

**Special Education Disclosure Statement**  
**North Star Academy**  
2018-2019

Dear Parents,

I would like to welcome you and your student back to our special education program at North Star Academy. As my Paraprofessionals and I work with your child, we strive to meet a standard of excellence that ensures high levels of student learning and performance with students who are struggling by incorporating individualized small group instruction in Language Arts (i.e. Writing, Reading, Spelling) and Mathematics according to your student's Individualized Education Plan (IEP).

All students in the special education program are evaluated and qualified according to federal and state guidelines. An IEP has been developed for each student involved in this program.

Special Education students receive services in a variety of ways to address their specific deficits and needs. Service patterns may include small-group instruction, classroom support by a special education staff member, or tutoring one-on-one from a special education paraprofessional. All materials used with students support the Utah State Core Curriculum and coincide with the regular classroom guidelines and assignments. Progress Reports will be given at parent-teacher conferences, end of the school year, as well as at each student's IEP.

The following pages outline my behavior expectations for my students. Please read and discuss them with your child. There is a place for you to sign at the end of this Disclosure Statement. Please send only the signature portion of this statement to school with your child and keep the rest of the Disclosure Statement for your own records.

I consider myself first and foremost an advocate for your child. I also consider myself a resource person for teachers and parents. Please feel free to contact me anytime with questions about your child's progress. I look forward to working with you and your child at North Star Academy during the 2017-2018 school year.

Sincerely,

Adam White

**Special Education Teacher/Director**

*Level 1 Utah Teaching License, Secondary Education (6-12), English*

*Letter of Authorization from USBE while currently Applying for Special Education K-12 with Mild/Moderate Endorsement ARL*

*Education, M.S., Johns Hopkins University School of Education*

*Theatre Arts Studies, B.A., Brigham Young University*

Jamie VanLeuven

**Special Education Teacher**

*Level 1 Utah Teaching License, Elementary Education (1-6)*

*Currently applying for Special Education Mild/Moderate Endorsement ARL  
Education, B.S. University of Utah*

**Contact Information**

Email: [awhite@north-staracademy.com](mailto:awhite@north-staracademy.com)

Email: [jvanleuven@north-staracademy.com](mailto:jvanleuven@north-staracademy.com)

Phone Number: 801-302-9579, ext. 470

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**NSA Mission Statement**

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

**North Star Academy DRSL's (Desired Results for Student Learning)**

\*Academic Achievement

\*Critical Thinking

\*Good Citizenship

**NSA 2018-2019 School-wide Improvement Goal**

I will discover my unique abilities to strengthen myself and help others.

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**Grading Procedure**

Room 102's Grading Procedure is built around a student's need for differentiation as well as their need to feel successful. Students may master course content at different rates, which is why grades will be based solely on a student's assignment completion rate whenever possible. To be clear, your student's mastery of learning objectives will also be recorded for accurate academic goal measurements. Academic goal progress will be communicated to parents and students as regularly as necessary through Progress Reports, IEP Meetings, and direct communication.

<p><b>Middle School Grading Scale</b></p> <p>A = 93-100%</p> <p>A- = 90-92%</p> <p>B+ = 87-89%</p> <p>B = 83-86%</p> <p>B- = 80-82%</p> <p>C+ = 77-79%</p>	<p><b>Middle School Citizenship Score</b></p> <p>Citizenship scores are based on a point scale ranging from 0-100. All students start the year at 90. Citizenship is assessed using the six pillars of the Character Counts program: Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship.</p>
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C = 73-76% C- = 70-72% D+ = 67-69% D = 60-66% F = 0-59%	Honors (H) = 90-100 pts. Satisfactory (S) = 80-89 pts. Needs Improvement (N) = 70-79 pts. Unsatisfactory (U) = 0-69 pts.
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### Classroom Norms

<p><b>Students have the right to:</b></p> <ul style="list-style-type: none"> <li>● Cultivate self-respect while in a safe, school environment.</li> <li>● Learn in a quiet, cooperative place where one can work and think.</li> <li>● Be protected from demeaning comments or behavior.</li> <li>● Report any type of harassment immediately to school authorities.</li> </ul>	<p><b>Students have the responsibility to:</b></p> <ul style="list-style-type: none"> <li>● Treat others in a kind, understanding, and caring way.</li> <li>● Conduct oneself in a way that will enable others to learn.</li> </ul>
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All behavioral expectations align with NSA’s BEARS values. Respect for personal space and the rights of others is important in any school situation. Students of all ages must be aware that it is inappropriate to improperly touch others, write offensive messages, make obscene gestures, use vulgar language or bring inappropriate print/pictures to school. All students should feel comfortable, respected, and safe, so they may be able to achieve academically and socially.

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### Discipline Policy

To ensure an excellent learning environment, the following expectations will be implemented:

Student Expectations

- Follow directions the first time
- Put quality ahead of just getting it done
- Treat others and your space well
- Come prepared with books, pencils, paper ready to learn

The school and classroom expectations will be discussed in depth at the beginning of school and throughout the year. Positive consequences include celebrations for students who display good work habits and behavior. Some of these celebrations may include prizes, homework passes, positive phone calls home, etc.

If a student chooses not to follow school and classroom expectations, there will be a variety of informal interventions used to redirect the student's behavior. If further direction is needed, I may do any of the following:

- Make written documentation concerning the behavior
- Call parents for assistance
- Meet with parents
- Require the student complete a written behavior plan
- Require the student be put on a daily contract
- Write a referral, with further assistance from administration

### **Homework Policy**

All students will be required to do daily Math homework assignments if not completed in class. Language Arts homework assignments will be required, but not on a daily basis. Spelling words need to be studied at home as well as at school. Spelling tests are given weekly for elementary students, and every other week for middle school students.

Students are expected to turn in their homework assignments on time. Timely completion of homework assignments will ensure a student is learning at an appropriate pace. While there is no set penalty for late work, a pattern of consistent late work will be noted, and will affect a student's citizenship score.

### **Thanks for Reading!**

Please sign the bottom portion of this page and cut below this line. Only send back the signed portion of this page to school with your student and keep the rest of the Disclosure Statement for your records. Thanks again!

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I HAVE READ AND DISCUSSED THE ABOVE CLASSROOM RULES AND EXPECTATIONS WITH MY STUDENT, \_\_\_\_\_ (Write Student Name).

PARENT SIGNATURE: \_\_\_\_\_

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