

North Star Academy
Board Meeting Agenda
Thursday, August 5, 2021



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

Conference Call: This meeting will be held electronically. Please contact 801-444-9378 for login information, or you can attend the meeting at the school.

4:30 PM Call to Order by Sidney Warnick

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

Board Training –

- Cathie Hurst – Audit Process and Financial Review
- Student Conduct and Discipline Policy – Sidney Warnick

4:45 PM Consent Items

- Accept June 24, 2021 Board Meeting Minutes

4:50 PM Reports

- Director Report - Tana Archer
 - 2021-2022 Student Enrollment
 - SARS-Co-V-2 School Processes
 - SafeUT
 - 2021 Summer Academy
 - 2021-2022 Student Testing Schedule
 - Professional Development
 - Mentor/Mentee Assignments
 - Committees
 - Fire Inspection Report
 - Building Update

5:35 PM Business Items

- Discuss and/or Vote to Approve ESSER III Application
- Discuss and/or Vote to Approve 2021-2022 Early Learning Plan
- Discuss and/or Vote to Approve Go Guardian Invoice
- Discuss and/or Vote to Approve Achieve 3000 Purchase
- Discuss and/or Vote to Approve Curriculum Associates Purchase
- Discuss and/or Vote to Approve 2021-2022 Nurse Contract
- Discuss and/or Vote to Approve Amended Continuing Enrollment Policy and to be named Learner Validated Program Policy
- Discuss and/or Vote to Approve Amended Attendance Policy

6:00 PM Discussion Items

- Calendaring
 - Staff Welcome Back: 8.9.2021
 - Back to School Night: 8.16.2021
 - Holiday Celebration: November 5, 7, 12, 13, or 19
 - 2021-2022 Board Meeting Dates: 8.5.2021, 10.7.2021, 12.2.2021, 2.3.2022, 3.24.2022, 5.5.2022, 6.23.2022
 - Annual Stakeholder Meeting: TBD
-

School Mission

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

2021-2022 School Wide Improvement Goal

My words and actions show respect for myself, others, and my school.

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

- 6:10 PM Closed Session to discuss an individual's character, professional competence, or physical or mental health of an individual pursuant to Utah Code 52-4-201(I)(a).
- 6:15 PM Adjourn Meeting

School Mission

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My words and actions show respect for myself, others, and my school.

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North Star Academy Statement of Activities

Created on June 11, 2021

For Prior Month

North Star Academy

	Annual June 30, 2021 Budget	Year-to-Date May 31, 2021 Actual	% of Budget
Net Income			
Income			
Revenue From Local Sources	206,223	95,029	46.1 %
Revenue From State Sources	4,010,230	3,806,227	94.9 %
Revenue From Federal Sources	127,931	231,728	181.1 %
Loan Proceeds	0	8,108,717	0.0 %
Total Income	4,344,384	12,241,701	281.8 %
Expenses			
Instruction/Salaries			
0121 - Salaries - Principals and Assistants	187,752	178,406	95.0 %
0131 - Salaries - Teachers	1,521,290	1,318,930	86.7 %
0132 - Salaries - Substitute Teachers	28,800	28,965	100.6 %
0142 - Salaries - Guidance Personnel	63,479	54,849	86.4 %
0152 - Salaries - Secretarial and Clerical Personnel	80,928	73,637	91.0 %
0161 - Salaries - Teacher Aides and Para-Professionals	203,896	229,930	112.8 %
0191 - Salaries - Food Services Personnel	74,514	65,975	88.5 %
Total Instruction/Salaries	2,160,659	1,950,692	90.3 %
Employee Benefits			
0220 - Social Security	256,140	206,831	80.7 %
0230 - Local Retirement	53,868	42,807	79.5 %
0240 - Group Insurance	12,600	4,391	34.9 %
0290 - Other Employee Benefits	284,106	240,518	84.7 %
Total Employee Benefits	606,714	494,547	81.5 %
Purchased Prof & Tech Serv			
0320 - Professional - Educational Services	51,369	51,269	99.8 %
0330 - Professional Employee Training and Development	39,470	12,074	30.6 %
0340 - Other Professional Services	20,814	13,501	64.9 %
0345 - Business Services	214,000	194,334	90.8 %
0350 - Technical Services	4,000	1,356	33.9 %
Total Purchased Professional & Technical Services	329,653	272,534	82.7 %
Purchased Property Services			
0410 - Utility Services	70,000	52,892	75.6 %
0430 - Repairs & Maintenance Services	26,000	24,238	93.2 %
0433 - Custodial Services	52,599	51,012	97.0 %

North Star Academy Statement of Activities

Created on June 11, 2021

For Prior Month

North Star Academy

	Annual June 30, 2021 Budget	Year-to-Date May 31, 2021 Actual	% of Budget
0442 - Rental of Equipment & Vehicles	315	1,277	405.7 %
0490 - Other Purchased Property Services	25,500	32,079	125.8 %
Total Purchased Property Services	174,414	161,498	92.6 %
Other Purchased Services			
0513 - Student Transportation Services - Commercial	9,000	0	0.0 %
0518 - Student Day Trips/Field Trips (includes Admission Charges)	5,500	508	9.2 %
0521 - Property Insurance	16,000	12,805	80.0 %
0530 - Communication (Telephone & Other)	4,500	4,465	99.2 %
0540 - Advertising	2,500	2,892	115.7 %
0561 - Tuition to Other LEAs Within the State	0	900	0.0 %
0580 - Travel/Per Diem	21,655	0	0.0 %
Total Other Purchased Services	59,155	21,570	36.5 %
Supplies & Materials			
0610 - General Supplies	94,261	118,954	126.2 %
0610-001 - Furniture and Fixtures (not capitalized)	0	300	0.0 %
0630 - Food	75,000	82,293	109.7 %
0641 - Textbooks	17,000	18,146	106.7 %
0644 - Library Books	2,250	2,649	117.7 %
0650 - Supplies - Technology Related	57,461	73,961	128.7 %
0670 - Software	17,500	49,057	280.3 %
0680 - Maintenance Supplies and Materials	13,000	14,348	110.4 %
0689 - Miscellaneous - Maintenance	2,000	0	0.0 %
Total Supplies & Materials	278,472	359,708	129.2 %
Property			
0710 - Land and Site Improvements	20,000	120,000	600.0 %
0730 - Equipment	5,000	0	0.0 %
Total Property	25,000	120,000	480.0 %
Debt Services & Miscellaneous			
0810 - Dues and Fees	23,277	319,770	1,373.8 %
0830 - Interest	494,575	440,326	89.0 %
0840 - Redemption of Principal	110,000	7,245,000	6,586.4 %
0890 - Miscellaneous Expenditures	1,400	0	0.0 %

North Star Academy Statement of Activities

Created on June 11, 2021

For Prior Month

North Star Academy

	Annual June 30, 2021 Budget	Year-to-Date May 31, 2021 Actual	% of Budget
Total Debt Services & Miscellaneous	629,252	8,005,096	1,272.2 %
Total Expenses	4,263,319	11,385,645	267.1 %
Total Net Income	81,065	856,056	1,056.0 %

**North Star Academy
Statement of Activities
Created on June 11, 2021
For Prior Month**

North Star Academy
TITLE IA

	Annual June 30, 2021	Year-to-Date	
	Budget	Actual	% of Budget
Net Income			
Income			
Revenue From Federal Sources			
4800 - Federal No Child Left Behind	5,456	0	0.0 %
Total Revenue From Federal Sources	5,456	0	0.0 %
Total Income	5,456	0	0.0 %
Expenses			
Instruction/Salaries			
0131 - Salaries - Teachers	4,836	4,567	94.4 %
Total Instruction/Salaries	4,836	4,567	94.4 %
Employee Benefits			
0220 - Social Security	360	439	122.1 %
0230 - Local Retirement	260	198	75.9 %
0290 - Other Employee Benefits	0	516	0.0 %
Total Employee Benefits	620	1,153	186.0 %
Purchased Prof & Tech Serv			
0330 - Professional Employee Training and Development	0	150	0.0 %
0340 - Other Professional Services	0	12	0.0 %
Total Purchased Professional & Technical Services	0	162	0.0 %
Total Expenses	5,456	5,882	107.8 %
Total Net Income	0	(5,882)	(5,347,418.2) %

**North Star Academy
Statement of Activities
Created on June 11, 2021
For Prior Month**

North Star Academy
TITLE IIA

	Annual June 30, 2021	Year-to-Date	
	Budget	Actual	% of Budget
Net Income			
Income			
Revenue From Federal Sources			
4800 - Federal No Child Left Behind	3,530	1,675	47.4 %
Total Revenue From Federal Sources	3,530	1,675	47.4 %
Total Income	3,530	1,675	47.4 %
Expenses			
Instruction/Salaries			
0131 - Salaries - Teachers	1,000	2,021	202.1 %
0161 - Salaries - Teacher Aides and Para- Professionals	0	50	0.0 %
Total Instruction/Salaries	1,000	2,071	207.1 %
Employee Benefits			
0220 - Social Security	105	182	172.8 %
Total Employee Benefits	105	182	172.8 %
Purchased Prof & Tech Serv			
0330 - Professional Employee Training and Development	0	3,129	0.0 %
0340 - Other Professional Services	0	0	0.0 %
Total Purchased Professional & Technical Services	0	3,129	0.0 %
Other Purchased Services			
0580 - Travel/Per Diem	2,425	0	0.0 %
Total Other Purchased Services	2,425	0	0.0 %
Total Expenses	3,530	5,382	152.5 %
Total Net Income	0	(3,707)	9,267,850.0 %

**North Star Academy
Statement of Activities
Created on June 11, 2021
For Prior Month**

North Star Academy
AT-RISK STUDENTS

	Annual June 30, 2021 Budget	Year-to-Date Actual	% of Budget
Net Income			
Income			
Revenue From State Sources			
3300 - Special Populations	24,619	22,973	93.3 %
Total Revenue From State Sources	24,619	22,973	93.3 %
Total Income	24,619	22,973	93.3 %
Expenses			
Instruction/Salaries			
0131 - Salaries - Teachers	20,767	17,371	83.7 %
Total Instruction/Salaries	20,767	17,371	83.7 %
Employee Benefits			
0220 - Social Security	1,812	1,747	96.4 %
0230 - Local Retirement	1,040	786	75.6 %
0290 - Other Employee Benefits	0	2,123	0.0 %
Total Employee Benefits	2,852	4,656	163.2 %
Purchased Prof & Tech Serv			
0340 - Other Professional Services	0	48	0.0 %
Total Purchased Professional & Technical Services	0	48	0.0 %
Supplies & Materials			
0670 - Software	1,000	935	93.5 %
Total Supplies & Materials	1,000	935	93.5 %
Total Expenses	24,619	23,010	93.5 %
Total Net Income	0	(37)	(37,240.0) %

**North Star Academy
Statement of Activities
Created on June 11, 2021
For Prior Month**

North Star Academy
GIFTED AND TALENTED

	Annual June 30, 2021 Budget	Year-to-Date Actual	% of Budget
Net Income			
Income			
Revenue From State Sources	4,386	3,876	88.4 %
Total Income	4,386	3,876	88.4 %
Expenses			
Instruction/Salaries			
0131 - Salaries - Teachers	927	882	95.1 %
0161 - Salaries - Teacher Aides and Para- Professionals	3,111	3,500	112.5 %
Total Instruction/Salaries	4,038	4,382	108.5 %
Employee Benefits			
0220 - Social Security	357	430	120.1 %
0230 - Local Retirement	(9)	0	0.0 %
0290 - Other Employee Benefits	0	114	0.0 %
Total Employee Benefits	348	544	156.3 %
Purchased Prof & Tech Serv			
0340 - Other Professional Services	0	42	0.0 %
Total Purchased Professional & Technical Services	0	42	0.0 %
Total Expenses	4,386	4,968	113.3 %
Total Net Income	0	(1,092)	992,363.6 %

**North Star Academy
Statement of Activities
Created on June 11, 2021
For Prior Month**

North Star Academy
K-3 READING

	Annual June 30, 2021 Budget	Year-to-Date Actual	% of Budget
Net Income			
Income			
Revenue From State Sources			
3300 - Special Populations	16,570	15,515	93.6 %
Total Revenue From State Sources	16,570	15,515	93.6 %
Total Income	16,570	15,515	93.6 %
Expenses			
Instruction/Salaries			
0132 - Salaries - Substitute Teachers	0	32	0.0 %
0161 - Salaries - Teacher Aides and Para-Professionals	12,811	12,686	99.0 %
Total Instruction/Salaries	12,811	12,718	99.3 %
Employee Benefits			
0220 - Social Security	1,359	1,307	96.2 %
Total Employee Benefits	1,359	1,307	96.2 %
Purchased Prof & Tech Serv			
0330 - Professional Employee Training and Development	2,400	0	0.0 %
0340 - Other Professional Services	0	165	0.0 %
Total Purchased Professional & Technical Services	2,400	165	6.9 %
Total Expenses	16,570	14,190	85.6 %
Total Net Income	0	1,325	735,972.2 %

**North Star Academy
Statement of Activities
Created on June 11, 2021
For Prior Month**

North Star Academy
IDEA

	Annual June 30, 2021 Budget	Year-to-Date Actual	% of Budget
Net Income			
Income			
Revenue From Federal Sources			
4522 - IDEA - B -- Pre-School Disabled (Sec 619)	2,261	0	0.0 %
4524 - IDEA - B -- Disabled (PL 101-476)	70,048	1,553	2.2 %
Total Revenue From Federal Sources	72,309	1,553	2.1 %
Total Income	72,309	1,553	2.1 %
Expenses			
Instruction/Salaries			
0131 - Salaries - Teachers	34,050	32,028	94.1 %
0132 - Salaries - Substitute Teachers	0	540	0.0 %
0161 - Salaries - Teacher Aides and Para- Professionals	26,090	29,053	111.4 %
Total Instruction/Salaries	60,140	61,621	102.5 %
Employee Benefits			
0220 - Social Security	6,211	6,362	102.4 %
0230 - Local Retirement	1,920	1,478	77.0 %
0290 - Other Employee Benefits	0	4,921	0.0 %
Total Employee Benefits	8,131	12,761	156.9 %
Purchased Prof & Tech Serv			
0340 - Other Professional Services	0	456	0.0 %
Total Purchased Professional & Technical Services	0	456	0.0 %
Supplies & Materials			
0610 - General Supplies	2,261	1,941	85.8 %
0670 - Software	1,000	0	0.0 %
Total Supplies & Materials	3,261	1,941	59.5 %
Debt Services & Miscellaneous			
0810 - Dues and Fees	777	0	0.0 %
Total Debt Services & Miscellaneous	777	0	0.0 %
Total Expenses	72,309	76,779	106.2 %
Total Net Income	0	(75,226)	(150,451,500.0) %

**North Star Academy
Statement of Activities
Created on June 11, 2021
For Prior Month**

North Star Academy
State Special Ed

	Annual June 30, 2021 Budget	Year-to-Date Actual	% of Budget
Net Income			
Income			
Revenue From State Sources			
3100 - Retriected Basic School Programs	179,210	168,037	93.8 %
Total Revenue From State Sources	179,210	168,037	93.8 %
Total Income	179,210	168,037	93.8 %
Expenses			
Instruction/Salaries			
0131 - Salaries - Teachers	45,338	39,649	87.5 %
0132 - Salaries - Substitute Teachers	1,800	1,219	67.7 %
0161 - Salaries - Teacher Aides and Para- Professionals	4,472	14,006	313.2 %
Total Instruction/Salaries	51,610	54,874	106.3 %
Employee Benefits			
0220 - Social Security	6,270	6,075	96.9 %
0230 - Local Retirement	3,000	32	1.1 %
0290 - Other Employee Benefits	8,100	6,412	79.2 %
Total Employee Benefits	17,370	12,519	72.1 %
Purchased Prof & Tech Serv			
0320 - Professional - Educational Ser- vices	47,869	49,909	104.3 %
0330 - Professional Employee Training and Development	18,500	5,660	30.6 %
0340 - Other Professional Services	4,714	571	12.1 %
Total Purchased Professional & Technical Services	71,083	56,140	79.0 %
Supplies & Materials			
0610 - General Supplies	5,000	3,505	70.1 %
0641 - Textbooks	0	25	0.0 %
0650 - Supplies - Technology Related	0	1,598	0.0 %
0670 - Software	1,000	1,050	105.0 %
Total Supplies & Materials	6,000	6,178	103.0 %
Total Expenses	146,063	129,711	88.8 %
Total Net Income	33,147	38,326	115.6 %

**North Star Academy
Statement of Activities
Created on June 11, 2021
For Prior Month**

North Star Academy
FOOD SERVICE

	Annual June 30, 2021 Budget	Year-to-Date Actual	% of Budget
Net Income			
Income			
Revenue From Local Sources			
1610 - Sales to Students	110,000	11,714	10.6 %
1620 - Sales to Adults	3,000	3,035	101.2 %
1690 - Other Local Revenue	0	126	0.0 %
Total Revenue From Local Sources	113,000	14,875	13.2 %
Revenue From State Sources			
3800 - Non-MSP State Revenues (via USBE)	44,500	43,626	98.0 %
Total Revenue From State Sources	44,500	43,626	98.0 %
Revenue From Federal Sources			
4560 - Federal Child Nutrition Programs	36,636	164,719	449.6 %
Total Revenue From Federal Sources	36,636	164,719	449.6 %
Total Income	194,136	223,220	115.0 %
Expenses			
Instruction/Salaries			
0191 - Salaries - Food Services Personnel	74,514	62,417	83.8 %
Total Instruction/Salaries	74,514	62,417	83.8 %
Employee Benefits			
0220 - Social Security	8,676	8,196	94.5 %
0230 - Local Retirement	1,810	1,205	66.6 %
0290 - Other Employee Benefits	8,100	6,750	83.3 %
Total Employee Benefits	18,586	16,151	86.9 %
Purchased Prof & Tech Serv			
0330 - Professional Employee Training and Development	0	160	0.0 %
0340 - Other Professional Services	1,100	689	62.6 %
Total Purchased Professional & Technical Services	1,100	849	77.1 %
Purchased Property Services			
0430 - Repairs & Maintenance Services	6,000	1,725	28.7 %
0433 - Custodial Services	10,599	12,051	113.7 %
Total Purchased Property Services	16,599	13,776	83.0 %
Supplies & Materials			

**North Star Academy
Statement of Activities
Created on June 11, 2021
For Prior Month**

North Star Academy
FOOD SERVICE

	Annual June 30, 2021	Year-to-Date	
	Budget	Actual	% of Budget
0610 - General Supplies	7,000	12,688	181.3 %
0630 - Food	75,000	82,292	109.7 %
0670 - Software	500	498	99.5 %
0680 - Maintenance Supplies and Materials	1,000	250	25.0 %
0689 - Miscellaneous - Maintenance	2,000	0	0.0 %
Total Supplies & Materials	85,500	95,728	112.0 %
Property			
0730 - Equipment	5,000	0	0.0 %
Total Property	5,000	0	0.0 %
Debt Services & Miscellaneous			
0810 - Dues and Fees	500	598	119.7 %
Total Debt Services & Miscellaneous	500	598	119.7 %
Total Expenses	201,799	189,519	93.9 %
Total Net Income	(7,663)	33,701	(439.8) %

**North Star Academy
Statement of Activities
Created on June 11, 2021
For Prior Month**

North Star Academy
SCHOOL LAND TRUST

	Annual June 30, 2021	Year-to-Date	
	Budget	Actual	% of Budget
Net Income			
Income			
Revenue From State Sources			
3500 - One-time Funding	66,643	66,856	100.3 %
Total Revenue From State Sources	66,643	66,856	100.3 %
Total Income	66,643	66,856	100.3 %
Expenses			
Instruction/Salaries			
0131 - Salaries - Teachers	22,775	20,764	91.2 %
0161 - Salaries - Teacher Aides and Para- Professionals	0	700	0.0 %
Total Instruction/Salaries	22,775	21,464	94.2 %
Employee Benefits			
0220 - Social Security	2,500	2,174	86.9 %
0230 - Local Retirement	780	818	104.9 %
0290 - Other Employee Benefits	0	2,059	0.0 %
Total Employee Benefits	3,280	5,051	154.0 %
Purchased Prof & Tech Serv			
0330 - Professional Employee Training and Development	5,070	120	2.4 %
0340 - Other Professional Services	0	58	0.0 %
Total Purchased Professional & Technical Services	5,070	178	3.5 %
Other Purchased Services			
0580 - Travel/Per Diem	4,930	0	0.0 %
Total Other Purchased Services	4,930	0	0.0 %
Supplies & Materials			
0610 - General Supplies	0	170	0.0 %
0650 - Supplies - Technology Related	30,588	26,153	85.5 %
0670 - Software	0	3,851	0.0 %
Total Supplies & Materials	30,588	30,174	98.6 %
Total Expenses	66,643	56,867	85.3 %
Total Net Income	0	9,989	9,988,880.0 %

**North Star Academy
Statement of Activities
Created on June 11, 2021
For Prior Month**

North Star Academy
Digital Teaching & Learning

	Annual June 30, 2021	Year-to-Date	
	Budget	Actual	% of Budget
Net Income			
Income			
Revenue From State Sources			
3500 - One-time Funding	15,373	29,747	193.5 %
Total Revenue From State Sources	15,373	29,747	193.5 %
Total Income	15,373	29,747	193.5 %
Expenses			
Instruction/Salaries			
0131 - Salaries - Teachers	500	0	0.0 %
Total Instruction/Salaries	500	0	0.0 %
Employee Benefits			
0220 - Social Security	52	0	0.0 %
0230 - Local Retirement	(52)	0	0.0 %
Total Employee Benefits	0	0	0.0 %
Other Purchased Services			
0580 - Travel/Per Diem	500	0	0.0 %
Total Other Purchased Services	500	0	0.0 %
Supplies & Materials			
0650 - Supplies - Technology Related	14,373	14,253	99.2 %
0670 - Software	0	15,494	0.0 %
Total Supplies & Materials	14,373	29,747	207.0 %
Total Expenses	15,373	29,747	193.5 %
Total Net Income	0	0	0.0 %

**North Star Academy
Statement of Activities
Created on June 11, 2021
For Prior Month**

North Star Academy
ESSER CARES Program

	<u>Year-to-Date</u>
	<u>Actual</u>
Net Income	
Expenses	
Instruction/Salaries	
0121 - Salaries - Principals and Assistants	800
0131 - Salaries - Teachers	4,907
0142 - Salaries - Guidance Personnel	450
0161 - Salaries - Teacher Aides and Para- Professionals	2,560
Total Instruction/Salaries	<u>8,717</u>
Employee Benefits	
0220 - Social Security	878
0230 - Local Retirement	88
Total Employee Benefits	<u>966</u>
Purchased Prof & Tech Serv	
0330 - Professional Employee Training and Development	67
0340 - Other Professional Services	43
Total Purchased Professional & Technical Services	<u>110</u>
Purchased Property Services	
0433 - Custodial Services	12,060
0442 - Rental of Equipment & Vehicles	803
Total Purchased Property Services	<u>12,863</u>
Supplies & Materials	
0610 - General Supplies	5,173
0670 - Software	261
0680 - Maintenance Supplies and Materi- als	2,707
Total Supplies & Materials	<u>8,141</u>
Total Expenses	<u>30,797</u>
Total Net Income	<u><u>(30,797)</u></u>

**North Star Academy
Statement of Activities
Created on June 11, 2021
For Prior Month**

North Star Academy
GEERS CARES Program

	<u>Year-to-Date</u>
	Actual
Net Income	
Expenses	
Instruction/Salaries	
0121 - Salaries - Principals and Assistants	1,000
0131 - Salaries - Teachers	8,399
Total Instruction/Salaries	<u>9,399</u>
Employee Benefits	
0220 - Social Security	868
0230 - Local Retirement	6
Total Employee Benefits	<u>874</u>
Purchased Prof & Tech Serv	
0340 - Other Professional Services	30
Total Purchased Professional & Technical Services	<u>30</u>
Supplies & Materials	
0610 - General Supplies	3,585
0670 - Software	2,480
Total Supplies & Materials	<u>6,065</u>
Total Expenses	<u>16,368</u>
Total Net Income	<u><u>(16,368)</u></u>

**North Star Academy
Statement of Activities
Created on June 11, 2021
For Prior Month**

North Star Academy
GENERAL FUND

	Annual June 30, 2021	Year-to-Date	
	Budget	Actual	% of Budget
Net Income			
Income			
Revenue From Local Sources			
1510 - Interest on Investments	20,000	12,535	62.7 %
1740 - Fees	34,000	0	0.0 %
1741 - General Student Fees	0	843	0.0 %
1743 - Curricular Activity Fees	0	21,765	0.0 %
1745 - Co-Curricular Activity Fees	0	200	0.0 %
1747 - Extra-Curricular Activity Fees	0	8,540	0.0 %
1910 - Rentals	5,000	1,950	39.0 %
1920 - Contributions and Donations From Private Sources	5,000	10,396	207.9 %
1990 - Miscellaneous	2,700	2,720	100.7 %
1990-001 - Field Trips	2,000	15	0.8 %
Total Revenue From Local Sources	68,700	58,964	85.8 %
Revenue From State Sources			
3005 - Regular School Programs K	96,968	90,649	93.5 %
3010 - Regular School Programs 1-12	1,637,367	1,512,744	92.4 %
3020 - Professional Staff	130,555	135,944	104.1 %
3100 - Retricted Basic School Programs	154,923	146,408	94.5 %
3200 - Related to the Basic Programs	1,413,429	1,267,674	89.7 %
3400 - Other Programs	155,024	144,018	92.9 %
3500 - One-time Funding	1,732	4,444	256.5 %
Total Revenue From State Sources	3,589,998	3,301,881	92.0 %
Loan Proceeds	0	8,108,717	0.0 %
Total Income	3,658,698	11,469,562	313.5 %
Expenses			
Instruction/Salaries			
0121 - Salaries - Principals and Assistants	187,752	172,705	92.0 %
0131 - Salaries - Teachers	1,391,097	1,122,481	80.7 %
0132 - Salaries - Substitute Teachers	27,000	27,174	100.6 %
0142 - Salaries - Guidance Personnel	63,479	52,900	83.3 %
0152 - Salaries - Secretarial and Clerical Personnel	80,928	71,637	88.5 %
0161 - Salaries - Teacher Aides and Para-	157,413	125,553	79.8 %

**North Star Academy
Statement of Activities
Created on June 11, 2021
For Prior Month**

North Star Academy
GENERAL FUND

	Annual June 30, 2021	Year-to-Date	
	Budget	Actual	% of Budget
Professionals			
Total Instruction/Salaries	1,907,669	1,572,450	82.4 %
Employee Benefits			
0220 - Social Security	228,436	165,896	72.6 %
0230 - Local Retirement	45,120	37,305	82.7 %
0240 - Group Insurance	12,600	4,391	34.9 %
0290 - Other Employee Benefits	267,906	214,398	80.0 %
Total Employee Benefits	554,062	421,990	76.2 %
Purchased Prof & Tech Serv			
0320 - Professional - Educational Services	3,500	1,360	38.9 %
0330 - Professional Employee Training and Development	13,000	2,288	17.6 %
0340 - Other Professional Services	15,000	10,604	70.7 %
0345 - Business Services	214,000	194,333	90.8 %
0350 - Technical Services	4,000	1,357	33.9 %
Total Purchased Professional & Technical Services	249,500	209,942	84.1 %
Purchased Property Services			
0410 - Utility Services	70,000	52,891	75.6 %
0430 - Repairs & Maintenance Services	19,999	22,513	112.6 %
0433 - Custodial Services	42,000	24,171	57.5 %
0442 - Rental of Equipment & Vehicles	315	475	150.9 %
0490 - Other Purchased Property Services	25,500	32,079	125.8 %
Total Purchased Property Services	157,814	132,129	83.7 %
Other Purchased Services			
0513 - Student Transportation Services - Commercial	9,000	0	0.0 %
0518 - Student Day Trips/Field Trips (includes Admission Charges)	5,500	508	9.2 %
0521 - Property Insurance	16,000	12,805	80.0 %
0530 - Communication (Telephone & Other)	4,500	4,464	99.2 %
0540 - Advertising	2,500	2,892	115.7 %

**North Star Academy
Statement of Activities
Created on June 11, 2021
For Prior Month**

North Star Academy
GENERAL FUND

	Annual June 30, 2021	Year-to-Date	
	Budget	Actual	% of Budget
0561 - Tuition to Other LEAs Within the State	0	900	0.0 %
0580 - Travel/Per Diem	3,800	0	0.0 %
Total Other Purchased Services	41,300	21,569	52.2 %
Supplies & Materials			
0610 - General Supplies	80,000	74,399	93.0 %
0641 - Textbooks	17,000	18,121	106.6 %
0644 - Library Books	2,250	2,648	117.7 %
0650 - Supplies - Technology Related	12,500	2,286	18.3 %
0670 - Software	14,000	9,715	69.4 %
0680 - Maintenance Supplies and Materials	12,000	8,200	68.3 %
Total Supplies & Materials	137,750	115,369	83.8 %
Property			
0710 - Land and Site Improvements	20,000	120,000	600.0 %
Total Property	20,000	120,000	600.0 %
Debt Services & Miscellaneous			
0810 - Dues and Fees	22,000	319,171	1,450.8 %
0830 - Interest	494,575	440,327	89.0 %
0840 - Redemption of Principal	110,000	7,245,000	6,586.4 %
0890 - Miscellaneous Expenditures	1,400	0	0.0 %
Total Debt Services & Miscellaneous	627,975	8,004,498	1,274.7 %
Total Expenses	3,696,070	10,597,947	286.7 %
Total Net Income	(37,372)	871,615	(2,332.3) %



1. PURPOSE, BELIEFS, AND PHILOSOPHY

1.1 Purpose

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

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

The School will promote and require:

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

1.2 Beliefs and Expectations

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

Beliefs:

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

Expectations:

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

1.3 Procedural Philosophy

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

Procedures:

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

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

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

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

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

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

Due process to protect the rights of students will include:

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

2. ENVIRONMENT

2.1 Safe School Environment

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

2.2 Discrimination Prohibited

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

3. DEFINITIONS

3.1 Suspension

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

3.2 Expulsion

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

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

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

3.4 Disruptive Student Behavior

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

3.5 Parent

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

3.6 Qualifying Minor

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

3.7 School Year

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

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

4.1 Suspension

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

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

[b] willful destruction or defacing of School property;

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

[d] possession, distribution, control, use, sale, or arranging for the sale of an alcoholic beverage as defined in Utah law;

[e] possession, distribution, control, use, sale, or arranging for the sale of cigars, cigarettes, electronic cigarettes, or tobacco, as defined by Utah Code Ann. § 76-10-101;

[f] possession, distribution, control, use, sale, or arranging for the sale of contraband, including but not limited to real, look-alike or pretend weapons, fireworks, matches, lighters, alcohol, tobacco, mace, pepper spray, laser pointers, pornography, illegal drugs and controlled substances, drug paraphernalia, or any other material or item that has caused or will imminently cause substantial disruption to school operations;

[g] inappropriate use or possession of electronic devices in class or in any other way that substantially disrupts the educational environment;

[h] any criminal activity;

[i] any serious violation involving weapons, drugs, or the use of force, including those actions prohibited in Section 4.1.2 below, that threatens harm or causes harm to the School or School property, to a person associated with the School, or property associated with any such person, regardless of where it occurs; or

[j] bullying or hazing as defined in Utah Code Ann. § 53G-9-601 and/or the School's Bullying and Hazing Policy.

4.1.2 A student shall be suspended or expelled from School for

[a] any serious violation affecting another student or a staff member, or any serious violation occurring in a School building, in or on School property, or in conjunction with any School-sponsored activity, including:

(i) the possession, control, or actual or threatened use of a real weapon, explosive, or noxious or flammable material;

(ii) the actual or threatened use of a lookalike weapon with intent to intimidate another person or to disrupt normal School activities; or

(iii) the sale, control, or distribution of a drug or controlled substance as defined in Utah Code Ann. § 58-37-2, an imitation controlled substance defined in Utah Code Ann. § 58-37b-2, or drug paraphernalia as defined in Utah Code Ann. § 58-37a-3; or

[b] the commission of an act involving the use of force or the threatened use of force which if committed by an adult would be a felony or class A misdemeanor.

4.2 Expulsion

A student may be expelled from School for any violation listed under Section 4.1 of this policy if the violation is serious or persistent.

4.3 Weapons – Mandatory Expulsion for One Year – Utah Code Ann. § 53G-8-205(2)(b); 20 U.S.C. § 7151

4.3.1 Any student who commits an act for which mandatory suspension or expulsion is provided under Section 4.1.2, above, using a real or lookalike weapon, explosive, or noxious or flammable material shall be expelled from all School programs and activities for a period of not less than one (1) year, subject to the following:

[a] Within forty-five (45) days after the expulsion, the student shall appear before the Case Management Team (“**CMT**”), which shall be comprised of the Principal, a Board member, and a teacher selected by them, accompanied by a parent or legal guardian; and

[b] The CMT shall determine:

(i) what conditions must be met by the student and the student's parent for the student to return to School;

(ii) if the student should be placed on probation in a regular school setting consistent with Utah Code Ann. § 53G-8-208, and what conditions must be met by the student in order to ensure the safety of students and faculty at the School; and

(iii) if it would be in the best interest of both the School and the student to modify the expulsion term to less than a year giving highest priority to providing a safe school environment for all students.

[c] For purposes of this policy, the term "firearm", "explosive", and "noxious or flammable material" include but are not limited to: guns, starter pistols, cap guns, bombs, bullets and ammunition, gasoline or other flammable liquids, mace, pepper spray, matches, and lighters.

4.3.2 Students with Disabilities under IDEA and Section 504

Whenever a student receiving special education and related services under the Individuals with Disabilities Education Act (“IDEA”) or Section 504 of the Rehabilitation Act is determined to have carried a weapon to School or a School-sponsored activity, the procedures outlined in Section 10

of this policy must be followed.

4.4 Drugs and Controlled Substances – Mandatory Suspension or Expulsion – Utah Code Ann. § 53G-8-205(2)(a)

4.4.1 A student shall be suspended or expelled from the School for any of the following reasons:

[a] use, control, possession, distribution, sale, or arranging for the sale of an illegal drug or controlled substance (which includes alcohol), an imitation controlled substance, or drug paraphernalia in a School building, in a School vehicle, on School property, or in conjunction with any School-sponsored activity;

[b] misuse or abuse, distribution, sale or arranging for the sale of prescription medication at School or a School-sponsored activity; or

[c] misuse or abuse of over-the-counter remedies, or sharing, distribution, sale, or arranging for the sale of over-the-counter remedies. A student may possess and use over-the-counter remedies at School only in amounts not to exceed the recommended daily dose including, but not limited to: aspirin, ibuprofen, Tylenol (acetaminophen), cough drops, allergy medication, cough syrup and mouthwash.

4.4.2 Students with Disabilities under Section 504

Any student identified as being disabled under either Section 504 of the Rehabilitation Act or the Americans with Disabilities Act who currently is engaging in the illegal use of drugs or alcohol shall be suspended or expelled to the same extent as non-disabled students for the possession, use, control, distribution, sale, or arrangement of the sale of illegal drugs, alcohol, or controlled substances on School property or in conjunction with any School-sponsored activity.

4.4.3 Drug Testing

[a] Any student who is reasonably suspected of violating Section 4.4 may be subject to a drug test for cause, arranged and paid for by the School.

[b] Any student who has been suspended or expelled for a violation of Section 4.4 may be required to provide a clean drug test and evidence of completion of drug assessment and/or drug counseling programs as a condition of readmission to School. Testing and counseling required as a condition of readmission rather than for the purpose of providing justification for the initial suspension or expulsion shall be arranged and paid for by the student's parent or guardian.

[c] Students who refuse to submit to required drug testing and counseling programs or to cooperate with School officials with respect to the sharing of appropriate information, may be expelled from the School.

[d] Any student who is suspended or expelled for violation of Section 4.4 may be subject to random drug testing, at any time and for any reason, for a period of one year from the date of offense. If the student tests positive, he/she may be expelled from all School programs or activities. Any student who refuses consent for random drug testing under these conditions shall be expelled from all School programs or activities.

4.4.4 Students with Disabilities under IDEA

Whenever a student receiving special education and related services under IDEA knowingly

possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at School or a School-sponsored activity, the procedures outlined in Section 10 of this policy must be followed.

4.5 Gangs

For purposes of this policy, "gang" means any ongoing organization, association or group of three or more persons, whether formal or informal, having as one its primary activities the commission of criminal acts, which has a unique name or identifiable signs, symbols, or marks, and whose members individually or collectively engage in criminal or violent behavior to persons or property, or who create an unreasonable and substantial disruption or risk of disruption of a class, activity, program, or other function of a school.

4.5.1 Gang Activity and Apparel Prohibited

Students who engage in any form of gang activity on or about School property, or at any School-sponsored activity may be suspended or expelled under the terms of this policy. For the purposes of this policy, "gang activities" include, but are not limited to any of the following:

- [a] Wearing, possessing, using, distributing, displaying, or selling any clothing, jewelry, apparel, emblems, badges, tattoos or manner of grooming, accessories, symbols, signs, or other thing which is evidence of membership in or affiliation with any gang;
- [b] Committing any act or omission or using any speech, either verbal or nonverbal, (flashing signs, gestures, hand shakes, etc.) that demonstrates membership in or a affiliation with a gang;
- [c] Soliciting others for membership in a gang;
- [d] Requesting any person to pay for "protection", claiming "turf", or otherwise intimidating, bullying, retaliating against, threatening, abusing, or harassing any person;
- [e] Possessing a weapon, controlled substances, drug paraphernalia, or other contraband;
- [f] Committing any illegal act; or
- [g] Encouraging or inciting another person to act with physical violence upon any other person or cause damage to property.

4.5.2 Confiscation of Gang Items

Subject to the search and seizure provisions of this policy, gang paraphernalia, apparel, or weapons may be confiscated by School officials at any time.

4.5.3 Consultation with Law Enforcement Authorities

School officials shall consult with local law enforcement authorities and gang detectives whenever they have questions regarding gang-related clothing, apparel, or other gang activity.

4.6 Bullying, Cyber-Bullying, Harassment, Hazing, and Abusive Conduct

Bullying, cyber-bullying, harassment, hazing, and abusive conduct of students and employees are against federal law, state law, and School policy, and are not tolerated by the School. It is the

School's intent to respond to school-related incidents by implementing prevention efforts where victims can be identified and assessed, and perpetrators educated, in order to create a safer school that provide a positive learning environment.

School administration has the authority to discipline students and employees for off-campus speech that causes or threatens a substantial disruption on campus, at School activities, or causes or threatens a significant interference with a student's educational performance or involvement in School activities.

Additional information regarding these issues are contained in the School's Bullying and Hazing Policy, which is available on the School's website.

4.7 Possession or Use of Electronic Cigarette Products

4.7.1 Students are prohibited from possessing or using electronic cigarette products, as defined by Utah Code Ann. § 76-10-101, on School property.

4.7.2 The Principal or their designee shall request the surrender of or confiscate electronic cigarette products as provided in Section 16 of this policy.

4.7.3 The Principal will ensure that any surrendered or confiscated electronic cigarette product is destroyed or disposed of. However, the Principal may allow the release of any surrendered or confiscated electronic cigarette product to local law enforcement if School personnel have a reasonable suspicion that the electronic cigarette product contains an illegal substance and local law enforcement requests that the School release it to them as part of an investigation or action.

5. AUTHORITY TO SUSPEND OR EXPEL

5.1 Authority to Suspend for Ten (10) School Days or Less for Regular Education Students

The Principal has the authority to suspend a regular education student for up to ten (10) school days. In considering whether to suspend a student, the Principal shall consider all relevant factors, including but not limited to, the severity of the offense, the student's age, disability, academic status and disciplinary record, parental capabilities, and community resources.

5.2 Authority to Suspend and Duration of Suspension for Students with Disabilities

The Principal has the authority to suspend a student with disabilities (504 or IDEA) for not more than ten (10) consecutive school days, and additional removals of not more than ten (10) total school days in that same school year for separate incidents of misconduct as long as those removals do not constitute a pattern resulting in a change of placement. The School need not provide services during periods of removal of ten (10) days cumulative or less if services are not provided to a student without disabilities who has been similarly suspended.

5.3 Authority to Suspend for Longer than Ten (10) Days or Expel for Regular Education Students

Subject to the requirements for due process set forth in Section 9, below, the Principal may suspend a regular education student for longer than ten (10) days or expel a regular education student.

Expulsions shall be reviewed by the CMT and the conclusions reported to the Board at least once each year if the parent/guardian of the expelled student has expressed a desire for the student to return to the School.

5.3.1 Parental Responsibility

If a student is suspended for a period longer than ten (10) days or expelled, the student's parent or legal guardian is responsible for undertaking an alternative education plan that will ensure that the student's education continues during the period of expulsion. The parent or guardian shall work with designated School officials to determine how the student's education will continue through private education paid for by the parents, an alternative program offered by the local school district, or other alternatives which will reasonably meet the educational needs of the student. Costs of educational services which are not provided by the School are the responsibility of the student's parent or guardian.

5.3.2 The parent or guardian and designated School officials may enlist the cooperation of the Division of Child and Family Services, the juvenile court, law enforcement, or other appropriate government agencies in determining how to meet the educational needs of the student.

5.3.3 The School shall contact the parent or guardian of each student under age 16 who has been expelled from all School programs and services at least once a month to determine the student's progress if the parent/guardian of the expelled student has expressed a desire for the student to return to the School.

5.4 Authority to Institute Change of Placement for Student with Disabilities

Where the student is receiving special education services or accommodations on the basis of disability under IDEA, 504, or ADA, procedures outlined in the State of Utah Special Education Rules shall be followed, including prior written notice to parents or guardians regarding their procedural due process rights, before any long-term disciplinary action or change of placement takes place.

6. PROCEDURES FOR ADDRESSING DISRUPTIVE STUDENT BEHAVIOR – Utah Code Ann. § 53G-8-210

6.1 Efforts to Resolve Disruptive Student Behavior Problems

6.1.1 Information About Resources. The School will provide to a parent of a student who engages in disruptive student behavior a list of resources available to assist the parent in resolving the student's disruptive behavior problem.

6.1.2 Procedures for Resolving Problems. The Principal or a teacher or counselor designated by the Principal will work with students who engage in disruptive student behavior according to the procedures identified in Section 7, below, in an attempt to help the student's behavior to improve and to prevent problems from escalating. Incidents of disruptive student behavior and attempts to resolve behavior issues will be documented.

6.2 Notice of Disruptive Student Behavior

6.2.1 Authorization. The Principal is authorized to issue notices of disruptive student behavior to students who are qualifying minors.

6.2.2 Criteria for Issuing Notice. The Principal may issue a “notice of disruptive student behavior” to a qualifying minor who:

[a] engages in “disruptive student behavior” that does not result in suspension or expulsion three times during the school year; or

[b] engages in disruptive student behavior that results in suspension or expulsion once during the school year.

6.2.3 Contents of Notice. The notice of disruptive student behavior will:

[a] require the qualifying minor and a parent of the qualifying minor to whom the notice is issued to (i) meet with School authorities to discuss the qualifying minor's disruptive student behavior; and (ii) cooperate with the Principal and the Board in correcting the student's disruptive student behavior; and

[b] be mailed by certified mail to, or served in person on, a parent of the qualifying minor.

6.2.4 Contesting Notice. A qualifying minor, or a qualifying minor's parent, may contest a notice of disruptive student behavior by requesting in writing, within ten (10) business days after receipt of the notice, a meeting with the CMT at which the parent and the CMT will discuss the facts related to the student's behavior, the basis of the parent's concerns with or objections to the issuance of the notice, and efforts that have been made to address the behavior problems.

6.3 Habitual Disruptive Student Behavior Notice

6.3.1 Criteria for Issuing Notice. The Principal may issue a “habitual disruptive student behavior notice” to a qualifying minor who:

[a] engages in disruptive student behavior that does not result in suspension or expulsion at least six times during the school year;

[b] (i) engages in disruptive student behavior that does not result in suspension or expulsion at least three times during the school year; and (ii) engages in disruptive student behavior that results in suspension or expulsion at least once during the school year; or

[c] engages in disruptive student behavior that results in suspension or expulsion at least twice during the school year.

6.3.2 Notice to Parents. Within five (5) days after the day on which a habitual disruptive student behavior notice is issued, the Principal shall provide documentation to a parent of the qualifying minor who receives the notice of the efforts made by a School representative under Section 7, below.

6.4 Responses to School-Based Behavior

6.4.1 Definitions.

[a] “Mobile crisis outreach team” means a crisis intervention service for minors or families of minors experiencing behavioral health or psychiatric emergencies.

[b] “Restorative justice program” means a school-based program or a program used or adopted by a school that is designed to enhance school safety, reduce school suspensions, and limit referrals

to court, and is designed to help minors take responsibility for and repair the harm of behavior that occurs in school.

[c] “Youth court” means the same as that term is defined in § 78A-6-1203, including that it is a diversion program that provides an alternative disposition for cases involving juvenile offenders in which youth participants, under the supervision of an adult coordinator, may serve in various capacities within the courtroom, acting in the role of jurors, lawyers, bailiffs, clerks, and judges.

6.4.2 Alternative School-Related Interventions. The Board may establish or partner with a certified youth court program or establish or partner with a comparable restorative justice program. The School may refer a student to youth court or a comparable restorative justice program in accordance with § 53G-8-211.

6.4.3 Referrals of Minors. A qualifying minor to whom a habitual disruptive student behavior notice is issued under Section 6.3.1 may not be referred to the juvenile court. The School will follow § 53G-8-211 with respect to referring a minor who is alleged to have committed an offense on school property or that is truancy. In accordance with § 53G-8-211:

[a] if the alleged offense is a class C misdemeanor, an infraction, a status offense on School property, or truancy, the minor may not be referred to law enforcement or court but may be referred to alternative school-related interventions, including:

(i) a mobile crisis outreach team, as defined in § 78A-6-105;

(ii) a receiving center operated by the Division of Juvenile Justice Services in accordance with § 62A-7-104; and

(ii) a youth court or comparable restorative justice program; or

(iv) other evidence-based interventions created and developed by the School or other governmental entities as set forth in § 53G-8-211(3)(a)(v).

[b] if the alleged offense is a class B misdemeanor or a nonperson class A misdemeanor, the minor may be referred directly to the juvenile court by the Principal or the Principal's designee, or the minor may be referred to the alternative interventions described above. However, documentation of an alleged class B misdemeanor or a nonperson class A misdemeanor must be provided prior to referring the minor to the juvenile court.

7. ALTERNATIVES TO EXPULSION, OR CHANGE OF PLACEMENT FOR FREQUENT OR FLAGRANT DISRUPTIVE BEHAVIOR – Utah Code Ann. § 53G-8-207

A continuum of intervention strategies shall be available to help students whose behavior in School repeatedly falls short of reasonable expectations. Prior to suspending a student for more than ten (10) days or expelling a student for repeated acts of willful disobedience, defiance of authority, or disruptive behavior which are not so extreme or violent that immediate removal is warranted, good faith efforts shall be made to implement a remedial discipline plan to allow the student to remain in the School.

7.1 Before referring the student for long-term suspension, expulsion or change of placement under this Section, School staff should demonstrate that they have attempted some or all of the following interventions:

- 7.1.1 Talking with the student;
- 7.1.2 Class schedule adjustment;
- 7.1.3 Phone contact with the parent or legal guardian;
- 7.1.4 Informal parent/student conferences;
- 7.1.5 Behavioral contracts;
- 7.1.6 After-school make-up time;
- 7.1.7 Short-term in-school suspension (ISS);
- 7.1.8 Short-term at-home suspensions;
- 7.1.9 Appropriate evaluation;
- 7.1.10 Home study;
- 7.1.11 Alternative programs; or
- 7.1.12 Law enforcement assistance as appropriate.

7.2 Parental Attendance with Student – Utah Code Ann. § 53G-8-207(1)-(2).

As part of a remedial discipline plan for a student, the School may require the student's parent or guardian, with the consent of the student's teachers, to attend class with the student for a period of time specified by a designated School official. If the parent or guardian does not agree or fails to attend class with the student, the student shall be suspended in accordance with the provisions of this policy.

8. DUE PROCESS FOR SUSPENSIONS OF TEN (10) DAYS OR LESS

The following procedure shall apply to all students facing suspension of ten (10) school days or less:

8.1 The Principal shall notify the student's custodial parent or guardian of the following without delay: that the student has been suspended, the grounds for the suspension, the period of time for which the student is suspended, and the time and place for the parent or guardian to meet with the Principal to review the suspension.

8.2 The Principal shall also notify the non-custodial parent, if requested in writing, of the suspension.

8.2.1 Section 8.2 does not apply to the portion of School records which would disclose any information protected under a court order.

8.2.2 The custodial parent is responsible to provide the School a certified copy of any court order under subsection 8.2.1.

8.3 The Principal shall document the charges, evidence, and action taken.

8.4 The student shall be requested to present his/her version of the incident in writing. Students with disabilities or young students who are unable to write their own statements shall be accommodated through the use of tape recorder, scribe, etc.

8.5 If the student denies the charges, the student shall be provided with an explanation of the evidence and an opportunity to present his/her version of the incident to the Principal.

8.6 In general, the notice and informal conference shall precede the student's removal from the School.

8.7 If, in the judgment of the Principal, notice is not possible because the student poses a danger to a person or property or an ongoing threat of disrupting the academic process, he/she may be removed immediately. However, in such cases, the necessary notice and hearing shall follow as soon as possible.

9. DUE PROCESS FOR SUSPENSIONS OF MORE THAN TEN (10) DAYS AND EXPULSIONS

9.1 If the Principal believes that a student should be suspended for more than ten (10) days or expelled, the Principal may make the initial decision and shall meet with the student's parent or guardian to discuss the charges against the student and the proposed discipline within five (5) school days after the suspension or expulsion began. If requested in writing, the Principal shall also notify the non-custodial parent of the suspension or expulsion as outlined in Section 8.2 of this policy.

9.2 Notice to Student and Parent/Guardian

During the meeting required in Section 9.1, the Principal shall provide the student's parent or guardian with written notice that includes all of the following elements (or, if the student's parent or guardian refuses to meet, the Principal shall send the notice by certified mail, return receipt requested, to the student's parent or legal guardian within ten (10) school days after the suspension or expulsion began):

9.2.1 a description of the alleged violation(s) or reason(s) giving rise to disciplinary action;

9.2.2 the penalty being imposed (duration of suspension or expulsion);

9.2.3 a statement that a due process hearing may be requested by providing the Principal with written notice within ten (10) school days of the parent or guardian's receipt of the notice;

9.2.4 a statement that, if a due process hearing is requested, the Board, even though less than a quorum, will conduct the hearing;

9.2.5 a statement that the suspension or expulsion is taking effect immediately and will continue for the stated period unless a due process hearing is requested in a timely manner and the Board determines otherwise;

9.2.6 the mailing date of the notice; and

9.2.7 a statement that, if a hearing is not requested within ten (10) school days after receipt of the notice, the Principal's decision to suspend or expel the student will be final, and the parent's right to oppose the decision will be waived.

9.3 Hearing Procedures

If a Due Process Hearing is requested in response to the notice sent pursuant to Section 9.2 of this policy, the following procedures shall apply:

9.3.1 After receipt of the request, the School shall schedule a hearing as soon as possible but not later than ten (10) school days following receipt of the request unless the student's parent or guardian agrees otherwise.

9.3.2 A written Hearing Notice shall be sent to the parent or guardian informing the parent or guardian that the Due Process Hearing will be conducted before the Board and of the following information:

- [a] the date, place, and time of the hearing;
- [b] the circumstances, evidence, and issues to be discussed at the hearing;
- [c] the right of all parties to cross-examine witnesses subject to the Board chairman's determination that this right should be limited to protect student witnesses from retaliation, ostracism or reprisal; and
- [d] the right of all parties to examine all relevant records.

9.3.3 The Board shall conduct the Due Process Hearing on the record and shall:

- [a] ensure that a written record of the Hearing is made, a copy of which shall be provided to all parties upon request, with the cost borne by the School;
- [b] consider all relevant evidence presented at the Hearing;
- [c] allow the right to cross-examination of witnesses, unless the Board chairman determines that this right should be limited to protect student witnesses from ostracism, retaliation or reprisal;
- [d] allow all parties a fair opportunity to present relevant evidence; and
- [e] issue a written decision including findings of fact and conclusions.

9.3.4 Hearing Rules

Formal Rules of Evidence do not apply to the Due Process Hearing, and no discovery is permitted. However, the following rules will apply:

- [a] parties may have access to information contained in the School's files to the extent permitted by law;
- [b] hearings shall be closed to the press and the public;
- [c] documents, testimony, or other evidence submitted by the parties after the hearing will not be considered by the Board; and
- [d] the Board may excuse witnesses or parties or suspend or terminate a hearing if persons involved in the hearing are abusive, disorderly, disruptive, or if they refuse to abide by the rules and orders of the Board.

10. DUE PROCESS FOR CHANGE OF PLACEMENT OF STUDENTS WITH DISABILITIES

Where the student is receiving special education services or accommodations on the basis of disability under IDEA, 504 or ADA, procedures outlined in the Utah State Board of Education Special Education Rules shall be followed, including prior written notice to parents or guardians regarding their procedural due process rights, before any long-term disciplinary action or change of placement takes place.

10.1 Required Services

10.1.1 504 and ADA Students

When a determination is made that the conduct of a 504 or ADA student (but not a student who is disabled under IDEA) is not a manifestation of the student's disability pursuant to Section 10.5, the student shall be subject to the same disciplinary consequences as regular education students, up to and including expulsion from School; however, the School must continue to provide education services in accordance with guidelines established by the Utah State Office of Education.

10.1.2 IDEA

A school need not provide services during periods of removal to a student with a disability under IDEA who has been removed from his or her current placement for ten (10) school days or less in that school year if services are not provided to a student without disabilities who has been similarly removed.

If a student with a disability under IDEA has been removed from his or her current placement for more than ten (10) school days in the same school year, for the remainder of the removals the School shall provide services to the extent necessary to enable the student to progress in the general curriculum and appropriately advance toward achieving the goals set out in the student's IEP. School personnel, in consultation with the student's special education teacher, determine the extent to which services are necessary to enable the student to appropriately progress in the general curriculum and advance toward achieving the goals set out in the student's IEP.

10.2 Change of Placement for Weapons, Drugs, or Serious Bodily Injury

A student's IEP team may order a change in placement of a student with a disability to an appropriate interim alternative educational setting for the same amount of time that a student without a disability would be subject to discipline, but for not more than forty-five (45) days, if:

10.2.1 The student carries a weapon to or possesses a weapon at School, on School premises, or to or at a School-sponsored activity; or

10.2.2 The student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at School, on School premises, or at a School-sponsored activity; or

10.2.3 The student has inflicted serious bodily injury upon another person while at School, on School premises, or at a School-sponsored activity.

10.3 Change of Placement Due to Student's Serious Misconduct

School officials may request an expedited due process hearing in order to change the placement of a student with a disability to an appropriate interim alternative educational setting, recommended

by the student's IEP team, for not more than forty-five (45) days. A hearing officer may order such a change, if he/she:

10.3.1 Determines that School officials have demonstrated by substantial evidence that maintaining the current placement of a student is substantially likely to result in injury to the student or others;

10.3.2 Considers the appropriateness of the student's current placement;

10.3.3 Considers whether School officials have made reasonable efforts to minimize the risk of harm in the student's current placement, including the use of supplementary aids and services; and

10.3.4 Determines that the interim alternative educational setting being recommended by School officials (1) has been selected so as to enable the student to continue to progress in the general curriculum, although in another setting, and to continue to receive those services and modifications, including those described in the student's current IEP, that will enable the student to meet the goals set out in that IEP; and (2) includes services and modifications designed to address the behavior at issue so that it does not recur.

10.4 Parental Notice

As soon as a decision is made by School officials to remove a student with a disability from his/her current placement for more than ten (10) school days, the student's parents must be notified of that decision and of all procedural safeguards outlined by law and School policy.

10.5 IEP Meetings for Manifestation Determination

10.5.1 Immediately, if possible, but in no case later than ten (10) school days after the date on which the decision is made to remove the student from the current placement, a review must be conducted of the relationship between the student's disability and the behavior subject to the disciplinary action.

10.5.2 The manifestation review must be conducted by the student's IEP team and other qualified School personnel.

10.5.3 In conducting the manifestation review, the IEP team may determine that the behavior of the student was not a manifestation of student's disability only if the IEP team:

[a] First considers, in terms of behavior subject to disciplinary action, all relevant information, including:

(i) Evaluation and diagnostic results, including the results or other relevant information supplied by the parents of the student;

(ii) Observations of the student; and

(iii) The student's IEP and placement; and

[b] Then determines whether:

(i) The conduct in question was caused by or had a direct and substantial relationship to the child's disability; or

(ii) The conduct in question was the direct result of the School's failure to implement the student's IEP.

10.5.4 If the IEP team determines that either of the standards above was met, the behavior must be considered a manifestation of the student's disability.

10.5.5 Determination that Behavior was not Manifestation of Disability

If the result of the manifestation review is a determination that the behavior of a student with a disability was not a manifestation of the student's disability, the relevant disciplinary procedures applicable to students without disabilities may be applied to the student in the same manner in which they would be applied to students without disabilities, except that a free appropriate public education must still be made available to the student if the student is suspended or expelled from School.

10.5.6 Determination that Behavior was Manifestation of Disability

If the result of the manifestation review is a determination that the behavior of a student with a disability was a manifestation of the student's disability, the student must remain in or be returned to the prior placement.

10.6 IEP Meetings for Functional Behavioral Assessments

10.6.1 Post-Discipline Functional Behavioral Assessments

If School officials have not conducted a functional behavioral assessment and implemented a behavioral intervention plan for the student before the behavior that results in a removal from School for longer than ten (10) school days or a change of placement to an interim alternative educational setting, School officials shall convene an IEP meeting to develop an assessment plan and appropriate behavioral interventions to address that behavior.

10.6.2 Pre-Discipline Behavioral Intervention Plans

If the student already has a behavioral intervention plan, the IEP team shall review the plan and modify it, as necessary, to address the behavior.

10.7 Placement During Appeals and Stay Put

10.7.1 If a parent requests a due process hearing to challenge the interim alternative educational setting or the manifestation determination, the student must remain subject to the disciplinary action pending the decision of the hearing officer or until the expiration of the forty-five (45) day period, whichever occurs first, unless the parent and School officials agree otherwise.

10.7.2 If a student is placed in an interim alternative educational setting and School personnel propose to change the student's placement after expiration of the interim alternative placement, during the pendency of any proceeding to challenge the proposed change in placement the student must remain in the current placement (the student's placement prior to the interim alternative education setting), unless School officials succeed in getting an order through an expedited hearing as described in Section 10.3.

11. ADMINISTRATIVE STUDENT CONDUCT AND DISCIPLINE PLAN

11.1 Elements of Plan

The Principal will develop, with input from administration, instruction and support staff, students, parents, and other community members, a Student Conduct and Discipline Plan. The plan shall be comprehensive, clearly written, consistently enforced, and include the following elements:

11.1.1 written standards for student behavior expectations, including school and classroom management;

11.1.2 effective instructional practices for teaching student expectations, including:

[a] self-discipline;

[b] citizenship;

[c] civic skills; and

[d] social skills;

11.1.3 systematic methods for reinforcement of expected behaviors;

11.1.4 uniform and equitable methods for correction of student behavior;

11.1.5 uniform and equitable methods for at least annual data-based evaluations of efficiency and effectiveness;

11.1.6 an ongoing staff development program related to development of:

[a] student behavior expectations;

[b] effective instructional practices for teaching and reinforcing behavior expectations;

[c] effective intervention strategies; and

[d] effective strategies for evaluation of the efficiency and effectiveness of interventions;

11.1.7 procedures for ongoing training of appropriate School personnel in:

[a] crisis intervention training;

[b] emergency safety intervention professional development; and

[c] School policies related to emergency safety interventions consistent with evidence-based practice;

11.1.8 policies and procedures relating to the use and abuse of alcohol and controlled substances by students;

11.1.9 policies and procedures, consistent with requirements of Rule R277-613 and the School's Bullying and Hazing Policy, related to:

[a] bullying;

[b] cyber-bullying;

[c] hazing;

[d] retaliation; and

[e] abusive conduct;

11.1.10 direction for dealing with bullying and disruptive students;

11.1.11 direction regarding the range of behaviors and the continuum of administrative procedures that may be used by school personnel to address student behavior, including students who engage in disruptive student behaviors as described in § 53G-8-210;

11.1.12 strategies to provide for necessary adult supervision;

11.1.13 notice to employees that violation of this rule may result in employee discipline or action;

11.1.14 gang prevention and intervention provisions in accordance with § 53E-3-509(1); and

11.1.15 provisions that account for the School's unique needs or circumstances, including:

[a] the role of law enforcement; and

[b] emergency medical services; and

[c] a provision for publication of notice to parents and school employees of policies by reasonable means;

11.1.16 procedures for responding to reports received through the School Safety and Crisis Line under § 53E-10-502(3).

11.2 Plan Consistent with this Policy

The administrative Student Conduct and Discipline Plan shall be consistent with this policy, including without limitation the provisions in Section 6 regarding notices of disruptive student behavior and the emergency safety intervention policies and procedures set forth in Section 18.

12. EXTRACURRICULAR ACTIVITIES

Participation in interscholastic athletics and other extracurricular activities is not a constitutionally protected civil right. Therefore, students who are suspended or expelled may lose the privilege of participation during the period of suspension/expulsion and may not be allowed to invoke due process procedures to challenge the denial of extracurricular participation.

13. RE-ADMISSION OF EXPELLED STUDENTS AND DENIAL OF ADMISSION BASED ON PRIOR EXPULSION – Utah Code Ann. §53G-8-205(3)

A student who is expelled from the School can only be re-admitted to the School through the School's standard lottery procedures.

A student may be denied admission to the School if he or she was expelled from the School or any other school during the preceding 12 months.

14. INVESTIGATIONS

Whenever the Principal has reason to believe that School rules or policies have been broken, he or she shall proceed with an investigation. However, if the Principal believes that laws have been broken or child abuse has occurred, he/she shall request appropriate authorities to conduct the investigation.

14.1 General Investigation Guidelines for Principal

The Principal has the authority and duty to conduct investigations and to question students pertaining to infractions of school rules, whether or not the alleged conduct is a violation of criminal law. The Principal shall conduct investigations according to the following general guidelines:

14.1.1 The Principal shall conduct investigations in a way that does not unduly interfere with School activities.

14.1.2 The Principal shall separate witnesses and offenders in an attempt to keep witnesses from collaborating their statements and have all parties provide separate statements concerning the incident under investigation; written statements are preferable, if possible.

14.1.3 The Principal shall advise students suspected of wrongdoing orally or in writing of the nature of the alleged offense.

14.1.4 Students must be provided an opportunity to give their version of the incident under investigation; however, refusals to respond or provide information should be respected.

14.1.5 When questioning students as part of an investigation, School staff should have another adult present whenever possible.

14.1.6 The Principal shall accommodate students with disabilities and young children unable to write their own statements through use of tape recorders, scribes, etc.

14.1.7 All students involved in the investigation shall be instructed that retaliation is prohibited. Any act of reprisal against any person who has testified, assisted, or participated in any manner in an investigation, proceeding, or hearing is strictly prohibited and subject to disciplinary action.

14.1.8 When the investigation is completed and if it is determined that disciplinary action may be in order, due process requirements must be met. Specifically, the student must be given proper notice of the charges against him/her and the disciplinary action being recommended, as well as a fair opportunity to present his or her version of the facts.

14.2 Coordination with Law Enforcement

The Principal has the responsibility and the authority to determine when the help of law enforcement officers is necessary, as outlined in this policy and Utah State law.

14.2.1 The School administration may invite law enforcement officials to the School to:

[a] conduct an investigation of alleged criminal conduct on the School premises or during a School-sponsored activity;

[b] maintain a safe and orderly educational environment; or

[c] maintain or restore order when the presence of such officers is necessary to prevent injury to persons or property.

14.2.2 Investigation of Criminal Conduct

During an investigation for violation of School rules, it may become evident that the incident under investigation may also be a violation of criminal law. If the School official has reason to suspect that a criminal act has been committed and, in the opinion of the Principal, law enforcement should be notified, the following procedure should be followed:

[a] The Principal shall request that law enforcement officers conduct an investigation during school hours and question students who are potential witnesses to the alleged criminal behavior.

[b] The School official shall inform the student's parent or legal guardian as soon as possible that the student may have committed a criminal act and that law enforcement authorities will be involved in the investigation.

[c] Unless circumstances dictate otherwise, questioning of the student by School officials shall not begin or continue until the law enforcement officers arrive.

[d] Reasonable attempts shall be made to contact the student's parents or legal guardian who, unless an emergency exists, shall be given the opportunity to meet with the student and to be present with the student during questioning by law enforcement authorities.

[e] The Principal shall document the contact or attempted contact with the student's parents or legal guardian. If the Principal cannot contact the student's parent or guardian, or if the parent or guardian is unable to be present with the student for questioning, the Principal shall be present and document generally what occurs during the interview.

[f] The student shall not be questioned by law enforcement unless or until he/she has received Miranda warnings from the officer.

[g] If the parent or student refuses to consent to questioning by law enforcement authorities, the law enforcement authorities shall determine the course of action to be pursued.

14.2.3 Investigation Initiated by Law Enforcement Authorities

School officials shall cooperate with law enforcement authorities who are carrying out official duties such as investigating crimes, serving subpoenas, etc.

[a] When law enforcement officers can show a need to do so, they shall be permitted to conduct an investigation on School grounds during School hours.

[b] Such a need will ordinarily be shown if delay in police investigation might result in danger to a person, flight from jurisdiction by a person reasonably suspected of a crime, or destruction of evidence. In such cases:

- (i) The officers shall be required to get prior approval of the Principal or other designated

person before beginning an investigation on School premises.

(ii) The Principal shall document the circumstances warranting the investigation as soon as practical.

(iii) Alleged criminal behavior related to the School environment brought to the Principal's attention by law enforcement officers shall be dealt with under the provisions of Section 14.1.

(iv) Law enforcement officials (investigating School-related or student-related crimes) may not have access to student education records, aside from directory information, unless they have a subpoena or court order or permission from parent or guardian.

(v) Directory information is limited to a student's name, home address, date of birth, phone number, class schedules and parents' address and phone numbers for use in case of emergency.

14.2.4 Release of Student to Law Enforcement Official

[a] Students may not be released to law enforcement authorities voluntarily by School officials unless the student has been placed under arrest or unless the parent or legal guardian and the student agree to the release.

[b] When students are removed from School for any reason by law enforcement authorities, every reasonable effort shall be made to contact the student's parent or legal guardian immediately except in cases of child abuse and neglect. Such effort shall be documented.

[c] The Principal shall immediately notify the Board of the removal of a student from School by law enforcement authorities.

[d] Where it is necessary to take a student into custody on School premises, the law enforcement officer shall contact the Principal and relate the circumstances necessitating such action.

[e] Whenever the need arises to make arrests or take students into custody on School premises, the Principal shall make reasonable efforts to consult and confer with the law enforcement officers as to how an arrest is to be made.

[f] When possible, the Principal shall have the student summoned to the Principal's office before the student is taken into custody.

[g] When a student has been taken into custody or arrested on School premises without prior notification to the Principal, the School staff present shall encourage the law enforcement officers to tell the Principal of the circumstances as quickly as possible. If the officers decline to tell the Principal, the School staff members present shall immediately notify the Principal.

14.2.5 Quelling Disturbances of School Environment

Law enforcement officers may be requested to assist in controlling disturbances of the School environment that a Principal has found to be unmanageable by School personnel and that has the potential of causing harm to students and other persons or to property. Such circumstances include situations where a parent or member of the public exhibits undesirable or illegal conduct on or near School grounds or at a School-sponsored activity and who refuse to abide by a Principal's directive to leave the premises.

15. INVESTIGATION OF CHILD ABUSE AND NEGLECT

Utah law requires that whenever any person, including any School employee, has reason to believe that a child has been subjected to incest, molestation, sexual exploitation, sexual abuse, physical abuse, or neglect, or observes a child being subjected to conditions or circumstances which would reasonably result in such, he/she shall immediately notify the nearest peace officer, law enforcement agency, or office of the Division of Child and Family Services.

15.1 The School shall distribute annually to all School employees copies of the School's procedures for reporting suspected child abuse or neglect.

15.2 If there is reason to believe that a child may have been subjected to abuse or neglect, an oral report shall be made immediately by the School employee reporting the abuse/neglect with a written report to follow within twenty-four (24) hours.

15.2.1 When making the oral report, always have the person you notify identify himself/herself. The notified person's name shall be entered on the written report.

15.2.2 A copy of the written report shall be put in a child abuse-neglect file to be maintained by the School, for all reported cases of suspected child abuse or neglect.

15.2.3 The child abuse-neglect reporting form shall not be placed in the student's personal file.

15.3 It is not the responsibility of the Principal or other School employees to prove that the child has been abused or neglected, or to determine whether the child is in need of protection.

15.3.1 Investigation by staff prior to submitting a report shall not go beyond that necessary to support a reasonable belief that a reportable problem exists.

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

15.3.3 Interviews with the child or suspected abuser shall not be conducted by the Principal or School employees.

15.3.4 Notes of voluntary or spontaneous statements by the child shall be made and given to the investigating agency.

15.3.5 The Principal, School employees, Division of Child and Family Services and law enforcement personnel are required to preserve the anonymity of those making the initial report and any others involved in the subsequent investigation.

15.3.6 Investigations are the responsibility of the Division of Child and Family Services.

[a] The Principal or other School employees shall not contact the parents, relatives, friends, neighbors, etc. for the purpose of determining the cause of the injury and/or apparent neglect.

[b] School officials shall cooperate with social service and law enforcement agency employees authorized to investigate reports of alleged child abuse and neglect, assisting as asked as members of interdisciplinary child protection teams in providing protective diagnostic, assessment, treatment, and coordination services.

15.3.7 Persons making reports or participating in good faith in an investigation of alleged child abuse or neglect are immune, in accordance with state law, from any civil or criminal liability that otherwise might arise from those actions.

16. SEARCHES OF PERSON OR PROPERTY

Given the School's custodial and tutelary responsibility for children, and the Board's intent to preserve a safe environment for all students and staff, the Board recognizes that School officials must have the authority to conduct reasonable searches of students and student property. School officials engaging in searches of students and property shall abide by the following guidelines:

16.1 General Guidelines for Searches of Person or Property

16.1.1 Student Lockers

Students have no right or expectation of privacy in school lockers. While lockers are under the joint control of students and the School, lockers are solely School property and may be searched at any time by School officials with or without cause. Once a locker is opened for search, any search of student belongings contained within the locker must comply with the guidelines for searches of personal belongings in Section 16.2 of this policy.

16.1.2 Searches of Students and Student Property

Searches of a student's person, personal property (coats, hats, backpacks, bookbags, purses, wallets, notebooks, gym bags, etc.) may be conducted whenever the student's conduct creates a reasonable suspicion that a particular School rule or law has been violated and that the search is reasonably related to the suspicion and not excessively intrusive in light of the age and sex of the student and nature of the infraction. Circumstances warranting a search include those in which School officials have a reasonable suspicion that the student or student property is concealing items including but not limited to weapons, drugs, alcohol, tobacco, unsafe contraband, pornography, pagers or lost/stolen/misplaced items.

16.2 Searches of Personal Belongings

16.2.1 Personal belongings may be searched by School officials whenever School officials have a reasonable suspicion to believe a student is concealing evidence of a policy violation or criminal activity and the items being searched are capable of concealing such evidence. The student may be asked to open personal belongings and to turn over personal property for search by a School official. All searches of student property by School officials shall be witnessed by an objective third party (such as another teacher, or police officer) to observe that the search is not excessively intrusive.

16.2.2 All contraband discovered in a search by School officials shall be immediately confiscated and turned over to law enforcement officers if School officials have reason to believe the contraband is related to the commission of a criminal act.

16.3 Searches of Person

16.3.1 School officials shall make sure the search meets the following guidelines:

[a] The search shall be conducted in a private area of the School by a School official of the same sex as the student being searched;

[b] The search shall be observed by an objective third party of the same sex as the student being searched (i.e., Principal, teacher, police officer);

[c] School officials may ask the student to remove his/her hat, coat, shoes and socks, turn pockets inside out, and roll up sleeves to see if the student is hiding contraband;

[d] Under no circumstances may School officials require students to remove any other items of clothing or touch students in any way during the search.

[e] If this limited search does not turn up suspected contraband and School officials have reasonable suspicion that the student is concealing contraband in his/her inner clothing (i.e., hiding drugs, weapons or other contraband underneath shirts, pants or underwear), law enforcement officers shall be summoned immediately to conduct further search and investigation.

[f] In general, all questioning and searching of students conducted by law enforcement officers shall proceed according to the investigation guidelines in Section 14 of this policy.

16.4 Documentation of Searches

School officials shall thoroughly document the details of any search conducted of a student's property or person. Documentation shall be made at the time of the search, or as soon as possible thereafter, and shall include the following:

16.4.1 The time, place and date of the search;

16.4.2 The reasonable suspicion giving rise to the search (what did School officials suspect to find during the search);

16.4.3 The name and title of individuals conducting and observing the search;

16.4.4 A statement about evidence that was found or not found as a result of the search;

16.4.5 A statement about who took possession of contraband (i.e., police, school, etc.);

16.4.6 Information regarding the attempts of School officials to notify parents about the search.

17. RECORDS—INTERAGENCY COLLABORATION – 20 U.S.C. § 1232g(h)(i)-(2); Utah Code Ann. § 53G-8-402 to -405

17.1 Board and Principal Notification by Juvenile Court and Law Enforcement Agencies.

17.1.1 Within three (3) days of being notified by the juvenile court that a juvenile has been adjudicated or of being notified by a law enforcement agency that a juvenile has been taken into custody or detention for a violent felony, defined in Utah Code Ann. § 76-3-203.5, or an offense in violation of Title 76, Chapter 10, Part 5 Weapons, the President of the Board shall notify the Principal.

17.1.2 Upon receipt of the information, the Principal shall make a notation in a secure file other than the student's permanent file; and, if the student is still enrolled in the School, the Principal shall notify staff members who should know of the adjudication, arrest or detention.

17.1.3 Staff members receiving information about a juvenile's adjudication, arrest or detention may

only disclose the information to other persons having both a right and a current need to know.

17.2 Student Discipline Records/Education Records

School officials may include appropriate information in the education record of any student concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community.

17.2.1 Disclosure of Discipline Records to Other Educators

School officials may disclose student discipline information described above to teachers and other School officials, including teachers and school officials in other schools, who have legitimate educational interests in the behavior of the student.

17.2.2 Disclosure of Discipline Records to Other Agencies

School officials shall not release personally identifiable student discipline records to other government agencies, including law enforcement agencies, unless the agency produces a subpoena or court order (need for standing court order from juvenile court), or unless the student's parent or guardian has authorized disclosure.

18. EMERGENCY SAFETY INTERVENTIONS

A School employee may not subject a student to physical restraint or seclusionary time out unless utilized as a necessary emergency safety intervention ("ESI") in compliance with this Section.

18.1 Definitions

18.1.1 An "ESI" is the use of seclusionary time out or physical restraint when a student presents an immediate/imminent danger of physical violence/aggression towards self or others likely to cause serious physical harm. An ESI is not for disciplinary purposes.

18.1.2 "Physical restraint" means a personal restriction that immobilizes or significantly reduces the ability of a student to move his or her arms, legs, body, or head freely.

18.1.3 "Physical escort" means a temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of guiding a student to another location.

18.1.4 "Seclusionary time out" means that a student is placed in a safe enclosed area, isolated from adults and peers, and the student is, or reasonably believes, he or she will be prevented from leaving the area. The safe enclosed area must meet the fire and public safety requirements described in R392-200 and R710-4.

18.2 General Procedures

18.2.1 Teachers and other personnel who may work directly with students shall be trained on the use of effective alternatives to ESI as well as the safe use of ESI and a release criteria.

18.2.2 An ESI shall:

[a] be applied for the minimum time necessary to ensure safety;

[b] implement an appropriate release criteria;

[c] be discontinued as soon as imminent danger of physical harm to self or others has dissipated;

[d] be discontinued if the student is in severe distress;

[e] never be used as punishment or discipline;

[f] be applied consistent with the School's administrative Student Conduct and Discipline Plan; and

[g] in no instance be imposed for more than 30 minutes.

18.3 Students with Disabilities Receiving Special Education Services

18.3.1 Use of ESI for a student with a disability receiving specialized educational services under IDEA or Section 504 shall be subject to all applicable state and federal laws, including Least Restrictive Behavioral Interventions (LRBI) policies and procedures for special education/504 programs.

18.3.2 Additionally, ESIs written into a student's IEP as a planned intervention are prohibited unless school personnel, the family, and the IEP team agree less restrictive means which meet the circumstances described in R277-608-5 have been attempted; a Functional Behavioral Assessment has been conducted; and a positive behavior intervention plan based on data analysis has been written into the plan and implemented.

18.4 Physical Restraint

18.4.1 A School employee may, in accordance with Section 18.2.2 and when acting within the scope of employment, use and apply physical restraint as an ESI in self defense or as may be reasonable and necessary under the following circumstances:

[a] to protect the student or another person from physical injury;

[b] to remove from a situation a student who is violent;

[c] to take possession of a weapon or other dangerous object in the possession or under the control of a student; or

[d] to protect property from being damaged, when physical safety is at risk.

18.4.2 When an employee exercises physical restraint as an ESI on a student, the following types of physical restraint are prohibited:

[a] prone, or face-down;

[b] supine, or face-up;

[c] physical restraint which obstructs the airway or adversely affects the student's primary mode of communication;

[d] mechanical restraint, except for seatbelts or safety equipment used to secure students during transportation, other appropriate protective or stabilizing restraints, and devices used by a law enforcement officer in carrying out law enforcement duties; or

[e] chemical restraint, except as prescribed by a licensed physician and implemented in compliance with a student's Health Care Plan.

18.4.3 Nothing in this Section prohibits a School employee from using less intrusive means, including a physical escort, to address circumstances described in Section 18.4.1.

18.5 Seclusionary Time Out

A School employee may, in accordance with Section 18.2.2 and when acting within the scope of employment, place a student in seclusionary time out as an ESI under the following circumstances:

18.5.1 the student presents an immediate danger of serious physical harm to self or others;

18.5.2 any door remains unlocked; and

18.5.3 the student is within line sight of the employee at all times.

18.6 Notification

18.6.1 If an ESI is used, the School or employee shall immediately notify the student's parent/guardian and School administration.

18.6.2 In addition to providing the notice described in Section 18.6.1, if the ESI is applied for longer than fifteen minutes, the School shall immediately notify the student's parent/guardian and School administration.

18.6.3 Parent notifications made under this Section shall be documented in the student information system as required by R277-609-10(3)(d)).

18.6.4 Within 24 hours of using ESI, the School shall notify the parent/guardian that they may request a copy of any notes or additional documentation taken during the crisis situation.

18.6.5 Upon request of a parent/guardian, the School shall provide a copy of any notes or additional documentation taken during a crisis situation.

18.6.6 A parent/guardian may request a time to meet with School staff and administration to discuss the crisis situation.

18.7 Emergency Safety Intervention (ESI) Committee

18.7.1 The School shall establish an ESI committee that includes:

[a] at least two administrators (if there are at least two administrators employed by the School);

[b] at least one parent of a student enrolled in the School, appointed by the School's Principal; and

[c] at least two certified educational professionals with behavior training and knowledge in both state rules and the School's conduct and discipline policies.

18.7.2 The ESI committee shall:

[a] meet often enough to monitor the use of ESI within the School;

[b] determine and recommend professional development needs;

[c] develop policies for dispute resolution processes to address concerns regarding disciplinary actions; and

[d] create and communicate methods for evaluation of the efficiency and effectiveness of the Schools' rules and standards.

18.7.3 The School shall collect, maintain, and periodically review the documentation or records regarding the use of ESI in the School.

18.7.4 The School shall annually provide documentation of any School use of ESI to the State Superintendent of Schools.

18.7.5 The School shall submit all required UTREx discipline incident data elements to the State Superintendent of Schools no later than June 30, 2018. Beginning in the 2018-19 school year, the School shall submit all required UTREx discipline incident data elements as part of the LEA's daily UTREx submission.

18.8 Corporal Punishment

School employees may not inflict or cause the infliction of corporal punishment upon a student. School personnel who inflict corporal punishment on a student will be subject to discipline up to and including termination.

19. TRAINING

19.1 All new employees shall receive information about this policy and the administrative Student Conduct and Discipline Plan at new employee orientation. All other employees shall be provided information on a regular basis regarding this policy, the Student Conduct and Discipline Plan, and the School's commitment to a safe and orderly school environment.

19.2 Employees who have specific responsibilities for investigating, addressing, and resolving issues addressed in the policy shall receive annual training on this policy and related legal developments.

19.3 The Principal shall be responsible for informing students, parents, and staff of the terms of this policy and the Student Conduct and Discipline Plan, including the procedures outlined for investigation and resolution of violations.

20. POLICY AND PLAN DISSEMINATION AND REVIEW

20.1 The School shall submit to the Board an annual report of all out-of-school suspensions of more than ten (10) days and expulsions. For each suspension or expulsion, the report shall indicate the student's race, gender, disability status, and age/grade, as well as the reason for the discipline, the length of the discipline, and a statement as to whether the student was referred to the Board.

20.2 A summary of this policy and the Student Conduct and Discipline Plan shall be posted in the School, and the policy and plan will be posted on the School's website. The policy or a summary of the policy and the plan or summary of the plan shall also be published in student registration materials, student and employee handbooks, and other appropriate school publications as directed by the Board.

20.3 This policy and the plan shall be reviewed as necessary with appropriate revisions recommended to the Board.

REFERENCES

Gun Free Schools Act (20 U.S.C. § 7151)

Requires schools that receive federal financial assistance to have a policy requiring the expulsion from school for a period of not less than one year of any student who brings a weapon firearm, explosive or flammable material to school.

Individuals with Disabilities Education Act (20 U.S.C. § 1415(K); 34 C.F.R. § 300.520-529)

A student with a disability who carries a weapon to school or to a school function, or who knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function may be placed by school officials in an interim alternative educational setting, in accordance with State law, for not more than 45 days. A hearing officer may order a change in placement for a student with a disability to an appropriate interim alternative educational setting for not more than 45 days if the hearing officer determines that there is substantial evidence that maintaining the current placement of the student is substantially likely to result in injury to the student or to others.

Family Educational and Privacy Rights Act (20 U.S.C. § 1232g (h)(1)-(2), 34 C.F.R. § 99.36)

Allows schools to include appropriate information in the education record of any student concerning disciplinary action taken against such student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community. Also allows schools to disclose such information to teachers and school officials, including teachers and school officials in other schools, who have legitimate educational interests in the behavior of the student.

Individuals with Disabilities Education Act (IDEA) (20 U.S.C. §§ 1400-1485)

Assures all children with eligible disabilities a free appropriate public education and related services designed to meet their unique needs.

Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794)

Prohibits discrimination on the basis of disability.

Rehabilitation Act of 1973 (29 U.S.C. § 705 (2)(C)(iv))

Stipulates that schools may take disciplinary action pertaining to the use or possession of illegal drugs or alcohol against any student who is an individual with a disability and who currently is engaging in the illegal use of drugs or in the use of alcohol to the same extent that such disciplinary action is taken against students who are not disabled.

Americans with Disabilities Act (ADA), Title II (42 U.S.C. § 12132)

Prohibits public entities from discriminating on the basis of disability.

U. S. Department of Education, Office of Special Education Programs (OSEP) Memorandum (April 26, 1995). Questions and answers on disciplining students with disabilities.

U. S. Department of Education, Office for Civil Rights (OCR) Memorandum (January 28, 1991) ADA Amendments to Section 504 - Discipline of Students Using Drugs or Alcohol.

Utah Code Ann. § 53E-6-701 - Mandatory reporting of physical or sexual abuse of students

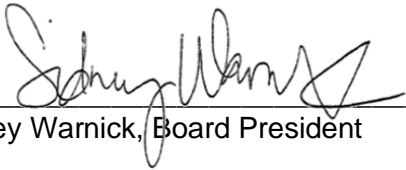
Utah Code Ann. § 53G-8-302 - Use of reasonable and necessary physical restraint or force.

Utah Code Ann. §§ 53G-8-202 to 53G-8-208 - School Discipline and Conduct Plans

Utah Code Ann. §§ 53G-8-402 to 53G-8-405 - Notification of juvenile court and law enforcement agencies

Utah Code Ann. § 62A-4a-410 - Immunity from liability

Signature:



Sidney Warnick, Board President

August 6, 2020

Date

North Star Academy
Board Meeting Minutes
Thursday, June 24, 2021



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

Conference Call: This meeting was held electronically, with the hub location at the school.

In Attendance: Sidney Warnick, Lauri Lund, Jordan Shields, Becky Slagowski, Brent Bird

Others in Attendance: Tana Archer (Director), Diana Seidel (Asst.), Trish Lester, Cathie Hurst (4:36 PM), Brad Taylor

4:31 PM Called to Order by Sidney Warnick

Lauri Lund read the School Mission Statement and 2020-2021 School Wide Improvement Goal.

There was no public comment and no public in attendance.

Board Training – Jordan Shields reviewed the Wellness Policy on Physical Activity and Nutrition and pointed out each of the major areas such as the Wellness Committee and their responsibilities, school meals, nutrition promotion, nutrition education, and physical activity.

Consent Items

Jordan Shields made a motion to approve the Board Meeting Minutes as listed below, and to accept Lauri Lund's resignation, effective June 24, 2021. Brent Bird seconded the motion. Voting was as follows: Sidney Warnick – Aye, Lauri Lund – Aye, Jordan Shields – Aye, Becky Slagowski – Aye, Brent Bird – Aye. Voting was unanimous and motion passed.

- May 6, 2021, May 19, 2021, June 4, 2021 Board Meeting Minutes
- Lauri Lund's Board Position Resignation Effective 6.24.2021

Reports

- Director Report - Tana Archer discussed the following: Dress Code Policy Procedures and how they're addressing fashion trends; lottery numbers are looking good and are on track for what they are expecting at this time of year; there will be a few changes in personnel for next year; Charter Effectiveness Goals: Ms. Archer has updated current goals and plans moving forward to address any concerns, as well as continuing to strengthen areas that are already showing success; Diana Seidel presented year-end assessment data showing great improvement from beginning of the year to the end of the year in each assessment area, and produced comparison data to the same time last year. NSA continues to identify and provide additional support to struggling students; there are many improvements happening with the building including improvements in the bathrooms, locker room, HVAC units, electrical system, and flooring; many employees have attended professional development conferences this year, including the Utah Paraeducator Behavior Summit and the UCONN Virtual Confratute.
- Cathie Hurst reviewed the final 2020-2021 budget and the proposed 2021-2022 budget. She asked questions of the Board Members to help identify areas that may not be understood. She also presented the State's USBE AFR/APR/Audit Letter showing that there were not negative "findings".

Business Items

Brent Bird made a motion to approve the final 2020-2021 budget. Jordan Shields seconded the motion. Voting was as follows: Sidney Warnick – Aye, Lauri Lund – Aye, Jordan Shields – Aye, Becky Slagowski – Aye, Brent Bird – Aye. Voting was unanimous and motion passed.

- Final 2020-2021 Budget

School Mission

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

2020-2021 School Wide Improvement Goal

With courage to continue, we turn challenges into triumphs.

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.

NSA Board Meeting Minutes: 6-24-2021
Board Approval Date:

Becky Slagowski made a motion to approve the proposed 2021-2022 budget. Brent Bird seconded the motion. Voting was as follows: Sidney Warnick – Aye, Lauri Lund – Aye, Jordan Shields – Aye, Becky Slagowski – Aye, Brent Bird – Aye. Voting was unanimous and motion passed.

- Proposed 2021-2022 Budget

Jordan Shields made a motion to approve the Eide Bailly Audit Engagement Letters. Brent Bird seconded the motion. Voting was as follows: Sidney Warnick – Aye, Lauri Lund – Aye, Jordan Shields – Aye, Becky Slagowski – Aye, Brent Bird – Aye. Voting was unanimous and motion passed.

- Eide Bailly Audit Engagement Letters

Lauri Lund made a motion to approve the 2021-2022 TSSA Program Plan. Brent Bird seconded the motion. Voting was as follows: Sidney Warnick – Aye, Lauri Lund – Aye, Jordan Shields – Aye, Becky Slagowski – Aye, Brent Bird – Aye. Voting was unanimous and motion passed.

- 2021-2022 Teacher and Success Act (TSSA) Program Plan

Jordan Shields made a motion to approve the 2021-2022 Sex Ed curriculum, and the presenter as the school nurse. Brent Bird seconded the motion. Voting was as follows: Sidney Warnick – Aye, Lauri Lund – Abstained, Jordan Shields – Aye, Becky Slagowski – Aye, Brent Bird – Aye. Voting passed by majority vote.

- 2021-2022 Sex Ed Curriculum and Presenter

Becky Slagowski made a motion to approve technology purchases not to exceed \$17,500 and to be purchased after July 1, 2021. Jordan Shields seconded the motion. Voting was as follows: Sidney Warnick – Aye, Lauri Lund – Not present, Jordan Shields – Aye, Becky Slagowski – Aye, Brent Bird – Aye. Voting was unanimous for those in attendance and motion passed.

- Technology Purchases

Brent Bird made a motion to approve the 2021-2022 Venu Ventures OT, ABSI SLP, and ProKleen contracts. Lauri Lund seconded the motion. Voting was as follows: Sidney Warnick – Aye, Lauri Lund – Aye, Jordan Shields – Aye, Becky Slagowski – Aye, Brent Bird – Aye. Voting was unanimous and motion passed.

- 2021-2022 Venu Ventures OT Contract
- 2021-2022 ABSI SLP Contract
- 2021-2022 ProKleen Contract

Jordan Shields made a motion to approve the 2021-2022 Director Employment Agreement. Brent Bird seconded the motion. Voting was as follows: Sidney Warnick – Aye, Lauri Lund – Aye, Jordan Shields – Aye, Becky Slagowski – Aye, Brent Bird – Aye. Voting was unanimous and motion passed.

- 2021-2022 Director Employment Agreement

Brent Bird made a motion to approve an additional 4-year Board term for Brent Bird. Becky Slagowski seconded the motion. Voting was as follows: Sidney Warnick – Aye, Lauri Lund – Aye, Jordan Shields – Aye, Becky Slagowski – Aye, Brent Bird – Aye. Voting was unanimous and motion passed.

Jordan Shields made a motion to approve the 2021-2022 Board Members, terms and positions as listed below, with Brent Bird's term now ending June 2025. Brent Bird seconded the motion. Voting was as follows: Sidney Warnick – Aye, Lauri Lund – Aye, Jordan Shields – Aye, Becky Slagowski – Aye, Brent Bird – Aye. Voting was unanimous and motion passed.

- 2021-2022 Board Members, Terms and Positions.
 - Sidney Warnick, Board President, Expires June 2023
 - Jordan Shields, Board Vice President, Expires June 2023
 - Becky Slagowski, Financial Coordinator, Expires June 2022
 - Brent Bird, Secretary, Expires June 2025

School Mission

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2020-2021 School Wide Improvement Goal

With courage to continue, we turn challenges into triumphs.

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.

NSA Board Meeting Minutes: 6-24-2021
Board Approval Date:

Discussion Items

- Utah Open and Public Meetings Act Training: Trish Lester reviewed this and answered questions from the Board for clarification.
- Handbook Reviews: There were no substantive changes this year, but Board Members will review this each year.
- 2021-2022 School Improvement Goal: "My words and actions show respect for myself, others, and my school." The Board discussed ways they can help with school spirit, and Sidney Warnick will take the lead with providing spirit items to give to the students.
- Fraud Risk Assessment and Board Member Annual Commitment to Ethical Behavior: All Board Members completed this training, and Cathie Hurst reviewed the questionnaire showing that they are in the very low risk area. All Board Members granted permission to use their electronic signatures to sign the Annual Commitment to Ethical Behavior.
- Calendaring
 - 2021-2022 Board Meeting Dates: Board Meetings will be scheduled to be held at the school, starting at 4:30 PM, on the dates listed below, unless otherwise stated on the agenda at least 24 hours in advance.
8-5-2021, 10-7-2021, 12-2-2021, 2-3-2022, 3-24-2022, 5-5-2022, 6-23-2022 Annual Meeting

Brent Bird made a motion at 6:38 PM to adjourn to a closed session for the reason as listed below, and will be held electronically. Jordan Shields seconded the motion. Voting was as follows: Sidney Warnick – Aye, Lauri Lund – Aye, Jordan Shields – Aye, Becky Slagowski – Aye, Brent Bird – Aye. Voting was unanimous and motion passed. Closed Session to discuss an individual's character, professional competence, or physical or mental health of an individual pursuant to Utah Code 52-4-201(I)(a).

Brent Bird made a motion to return to an open session and to then to close the Board Meeting. Lauri Lund seconded the motion. Voting was as follows: Sidney Warnick – Aye, Lauri Lund – Aye, Jordan Shields – Aye, Becky Slagowski – Aye, Brent Bird – Aye. Voting was unanimous and motion passed.

6:54 PM Adjourn Meeting

School Mission

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

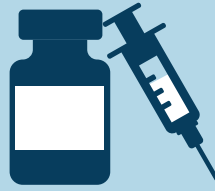
2020-2021 School Wide Improvement Goal

With courage to continue, we turn challenges into triumphs.

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.

NSA Board Meeting Minutes: 6-24-2021
Board Approval Date:

Help protect yourself and your community!



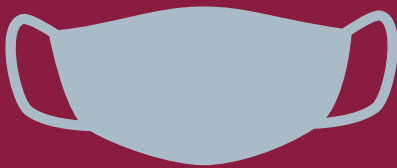
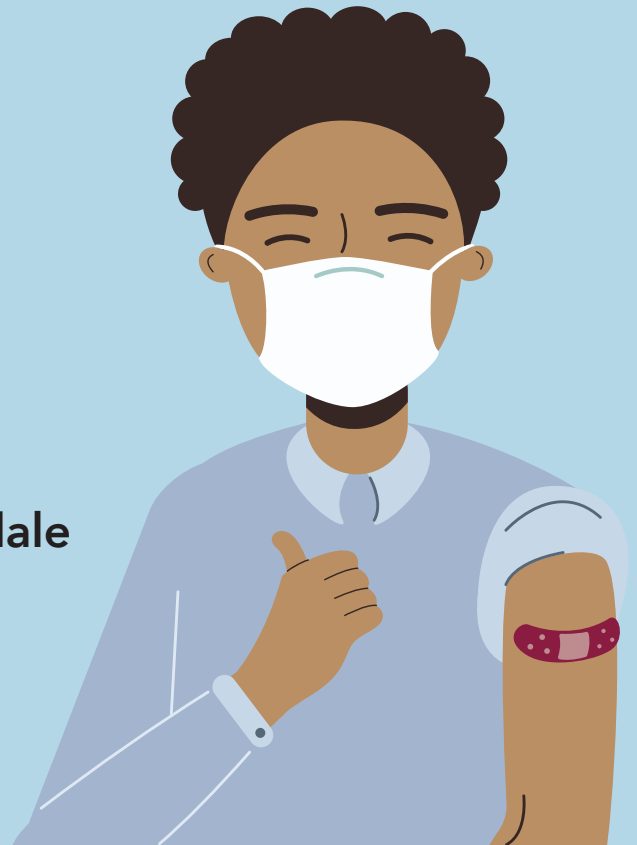
Free COVID Vaccine Clinic for:

WHO: Students and family 12 and older who bring a completed parental consent form

WHEN:
Friday, August 13th, 12-3pm

WHERE:
Northstar Academy
2920 West 14000 South, Bluffdale

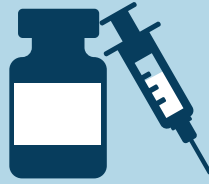
SECOND DOSE:
Friday, September 3, 12-3pm



Social distancing and face coverings are required

This clinic is for students in Salt Lake County only
Learn more at SaltLakeHealth.org

¡Ayude a protegerse a sí mismo y a su comunidad!



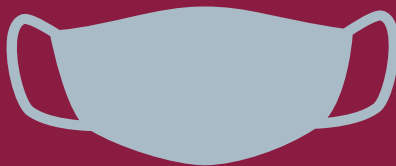
Clínica gratuita de vacunas contra el COVID para:

PARA QUIÉN: Estudiantes y familia de 12 años o más que traigan un formulario de consentimiento completamente firmado por sus padres/guardianes

CUANDO:
Viernes 13 de agosto, 12-3pm

DÓNDE:
Northstar Academy
2920 West 14000 South, Bluffdale

SEGUNDA DOSIS:
Viernes 3 de septiembre, 12-3pm



**Se requiere distanciamiento
social y mascarilla.**

Esta clínica es solo para estudiantes del Condado de Salt Lake
Obtenga más información en [SaltLakeHealth.org](https://saltlakehealth.org)

SLC SALT LAKE
COUNTY
HEALTH DEPARTMENT

Consent to Vaccinate Minor for COVID-19

Minor's First, Middle, and Last Name

Minor's Date of Birth

Street Address

City

ZIP

Parent/Guardian Name

Parent/Guardian Phone

School Name

As the parent or legal guardian of the above-named minor child aged 12 to 17, I hereby consent for the **Salt Lake County Health Department** to administer the Pfizer 2-dose COVID vaccine to my child while they are under the care of the school listed above.

- ✓ I verify that the above information is correct.
- ✓ I understand students are required to have a 15-minute observation after vaccine administration.
 - I understand that health department nurses will determine if a student requires a 30-minute observation based on past history of vaccine reaction and/or allergy. Nurses will administer Benadryl and/or Epipen, as needed, per SLCoHD standing order.
- ✓ I understand I will be contacted to pick up my student if they experience an allergic reaction.

Parent/Guardian Signature

Date

Consentimiento para Vacunar a un Menor Contra el COVID-19

Primer Nombre, Segundo Nombre, y Apellido del Menor Fecha de Nacimiento del Menor

Dirección Ciudad Código Postal

Nombre del Padre/Guardián Teléfono del Padre/Guardian

Nombre de escuela

Como padre o guardián legal del menor de 12 a 17 años mencionado anteriormente, doy mi consentimiento para que el **Departamento de Salud del Condado de Salt Lake** administre la vacuna contra el COVID de 2 dosis de Pfizer a mi hijo(a) mientras esté bajo el cuidado de la escuela mencionada.

- ✓ Verifico que la información anterior es correcta.
- ✓ Entiendo que los estudiantes deben tener una observación de 15 minutos después de la administración de la vacuna.
 - Entiendo que las enfermeras del departamento de salud determinarán si un estudiante requiere una observación de 30 minutos basándose en la historia de reacciones a las vacunas y/o alergias. Las enfermeras administrarán Benadryl y/o EpiPen, según sea necesario, según la orden permanente de SLCoHD.
- ✓ Entiendo que me llamarán para que recoja a mi estudiante si experimenta una reacción alérgica.

Firma del Padre/Guardián

Fecha



SafeUT Yearly Summary

DISTRICT: NORTH STAR ACADEMY CHART..

2020-21 School Year

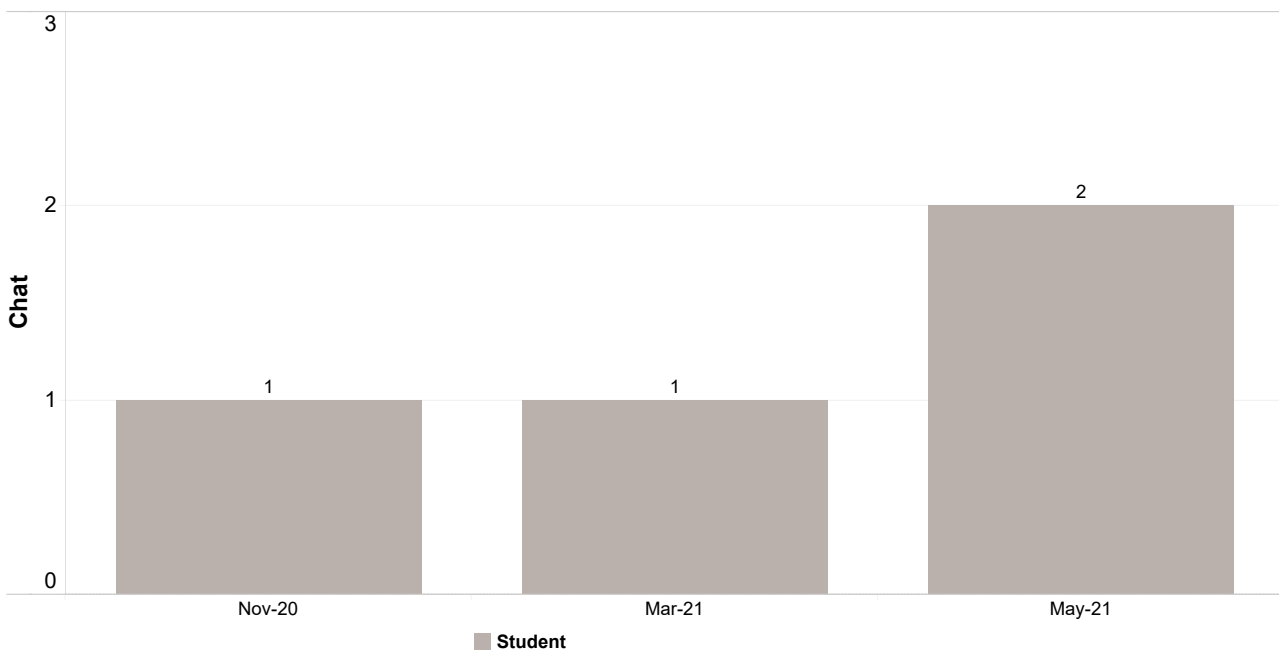
SCHOOL: NORTH STAR ACADEMY

	Encounter Count	Threads	Avg Thread Counts
Student Chat	4	171	43
Grand Total	4	171	43

TOP TIPS: SCHOOL

TOP TIPS: DISTRICT

ENCOUNTER VOLUMES



Chats: Confidential therapeutic communication with a SafeUT licensed clinician.

Tips: School safety concerns which are sent in by students, parents, or educators. Tips are initially received by SafeUT who triage and evaluate if immediate assistance is needed, then forward the tip to the school contacts.

Threads: Threads of communication between the SafeUT crisis worker and the texter, e.g. texter states "I'm having a really hard time right now", SafeUT responds "I am here for you, how can I help?" would be two threads.

Subject taught	Pretest Average	Posttest Average	# of students	Increase (+ or -)	Area of Focus the group concentrated on
Phonemic Awareness, Sound Recognition	54%	79%	6	25%	Upper and Lower case letter recognition, letter sounds, phonemic awareness skills (first sounds, last sounds, rhyming, syllables), "*** note***" one student scored 0 on the pretest and #9/52 on the post test. This student has not spoken much and opened up by the end. Without her in the pre and post test the result is Pretest 64% and Post test 73% with an increase of 9%.
3/4 reading standards with fluency phrases	Avg 91 CWPM	Avg 85 CWPM	3/4	Decrease 6	Fluency practice with reading passages, setting goals, rereading. We also read a book, practiced reading out loud and silently. (One student didn't come because he was sick)
Reading fluency/accuracy with writing	Avg 80 CWPM	Avg 79 CWPM	3/4	Decrease 1	Fluency practice with reading passages, setting goals, rereading. We also read a book, practiced reading out loud and silently
Phonics patterns	72%	92%	5 (6 one left early)	20% increase	Students reviewed short vowel cvc words (Initial Medial, and final letters and sounds) while exploring long vowel patterns. v_e, vowel digraphs etc.
Reading fluency phrases	average time 2min 33sec	average time 1min 8sec	4 (5 one left early)	1min 25sec faster	Students work on fluency while working with fry words, phrases, and books and passages. Books were sent home to share with parents. Accuracy along with comprehension techniques were worked on while reading the passages and books read.
Reading fluency passages	average 27 w/m	average 34w/m	4 (5 one left early)	7 w/m increase	Students work on fluency while working with fry words, phrases, and books and passages. Books were sent home to share with parents. Accuracy along with comprehension techniques were worked on while reading the passages and books read.
Reading Accuracy	64%	80%	4 (5 one left early)	24% increase	Students work on fluency while working with fry words, phrases, and books and passages. Books were sent home to share with parents. Accuracy along with comprehension techniques were worked on while reading the passages and books read.
Reading Comprehension	45%	90%	4 (5 one left early)	45% increase	Students work on fluency while working with fry words, phrases, and books and passages. Books were sent home to share with parents. Accuracy along with comprehension techniques were worked on while reading the passages and books read.
Reading Comprehension/writing	80%	93%	3/4	13% increase	Students did great with reading but struggled with writing pretest. Students read "The Twits" with emphasis on writing for reading.
Math	74%	54%	4/4	Decrease (will correct)	Math with a focus on decimals and word problems. Focus on reading the math problem and answering all parts of the problem.
Math	45%	80%	5/5	35% increase	Students practiced % of and of problems, dividing with decimals, mixed numbers, decimal place value, evaluating algebra expressions, area and circumference of circles, multiplying numbers with decimals
Reading Comp and Fluency	48%, 132 WPM	79%, 143 WPM	7/7	31% increase	Students heavily focused and practiced fluency, cause and effect, details in the using text to supporting thinking, vocabulary and context clues, and themes and main ideas in passages
4th Grade Math	44.31%	69.80%	3 (1 left early)	25.5% increase	Addition/subtraction (2-3 digits with/without carrying) Multiplication 2 digit, long division, place values, rounding, word problems
3rd Grade Math	35.80%	65.10%	2	29.3% increase	Multiplication, long division, rounding, place values, rounding to estimate, comparing fractions, word problems
Middle School WRITING: Argument Essay	50%	90%	2	40% increase	The steps and the elements of writing an Argument Essay.
Middle School READING/Writing combo	48.20%	77.5% (one student absent)	5	29.3% increase	The different genres of stories and the literary elements and techniques authors use. Students read through passages and identified the different literary elements and discussed the elements of the genre. Students also wrote a short story using the elements studied.
Middle School Math	48% (one student absent)	64% (one student absent)	4	16% increase	Order of Operation, Adding and Subtracting Integers, Solving two step equations
Middle School Math	52%	75%	5	23% increase	Order of Operation, Solving Multi Step Equations, Equations of a Line Finding the Slope of a Line from two points
Total Students Served	Math	24			
	Reading/Writing	39			
	PresK/K	7			

2021- 2022 Testing Schedule

Acadience Reading Benchmarks: (K-6)

Beginning of Year: August 17, 2021 – September 24, 2021
(In Aspire and results emailed by 9/24)

Middle of Year: January 3, 2022 – January 28, 2022
(In Aspire and results emailed by 1/28)

End of Year: May 2, 2022 – May 27, 2022
(In Aspire and results emailed by 5/27)

Acadience Reading Progress Monitoring: (K-3)

Red (Weekly): 10/8, 10/29, 11/5, 11/12, 11/19, 12/3, 12/10, 1/7, 1/14, 1/21, 1/28, 2/4, 2/11, 2/18, 3/4, 3/18, 3/25, 4/1, 4/8, 4/29, 5/6, 5/13, 5/20

Yellow (Every 2 weeks): 10/8, 10/29, 11/5, 11/19, 12/10, 1/7, 1/21, 2/4, 2/18, 3/4, 3/18, 4/1, 4/29, 5/13

Green (Monthly): 10/29, 11/19, 12/17, 1/21, 2/18, 3/18, 4/29

Blue (Monthly): 10/29, 11/19, 12/17, 1/21, 2/18, 3/18, 4/29

Acadience Math Benchmark: (K-3)

Beginning of Year: August 17, 2021 – September 24, 2021
(In Aspire and results emailed by 9/24)

Middle of Year: January 3, 2022 – January 28, 2022
(In Aspire and results emailed by 1/28)

End of Year: May 2, 2022 – May 27, 2022
(In Aspire and results emailed by 5/27)

KEEP Diagnostic (K)

Beginning of Year: August 17, 2021 – September 3, 2021
(3 weeks before/after K starts)

End of Year: May 9, 2022 – June 3, 2022
(Last 4 weeks of K)

iReady Diagnostics: (ELA 2 - 8) (Math 3-7)

Beginning of Year: August 17 - September 17

Middle of Year: January 3 - January 28

End of Year: May 2 - May 27

Imagine Learning: (K - 1)

Beginning of Year: August 17 - September 17

Middle of Year: January 3 - January 28

End of Year: May 2 - May 27

Guided Reading Levels: (K-9)**Verified through Fountas and Pinnell or running record****Running records can ONLY be used MOY**

Beginning of Year: August 17, 2021 – September 22, 2021
(Emailed by 9/22)
(Shared in Grades K-9 PT Conferences)

Middle of Year: January 3, 2022 – February 18, 2022
(Emailed by 2/18)
(Shared in Grades K-9 PT Conferences)

End of Year: April 25, 2022 – June 3, 2022
(Emailed by 6/3)

Must use formal Fountas and Pinnell**Saxon BOY and EOY:**

BOY: September 10, 2021
EOY: June 3, 2022

Quarterly Saxon Benchmarks:

K-2: Test score given after Lesson 30, 60, 90

3-9: Benchmark Test score given after Lesson 30, 60, 90

Civics: (8th grade):

March 1, 2022 – March 31, 2022

Email results to Diana by 3/31 and file test in each student cumulative file in office

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

Mid-year Window:

Benchmarks: August 10 - December 21; January 4 - June 10

Interim: August 10 - December 21; January 4 - March 4

Summative: November 2 - December 21

Spring Window:

Benchmarks: March 16 - June 11

Interim: Not available

Summative: March 15 - June 10

May 2 - May 27

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

Window is March 7, 2022 - May 13, 2022

May 2 - May 10

AP Human Geography (9)

???????

5th Grade Keyboarding Assessment

Friday April 29, 2022

WIDA

Window is January 6 - March 4

February 14 - February 18

5 Monday, August 16 Back to School Night Open House (5:00 - 6:00 Elem. Open House, 6-6:30 General Meeting, MS Open House (6:30 - 7:30) Casual dress is acceptable each day except during Open House		Friday, August 6 New teachers Only: Beatrice, Carson, and Sarah (& mentors for lunch)													
		Teachers: Monday, August 9 begin back full time on site					All Staff: Wednesday, August 11, 2020								
Friday August 6		Monday August 9		Tuesday August 10		Wednesday August 11		Thursday August 12			Friday August 13			Monday August 16	
Friday, August 6 New teachers Only: Beatrice, Carson, and Sarah (Library)		All teachers, JoDee, Megan, and Melanie in Room 116		All Teachers: Elem. : Room 107 and MS in their own rooms		All Staff in gym.		All new staff from past two years in library with Tana, Remaining Elem. teachers with Shana in Room 111, MS teachers in Room 119 with Leslie. Then, all move to Room 119.		All Teachers (MS computer school lab) who conduct state testing		Grade K-8 ELA and Sped teachers in Room 115		8:15 - 9:15 Using your F & P to gather data and drive instruction.	
8:15 - 9:45 a.m Orientation: Welcome, 5 fast facts to get to know you, Handbook, and Policies with Tana & Diana 9:30 a.m. Website Bio & class website Grading Philosophy, Disclosures, Student Conduct & Administrative Plan incl. Reflective Sheets, with Tana & Diana and SEM Training Q & A		8 - 9:30 am Breakfast from the board & Welcome back Faculty Mtg: Introductions and SEM inquiry		8 - 9:45 am Elem Meeting: What do we keep? What are we changing? Library and Specials Schedules, Chromebook check out, recess, Cleaning procedures, Return of Hands on & Center work, Lunch, Testing BOY, Community Building, & Health & wellness policy, & dress code. Hand Washing Grade K-6 sign up for Aug, 26/27.		8 - 10 MS Teachers have time in classrooms to work on room set up, disclosures and webpage documents. Please be sure to add new SIG, and keep COVID affirmation statement on your disclosures before sending to Tana.		8 - 9 a.m.: Breakfast from the PTO; 8:30 - 8:45 am Meet the PTO exec. board, Dates/Events to Note, Room Parent info. & Inspirations theme Welcome Back Faculty and Staff with new employee introductions.		8 - 9:10 am Differentiating Curriculum AND Instruction—Curriculum Compacting and Differentiation in the Mixed-Ability Classroom (Grades K – 6)—Gilson including Kaplan's Motivation and Reversing Underachievement with Tana, Shana, and Leslie		8 - 9:30 a.m. Evaluating media as a consumer, such as online content, TV, film to assist students with integrating knowledge and ideas with James Huston follow up to August 2019, then part 2 is more about media as a creator - some theory behind different types of media, shot composition, movement, storyboarding, editing			
Friday, August 6 New teachers Only: Beatrice, Carson, and Sarah (library & office)		All Teachers 9:30 - 11 in their classrooms		All Elem Teachers and Special teachers (Megan, Beatrice, Dustin, Angela, & Melani) in Room 107 & MS Room 116		Grades K-9 ELA teachers, teacher aides, and SPED (Room 107)		9:15 - 10:30 a.m. All Teachers and Office staff in Room 123		All Teachers: in your own classrooms		All Teachers: in your own classrooms		9:30 - 11 Be sure webpage, disclosure, volunteer sign up sheets incl. ms advisory room parent, and (if possible) curriculum maps are all ready for Back to School Night.	
10 - 10:30 Student Dress Code, Scheduling events, & Field Trips with Jenny , then 10:30 - 11 am Office Procedures: ordering, codes, reimbursements, budgets, budgets, PTO requests: planned and ill with Connie		9:30 - 11 Classroom time to arrange rooms following carpet install		10 - 11 am Elem. Curriculum Map update & collaboration to exchange: with new health standards & PE Teacher, & with new art teacher, Library/media standards, music w/ Angela, and Computers (Digital Citizenship) with Melani (Rotate - K/1: art, 2: elem computers, 3 - Library, 4 - SEMintervention s 5 - music, 6 - Health)		10 - 10:45 MS Advisory: Fostering the environment where character education comes to play and every student knows they are valued and represented because you are their person. Weekly schedule, Planner, novels, challenges, & Community Building in all classes first week incl. interest surveys (Include parent).		9:00 - 10:15 UT Compose and Writing Rubrics from the Writing Collection Project with Kim Rathke		9:15 - 10:30 am Nurse trainings on: inhaler, glucagon, insulin, and medication administration policy and STopLights for health related concerns you may see in the classroom.		9:30 - 11 am Continue progressing on Nearpod MOOC training from Thursday, unless you completed yours and earned 9:30 - certification. Become Nearpod Beginner Certified: https://uen.catalog.instructure.com/browse/mooc2021/courses/523798 Become Advanced Certified: https://uen.catalog.instructure.com/browse/mooc2021/courses/5315-355-mooc21-gardner			
Friday, August 6 New teachers Only: Beatrice, Carson, and Sarah with Troy in library		All Teachers in gym with Holly Bell, USBE in gym		All Teachers Select which training you feel will provide most support to your instructional practice:		ALL STAFF who did not complete on their online training over summer: In Classroom with personal laptop or (MS computer lab)		10:45 - 11:45 AM, All Teachers (Room 123)		11 - 12 All Teachers in Room 123		All Teachers		11 - 12 Conflict Resolution in the workplace: The Law of Crucial Conversations with Gabe Clark	
11 - 12 Schoolwide Enrichment Model Q & A from CONFRATUTE: Curriculum modification techniques, Who is Who to support curriculum compacting, Total Talent Portfolios, differentiation, and Day of Service: Applying the Pedagogy of Gifted Education to Talent Development for All Students		11 - 12:15 Equity specialist at USBE Training to support our LGBTQ community Know the Civil Rights Policy		11 - 12 Elem. Opportunity to work on disclosures and webpage documents. Please be sure to add new SIG, COVID affirmation statement to your disclosures before sending to Tana,		MS: 10:45 - 12 MS Meetings: Transition and schedules including release, dress code, Health & Wellness policy . Think it out sheets with discipline and restorative justice		10:15 - 11 am (HR: sexual harassment, blood borne pathogens, FERPA, data privacy) online if you haven't completed them. All others who completed online training during summer time in your classroom to prep.		10:45 - 11:45 a.m. Autism: Meeting the needs of our students on the spectrum with researched based practices with Jamie and Lindsay		11 - 12 SEM: YOU are the key to reversing UNDERREPRESENTATION & Enrichment for ALL students with Jamie and JoDee			

North Star Academy							
Mentor/Mentee Assignments 2020-2021							
0-3 years Teaching Experience	Years Experience	Portfolio Due	Grade/ Assignment	Assigned Mentor/ Qual.		NEW mentor training completed	Trng stipend paid
Aaron Bair	2	Complete	MS ELA	Emily Story	EYE	Story - July	PD
Lindsay Madsen	2 (sped 1)	2022-2023	SPED	Jamie VanLeuven	LEA to OOS		
Felicia Stoker	3	2021-2022	4th	Michelle Stewart	ARL		
Carson Quinn	1	2024-2025	MS Math	Diana Seidel	OOS licensing	Seidel - July	PD
Sarah Sweet	1	2024-2025	MS History	Doris Rynearson	OOS licensing		
New to NSA							
Beatrice Ruggeri	4	2021- 2024	K-9 Art	Angela Peterson	APPEL		
Paraprofessionals							
Megan Allen	7 (librarian 1/2)	N/A	k-9 Library	Wendy Feotis		Feotis - July	
JoDee Ryan	TA (5)	N/A	k-6 SEM	Shana Absey			
Melani Brown	TA (3)	N/A	K-6 comp	Wendy O'Neil			
				Archer		Archer - July	PD

Admin.	Safety	Public Outreach / Publicity Cmte	Curriculum/ Assess.	PTO	SEM	Social Emotional & Attendance (review to support)	Technology	Sunshine & Health/ Wellness Cmte.	Digital Teaching & Learning	Finance	Sex Education
Tana	Tana	Tana	Tana	Kammie	Jamie	Lisa	Troy	Tiffany	Diana	Tana	Tana
Diana	Diana (ms)	Diana	Sarah Sweet (MS) for history	Tana (admin)			Melani (Elem)		Michelle St. (elem)	Sidney (Board)	Michelle Stewart (Elem.)
Shana	Holly/ Tawnee (PTO)	Connie	Shelby (Elem.) for history & Math	Diana (MS Rep)					Shelby (elem)	Becky (Board)	Holly Yeager (Parent)
Lisa	Jenny (buildings & op)	Brent (Board)	Heather (elem) for math	Marci S. (Elem)					Wendy O (elem)		Kammie Lefevre
Connie	Lisa (admin.)		Michelle Sp. (elem) for math						Ruth (elem)		Dustin (MS Health)
	TBD?? (Board).		Shana (elem) for math						Aaron (MS)		Jordan (Board Parent)
	(Board)		Diana (MS) for math & history						Melissa (MS)		TBD (Board VP)
	(nurse)		Becky (Board) All		Jordan (Board Parent)	Jordan (Board)	Sidney (Board)	TBD (Board VP)			
			Jordan (Board) All	TBD ??? (Board)	TBD (parent)	TBD (parent)	TBD (parent)	TBD (parent)	Sidney (Board)		
			TBD others as needed depending on subject matter								
			TBD (parent)								
Monthly	Quarterly	Quarterly	Monthly	Monthly	Monthly	Monthly	Monthly	Monthly	Monthly	Monthly	
2nd Thursday of each month at 8:45 a.m.	Fridays at Time TBD propose 10 am	Mondays @ time TBD	2nd Friday of every Month @ 3:15 pm & as needed	4th Wed. of Month @ 8:45	2nd Tues of month	2nd Tues of month	2nd Tues of month	2nd Tues of month	2nd Tues of month	3rd Thur. @ 10 am	Meets June /July and as needed
8/19, 9/9, 10/7, 11/11, 12/9, 1/13, 2/10, 3/10, 5/12	8/20, 11/12, 1/14, 4/8	9/13, 10/4, 12/13, 3/8	9/10, 10/8, 11/12, 12/10, 1/14, 2/11, 3/11, 4/8, 5/13	8/25, 9/29, 10/27, 11/17, 12/15, 1/26, 2/16, 3/30, 4/27, 5/25	9/14, 11/9, 12/14, 1/11, 2/8, 3/8, 4/26, 5/10	9/14, 11/9, 12/14, 1/11, 2/8, 3/8, 4/26, 5/10	9/14, 11/9, 12/14, 1/11, 2/8, 3/8, 4/26, 5/10	9/14, 11/9, 12/14, 1/11, 2/8, 3/8, 4/26, 5/10	9/14, 11/9, 12/14, 1/11, 2/8, 3/8, 4/26, 5/10	8/19, 9/16, 11/18, 12/16, 1/20, 2/17, 3/17, 5/19	TBD



Utah State Fire Marshal's Office
410 West 9800 South
Sandy, UT 84070
801-256-2390

No.: 01033

Field Inspection Report

Date: 07/29/2021

INSPECTION

Project	North Star Academy
Inspector	Cory Feese
Address	2920 W 14000 S Bluffdale, UT
County	Salt Lake
School District	Jordan- Charter
GPS	



Date of Inspection	07/27/2021
Inspection Time	14:21
Type Of Inspection	Follow Up
System Inspection	Other
Inspection Details:	Routine inspection follow up
Occupancy	E - Schools or Daycares
Construction Type	TYPE II-B--Unprotected Non-Combustible (Most common type of non-combustible construction used in commercial buildings).

WORK DESCRIPTION

Item 1	Fire sprinklers added in storage area.
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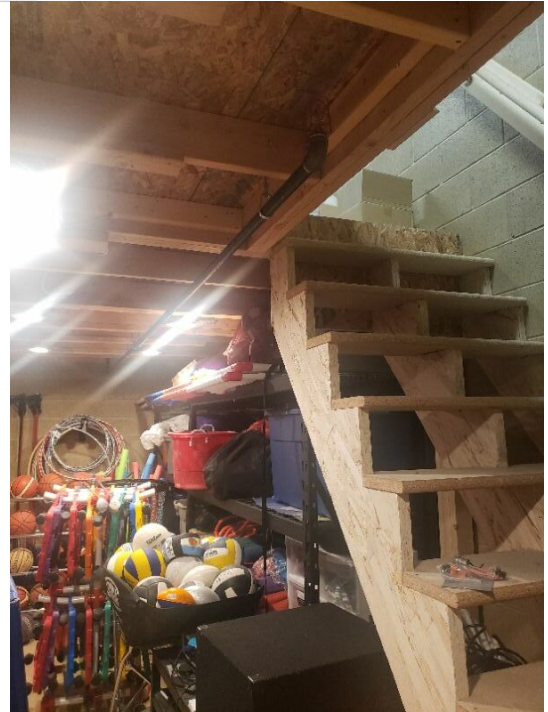
Utah State Fire Marshal's Office
410 West 9800 South
Sandy, UT 84070
801-256-2390

Field Inspection Report

No.: 01033
Date: 07/29/2021

Photo 1
1 photo

Photo 1



Item 2

Fire alarm notification added to Student Body Officers room.

Photo 2
1 photo

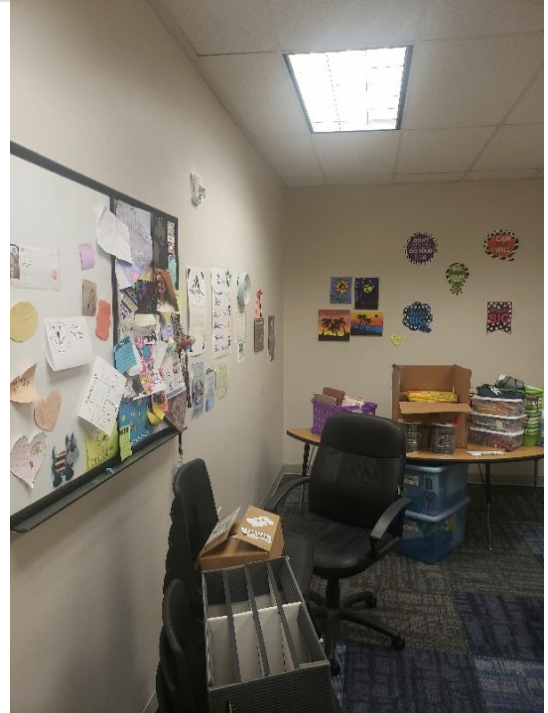


Utah State Fire Marshal's Office
410 West 9800 South
Sandy, UT 84070
801-256-2390

Field Inspection Report

No.: 01033
Date: 07/29/2021

Photo 1



CONCLUSION

Re-inspection Required: No

SIGNATURE

Inspector Name Cory Feese

Inspector Signature 

Date 07/29/2021

Contractor Name

Contractor Signature

Date 07/29/2021

NOTE: 72 HOUR MINIMUM NOTICE REQUIRED FOR INSPECTIONS.











Certification and Agreement for Funding for the American Rescue Plan Elementary and Secondary Education Relief Fund (ARP ESSER)

BACKGROUND

Purpose

The American Rescue Plan Act (ARP) 2021 was signed into law on March 11, 2021 and provides an additional \$122.8 billion for the Elementary and Secondary School Emergency Relief Fund (ARP ESSER Fund). ARP ESSER Fund awards to SEAs are in the same proportion as each State received funds under Part A of Title I of the Elementary and Secondary Education Act of 1965, as amended, in fiscal year 2020.

The Utah State Board of Education (USBE) is distributing these funds by application in alignment with the federal distribution formula. This new funding is intended to help local education agencies safely reopen schools, measure and effectively address accelerated learning, and take other actions to mitigate the impact of COVID-19 on the students and families who depend on our K-12 schools.

Although the ARP ESSER uses of funds are similar to those for ESSER I and ESSER II, there are important distinctions between the ARP ESSER and other ESSER programs, including the period of funds availability, equitable services to non-public schools, maintenance of effort, and a report on efforts to measure and address accelerated learning. LEAs may plan to use all remaining ESSER I and ESSER II funds before making use of the ARP ESSER funds, given the shorter remaining period of availability, however this is not a requirement. Please consult the accompanying [fact sheet](#) to learn more about the ARP ESSER program.

As part of the required state application for the U.S. Department of Education, USBE leaders met with a diverse group of stakeholders to get input on statewide needs in May 2021. USBE identified the following three issues currently facing students and schools across Utah as a result of or in response to the COVID-19 pandemic. We urge LEAs to consider these priority areas in designing plans for the use of ARP ESSER funds.

1. Student mental health and social emotional needs including student health foundations and protective factors.
2. Missing or Disengaged Students in K-12
3. Literacy

The ARP ESSER funds require that an LEA engage in meaningful consultation with stakeholders in the development of this plan. The LEA will assure that the public has been provided the opportunity to provide input to the LEA ARP ESSER plan, that the LEA has taken the public input into account, and that the local school board has adopted the LEA's plan for the use of ARP ESSER funds in an open and public meeting.

Federal Allowable Use Cases

Generally, in determining whether an activity is an allowable use of funds, a State or LEA must determine:

- Is the use of funds intended to prevent, prepare for, or respond to the COVID-19 pandemic, including its impact on the social, emotional, mental health, and academic needs of students?
- Does the use of funds fall under one of the authorized uses of ESSER or GEER funds?
- Is the use of funds permissible under the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance, 2 CFR Part 200)? In particular, is it necessary and reasonable for the performance of the ARP ESSER award?

The use cases as described in the federal American Rescue Plan legislation is detailed below. In addition, LEAs may consider the following [companion guidance that was created by the Hunt Institute](#) to support states and LEAs.

Uses of Funds. —A local educational agency that receives funds from ARP ESSER:

1. Shall reserve not less than 20 percent of such funds to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on the student subgroups described in section 1111(b)(2)(B)(xi) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(b)(2)(B)(xi)), students experiencing homelessness, and children and youth in foster care; and

Shall use the remaining funds for any of the following:

2. Any activity authorized by the Elementary and Secondary Education Act of 1965.
3. Any activity authorized by the Individuals with Disabilities Education Act.
4. Any activity authorized by the Adult Education and Family Literacy Act.
5. Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.
6. Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
7. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
8. Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
9. Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
10. Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
11. Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to

all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

12. Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
13. Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.
14. Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
15. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—
 - (i) administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction;
 - (ii) implementing evidence-based activities to meet the comprehensive needs of students;
 - (iii) providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and
 - (iv) tracking student attendance and improving student engagement in distance education.
16. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
17. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
18. Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.
19. Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Non-Allowable Use Cases

The Department generally does not consider the following to be an allowable use of ESSER funds, under any part of section 313:

1. subsidizing or offsetting executive salaries and benefits of individuals who are not employees of the LEAs
2. expenditures related to state or local teacher or faculty unions or associations

Funding

The USBE intends to award funding to eligible LEAs based on FFY 2020 Title I-A allocations as directed by the U.S. Department of Education. The USBE has also established a base allocation for all LEAs using the state set aside as we did with the original ESSER I and ESSER II awards.

One-Time Funding

LEAs should note that the ARP ESSER is one-time funding that must be utilized by September 30, 2023 and plan expenses accordingly.

(Please note, due to the federal Tydings Amendment, awardees have an additional 12-months to submit final reimbursement paperwork, which is the 09/30/24 date referenced in the fact sheet. We are encouraging all of our LEAs to make plans to spend by the end of the award period 09/30/23.)

Equitable Services:

An LEA that receives ARP ESSER funds under this grant is not required to provide equitable services to non-public school students and teachers with the ARP ESSER funding. The Utah State Board of Education is administering the new Emergency Assistance for Non-Public Schools ([Utah EANS Website](#)) program, which allows non-public schools to seek equitable services directly from USBE.

Maintenance of Records:

Records pertaining to this award under 2 C.F.R. 200.334 and 34 C.F.R. 76.730, including financial records related to use of grant funds, must be retained separately from the LEAs original ESSER I funds awarded in 2020 and ESSER II awarded in 2021.

Application Deadline: August 20, 2021 at 5:00 PM in the Utah Grants Management System

Applications will be reviewed on a rolling basis through the Utah Grants Management system. Most outcomes are determined within 2-3 business days from submission.

USBE Points of Contact:

Sara Harward
CARES Educational Specialist, USBE
sara.harward@schools.utah.gov

Sarah Young
Director of Strategic Initiatives, USBE
sarah.young@schools.utah.gov

LEA Application

Please complete the fields below on pages 5-15 that are highlighted for response and upload to the Utah Grants Management System along with the budget request:

Legal Name: (e.g., Juab School District)

North Star Academy

Contact Information for LEA Representative

Name: Tana Archer

Position & Office: Director, North Star Academy

Address: 2920 w. 14000 S. Bluffdale, UT

Telephone: 801-302-9579

Email address: tarcher@north-staracademy.com

PROPOSED USE OF FUNDS

Below we are asking each LEA to provide an explanation of how the LEA intends to use the ARP ESSER funds in alignment with the allowable use cases described by the U.S. Department of Education. We encourage LEAs to prioritize **evidence-based practices** and call those out in their narrative.

1. UNDERSTAND & ASSESS: Student Academic and Social Emotional Needs

USBE encourages LEAs to complete a needs assessment before determining how their portion of ESSER funds will be used. LEAs should follow existing [needs assessment protocols](#) to determine the most valuable and targeted use of ESSER funds. A needs assessment should include a review of the current state as compared to the desired state, the identification of barriers to reaching the desired state, and an analysis of the potential sources of the identified barriers.

- A. **Impacts of COVID-19 on your LEA:** Please describe the areas that have been most impacted by the coronavirus on your LEA. What has been done to determine the strategies that are needed to mitigate the effects of the pandemic? Please provide any baseline data and stakeholder feedback collected to show the impacts of COVID-19.
 - B. *North Star Academy has consistently performed above state averages in math, ELA, and Science yet saw a significant drop. During spring 2019, the LEA school average was 67% on RISE Summative scores. No classes scored 67% on ELA Reading Summative scores administered spring 2021 (Note: Current testing results do not include writing.) During the spring administration of Utah RISE, students in grades 7 - 8 scored 7-13% lower than grades 4-6 on their ELA End of year summative*

exams. Following the Needs based Assessment, North Star Academy determined the students in these grades struggled primarily with engagement. This was apparent from student and parent stakeholder feedback in regard to the current reading intervention software. Students voiced feeling burned out on the current program, as it is something they had been doing since grade 2. In addition, parents shared engagement and frustrations in feedback provided to the LEA. Therefore, in order to increase engagement and support North Star will seek a researched based intervention software program that increases engagement and closes the achievement gap.

2. DESIGN: LEA ARP ESSER Plan and Aligned Budget

In building budgets, please keep in mind that federal funds should be utilized to supplement your state and local funds. The ARP ESSER budget submitted through the Utah Grants Management System does not have to include state and local funds, but their availability and utilization should be considered the foundation for building recovery and acceleration plans. As you are braiding various state and federal funds, be mindful that some funds expire at different times than others. The increased federal funds will enhance the opportunities that you can offer, but we encourage you to think holistically as you assess your LEA's situation and make plans for academic recovery and acceleration.

- A. **Plan to Address Accelerated learning:** Please provide a narrative response for how your LEA plans to use at least 20 percent of funds to address accelerated learning through the implementation of **evidence-based** interventions (e.g., providing intensive or high-dosage tutoring or accelerating learning), such as summer learning or summer enrichment, extended day, comprehensive after-school programs, or extended school year programs, and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups.

The ARP Act defines the term "evidence-based" as having the meaning in section 8101(21) of the ESEA. Accordingly, "evidence-based" includes several tiers of evidence. Specifically, "evidence-based," when used with respect to a State, LEA, or school activity, means an activity, strategy, or intervention that:

- Demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on—
 - Strong evidence from at least one well-designed and well-implemented experimental study ("tier 1");
 - Moderate evidence from at least one well-designed and well-implemented quasi-experimental study ("tier 2"); or
 - Promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias ("tier 3"); or
- Demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes and includes ongoing efforts to examine the effects of such activity, strategy, or intervention ("tier 4").

Given the novel context created by the COVID-19 pandemic, an activity need not have generated such evidence during the COVID-19 pandemic to be considered evidence-based. The Department's What Works Clearinghouse (available at <https://ies.ed.gov/ncee/wwc/>) identifies the tier of evidence that reviewed studies meet, as applicable. As part of the "demonstrates a rationale (tier 4)" level of evidence, grantees may develop and use approaches that are novel, if they are consistent with theoretical and empirical findings from research and the grantee will continue to review the effects of the practice to build the evidence base. Developing a logic model can help to demonstrate a rationale. Logic model resources are available at <https://ies.ed.gov/ncee/edlabs/regions/pacific/elm.asp>.

i. Narrative for how your LEA plans use at least 20% of the total ARP ESSER award to address accelerated learning through the implementation of evidence-based outcomes.

Following the Needs based Assessment, North Star Academy has decided to use 20% of our LEA funds to accelerate the learning in our middle school age students in the areas of English Language Arts with primary focus on reading comprehension. Of the 112 students in grades 7 and 8, 60 (54%) scored proficient on Utah Rise Spring 2021. In addition, in the 9th grade 33 of the 56 (59%) students scored proficient. Therefore, North Star Academy is excited to implement a new reading intervention software to supplement current teaching practices to close the reading gap with a three-year contract with Achieve 3000 as permitted through the acceptable use example 12. The current software NSA has been using has not provided the engagement students are needing to persevere and accelerate reading as needed. The Achieve 3000 is rated as Strong from Evidence for ESSA, due to demonstrating accelerated literacy growth for students across grade levels and abilities. Locally, this program was highlighted by the Director of Teaching and Learning at Utah State Board of Education due to the significant impacts Grantsville Junior High in Tooele School District has achieved due to the educational strategies that include implementation of Achieve 3000 are impacting student learning in dramatic ways.

In addition, North Star Academy would like to further support reading with provision of additional teaching support in the 7th grade English Language Arts & one of the 7th grade math classes due to the increased numbers of low proficiency in this grade and subject matter. This includes students identified as low income, special needs, and racial and ethnic minorities as permitted through the acceptable use example 1&15. Only 12 of the 28 students in this math course scored proficient on RISE Math in spring 2021. This teaching assistant will provide ongoing data collection on RTI, as well as support the general education classroom teacher in providing intervention strategies.

ii. Please complete the table below for each of the activities that you will be pursuing to address learning loss.

Evidenced-based Activity Description	Timeframe for Implementation	Estimated Total Budget for Activity	Data Source for Measuring Effect (ex. Attendance, Acadience, RISE, ACT Aspire, local measure, etc.) - Disaggregated by specific student subgroups	Baseline Measure from 2018-2019 or 2019-2020 (as applicable)	Target for measured effect at conclusion of activity
<i>Ex. Credit Recovery Program At-Risk of Dropping Out/Not Graduating</i>	<i>June 2021- August 2021 and June 2022 - August 2022</i>	<i>\$120,000</i>	<i>Total number of credits recovered; number of students served disaggregated by student subgroup</i>	<i>42 credits recovered; 23 students served</i>	<i>110 credits recovered; 78 students served</i>
Additional teaching support	August 2021 - May 2022 and as needed following year	\$17,500	ACT Aspire + Reading scores in grade 9 disaggregated by student subgroups in grades 7-8	2021- 7 th ELA = 53%; Math 7 = 43%	2% or greater increase in proficiency each year
Implement Reading Intervention software with fidelity	August 2021 - May 2024	\$27,000	Rise ELA Reading scores disaggregated by student subgroups in grades 7-8 ACT Aspire + Reading scores in grade 9 disaggregated by student subgroups in 9 th grades	2021 – 53% (7 th & 8 th) 2021 – 59% (9 th Reading only)	2% or greater increase in proficiency each year

iii. What is your process for evaluating the success of the above activities and revising your ARP ESSER plan to reflect improvements?

The added personnel working with students will track monthly progress of students who did not meet proficiency beginning August 2021 and meet in regular PLC's sharing data to monitor progress (RTI). In addition, each teacher will participate in an annual data drill down session

following spring end of year summative testing to drill into the data provided by the intervention software and the RISE/ACT Aspire + test results.

- iv. **How will the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students?**

USBE encourages LEAs to reference their needs assessment to support their narrative.

In order to ensure all students' have access to the interventions support, every child will receive chromebooks that can be utilized at home and school. In addition, parents will be surveyed regarding connectivity at home and provided hot spots if/when necessary. Since engagement was identified as a primary concern, class time in a controlled and relaxed environment will be provided for usage of the software and students will be invited to stay after school if they would like to work during lab time on their activities. Teachers will utilize contests and games to incentivize productivity when necessary. No students will be eliminated from their social emotional learning lessons provided bi weekly by the counselor in order to ensure every student receives this access.

B. Plan for remainder of funds:

Please provide a narrative response that details your LEA ARP ESSER plan for the remaining funds in alignment with the allowable use cases. We recommend you call out the federal use case language and category number in your response, as well as including your budget narrative from the Utah Grants Management System.

North Star Academy will utilize the remainder of the funds to upgrade Tier 1 history and math curriculum that is research based and provides engaging material that is accurate and up to date as per Federal acceptable use 15.2. A curriculum committee will be formed during the 2021-2022 school year to evaluate and recommend textbook adoption to the Board of Trustees. Funds will also be used for salary increases to ensure teacher retention due to additional obstacles of COVID 19 and ensure continuity of education as per acceptable use 19. Due to concerns with incoming kindergartens, based on prior year KEEP entrances and initial spring screenings of 2021 kindergarten age students, the LEA would like to utilize funds to increase the teaching assistants in kindergarten following incoming KEEP exams to support anticipated learning loss due to COVID 19's effect on preschools during the 2020-2021 school year as per acceptable use 1 & 15. Finally, remaining ESSER iii funds will be used to purchase supplies to implement public health protocols protecting students, staff, and families due to COVID, such as PPE and replacing technology devices as per acceptable use 12 in the ARP ESSER Fact Sheet.

3. Implementation and Policy

A. LEA Safe Return to In-Person Instruction Commitment

An LEA that receives ARP ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services by addressing the mitigation strategies described by the federal legislation and interim final rule. Before making the plan publicly available, the LEA must seek public comment on the plan.

We recognize that for most Utah LEAs, schools are already providing this in-person instruction. The requirements outlined below are in compliance with the ARP ESSER award, and should speak to the plans for school in fall 2021. **Please complete the “LEA Response” within the table below for each of the mitigation strategies describing if the LEA has any policies and what those policies are for the given mitigation strategy.**

Mitigation strategy	USBE and UDOH Guidance Resources	LEA Response:
Universal and correct wearing of masks	https://coronavirus.utah.gov/mask/ https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf -page 105-109	<p>The LEA will follow applicable state and local law as well as public health orders governing the wearing of face masks on school property and at school activities.</p> <p>The LEA will also continue to consult with its local health department on issues, situations, and questions that arise related to the wearing of masks on school property and at school activities.</p>
Physical distancing (e.g., including use of cohorts/podding)	https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf -page 101-102	<p>Using the COVID K-12 website as a guide, the LEA will implement, where possible and practical, physical distancing and other prevention/mitigation strategies to try to reduce contact exposure and make contact tracing easier. Such strategies may include encouraging students and staff who are sick to stay home, assigning students seats and/or small groups to support contact tracing, maximizing space between student work stations, removing non-essential furniture from classrooms, and utilizing large spaces within the school</p>

		building(s) to maximize physical distancing.
Handwashing and respiratory etiquette	https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf -page 109-111	The LEA will encourage students and staff to wash their hands with soap and water often. Signs on proper handwashing will be posted by restrooms and kitchen areas. The LEA will also make hand sanitizer available in all classrooms and throughout the school building(s). In addition, the LEA will teach proper procedures for sneezing and coughing. The school nurse will provide proper hand washing techniques through germ experiment in grades k-6.
Cleaning and maintaining healthy facilities, including improving ventilation	https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf -page 75-84	The LEA's school building(s) will be cleaned and disinfected on a regular schedule. Ventilation in classrooms and other areas will be increased where possible. The LEA will properly maintain the new HVAC system in each school building and have the system(s) checked periodically to ensure they're working properly.
Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments	https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf - page 27-35	The LEA will continue to work closely with the local health department on contact tracing in the school. The LEA will enforce the quarantine guidelines set forth in the COVID-19 K-12 website and encourage its students, staff, and community to follow any isolation guidance they receive from their health department in the event they test positive for COVID-19.
Diagnostic and screening testing	https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf -page 37-43; 46-51; 52-56	The LEA will follow any diagnostic and screening testing required in the COVID-19 K-12 manual. The LEA will consider implementing screening protocols for school visitors who will have direct contact with students.
Efforts to provide vaccinations to educators, other	https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf	The LEA will provide all staff and eligible students information about COVID-19 vaccinations, including

staff, and students, if eligible	<u>19 School Manual FINAL.pdf</u> -page 57-59	where to obtain a vaccination and and if possible host a Free vaccine clinic on site coordinated through the Utah Health Department.
Appropriate accommodations for children with disabilities with respect to the health and safety policies	<u>https://coronavirus-download.utah.gov/School/COVID-19 School Manual FINAL.pdf</u> -page 106, 109, 114	The LEA will make reasonable accommodations for students with disabilities to ensure they have equal access to information and education at the LEA. Such reasonable accommodations may include the LEA providing, when necessary, plexiglass, face shields, or auxiliary aids during interactions and circumstances that require close contact (<i>i.e.</i> , special education, related services, school counseling, working with school psychologist or speech language pathologist, etc.).

- B. Please provide a link to your website where you will post this plan within 30 days of receiving the funds, to make it publicly available as required in federal legislation and rule.** This link will be made available on the USBE website and be provided to the U.S. Department of Education.

[*https://www.north-staracademy.com/nsa-information.html*](https://www.north-staracademy.com/nsa-information.html)

4. GEPA Section 427 (20 U.S.C. 1228a) Compliance

A. LEA Description of GEPA Compliance

Please describe how the LEA will comply with the requirements of GEPA Section 427 (20 U.S.C. 1228a). Comprehensive GEPA requirements are listed under the assurances section of this document. Your description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede access to, or participation in, the program.

Description of GEPA Compliance:

North Star Academy will comply with all requirements requested as per the General Education Provisions Act (GEPA) Requirements for LEAs. This includes but is not limited to following all purchasing and procurement policies. Programs and supports purchased with these funds will be provided in an effort to overcome barriers such as equitable access to technology and internet services, as well as provide strong academic engagement and support to those in need of distance learning options due to COVID related barriers.

ASSURANCES

The superintendent or charter school director assures the following:

Plan Development and Approval Requirements

- The LEA must engage in meaningful consultation with stakeholders, including, but not limited to:
 - i. students;
 - ii. families;
 - iii. school and district administrators (including special education administrators); and
 - iv. teachers, principals, school leaders, other educators, school staff, and their unions.
- The LEA must also engage in meaningful consultation with each of the following to the extent present in or served by the LEA:
 - i. Tribes;
 - ii. civil rights organizations (including disability rights organizations); and
 - iii. stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students.
- The LEA assures that the public has been provided the opportunity to provide input to the development of this plan.
- The LEA has taken the public input into account in developing this plan.
- The local school board has adopted the LEA's plan for the use of ARP ESSER funds in an open and public meeting.

Programmatic Requirements

- LEA plans to use at least 20 percent of funds to address accelerated learning through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups.
 - To put a greater focus on social and emotional learning the Utah State Board of Education will be using the term "accelerated learning" in place of "learning loss" and assure that the use of this term is in alignment with the federal use of "learning loss."
- The LEA will only use the ARP ESSER grant Coronavirus Relief Fund to cover costs that—
 - Are necessary expenditures incurred due to the public health emergency with respect to the Coronavirus Disease 2019 (COVID-19)
- The LEA will implement evidence-based interventions, as required by section 2001(e)(1) of the ARP Act
- The LEAs will address the disproportionate impact of the COVID-19 pandemic on underserved students (i.e., students from low-income families, students from racial or ethnic groups, gender, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students), as required by section 2001(e)(1) of the ARP Act
- LEAs that receive ARP ESSER funds meet the requirements in section 2001(i) of the ARP Act and the requirements relating to the ARP ESSER funds published in the Federal Register and available at <https://oese.ed.gov/offices/american-rescue-plan/american-rescue-plan-elementary-and-secondary-school-emergency-relief/> (ARP ESSER requirements) within 30 days

of receipt of the funds, develop and make publicly available on the LEA's website a plan for the safe return to in-person instruction and continuity of services.

- Before making the plan publicly available, the LEA must seek public comment on the plan.
- The LEA ARP ESSER plan includes adoption or the extent of adoption of the policies and strategies that provide continuity of services including but not limited to services to address the students' academic needs, and students' and staff social, emotional, mental health, and other needs, which may include student health and food services in the LEA ARP ESSER plan template.
- The LEA will periodically review and revise their plan for the safe return to in-person instruction and continuity of services, no less frequently than every six months for the duration of the ARP ESSER grant (through September 30, 2023) as part of the grant administration and monitoring process.
 - Each LEA will be required to submit an assurance that this step has been completed during COVID-19 relief funding reporting and fiscal year close out occurs twice a year. This step will be required, and LEA reimbursements will be placed on hold until the assurance and submission of updated link has been provided to USBE.
- All posted LEA plans have a point of contact and/or survey form included on the website where the plan for the safe return to in-person instruction and continuity of services is published to allow for public feedback and input throughout the calendar year.
- The LEA will consider all public feedback in reviewing and making any revisions to the plan. The plan and any subsequent and substantive changes will be required to be approved by the local LEA school board in a public meeting.
- An LEA that receives ARP ESSER funds under this grant is **not required** to provide equitable services to non-public school students and teachers with the ARP ESSER funding. All non-public schools can seek funding support from USBE through the Emergency Assistance for Non-Public Schools (EANS) program. Please refer them to the USBE website:
<https://schools.utah.gov/coronavirus?mid=4985&aid=10>
- When issuing statements, press releases, requests for proposals, bid solicitations and other documents describing projects or programs funded in whole or in part with Federal money, U.S. Department of Education grantees shall clearly state:
 - the percentage of the total costs of the program or project which will be financed with Federal money;
 - the dollar amount of Federal funds for the project or program; and
 - the percentage and dollar amount of the total costs of the project or program that will be financed by non-governmental sources.
 - Recipients must comply with these conditions under Division B, Title V, Section 505 of Public Law 115-245, Consolidated Appropriations Act, 2019.
- Grantees and subgrantees that receive grant funds under programs of the Department are responsible for maintaining internal controls regarding the management of Federal program funds under the Uniform Guidance in 2 CFR 200.302 and 200.303. In addition, grantees are responsible for ensuring that subgrantees are aware of the cash management and requirements in 2 CFR part 200, subpart D.

Fiscal Requirements

- Grantees and subgrantees that receive grant funds under programs of the Department are responsible for maintaining internal controls regarding the management of Federal program funds under the Uniform Guidance in 2 CFR 200.302 and 200.303. In addition, grantees are responsible for ensuring that subgrantees are aware of the cash management and requirements in 2 CFR part 200, subpart D.

Local Educational Agency Maintenance of Equity for High-Poverty Schools

- Section 2004(c) of the ARP Act stipulates that an LEA, as a condition of receiving ARP ESSER funds under section 2001, a local educational agency shall not, in fiscal year 2022 or 2023—
 - Reduce per-pupil funding (from combined State and local funding) for any high-poverty school served by such local educational agency by an amount that exceeds—
 - The total reduction in local educational agency funding (from combined State and local funding) for all schools served by the local educational agency in such fiscal year (if any); divided by
 - The number of children enrolled in all schools served by the local educational agency in such fiscal year; or
 - Reduce per-pupil, full-time equivalent staff in any high-poverty school by an amount that exceeds—
 - The total reduction in full-time equivalent staff in all schools served by such local educational agency in such fiscal year (if any); divided by
 - The number of children enrolled in all schools served by the local educational agency in such fiscal year.
- Exception: The above condition shall not apply to a local educational agency in federal fiscal year 2022 or 2023 that meets at least 1 of the following criteria in such fiscal year:
 - Such local educational agency has a total enrollment of less than 1,000 students.
 - Such local educational agency operates a single school.
 - Such local educational agency serves all students within each grade span with a single school.
 - Such local educational agency demonstrates an exceptional or uncontrollable circumstance, such as unpredictable changes in student enrollment or a precipitous decline in the financial resources of such agency, as determined by the Secretary of Education.

Reporting Requirements for ARP ESSER

As described in the Grant Award Notification (“GAN”), USBE will ensure that its LEAs comply with, all reporting requirements at such time and in such manner and containing such information as the Secretary may reasonably require, including on matters such as:

- The LEA will comply with all reporting requirements at such time and in such manner and contain such information as the federal government, state lawmakers, and USBE may reasonably require in the future.

- Records pertaining to this award under 2 C.F.R. 200.334 and 34 C.F.R. 76.730, including financial records related to use of grant funds, must be retained separately from the LEAs ESSER I funds (awarded in 2020) and ESSER II funds (awarded in 2021).
- How the LEA is developing strategies and implementing public health protocols including, to the greatest extent practicable, policies and plans in line with the CDC guidance related to mitigating COVID-19 in schools;
- Overall plans and policies related to LEA support for return to in-person instruction and maximizing in-person instruction time, including how funds will support a return to and maximize in-person instruction time, and advance equity and inclusivity in participation in in-person instruction;
- Data on each school's mode of instruction (fully in-person, hybrid, and fully remote) and conditions;
- LEA uses of funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;
- LEA uses of funds to sustain and support access to early childhood education programs;
- Impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);
- Student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;
- Requirements under the Federal Financial Accountability Transparency Act ("FFATA"); and
- Additional reporting requirements may be necessary to ensure accountability and transparency of ARP ESSER funds.

Records Retention

- The LEA will cooperate with any examination of records with respect to ARP ESSER grant by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the governor; (ii) the Department of Education and/or its Inspector General; or (iii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

General Education Provisions Act (GEPA) Requirements for LEAs

Section 442 (20 U.S.C. 1232e) Assurances

- Any LEA receiving funding under this program will have on file with the SEA a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).
- To the extent applicable, an LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.

- The LEA will administer ARP ESSER funds in accordance with all applicable statutes, regulations, program plans, and applications;
- The control of funds provided to the LEA, and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;
- The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, ARP ESSER funds paid to that agency;
- The LEA will make reports to the governor and to the U.S. Secretary of Education as may reasonably be necessary to enable the governor and the Secretary to perform their duties and that the local educational agency will maintain such records, including the records required under section 443, and provide access to those records, as the governor or the Secretary deem necessary to perform their duties;
- The LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of ARP ESSER fund expenditures;
- Any application, evaluation, periodic program plan or report relating to ARP ESSER will be made readily available to parents and other members of the general public;
- In the case of any project involving construction—
 - The project is not inconsistent with overall State plans for the construction of school facilities, and
 - In developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under section 504 of the Rehabilitation Act of 1973 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities
- The LEA has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
- None of the funds expended under ARP ESSER will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

Assurance on Lobbying (34 CFR part 82)

The undersigned certifies, to the best of his or her knowledge and belief, that:

1. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.
2. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in

connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions

3. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

<p>To the best of my knowledge and belief, all of the information and data in this certification and agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the American Rescue Plan Act or ARP Act, Text - H.R.1319 - 117th Congress (2021-2022): American Rescue Plan Act of 2021. (2021, March 11). https://www.congress.gov/bill/117th-congress/house-bill/1319/text, or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.</p>	
<p>Superintendent or Charter School Director (Typed Name):</p> <p>Tana Lyn Archer</p>	<p>Telephone:</p> <p>801-302-9579</p>
<p>Signature of Superintendent or Charter School Director*:</p>	<p>Date:</p>

**Digital signatures are preferred and require a timestamp for authentication. If a digital signature is not possible, USBE will accept a handwritten signature uploaded as a PDF.*

EARLY LEARNING PLAN 2021-2022

LEA Name: North Star Academy

Date of Expected Local Board Approval: August 25, 2021

Directions:

- To support LEAs in successful completion of this plan, a Look Fors Document has been created and can be found here: <https://drive.google.com/file/d/1UPrrELZlrXX73aotjbFWWh-icRtqUfqC-/view?usp=sharing>
- Submission of an Early Learning Plan (sections A, B, and C) is required for each LEA regardless of applying for funding.
- Submission of Section D is optional depending on the LEA's intent to apply for PreK-3 Professional Learning Funds.

Funds Being Applied for: Check all that apply.



Early Literacy Program Funds

DISTRICT ONLY - Matching Funds:

Program	Amount Matching	Levy
<input type="checkbox"/> Low Income Program	\$ N/A	N/A
<input type="checkbox"/> Guarantee Program	\$N/A	N/A



PreK-3 Professional Learning Funds

Submission of Early Learning Plan: [Pathways to Early Learning Program \(ELP\) Plan Submission and Approval](#)

- Submission on or before August 1st: For ELP **preapproval**, submit your plan as a WORD document to earlylearning@schools.utah.gov by **August 1st**.
- Submission after August 1st: For ELP **final approval**, submit your plan (as an attachment), budget, and local board minutes (as an attachment) in <https://utahgrants.utah.gov/> **no later than September 1st by 5 p.m.**
- Goals must be submitted into the Data Gateway - Early Literacy Page <https://datagateway.schools.utah.gov/> **no later than September 1st by 5 p.m.**

Submission of Professional Learning Grant Budget:

- Submit the Professional Learning Grant budget in <https://utahgrants.utah.gov/> **no later than September 1st by 5 p.m.**

*Note - if applications are not concise, include excessive detail, or are too long, they will be sent back for consolidation prior to being reviewed.

SECTION A: EARLY LITERACY

1. List core instruction (tier 1) components for grades K-3 in the following areas:

Core Area	Duration	Frequency	Grades	Evidence-based Curriculum
Phonological Awareness	K: 15, 1: 15 2: 10, 3: 5-10 min.	K-1: Daily, 2: 3x week intervention , 3: 3-4x week intervention	K-3	<ul style="list-style-type: none"> CKLA <i>The Skills That They Need to Help Them Succeed</i>, written by Dr. Michael Heggerty
Phonics	K: 15-20, 1: 20-25, 2: 15, 3: 5	K-2: Daily, 3: As Needed	K-3	<ul style="list-style-type: none"> CKLA
Fluency	K: 15, 1: 15-20, 2: 15, 3: 10	K-3: Daily	K-3	<ul style="list-style-type: none"> CKLA Fountas/Pinnell Guided Reading
Vocabulary	K-1: 10 2: 15-20, 3: 20	Daily	K-3	<ul style="list-style-type: none"> CKLA
Comprehension	K: 20, 1-3: 30	Daily	K-3	<ul style="list-style-type: none"> CKLA Fountas/Pinnell Guided Reading
Oral Language	K: 15, 1: 5-10, 2: 5-10, 3: 10,	K,3: Daily 1: 3x week 2: 3-4x week	K-3	<ul style="list-style-type: none"> CKLA
Writing	K: 20, 1: 30-40, 2: 30, 3: 30-40	K-3: Daily,	K-3	<ul style="list-style-type: none"> CKLA 6 Traits writing

2. In a single paragraph, explain how literacy assessments are used for core (tier 1) instruction to make instructional decisions and ensure interventions are aligned to students' diagnostic needs.

Students are assessed using Fountas and Pinnell Guided Reading Benchmark Assessments, Acadience Reading BOY/MOY/ EOY, and through CKLA Daily checks for understanding, formative assessments, content and mid unit assessments, unit assessments, and benchmarks tests. In addition, students are given a Diagnostic test BOY/MOY/ EOY using IREADY ELA intervention software (2-3) or Imagine Learning K-1, as well as monthly benchmark/growth monitoring assessments within the intervention software to determine individual needs. Acadience Reading progress monitoring occurs monthly for all students, and more frequently based on needs (i.e., yellow: biweekly, red - weekly).

3. In a single paragraph for each tier below, describe the evidence-based intervention system available to students struggling to reach grade-level benchmark goals in reading.

Tier 2:

Students are identified through teacher observation, F&P benchmark assessments, and Acadience Reading, Benchmark data & RTI are used to determine if additional reading support is necessary via our Intervention Specialist or if classroom teacher and in-classroom paraprofessional intervention will suffice. Classroom teachers provide small group intervention using knowledge gained from the Essentials of Assessing, Preventing, and Overcoming Reading Difficulties and re-teaching opportunities within their own classrooms as well as during a literacy lab after school 1 day a week which students are encouraged to attend if needing additional instruction in a small group. In addition, Imagine Learning in grades K-1, and iReady for grades 2-8 reading intervention software fidelity minutes are monitored and incentivized in the classroom. CKLA and Heggerty's Phonemic awareness curriculum are used depending on the determined deficit. When Acadience Reading Progress Monitoring shows proficiency a student is exited from tier 2 support.

Tier 3:

Students identified as needing additional support beyond Tier 2 based on running records & Fountas & Pinnell Benchmarks, as well as support from their regular classroom teacher and/or teaching assistants may work with the interventionist 2 – 4x a week at 20–30-minute intervals if struggling to read proficiently depending on phonics, fluency, or comprehension deficiency of skills using Leveled Literacy Interventions (LLI). Students needing additional vocabulary, phonemic awareness, or work skill support are addressed by the teacher and paraprofessional in the classroom depending on the child's specific needs using CKLA curriculum 1-3x a week for 20-45 minutes depending on level of deficiency. Students who continue to not meet established benchmarks are addressed in PLC meetings to determine additional Tier 3 instructional support and may be referred to the Teacher Assistant Team to determine if a disability is prevalent and identify additional supports including accommodations and/or interventions that have proven effective based on knowledge acquired through the What Works Clearinghouse, Florida Center for Reading Research, and proven strategies identified through Essentials of Assessing, Preventing, and Overcoming Reading Difficulties (Essentials of Psychological Assessment). Students with disabilities are provided services with a research-based program, such as Reading Mastery, to meet their identified needs at a duration and frequency as prescribed by the IEP team members. CKLA and Heggerty's phonemic awareness may also be incorporated into the IEP teams continued prescribed curriculum. When Acadience Reading Progress Monitoring and/or benchmark shows proficiency a student is exited from tier 3 support.

- 4. Describe in one paragraph, the professional learning opportunities that will be provided for K-3 teachers, literacy coaches, and interventionists to support meeting Early Literacy goals. These funds cannot be used for faculty or staff in grades 4-6.**

The literacy intervention specialist will be attending LETRS training to serve as a support for coaching teachers in K-3. K-3 teachers will all be attending a training on SEM from UCONN in July 2021. Implementation of best practices will be reviewed and monitored during observations both formally and informally to support in class practice.

SECTION B: EARLY MATHEMATICS

- 1. What evidence-based curriculum is being used in K-3 mathematics?**

North Star Academy utilizes the Saxon math Curriculum in grades K-3.

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

Mathematical Components	Evidence-based Strategies
Conceptual Understanding: the comprehension and connection of concepts, operations, and relations.	<ul style="list-style-type: none"> ● Use and Connect Mathematical representation with manipulatives ● Mathematical Discourse to pair share ● Investigations which provide tasks that provide reasoning & problem solving
Procedural Fluency: the meaningful, flexible, accurate, and efficient use of procedures to solve problems.	<ul style="list-style-type: none"> ● Mathematical Discourse to pair share and cooperative groups ● Power Ups in grade 3 for fluency building component ● Oral fact practice for fluency building component in grades K-3 including wrap up game activity and math palette for centers ● iReady Math intervention software in grades 2-3
Strategic and Adaptive Mathematical Thinking: the ability to formulate, represent, and solve mathematical problems with the capacity to justify the logic used to arrive at the solution.	<ul style="list-style-type: none"> ● Daily Problem Solving and mental math lesson warmups ● Investigations using mathematical tasks promoting high levels of cognition ● Real World Problem Solving and Application
Productive Disposition: the ability to see mathematics as useful and worthwhile while exercising a steady effort to learn mathematics.	<ul style="list-style-type: none"> ● Daily math lessons provide positive mathematical experiences amongst teachers and students. The teacher includes open-ended questioning in their daily Power Up. ● During daily lessons teachers will provide effective feedback that is concrete, specific, and useful, as they incorporate the feedback cycles into their lessons. ● Collaborative opportunities are provided in the lesson design of I do, We do, and You do daily. ● Personal goal setting as students in grade 3 self-monitor fact practice progress as well as cumulative test performance in each grade. ● Teacher clarity of stating and posting objectives for each lesson ● Teachers focus on one of the 5 Growth Mindset pillars & its relation to math each month.

3. In a single paragraph, explain how mathematics assessments are used for core (tier 1) instruction and intervention to make instructional decisions and ensure interventions are aligned to students' diagnostic needs.

Students are assessed using the End of Year state RISE test in 3rd grade. NSA will incorporate Acadience Math BOY/MOY/ EOY in grades K-3. Through Daily lesson checks for understanding, formative assessments every five to ten days, and cumulative benchmarks every 20 lessons. Fact assessments are given with every formative assessment taken every 5-10 days. In addition, students are given a Diagnostic test BOY/MOY/ EOY using IREADY math intervention software (2-3) in grades 2- 6, as well as monthly benchmark/growth monitoring assessments within the intervention software to determine individual needs.

4. In a single paragraph for each tier below, describe the evidence-based intervention system available to students struggling to reach grade-level benchmark goals in mathematics.

Tier 2:

Students are identified through teacher observation, lesson performance, and cumulative assessments provided by Saxon of 79% or lower is used to determine if additional support is necessary via our Intervention Specialist or if classroom teacher and in-classroom paraprofessional intervention will suffice. Classroom teachers provide small group intervention both in class daily per concept not mastered and 1 day a week after class to reteach missed concepts. Additional manipulatives to support concrete thinking of abstract concepts is incorporated when continued support is needed.

In addition, iReady for grades 2-8 math intervention software fidelity minutes are monitored and incentivized in the classroom when students are not meeting mastery of grade level content. Subsequent math test proficiency of 80% or better exits the student from tier 2 support.

Tier 3:

Students identified as needing additional support beyond Tier 2 support based on continued math lessons/test scores below 79% from their regular classroom teacher and/or teaching assistants may work with the interventionist 1:1 1x week to address the root of the misunderstanding using a variety of best practice teaching strategies which often involve manipulatives and/or games. Probes of the concept in small group or 1:1 and subsequent test mastery of 80% or higher exits the student from tier 3 support. When Tier 3 support from intervention specialist isn't successful, the student may be evaluated for a learning disability through the TAT team.

SECTION C: LOCAL GOALS

Requirements per 53F-2-503: Goals must be measurable, address current performance gaps in student literacy data, and include specific strategies for improving outcomes.

For literacy goals only, include early intervention K-3 software if being used.

Goal Sentence Frame:

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

1. Early Literacy Goal (required)

By May 26, 2022, NSA kindergarten teachers will maintain the percentage of K students scoring at or above benchmark on NWF CLS from MOY to EOY by utilizing evidence-based core instruction (i.e. CKLA), incorporating research-based instruction using *Phonemic Awareness: The Skills That They Need to Help Them Succeed*, written by Dr. Michael Heggerty as well as implementing Imagine Learning reading intervention with weekly fidelity to address their state core with challenging and rigorous expectations in order to maintain or increase the Phoneme segmentation fluency sub measure.

2. Early Literacy Goal (required)

By May 26, 2022, NSA first grade teachers will maintain the percentage of the students scoring at or above benchmark on NWF CLS from BOY to EOY by utilizing evidence-based core instruction (i.e. CKLA), incorporating

research-based instruction using *Phonemic Awareness: The Skills That They Need to Help Them Succeed*, written by Dr. Michael Heggerty, as well as implementing Imagine Learning reading intervention with weekly fidelity to address their state core with challenging and rigorous expectations in order to increase the Nonsense Word Fluency sub measure literacy skill.

General Assurances: *Check all the boxes below.*

- ☒ The Early Learning Plan submitted has been reviewed and approved by your local school board in an open, public meeting.
- ☒ The Early Learning Plan must be submitted in Utah Grants along with local board approval minutes no later than September 1 by 5 p.m.
- ☒ The Early Learning Goals must be submitted in the Data Gateway-Early Literacy page no later than September 1 by 5 p.m.
- ☒ We understand our state growth goal for literacy is to achieve at least 60% of students in grades 1-3 making typical or better progress on Acadience Reading.
- ☒ We understand that we will assess literacy and mathematics using state mandated assessments within the state required testing windows: before September 30, December 1- January 31, and mid-April - June 15.
- ☒ We understand that we will submit our literacy and mathematics data and SIS special codes including if a student received or did not receive intervention by October 30, the last day in February, and June 30 annually.
- ☒ We understand that we must implement evidence-based interventions for reading and mathematics if a student is scoring below or well below benchmark.
- ☒ We understand that if our plan is not approved by October 15, we forego our Early Literacy Program funds and Professional Learning Grant funds (*see R277-406*).
- ☒ We understand that we will report literacy and mathematics results to all parents of students in grades 1-3 three times per year following guidelines in R277-406.
- ☒ We understand that if our LEA does not meet goal requirements laid out in state code and board rule for two consecutive years, our LEA will be required to participate in the System of Support.
- ☒ Early Literacy Program funds shall only be used for early literacy interventions and supports in kindergarten through grade 3 that have proven to significantly increase the percentage of students who are proficient in literacy (*53F-2-503*).
- ☒ We understand that if program money is used in a manner that is inconsistent with 53F-2-503, R277-406, 53F-5-214, and R277-326 our LEA is liable for reimbursement for the amount of funds improperly used.

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

SECTION D: PreK-3 PROFESSIONAL LEARNING

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

Important Definitions per Board Rule:

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

Check appropriate boxes to indicate professional learning focus:

<input type="checkbox"/> Early Literacy <input type="checkbox"/> P <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	<input type="checkbox"/> Early Mathematics <input type="checkbox"/> P <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
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1. Describe how the professional learning opportunities are comprehensive, focused, sustained, job-embedded, and evidence-based (see definitions above).

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

2. Describe how the professional learning opportunities are aligned with the Early Learning Plan and targeted to attain the state and local goals. *(If choosing early math, there is no need to describe how it is targeted to attaining goals as there are no math goals this year, however the rest of this question still needs to be answered).*

LETRS is aligned with all tier 1, core instructional components in the Early Literacy section of our plan and supports all students including those with identified needs and/or intervention. The learned skills and strategies can be used to ensure that classroom instruction matches each students' personalized needs. LETRS is aligned with our local goals

that currently address our performance gaps in student literacy data and provides specific skills and strategies for improving student outcomes.

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

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

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

Learning Communities: occurs within learning communities committed to continuous improvement, individual and collective responsibility, and goal alignment	LETRS provides collaboration with a national facilitator through 8 face-to-face or virtual end of unit professional learning days. The LETRS course of study that helps educators master the content and promotes collaboration among participants and colleagues around principles of effective reading, language, and literacy instruction. Having K-3 teachers and coaches as part of this professional learning helps to build a collective responsibility, shared purpose, and mutual accountability. Building leaders are creating supportive conditions by participating in LETRS for Admin.
Skillful Leaders: requires skillful leaders who develop capacity, advocate, and create support systems, for professional learning	LETRS Professional Learning provides a sustainable model for all teachers with additional support in the science of reading. LETRS ensures that every teacher is supported by highly knowledgeable national facilitators that can provide further personalized support for educators throughout this ongoing, job-embedded professional learning experience. By including coaches and administrators in this professional learning opportunity we will be building a mentor and support system within our LEA.
Resources: requires prioritizing, monitoring, and coordinating resources for educator learning	LETRS Professional Learning provides equitable access of knowledge and resources to move the learning forward for teachers, coaches, and leaders participating in the professional learning opportunity. LETRS resources consist of print manuals, online unit instruction with learning activities and video modeling, learning resources for the participants attending face-to-face or virtual end of unit professional learning sessions. These funds are effectively prioritizing teacher professional learning around early literacy.
Data: uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning	LETRS provides educators and leaders with the knowledge needed to collaborate, gather, analyze, and interpret various literacy assessments that are used to guide instruction and improve student outcomes in the Utah Core Standards-foundational skills (phonological awareness, phonics, fluency, comprehension, and writing). Teachers, coaches, and administrators will use this knowledge to analyze Acadience Reading data, make informed decisions around instruction to meet the state growth goal and our local literacy goals.
Learning Designs: integrates theories, research, and models of human learning to achieve its intended outcomes	LETRS professional learning builds upon the prior knowledge learned in teacher preparation courses and methodically addresses the systems of language and literacy instruction. Through the LETRS Bridge to Practice, teachers implement learned practices through explicit, job-embedded activities with individual students and in the classroom setting. Teachers also reflect upon these practices through journal entries and participation in PLCs. Coaches and leaders will be able to provide follow-up and feedback to provide support and monitor the practice to promote the skills and strategies learned in LETRS.

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

General Assurances: *Check all the boxes below.*

- ☒ **ONLY CHECK IF APPLYING FOR SECTION D FUNDING** - The Professional Learning Grant must be submitted in Utah Grants no later than September 1 by 5 p.m.
- ☒ **ONLY CHECK IF APPLYING FOR SECTION D FUNDING** - We understand that if our professional learning application is not approved by October 15, we forego our Professional Learning Program funds (R277-326).
- ☒ **ONLY CHECK IF APPLYING FOR SECTION D FUNDING** - We understand that these funds must only be used for sustained professional learning opportunities that are evidence-based and focused (R277-326).
- ☒ **ONLY CHECK IF APPLYING FOR SECTION D FUNDING** - We understand that if program money is used in a manner that is inconsistent with 53F-5-214 and R277-326, our LEA is liable for reimbursement for the amount of funds improperly used.
- ☒ **ONLY CHECK IF APPLYING FOR SECTION D FUNDING** - We understand the requirement to complete a USBE survey of performance measures by the end of the year.

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

ORDER FORM

QUOTE # Q-149891
DATE 2/19/2021
EXPIRATION DATE 3/21/2021



Bill To

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QTY	PART #	DESCRIPTION	Start Date	End Date	Rate	Extended
532	GG-STE1Y-000001	GoGuardian Suite Starter	7/16/2021	7/15/2022	\$12.82	\$6,820.24
TOTAL (USD):						\$6,820.24

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QUOTE # Q-149891
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EXPIRATION DATE 3/21/2021



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Accepted By :



Quote ID: Q-64911
Contract Period: 08/01/2021 - 06/30/2024

Quote Date: 07/30/2021
Valid Until: 08/28/2021

Client Information

Account Name	
North Star Academy	
Address	Client
2920 W 14000 S Bluffdale, UT 84065-5331 Phone: (801)302-9579	Tana Archer Email: tarcher@north-staracademy.com Phone:

Achieve3000 looks forward to partnering with you to accelerate your students' literacy growth throughout the school year. Your custom quote includes the solutions listed below. You can explore all of Achieve3000's research-based solutions by visiting www.achieve3000.com.

Participating Schools	Total Licenses Purchased			
	Program	21-22	22-23	23-24
North Star Academy	Literacy	170	170	170

Year 1 (2021 - 2022)

Product	Cost	Qty	Total
Achieve3000 Literacy: includes 1 student license. (LIT-STDT)	\$42.00 per student	170	\$7,140.00
Achieve3000 Site Setup Fee - Annual fee per school for deployment and ongoing support, including rostering, integrations, and customer support. (SITE-SETUP)	\$290.00 per site	1	\$290.00
Online Professional Learning Services: (1) 90-Minute Virtual Classroom Session for up to 25 attendees (OPDI)	\$895.00 per session	3	\$2,685.00
Subtotal			\$10,115.00

Year 2 (2022 - 2023)

Product	Cost	Qty	Total
Achieve3000 Literacy: includes 1 student license. (LIT-STD)	\$42.00 per student	170	\$7,140.00
Achieve3000 Site Setup Fee - Annual fee per school for deployment and ongoing support, including rostering, integrations, and customer support. (SITE-SETUP)	\$290.00 per site	1	\$290.00
Online Professional Learning Services: (1) 90-Minute Virtual Classroom Session for up to 25 attendees (OPDI)	\$895.00 per session	3	\$2,685.00
Subtotal			\$10,115.00

Year 3 (2023 - 2024)

Product	Cost	Qty	Total
Achieve3000 Literacy: includes 1 student license. (LIT-STD)	\$42.00 per student	170	\$7,140.00
Achieve3000 Site Setup Fee - Annual fee per school for deployment and ongoing support, including rostering, integrations, and customer support. (SITE-SETUP)	\$290.00 per site	1	\$290.00
Online Professional Learning Services: (1) 90-Minute Virtual Classroom Session for up to 25 attendees (OPDI)	\$895.00 per session	3	\$2,685.00
Subtotal			\$10,115.00

Summary of Fees

Year	Total
2021 - 2022	\$10,115.00
2022 - 2023	\$10,115.00
2023 - 2024	\$10,115.00
Subtotal	\$30,345.00
Discount	(\$3,345.00)
Order Total	\$27,000.00

NOTE: 170 Achieve Literacy licenses for 7-9th grade with 3 virtual sessions of PD and auto-rostering

See Next Page for Quote Acceptance



Acceptance for Quote ID Q-64911: \$27,000.00

North Star Academy	Achieve3000
<i>Account Name</i>	
<i>Signature</i>	<i>Signature</i>
<i>Name / Title</i>	<i>Name / Title</i>
<i>Date</i>	<i>Date</i>

The Complete Signed Quote and Purchase Orders can be sent to:

Achieve3000
331 Newman Springs Road
Suite 304
Red Bank, NJ 07701

Fax: (316) 221-0718
Email: orders@achieve3000.com

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Achieve3000 delivers a comprehensive suite of digital solutions that significantly accelerate literacy growth and deepen learning across the content areas. Using personalized and differentiated solutions, Achieve3000 provides equity for remote and on-site instruction, enabling educators to help all students achieve accelerated growth. Our suite of solutions includes: Achieve3000 Literacy, a differentiated learning platform for grades 2-12; Actively Learn, a digital curriculum for grades 3-12; Smarty Ants, a foundational literacy platform for grades PreK-2; and Achieve3000 Math, a digital mathematics solution.

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Curriculum Associates®

Prepared For:

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

5/14/2021

Dear Tana Archer,

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

Quote ID: 247663.1		Valid through: 12/31/2021
Product	List Price	Net Price
i-Ready	\$19,250.00	\$10,508.00
List Total:		\$19,250.00
Savings:		\$8,742.00
Shipping/Tax/Other:		\$0.00
Total:		\$10,508.00

Thank you again for your interest in Curriculum Associates.

Sincerely

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

Please submit this quote with your purchase order

Curriculum Associates®

Quote ID: 247663.1 Date: 5/14/2021 Valid through: 12/31/2021

Prepared For:

Tana Archer
North Star Academy
2920 W 14010 S,
Bluffdale, UT 84065
tarcher@north-staracademy.com
8013029579

Your Representative:

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

i-Ready

Product Name	Item #	Qty	List Price	Net Price	Total
i-Ready Math and Reading Upgrade to Site License 351-500 Students 1 Year	17793.0	1	\$17,750.00	\$10,508.00	\$10,508.00
i-Ready Partners Implementation Support- Provisioning, Tech Support, Hosting, Data Management, Implementation Planning, Data Reviews, and Check ins (1 Year)	27939.0	1	\$1,500.00	\$0.00	\$0.00
i-Ready Subtotal:					\$10,508.00

Total

List Total:	\$19,250.00
Savings:	\$8,742.00
Merchandise Total:	\$10,508.00
Voucher/Credit:	\$0.00
Estimated Tax:	\$0.00
Estimated Shipping:	\$0.00
Total:	\$10,508.00

Special Notes

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

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N1

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Email: orders@cainc.com | **Fax:** 1-800-366-1158

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ATTN: CUSTOMER SERVICE DEPT.

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Please visit CurriculumAssociates.com for more information about placing orders or contact CA's customer service department (1-800-225-0248) and reference quote number for questions.

Please attach quote to all signed purchase orders.

Shipping Policy

Unless otherwise noted, shipping costs are calculated as follows:

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

Order Amount	Freight Amount
\$5,000.00 to \$99,999.99	8% of order
\$100,000 and more	6% of order

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

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

Payment Terms

Payment terms are as follows:

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

To ensure payment processing is timely and environmentally conscious, CA encourages ACH or wire payments. CA's bank remittance information is:

- Account Number: 4418064408 | Account Name: Curriculum Associates, LLC
- Bank Name: Wells Fargo Bank – San Francisco, CA
- ABA Routing: 121000248
- SWIFT Code (International Only): WFBUS6S
- Tax ID: 26-3954988

Please send any payment notifications to payments@cainc.com. Credit card payments are only accepted for purchases under \$50,000.

Invoice Receipt Preference

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

i-Ready®

Customer's use of i-Ready® shall be subject to the i-Ready Terms and Conditions of Use, which can be found at i-ready.com/support.

Return Policy

Except for materials sold on a non-refundable basis, purchaser may return, at purchaser risk and expense, purchased materials with pre-approval from CA's Customer Service within 12 months of purchase. Please examine your order upon receipt. Before returning material, call CA's Customer Service department (1-800-225-0248) for return authorization. When returning material, please include your return authorization number and the return form found on the CA website. i-Ready®, Toolbox®, and BRIGANCE® Online Management Systems may be returned for a pro-rated refund for the remaining time left on the contract. We do not accept returns on unused i-Ready or Toolbox licenses®, materials that have been used and/or are not in "saleable condition," and individual components of kits or sets including but not limited to BRIGANCE® Kits, Ready® student and teacher sets, and Ready Classroom® student and teacher sets. For more information about the return policy, please visit CurriculumAssociates.com/support/shipping-and-returns.

AGREEMENT

This Agreement (the “**Agreement**”) is entered into this seventh day of August, 2020, between **North Star Academy**, a Utah nonprofit corporation (the “**School**”), and **Lauri Lund**, an individual (the “**Nurse**”).

Recitals

A. The School has received a charter from the Utah State Board of Education to operate a charter school.

B. The Nurse is a licensed registered nurse in the state of Utah.

C. The School wants the Nurse to provide nursing services to the School’s students as an independent contractor.

D. The Nurse and the School desire to enter into this Agreement in order to document the terms of their agreement.

Agreement

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

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

2. Nurse’s Duties.

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

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

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

d. The Nurse will coordinate annual health plans.

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

4. School’s Duties. The School will cooperate with the Nurse and provide information and

guidance reasonably necessary to enable the Nurse to perform his or her duties.

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

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

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

8. **Term and Termination.**

a. This engagement shall commence upon execution of this Agreement and shall continue in full force and effect through the School's 2020-2021 school year. The Agreement may be extended thereafter by mutual agreement of the parties, unless terminated earlier by operation of and in accordance with this Agreement.

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

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

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

The School:

Director

The Nurse:

North Star Academy
Policy: Learner Validated Program Policy
Approved: August 5, 2021



Purpose

The Board of Directors of North Star Academy (the “School”) adopts this policy to apply in the event the School implements an online learning program, blended learning program, or personal, competency-based learning program (collectively referred to as a “learner validated program”) for the 2020-2021 and/or 2021-2022 school year. The Board is adopting this policy to help the School be able to provide a quality education to all of its students in the wake of the COVID-19 pandemic. This policy complements the School’s Attendance Policy.

Policy

In 2020, the School received approval from the Utah State Charter School Board to implement a learner validated program during the 2020-2021 and/or 2021-2022 school year. If the School elects to implement such a program during one or both of those school years, the School shall follow all applicable laws related to the program, including Utah Administrative Code Rules R277-419 and R277-607.

Consistent with R277-419, the School’s Director shall establish administrative procedures that designate a learner validated enrollment measurement to document the learner validated membership or enrollment status for each student that is enrolled in a learner validated program at the School. The learner validated enrollment measurement established by the Director may include some or all of the following components, in addition to other components, as determined by the Director:

- (a) A minimum student login or teacher contact requirement;
- (b) Required periodic contact with a licensed educator;
- (c) A minimum hourly requirement, per day or per week, when students are engaged in coursework; or
- (d) Required timelines for a student to provide or demonstrate completed assignments, coursework, or progress toward academic goals.

The Director’s administrative procedures shall also address:

- (a) How attendance for students in a learner validated program at the School will be entered and where educators will document the learner validated program attendance within their student information system; and
- (b) The conditions under which the School will mark a student in a learner validated program at the School truant (i.e., absent for half a school day or more).

The School shall document the enrollment status of each student in a learner validated program at the School in compliance with this policy and the Director’s administrative procedures at least once every ten consecutive school days.

The School shall also appropriately adjust and update student membership records in the School's student information system for participating students that did not meet the learner validated enrollment measurement. The School shall withdraw a student in a learner validated program at the School from membership in the School if:

- (a) The School has not personally engaged with the student during the prior ten consecutive school days; or
- (b) The student has had ten consecutive school days of unexcused absences.

When a student in a learner validated program at the School has an unexcused absence, the School will notify the student's parent/guardian in the same manner as outlined in the School's Attendance Policy.

Signature:

Board President

Date



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 permanent 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-6-208, 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.

"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 (a) at least half of the school day; or (b) if the school-age child is enrolled in a learner verified program, as that term is defined by the State Board of Education, the relevant amount of time under the School's Learner Validated Program Policy. 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 Principal 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.

Attendance Requirements: Students are allowed a maximum of five (5) excused absences and five (5) unexcused absences per year.

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.

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

Preapproved Extended Absence: A parent/guardian may request approval from the Principal prior to a student's extended absence of up to ten (10) days per school year. The Principal will approve the absence if the Principal 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.

Grounds for an Appeal: Students who believe that all or part of their absences and/or tardies should be considered excused may provide a written request to the administrator to review their case.

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 Principal and Board to secure regular attendance by the student;
2. Designate the School authorities with whom the parent is required to meet;
3. State that it is a class B misdemeanor for the student's parent or 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) 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 or 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 submit to the Division of Child and Family Services the report required by Utah Code Subsection 53G-6-202(8) (also in accordance with the School's Child Abuse and Neglect Reporting Policy).

Truancy Intervention Program

The School's Truancy Intervention Program is established to encourage good attendance and to facilitate the processing of chronically truant students through evidence-based alternative interventions or the juvenile court. Those efforts will include documented earnest and persistent efforts to resolve a student's attendance problems as follows:

- Annual notification of the School's attendance policies will be provided to the parents of all students at the time of registration.
- 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(s) of the concern. The teacher will set up a conference with the student and/or the student's parent(s) 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(s) does not adequately address the problems and the student's learning continues to suffer, then the school counselor or Principal will work with the teacher and parent(s) 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, considering alternatives proposed by the parent, or providing the parent with a list of community resources to help the family.
- The Principal 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, a certified letter will be sent to the parent(s) requesting a formal meeting with the administrator to resolve the attendance problems. A copy of the letter and mailing certificates will be kept by the School.
- The Principal 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 Principal 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 Principal within ten (10) days of being issued.

Referrals for Habitual Truancy

In accordance with Utah Code § 53G-8-211, the School shall refer a school-age child for prevention and early intervention youth services, as described in Section 62A-7-104, by the Division of Juvenile Justice Services for being a habitual truant if the school-age child refuses to participate in an evidence-based alternative intervention described in Utah Code § 53G-8-211(3)(b), including:

- a mobile crisis outreach team;
- a youth services center operated by the Division of Juvenile Justice Services;
- a youth court or comparable restorative justice program; or
- other evidence-based interventions created and developed by the School or other governmental entities as set forth in Subsection 53G-8-211(3)(b)(v).

The School may refer a school-age child who is a habitual truant to juvenile court or a law enforcement officer or agency if the student refuses to participate in an evidence-based alternative intervention described in Subsection 53G-8-211(3)(b) and fails to participate in prevention and early intervention youth services provided by the Division of Juvenile Justice Services as provided above.

A referral to juvenile court or a law enforcement officer or agency will include:

1. Attendance records for the student;
2. A report of evidence-based alternative interventions used by the School before the referral, including outcomes.
3. The name and contact information of the School representative assigned to actively participate in the court process with the student and the student's family;
4. a report from the Division of Juvenile Justice Services that demonstrates the minor's failure to complete or participate in prevention and early intervention youth services as set forth in Utah Code § 53G-8-211(4); and
5. Any other information that the School considers relevant.

Review

The School's Board of Directors shall review this policy annually. The Board shall also annually review attendance data and consider revisions to this policy to encourage student attendance.

Signature:

Sidney Warnick, Board President

Date