



Governing Board Meeting | May 12, 2022

Woods Cross Campus

2214 S. 1250 W., Woods Cross, UT 84087

7:00 PM, In-Person/Virtual Meeting

Online Access: <https://us02web.zoom.us/j/87406797164>

Mission Statement of Legacy Preparatory Academy:

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

Areas of Focus, Schoolyear 2021-2022

1. Management of successful k-9 transition and administrative restructure
2. (Re)Focus on classical education and branding
3. Timely progress of campus consolidation and construction, including prep. for physical consolidation
4. Board communication improvements (quality, cadence, transparency, etc.)
5. Mission/Vision/Values education and promotion
6. Physical and mental well-being of LPA staff and students
7. Promotion and measurement of high-quality educational practices as a core competency and marketing differentiation
8. Professional development for teachers and administrators
9. Monthly accountability and review/approval of board and school policies in accordance with a policy calendar
10. Process, policy, and procedure audit and remedy where appropriate
11. Board conducts meaningful and timely reviews of administrative staff

AGENDA

Business of the Governing Board

OPEN MEETING: ROLL CALL AND WELCOME – Al Pranno

- Public Comment
 - Online and in-person comment
- Consent Agenda
 - Approval of April 14, 2022 Board Meeting and Closed Session Minutes
 - Ratify New Hires

In compliance with the Americans with Disabilities Act, persons needing auxiliary communicative aids and services for these meetings should contact Kelsey Richardson at 801-444-9378 or kelsey@academicawest.com.



COMMITTEE REPORTS

- Audit Committee
 - SCSB Financial Audit Report
- Policy and Governance Committee
 - Board Policy Manual
 - Handbooks
- Executive Committee
- Communication Committee

FINANCIAL REPORT

- Financial Report Review
- Key State Reports
- Revenue Sources Training

DISCUSSION & VOTING ITEMS

- Purchases over \$5000
- Award Contract on Janitorial RFP
- Board Policy Manual
- Teacher and Student Success Act (TSSA) Program Plans

TRAINING

- Utah Open and Public Meetings Act
 - Closed Sessions
 - Public Materials

Business of Administration and Staff

DIRECTOR'S REPORT – Brandie Evans & Priscilla Stringfellow

- Success Celebrated!
- Health and Safety
- Enrollment Update
- Communication and Marketing
- Recruitment and Retention
- Building Unification
- Education

CLOSED MEETING (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).

ADJOURN

In compliance with the Americans with Disabilities Act, persons needing auxiliary communicative aids and services for these meetings should contact Kelsey Richardson at 801-444-9378 or kelsey@academicawest.com.



LEGACY | Preparatory
Academy
Classical Education and Fine Arts

LPA Governing Board:

2022: Al Pranno (President), Andrew Lavin (Vice-President), Jim Collings (Member)

2023: Alisha Johnson (Treasurer), David Ray (Secretary)

2024: Lee Peterson (Member), Anna Mark (Member)

In compliance with the Americans with Disabilities Act, persons needing auxiliary communicative aids and services for these meetings should contact Kelsey Richardson at 801-444-9378 or kelsey@academicawest.com.



Governing Board Meeting

Thursday, April 14, 2022

2214 South 1250 West, Woods Cross, UT 84087

Board Members Present: Al Pranno, Andrew Lavin, David Ray, Alisha Johnson, Anna Mark, Lee Peterson, Jim Collings

Others Present: Brandie Evans, Priscilla Stringfellow, Shalon Brierly, Kim Dohrer, Kelsey Richardson, Britni Schweiger

MINUTES

Business of the Governing Board

OPEN MEETING

Al Pranno called the meeting to order at 7:10 PM.

CLOSED SESSION

Jim Collings made a motion to enter into a closed session to discuss character, professional competence, physical or mental health of an individual, to be held at Legacy Preparatory Academy; Lee Peterson seconded. Motion passed; the votes were as follows:

- *Al Pranno – AYE*
- *Andrew Lavin – AYE*
- *David Ray – AYE*
- *Anna Mark – AYE*
- *Lee Peterson – AYE*
- *Jim Collings – AYE*

Entered closed session at 7:12 PM.

Kelsey Richardson, Britni Schweiger, and Shalon Brierly were absent from 7:12 to 7:43 PM.

Al Pranno made a motion to adjourn the closed session; Lee Peterson seconded. Motion passed; the votes were as follows:

- *Al Pranno – AYE*
- *Andrew Lavin – AYE*
- *David Ray – AYE*
- *Anna Mark – AYE*
- *Lee Peterson – AYE*
- *Jim Collings – AYE*

Closed session adjourned at 7:42 PM.

Alisha Johnson joined the meeting at 7:42 PM.

OPEN MEETING

○ **Public Comment**

David Ray reviewed the Board Order of Rule and Procedure relating to public comment and the Public Comment Rules.



- Jennifer Eggett, a parent with students at both campuses, shared a concern about the new campus construction and the retrofitting of the old building. Concern for smart water usage in all areas of landscaping were encouraged.
- **Consent Agenda**
 - **Approval of March 10, 2022 Board Meeting Minutes**

David Ray made a motion to approve the March 10, 2022 Board Meeting Minutes; Alisha Johnson seconded. Motion passed; the votes were as follows:

 - *Al Pranno – AYE*
 - *Andrew Lavin – AYE*
 - *David Ray – AYE*
 - *Alisha Johnson – AYE*
 - *Anna Mark – AYE*
 - *Lee Peterson – AYE*
 - *Jim Collings – AYE*
 - **Ratify New Hires**

Priscilla Stringfellow reviewed the new employees recently hired.
Alisha Johnson made a motion to approve the new hires as presented; Jim Collings seconded. Motion passed; the votes were as follows:

 - *Al Pranno – AYE*
 - *Andrew Lavin – AYE*
 - *David Ray – AYE*
 - *Alisha Johnson – AYE*
 - *Anna Mark – AYE*
 - *Lee Peterson – AYE*
 - *Jim Collings – AYE*

COMMITTEE REPORTS

- **Audit Committee**

No information to report.
- **Policy and Governance Committee**

A newly drafted policy manual has been provided to the board for consideration and will be presented for a board vote at an upcoming meeting. The Policy Committee has worked with legal counsel at Academica West to review and revise the existing board policies. Brandie Evans provided examples of proposed changes to policies.
The board discussed board term limits, the process for term renewal, and the potential recruiting of board members. Plans for the upcoming annual board meeting and board retreat were discussed.
- **Executive Committee**

No information to report.
- **Communication Update**

No new communication from stakeholders.



FINANCIAL REPORT

○ **Financial Report Review**

Britni Schweiger reviewed the school's financial statements, highlighting areas of revenue and expense. The board posed questions regarding grants and the reimbursement process. One-time expenses versus ongoing expenses were discussed.

○ **Key State Reports**

No upcoming reports.

DISCUSSION & VOTING ITEMS

○ **Purchases over \$5000**

Brandie Evans discussed the purchases from the following providers: Global Janitorial, Blind Mule, Academica West, Green Collective, Orion Educational Support Services, Voyager Sopris Learning, Neurobehavioral Center for Growth, and PEHP.

Alisha Johnson made a motion to approve the purchases over \$5,000 as presented; Lee Peterson seconded. Motion passed; the votes were as follows:

- *Al Pranno – AYE*
- *Andrew Lavin – AYE*
- *David Ray – AYE*
- *Alisha Johnson – AYE*
- *Anna Mark – AYE*
- *Lee Peterson – AYE*
- *Jim Collings – AYE*

○ **Award Janitorial RFP**

Tabled.

Business of Administration and Staff

DIRECTOR'S REPORT

○ **Success Celebrated!**

Brandie Evans reviewed recent school events, including Kindergarten Round-Up, a school musical, Junior High Orientation, Spring Concerts, and a Ballroom Competition.

○ **Health and Safety**

An update on COVID processes was provided. There are currently no active COVID cases.

○ **Organizational Update**

The school has contracted with a third-party vendor to assist with Special Education testing.

○ **Recruitment and Retention**

A Stay Survey has been sent to staff to help identify recruitment and retention priorities.

○ **Enrollment Update**

Applications for the 2022-2023 school year continue to be accepted. Projected enrollment numbers for the upcoming year were provided.

○ **Marketing and Development**

Enrollment ads are being used to target all elementary and junior high grades. The school will be participating in a new marketing platform at a local grocery store. Social media campaigns will run to increase marketing reach.



The Spring Fling Fundraiser will be held on May 20th. The school's Fine Art department is working to develop a student program for the event.

○ **Building Unification**

Building renovations continued during the school's spring break. An update on the progress of new construction and landscaping was provided.

○ **Education**

The school has been adopted by a company called OBEO, which provided staff lunch and hosted a professional speaker. School administration is working to clarify the school administrative structure and reporting process. Teacher classroom evaluations continue to be conducted.

End of year testing will begin in the coming weeks. A junior high stomp will be held in the next week. Latin students participated in a National Latin test, which included over 100,000 students from all 50 states and 21 foreign countries. Math students also participated in a National Math competition.

The current Character Education principle focuses on being selfless and acting with civility. This principle will be highlighted during school assemblies this month.

ADJOURN

Al Pranno made a motion to adjourn the board meeting; Lee Peterson seconded. Motion passed; the votes were as follows:

- *Al Pranno – AYE*
- *Andrew Lavin – AYE*
- *David Ray – AYE*
- *Alisha Johnson – AYE*
- *Anna Mark – AYE*
- *Lee Peterson – AYE*
- *Jim Collings – AYE*

Adjourned board meeting at 8:54 PM.



Legacy Preparatory Academy Board of Directors Closed Session Statement

Meeting Date: April 14, 2022

Location: 2214 S 1250 W, Woods Cross UT 84087

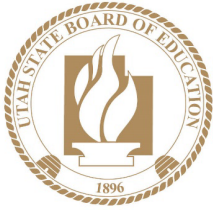
CLOSED SESSION SWORN STATEMENT:

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 in accordance with Utah Code Ann. 52-4-2(1)(a).

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

Signed on the 14 day of April, 2022, at 2214 S 1250 W, Woods Cross, Utah.

Al Pranno, Board Chair



UTAH STATE BOARD OF EDUCATION

Mark Huntsman, Chair	Laura Belnap, First Vice Chair	Cindy Davis, Second Vice Chair
Randy Boothe	Scott L. Hansen	Carol Barlow Lear
Janet A. Cannon	Molly Hart	James Moss Jr.
Natalie Cline	Stacey Hutchings	Kristan Norton
Jennie Earl	Matt Hymas	Brent J. Strate

Sydnee Dickson, State Superintendent of Public Instruction
Cybil Child, Secretary to the Board

April 29, 2022

Brandie Evans, Executive Director
Legacy Preparatory Academy (5C)

Dear Brandie Evans:

The Financial Operations section of the Utah State Board of Education (USBE) has completed its annual review of your LEA’s fiscal year 2021 annual financial report (AFR), annual program report (APR), audited financial statements, single audit (if applicable), and management letter.

These annual reviews are conducted as part of USBE’s responsibility to verify audits of financial records in accordance with Utah Code Annotated (U.C.A.) § 53E-3-603 and compliance with minimum standards for financial reporting in accordance with U.C.A. § 53E-3-501. These reviews were also conducted in accordance with the OMB Uniform Guidance Audit Act and are part of USBE’s responsibility for sub-recipient monitoring of federal grant funds. 2 CFR part 200.521 requires USBE to issue a management decision for audit findings that relate to federal awards made to our sub-recipients. This communication serves that purpose. This communication is not an evaluation or endorsement of financial health, nor does it represent the views of other state agencies or entities. Further oversight and review may occur.

Based on our review of your LEA’s financial statements, single audit (if applicable), and management letter, there were no noted material weaknesses, significant deficiencies, or other matters of non-compliance that require follow-up from your fiscal year 2021 audit.

If you have any questions pertaining to school finance, your audit, or federal requirements, please feel free to contact us at the phone numbers below or at schoolfinance@schools.utah.gov.

Sincerely,

Scott Jones
Deputy Superintendent of
Operations
Utah State Board of Education
(801) 538-7615

Sam Urie
School Finance Director
Utah State Board of Education
Financial Operations
(801) 538-7667

Brett Baltazar
School Finance Manager
Utah State Board of Education
Financial Operations
(801) 538-7802

cc: **Al Pranno, Board Chair**



LEGACY | Preparatory
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Classical Education and Fine Arts

Legacy Preparatory Academy Board of Directors Policy Manual

Sex Education Instruction Policy.....	93
Special Education Policies and Procedures Manual	94
Staff Code of Conduct Policy	95
Student Conduct and Discipline Policy.....	100
Student Data Privacy and Security Policy	101
Student Education Plan Policy.....	103
Time and Effort Documentation Policy	104

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Administration of Medication Policy

Adopted:

Purpose

The purpose of this policy is to authorize personnel of Legacy Preparatory Academy (the "School") to administer medication to students consistent with applicable law.

The School's Board of Directors (the "Board") acknowledges that medication should typically be administered by a student or the student's parent or guardian. However, the Board recognizes that situations may arise where the health of a student may require administration of medication during the course of a school day by School personnel.

As long as authorized personnel act in a prudent and responsible manner, Utah law provides that School personnel who provide assistance in substantial compliance with a student's licensed health care provider's written statement are not liable civilly or criminally for any adverse reaction suffered by the student as a result of taking the medication or discontinuing the administration of medication. The Board hopes that this policy will help ensure that School personnel act in a prudent and responsible manner in order to protect the health of students and the interests of School personnel.

The Board also desires to set forth policies regarding acceptable self-administration of medication by students.

Policy

Administration of Medication by School Personnel

The School will comply with applicable state and federal laws, including but not limited to Utah Code § 53G-9-502, regarding the administration of medication to students by School personnel. Accordingly, pursuant to this policy, authorized School personnel may provide assistance in the administration of medication to students of the School during periods when the student is under the School's control.

School personnel may also administer medication to students in emergency situations in accordance with the following:

- (1) Glucagon. Glucagon is an emergency diabetic medication used to raise blood sugar. The School will comply with the requirements of Utah Code § 53G-9-504 regarding the emergency administration of glucagon to a student at the School or a School activity. Accordingly, the School may administer glucagon to a student in accordance with the statute if the School (a) receives a glucagon authorization from the parent or guardian of the student; and (b) any School personnel who have been trained (as described in the statute) in the administration of glucagon are available to administer the glucagon. The School may not compel School

personnel to become trained in the administration of glucagon nor may it obstruct School personnel from becoming trained in the administration of glucagon.

- (2) Seizure Rescue Medication. The School will comply with the requirements of Utah Code § 53G-9-505 regarding the emergency administration of seizure rescue medication to a student. Accordingly, the School may administer seizure rescue medication to a student in accordance with the statute if the School (a) receives a seizure rescue authorization from the parent or guardian of the student; and (b) a School employee who has become a “trained school employee volunteer” as defined in the statute is available to administer the seizure rescue medication. The School may not compel a School employee to become a trained school employee volunteer nor may it obstruct a School employee from becoming a trained school employee volunteer.
- (3) Epinephrine Auto-Injector. The School will comply with the requirements of Utah Code §§ 26-41-101, *et seq.*, regarding emergency injection for anaphylactic reactions in the event any School personnel seeks to become a “qualified adult” under that provision. The School will make an emergency epinephrine auto-injector available to a School employee who becomes a qualified adult. The School may not prohibit or dissuade School employees from receiving training to become a qualified adult, nor may it prohibit or dissuade School employees who become qualified adults from possessing or storing an epinephrine auto-injector on School property or administering an epinephrine auto-injector to any person in accordance with the statute.
- (4) Opiate Antagonist. In accordance with Utah Code § 26-55-104, School personnel may administer an opiate antagonist when acting in good faith to an individual whom the person believes to be experiencing an opiate-related drug overdose.
- (5) Stock Albuterol. The School will comply with the requirements of Utah Code §§ 26-41-101, *et seq.*, regarding emergency administration of stock albuterol in response to an asthma emergency, in the event any School personnel seeks to become a “qualified adult” under that provision. The School may make stock albuterol available to a School employee who becomes a qualified adult. The School may not prohibit or dissuade School employees from receiving training to become a qualified adult, nor may it prohibit or dissuade School employees who become qualified adults from possessing or storing stock albuterol on School property or administering stock albuterol to any person in accordance with the statute.

The Director(s) shall establish administrative procedures that comply with applicable laws in order to set guidelines for when and how administration of medication under this policy will take place.

The Director(s) shall consult with the local health department and/or a registered health care professional for assistance in developing procedures and training necessary for effective implementation of this policy. The School's Director(s) shall ensure that School personnel and parents are provided with information about this policy as needed.

Self-Administration of Medication by Students

Students may possess and self-administer prescription medication at School in compliance with applicable law. The Director(s) shall establish administrative procedures that comply with applicable laws in order to set guidelines for when and how this will take place.

Students are not prohibited from possessing and self-administering one day's dosage of a non-prescription medication at School where the student's maturity level is such that he or she can reasonably be expected to properly administer the medication on his or her own.

Medical Recommendations by School Personnel

The Director(s) shall ensure that appropriate School personnel receive training on the provisions of Utah Code § 53G-9-203 regarding medical recommendations to students or their parents by School employees.

Arrest Reporting Policy

Adopted:

Policy

The Board of Directors of Legacy Preparatory Academy (the "School") recognizes the importance of receiving information regarding arrests and convictions of School personnel in order to assist the School in adequately safeguarding the safety of students.

Employees who are licensed by the Utah State Board of Education shall report arrests, citations, charges, convictions, and pleas in abeyance as set forth in Utah Administrative Code Rule R277-217.

Employees who are not licensed by the Utah State Board of Education, volunteers who may be given significant unsupervised access to students in connection with their volunteer assignment, Board members, and any other employee who drives a motor vehicle as part of his or her employment responsibilities shall report convictions, arrests, pleas in abeyance, and diversion agreements in accordance with Utah Administrative Code R277-316 and administrative procedures established by the School's Director(s). Accordingly, the School's Director(s) shall establish administrative procedures that comply with the requirements of Utah Administrative Code Rule R277-316.

Attendance Policy

Adopted:

Policy

Legacy Preparatory Academy (the “School”) is committed to providing a quality education for every student. The School firmly believes that consistent attendance teaches students responsibility. Students learn the value of being punctual and prepared. Frequent absences and tardiness result in a loss of continuity of instruction. Also, frequent absences and tardiness prove disruptive for students, teachers, and staff. Excessive unexcused absences may lead to a student’s dismissal from the School.

Parents are expected to take a proactive role in ensuring their children attend school. The School recommends families plan their vacation schedule around the existing School calendar. When possible, medical and dental appointments should take place outside of School hours and parents should notify the School in advance of any absence. Parents and students are responsible for obtaining homework or assignments for the time period which the student is absent.

The School intends for this policy and its accompanying procedures to be consistent with the provisions of Utah’s compulsory education laws, Utah Code §§ 53G-6-201 through 53G-6-208, as well as Utah Administrative Code Rule R277-607.

The Director(s) will establish attendance procedures consistent with this policy and applicable law and will ensure that the policy and procedures are distributed to parents.

Review

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

Background Check Policy

Adopted:

Purpose

The purpose of this policy is to protect the safety, health, and security Legacy Preparatory Academy (the "School") students, employees, and property.

Policy

The School will comply with the provisions of Utah Code § 53G-11-401 *et. seq.* and Utah Administrative Code Rule R277-316 regarding employee background checks.

The School requires the following individuals submit to a nationwide criminal background check and ongoing monitoring through registration with the systems described in Utah Code § 53G-11-404 as a condition for employment or appointment: (a) each employee who is not licensed by the Utah State Board of Education ("USBE"); (b) except as provided in Utah Code § 53G-7-904, each volunteer who will be given significant unsupervised access to a student in connection with the volunteer's assignment; (c) each employee of a staffing service who works at the School under a contract between the staffing service and the School; and (d) each Board Member. In addition, each employee who is licensed by the USBE must obtain a nationwide criminal background check and submit to ongoing monitoring as required in connection with USBE's licensure requirements.

The Director(s) shall establish administrative procedures regarding background checks that are consistent with this policy and applicable law.

Board Rules of Order and Procedure

Adopted: February 17, 2022

Board Rules of Order and Procedure Overview:

[Utah Code Ann. § 53G-5-412](#) requires charter school governing boards to adopt rules of order and procedure. “Rules of order and procedure” means a set of rules that governs parliamentary procedure, ethical behavior, and civil discourse. Once adopted, these rules must be available on LPA’s website and made available at each meeting of the board.

Aside from the definition of “rules of order and procedure” above, the law does not prescribe specific requirements to be included in your board’s rules. Accordingly, the draft rules below represent a combination of general best practice, practical experience, and elements of the current version of the board’s rules (click [HERE](#) for LPA’s current board rules).

As you review the draft below, it is important to remember that only a few provisions are required by law. If you have questions about why a specific provision is or is not included, just ask and we can talk through it.

[Draft Board Rules of Order and Procedure begin on the following page.]

BOARD RULES OF ORDER & PROCEDURE

In accordance with Utah Code Ann. § 53G-5-413, Legacy Preparatory Academy (the "School") hereby adopts the following Board Rules of Order and Procedure to maintain order and govern conduct at the meetings of the School's board of directors (the "Board").

- (1) **Public Meetings.** Meeting agendas will be publicly posted, and Board business will be conducted in accordance with the applicable provisions of the Utah Open and Public Meetings Act.
- (2) **Board Size & Quorum Requirement.** Board size and quorum requirements are established and set forth in the School's Bylaws. A quorum of Board members must be present at any meeting to take official Board action.
- (3) **Meeting Agenda.** The agenda for each Board meeting will provide notice of the business to be conducted and topics to be considered by the Board.
- (4) **Presenting Business.** As a general rule of order, a member of the Board should present an item of business by motion. If the motion is seconded by another member of the board, the motion should then be considered and voted upon by the Board members present at the meeting.
- (5) **Board Action & Voting.** The minimum number of "yes" votes required to pass any resolution or to take any action, unless otherwise prescribed by law, is a majority of the voting members of the Board present at the meeting.
- (6) **Public Comment.** The Board encourages public engagement and frequently schedules time to hear from members of the public. Public comment time is placed on the agenda at the Board's discretion. The following rules apply to public comment at Board meetings:
 - a) The Board will not engage with a speaker or with one another in deliberation on public comments as they are presented. At its discretion, the Board may schedule issues raised by a speaker for deliberation at a future meeting.
 - b) The Board will not deliberate or take action on items raised during the public comment period if the items are not on the meeting's agenda.
 - c) The Board President, at his/her discretion, reserves the right to end public comment at any time.

The aforementioned public comment rules are restated and additional instruction is provided in the Public Comment Instructions section below.

(7) **Board Member Code of Conduct**

- a) Members of the Board will conduct themselves in a civil and respectful manner during Board meetings and when acting in their official capacity as a member of the Board.
- b) Members of the Board will abide by state and federal laws and School policies and refrain from personal or professional conduct that would bring censure, ridicule, damage, or reproach upon the Board or the School.
- c) The Board only exercises its authority by taking official action through voting in a public Board meeting. Members of the Board have no individual authority to act on behalf of the Board unless expressly authorized by the Board. Individual members of the Board should not speak on behalf of the Board without prior Board approval.
- d) Members of the Board will maintain the confidentiality of information obtained in closed session or other confidential information otherwise obtained in their official capacity as a member of the Board.

- (8) **Governing Law.** If any provision contained in these Board Rules of Order and Procedure conflict with law or the Board's Bylaws, the applicable law or the Board's Bylaws will govern.

Public Comment Instructions

Thank you for attending the Legacy Preparatory Academy Board Meeting and your willingness to share your feedback during the public comment portion of this meeting. We hold great value in hearing from the school's stakeholders and appreciate you taking the time to share your comments with us.

To ensure compliance with the Open and Public Meetings Act, privacy laws, and other legal obligations, the Board will not engage with a speaker or with one another in deliberation on comments as they are presented during the comment period(s). At its discretion, the Board may schedule issues raised by a speaker for deliberation at a future meeting. To keep board meetings productive and efficient and to allow all in attendance an opportunity to address the Board, all comments will be limited to 3 minutes.

The Board President, at his/her discretion, reserves the right to end public comment at any time.

Please observe the following instructions when addressing the Board during public comment:

1. Members of the public wishing to speak to the Board must include their name and the agenda item or topic they wish to address on the "Public Comment Sign Up Form" that is available prior to the meeting.
2. Before making a public comment, please stand and state your name prior to making your comments
3. All comments should address issues, not individuals. Comments should be directed to the Board and should not be directed at the administration, teachers, or other members attending the meeting.
4. The Board President shall ensure that public comment is respectful, civil, and orderly. Disruptive comments and conduct are not allowed. Disruptive comments and conduct include but are not limited to: the use of profanity, discriminatory statements, vulgarity, comments, or conduct that violate the law, and other comments or conduct that interfere with the Board's conduct of its business. The Board President may, at his/her discretion, provide a verbal warning to a speaker if he/she makes disruptive comments or engages in disruptive conduct. If the speaker persists in making disruptive comments or continues to engage in disruptive conduct, the Board President may end that person's public comment and/or escort the individual from the meeting. Any meeting attendee who, at the direction of the Board is escorted from the meeting, will not be readmitted for the remainder of the meeting.

5. Members of the public that present or provide electronic information, relating to an item on the meeting's agenda, shall provide the Board with an electronic or hard copy of the electronic information for inclusion in the public record.

Budgeting Policy

Adopted:

Policy

Legacy Preparatory Academy (the “School”) will comply with the budgeting requirements of Utah law, including but not limited to Utah Code Title 53G, [Chapter 7, Part 3](#).

Deleted: Part 7

The School’s Business Manager is appointed as the [School’s](#) budget officer. Before June 1 of each year, the budget officer shall prepare a tentative budget, with supporting documentation, to be submitted to the Board of Directors.

The tentative budget and supporting documents shall include the following items:

- (a) the revenues and expenditures of the preceding fiscal year;
- (b) the estimated revenues and expenditures of the current fiscal year;
- (c) a detailed estimate of the essential expenditures for all purposes for the next succeeding fiscal year; and
- (d) the estimated financial condition of the School at the close of the current fiscal year.

The tentative budget shall be filed with the School’s [Director\(s\)](#) for public inspection at least 15 days before the date of the tentative budget’s proposed adoption by the Board of Directors.

Deleted: Business Manager

Before June 30 of each year, the Board of Directors will adopt a budget for the next fiscal year.

By the sooner of July 15 or 30 days of adopting a budget, the [Board of Directors](#) will file a copy of the adopted budget with the state auditor and the [Utah](#) State Board of Education (“[USBE](#)”).

Deleted: Business Manager

[Maintenance of Effort](#)

[Because the School receives federal funds, including Title I, Part A funds, the School is obligated to comply with certain maintenance of effort \(“MOE”\) requirements. The School adopts this policy in order to ensure that the School complies with MOE requirements.](#)

[The School will not use applicable federal funds to reduce the level of expenditures from state and/or local funds for the education of students below the level of those expenditures for the preceding fiscal year. Unless an exception applies or a waiver is granted and taking into account allowable reductions, the School will budget from state and/or local funds at least the same total spent for that purpose from the same state and/or local funds source\(s\) for the most recent prior year for which information is available.](#)

The School acknowledges that if MOE requirements are not satisfied, then the USBE may penalize the School by reducing the School's federal funding by a proportional amount the following year.

Bullying and Hazing Policy

Adopted:

Policy

The purpose of this policy is to prohibit bullying, cyber-bullying, hazing, retaliation, and abusive conduct involving Legacy Preparatory Academy (the "School") students and employees. The School's Board of Directors (the "Board") has determined that a safe, civil environment in School is necessary for students to learn and achieve high academic standards and that conduct constituting bullying, cyber-bullying, hazing, retaliation, and abusive conduct disrupts both a student's ability to learn and the School's ability to educate its students in a safe environment. Bullying, cyber-bullying, hazing, retaliation, and abusive conduct towards students and employees are against federal, state, and local policy and are not tolerated by the School. The School is committed to providing all students with a safe and civil environment in which all members of the School community are treated with dignity and respect. To that end, the School has in place policies, procedures, and practices that are designed to reduce and eliminate this conduct – including, but not limited to, civil rights violations – as well as processes and procedures to deal with such incidents. Bullying, cyber-bullying, hazing, retaliation, and abusive conduct towards students and/or employees by students and/or employees will not be tolerated in the School. Likewise, abusive conduct by students or parents against School employees is prohibited by the School and will not be tolerated in the School.

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

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

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

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

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

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

Definitions

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

Bullying -- For purposes of this policy, "bullying" means a School employee or student intentionally committing a written, verbal, or physical act against a School employee or student that a reasonable person under the circumstances should know or reasonably foresee will have the effect of:

- (1) causing physical or emotional harm to the School employee or student;
- (2) causing damage to the School employee's or student's property;
- (3) placing the School employee or student in reasonable fear of:
 - (a) harm to the School employee's or student's physical or emotional well-being; or
 - (b) damage to the School employee's or student's property;
- (4) creating a hostile, threatening, humiliating, or abusive educational environment due to:
 - (a) the pervasiveness, persistence, or severity of the actions; or
 - (b) a power differential between the bully and the target; or
- (5) substantially interfering with a student having a safe school environment that is necessary to facilitate educational performance, opportunities, or benefits.

Bullying also includes relational aggression or indirect, covert, or social aggression, including rumor spreading, intimidation, enlisting a friend to assault a child, and social isolation.

This conduct constitutes bullying, regardless of whether the person against whom the conduct is committed directed, consented to, or acquiesced in, the conduct. In addition, bullying is commonly understood as aggressive behavior that is intended to cause distress and harm; exists in a relationship in which there is an imbalance of power and strength; and is repeated over time.

Civil Rights Violations – For purposes of this policy, “civil rights violations” means bullying, including cyber-bullying, abusive conduct, or hazing that is targeted at a federally protected class.

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

Federally protected class – For purposes of this policy, “federally protected class” means any group protected from discrimination under federal law.

- (1) Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color, or national origin.
- (2) Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex.
- (3) Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 prohibits discrimination on the basis of disability.
- (4) Other areas included under these acts include religion, gender, and sexual orientation.

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

- (1) (a) endangers the mental or physical health or safety of a School employee or student;
- (b) involves any brutality of a physical nature, including whipping, beating, branding, calisthenics, bruising, electric shocking, placing of a harmful substance on the body, or exposure to the elements;
- (c) involves consumption of any food, alcoholic product, drug, or other substance or other physical activity that endangers the mental or physical health and safety of a School employee or student; or
- (d) involves any activity that would subject a School employee or student to extreme mental stress, such as sleep deprivation, extended isolation from social contact, or conduct that subjects a School employee or student to extreme embarrassment, shame, or humiliation; and

(2) (a)(i) is committed for the purpose of initiation into, admission into, affiliation with, holding office in, or as a condition for membership in a School or School sponsored team, organization, program, club, or event; or

(ii) is directed toward a School employee or student whom the individual who commits the act knows, at the time the act is committed, is a member of, or candidate for membership in, a School or School sponsored team, organization, program, club, or event in which the individual who commits the act also participates.

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

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

(1) as retribution against a person for reporting bullying or hazing; or

(2) to improperly influence the investigation of, or the response to, a report of bullying or hazing.

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

(1) a School teacher;

(2) a School staff member;

(3) a School administrator; or

(4) an individual:

(a) who is employed, directly or indirectly, by the School; and

(b) who works on the School's campus(es).

Reporting and Investigation

Students who have been subjected to or witnessed hazing, bullying, cyber-bullying, or retaliation, and students who have witnessed abusive conduct, must promptly report such incidents to any School personnel orally or in writing.

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

Each report of prohibited conduct shall include: name of complaining party; name of victim of prohibited conduct (if different than complaining party); name of offender (if known); date and location of incident(s); and a statement describing the incident(s), including names of witnesses (if known). In connection with a report of prohibited conduct, students and School employees may request that their identity be kept anonymous, and reasonable steps shall be taken by the Director(s) and others involved in the reporting and investigation to maintain the anonymity of such individuals, if possible. School employees will take strong responsive action to prevent retaliation, including assisting students who are victims of prohibited conduct and his or her parents or guardians in reporting subsequent problems and new incidents.

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

The Director(s) may report to law enforcement all acts of bullying, cyber-bullying, hazing, abusive conduct, or retaliation that constitute suspected criminal activity.

The Director(s) may report to OCR all acts of bullying, hazing, cyber-bullying, abusive conduct, or retaliation that may be violations of student(s)' or employee(s)' civil rights.

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

Parental Notification

The Director(s) or designee will timely notify a student's parent or guardian (a) if the student threatens to commit suicide or (b) of any incidence of bullying, cyber-bullying, hazing, abusive conduct, or retaliation involving the student. The Director(s) or designee will attempt to contact the parent or guardian by telephone or schedule an in-person meeting with them to discuss these matters. In the event the Director(s) or designee is not able to meet in person or discuss via telephone, the Director(s) or designee will send a letter to the parent or guardian providing the required notification.

The Director(s) or designee will produce and maintain a record that verifies that the parent or guardian was notified. If an in-person meeting takes place, the Director(s) or designee will ask the parent or guardian to sign a form acknowledging that the notification was provided. If a telephone conversation takes place, the Director(s) or designee will document the date and time of the telephone call, who was spoken to, and

brief notes regarding the notification that was provided and the content of the conversation. If a letter is sent, the Director(s) or designee will retain a copy of the letter along with a note regarding when it was mailed. The School will retain the record as long as the student is enrolled at the School and destroy the record after that time. The School will maintain the confidentiality of the record in accordance with Utah Code § 53G-9-604.

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Student Assessment

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

Consequences of Prohibited Behavior

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

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

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

Grievance Process for School Employees

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

Additional Provisions

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

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

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

If the Director(s) believes that any victim or perpetrator of conduct prohibited by this policy would benefit from counseling, the Director(s) may refer such individuals for counseling.

To the extent allowable under applicable privacy laws, the Director(s) may inform the parents or guardians of a student who is a victim of conduct prohibited by this policy of the actions taken against the perpetrator of such conduct.

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

Distribution of Policy and Signed Acknowledgement

The Director(s) will inform students, parents or guardians, School employees and volunteers that hazing, bullying, cyber-bullying, abusive conduct, and retaliation are prohibited and will distribute a copy of this policy to such individuals. A copy of this policy will also be posted on the School's website and included in any student conduct or employee handbooks issued by the School. On an annual basis, School employees, students who are at least eight years old, and parents or guardians of students shall sign a statement indicating that they have received this policy.

Training

The Director(s) will ensure that School students, employees, coaches, and volunteers receive periodic training from individuals qualified to provide such training regarding bullying, cyber-bullying, hazing, abusive conduct, and retaliation, including training on civil rights violations and compliance when civil rights violations are reported. The training shall meet the standards established by the Utah State Board of Education's rules.

To the extent possible, programs or initiatives designed to provide training and education regarding the prevention of bullying, hazing, abusive conduct, and retaliation will be implemented.

The training provided under this policy will address issues such as:

- (1) overt aggression that may include physical fighting such as punching, shoving, kicking, and verbal threatening behavior, such as name calling, or both physical and verbal aggression or threatening behavior;
- (2) relational aggression or indirect, covert, or social aggression, including rumor spreading, intimidation, enlisting a friend to assault a child, and social isolation;
- (3) sexual aggression or acts of a sexual nature or with sexual overtones;
- (4) cyber-bullying, including use of email, web pages, text messaging, instant messaging, social media, three-way calling or messaging or any other electronic means for aggression inside or outside of school;
- (5) bullying, cyber-bullying, hazing and retaliation based upon the students' or employees' identification as part of any group protected from discrimination under the following federal laws: (a) Title VI of the Civil Rights Act of 1964, including discrimination on the basis of race, color, or national origin; (b) Title IX of the Education Amendments of 1972, including discrimination on the basis of sex; or (c) Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990, including discrimination on the basis of disability; and
- (6) bullying, cyber-bullying, hazing, and retaliation based upon the students' or employees' actual or characteristics, including race, color, national origin, sex, disability, religion, gender identity, sexual orientation, or other physical or mental attributes or conformance or failure to conform with stereotypes.

The training provided under this policy will complement the suicide prevention program required for students under R277-620 and the suicide prevention training required for licensed educators consistent with Section 53G-9-704(1). The training will also include

information on when issues relating to this policy may lead to student or employee discipline.

This training shall be offered to all new school employees, coaches, and volunteers and shall be offered to all existing school employees, coaches, and volunteers at least once every three years.

In addition to training for all students and School employees, students, employees, and volunteer coaches involved in any athletic program, both curricular and extra-curricular, or extracurricular club or activity shall participate in bullying, cyber-bullying, hazing, and retaliation prevention training. This training shall be offered to new participants on an annual basis and to all participants at least once every three years. The School will inform student athletes and extracurricular club members of prohibited activities under this policy and potential consequences for violation of this policy and applicable law.

The Director(s) will ensure that training curriculum, schedules, and participant lists or signatures are maintained by the School and provided to the Utah State Board of Education upon request.

Action Plan to Address Reported Incidents of Bullying, Cyber-Bullying, Hazing, or Retaliation

The School will investigate all allegations of incidents of bullying, cyber-bullying, hazing, and retaliation in accordance with this policy and applicable law.

The Director(s) or their designee will investigate allegations of these incidents and ensure that this individual has adequate training to conduct such an investigation.

The School will investigate all allegations of these incidents by interviewing at least the alleged targeted individual and any individuals who are alleged to have engaged in the prohibited conduct. As part of the investigation, the School may also interview: (a) parents of the alleged targeted individual and the individual who is alleged to have engaged in prohibited conduct; (b) any witnesses; (c) School staff; and (d) other individuals who may provide additional information.

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

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

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

Following the investigation of a confirmed allegation of an incident of bullying, cyber-bullying, hazing, or retaliation, the School may, if the administrator determines it is appropriate, take positive restorative justice practice action, as defined in R277-613-2(9) and support involved students through trauma-informed practices, as defined in R277-613-2(12). However, an alleged targeted individual is not required to participate in a restorative justice practice with an individual who is alleged to have engaged in prohibited conduct. If the School would like an alleged targeted individual who is a student to participate in a restorative justice practice, the School will notify the alleged targeted individual's parent of the restorative justice practice and obtain consent before including the alleged targeted individual in the process.

Cash Handling Policy

Adopted:

Purpose

Legacy Preparatory Academy (the “School”) adopts this policy to ensure that the School utilizes sound internal controls and properly handles cash received by School personnel.

Policy

The Director(s) shall designate at least two (2) School employees who are authorized to handle cash paid to the School, and only those employees may handle cash for the School. The Director(s) shall ensure that all employees who are authorized to handle cash receive appropriate annual training.

All cash received by the School must be properly documented.

All cash received must be deposited no later than once every three (3) banking days. Two individuals should prepare each deposit using tamper resistant deposit bags.

The Director(s) may establish additional procedures associated with the handling of cash that are not inconsistent with this policy or applicable laws and regulations.

No School employee should handle cash associated with a non-School-sponsored activity in their capacity as a School employee. In the event such an individual does handle such cash, they must make it clear to the organization sponsoring the activity that they are not acting as a School employee.

Review

The School shall review this policy annually.

Child Abuse and Neglect Reporting Policy

Adopted:

Purpose

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

Policy

School personnel shall report suspected child abuse and neglect in accordance with Utah Code §§ 62A-4a-402, *et seq.*, 53E-6-701, and Utah Administrative Code Rule R277-401. The law provides serious penalties for failure to fulfill one’s duty to report.

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

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

The Director(s) shall establish administrative procedures that comply with the provisions of Utah Code §§ 62A-4a-402, *et seq.*, 53E-6-701, and Utah Administrative Code Rule R277-401 and that will help the School’s personnel to understand and fulfill their legal responsibilities concerning child abuse and neglect.

Civil Rights Policy

Adopted:

Policy Against Discrimination, Harassment and Sexual Harassment

It is policy of Legacy Preparatory Academy (the "School") not to discriminate on the basis of sex, race, color, national origin, creed, religion, age, marital status, or disability in its educational programs, activities, or employment policies as required by Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Title II of the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973. The policy against non-discrimination applies in all aspects of the School's programs and activities, including but not limited to admissions and the administration of discipline.

It shall be a violation of this policy for any student or employee of the School to harass a student or an employee through conduct or communication in any form as defined by this policy or to retaliate against any individual for filing, receiving, investigating, or providing information concerning any complaint alleging violation of a federal civil rights law under this policy.

This policy will be posted on the School's website and distributed as part of the annual online registration process.

Title VI of the Civil Rights Act of 1964

Title VI of the Civil Rights Acts of 1964 is a federal law that prohibits discrimination on the basis of race, color, or national origin. In compliance with Title VI, the School prohibits all discriminatory practices, including but not limited to the following:

- (a) Preventing a person from enrolling in a school, class, or extracurricular school activity based on race, color, or national origin;
- (b) Arbitrarily placing a student in a school or class with the intent of separating the student from the general population of students because of the student's race, color, or national origin;
- (c) Setting higher standards or requirements as a prerequisite before allowing minorities to enroll in a school, class, or activity;
- (d) Unequally applying disciplinary action based on a student's race, color, or national origin;
- (e) Failing to provide the necessary language assistance to allow limited English proficient students the same opportunity to learn as English proficient students;
- (f) Administering tests or other evaluative measures, which by design or by grading do not allow minority students the same opportunity to present a true measure of their abilities;

- (g) Providing advice or guidance to minority with the intent to direct minority students away from schools, classes, or educational activities based on their race, color, or national origin; or
- (h) Providing instructional and related services to minority students that are inferior to those provided to non-minority students.

Title IX of the Education Amendments of 1972

Title IX of the Education Amendments of 1972 is a federal law that prohibits discrimination on the basis of sex in providing educational programs and services.

It is policy of the School not to discriminate against any student, employee, or applicant on the basis of sex. The School will ensure that no student will be excluded from participating in or having access to any course offerings, student athletics, or other school resources based on unlawful discrimination. The School will take all necessary steps to ensure that each employee's work environment is free of unlawful discrimination based on sex. No employee of the School, including any person representing the School, shall intimidate, threaten, harass, coerce, discriminate against, or commit or seek reprisal against anyone who participates in any aspect of the discrimination complaint process associated with this policy.

The School Director(s) will designate a Title IX Coordinator and provide notice of the name and contact information on the School's website and otherwise as appropriate.

Response to Sexual Harassment

The School will respond promptly in a manner that is not deliberately indifferent to any actual knowledge of sexual harassment in its educational program.

Therefore, in the event of any actual knowledge of sexual harassment, the Title IX Coordinator will promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.

The School will thereafter treat complainants and respondents equitably by offering supportive measures to a complainant and by following the grievance process defined below for formal complaints of sexual harassment.

"Actual knowledge" means notice of sexual harassment or allegations of sexual harassment to the School's Title IX Coordinator or any official of the School who has authority to institute corrective measures on behalf of the School, or to any employee of the School. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not

met when the only official of the School with actual knowledge is the respondent. The mere ability or obligation to report sexual harassment or to inform a student about how to report sexual harassment, or having been trained to do so, does not qualify an individual as one who has authority to institute corrective measures on behalf of the School. "Notice" as used in this paragraph includes, but is not limited to, a report of sexual harassment to the Title IX Coordinator.

"Complainant" means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

"Respondent" means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

"Sexual harassment" means conduct on the basis of sex that satisfies one or more of the following:

- (a) An employee of the School conditioning the provision of an aid, benefit, or service of the School on an individual's participation in unwelcome sexual conduct;
- (b) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the Schools education program; or
- (c) "Sexual assault" as defined by 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

"Supportive measures" are individualized services reasonably available that are non-punitive, non-disciplinary, and not unreasonably burdensome to the other party while designed to ensure equal educational access, protect safety, or deter sexual harassment. The School will make supportive measures available to complainants and respondents, as appropriate, which may include measures such as:

- (a) No-contact orders;
- (b) Leaves of absence;
- (c) Class schedule changes, teacher reassignment, or other academic adjustments; or
- (d) Increased monitoring of certain areas.

Personnel: Training Requirements

No individual designated by the School as a Title IX Coordinator, investigator, decision-maker, or the facilitator of an informal resolution process will have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

The School will ensure that any individual designated by the School as a Title IX Coordinator, investigator, decision-maker, or the facilitator of an informal resolution process will receive training on the applicable definition of sexual harassment; the scope of the School's educational program and activities; how to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable; and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.

The School will ensure that investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.

Any materials used to train a Title IX Coordinator, investigator, decision-maker, or the facilitator of an informal resolution process must not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment.

Grievance Process Time Frames

The School will promptly carry out the grievance process for formal complaints of sexual harassment. Unless reasonable cause exists, the School will conclude the grievance process of a formal complaint of sexual harassment within forty-five (45) calendar days of receipt of a formal complaint. Informal resolution processes will be concluded within forty-five (45) calendar days of when the School obtains the parties' voluntary, written consent to the informal resolution process.

The grievance process for formal complaints of sexual harassment may be temporarily delayed, and time frames may be extended by the School for good cause with written notice to the complainant and the respondent that describes the reasons for the delay or extension. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

Notice of Formal Complaints of Sexual Harassment

Upon receipt of a formal complaint of sexual harassment, the School will provide the following written notice to the parties who are known:

- (a) Notice of the School's grievance process for formal complaints, including any informal resolution process; and
- (b) Notice of allegations of sexual harassment potentially constituting sexual harassment as defined in 34 C.F.R. § 106.30, including sufficient details known at the time and with sufficient time for the respondent to prepare a response before any initial review. Sufficient details include the identities of the parties involved in the incident, if known; the conduct allegedly constituting sexual harassment under 34 C.F.R. § 106.30; and the date and location of the alleged incident, if known.

The written notice will also:

- (a) Include a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process;
- (b) Inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence; and
- (c) Inform the parties that they are prohibited from knowingly making false statements or knowingly submitting false information during the grievance process.

If, during the course of an investigation, the School decides to investigate allegations about the complainant or respondent that are not included in the notice provided above, the School will provide notice of the additional allegations to the parties whose identities are known.

Grievance Process for Formal Complaints of Sexual Harassment

A “formal complaint” means a document, including an electronic submission, filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the recipient investigate the allegation of sexual harassment. Formal complaints should be filed with the Title IX Coordinator.

In response to a formal complaint of sexual harassment, the School will follow the grievance process set forth below and in accordance with 34 C.F.R. § 106.45. The grievance process for formal complaints will treat complainants and respondents equitably. Before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent in connection with a formal complaint, the School will follow this policy and applicable legal requirements.

The grievance process for formal complaints will provide remedies to a complainant where a determination of responsibility has been made against the respondent. Such remedies may include the same individualized services included in the supportive measures. However, such remedies need not be non-disciplinary or non-punitive and need not avoid burdening the respondent.

The grievance process for formal complaints will involve an objective evaluation of all relevant evidence, including both inculpatory and exculpatory evidence, and provide that credibility determinations may not be based on a person’s status as a complainant, respondent, or witness.

The grievance process for formal complaints will be conducted with a presumption that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

Following a determination of responsibility for sexual harassment, the School will take prompt remedial action, including appropriate disciplinary actions. These actions may include, for a respondent who is a student, disciplinary actions in accordance with the School's Student Conduct and Discipline Policy, which may include suspension or expulsion. These actions may include, for a respondent who is an employee, discipline up to and including termination.

The standard of evidence to be used to determine responsibility is the preponderance of the evidence standard. This standard will be applied to all formal complaints of sexual harassment, including formal complaints against both students and employees.

The grievance process for formal complaints will not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

The School will investigate the allegations in a formal complaint of sexual harassment. If the conduct alleged in the formal complaint would not constitute sexual harassment as defined in 34 C.F.R. § 106.30 even if proved, did not occur in the School's educational program, or did not occur against a person in the United States, then the School must dismiss the formal complaint with regard to that conduct for purposes of sexual harassment under Title IX. Such a dismissal does not preclude action under another provision of the School's policies.

The School may also dismiss a formal complaint of sexual harassment, or any allegations in the complaint, if at any time during the investigation (a) a complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein; (b) the respondent is no longer enrolled or employed by the School; or (c) specific circumstances prevent the School from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Upon dismissal of a formal complaint of sexual harassment as provided above, the School will promptly send written notice of the dismissal and reason(s) therefore simultaneously to the parties.

The School may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

When investigating a formal complaint of sexual harassment and throughout the grievance process, the School will do the following:

- (a) Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the School

- and not on the parties provided that the School cannot access, consider, disclose, or otherwise use medical and psychological records of the party without the party's consent, as provided in 34 C.F.R. § 106.45(b)(5)(i);
- (b) Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;
 - (c) Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;
 - (d) Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney, and not limit the choice or presence of advisor for either the complainant or respondent in any meeting or grievance proceeding; however, the School may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties;
 - (e) Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;
 - (f) Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including the evidence upon which the recipient does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation. Prior to completion of the investigative report, the School will send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties will have at least ten (10) days to submit a written response, which the investigator will consider prior to completion of the investigative report. The School will make all such evidence subject to the parties' inspection and review available at any hearing to give each party equal opportunity to refer to such evidence during the hearing, including for purposes of cross-examination; and
 - (g) Create an investigative report that fairly summarizes relevant evidence and, at least ten (10) days prior to the time of determination regarding responsibility, send to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy, for their review and written response.

The School will not conduct a hearing on formal complaints of sexual harassment. After the School has sent the investigative report as provided above and before reaching a determination regarding responsibility, the decision-maker(s) will afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers provided, and allow for additional, limited follow-up questions from each party. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant,

unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision-maker(s) will explain to the party proposing the questions any decision to exclude a question as not relevant.

The decision-maker(s), who cannot be the same person(s) as the Title IX Coordinator or the investigator(s), must issue a written determination regarding responsibility. To reach this determination, the School must apply the standard of evidence described above. The written determination must include the following:

- (a) Identification of the allegations potentially constituting sexual harassment as defined in 34 C.F.R. § 106.30;
- (b) A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
- (c) Findings of fact supporting the determination;
- (d) Conclusions regarding the application of the School's policies to the facts;
- (e) A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the School imposes on the respondent, and whether remedies designed to restore or preserve equal access to the School's education program will be provided by the School to the complainant; and
- (f) The School's procedures and permissible bases for the complainant and respondent to appeal.

The School will provide the written determination to the parties simultaneously. The determination regarding responsibility becomes final either on the date that the School provides the parties with the written determination of the result of an appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

The Title IX Coordinator (and the School Director(s), if the Title IX Coordinator is not the School Director(s)) is responsible for effective implementation of any remedies.

Nothing in this policy precludes the School from removing a respondent from the School's education program or activity on an emergency basis, provided that the School undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal. This provision may not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

Nothing in this this policy precludes the School from placing a non-student employee respondent on administrative leave during the pendency of a grievance process under this policy. This provision may not be construed to modify any rights under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act.

Appeals

The School will offer both parties an appeal from a determination regarding responsibility, and from the School's dismissal of a formal complaint of any allegations therein, on the following bases: (a) Procedural irregularity that affected the outcome of the matter; (b) New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and (c) The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

Appeals must be submitted to the Title IX Coordinator in writing within ten (10) business days of receipt of the written determination regarding responsibility.

As to all appeals, the School will (a) Notify the other party in writing within five (5) business days when an appeal is filed and implement appeal procedures equally for both parties; (b) Ensure that the decision-maker(s) for the appeal is not the same person as the decision-maker(s) that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator; (c) Ensure that the decision-maker(s) for the appeal complies with the standards for decision-makers set forth above and in 34 C.F.R. § 106.45(b)(1)(iii); (d) Give both parties a reasonable, equal opportunity to submit, within ten (10) business days, a written statement in support of, or challenging, the outcome; (e) Issue, within ten (10) business days of receipt of both parties' written statements, a written decision describing the result of the appeal and the rationale for the result; and (f) Provide the written decision simultaneously to both parties.

Informal Resolution

The School will not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to an investigation and adjudication of formal complaints of sexual harassment as provided above. Similarly, the School will not require parties to participate in an informal resolution process and may not offer an informal resolution process unless a formal complaint is filed.

However, at any time prior to reaching a determination regarding responsibility the School may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication, provided that the School:

- (a) Provides to the parties a written notice disclosing: the allegations; the requirements of the informal resolution process, including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint; and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;
- (b) Obtains the parties' voluntary, written consent to the informal resolution process; and
- (c) Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

Recordkeeping

The School will maintain for a period of seven years records of:

- (a) Each sexual harassment investigation including any determination regarding responsibility and any audio or audiovisual recording or transcript required, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the School's education program;
- (b) Any appeal and the result therefrom;
- (c) Any informal resolution and the result therefrom; and
- (d) All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. The School will make these training materials publicly available on its website.

For each response to sexual harassment required above and under 34 C.F.R. § 106.44, the School will create, and maintain for a period of seven years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the School will document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the School's education program. If the School does not provide a complainant with supportive measures, then the School will document the reasons why such a response was not clearly unreasonable in light of the known circumstances. The documentation of certain bases or measures does not limit the School in the future from providing additional explanations or detailing additional measures taken.

Retaliation

The School and its personnel will not intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX or its regulations, or because the individual has made a report or complaint,

testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing. Intimidation, threats, coercion, or discrimination, including charges against an individual for policy violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX or its regulations, constitutes retaliation. The School will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the FERPA statute, 20 U.S.C. 1232g, or FERPA regulations, 34 CFR part 99, or as required by law, or to carry out the purposes of 34 CFR part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder. Complaints alleging retaliation may be filed according to the School's grievance procedures for sex discrimination.

The exercise of rights protected under the First Amendment does not constitute prohibited retaliation.

Charging an individual with a policy violation for making a materially false statement in bad faith in the course of a grievance proceeding does not constitute prohibited retaliation, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

Title II of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973

Title II of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 are federal laws that prohibit discrimination on the basis of disability. The School does not discriminate on the basis of disability in admission or access to, or treatment or employment in, its programs and activities. Because of the affirmative obligation under Section 504 to provide a free appropriate public education as well as to avoid harassment and discrimination based on disability, the School Director(s) may establish additional procedures regarding issues related to compliance with Section 504.

Other Complaint Procedures

Any person who believes he or she has been the victim of discrimination or harassment by another student or an employee of the School, or any third person with knowledge of conduct that may constitute discrimination or harassment should immediately report the alleged acts to the School Director(s). Notice of sexual harassment should be given to the Title IX Coordinator designated by the School Director.

If the complaint is against the School Director(s), the complaint should be submitted to the President of the School's Board of Directors.

The School is committed to investigating all complaints of discrimination or harassment under federal civil rights laws and will take action to stop any harassment or discrimination that is discovered.

The Director(s) will establish a process for handling complaints alleging harassment or discrimination under federal civil rights laws that complies with applicable legal requirements.

Any complaints related to the School's lunch program will be reported to the Utah State Board of Education, Child Nutrition Programs.

Compliance Officer

The School Director(s) is the designated compliance officer for all federal civil rights matters under any of the foregoing federal laws and shall coordinate the School's efforts to comply with federal civil rights laws. Any questions concerning this policy should be directed to the School's Director(s).

Concussion and Head Injury Policy

Adopted:

Purpose

The purpose of this policy is to protect the safety and health of Legacy Preparatory Academy (the "School") students. The School recognizes that concussions and head injuries are commonly reported injuries in children and adolescents who participate in sports and other recreational activities. The School acknowledges that the risk of serious injuries is significant when a concussion or head injury is not properly evaluated and managed, especially when the individual continues to participate in physical activities after the injury.

Policy

Accordingly, the School will comply with the provisions of Utah Code § 26-53-101 through -401 and Utah Administrative Code Rule R277-614 regarding the protection of students and athletes with head injuries. In order to protect the health and safety of the School's students, the Director(s) shall establish administrative procedures that are consistent with this policy and applicable law.

Conflict of Interest Policy

Adopted:

Purpose

The purpose of this policy is to ensure that members of the Board of Directors (the "Board") and the Director(s) of Legacy Preparatory Academy (the "School") conduct themselves in a manner that avoids actual or apparent conflicts of interest. All business decisions shall be made in the School's best interest. A conflict of interest arises when the judgment of a Board member or the Director(s) is or may be influenced by considerations of improper personal gain or benefit to the individual or to another person.

The School intends for this policy to comply with Utah Code § 53G-5-409.

Policy

Business Contracts and Transactions Involving the School

A Board member, the Director(s), or a relative of a Board member or of the Director(s) may not have a financial interest in a contract or other transaction involving the School, except as provided below and in the *Employment at the School* section of this policy:

- If the Board considers entering into a contract or executing a transaction in which a Board member, the Director(s), or relative of a Board member or of the Director(s) has a financial interest, the Board member or Director(s) shall: (a) disclose the financial interest in writing to all Board members and the Director(s); (b) submit the contract or transaction decision to the Board for the approval, by majority vote, of the Board; (c) abstain from voting on the issue; and (d) be absent from any portion of the meeting where the contract or transaction is being considered and determined.

The process above shall also apply in the event that a Board member, the Director(s), or a relative of a Board member or of the Director(s) is employed by a business that furnishes for compensation goods or services to the School. However, in no event shall a Board member personally furnish directly and for compensation any goods or services to the School.

It is not the intent of this policy to prevent the School from contracting with a business because a Board member, the Director(s), or a relative of a Board member or of the Director(s) is an employee of the business. The policy is designed to prevent placing Board members and the Director(s) in a position where their interest in the School and their interest in their places of employment might conflict and to avoid appearances of conflict of interest even if such conflict may not exist.

Employment at the School

A Board member may not be an employee of the School. The Director(s) may have a reasonable contract of employment to work at the School.

A relative of a Board member or of the Director(s) may not be an employee of the School except as provided below:

- If a relative of a Board member or of the Director(s) is considered for employment in the School, the Board member or Director(s) shall (a) disclose the relationship in writing to all Board members and the Director(s); (b) submit the employment decision for the approval, by majority vote, of the Board; (c) abstain from voting on the issue; and (d) be absent from any portion of the meeting where the employment of the relative is being considered and determined.

Volunteer Activities

Volunteer activities of a Board member or a relative of a Board member or of the Director(s) are not prohibited by this policy but may be prescribed by other policies developed and approved by the Board.

Course Substitution Policy

Adopted:

Policy

Legacy Preparatory Academy (the "School") offers classes satisfying the Grade 7-8 General Core Requirements specified in Utah Administrative Code Rule R277-700. In accordance with R277-700, the School may, upon request and with parental consent, substitute a Grade 7-8 General Core Requirement with a course, extracurricular activity, or experience that is either (a) similar to the course requirement or (b) consistent with the student's plan for college and career readiness.

The course substitution request and parental consent described above must be provided to the Director(s) in writing and must (a) identify the course requirement seeking to be substituted; (b) identify and describe the desired course, extracurricular activity, or experience to be substituted for the course requirement; (c) explain how the desired course, activity or experience is similar to the course requirement and/or consistent with the student's plan for college and career readiness; and (d) explain why it is in the student's best interest to substitute the desired course, activity, or experience for the course requirement.

The Director(s) will decide whether to grant course substitution requests based on a determination of what is in the student's best interest and other relevant factors related to the specific request.

This policy only applies the substitution of Grade 7-8 General Core Requirements as described in R277-700.

Appeal Process

A parent who is dissatisfied with a Director's decision regarding a course substitution request may appeal that decision to the Board of Directors' President in writing within ten (10) days of the decision. The written appeal should provide all relevant information regarding the request and the Director's decision.

The Board President or another Board member designated by the Board President will review the appeal and the Director's decision and determine whether the course substitution request should be granted. The Board President or his/her designee will notify the parent of the decision on the appeal in writing within ten (10) days of receiving the appeal. This decision will be final.

Credit Evaluation Standards and Guidelines Policy

Adopted:

Purpose

The purpose of this policy is to ensure equity and fairness to all students when evaluating credit earned at institutions other than Legacy Preparatory Academy (the "School") and to be in compliance with Utah Administrative Code Rule R277-705-3. This policy applies to secondary students.

Policy

Accredited Sources

In accordance with Utah Code § 53G-7-206 and Utah Administrative Code Rule R277-705-3, the School shall accept credits and grades awarded to a student by a school or provider accredited by either (1) the Utah State Board of Education ("USBE") or (2) an accrediting entity adopted by the USBE. The School shall accept such credits and grades without alteration. In addition, such credits awarded for a core standards for Utah public schools course shall be applied to fulfilling core standards for Utah public schools requirements.

Non-Accredited Sources

Requests to the School for acceptance of credit from a school, provider, or other source that is not accredited by the USBE or an accrediting entity adopted by the USBE shall be referred to the School's Credit Evaluation Committee for credit determination. The School's Credit Evaluation Committee shall consider all or some of the following when making such credit determinations:

- a. Course title and description;
- b. List of instructional materials used;
- c. Correlation of course objectives with the Utah core standards and objectives;
- d. Course length and student attendance:
 - i. Number of days the class met;
 - ii. Normal class length; and
 - iii. Number of classes attended by the student;
- e. Grading criteria used and grades received;
- f. Teacher name, qualifications, certifications, endorsements, etc.;
- g. Educational institution's reputation;
- h. Course requirements for credit; and
- i. Student coursework or projects.

In addition to considering the types of evidence listed above, the School's Credit Evaluation Committee may require students seeking such credit acceptance to:

- a. Demonstrate competency through (1) end-of-level testing approved by the School in areas where competency tests are available or (2) other methods of evaluation or assessment chosen by the School's Credit Evaluation Committee; or
- b. Have their coursework (including electronic or correspondence coursework) or projects reviewed by a School administrator.

The School's Credit Evaluation Committee may consider other information and make its credit determination based on other criteria as permitted by law.

The School shall have the final decision-making authority for the awarding of credit and grades from non-accredited schools, providers, or other sources consistent with Utah law, due process, and R277-705.

Costs associated with the determination of credit, including but not limited to competency level testing, shall be borne by the parent/guardian of the student requesting credit consideration.

Students of the School who are released for home instruction do not earn School credits. If students re-enter the School, requests for credit for home instruction studies shall be evaluated under the provisions of this policy.

Donations and Fundraising Policy

Adopted:

Purpose

Although Legacy Preparatory Academy (the "School") does not typically engage directly in fundraising, it may do so on certain occasions in order to help advance the School's mission. The School encourages the contributions of gracious donors who have the resources and the inclination to make donations for the benefit of the School and its students. This policy establishes guidelines and standards for the School's acceptance of donations and gifts as well as for when the School engages in or sponsors fundraising activities.

Policy

Donations and Gifts

The School may not transfer or expend donated property in a manner contrary to donor restrictions imposed as a condition of making the donation. However, the School may not accept donations with the condition that the donation provide direct benefit to specific School employees, students, vendors, or service providers, or that the School purchase a specific brand of goods or services with the donated funds. The Director(s) is responsible for ensuring that donor restrictions of accepted donations are complied with and that compliance can be verified. The Director(s) will ensure that charitable donation receipts are provided to donors as necessary.

The Director(s) must approve voluntary donations from private individuals or organizations in excess of \$1,000 and any donation involving donor restrictions prior to accepting the donation. The Board of Directors must approve any voluntary donations from private individuals or organizations in excess of \$10,000.

If advertising or other services are offered to a donor in exchange for a donation or gift, the School will objectively value the donation or gift in order to ensure the School receives at least fair value.

The Director(s) must ensure that any applicable fiscal policies of the School are complied with in connection with donations. The School will comply with other applicable laws and regulations, including but not limited to procurement requirements, rules related to construction of improvements, IRS regulations, and Title IX requirements.

Fundraising

Fundraising is defined as an organized effort to solicit individuals, businesses, or foundations for money or in-kind gifts to be given directly to the School.

For the purposes of this policy, “School sponsored” means activities that are expressly authorized by the School’s Director(s) or Board of Directors that support the School or authorized curricular clubs, activities, sports, classes, or programs that are themselves School sponsored. School-sponsored activities must be managed or supervised by School employees. Activities sponsored by the School’s parent organization are not School-sponsored activities, but the parent organization may be involved in and provided assistance in connection with School-sponsored activities.

The following guidelines must be followed in connection with School fundraising:

1. The fundraising activity must be undertaken with the intent of obtaining a benefit consistent with the School’s mission.
2. The fundraising activity must not violate the School’s charter, Board policies, or applicable law.
3. Proposals for fundraising activities must be submitted to the School’s Director(s) for approval.
4. The Director(s) may restrict the time, place, and manner of any approved fundraising activity.
5. Fundraising activities should be planned and scheduled in a manner that does not create conflict, confusion, or excessive fundraising pressures on students, families, or potential donors.
6. Fundraising activities that may expose the School to risk of financial loss or liability if the activity is not successful should not be approved.
7. The participation of School employees, students and parents in any fundraising activity must be voluntary. However, School employees may be assigned to supervise students in connection with School-sponsored fundraising activities in connection with their employment. Such employees may be compensated for such work as appropriate as determined by the Director(s).
8. Students may not be required to participate in a fundraising activity as a condition for belonging to a team, club, or group, and a student’s fundraising efforts may not affect his or her participation time or standing in any team, club, or group.
9. Competitive enticements for student participation in fundraising efforts are generally discouraged, and any such rewards or prizes must be approved by the Director(s).
10. The Director(s) will ensure that the School’s Fee Waiver Policy is complied with in connection with all School-sponsored fundraising activities that involve fees. Any fee waivers must be granted in accordance with the Fee Waiver Policy.
11. All funds raised through School-sponsored fundraising activities are considered public funds and will be handled accordingly. The Director(s) will ensure that all other applicable fiscal policies are complied with in connection with fundraising activities.
12. Any fundraising activities that are related to the School but not are not School sponsored, such as fundraising activities of the parent organization, should

clearly inform School patrons that the activity is not School sponsored. School employees may participate in such activities as volunteers but must not represent that they are acting as employees or representatives of the School.

13. The Director(s) will ensure that charitable donation receipts are provided as necessary.
14. The School's employer identification number and sales tax exemption number may only be used by School personnel in connection with School-sponsored activities. No other entity, including the School's parent organization, may use these numbers.
15. Any School employee involved in managing or overseeing non-School-sponsored fundraising must disclose to the Director(s) any financial or controlling interest in or access to bank accounts of the fundraising organization or company.
16. The School may cooperate with outside entities such as the parent organization in connection with non-School-sponsored fundraising activities. The School may allow these groups to use School facilities at little or no charge. At a Director's discretion, the School may provide some level of support or pay for small portions of these activities. The details of the arrangements for non-School-sponsored fundraising activities shall be understood and agreed to by the Director(s) and the representatives of the outside entity. This must take into consideration the School's fiduciary responsibility for the management and use of public funds and assets.
17. The School is committed to principles of gender equity and compliance with Title IX guidance. The School commits to use all facilities, unrestricted gifts, and other available funds in harmony with these principles. The School reserves the right to decline or restrict donations, gifts, and fundraising proceeds, including those that might result in gender inequity or a violation of Title IX. Fundraising opportunities should be equitable for all students, comply with Title IX, and be in harmony with Article X of the Utah Constitution.

The Director(s) will ensure that School employees receive appropriate training in connection with these policies. Training shall be provided at least annually to employees whose job duties are affected by the School's fiscal policies.

Review

The Board shall review this policy annually.

Effective Educator Standards Policy

Adopted:

Purpose

Legacy Preparatory Academy (the "School") believes that each of its students should have the opportunity to learn from an effective educator. The School tries to recruit, prepare, and retain effective educators as a way in which to boost the academic success of its students. The purpose of this policy is to help ensure that the School's licensed educators meet the Utah Effective Educator Standards applicable to them as set forth in Utah Administrative Code Rule R277-530.

Policy

Application of Effective Educator Standards

The Effective Educator Standards in R277-530 are comprised of three separate sets of standards: Effective Teaching Standards, Educational Leadership Standards, and Educational School Counselor Standards. The Effective Educator Standards apply to licensed educators at the School as follows:

- (a) Administrators are responsible for meeting the Effective Teaching Standards and demonstrating the traits, skills, and work functions in the Educational Leadership Standards;
- (b) Counselors are responsible for meeting the Effective Teaching Standards and Educational Leadership Standards and demonstrating the traits, skills, and work functions in the Educational School Counselor Standards; and
- (c) Teachers are responsible for demonstrating the skills and work functions in the Effective Teaching Standards.

Implementation of the Effective Educator Standards

The School shall, under the direction of the Director(s), help its licensed educators meet the applicable Effective Educator Standards by using the Effective Educator Standards as a basis when doing the following:

- (a) Developing professional learning experiences and professional learning plans for educators' relicensing;
- (b) Establishing a collaborative professional culture in order to facilitate student learning;
- (c) Adopting formative and summative educator assessment systems; and
- (d) Implementing induction and mentoring activities for beginning teachers and administrators.

The Director(s) shall determine the manner in which the activities described above are conducted and the frequency in which they occur.

Charter School Administrators

The School understands that under Utah law a charter school administrator is not required to be licensed. In the event a School administrator is not licensed, he or she is still expected to work towards meeting the Effective Teaching Standards and demonstrating the traits, skills, and work functions in the Educational Leadership Standards.

Electronic Meetings Policy

Adopted:

Purpose

The purpose of this policy is to establish the means and procedures by which the Legacy Preparatory Academy Board of Directors (the "Board") may conduct electronic meetings in accordance with the provisions of the Utah Open and Public Meetings Act (the "Act"), including Utah Code § 52-4-207.

Policy

Definitions

The Board adopts for application in this policy the definitions in the Act at Utah Code § 52-4-103.

Electronic Meetings

The Board may, from time to time as needed, convene and conduct electronic board meetings. For the purpose of this policy, an "electronic board meeting" is defined as a meeting convened and conducted in accordance with the Act by means of telephone, teleconferencing, or other electronic communications media by which all participants participate by audible oral communication.

The Board will establish one or more anchor locations for the electronic board meeting, at least one of which is the building where the Board would normally meet if they were not holding an electronic meeting.

The Board will provide space and facilities at the anchor location so that interested persons and the public may attend and monitor the open portions of the meeting. If public comments will be accepted during the electronic meeting, the Board will provide space and facilities at the anchor location so that interested persons and the public may attend, monitor, and participate in the open portions of the meeting.

Notice

Prior to conducting an electronic meeting, the Board shall provide advance notice of the meeting in accordance with the Act.

Notice shall be provided to all Board members, as well as to members of the public in accordance with the provisions of the Act.

Each notice shall describe the means of communication by which members will be connected to the electronic meeting and the anchor location.

Electronic Resources Policy

Adopted:

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, the Children's Internet Protection Act, and other applicable laws.

Electronic Devices

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

Internet Safety

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

Student Acceptable Use of School Electronic Resources

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

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

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

Staff Acceptable Use of School Electronic Resources

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

Review and Approval

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

Equipment Acquired with Federal Funds Administrative Procedure

Adopted:

Revised:

Legacy Preparatory Academy (the "School") will use, manage, and dispose of equipment acquired with federal funds in accordance with applicable federal law, including 2 CFR 200.313(c)-(e).

Management Requirements

With respect to managing equipment acquired in whole or in part with federal funds, the School will:

- a. Maintain property records that include:
 - i. A description of the equipment;
 - ii. A serial number or other identification number for the equipment;
 - iii. The source of funding for the equipment;
 - iv. Who holds title to the equipment;
 - v. The date the equipment was acquired by the School;
 - vi. The cost of the equipment;
 - vii. The percentage of participation in the project costs for the federal award under which the equipment was acquired;
 - viii. The location of the equipment;
 - ix. The use and condition of the equipment; and
 - x. Any ultimate disposition data with respect to the equipment, including the date of disposal and sale price of the equipment.
- b. Take physical inventory of the equipment and update/reconcile the property records accordingly at least once every two years.
- c. Develop and implement a control system that will provide adequate safeguards to prevent loss, damage, or theft of the equipment.
- d. Investigate any loss or damage to or theft of the equipment.
- e. Regularly maintain and/or service the equipment to help ensure the equipment remains in good condition.
- f. If authorized or required to sell the equipment, engage in a sales process that will help ensure the School receives the highest possible return on the sale of the equipment.

Use and Disposition Requirements

Regarding the use and disposition of equipment acquired with federal funds, the School will follow the requirements in 2 CFR 200.313(c) and (e).

Facilities Rental Policy

Adopted:

PURPOSE

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

POLICY

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

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

PROCEDURES

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

A facility use agreement must be signed by the user and School prior to the actual use.

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

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

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

The School's facilities may not be used without adequate School supervision as determined by the Director(s). The assigned staff supervisor is responsible for oversight of the School facilities while in use.

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

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

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

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

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

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

FACILITY USE FEES

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

The School's parent organization and individual classes may use the facilities free of charge for qualifying School-related activities. Such use must be approved by and coordinated with the School's Director(s). These activities must be approved by the Director(s) before notice of the event is distributed.

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

Security Deposit

At the discretion of the Director(s), the user may be charged a refundable security deposit of up to \$500. The Director(s) shall determine the amount of the security deposit

based on the size of the group, the location of the activity, and the type of activity involved. Security deposits shall be paid by the user in a separate check and deposited by the School.

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

Personnel

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

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

Building Use Fee Schedule		
FACILITY	Commercial Rate	Charitable/Nonprofit Rate
Parking lot	\$40/day	\$10/day
Cafeteria	\$125/hr	\$50/hr
Gym	\$125/hr	\$50/hr
Commons Area	\$125/hr	\$50/hr
Outdoor Athletic Fields	\$125/hr	\$50/hr
Kitchen	\$125/hr	\$50/hr
Classroom (each)	\$40/hr	\$20/hr
PERSONNEL	Commercial	Charitable/Nonprofit
Supervising Staff	\$35/hr	\$35/hr
Kitchen Staff (if applicable/needed)	\$20/hr	\$20/hr
Additional Staff (if applicable/needed)	\$20/hr	\$20/hr
EQUIPMENT	Commercial	Charitable/Nonprofit
This fee is done on a case-by-case basis. Fees are set by the Director(s) or designee. Fee shall be documented in Building Use Agreement	TBD	TBD

Family Educational Rights and Privacy Policy

Adopted:

Policy

Legacy Preparatory Academy (the "School") shall protect the privacy of its students, its students' parents, and its students' families and shall support parental involvement in the education of their children attending the School by complying with state and federal laws concerning family educational rights and privacy, including but not limited to the Family Educational Rights and Privacy Act and Utah Code § 53E-9-201 *et seq.* (commonly referred to as the Utah Family Educational Rights and Privacy Act).

The Director(s) shall establish administrative procedures that provide standards for the protection of family and student privacy within the curriculum and other School activities and in the administration of any psychological or psychiatric examination, test, or treatment, or any survey, analysis, or evaluation of students. The administrative procedures shall also address rules related to the management of and access to student education records.

Training

On an annual basis, the School shall provide appropriate student data privacy training to its employees, aides, and volunteers who are authorized by the School to have access to education records as defined in the Family Educational Rights and Privacy Act.

Fee Waiver Policy

Adopted:

Purpose

Legacy Preparatory Academy (the "School") must abide by the Utah State Board of Education rules which direct the School's Board of Directors (the "Board") to implement a policy regarding student fees. The purpose of this policy is to provide educational opportunities for all students. This allows the School to establish a reasonable system of fees, while prohibiting practices that would exclude those unable to pay from participation in school-sponsored activities.

Policy

Under the direction of the Board, the Director(s) is authorized to administer this policy and is directed to do so fairly, objectively, and without delay, and in a manner that avoids stigma and unreasonable burdens on students or parents/guardians.

Definitions

"Co-curricular activity" means an activity, course, or program that:

- (a) is an extension of a curricular activity;
- (b) is included in an instructional plan and supervised or conducted by a teacher or educational professional;
- (c) is conducted outside of regular School hours;
- (d) is provided, sponsored, or supported by the School;
- (e) includes a required regular School day activity, course, or program.

"Curricular activity" means an activity, course, or program that is:

- (a) intended to deliver instruction;
- (b) provided, sponsored, or supported by the School; and
- (c) conducted only during School hours.

"Extracurricular activity"

- (a) means an activity, a course, or a program that is:
 - (i) not directly related to delivering instruction;
 - (ii) not a curricular activity or co-curricular activity; and
 - (iii) provided, sponsored, or supported by the School.
- (b) does not include a noncurricular club as defined in Section 53G-7-701.

"Fee" means something of monetary value requested or required by the School as a condition to a student's participation in an activity, class, or program provided, sponsored, or supported by the School. This includes money or something of monetary value raised by a student or the student's family through fundraising.

"Instructional equipment"

- (a) means an activity-related, course-related, or program-related tool or instrument that:
 - (i) is required for a student to use as part of an activity, course, or program in a secondary school;
 - (ii) typically becomes the property of the student upon exiting the activity, course, or program, and
 - (iii) is subject to a fee waiver;
- (b) includes:
 - (i) shears or styling tools;
 - (ii) a band instrument;
 - (iii) a camera;
 - (iv) a stethoscope; or
 - (v) sports equipment, including a bat, mitt, or tennis racket.
- (c) does not include school equipment.

"Instructional supply" means a consumable or non-reusable supply that is necessary for a student to use as part of an activity, course, or program in a secondary school and includes:

- (a) prescriptive footwear;
- (b) brushes or other art supplies, including clay, pain, or art canvas;
- (c) wood for wood shop;
- (d) Legos for Lego robotics;
- (e) film; or
- (f) filament used for 3D printing.

"Non-waivable charge" means a cost, payment, or expenditure that:

- (a) is a personal discretionary charge or purchase, including:
 - (i) a charge for insurance, unless the insurance is required for a student to participate in an activity, class, or program;
 - (ii) a charge for college credit related to the successful completion of:
 - (A) a concurrent enrollment class; or
 - (B) an advanced placement examination; or
 - (iii) except when requested or required by the School, a charge for a personal consumable item such as a yearbook, class ring, letterman jacket or sweater, or other similar item;
- (b) is subject to sales tax as described in Utah State Tax Commission Publication 35, Sales Tax Information for Public and Private Elementary and Secondary Schools; or
- (c) by Utah Code, federal law, or Utah State Board of Education rule is designated not to be a fee, including:
 - (i) a school uniform as provided in Utah Code § 53G-7-801;
 - (ii) a school lunch; or
 - (iii) a charge for a replacement for damaged or lost School equipment or supplies.

"Provided, sponsored, or supported by the School"

- (a) means an activity, class, program, fundraiser, club, camp, clinic, or other event that:
- (i) is authorized by the School; or
 - (ii) satisfies at least one of the following conditions:
 - (A) the activity, class, program, fundraiser, club, camp, clinic, or other event is managed or supervised by the School, or a School employee in the employees School employment capacity;
 - (B) the activity, class, program, fundraiser, club, camp, clinic, or other event uses, more than inconsequentially, the School's facilities, equipment, or other School resources; or
 - (C) the activity, class, program, fundraising event, club, camp, clinic, or other event is supported or subsidized, more than inconsequentially, by public funds, including the School's activity funds or minimum school program dollars.
- (b) does not include an activity, class, or program that meets the criteria of a noncurricular club as described in Title 53G, Chapter 7, Part 7, Student Clubs.

"Provision in lieu of fee waiver"

- (a) means an alternative to fee payment or waiver of fee payment; and
- (b) does not include a plan under which fees are paid in installments or under some other delayed payment arrangement.

"Requested or required by the School as a condition to a student's participation" means something of monetary value that is impliedly or explicitly mandated or necessary for a student, parent, or family to provide so that a student may:

- (a) fully participate in school or in a School activity, class, or program;
- (b) successfully complete a School class for the highest grade; or
- (c) avoid a direct or indirect limitation on full participation in a School activity, class, or program, including limitations created by:
 - (i) peer pressure, shaming, stigmatizing, bullying, or the like; or
 - (ii) withholding or curtailing any privilege that is otherwise provided to any other student.

"School equipment" means a durable school-owned machine, equipment, or tool used by a student as part of an activity, course, or program in a secondary school and includes a saw or 3D printer. "School equipment" includes a saw or 3D printer.

"Something of monetary value"

- (a) means a charge, expense, deposit, rental, fine, or payment, regardless of how the payment is termed, described, requested or required directly or indirectly, in the form of money, goods or services; and
- (b) includes:
 - (i) charges or expenditures for a School field trip or activity trip, including related transportation, food, lodging, and admission charges;

- (ii) payments made to a third party that provide a part of a School activity, class, or program;
- (iii) classroom textbooks, supplies or materials;
- (iv) charges or expenditures for school activity clothing; and
- (v) a fine, except for a student fine specifically approved the School for:
 - (A) failing to return School property;
 - (B) losing, wasting, or damaging private or School property through intentional, careless, or irresponsible behavior; or
 - (C) improper use of School property, including a parking violation.

“Textbook”

- (a) means instructional material necessary for participation in an activity, course, or program, regardless of the format of the material;
- (b) includes:
 - (i) a hardcopy book or printed pages of instructional material, including a consumable workbook; or
 - (ii) computer hardware, software, or digital content.
- (c) does not include instructional equipment or instructional supplies.

“Waiver” means a full release from the requirement of payment of a fee and from any provision in lieu of fee payment.

General School Fees Provisions

The School may only collect a fee for an activity, class, or program provided, sponsored, or supported by the School consistent with School policies and state law.

Beginning with the 2021-2022 school year:

- (a) if the School imposes a fee, the fee shall be equal to or less than the expense incurred by the School in providing for a student the activity, course, or program for which the School imposes a fee; and
- (b) the School may not impose an additional fee or increase a fee to supplant or subsidize another fee.

Beginning with the 2022-23 school year, the School may not sell textbooks or otherwise charge a fee for textbooks or the maintenance costs of School equipment as provided in Section 53G-7-602, except for a textbook used for a concurrent enrollment or advanced placement course.

All fees are subject to the fee waiver provisions of this policy.

Fees for Classes & Activities During the Regular School Day

Fees for Students in Kindergarten through Sixth Grade

No fee may be charged in kindergarten through sixth grade for materials, textbooks, supplies (except as provided below), or for any class or regular school day activity, including assemblies and field trips.

Elementary students cannot be required to provide their own student supplies. However, the School or teacher may provide to a student's parent or a suggested list of student supplies for use during the regular school day so that a parent or guardian may furnish on a voluntary basis student supplies for student use. The list provided to a student's parent or guardian must include and be preceded by the following language:

"NOTICE: THE ITEMS ON THIS LIST WILL BE USED DURING THE REGULAR SCHOOL DAY. THEY MAY BE BROUGHT FROM HOME ON A VOLUNTARY BASIS, OTHERWISE, THEY WILL BE FURNISHED BY THE SCHOOL."

The School may charge a fee to a student in grade six if all of the following are true:

- (a) the School has students in any of the grades seven through twelve;
- (b) the School follows a secondary model of delivering instruction to the School's grade six students; and
- (c) The School annually provides notice to parents that the School will collect fees from grade six students and that the fees are subject to waiver.

Fees for Students in Seventh through Ninth Grade

Fees may be charged in grades 7-9 in connection with an activity, class, or program provided, sponsored, or supported by the School that takes place during the regular school day if the fee is approved as provided in this policy and state law. All such fees are subject to waiver. In addition, if an established or approved class requires payment of fees or purchase of items (i.e., tickets to events, etc.) in order for students to fully participate and to have the opportunity to acquire all skills and knowledge required for full credit and highest grades, the fees or costs for the class are subject to waiver.

In project related courses, projects required for course completion will be included in the course fee.

Secondary students may be required to provide their own student supplies, subject to the fee waiver provisions of this policy.

Fees for Optional Projects

The School may require students at any grade level to provide materials or pay for an additional discretionary project if the student chooses a project in lieu of, or in addition to a required classroom project. A student may not be required to select an additional project as a condition to enrolling, completing, or receiving the highest possible grade for a course. The School will avoid allowing high cost additional projects, particularly when authorizing an additional discretionary project results in pressure on a student by teachers or peers to also complete a similar high cost project.

Fees for Activities Outside of the Regular School Day

Fees may be charged in all grades for any School-sponsored activity that does not take place during the regular school day if participation in the activity is voluntary and does not affect the student's grade or ability to participate fully in any course taught during the regular school day. Fee waivers are available for such fees.

A fee related to a co-curricular or extracurricular activity may not exceed the maximum fee amounts for the co-curricular or extracurricular activity adopted by the Board, as provided below.

Activities that use the School facilities outside the regular school day but are not provided, sponsored, or supported by the School (i.e., programs sponsored by the parent organization and/or an outside organization) may charge for participation, and fee waivers are not available for these charges.

An activity, class, or program that is provided, sponsored, or supported by the School outside of the regular School day or School year calendar is subject to this policy and state law regardless of the time or season of the activity, class, or program.

In the event the School provides supplemental kindergarten, the School may charge a fee related to a student's enrollment in the supplemental kindergarten. A fee for supplemental kindergarten is subject to waiver.

Fee Schedule

The Board will approve a Fee Schedule at least once each year on or before April 1. The Fee Schedule will establish the maximum fee amount per student for each activity and the maximum total aggregate fee amount per student per school year. No fee may be charged or assessed in connection with an activity, class, or program provided, sponsored, or supported by the School, including for a curricular, co-curricular or extracurricular activity, unless the fee has been set and approved by the Board, is equal to or less than the established maximum fee amount for the activity, and is included in the approved Fee Schedule.

The School will encourage public participation in the development of the Fee Schedule and related policies.

Before approving the School's Fee Schedule, the School will provide an opportunity for the public to comment on the proposed Fee Schedule during a minimum of two public Board meetings. In addition to the standard notice of Board meetings under the Open and Public Meetings Act, the School will provide notice of these Board meetings using the same form of communication regularly used by the administration to communicate with parents.

After the Fee Schedule is adopted, the Board may amend the Fee Schedule using the same process.

Maximum Fee Amounts

In connection with establishing the Fee Schedule, the Board will establish a per student annual maximum fee amount that the School may charge a student for the student's participation in all courses, programs, and activities provided, sponsored, or supported by the School for the year. This is a maximum total aggregate fee amount per student per School year.

The Board may establish a reasonable number of activities, courses, or programs that will be covered by the annual maximum fee amount.

The amount of revenue raised by a student through an individual fundraiser for an activity, as well as the total per student amount expected to be received through required group fundraising for an activity, will be included as part of the maximum fee amount per student for the activity and maximum total aggregate fee amount per student.

Notice to Parents

The Director(s) will annually provide written notice of the School's Fee Schedule and Fee Waiver Policy to the parent or guardian of each student in the School by ensuring that a written copy of the School's Fee Schedule and Fee Waiver Policy is included with all registration materials provided to potential or continuing students each year. The procedures for obtaining fee waivers and for appealing a denial of a waiver will also be included with the School's registration materials.

The School will post the applicable Fee Schedule and Fee Waiver Policy, including maximum fee amounts, on the School's website each school year.

Donations

The School may not request or accept a donation in lieu of a fee from a student or parent unless the activity, class, or program for which the donation is solicited will otherwise be fully funded by the School and receipt of the donation will not affect participation by an individual student.

A donation is a fee if a student or parent is required to make the donation as a condition to the student's participation in an activity, class, or program.

The School may solicit and accept a donation or contribution in accordance with the School's policies, including the Donation and Fundraising Policy, but all such requests must clearly state that donations and contributions by a student or parent are voluntary.

If the School solicits donations, the School: (a) shall solicit and handle donations in accordance with policies and procedures established by the School; and (b) may not place any undue burden on a student or family in relation to a donation.

Fee Collection

The School may pursue reasonable methods for obtaining payment for fees and for charges assessed in connection with a student losing or willfully damaging school property.

The School may not exclude students from school, an activity, a class, or a program that is provided, sponsored, or supported by the School during the regular school day; refuse to issue a course grade; or withhold official student records, including written or electronic grade reports, diplomas, or transcripts, as a result of unpaid fees.

The School may withhold the official student records of a student responsible for lost or damaged School property consistent with Utah Code § 53G-8-212 until the student or the student's parent has paid for the damages, but may not withhold a student's records required for student enrollment or placement in a subsequent school.

A reasonable charge may be imposed by the School to cover the cost of duplicating, mailing, or transmitting transcripts and other school records. No charge may be imposed for duplicating, mailing, or transmitting copies of school records to an elementary or secondary school in which the student is enrolled or intends to enroll.

Consistent with Utah Code § 53G-6-604, the School will forward a certified copy of a transferring student's record to a new school within 30 days of the request, regardless of whether the student owes fees or fines to the School.

Students shall be given notice and an opportunity to pay fines prior to withholding issuance of official written grade reports, diplomas and transcripts. If the student and the student's parent or guardian are unable to pay for damages or if it is determined by the School in consultation with the student's parents that the student's interests would not be served if the parents were to pay for the damages, then the School may provide for a program of voluntary work for the student in lieu of the payment. A general breakage fee levied against all students in a class or school is not permitted.

Fee Refunds

Student fees are non-refundable.

Budgeting and Spending Revenue Collected Through Fees

The School will follow the general accounting standards described in Utah Administrative Code Rule R277-113 for treatment of fee revenue.

Beginning with the 2020-2021 school year, the School will establish a spend plan for the revenue collected from each fee charged. The spend plan will (a) provide students, parents, and employees transparency by identifying a fee's funding uses; (b) identify the needs of the activity, course, or program for the fee being charged and include a list or description of the anticipated types of expenditures, for the current fiscal year or as carryover for use in a future fiscal year, funded by the fee charged.

School Fee Collections & Accounting Procedures

It is the responsibility of the Director(s) to ensure that all student fees collected are in compliance with the Fee Schedule and applicable financial policies and procedures.

Fees must be received and deposited in a timely manner.

Money may only be collected by staff authorized by the Director(s). Students may not collect fees.

Beginning in the 2020-21 school year, the School may not use revenue collected through fees to offset the cost of fee waivers by requiring students and families who do not qualify for fee waivers to pay an increased fee amount to cover the costs of students and families who qualify for fee waivers. However, the School may notify students and families that the students and families may voluntarily pay an increased fee amount or provide a donation to cover the costs of other students and families.

Fee Waiver Provisions

To ensure that no student is denied the opportunity to participate in a class or activity that is provided, sponsored, or supported by the School because of an inability to pay a fee, the School provides fee waivers or other provisions in lieu of fee waivers. Fee waivers or other provisions in lieu of fee waivers will be available to any student whose parent is unable to pay a fee.

All fees are subject to waiver.

Non-waivable charges are not subject to waiver.

Fee Waiver Administration

The Director(s) will administer this policy and will review and grant fee waiver requests. The process for obtaining waivers or pursuing alternatives will be administered in accordance with this policy, fairly, objectively, and without delay, and in a manner that avoids stigma, embarrassment, undue attention, and unreasonable burdens on students and parents.

The School will not treat a student receiving a fee waiver or provision in lieu of a fee waiver differently from other students. The process for obtaining waivers or pursuing

alternatives will create no visible indicators that could lead to identification of fee waiver applicants.

The process for obtaining waivers or pursuing alternatives will comply with the privacy requirements of The Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g ("FERPA"). The School may not identify a student on fee waiver to students, staff members, or other persons who do not need to know. As a general rule, teachers and coaches do not need to know which students receive fee waivers. Students may not assist in the fee waiver approval process.

Fee Waiver Eligibility

A student is eligible for a fee waiver if the School receives verification that:

- (a) In accordance with Utah Code § 53G-7-504(4), family income falls within levels established annually by the State Superintendent and published on the Utah State Board of Education website;
- (b) The student to whom the fee applies receives Supplemental Security Income (SSI). If a student receives SSI, the School may require a benefit verification letter from the Social Security Administration;
- (c) The family receives TANF funding. If a student's family receives TANF, the School may require a letter of decision covering the period for which the fee waiver is sought from the Utah Department of Workforce Services; or
- (d) The student is in foster care through the Division of Child and Family Services or is in state custody. If a student is in state custody or foster care, the School may rely on the youth in care required intake form or school enrollment letter provided by a caseworker from the Utah Division of Child and Family Services or the Utah Juvenile Justice Department.

The School will not maintain copies of any documentation provided to verify eligibility for a fee waiver.

The School will not subject a family to unreasonable demands for re-qualification.

The School may grant a fee waiver to a student, on a case-by-case basis, who does not qualify for a fee waiver under the foregoing provisions but who, because of extenuating circumstances, is not reasonably capable of paying the fee.

The School may charge a proportional share of a fee or a reduced fee if circumstances change for a student or family so that fee waiver eligibility no longer exists.

Fee Waiver Approval Process

The Director(s) will inform patrons of the process for obtaining waivers and will provide a copy of the standard fee waiver application on the School's website and in registration materials each year.

The Director(s) will review fee waiver applications within five (5) school days of receipt. If the School denies a request for a fee waiver, the School will provide the decision to deny a waiver in writing and will provide notice of the procedure for appeal in the form approved by the Utah State Board of Education.

Any requirement that a student pay a fee will be suspended during any period in which the student's eligibility for a waiver is being determined or during the time a denial of waiver is being appealed.

The School will maintain documentation of fee waiver applications and decisions that is adequate to report the required information to the Utah State Board of Education.

Appeal Process

Denial of eligibility for a waiver may be appealed in writing to the Director(s) within ten (10) school days of receiving notice of denial. The School shall contact the parent within two (2) weeks after receiving the appeal and schedule a meeting with the Director(s) to discuss the parent's concerns. If, after meeting with the Director(s), the waiver is still denied, the parent may appeal, in writing, within ten (10) school days of receiving notice of denial to the Board.

In order to protect privacy and confidentiality, the School will not retain information or documentation provided to verify eligibility for fee waivers.

Alternatives to Fees and Fee Waivers

The School may allow a student to perform service or another approved task (as described in Utah Code § 53G-7-504(2)) in lieu of paying a fee or, in the case of an eligible student, in lieu receiving a fee waiver, but such alternatives may not be required. If the School allows an alternative to satisfy a fee requirement, the Director(s) will explore with the interested student and his or her parent/guardian the alternatives available for satisfying the fee requirement, and parents will be given the opportunity to review proposed alternatives to fees and fee waivers. However, if a student is eligible for a waiver, textbook fees must be waived, and no alternative in lieu of a fee waiver is permissible for such fees.

The School may allow a student to perform service in lieu of paying a fee or receiving a fee waiver if: (a) the School establishes a service policy or procedure that ensure that a service assignment is appropriate to the age, physical condition, and maturity of the student; (b) the School's service policy or procedure is consistent with state and federal laws, including Section 53G-7-504 regarding the waiver of fees and the federal Fair Labor Standards Act, 29 U.S.C. 201; (c) the service can be performed within a reasonable period of time; and (d) the service is at least equal to the minimum wage for each hour or service.

A student who performs service may not be treated differently than other students who pay a fee.

The service may not create an unreasonable burden for a student or parent and may not be of such a nature as to demean or stigmatize the student.

The School will transfer the student's service credit to another LEA upon request of the student.

The School may make an installment payment plan available for the payment of a fee. Such a payment plan may not be required in lieu of a fee waiver.

Annual Review, Approval, and Training

The Board shall review and approve this policy annually.

The School will develop a plan for at least annual training of School employees on fee-related policies specific to each employee's job functions.

Financial Reporting Policy

Adopted:

Purpose

The purpose of this policy is to ensure that Legacy Preparatory Academy (the “School”) practices sound financial reporting in accordance with state and federal law and applicable accounting standards.

Policy

The School will ensure that financial reporting for the School is performed in accordance with GAAP and that audits of the School’s financial reporting are performed in accordance with GAAS.

The School will provide financial reporting in a manner consistent with the basis of accounting as required by GAAP, as applicable to the School.

The School will provide reconciliation between the accrual basis of accounting and modified accrual basis of accounting, as applicable.

The School will provide data and information consistent with budgeting, accounting (including the uniform chart of accounts for LEAs), and auditing standards for Utah LEAs provided online annually by the Utah State Superintendent of Public Education.

Review

The School shall review this policy annually.

Home School Student Participation in Statewide Assessments Policy

Adopted:

Purpose

The purpose of this policy is to set forth the responsibilities of Legacy Preparatory Academy (the "School") in the event a home school student requests to participate in statewide assessments at the School.

Policy

A home school student may participate in statewide assessments at the School if each of the following conditions are met:

- (1) The student is a Utah resident as defined in Utah Code § 53G-6-302 and proof of residency has been provided to the School;
- (2) The student has satisfied the home-schooling requirements of Utah Code § 53G-6-204 and a copy of the certificate from a local school board excusing the student from attendance at school during the applicable school year has been provided to the School;
- (3) The request for the student to participate in statewide assessments at the School is provided to the School at least thirty (30) days prior to the opening of the applicable state assessment window; and
- (4) The parent or guardian of the student, or a responsible adult designated by the student's parent or guardian, will remain at the School in a designated area while School personnel administer and proctor the test; and the parent or guardian of the student agrees that he/she will not participate in the monitoring or proctoring of the student's statewide assessments at the School.

The School will respond to a home school student's request to participate in statewide assessments at the School in a timely manner. If the request is approved, the School will notify the student's parent or guardian of the date(s) and time(s) of the applicable statewide assessments at the School in which the student may participate and any other information deemed relevant by the School.

The School may not require a home school student to pay a fee for participating in statewide assessments at the School that is not charged to traditional students.

A home school student or the student's parent or guardian may request from the School an annual schedule of statewide assessment dates at the School, the location of the School campus at which home school students may be tested, and a copy of the School's

written policies for home school student participation in statewide assessments at the School. The School will provide such requested information in a timely fashion.

The School will comply with Utah Administrative Code Rule R277-404 and the Standard Test Administration and Testing Ethics Policy described therein when administering statewide assessments to its students and home school students who participate in statewide assessments at the School in accordance with this policy and applicable law.

The School intends for this policy to be consistent with the provisions of Utah Administrative Code Rule R277-604-4.

LEA-Specific License & Endorsement Policy

Adopted:

Purpose

Legacy Preparatory Academy (the “School”) is committed to employing educators who are properly licensed and qualified for their positions. This policy is adopted in accordance with Rule R277-301 and governs the School’s application for LEA-specific educator licenses and its employment of educators on such licenses.

The School acknowledges that the purpose of LEA-specific educator licenses is to allow the School to hire otherwise qualified educators during the period that they are preparing and completing requirements to qualify for an associate educator license or a professional educator license.

Deleted: or if other licensing routes for the applicant are untenable or unreasonable

Policy

Applying for an LEA-Specific Educator License

The School’s administration will propose to the Board of Directors (the “Board”) candidates for an LEA-specific educator license as the need arises.

When the administration proposes a candidate for an LEA-specific license, they will follow the procedures below and provide the Board with an explanation and rationale for requesting an LEA-specific educator license under the criteria contained in this policy.

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When the Board determines that it is appropriate under this policy, the Board will approve the request for an LEA-specific educator license in a public meeting. Approval will take place no more than 60 days prior to submitting the application to the USBE on behalf of the candidate.

The Board will apply for the LEA-specific educator license for one, two, or three years as requested by the administration and approved by the Board, and in accordance with R277-301-7.

[The School may not issue an LEA-specific license area of concentration to an educator for the license areas identified in R277-301-7, including special education, pre-school special education, deaf education, school psychologist, school social worker, audiologist, speech language therapist, or speech language pathologist.](#)

Deleted: An LEA-specific educator license for a license area in special education or preschool special education may only be issued for one school year and may not be renewed. If an educator at the School is granted such an LEA-specific educator license, the School will provide special education law training recommended by the USBE Superintendent within the first month of the educator’s employment.

In accordance with R277-301-8, the Board may request an eminence designation for an LEA-specific license, license area, or endorsement for a teacher whose employment with the School is no more than 37% of a teacher’s regular instruction load.

Criteria for Employing Educators with an LEA-Specific Educator License

The School will use the following processes and consider the following criteria in determining whether to employ an educator and apply for an LEA-specific educator license:

1. Vet each candidate and contact references in order to verify that they are a strong candidate. In particular, ensure that the candidate does not have any prior misconduct that would impair their success in teaching.
2. Interview each candidate and verify that they support the School's philosophy of education.
3. Consider the extent to which each candidate has training in the content area and the ability to facilitate student learning in that content area.
4. Consider the extent to which each candidate has experience and the ability to effectively teach courses.
5. Consider whether the LEA-specific educator license is sought in a content area in which there is a shortage of qualified educators in the state.
6. Recommend first year teachers for a probationary 1-year LEA-specific license.

When an LEA-specific license, license area, or endorsement is sought for an educator for a subject that comprises less than 50% of the educator's course load, the following criteria will also be considered:

1. Consider whether the educator is a certified teacher in other content areas.
2. Consider whether the number of periods to be taught under the LEA-specific license, license area, or endorsement constitutes a full teaching load.
3. Consider whether the School currently employs or is hiring a teacher who does not have a degree or endorsement in the content area but who can also teach other areas in which they are licensed.
4. Consider whether the educator has demonstrated proficiency in teaching these courses.

The School will ensure that a candidate for an LEA-specific educator license has completed (or will timely complete) the required criminal background check and educator ethics review described in R277-301-7.

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Educator Preparation and Support

Within the first year of employment, the School will train each educator holding an LEA-specific educator license on:

1. Educator ethics;
2. Classroom management and instruction;
3. Basic special education law and instruction; and
4. The Utah Effective Teaching Standards described in R277-530.

Website Posting

This policy will be posted on the School's website.

The School will also prominently post the following information on its website:

1. Disclosure of the fact that the School employs individuals holding LEA-specific educator licenses, license areas, or endorsements;
2. An explanation of the types of licenses issued by the USBE;
3. The percentage of the types of licenses, license areas, and endorsements held by educators employed in the School based on the employees' FTE as reported to the USBE Superintendent; and
4. A link to the Utah Educator Look-up Tool provided by the USBE Superintendent in accordance with Subsection [R277-312-7\(6\)](#).

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Parent and Family Engagement Policy

Adopted:

Purpose

In support of strengthening student academic achievement, Legacy Preparatory Academy (the "School") receives Title I, Part A funds and must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by Section 1116 of the Every Student Succeeds Act (the "ESSA"). This policy establishes the School's expectations and objectives for meaningful parent and family involvement, describes how the School will implement a number of specific parent and family engagement activities, and is incorporated into the School's plan submitted to the state pursuant to Section 1112 of the ESSA. The purpose of an effective parent and family engagement policy is to improve all students' academic achievement.

Policy

The School agrees to implement the following requirements as outlined by Section 1116 of the ESSA:

- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of this policy and the joint development of the targeted assistance or schoolwide program plan.
- Update this policy periodically to meet the changing needs of parents and the School, distribute it to the parents and family members of participating children, and make this policy available to the local community.
- Provide full opportunities, to the extent practicable, for the participation of parents and family members with limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format and, to the extent practicable, in a language parents understand.
- If the targeted assistance or schoolwide program plan under Section 1114(b) of ESSA is not satisfactory to the parents of participating children, submit any parent comments with such plan when the School submits the plan to the state.
- Be governed by the following statutory definition of parent and family engagement and will carry out programs, activities, and procedures in accordance with this definition:

Parent and family engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- *That parents play an integral role in assisting their child's learning;*
- *That parents are encouraged to be actively involved in their child's education at school;*

- *That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees (if any) to assist in the education of their child; and*
- *The carrying out of other activities, such as those described in Section 1116 of the ESSA.*

Required Policy Components

Below is a description of how the School will implement or accomplish each of the following components required by Section 1116 of the ESSA:

- Joint Development of Policies, Plans, Compact, and Programs. The School will take the following actions to involve parents and family members in an organized, ongoing, and timely manner in the planning, review, and improvement of Title I policies, plans, compact, and programs:
 - Distribute a copy of this policy and the school-parent compact to parents and family members at the beginning of each school year through appropriate channels, such as the registration packet. The policy and school-parent compact will also be posted on the School's website.
 - Notify parents and family members of an annual meeting where parents and family members will be informed about the School's participation in and the requirements of Title I programs.
 - Hold other parent and family meetings at flexible times during the school year to provide parents and family members with ongoing information, training, and materials to help them work with their children in the areas such as literacy, numeracy, and technology.
 - Hold parent-teacher conferences at least annually, where student achievement, behavior, and/or the school-parent compact will be reviewed and discussed.
 - The School and state websites will provide parents with information related to expected student proficiency levels.
 - The School website will provide parents with a description and explanation of the School's curriculum, mission, calendar information, policies, and opportunities for school and parent interaction.
 - Conduct an annual review and evaluation of this policy, the school-parent compact, and targeted assistance or schoolwide program plan. As part of the annual review and evaluation, the School will consider, and implement if appropriate, any suggestions or feedback provided by parents and family members on how the School can improve this policy and the associated compact and plan. Suggestions or feedback may be provided to the School in the form of results from the School's needs assessment and evaluation given to parents, comments made by parents and family members in meetings at the School and during parent-teacher conferences, or through other means. The annual review and evaluation of this policy will also include identifying such things as barriers to parent engagement (especially engagement of parents who are economically disadvantaged, disabled, have limited English proficiency, have limited

literacy, or are of any racial or ethnic minority background); needs of parents and family members to enable them to assist with the learning of their children; and strategies to support successful school and family interactions.

- Communications. The School will take the following actions to provide parents and family members timely information about the Title I programs in which the School participates:
 - Distribute a copy of the updated version of this policy and the school-parent compact to parents and family members at the beginning of each school year through appropriate channels, such as the registration packet.
 - Provide information related to the Title I programs, meetings, and other activities to the parents of participating children in an understandable and uniform format and, to the extent practicable, in a language that the parents can understand.
- School-Parent Compact. The School's school-parent compact outlines how parents, the entire School staff, and students will share the responsibility for improved student academic achievement and the means by which the School and parents will build and develop a partnership to help children achieve the state's high standards. The School will review the school-parent compact with parents of participating children by doing the following:
 - Distributing a copy of the updated version of the school-parent compact to parents and family members at the beginning of each school year through appropriate channels, such as the registration packet.
 - Obtaining all parties' signatures (electronic or written) on each school-parent compact on an annual basis.
 - Encouraging parents to review the school-parent compact with their children on a regular basis.
 - Considering, and implementing, if appropriate, any suggestions or feedback provided by parents and family members on how the School can improve its school-parent compact.
- Reservation of Funds. The School currently does not receive Title I allocations of \$500,000 or more. In the event the School's Title I allocations reach or exceed \$500,000 in the future, the School will follow the requirements in Section 1116(a)(3) of the ESSA.
- Coordination of Services. The School will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

- Building Capacity of Parents. The School will build the parents' capacity for strong parent and family engagement to ensure effective involvement of parents and to support a partnership among the School and the community to improve student academic achievement through the following:
 - Providing opportunities for discussion with parents about the School's curriculum, forms of academic assessment used to measure student progress, and achievement levels of the challenging state academic standards.
 - Engaging parents with materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parent and family engagement.
 - Giving parents information at parent-teacher conferences about their student's state core testing and other appropriate curriculum based assessments.
 - Providing progress reports to parents to communicate their student's academic performance throughout the school year.
 - Facilitating communication between parents and School personnel through the School's LAND Trust Committee.
 - Scheduling School meetings, as well as parent-teacher conferences, in a way that will maximize parent and family member involvement and participation.
 - Gathering, on an annual basis, input from parents through a variety of methods. For example, parent surveys, needs assessments, conversation, parent-teacher conferences, and School activities.
 - Providing assistance to parents, as appropriate, in understanding topics such as the following:
 - The challenging state's academic standards;
 - The state and local academic assessments, including alternate assessments;
 - The requirements of Title I, Part A;
 - How to monitor their child's progress; and
 - How to work with educators to improve the achievement of their child.

- Building Capacity of School Staff. The School will, with the assistance of parents, provide training to educate teachers, specialized instructional support personnel, principals/directors and other School leaders, and other staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; how to implement and coordinate parent programs; and how to build ties between parents and the School. The School may accomplish this training through in-person trainings and/or through the utilization of online print and video resources. The School may also provide other reasonable support for parent and family engagement activities under Section 1116 as parents may reasonably request.

Review

The School shall annually review and evaluate this policy, the school-parent compact, and the targeted assistance or schoolwide program plan to determine their effectiveness in improving the academic quality of the School and academic achievement of its students. Results of the annual review and evaluation will be used to design strategies for more effective parent and family engagement.

Procurement Policy

Adopted:

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 R33-5-107,](#) which will typically include purchases [of items between \\$5,000.01 and \\$50,000 other than professional services or construction projects,](#) the School will 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 R33-5-108,](#) 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,

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providers, and/or individuals and 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 R33-5-105, 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 R33-5-105. 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 R33-5-106, 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 R33-5-106. 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.

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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.

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

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Review

The School shall review this policy annually.

Educator Exit and Engagement Survey Policy

Adopted:

Purpose

[Public educator exit and engagement surveys](#) may provide objective and subjective data for use by the Legacy Preparatory Academy (“LPA”) governing board, as well as the Utah State Board of Education (“USBE”) and other relevant, authorized parties.

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Scope

LPA governing board members and staff, as well as any and all authorized third-party providers and/or administrators of surveys.

Policy

The LPA governing board and staff shall administer [the model](#) public educator exit and engagement surveys to educators (i.e., classroom teacher, preschool teacher, special education teacher, or school-based specialist) as required by Utah state statute, USBE administrative rule, and LPA governing board policy.

LPA shall utilize the USBE-[approved online provider to administer the model](#) survey questions in order to assure data quality and uniformity. LPA recognizes the responsibility of its Board and staff to protect Personally Identifiable Information (“PII”), which may be sensitive, private, or protected under Utah’s Government Records Access and Management Act (“GRAMA”).

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To properly administer [the](#) surveys, and in order to protect PII, LPA will use only secure methods of survey administration, data collection, and transfer. The intervals for administration of surveys will be in accordance with USBE rules.

[In the event LPA were to administer the surveys through a provider other than a USBE-approved online provider](#), all required data [from the surveys](#) shall be transferred to the State Superintendent of Public Education (hereafter “Superintendent”) by June 30 of each calendar year.

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Consistent with USBE rule, [the](#) surveys:

- Shall allow each [educator](#) to remain anonymous;
- May NOT request the [educator’s](#) CACTUS ID number;
- Shall ask each [educator](#) to identify the [educator’s](#) Local Education Agency (“LEA”);
- May ask each [educator](#) to voluntarily identify the [educator’s](#) school; and
- May ask each [educator](#) to provide basic non-identifying demographic data as requested by the Superintendent.

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Only the School's Director(s), governing board members, and appropriate personnel specifically authorized by the Director(s) or governing board members may have access to results of the surveys. In addition, the Director(s) shall implement whatever protective measures are necessary to prevent the identification of educators who complete the surveys, including but not limited to:

- Instructing educators to not share personally identifiable information in their survey responses; and
- Redacting any personally identifiable information that educators inadvertently (or intentionally) include in survey responses before giving access to the survey results to authorized individuals identified in the paragraph above.

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Public Education Materials Development (i.e. Intellectual Property) Policy

Adopted: March 10, 2022

Purpose

The purpose of this policy is to establish rules related to the sharing of public education materials developed by employees with Legacy Preparatory Academy (the "School") funds or on contract time. The School intends for this policy to comply with the applicable requirements in Utah Administrative Code Rule R277-120.

Policy

Definitions

For purposes of this policy, "public education materials" means courseware and materials developed with School funds or on contract time and includes, but is not limited to:

- (a) syllabi;
- (b) instructional materials;
- (c) modules;
- (d) textbooks, including teacher's editions;
- (e) student guides;
- (f) supplemental materials;
- (g) formative and summative assessment supports;
- (h) laboratory activities;
- (i) simulations;
- (j) musical or dramatic compositions;
- (k) audio, video, or photographic material
- (l) manuals;
- (m) codes; and
- (n) software.

Public Education Materials Developed with School Funds or on Contract Time

All public education materials developed by School employees with School funds or on contract time shall, upon review and approval of the School's Director(s), be eligible to be shared with third parties under a Creative Commons attribution license ("CC-BY license"). Public education materials developed by School employees with School funds or on contract time that have not been reviewed and approved for sharing by the School's Director(s) shall not be shared with third parties for their personal use.

The CC-BY license covering public education materials developed by School employees with School funds or on contract time shall include the name of the School and the author(s). Third parties who use the public education materials shall (1) provide

proper attribution to the School and author(s); (2) provide a link to the CC-BY license; and (3) indicate if any changes were made to the materials.

All public education materials developed by School employees with School funds or on contract time shall be the property of the School, subject to the CC-BY licensing described above. The School shall not charge third parties, including other educators in Utah public schools, for using public education materials developed by School employees with School funds or on contract time.

Consistent with R277-120, no School employee shall sell for personal gain public education materials developed with School funds, with funds from the Utah State Board of Education, or on contract time. School employees who violate this provision may be in violation of the Utah Public Officers' and Employees' Ethics Act.

Public Education Materials Developed Without School Funds

School employees may develop public education materials using their own personal time and resources, and they may share such materials through a CC-BY license or otherwise share (or sell) the materials without permission from the School. However, Utah licensed educators (1) may only share public education materials that are consistent with the Utah Professional Educator Standards contained in Utah Administrative Code Rule R277-217; and (2) may not share materials that advocate illegal activities or materials that are inconsistent with the educator's legal and role model responsibilities.

Review and Approval Process

The School's Director(s) shall establish procedures governing the School's process for review and approval of public education materials developed by School employees with School funds or on contract time.

Purchasing and Disbursement Policy

Adopted:

Purpose

The primary purpose of this policy is to enable the administration to make minor purchases that are necessary for the day-to-day operation of Legacy Preparatory Academy (the "School"), without approval of the Board of Directors (the "Board").

Policy

Purchasing

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The responsibility for approving purchases is delegated to the School's Executive Director and Campus Principals by the Board as set forth below.

- All purchases up to \$5,000 must be approved by the Executive Director or Campus Principals;
- All purchases above \$5,000 must be approved by a majority vote of the Board.

Employee purchases that require reimbursement are discouraged.

Purchases that require the use of a credit card should follow the process established by this policy and utilize a purchase order when feasible.

Disbursements

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The responsibility for disbursement is delegated to the School's Business Manager, Executive Director, and Campus Principals as set forth below.

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The School's Business Manager is responsible for disbursements being handled in such a manner as to ensure that the proper funds and accounts are charged; that the disbursement is used only for authorized purposes; and that laws, rules, and regulations governing the disbursements and handling of public funds are followed.

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The following controls are established to ensure that all payments are made on a timely basis and in accordance with all purchase orders and contracts:

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- A purchase order shall be completed prior to disbursing funds for a purchase unless the disbursement is made in accordance with the terms of an ongoing contract that has been previously approved by the Board.
- A purchase order shall be authorized by the individual(s) listed above based on the purchase amount.
- Following proper authorization, purchase orders are reviewed by the School's Business Manager.

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- The School's [Business Manager](#) must be given a valid invoice and properly completed purchase order prior to making payment.
- Disbursements are to be made primarily by bill.com with proper approvals to provide additional control.

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Recording Transactions

Purchase [orders](#) must identify the fund, function, location, program, and object or revenue code to which the purchase is to be booked. Accounting staff will periodically review this information to ensure that expenditures are booked accurately.

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Review

[The School shall review this policy annually.](#)

Religion and Education Policy

Adopted:

Purpose

It is the policy of Legacy Preparatory Academy (the “School”) to recognize, protect, and accommodate the rights of religious practice and expression guaranteed by state and federal laws and by the constitutions of Utah and the United States.

The purpose of this policy is to help School personnel protect and accommodate individual rights of conscience in the School.

Policy

The School’s Board of Directors expects School personnel to foster mutual understanding and respect for all individuals and beliefs. Study about religion is an important part of a complete education and is necessary to achieving an understanding of history, societies, and cultures throughout the world. School curricula – including activities, discussions, assignments, displays, and performances – may refer to religious thought and expression, provided such references are designed to achieve specific educational objectives.

School personnel should neither promote nor disparage any religious, agnostic, or atheistic belief or religion in general. Teaching about religion should be objective, thus avoiding any implication that religious doctrines have the endorsement of School authority. School personnel should recognize that religious holidays are observed in various ways, or not observed at all, based upon the influence of ethnic tradition, family style, or religious conviction.

A parent or guardian of a minor student may request on behalf of the student that the student be excused from participating in activities, discussions, and assignments that the parent or guardian feel would violate the student’s rights of conscience or religious freedom. Such requests must be made in a timely manner to the appropriate authorities. If focused on a specific activity, discussion, or assignment, and in accordance with Utah Code, Utah State Board of Education Rules, and School procedures, such requests will be granted routinely and without penalty.

The Director(s) shall establish administrative procedures to implement this policy.

Sex Education Instruction Policy

Adopted:

Purpose

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

Policy

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

"Sex education instruction or instructional programs" means any course material, unit, class, lesson, activity, or presentation that, as the focus of the discussion, provides instruction or information to a student about sexual abstinence, human sexuality, human reproduction, reproductive anatomy, physiology, pregnancy, marriage, childbirth, parenthood, contraception, HIV/AIDS, sexually transmitted diseases, or refusal skills, as defined in Utah Code § 53G-10-402. While these topics are most likely discussed in courses such as health education, health occupations, human biology, physiology, parenting, adult roles, psychology, sociology, child development, and biology, this policy applies to any course or class in which these topics are the focus of discussion.

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

Review

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

Special Education Policies and Procedures Manual

Adopted:

Available separately.

Staff Code of Conduct Policy

Adopted:

1. Purpose and Philosophy

The Board of Directors of Legacy Preparatory Academy (the "School") is committed to establishing and maintaining appropriate standards of conduct between staff members and students. These standards of conduct are also known as professional boundaries. Staff members shall maintain professional and appropriate demeanor and relationships with students, both during and outside of School hours, as well as both on and off campus, that foster an effective, non-disruptive, and safe learning environment.

2. Definitions

- a) "Boundary violation" means crossing verbal, physical, emotional, or social lines that staff must maintain in order to ensure structure, security, and predictability in an educational environment.
- i) A "boundary violation" may include the following, depending on the circumstances:
- (1) isolated, one-on-one interactions with a student out of the line of sight of others;
 - (2) meeting with a student in rooms with covered or blocked windows;
 - (3) telling risqué jokes or using profanity to, or in the presence of, a student;
 - (4) employing favoritism to a student;
 - (5) giving gifts to individual students;
 - (6) staff member initiated frontal hugging or other uninvited or inappropriate touching;
 - (7) photographing an individual student for a non-educational purpose or use;
 - (8) engaging in inappropriate or unprofessional contact outside of educational program activities;
 - (9) exchanging personal email or phone numbers with a student for a non-educational purpose or use;
 - (10) interacting privately with a student through social media, computer, or handheld devices;
 - (11) discussing with a student inappropriate details about a staff member's personal life or personal issues or a student's personal life or personal issues; or
 - (12) discussing with a student issues restricted under Utah Code § 53E-9-203(1).
- ii) "Boundary violation" does not include:
- (1) offering praise, encouragement, or acknowledgment;
 - (2) offering rewards available to all who achieve;
 - (3) asking permission to touch for necessary purposes;
 - (4) giving a pat on the back or a shoulder;

95

Legacy Preparatory Academy
Board Policy Manual
Updated _____

- (5) giving a side hug;
 - (6) giving a handshake or high five;
 - (7) offering warmth and kindness;
 - (8) utilizing public social media alerts to groups of students and parents; or
 - (9) contact permitted by an IEP or 504 plan.
- b) "Grooming" means befriending and establishing an emotional connection with a child or a child's family to lower the child's inhibitions for emotional, physical, or sexual abuse.
- c) "Sexual conduct" includes any sexual contact or communication between a staff member and a student including but not limited to:
- i) "Sexual abuse" means the criminal conduct described in Utah Code §76-5-404.1(2) and includes, regardless of the gender of any participant:
 - (1) touching the anus, buttocks, pubic area, or genitalia of a student;
 - (2) touching the breast of a female student; or
 - (3) otherwise taking indecent liberties with a student;
 - (4) with the intent to:
 - (a) cause substantial emotional or bodily pain; or
 - (b) arouse or gratify the sexual desire of any individual.
 - ii) "Sexual battery" means the criminal conduct described in Utah Code §76-9-702.1 and includes intentionally touching, whether or not through clothing, the anus, buttocks, or any part of the genitals of a student, or the breast of a female student, and the actor's conduct is under circumstances the actor knows or should know will likely cause affront or alarm to the student touched; or
 - iii) A staff member and student sharing any sexually explicit or lewd communication, image, or photograph.
- d) "Staff member" means an employee, contractor, or volunteer with unsupervised access to students.
- e) "Student" means a child under the age of 18 or over the age of 18 if still enrolled in a public secondary school.

3. Policy

Staff members shall act in a way that acknowledges and reflects their inherent positions of authority and influence over students.

- a) Staff members shall recognize and maintain appropriate personal boundaries in teaching, supervising, and interacting with students and shall avoid boundary violations including behavior that could reasonably be considered grooming or lead to even an appearance of impropriety.

- b) A staff member may not subject a student to any form of abuse including but not limited to:
 - i) physical abuse;
 - ii) verbal abuse;
 - iii) sexual abuse; or
 - iv) mental abuse.
- c) A staff member shall not touch a student in a way that makes a reasonably objective student feel uncomfortable.
- d) A staff member shall not engage in any sexual conduct toward or sexual relations with a student including but not limited to:
 - i) viewing with a student, or allowing a student to view, pornography or any other sexually explicit or inappropriate images or content, whether video, audio, print, text, or other format;
 - ii) sexual battery; or
 - iii) sexual assault.
- e) Staff member communications with students, whether verbal or electronic, shall be professional and avoid boundary violations.
- f) A staff member shall not provide gifts, special favors, or preferential treatment to a student or group of students.
- g) A staff member shall not discriminate against a student on the basis of sex, religion, national origin, gender identity, sexual orientation, or any other prohibited class.
- h) Staff member use of electronic devices and social media to communicate with students must comply with School policy, be professional, pertain to School activities or classes, and comply with the Family Educational Rights and Privacy Act.
- i) A staff member may not use or be under the influence of alcohol or illegal substances during work hours on School property or at School sponsored events while acting as a staff member. Additionally, a staff member may not use any form of tobacco or electronic cigarettes on School property or at School sponsored activities in an employment capacity.
- j) A staff member shall cooperate in any investigation concerning allegations of actions, conduct, or communications that, if proven, would violate this policy.
- k) The School recognizes that familial relationships between a staff member and a student may provide for exceptions to certain provisions of this policy.
- l) Conduct prohibited by this policy is considered a violation of this policy regardless of whether the student may have consented.

4. Reporting

- a) A staff member who has reason to believe there has been a violation of this policy shall immediately report such conduct to an appropriate supervisor or School administrator. If a staff member has reason to believe that an administrator has violated this policy, the staff member shall immediately report the conduct to the president of the Board of Directors.
- b) In addition to the obligation to report suspected child abuse or neglect to law enforcement or the Division of Child and Family Services under Utah Code § 62A-4a-403 and the School's Child Abuse and Neglect Reporting Policy:
 - i) a staff member who has reasonable cause to believe that a student may have been physically or sexually abused by a School staff member shall immediately report the belief and all other relevant information to the supervising administrator; and
 - ii) if the staff member suspected to have abused a student holds a professional educator license issued by the Utah State Board of Education, the supervising administrator shall immediately report that information to the Utah Professional Practices Advisory Commission.

A person who makes a report under this subsection in good faith shall be immune from civil or criminal liability that might otherwise arise by reason of that report.

- c) A staff member who has knowledge of suspected incidents of bullying shall immediately notify a School administrator in compliance with the School's Bullying and Hazing Policy.
- d) Failing to report suspected misconduct as required herein is a violation of this policy, the Utah Educator Standards, and in some instances, state law, and may result in disciplinary action.

5. Training

- a) Within 10 days of beginning employment with the School, a staff member shall receive training regarding this policy and shall acknowledge in writing having received training and understanding the policy.
- b) The School will annually provide training to staff regarding this policy.
- c) Staff members will annually sign a statement acknowledging that the staff member has received training and has read and understands this policy.

6. Violations

A staff member found in violation of this policy will be subject to disciplinary action.

**LEGACY PREPARATORY ACADEMY CODE OF CONDUCT
STAFF MEMBER ACKNOWLEDGEMENT**

Name: _____ Position: _____

Date of Training: _____ Trained By: _____

I received training about the requirements of the Legacy Preparatory Academy Code of Conduct Policy. I have read and I understand the requirements of the policy and understand that I am responsible to recognize and maintain appropriate personal boundaries while interacting with students. I also understand that if I have reason to believe a staff member is violating the Code of Conduct, I will report my suspicions to the School's Director(s).

Signature of Staff Member

Date

Student Conduct and Discipline Policy

Adopted:

Purpose

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

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

Policy

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

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

The School's Director(s) is authorized to suspend or expel regular education students in accordance with, and to the extent permitted by, state and federal law. The Director(s) is also authorized to suspend students with disabilities in accordance with, and to the extent permitted by, state and federal law, but before any suspension or other removal constituting a change of placement can take place, the School shall follow the rules and procedures outlined in the Utah State Board of Education Special Education Rules.

The Director(s) shall establish administrative procedures regarding student conduct and discipline at the School that are consistent with this policy and applicable law.

Student Data Privacy and Security Policy

Adopted:

Purpose

Legacy Preparatory Academy (the "School") is responsible for protecting the privacy of student data and ensuring data security. The purpose of this policy is to describe how the School will perform this responsibility in compliance with state and federal law.

Policy

The School will comply with state and federal laws regarding student data privacy and security, including but not limited to Chapter 9 of Title 53E of the Utah Code, Utah Administrative Code Rule R277-487, and the Family Educational Rights and Privacy Act.

Utah Code § 53E-9-301 *et seq.* requires the School to, among other things:

- (1) Adopt policies to protect student data;
- (2) Designate a student data manager;
- (3) Create, maintain, and publish a data governance plan;
- (4) Create, maintain, and publish a metadata dictionary;
- (5) Establish an external research review process for a request for data for the purpose of external research or evaluation;
- (6) Distribute and publish a student data collection notice; and
- (7) Require third-party contractors that receive personally identifiable student data from the School to enter into a contract with the School concerning, among other things, the third-party contractor's collection, use, storage, and sharing of the student data.

Student Data Manager

The School hereby designates the Director(s) as the School's Student Data Manager. The Director(s) shall fulfill the responsibilities of a student data manager described in Utah Code § 53E-9-308 and rules adopted by the Utah State Board of Education. When appropriate, the Director(s) may delegate such responsibilities to another individual.

Data Governance Plan

The Director(s) shall establish an administrative Data Governance Plan that complies with the requirements of Utah Code § 53E-9-301 *et seq.* and rules adopted by the Utah State Board of Education. The Data Governance Plan shall encompass the full life cycle of student data, from acquisition, to use, to disposal, and shall, among other things:

- (1) Incorporate reasonable data industry best practices to maintain and protect student data and other education-related data;
- (2) Describe the role, responsibility, and authority of the School's data and security managers, employees and volunteers, educators, and other parties;
- (3) Provide for necessary technical assistance, training, support, and auditing;
- (4) Describe the process the School will follow in connection with sharing student data with third parties, including appropriate third-party contractors;
- (5) Describe the School's data expungement process, including how to respond to requests that data be expunged;
- (6) Include the School's external research review process for a request for data for the purpose of external research or evaluation; and
- (7) Describe actions the School will take to prevent data breaches as well as the response process the School will follow in the event of a data breach.

The Data Governance Plan shall work in conjunction with this policy, the School's metadata dictionary, and any other School policy or administrative procedure or plan concerning student data privacy and security.

The Data Governance Plan shall be published as required by Utah law and rules adopted by the Utah State Board of Education.

Metadata Dictionary

The Director(s) shall ensure that the School creates, maintains, and publishes a metadata dictionary in accordance with Utah Code § 53E-9-301 *et seq.* and rules adopted by the Utah State Board of Education.

Training

On an annual basis, the School shall provide appropriate student data privacy training to its employees, aides, and volunteers who are authorized by the School to have access to education records as defined in the Family Educational Rights and Privacy Act.

Student Education Plan Policy

Adopted:

Revised:

Policy

Legacy Preparatory Academy (the “School”) understands the importance of personal education planning for each of its students. Personal education planning is a cooperative effort involving students, parents/guardians, and educators. It focuses on the individual needs of the student and is essential at the elementary and secondary school level.

The School shall implement an individual learning plan (also known as an SEP) for its K-6 students and a plan for college and career readiness (also known as a CCR or an SEOP) for its students in grades 7-9 in accordance with Utah law.

The Director(s) shall establish administrative procedures to help the School implement individual learning plans and plans for college and career readiness consistent with Utah Code § 53E-2-304(2)(b) and, if the School receives Comprehensive Counseling and Guidance Program funds, Utah Administrative Code Rule R277-462.

Time and Effort Documentation Policy

Adopted:

Revised:

Purpose

Because Legacy Preparatory Academy (the "School") receives restricted federal funds, the School is obligated to properly spend and account for the expenditures of such funds. The School adopts this policy in order to ensure that charges to federal awards for salaries and wages are based on records that accurately reflect the work performed.

Policy

The School will recognize and follow the *Uniform Administrative Requirements* pertaining to the *Standards for Documentation of Personnel Expenses* as contained in the Code of Federal Regulations Title 2 Part 200.430(i).

Documentation of personnel expenses will:

1. Be supported by a system of **internal controls** which provides reasonable assurance that charges are **accurate, allowable, and allocable**.
2. Be incorporated into the School's official records.
3. Reasonably reflect the total activity for which the employee is compensated.
4. Encompass both federally assisted and all other activities compensated by the School.
5. Comply with the established accounting policies and practices of the School.
6. Support the distribution of the employee's salary or wages among specific activities **or cost objectives**.

The School's Director(s) will adopt additional administrative procedures to ensure compliance with this policy and applicable law.

Definitions

"Accurate" means that salaries and wages are based on records that provide an actual representation of the work performed.

"Allocable" means a cost is allocable to a Federal award or other cost objective because the goods or services involved are chargeable or assignable to that Federal award or cost objective in accordance with the relative benefits received.

"Allowable" means that a cost meets the criteria (factors affecting allowability of costs) outlined in *Uniform Administrative Requirements* 2 CFR 200.403 unless otherwise authorized by statute.

“Internal Controls” mean processes implemented by a non-federal entity designed to provide reasonable assurance regarding the achievement of objectives in the following categories (2 CFR 200.61):

- a. Effectiveness and efficiency of operations
- b. Reliability of reporting for internal and external use; and
- c. Compliance with applicable laws and regulations

“Cost Objectives” means a program, function, activity, award, organizational subdivision, contract, or work unit for which cost data are desired and for which provision is made to accumulate and measure the cost of processes, products, jobs, capital projects, etc. (i.e., Implementation of program accounting).

Legacy Preparatory Academy
4/30/22

83% of the fiscal year has expired

	Year-to-Date Actuals	Original Budget	Final Budget	% of Forecast
Revenue				
1000 Local	\$ 233,715	\$ 215,054	\$ 288,981	81%
3000 State	\$ 6,932,890	\$ 8,550,567	\$ 8,437,221	82%
4000 Federal	\$ 12,610	\$ 142,498	\$ 466,050	3%
5000 Other Financing Sources	\$ 15,510,377	\$ -	\$ 15,510,377	\$ 1
Total Revenue	\$ 22,689,592	\$ 8,908,119	\$ 24,702,629	92%
Expenses				
100 Salaries	\$ 3,127,026	\$ 4,739,378	\$ 4,595,936	68%
200 Benefits	\$ 810,246	\$ 1,197,747	\$ 1,197,747	68%
300 Prof & Technical Services	\$ 470,673	\$ 319,000	\$ 596,700	79%
400 Purchased Property Services	\$ 813,214	\$ 1,012,000	\$ 1,162,000	70%
500 Other Purchased Services	\$ 88,071	\$ 95,500	\$ 126,225	70%
600 Supplies and Materials	\$ 461,053	\$ 437,000	\$ 520,000	89%
700 Property, Equipment	\$ 5,525,984	\$ 319,654	\$ 10,550,000	52%
800 Debt Service and Misc	\$ 1,823,723	\$ 836,470	\$ 2,040,000	89%
Total Expenses	\$ 13,119,990	\$ 8,956,749	\$ 20,788,608	63%
Net Income from Operations	\$ 9,569,602	\$ (48,630)	\$ 3,914,021	

	Forecast	Goal
Operating Margin (rolling 5 year)	13.1%	>3.2%
*Debt Serv Coverage	1.45	>1.3
**Days Cash on Hand	137	100+
Building Payment %	2.8%	<20%
End of Year Cash Balance Projection	368,459.49	
Current Unrestricted Cash (non bond)	5,680,431.11	
*Debt Service Ratio required by bonds 1.05		
**Days Cash on Hand required by bonds 30		

Fiscal Year Ending 2022
Enrollment by Grade and Month

	A	S	O	N	D	J	F	M	A	M
K	75	74	75	77	75	75	73	75	73	
1	101	100	101	103	102	101	100	100	100	
2	89	87	85	86	84	84	84	82	82	
3	95	94	94	95	95	94	94	94	94	
4	86	86	86	87	87	88	87	87	87	
5	94	94	94	92	92	92	91	91	91	
6	100	100	102	102	101	99	98	98	98	
7	86	88	88	87	87	83	83	82	82	
8	104	107	107	105	103	99	98	97	97	
9	81	81	81	78	77	76	75	74	73	
Total	911	911	913	912	903	891	883	880	877	-
Change	(72)	-	2	(1)	(9)	(12)	(8)	(3)	(3)	(877)

Fiscal Year Ending 2021
Enrollment by Grade and Month

	A	S	O	N	D	J	F	M	A	M
K	115	115	114	113	113	108	105	105	105	105
1	102	102	104	103	103	98	98	98	98	98
2	109	106	106	107	107	102	98	98	98	97
3	104	105	106	106	105	100	100	100	100	100
4	105	102	103	100	100	96	95	95	94	94
5	111	115	113	113	111	110	110	109	108	108
6	116	109	111	109	108	107	108	107	106	106
7	106	107	108	109	108	103	102	101	100	100
8	92	92	91	91	89	89	89	89	88	88
9	87	88	91	91	91	88	88	87	87	87
Total	1,047	1,041	1,047	1,042	1,035	1,001	993	989	984	983
Change	1,047	(6)	6	(5)	(7)	(34)	(8)	(4)	(5)	(1)



*Legacy Preparatory Academy
July-April 2022 (Draft)
83% of the fiscal year has expired*

	2021 YTD Actuals	Current YTD Actuals	% Change from Prior Year	Submitted Original Budget	% of Original Budget	Forecast FY22 as of April 2022	% of Final Budget
Revenue							
1000 Local							
1510 Interest on Investments	21,233.82	71,601.00	237%	21,000.00	341%	65,000.00	110%
1710 Admissions		11,390.00		27,000.00	42%	27,000.00	42%
1720 School Sales	12,775.00	43,779.00	243%	88,000.00	50%	88,000.00	50%
1730 Student Organizations		-		2,500.00	0%	2,500.00	0%
1740 School Fees	64,466.50	80,359.00	25%	70,704.00	114%	79,000.00	102%
1750 Enterprise Activities		2,406.00		850.00	283%	2,406.00	100%
1760 Fines	85.00	647.00	661%	-		647.00	100%
1770 Fundraisers		7,471.00				7,471.00	100%
1910 Rentals	340.00	500.00	47%	2,500.00	20%	2,500.00	20%
1920 Donations	33,026.45	13,857.00	-58%			13,000.00	107%
1940 Textbooks							
1990 Miscellaneous	697.20	1,705.00	145%	2,500.00	68%	1,457.00	117%
<i>Total 1000:</i>	<i>132,623.97</i>	<i>233,715.00</i>	<i>76%</i>	<i>215,054.00</i>	<i>109%</i>	<i>288,981.00</i>	<i>81%</i>
3000 State							
3010 Regular School Prgm K-12	2,937,718.76	2,871,169.00	-2%	3,549,031.37	81%	3,473,433.47	83%
3020 Professional Staff	183,185.89	180,066.00	-2%	220,427.59	82%	216,113.56	83%
3105 Special Education -- Add-On	493,136.46	522,346.15	6%	608,010.92	86%	626,815.38	83%
3110 Special Education -- Self-Contained	28,951.13	35,868.09	24%	41,750.45	86%	43,041.70	83%
3120 SPED Extended Year	11,083.74	4,052.95	-63%	-		15,646.94	26%
3122 SpEd Extended Year Special Educ	438.00	4,872.75	1013%	-		-	
3125 SpEd - Impact Aid	10,254.87	11,008.50	7%	12,736.79	86%	13,130.71	84%
3130 Class Size Reduction - K-8	270,492.61	269,280.90	0%	325,404.45	83%	325,404.45	83%
3155 Career and Tech Ed - Add On	4,720.17	6,038.51	28%	5,828.00	104%	5,973.51	101%
3160 Early Intervention-OEK	50,000.00	102,210.18	104%				
3211 Charter School Funding	12,500.00	90,085.07	621%	105,762.78	85%	105,762.78	85%
3216 Supplemental Educator Covid-19 Stipends	128,304.43		-100%				
3220 Charter School Local Replacement	2,238,761.00	2,085,879.41	-7%	2,834,807.54	74%	2,749,642.85	76%
3305 Enhancement for Accelerated Students	6,509.72		-100%	7,511.44	0%	7,511.44	0%
3336 Enhancement for At-Risk	41,837.00	41,837.00	0%	50,204.40	83%	50,204.40	83%
3350 Early Literacy Program	28,595.23	41,743.42	46%	38,152.03	109%	38,152.03	109%
3401 EL Software Initiative and Support	7,566.01		-100%				
3460 Educator Salary Adjustment	254,027.22	248,307.00	-2%	304,832.67	81%	304,832.67	81%
3461 Teacher Salary Supplement Program	12,541.20		-100%				
3490 Teacher Materials and Supplies	9,370.06	9,008.73	-4%	9,365.15	96%	9,365.15	96%
3520 School Land Trust Program	141,168.00	138,344.00	-2%	133,045.20	104%	138,344.00	100%
3530 Teacher & Student Success Act	134,863.02	150,228.60	11%	181,928.33	83%	181,928.33	83%
3535 Professional Learning	-	5,753.75				6,632.40	87%
3540 Student Health & Counseling Support	30,000.93	46,048.96	53%	56,661.00	81%	56,661.00	81%
3580 Library Books & Electronic Res	954.95	903.51	-5%	1,106.86	82%	1,141.09	79%
3585 Digital Teaching and Learning	61,326.66	60,871.40	-1%	64,000.00	95%	64,000.00	95%



Legacy Preparatory Academy
July-April 2022 (Draft)
83% of the fiscal year has expired

	2021 YTD Actuals	Current YTD Actuals	% Change from Prior Year	Submitted Original Budget	% of Original Budget	Forecast FY22 as of April 2022	% of Final Budget
3800 Non-MSP State Revenues	-						
3802 Reading Difficulties	6,000.00		-100%				
3803 Suicide Prevention	1,066.34	1,000.00	-6%			1,000.00	100%
3804 E Cigarette & Nicotine Prevention		2,332.93				2,332.93	100%
3805 Underage Drinking		150.00		-		150.00	100%
3990 State Revs from Non-USBE Agency	-	3,483.00					
Total 3000:	7,105,373.40	6,932,889.81	-2%	8,550,566.97	81%	8,437,220.79	82%
4000 Federal							
4522 IDEA Part-B Preschool	900.00	-	-100%	2,172.00	0%	2,172.00	0%
4524 IDEA Part-B	-	-		131,726.00	0%	131,726.00	0%
4703 GEER Funding	18,398.34	-	-100%			57,000.00	0%
4202 ESSER II Funding	-					84,777.24	0%
4204 ESSER III (ARP)		-				96,500.00	
4702 Non-USBE CARES Programs		6,298.25				6,298.25	100%
4524a Results Driven Accountability Grant	8,613.28	-	-100%			78,976.50	0%
4860 Title IIA	6,145.96	6,312.00	3%	8,600.00	73%	8,600.00	73%
Total 4000:	34,057.58	12,610.25	-63%	142,498.00	9%	466,049.99	3%
5000 Other Financing Sources							
5100 Sale of Bonds	-	15,510,377.00				15,510,377.00	100%
5500 Proceeds from Capital Lease	-	-					
Total 5000:	-	15,510,377.00		-		15,510,377.00	100%
Total Revenue:	7,272,054.95	22,689,592.06	212%	8,908,118.97	255%	24,702,628.78	92%
Expenses							
100 Salaries							
120 School Administrative/District	164,851.94	223,800.00	36%	606,183.00	27%	492,442.00	45%
130 Teachers and Substitutes	2,121,042.15	2,149,067.00	1%	3,049,855.00	70%	2,935,000.00	73%
130 Stipends and Summer Recovery	269,097.53			-		75,000.00	
140 Non-Instructional	67,376.43	102,218.00	52%	115,050.00	59%	125,065.00	82%
150 Office	218,695.32	254,099.00	16%	305,861.00	72%	306,000.00	83%
160 Instructors	418,914.52	374,754.00	-11%	591,029.00	71%	591,029.00	63%
180 Custodial Services	33,133.34	21,388.00	-35%	63,650.00	52%	63,650.00	34%
190 Other Salaries	3,450.00	1,700.00	-51%	7,750.00	45%	7,750.00	22%
Total 100:	3,296,561.23	3,127,026.00	-5%	4,739,378.00	66%	4,595,936.00	68%
200 Benefits							
220 FICA/Medicare	212,130.00	244,686.00	15%	362,563.00	67%	362,563.00	67%
230 Retirement	97,709.77	54,231.00	-44%	178,549.00	30%	178,549.00	30%
240 Group Insurance & Other Benefits	392,113.45	490,262.00	25%	635,826.00	77%	635,826.00	77%
270 Worker's Compensation Fund	18,336.81	3,175.00	-83%	13,309.00	24%	13,309.00	24%
290 Other Employee Benefits		14,545.00					
280 Unemployment Insurance	-	3,347.00		7,500.00	45%	7,500.00	45%



Legacy Preparatory Academy
July-April 2022 (Draft)
83% of the fiscal year has expired

	2021 YTD Actuals	Current YTD Actuals	% Change from Prior Year	Submitted Original Budget	% of Original Budget	Forecast FY22 as of April 2022	% of Final Budget
Total 200:	720,290.03	810,246.00	12%	1,197,747.00	68%	1,197,747.00	68%
300 Prof & Technical Services							
310 Official/Admin Services	1,300.00		-100%			-	
320 Prof Educational Services	125,306.82	133,753.00	7%	164,000.00	82%	164,000.00	82%
330 Employee Training and Development	9,822.06	41,852.00	326%	20,000.00	209%	50,000.00	84%
340 Other Professional Services	47,188.52	63,035.00	34%	47,000.00	134%	70,000.00	90%
349 Legal Services	6,105.00	10,223.00	67%	25,000.00	41%	25,000.00	41%
345 Business Services		163,604.00		-		222,700.00	73%
350 Technical Services	50,631.23	58,206.00	15%	63,000.00	92%	65,000.00	90%
Total 300:	240,353.63	470,673.00	96%	319,000.00	148%	596,700.00	79%
400 Purchased Property Services							
410 Water / Sewage / Garbage	21,238.59	15,062.00	-29%	29,000.00	52%	29,000.00	52%
420 Cleaning Services	69,530.00	79,818.00	15%	89,000.00	90%	89,000.00	90%
430 Repairs / Maintenance / Monitoring	48,955.21	36,792.00	-25%	110,000.00	33%	110,000.00	33%
440 Rentals & Leases	51,583.47	641,109.00	1143%	784,000.00	82%	784,000.00	82%
450 Construction/Other	-	40,433.00		-		150,000.00	27%
Total 400:	191,307.27	813,214.00	325%	1,012,000.00	80%	1,162,000.00	70%
500 Other Purchased Services							
510 Student Transportation Services	(45,803.00)	15,653.00	-134%	10,000.00	157%	20,000.00	78%
520 Insurances (GL/Prop/D&O)	53,282.00	60,946.00	14%	55,000.00	111%	80,000.00	76%
530 Communications (Phone/Internet)	6,102.00	5,682.00	-7%	8,000.00	71%	8,000.00	71%
540 Advertising	5,057.66	8,380.00	66%	5,000.00	168%	9,000.00	93%
550 Printing	4,839.00	185.00	-96%	15,000.00	1%	10,000.00	2%
560 Tuition Other Districts	150.00	(2,775.00)	-1950%	500.00	-555%	(2,775.00)	100%
580 Travel	-	-		2,000.00	0%	2,000.00	0%
Total 500:	23,627.66	88,071.00	273%	95,500.00	92%	126,225.00	70%
600 Supplies and Materials							
610 General Supplies	102,521.81	119,467.00	17%	125,000.00	96%	125,000.00	96%
615 Student Uniforms, Clothing	4,914.42		-100%	15,000.00	0%	8,000.00	0%
620 Energy Supplies (Gas, Electricity)	66,766.28	73,892.00	11%	85,000.00	87%	85,000.00	87%
640 Curriculum	87,543.81	50,006.00	-43%	60,000.00	83%	60,000.00	83%
650 Supplies-IT related	119,603.55	112,183.00	-6%	75,000.00	150%	130,000.00	86%
670 Software	60,010.21	53,067.00	-12%	37,000.00	143%	57,000.00	93%
680 Maintenance & Cleaning Supplies	31,010.72	52,438.00	69%	40,000.00	131%	55,000.00	95%
Total 600:	472,370.80	461,053.00	-2%	437,000.00	106%	520,000.00	89%
700 Property, Equipment							
710 Land and Site Improvements	-	3,595,333.00		319,654.27	1125%	8,500,000.00	42%
720 Buildings	-	1,883,687.00				2,000,000.00	94%
730 Equipment	-	46,964.00				50,000.00	94%
Total 700:	-	5,525,984.00		319,654.27	1729%	10,550,000.00	52%
800 Debt Service and Misc							
810 Dues and Fees	17,818.33	103,635.00	482%	25,000.00	415%	120,000.00	86%



Legacy Preparatory Academy
 July-April 2022 (Draft)
 83% of the fiscal year has expired

	2021 YTD Actuals	Current YTD Actuals	% Change from Prior Year	Submitted Original Budget	% of Original Budget	Forecast FY22 as of April 2022	% of Final Budget
820 Judgements against the LEA	-						
830 Principal, Bond Fees & Interest on Debt	1,055,200.00	1,702,123.00	61%	710,270.00	240%	1,900,000.00	90%
850 Contingency							
890 Miscellaneous	6,682.18	17,965.00	169%	101,200.00	18%	20,000.00	90%
<i>Total 800:</i>	<i>1,079,700.51</i>	<i>1,823,723.00</i>	<i>69%</i>	<i>836,470.00</i>	<i>218%</i>	<i>2,040,000.00</i>	<i>89%</i>
<i>Total Expenses:</i>	<i>6,024,211.13</i>	<i>13,119,990.00</i>	<i>118%</i>	<i>8,956,749.27</i>	<i>146%</i>	<i>20,788,608.00</i>	<i>63%</i>
<i>Net Income:</i>	<i>1,247,843.82</i>	<i>9,569,602.06</i>		<i>(48,630.30)</i>		<i>3,914,020.78</i>	<i>244%</i>

PURCHASES OVER \$5,000

- Neurobehavioral Center for Growth \$7125
- Amplify Education \$26877.46
- Labster \$6793.21
- Academica West \$29520.81
- Otus \$5600
- Furniture Design Group \$6490
- Global Janitorial Services \$7293
- Gilbert and Stewart CPA \$14,300
- Orion Educational Support Services \$9138.75
- Primary Park and Play - \$24,815.50

LEGACY PREPARATORY ACADEMY
Recommendation from Evaluation Committee
RFP Janitorial Services Provider

Background

Legacy Preparatory Academy issued an RFP for Janitorial Services Provider on March 18, 2022. The RFP requested janitorial services for both campuses, with services to begin August 1, 2022. The School posted the RFP on its website for three weeks and also sent the RFP to numerous janitorial companies. April 8, 2022 was the deadline to submit proposals.

Evaluation and Scoring

The School received four proposals in response to the RFP. The Evaluation Committee – Brandie Evans, Priscilla Stringfellow, and Paul Murphy – evaluated and scored the cost and non-cost criteria of each proposal. The non-cost criteria consists of an offeror’s experience, qualifications, and track record; references; and expertise and ability to satisfy scope of work, specifications, and requirements. The Evaluation Committee evaluated and scored the non-cost criteria of each proposal first, and subsequently it evaluated and scored the cost criteria of each proposal.

Below is a summary of each proposal’s scores broken down by non-cost and cost criteria:

- **Advanced Building Care: 70/120**
 - Total Points for Non-Cost Criteria: 40/90
 - Total Points for Cost Criteria: 30/30
- **Toone Cleaning: 99.6/120**
 - Total Points for Non-Cost Criteria: 87/90
 - Total Points for Cost Criteria: 12.6/30
- **Caliber Cleaning Services: 102.3/120**
 - Total Points for Non-Cost Criteria: 75/90
 - Total Points for Cost Criteria: 27.3/30
- **Global Janitorial Services: 95.5/120**
 - Total Points for Non-Cost Criteria: 67/90
 - Total Points for Cost Criteria: 28.5/30

Best Value to the School

The Evaluation Committee believes that the School’s best interests would be served by awarding Caliber Cleaning Services the janitorial contract. Its proposal scored the second highest on the non-cost criteria and its proposal was reasonably priced (\$152,400 annually to service both campuses). The proposal that received a higher score than Caliber Cleaning Services on the non-cost criteria was cost prohibitive to the School (it cost \$68,200 more per year than Caliber’s proposal). Caliber Cleaning Services’ proposal demonstrated that the company is experienced in cleaning schools, that it does high-quality work for its client schools, and that it has the expertise and ability to clean the School’s buildings in accordance with the School’s specifications set forth in the RFP.

Award Recommendation

For the reasons explained above, the Evaluation Committee believes that Caliber Cleaning Services’ proposal provides the best value to the School for janitorial services. The Evaluation Committee therefore recommends that the Board award the janitorial contract to Caliber Cleaning Services.

Teacher and Student Success Act Plan
2021-2022 School Year

Legacy Preparatory Academy

Board Approved TSSA Framework:

Board Approved TSSA Plan:

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

Goal based on School Needs

1. Increase students reading at or above grade level in grades k-9 from the beginning to the end of the school year by 3%.
2. Increase student achievement in science at or above grade level in grades 4-9 from the beginning to the end of the school year by 1%

Measurement

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

Action Steps

- 1) Administering appropriate assessments (Acadience Reading and Track My Progress Assessments) in September 2021.
- 2) Perform intervention with students using a targeted, research validated intervention program.
- 3) Monitor and track progress to make adjustments as needed upon data review.
- 4) Communicate student progress to teachers, teaming with them to provide needed instruction for individual students.
- 5) Collect ending year data to verify progress toward goal being met.

Budget

25% of TSSA funds will be used for teacher salary and benefits increase.

75% of TSSA funds will be used for augmentation of existing programs.



LEGACY | Preparatory Academy

Classical Education and Fine Arts

Directors Report | May 2022

North Campus | Thursday, May 12, 2022 | 7:00pm

MISSION

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

VISION

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

2021-2022 AREAS OF FOCUS

The 2021-2022 areas of focus for the LPA Governing Board and the Administrative team:

- Mission, Vision, and Values education and promotion
- (Re)Focus on classical education
- Management of successful K-9 transition and administrative restructure
- Physical and mental well-being of LPA staff and students
- Promotion and measurement of high-quality educational practices as a core competency and marketing differentiation
- Board conducts meaningful and timely review of administrative staff
- Professional development for teachers and administrators
- Monthly accountability and review/approval of board and school policies in accordance with policy calendar
- Process, policy, and procedure audit and remedy where appropriate
- Timely progress of campus consolidation and construction

LEGACY PREPARATORY ACADEMY

Early Elementary (South) Campus:

1375 West Center Street
North Salt Lake, Utah 84054
P: 801-936-0555
F: 801-936-1038

Secondary (North) Campus:

2214 South 1250 West
Woods Cross, Utah 84087
P: 801-294-2801
F: 385-290-1470

E: info@legacyprep.org

LEGACY PREPARATORY ACADEMY

Board Meetings:

05-12-22 May Board Meeting
06-16-22 June Board Meeting

Important Dates:

05-01-22 Teacher Appreciation Week (May 1- May 5)
05-03-22 School Community Council Meeting
05-06-22 Builders PTO Meeting
05-07-22 Ballroom Competition
06-11-22 Matilda Jr.
05-20-22 Spring Fling
05-26-22 Lagoon Day
05-27-22 K-4 Field Day
05-30-22 NO SCHOOL - Memorial Day
05-31-22 9th Grade Breakfast

SUCSESSES CELEBRATED

- On April 18th and 19th, our 6th-grade team in partnership with the Fine Arts Department, hosted Bow-A-Palooza, their end-of-year culminating performance. They sounded absolutely amazing! It was great to see how much the students have learned and progressed over course of the year! Congratulations to Mr. Fallis and Mr. Jensen on a successful year!
- In partnership with Texas Roadhouse, we hosted two great FUNdraisers in March. In total, we raised \$555 to put towards our playgrounds!
- Teacher Appreciation Week was celebrated May 2-6. We are so grateful to our students, families, and Builders organization for organizing a fun week honoring all of the amazing teachers and instructors here at LPA!
- Girls soccer end a great season! We are so proud of them and are really looking forward to seeing many of the girls return to the team in the future!
- Boys Volleyball had a fantastic season! On May 5th the team played in the championship. The boys came home with a second-place finish! Congratulations to the team on an amazing season!
- On May 7th our phenomenal Ballroom team held their Spring Competition. The team had an amazing day of performances. We look forward to seeing even more growth during their Spring Dance Concert on May 19th!
- Our amazing AMT students performed Into the Woods, Jr. the first week of February. It was a great show! We are so proud of all of their hard work in preparation for the show! A special thank you to Ms. Hughes and her amazing team for helping us to put on a spectacular show!

OPERATIONS REPORT

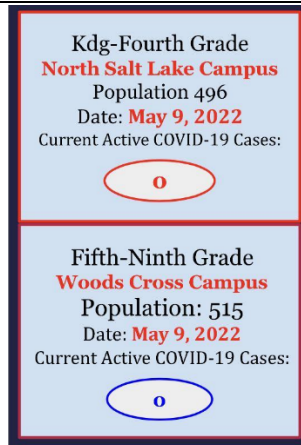
HEALTH & SAFETY

- Legacy Preparatory Academy's COVID-19 dashboard will include LPA's caseload numbers in our community. Our dashboard provides information on the total number of students and adults with [*active, confirmed COVID-19 cases](#).

To keep the anonymity of our staff and students, should the number of [*active, confirmed COVID-19 cases](#) at either campus drop below 5, we will note it as 1 to 5 on our dashboard.

****Active, confirmed COVID-19 cases:** "The State of Utah defines School-associated cases as confirmed cases who have attended, worked in, or visited a K-12 school in-person for more than 15 minutes while symptomatic or within 7 days of their symptom onset. This definition captures cases that were at a school during their exposure period and were potentially exposed at the school. It does not necessarily mean the individual contracted COVID-19 from being exposed to the virus while at school. School-associated cases are identified through interviews with cases by the local health departments. This figure does not include those in our school community who are healthy but are nonetheless in quarantine as a precautionary measure."*

District COVID-19 DASHBOARD



COMPLIANCE

- Comprehensive Review - According to R277-553-2(4)
 The State Charter School Board (SCSB) conducts a comprehensive review of governing board performance, school performance, and the charter agreement for authorized charter schools at least once every five years. LPA underwent an extensive review with the State Charter School Board in March. During the comprehensive review process, SCSB staff will assess your school in five domains: Charter Fidelity, Academic Achievement, Board Governance, Finance, and On-Going Compliance. After the comprehensive review process is complete, your school will receive a standing with the State Charter School Board.
 - High Standing
 - Good Standing
 - Good Standing with Minor Concerns
 - Not in Good Standing (Requires SCSB remediation to address concerns)

After completing the comprehensive review process LPA received **GOOD STANDING**.

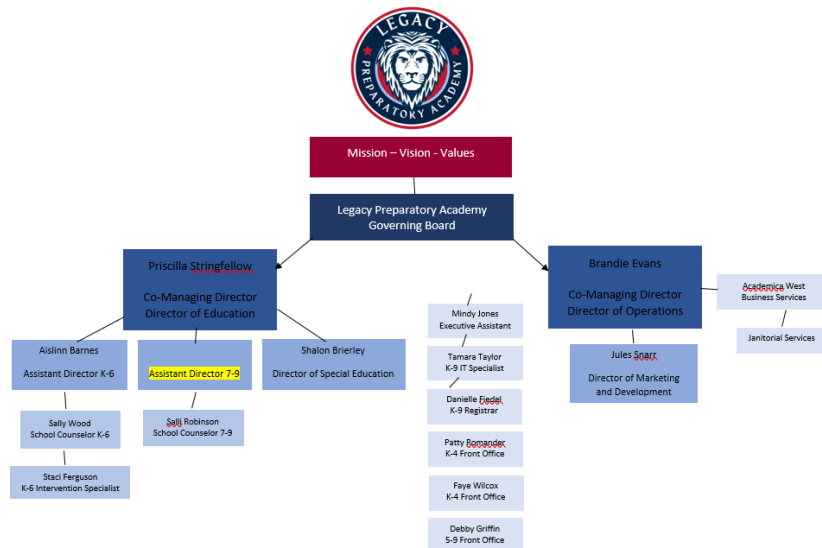
To obtain HIGH STANDING with the SCSB, LPA will need to achieve the 70th percentile in the USBE rankings. Unofficial 2021 data from SCSB found the following for Legacy Prep:
 ELA – 46.5% proficient and 62nd percentile (a 3% increase would be in the 70th percentile)
 Math- 50.17% proficient and 51st percentile (an 8% increase would be in the 70th percentile)
 Science – 51.37% proficient 68th percentile (a 1% increase would be in the 70th percentile)

An example for interpreting this data. A 1% increase in proficient students in science would put Legacy above the 70% percentile in USBE rankings for science. So, if LPA had 100 students taking the science test and 53 students were proficient (53% proficiency), then Legacy would be above the 70th percentile in science.

While these targets will fluctuate from year to year, reaching the 70th percentile is an achievable long-term goal and something we will continue to consider as we set our internal school goals each year

ORGANIZATIONAL UPDATES

- It is with excitement and certainly some sadness that we announce Paul Murphy will be leaving LPA for a teaching position back East in early June. We are extremely sad to lose Mr. Murphy but are so happy to see him following his dreams of moving back East. Please join us in thanking Mr. Murphy for his many contributions to LPA over the years.



RECRUITMENT & RETENTION

- Interviews have continued for open or possibly open positions.
 - Both Kindergarten positions have been filled
 - We are continuing to interview for open teaching positions with interviews and offers continuing to take place through the end of the school year.
- Over the last few weeks, the admin team has been working with our teacher coach to delineate job roles and responsibilities. Once we have everything finalized we will roll out a chart to staff.
- A Stay Survey was sent out to the staff last month. The survey included important questions that will help guide the administration in identifying our recruitment and retention priorities while being mindful of the efforts we may need to address soon.
 - Staff identified areas of importance being salary, benefits, and additional prep time

ENROLLMENT

- Enrollment
 - We are continuing to accept applications for the 2022-2023 school year!
 - Subsequent lotteries will continue on an as-needed basis until we have reached full enrollment in each grade
 - At the end of April, we had:
 - 973 students registered for the 2022-2023 school year
 - 10 students who have not completed their registration process
 - 10 students waiting to accept registration
 - Waiting for individuals to turn in their enrollment documents

MARKETING & DEVELOPMENT

- Marketing
 - Enrollment Ads
 - Online Marketing Ads for the month of May will continue to target all elementary and junior high grades (1-9) with a strong emphasis on 1st grade and grades 6-9.
 - We will also be passing out flyers to the Woods Cross neighborhood(s) located within walking distance of LPA. Advising potential families and students of new Junior High!

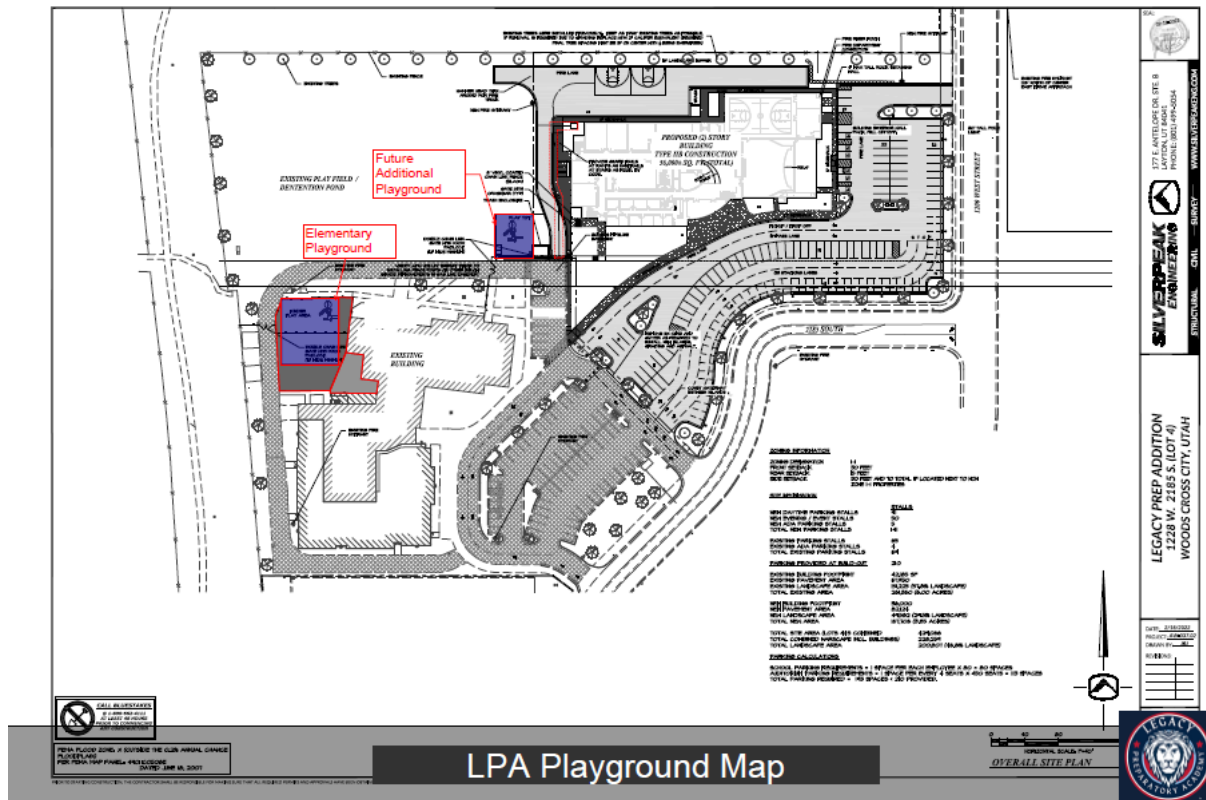
The flyer features the Legacy Preparatory Academy logo at the top left, which includes a lion's head and the motto 'LEGACY PREPARED TO RISE'. To the right of the logo, the text reads 'LEGACY Preparatory Academy' and 'Classical Education and Fine Arts'. Further right, the address '2214 South 1250 West, Woods Cross, UT 84087' and contact information 'LegacyPrep.org' and 'info@legacyprep.org' are listed. The central image shows four diverse students in school uniforms walking on a path. Text overlaying the image says 'An exceptional TUITION-FREE K-9 Public Charter School now in your neighborhood!'. At the bottom, a large red banner with white text says 'ENROLL TODAY!' next to a QR code. Below this are four small photos of students in various classroom settings. At the very bottom, the phone number '(801) 294-2801' and social media icons for Facebook, Instagram, and Twitter with the handle '@jpalions' are displayed.

- Development
 - Spring Fling
 - Legacy Preparatory Academy's annual Spring Fling is the signature fundraiser for LPA. This spring, all proceeds from the silent auction, chalk art competition, and any concessions that evening, will help fund our fine arts programs; programs that enhance learning, prevent bullying and promote positive social interactions amongst our students. For more information on the Spring Fling our website (https://www.legacyprep.org/apps/pages/index.jsp?uREC_ID=2792907&type=d&pREC_ID=2310010)

BUILDING UNIFICATION

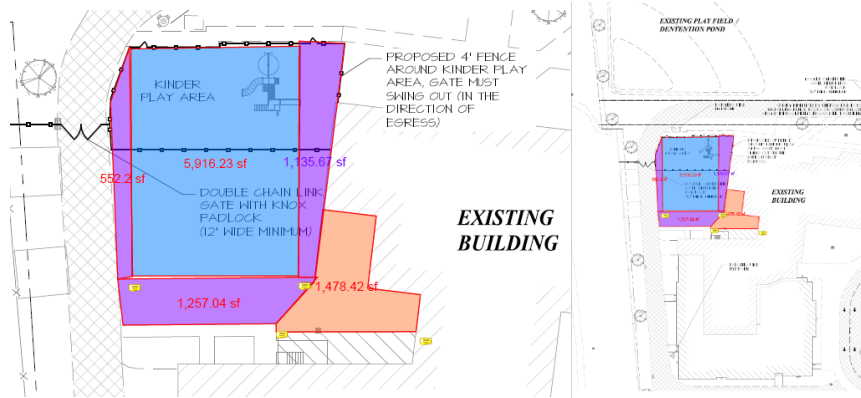
- Playground Update!

After many months of planning and negotiations, we are excited to share our playground plans for next year!



- **Elementary Playground**

We are thrilled to announce we will be taking our beautiful existing South Campus playground with us to our new, unified campus when school starts in August!!! Last year, when we sold the South Campus building, we were sadly obligated to part ways with the playground. When the building sold again earlier this year, we were able to negotiate the purchase of the playground back from the new owner for a reasonable price, allowing us to put additional funds and resources towards equipment and enhancements in our new and renovated buildings. In addition, with the many manufacturing and shipping delays plaguing the country right now, a new playground would not have been expected until late November- early December 2022. As soon as school ends in June the playground will be disassembled, moved, and reassembled by Primary Park and Play, a commercial playground company that specializes in carefully relocating and assembling playground equipment.



In addition to our beloved playground, we will also have a few more spaces for our K-9 students to enjoy at the new campus!

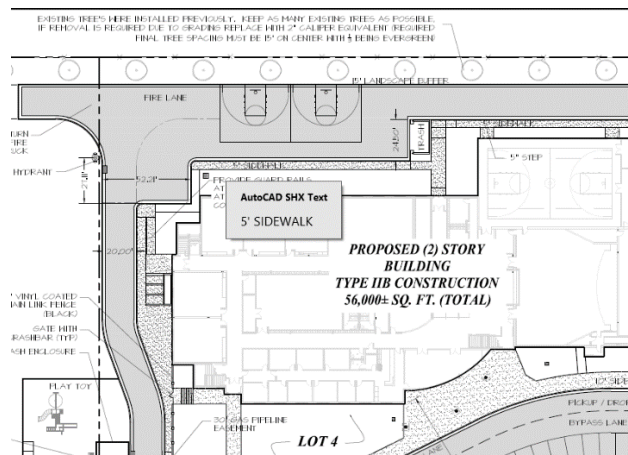
- **Peaceful Playground**

The Peaceful Playgrounds Recess Kit was approved and purchased earlier this year. The recess kit is an interactive addition to our current elementary playground that will create a safe play environment, support healthy active kids, and advocate for recess and free play. Peaceful Playground's age-appropriate games, learning activities, and playground game guides teach students a consistent set of rules, and how to resolve conflict all while encouraging safe playing behaviors.



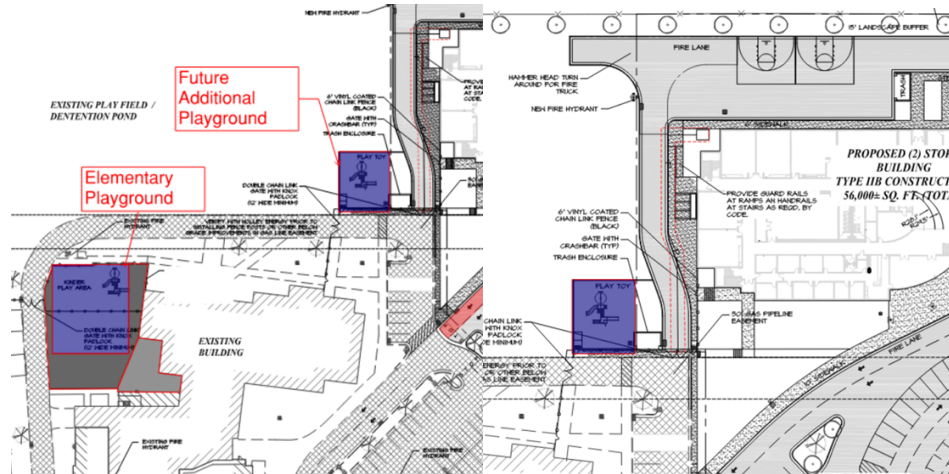
- **Junior High**

Our new Junior High Building will also come with several spaces for the students to enjoy. The new building will have a few outdoor activities, with basketball hoops and the adjacent soccer field. We are also excited to be able to give the students an opportunity to eat outside on clear weather days, with the addition of some picnic tables.



- **Future Playground Space**

Lastly, the new building also has space for another playground should we choose to add more equipment in the future! You never know what playgrounds will evolve into in the future as we learn more about safety, interactions, and physical activity for students.



After many years of planning to unite our K-9 campuses into one location, we are excited to bring everyone together in a space that promotes

- **Building Unification Updates**

- During Spring Break, we had a few small renovation projects started at the Wood Cross Campus, with the Ballroom floors being re-finished and sealed allowing for that room to become the new dedicated Elementary lunchroom next year. The current Junior High teacher lounge had some light demo as we began to prepare that space for the new library! The conference room shelves were removed as we began to transition that space into a new Kindergarten classroom. These spaces, along with several other spaces, will have additional work completed at the end of the school year.



- April has been a busy and exciting month of construction! The building received another layer of concrete and roofing over the top. We also watched the crews finish the east side of the building where the new gym and auditorium will be! As quickly as all this work happened outside, the crews inside were just as busy working to build out the classroom walls and start hanging up sheet rock. Within the next month, we expect to see the stucco work completed on the outside of the building, and the inside building completely roughed in and ready for finishes.



While we have a lot of work over the summer, we are grateful for our teacher's positive attitudes, flexibility, and hard work in helping to prepare their new classrooms for the next year of teaching. Despite all the obstacles, our teachers have helped produce amazing outcomes for our students who continue to be some of the top-performing students in the state.

EDUCATION REPORT

PROFESSIONAL DEVELOPMENT

- Teachers attended one final training from Aspen Florence, our Instructional Coach, during the month of April. Teachers learned about how to set boundaries and identify when they are at baseline with their mental health and how to get back there if they have escalated from their baseline.
- As a reminder, during April and May, we've cut back on some of the whole staff professional development to give teachers some time to complete assignments and begin the packing process.
- Teachers are still working hard on their LETRS training and are continuing to complete units.
- I've completed the second round of teacher evaluations at the South and North campuses. The teacher's feedback has been positive and I have been able to address questions they have regarding next school year.

STUDENTS

- We've completed the initial round of End of Year testing for all students. We are working hard to get the few remaining students who haven't finished their tests, finished.
- Students in grades K-6 will complete their final round of Acadience testing this week and we'll begin inviting students to attend Summer school in the next week, so families can begin making plans to attend. Students in grades K-6 will attend Summer school at the South building and the Jr. High students will attend Summer school at the North building. This is to avoid being in the way of the construction which is scheduled to begin on June 2nd.

CHARACTER EDUCATION

- We have finished all the parts of the Paideia and have a plan to roll out the core values to the teachers and students early next year. We're excited for the united feel of the entire school when we are focused on the same values each month. We have been pleasantly surprised at the amount of good we can do when the whole school is pulling together for the same cause! Our assemblies this month will be the end of the year slideshows and celebrations.

CONSENT AGENDA

- Jason Cogswell- Long term History substitute/ 2022-2023 CTE Teacher