rights of others, and, importantly, we should always speak well of the organization that hands us our paycheck each payday. Complete loyalty to the company includes complete loyalty to our customers and clients.

Copyright

Employees must comply with federal and state copyright laws. It is illegal for anyone to violate any of the rights provided by the copyright laws. These rights, however, are not unlimited in scope. One major limitation is the doctrine of fair use, a legal principle that provides certain limitations on the exclusive rights of the copyright holders to allow limited use of a copyrighted work without permission for educational purposes. Fair use is important to the educational community because it provides substantial - but not unlimited - latitude to educators. If you have any questions about whether a certain activity violates copyright law, you should discuss the situation with the Administrator.

Work for Hire

When an employee has created a work within the scope of their employment, the work is considered a "work made for hire," and the employer - not the creator - owns the work.

Emergency Response and Preparedness Plan

Teachers are required to review and become familiar with the Emergency Response and Preparedness Plan as approved by NSA's Safety Committee, NSA School Board, and the local Law Enforcement representatives. The plan is available in the front office.

Evacuate: Fire and Evacuation Drills and Procedures

- Teachers are responsible for student orientation for fire drill and evacuation procedures
- Drills will be held periodically. Teachers must supervise and participate in the drill as if it were a true emergency. Drills may be announced ahead of time to faculty members. If a drill is not announced, it may be an actual emergency, and should be treated as such.
- All personnel: teachers, custodians, visitors, repairmen, students, etc. are to clear the building in the event of an emergency or drill. In the case of an actual fire, the building will be inspected by the Fire Department and their findings will become a matter of record.
- When exiting for a drill, all doors must be closed. In the event of an actual emergency, (or when no announcement is made that an alarm is in fact a drill) doors should be closed, but they should not be locked. This is done to allow firemen and other emergency response personnel easy access to the different areas of the building.
- The teacher or other responsible adult should be the last person to leave the classroom.
- Teachers should take their emergency buckets and hanging emergency pocket folders with them.
- The teacher should direct their students in a quick and orderly manner to their assigned meeting area. They should follow the prescribed route on their evacuation plan. Teachers must remain with their students at all times.
- Teachers should be sure to keep students away from the road and moving vehicles. Students should also be directed to keep a safe distance from the building as they are proceeding to the meeting area.
- Teachers must take roll and maintain order when they arrive at the designated area.
- Fire escape routes must be posted in a visible place in the room near the doorway.
- Cooperate to achieve maximum safety.
- No one should re-enter the building until they are directed to do so by the administration.

School Evacuation Procedure (Cliff Notes Version)

- Shut all Windows. Shut the door on your way out.
- Get your emergency bucket and your hanging emergency pocket folder and take these with you. Evacuate the building using the nearest and most accessible exit.
- Proceed directly to the assigned meeting area. Please move in a quick and orderly fashion. Be sure to walk with your students, and go to your designated location.
- Have your students sit down on the grass unless the weather does not permit it. Keep your class there until the drill is over.
- Take roll and assure that all of your students are accounted for.
- Remain at your station until the administration clears you to enter the building.

School Safety Plan Information

North Star Academy is committed to a safe, challenging and individualized learning environment. We consistently have drills that are scheduled at the start of each school year to keep our students and staff sharp on procedures in an emergency and well prepared in the event of an actual emergency.

We will communicate an emergency (or school closure) through the following means.

1. If there is power at the school our phone system can call and/or email all the school's families within 20 minutes to give important information. Please make sure you keep the office informed of contact information changes.
2. If needed we will send out information if available through one or more of the following via social media (Facebook), push notifications through the NSA app, and the NSA website.

If there is a need to evacuate the building, we have arranged to use the Midvalley Bible Church's facility. Please follow the following pick-up procedures. Please be aware of the following practices that are shared with parents annually.

North Star Academy Evacuation Plan



Evacuation Plan pick up procedures:

- In the event that we have to evacuate the building, we will walk the children to the Midvalley Bible Church 13985 South 2700 West in Bluffdale. **DO NOT GO TO THE SCHOOL to pick up children.**
- Please go to the designated relocation center *Midvalley Bible Church* to pick up your student.
- Vehicles will **not be** permitted to enter the parking lot of the church. Parents must park in designated areas above or any designated parking lots at Wardle Fields and **walk to the church to pick up their students.** Please remain calm and obey all traffic and pedestrian laws.
- Only individuals you have listed on your Students Emergency Contact List will be permitted to pick up your children.
- Current valid identification with a photograph is needed when a parent or trusted adult signs for your child even if the adult in charge of release knows you or the person picking up the child.



Evacuate: Bomb Threats

In the event of a bomb threat or other potentially volatile situation, information will be given either in person or over the intercom. Likely, a fire drill will be conducted to ensure student safety and to allow for a search of the building. Students should **not** be informed of the threat at this time. If teachers find conditions that are suspicious, they should make this known to the administration immediately and follow *suspicious package emergency procedures*. As soon as possible, teachers will be notified of the particular emergency and asked to search their rooms.

Lockdown: Safety Lock Down

Some emergencies may require that for their own safety, students and staff remain in the building and be confined to their classrooms. This could include: intruders, chemical spills, downed power lines, or other accidents or hazards in or near the school. Should such an emergency occur, students must remain in their classroom. If a student has been released from their classroom on a hall pass, that student should be readmitted. If a lock down is announced and a student is far from their own classroom, they should enter the closest available class room and remain there until the end of the lock down drill or emergency.

Teachers are expected to exercise good judgment at all times. Not every scenario can be planned for, so he/she must do what would logically be in the best interest of our students given a particular situation. In the event of a lock down, teachers will be notified as soon as possible as to the nature of the emergency. They will then be given instructions as to how they should proceed. Teachers must keep their students calm and alleviate their anxiety while addressing their duties. Teachers should follow the following procedures in the event of a lock down:

After a school wide lock down has been announced, immediately check the hallway to make sure it is clear of students, then lock your door.

- Have your students move to a location in the room where they would not be seen from either the door or windows.
- Keep your students quiet and calm. Remain where you are until you are given further instructions via the intercom.
- Silently take roll to account for all of your students who are present that day.
- DO NOT open the door for anyone. If they are ok to enter, they will have a key. (Yes, this includes the police.)

Emergency Occurs during class change time

Should the emergency occur during class change time and students are in the hallways, teachers should immediately step into the hallways and gather as many students as can comfortably fit in their classroom. The door should be locked, and a written roll should be taken. Keep the students calm and quiet and follow the procedures as listed above. Keep students in your classroom until you are given instructions by the administration.

Emergency Occurs During Assembly

Should the emergency occur during an assembly, teachers should direct students to stay where they are. The doors should be locked. Students and teachers should remain where they are until given instructions to either evacuate the building or return to their classrooms.

Emergency Occurs During Lunch time

In the event a lock down type emergency occurs during lunch time, students should be instructed to listen to the announcement given at the time of the emergency. They will be instructed whether they should return to their classrooms, stay inside the cafeteria, or evacuate the building to the area designated for fire

drills. Those teachers whose classes are at lunch, should listen closely to the announcements. They should report to their classrooms, the cafeteria, or the designated evacuation area to help with student supervision.

Middle school students, who are instructed to evacuate the building at this time, should proceed to their block 1 teacher's site. They should all be accounted for and remain until they are given further instruction.

Teacher and Certified Staff Responsibilities

Lesson Plans

Teachers are expected to keep, maintain and use well-organized and useful lesson plans. In the event of an absence, both planned and when possible unplanned, teachers are expected to create meaningful lesson plans articulated in a manner that can be carried out by the substitute. Hard copies should be left with student handouts on the teacher's desk. In the case of unplanned absences, they can be emailed to the office manager with instructions on what copies need to be created.

It is highly advised that each teacher turn in one emergency lesson plan to the office in case of an unpredicted absence where advance teacher preparation was not possible.

Copies of daily lesson plans are not required for submission to the office. However, teachers should produce copies of current lesson plans upon request of the administrator.

Attendance Reporting

It is vital that teachers record and report attendance both promptly and accurately. The school is legally bound to keep accurate records. It is also in the best interest of parents and students alike for students to be held accountable for their attendance. Learning cannot take place if students are absent. **Students cannot be held accountable if the school is not maintaining accurate records.**

Middle school teachers should record their class attendance during each class period during the first 10 minutes of each class period. Elementary teachers will record their attendance at the beginning of each school day during the first 10 minutes. Students who are arriving late for school must check in at the office before proceeding to class. They should be given a note by one of the secretaries and present this to their teacher.

If a child is checking in more than 10 minutes late to school, or out more than 20 minutes early at the end of the school day, a parent/guardian must sign the appropriate sheet in the office. Students are not allowed to take roll at any time. This is the teacher's responsibility. Teachers should have students working on an activity such as bellwork/morning work while attendance is being taken. Please see student attendance policy appendix A.

School Communication

As much as possible, communications with homes and families will be done electronically on a weekly basis. It will include all the school, community, and PTO communications. It will also have a list that includes the enclosed information and a reminder page of upcoming activities. When electronic communication is not possible, a packet will be sent home each week with the youngest student.

Teacher Communication

All teachers will be required to produce a monthly online classroom update. This should be professional in appearance and should alert parents to: upcoming events, opportunities to volunteer, learning concepts, goals, ways to reinforce concepts at home, the monthly good character attribute, etc. The webpage must also include: Disclosure Statement attachment, welcome letter for Elementary Teachers, Short intro./biographies to the teacher, lab days and times for additional reteaching support, and the School Improvement Goal. Middle School teachers will produce their own classroom update, while elementary grade level partners will produce one update per grade. This will require the 2 elementary teachers to plan and coordinate their lesson plans and curriculum.

E-mail is a very effective means of communicating with most parents. Teachers should take full advantage of this avenue of communication. Most parents are more easily reached through email than by telephone. Teachers should check their email daily and make sure that they respond promptly (within 1 school day) to all email correspondence from parents, administration, colleagues, and students..

Teachers will send home communications at their own discretion. This will include work information, positive recognition, calendar and other communication deemed important for each child in connection with this, teachers will produce online updates accessible by parents in line. This will include a weekly update of each child's progress achievements, missing assignments and current standing in class, scores etc. SIS is the tool for this and it will be current by Friday at the end of week.

Teachers are responsible for all information that is passed on to them via email, teachers' mailboxes, or by other means. Please be sure to check your mailbox at least once per day and read the weekly staff newsletter (ie. Friday Focus)..

Parent Teacher Conference

North Star Academy will hold parent teacher conferences twice during the school year. Parent teacher conferences are an important opportunity to meet with parents face to face. Conferences are vital in maintaining a positive image of the school. Parents need to feel welcome and need a legitimate opportunity to ask questions and voice concerns. Teachers set the mood and tone of these important meetings. Therefore, all teachers should dress in a professional manner during conference sessions.

It is vital that teachers be well prepared for these conferences. All necessary materials should be ready. This includes sample work, grading criteria, seating charts, plans for upcoming events, etc. These conferences will be used to add to and evaluate students' Total Talent Portfolio, and their personal progress toward accomplishing personal goals. While meeting with parents it is important to never show parents other students grades (ie. Refrain from turning computer screen to a class roster of grades or showing a written roster with multiples names and grades on display).

Faculty and Grade Level Meetings

Faculty meetings will be held as needed. Teachers should plan on meeting as a faculty once per month. The first Wednesday of each month will be the designated day for faculty meetings. We will meet in the morning before school starts. Attendance at these meetings, as well as any other scheduled meetings, is mandatory and is a condition of a teacher's employment with North Star Academy. Teachers' should **arrive on time**, unless other arrangements have been made in advance.

North Star Academy administration will make every effort to ensure that meetings are productive, meaningful and brief. When information can effectively be disseminated via e-mail or through some other means, those methods will be given preference.

Perhaps the most important meetings with which a teacher will be involved will be when they meet with their grade level partner and other colleagues. Teachers should plan on meeting with their grade level partners and their teaching teams at assigned times and on a regular basis. There will be a meeting every Tuesday for staff (elementary or middle school meetings, mentor, committees, Professional Learning Communities, ect.)

Field Trips/Special Activities

North Star Academy encourages teachers to plan and carry out meaningful field trips and activities for type 1, 2, or 3 experiences. Great care should be taken to plan activities well in advance so that we have adequate time to notify parents and make all necessary arrangements, such as coordinating lunch. All field trips and activities should have a clear purpose and educational value, and should tie into the core curriculum or enrichment, such as clusters. These must be approved by the administration. Forms are located in the office. There is no limit to the amount of field trips allotted, however a yearly allocation is given and approval for additional money may not be given. Teachers are encouraged to look for ways to incorporate in-school field trips.

All field trips must be supervised by at least two staff personnel. Ratio of adults to learners shall be adequate to the activities undertaken, age of the learners, method of transportation, and specific requirements of the trip. For general planning purposes, 1 adult to every 5 students in elementary and 1 to 8 for middle school aged students. When considering a field trip, chaperones should be clear on learners placed in their group and groups combined when possible, so two or more adults are present with each cluster of students in the event of an emergency. Any required student medications on file in the office must be adhered to on and off campus.

All students are required to have written parental consent before they are allowed to participate in a field trip. Informed consent forms are available from the office. Please remember that if the field trip times are during a student's lunch, then a school lunch provided option is necessary.

An excused and unexcused list should be generated by the teacher(s) involved and should be presented to the office prior to the activity. Teachers must complete a substitute request form if they are not accompanying all of their students to ensure adequate coverage. Please direct all questions to the administration.

Media Use

The school believes that entertainment type media should not be shown during school hours. Teachers may show and use media that are primarily educational in purpose, as long as the correlation to the curriculum is clear and they are shown *infrequently*. These do not replace sound instruction and should be used to reinforce a teacher's instruction.

Teachers *must not* show any media that has inappropriate language or sexual content. Any movie or clip that has a PG rating may only be shown after written consent from both the Administrator and Parent has been received. Any movie or clip that has a PG-13 or greater rating may only be shown after written consent from the Administration, Board of Trustees and Parent has been received. Teachers should also be careful to adhere to all copyright laws and regulations.

Approval Procedures Include:

1. Request media usage for the classroom in writing to administration. Forms are located in the Hub.
2. Include in the written request sections of the movie or clip that will be viewed and which objective it correlates with.
3. Written requests should also include current rating.
4. Upon written consent from administration and Board of Trustees (if applicable), parental consent must also be received.

Visitors/Guest Speakers

Visitors and guest speakers are welcome to join us at our school. All visitors are required to make an appointment with the teacher before visiting a classroom. When they arrive at the school, they must check in with the front office before proceeding to the classroom. These visitors and guest speakers must display their visitor badge at all times and should be accompanied when on the premises.

Guest speakers can be a great asset to the education of our students. However, teachers must plan carefully with the guest speaker to ensure that time constraints, subject matter, and other stipulations are clear and understood. Guest speakers should know ahead of time exactly what is expected of them. Guest speaker presentations should focus on reinforcing the curriculum and make great Type 1 Learning opportunities.

All visits by a guest speaker must be cleared with the administrator and office personnel notified.

Parent Volunteers

North Star Academy believes that parent support and involvement are vital to the success of the school. Parents are encouraged to volunteer in many different capacities. Parents who wish to volunteer in the classroom should speak directly with the teacher. The teacher, with the parent input, will determine where the parent's assistance will be of the most benefit and will determine their schedule. Parent volunteers must make arrangements with the teacher in advance and appointed times must be scheduled. Parents are discouraged to simply show up and go to the classroom.

Parents who wish to help with school-wide activities or activities outside of the traditional class-room, will need to communicate with the teacher, the PTO, or committee supervising that activity.

Student Supervision

Teachers and other school employees are responsible for their students at all times. Elementary teachers and assistants are responsible for making sure that students reach destinations such as the gym or another classroom in a safe and responsible manner. Students should never be left unsupervised. If a teacher has an emergency and must leave their students temporarily, someone else **must** be present to monitor their students while they are gone.

Middle school teachers are responsible for all middle school students during passing times, as well as during their class time. Middle school teachers will take an active role in monitoring students and their behavior between classes. This requires that middle school teachers step to their doors and instruct and correct students in the hallway whenever necessary.

Students should not be released from a class or activity early or late. Teachers and other school employees will give strict adherence to all set times in the school schedule. Timeliness is a valuable skill which our students must learn. Teachers must exemplify this attribute by assuring that they, as well as their students, are on time for all school activities.

Hall Passes

All students who must leave their assigned classroom to use the restroom or telephone, etc. should take the hall pass with them. Teachers should be mindful of their students' use of the hall pass. Students must not be allowed to abuse the use of the hall pass. If negative patterns develop, teachers should intervene in the classroom and/or discuss the problem with administration.

Student Dress Code

All staff members at North Star Academy share the responsibility of monitoring students regarding their compliance to the dress code. Violations to the dress code will not be tolerated. If a teacher discovers or suspects that a student is not in compliance, they should immediately send the student to the administration for a dress code check (see Appendix B).

Student Discipline

Each teacher is required to create his/her own classroom discipline policy; this policy should be clear and concise while specifying expected behavior. Consequences for misbehavior or noncompliance will be administered by each teacher unless offenses are repetitive enough or serious enough to warrant referral to the principal for intervention.

All classroom policies should be in alignment with the school wide policies found at <http://www.north-staracademy.com/nsa-policies.html>.

Homework Guidelines

Homework has three major purposes:

1. To teach personal responsibility and time management skills.
2. To keep parents informed about what their children are studying.
3. To provide additional academic growth and development.

Although regular homework is an important part of the academic program at North Star Academy, we also value student involvement in extracurricular activities as well as time spent with family. It is expected that classroom teachers will assign homework that allows students these opportunities. The following times are provided as guidelines that should be adhered to, yet are not intended to be absolutes. For example, major projects may require more time than the maximum amount. Understand that all students work at a different pace and that time spent towards completion of a task may vary.

GRADE	MINIMUM (Per night)	MAXIMUM (Per night)
Kindergarten	15 Minutes	30 Minutes
1 st	20 Minutes	45 Minutes
2 nd	20 Minutes	45 Minutes
3 rd	20 Minutes	45 Minutes
4 th	20 Minutes	45 Minutes
5 th	30 Minutes	60 Minutes
6 th	30 Minutes	60 Minutes

7 th	30 Minutes	90 Minutes
8 th	30 Minutes	90 Minutes
9 th	30 Minutes	90 Minutes

- Times include totals for all classes combined for elementary and middle school ages.

Additionally, teachers are reminded that the Fall, Christmas, and Spring breaks are set aside for families to take vacations to minimize taking time during the school year. Please avoid giving assignments where students are expected to complete them over the breaks.

The parents can make this experience a positive growth opportunity if they

1. Provide a time and place free from distraction for the student to work.
2. Sign any work sheets or homework logs that the teacher may send home.
3. Monitor student work and provide additional support as needed.
4. Communicate concerns and work closely with the teachers if problems occur.

Grading Philosophy

As a school that attempts to differentiate whenever possible, North Star Academy (NSA) realizes the need for students to feel successful and to learn as individuals. NSA realizes the need to teach responsibility by requiring due dates, however it is of equal importance to recognize individual learning patterns and growth, along with content mastery that is not always evident upon given due dates. To this end the school encourages teachers to differentiate between content and responsibility in terms of the grade.

1. Late work should be accepted, based on communication, individualism, and a desire to help the students succeed, without encouraging procrastination.
2. A pattern of consistent late work will be noted by teachers, thus affecting the work/responsibility rating within the citizenship category accordingly, as per the individual teacher grading preferences.
3. This philosophy provides an opportunity for those who have a genuine excuse for late work, or may require more time to achieve mastery of a particular subject or concept, to make up their grade and still achieve good grades.
4. Those who turn in work on time may be rewarded with a responsibility grade, extra credit, or other positive reinforcement according to individual teacher grading preferences.

Grading/Report Cards

The school will be using a computerized grading system. The grades/assignment scores will be available on-line for parents to review. It is absolutely vital for all grading information to be current, otherwise the on-line system is of no value. Therefore, **teachers are required to update *all scores on the computer each week for every student using the ASPIRE reporting system***. Therefore, in order for students to receive timely and valuable feedback, all assignments should be graded and posted into Aspire within 7 days of being turned in. This includes late work. Students should have a minimum of 1 grade for each subject entered weekly. Larger projects can include various checkpoints for less points, but still provide regular and immediate feedback.

A separate grade book should also be maintained as a backup to our computer records. All scores and grades must be justifiable and defensible. Please remember to document everything. This is for your own protection because as the saying goes, "If you don't write it down, it didn't happen."

Grading should be conducted fairly with the situation and best interest of each student in mind. North Star Academy believes strongly in fostering the progress of each student. Student's grades will be based

on actual achievement. In grades K-6, these reports will be based on specific grade-level requirements evaluated on a continuum to assess mastery with a grading scale of 1-4 (including percentages). Beginning in grades 7-9, students will also receive grades according to the traditional letter grading system to ensure consistency in transfer of transcripts and in preparation for high school.

Report cards will be issued soon after the end of each quarter. Please refer to the school year calendar. All final grades must be entered by the end of the day on the last day of each quarter for both citizenship and academics. The school will then download them and produce report cards.

It is never acceptable for students to have access to a teacher's grade book or grading software on the computer. Teachers are responsible for their own grading. Teachers should never post grades in the classroom, nor should they read aloud grades for the whole class to hear. Such practices violate federal statute and are demeaning and destructive for students.

Grading Scale: MS

A	93 – 100%
A-	90 – 92%
B+	87 – 89%
B	83 – 86%
B-	80 – 82%
C+	77 – 79%
C	73 – 76%
C-	70 – 72%
D+	67 – 69%
D	60 – 66%
F	0 - 59%

Citizenship Scale: MS

H= Honors (90-100%)
S= Satisfactory (70-89%)
N= Needs Improvement (69- 0%)
U= Unacceptable

Grading Scale: Elem

4 – 89.5 – 100%
3 – 79.5 – 89.4%
2 – 69.5 – 79.4%
1 – 0 – 69.4%

Citizenship Grade: Elem.

CS = Consistently Strong
DS = Developing Skill
RS = Requires Support

Duty

Staff members who are assigned duty must be punctual and responsible. When on duty, students are your responsibility at all times up until they re-enter their classrooms. The emphasis during duty is close supervision and student safety. Those assigned to duty must be on duty and alert at all times. They should take a proactive approach to this responsibility and take measures that will prevent problems from occurring. Any accidents or demonstrations of poor behavior, etc. should be addressed quickly and decisively.

Policies

Employees are expected to follow and adhere to the policies of North Star Academy. Please refer to the school website for all NSA policies. These may change during a school year due to new laws, regulations, and needs of the school. Therefore, please make yourself aware of changes and updates regularly.

School Activities Calendar

There is only one school activities calendar. When scheduling special activities for a class, or a group of students, teachers must consult the administrator. The administrator has responsibility for school wide activities and scheduling. Only the administrator will have the ability to add items to or adjust the school calendar. It is vital that we follow this protocol to avoid conflicts. No special activities will be held without prior and proper scheduling.

NORTH STAR ACADEMY

School Year 2025-2026

<https://north-staracademy.com>

AUGUST 2025							SEPTEMBER 2025							OCTOBER 2025							YEAR AT A GLANCE			
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S				
					1	2		1	2	3	4	5	6				1	2	3	4	August 1 & 4, 2025	New Teacher Orientation		
3	4	5	6	7	8	9								5	6	7	8	9	10	11	August 4, 2025	MS Registration and Schedule Pick-Up		
10	11	12	13	14	15	16								12	13	14	15	16	17	18	August 5 - 11, 2025	Teacher Professional Development		
17	18	19	20	21	22	23								19	20	21	22	23	24	25	August 11, 2025	Back to School Night		
24	25	26	27	28	29	30								26	27	28	29	30	31		August 12, 2025	School Begins Grades 1st-9th / Kindergarten Testing (12th & 13th)		
31																					August 14, 2025	Kindergarten Begins		
NOVEMBER 2025							DECEMBER 2025							JANUARY 2026							August 26, 2025	Early Release	Teacher Professional Development	
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	September 1, 2025	No School	Labor Day	
						1		1	2	3	4	5	6					1	2	3	September 11, 2025		Midterms Term 1	
2	3	4	5	6	7	8								4	5	6	7	8	9	10	September 18-19, 2025	Early Release	Parent Teacher Conferences	
9	10	11	12	13	14	15								11	12	13	14	15	16	17	October 10, 2025	Early Release	Teacher Professional Development	
16	17	18	19	20	21	22								18	19	20	21	22	23	24	October 13, 2025	No School	Teacher Compensation Day	
23	24	25	26	27	28	29								25	26	27	28	29	30	31	October 14-24, 2025	No School	Fall Break	
30																					October 28, 2025		Term 2 Begins	
FEBRUARY 2026							MARCH 2026							APRIL 2026							October 31, 2025	Early Release	Teacher Work Day	
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	November 26, 2025	Early Release	Teacher Professional Development	
1	2	3	4	5	6	7		1	2	3	4	5	6	7				1	2	3	4	November 27-28, 2025	No School	Thanksgiving Holiday
8	9	10	11	12	13	14								5	6	7	8	9	10	11	December 1, 2025	Early Release	Midterms Term 2	
15	16	17	18	19	20	21								12	13	14	15	16	17	18	December 19, 2025	Early Release	Teacher Professional Development	
22	23	24	25	26	27	28								19	20	21	22	23	24	25	December 22-January 2, 2026	No School	Winter Recess	
														26	27	28	29	30			January 15, 2026		Term 3 Begins	
																					January 16, 2026	Early Release	Teacher Work Day	
																					January 19, 2026	No School	Martin Luther King Jr. Day	
MAY 2026							JUNE 2026							JULY 2026							January 30, 2026	No School	Professional Development (Legislative Days)	
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	February 16, 2026	No School	President's Day	
					1	2		1	2	3	4	5	6					1	2	3	4	February 18, 2026	No School	Midterms Term 3
3	4	5	6	7	8	9								5	6	7	8	9	10	11	February 26-27, 2026	Early Release	Parent Teacher Conferences	
10	11	12	13	14	15	16								12	13	14	15	16	17	18	March 5, 2026	No School	Professional Development (Legislative Days)	
17	18	19	20	21	22	23								19	20	21	22	23	24	25	March 23, 2026	No School	Term 4 Begins	
24	25	26	27	28	29	30								26	27	28	29	30	31		March 27, 2026	Early Release	Teacher Work Day	
31																					March 30, 2026	No School	Teacher Compensation Day	
																					March 31 - April 10, 2026	No School	Spring Break	
Daily School Schedule							Early Release Schedule							Term Dates							May 1, 2026	Early Release	Teacher Work Day	
AM Kindergarten 8:30 - 11:30 am Full Day Kindergarten and Grades 1 9:30 - 2:52 pm							AM Kindergarten 8:30 - 11:30 am Full Day Kindergarten and Grades 1 9:30 - 1:10 pm							Term 1: Aug. 13 - Oct. 27 Term 2: Oct. 28 - Jan. 14 Term 3: Jan. 15 - Mar. 20 Term 4: Mar. 23 - June 5							May 5, 2026		Midterms Term 4	
																					May 22, 2026	Early Release	Teacher Work Day	
																					May 25, 2026	No School	Memorial Day	
																					May 26, 2026	No School	Professional Development (Legislative Days)	
																					June 5, 2026	Early Release	Last Day of School	

Board Approved Date: 7/13/25

Employee Electronic Communication Systems Acknowledgment of Receipt and Understanding Form

I hereby certify that I have read and fully understand the contents of the Electronic Resources Policy. Furthermore, I have been given the opportunity to discuss any information contained herein or any concerns that I may have. I understand that my employment and continued employment is based in part upon my willingness to abide by the School's policies, rules, regulations and procedures. I acknowledge that the School reserves the right to modify or amend its policies at any time; without prior notice. I acknowledge that these policies do not create any promises or contractual obligations between the School and its employees and that my employment with the School continues to be at will. My signature below certifies my knowledge, acceptance, and adherence to the School's policies, rules, regulations, and procedures regarding the use of its electronic resources. I acknowledge that violation of any of these policies may be grounds for discipline; up to and including termination.

I understand that all electronic communication systems and all information transmitted by, received from, or stored in these systems are the property of North Star Academy. I also understand that these systems, including the Internet, are to be used solely for job-related purposes and not for personal purposes; and that I have no expectation of privacy in connection with the use of this equipment or with the transmission, receipt, or storage of information in this equipment.

I agree not to use a code or password, access a file, or retrieve any stored communication unless authorized. I acknowledge and consent to the School monitoring my use of this equipment at any time at its discretion. Such monitoring may include accessing, printing-and reviewing all communications entering, leaving, or stored in these systems in the ordinary course of business.

I acknowledge that viewing inappropriate material or transmitting/downloading inappropriate material is strictly prohibited and grounds for immediate termination.

Name of Employee (Please print)

Employee's Signature

Date

Name of Management Witness (Please print)

Signature of Witness

Date

ACKNOWLEDGEMENT OF EMPLOYEE HANDBOOK AND NSA POLICIES

This Employee Handbook and NSA policies (as found on the school's webpage) describe important information about the School and its policies. I understand that I should consult with my Administrator or Helpside concerning any questions not answered in the Employee Handbook and NSA policies. I have entered into my employment relationship with the School voluntarily and acknowledge that there is no specific length of employment. Accordingly, either I or the School, or those designated by the School, can terminate the employment relationship at will, with or without cause, at any time, so long as there is no violation of applicable federal or state law.

Since the information, policies, and benefits described in the Employee Handbook and NSA policies (as found on the school's webpage) are necessarily subject to change, I acknowledge that revisions to the Employee Handbook and NSA Policies and benefits may occur, however, the policy of employment-at-will is not subject to change. Changes may be communicated through official notices, and I understand that revised information, policies, benefits, etc., may supersede, modify, or eliminate existing policies and benefits. This edition of the Employee Handbook and NSA policies (as found on the school's webpage) supersedes all previous guide editions.

Furthermore, I acknowledge that this Employee Handbook is not a contract for employment and understand my employment is at-will and can be terminated at any time by the School or the employee for any reason or no reason and with or without cause or advance notice.

I have received the Employee Handbook, including the drug and alcohol policy, and promise to read its contents and understand my responsibilities to comply with the policies, and promise to abide by the policies of the School. I further understand that failure to comply with NSA policies may result in termination of my employment.

Print Name

Date

Signature

Note: This page will be signed electronically with your annual online training, but this is here for your copy.

North Star Academy
Policy: Attendance Policy
Adopted/Amended: October 5, 2023



Attendance Policy

PURPOSE

North Star Academy (the “School”) is committed to providing a quality education for every student. The School firmly believes that consistent attendance teaches students responsibility. Students learn the value of being punctual and prepared. Frequent absences and tardiness result in a loss of continuity of instruction. Also, frequent absences and tardiness prove disruptive for students, teachers, and staff. Excessive unexcused absences may lead to a student’s dismissal from the School.

Parents are expected to take a proactive role in ensuring their children attend school. We recommend families plan their vacation schedule around the existing School calendar. When possible, medical and dental appointments should take place outside of school hours and parents should notify the School in advance of any absence. Parents and students are responsible for obtaining homework or assignments for the time period which the student is absent.

The School intends for this policy to be consistent with the provisions of Utah’s compulsory education laws, Utah Code Ann. §§ 53G-6-201 through 53G-6-211, as well as Utah Administrative Code Rule R277-607.

This policy will be provided to parents/guardians annually and will be available for review by parents or interested parties.

POLICY

Definitions:

"Absence" or “absent” means the failure of a school-age child assigned to a class or class period to attend a class or class period. “Absence” or “absent” does not mean multiple tardies used to calculate an absence for the sake of a truancy.

"Chronic absenteeism" or “chronically absent” means a student misses 10% or more of days enrolled, for any reason, and makes a school aware that a beginning of tiered supports may be needed.

"Habitual truant" means a school-age child who:

- (1) is in grade 7 or above and at least 12 years old;
- (2) is subject to the requirements of Section 53G-6-202; and

(3)(a) is truant at least ten times during one school year; or (b) fails to cooperate with efforts on the part of school authorities to resolve the school-age child's attendance problem as required under Section 53G-6-206.

old and
"School-age child" means a minor who is at least six years old but younger than 18 years

who is not emancipated.

child is
"School day" means the portion of a day that school is in session in which a school-age
required to be in school for purposes of receiving instruction.

for at
"Truant" means a condition by which a school-age child, without a valid excuse, is absent
least half of the school day. A school-age child may not be considered truant under this
policy
more than one time during one day.

"Valid excuse" or "excused absence" means an absence resulting from:

- a) an illness, which may be either mental or physical, regardless of whether the school-age child or parent provides documentation from a medical professional;
- b) mental or behavioral health of the school-age child;
- c) a death of a family member or close friend;
- d) a scheduled family event or a scheduled proactive visit to a health care

provider in

accordance with Section 53G-6-803(5);

e) an approved school activity;

f) a preapproved extended absence for a family activity or travel; or

g) an absence permitted by an individualized education program or Section 504 accommodation plan, developed pursuant to relevant law.

The Director has the discretion to consider other absences as "valid excuses."

of an
"Valid excuse" or "excused absence" does not mean a parent acknowledgement
absence for a reason other than those described above.

Excused Absences: An oral or written communication documenting a valid excuse must be received from the student's parents/guardian within one (1) business day of the absence in order for the absence to be excused. In the event of multiple consecutive absences, written communication must be received within one (1) business day of the student's return to school, unless the consecutive absences have been preapproved as an extended absence by the Director as set forth below.

In the event of an unforeseeable illness or emergency, the School should be notified as soon as reasonably possible.

Preapproved Extended Absence: Extended absences of seven (7) or more consecutive school days must be preapproved in writing by the Director in order to be excused. If a parent/guardian wants to have his or her student excused for seven (7) or more consecutive school days, the parent/guardian must meet with the Director prior to the extended absence and, if the extended absence is preapproved during the

meeting, complete with the Director the School's extended absence form. The maximum number of consecutive absences that may be allowed (and which are eligible for preapproval) during a school year is fifteen (15).

The Director will preapprove an extended absence if the extended absence is for a family activity or travel and the Director determines that the extended absence will not adversely impact the student's education.

Medical Documentation: The School may not require documentation from a medical professional to substantiate a valid excuse that is a mental or physical illness.

Make-up Work: Make-up work is permitted for students who have excused absences. The teacher will provide the student or the parent/guardian with any make-up work following a request within a reasonable time. Make-up work must be completed within a reasonable time-frame in accordance with the Student Parent Handbook.

Tardiness: A student is tardy if he or she is not in the assigned classroom when the late bell rings. In general, tardiness will be handled on an individual basis with the teacher. If a student is chronically tardy, then the student may be referred to the administration. A tardy of ten minutes or more, incurred at the beginning of the day, can only be excused if a parent accompanies the student into the school office. Tardies will only be excused on the day of the tardy.

Notification of Absences and Tardies: In the event a student is absent, parents/guardians will be notified by phone on the day of the absence. Parents and students are responsible for tracking the total number of absences and tardies which are recorded daily in the School's Student Information System (currently Aspire). Parents will be notified following their student's 4th absence of the year. Parents of elementary and middle school students will be notified by their classroom teacher following the 4th tardy in a given quarter. If the maximum limit for absences or tardiness is reached, the administration will attempt to schedule a meeting with the parents to review the situation and will outline the appropriate corrective action.

The administration may establish additional reasonable penalties as a consequence for excessive absences.

Notice of Compulsory Education Violation

Consistent with Section 53G-6-202, the School may issue a "notice of compulsory education violation" to a parent/guardian of a school-age child who is in grades 1 through 6 if the student is truant (absent without a valid excuse) at least five (5) times during the school year.

This notice shall:

1. Direct the parent/guardian to meet with School authorities to discuss the student's attendance problem and cooperate with the Director and Board to secure regular attendance by the student;
2. Designate the School authorities with whom the parent/guardian is required to meet;
3. State that it is a class B misdemeanor for the student's parent/guardian to intentionally or without good cause fail to meet with the designated school authorities to discuss the student's attendance problems, or fail to prevent the student from being truant an additional five (5) or more times during the remainder of the school year; and

4. Be served on the parent/guardian by personal service or certified mail.

If School personnel have reason to believe that, after a notice of compulsory education violation is issued, the parent/guardian has failed to make a good faith effort to ensure that the school-age child receives an appropriate education, the issuer of the compulsory education violation shall report to the Division of Child and Family Services the information required by Utah Code Subsection 53G-6-202(8) (also in accordance with the School's Child Abuse and Neglect Reporting Policy).

Chronic Absenteeism Prevention and Intervention Program

The School's Chronic Absenteeism Prevention and Intervention Program is established to encourage good attendance, improve academic outcomes, and reduce negative behaviors. Through this program, the School hopes to create a trusting relationship between teachers, students, and parents/guardians. The School's efforts to prevent chronic absenteeism include, but are not limited to:

- Serving students breakfast and lunch at the School each school day;
- Providing individual, classroom, and/or schoolwide incentives to students for good attendance.
- Notifying parents/guardians by phone each time a student is absent, and making such notification on the day of the absence.
- Contacting parents/guardians of students who reach four (4) and/or five (5) unexcused absences to try to resolve the students' attendance problems.
- Providing parents/guardians with notices of compulsory education violations or notices of truancy, as appropriate and as outlined herein.
- Providing parents/guardians the School's attendance policies and procedures each year at the time of registration.

The School will seek to help students struggling with absenteeism (including chronically absent students) through implementing research or evidence-based absenteeism and dropout prevention interventions. Those efforts will include documented earnest and persistent efforts to resolve a student's attendance problems through the following interventions:

- When a student's attendance is negatively affecting the student's learning, the classroom teacher will notify the student and/or the student's parent/guardian of the concern. The teacher will set up a conference with the student and/or the student's parent/guardian to identify and resolve any problems that prevent the student from attending school. The student's progress will be monitored.
- If meeting with the student and parent/guardian does not adequately address the problems and the student's learning continues to suffer, then the School counselor or Director will work with the teacher and parent/guardian in finding a solution to the problems that are preventing the student from attending to his/her learning. Efforts to resolve the problems may include, but are not limited to, the following: making adjustments to the curriculum or the schedule; counseling of the student by School authorities; mentoring the student; providing the student with increased academic support; teaching the student executive function skills such as planning, goal setting, understanding and following multi-step directions, and self-regulation; considering alternatives proposed by the parent/guardian; or providing the parent/guardian with a list of community resources to help the family.

- The Director may consult with a parent/guardian to determine if mitigating circumstances such as medical or psychological problems indicate the use of intervention methods for resolving the attendance problems.
- In the event that the preceding interventions fail, the Director will contact the parent/guardian and request a formal meeting to discuss and resolve the attendance problems. A copy of of the communication (letter, email, etc.) will be kept by the School.
- The Director will notify the student and a parent/guardian of the actions the School may take should the student be truant in the future.

Notice of Truancy

Consistent with Section 53G-6-203, the School may issue a notice of truancy to a school-age child who is in grade 7 or above, at least 12 years old, and is truant at least five (5) times during the school year.

A notice of truancy will only be issued after the School has made earnest and persistent efforts to resolve student attendance problems, which efforts may include those set forth above.

A notice of truancy will:

1. Direct the school-age child who receives the notice of truancy, and the parent/guardian of the school-age child, to meet with School authorities to discuss the student's attendance problem and cooperate with the Director and Board to secure regular attendance by the student; and
2. Designate the School authorities with whom the school -age child and parent/guardian is required to meet.

A notice of truancy will be served on the parent/guardian by personal service or regular mail. The parent/guardian will have the right to appeal a notice of truancy in writing to the Director within ten (10) days of being issued.

Appeals Process

Parents/guardians who believe that all or part of their student's absences and/or tardies should be considered excused, or if they want to contest a notice of truancy, notice of compulsory education, or any disciplinary action taken against their student pursuant to this policy, shall follow the School's Parent Grievance Policy.

Appendix B
DRESS CODE POLICY

Revision Approved: October 4, 2007

PURPOSE

The purpose of North Star Academy's Dress Code policy is to improve the learning environment by:

1. Ensuring clothing is modest and non-offensive.
2. Reducing peer pressure and emphasis on brand name clothing.
3. Minimizing health and safety concerns.
4. Developing consistency to reduce conflicts and questions of enforcement.

Please Note:

Dress code items not specifically covered below but considered inappropriate or contrary to the purpose of the dress code policy are subject to review and interpretation by the administrator and/or Board of Trustees.

TOPS

Students may wear any *solid colored polo shirt* that meets the following requirements:

1. is unadorned-- defined as NO: writing, lace, ruffles, sequins or decorative embroidery, a small graphic or adornment (less than 1 inch square) is acceptable
2. has no incidental trim, except on the inside collar and on button lining
3. has the collar folded down
4. is long enough to be tucked in when bending over
5. has sleeves that cover the shoulders (may be short or long sleeves)
6. is not too sheer, tight or otherwise revealing
7. is free from tears, frays, or holes
8. is not excessively worn

Students may wear a long or short sleeved unadorned solid white t-shirt, tank top, or turtleneck underneath the polo shirt.

Students may wear an unadorned solid navy blue sweater or sweatshirt (no hoodies) over the polo shirt. No other layering on top of the polo shirt is permitted. North Star Academy's embroidered logo is permitted on the polo shirts, sweaters, or sweatshirts.

BOTTOMS

Students may wear any *solid tan, black, or navy blue* pants, capris, shorts, skorts or skirts that meet the following requirements:

1. is not denim, nylon, sweat, leather, or vinyl material
2. goes to the knee or longer
3. is unadorned—defined as NO: writing, lace ruffles, sequins, or decorative embroidery, except on back pockets
4. has no incidental trim
5. is not too sheer, tight, or otherwise revealing
6. is free from tears, frays, or holes
7. is not excessively worn

Girls may wear inconspicuous shorts under skirts. No clothing or layering that shows is permitted.

SHOES

Students may wear any shoes that have a strap or some sort of a back on the shoe so that it doesn't slip off the feet. Students may not wear:

1. Slippers
2. Shoes with wheels

HAIR

Students may wear their hair and hair accessories in any way that is not so extreme in style or color so as to distract from a learning environment.

ACCESSORIES

Body piercing jewelry will be limited to earrings. Students may wear jewelry that is appropriate for school and is not a distraction. Students may wear an unadorned *solid black or brown* belt (no sashes) to be worn in the pant belt loops. Any socks may be worn with long pants. If socks or tights are worn with capris, shorts, skorts, or skirts; the socks or tights must be white, black or navy blue. Hats may not be worn in the building. Accessories may not be distracting and must be appropriate to a learning environment.

COATS

Students may wear any style of coat that is not offensive and is appropriate to a learning environment. Coats may not be worn during class time.

OTHER ATTIRE

Students may choose other attire such as backpacks, purses, etc. that is not offensive and is appropriate to a learning environment. These items are to be left in lockers and/or designated areas during school hours.

CONSEQUENCES FOR VIOLATION OF THE DRESS CODE POLICY

If a teacher/staff feels that a student has come to school inappropriately attired according to the Dress Code Policy, the teacher/staff will:

- Send the student to the office staff in charge of executing the Dress Code Policy to determine if the student is in violation of the Dress Code. A form will be given to the teacher/staff explaining the ruling made.

If the office staff determines that the student has violated the Dress Code then:

- The office staff will call a parent to bring dress code appropriate clothing to the school. If a parent can not be reached, the student will be given Dress Code appropriate clothing to wear during the remainder of the day and a note will be sent home. Students will not be allowed to change into clothing stored at school in case they are caught breaking the dress code. The offense will be recorded in a log book by the office staff. Work missed while changing clothing will not be made up.
- For subsequent violations, a note will be sent home and the student will be required to compensate (not monetarily) for the time spent in dealing with his/her Dress Code-violation and for the maintenance of the clothing provided for him/her.
- For the 5th violation, a meeting with the student, parent and principal will occur.
- For each additional violation, a 1 day "in school suspension" will occur; in which a parent or approved adult will accompany the student to school for the full day. The student will not be allowed back into school without a parent or said adult. If the student misses school, makeup work is allowed.

Handbook Addendum 1

I-9 Policy

Introduction

The United States Citizenship and Immigration Services (USCIS) requires employees to provide identification and proof of their authorization to work in the United States via the Form I-9. This Policy governs the completion, filing, retention, and disposal of Forms I-9 for all employees who work for any Academica West-affiliated school (hereinafter the “School”).

For additional information regarding this Policy, please contact the principal of the School. Additional information concerning I-9 compliance is available from USCIS online at <https://www.uscis.gov/en/book/toc/59502>.

Policy Purpose

Because USCIS requires employees to provide identification and proof of their authorization to work in the United States, employers must complete the Form I-9 to document and verify the identity and employment eligibility of each new employee to work in the United States, for both citizens and noncitizens hired after November 6, 1986.

Additionally, federal and state law prohibits employers from discriminating against individuals based on their citizenship or immigration status or based on their national origin as gathered from the Form I-9 process. The School’s policies similarly prohibit such discrimination. Thus, the School has adopted this Policy to provide guidance on Form I-9 completion and storage.

Policy

WHO MUST COMPLETE THE I-9 FORM AND DEADLINES FOR COMPLETION

All employees who began work after November 6, 1986 are subject to I-9 requirements. Employees with start dates prior to November 6, 1986 are exempt from the requirement to submit a Form I-9. Federal law requires the employee to complete Section 1 of the Form I-9 no later than the first day of work. The employee has until the employee’s third work day to present unexpired, original documents to prove identity and authorization to work in the United States. To meet these deadlines, the School’s standard practice is to complete the entire I-9 process prior to the employee’s first day of work, but not before the person has accepted an offer of employment. The School will not allow an employee to work beyond three days if the employee has not completed the I-9 process.

The School’s representative must physically view the documents and complete Section 2 of the I-9 no later than the third work day. Reviewing or examining documents virtually (i.e. via webcam) is not permissible.

AUTHORIZED REPRESENTATIVES

At the School’s request, Academica West will train any representative acting in the School’s behalf for processing I-9 forms. The School’s principal will authorize and approve any representative acting in the School’s behalf for processing I-9 forms.

NAME AND INFORMATION CHANGES TO A FORM I-9

Employees are responsible for informing the School] of any changes that may affect the information contained on their Form I-9. The School] will work with the employee as needed to update Forms I-9 to reflect accurate information. If an employee informs the School of a change, the School] may

require the employee to present documentation to show the reason for the change or misinformation on their current Form I-9. Changes should be well-documented.

RETENTION, TERMINATION, AND DISPOSAL

Employees' completed Forms I-9 are retained in a secure location at the School for as long as employees remain employed. Following termination, the School will retain the Form I-9 for either three years after the date of hire or one year after the date of termination, whichever is later. The School shall retain the pages of the form on which the employee and employer enter data. Copies of documentation presented by the employee are also retained for either three years after the date of hire or one year after the date of termination, whichever is later.

REVERIFYING DOCUMENTS

If the employee's work authorization document has an expiration date, the School will reverify the employee's right to work prior to that expiration date. When an employment authorization expiration date is provided in Section 1 of the I-9, the School will reverify employment authorization on or before the date shown.

The need for reverification is triggered by the document presented by the employee and by the box the employee checks in Section 1 of Form I-9. The School shall adopt a reminder system for documents that need to be reverified. Note that reverification is not necessary for identity (List B) documents. U.S. passports, whether valid or expired, never require reverification, nor do alien registration or permanent resident cards.

REHIRES

Employees who leave the School need a new I-9 when they return to University employment, no matter how long the break in service/employment.

Handbook Addendum 2

ADA Policy

Purpose

The Americans with Disabilities Act (ADA) requires employers with 15 or more employees to not discriminate against applicants and individuals with disabilities and, when needed, to provide reasonable accommodations to applicants and employees who are qualified for a job, with or without reasonable accommodations, so that they may perform the essential job duties of the position.

It is the policy of all Academica West-affiliated schools (hereinafter the “Schools”) to comply with all federal and state laws concerning the employment of persons with disabilities. Furthermore, it is the Schools’ policy not to discriminate against qualified individuals with disabilities in regard to application procedures, hiring, advancement, discharge, compensation, training or other terms, conditions and privileges of employment.

Procedures

When an individual with a disability requests accommodation and can be reasonably accommodated without creating an undue hardship or causing a direct threat to workplace safety, he or she will be given the same consideration for employment as any other applicant. Applicants who pose a direct threat to the health, safety and well-being of themselves or others in the workplace when the threat cannot be eliminated by reasonable accommodation will not be hired.

The Schools will reasonably accommodate qualified individuals with a disability so that they can perform the essential functions of a job unless doing so causes a direct threat to these individuals or others in the workplace and the threat cannot be eliminated by reasonable accommodation or if the accommodation creates an undue hardship to one of the Schools. Employees who believe they need a reasonable accommodation or who have questions regarding accommodations should contact their school’s principal with any questions or requests for accommodation. Whenever possible, employees requesting a reasonable accommodation should do so in writing and identify:

- (1) the reason the employee believes he or she needs an accommodation including a statement of the limitations and restrictions imposed by the disability;
- (2) the job duties or assignments the employee is having difficulty performing;
- (3) a description of the accommodations requested by the employee; and
- (4) a statement as to how accommodations will help the individual perform his or her essential functions.

Managers and supervisors who receive inquiries regarding accommodations from their staff members should communicate such inquiries to their school's principal. Please note that NSA has the right to request medical information concerning any employee's disability and need for an accommodation. Any medical information received as a result of a request for a reasonable accommodation will be kept confidential and maintained in a separate file.

All employees are required to comply with the company's safety standards. Current employees who pose a direct threat to the health or safety of themselves or other individuals in the workplace will be placed on leave until an organizational decision has been made in regard to the employee's immediate employment situation.

Individuals who are currently using illegal drugs are excluded from coverage under the company ADA policy.

Each of the Schools' respective principals is responsible for implementing this policy, including the resolution of reasonable accommodation, safety/direct threat and undue hardship issues.

Terms Used in This Policy

As used in this ADA policy, the following terms have the indicated meaning:

§ Disability: A physical or mental impairment that substantially limits one or more major life activities of the individual, a record of such an impairment, or being regarded as having such an impairment.

§ Major life activities: Term includes caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating and working.

§ Major bodily functions: Term includes physical or mental impairment such as any physiological disorder or condition, cosmetic disfigurement or anatomical loss affecting one or more body systems, such as neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genitourinary, immune, circulatory, hemic, lymphatic, skin and endocrine. Also covered are any mental or psychological disorders, such as intellectual disability (formerly termed "mental retardation"), organic brain syndrome, emotional or mental illness and specific learning disabilities.

§ Substantially limiting: In accordance with the ADAAA final regulations, the determination of whether an impairment substantially limits a major life activity requires an individualized assessment, and an impairment that is episodic or in remission may also meet the definition of disability if it would

substantially limit a major life activity when active. Some examples of these types of impairments may include epilepsy, hypertension, asthma, diabetes, major depressive disorder, bipolar disorder and schizophrenia. An impairment, such as cancer that is in remission but that may possibly return in a substantially limiting form, is also considered a disability under EEOC final ADAAA regulations.

§ Direct threat: A significant risk to the health, safety or well-being of individuals with disabilities or others when this risk cannot be eliminated by reasonable accommodation.

§ Qualified individual: An individual who, with or without reasonable accommodation, can perform the essential functions of the employment position that such individual holds or desires.

§ Reasonable accommodation: Includes any changes to the work environment and may include making existing facilities readily accessible to and usable by individuals with disabilities, job restructuring, part-time or modified work schedules, telecommuting, reassignment to a vacant position, acquisition or modification of equipment or devices, appropriate adjustment or modifications of examinations, training materials or policies, the provision of qualified readers or interpreters, and other similar accommodations for individuals with disabilities.

§ Undue hardship: An action requiring significant difficulty or expense by the employer. In determining whether an accommodation would impose an undue hardship on a covered entity, factors to be considered include:

- o The nature and cost of the accommodation.
- o The overall financial resources of the facility or facilities involved in the provision of the reasonable accommodation, the number of persons employed at such facility, the effect on expenses and resources, or the impact of such accommodation on the operation of the facility.
- o The overall financial resources of the employer; the size, number, type and location of facilities.
- o The type of operations of the company, including the composition, structure and functions of the workforce; administrative or fiscal relationship of the particular facility involved in making the accommodation to the employer.

§ Essential functions of the job: Term refers to those job activities that are determined by the employer to be essential or core to performing the job; these functions cannot be modified.

The examples provided in the above terms are not meant to be all-inclusive and should not be construed as such. They are not the only conditions that are considered to be disabilities, impairments or reasonable accommodations covered by the ADA/ADAAA policy.

Handbook Addendum 3:

Paid Parental and Postpartum Recovery Leave Policy

In accordance with Utah Code § 53G-11-209, the School offers qualified employees paid parental and postpartum recovery leave to enable employees to care for and bond with their new child and to recover from childbirth. This policy is effective July 1, 2025.

Definitions

For purposes of this policy:

“Parental leave” means leave hours the School provides to a parental leave eligible employee.

“Parental leave eligible employee” means a School employee who receives regular paid personal time off (PTO) benefits from the School and is:

- (a) a birth parent as defined in Utah Code § 73B-6-103;
- (b) legally adopting a minor child, unless the individual is the spouse of the pre-existing parent;
- (c) the intended parent of a child born under a validated gestational agreement in accordance with Title 78B, Chapter 15, Part 8, Gestational Agreement; or
- (d) appointed the legal guardian of a minor child or incapacitated adult.

“Postpartum recovery leave” means leave hours the School provides to a postpartum recovery leave eligible employee to recover from childbirth that occurs at 20 weeks or greater gestation.

“Postpartum recovery leave eligible employee” means an employee:

- (a) who receives regular paid personal time off (PTO) benefits from the School; and
- (b) who gives birth to a child.

“Qualified employee” means:

- (a) a parental leave eligible employee; or
- (b) a postpartum recovery leave eligible employee.

“Retaliatory action” means to do any of the following regarding an employee:

- (a) dismiss the employee;
- (b) reduce the employee’s compensation;
- (c) fail to increase the employee’s compensation by an amount to which the employee is otherwise entitled to or was promised;
- (d) fail to promote the employee if the employee would have otherwise been promoted; or
- (e) threaten to take an action described immediately above.

Paid Parental Leave

The School allows a parental leave eligible employee to use up to three work weeks (15 workdays) of paid parental leave for:

- (a) the birth of the parental leave eligible employee’s child;
- (b) the adoption of a child;

- (c) the appointment of legal guardianship of a child or incapacitated adult; or
- (d) the placement of a foster child in the parental leave eligible employee's care.

Parental leave as described above:

- (a) may not be used before the day on which:
 - (1) the parental leave eligible employee's child is born;
 - (2) the parental leave eligible employee adopts a child;
 - (3) the parental leave eligible employee is appointed legal guardian of a child or incapacitated adult; or
 - (4) a foster child is placed in the parental leave eligible employee's care;
- (b) may not be used more than six months after the date described immediately above;
- (c) may not be used intermittently, unless:
 - (1) by mutual written agreement between the School and the parental leave eligible employee; or
 - (2) a health care provider certifies that intermittent leave is medically necessary due to a serious health condition of the child;
- (d) runs concurrently with FMLA leave, if applicable to the parental leave eligible employee; and
- (e) runs consecutively to postpartum recovery leave, if applicable to the parental leave eligible employee.

A parental leave eligible employee's paid parental leave does not increase if the parental leave eligible employee:

- (a) has more than one child born from the same pregnancy;
- (b) adopts more than one child;
- (c) has more than one foster child placed in the parental leave eligible employee's care; or
- (d) is appointed legal guardian of more than one child or incapacitated adult.

A parental leave eligible employee may not use more than three work weeks (15 workdays) of paid parental leave within a single 12-month period, regardless of whether during that 12-month period the parental leave eligible employee:

- (a) becomes the parent of more than one child;
- (b) adopts more than one child;
- (c) has more than one foster child placed in the parental leave eligible employee's care; or
- (d) is appointed legal guardian of more than one child or incapacitated adult.

Paid Postpartum Recovery Leave

The School allows a postpartum recovery leave eligible employee to use up to three work weeks (15 workdays) of paid postpartum recovery for recovery from childbirth that occurs at 20 weeks or greater gestation.

Postpartum recovery leave as described above:

- (a) shall be used starting on the day on which the postpartum recovery leave eligible employee gives birth, unless a health care provider certifies that an earlier start date is medically necessary;
- (b) shall be used in a single continuous period, unless otherwise authorized in writing by the Director;

- (c) runs concurrently with FMLA leave, if applicable to the postpartum recovery leave eligible employee; and
- (d) runs consecutively to parental leave.

A postpartum recovery leave eligible employee's paid postpartum recovery leave does not increase if the postpartum recovery leave eligible employee has more than one child born from the same pregnancy.

Notice of Plan to Take Leave

Qualified employees shall give the School's Director notice at least 30 days before the day on which the qualified employee plans to:

- (a) begin using parental leave or postpartum recovery leave; and
- (b) stop using postpartum recovery leave.

If circumstances beyond the qualified employee's control prevent the qualified employee from giving notice as described above, the qualified employee shall give the School each notice described above as soon as reasonably practicable.

All such notices shall be reviewed by the Director. If the employee providing notice does not meet the definition of a qualified employee under this policy (and is therefore not entitled to paid parental or postpartum recovery leave), the Director shall inform the employee. Employees may be required to provide documentation supporting the need for parental or postpartum recovery leave

Other Leave

Except with respect to FMLA leave, the School may not charge parental leave or postpartum recovery leave against a qualified employee's regular paid personal time off (PTO) or any other leave a qualified employee is entitled to under the School's leave policies.

Employee Benefits During Leave

During the time a qualified employee uses parental leave or postpartum recovery leave, the qualified employee shall continue to receive all employment related benefits and payments at the same level that the qualified employee received immediately before beginning the parental leave or postpartum recovery leave, provided that the qualified employee pays any required employee contributions.

Employee Position after Leave

Following the expiration of a qualified employee's parental leave or postpartum recovery leave, the School shall ensure that the qualified employee may return to:

- (a) the position that the qualified employee held before using parental leave or postpartum recovery leave; or
- (b) a position within the School that is equivalent in seniority, status, benefits, and pay to the position that the qualified employee held before using parental leave or postpartum recovery leave.

Despite the foregoing, if during the time a qualified employee uses parental leave or postpartum recovery leave the School experiences a reduction in force and, as part of the reduction in force, the qualified

employee's employment would have been terminated had the qualified employee not been using the parental leave or postpartum recovery leave, the School may terminate the qualified employee's employment in accordance with any applicable process or procedure as if the qualified employee were not using the parental leave or postpartum recovery leave. In addition, upon termination of a qualified employee's employment (for any reason), the employee is not entitled to be paid for any unused parental leave or postpartum recovery leave.

Retaliatory Action

The School may not interfere with or otherwise restrain a qualified employee from using parental leave or postpartum recovery leave in accordance with this policy. In addition, the School may not take retaliatory action against a qualified employee for using parental leave or postpartum recovery leave in accordance with Utah Code § 53G-11-209.

Part-Time Qualified Employees

In the event a qualified employee of the School is also a part-time employee, the employee shall be allowed to use the amount of parental leave or postpartum recovery leave available to the qualified employee under this policy on a pro rata basis.

Handbook Addendum 4:

Employees Engaging in Private Activities Related to Public Education Procedure

Purpose

North Star Academy (the “School”) recognizes that its employees may have opportunities to engage with students in private activities related to public education that are not sponsored by the School. The School supports its employees participating in such activities so long as they are done appropriately.

These procedures are intended to help ensure that any private, but public education-related activity involving School employees is conducted in a manner that complies with state law and rules, including R277-107, and maintains the integrity of the public education system. These procedures outline expectations for School employees who sponsor or participate in private activities related to public education and delineate boundaries between public employment and private enterprise.

Definitions

For purposes of these procedures:

“Employee” means a person who is employed on a full-time, part-time, or contract basis by the School.

“Private, but public education-related activity” means any type of private activity for which:

- a. An employee of the School receives compensation; and
- b. The principal clients are students at the School.

“Private, but public education-related activity” may include:

- a. Tutoring;
- b. Lessons;
- c. Clinics;
- d. Camps; or
- e. Travel opportunities.

General Rules for School Employee Participation in Private, But Public Education-Related Activities

Employees may participate in a private, but public education-related activity in accordance with R277-107 and these procedures.

1. Separation of Private and Public Roles

- 1. Employees who participate in a private, but public education-related activity must ensure that such participation is separate and distinguishable from their employment with the School. For example, such employees may not:
 - 1. Contact students at the School during School hours to promote such private activities; or

2. Use student education records, School resources, or information gained through employment with the School in connection with such private activities, unless that information is readily available to the general public.

2. Prohibited Use of School Time and Resources

1. Employees who participate in a private activity or a private, but public education-related activity may not use School time or resources to:
 1. Discuss, promote, or prepare for such private activities; or
 2. Organize or advertise such private activities.

3. Permissible Activities by Employees

1. Employees who participate in a private, but public education-related activity may:
 1. Offer such private activities to students outside of regular School hours;
 2. Discuss such private activities with students or parents outside of the classroom and regular School hours;
 3. Use student directories or online resources which are available to the general public; or
 4. Advertise or promote such private activities in accordance with the rules in R277-107-3 and -4, including in School publications that allow commercial advertising.

4. Equity and Access

1. Employees may not condition credit or participation in a School program or activity on a student's participation in such activities as clinics, camps, private programs, or travel activities that are not equally and freely available to all students.
2. Employees may not state or imply to any person that participation in a regular School activity or program is conditioned on participation in a private activity.

5. Student-Initiated Educational Opportunities

1. Nothing in these procedures prohibit students from requesting or petitioning the School for academic credit for educational experiences obtained outside of School consistent with School policy and applicable state law.

6. Contracts Governing Private, But Public Education-Related Activities

1. Contracts between an employee and a sponsor of a private, but public education-related activity shall be signed by the employee and include the acknowledgments set forth in R277-107-6.
2. An employee shall provide the School with a signed copy of all contracts between the employee and a sponsor of a private, but public education-related activity. The School shall maintain a copy of such contracts in the employee's personnel file.