



Governing Board Meeting

Date: October 23, 2025

Time: 7:00 PM

Location: Junior High – Building 2; 1228 West 2185 South, Woods Cross, UT 84087

Online Access: <https://us02web.zoom.us/j/89222532473>

Mission Statement

Legacy Preparatory Academy will cultivate intellectual and moral virtue according to classically based pillars of truth, goodness, and beauty.

AGENDA

OPEN MEETING: ROLL CALL AND WELCOME

PUBLIC COMMENT (Limited to three minutes each)

CONSENT ITEMS

- August 21, 2025 Board Meeting and Closed Session Minutes
- September 29, 2025 Board Meeting Minutes
- New Hires

COMMITTEE REPORTS

- Committee Assignments
- Policy and Governance Committee
- School Safety Committee

REPORTS

- Director's Report
- Financial Report

VOTING AND DISCUSSION ITEMS

- Policies:
 - Amended Bullying and Hazing Policy
 - Amended Child Abuse and Neglect Reporting Policy
 - Amended Electronic Resources Policy
 - Amended Kindergarten Toilet Training Policy
 - Amended Lottery and Enrollment Policy
 - Amended Facilities Rental Policy
 - Hotline Complaint Policy
 - Parent Classroom Observation Policy
 - Video Surveillance Policy
 - Weapons on School Property Policy

In compliance with the Americans with Disabilities Act, persons needing auxiliary communicative aids and services for these meetings should call 801-444-9378. One or more members of the board may participate electronically or telephonically pursuant to UCA 52-4-207.



CLOSED SESSION (This closed meeting may take place at the beginning and/or conclusion of the meeting): To discuss character, professional competence, physical or mental health of an individual (employee or student), and any of the following topics, if necessary: strategy sessions to discuss the purchase, exchange, lease or sale of real property; collective bargaining; or pending litigation, or other matters appropriate pursuant to statute(s).

CALENDARING

- Next Board Meeting January 15, 2026

ADJOURN

LPA Governing Board:

2026: *Alisha Johnson (Treasurer), David Ray (Member), Sandy McCleve (Member), Aimee Hinojosa (Secretary)*

2027: *John Cook (Board Chair), Lee Peterson (Member)*

2028: *Lara Murphy (Vice Chair)*

In compliance with the Americans with Disabilities Act, persons needing auxiliary communicative aids and services for these meetings should call 801-444-9378. One or more members of the board may participate electronically or telephonically pursuant to UCA 52-4-207.



Governing Board Meeting

Date: August 21, 2025

Location: Junior High – Building 2; 1228 West 2185 South, Woods Cross, UT 84087

In Attendance: Anna Mark, John Cook, David Ray, Lee Peterson, Alisha Johnson, Lara Murphy, Aimee Hinojosa

Others In Attendance: Brandie Evans, Kim McVey, Krystal Taylor, Heidi Beauerle

Excused: Sandy McCleve

MINUTES

BUSINESS OF THE GOVERNING BOARD

OPEN MEETING: ROLL CALL AND WELCOME

Anna Mark called the meeting to order at 7:02PM.

PUBLIC COMMENT

There was no public comment.

CONSENT ITEMS

- June 25, 2025 Board Meeting and Closed Session Minutes
- July 7, 2025 Board Meeting and Closed Session Minutes
- July 31, 2025 Board Meeting and Closed Session Minutes

David Ray made a motion to approve the above minutes. Alisha Johnson seconded. Motion passed unanimously. Votes were as follows: Anna Mark, Aye; John Cook, Aye; David Ray, Aye; Lee Peterson, Aye; Alisha Johnson, Aye; Lara Murphy, Aye; Aimee Hinojosa, Aye.

- New Hires
Brandie Evans reviewed the new hires at the school, highlighting positions filled and noting key qualifications of the incoming staff who will ensure all roles are aligned with the school's staffing needs for the upcoming year.

Lee Peterson made a motion to approve new hires as presented. Alisha Johnson seconded. Motion passed unanimously. Votes were as follows: Anna Mark, Aye; John Cook, Aye; David Ray, Aye; Lee Peterson, Aye; Alisha Johnson, Aye; Lara Murphy, Aye; Aimee Hinojosa, Aye.

BUSINESS OF ADMINISTRATION AND STAFF

- Solutions Consulting Presentation
Aspen Florence and Vincen Ardizzone presented information regarding data analysis, staff and teacher meetings and support processes. Detailed analysis and outcomes will be provided to the board.

COMMITTEE REPORTS

- Policy and Governance Committee
No Updates at this time.
- School Safety Committee



- No Updates at this time.
- Construction Committee
The kitchen is fully functional. There were some delays and further adjustments that will take place during Fall break or Thanksgiving break to ensure a smooth flow of lunch services.

FINANCIAL REPORT

- Financial Report Review
Alisha Johnson and Kim McVey presented the current budget, noting year-to-date revenues and expenses.

BUSINESS OF ADMINISTRATION AND STAFF

DIRECTOR'S REPORT

- Early Learning Plan
- Title IX Report
The Early Learning Plan for 2025–26 was presented, outlining Legacy Prep's use of evidence-informed core curricula in literacy (CKLA, Heggerty, UFLI) and math (Math in Focus), along with targeted intervention programs for K–3. The plan sets measurable goals, including improving third-grade computation scores by 4% and maintaining first-grade composite benchmark performance, supported by professional learning, instructional coaching, and evidence-based strategies to strengthen early literacy and math outcomes. Brandie Evans detailed the Title IX breakdown of sports and expenditures for both male and female sports. No action from the board was needed.
- Board Member Terms & Elected Officers
Anna Mark provided the board with a life event update involving a career adjustment which will require her to step off of the board. The board evaluated current positions and discussed role adjustment.

Alisha Johnson made a motion to accept Anna Mark's resignation and to approve new board officers as follows: John Cook, Chair; Lara Murphy, Vice Chair; Aimee Hinojosa, Secretary. David Ray seconded. Motion passed unanimously. Votes were as follows: Anna Mark, Aye; John Cook, Aye; David Ray, Aye; Lee Peterson, Aye; Alisha Johnson, Aye; Lara Murphy, Aye; Aimee Hinojosa, Aye.

CLOSED SESSION (This closed meeting may take place at the beginning and/or conclusion of the meeting): To discuss character, professional competence, physical or mental health of an individual (employee or student), and any of the following topics, if necessary: strategy sessions to discuss the purchase, exchange, lease or sale of real property; collective bargaining; or pending litigation, or other matters appropriate pursuant to statute(s).

At 8:16PM Aimee Hinojosa made a motion to move into closed session to discuss the character, professional competence, or physical or mental health of an individual and to discuss deployment of security personnel, devices, or systems. in accordance with Utah Code Ann. 52-4-205(1). Alisha Johnson seconded. Votes were as follows: Anna Mark, Aye; John Cook, Aye; David Ray, Aye; Lee Peterson, Aye; Alisha Johnson, Aye; Lara Murphy, Aye; Aimee Hinojosa, Aye. Motion passed unanimously.



CALENDARING

- o Next Board Meeting October 23, 2025

ADJOURN

At 8:55 PM Alisha Johnson motioned to end the closed session and adjourn. Lee Peterson seconded. Motion passed unanimously. Votes were as follows: Anna Mark, Aye; John Cook, Aye; David Ray, Aye; Lee Peterson, Aye; Alisha Johnson, Aye; Lara Murphy, Aye; Aimee Hinojosa, Aye.



**Board of Directors
Closed Session Statement**

Date: August 21, 2025

Location: 1228 West 2185 South, Woods Cross, UT 84087

CLOSED SESSION SWORN STATEMENT:

At a duly noticed public meeting held on the date listed above, the board of directors for Legacy Preparatory Academy entered into a closed session for the sole purpose of discussing the character, professional competence, or physical or mental health of an individual and to discuss deployment of security personnel, devices, or systems. in accordance with Utah Code Ann. 52-4-205(1)(a).

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

Signed on the 21st day of August, 2025.

Anna Mark (Aug 21, 2025 21:01:57 MDT)

Anna Mark, Board President



Governing Board Meeting

Date: September 29, 2025

Time: 7:30 PM

Online Access: <https://academicawest.zoom.us/j/89222532473>

In Attendance: John Cook, Lara Murphy, David Ray, Alisha Johnson, Sandy McCleve, Aimee Hinojosa

Others In Attendance: Brandie Evans, Krystal Taylor, Kim McVey

Excused: Lee Peterson

MINUTES

BUSINESS OF THE GOVERNING BOARD

OPEN MEETING: ROLL CALL AND WELCOME

John Cook called the meeting to order at 7:32 PM

DISCUSSION & VOTING ITEMS

- LEA Specific Licenses
Brandie Evans reviewed the list of educators that need an LEA license. This is a temporary license issued by USBE at the request of the LPA board when other licensing routes are not feasible.

Alisha Johnson made a motion to approve the LEA Specific Licenses as presented. Lara Murphy seconded. Motion passed unanimously. Votes were as follows: Lara Murphy, Aye; David Ray, Aye; Alisha Johnson, Aye; John Cook, Aye; Sandy McCleve, Aye; Aimee Hinojosa, Aye.

CALENDARING

- Next Board Meeting October 23, 2025

ADJOURN

At 7:36PM Aimee Hinojosa made a motion to adjourn the board meeting. David Ray seconded. Motion passed unanimously. Votes were as follows: Lara Murphy, Aye; David Ray, Aye; Alisha Johnson, Aye; John Cook, Aye; Sandy McCleve, Aye; Aimee Hinojosa, Aye.



2025/2026 Board Committees

Executive Committee

Chair: Anna Mark

Members: Anna Mark, John Cook, Brandie Evans

Consultants: Platte Nielsen, Krystal Taylor, Heidi Beurle, Kim McVey, Jamie Neil, Mandy Kartchner

Purpose: The Executive Committee has special responsibilities and authorities above all committees. The Executive Committee, as directed by the full board, may act on behalf of the Board. The committee's main purpose is to facilitate decision-making between board meetings or in urgent and crisis circumstances.

Academic Excellence Committee

Chair: Priscilla Stringfellow

Members: Anna Mark, Aimee Hinojosa, Lara Murphy, Brandie Evans, Aislinn Ross, Jessie Kidd

Purpose: The Academic Excellence Committee is responsible for overseeing the best practices to provide an improved academic system for the present and future students at LPA.

Communications Committee

Chair: Brandie Evans

Members: Aimee Hinojosa, Alisha Johnson, Lee Peterson, Brandie Evans

Purpose: The Communications Committee is responsible for keeping good relationships between the organization and all stakeholders. The committee is responsible for overseeing the school's public image, and marketing efforts, and using different outreach options to keep stakeholders informed about the school.

Policy and Governance Committee

Chair: Brandie Evans

Members: Anna Mark, David Ray, John Cook, Brandie Evans

Consultants: Platte Nielsen, Krystal Taylor

Purpose: The Policy and Governance Committee has two responsibilities; first, the committee helps to guide school administration on policies that will guide the school to ensure ethical and legal compliance. Second, the committee works to ensure all stakeholders understand their roles and responsibilities and that there is an established process for holding individuals accountable for their obligations. The governance committee is also responsible for finding, recruiting, and screening potential new board members.

Finance/Audit Committee

Chair: Brandie Evans

Members: Sandy McCleve, Alisha Johnson, Brandie Evans

Consultants: Kim McVey, Mindy Jones

Purpose: The Finance and Audit Committee is responsible for ensuring the school establishes a thorough risk management process and effective internal controls.

School Land Trust Committee

Chair: Brandie Evans

Members: Anna Mark, Alisha Johnson, David Ray, Lee Peterson, Jim Collings, John Cook, Lara Murphy, Sandy McCleve, Aimee Hinojosa

Consultants: Krystal Taylor, Heidi Beurle

Purpose: The School Land Trust Committee is responsible for overseeing school land trust monies being spent in a school responsive way.

2025/2026 School Committees

School Safety Committee

Chair(s): Brandie Evans, Sophie Enquist

Members: Lee Peterson, Lara Murphy, Staff will be added during pre-service

Consultants: Jim Collings, Kirk Blake, Wood Cross Police Department

Purpose: The School Safety Committee is responsible for informing and educating stakeholders and health and safety issues, new standards, research findings, etc. The committee will help to reduce to risk of injuries, illnesses, etc. by performing annual threat assessments and ensuring compliance with all state and federal health and safety standards.

Construction Committee

Chair(s): Brandie Evans

Members: Jim Collings, Lee Peterson, Lara Murphy

Consultants: Tanner Spencer, Tyson Spencer, Cathy Jackson, Aislinn Ross, Sophie Enquist, Jessie Kidd

Purpose: The Construction Committee is responsible for informing and educating stakeholders on construction-related safety protocols, project standards, and regulatory developments. The committee will help to reduce the risk of accidents, project delays, and non-compliance issues by conducting regular site evaluations, monitoring construction practices, and ensuring adherence to all local, state, and federal building codes and safety standards.

Wellness Committee

Chair(s): Jessie Kidd, Gayle Dearden

Members: Brandie Evans, Staff will be added during pre-service

Advisors: Ashley Peterson, Lara Murphy, Jamie Preston, LPA Builders

Purpose: The Wellness Committee is responsible for communicating, motivating, and supporting the organizations wellness program.

K-3 Literacy Committee

Chair: Priscilla Stringfellow

Members: Aislinn Ross, Sophie Enquist

Purpose: The K-3 Literacy Committee is responsible for reviewing and selecting a new literacy curriculum that meets state requirements under the new house bill.

Elementary Student Success Team (SST) Committee

Chair: Aislinn Ross

Members: Brandie Evans, Mandy Kartchner, Sophie Enquist, Sally Wood, Sora Nelson, Valerie Christenson, Sadie Stokes

Purpose: The Elementary SST Committee is responsible for reviewing behavior incidents/teacher input to assign and monitor behavior interventions and supports, graduating students after behavioral expectations are met with consistent results.

Junior High Student Success Team (SST) Committee

Chair: Jessie Kidd

Members: Brandie Evans, Mandy Kartchner, Gayle Dearden, Sadie Stokes

Purpose: The Junior High SST Committee is responsible for reviewing behavior incidents/teacher input to assign and monitor behavior interventions and supports, graduating students after behavioral expectations are met with consistent results. Review SEL data to align school wide social skills instruction to student data.

Sex Education and Maturation Committee

Chair: Priscilla Stringfellow

Members: Brandie Evans, JR Allen, Staff will be added during pre-service

Purpose: The Sex Education and Maturation Committee is responsible for reviewing and recommending the sex education and maturation materials being presented to the students.

Positive Behavior Intervention and Support (PBIS) Committee

Chair: Jessie Kidd

Members: Brandie Evans, Staff will be added during pre-service

Purpose: The PBIS Committee is responsible for monitoring school culture and school wide supports to promote student engagement, responsibility, safety, and respect.



LEGACY | Preparatory Academy

Classical Education and Fine Arts

Directors Report | October 2025

Building 2 - Board Room | Thursday, October 23, 2025 | 7:00 pm

MISSION

Legacy Preparatory Academy will cultivate intellectual and moral virtue according to the classically based pillars of truth, goodness, and beauty.

VISION

Legacy Preparatory Academy is committed to providing a culture where students become productive and valuable members of their communities and world. We believe high expectations, hard work, and enthusiasm are essential to achieving academic excellence and good character. These values instilled at Legacy Prep and research-proven curricula give our students the confidence to achieve anything!

MOTTO

Learning the Past. Creating the Future.

LEGACY PAIDEIA

- I am a Classical Student.
- I am Curious to Learn.
- I pursue Intellectual and Moral Virtue.
- I am a citizen of my Community.
- I Build the Foundation for an Abundant Life by Lifting Others.
- I am Governed by Nobility.
- I act with Honor and Integrity.
- I am an individual with Great Fortitude.
- I am Resilient and Courageous.
- I am Temperate.
- I exhibit Discipline and Self-Control.
- I am developing Practical Wisdom.
- I make Good Judgments.
- I am Selfless in my Fight for Justice.
- I demand Equity and promote Civility.

I AM A LEGACY LEADER

STRATEGIC PLANNING PROGRESS

LEGACY PREPARATORY ACADEMY

Building 1 – Elementary (K-6)
2214 South 1250 West
Woods Cross, Utah 84087
E: elementary@legacyprep.org

Building 2- Junior High (7-9)
1228 West 2185 South
Woods Cross, Utah 84087
E: juniorhigh@legacyprep.org

Phone: 801-294-2801
Fax: 385-290-1470

www.legacyprep.org

IMPORTANT DATES!

OCTOBER 2025

- 10/24- Fall Festival
- 10/27- Fall Picture Re-takes
- 10/30- Junior High Halloween Stomp
- 10/31- Halloween Costume Parade + Celebrations

NOVEMBER 2025

- 11/3- NO SCHOOL (Staff Professional Development)
- 11/6-11/8- Moana, Jr.
- 11/10-11/14- Scholastic Book Fair
- 11/12-11/14- Student Led Conferences
- 11/24-11/28- Thanksgiving Break

DECEMBER 2025

- 12/3- America Red Cross Community Blood Drive
- 12/5- USU Tri-State Band Festival
- 12/9- Elementary Winter Music Concert
- 12/10- JH Winter Music Concert + Art Show
- 12/13- Winter Ballroom Competition
- 12/19- End of Term 2
- 12/22-1/5- Winter Break

○ AREAS OF FOCUS FOR THE 2025/2026 SCHOOL YEAR

Our administrative team began planning for the upcoming school year with a comprehensive review of performance and climate data, including state and interim assessments, growth metrics, attendance, behavior referrals, and stakeholder feedback last Spring. Using this data, we identified strengths and gaps and began to prioritize areas of focus.

These priorities were translated into action items, with clear outcome targets, lead indicators, and owners. We have mapped supports to each goal—professional learning, schedules/interventions, and resource allocation—and established a progress-monitoring cadence (data reviews monthly) to adjust strategies as needed. This cycle ensures our goals are evidence-based, equity-minded, and actionable from day one.

GOAL 1: Build A Strong, Positive School Culture

Create a consistent and supportive school culture where positive behavior expectations are clearly defined and practiced by all staff and students Goals:

Key Action Steps:

- Update and strengthen Tier 1 PBIS (Positive Behavioral Interventions and Supports) practices.
- Train all teachers on Tier 1+ action steps.
- Hold regular (monthly) Tier 1 PBIS team meetings.
- Conduct Tier 1 and Tier 2 TFI (Tiered Fidelity Inventory) assessments twice a year.
- Ensure every teacher completes a Tier 1 classroom management plan.

GOAL 2: Improved Academic Achievement

Increase student proficiency and growth in reading and math by using data-driven instruction and targeted interventions.

Key Action Steps:

- Use SEL and teacher feedback data to guide instructional decisions.
- Train staff to interpret and act on formative assessment data.
- Integrate academic language and literacy strategies into all subjects.
- Conduct literacy walkthroughs to observe and support effective instruction.
- Ensure all teachers update 180-day learning plans with standards and success criteria.

GOAL 3: Strengthen Resource Management and Family Engagement

Maintain strong enrollment and community partnerships while ensuring resources are efficiently managed to support long-term growth.

Key Action Steps:

- Track staff retention and recruitment through monthly reports.
- Maintain an updated recruitment and retention plan.
- Develop a sponsorship program to build community partnerships.
- Review and update the school website regularly for compliance.
- Launch a school app to improve communication with families and staff.
- Create promotional videos highlighting programs and student success.

GOAL 4: Foster A Positive and Engaged Staff Culture

Enhance staff engagement and leadership by building a strong professional culture centered on shared goals and recognition.

Key Action Steps:

- Develop an annual school theme to unify staff and branding.
- Connect 180 goals to all professional development sessions.
- Gather and use staff feedback to guide leadership actions.
- Support individualized development plans (IDPs) for all staff.
- Provide leadership opportunities through team leads and committees.

LEGAL AND ETHICAL COMPLIANCE

○ COMPLIANCE AND REPORTING UPDATE

Throughout August and September, the administrative team ensured that Legacy Prep remained in full compliance with state and federal requirements through timely submission and certification of all required reports, grants, and program assurances.

Key submissions included:

- Annual Financial and Program Reports (AFR/APR) in UPEFS
- UCAP Enrollment Projections
- Assessment Assurance Plan
- Employee Email Collection Survey
- Paid Professional Hours Plans
- Early Interactive Software Program documentation and data privacy agreements
- Reduced-Price Lunch Reimbursement Grant applications
- School Safety Specialist Stipend
- Updates to the TSSA plan
- Title I Parent Meeting evidence and continued preparation for the Desktop Monitoring Instrument (DMI)

In addition to 7 days of pre-service training, all staff members are required to complete a series of annual trainings and certifications ensuring staff readiness and compliance with state training mandates including:

- Educator Code of Conduct
- Harassment and Discrimination
- Bullying and Hazing
- Blood Borne Pathogens in Schools
- FERPA
- Testing Ethics
- Child Abuse Prevention
- Concussion and Head Injury training
- Seizure Training
- Suicide Prevention
- Title IX
- Emergency Safety Interventions (ESI)
- MANDT
- First Aid/CPR

○ . GRANT REPORTING UPDATE

The following grants were reviewed and submitted in Utah Grants

- Early Interactive Software Program Grant
- Reduced-Price Lunch Reimbursement Grant
- School Safety Specialist Stipend

We are working to submit the following prior to the end of the calendar year:

- Title I
- TSSA
- Desktop Monitoring Instrument (DMI)

These collective efforts reflect a proactive and organized approach to compliance, ensuring that Legacy Prep continues to meet all programmatic, fiscal, and reporting standards while maintaining eligibility for current and future funding opportunities.

RECRUITMENT AND RETENTION

- 2025/2026 Student Enrollment Information
 - We have 959 students currently enrolled at LPA

- 2025/2026 October 1 Count: 960



2025/2026 Student Retention

Data pulled directly from Aspire

Grade	K	1	2	3	4	5	6	7	8	9	TOTAL
Class Capacity	28	28	28	28	30	30	30				
Grade Level Capacity	112	112	112	112	120	120	120	131	131	130	1200
Grade	K	1	2	3	4	5	6	7	8	9	TOTAL
Active	101	98	105	114	92	102	114	115	78	84	1093
Withdrawn	0	0	0	0	0	0	0	0	0	0	0
Registered	3	1	0	2	1	0	0	1	0	0	8
Students Not Yet Registered	0	1	1	1	1	1	1	0	1	0	7
Effective 08/01/2025											-
Grade	K	1	2	3	4	5	6	7	8	9	TOTAL
Active	100	89	102	112	88	100	109	112	72	75	959
Withdrawn	4	4	1	2	3	2	5	4	3	9	37
Registered	0	0	0	1	0	0	0	0	0	0	1
Students Not Yet Registered	0	0	0	0	1	0	0	0	1	0	2
Effective 9/1/2025											44
Grade	K	1	2	3	4	5	6	7	8	9	TOTAL
Active	102	91	102	114	87	99	108	111	71	74	959
Withdrawn	4	3	2	3	3	3	6	5	4	10	43
Registered	0	0	0	1	0	0	1	0	0	0	2
Students Not Yet Registered	0	0	0	1	0	0	0	0	1	0	2
Effective 9/15/2025											-
Grade	K	1	2	3	4	5	6	7	8	9	TOTAL
Active	102	91	102	114	87	99	109	111	71	74	960
Withdrawn	5	3	2	6	3	3	6	5	5	10	48
Registered	0	0	0	1	0	0	1	0	0	0	2
Students Not Yet Registered	0	0	0	1	0	0	0	0	1	0	0

RE-GRADER: spot selected in Lottarease, accounted created in Aspire, missing required documents. NOT INCLUDED IN THE ENROLLMENT TOTALS

NOT REGISTERED: previously registered students who have not completed re-enrollment within Aspire. INCLUDED IN THE ENROLLMENT TOTALS

- Statewide Enrollment Trends

- USBE reports Utah’s public school enrollment has declined for the third consecutive year, with 656,311 students enrolled statewide for the 2025/2026 school year — a 1.7% decrease (11,478 fewer students) compared to the previous year. The decline follows a decade of steady growth from 2014–2022 and suggests a continuing shift in demographic patterns across the state
 - Regional and District Impacts
 - Among Utah’s 15 largest traditional school districts, 14 saw enrollment declines exceeding 1%.
 - The largest drops occurred in Salt Lake City, Granite, and Washington County districts (each down approximately 4.5%).
 - Only Beaver County and Tooele County districts experienced modest growth (1% or more)
 - Charter School Growth
 - Overall, charter school enrollment rose by 3.6%, now accounting for 13% of all Utah students.
 - Growth is uneven across charters — 49 charter schools gained enrollment by at least 1%, while 44 saw comparable declines
 - Shifting Student Demographics
 - While total enrollment is down, the proportion of students requiring specialized supports is increasing:
 - Students with disabilities: 14% of total enrollment (up from 11% in 13/14).
 - English learners: 9% (up from 6% a decade ago).
 - Economically disadvantaged students: 28% (down from a 37% in 14/15)
 - Broader Context
 - The enrollment decline mirrors national demographic trends — lower birth rates, reduced in-migration, and greater school choice are influencing student distribution.
 - USBE notes that Utah’s “hold harmless” funding formula helps cushion the immediate financial impact of these drops by using the higher of two enrollment counts for funding calculations

- Student Retention

- Legacy Prep, just as the rest of Utah’s public school system, continues to experience enrollment declines driven by demographic and migration shifts. While fewer students are entering the system overall, a growing share of those enrolled require specialized supports, signaling evolving educational demands even amid reduced enrollment. The enrollment team is actively analyzing internal and external data to better understand contributing factors, including demographic shifts, student mobility, local school choice patterns, and stakeholder feedback.

STAFF PROFESSIONAL DEVELOPMENT

- ADMINISTRATIVE RETREAT

We’re off to an exciting start at Legacy Prep! Over the summer, our administrative team gathered for a leadership retreat focused on aligning priorities and strengthening collaboration.

Following the retreat, administrators spent several days reviewing data to finalize the areas of focus for the upcoming school year.

During the summer months, the administrative team takes a deep dive into a variety of data sources, including student achievement results, attendance trends, behavioral patterns, and stakeholder feedback. This analysis allows leaders to identify strengths, pinpoint areas for growth, and recognize emerging trends that may influence instructional priorities. By comparing year-over-year performance data and examining subgroup progress, administrators are able to track the effectiveness of existing initiatives and determine where adjustments are needed.

In addition to data analysis, the team works collaboratively to set clear, measurable goals for the new school year. These goals often align with the school's strategic plan and are designed to drive continuous improvement across academics, culture, and operations. Administrators also plan and prepare professional development sessions tailored to teacher and staff needs, ensuring that every member of the Legacy Prep community is equipped with the tools and support necessary to achieve shared goals.

Through this careful preparation and reflection, the administrative team ensures that Legacy Prep enters each new school year with focus, purpose, and a commitment to excellence.



- **STAFF PRE-SERVICE TRAINING**

Staff participate in a meaningful pre-service week in August, where everyone engaged in hands-on professional development designed to deepen instructional practices, enhance student engagement, and build strong classroom communities. We're grateful for the dedication of our entire team as we begin this school year with renewed energy, shared purpose, and a clear focus on excellence for every student.



- LEADERSHIP COHORT
Our work with Vincent and Aspen provided valuable insights that deepened our understanding of the data shaping our school's story. Together, we analyzed trends across academic performance, student engagement, and instructional practices, helping us identify the key levers that will drive improvement in the years ahead. These conversations and data reviews have been instrumental in shaping our goal-setting process, refining our 180-day plans, and guiding the design of professional learning communities (PLCs) that are focused, responsive, and aligned with our priorities.

As we move forward, the data we've examined will not only inform our strategic goals but will also help ensure that every initiative—from instructional support to leadership development—is grounded in evidence and aimed at strengthening academic rigor.

I have been incredibly proud and inspired to watch our administrative team dive into this work with such enthusiasm and commitment. Their willingness to embrace new systems, learn deeply, and use data as a catalyst for growth reflects the heart of what makes Legacy Prep exceptional. This momentum sets the stage for a year filled with purposeful collaboration, continuous learning, and measurable progress for our students and staff alike.

- LEGACY LEADERSHIP LAB
We also launched the Legacy Leadership Lab, a new initiative that creates ongoing opportunities for staff to grow as leaders—whether in the classroom, on teams, or throughout the school community. Through this program, participants will collaborate, share best practices, and take part in continuous learning that supports both professional and personal growth.

STUDENT ACTIVITIES AND ACHIEVEMENT (ACADEMIC EXCELLENCE)

The start of the school year has been filled with excitement, energy, and excellence across Legacy Prep. Our students have already demonstrated remarkable engagement, growth, and achievement in academics, athletics, the arts, and enrichment activities.

- Academic Excellence
Legacy Prep students hit the ground running this fall, approaching the new year with focus and determination. From the very first week, students participated in beginning-of-year assessments designed to measure progress and guide instruction. Their effort and perseverance have set a strong foundation for continued academic success throughout the term. Teachers and leaders are eager to see the growth and achievement that will emerge as the year continues.

A highlight of our academic collaboration came when 9th-grade students visited kindergarten classrooms to play fun and educational math games. This cross-grade activity not only reinforced foundational math concepts for our youngest learners but also provided high school students with an opportunity to serve as mentors and role models. The visit showcased the spirit of connection and leadership that defines the Legacy Prep community.



- o Athletics

Our athletic programs are off to an inspiring start! The Girls Volleyball Team had an incredible season, finishing in third place after a strong playoff performance that showed teamwork, perseverance, and sportsmanship. The Boys Soccer Team demonstrated commitment and improvement all season long, representing Legacy Prep with pride and determination on and off the field. And, the Cross Country Team once again excelled at the regional level, with several student-athletes finishing in the top ten and advancing to the state finals—a testament to their dedication and competitive spirit.



o Fine Arts

The Fine Arts Department continues to shine as a cornerstone of creativity and excellence at Legacy Prep. The Advanced Musical Theatre Department's (AMT) production of Hometown was a resounding success, filling the auditorium for three outstanding performances that captivated audiences with professional-level talent and passion. Meanwhile, the Music Department celebrated the season with its Fall Concert, featuring impressive performances from the band, orchestra, choir, and guitar students. These events highlighted not only the artistic skill of our students but also the dedication of our fine arts educators.



○ Student Enrichment and School Traditions

Legacy Prep continues to celebrate learning beyond the classroom through hands-on, engaging activities that bring curriculum to life. Each of these events encouraged creativity, curiosity, and collaboration while reinforcing key learning objectives. Each of these events encouraged creativity, curiosity, and collaboration while reinforcing key learning objectives.

- 6th Grade students explored ancient cultures during Ancient Civilization Day,
- 5th Grade students journeyed back in time for Early Civilization Day,
- 4th Grade students immersed themselves in Middle Ages Day, and
- 1st Grade students explored the wonders of science during their Science Day celebration.



STUDENT CHARACTER EDUCATION (PAIDEIA)

Character education continues to be a central part of the Legacy Prep experience, helping students grow not only academically but also as thoughtful, responsible members of their community. Each month, our focus themes guide intentional lessons, conversations, and celebrations that reinforce the values we seek to cultivate in every Legacy Prep student.

In August and September, our theme centered on “Curiosity to Learn.” Students explored what it means to approach learning with an open mind, a sense of wonder, and a willingness to ask questions. Teachers integrated this theme into classroom discussions, goal-setting activities, and reflective writing. Across grade levels, students were encouraged to embrace challenges, seek understanding, and celebrate the joy of discovery. School assemblies highlighted stories of curiosity in action—recognizing students who demonstrated initiative, creativity, and a genuine enthusiasm for learning.

In October, our focus shifted to “Citizenship” and what it means to be a good citizen within our school, community, and beyond. Lessons and activities emphasize kindness, responsibility, respect for others, and active participation in creating a positive environment. In classrooms, students discussed ways to

contribute to their communities through service, empathy, and integrity. During assemblies, classes shared examples of citizenship in action—from helping peers and keeping shared spaces clean to organize small acts of service that reflect the Legacy Prep spirit of giving back.



Through these monthly focuses, our students are learning that strong character and academic success go hand in hand. By intentionally teaching and modeling these values, we are helping every Legacy Prep student grow into a curious learner, compassionate friend, and responsible citizen.

Month End Report

Category	Type	YTD Actual	Budget	% of Budget	Forecast	% of Forecast
Revenue (3 Category records)						
1000 Local Revenue	Revenue	190,677	661,810	29%	671,810	28%
3000 State Revenue	Revenue	3,061,732	11,658,742	26%	11,726,084	26%
4000 Federal Revenue	Revenue	0	381,764	0%	381,764	0%
TOT		3,252,409	12,702,315		12,779,657	
Expense (8 Category records)						
100 Salaries	Expense	-991,625	-5,591,799	18%	-5,591,799	18%
200 Employee Benefits	Expense	-258,563	-1,576,171	16%	-1,576,171	16%
300 Professional & Tech Services	Expense	-188,818	-913,942	21%	-913,942	21%
400 Property Services	Expense	-404,493	-941,140	43%	-941,140	43%
500 Other Services	Expense	-111,129	-603,300	18%	-609,300	18%
600 Supplies & Materials	Expense	-484,617	-710,740	68%	-903,851	54%
700 Property	Expense	-54,515	-460,218	12%	-305,218	18%
800 Debt Service and Misc.	Expense	-15,511	-1,640,850	1%	-1,640,850	1%
TOT		-2,509,272	-12,438,161		-12,482,272	
TOT		743,137	264,155		297,386	

Financial Ratios

Bond Ratio	Covenant	Forecast
Debt Service Ratio	>1.10	1.87
Days Cash	>30 Days	215

Budget Analysis

YTD amounts outside of 25% elapsed time:

Local Revenue

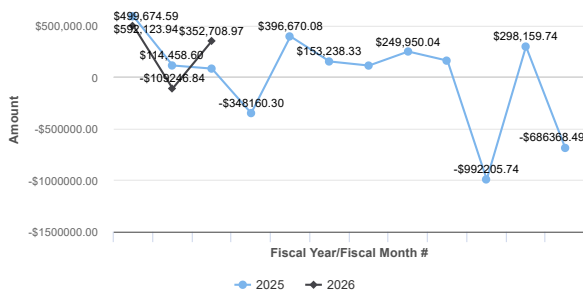
1. Fees paid at the beginning of the year
2. Miscellaneous - Waterford MOU

Expenses

1. Salaries and Benefits lag due to timing of employee contracts.
2. Property Services - Lunchroom construction
3. Liability Insurance increased by \$6,000 due to new cyber insurance policy.
3. Tech Supplies - Chromebooks and Safety Grant purchases.
4. Software and Textbooks purchased at the beginning of the year.

*Budget based on enrollment of 995. Many of the State programs have a "hold harmless" policy which means the State will not reduce current funding below last year's funding on major programs.

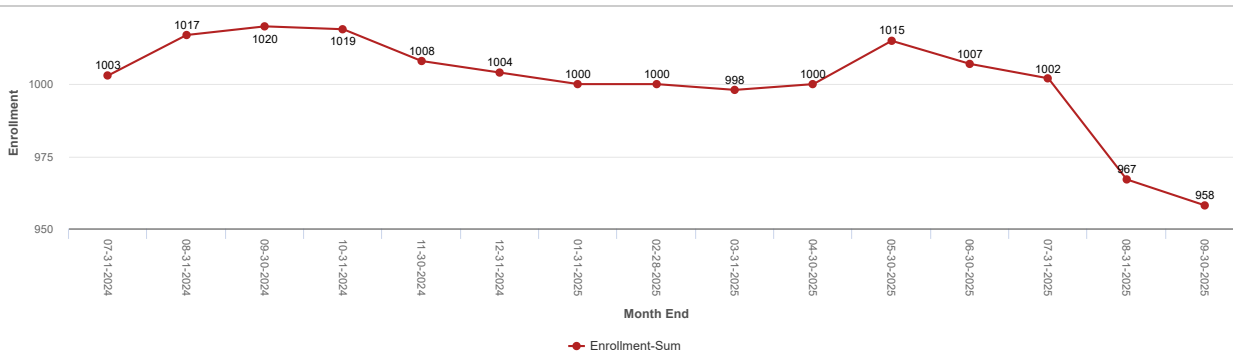
Monthly Change in Net Position



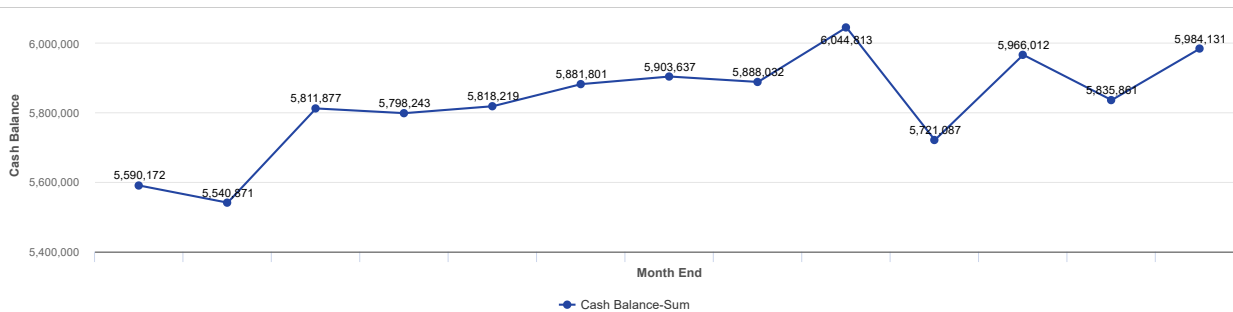
Capital Accounts

Account	Month End Amount	Budget	Forecast
0450 Construction Services	-329,242	-550,000	-550,000
0710 Land and Site Improvements		-50,000	-50,000
0730 Equipment	-54,515	-314,718	-159,718
0733 Capitalized Furniture and Fixtures		-95,500	-95,500
TOT	-383,757	-1,010,218	-855,218

Enrollment Line Graph



Unrestricted Cash Balance



Month End Report (Prior vs Current)

Account	Category Type	Prior YTD	Current YTD	Budget	% of Budget	Forecast	% of Forecast
Revenue - 1000 Local Revenue 29% (11 Account records)							
1510 Interest on Investments	Revenue	97,979	81,668	350,000	23%	350,000	23%
1610 Sales to Students	Revenue	46,781	42,991	180,000	24%	180,000	24%
1620 Sales to Adults	Revenue	393	292	2,000	15%	2,000	15%
1710 Admissions	Revenue	728	151	18,900	1%	18,900	1%
1743 Curricular Activity Fees	Revenue	41,638	28,962	38,750	75%	38,750	75%
1747 Extra-Curricular Activity Fees	Revenue	12,146	13,155	21,660	61%	21,660	61%
1750 School Vending & Stores (Gross Sales)	Revenue	7,676	180	29,500	1%	29,500	1%
1760 Fines	Revenue	372	54	500	11%	500	11%
1910 Rentals	Revenue	3,700	6,255	8,000	78%	8,000	78%
1920 Contributions and Donations From Private Sources	Revenue	2,178	5,446	7,500	73%	7,500	73%
1990 Miscellaneous	Revenue	8,264	11,523	5,000	230%	15,000	77%
TOT		221,854	190,677	661,810		671,810	
Revenue - 3000 State Revenue 26% (8 Account records)							
3005 Regular School Programs K	Revenue	108,884	105,803	423,211	25%	423,211	25%
3010 Regular School Programs 1-12	Revenue	922,745	1,000,563	3,935,676	25%	3,935,676	25%
3020 Professional Staff	Revenue	67,878		0	0%	0	0%
3100 Restricted Basic School Programs	Revenue	333,506	347,967	1,386,444	25%	1,386,444	25%
3200 Related to the Basic Programs	Revenue	832,858	1,040,240	4,116,353	25%	4,116,353	25%
3400 Other Programs	Revenue	277,343	309,344	933,631	33%	933,631	33%
3500 One-time Funding	Revenue	146,614	237,802	561,208	42%	600,650	40%
3800 Non-MSP State Revenues (via USBE)	Revenue	8,475	20,013	302,218	7%	330,118	6%
TOT		2,698,303	3,061,732	11,658,742		11,726,084	
Revenue - 4000 Federal Revenue 0% (4 Account records)							
4522 IDEA - B -- Pre-School Disabled (Sec 619)	Revenue		0	2,497	0%	2,497	0%
4524 IDEA - B -- Disabled (PL 101-476)	Revenue	0		148,367	0%	148,367	0%
4560 Federal Child Nutrition Programs	Revenue	11,176		160,000	0%	160,000	0%
4800 Federal No Child Left Behind	Revenue	0	0	70,900	0%	70,900	0%
TOT		11,176	0	381,764		381,764	
Expense - 100 Salaries 22% (7 Account records)							
0121 Salaries - Principals and Assistants	Expense	-108,176	-131,191	-560,000	23%	-560,000	23%
0131 Salaries - Teachers	Expense	-645,102	-643,443	-3,922,399	16%	-3,922,399	16%
0132 Salaries - Substitute Teachers	Expense	-7,044	-9,786	-50,400	19%	-50,400	19%
0142 Salaries - Guidance Personnel	Expense	-21,706	-31,666	-155,000	20%	-155,000	20%
0152 Salaries - Secretarial and Clerical Personnel	Expense	-54,790	-58,065	-225,000	26%	-225,000	26%
0161 Salaries - Teacher Aides and Para-Professionals	Expense	-89,385	-106,834	-627,000	17%	-627,000	17%
0184 Salaries - Administrative Technology Personnel	Expense	-12,278	-10,641	-52,000	20%	-52,000	20%
TOT		-938,482	-991,625	-5,591,799		-5,591,799	
Expense - 200 Employee Benefits 16% (6 Account records)							
0220 Social Security	Expense	-67,410	-72,188	-427,773	17%	-427,773	17%
0230 Local Retirement	Expense	-60,563	-43,042	-240,000	18%	-240,000	18%
0240 Group Insurance	Expense	-135,500	-127,687	-817,594	16%	-817,594	16%
0270 Industrial Insurance	Expense	-1,604	-1,791	-12,725	14%	-12,725	14%
0280 Unemployment Insurance	Expense	-9,790	-10,254	-57,880	18%	-57,880	18%
0290 Other Employee Benefits	Expense	-4,800	-3,600	-20,200	18%	-20,200	18%
TOT		-279,666	-258,563	-1,576,171		-1,576,171	
Expense - 300 Professional & Tech Services 29% (6 Account records)							
0320 Professional - Educational Services	Expense	-15,368	-17,045	-190,000	9%	-190,000	9%
0330 Professional Employee Training and Development	Expense	-7,596	-25,796	-81,600	32%	-81,600	32%

Account	Category Type	Prior YTD	Current YTD	Budget	% of Budget	Forecast	% of Forecast
0340 Other Professional Services	Expense	-3,141	-8,326	-75,000	11%	-75,000	11%
0345 Business Services	Expense	-95,875	-107,462	-430,342	25%	-430,342	25%
0349 Purchased Legal Services	Expense			-5,000	0%	-5,000	0%
0350 Technical Services	Expense	-31,576	-30,188	-132,000	23%	-132,000	23%
TOT		-153,555	-188,818	-913,942		-913,942	
Expense - 400 Property Services 46% (9 Account records)							
0411 Water/Sewage	Expense	-3,681	-3,661	-20,000	18%	-20,000	18%
0412 Disposal Service	Expense	-3,045	-4,928	-15,000	33%	-15,000	33%
0422 Snow Removal Services	Expense			-8,000	0%	-8,000	0%
0423 Custodial Services	Expense	-40,300	-38,422	-160,000	24%	-160,000	24%
0424 Lawn Care Services	Expense	-6,394	-14,213	-50,000	28%	-50,000	28%
0430 Repairs & Maintenance Services	Expense	-22,194	-2,685	-75,000	4%	-75,000	4%
0442 Rental of Equipment & Vehicles	Expense	-8,440	-9,598	-51,140	19%	-51,140	19%
0450 Construction Services	Expense	-32,979	-329,242	-550,000	60%	-550,000	60%
0490 Other Purchased Property Services	Expense	-604	-1,744	-12,000	15%	-12,000	15%
TOT		-117,636	-404,493	-941,140		-941,140	
Expense - 500 Other Services 27% (9 Account records)							
0513 Student Transportation Services - Commercial	Expense			-10,000	0%	-10,000	0%
0517 Student Overnight Trips/Field Trips	Expense			-3,500	0%	-3,500	0%
0518 Student Day Trips/Field Trips (includes Admission Charges)	Expense	-575		-2,000	0%	-2,000	0%
0522 Liability Insurance	Expense	-73,032	-79,645	-77,000	103%	-83,000	96%
0530 Communication (Telephone & Other)	Expense	-1,419	-1,482	-6,800	22%	-6,800	22%
0540 Advertising	Expense	-2,323		-3,000	0%	-3,000	0%
0561 Student Tuition to other LEAs In State	Expense	-150	-75	-500	15%	-500	15%
0570 Food Service Management	Expense	-37,344	-29,927	-500,000	6%	-500,000	6%
0580 Travel/Per Diem	Expense	-28		-500	0%	-500	0%
TOT		-114,870	-111,129	-603,300		-609,300	
Expense - 600 Supplies & Materials 55% (10 Account records)							
0610 General Supplies	Expense	-82,691	-64,790	-200,000	32%	-200,000	32%
0610-001 Furniture and Fixtures (not capitalized)	Expense	-4,082	-7,158	-10,000	72%	-10,000	72%
0610-002 Other Food Purchases	Expense			-4,000	0%	-4,000	0%
0621 Natural Gas	Expense	-675	-786	-30,000	3%	-30,000	3%
0622 Electricity	Expense	-25,450	-27,755	-80,000	35%	-80,000	35%
0641 Textbooks	Expense	-31,099	443	-60,000	-1%	-60,000	-1%
0642 E-Textbooks / Online Curriculum	Expense	-55,190	-39,152	-65,000	60%	-65,000	60%
0650 Supplies - Technology Related	Expense	-112,904	-301,679	-116,740	258%	-309,851	97%
0670 Software	Expense	-71,500	-38,632	-110,000	35%	-110,000	35%
0680 Maintenance Supplies and Materials	Expense	-4,926	-5,107	-35,000	15%	-35,000	15%
TOT		-388,517	-484,617	-710,740		-903,851	
Expense - 700 Property 23% (3 Account records)							
0710 Land and Site Improvements	Expense			-50,000	0%	-50,000	0%
0730 Equipment	Expense	-23,940	-54,515	-314,718	17%	-159,718	34%
0733 Capitalized Furniture and Fixtures	Expense	-110,541		-95,500	0%	-95,500	0%
TOT		-134,481	-54,515	-460,218		-305,218	
Expense - 800 Debt Service and Misc. 1% (4 Account records)							
0810 Dues and Fees	Expense	-13,548	-15,511	-87,000	18%	-87,000	18%
0830 Interest	Expense	0	0	-903,850	0%	-903,850	0%
0833 Amortization of Bond Issuance & Other Related Costs	Expense			-35,000	0%	-35,000	0%
0840 Redemption of Principal	Expense	0	0	-615,000	0%	-615,000	0%
TOT		-13,548	-15,511	-1,640,850		-1,640,850	
TOT		790,576	743,137	264,155		297,386	

Bullying and Hazing Policy

Adopted: May 12, 2022

Revised:

Purpose

The purpose of this policy is to prohibit bullying, cyber-bullying, hazing, retaliation, and abusive conduct involving Legacy Preparatory Academy (the "School") students and employees. The School's Board of Directors (the "Board") has determined that a safe, civil environment in School is necessary for students to learn and achieve high academic standards and that conduct constituting bullying, cyber-bullying, hazing, retaliation, and abusive conduct disrupts both a student's ability to learn and the School's ability to educate its students in a safe environment.

Policy

Prohibited Conduct

Bullying, cyber-bullying, hazing, retaliation, and abusive conduct towards students and employees are against federal, state, and local policy and are not tolerated by the School. The School is committed to providing all students with a safe and civil environment in which all members of the School community are treated with dignity and respect. To that end, the School has in place policies, procedures, and practices that are designed to reduce and eliminate this conduct – including, but not limited to, civil rights violations – as well as processes and procedures to deal with such incidents. Bullying, cyber-bullying, hazing, retaliation, and abusive conduct towards students and/or employees by students and/or employees will not be tolerated in the School. Likewise, abusive conduct by students or parents or guardians against School employees is prohibited by the School and will not be tolerated in the School.

In order to promote a safe, civil learning environment, the School prohibits all forms of bullying of students and School employees (a) on School property, (b) at a School-related or sponsored event, or (c) while the student or School employee is traveling to or from School property or a School-related or sponsored event.

The School prohibits all forms of bullying, cyber-bullying, hazing, abusive conduct of or retaliation against students and School employees at any time and any location.

Students and School employees are prohibited from retaliating against any student, School employee or an investigator for, or witness of, an alleged incident of bullying, cyber-bullying, hazing, abusive conduct, or retaliation.

Students and School employees are prohibited from making false allegations of bullying, cyber-bullying, hazing, abusive conduct, or retaliation against a student or School employees.

Students and School employees are prohibited from sharing a recording of an act of bullying, cyber-bullying, hazing, abusive conduct, and retaliation in order to impact or encourage future incidents.

Students and School employees are prohibited from creating or distributing sexually explicit or nonconsensual intimate images.

In addition, School employees, coaches, sponsors and volunteers shall not permit, condone or tolerate any form of hazing, bullying, cyber-bullying, or abusive conduct and shall not plan, direct, encourage, assist, engage or participate in any activity that involves hazing, bullying, cyber-bullying, or abusive conduct.

Any bullying, cyber-bullying, hazing, abusive conduct, or retaliation that is found to be targeted at a federally protected class is further prohibited under federal anti-discrimination laws and is subject to OCR compliance regulations.

Definitions

Abusive Conduct – For purposes of this policy, “abusive conduct” means verbal, nonverbal, or physical conduct of a parent or guardian or student directed toward a School employee that, based on its severity, nature, and frequency of occurrence, a reasonable person would determine is intended to cause intimidation, humiliation, or unwarranted distress. A single act does not constitute abusive conduct.

Action Plan – For purposes of this policy, “action plan” means a process to address an incident of bullying, cyber-bullying, hazing, or retaliation.

Bullying – For purposes of this policy, “bullying” means student bullying and staff bullying.

Civil Rights Violations – For purposes of this policy, “civil rights violations” means violations as outlined in the following federal laws:

- (1) Title VI of the Civil Rights Act of 1964 (prohibits discrimination on the basis of race, color, or national origin);

- (2) Title IX of the Education Amendments of 1972 (prohibits discrimination on the basis of sex);
- (3) Section 504 of the Rehabilitation Act of 1973 (prohibits discrimination on the basis of disability); or
- (4) Title II of the Americans with Disabilities Act (prohibits discrimination on the basis of disability).

Cyber-bullying – For purposes of this policy, "cyber-bullying" means using the Internet, a cell phone, or another device to send or post text, video, or an image with the intent or knowledge, or with reckless disregard, that the text, video, or image will hurt, embarrass, or threaten an individual, regardless of whether the individual directed, consented to, or acquiesced in the conduct, or voluntarily accessed the electronic communication.

Hazing – For purposes of this policy, "hazing" means a School employee or student intentionally, knowingly, or recklessly committing an act or causing another individual to commit an act toward a School employee or student that:

- (1) (a) endangers the mental or physical health or safety of a School employee or student;
 - (b) involves any brutality of a physical nature, including whipping, beating, branding, calisthenics, bruising, electric shocking, placing of a harmful substance on the body, or exposure to the elements;
 - (c) involves consumption of any food, alcoholic product, drug, or other substance or other physical activity that endangers the mental or physical health and safety of a School employee or student; or
 - (d) involves any activity that would subject a School employee or student to extreme mental stress, such as sleep deprivation, extended isolation from social contact, or conduct that subjects a School employee or student to extreme embarrassment, shame, or humiliation; and
- (2) (a)(i) is committed for the purpose of initiation into, admission into, affiliation with, holding office in, or as a condition for membership in a School or School sponsored team, organization, program, club, or event; or
 - (ii) is directed toward a School employee or student whom the individual who commits the act knows, at the time the act is committed, is a member of, or candidate for membership in, a School or School sponsored team, organization, program, club, or event in which the individual who commits the act also participates.

- (3) The conduct described above constitutes hazing, regardless of whether the School employee or student against whom the conduct is committed directed, consented to, or acquiesced in, the conduct.

Incident – For purposes of this policy, “incident” means a verified incident of bullying, cyber-bullying, hazing, abusive conduct, or retaliation that is prohibited in Utah Code § 53G-9-601 *et seq.*

Retaliate or Retaliation – For purposes of this policy, "retaliate or retaliation" means an act or communication intended:

- (1) as retribution against a person for reporting bullying or hazing; or
- (2) to improperly influence the investigation of, or the response to, a report of bullying or hazing.

School Employee – For purposes of this policy, “School employee” means an individual working in the individual’s official capacity as:

- (1) a School teacher;
- (2) a School staff member;
- (3) a School administrator; or
- (4) an individual:
 - (a) who is employed, directly or indirectly, by the School; and
 - (b) who works on the School’s campus(es).

Staff Bullying – For purposes of this policy, “staff bullying” means a School employee, with the intent to cause harm, repeatedly committing a written, verbal, or physical act against a student or another School employee, or engaging in a single egregious act toward another employee involving an imbalance of power, that:

- (1) creates an environment that a reasonable person would find hostile, threatening, or humiliating; and
- (2) substantially interferes with a student’s or employee’s educational or professional performance, opportunities, or benefits.

Student Bullying – For purposes of this policy, “student bullying” means one or more students, with the intent to cause harm, repeatedly committing a written, verbal, or physical act against another student, or engaging in a single egregious act toward another student involving an imbalance of power, that:

- (1) creates an environment that a reasonable person would find hostile; and
- (2) interferes with a student’s educational performance, opportunities, or benefits.

“Student bullying” and “staff bullying” do not mean instances of:

- (1) ordinary teasing, horseplay, argument, or peer conflict;
- (2) reasonable correction of behavior by a School employee; or
- (3) reasonable coaching strategies and techniques by a School employee who is a coach.

Verification – For purposes of this policy, “verification” means that an alleged incident has been found to be substantiated through a formal investigation process done by the School as outlined in this policy.

Volunteer – For purposes of this policy, “volunteer” means a non-employee with significant, unsupervised access to students in connection with a School assignment.

Reporting Prohibited Conduct

Students who have been subjected to or witnessed bullying, cyber-bullying, hazing, or retaliation, and students who have witnessed abusive conduct, must promptly report such prohibited conduct to any School personnel orally or in writing. School personnel who receive reports of such prohibited conduct must report them to the Director(s).

School employees who have been subjected to or witnessed hazing, bullying, cyber-bullying, abusive conduct, or retaliation must report such prohibited conduct to the School’s Director(s) orally or in writing.

Each report of prohibited conduct shall include:

- (1) the name of complaining party;
- (2) the name of person subjected to the prohibited conduct (if different than complaining party);
- (3) the name of perpetrator (if known);
- (4) the date and location of the prohibited conduct; and
- (5) a statement describing the prohibited conduct, including names of witnesses (if known).

In connection with a report of prohibited conduct, students and School employees may request that their identity be kept anonymous, and reasonable steps shall be taken by the Director(s) and others involved in the reporting and investigation to maintain the anonymity of such individuals, if possible. School employees must take strong responsive action to prevent

retaliation, including assisting students who are subjected to prohibited conduct and his or her parents or guardians in reporting subsequent problems and new instances of prohibited conduct.

The Director(s) or his/her designee shall promptly make a reasonably thorough investigation of all complaints of prohibited conduct, including, to the extent possible, anonymous reports, and shall, in accordance with the Consequences of Prohibited Behavior section below, administer appropriate discipline to all individuals who violate this policy. Formal disciplinary action is prohibited based solely on an anonymous report.

The Director(s) may report to OCR all incidents of bullying, hazing, cyber-bullying, abusive conduct, or retaliation that he/she reasonably determines may be violations of a student's or employee's civil rights.

It is the School's policy, in compliance with state and federal law, that students have a limited expectation of privacy on the School's computer equipment and network system, and routine monitoring or maintenance may lead to discovery that a user has violated School policy or law. Also, individual targeted searches will be conducted if there is reasonable suspicion that a user has violated policy or law. Personal electronic devices of any student suspected of violation of this policy will be confiscated for investigation and may be turned over to law enforcement.

Investigation of Alleged Incidents

The School will investigate all allegations of bullying, cyber-bullying, hazing, retaliation, and abusive conduct in accordance with this policy and applicable law. The Director(s) or his/her designee will investigate such allegations, and the School shall ensure that the investigator is provided adequate training to conduct such an investigation. The Director(s) or his/her designee will be the point person with training and expertise to assist, direct, and supervise training of other employees in the responsibilities set forth in this paragraph.

The School will investigate these alleged incidents by interviewing:

- (1) the individual who was allegedly targeted;
- (2) the individual who is alleged to have engaged in the prohibited conduct;
- (3) the parents or guardians of the students who were allegedly targeted and the individual who is alleged to have engaged in prohibited conduct;
- (4) any witnesses;

- (5) School staff familiar with the student who was allegedly targeted;
- (6) School staff familiar with the individual who is alleged to have engaged in prohibited conduct; or
- (7) Other individuals who may provide additional information.

The individual who investigates an alleged incident will inform an individual being interviewed that (1) to the extent allowed by law, the individual is required to keep all details of the interview confidential; and (2) further reports of bullying will become part of the review. However, the confidentiality requirement described in this paragraph does not apply to conversations with law enforcement, requests for information pursuant to a warrant or subpoena, a state or federal reporting requirement, or other reporting required by R277-613.

In conducting this investigation, the School may (1) review disciplinary reports of involved students; and (2) review physical evidence, including video or audio, notes, email, text messages, social media, or graffiti.

The School will report alleged incidents of bullying, cyber-bullying, hazing, retaliation, and abusive conduct to law enforcement when the Director(s) reasonably determines that the alleged incident may have violated criminal law.

The School shall follow up with the parents or guardians of all parties to:

- (1) inform parents or guardians when an investigation is concluded;
- (2) inform parents or guardians what safety measures will be in place for their child, as determined by the investigation;
- (3) provide additional information about the investigation or the resolution consistent with the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g ("FERPA"); and
- (4) inform parents or guardians of the School's Parent Grievance Policy if the parents or guardians disagree with the resolution of the investigation.

If the investigation results in a verification of an incident of bullying, cyber-bullying, hazing, retaliation, or abusive conduct, the School shall create and implement an action plan for each such incident in accordance with Utah Code § 53G-9-605.5 and R277-613.

In addition, following verification of an incident of bullying, cyber-bullying, hazing, retaliation, or abusive conduct, the Director(s) may, if he/she determines it is appropriate:

- (1) use accountability practices in accordance with policies established by the School; and
- (2) provide supportive services designed to preserve the student's access to educational opportunities and a sense of safety.

However, a student to whom an incident of bullying, cyber-bullying, hazing, retaliation, or abusive conduct is directed is not required to participate in a restorative justice practice with an individual who is alleged to have engaged in prohibited conduct. If the School would like any student to participate in a restorative justice practice, the School will notify the student's parent or guardian of the restorative justice practice and obtain consent from the student's parent or guardian before including the student in the process.

Parental Notification

The Director(s) or his/her designee will timely notify a student's parent or guardian if:

- (1) the student threatens suicide; or
- (2) the student is involved in an incident (including if the student is subjected to the incident or is the person who caused the incident) and of the action plan to address the incident.

The Director(s) or his/her designee will attempt to contact the parent or guardian by telephone to provide this notification and to discuss the matter. If the parent or guardian is not available by telephone, the Director(s) or his/her designee will provide the parent or guardian the required notification by email.

The Director(s) or his/her designee will produce and maintain a record that:

- (1) verifies that the School notified each parent or guardian as required above. If an in-person meeting takes place, the Director(s) or his/her designee may ask the parent or guardian to sign the record acknowledging that the notification was provided. If a telephone conversation takes place, the Director(s) or his/her designee may document on the record such details as the date and time of the telephone call, who was spoken to, and brief notes regarding the

notification that was provided and the content of the conversation. If an email is sent, the Director(s) or his/her designee will retain a copy of the email; and

- (2) tracks implementation of the action plan addressing the incident, if applicable.

The School will retain the record for at least as long as the student is enrolled at the School and will provide or expunge the record in accordance with Utah Code § 53G-9-604. The School will maintain the confidentiality of the record in accordance with the state and federal student data privacy laws referenced in Utah Code § 53G-9-604.

In addition to notifying the parent or guardian as set forth above, the Director(s) or his/her designee will provide the parent or guardian with the following:

- (1) suicide prevention materials and information as recommended by the Utah State Board of Education in accordance with Utah Code § 53G-9-604(2)(b);
- (2) information on ways to limit a student's access to fatal means, including firearms or medication; and
- (3) information and resources on the healthy use of social media and online practices as provided in R277-613.

Action Plan to Address Incidents

Following verification of an incident of bullying, cyber-bullying, hazing, retaliation, or abusive conduct, the School shall develop and implement an action plan. The action plan shall include:

- (1) with respect to the targeted student and in direct coordination with the student's parent or guardian:
 - (a) a tailored response to the incident that addresses the student's needs;
 - (b) a mechanism to consider consequences or accommodations the student may need regarding decreased exposure or interactions with the student who caused the incident;
 - (c) notification of the consequences and plan to address the behavior of the student who caused the incident to the extent allowed by FERPA;
 - (d) support measures designed to preserve the student's access to educational services and opportunities; and
 - (e) to the extent available, access to other resources the parent requests for the student; and

- (2) with respect to the student who caused the incident and in direct coordination with the student's parent or guardian:
 - (a) a range of tailored and appropriate consequences, making reasonable effort to preserve the student's access to educational services and activities;
 - (b) a process to determine and provide any needed resources related to the underlying cause of the incident;
 - (c) supportive measures designed to preserve the student's access to educational services and opportunities while protecting the safety and well-being of other students; and
 - (d) a process to remove the student from School in an emergency situation, including a description of what constitutes an emergency.

The School may not include in an action plan a requirement that the student to whom the incident was directed change the student's:

- (1) educational schedule or placement; or
- (2) participation in a School sponsored sport, club, or activity.

The School shall try to involve the parent or guardian of a student who was involved in an incident of bullying, cyber-bullying, hazing, retaliation, or abusive conduct in the development and implementation of an action plan. However, if, after the School attempts to involve a parent or guardian in the development and implementation of an action plan, the parent or guardian chooses to not participate in the process, the School may develop and implement an action plan without the parent or guardian's involvement.

The School shall communicate with the parent or guardian of each student involved in an incident of bullying, cyber-bullying, hazing, retaliation, or abusive conduct about the implementation of the action plan. Specifically, the School shall provide regular updates on the implementation of the action plan to each such parent or guardian. The updates shall include:

- (1) the outcome of the School's investigation (if not already provided at the conclusion of the investigation);
- (2) a discussion of safety considerations for the student who is the subject of the incident; and
- (3) an explanation of the School's process for addressing the incident.

The Director(s) or his/her designee shall oversee the implementation of the action plan, monitor the implementation of the communication plan/requirements within the action plan, and assist the School with case-

specific needs when the School is addressing an incident of bullying, cyber-bullying, hazing, retaliation, or abusive conduct.

Consequences of Prohibited Behavior

If, after an investigation, a student is found to be in violation of this policy by participating in or encouraging conduct prohibited by this policy, the student shall be disciplined by appropriate measures up to, and including, suspension and expulsion, pursuant to Utah Code § 53G-8-205 and School policy, removal from participation in School activities, and/or discipline in accordance with regulations of the U.S. Department of Education Office for Civil Rights (OCR).

If, after an investigation, a School employee is found to be in violation of this policy, the employee shall be disciplined by appropriate measures, which may include termination, reassignment or other appropriate action.

School officials have the authority to discipline students for off-campus or online speech that causes or threatens a substantial disruption to School operations, including violent altercations or a significant interference with a student's educational performance and involvement in School activities.

Grievance Process for School Employees

As explained above, a School employee who has experienced abusive conduct must report the abusive conduct to the School Director(s) orally or in writing. If the School employee is not satisfied with the Director(s) or designee's investigation of the abusive conduct and/or the resulting disciplinary action (or recommended disciplinary action) against the perpetrator, the School employee may address/raise the issue in accordance with the School's Staff Grievance Policy.

Grievance Process for Parents and Guardians

A parent or guardian of a student who caused an incident of bullying, cyber-bullying, hazing, retaliation, or abusive conduct may appeal one or more of the consequences included in an action plan in accordance with the School's Parent Grievance Policy.

Additional Provisions

The Director(s) will ensure compliance with OCR regulations when civil rights violations are reported, as follows:

- (1) Once the School knows or reasonably should know of possible student-on-student bullying, cyber-bullying, or hazing, the School must take immediate and appropriate action to investigate.
- (2) If it is determined that the bullying, cyber-bullying, or hazing of a student did occur as a result of the student's membership in a protected class, the School shall take prompt and effective steps reasonably calculated to:
 - (a) end the bullying, cyber-bullying, or hazing;
 - (b) eliminate any hostile environment; and
 - (c) prevent its recurrence.
- (3) These duties are the School's responsibilities even if the misconduct is also covered by a separate anti-bullying policy and regardless of whether the student makes a complaint, asks the School to take action, or identifies the bullying, cyber-bullying, or hazing as a form of discrimination.

The Director(s) will take reasonable steps to ensure that any person subjected to prohibited conduct will be protected from further hazing, bullying, cyber-bullying, abusive conduct, and retaliation and that any student or School employee who reports such prohibited conduct will be protected from retaliation.

If the Director(s) believes that any person who was subjected to or who caused conduct prohibited by this policy would benefit from counseling, the Director(s) may refer such individuals for counseling.

If the Director(s) believes that it would be in the best interests of the individuals involved, the Director(s) may involve the parents or guardians of a student who was subjected to or a student who caused hazing, bullying, cyber-bullying, or retaliation in the process of responding to and resolving conduct prohibited by this policy.

Incidents of bullying, cyber-bullying, hazing, and retaliation will be reported in the School's student information system as required.

Student Assessment

The Director(s) or his/her designee will assess the prevalence of bullying, cyber-bullying, hazing, and retaliation in the School, specifically locations where students are unsafe and additional adult supervision may be required, such as playgrounds, hallways, and lunch areas.

Training

The Director(s) will ensure that School students, employees, coaches, and volunteers receive training on bullying, cyber-bullying, hazing, retaliation, and abusive conduct from individuals qualified to provide such training. The training shall meet the standards established by the Utah State Board of Education's rules and include information on:

- (1) bullying, cyber-bullying, hazing, retaliation, and abusive conduct;
- (2) discrimination under the following federal laws:
 - (a) Title VI of the Civil Rights Act of 1964;
 - (b) Title IX of the Education Amendments of 1972;
 - (c) Section 504 of the Rehabilitation Act of 1973; and
 - (d) Title II of the Americans with Disabilities Act of 1990;
- (3) how bullying, cyber-bullying, hazing, retaliation, and abusive conduct are different from discrimination and may occur separately from each other or in combination;
- (4) how bullying, cyber-bullying, hazing, retaliation, and abusive conduct are prohibited based upon race, color, national origin, sex, disability, or religion;
- (5) the right of free speech and how it differs for students, employees, and parents or guardians.

The training will also complement the suicide prevention program required for students under R277-620 and the suicide prevention training required for licensed educators consistent with Section 53G-9-704(1), and also include information on when issues relating to R277-613 may lead to student or employee discipline.

The training shall be offered to:

- (1) new school employees, coaches, and volunteers within the first year of employment or service;
- (2) all School employees, coaches, and volunteers at least once every three years after the initial training; and
- (3) all students (regardless of whether they are involved in athletics or extracurricular activities or clubs) at a frequency determined by the Director(s).

In addition to the training requirements described above, any student, employee, or volunteer coach participating in a School sponsored athletic

program, both curricular and extracurricular, or extracurricular club or activity, shall, prior to participating in the athletic program or activity, participate in bullying, cyber-bullying, hazing, retaliation, and abusive conduct prevention training. This training shall be offered to new participants on an annual basis and to all participants at least once every three years. The School will inform student athletes and extracurricular club members of prohibited activities under R277-613 and potential consequences for violation of the law and the rule.

The School will maintain training participant lists or signatures and provide them to the Utah State Board of Education upon request.

Liaison to Utah State Board of Education

The Director(s) or his/her designee shall act as the School's liaison to the Utah State Board of Education regarding bullying, cyber-bullying, hazing, abusive conduct, and retaliation.

Distribution of Policy and Signed Acknowledgement

The School will inform students, parents or guardians, School employees, and volunteers that hazing, bullying, cyber-bullying, abusive conduct, and retaliation are prohibited by distributing a copy of this policy to such individuals annually. A copy of this policy will also be posted on the School's website and included in any student conduct or employee handbooks issued by the School.

On an annual basis, School employees, students who are at least eight years old, and parents or guardians of students shall sign a statement indicating that they have received this policy.

Child Abuse and Neglect Reporting Policy

Adopted: May 12, 2022

Purpose

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

Policy

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

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

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

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

The Director shall establish administrative procedures that comply with the provisions of Utah Code §§ 80-2-602, *et seq.*, 53E-6-701, and Utah Administrative Code Rule R277-401 and that will help the School's personnel to

understand and fulfill their legal responsibilities concerning child abuse and neglect.

Electronic Resources Policy

Adopted: May 12, 2022

Renewed: May 11, 2023

Purpose

Legacy Preparatory Academy (the "School") recognizes the value of computer and other electronic resources to facilitate student learning and help the School's employees accomplish the School's mission. The School has therefore made substantial investments to establish a network and provide various electronic resources for its students' and employees' use. Because of the potential harm to students and the School from misuse of these resources, the School requires the safe and responsible use of computers; computer networks, including e-mail and the Internet; and other electronic resources. This policy is intended to ensure such safe and responsible use and to comply with Utah Administrative Code Rule R277-495, Utah Code § 53G-7-227, Utah Code § 53G-7-1001 *et seq.*, the Children's Internet Protection Act, and other applicable laws.

Electronic Devices

The School recognizes that various forms of electronic devices are widely used by both students and employees and are important tools in today's society. The School seeks to ensure that the use of electronic devices, both privately-owned devices and devices owned by the School, does not cause harm or otherwise interfere with the learning, safety, or security of students or employees. The Director(s) shall therefore establish reasonable rules and procedures regarding the use of electronic devices at School and School-sponsored activities in compliance with applicable laws.

Internet Safety

It is the School's policy to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act (section 254(h) of title 47, United States Code). The Director(s) shall establish procedures to accomplish these objectives and ensure compliance with applicable laws.

Student Acceptable Use of School Electronic Resources

The School makes various electronic resources available to students. These resources include computers and other electronic devices and related software and hardware as well as the School's network and access to the Internet. The School's goal in providing such electronic resources to students is to enhance the educational experience and promote the accomplishment of the School's mission.

Electronic resources can provide access to a multitude of information and allow communication with people all over the world. Along with this access comes the availability of materials that may be considered inappropriate, unacceptable, of no educational value, or even illegal.

The Director(s) shall ensure that rules and procedures regarding students' use of the School's electronic resources are established and clearly communicated to students and their parents/guardians. The Director(s) will ensure that safeguards are in place to restrict access to inappropriate materials and that the use of the Internet and other electronic resources is monitored. The Director(s) shall ensure that students receive appropriate training regarding these rules and procedures.

Staff Acceptable Use of School Electronic Resources

Improper use of the School's electronic resources by employees has the potential to negatively impact students, damage the School's image, and impair the School's electronic resources. Therefore, this policy is intended to govern employees' and volunteers' use of the School's electronic resources, and employees must agree to these terms as a condition of employment. The Director(s) shall establish rules and procedures regarding employees' use of the School's electronic resources.

Review and Approval

The School shall review and approve this policy regularly to ensure that it continues to meet the School's needs.

Facilities Rental Policy

Adopted: May 12, 2022

Revised: October 6, 2022

Purpose

The purpose of this policy is to establish procedures for the use of Legacy Preparatory Academy (the “School”) buildings and grounds by outside individuals and groups.

Policy

In accordance with Utah law, the School’s buildings and grounds (“facilities”) are available for use as a “civic center” when such use does not interfere with a School function or purpose, does not violate any applicable law or regulation, and does not otherwise impose an unreasonable burden on the School or expose the School or participants to unreasonable risk.

Any permission to use the School’s facilities is granted pursuant to Utah Code § 53G-7-209 and -210 and is considered a permit for governmental immunity purposes under Utah Code § 63G-7-201(4)(c). The School therefore has full governmental immunity under the Governmental Immunity Act of Utah for claims arising in connection with such use of the School’s facilities.

Procedures

Fees for the use of the School’s facilities shall be charged as outlined in this policy and will be collected prior to use.

A Facility Use Agreement must be signed by the user and School prior to the actual use.

Usage time shall initially be computed from the time of requested opening to anticipated closing of the doors. Closing time shall be the time when all persons associated with the use have left the facilities, and the fee will be adjusted for additional time used. Persons lingering in the facilities are the user’s responsibility.

The School’s equipment, keys, and personal property shall not be loaned or removed from the facilities.

School facilities such as the computer lab, media center, or kitchen shall not be used unless approved by the Director and School personnel are present during the entire time of the function.

The School's buildings may not be used without adequate School supervision as determined by the Director. The assigned staff supervisor is responsible for oversight of the School buildings while in use. The School's outdoor athletic fields and parking lot may be used without School supervision unless the Director determines that a staff supervisor is needed for the use.

In addition to any staff supervision provided by the School, all use groups must provide their own supervision to maintain order and prevent damage to or loss of School property.

Any individual or entity using the facilities for commercial purposes must provide, before the use, a Certificate of Insurance evidencing public liability coverage of one million dollars (\$1,000,000) per occurrence and naming the School as an additional insured. For purposes of this policy, commercial purposes includes any event for which admission is charged.

The user must comply (and ensure that all of its guests and patrons comply) with any applicable standards of safety and behavior of the School and Utah law. Violation of any of these standards is grounds for termination of the Facility Use Agreement and the immediate removal of individuals associated with the use. Violation may result in the forfeiting of all deposits, and additional charges may be assessed.

Additional fees may be charged for use of School equipment (spotlights, DVD players, televisions, microphones, etc.) and supplies.

The Director may establish conditions of use intended to protect the facilities from damage or unreasonable wear and tear.

Users shall pay for any damage to the facilities or School equipment caused by their use.

Facility Use Fees

Except where the Director has discretion under this policy, users will be charged fees as set forth in the Facility Use Fee Schedule below, which is subject to periodic review and revision.

The School's parent organization and individual classes may use the facilities free of charge for qualifying School-related activities. Such use must be

approved by and coordinated with the School's Director. These activities must be approved by the Director before notice of the event is distributed.

Commercial rates apply to any entity or individual that charges admission to the event. Charitable and nonprofit rates apply to nonprofit organizations such as service clubs, Boy Scouts, Girl Scouts, United Way, cities, counties, schools, or any other entity or individual that does not charge admission to the event. The Director may grant free use of the facilities to public agencies and nonprofit organizations at their sole discretion when the use will not create additional expense for the School.

Security Deposit

At the discretion of the Director, the user may be charged a refundable security deposit of up to \$500. The Director shall determine the amount of the security deposit based on the size of the group, the location of the activity, and the type of activity involved. Security deposits shall be paid by the user in a separate check and deposited by the School.

Following the use period, the Director or designee shall inspect the facility for damage or mess requiring extra cleanup time. Any such extra charges will be deducted from the security deposit, and the remaining security deposit shall be refunded to the user. Should there be no extra charges assessed, the full amount of the security deposit shall be refunded.

Personnel

At least one School staff member must be present to supervise during any use of the School's buildings. At least one additional staff member is required for use of the School's kitchen. At least one additional staff member is required for use of the School's technology equipment. The Director will set the fee based on the type of use and the number and type of personnel required for a particular activity. General supervision of the facility may be assigned to a custodian, teacher, administrator or other qualified staff member.

Users must pay for any additional custodial services that are required.

Facility Use Fee Schedule		
FACILITY	Commercial Rate	Charitable/Nonprofit Rate
Parking lot	\$40/day	\$10/day
Cafeteria	\$125/hr	\$50/hr

Gym	\$125/hr	\$50/hr
Commons Area	\$125/hr	\$50/hr
Outdoor Athletic Fields	\$125/hr	\$50/hr
Kitchen	\$125/hr	\$50/hr
Auditorium	\$125/hr	\$50/hr
Classroom (each)	\$40/hr	\$20/hr
PERSONNEL	Commercial	Charitable/Nonprofit
Supervising Staff	\$20/hr	\$20/hr
Kitchen Staff (if applicable/needed)	\$20/hr	\$20/hr
Additional Staff (if applicable/needed)	\$20/hr	\$20/hr
Technology Staff (if applicable/needed)	\$35/hr	\$35/hr
EQUIPMENT	Commercial	Charitable/Nonprofit
This fee is done on a case-by-case basis. Fees are set by the Director or designee. Fee shall be documented in Facility Use Agreement	TBD	TBD

Legacy Preparatory Academy

Policy: Hotline Complaint Policy

Approved: _____, 20____

Purpose

The purpose of this policy is to outline, in accordance with Utah Administrative Code R277-123-7, how Legacy Preparatory Academy (the "School") responds to and resolves Utah State Board of Education ("USBE") public education hotline complaints received as referrals from the USBE Internal Audit Department.

Policy

After the School receives a hotline complaint, if contact information for the complainant is available, designated School personnel will contact the complainant promptly and document (a) the School personnel that contacted the complainant; (b) the type of contact made (phone, email, etc.); (c) the date of the contact; and (d) the resolution of the concern or action steps to be taken.

The School will make at least two good faith attempts to contact a complainant when contact information is available.

The School will investigate, respond to, and attempt to resolve hotline complaints in accordance with the requirements set forth in R277-123-7 and School policy. If the School determines that a hotline complaint should have been addressed by way of the School's applicable grievance policy, the School may inform the USBE Internal Audit Department. To the extent allowed by R277-123 and applicable law, complainants should not use the hotline to bypass the School's grievance policies.

Toilet Training Policy

Adopted:

Purpose

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

Definitions

"Toilet trained" means that a student can:

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

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

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

Policy

General Rule

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

Exceptions

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

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

Assurance

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

Administrative Procedures

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

Lottery and Enrollment Policy

Adopted:

Purpose

The purpose of this policy is to provide guidelines on appropriate procedures on enrollment and lottery processes for Legacy Preparatory Academy (the "School").

Policy

The School will follow all applicable laws related to its lottery and enrollment of students.

General Information

Notice of the opportunity to submit an application and procedures for enrollment at the School shall be published on the School's website beginning no later than sixty (60) days before the School's initial open enrollment period. The School's website shall also include, but not be limited to, the following lottery and enrollment information: (i) a description of the procedures for applying for admission to the School; (ii) the application timeline to be considered for enrollment in the School; (iii) timelines for acceptance of new students into the School; (iv) procedures for transferring to or from the School; and (v) the School calendar.

For each enrollment period during which the School accepts applications from students, the School shall publicize that it is accepting applications on the School's website.

The School shall follow the provisions of Utah Code § 53G-6-503, Utah Administrative Code Rule R277-551, and Utah Administrative Code Rule R277-472, which include requirements related to applications, enrollment, withdrawals, and transfers.

Lottery

For each enrollment period, if there are more applications for admission in any grade than there are available openings in that grade, the School shall conduct a lottery to determine which students will be admitted to the School. The School shall conduct its lottery electronically and notify accepted students via e-mail or telephone.

In accordance with Utah Code § 53G-6-502, the following students shall receive preference in the School's lottery in the following order: a child or grandchild of an individual who has actively participated in the development of the School; a child or grandchild of a member of the School's Board of Directors; a sibling of an individual who was previously or is presently enrolled in the School; a child of an employee of the School; a student articulating between the School's campuses; a student who resides within a two-mile radius of the School and whose school of residence is at capacity; a child of a military servicemember; or a child of a DOD civilian. Such students shall not, however, be given priority notice or guaranteed admission to the School.

The School shall not give preference to any student and shall not make any enrollment decision on any basis prohibited by state or federal law, including Utah Code § 53G-6-403(3)(a), federal civil rights laws, and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA").

The School's lottery shall be held in or around January of each year with additional lotteries held periodically as needed until the desired enrollment numbers are reached. The School may, at the discretion of the School's Director, continue to enroll students from the lottery throughout the school year to fill spots left open when students withdraw.

Past Disciplinary and Misconduct Issues

Any student seeking enrollment in the School who was previously suspended or expelled from another school for serious misconduct may not be admitted to the School until a thorough review of the student's prior conduct is evaluated by the School's administration and the School's administration approves the student to be admitted.

In accordance with Utah Code § 53G-8-205(3), the School may deny admission to students who were expelled from the School or any other school during the preceding twelve (12) months.

Consistent with Utah Administrative Code Rule R277-472-7, the School may deny admission to students who have disciplinary procedures pending at their previous school until previous allegations have been resolved. The School generally recognizes and honors disciplinary actions imposed on a student by another school. Accordingly, the School may deny admission to a student who is currently under suspension or expulsion from another school.

In accordance with Utah Code § 53G-6-403(3)(b), the School may deny admission to students who (i) have committed serious infractions of the law or school policies, including policies of the School; or (ii) have been guilty of

chronic misbehavior which would, if it were to continue after the student was admitted to the School, endanger persons or property, cause serious disruptions in the School, or place unreasonable burdens on School staff.

Parents of students seeking admission to the School must disclose in their application information about their student's past serious disciplinary actions and criminal convictions. If this information is not disclosed, or if false or misleading information is provided in the application, and the School later discovers the omission or misrepresentation, the student may be immediately suspended while the School investigates the matter. Following the investigation, the School may take appropriate action in accordance with this and other School policy, which may include but is not limited to denying the student enrollment if the undisclosed misconduct would have justified denying admission to the student at the outset. Parents of students who are denied enrollment consistent with this paragraph may appeal the decision in accordance with the School's Parent Grievance Policy.

Situations involving students receiving special education and related services under the IDEA shall be handled in a manner consistent with applicable laws and School policy.

Parent Classroom Observation Policy

Adopted:

Purpose

The purpose of this policy is to explain how Legacy Preparatory Academy (the "School") reasonably accommodates parent requests to observe classes attended by their children.

Parental Right to Reasonable Classroom Observations

Utah Code § 53G-6-803 provides that Utah public schools are required to reasonably accommodate parent requests to visit and observe any class their child attends. Similarly, 20 U.S.C. § 6318 explains that schools that receive Title I funds are required to allow parents reasonable observations of classroom activities.

In this context "reasonably accommodate" means, per Utah Code § 53G-6-801, that a Utah public school shall make its best effort to enable a parent to exercise his or her parental right to visit and observe any class their child attends:

- (a) without substantial impact to staff and resources, including employee working conditions, safety and supervision on school premises and for school activities, and the efficient allocation of expenditures; and
- (b) while balancing:
 - (i) the parental rights of parents;
 - (ii) the educational needs of other students;
 - (iii) the academic and behavioral impacts to a classroom;
 - (iv) a teacher's workload; and
 - (v) the assurance of the safe and efficient operation of a school.

Accordingly, a parent's right to observe his or her child's classroom is not unlimited but is subject to the substantial impacts and balancing factors set forth above.

Policy

In accordance with the foregoing, the School shall reasonably accommodate parent requests to do classroom observations as set forth below.

Who May Observe a Classroom

The right to a reasonable accommodation to visit and observe a classroom at the School resides solely with the parent or legal guardian of a child who attends the class. For purposes of this policy, the term “parent” includes students’ natural or adoptive parents, legal guardians, or other individuals legally authorized to make educational decisions for a child. As a result, the right to a reasonable accommodation to visit and observe a classroom does not extend to individuals outside of these categories, such as a student’s grandparents, relatives, caregivers, or others. However, the School may allow a grandparent, close relative, or caregiver of a child to observe the child’s classroom if the child’s parent has provided written permission and the Principal or Director, after consulting with the classroom teacher, deems it to be reasonable under the circumstances.

Approval and Scheduling of Classroom Observations

Parents shall email classroom observation requests to their child’s classroom teacher or to the Principal or Director. The request must include the parent’s purpose for wanting to observe their child’s class. Teachers that receive classroom observation requests shall forward them to the Principal or Director. The Principal or Director shall approve or deny classroom observation requests consistent with the parameters in this policy.

Together the Principal or Director and classroom teacher shall schedule approved classroom observations for a time and date convenient to both the parent and the teacher. The classroom observation shall take place within a reasonable time following the parent’s request, but usually no earlier than three school days from the date of the request. Classroom observations shall not take place while students are taking a test or quiz. Only one parent may observe a class at a time.

Frequency and Duration of Classroom Observations

Classroom observations must be limited to minimize interruptions and distractions during valuable class time and to minimize any other negative effects on the School. Because parent classroom observations shall not substantially impact staff and resources, and because parent classroom observation requests require the School to balance parental rights against the educational needs of students, the impacts on a classroom, the teacher’s workload, and the assurance of the safe and efficient operation of the School, the School has deemed it reasonable to allow up to one parent classroom observation per student per term. Each observation shall last no more than one hour.

Parental Conduct During Classroom Observations

Parents are not allowed to leave and re-enter the classroom during a classroom observation, except in cases of emergency. Parents shall remain in the back of the classroom or otherwise out of the way during observations and may not interact with students or the teacher unless the teacher initiates the interaction. Parents shall refrain from making unnecessary noise or movement.

Parents may not be accompanied by other adults or children, including siblings of the child attending the class, during a classroom observation. If a parent brings other people to the School for a classroom observation, the School will reschedule the observation. If a parent requests an observation by a professional such as a psychologist or therapist who is not employed by the School, the student's Individualized Education Program ("IEP") team, Section 504 team, or the Director, as applicable, shall determine whether the observation is required under the applicable law and shall address the request through any applicable IEP or Section 504 procedures.

Parent concerns or complaints shall not be addressed during a classroom observation or immediately before or after an observation. Such concerns or complaints may be addressed separately in accordance with the School's Parent Grievance Policy.

To protect the privacy of all students in attendance, parents are not permitted to take photographs or make any audio or video recordings during classroom observations. Cell phones and other electronic devices shall be turned off or silenced and shall not be visible during observations.

The Principal or Director or their designee may also be present in the classroom during the observation in order to protect the learning environment for all students.

All parents who are scheduled to do a classroom observation shall be required to sign the School's Classroom Observation Agreement prior to doing the observation. Parents are required to comply with the procedures and rules set forth in the Agreement.

Violation of Classroom Observation Rules

A parent's right to observe a class attended by his or her child can only be achieved through adherence to and respect for this policy and the procedures and rules set forth in the School's Classroom Observation Agreement. If a parent's presence or conduct causes a disruption or interferes with classroom

instruction, the teacher shall privately remind the parent of the observation rules. If the disruption persists, the teacher may ask the parent to leave the classroom or, if the teacher feels that asking the parent to leave would cause a greater disruption, the teacher may wait until the observation ends and then report the parent's behavior to the Principal or Director.

Violation of the rules contained in this policy or in the School's Classroom Observation Agreement shall, where possible, be resolved in private between the parent and the Principal or Director and/or teacher. If violations persist, the School may temporarily or permanently prohibit a parent from observing their child's classroom. In addition, serious violations of this policy or the Classroom Observation Agreement may require a communication protocol, a no trespass notice, or other legal action.

Confidentiality

School employees shall not discuss confidential information about a student or student's family, School personnel, or School volunteers with unauthorized individuals. Because parents who observe a classroom may inadvertently be exposed to confidential information, the Principal or Director or teacher shall instruct such parents to respect the privacy and confidentiality rights of every student, employee, and volunteer. Parents must be especially careful to respect the privacy rights of special education students as even the classification of a student as a special education student or the presence of a student in a special education class is confidential. Student education records and other sensitive or confidential documentation, including a student's grades, behavior, IEP, Section 504 plan, etc. shall not be visible during classroom observations. Parents who violate the privacy rights of students or employees may be prohibited from observing classes at the School.

Classroom Observation Agreement

Legacy Preparatory Academy welcomes you to our school and thanks you for your interest in the instructional programs we offer our students. We hope that your classroom observation is a rewarding experience and one that provides you with greater insight into the skill, professionalism, and dedication of our teachers and staff. Our desire is to ensure that the instructional process is not disturbed for either the teacher or the students involved. Accordingly, we require that all parents agree to and comply with the following in connection with their classroom observation:

- Parent observations are by appointment only. You must email the School Principal, Director, or classroom teacher to request an observation. Your request must include the purpose for wanting to observe your child's class. Approved observations will be scheduled for a reasonable time following a parent's request, but no fewer than three school days from the date of the request.
- Observations are limited to up to one observation per student per term, and each observation is limited to no more than one hour. If exceptional circumstances exist, you may request more frequent or lengthy observations. Such requests will be approved or denied by the Principal or Director after consulting with the teacher.
- Observations may not take place during tests or quizzes.
- Upon arrival at the School, you must check in at the front office and obtain a visitor pass. You will be required to show identification.
- Other people, including siblings of your child whose classroom you are observing, may not accompany you to an observation. If you arrive at the School with other people for an observation, the School will reschedule the observation.
- Upon arrival at the classroom, please sit where the teacher directs you. You will likely be in the back of the room or otherwise out of the way rather than next to or among the students.
- Unless an emergency arises, you may not leave and re-enter the classroom during your observation.
- If you bring a cell phone or other electronic device, it must be turned off or silenced and kept out of sight. Audio or video recording of the teacher or students during the observation is strictly prohibited.
- You must be a silent observer while in the classroom. You may not talk to or interact with any student or make comments during the observation unless invited to do so by the teacher.
- The teacher has the responsibility for all students in the class, so you will not be able to discuss matters concerning your child or the classroom observation during or immediately before or after the observation. Such matters can be discussed at a later date or time in accordance with the School's Parent Grievance Policy.
- If you become aware of any confidential information during the observation, including a student's presence in a special education classroom, you must keep the information confidential.
- After the completion of your classroom observation, you must return to the front office to sign out.

I understand and agree to the foregoing terms. I understand and agree that if I create a disruption in the classroom, interfere with the classroom instruction, or otherwise violate the terms of this Agreement or the School's Parent Classroom Observation Policy during my observation, I may be asked to leave the classroom and my requests for future classroom observations may be denied.

Parent Name (Please Print)

Parent Signature

Date

Principal or Director Signature

Video Surveillance Policy

Adopted:

Purpose

The purpose of this policy is to establish objectives, requirements, and procedures related to the use of video surveillance on Legacy Preparatory Academy (the "School") property.

Policy

The School's Board of Directors (the "Board") authorizes the use of video surveillance on School property to ensure the health, welfare, and safety of all School staff, students, and visitors, and to safeguard School buildings, grounds, and equipment. The School shall use video surveillance in a manner that enhances security and aids enforcement of School rules and administrative procedures, Board policies, and applicable law, while respecting the privacy expectation of School staff, students, and community members.

The School shall comply with all applicable laws and regulations pertaining to its use of video surveillance, including those related to maintaining, accessing, and sharing video footage. See, e.g., 20 U.S.C. § 1232g, Family Educational Rights and Privacy Act; Utah Code § 53E-9-101 *et. seq.*; Utah Code § 63G-2-101 *et. seq.*, Utah Code § 53G-8-805; and Utah Administrative Code R698-13.

Specifically, the use of video surveillance at the School:

- (a) promotes the safety of all individuals on School property;
- (b) assists in providing physical security for School assets;
- (c) provides visual resources to areas that may have an absence of adult supervision;
- (d) assists School administration and law enforcement during an emergency;
- (e) provides retroactive and investigative support to School administrators; and
- (f) acts as a deterrent to inappropriate or criminal behavior.

Video surveillance equipment may only be used by the School for legitimate education or business-related purposes as determined by School administration and may not be used to harass, stalk, intimidate, or inappropriately monitor any individual.

Video equipment and footage may only be accessed by authorized personnel, and may not be accessed for personal, inappropriate, or unlawful reasons. The School shall not share video footage in violation of the law.

Procedures

The Director shall establish administrative procedures that will help the School implement this policy.

Weapons on School Property Policy

Adopted: January 12, 2023

Amended: October 10, 2024

Purpose

The purpose of this policy is to address the possession of dangerous weapons and firearms on Legacy Preparatory Academy's (the "School") property by any individual, including but not limited to employees, students, parents/guardians, volunteers, and visitors.

Policy

Definitions

"Dangerous weapon" means (a) a firearm; or (b) an object that in the manner of its use or intended use is capable of causing death or serious bodily injury. Utah Code § 76-11-101(3).

"Firearm" means a pistol, revolver, shotgun, short barreled shotgun, rifle or short barreled rifle, or a device that could be used as a dangerous weapon from which a projectile is expelled by an explosive action. Utah Code § 76-11-101(4).

"Short barreled shotgun" or "short barreled rifle" means a shotgun having a barrel or barrels of fewer than 18 inches in length, or in the case of a rifle, having a barrel or barrels of fewer than 16 inches in length, or a dangerous weapon made from a rifle or shotgun by alteration, modification, or otherwise, if the weapon as modified has an overall length of fewer than 26 inches. Utah Code § 76-11-101(7), (8).

"On or about school Premises" means, in part, a public or private elementary or secondary school; or on the grounds of any of those schools. Utah Code § 76-11-205(1).

"Concealed firearm" means a firearm that is (a) covered, hidden, or secreted in a manner that the public would not be aware of its presence; and (b) readily accessible for immediate use. It does not include a firearm that is unloaded and securely encased. Utah Code § 53-5a-101.5(4).

"School Property," for the purpose of this policy, means all property, including buildings, portable buildings, parking lots, fields, parks and other land or structures leased or owned by Legacy Preparatory Academy.

Dangerous Weapons on School Property

Pursuant to Utah Code § 76-11-205(2), a person may not carry “a dangerous weapon on or about school premises” unless an exception in the law applies. Accordingly, a person may not possess or use a dangerous weapon, firearm, short barreled shotgun, or short barreled rifle on School Property or in conjunction with any school activity unless specifically authorized by law. School employees who violate this policy will be subject to disciplinary action, which may include termination.

Utah law provides that a qualified person may receive “a concealed carry permit allowing the carrying of a concealed firearm for lawful self defense.” Utah Code § 53-5a-303(1). Therefore, a holder of a valid concealed carry permit or temporary concealed carry permit that is 21 years old or older is authorized to carry a concealed firearm on School Property. Utah Code § 76-11-205(4)(b, (c).

In addition, in accordance with Utah Code § 76-11-205 (4) and Utah Code §53-5a-108, a person without a concealed carry permit may possess a dangerous weapon on School Property if:

- (a) the possession is approved by the School’s Director;
- (b) the item is present or to be used in connection with a lawful, approved activity and is in the possession or under the control of the person responsible for the item’s possession or use;
- (c) the possession is (i) at the person’s place of residence or on the person’s property or (ii) in any vehicle lawfully under the person’s control, other than a vehicle owned by the School or used by the School to transport students;
- (d) the person is an armed security guard; or
- (e) the person is exempt from certain weapon laws (e.g., the person is a U.S. Marshal, a peace officer, a qualified law enforcement official, etc.).

In accordance with the School’s Student Conduct and Discipline Policy and state law, students are prohibited at all times from possession or use of a weapon in or on School Property or in conjunction with any School activity.

Concealed Carry Permit Exceptions and Clarification

As mentioned above, Utah law allows any holder of a valid concealed carry permit to carry a concealed firearm on School Property.

Because a concealed firearm must be readily accessible for immediate use, any person who carries a concealed firearm on School Property must keep it on their person at all times and it must be fully concealed. School employees are prohibited from keeping a concealed firearm in or on any property, fixture, or furniture owned by the School. This includes but is not limited to desks, closets, cabinets, or any other property owned by and located on School Property. If a person carries a concealed firearm in any personal container, bag, briefcase, purse, backpack, etc., that item must be on the person at all times while on School Property. However, notwithstanding the foregoing, the following employees may store and/or carry a firearm on School property, or take other actions, in accordance with the laws referenced below:

- (a) the designated School guardian (Utah Code § 53-22-105);
- (b) a teacher of the School who is participating in the Educator-Protector Program (Utah Code § 53-22-107); or
- (c) the designated School Safety and Security Director (Utah Code § 53G-8-701.8).

School employees who obtain a concealed carry permit do so at their own volition. Any employee's decision to carry or use a dangerous weapon will be the sole responsibility of that person as an individual, and no such action, including any lawful action, is taken as an employee by or on behalf of the School or is otherwise authorized or sanctioned by the School, except for lawful action taken by:

- (a) the designated School guardian in accordance with the School guardian program in Utah Code § 53-22-105; and
- (b) the designated School Safety and Security Director in accordance with Utah Code § 53G-8-701.8.

Employees who have concealed carry permits are obligated to have knowledge of and adhere to state and local weapons laws.

Per Utah Code § 53-5a-310 (1)(e)(ii), the School may not compel or attempt to compel an individual who has been issued a concealed carry permit to divulge whether the individual (a) has been issued a concealed carry permit or (b) is carrying a concealed firearm.

Similarly, a School employee shall not, and any other person while on School Property shall not, divulge to other School employees, parents/guardians, or students whether he/she (a) has been issued a concealed firearm permit or (b) is carrying a concealed carry unless he/she has first obtained approval from the School's Director to divulge such information.

