



Governing Board Meeting

Date: August 27, 2026

Time: 7:00 PM

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

Location: 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

- June 18, 2026 Board Meeting and Closed Session Minutes
- June 22, 2026 Board Meeting and Closed Session Minutes
- New Hires

REPORTS

- Director's Report
- Budget Report

COMMITTEE REPORTS

- Review 2026/2027 Committee Membership

VOTING AND DISCUSSION ITEMS

- Point Load Construction Invoices
- LEA Specific Licenses
- Amended TSSA Framework
- Amended Policies:
 - Capitalization and Expense Policy
 - Electronic Resources Policy
 - Paid Parental and Postpartum Recovery Leave Policy
 - Procurement Policy
 - Weapons on School Property 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



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

CALENDARING

- Next Board Meeting—October 22, 2026

ADJOURN

LPA Governing Board:

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

2028: Lara Murphy (Vice Chair)

2029: Alisha Johnson (Treasurer), David Ray (Member), Aimee Hinojosa (Secretary)

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.

EXECUTIVE SUMMARY

CONSENT ITEMS

MINUTES

See board meeting documentation folder for the draft minutes to be approved.

Action: Board Vote

NEW HIRES

New hires for the 2026/2027 school year. All of these positions are filling vacant positions left open at the end of the 2025/2026 school year.

Building 1

Karen Hymas - Kindergarten
Savannah Ferre - 2nd Grade
Emmalee Perry - 3rd Grade
Jana Arntsen- 6th Grade
Maria Victoria Dennis Bollerslev - Elementary Art
Katelyn Dransfield - Paraprofessional
Lyndsey Reese - Paraprofessional
Camilla Kunzler - Paraprofessional
Megan Jorgensen-Elementary SpEd Paraprofessional
Kennedy Miller - CK Art

Building 2

Lindsay Howlett - JH ART

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

POINT LOAD CONSTRUCTION INVOICES

The Point Load construction invoices are being brought back to the Board for re-approval due to costs exceeding the amounts originally presented and approved. The increased costs are primarily the result of change orders that occurred throughout the construction process. To ensure transparency and provide the Board with a clear understanding of the final project costs, the updated invoices and total expenditures are being presented for review and approval.

Action: Board Vote

LEA SPECIFIC LICENSES

The license areas, and endorsements shall be valid for three (3) academic years as indicated on the attached spreadsheet which contains the associated educator information and rationale for the request. All LEA-Specific licenses will expire on June 30th of the final academic year approved. The (school name) Board of Directors additionally acknowledges that LEA-Specific educator licenses, license areas, or endorsements may be renewed by the Utah State Board of Education (USBE). These renewals will be approved or denied on a case-by-case basis.

Action: Board Vote

AMEND THE TSSA FRAMEWORK

The TSSA framework is required to be updated to include a Literacy Achievement in accordance with SB 241 (2026) and State Rule R277-927. The Plan has been updated to address the school's progress toward statewide literacy proficiency goals and if the school fails to meet statewide literacy goals, the school must dedicate at least 50% of TSSA funds toward evidence-based literacy interventions and practices as described in 53G-7-921304(2)(e).

Action: Board Vote

POLICY AMENDMENTS

Amending Capitalization and Expense Policy

Federal regulations (2 CFR § 200.313) and the Utah Division of Finance's Capital Assets Policy 9-1 were amended to increase the capitalization threshold from \$5,000 to \$10,000. The school's Capitalization and Expense Policy has been revised accordingly. The school's accountant supports this policy change.

Amending Electronic Resources Policy

This policy and the corresponding administrative procedures have been revised to comply with the changes to law, including those in SB 88 from the 2026 legislative session. The changes include specifying that the policy must be reviewed and approved at least every three years, that all rules and procedures applicable to the policy must be available for review at the school, that AI glasses are now included in the definition of "electronic device," and that parents may request administration to allow their student to briefly use a privately-owned electronic device during non-instructional time at a specified location designated by the school. The changes also include clarifying the definition of "obscene" and "harmful to minors" and explaining that the school's technology protection measures include a parent-accessible monitoring system that allows parents to review the activity of their children on school-owned electronic devices.

Amending Paid Parental and Postpartum Recovery Leave Policy

HB 329 from the 2026 legislative session expanded paid leave benefits for qualified LEA employees. The bill requires LEAs to provide an additional three (3) weeks of paid leave to a qualified employee who adopts a child under six (6) years of age (this leave is in addition to the three (3) weeks of parental leave already available to a qualified employee who adopts a child). The bill also creates a separate category of foster leave, requiring LEAs to provide four (4) weeks of paid leave to a qualified employee who becomes a foster parent of a child. Unlike adoption leave, foster leave is not in addition to parental leave because the bill removes foster leave from the parental leave category and establishes it as a separate leave benefit. The Paid Parental and Postpartum Recovery Leave Policy has been revised to

incorporate these changes, and its title has been updated to the Paid Parental, Postpartum Recovery, Adoption, and Foster Leave Policy.

Amending Procurement Policy

The school's Procurement Policy has been revised to comply with changes to R33-105, including with respect to quotes for purchases between \$5k and \$50k, professional services, and construction projects. A provision was also added regarding the school following federal procurement requirements, if applicable, when using federal grant funds to procure goods and services.

Amending Weapons on School Property Policy

HB 84 clarifies that individuals may not carry a firearm on school property, whether openly or concealed, unless authorized by law. The bill also clarifies that an individual with a concealed firearm permit may carry a firearm only in a concealed manner, unless the individual is lawfully responding to an active threat or another statutory exception applies. The Weapons on School Property Policy has been amended to reflect these changes.

Action: Board Vote



Governing Board Meeting

Date: June 18, 2026

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

In Attendance: John Cook, Lara Murphy, Aimee Hinojosa, Lee Peterson, Alisha Johnson

Others In Attendance: Brandie Evans, Kim McVey, Heidi Bauerle, Krystal Taylor, Gabe Clark

Excused: David Ray, Sandy McCleve

MINUTES

OPEN MEETING: ROLL CALL AND WELCOME

John Cook called the meeting to order at 7:03PM.

PUBLIC COMMENT (Limited to three minutes each)

- Curriculum- Into Reading Grades K-5; Into Lit Grade 6
This was the first public comment opportunity for curriculum. There were no comments.

CONSENT ITEMS

- May 21, 2026 Board Meeting and Closed Session Minutes
Two adjustments were noted to the May 21, 2026 Minutes including a removal of a unanimous verbiage to properly reflect a vote, and an addition to adding the name of an excused board member in the roll call area of the minutes.
Lara Murphy made a motion to approve the May 21, 2026 board meeting minutes with the adjustments discussed. Aimee Hinojosa seconded. Motion passed. Votes were as follows: John Cook, Aye; Lara Murphy, Aye; Aimee Hinojosa, Aye; Lee Peterson, Abstain; Alisha Johnson, Abstain.

REPORTS

- Director's Report
Brandie Evans presented the June 2026 Director's Report, providing the end-of-year 180-Day Plan review covering the 2025/2026 school year. The report highlighted progress across four strategic priorities: Culture and Student Support Systems, Academic Achievement and Instruction, Staff Development and Sustainability, and Enrollment, Communications, and Community Engagement. Current 2026/2027 enrollment stands at 939 students.
- Budget Report
 - Annual Commitment to Ethical Behavior
 - Fraud Risk Assessment
Board members were provided the school's Ethics Policy and committed in writing to abide by the policy, conducting themselves consistent with high standards of ethics and complying with applicable law.
The annual Fraud Risk Assessment as mandated by the Utah Office of the State Auditor was reviewed. Legacy Preparatory Academy received a score of 375 out of 395 points, resulting in a Very Low risk level.
Kim McVey presented the final amended FY2025-2026 budget and the proposed FY2026-2027 budget for Legacy Preparatory Academy. The Board reviewed projected revenues, expenditures, enrollment assumptions, and key budget adjustments, including state and federal funding, staffing costs, curriculum purchases, technology needs, facilities expenses, and debt service obligations. The amended



FY2025-2026 budget reflects approximately \$12.6 million in revenues and \$12.4 million in expenditures, while the proposed FY2026-2027 budget projects approximately \$12.1 million in revenues and \$12.0 million in expenditures. Discussion included costs associated to building maintenance, school functions, and liability insurance. The Board reviewed the school's overall financial outlook and long-term sustainability as part of the budget planning process for the upcoming fiscal year.

VOTING AND DISCUSSION ITEMS

- 2025/2026 Final Budget
- 2026/2027 Proposed Budget
Alisha Johnson made a motion to approve the 2025/2026 Final Amended Budget and the 2026/2027 Proposed Budget. Lee Peterson seconded. Motion passed unanimously. Votes were as follows: John Cook, Aye; Lara Murphy, Aye; Aimee Hinojosa, Aye; Lee Peterson, Aye; Alisha Johnson, Aye.
- Eide Bailly Statement of Work
The Board reviewed the Eide Bailly Statement of Work for audit services, including agreed-upon procedures for student enrollment, state compliance procedures, and, if applicable, a single audit. *Alisha Johnson made a motion to approve the Eide Bailly Statement of Work and to authorize the board chair to sign. Lara Murphy seconded. Motion passed unanimously. Votes were as follows: John Cook, Aye; Lara Murphy, Aye; Aimee Hinojosa, Aye; Lee Peterson, Aye; Alisha Johnson, Aye.*
- ETS Technology Purchases
Brandie Evans presented a proposed technology purchase from ETS totaling \$177,826. She explained that the purchase includes 240 Dell Chromebook bundles to replace student devices that have reached the end of their scheduled replacement cycle, along with 21 Dell Pro 16 laptops for staff use and 8 Samsung Galaxy Tab A11+ devices. The purchase also includes setup, configuration, and deployment services for all equipment. *Aimee Hinojosa made a motion to approve the ETS Technology Purchases. Lee Peterson seconded. Motion passed unanimously. Votes were as follows: John Cook, Aye; Lara Murphy, Aye; Aimee Hinojosa, Aye; Lee Peterson, Aye; Alisha Johnson, Aye.*
- Furniture Purchases
Brandie Evans informed the Board that, due to ongoing building renovations, office relocations, and facility improvements, certain furniture will need to be replaced to accommodate the updated spaces. She reported that a competitive bidding process is underway and recommended that the Board authorize a furniture budget not to exceed \$50,000, allowing the Director to review the bids, accept the lowest responsive bid, and proceed with the necessary purchases. *Lara Murphy made a motion to approve the furniture purchases up to \$50,000. Alisha Johnson seconded. Motion passed unanimously. Votes were as follows: John Cook, Aye; Lara Murphy, Aye; Aimee Hinojosa, Aye; Lee Peterson, Aye; Alisha Johnson, Aye.*
- Insurance Coverage
Gabe Clark from Academica West provided an overview of the proposed group property and casualty insurance program and explained how the opportunity was developed through discussions between Academica West and Arthur J. Gallagher & Co. He outlined the structure of



the program, which would allow participating client schools to obtain coverage through a group policy. The Board reviewed the potential cost savings, participation requirements, and implementation timeline.

During discussion, Board members noted that they have been satisfied with the school's current insurance provider and expressed concerns about the limited timeframe available to thoroughly evaluate and transition to a new program. After consideration, the Board determined that it would be prudent to continue with the school's existing insurance coverage at this time rather than participate in the proposed group program. No action was taken to join the group insurance program, and the school will proceed with its current insurance plan for the 2026-27 school year.

- Teacher Student Success Act Plan (TSSA)

The 2026–2027 Teacher and Student Success Act (TSSA) Plan was presented for approval. The plan focuses on two goals: (1) increasing reading benchmark performance for grades 1–8; and (2) increasing student math achievement on Derivita and Acadience Assessments for grades 3–9. The plan budget totals approximately \$317,111, including additional salaries, benefits, training, consumable supplies and software, along with teacher salary and benefits increase.

Aimee Hinojosa made a motion to approve the TSSA Plan with the adjustments discussed to include Acadience assessment throughout the plan. Alisha Johnson seconded. Motion passed unanimously. Votes were as follows: John Cook, Aye; Lara Murphy, Aye; Aimee Hinojosa, Aye; Lee Peterson, Aye; Alisha Johnson, Aye.

- Mental Health Grant

The board reviewed the USBE School-Based Mental Health Qualifying Grant Program. Brandie Evans explained that the grant provides funding to support student mental health and behavioral services, including counseling resources, intervention strategies, and proactive support systems designed to improve student well-being, increase engagement, and promote student success. The Board reviewed the proposed use of funds and the associated budget allocation.

Lee Peterson made a motion to approve the Mental Health Grant. Aimee Hinojosa seconded. Motion passed unanimously. Votes were as follows: John Cook, Aye; Lara Murphy, Aye; Aimee Hinojosa, Aye; Lee Peterson, Aye; Alisha Johnson, Aye.

- Policies:

- Amended Lottery and Enrollment Policy
- Amended Sex Education Instruction Policy
- Amended SHiNE Policy
- Re-Approval Wellness Policy

Gabe Clark reviewed several policy updates driven by recent legislative changes and annual policy requirements. He explained revisions to the Sex Education Instruction Policy to align with HB 281, updates to the Lottery and Enrollment Policy to reflect new enrollment preferences and student record review requirements under SB 131 and SB 167, and proposed amendments to the SHiNE Policy regarding the administration of teacher salary supplements. He also presented the re-approval of the school's Wellness Policy which follows a 3-year cycle, this policy had no changes.

Alisha Johnson made a motion to approve the amended Lottery and Enrollment Policy; amended Sex Education Instruction Policy; amended SHiNE Policy and to re-approve the Wellness Policy. Aimee Hinojosa seconded. Motion passed unanimously. Votes were



as follows: John Cook, Aye; Lara Murphy, Aye; Aimee Hinojosa, Aye; Lee Peterson, Aye; Alisha Johnson, Aye.

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

At 8:06 PM Lara Murphy made a motion to move into closed session for the reasoning listed above located at Legacy Preparatory Academy. Aimee Hinojosa seconded. Votes were as follows: John Cook, Aye; Lara Murphy, Aye; Aimee Hinojosa, Aye; Lee Peterson, Aye; Alisha Johnson, Aye. Motion passed unanimously.

At 9:10 PM Lara Murphy made a motion to move out of closed session. Alisha Johnson seconded. Motion passed unanimously. Votes were as follows: John Cook, Aye; Lara Murphy, Aye; Aimee Hinojosa, Aye; Lee Peterson, Aye; Alisha Johnson, Aye.

VOTING AND DISCUSSION ITEMS

- Director Employment Agreement & Compensation

Alisha Johnson motioned to approve the director employment agreement as discussed. Lara Murphy seconded. Motion passed unanimously. Votes were as follows: John Cook, Aye; Lara Murphy, Aye; Aimee Hinojosa, Aye; Lee Peterson, Aye; Alisha Johnson, Aye.

- Board Member Terms & Elected Officers

The Board reviewed the current board member terms and officer positions. The Board discussed renewing board members for additional three-year terms for Alisha Johnson, David Ray, and Aimee Hinojosa. Sandy McCleve will not be seeking renewal, and the Board expressed its appreciation for his service and contributions to the school and Board. The Board also discussed officer assignments, including appointing Lee Peterson as Treasurer, with Alisha Johnson agreeing to mentor and assist him during the transition into his new role. All other board member terms and officer positions will remain unchanged.

Aimee Hinojosa motioned to approve David Ray, Alisha Johnson and Aimee Hinojosa for new 3-year terms all ending June 30, 2029; and board member positions to be as follows: John Cook, Chair; Lara Murphy, Vice Chair, Lee Peterson, Treasurer; Aimee Hinojosa, Secretary, David Ray, Board Member; and Alisha Johnson, Board Member. Lara Murphy seconded. Motion passed unanimously. Votes were as follows: John Cook, Aye; Lara Murphy, Aye; Aimee Hinojosa, Aye; Lee Peterson, Aye; Alisha Johnson, Aye.

CALENDARING

- Annual Board Meeting Calendar
- Board Retreat

A discussion was held regarding upcoming meeting needs and the annual meeting schedule. A special Board meeting was scheduled via Zoom for June 22, 2026, to address several time-sensitive approval items. The proposed 2026-2027 Board meeting calendar



was reviewed and approved, and it was determined that a regular meeting would not be scheduled in May.

ADJOURN

At 9:17 PM Lee Peterson motioned to adjourn. Alisha Johnson seconded. Motion passed unanimously. Votes were as follows: John Cook, Aye; Lara Murphy, Aye; Aimee Hinojosa, Aye; Lee Peterson, Aye; Alisha Johnson, Aye.

LPA Governing Board:

2027: John Cook (Board Chair), Lee Peterson (Treasurer)

2028: Lara Murphy (Vice Chair)

2029: Alisha Johnson (Member), David Ray (Member), Aimee Hinojosa (Secretary)

Board of Directors Closed Session Statement

Date: June 18, 2026

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

CLOSED SESSION SWORN STATEMENT:

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

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

Signed on the 18th day of June, 2026.

John Cook, Board President



Governing Board Meeting

Date: June 22, 2026

Location: <https://us02web.zoom.us/j/89222532473>

In Attendance: John Cook, Aimee Hinojosa, Alisha Johnson, David Ray

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

Excused: Lara Murphy, Lee Peterson

MINUTES

OPEN MEETING: ROLL CALL AND WELCOME

John Cook called the meeting to order at 5:01PM.

PUBLIC COMMENT (Limited to three minutes each)

- Curriculum- Into Reading Grades K-5; Into Lit Grade 6 (2nd Comment Opportunity)
This was the second comment opportunity for curriculum. There were no public comments.

VOTING AND DISCUSSION ITEMS

- Curriculum- Into Reading Grades K-5; Into Lit Grade 6
Administration presented the results of a comprehensive review of the school's elementary ELA curriculum. After analyzing student achievement data, gathering teacher feedback, and evaluating multiple state-approved programs, a committee of sixteen teachers recommended adopting HMH Into Reading due to its direct alignment with Utah State Standards, increased instructional rigor, and reduced need for supplemental materials. The Board reviewed the recommendation and discussed the benefits of the proposed curriculum for improving instructional consistency and student achievement.

Alisha Johnson made a motion to approve the curriculum as discussed and presented. Aimee Hinojosa seconded. Votes were as follows: John Cook, Aye; Aimee Hinojosa, Aye; David Ray, Aye; Alisha Johnson, Aye. Motion passed.

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

At 5:04PM Aimee Hinojosa made a motion to move into closed session for the reasoning stated above. Alisha Johnson seconded. Votes were as follows: John Cook, Aye; Aimee Hinojosa, Aye; David Ray, Aye; Alisha Johnson, Aye. Motion passed.

At 5:08 PM Alisha Johnson made a motion to move out of closed session. Aimee Hinojosa seconded. Motion passed. Votes were as follows: John Cook, Aye; Aimee Hinojosa, Aye; David Ray, Aye; Alisha Johnson, Aye.

VOTING AND DISCUSSION ITEMS

- Professional Services Expenditures



Alisha Johnson made a motion to approve the Professional Services Expenditures as discussed. David Ray seconded. Motion passed. Votes were as follows: John Cook, Aye; Aimee Hinojosa, Aye; David Ray, Aye; Alisha Johnson, Aye.

CALENDARING

- Board Retreat Date TBD
A July board meeting will be determined at a later date.

ADJOURN

At 5:09PM David Ray made a motion to adjourn. Aimee Hinojosa seconded. Motion passed. Votes were as follows: John Cook, Aye; Aimee Hinojosa, Aye; David Ray, Aye; Alisha Johnson, Aye.

Board of Directors Closed Session Statement

Date: June 22, 2026

Location: <https://us02web.zoom.us/j/89222532473>

CLOSED SESSION SWORN STATEMENT:

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

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

Signed on the 22nd day of June, 2026.

John Cook, Board President



LEGACY | Preparatory Academy

Classical Education and Fine Arts

DIRECTORS REPORT | AUGUST 2026

Building 2 - Board Room | Thursday, August 27, 2026 | 7:00 pm

2026/2027 DISTRICT GOALS AND STRATEGIC PRIORITIES

As we begin the 2026/2027 school year, Legacy Preparatory Academy has established a district-wide vision centered on five strategic priorities: **Culture, Academic Achievement, Sustainable Work Design, Recruitment & Retention, and Fiscal Responsibility**. These priorities are intended to provide a common direction for our students, staff, administration, and Board throughout the school year. Our vision emphasizes creating a community where people feel safe and valued, pushing students beyond academic benchmarks, continuously developing the skills of our educators, attracting and retaining strong staff and students, and using our resources responsibly.

To move these priorities from broad goals to measurable action, the administrative team has developed a district 180-Day Strategic Action Plan, supported by building-level plans. The plan identifies key data categories, measurable targets, responsible staff members, action steps, timelines, and regular review cycles. The supporting building level plans identify more targeted action steps to move each district goal forward. Progress will be monitored throughout the year rather than waiting until end-of-year outcomes are available.

LEGACY | Preparatory Academy
Classical Education and Fine Arts

26/27 ELEMENTARY GOALS

CULTURE
Legacy Preparatory Academy elementary students will exhibit positive social behavioral skills to maintain a healthy school culture.

ACADEMIC ACHIEVEMENT
Legacy Preparatory Academy elementary students will attain a 55% student proficiency rate on the End-of-Year (EOY) English Language Arts (ELA) state RISE assessment.

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Classical Education and Fine Arts

26/27 VISION

CULTURE
Maintain a place where every staff member and student feels safe, valued, and a part of the community.
Be Safe. Be Engaged. Be Respectful. Be Responsible. Celebrate growth.

ACADEMIC ACHIEVEMENT
Actively pushing students beyond state benchmarks to ensure every student achieves extraordinary academic growth.
Show up ready to learn. Ask questions. Work hard. Never stop improving.

SUSTAINABLE WORK DESIGN
Our educators are lifelong learners who constantly grow, adapt, and master their craft to bring the best out of every student in our school.
Be organized. Communicate clearly. Be solution focused. Take care of yourself and others.

RECRUITMENT AND RETENTION
As a rigorous academic and performing arts school, we are dedicated to attracting and keeping top-tier educators and students who create their own legacies.
Welcome new families and staff. Encourage others. Help everyone feel like they belong.

FISCAL RESPONSIBILITY
Prioritize resources that directly impact student education and experiences.
Take care of our school, materials, and time. Be good stewards of what we've been given.

LEGACY | Preparatory Academy
Classical Education and Fine Arts

26/27 JUNIOR HIGH GOALS

CULTURE
Legacy Preparatory Academy Junior High students will increase their sense of belonging by following school rules and showing respectful behavior to others.

ACADEMIC ACHIEVEMENT
Legacy Preparatory Academy Junior High students will attain a 50% proficiency rate on the End-of-Year (EOY) English Language Arts (ELA) state RISE assessments through active engagement, use of common annotation strategies, and summarizing the main idea in all classes.

CULTURE

DISTRICT VISION: Maintain a place where every staff member and student feels safe, valued, and a part of the community. The goal, is to move beyond simply having programs available and ensure that our systems are consistently implemented, monitored, and adjusted based on whether they are actually helping students.

At the building level, our elementary goal is for students to demonstrate positive social and behavioral skills that maintain a healthy school culture. At the secondary (Junior High), the focus is on increasing students' sense of belonging through following school expectations and demonstrating respectful behavior toward others.

A major district focus this year will be strengthening our Multi-Tiered System of Supports (MTSS) so that students receive timely and increasingly individualized academic, behavioral, attendance, and social-emotional support. Our measurable district targets include:

- 100% of teachers consistently implementing the district SST and Tier II intervention process with fidelity.
- At least 90% of audited Tier II and Tier III intervention plans meeting district fidelity standards.
- Establishing a formal Tier III system, with 100% of Tier III plans documented, monitored, and reviewed and Tier III teaming structures operating consistently by the end of the year.

Key Actions

During the year, administration will:

- Re-establish and strengthen Tier II SST teams.
- Formalize a district Tier III SST structure.
- Standardize intervention templates, checklists, documentation, and fidelity expectations.
- Develop a comprehensive LPA MTSS framework and MTSS/SST data dashboard.
- Provide annual MTSS/SST and Child Find training.
- Conduct weekly Tier II and monthly Tier III student-support meetings.
- Monitor student attendance and identify students approaching chronic absenteeism.
- Develop and monitor individualized Tier II and Tier III behavior plans.
- Review schoolwide behavior, attendance, SEL, and intervention data regularly.
- Provide staff professional development around restorative practices, de-escalation, trauma-informed practices, and student emotional well-being.

ACADEMIC ACHIEVEMENT

DISTRICT VISION: Actively push students beyond state benchmarks to ensure every student achieves extraordinary academic growth. This work reflects a broader shift toward a continuous cycle of data, instruction, coaching, intervention, and reassessment.

Our building goals give staff and students clear, understandable academic targets. Elementary students will work toward 55% proficiency on the EOY ELA RISE assessment, while Junior High students will work toward 50% ELA proficiency through active engagement, common annotation strategies, and summarizing the main idea across content areas.

At the district level, we are also placing significant attention on our Multilingual Learner population. Current data identifies MLL students as one of our lowest-performing student groups, creating a need for stronger identification, instructional support, progress monitoring, and intervention systems. Our primary measurable targets include:

- By June 2027, 80% of Emerging Multilingual Learners will meet either their Acadience Pathways to Progress goal or RISE ELA Student Growth Percentile target.
- Improve implementation of LPA's MLL systems by 10% from fall to spring using a formal implementation rubric.
- Increase ELA proficiency across grades 3–9 toward established district grade-level targets.

Key Actions

Administration and instructional leadership will:

- Establish baseline data using an MLL Systems Implementation Rubric.
- Develop a district MLL Improvement Plan.
- Establish an MLL Leadership Team.
- Develop an MLL data dashboard incorporating WIDA, Acadience, RISE growth, attendance, interventions, and proficiency data.
- Establish consistent district procedures for identifying, monitoring, supporting, and exiting MLL students.
- Develop individual instructional profiles for Emerging English Learners.
- Provide WIDA, language-acquisition, sheltered-instruction, and explicit-literacy professional development.
- Conduct regular instructional walkthroughs and coaching cycles.
- Increase administrator classroom observations focused on literacy and instructional implementation.
- Review grade-level and subgroup performance throughout the year instead of relying solely on spring testing.
- Increase accessible and translated family communication.

SUSTAINABLE WORK DESIGN

DISTRICT VISION: Our educators are lifelong learners who continually grow, adapt, and master their craft to bring the best out of every student. This work is foundational to the Culture of Coaching we are continuing to develop at LPA. The expectation is not simply that employees are evaluated, but that every employee has a clear pathway for professional growth and meaningful support in reaching those goals.

Our work in this area is intentionally moving beyond generalized ideas of employee “wellness” and toward the organizational factors the school can directly influence: clearer expectations, stronger administrative support, meaningful collaboration, effective coaching, employee growth, mentoring, professional efficacy, and improved systems of work. Staff feedback has identified time, competing expectations, clarity, administrative reinforcement, autonomy, and instructional efficacy as important factors affecting sustainability. Our measurable goals include:

- Increase the average Staff Sustainability Survey score from 2.65 to 3.15.
- Ensure 100% of employees develop, implement, and monitor an Individual Development Plan (IDP) containing meaningful professional goals and benchmarks.
- Fully implement a district-wide leadership, coaching, and mentoring framework in which 100% of employees participate in ongoing development systems.

Key Actions

This year we will:

- Establish a common district definition of sustainable work.
- Create a Staff Sustainability Committee (i.e., Wellness Committee).
- Use BOY, MOY, and EOY sustainability data to identify areas where systems or expectations need improvement.
- Align professional development and meeting calendars to our 180-Day goals.
- Implement district-wide Individual Development Plans for employee groups.
- Schedule regular coaching touchpoints between employees and supervisors.
- Formalize teacher mentoring and onboarding systems.
- Provide additional coaching for teachers in Years 1–3 and staff identified as needing additional support.
- Continue developing emerging leaders through the LPA Leadership Lab.
- Provide monthly professional learning connected to educator standards and instructional best practices.
- Align classroom walkthroughs and coaching to professional development so training, observation, feedback, and employee goals reinforce one another.

RECRUITMENT & RETENTION

DISTRICT VISION: As a rigorous academic and performing arts school, LPA is committed to attracting and keeping top-tier educators and students who create their own legacies. The ultimate goal is not simply to fill vacancies or maintain an enrollment number. It is to create an organization where strong educators want to work, students and families want to stay, and prospective employees and families understand why Legacy is a school community worth choosing.

Recruitment and retention this year will focus on two interconnected areas: maintaining a stable, highly effective workforce and ensuring LPA remains a school where students and families choose to enroll and remain. Staff turnover affects instructional consistency, student relationships, organizational knowledge, and the continuity of student services. Likewise, student retention data indicates a need to pay particular attention to family satisfaction, belonging, relationships, school climate, and the experiences of students in upper elementary and secondary grades. Our measurable goals include:

- Ensuring at least 90% of certified and classified positions are filled by July 31 and 100% are filled prior to the first contracted workday
- Achieving an annual staff retention rate of at least 92% by the beginning of the 2027/28 school year;
- Achieving 95% student retention from 2026/27 to 2027/28.

Key Actions

- Develop a district Recruitment & Retention Dashboard that brings staffing vacancies, hiring timelines, employee retention, enrollment, withdrawals, waitlists, family satisfaction, employee engagement, and student retention data into one monitoring system.
- Develop annual staffing projections based on enrollment and program needs and strengthen recruitment for hard-to-fill positions, particularly Special Education and intervention positions.
- Standardize interview questions and hiring rubrics to ensure candidates are selected based on LPA's values, instructional expectations, and organizational needs.
- Develop a "Why Legacy" recruitment campaign highlighting school culture, professional growth, coaching, and the employee experience.
- Expand the "Grow Your Own" pipeline for paraprofessionals and other employees interested in becoming licensed educators.
- Strengthen new-employee onboarding through 30-, 60-, and 90-day check-ins, mentoring, recognition, and regular opportunities for employee feedback.
- Conduct quarterly Stay Interviews to better understand what keeps strong employees at Legacy and identify barriers that may cause employees to leave.
- Use Staff Climate, Employee Engagement, and exit-interview data to identify retention trends and develop targeted responses.
- Strengthen student recruitment through prospective-family information meetings, school tours, a Student Ambassador Program, targeted social media, community outreach, and relationships with feeder preschools, childcare providers, homeschool families, and community organizations.
- Strengthen new-family onboarding and maintain consistent positive communication with current families.
- Track every student withdrawal, document the reason for leaving, contact withdrawing families for exit feedback, and monitor grade-level retention patterns so targeted supports can be implemented when trends emerge.

FISCAL RESPONSIBILITY

DISTRICT VISION: Prioritize resources that directly impact student education and experiences. Our goal is not simply to spend less. It is to ensure that every available dollar is aligned with our strategic priorities and produces the greatest possible benefit for students.

LPA remains financially stable; however, our FY27 budget requires greater intentionality. Approximately 92% of school revenue comes from state funding, salaries and benefits represent approximately 63% of expenditures, and debt service represents approximately 13% of expenditures. The FY27 budget also projects a smaller operating surplus than the prior year. These conditions make enrollment, staffing decisions, resource allocation, and ongoing financial monitoring particularly important this year. Our measurable fiscal targets include:

- Maintain a positive fund balance every month and at year end.
- Ensure 100% of departments remain within $\pm 5\%$ of approved budget allocations.
- Keep total actual expenditures within 2% of the adopted budget.

Key Actions

Administration, in partnership with the Finance/Audit Committee and AW Finance, will:

- Strengthen monthly budget-to-actual monitoring.
- Develop department-level expenditure dashboards.
- Develop multi-year financial forecasting tied to enrollment, staffing, facilities, and capital needs.
- Monitor enrollment trends and make staffing or recruitment adjustments when necessary.
- Review staffing allocations to ensure personnel resources remain aligned with enrollment and student needs.
- Develop contingency plans for enrollment fluctuations or funding reductions.
- Review major contracts, subscriptions, and service agreements for cost-saving opportunities.
- Evaluate the return on investment of major instructional and operational programs.
- Develop long-range replacement schedules for technology, fine arts, athletics, furniture, facilities, and other capital needs.
- Pursue grants, partnerships, donations, sponsorships, and other opportunities to diversify revenue.
- Complete quarterly budget reviews with the Finance/Audit Committee and provide ongoing updates to the Board.

MONITORING & ACCOUNTABILITY

A significant change in our approach this year is that these goals will function as living management tools rather than documents that are reviewed only at the beginning and end of the school year.

The district 180-Day Plan identifies current-year performance categories including reading and math proficiency and growth, attendance, school safety and discipline, English-language proficiency growth, and family/community engagement. The plan also provides for baseline, interim, target, and status monitoring using a Green – On Track, Yellow – Monitor, and Red – Needs Attention structure.

Throughout the 2026/27 school year, administration will review implementation and outcome data through established administrative, instructional, MTSS, finance, and leadership meetings.

The Board can expect progress reporting to focus on four questions:

1. Are we implementing what we said we would implement?

We will report on completion and fidelity of significant action steps.

2. Is the work producing the intended result?

Where possible, implementation data will be paired with student, employee, operational, or financial outcome data.

3. Where are we on track, and where are we not?

The Board will receive clear identification of areas that are progressing as expected and areas that require additional attention.

4. What are we doing in response to the data?

When results are not moving in the desired direction, administration will report the adjustments being made rather than simply reporting that a target was missed.

Board updates throughout the year will therefore include progress in areas such as:

- Academic proficiency and student growth
- MLL student growth and implementation of MLL supports
- Attendance, behavior, and MTSS implementation
- Staff sustainability and employee development
- Coaching, mentoring, and IDP implementation
- Recruitment and retention indicators as measures are established
- Enrollment and staffing alignment
- Budget-to-actual performance and financial sustainability

The 2026/27 vision is intended to create alignment from the Board level all the way to individual classrooms. District priorities are reflected in our building goals, administrator work, professional development, employee IDPs, coaching conversations, data reviews, and resource-allocation decisions.

Ultimately, the measure of success will not simply be whether we completed a list of action steps. Success will be whether those actions result in stronger student achievement, a healthier and more intentional school culture, increasingly effective educators and leaders, a stable and talented workforce, and a financially sustainable organization capable of serving students well for years to come.



LEGACY | Preparatory
Academy
Classical Education and Fine Arts

2026/2027 Committees

Executive Committee

Chair: John Cook

Members: Lara Murphy, Brandie Evans,

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

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

Academic Excellence Committee

Chair: Brandie Evans

Members: John Cook, Aimee Hinojosa, Lara Murphy, Aislinn Ross, Sophie Enquist, Theresa Albrecht, Jessie Kidd

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

Policy and Governance Committee

Chair: Brandie Evans

Members: David Ray, John Cook, Alisha Johnson

Consultants: Platte Nielsen, Krystal Taylor

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

Finance/Audit Committee

Chair: Brandie Evans

Members: Lee Petersen, Alisha Johnson, David Ray

Consultants: Kim McVey, Mindy Jones

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

School Land Trust Committee

Chair: Brandie Evans

Members: Aimee Hinojosa, Alisha Johnson, David Ray, Lee Peterson, John Cook, Lara Murphy

Consultants: Krystal Taylor, Heidi Beaurle

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

School Safety Committee

Chair(s): Brandie Evans, Sophie Enquist

Members: Lee Peterson, Lara Murphy, Aislinn Ross, Theresa Albrecht, Jessie Kidd, Staff will be added after the conclusion of the legislative session

Consultants: Kirk Blake, Wood Cross Police Department

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

Wellness Committee

Chair(s): Sadie Stokes

Members: Brandie Evans, Jessie Kidd, Theresa Albrecht, Gayle Dearden, Zack Lloyd, Eddie Carter, Staff will be added during pre-service

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

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

Sex Education and Maturation Committee**Chair: Theresa Albrecht**

Members: Brandie Evans, Aislinn Ross, Jessie Kidd, April Young, JR Allen, Need a health professional and at least 6 parents

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

Elementary Positive Behavior Intervention and Support (PBIS) Committee**Chair: Aislinn Ross**

Members: Brandie Evans, Theresa Albrecht, Sophie Enquist, Zack Lloyd, Staff will be added during pre-service.

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

Junior High Positive Behavior Intervention and Support (PBIS) Committee**Chair: Jessie Kidd**

Members: Brandie Evans, Theresa Albrecht, Gayle Dearden, Staff will be added during pre-service.

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



CLIENT: Legacy Preparatory Academy

JOB: Reception area renovation

Point Load L.L.C./Jeff Butler
 801-888-4485
 1620 S. 150 W. Kaysville, UT. 84037

2nd Draw

DATE 8/27/26

Item	Description	Amount
	Demolition	
1	Remove reception desk top and cabinets	
2	Remove drywall from ceiling	
3	Remove affected acoustic tile grid and tiles	
4	Remove and relocate teacher pantry cabinets	
5	Remove carpet	
6	Remove store front glass and prepare for relocation of door	
		\$9,000.00
	Framing	
	Prepare drop ceiling for framing	
	Frame new 8 x 8 office spaces	
	Frame in area store front area to accept new door	
	Hang steel door bucks	
		\$4,500.00
	Electrical	\$6,500.00
	Rough in switches and receptacles to new offices	
	Rough in light fixtures to new office	
	Abandon and relocate lighting in reception area	
	Finish electrical Install plugs and switches Install light fixtures	
	Fire suppression	\$7,500.00
	Relocate affected fire sprinklers	
	Add sprinkler heads in office spaces	
	Install horns and strobes in office spaces	
	Program, set, and test devices on panel	

	Data	
	Install data as per administration's request 1 cat 5 conduit	\$1,000.00
	HVAC	
	Relocate affected supply ducts and vents	\$3,000.00
	Relocate affected return ducts and vents	
	Add HVAC ducts and vents to new office spaces	
	Insulation	\$2,000.00
	Insulate new office walls	
	Drywall	\$4,000.00
	Install 5/8 drywall on new office walls	
	Tape and mud	
	Sand and finish	
	Paint	\$4,500.00
	Primer new drywall area	
	Spray acrylic on new door bucks	
	Paint (latex) office walls to specified color(s)	
	Drop Ceiling/ Acoustic tiles	\$3,200.00
	Repair reception area grid	
	Install grid in reception area	
	Install grid in office spaces	
	Install acoustic ceiling tiles	
	Store front door	\$2,000.00
	Install door in new location	
	Install glass and grid and needed	
	Seal frame to wall	
	Break metal	
	Flooring	\$17,000.00
	Remove glue and debris from concrete	
	Install LVP/LVT	
	Install Rubber base/cove mold	
	Cabinetry	\$16,000.00
	Install new reception cabinets	
	Install reception area counter tops	

	Mosaic Lion	\$2000
	Fix frame on mosaic lion	
	Install hardware into block capable of holding frame	
	Install Mosaic Lion	
	Doors	\$6,500.00
	Install doors in new offices	
	Install doorknobs and hardware	
	Key locks as per request from admin	
	Site Foreman	\$4,800.00
	Toilet	\$425.00
	Dumpster	\$1,200.00
	Cleaning	\$800.00
	Insurance	\$500.00
	Contingency	0
	Profit and Overhead	\$7500
	2nd draw total	\$49,962.50
	Additional Approved Items	
	Electrical	
	Floor plugs	\$5000.00
	Demo concrete	
	Remove and dispose	\$650.00
	Outlets	
	Change all outlets to white	\$3865.00
	Add 2 outlets	

	Cabinetry Adds	\$5,397.00
	Additional cabinets	\$1,400.00
	Paint	
	Doors	
	Door color change brown to gray (x8)	\$3450.00
	Paint 7 window frames	
	Lion	
	Frame	
	Build new frame (UpRight)	
	Powder coat	
	Install	
	Total Adds	\$19,762.00
	Grand Total	\$69,724.50
	Contingency might be used later for the frame and hanging of the lion mosaic	



August 27, 2026

Dear Superintendent,

The Legacy Preparatory Academy Governing Board approved LEA-Specific educator licenses to three individuals in a public meeting held on August 27, 2026. The license areas, and endorsements shall be valid for three (3) academic years as indicated on the attached spreadsheet which contains the associated educator information and rationale for the request. All LEA Specific licenses will expire on June 30th of the final academic year approved.

Legacy Preparatory Academy's Governing Board offers the following assurances:

- The LEA has adopted a policy, in accordance with R277-301-7, to prepare and support educators with an LEA-Specific license. This policy is posted online at:
<https://tinyurl.com/LPABoardPolicyManual>
- The educator has completed a criminal background check in accordance with Rule R277-214 and continued monitoring in accordance with Subsection 53G-11-403(1).
- The LEA will provide requisite training (educator ethics, classroom management/instruction, special education law/instruction, & Utah Effective Teaching Standards) within the 1st year of employment.
- The educators will complete the USBE Ethics Review within one (1) calendar year prior to being issued the license.
- The LEA will post all educator data, including assignments, in CACTUS no later than sixty (60) days following the date of the public governing board meeting approving the license area(s) and/or endorsement(s).
- Each LEA school employing an individual with an LEA-Specific license will prominently post the following on the school's website:
 - Disclosure that the school employs individuals holding an LEA-Specific educator license, license areas, and/or endorsements.
 - An explanation of the types of educator licenses issued by USBE (Professional, Associate, LEA-Specific):

The following designations or levels apply to educator licenses, license areas (i.e.-elementary, secondary, special education), and content endorsements (i.e.-mathematics, music, Spanish, social studies):



- Professional: The educator has completed an educator preparation program that includes content and pedagogical knowledge. This program may have been completed at a university or in an alternate pathway that was supported by school districts/charters and the Utah State Board of Education.
 - Associate: The educator is currently completing an educator preparation program but has not yet completed all requirements for a Professional Educator License, license area, or endorsement. The educator is enrolled in a university-based or Local Education Agency (LEA)-based program. When the educator completes the program, they will have a professional level.
 - LEA-Specific: A temporary license issued by the USBE to individuals who don't meet the criteria for a Professional or Associate Educator license.
- Percentage (based on FTE) of types of licenses, license areas, and endorsements held by educators employed in the school.
 - A link to the Utah Educator Look-up Tool.

Legacy Preparatory Academy additionally acknowledges that LEA-Specific educator licenses, license areas, or endorsements may be renewed by the Utah State Board of Education (USBE). These renewals will be approved or denied on a case-by-case basis.

Sincerely,

John Cook
President
Legacy Preparatory Academy

SY26-27 LEA-S(pecific) Requests

Effective 8/2021, the following are NOT allowed for LEA-S: Audiologist, Deaf Education, Preschool Special Ed., School Psychologist, School Social Worker, Special Ed (K-12), Speech Language Pathologist, Speech Language Therapist, School Counselor

LEA (District or Charter) Name	Date LEA's Board Met	CACTUS ID	Last Name	First Name	Is this a RENEWAL Request from SY24-25? (Y/N)	License Area 1	Endorsement 1	Endorsement 2	Endorsement 3	Rational/Motions	Is Educator's Assignment in CACTUS? (Y/N)	Has LEA Specific tab in CACTUS been completed? (Y/N)	Does Educator Have a current BACKGROUND check? (Y/N)	Does Educator Have a current ETHICS check? (Y/N)	Pedagogical Modules Completed and Certificate Received? (Y/N)	LEA Application Received? (Y/N)
Granite SD	1/5/2021	999999	Example	Educator	N	Secondary	Math Level 3			Chemistry	Educator is enrolling in EPP Fall 2021	Y	Y	Y	Y	Y
Legacy Preparatory Academy	8/27/2026	793978	Carter	Melissa	Y	Secondary	English Language Arts			Educator holds a bachelor's degree and is enrolled in the UAPCS APPEL program. Her Professional Learning Plan has been updated for a Secondary Education professional license with an English Language Arts endorsement, with completion expected by June 30, 2027. An LEA-Specific license allows her to continue in her current assignment while she completes the program. Educator will need a Secondary Education license endorsed in English Language Arts.	Y	N	Y	N	Y	N
Legacy Preparatory Academy	8/27/2026	694036	Denison	McKenzie	Y		English Language Arts			Educator holds a Professional Elementary Education license and is teaching in a secondary English Language Arts assignment. She is close to completing the requirements to add the English Language Arts endorsement to her Professional license. An LEA-Specific license covers the current assignment until the endorsement is added. Educator will need an English Language Arts endorsement.	Y	N	Y	Y	Y	need signatures
Legacy Preparatory Academy	8/27/2026	568408	Lee	Fred	Y	Secondary	Dance (K-12)			Educator brings extensive dance expertise and professional background to the program, and continues to take coursework that keeps his skills current. He is identifying a pathway toward a Secondary Education license with a Dance endorsement. An LEA-Specific license allows the school to retain his subject expertise while that pathway is established. Educator will need a Secondary Education license endorsed in Dance (K-12).	Y	N	Y	Y	Y	N



Legacy Preparatory Academy

2214 South 1250 West, WX UT, 84087

Legacy Preparatory Academy Teacher and Student Success Plan Framework

Pursuant to Utah Code 53G-7-13 and the Teacher and Student Success Act, Legacy Preparatory Academy adopts the following *Teacher and Student Success Plan Framework* within which the school administration may develop a *Teacher and Student Success Plan*. Upon approval from the LPA Board, the Plan will become the LPA's overall Teacher and Student Success Plan.

The Executive Director shall solicit input from the School Community Council, teachers, and administrators to draft a School LAND Trust Plan and a Teacher and Student Success Plan for the Board's approval. The Executive Director may also solicit input from students and other school stakeholders. The School LAND Trust Program is a component of the LPA's overall Teacher and Student Success Plan and shall comply with the Teacher Student Success Plan within this framework. The Board recognizes its responsibility to annually review the Plan.

The goal of LPA's Teacher Student Success Plan shall be to improve school performance or student academic achievement and may contain any number of the following strategies:

1. personnel stipends for taking on additional responsibility outside of a typical work assignment;
2. professional learning;
3. additional school employees, including counselors, social workers, mental health workers, tutors, media specialists, information technology specialists, or other specialists;
4. technology;
5. before- or after-school programs;
6. summer school programs;

7. community support programs or partnerships;
8. early childhood education;
9. class size reduction strategies;
10. augmentation of existing programs; or
11. any other strategy reasonably designed to improve school performance or student academic achievement.

Funding received pursuant to the school plan may not be used:

1. to supplant funding for existing education programs;
2. for board or school-wide administration costs;
3. for capital expenditures.

Adopted by the LPA Board: October 26, 2019

Literacy Achievement Requirement

1. The Plan shall address the school's progress toward statewide literacy proficiency goals in accordance with SB 241 (2026) and State Rule R277-927.
2. If the school fails to meet statewide literacy goals, the school must dedicate at least 50% of TSSA funds toward evidence based literacy interventions and practices as described in 53G-7-921304(2)(e).

Capitalization and Expense Policy

Adopted: March 9, 2023

Purpose

The purpose of this policy is to allow for the accountants of Legacy Preparatory Academy (the "School") to depreciate rather than expense qualified inventory items.

Policy

The School will periodically take inventory of its property. Items, including associated components necessary to use the item, which (a) have a fair market value of over ~~\$5,000.00~~ \$10,000.00 and (b) have a useful life of more than three (3) years shall be depreciated rather than expensed. The period of time items will be depreciated will be based on the length of the item's useful life.

Electronic Resources Policy

Adopted: May 12, 2022

Renewed: October 23, 2025

Purpose

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

Electronic Devices

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

Internet Safety

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

Student Acceptable Use of School Electronic Resources

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

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

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

Staff Acceptable Use of School Electronic Resources

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

The Director~~(s)~~ shall establish rules and procedures regarding employees' use of the School's electronic resources.

Availability of Rules and Procedures

The Director shall ensure that all rules and procedures established pursuant to this policy are available for review at the School.

Review and Approval

The School shall review and approve this policy ~~regularly~~at least every three years to ensure that it continues to meet the School's needs.

PAID PARENTAL, AND POSTPARTUM RECOVERY, ADOPTION, AND FOSTER LEAVE

In accordance with Utah Code § 53G-11-209, the School offers qualified employees paid parental leave, and postpartum recovery leave, adoption leave, and foster leave to enable employees to care for and bond with their new child and to recover from childbirth. Paid parental and postpartum recovery leave under this policy is in addition to an employee's regular paid time off (PTO). This policy is effective July 1, 2025.

Definitions

For purposes of this policy:

"Adoption leave" means paid leave hours the School provides to an adoption leave eligible employee.

"Adoption leave eligible employee" means a School employee who:

- (a) receives regular paid personal time off (PTO) benefits from the School; and
- (b) is legally adopting a young child, unless the employee is the spouse of the young child's pre-existing parent.

"Child" means an individual younger than 18 years old.

"Foster leave" means paid leave hours the School provides to a foster leave eligible employee.

"Foster leave eligible employee" means a School employee who:

- (a) receives regular paid personal time off (PTO) benefits from the School; and
- (b) is the foster parent of a child.

"Parental leave" means paid leave hours the School provides to a parental leave eligible employee to bond with a child or incapacitated adult, including a child or incapacitated adult for whom the parental leave eligible employee is appointed the legal guardian.

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

- [(a)] a birth parent as defined in Utah Code § 78B-6-10381-13-101;
- [(b)] legally adopting a minor child, unless the individual employee is the spouse of the child's pre-existing parent;
- [(c)] the intended parent of a child born under a validated gestational agreement in accordance with Title 81, Chapter 5, Part 8, Gestational Agreement; or
- [(d)] appointed the legal guardian of a minor child or incapacitated adult; or
- [(e)] a foster parent of a minor child.

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

"Postpartum recovery leave eligible employee" means an School employee who:

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

"Qualified employee" means:

- [(a)] a parental leave eligible employee; or
- [(a)][(b)] a postpartum recovery leave eligible employee;
- (b) an adoption leave eligible employee; or
- (c) a foster leave eligible employee.

"Qualified leave" means:

- (a) parental leave;
- (b) postpartum recovery leave;
- (c) adoption leave; or
- (d) foster leave.

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

- (a) dismiss the employee;
- (b) reduce the employee's compensation;

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

"Young child" means an individual younger than six years old.

Paid Postpartum Recovery Leave

The School allows a postpartum recovery leave eligible employee to use up to three calendar weeks of ~~paid~~-postpartum recovery leave for recovery from childbirth that occurs at 20 weeks or greater gestation.

Postpartum recovery leave as described above:

- (a) shall be used starting on the day on which the postpartum recovery leave eligible employee gives birth, unless a health care provider certifies that an earlier start date is medically necessary;
- (b) shall be used in a single continuous period, unless otherwise authorized in writing by the Director; ~~and~~
- ~~[(c)] runs concurrently with FMLA leave, if applicable to the postpartum recovery leave eligible employee; and~~
- ~~[(d)] runs consecutively to parental leave.~~

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

Paid Parental Leave

The School allows a parental leave eligible employee to use up to 15 contracted workdays of ~~paid~~-parental leave for:

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

Parental leave as described above:

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

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

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

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

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

Adoption Leave

The School allows an adoption leave eligible employee to use up to 15 contracted workdays of adoption leave for adopting a young child, unless the employee is the spouse of the young child's pre-existing parent.

Adoption leave as described above:

- (a) may not be used before the day on which the adoption leave eligible employee adopts a young child;
- (b) may not be used more than six months after the date described immediately above;
- (c) shall be used in a single continuous period, unless:
 - (1) by mutual written agreement between the School and the adoption leave eligible employee; or
 - (2) a health care provider certifies that intermittent leave is medically necessary due to a serious health condition of the young child;
- (d) runs concurrently with FMLA leave, if applicable to the adoption leave eligible employee; and
- (e) runs consecutively to parental leave taken for the adoption of a child.

An adoption leave eligible employee's adoption leave does not increase if an adoption leave eligible employee adopts more than one young child. Accordingly, an adoption leave eligible employee may not use more than 15 contracted workdays of adoption leave within a single 12-month period, regardless of whether during that 12-month period the adoption leave eligible employee adopts more than one young child.

If a young child is legally adopted by two adoption leave eligible employees, the adoption leave eligible employees are entitled to use a single 15-contracted-workday period of adoption leave, which the employees may allocate between themselves. Adoption leave eligible employees who intend to allocate adoption leave as described in this paragraph shall provide notice of this intent in the manner and before the deadline described in the "Notice of Plan to Take Leave" section below.

Foster Leave

The School allows a foster leave eligible employee to use up to 20 contracted workdays of foster leave for the placement of a foster child in the employee's care.

Foster leave as described above:

- (a) may not be used before the day on which a child is placed in foster care with a foster leave eligible employee;
- (b) may not be used more than six months after the date described immediately above;
- (c) may not be used after the child is no longer placed in foster care with the foster leave eligible employee;
- (d) may be used intermittently; and
- (e) runs concurrently with FMLA leave, if applicable to the foster leave eligible employee.

A foster leave eligible employee's foster leave does not increase if a foster leave eligible employee has more than one child placed in foster care with the foster leave eligible employee. Accordingly, a foster leave eligible employee may not use more than 20 contracted workdays of foster leave within a single 12-month period, regardless of whether during that 12-month period more than one child is placed in foster care with the foster leave eligible employee.

If a child is placed in foster care with two foster leave eligible employees, the foster leave eligible employees are entitled to use a single 20-contracted-workday period of foster leave, which the employees may allocate between themselves. Foster leave eligible employees who intend to allocate

foster leave as described in this paragraph shall provide notice of this intent in the manner and before the deadline described in the “Notice of Plan to Take Leave” section below.

A qualified employee may not use:

- (a) both foster leave and parental leave with respect to the same child; or
- (b) both foster leave and adoption leave with respect to the same young child.

Leave Period

The maximum amount of ~~paid~~-postpartum recovery leave available to qualified employees under this policy is three calendar weeks. Any non-contracted workdays (such as weekends, holidays, days during summer break, etc.) that occur ~~during~~after a qualified employee’s ~~paid~~-postpartum recovery leave has begun count toward the three-calendar-week leave period.

The maximum amount of ~~paid~~-parental leave available to qualified employees under this policy is 15 contracted workdays. Any non-contracted workdays (such as weekends, holidays, days during summer break, etc.) that occur ~~during~~after a qualified employee’s ~~paid~~-parental leave has begun do not count toward the 15-contracted-workday leave period.

The maximum amount of adoption leave available to qualified employees under this policy is 15 contracted workdays. Any non-contracted workdays (such as weekends, holidays, days during summer break, etc.) that occur after a qualified employee’s adoption leave has begun do not count toward the 15-contracted-workday leave period.

The maximum amount of foster leave available to qualified employees under this policy is 20 contracted workdays. Any non-contracted workdays (such as weekends, holidays, days during summer break, etc.) that occur after a qualified employee’s foster leave has begun do not count toward the 20-contracted-workday leave period.

Notice of Plan to Take Leave

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

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

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

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

Other Leave

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

Employee Benefits During Leave

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

Employee Position after Leave

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

[(a)] the position that the qualified employee held before using ~~parentalqualified leave-or-postpartum-recovery-leave~~; or

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

Despite the foregoing, if during the time a qualified employee uses ~~parentalqualified leave-or-postpartum-recovery-leave~~, the School experiences a reduction in force and, as part of the reduction in force, the qualified employee's employment would have been terminated had the qualified employee not been using the ~~parental-leave-or-postpartum-recovery-qualified leave~~, the School may terminate the qualified employee's employment in accordance with any applicable process or procedure as if the qualified employee were not using the ~~parental-leave-or-postpartum-recovery-qualified leave~~. In addition, upon termination of a qualified employee's employment (for any reason), the employee is not entitled to be paid for any unused ~~parentalqualified leave-or-postpartum-recovery-leave~~.

Retaliatory Action

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

Procurement Policy

Adopted: May 12, 2022

Reviewed: May 9, 2023

Policy

Legacy Preparatory Academy (the “School”) will follow applicable state and federal laws in connection with the procurement of services, supplies and equipment, including but not limited to the provisions of the Utah Procurement Code at Utah Code § 63G-6a-101, *et seq.* and the administrative rules in Title R33 of the Utah Administrative Code.

Procurement Processes

The School will follow the procurement processes below unless an exception applies.

Quotes or Bids Not Required

No procurement process is required for purchases of items up to \$5,000. The School may make such purchases from any vendor without obtaining competitive bids or quotes. However, the School may only purchase up to \$10,000 worth of items each costing \$5,000 or less from one vendor at one time without obtaining competitive bids or quotes. The School may also only purchase up to \$50,000 worth of items each costing \$5,000 or less from one vendor during one year without obtaining competitive bids or quotes.

Quotes or Bids Required

For small purchases as defined in R33-~~105-107~~, which will typically include purchases of items between \$5,000.01 and \$50,000 other than professional services or construction projects, the School will determine minimum specifications, provide the specifications to multiple vendors, obtain at least two competitive bids or quotes that include minimum specifications and purchase from the responsible vendor offering the lowest bid or quote meeting the specifications. The School will also record and maintain as a governmental record the names of the vendors offering bids or quotes and the date and amount of each bid or quote.

Formal Procurement Process Necessary

For purchases of items over \$50,000 other than professional services or construction projects, the School will conduct a formal procurement process, such as an Invitation for Bids or a Request for Proposals.

Professional Services

For small purchases of professional service providers and consultants as defined in R33-~~105-108~~, which will typically include purchases of such services up to \$100,000 per project, the School will first review the qualifications of at least three companies, firms, providers, and/or individuals; rank them from highest to lowest; begin direct negotiation with the highest ranked; and if an agreement cannot be reached with the highest ranked, move to the next highest until an agreement is reached~~then select one through direct negotiation~~. Obtaining competitive bids or quotes for the above-described small purchases is not required.

For small purchases of design professional services as defined in R33-~~105-105~~, which will typically include purchases of such services up to \$100,000 per project, the School will first review the qualifications of at least three design professional firms and then select one through direct negotiation. The School will also include minimum specifications when doing a small purchase of design professional services as defined in R33-~~105-105~~. Obtaining competitive bids or quotes for the above-described small purchases is not required.

However, if the cost of a professional service provider's, consultant's, or design professional's services exceeds \$100,000, the School will conduct a formal procurement process for such services, such as an Invitation for Bids or a Request for Proposals.

Construction Projects

For small purchases of construction projects as defined in R33-~~105-106~~, the School may procure a small construction project up to \$25,000 from a contractor without obtaining competitive bids or quotes after documenting that all building code approvals, licensing requirements, permitting, and other construction related requirements are met. When procuring a small construction project costing between \$25,000.01 and \$100,000, the School will obtain at least two competitive bids or quotes that include minimum specifications and will award the project to the contractor with the lowest bid or quote that meets the specifications after documenting that all applicable building code approvals, licensing requirements, permitting, and other construction related requirements are met.

The School will include minimum specifications when doing a small purchase of a construction project as defined in R33-~~105-106~~. Contractors selected by the School to do a small construction project must certify that they are capable of meeting the minimum specifications of the project.

If the cost of a construction project exceeds \$100,000, the School will conduct a formal procurement process, such as an Invitation for Bids or a Request for Proposals.

Other Requirements

The School will not artificially divide purchases or otherwise take steps in order to avoid the requirement to obtain competitive bids or quotes or conduct a formal procurement process.

School personnel will comply with the provisions of the Procurement Code prohibiting the acceptance of gratuities or kickbacks from vendors during the procurement process.

The School's contracts with vendors, including any renewal or extension periods, will not have a term that is longer than five years unless an exception applies or the School complies with the requirements of the Procurement Code governing any contract with a term that is longer than five years.

The School will comply with the requirements of the Procurement Code in connection with any construction or real property improvements undertaken by the School.

When entering into a contract, the School will ensure that the contract includes appropriate language regarding the scope of work to be performed, adequately addresses any applicable federal requirements, and includes language regarding data privacy and use, where appropriate. The School will ensure that the appropriate legal review of contract language is performed prior to entering into the contract.

When the School uses federal grant funds to procure goods or services, the School will comply with applicable federal law and regulations, including the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, 2 C.F.R. Part 200. To the extent federal procurement requirements are more restrictive than Utah law or this policy, the more restrictive federal requirements shall govern the procurement of goods or services purchased with federal grant funds.

Any alleged violations of this policy or applicable law shall be reported in writing to the School's Director(s) or Board of Directors.

Review

The School shall review this policy annually.

Weapons on School Property Policy

Adopted: January 12, 2023

Amended: October 23, 2025

Purpose

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

Policy

Definitions

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

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

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

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

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

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

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

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

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

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

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

Concealed Carry Permit Exceptions and Clarification

As mentioned above, Utah law allows any holder of a valid concealed carry permit to carry a concealed firearm on School Property. However, an individual who has a concealed carry permit may not open carry a firearm on School Property unless the individual is lawfully responding to an active threat or another exception under applicable law applies.

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

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

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

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

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

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

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