Governing Board Meeting

Date: June 18, 2026
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
- May 21, 2026 Board Meeting and Closed Session Minutes

REPORTS
- Director's Report
- Budget Report
    - Annual Commitment to Ethical Behavior
    - Fraud Risk Assessment

VOTING AND DISCUSSION ITEMS
- 2025/2026 Final Budget
- 2026/2027 Proposed Budget
- Eide Bailley Statement of Work
- ETS Technology Purchases
- Insurance Coverage
- Teacher Student Success Act Plan (TSSA)
- Mental Health Grant
- Policies:
    - Amended Lottery and Enrollment Policy
    - Amended Sex Education Instruction Policy
    - Amended SHiNE Policy
    - Re-Approval Wellness Policy

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

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.

purchase, exchange, lease or sale of real property; collective bargaining; or pending litigation, or other matters appropriate pursuant to statute(s).

VOTING AND DISCUSSION ITEMS

- Director Employment Agreement & Compensation
- Board Member Terms & Elected Officers

CALENDARING

- Annual Board Meeting Calendar
- Board Retreat

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.

LEGACY Preparatory Academy
Classical Education and Fine Arts

EXECUTIVE SUMMARY

CONSENT ITEMS

See board meeting documentation folder for the May 21, 2026 Board Meeting and Closed Session draft minutes to be approved.

Action: *Board Vote*

DIRECTOR'S REPORT

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

Action: *No action needed*

BUDGET REPORT

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

Action: *No action needed*

ANNUAL COMMITMENT TO ETHICAL BEHAVIOR

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

Action: *No Board Vote, Board Signatures Required*

FRAUD RISK ASSESSMENT

Utah charter schools are required to complete an annual Fraud Risk Assessment as mandated by the Utah Office of the State Auditor. The purpose of the assessment is to evaluate the school's internal controls and identify areas of potential financial risk or vulnerability. Areas reviewed include separation of duties, financial oversight practices, employee training, purchasing procedures, and safeguards designed to prevent misuse of public funds. The assessment results in a risk score that helps schools and governing boards better understand their overall fraud risk exposure and identify opportunities for improvement. The document requires CAO and CFO signatures.

Action: *Signature Needed (CAO and CFO)*

FINAL AMENDED BUDGET 2025/2026

This budget amendment reflects final adjustments to the 2025/2026 fiscal year based on actual revenues and expenditures. The FY26 Final Budget reflects total revenue of $12,649,326 and total expenses of $12,357,440, for a projected net income of $291,885. Variances from the originally approved budget are due to adjustments across salaries, benefits, property services, supplies, and property expenditure categories. Board approval of this amendment is requested to formally adopt the revised figures and close out the fiscal year in accordance with standard financial governance practices.

Action: *Board Vote*

PROPOSED BUDGET 2026/2027

The proposed 2026/2027 budget is balanced and designed to support the organization's mission while ensuring compliance with all financial policies and regulations. The preliminary budget projects total revenues of $12,096,309 and total expenses of $12,068,029, for a projected net income of $28,280. Revenue from state sources is projected at $11,105,559. Board review and approval are requested to authorize implementation for the upcoming fiscal year.

Action: *Board Vote*

EIDE BAILLY STATEMENT OF WORK

Eide Bailly is a regional certified public accounting firm that has performed the school's audit attestation services in prior years. Such attestation services include the audited financial statements, agreed-upon procedures for student enrollment, state compliance procedures, and possibly a single audit. A single audit will be required if the school incurs more than $1M in federal expenditures. Each year the school is required to approve the services. If approved, audit engagement letters will be provided for the board president's or Director's signature. The estimated fee for the financial statement audit and state compliance procedures is $13,600.

Action: *Board Vote, designee to sign at later date*

ETS TECHNOLOGY PURCHASES

The Board is asked to approve a technology purchase from ETS (Educational Technology Solutions) per Invoice EM-822 dated June 8, 2026, totaling $177,826. The purchase includes: 8 Samsung Galaxy Tab A11+ devices ($2,437 total); 240 Dell Chromebook 11 bundles with Google Chromebook Management License and standard setup ($134,880 total); and 21 Dell Pro 16 Laptops with standard and on-site setup and configuration ($40,509 total). All items include ITMS labor for setup and configuration. Payment terms are Net 30 Days with a due date of July 8, 2026.

Action: *Board Vote*

INSURANCE COVERAGE

The board is being presented with information regarding a proposed group property and casualty insurance program developed by Arthur J. Gallagher & Co. for Academica West client schools. Participation in the program is optional and would provide coverage through a group policy structure, including certain coverages not currently carried by the school, such as student accident insurance. The proposed annual premium for the 2026-27 school year is $53,063.14, compared to the school's current 2025-26 premium of $79,620.00. The Board reviewed the opportunity and noted that participation is contingent upon sufficient interest from participating schools, with decisions needed by June 19 to meet July 1 implementation timelines.

Action: *Board Vote*

TEACHER STUDENT SUCCESS ACT (TSSA) PLAN

The Teacher and Student Success Act (TSSA), established by SB 149 (2019), requires the board to adopt a Student Success Framework and annually review and approve a Teacher and Student Success Plan. The 2026–2027 TSSA Plan for Legacy Preparatory Academy focuses on two goals: (1) increasing reading benchmark performance for grades 1–8, measured by Acadience Reading data and End of Level testing; and (2) increasing student math achievement on Derivita Assessments for grades 3–9. The plan budget allocates funds for additional salaries, benefits, training, consumable supplies and software (including

curriculum and intervention software), and a 25% teacher salary and benefits increase, totaling approximately $317,111.
Action: *Board Vote*

MENTAL HEALTH GRANT

The Board is asked to review and approve the school's participation in the FY2027 USBE School-Based Mental Health Qualifying Grant Program. This optional grant program provides funding for schools to support additional student mental health and behavioral services through qualifying personnel, counseling support, intervention strategies, and proactive student support systems designed to improve student well-being, reduce disruptive behaviors, and increase student success and engagement. Approval of the grant will allow the school to utilize the awarded funds as outlined in the application and budget allocation presented to the Board.
Action: *Board Vote*

POLICIES

Amending Sex Education Instruction Policy: HB 281 from the 2025 legislative session revised the definition of "sex education instruction." It also modified the list of sex education related topics that are not allowed to be taught in school (e.g., adding abortion or abortive methods to the list of prohibited topics). In addition, HB 281 revised health curriculum requirements for junior high and high school students (e.g., requiring instruction in "situational awareness" and the "success sequence"). The school's Sex Education Instruction Policy and admin procedures have been revised to comply with the updated definitions and requirements from HB 281. Other proposed revisions to the policy and procedure have also been made, including specifying that parent or staff complaints about the school's sex education instruction materials should be addressed in accordance with the school's applicable grievance policy.
Action: *Board Vote*

Amending Lottery and Enrollment Policy: SB 131, enacted during the 2026 legislative session, authorizes charter schools to give an enrollment preference to students who reside within the boundaries of the political subdivision in which the school is located (such as a city) and whose school of residence is at capacity. In addition, SB 167 amended the enrollment-denial statute by adding a new basis for denying admission, allowing schools to reject an enrollment application if a student has previously had "school safety incidents or safe-school violations." SB 167 also requires schools, before enrolling a student, to review the student's disciplinary record or the data gateway for any safe-school violations, reintegration plans, or threat assessments. The proposed revisions to the school's Lottery and Enrollment Policy are intended to reflect and implement these statutory changes. Additional revisions clarify the school's procedures for addressing material misrepresentations or omissions in lottery applications that are discovered after a student has been enrolled.
Action: *Board Vote*

Amending SHiNE Policy: By law, the school must update or re-approve its SHiNE Policy annually. There are no changes recommended with respect to the school's designated high-needs areas. However, in consultation with accounting and legal, some proposed provisions have been added to the policy regarding payment of the salary supplement in certain circumstances, including: (a) if an eligible teacher's employment with the school ends *before* the salary supplement is paid (e.g., a teacher quits or is fired mid-year), the teacher will receive only a prorated portion of the salary supplement based on the portion

of the school year the teacher worked at the school; and (b) if an eligible teacher begins employment with the school *after* the certified list of salary supplement recipients is finalized, the teacher is not automatically entitled to a salary supplement but the administrator may in their discretion and subject to SHiNE funding award the teacher a prorated salary supplement. A couple other minor revisions to the policy are recommended as well.
Action: *Board Vote*

<u>*Re-Approval of Wellness Policy:*</u> Under Utah governance requirements, certain Board policies must be re-approved on a periodic schedule. The Wellness Policy is currently due for scheduled re-approval. There are no proposed revisions.
Action: *Board Vote*

DIRECTOR EMPLOYMENT AGREEMENT & COMPENSATION

The Board reviews and approves the Director's annual employment agreement to ensure compensation is appropriate and aligned with organizational performance. This process includes reviewing salary and compensation details, using a standard HR-provided agreement template, and discussing terms in a closed session. The Board determines performance pay and any end-of-year bonuses before formally approving and signing the agreement. Finalized documents are submitted to HR and compensation records are updated accordingly.
Action: *Board Vote (following Closed Session)*

BOARD MEMBER TERMS & ELECTED OFFICERS

Each year at its annual meeting, the Board appoints members to fill vacancies and elects its officers. Current board members and terms are as follows: John Cook (Board Chair) – term expires June 30, 2027; Lara Murphy (Vice Chair) – term expires June 30, 2028; Alisha Johnson (Financial Coordinator) – term expires June 30, 2026; Aimee Hinojosa (Secretary) – term expires June 30, 2026; David Ray (Board Member) – term expires June 30, 2026; Lee Peterson (Board Member) – term expires June 30, 2027; Sandy McCleve (Board Member) – term expires June 30, 2026. Four members (Alisha Johnson, Aimee Hinojosa, David Ray, and Sandy McCleve) have terms expiring June 30, 2026. The Board will need to take action to reappoint, replace, or extend these terms, as well as confirm or elect officers for the coming year.
Action: *Board Vote*

ANNUAL BOARD MEETING CALENDAR

The Board is asked to review and approve the 2026–2027 Board Meeting Calendar. Meetings are tentatively scheduled as follows: August 27, 2026 at 7:00 PM; October 22, 2026 at 7:00 PM; January 21, 2027 at 7:00 PM; March 25, 2027 at 7:00 PM; and June 17, 2027 at 7:00 PM. Meetings may be held in Elementary Building 1 or Junior High (District Offices) Building 2, or at different locations as specified.
Action: *Board Review*

BOARD RETREAT

Date, location, and agenda topics for the Board Retreat are to be determined.
Action: *Board Discussion / Calendaring*

Governing Board Meeting

Date: May 21, 2026
Time: 5:00 PM
Online Access: https://us02web.zoom.us/j/89222532473
In Attendance: John Cook, Lara Murphy, Aimee Hinojosa, Sandy McCleve
Others In Attendance: Brandie Evans, Kim McVey, Heidi Bauerle, Krystal Taylor
Excused: Lee Peterson, David Ray

MINUTES

OPEN MEETING: ROLL CALL AND WELCOME

John Cook called the meeting to order at 5:05 PM.

PUBLIC COMMENT (Limited to three minutes each)

- 2026/2027 Fee Schedule & Fee Waiver Policy (2nd comment period)
  There were no public comments.

CONSENT ITEMS

- March 12, 2026 Board Meeting and Closed Session Minutes
  Lara Murphy made a motion to approve the March 12, Board Meeting and Closed Session Minutes with the adjustment to the School Calendar vote as discussed to accurately reflect votes taken. Aimee Hinojosa seconded. Motion passed unanimously. Votes were as follows: John Cook, Aye; Lara Murphy, Aye; Sandy McCleve, Aye; Aimee Hinojosa, Aye.

VOTING AND DISCUSSION ITEMS

- Award Request for Proposal for General Contractor
  The Legacy Preparatory Academy Evaluation Committee reviewed proposals and interviewed the top-scoring firms for the General Contractor RFP, including Point Load Construction and RFC General Contractor. After evaluating qualifications, experience, references, management approach, and pricing, the committee determined that Point Load Construction provided the strongest overall proposal and best value for the project. The committee recommended approval of Point Load Construction as the selected contractor for the school's construction project.

  Lara Murphy made a motion to award the RFP for General Contractor to Point Load Construction with a 10% contingency as presented. Aimee Hinojosa seconded. Motion passed unanimously. Votes were as follows: John Cook, Aye; Lara Murphy, Aye; Sandy McCleve, Aye; Aimee Hinojosa, Aye.

- CommonLit Invoice
  Legacy Preparatory Academy currently utilizes the CommonLit curriculum platform as part of its instructional program. The attached invoice reflects the renewal and continuation of services for the School Essentials PRO PLUS package for the upcoming contract term. Due to the total contract amount exceeding the school's purchasing threshold, the item was presented to the Board for review and approval.

Aimee Hinojosa made a motion to award the CommonLit Invoice as presented. Lara Murphy seconded. Motion passed unanimously. Votes were as follows: John Cook, Aye; Lara Murphy, Aye; Sandy McCleve, Aye; Aimee Hinojosa, Aye.

- 2026/2027 Fee Schedule & Fee Waiver Policy
  The Board held the second public comment period regarding the proposed fee schedule. Administration reviewed the proposed updates and provided an overview of the changes and applicable requirements. Following the public comment process and discussion, the item was presented for board consideration and approval.

  Lara Murphy made a motion to approve the 2026/2027 Fee Schedule & Fee Waiver Policy. Aimee Hinojosa seconded. Motion passed unanimously. Votes were as follows: John Cook, Aye; Lara Murphy, Aye; Sandy McCleve, Nay; Aimee Hinojosa, Aye.

CALENDARING

- Next Board Meeting June 18, 2026

ADJOURN

At 5:15 PM Aimee Hinojosa motioned to adjourn. Lara Murphy seconded. Motion passed unanimously. Votes were as follows: John Cook, Aye; Lara Murphy, Aye; Sandy McCleve, Aye; Aimee Hinojosa, Aye.

<u>LPA Governing Board:</u>
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)*

Directors Report | JUNE 2026

Building 2 - Board Room | Thursday, June 18, 2026 | 7:00 pm

2025/2026 End-of-Year 180-Day Plan Review

The 2025/2026 school year marked a significant step forward in LPA's commitment to continuous improvement through data-driven decision making, systems development, and strategic alignment. Throughout the year, school leadership engaged in comprehensive reviews of student achievement, school culture, intervention systems, staff effectiveness, enrollment trends, stakeholder feedback, and fiscal performance to evaluate progress toward the goals outlined in the 180-Day Plan.

Strategic Priority 1: Culture and Student Support Systems

A primary focus during the 2025/2026 school year was strengthening school culture through improved behavior supports, social-emotional learning systems, and student intervention processes.

Progress Made

- Tier 1 and Tier 2 PBIS systems were refined and implemented schoolwide.
- Classroom management expectations were established for all teachers.
- Student support teams strengthened intervention processes and increased monitoring of student behavior, attendance, and SEL needs.
- Panorama implementation expanded to support intervention tracking and progress monitoring.
- Student recognition systems increased participation across grade levels.
- CREW and advisory structures continued to support student belonging and connection.

School-wide intervention efforts demonstrated positive results:

- Approximately 73% of behavior intervention plans met their intended goals.
- Attendance and SEL intervention plans demonstrated strong completion rates.
- Tier 2 support systems expanded significantly compared to previous years.
- Data review processes became more consistent through quarterly and monthly monitoring structures.

Key Takeaways

Data revealed that while intervention systems have improved, greater consistency and fidelity are needed in implementation and progress monitoring. Student self-efficacy, emotional regulation, attendance, and perceptions of fairness remain areas for continued focus.

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

Impact on 2026/2027 Planning 180-Day Planning
As a result, the 2026/2027 plan will prioritizes:

- Stronger Tier 2 and Tier 3 intervention systems.
- Increased intervention fidelity monitoring.
- Expanded attendance supports.
- Enhanced social-emotional learning implementation.
- Improved Panorama tracking and reporting systems.
- Greater consistency in behavior expectations and reinforcement practices.

Strategic Priority 2: Academic Achievement and Instruction
Throughout the year, leadership teams closely monitored student achievement data, classroom engagement indicators, literacy outcomes, intervention effectiveness, and teacher instructional practices.

Progress Made
Several academic indicators demonstrated encouraging growth:

- Kindergarten achieved 95% reading benchmark attainment by year-end.
- Grades 3, 4, and 5 demonstrated growth in reading proficiency.
- Nearly half of students identified in the highest-risk reading categories improved their reading pathways.
- Eighth-grade science performance remained a notable strength.
- Academic intervention systems expanded significantly across reading and mathematics.
- Professional learning focused on literacy strategies, standards-based instruction, learning targets, and intervention planning. Teachers participated in ongoing instructional coaching, professional learning, and collaborative planning structures designed to improve Tier 1 instruction and student engagement.

Key Takeaways
Analysis revealed several important trends:

- Student achievement remained inconsistent across grade levels.
- Multilingual learners and students receiving special education services continue to perform significantly below overall school averages.
- Teachers reported needing additional support in targeted interventions, differentiation, and meeting diverse learner needs.
- Classroom engagement and opportunity-to-respond indicators declined in some settings over the course of the year.

Impact on 2026/2027 Planning
These findings directly informed next year's priorities, including:

- Development of a comprehensive multilingual learner support framework.
- Increased literacy-focused professional learning.
- Expanded intervention decision-making systems.
- Stronger Tier 1 instructional supports and scaffolds.
- Improved progress monitoring and intervention tracking.
- Continued focus on active engagement and rigorous instruction.

Strategic Priority 3: Staff Development, Leadership, and Sustainability
Legacy Prep continued investing in staff growth through coaching, professional learning, Individual Development Plans (IDPs), leadership opportunities, and culture-building initiatives.

Progress Made
- 100% of teachers completed updated professional growth plans.

- 100% of teachers maintained classroom management plans.
- Evaluation systems demonstrated strong implementation and alignment.
- Coaching and professional learning structures continued throughout the year.
- Staff leadership opportunities expanded through department and team leadership roles.

Key Takeaways

End-of-year staff feedback provided valuable insights where staff expressed strong commitment to student success and school improvement while also identifying challenges related to workload, competing priorities, communication, and sustainability.

Themes consistently identified included:

- Need for clearer communication and expectations.
- Desire for more focused initiatives.
- Increased support for data implementation.
- Greater opportunities for collaboration.
- Additional time for planning and analysis.

Impact on 2026/2027 Planning

The leadership team has incorporated this feedback by prioritizing:

- Streamlined goals and initiatives.
- Improved communication systems.
- Greater alignment among administrative teams.
- Enhanced mentoring and onboarding supports.
- Increased clarity around expectations and priorities.
- Continued focus on educator wellness and sustainability.

Strategic Priority 4: Enrollment, Communications, and Community Engagement

During 2025–2026, leadership conducted a comprehensive review of enrollment trends, retention patterns, communication systems, and marketing efforts.

Progress Made

- New communication templates and systems were implemented.
- Website updates and compliance improvements were completed.
- Recruitment and retention tracking systems were established.
- Community surveys were utilized to gather stakeholder feedback.
- Marketing resources and enrollment materials were expanded.

Enrollment remained above 1,000 students at the start of the year, reflecting continued community demand and confidence in the school.

Key Learning

Analysis identified opportunities to strengthen:

- Family communication consistency.
- Community engagement.
- Marketing alignment.
- Student retention in upper grade levels.
- Enrollment stabilization efforts.

Impact on 2026–2027 Planning

The 2026–2027 goals include:

- Development of a comprehensive marketing and communications plan.
- Increased stakeholder engagement efforts.
- Expanded enrollment and retention initiatives.
- Greater use of digital communication platforms.
- Consistent branding and messaging across all school communications.

Looking Forward: 2026/2027 180-Day Plan Priorities

The 2025–2026 school year demonstrated Legacy Preparatory Academy's commitment to continuous improvement and organizational growth. Through intentional reflection, robust data analysis, stakeholder feedback, and strategic planning, the school has built a stronger foundation for future success.

As a result, Legacy Preparatory Academy will concentrate on five key priorities during the 2026–2027 school year:

1. Strengthening Tier 2 and Tier 3 intervention systems.
2. Expanding supports for multilingual learners and special populations.
3. Increasing literacy achievement across all grade levels and content areas.
4. Improving staff sustainability, communication, and professional growth systems.
5. Enhancing enrollment, retention, marketing, and community engagement efforts.

The progress made this year extends beyond individual outcomes. It reflects the development of systems, processes, and collaborative practices that will continue to support students, staff, and families in the years ahead. The insights gained through the 2025/2026 180-Day Plan have directly shaped the goals, priorities, and action plans for 2026/2027, ensuring that Legacy Preparatory Academy remains focused on providing a high-quality educational experience for every student.

RECRUITMNT AND RETENTION

- 2025/2026 Student Enrollment Information
    - We ended the 2025/2026 school year with a total student enrollment of 927
    - 2025/2026 October 1 Count: 960

REGISTERED: spot selected in Lotterease, 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*

LEGACY Preparatory Academy
Classical Education and Fine Arts

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	95	90	101	113	86	91	98	109	68	76	927
Withdrawn	15	7	5	8	5	11	17	12	11	11	102
Registered	0	0	0	0	0	0	0	0	0	0	0
Students Not Yet Registered	0	0	0	0	0	0	0	0	0	0	0
Effective 06/15/2026											0

- 2026/2027 Student Enrollment Projections
  - We currently have 939 students currently enrolled at LPA
  - REGISTERED: spot selected in the lottery, 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

LEGACY Preparatory Academy
Classical Education and Fine Arts

26/27 Intent to Return

Data pulled directly from Aspire

Grade	K	1	2	3	4	5	6	7	8	9	TOTAL
Class Capacity											
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**
Future	97	93	90	102	113	85	96	97	104	62	939
Registered	8	1	0	0	0	1	2	1	1	2	16
Students Not Yet Registered	0	0	1	1	0	2	0	0	1	0	5
Effective 06/15/2026											

Legacy Preparatory Academy

Board Information

Name Email	Position	Term Expiration
John Cook john.cook@legacyprep.org	Board Chair	June 30, 2027
Lara Murphy Lara.murphy@legacyprep.org	Vice Chair	June 30, 2028
Alisha Johnson alisha@legacyprep.org	Financial Coordinator	June 30, 2026
Aimee Hinojosa aimee@legacyprep.org	Secretary	June 30, 2026
David Ray davidray@legacyprep.org	Board Member	June 30, 2026
Lee Peterson lee@legacyprep.org	Board Member	June 30, 2027
Sandy McCleve sandy@legacyprep.org	Board Member	June 30, 2026

Board Member Annual Commitment to Ethical Behavior

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

Signature_______________________________________ ________________________
Board Member Name Date

Signature_______________________________________ ________________________
Board Member Name Date

Signature_______________________________________ ________________________
Board Member Name Date

Signature_______________________________________ ________________________
Board Member Name Date

Signature_______________________________________ ________________________
Board Member Name Date

Signature_______________________________________ ________________________
Board Member Name Date

Signature_______________________________________ ________________________
Board Member Name Date

Ethics Policy

Adopted: October 10, 2024

Purpose

Legacy Preparatory Academy (the "School") adopts this policy to ensure that individuals associated with the School, including Board members and employees, conduct themselves consistent with high standards of ethics and applicable law.

Policy

Any allegation of a violation of this policy should be reported to the School in accordance with the School's grievance policies. The School shall ensure that all allegations of ethics violations are promptly investigated and that appropriate action is taken based on the results of the investigation.

No Board member or School employee may violate Utah Code § 76-8-105, which precludes the solicitation or receipt of a bribe.

No Board member or School employee may violate the Utah Public Officers' and Employees' Ethics Act (Utah Code § 67-16-1, *et seq.*), which, among other requirements, precludes Board members and School employees from:

- (a) accepting employment or engaging in any business or professional activity that he/she might reasonably expect would require or induce him/her to improperly disclose controlled information that he/she has gained by reason of his/her official position;
- (b) disclosing or improperly using controlled, private, or protected information acquired by reason of his/her official position or in the course of official duties in order to further substantially his/her personal economic interest or to secure special privileges or exemptions for himself/herself or others;
- (c) using or attempting to use his/her official position to:
  - i. further substantially his/her personal economic interest; or
  - ii. secure special privileges or exemptions for himself/herself or others;
- (d) accepting other employment that he/she might expect would impair his/her independence of judgment in the performance of his/her public duties;
- (e) accepting other employment that he/she might expect would interfere with the ethical performance of his/her public duties; or
- (f) except as otherwise allowed in the law, knowingly receiving, accepting, taking, seeking, or soliciting, directly or indirectly for

himself/herself or another a gift of substantial value or a substantial economic benefit tantamount to a gift:

i. that would tend improperly to influence a reasonable person in the person's position to depart from the faithful and impartial discharge of the person's public duties;
ii. that he/she knows or that a reasonable person in that position should know under the circumstances is primarily for the purpose of rewarding him/her for official action taken; or
iii. if he/she recently has been, is now, or in the near future may be involved in any governmental action directly affecting the donor or lender, unless a disclosure of the gift, compensation, or loan and other relevant information has been made in the manner provided in Utah Code § 67-16-6.

Subsection (f) above regarding gifts does not apply to:

(a) an occasional nonpecuniary gift, having a value of not in excess of $50;
(b) an award publicly presented in recognition of public services;
(c) any bona fide loan made in the ordinary course of business; or
(d) a political campaign contribution.

Licensed educators of the School shall comply with Utah Administrative Code Rule R277-217 pertaining to the ethical conduct required of all licensed educators in the state of Utah.

Fraud Risk Assessment

INSTRUCTIONS:

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

Fraud Risk Assessment

Continued

*Total Points Earned: 375 /395 *Risk Level:

Very Low	Low	Moderate	High	Very High
> 355	316-355	276-315	200-275	< 200

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

*Entity Name: Legacy Preparatory Academy

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

*CAO Name: Brandie Evans *CFO Name: Alisha Johnson

*CAO Signature: ________________________ *CFO Signature: ________________________

*Required

Basic Separation of Duties

See the following page for instructions and definitions.

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

* MC = Mitigating Control

Basic Separation of Duties

Continued

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

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

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

Definitions:

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

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

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

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

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

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

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

Legacy Preparatory Academy

Budget Summary

Final Amended 25-26 & Proposed 26-27 Budget

Category	Type	FY 25 Actuals	FY 26 YTD Actuals	FY26 Original Budget	FY 26 Final Budget	FY 27 Proposed Budget
1000 Local Revenue	Revenue	756,452	637,726	661,810	671,875	622,000
3000 State Revenue	Revenue	10,903,327	9,471,914	11,658,742	11,545,575	11,105,559
4000 Federal Revenue	Revenue	359,914	130,247	381,764	431,876	368,750
Total Revenue		**12,019,693**	**10,239,887**	**12,702,315**	**12,649,326**	**12,096,309**
100 Salaries	Expense	5,253,563	4,529,066	5,591,799	5,750,318	5,897,195
200 Employee Benefits	Expense	1,410,394	1,276,669	1,576,171	1,575,425	1,705,863
300 Professional & Tech Services	Expense	892,142	823,558	913,942	900,150	913,000
400 Property Services	Expense	1,111,533	698,429	941,140	911,901	478,220
500 Other Services	Expense	574,523	517,188	603,300	563,338	575,850
600 Supplies & Materials	Expense	708,640	844,132	710,740	885,459	759,000
700 Property	Expense	305,190	147,894	460,218	170,000	135,000
800 Debt Service and Misc.	Expense	1,627,121	1,556,075	1,640,850	1,600,850	1,603,900
Total Expense		**11,883,106**	**10,393,009**	**12,438,161**	**12,357,440**	**12,068,029**
Net Income		**136,587**	**(153,122)**	**264,155**	**291,885**	**28,280**

[Date] [Client#]

Board of Directors
Client Name
Street Address
City, State Zip

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

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

Scope of Audit Services

Audit of the Financial Statements

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

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

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

Audit of Major Program Compliance

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

Schedule of Expenditures of Federal Awards

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

Audit Objectives

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

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

Required Supplementary Information

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

Supplementary Information other than RSI

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

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

Auditor Responsibilities, Procedures, and Limitations

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

As part of our audit, we will:

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

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

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

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

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

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

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

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

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

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

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

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

b. For the design, implementation, and maintenance of the system of internal control relevant to the preparation and fair presentation of basic financial statements that are free from material misstatement, whether due to error fraudulent financial reporting, misappropriation of assets, or violations of laws, governmental regulations, grant agreements, or contractual agreements;
c. For identifying, in its accounts, all federal awards received and expended during the period and the federal programs under which they were received;
d. For maintaining records that adequately identify the source and application of funds for federally funded activities;
e. For preparing the schedule of expenditures of federal awards (including notes and noncash assistance received) in accordance with the Uniform Guidance requirements;
f. For designing, implementing, and maintaining effective internal control over federal awards that provides reasonable assurance that the entity is managing federal awards in compliance with federal statutes, regulations, and the terms and conditions of the federal awards;
g. For identifying and ensuring that the entity complies with federal laws, statutes, regulations, rules, provisions of contracts or grant agreements, and the terms and conditions of federal award programs and implementing systems designed to achieve compliance with applicable federal statutes, regulations, and the terms and conditions of federal award programs;

h. For disclosing accurately, currently, and completely the financial results of each federal award in accordance with the requirements of the award;
i. For identifying and providing report copies of previous audits, attestation engagements, or other studies that directly relate to the objectives of the audit, including whether related recommendations have been implemented;
j. For taking prompt action when instances of noncompliance are identified;
k. For addressing the findings and recommendations of auditors, for establishing and maintaining a process to track the status of such findings and recommendations and taking corrective action on reported audit findings from prior periods and preparing a summary schedule of prior audit findings;
l. For following up and taking corrective action on current year audit findings and preparing a corrective action plan for such findings;
m. For submitting the reporting package and data collection form to the appropriate parties;
n. For making the auditor aware of any significant contractor relationships where the contractor is responsible for program compliance;
o. To provide us with:
    i. Access to all information of which management is aware that is relevant to the preparation and fair presentation of the financial statements, including the disclosures, such as records, documentation, and other matters;
    ii. Additional information that we may request from management for the purpose of the audit;
    iii. Unrestricted access to persons within the entity and others from whom we determine it necessary to obtain audit evidence;
p. For identifying and ensuring that the entity complies with the laws and regulations applicable to its activities;
q. For adjusting the basic financial statements to correct material misstatements and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the current period under audit are immaterial, both individually and in the aggregate, to the financial statements as a whole;
r. For acceptance of nonattest services, including identifying the proper party to oversee nonattest work;
s. For maintaining adequate records, selecting and applying accounting principles, and safeguarding assets.
t. For informing us of any known or suspected fraud affecting the entity involving management, employees with significant role in the system of internal control and others where fraud could have a material effect on the financials; and

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Engagement Fees

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

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

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

Changes in Professional Standards

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

Use of Financial Statements

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

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

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

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

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

Sincerely,

Eide Bailly LLP

Eide Bailly LLP

AGREED TO AND ACCEPTED:

Name: ____

Title: ____

Date: ____

1103 N 1600 W, Layton, UT 84041
932 E 00 S, Declo, ID 83323
833.758.7300
etscorp.com

Invoice

EM-822

BILL TO
Legacy Preparatory Academy - Building One
1375 W Center St
North Salt Lake City
UT
84054

DATE
6/8/2026

DUE DATE
7/8/2026

PAYMENT TERMS
Net 30 Days

Description	Unit Price	Price
Galaxy Tab Devices	$2,437.00	$2,437.00
(Qty. 8) Samsung Galaxy Tab A11+ - 128GB - WiFi ITMS Labor Receive, Unbox, and Deliver. If additional Labor is needed (We are more than happy to assist with setup!) a ticket will be created.		
Chromebook Bundle	$562.00	$134,880.00
(Qty. 240) Dell Chromebook 11 (Non-Touch) Google Chromebook Management License ITMS Labor Standard Setup & Configuration of Chromebook.		
Laptop Bundle	$40,509.00	$40,509.00
(Qty. 21) Dell Pro 16 Laptop - Windows 11 Pro - Intel Core Ultra 5 - 16GB RAM - 256GB SSD Storage ITMS Labor STANDARD SETUP AND CONFIGURATION - Install fresh OS/remove all bloatware and trials - Join PC to domain - includes giving the PC an appropriate name - Install Office 365 - Install all windows updates - Install AV software - set up local administrator account ITMS Labor ON-SITE SETUP AND CONFIGURATION		

TERMS AND CONDITIONS

Invoices not paid within terms will be subject to an interest charge of 18% per annum. Upon acceptance of this invoice the Customer agrees to pay collection costs and reasonable attorney fees if collection becomes necessary. For questions about this invoice, please email **teamaccounting@etscorp.com**.

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932 E 00 S, Declo, ID 83323
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Invoice

EM-822

Description	Unit Price	Price
- Included for setup of user profile, peripherals, and other applications. ITMS Labor *** BASED ON THE ABOVE STANDARD SETUP, ETS DOES NOT ANTICIPATE NEEDING ADDITIONAL HOURS, BUT IF ADDITIONAL SETUP IS NEEDED, OVERFLOW FOR ADDITIONAL SETUP HOURS WILL BE ISSUED THROUGH A CHANGE ORDER.***		

SALES TOTAL	$177,826.00
TAX	$0.00
TOTAL	**$177,826.00**

TERMS AND CONDITIONS

Invoices not paid within terms will be subject to an interest charge of 18% per annum. Upon acceptance of this invoice the Customer agrees to pay collection costs and reasonable attorney fees if collection becomes necessary. For questions about this invoice, please email **teamaccounting@etscorp.com**.

26-27 INSURANCE PROPOSAL SUMMARY

Prepared for Named Member:

Legacy Preparatory Academy

Issued On: 05/29/2026

DISCLOSURE: This proposal is an outline of the coverages proposed by Arthur J. Gallagher & Co. as part of a master policy program for clients of Academica West. Your school may not be eligible to participate in these programs if the relationship with Academica West ceases to exist. This proposal does not include all of the terms, coverages, exclusions, limitation and conditions of the actual contracts. The policies themselves must be read for those details. Policy forms for your reference will be made available upon request to the Arthur J. Gallagher & Co. team.

Gallagher

Insurance | Risk Management | Consulting

Member Overview

Named Insured: Legacy Preparatory Academy
Coverage Period: July 1, 2026 – July 1, 2027

Total Program Cost

Property Insurance: $25,092.13
General Liability Insurance: $6,838.25
Auto Insurance: $483.32
Educators Legal/Employment Practices: $7,976.84
Umbrella: $5,220.76
Cyber: $3,633.00
Crime: $946.51
Student Accident: $2,089.59
Security Risk Management: $ 782.75
Total Program Cost: $53,063.14

Exposure Summary

Students: 958
Employees: 103
Building Limits: $28900000
Content Limits: $850000

Gallagher

Insurance | Risk Management | Consulting

Commercial General Liability (American Family/Wright Specialty)

Coverage	Limit
Each Occurrence	$1,000,000
Damage to Premises Rented to You Limit	$1,000,000
Medical Expense Limit	$10,000
Personal and Advertising Injury Limit	$1,000,000
General Aggregate Limit	$3,000,000
Products/Completed Operations Aggregate Limit	$3,000,000
Law Enforcement Liability (LEL) (Claims-Made)	
LEL Each Wrongful Act	$1,000,000
LEL Annual Aggregate	$3,000,000
LEL Non-Monetary Relief Aggregate	$100,000
Abuse or Molestation Liability	$1,000,000/$3,000,000
Special Supplementary Payment	$10,000
Abuse or Molestation Alleged Participant	$500,000/$1,000,000
Employee Benefits Liability (Claims-Made)	
Deductible	$0
EBL Each Employee	$1,000,000
EBL Annual Aggregate	$2,000,000
Counseling Professional Liability Coverage	$1,000,000/$3,000,000
Honor Roll Elite General Liability Enhancement	Per Form

Educators Legal Liability (American Family/Wright Specialty)

Educators Legal Liability:
Limit: $1,000,000 each Wrongful Act/$3m Aggregate (Aggregate applies per school board)
Deductible: $25,000

Employment Practices Insurance:
Limit: Included with ELL
Deductible: $25,000

Defense Expense for Injunctive or Declaratory Relief:
Limit: $100,000 Each Action /$300,000 aggregate
Deductible: $25,000

Gallagher

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Building, Contents & Business Income/Extra Expense (Wright Specialty)

Building Limits: Per Schedule On File
Content Limits: Per Schedule On File
Business Interruption Limit: $5,000,000
Extra Expense Limit: $5,000,000
Loss Limit: $200,000,000
Valuation: Replacement Cost with Agreed Value
Equipment Breakdown: $150,000,000
Flood: $5,000,000 / $25,000 Deductible
Earthquake: $10,000,000 / 5% Deductible
Property Deductible: $10,000 (Other than Flood or Earthquake)
Business Interruption and Extra Expense Deductible: $10,000

Auto Insurance (American Family/Wright Specialty):

Coverage	Limit of Coverage
Hired and Nonowned Auto Liability	$1,000,000
Hired Auto Physical Damage Limit	$1,000,000
Hired Auto Physical Damage Deductible	$100/$500
Owned Auto Liability Limit	$1,000,000
Owned Auto Physical Damage Deductible	$500

*All owned Auto must be scheduled and reported to Gallagher

Excess Liability Insurance (American Family/Wright Specialty):

Each Occurrence Limit: $10,000,000
Aggregate Limit: $10,000,000
Schedule of Underlying Coverages:
General Liability
Automobile Liability
Policy Professional Liability
Educators Legal Liability
Employee Benefits Liability
Abuse & Molestation Liability
Counseling Professional Liability

Crime Insurance (Intact):

Coverage	Limit of Coverage
Employee Theft	$1,000,000
Employee Theft of Client Property	$1,000,000
Employee Benefit Plan	$1,000,000
Forgery or Alteration	$1,000,000
Inside the Premises – Theft of M&S	$1,000,000
Inside the Premises – Robbery or Safe Burg.	$1,000,000
Outside the Premises	$1,000,000
Computer Fraud	$1,000,000
Computer Data Restoration Expenses	$100,000
Funds Transfer Fraud	$1,000,000
Money Orders and counterfeit Paper Cur.	$1,000,000
Social Engineering Fraud Coverage	$150,000
Identity Fraud Expense Reimbursement	$25,000
Investigative Costs Coverage	$150,000
Deductible	$125,000

Cyber Liability Insurance (Amtrust):

Coverage	Limit of Coverage
Ransom Payment	$1,000,000
Data and System Recovery	$1,000,000
Bricking Costs	$1,000,000
Business Interruption	$1,000,000
Business Interruption from Suppliers	$1,000,000
Reputation Harm	$1,000,000
Cyber Event	$1,000,000
Cyber Deception	$250,000
Proof of Loss	$250,000
Cryptojacking	$500,000

Coverage for Claims Brought Against the Insured

Coverage	Limit of Coverage
Privacy & Network Security	$1,000,000
Regulatory Fines and Penalties	$1,000,000
Payment Card	$1,000,000
Media	$1,000,000

Aggregate Limit of Liability: $1,000,000 per Member with a $5,000,000 Policy Aggregate
Deductible: Revenue between $0-$25m = $15,000
Revenue above $25m = $25,000

Gallagher

Insurance | Risk Management | Consulting

Student Accident (Crum & Forester):

All enrolled students of the school participating in supervised and sponsored activities including interscholastic sports and extended day programs, including students participating in summer camps. Coverage also includes volunteer workers of the policyholder.

Schedule of Benefits

Benefit	Details
Benefit Maximum for All Accidents	$25,000
Medical Deductible	$0
Benefit Period	2 Years
Benefit Percentage	100% of Usual & Customary Charges
Terms of Payment - Full Excess	Paid after 100% of Accident Medical Benefit with additional Benefit $1,000 extended dental benefit
Accidental Death and Dismemberment (due to accident injury)	$15,000
Time Period for Loss	365 days
Aggregate Limit of Liability	$5,000,000

Loss of Life Schedule

Loss	Benefit (% Principal Sum)
Life	100%
Two or More Members	200%
One Member	50%
Thumb and Index Finger of the Same Hand	25%
Four Fingers of the Same Hand	25%

Catastrophic Accident

Benefit Period	10 years
Maximum Benefit Amount:	$5,000,000

Security Risk Management (Houston Casualty):

Coverage	Limit
Ransom	$1,000,000
Accidental Death & Dismemberment	$250k per person/ $1.25m per event
Threat Response	$100,000
Child Abduction	$1,000,000
Workplace Violence	$1,000,000

Aggregate Limit of Liability: $1,000,000 per Member with a $3,000,000 Policy Aggregate

Teacher and Student Success Act Plan

2026-2027 School Year

Legacy Preparatory Academy

<u>Board Approved TSSA Framework</u>: Oct. 26, 2019

<u>Board Approved TSSA Plan</u>: June 18, 2026

General Information – *In accordance with the Student Success Framework approved by the Governing Board, the school's administration has created a Teacher and Student Success Plan designed to improve the school's performance under the state's accountability system. The Plan will be submitted to the Board for approval. The Board will annually review the Plan submitted and use its best efforts to complete the approval process by June 30 each year.*

<u>Goal based on School Needs</u>

1. Increase students reading at or above benchmark in each grade 1-5 from the beginning to the end of the school year by 3%. Decrease the number of students in grade 6 below or well below benchmark on Acadience reading by 5 students. Increase student ELA scores in each grade 7-8 by 2% from the previous end of year scores.
2. Increase student achievement (at or above benchmark) in math on Derivita Assessments in each grade 3-9 from the beginning to the end of the school year by 3%

<u>Measurement</u>

1. Goal #1 - Acadience Reading data as well as End of Level testing will measure progress toward and the goal being met.
2. Goal #2 – Derivita Assessments testing will measure progress toward the goal being met.

<u>Action Steps</u>

1) Administering appropriate assessments (Acadience Reading, end of level testing, and Derivita Assessments).
2) Perform intervention with students using targeted, research validated intervention programs.
3) Monitor and track progress to make adjustments as needed upon data review.
4) Communicate student progress to teachers, teaming with them to provide needed instruction for individual students.
5) Collect ending year data to verify progress toward goal being met.

<u>Budget</u>

Additional Salaries (Coaching/behavior and class size reduction) – $58,322.25
Benefits – $13,785.00
Training - $4,200.00
Consumable supplies and software – $162,276.28 (curriculum and intervention software)
25% of TSSA funds will be used for teacher salary and benefits increase - $79,527.75

Utah State Board of Education

School-based Mental Health Qualifying Grant Program

New Applicant FY27

The state board shall distribute money appropriated under this section to local education agencies (LEAs) to provide, in a school, targeted school-based mental health support, including clinical services and trauma-informed care, through employing or entering into contracts for services provided by qualifying personnel.

Application Final Due Date: Wednesday, May 31, 2023, at 5:00 PM

Send the completed application for interim feedback and/or the final submission to the grant team at sbmhqualifyinggrant@schools.utah.gov as a digital link to the completed plan.

Note: *To be considered, the Utah State Board of Education (USBE) must receive an electronic copy of your application by May 31, 2023, at 5:00 PM. All email submissions will be confirmed with a receipt email from USBE within 2 business days. Notification of preliminary approval will be received no later than June 14, 2023.* ***Official awards and letters will be sent to the LEA through the Utah Grants Management System.***

Please direct all questions to SBMHQualifyingGrant@schools.utah.gov

Supporting Documents:

Frequently Asked Questions (FAQ) Document

Utah Code 53F-2-415

USBE Rule R277-622

School-based Mental Health Qualifying Grant Program Website

School-based Mental Health Qualifying Grant Program Resources Folder

Key Definitions:

1. **Additional Allocation** (outlined in USBE Rule R277-622-5(8)(9)):
An allocation is available to LEAs if there is an excess of funding available after the applications and annual plan updates are approved. It should be considered one-time funding.

2. **Behavioral Health Support Personnel** (defined in HB411):
An individual who:
(i) works under the direct supervision of qualifying personnel to:
   (A) Support and track a student's progress and access to and completion of school curriculum; and
   (B) Support students by prompting, redirecting, encouraging, and reinforcing positive behaviors;
(ii) is not certified or licensed in mental health; and
(iii) meets the professional qualifications as defined by state board rule.

3. **Qualifying Personnel** (defined in Subsection 53F-2-415(1)):
A school counselor or other counselor, school psychologist or other psychologist, school social worker or other social worker, or school nurse who:
(a) is licensed; and
(b) collaborates with educators and a student's parent on:
   (i) early identification and intervention of the student's academic and mental health needs; and
   (ii) removing barriers to learning and developing skills and behaviors critical for the student's academic achievement.

4. **Related Services:**
Mental-health or school nursing services provided by the local mental health authority or a private provider through a contract.

5. **Student Engagement:**
PBIS/MTSS Tier One, social and emotional learning, attendance, and mindfulness practices.

6. **Telehealth Services** (defined in Subsection 26-60-102(7)):
The transmission of health-related services or information through the use of electronic communication or information technology.

Section A: LEA Overview

1. Name of Applicant	
LEA Name	Legacy Preparatory Academy

2. Contacts			
Application Lead Contact:			
Name	Brandie Evans	**Position**	Executive Director
Telephone	801-294-2801	**Email Address**	bevans@legacyprep.org
Second Point of Contact:			
Name	Sadie Stokes	**Position**	School Psychologist
Telephone	801-294-2801	**Email Address**	sstokes@legacyprep.org
Business Administrator:			
Name	Kim McVey	**Position**	Accountant
Telephone	801-444-9378	**Email Address**	Kim.mcvey@awservices.com
(OPTIONAL) Third Point of Contact:			
Name	Mindy Jones	**Position**	Office Manager
Telephone	801-294-2801	**Email Address**	mjones@legacyprep.org

Section B: Three-Year Plan Requirements

1. Measurable Goals, Metrics, and Outcomes

Provide a three-year plan for your LEA's measurable goals, metrics, and outcomes approved by your LEA's governing board on improving student engagement, school culture, student safety, and/or academic achievement. *(2 goals required)*
Categories of goals may include: Academic, Behavior, Mental Health Awareness, and Mental Health Supports.
See the Goal Writing Guidance Document for tips on writing a S.M.A.R.T. goal.

Goal #1 (category): BEHAVIOR
(See Sample Here)

Who is being served? (be as specific as possible)	*Students in grades K-6, who struggle with emotional regulation.*
What is being achieved? (must be measurable)	*Increase the number of students graduating to a less restrictive behavior plan by 20 students.*
When will it be achieved?	*By the end of the 2029 school year.*

Goal #1 (spanning three-year grant cycle): *Increase the emotional regulation of students in grades K-6 by graduating 20 students from their behavior plans by the end of the 2029 school year.*

Baseline (data collected before FY24): *Increase the emotional regulation of students in grades K–6 by graduating students from their behavior plans, to a lesser restrictive behavior support plan, starting with 10 students in the first year and increasing by 5 additional students each year through the end of the 2029 school year.*

End of FY27 Target: *Graduating students from their behavior plans, to a less restrictive behavior support plan, starting with 10 students by the end of the 2027 school year.*

End of FY28 Target: *Graduate additional students from their behavior plans, to a less restrictive behavior support plan, for a total of 15 students by the end of the 2028 school year.*

End of FY29 Target: *Graduate additional students from their behavior plans, to a less restrictive behavior support plan, for a total of 20 students by the end of the 2029 school year.*

Indicate the type of qualifying personnel and/or contracted services funded through this grant that will support this goal.
Elementary School Counselor

Describe how the qualifying personnel and/or contracted services funded through this grant will support this goal.
Elementary School Counselor - will provide social-emotional lessons to all students in Kindergarten through Sixth grades at least monthly. Individual students or classes who need additional support will be provided with scaffolding and resources to improve student emotional health.

If applicable, describe how the behavioral health support personnel funded through this grant will support this goal *(if not applicable, write N/A).*
N/A

Goal #2 (category): BEHAVIOR **(See Sample Here)**	
Who is being served? (be as specific as possible)	*Students in grades 7-9, who struggle with emotional regulation.*
What is being achieved? (must be measurable)	*Increase the number of students graduating to a less restrictive behavior plan by 20 students.*
When will it be achieved?	*By the end of the 2029 school year.*

Goal #2 (spanning three-year grant cycle):
Increase the emotional regulation of students in grades 7-9 by graduating 10 students from their behavior plans by the end of the 2029 school year.

Baseline (data collected before FY24): *Increase the emotional regulation of students in grades 7-9 by graduating students from their behavior plans, to a lesser restrictive behavior support plan, starting with 4 students in the first year and increasing by 3 additional students each year through the end of the 2029 school year.*

End of FY27 Target: *Graduating students from their behavior plans, to a less restrictive behavior support plan, starting with 4 students by the end of the 2027 school year.*

End of FY28 Target: *Graduate additional students from their behavior plans, to a less restrictive behavior support plan, for a total of 7 students by the end of the 2028 school year.*

End of FY29 Target: *Graduate additional students from their behavior plans, to a less restrictive behavior support plan, for a total of 10 students by the end of the 2029 school year.*

Indicate the type of qualifying personnel and/or contracted services funded through this grant that will support this goal. *School Counselor*
Describe how the qualifying personnel and/or contracted services funded through this grant will support this goal. *School Counselor - create interventions such as check-in, check-out, and behavior contracts and outline a system to track behavior. Follow up with families and support students who are being supported by the interventions. Provide brief skills-based groups to support students struggling with their behavior.*
<u>If applicable</u>, describe how the behavioral health support personnel funded through this grant will support this goal *(if not applicable, write N/A).* *N/A*

OPTIONAL Goal #3 (category): [(See Sample Here)]	
Who is being served? (be as specific as possible)	
What is being achieved? (must be measurable)	
When will it be achieved?	
Goal #3 (spanning three-year grant cycle):	
Baseline (data collected before FY24):	
End of FY24 Target:	
End of FY25 Target:	
End of FY26 Target:	
Indicate the type of qualifying personnel and/or contracted services funded through this grant that will support this goal.	
Describe how the qualifying personnel and/or contracted services funded through this grant will support this goal.	
If applicable, describe how the behavioral health support personnel funded through this grant will support this goal *(if not applicable, write N/A).*	

2. Implementation Plan

Part A: Write a brief narrative of how the qualifying personnel being hired and/or contracted with will increase students' access to mental health services; including how access is improved for students who are underserved or at risk.
(Limit your response to 300 words.)

A school counselor will be assigned full-time onsite to monitor, intervene, and support student mental health. Although the School Counselor will be available to all students, priority will be given to students who need Tier 2 and Tier 3 behavior and mental health intervention and support.

Underserved students: students with a disability, identified with low socioeconomic status, MLL, and Black/African American or Latino will be given high priority during the identification process for early intervention.

Part B: Write a brief narrative to demonstrate a process for utilization of qualifying personnel in your LEA's multi-disciplinary team as outlined in R277-400-8(3) and (4).

Include the following:

- **which category of personnel are part of the multi-disciplinary team for identifying students in need of mental health interventions.**
- **how you are using data to determine:**
  - **mental health interventions,**
  - **progress toward student goals, and**
  - **outcomes of mental health interventions.**

(Limit your response to 300 words.)

Our Tier 2 Intervention Teams (multi-disciplinary team) consists of our Executive Director, Special Education Director, Elementary Principal, Jr. High Principal, Elementary Assistant Principal, Academic Intervention Specialists, School Psychologist, Behavior Interventionist, Elementary and Junior High Counselors, and Teacher(s) acting as Behavioral Support Personnel.

The team uses data from behavior incident write-ups entered by teachers in Panorama as well as teacher observations, grades, attendance, parent referrals, and student self-reports to identify students who need behavior intervention support.

Student progress is tracked through teacher observations, grades, and Check-in/Check-out procedures. Students will also participate in research-based surveys administered three times per year to track the progress of their emotional regulation.

Part C: Does your LEA intend to collaborate on school-based mental health support with the local mental health authority (LMHA) of the county in which the LEA is located (Location Map)?	
Yes or No:	**No**
Does your collaboration include establishing a contract with the LMHA of the county in which the LEA is located?	
Yes or No:	**No**
If "Yes" to either of the above, please provide the information below.	
Name of the local mental health authority:	**Choose One**
Name for primary point of contact at the local mental health authority:	**N/A**
Email for primary point of contact at the local mental health authority:	**N/A**
List of intended school-based mental health services:	**N/A**
If "Yes" to either of the above, please include a letter of support from the local mental health authority of the county in which the LEA is located.	

Section C: Parent and School Personnel Education

1. Parent Education - Mental Health, Bullying, and Safety

In accordance with 53G-9-703, describe how your LEA is meeting the requirements related to parent education.

If your LEA opted out of parent education for mental health, bullying, and safety, please explain why.

(Limit your response to 300 words.)

At this time, our LEA is passing along information to our parents from the local school district (Davis County) regarding their offered parent meetings to discuss Mental Health, Bullying, and Safety. We encourage our families to attend these District-sponsored events.

2. School Personnel Education - Impact of Childhood Trauma on Student Learning
Provide a description of the timeline and process for training ALL school personnel on the impact of childhood trauma on student learning (R277-622(3)(2)(e)). *(Limit your response to 300 words.)*
At the start of the school year, all school personnel will be required to participate in training to increase their understanding of the impact of childhood trauma on student learning. Teachers will sign a participation sheet and complete a pre- and post-training survey. As part of our Staff Wellness training at the end of the year, all school personnel will be required to participate in training to support and assess growth in their understanding of the impact of childhood trauma on student learning. Teachers will sign a participation sheet and complete a pre and post-training survey.

Section D: Future Reporting Requirements
Information: *Please note the following data that you will need to report in the School-based Mental Health Qualifying Grant Program Annual Accountability and Data Report that will be **due by July 19, 2024**. Although these items are not required for the application submission, LEAs should ensure the collection of this data for the final Accountability and Data report.*
1. Progress toward achieving goals and measures in the approved LEA school-based mental health plan. Answer in the link to the Qualtrics survey
2. Current positions hired and/or contracted using funds and services provided. Answer in the link to the Qualtrics survey
3. If the LEA discontinues a grant funded position, the LEA's reason for discontinuing the position.

Answer in the link to the Qualtrics survey
4. State of collaboration and/or contract with the local mental health authority of the county in which the LEA is located. Answer in the link to the Qualtrics survey
5. Update to annual report baseline data. Answer in the link to the Qualtrics survey
6. How the LEA, in providing school-based mental health support, complies with the provisions of Section 53E-9-203. Answer in the link to the Qualtrics survey
7. Challenges with hiring and/or contracting for services. Answer in the link to the Qualtrics survey
8. Reporting of school personnel training in trauma-informed practices. Answer in the link to the Qualtrics survey
9. Other information requested by the Superintendent. LEAs will be notified of those requests in advance of the report. Answer in the link to the Qualtrics survey

Section E: Finances

1. Funding Request

Granted funds can only be used for targeted school-based mental health support, including clinical services and trauma-informed care, through employing (salary and benefits) and/or entering into contracts for services provided by qualifying personnel and/or behavioral health support personnel. Grant funds cannot replace previously allocated monies to employ or contract qualifying personnel or behavioral health support personnel. Grant recipients will be awarded an allocation for up to three years of the qualified grant.

NOTE: The distribution of these funds are awarded in the Utah Grants Management System through reimbursement with the unrestricted indirect cost rate applied.

*Budgets will change each year based on the fiscal projections for each year.

Part A:	**Requested Award** (Request up to the full amount designated in the Fiscal Projections document)

2026/2027 Year 1	**$49,638.47**	
2027/2028 Year 2	No entry needed. (Based on FY28 fiscal projections)	
2028/2029 Year 3	No entry needed. (Based on FY29 fiscal projections)	

Part B: Additional Funding If you are planning to collaborate with the local mental health authority (LMHA) in which your LEA is located, would you be interested in receiving an additional allocation (funds) for FY24? This is ONLY available for LEAs who collaborate with the LMHA as indicated in Part C of your Implementation plan. Notification of an available allocation will be sent following the close of the application cycle. This additional allocation will be available by October 1st.	**No**	**If yes, please describe your proposed use of these funds:**

2. SBMHQGP LEA Fiscal Risk Self-Assessment

Complete "Appendix A - SBMHQGP LEA Fiscal Risk Self-Assessment" by making a copy of this document and sending the digital link to the grant team at sbmhqualifyinggrant@schools.utah.gov with the final submission of this application.

Upon submission of this application and appendix in the Utah Grants Management System, the USBE Fiscal Monitoring Team will review "Appendix A - SBMHQGP LEA Fiscal Risk Self-Assessment" and provide support as needed.

For questions about this document, review the Technical Assistance for the SBMHQGP LEA Fiscal Risk Self-Assessment.

Kim will help with this document

Section F: Assurances and Signatures

1. Each year the LEA will submit the Qualifying Personnel & Contracts Survey, including the required information for all qualifying personnel, contracted services, and behavioral health support personnel for which the LEA is utilizing this grant funding.
2. The LEA will submit the Accountability and Data Report by July 19th.
3. The LEA will comply with 53G-9-203, for training all school personnel on advising educators against practicing medicine, giving a diagnosis, or providing treatment.
4. The LEA will comply with 53E-9-203, to obtain parental consent for all services provided.
5. The LEA will comply with HB411 of 2023 to ensure behavioral health support personnel funded with this grant are supervised by a qualifying personnel and receive training.

I do hereby certify that all assurances listed above, and all committed resources to this program, will be provided for the implementation of systemic school-based mental health programs for at least three (3) years. Submission of this document signifies that all parties listed below have reviewed and approved this proposal.

INSTRUCTIONS: Signatures can be added by the allowed electronic methods listed below:

a. download this document as a PDF or request a blank signature page by emailing sbmhqualifyinggrant@schools.utah.gov;
b. sign with Adobe digital signature features or print, sign, and scan to a PDF; and
c. add a screenshot of the signatures in the provided cell using a Snip & Sketch type tool.

LEA Program Director	
Name, Title (Please print): Sadie Stokes, School Psychologist	
Signature:	Date: 05/31/2026
LEA Business Administrator	
Name, Title (Please print): Kim McVey, Business Manager	
Signature:	Date: 05/31/2026
LEA Superintendent/Charter School Director	
Name, Title (Please print): Brandie Evans, Executive Director	

Signature:	Date: 05/31/2026

Lottery and Enrollment Policy

Adopted: 10.23.2025

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.

<u>General Information</u>

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 (iv) 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.

<u>Lottery</u>

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 student who resides within the boundaries of Woods Cross City 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 addition, the School may not enroll a student from another school unless the student record from the previous school, including the discipline file (if applicable), is received or the School's administration reviews the data gateway for any safe-school violation, reintegration, or threat assessment.

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; (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; or (iii) have any school safety incidents or safe-school violations.

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, if materially false or misleading information is provided in the application, or if information that would have been relevant to the School's enrollment decision is omitted, and the School discovers the omission or misrepresentation after the student has been enrolled in the School, the School may place the student's enrollment under review 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 continued enrollment, continued enrollment subject to conditions, or recission of the student's enrollment if the School determines that the undisclosed information would have provided a lawful basis to deny admission at the time of the application. Parents of students whose enrollment has been rescinded consistent with this paragraph may appeal the decision in accordance with the School's Parent Grievance Policy.

During the investigation process mentioned above, the School may restrict a student's attendance at the School if deemed necessary by the School to protect student safety or facilitate the review.

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.

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Sex Education Instruction Policy

Adopted: May 12, 2022
Reviewed: April 18, 2024

Purpose

The purpose of this policy is to ensure that any sex education instruction or instructional programs taught at Legacy Preparatory Academy (the "School") is compliant with state law.

Policy

The School will comply with applicable state law regarding the review, approval, and presentation of sex education instruction or instructional programs if the School elects to provide sex education instruction or instructional programs, including maturation education, at the School.

"Sex education instruction or instructional programs" means any course material, unit, class, lesson, activity, or presentation that, as the focus of the discussion, provides instruction or information to a student about: sexual abstinence; human development, including puberty and maturation; human reproductive processes, including conception, fetal development, pregnancy, and birth; human reproductive anatomy and physiology; healthy dating practices, marriage, and parenthood, in accordance with the success sequence as defined in Utah Code § 53G-10-402; adoption in accordance with Utah Code § 53G-10-404; information about contraceptive methods or devices in accordance with Utah Code § 53G-10-402(2)(b) and (c); chronic, infectious, and acute diseases and conditions of the reproductive system, including sexually transmitted infections and diseases; or refusal skills, as defined in Utah Code § 53G-10-402. While these topics are most likely discussed in courses such as health education, health occupations, human biology, physiology, parenting, adult roles, psychology, sociology, child development, and biology, this policy applies to any course or class in which these topics are the focus of discussion.

The Director(s) shall establish administrative procedures to help the School comply with the requirements related to sex education instruction or instructional programs under Utah law.

Review

Every two years the Board of Directors shall (a) review this policy; and (b) review data for the county in which the School is located regarding teen pregnancy, child sexual abuse, sexually transmitted diseases and sexually transmitted infections, and the number of pornography complaints or other instances reported in the School.

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Salary Supplement for Highly Needed Educators Program Policy

Adopted: May 22, 2025

Purpose

The purpose of this policy is to describe how Legacy Preparatory Academy (the "School") administers the Salary Supplement for Highly Needed Educators ("SHiNE") Program. This policy is meant to comply with the requirements of Utah Code § 53F-2-504.

Definitions

"Eligible teacher" means a teacher who:

(a) has a qualifying assignment;
(b) qualifies for the teacher's assignment in accordance with an LEA's policy; and
(c) is a new employee or has not received an unsatisfactory rating on the teacher's three most recent evaluations.

"Qualifying assignment" means a teacher who is assigned to a high-needs area.

"High-needs area" means at least two and up to five teaching assignments that an LEA designates in a policy as challenging to fill or retain.

Policy

High-Needs Areas

The following teaching assignments are designated as high-needs areas at the School:

(a) Special Education (K-9);
(b) Secondary Science (7-9); and
(c) Secondary Math (7-9).

Process for Determining if a Teacher is an Eligible Teacher

The School's Director or his/her designee shall perform due diligence in determining whether a teacher meets the definition of eligible teacher as set forth in this policy. Due diligence includes, at a minimum, verifying that a teacher:

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(a) is assigned to teach in one of the high-needs areas listed above;
(b) has a professional educator license in one of the high-needs areas listed above; and
(c) is a new employee of the School or is not a new employee of the School but has not received an unsatisfactory rating on the teacher's three most recent evaluations from the School.

On an annual basis, the School's Director or his/her designee shall create a list of all teachers who have been determined to meet the definition of eligible teacher under this policy.

Process for Certifying a List of Eligible Teachers to be Awarded a Salary Supplement

On an annual basis, the School's Director or his/her designee shall review the list of all teachers who have been determined to meet the definition of eligible teacher under this policy and shall make any changes to the list he/she feels is necessary. The list is considered certified by the School's Director or his/her designee when he/she finalizes the list with accounting or human resources.

Salary Supplement Amount

All teachers at the School determined to be eligible teachers under this policy (i.e., all teachers on the certified list described above) shall receive a salary supplement under the SHiNE Program in an amount consistent with this policy and the funds allocated to and received by the School under the SHiNE Program.

Eligible teachers who are assigned 1.0 FTE in a high needs area shall receive the full salary supplement. Eligible teachers who are assigned less than 1.0 FTE in a high needs area shall receive a prorated salary supplement based on the percentage of their FTE in the high needs area. However, if an eligible teacher's employment with the School ends before the salary supplement is paid, the teacher shall receive only a prorated portion of the salary supplement based on the portion of the school year the teacher worked at the School.

In addition, an eligible teacher who begins employment with the School after the certified list described above has been finalized shall not be entitled to a salary supplement. However, the Director may, in the Director's sole discretion and subject to available SHiNE Program funding, award such teacher a prorated salary supplement based on the portion of the school year the teacher worked at the School.

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The School may increase the amount of funds the School provides to eligible teachers if the School:

(a) first ensures proper distribution of funds the School receives under the SHiNE Program to the School's eligible teachers; and
(b) experiences a carry forward or leftover balance.

Appeals

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If the School's Director or his/her designee determines that a teacher does not meet the definition of eligible teacher and therefore does not qualify for a salary supplement under the SHiNE Program, the teacher may appeal that decision in writing to the School's Board of Directors (the "Board") if the teacher:

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(a) believes he/she does meet the definition of eligible teacher under this policy; or
(b) has a teaching assignment at the School that is substantially equivalent to a high-needs area and otherwise meets the definition of eligible teacher under this policy.

When submitting an appeal, a teacher is required, at minimum, to provide transcripts and other documentation to the Board in order for the Board to determine if the teacher is an eligible teacher with a qualifying teaching background.

The Board shall make a decision on the appeal within thirty (30) school days.

Administrative Procedures

Each school year the Director shall establish, through administrative procedures, the salary supplement amount that each eligible teacher will receive for that school year.

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Updating Policy

The School shall update this policy annually and provide notice of any changes to the policy to teachers within the School.

Sex Education Instruction Procedures

These administrative procedures are established pursuant to the Sex Education Instruction Policy adopted by the School's Board of Directors.

In accordance with state law, all sex education instruction or instructional programs, which include but are not limited to all maturation education programs and all health curriculum, will comply with the requirements of Utah Code § 53G-10-402 through -403 and Utah Admin Code R277-474.

The School's health curriculum will include instruction in the following topics, as required by Utah Code § 53G-10-402(2)(a)(ii):

(a) the success sequence;
(b) community and personal health, including personal hygiene and the prevention of communicable disease;
(c) physiology;
(d) human development;
(e) marriage and safe dating practices;
(f) refusal skills;
(g) resilience;
(h) situational awareness;
(i) the harmful effects of pornography; and
(j) the consequences of behaviors that pose a risk to individual health or of failure under the success sequence.

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Deleted: teach sexual abstinence before marriage and fidelity after marriage as methods for preventing certain communicable diseases; ¶

Deleted: teach personal skills that encourage individual choice of abstinence and fidelity; and¶

Deleted: obtain prior parental consent before any sex education instruction, maturation education, or other instructional program.

The School shall ensure that health curriculum instruction:

(a) stresses the importance of abstinence from all sexual activity before marriage and fidelity after marriage as methods for: maintaining mental, physical, and social health, including reducing stress; eliminating risks associated with sexual activity, including preventing pregnancy and certain communicable diseases; and achieving the success sequence; and
(b) personal skills that encourage abstinence, the return to abstinence, and fidelity.

The Director will establish a curriculum materials review committee composed of parents, health professionals, school health educators, and administrators. The committee will have at least as many parents as School employees. The School's Board of Directors will review and approve the membership of the committee on or before August 1 each year.

The curriculum materials review committee will meet on a regular basis, as determined by the members of the committee, select officers for the committee and designate a committee chair, and comply with the Open and Public Meetings Act. The committee will review and make recommendations to the School's Board of Directors regarding instructional materials to be used by the School in connection with sex education instruction. Program materials and guest speakers supporting instruction on these topics must also be reviewed and approved by the curriculum materials review committee.

Deleted: or a maturation education program

Instructional materials used by the School in connection with sex education instruction must be approved by the School's Board of Directors. These materials will comply with the requirements of applicable law and will be available for parents to review for a reasonable period of time prior to consideration for adoption by the Board of Directors.

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The following topics may not be taught in the School:

- The intricacies of sexual stimulation or erotic behavior;
- The advocacy of premarital or extramarital sexual activity;
- The advocacy or encouragement of the use of contraceptive methods or devices (however, instruction that includes information about contraceptive methods or devices, not including abortion or any abortive methods, that stresses effectiveness, failure rates for youth, limitations, risks, and information on state law applicable to minors obtaining contraceptive methods or devices is allowed); or
- Any means or methods that facilitate or encourage the violation of any state or federal criminal law by a minor or an adult, including as a response to a spontaneous question from a student.

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Deleted: The advocacy of premarital or extramarital sexual activity

The School will comply with the student privacy laws in Utah Code § 53E-9-202 through -203, and obtain parental consent prior to any sex education instruction. At no time will a student be in the classroom during any sex education instruction unless an approval form signed by the student's parent/guardian is on file. The parental notification form (aka the approval form) will:

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- explain a parent's right to review proposed curriculum materials in a timely manner;
- request the parent's permission to instruct the parent's student in identified course material related to sex education instruction;
- allow the parent to exempt the parent's student from attendance for a class period where identified course material related to sex education instruction is presented and discussed;
- be specific enough to give parents fair notice of topics to be covered;
- include a brief explanation of the topics and materials to be presented and provide a time, place and contact person for review of the identified curricular materials;
- be retained on file with affirmative parental consent for each student prior to the student's participation in discussion of issues protected under Section 53G-10-402; and
- be maintained at the School for a reasonable period of time.

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Instructors may not intentionally elicit comments or questions about matters subject to parental consent requirements. Additionally, instructors' responses to questions spontaneously raised by students must be brief, factual, objective and in harmony with content requirements of this policy and state law. Responses must also be age appropriate and limited in scope to that reasonably necessary under the circumstances.

The School will ensure that all educators with any responsibility for any aspect of sex education instruction will receive appropriate professional development outlining the sex education curriculum and the criteria for sex education instruction. The School will ensure that educators receive this professional development at least once every three years. Additionally, the School will ensure that such educators are familiar with the student privacy requirements of Utah Code § 53E-9-202 through -203.

Deleted: the Utah Family Educational Rights and Privacy Act

Any complaint or appeal concerning sex education instruction materials adopted by the School should be addressed in accordance with the School's Parent Grievance Policy or Staff Grievance Policy, as applicable.

Wellness Policy

Approved: 06.08.2023

Purpose

The purpose of this policy is to ensure the best possible mental and physical health environment for the students of Legacy Preparatory Academy (the "School"). The School's Board of Directors (the "Board") and members of the administration, including the School's Directors and building principals (the "Administration"), recognize that there is a well-documented link between nutrition, physical activity, and learning. Well-planned and effectively implemented school nutrition and fitness programs have been shown to enhance students' overall health as well as their behavior and academic achievement in school. Schools have a responsibility to try to help students learn, establish, and maintain lifelong healthy eating and activity habits and to promote healthy living in families and in the community. Faculty and staff wellness is an integral part of a healthy school environment as well, since school faculty and staff can be daily role models for healthy behaviors.

Policy

<u>Wellness Committee</u>

Under the direction of the Board and Administration, the School will establish a Wellness Committee to oversee wellness efforts, review the School's progress towards accomplishment of the School's wellness objectives and goals, periodically review this policy, and, as necessary, recommend changes to this policy. The Wellness Committee may consist of, but is not limited to, parents, students, food service staff, physical education teachers, members of the Board and Administration, health professionals, and members of the community. The School will maintain a list of the names and contact information of the Wellness Committee members. The School will also provide notice via the School's website of how individuals can get involved with the Wellness Committee and otherwise participate in the development, implementation, and periodic review and update of this policy.

<u>Objectives and Goals</u>

All students in the School will possess the knowledge and skills necessary to make healthy food and physical activity choices throughout their lifetime. Parents and families will be provided with tools and resources to promote and encourage healthy living. All staff in the School will be encouraged to model healthy eating and physical activity as a valuable part of daily life.

To meet these objectives and goals, the School adopts this policy, which addresses physical activity, nutrition education, healthy school environment, food guidelines, and other school-based activities that promote student wellness. This policy is designed to effectively utilize School and community resources to equitably serve the needs and interests of all students, families, faculty, and staff, taking into consideration differences in culture.

Physical Activity

The Board and Administration recognize the importance of physical activity for student health and academic achievement. To promote physical activity, the School will:

a. Ensure that every student from Kindergarten through ninth grade receives regular, age-appropriate, quality physical education.
b. Use a variety of subjects and lesson plans to increase physical movement in the classroom.
c. Provide a wide variety of physical activities and introduce students to different sports, games, or ways of getting physically active. This may be done in the classroom as well as through physical education, assemblies, or after-school activities.
d. Provide physical activities that teach all students, regardless of ability, cooperation and teamwork, good sportsmanship, positive self-image, and personal achievement.
e. Ensure that alternative activities are provided for students with physical disabilities, as appropriate.
f. Provide exemptions from physical activities where appropriate for ill or injured students.

Nutrition Education

The primary purpose of nutrition education is to build knowledge and skills that will help students make healthy eating and physical activity choices now and throughout their lives. In order to do so:

a. The School's classrooms, cafeterias, and other School spaces will provide clear and consistent messages that explain and reinforce healthy eating and physical activity habits.
b. Faculty and staff will teach healthy eating habits in the classroom by incorporating, when practical, healthy nutrition facts and activities not only in health but also in subjects such as math, science, language arts, social sciences, and elective subjects.
c. Nutrition education will be provided and nutrition incentive programs may be established. Staff wellness will also be important and activities for staff may be established to allow staff to model and support this policy.

d. Healthy meal choices, including fruits, vegetables, whole grains and low-fat dairy products, will be provided to students to encourage improvement of nutrition behaviors at the School.
e. Students will be encouraged to test healthy food items with which they are not familiar to promote behavior change and healthy school meal consumption.
f. Nutritional and physical awareness and healthy lifestyles will be promoted to students, families, faculty, and staff through activities that may include but are not limited to assemblies, newsletters, and physical activities.
g. The Administration will measure the level of implementation of nutrition education in the School through such measures as self-reporting surveys.

Healthy School Environment

The Board and Administration understand the need to create a school environment that is conducive to promoting and sustaining the nutritional, physical, and emotional health of its students, faculty, and staff. In order to create such an environment:

a. Students will be educated on the importance of proper hand washing and will be provided access to restrooms for washing hands.
b. The School will make drinking fountains available so that students can get water at meals and throughout the school day. In addition, students may be allowed to bring and store water bottles in the classroom.
c. The School will ensure there is adequate time for students to enjoy eating healthy foods with their peers.
d. The School will, when appropriate, make reasonable efforts to keep School-owned physical activity facilities open for use by students outside of school hours.

Food Guidelines

The primary purpose of the food guidelines contained herein is to ensure that the use of food in the School promotes and protects health and wellness. The following guidelines are hereby set forth:

a. The National School Lunch Program guidelines and regulations, which can be accessed online at http://www.fns.usda.gov/nslp/national-school-lunch-program-nslp.
b. The School Breakfast Program guidelines and regulations, which can be accessed online at: https://www.fns.usda.gov/sbp/school-breakfast-program.
c. Food that supports the School's wellness philosophy, objectives, and goals will be allowed in the classroom at the teacher's discretion where it

is part of a lesson plan or demonstration. For example, a teacher may use an orange to teach fractions.

d. Distribution of carbonated beverages at School will only be allowed as approved by the Administration.
e. Teachers will be encouraged to identify their students' allergies and dietary restrictions and work with parents to address individual needs.
f. Students will be discouraged from sharing their foods or beverages with one another during meal or snack times, given concerns about allergies and other dietary restrictions.
g. Distribution of commercially prepared birthday treats in the classroom will be allowed when approved by the teacher.
h. Classroom celebrations that involve food will be allowed at the Administration's discretion. Such celebrations will comply with the following:
    i. All foods made available will comply with state and local food safety and sanitation regulations.
    ii. Healthy snack choices and/or options may be offered to students, faculty, and staff as part of the celebration.
    iii. Faculty, staff, and parents will make healthy and fun activities part of the celebration and the sole focus of the celebration will not be food.
i. During the school day, the Administration will permit marketing at the School's buildings of only those foods and beverages that meet the nutrition standards under the applicable School Breakfast Program and National School Lunch Program regulations.
j. Food provided as part of after-school or extracurricular activities will be under the direction of the Administration.
k. Guidelines for meals served as part of the School's meal program will not be less restrictive than the applicable federal regulations and guidance.

<u>Triennial Assessment</u>

At least once every three years, the School will review this policy and assess the School's compliance with this policy. This triennial assessment will measure the School's implementation of this policy and include:

a. The extent to which the School's buildings are in compliance with this policy;
b. The extent to which this policy compares to the Alliance for a Healthier Generation's model wellness policy; and
c. A description of the progress made by the School in attaining the objectives and goals of this policy.

The School's Director(s) is responsible for managing the triennial assessment. The School's Wellness Committee will participate in the triennial assessment.

The School will make the triennial assessment results/report available to the public by posting the assessment results/report on the School's website.

The School will update or modify this policy as needed based on the results of the triennial assessment. If no updates or modifications are needed after the triennial assessment, this policy will be ratified by the Board.

Oversight of Policy and Recordkeeping

The Director(s), in conjunction with the building principals, will oversee this policy and each building's implementation of and compliance with this policy.

The Kitchen Manager, who oversees the School Breakfast Program and National School Lunch Program at all of the School's buildings, will ensure compliance with the applicable regulations, including ensuring that all reimbursable school meals meet current USDA nutritional standards.
The Director(s) and/or building principals will retain documentation that demonstrates the School's compliance with the community involvement requirements, including the requirements to document each triennial assessment and to make this policy and the triennial assessment results/reports available to the public.

Annual Notification of Policy

This policy will be posted on the School's website and will be provided to parents on an annual basis during registration. Matters related to the implementation of this policy will also be posted on the School's website.

2026-2027 Board Meeting Schedule

DATE	TIME
August 27, 2026	7:00 p.m.
October 22, 2026	7:00 p.m.
January 21, 2027	7:00 p.m.
March 25, 2027	7:00 p.m.
June 17, 2027	7:00 p.m.

This is a tentative schedule. Meeting dates and times are subject to change.

Board Meetings may be held in the Elementary Building 1, in the conference room in Junior High (District Offices) Building 2, or at different locations as specified.

Elementary- Building 1
2214 South 1250 West
Woods Cross, Utah 84087

Junior High (District Offices) – _Building 2
1228 West 2185 South
Woods Cross, Utah 84087