LEGACY | Preparatory Academy

Classical Education and Fine Arts

BOARD OF DIRECTORS

Policy Manual

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Learning the Past, Creating the Future

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Admin PTO Policy

Approved: 06.08.2023

Employee may take up to 240.0 hours (30 days) of Paid Time Off (PTO) from July 1 through June 30. However, except in cases of sickness or emergency, the employee must obtain prior approval from the Director for all absences.

If the employee exceeds 240.0 hours (30 days) of PTO from July 1 through June 30, the employee may request leave without pay. Should the employee be approved for leave without pay status, the employee's pay during the school year will be reduced for the number of work days missed at the employee's daily salary rate.

Except in cases of sickness or emergency, employee may not be approved for leave during pre-service, the first five days of school, or the last five days of school.

During the months of June and July, employees may work from home 2 days per week without a deduction in PTO hours. The other 3 days will be shortened office days working at least 4 hours per day.

This Admin PTO policy goes into effect July 1, 2023.

ADMIN PTO PROCEDURES

From time to time, it may be necessary for you to be absent from work. We are aware that emergencies, illnesses, or pressing personal business that cannot be scheduled outside work hours may arise. PTO has been provided for this purpose. Due to the nature of tasks requiring administration to be onsite during core working hours, approvals to work from home during the school year will be deducted from your allotted PTO balance.

Admin Pre-Scheduled Leave Procedure

1. Per school policy, Admin members wishing to take time off should follow school policy and request time off at least 2 school days in advance.
2. A pre-scheduled leave form will need to be completed and submitted for approval for anything over 1 hour; this includes personal appointments, trainings, working from home, or off-site meetings. Work-related off-site meetings or trainings will not be deducted from PTO.
3. Pre-scheduled leave request form(s) must be submitted to the Executive Director over Operations for approval.
4. A timely PTO approval or denial will be sent once reviewed.
5. Upon approval, the Executive Director over Operations will add the time off to the shared Admin Google Calendar.
6. Upon notification of the approval, please notify your team of your absence, who to call in the event of an emergency, and include any responsibilities you will need coverage for.

Admin Same Day Call-In Procedure

1. If you are unable to report to work, please contact an Executive Director via text immediately so we can ensure proper coverage throughout the school day.
2. In the message please include a list of responsibilities you will need coverage for.
3. Please notify your team of your absence and who to call in the event of an emergency.

4. Remember, if you are unable to call in for yourself because of an illness, emergency, or for some other reason, you should designate someone to call for you.

Late Arrival Call-In Procedure

1. If you are going to be late for work, contact an Executive Director via text immediately so we can ensure proper coverage throughout the school day. In the text, please give an ETA on your expected arrival.
2. Please notify your team of your ETA, who to call in the event of an emergency, and include any responsibilities you will need coverage for.

Administration of Medication Policy

Approved: 03.12.2026

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 a student of the School in non-emergency situations during periods when the student is under the School's control so long as the School has received:

(1) A current written and signed request from the student's parent or guardian that medication be administered to the student during regular school hours; and

(2) Documentation from the student's licensed health care provider who prescribed the medication as to the method, amount, and time schedule for the medication administration, and a statement that administration of the medication by School employees during periods when the student is under the control of the School is medically necessary.

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 if: (a) the School has received a glucagon authorization from the parent or guardian of the student with diabetes; (b) the student is exhibiting the symptoms that warrant the administration of glucagon; (c) School personnel who have been trained (as described in the statute) in the administration of glucagon are immediately available to administer the glucagon; and (d) a licensed health care professional is not immediately available. 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) Glucagon Kit. The School will comply with the requirements of Utah Code Ann. §§ 26B-4-401, *et seq*., regarding the emergency administration of a glucagon kit to a student. Accordingly, the School may administer a glucagon kit to a student if: (a) the student has a diagnosis of diabetes by a health care provider; (b) the School has received a glucagon authorization from the parent or guardian of the student; (c) the student is showing symptoms of hypoglycemia (a potentially life-threatening condition resulting from abnormally low blood glucose levels); and (d) a School employee who has become a "qualified adult" as defined in the statute is immediately available to administer the glucagon kit. If the School has a School nurse and the School nurse is immediately available to administer a glucagon kit to a student under the circumstances described above, the School nurse should administer the glucagon kit. If the School does not have a School nurse or the School nurse is not immediately available, another School employee who is a qualified adult may administer the glucagon kit in accordance with the statute. The School may make a glucagon kit 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 a qualified adult from possessing or storing a glucagon kit on School property or administering a glucagon kit to any person in accordance with the statute.

(3) 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 if: (a) the School has received a seizure rescue authorization from the parent or guardian of the student; (b) the student is exhibiting a symptom, described on the student's seizure rescue authorization, that warrants the administration of a seizure rescue medication; (c) a School employee who has become a "trained school employee volunteer" as defined in the statute is immediately available to administer the seizure rescue medication; and (d) a licensed health care professional is not immediately 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.

(4) Injectable Epinephrine Rescue Medication. The School will comply with the requirements of Utah Code §§ 26B-4-401, *et seq*., regarding the emergency administration of an injectable epinephrine rescue medication to a student. Accordingly, the School may administer an emergency injectable epinephrine rescue medication to a student if: (a) the student is exhibiting potentially life-threatening symptoms of anaphylaxis; (b) a physician or physician assistant is not immediately available; and (c) a School employee who has become a "qualified adult" as defined in the statute is immediately available to administer the injectable epinephrine rescue medication. The School will make an emergency injectable epinephrine rescue medication 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 emergency injectable epinephrine rescue medication on School property or administering an emergency injectable epinephrine rescue medication to any person in accordance with the statute.

(5) Opiate Antagonist. In accordance with Utah Code § 26B-4-509, 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.

(6) Stock Albuterol. The School will comply with the requirements of Utah Code §§ 26B-4-401, *et seq*., regarding the emergency administration of stock albuterol to a student. Accordingly, the School may administer stock albuterol to a student if: (a) the student has a diagnosis of asthma by a health care provider; (b) the student has a current asthma action plan on file with the School; (c) the student is showing symptoms of an asthma emergency as described in the student's asthma action plan; and (d) a School employee who has become a "qualified adult" as defined in the statute is immediately available to administer the stock albuterol. If the School has a School nurse and the School nurse is immediately available to administer stock albuterol to a student under the circumstances described above, the School nurse should administer the stock albuterol. If the School does not have a School nurse or the School nurse is not immediately available, another School employee who is a qualified adult may administer the stock albuterol in accordance with the statute. In addition, if a School nurse is not immediately available and a student does not have a current asthma action plan, a School employee who is a qualified adult may administer stock albuterol to the student if the School employee identifies, based on their qualified adult training, that the student is experiencing an asthma emergency. 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.

(7) Adrenal Crisis Rescue Medication. The School will comply with the requirements of Utah Code Ann. § 53G-9-507 regarding the emergency administration of adrenal crisis rescue medication to a student. Accordingly, the School may administer adrenal crisis rescue medication to a student if: (a) the School has received an adrenal crisis rescue authorization from the parent or guardian of the student; (b) the student exhibits a symptom, described on the student's adrenal crisis rescue authorization, that warrants the administration of an adrenal cris rescue medication; (c) a School employee who has become a "trained school employee volunteer" as defined in the statute is available to administer the adrenal crisis rescue medication; and (d) a licensed health care professional is not immediately available to administer the adrenal crisis 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.

The Director 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 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 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 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.

Observations and Medical Recommendations by School Personnel

The Director shall ensure that appropriate School personnel receive training on the provisions of Utah Code § 53G-9-203, including but not limited to training regarding medical recommendations to students or their parents by School employees and rules related to School employees communicating information and observations about a student's health and/or welfare. School employees who intentionally violate Utah Code § 53G-9-203 shall be subject to discipline up to and including termination.

Arrest Reporting Policy

Adopted: May 12, 2022

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.

Artificial Intelligence Policy

Adopted: May 22, 2025

Purpose

Legacy Preparatory Academy (the "School") acknowledges the benefits of integrating artificial intelligence ("AI") into public education and recognizes AI's potential to foster innovation, improve student outcomes, and provide support to educators in delivering more effective and personalized learning experiences to students.

The purpose of this policy is to allow the appropriate and responsible use of AI at the School. This policy applies to students, teachers, staff, and administrators of the School, as well as to third parties who develop, implement, or interact with AI technologies used in the School.

Policy

The use and integration of AI at the School shall align with the Utah State Board of Education's AI Framework. Accordingly, AI may be used to improve student learning, teacher effectiveness, and School operations. However, AI shall not be used to bully, harass, intimidate, cheat, or plagiarize. All use of AI at the School shall comply with School policy and all applicable state and federal data privacy and security laws and regulations.

School administration shall ensure that the School takes a balanced approach to AI use. While AI can enhance student learning, students should not become overly dependent on AI in their education at the School. Similarly, while the use of AI can improve teaching and help reduce educators' workloads, it should not replace the essential role of teachers in instructing, guiding, and supporting students on a personal, human level.

The Director(s) shall establish administrative procedures regarding the use of specific AI tools and technologies at the School, including within classrooms.

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

Assessment of Student Achievement Policy

Adopted: February 9, 2023

Purpose

Legacy Preparatory Academy (the "School") is required to measure student achievement, including by way of administering statewide assessments. When administered properly, statewide assessments give students an opportunity to demonstrate what they know and can do. In addition, the results of statewide assessments provide the School not only important data about their students' proficiency, but also valuable information that can be used to guide and improve instruction in the School.

The purpose of this policy is to help ensure that the School conducts statewide assessments in a fair and ethical manner and in compliance with applicable law and Utah State Board of Education ("USBE") rule. The School intends for this policy to comply with the requirements of Utah Administrative Code Rule R277-404.

Policy

Statewide Assessment Plan

The School shall develop a plan to administer statewide assessments. The plan shall include at least the following:

(a) The dates the School will administer statewide assessments;
(b) Professional development for an educator to fully implement the assessment system;
(c) Training for an educator, appropriate paraprofessional, or third-party proctor in the requirements of assessment administration ethics; and
(d) Training for an educator and an appropriate paraprofessional to use statewide assessment results effectively to inform instruction.

The School shall submit the plan to the USBE by September 15 each year.

At least once each year the School shall provide professional development and training on statewide assessment administration as required by R277-404. The School shall use the Standard Test Administration Testing Ethics Policy for such professional development and training.

Student Participation in Statewide Assessments

(a) With the exception of those students described in subsection (b) immediately below and exempted students, the School shall administer statewide assessments to all students enrolled in the grade level or course to which the assessment applies.
(b) A student's IEP team, English Learner Team, or Section 504 accommodation plan team shall determine an individual student's participation in statewide assessments consistent with the Utah Participation and Accommodations Policy.
(c) An educator may use a student's score on a statewide assessment to improve the student's academic grade for or demonstrate the student's competency within a relevant course. However, a student's score on a statewide assessment may not be used in determining whether the student may advance to the next grade level.
(d) The School may not provide a nonacademic reward to a student for taking a statewide assessment.

Student Exemption from Statewide Assessments

(a) A student's parent has the right to exempt the student from a statewide assessment in accordance with Utah Code § 53G-6-803 and the exemption procedures in R277-404. The School shall not impose procedures beyond those in R277-404 to exercise this right nor may the School impose any penalty or adverse consequences upon a student who is exempted.
(b) School grading, teacher evaluation, and student progress reports or grades may not be negatively impacted by students exempted from taking a statewide assessment.
(c) The School may allow a student who has been exempted from a statewide assessment to be physically present in the room during test administration. The School shall ensure that exempted students who are in attendance are provided with an alternative learning experience during test administration.

Other Requirements

The School shall comply with all applicable requirements in R277-404, including adhering to the USBE's Standard Test Administration and Testing Ethics Policy which is incorporated by reference in the rule.

Attendance Policy

Adopted: May 12, 2022
Amended: October 29, 2026

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-6-215, as well as Utah Administrative Code Rule R277-607.

The Director will establish attendance procedures consistent with this policy and applicable law and will ensure that the policy and procedures are implemented consistently at the School and are publicized and distributed to parents annually.

Review and Evaluation

The School's Board of Directors shall review this policy in an open and public meeting at least every five years.

On an annual basis, the Board shall also review relevant School attendance data, evaluate the effectiveness of the School's attendance interventions, and ensure that adequate resources are allocated to support the School's attendance monitoring and intervention programs and efforts.

Background Check Policy

Adopted: May 12, 2022

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

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: May 12, 2022

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.

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.

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").

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: May 12, 2022
Revised: 10.29.2026

Purpose

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

Policy

Prohibited Conduct

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

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

The School prohibits all forms of bullying, cyber-bullying, hazing, abusive conduct of or retaliation against students and School employees at any time and any location.
Students and School employees are prohibited from retaliating against any student, School employee or an investigator for, or witness of, an alleged incident of bullying, cyber-bullying, hazing, abusive conduct, or retaliation.

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

Students and School employees are prohibited from sharing a recording of an act of bullying, cyber-bullying, hazing, abusive conduct, and retaliation in order to impact or encourage future incidents. This restriction does not prevent a student or employee from sharing such a recording with a teacher or administrator as part of reporting the incident or in response to a request from a teacher or administrator for the recording.

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

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

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

Definitions

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

Accountability Practice – For purposes of this policy, "accountability practice" means any evidence-based practice that increases academic outcomes, decreases behavior that disrupts the learning environment, and holds students accountable for their actions by requiring them to take responsibility to repair harm and provide restitution when appropriate.

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

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

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

(1) Title VI of the Civil Rights Act of 1964 (prohibits discrimination on the basis of race, color, or national origin);
(2) Title IX of the Education Amendments of 1972 (prohibits discrimination on the basis of sex);
(3) Section 504 of the Rehabilitation Act of 1973 (prohibits discrimination on the basis of disability); or
(4) Title II of the Americans with Disabilities Act (prohibits discrimination on the basis of disability).

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

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

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

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

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

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

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

Restorative Justice Practice – For purposes of this policy, "restorative justice practice" means a discipline practice that brings together students, school personnel, families, and community members to resolve conflicts, address disruptive behaviors, promote positive relationships, and healing.

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

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

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

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

(1) a School teacher;

(2) a School staff member;

(3) a School administrator; or

(4) an individual:
(a) who is employed, directly or indirectly, by the School; and
(b) who works on the School's campus(es).

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

(1) creates an environment that a reasonable person would find hostile, threatening, or humiliating; and

(2) substantially interferes with a student's or employee's educational or professional performance, opportunities, or benefits.

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

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

"Student bullying" and "staff bullying" do not mean instances of:

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

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

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

Reporting Prohibited Conduct

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

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

Each report of prohibited conduct shall include:

(1) the name of complaining party;

(2) the name of person subjected to the prohibited conduct (if different than complaining party);

(3) the name of perpetrator (if known);

(4) the date and location of the prohibited conduct; and

(5) a statement describing the prohibited conduct, including names of witnesses (if known).

In connection with a report of prohibited conduct, students and School employees may request that their identity be kept anonymous, and reasonable steps shall be taken by the Director(s) and others involved in the reporting and investigation to maintain the anonymity of such individuals, if possible. School employees must take strong responsive action to prevent retaliation, including assisting students who are subjected to prohibited conduct and his or her parents or guardians in reporting subsequent problems and new instances of prohibited conduct.

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

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

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

Investigation of Alleged Incidents

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

The School will investigate these alleged incidents by interviewing:

(1) the individual who was allegedly targeted;

(2) the individual who is alleged to have engaged in the prohibited conduct;

(3) the parents or guardians of the students who were allegedly targeted and the individual who is alleged to have engaged in prohibited conduct;

(4) any witnesses;

(5) School staff familiar with the student who was allegedly targeted;

(6) School staff familiar with the individual who is alleged to have engaged in prohibited conduct; or

(7) Other individuals who may provide additional information.

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

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

The School shall keep a written record of the date and time individuals were interviewed; which individuals were interviewed (unless the individual requests to remain anonymous); and disciplinary reports and physical evidence reviewed as part of the investigation.

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

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

(1) inform parents or guardians when an investigation is concluded;

(2) inform parents or guardians what safety measures will be in place for their child, as determined by the investigation;

(3) provide additional information about the investigation or the resolution consistent with the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g ("FERPA"); and

(4) inform parents or guardians of the School's Parent Grievance Policy if the parents or guardians disagree with the resolution of the investigation.

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

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

(1) use accountability practices in accordance with policies established by the School; and

(2) provide supportive services designed to preserve the student's access to educational opportunities and a sense of safety.

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

Parental Notification

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

(1) the student threatens suicide; or

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

If the Director or his/her designee believe that a situation exists which presents a serious threat to the well-being of a student, the Director or his/her designee shall notify the student's parent or guardian without delay, before the end of the school day.

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

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

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

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

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

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

(1) suicide prevention materials and information as recommended by the Utah State Board of Education in accordance with Utah Code § 53G-9-604(2)(b);

(2) information on ways to limit a student's access to fatal means, including firearms or medication; and

(3) information and resources on the healthy use of social media and online practices as provided in R277-613.

Action Plan to Address Incidents

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

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

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

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

(1) educational schedule or placement; or

(2) participation in a School sponsored sport, club, or activity.

The School shall try to involve the parent or guardian of a student who was involved in an incident of bullying, cyber-bullying, hazing, retaliation, or abusive conduct in the development and implementation of an action plan.

However, if, after the School attempts to involve a parent or guardian in the development and implementation of an action plan, the parent or guardian chooses to not participate in the process, the School may develop and implement an action plan without the parent or guardian's involvement.

Communication Plan

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

(1) the outcome of the School's investigation (if not already provided at the conclusion of the investigation);

(2) a discussion of safety considerations for the student who is the subject of the incident; and

(3) an explanation of the School's process for addressing the incident.

The Director(s) or his/her designee shall oversee the implementation of the action plan, monitor the implementation of the communication plan/requirements within the action plan, and assist the School with case-specific needs when the School is addressing an incident of bullying, cyber-bullying, hazing, retaliation, or abusive conduct.

Consequences of Prohibited Behavior

If, after an investigation, a student is found to be in violation of this policy by participating in or encouraging conduct prohibited by this policy, the student shall be disciplined by appropriate measures up to, and including, suspension and expulsion, pursuant to Utah Code § 53G-8-205 and School policy, removal from participation in School activities, and/or discipline in accordance with regulations of the U.S. Department of Education Office for Civil Rights (OCR). In determining the appropriate disciplinary or other responsive action for such a student, the School shall consider all relevant circumstances, including the involved students' respective ages and development and maturity levels, the nature and impact of the prohibited conduct, the surrounding circumstances, any prior incidents or patterns of behavior, the relationship between the parties involved, and the extent to which the prohibited conduct disrupted or interfered with the orderly operation of the School. Discipline may only be imposed on a student after appropriate due process has been provided.

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

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

Grievance Process for School Employees

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

Grievance Process for Parents and Guardians

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

Additional Provisions

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

(1) Once the School knows or reasonably should know of possible student-on-student bullying, cyber-bullying, or hazing, the School must take immediate and appropriate action to investigate.

(2) If it is determined that the bullying, cyber-bulling, or hazing of a student did occur as a result of the student's membership in a protected class, the School shall take prompt and effective steps reasonably calculated to:
(a) end the bullying, cyber-bullying, or hazing;
(b) eliminate any hostile environment; and
(c) prevent its recurrence.

(3) These duties are the School's responsibilities even if the misconduct is also covered by a separate anti-bullying policy and regardless of whether

the student makes a complaint, asks the School to take action, or identifies the bullying, cyber-bullying, or hazing as a form of discrimination.

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

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

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

Student Assessment

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

Training

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

(1) bullying, cyber-bullying, hazing, retaliation, and abusive conduct;

(2) discrimination under the following federal laws:
    (a) Title VI of the Civil Rights Act of 1964;
    (b) Title IX of the Education Amendments of 1972;
    (c) Section 504 of the Rehabilitation Act of 1973; and
    (d) Title II of the Americans with Disabilities Act of 1990;

(3) how bullying, cyber-bullying, hazing, retaliation, and abusive conduct are different from discrimination and may occur separately from each other or in combination;

(4) how bullying, cyber-bullying, hazing, retaliation, and abusive conduct are prohibited based upon race, color, national origin, sex, disability, or religion;

(5) the right of free speech and how it differs for students, employees, and parents or guardians.

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

The training shall be offered to:

(1) new school employees, coaches, and volunteers within the first year of employment or service;

(2) all School employees, coaches, and volunteers at least once every three years after the initial training; and

(3) all students (regardless of whether they are involved in athletics or extracurricular activities or clubs) at a frequency determined by the Director(s).

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

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

Liaison to Utah State Board of Education

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

Distribution of Policy and Signed Acknowledgement

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

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

Annual Reporting

In accordance with Utah Code 53G-9-606 and R277-613, the School shall annually report the following information to the Utah State Board of Education on or before June 30:

(1) a copy of this policy;

(2) the School's implementation of the signed statement requirement described in Utah Code § 53G-9-605;

(3) verification of the School's training of its employees relating to bullying, cyber-bullying, hazing, retaliation, and abusive conduct described in Utah Code § 53G-9-607;

(4) incidents of student bullying, cyber-bullying, hazing, and retaliation; and

(5) the number and type of incidents described in subsection (4) immediately above that include a student who was alleged bullied, cyber-bullied, hazed, or retaliated against based on the student's actual or perceived characteristics, including disability, race, national origin, religion, sex, gender identity, or sexual orientation, including the federal reporting requirements for civil rights violations.

Capitalization and Expense Policy

Adopted: March 9, 2023
Amended: August 27, 2026

Purpose

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

Policy

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

Cash Handling Policy

Adopted: May 12, 2022
Reviewed: May 9, 2023

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: May 12, 2022

Purpose

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

Policy

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

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

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

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

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

Civil Rights Policy

Adopted: May 12, 2022

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, but is not limited to, 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, but are not limited to, 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, but are not limited to, 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 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: May 12, 2022
Amended: November 16, 2023

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 § 26B-4-401 through -405 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: May 12, 2022

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: May 12, 2022

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: May 12, 2022

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.

Donation of Paid Time Off Policy

Adopted: January 12, 2023

Purpose

The purpose of this policy is to provide a mechanism by which employees of Legacy Preparatory Academy (the "School") can voluntarily donate paid time off ("PTO") days to other staff members under extraordinary circumstances.

Policy

1. Employees who are granted PTO from the School are eligible to donate PTO and receive donations of PTO under this policy.

2. An employee, or an employee's immediate family member, must be experiencing a catastrophic illness in order to be eligible to receive donated leave. Catastrophic illness includes, but is not limited to, a life-threatening illness that requires the employee to be absent from work for an intermittent and/or extended period of time or a medical emergency that results in absence from work for at least one week for personal illness or to attend to an immediate family member.

3. Employees must use all of their available PTO balance before they can access donated days.

4. Qualifying employees may receive a maximum of fifteen (15) donated PTO days during a school year.

5. Employees may only donate time from their current PTO balance.

6. An employee may donate a maximum of five (5) days of PTO to a particular employee in any one school year.

7. All donated PTO must be made in full day increments.

8. Once donated PTO has been transferred to the recipient's PTO balance, the donor has no rights to that PTO for any reason. Approved donations will be immediately deducted from the donor's PTO balance and credited to the recipient's PTO balance.

9. The decision to donate PTO should be an individual and personal decision and is completely voluntary.

10. All PTO donations must be approved by the Director(s). Employees desiring to donate PTO to another employee must submit a completed Employee Donation of PTO Form (which is attached to this policy) to the Director(s) identifying the donor, recipient, the number of PTO days donated, the date of donation, and an acknowledgment of the donor's remaining PTO days after the donation. The Director(s) and donor must both sign the Employee Donation of PTO Form. Requests that do not meet the conditions of this policy will be denied. Denials may be appealed to the Board of Directors for consideration.

11. All donated PTO must be used for its intended purpose as defined in section 2.

12. Any unused PTO donation will be entered into a communal PTO bank for the benefit of the next individual who qualifies for donations. Donated PTO cannot be cashed out at the end the year.

13. The Director(s) will coordinate with the School's Business Manager to assure proper documentation of these transactions. The Director(s) will notify the donor and the recipient after the transaction has occurred.

Legacy Preparatory Academy
Employee Donation of PTO Form

Name of Donating Employee: _____

I am requesting that _____ hours of my PTO balance be transferred to:

_____
(Name of Receiving Employee)

I am aware of the School's rules regarding the donation of PTO and of the use of donated PTO. I have read and understand the criteria attached to this form which will be used in determining my eligibility to participate and how it will affect my PTO balance.

_____ _____
Signature of Donating Employee Date

Acknowledgement:

___ Request Granted
___ Request Denied

Comments: _____
_____
_____

Beginning Balance: ____ PTO Days
Donated Days: ____ PTO Days
Ending Balance: ____ PTO Days

_____ _____
Signature of Director Date

School employees who are interested in donating PTO days must meet the following qualifications and understand the following guidelines:

1. Employees may only donate PTO days from their current PTO balance.

2. An employee may donate a maximum of five (5) PTO days to a particular employee in any one school year.

3. All donated PTO must be made in full-day increments.

4. Once donated PTO has been transferred to the recipient's PTO balance, the donor has no rights to that PTO for any reason. Approved donations will be immediately deducted from the donor's PTO balance and credited to the recipient's PTO balance.

5. An employee's decision to donate PTO should be an individual and personal decision and is completely voluntary.

All PTO donations must be approved by the Director(s).

Donations and Fundraising Policy

Adopted: May 12, 2022
Revised: October 6, 2022
Reviewed: May 11, 2023

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 (monetary or in-kind) 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 $500 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.

Dropout Prevention and Recovery Policy

Adopted: May 11, 2023

Policy

Legacy Preparatory Academy (the "School") adopts this policy in accordance with the requirements of Utah Code § 53G-9-801 *et seq.* and Utah Administrative Code R277-606.

For purposes of this policy, a "designated student" is a ninth-grade student:

1. Who has withdrawn from the School before completing ninth grade, who was dropped from average daily membership, and whose cohort has not yet graduated; or
2. Who is at risk of meeting the above criteria as determined by the School using the following risk factors:
    a. Low academic performance, as measured by grades, test scores, or course failure;
    b. Poor behavior, as measured by office disciplinary referrals, suspensions, or expulsions; and
    c. Absenteeism, whether excused or unexcused absences, and including days tardy or truant.

The School will engage with or attempt to engage with designated students in order to offer dropout prevention and recovery services to them. Designated students may choose whether to enroll in the School's dropout prevention and recovery program. The services provided to designated students who enroll in this program will include:

1. Consulting with designated student(s) and parent or guardian in developing a learning plan to identify:
    a. Barriers to regular school attendance;
    b. An attainment goal; and
    c. Means for achieving the attainment goal.

2. Monitoring a designated student's progress toward reaching the designated student's attainment goal. The attainment goal will be measurable and correlated with what would be considered a year's worth of progress.

3. Providing tiered interventions and flexible enrollment options for a designated student who is not making progress toward reaching the student's attainment goal, including meeting regularly with the designated student. Membership days for the student will be

determined according to the School's attendance and enrollment policies and procedures.

Educator Exit and Engagement Survey Policy

Adopted: May 12, 2022

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.

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").

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.

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.

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.

Effective Educator Standards Policy

Adopted: May 12, 2022

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: May 12, 2022
Revised: October 6, 2022
Revised: June 20, 2024

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 meetings. For the purpose of this policy, an “electronic meeting” is defined as a Board meeting that some or all Board members attend through an electronic video, audio, or both video and audio connection, as provided in the Act at § 52-4-207.

The Board will establish one or more anchor locations for an electronic meeting, unless the following two circumstances exist:

a. All Board members attend the electronic meeting remotely through an electronic video, audio, or both video and audio connection; and
b. The Board has not received a written request, at least 12 hours before the scheduled meeting time, to provide an anchor location for members of the public to attend in person the open portions of the electronic meeting.

For an electronic meeting where the Board provides an anchor location, the following apply:

a. The anchor location will be:
    i. The building where the Board would normally meet if they were not holding an electronic meeting; or
    ii. Another location that is reasonably as accessible to the public as the building described in subsection (i) above.

b. 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 electronic meeting.
c. 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.

Board members who are able to both hear and verbally participate in the meeting electronically are considered present for purposes of determining the presence of a quorum at an electronic meeting.

The Board shall take all votes by roll call during an electronic meeting, with the exception of a unanimous vote.

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, if applicable, the anchor location.

Electronic Resources Policy

Adopted: May 12, 2022
Renewed: October 23, 2025
Amended: August 27, 2026

Purpose

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

Electronic Devices

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

Student Acceptable Use of School Electronic Resources

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

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

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

Availability of Rules and Procedures

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

Review and Approval

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

Equipment Acquired with Federal Funds Administrative Procedure

Adopted: May 12, 2022

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).

Ethics Policy

Adopted: October 10, 2024

Purpose

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

Policy

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

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

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

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

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

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

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

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

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

Facilities Rental Policy

Adopted: May 12, 2022
Revised: October 25, 2025

Purpose

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

Policy

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

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

Procedures

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

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

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

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

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

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

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

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

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

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

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

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

Facility Use Fees

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

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

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

Security Deposit

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

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

Personnel

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

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

Facility Use Fee Schedule		
FACILITY	Commercial Rate	Charitable/Nonprofit Rate
Parking lot	$40/day	$10/day
Cafeteria	$125/hr	$50/hr
Gym	$125/hr	$50/hr
Commons Area	$125/hr	$50/hr
Outdoor Athletic Fields	$125/hr	$50/hr

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

Family Educational Rights and Privacy Policy

Adopted: May 12, 2022
Revised: January 16, 2025

Purpose

The purpose of this policy is to protect the privacy of Legacy Preparatory Academy (the "School") students and their families in accordance with applicable law.

Policy

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 ("FERPA") and Utah Code § 53E-9-201 *et seq*.

The Director(s) shall establish administrative procedures that provide standards under Utah law for the protection of family and student privacy within the School, including in the curriculum, in School activities, in the administration of any psychological or psychiatric examination, test, or treatment to students, and in any survey, analysis, or evaluation of students that seek protected information. The administrative procedures shall also address rules under FERPA related to the management of, parental access to, and the School's disclosure of 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 FERPA.

Fee Waiver Policy

Adopted: May 12, 2022
Approved: May 21, 2024
Amended: October 29, 2026

Purpose

Legacy Preparatory Academy (the "School") must abide by the Utah State Board of Education rules which direct the School's Board of Director (the "Board") to implement a policy regarding student fees in the event the School elects to charge such 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 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

"Common education expense"

(a) means an expense the School incurs that is related to the delivery of instruction for all courses, unrelated to a specific course, program, or activity; and
(b) includes the employment of educators and staff, the provision of capital facilities, and operation and maintenance costs.

"Course" or "class"

(a) means an activity, a course, or a program that the School:
    (i) intends to deliver instruction;
    (ii) provides, sponsors, or supports; and
    (iii) conducts primarily during school hours.
(b) includes a course in which a student is required to enroll as a condition of participation in a separate extracurricular activity.

"Discretionary project" means a project that a student completes in lieu of or in addition to a required classroom project in accordance with Section 53G-7-503.

"Extracurricular activity"

(a) means an activity or a program that:

(i) is not a course; and
(ii) the School provides, sponsors, or supports.
(b) does not include a noncurricular club as defined in Section 53G-7-701.

"Fee" means a charge, expense, deposit, rental, or payment:
(a) regardless of how the School terms, describes, requests, or requires the charge, expense, deposit, rental, or payment, directly or indirectly;
(b) in the form of money, goods, or services; and
(c) that is a condition to a student's full participation in or admission to an activity, course, or program that the School provides, sponsors, or supports.

"Fee" includes:
(a) payments to a third party that provides a part of a School activity, class, or program; and
(b) a fine other than a fine described below.

"Fee" does not include:
(a) a student fine that the School approves for:
(i) failing to return School property;
(ii) losing, wasting, or damaging private or School property through intentional, careless, or irresponsible behavior, including defacing or damaging School property as described in Utah Code 53G-8-212; or
(iii) improper use of School property, including a parking violation;
(b) a payment for School breakfast or lunch;
(c) a deposit that:
(i) is a pledge securing the return of School property; and
(ii) the School refunds upon the return of School property;
(d) a charge for insurance, unless the insurance is required for a student to participate in an activity, course, or program; or
(e) money or another item of monetary value that a student or the student's family raises through fundraising.

"Fee course" means a course that is not a non-fee course.

"Instructional equipment"
(a) means an activity-, course-, or program-related tool that:
(i) a student is required to use as part of an activity, course, or program in a secondary school; and
(ii) becomes the property of the student upon exiting the activity, course, or program.
(b) does not include School equipment, an instructional supply, or a personal student supply for a secondary student.

“Instructional supply”

(a) means a non-reusable or a consumable material or supply that is necessary to use, expend, or deplete as a component or element of an activity, course, or program in a secondary school.
(b) does not include a personal student supply for a secondary student.

“Non-fee course” means a course that results in course credit or a course grade within the core standards the USBE establishes under Section 53E-4-202 and other statutory requirements for:

(a) English language arts;
(b) health education;
(c) mathematics;
(d) science; and
(e) social studies

"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:
        (A) from an institution of higher education; or
        (B) for post-secondary related courses; 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 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.

“Personal student supply”

(a) means, for a secondary student, an object, tool, material, or supply that:
    (i) is the personal property of the student;
    (ii) regardless of the use of the supply in the instructional process, individuals not enrolled in the course or activity also commonly purchase and use; and

(iii) has a high probability of regular use in activities other than School-sponsored activities.

(b) includes pencils, papers, notebooks, crayons, scissors, and basic clothing.

"Provided, sponsored, or supported by the School"

(a) means an activity, class, program, 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, 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, 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, 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”

(a) means an alternative to fee payment; and

(b) may include a plan under which fees are paid in installments or under some other delayed payment arrangement or a service in lieu of fee payment agreement.

"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 activity clothing” means special shoes or items of clothing that:

(a) meet specific requirements, including requesting a specific brand, fabric, or imprint;

(b) the School requires a student to provide and to wear for an activity-, course-, or program-related activity; and
(c) that the student rents while participating in the activity, or become the property of the student upon exiting the activity, course, or program.

“School activity clothing” does not include:
(a) a school uniform; or
(b) clothing that is commonly found in students’ homes.

“School equipment” means a machine, equipment, facility, or tool that:
(a) is durable;
(b) is reusable;
(c) a secondary school owns; and
(d) a student uses as part of an activity, course, or program in a secondary school.

"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.
(c) does not include a payment or charge for damages, which may reasonably be attributed to normal wear and tear.

“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; and
(c) does not include School equipment, instructional equipment, or instructional supplies.

"Waiver" means a full release from:
(a) a requirement to pay a fee; and
(b) any provision in lieu of fee payment.

General School Fees Provisions

The School may only charge a fee for an activity, class, or program provided, sponsored, or supported by the School that is noticed and authorized by School policies and state law.

If the School imposes a fee:
(a) the fee shall be directly related to the expense incurred by the School in providing for a student the activity, course, or program for which the School imposes a fee;
(b) the fee shall be equal to or less than the expense described immediately above; and
(c) the School may not impose an additional fee or increase a fee to supplant or subsidize another fee that the School is prohibited from charging, including the normal expense of delivering instruction in a course.

The School may not sell textbooks or otherwise charge a fee for textbooks, except for a textbook used for a concurrent enrollment, International Baccalaureate, or Advanced Placement course.

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

The School shall not charge a fee that is general in nature and for a service or good that does not have a direct benefit to the student paying the fee. In addition, the School may not charge a fee for a common education expense.

Beginning for the 2026-2027 school year, the School shall, with respect to awarding secondary students credit toward graduation, ensure that it has at least one option for each graduation requirement that:
(a) fulfills the graduation requirement; and
(b) does not require the payment or waiver of any fee.

However, the restriction above does not apply to the School if the School only offers one of the following for a given graduation requirement:
(a) an Advanced Placement course;

(b) an International Baccalaureate course; or
(c) a concurrent enrollment course, as described in Section 53E-10-302.

Fees for Classes & Activities During the Regular School Day

Fees for Students in Kindergarten through Sixth Grade

The School may not charge a fee in kindergarten through sixth grade for materials, textbooks, supplies, or for any class or regular school day activity (except for discretionary projects), 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 a suggested list of student supplies for use during the regular school day so that a parent or guardian may furnish, only on a voluntary basis, those supplies for student use. The list provided to a student's parent or guardian must include the following language before identifying the supplies:

> "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 noticed and approved as provided in R277-407 and is allowed to be charged by 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 in order for students to fully participate and to have the opportunity to acquire 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 requirements of this policy.

The School may charge students in grades 7-9 a fee for:

(a) relating to a non-fee course or a fee course, for:
  (i) instructional equipment;
  (ii) a School field trip or activity trip or performance, including related transportation, food, lodging, and admission charges or participation fees;
  (iii) School activity clothing;
  (iv) a discretionary project as described herein; or
  (v) a competency remediation program in accordance with Section 53G-9-803;

(b) an expense related to a course, activity, or program that is a fee course, including:
  (i) instructional supplies;
  (ii) the life-cycle replacement costs for School equipment directed related to the fee course;
  (iii) a music instrument rental;
  (iv) licensing fees for fine arts intellectual property; or
  (v) participating in a driver education course described in Section 53G-10-503;

(c) an expense related to the following post-secondary-related courses, including tuition, college credit, an exam, or a textbook:
  (i) an Advanced Placement course;
  (ii) an International Baccalaureate course; or
  (iii) a concurrent enrollment course, as described in Section 53E-10-302.

If the School charges fees for a fee course or a non-fee course, such fees are limited to those described above.

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 the fee is approved as provided in this policy and is allowed by state law and 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.

Activities that use the School facilities outside the regular school day but are not provided, sponsored, or supported by the School (e.g., 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.

Fees for Extracurricular Activities

The School may charge students in grades 7-9 fees for an extracurricular activity. The School may also charge students in grades K-6 fees for an extracurricular activity if it takes place outside of the regular school day and meets the other requirements described above. A fee for an extracurricular activity for students in grades 7-9 may include the life-cycle replacement costs for School equipment directly related to the extracurricular activity.

A fee related to an extracurricular activity may not exceed the maximum fee amounts for the extracurricular activity adopted by the Board, as provided below.

Other Miscellaneous Fees

Fees for Adult Education

The School may charge students in grades 7-9 fees for an adult education course in accordance with Section 53E-10-202.

Fees for Remediation Programs

The School may charge students in grades 7-9 fees to participate in the School's remediation programs.

The School may not charge students in grades K-6 fees to participate in the School's remediation programs.

Fees for Charter School Application Processing

The School may charge students in grades 7-9 a fee for charter school application processing in accordance with Section 53G-6-503.

Fee Schedule

The Board will approve a Fee Schedule at least once each year on or before June 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 related to an activity, class, or program provided, sponsored, or supported by the School, including for a course 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.

Notice to Parents

The Director 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 Fee Schedule shall clearly identify any fee for each activity, course, or program alongside the description of the activity, course, or program.

The School will also post the following on its website each school year:

(a) The School's Fee Schedule, including maximum fee amounts, and Fee Waiver Policy;
(b) The School's fee waiver application;
(c) The School's fee waiver decision and appeals form; and
(d) The School's fee notice(s) for families.

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 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, class schedules, 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 Rule R277-113 for treatment of fee revenue.

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 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. Students may not collect fees.

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 a fee. Fee waivers or other provisions in lieu of a fee payment will be available to any student whose parent cannot pay a fee.

All fees are subject to waiver.

Non-waivable charges are not subject to waiver.

Fee Waiver Administration

The Director will administer this policy and will review and grant fee waiver requests or designate another staff member to do so. 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 or SNAP funding. If a student's family receives TANF or SNAP, the School may require the student's family to provide the School an electronic copy or screenshot of the student's family's eligibility determination or eligibility status covering the period for which the fee waiver is sought from the Utah Department of Workforce Services;
(d) The student is in foster care through the Division of Child and Family Services or is in state care. If a student is in state care 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; or
(e) The student qualifies for McKinney-Vento Homeless Assistance Act assistance. If a student qualifies for McKenney-Vento, verification is obtained through the School's McKinney-Vento liaison.

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.

The School may retroactively waive fees if eligibility can be determined to exist before the date of the fee waiver application.

Fee Waiver Approval Process

The School 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.

The Director or a designee 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.

Each year the School will maintain documentation regarding the number of School students who were given fee waivers, the number of School students who worked in lieu of fee waivers, the number of School students who were denied fee waivers, the total dollar value of student fees waived by the School, and the total dollar amount of all fees charged to students at the School, as this information may be requested by the Utah State Board of Education as part of its monitoring of the School's school fees practices.

The School shall also submit school fee revenue information in the Utah Public Education Financial System as provided in R277-113.

Appeal Process

Denial of eligibility for a waiver may be appealed in writing to the Director 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 to discuss the parent's concerns. If, after

meeting with the Director, 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 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.

The School may provide optional individual fundraising opportunities for students to raise money to offset the cost of the student's fees as provided in R277-408.

Fee Waivers for School Trips

Students may be granted a fee waiver for no more than two School-sponsored trips per school year. A student who has been granted a fee waiver for one School-sponsored trip may request a fee waiver for a second School-sponsored trip during the same school year. The fee waiver request for a second School-sponsored trip shall be accompanied by an action plan, developed in consultation with and approved by the Director, that addresses how the student or family will contribute to the School or community through one or more of: (a) participation in approved fundraising; (b) approved custodial work or service in lieu of fees consistent with R277-407 and the Fair Labor Standards Act; (c) installment-payment arrangements for ancillary trip costs not covered by waiver; or (d) other contributions specified in the action plan.

The fee waiver request for a second School-sponsored trip shall be granted upon Director approval of the action plan unless documentation establishes the student's participation would impose an undue financial burden on the School beyond fee-waiver expectations.

For purposes of this section, “trip” and “action plan” have the meanings assigned to those terms in Utah Code § 53G-7-504.

Annual Review, Approval, and Training

The Board will 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: May 12, 2022
Reviewed: May 9, 2023
Amended: October 29, 2026

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 Generally Accepted Accounting Principles ("GAAP") and that audits of the School's financial reporting are performed in accordance with Generally Accepted Auditing Standards ("GAAS") and Generally Accepted Government Auditing Standards (GAGAS).

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: May 12, 2022

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.

Hotline Complaint Policy

Approved: October 23, 2025

Purpose

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

Policy

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

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

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

Instructional Materials Policy

Adopted: April 13, 2023
Amended: January 15, 2026

Purpose

The purpose of this policy is to establish the parameters by which Legacy Preparatory Academy (the "School") will select, approve, and purchase instructional materials. The purpose of this policy and accompanying procedures is to also set forth the School's process for reviewing challenges to instructional materials.

Definitions

"Instructional materials" are the resources used by educators to deliver curriculum or support student learning. These materials may be commercially available or School-created and include such materials as textbooks, reading materials, videos, digital materials, websites, online applications, and live presentations. "Instructional materials" do not include learning material used in a concurrent enrollment, advanced placement, or international baccalaureate program or class, or another class with required instructional material that is not subject to selection by the School.

"Sensitive material" means an instructional material that constitutes objective sensitive material or subjective sensitive material. "Sensitive material" does not include the instructional material outlined in Utah Code § 53G-10-103(1)(h)(ii).

"Objective sensitive material" means an instructional material that constitutes pornographic or indecent material, as that term is defined in Utah Code §76-5c-208, under the non-discretionary standards described in Utah Code § 76-5c-2077(1)(a)(i), or (ii), or (iii).

"Subjective sensitive material" means an instructional material that constitutes pornographic or indecent material, as that term is defined in Utah Code §76-5c-208, under the following factor-balancing standards:

(a) material that is harmful to minors under Utah Code §76-5c-101;
(b) material that is pornographic under Utah Code §76-5C-101; or
(c) material that includes certain fondling or other erotic touching under Utah Code §76-5C-207)1)(a)(i)(C)-(D).

"School community parent" means a parent who has a student currently attending the School, or will have a student enrolled in the School within one year, where the challenged instructional material is being reviewed in accordance with this policy and Utah Code § 53G-10-103(4).

"School setting" means the School's classrooms, library, and property. "School setting" also includes School-sponsored or required activities, including assemblies, guest lectures, live presentations, or other events.

"Stakeholder" for purposes of this policy means:

(a) an employee of the School;
(b) a student who is enrolled in the School;
(c) a parent of a child who is enrolled in the School; or
(d) a member of the School's Board of Director.

Policy

The School shall comply with the requirements of Utah law and Utah State Board of Education ("USBE") rule regarding the selection, approval, purchase, and review of instructional materials, including but not limited to Utah Administrative Code R277-468 and R277-469, Utah Code § 53G-10-103 and, when applicable, Utah Code § 53G-5-404.

The School's purpose in managing the selection, approval, purchase, and review of instructional materials is to implement, enrich, and support the School's educational program. It is also to prioritize protecting students from the harmful effects of illicit pornography over other considerations in evaluating instructional materials.

Criteria for Instructional Materials

Instructional materials should contribute to the intellectual development and positive character of students. Instructional materials used by the School shall:

(a) be consistent with the Utah Core standards;
(b) be consistent with the principles of individual freedom as defined in Utah Code § 53G-10-206;
(c) not constitute sensitive material as defined in Utah Code § 53G-10-103;
(d) not be prohibited discriminatory practice as described in Utah Code § 53B-1-118; and
(e) comply with all other applicable state laws and USBE rules.

Selection and Approval of Instructional Materials by the Director

The Board of Director (the "Board") delegates to the School Director the authority and responsibility to select and approve instructional materials for the School, except under circumstances where the Board is specifically required by law or a different School policy to approve instructional materials.

The Director shall select and approve instructional materials that meet the criteria set forth in this policy. When considering instructional materials, the Director may review the USBE's recommended instructional materials (RIMs), but the Director is not required to select RIMs if there are other instructional materials available that meet the criteria set forth in this policy.

The Director shall involve School community parents and instructional staff in the consideration of instructional materials. The Director has discretion as to how to involve such parents and instructional staff in this process.

Selection and Approval of Instructional Materials by the Board

If the Board is required by law or School policy to approve instructional materials for use in the classroom, the Board shall do the following (in order) prior to approving the instructional materials:

(a) post the recommended instructional materials online to allow for public review or, for copyrighted material, make the instructional materials available at the School for public review; and
(b) hold at least two Board meetings where the recommended instructional materials is on the agenda and allow an opportunity at those Board meetings for School educators and parents of students enrolled in the School to express views and opinions on the recommended instructional material.

The Board may approve the recommended instructional materials in an open and regular Board meeting after the requirements above have been satisfied. The vote to approve the recommended instructional materials may occur at the second of the two Board meetings described in subsection (b) above.

In accordance with Utah Code § 53G-5-404(13), the requirements in this section apply only if the Board is approving instructional materials. The requirements do not apply if the Board is not approving instructional materials and instead only the Director is selecting and approving instructional materials (which Utah Code § 53G-5-404(13) refers to as "learning material"). In addition, the requirements in this section do not apply to educators' selection of supplemental materials or resources.
Any instructional materials approved by the Board shall meet the criteria set forth in this policy.

Purchase of Instructional Materials

The School shall follow its Purchasing and Disbursement Policy in connection with the purchase of any instructional materials, regardless of whether the instructional materials are selected and approved by the Director or by the Board. The School shall identify all costs associated with instructional materials prior to purchasing the instructional materials, including any implementation and professional development costs.

Educator Selection of Additional Supplemental Materials or Resources

Despite the foregoing, educators at the School may select and use supplemental materials or resources in their classroom to augment instructional materials already selected and approved by the Director or the Board so long as each of the following are satisfied:

(a) the educator has reviewed the supplemental materials or resources in their entirety prior to using them in the classroom;
(b) the supplemental materials or resources meet the criteria set forth in this policy; and
(c) the supplemental materials or resources have not previously been prohibited by the Director or the Board.

Contract Requirements

If the School contracts with a third party to provide online or digital materials, the School shall include in the contract a requirement that the provider give notice to the School any time that the provider makes a material change to the content of the online or digital materials, excluding regular informational updates on current events. The School shall also comply with applicable requirements in R277-469 related to School contracts with publishers for instructional materials.

Sensitive Material Review Procedures

Sensitive materials are prohibited in the School setting. In accordance with Utah law, USBE rule, and the School's administrative procedures, stakeholders may initiate a sensitive material review by the School if they feel an instructional material used by the School constitutes sensitive material.

The Director shall establish administrative procedures that set forth how stakeholders may initiate a sensitive material review by the School and the

review process the School will follow. The administrative procedures shall comply with applicable Utah law and USBE rule.

Administrative Procedures
Sensitive Material Review

These procedures are established in accordance with the Instructional Materials Policy adopted by the School's Board of Director.

Sensitive Material Review Process

Stakeholders may initiate a sensitive material review by the School if they feel an instructional material used by the School constitutes sensitive material.

However, notwithstanding the foregoing, if a stakeholder makes three unsuccessful challenges during a given academic year, that individual may not trigger a sensitive material review during the remainder of the given school year. An "unsuccessful challenge" means an allegation that a given instructional material constitutes sensitive material that the School concludes to be erroneous, either on direct review or on appeal to the Board, resulting in the retention of the given instructional material.

Stakeholders may allege that an instructional material used by the School constitutes sensitive material by submitting the Sensitive Material Review Request Form accompanying these procedures. Upon receipt of the completed form by a stakeholder, the School shall:

Step One – Initial Review

(a)(i) Make an initial determination as to whether the allegation presents a plausible claim that the challenged instructional material constitutes sensitive material, including whether the allegation includes excerpts and other evidence to support the allegation. The Director(s) shall designate two or more School employees to make this initial determination for the School (a Director can be one of the two employees if he/she desires); and

(ii) If the School's initial determination is that that the allegation presents a plausible claim that the challenged instructional material constitutes sensitive material as described above, the School shall immediately remove the challenged material until the School completes the School's full review of the challenged material as set forth below;

Step Two – Objective Sensitive Material Standards Review (if necessary)

(b)(i) If the School's initial determination is that the allegation presents a plausible claim that the challenged instructional material constitutes sensitive material, engage in a review of the allegations and the challenged instructional material using the

objective sensitive material standards. The Director(s) shall designate three or more individuals to conduct this review, one of which must be a School community parent (the School employees who conducted the initial review may also be designated to conduct this review); and

(ii) If the School determines that the challenged instructional material constitutes objective sensitive material, the School shall ensure that the material remains inaccessible to students in any School setting;

Step Three - Subjective Sensitive Material Standards Review (if necessary)

(c) If, and only if, the School determines that the challenged instructional material does not constitute objective sensitive material, the School shall:

(i) Review the allegations and the challenged instructional material under the subjective material standards to determine if an instructional material is subjective sensitive material. The Director(s) shall designate three or more individuals to conduct this review, but at least two of the individuals must be School community parents (the individuals who conducted the objective sensitive material standards review may also be designated to conduct this review, but at least two of the individuals must be School community parents);

(ii) Allow student access to the challenged instructional material during the School's subjective sensitive material review if the student's parent gives consent regarding the specific challenged instructional material; and

(iii) If the School determines that the challenged instructional material constitutes subjective sensitive material, ensure that the material is inaccessible to students in any School setting, including the termination of the parent consent option described above.

Miscellaneous Review Rules

Neither the individuals responsible for procurement of the challenged instructional materials nor the stakeholder who is challenging the instructional materials may serve on any of the review committees described in the steps above.

If the School requires a School employee to participate on a sensitive materials review committee requiring engagement outside of contract hours, the

School shall compensate the employee for the employee's time participating on the committee.

Communication

Soon after the completion of a sensitive material review, the School shall communicate its final determination (regardless of in which step the final determination comes) in writing to the stakeholder who requested the review.

The School shall also communicate to the USBE each stakeholder sensitive material review request, the final determination by the School on each request, and the School's rationale for its final determination on each request. The Director(s) shall communicate this information to the USBE on behalf of the School using the form provided by the USBE:

(a) within 30 school days of the final determination; or
(b) if an appeal is in process, at the conclusion of the appeal.

Appeal

A stakeholder may appeal the School's decision to the Board regarding a sensitive material review by submitting to the Board President the Sensitive Material Appeal Request Form within fourteen days of receiving the School's decision. A stakeholder may file such an appeal regardless of whether the School removed or retained the challenged instructional material. The Board shall vote in a public board meeting to decide the outcome of a sensitive material review appeal. In the board meeting, the Board shall clearly identify:

(a) the Board's rational for its decision; and
(b) the Board's determination on each component of the statutory and any additional policy standards used by the Board to reach the Board's conclusion.

Removing Instructional Materials That Constitute Sensitive Material

Removing Instructional Material if State Threshold is Met

In accordance with Utah Code § 53G-10-103(7), the School shall remove instructional material from student access upon being notified by the USBE that the following number of LEAs in the state have determined that the instructional material constitutes objective sensitive material:

(a) at least three school districts; or
(b) at least two school districts and five charter schools.

However, removal from student access under these circumstances is subject to the USBE voting to overturn the application of the statewide removal requirement with respect to the instructional material. If the USBE votes to overturn the application of the statewide removal requirement with respect to the instructional material, the statewide removal requirement no longer applies and the School may choose to return access to the instructional material to its students.

Removing Instructional Material After Sensitive Material Review

The School shall follow the applicable removal requirements described in Steps One through Three of the School's sensitive material review process. In addition, if at the completion of the sensitive material review process the School makes a final determination that an instructional material constitutes sensitive material, the School shall remove the instructional material.

Disposal of Instructional Material

When removing instructional material because it constitutes sensitive material, the School shall:

(a) physically remove the sensitive material from the School;
(b) remove all access by students to the sensitive material;
(c) communicate with the relevant vendors and publishers regarding the School's decision;
(d) legally dispose of the sensitive material; and
(e) not sell or distribute the sensitive material.

Sensitive Material Review Request Form

Information about Instructional Material Requested to be Reviewed:

1) Title:
2) Author:
3) Publisher:
4) Do you believe this instructional material constitutes sensitive material as that term is defined in Utah Code § 53G-10-103? Yes No

Information about Requestor:

1) Name:
2) Phone:
3) Address:
4) Email:
5) Are you a student of Legacy Preparatory Academy? Yes No
6) Are you a parent of a student of Legacy Preparatory Academy? Yes No
7) Are you an employee of Legacy Preparatory Academy? Yes No
8) Are you a board member of Legacy Preparatory Academy? Yes No

Information about Review Request:

1) Was this instructional material recommended, assigned, used, or made available through the school? If so, please explain.

2) In your opinion, how does this instructional material constitute sensitive material? Please provide examples, page numbers, links, or other information to help in locating or identifying the content you believe qualifies as sensitive material. Please attach any images or other corroborating evidence. You may attach additional pages as needed.

Requestor's Signature:_____ Date: _____

After you submit this Form, you will receive an acknowledgment of receipt and an estimated timeline for when a decision will be made by the School. The School generally completes its review and makes its final decision between thirty to sixty (30-60) days after its receipt of a request for review.

Sensitive Material Appeal Request Form

Instructions:

A requestor must submit this Form along with a copy of the School's written decision on the sensitive material review request within fourteen (14) days of receiving the School's written decision.

Information about Requestor:

1) Name:
2) Phone:
3) Address:
4) Email:
5) Date you received the School's written decision on your sensitive material review request: _____
6) Are you a student of Legacy Preparatory Academy? Yes No
7) Are you a parent of a student of Legacy Preparatory Academy? Yes No
8) Are you an employee of Legacy Preparatory Academy? Yes No
9) Are you a board member of Legacy Preparatory Academy? Yes No

Information about Challenged Instructional Material:

1) Title:
2) Author:
3) Publisher:
4) Please provide a written statement setting forth your rationale for appealing the School's decision regarding the challenged instructional material (attach additional pages as needed).

Requestor's Signature:_____ Date: _____

After you submit this Form, you will receive an acknowledgment of receipt and an estimated timeline for when a decision will be made by the Board in a public board meeting. The Board generally tries to make its decision at a public board meeting between thirty to sixty (30-60) days after its receipt of an appeal.

Language Access Policy

Approved: 06.08.2023

Purpose

The purpose of this policy is to help ensure that Legacy Preparatory Academy (the "School") provides access to its services, programs, and activities to persons who have limited English proficiency and understand languages other than English.

Definitions

For purposes of this policy, the following terms have the following meanings:

"Primary language" means the first language spoken by a student and a student's parent/guardian.

"Interpretation" means simultaneous communication between a speaker of English and a speaker of another language.

"Translation" means written communication wherein the written words of one person are communicated to others in writing in a different language.

Policy

Language Access Coordinator

The School's Director(s) shall designate a Language Access Coordinator who is responsible for implementing this policy at the School and ensuring that any necessary training on the policy is provided. The Language Access Coordinator may also recommend updates or changes to this policy in an effort to make the policy more effective.

Notification to Employees

The School shall notify its employees of this policy, the rights of parents/guardians and students to receive language assistance services, and the proper procedures to access language assistance services as outlined in this policy.

Determination of Primary Language

Within thirty (30) calendar days of a student's enrollment (or re-enrollment) in the School, the School shall determine the primary language spoken by the student and the student's parent/guardian, and if such language is not English, whether the student and parent/guardian require language assistance to communicate effectively with the School.

The School shall maintain a current record of the primary language of each parent/guardian of students enrolled in the School.

Obligation to Provide Language Assistance Services

The School shall, consistent with this policy and applicable law, provide translation and interpretation services to students and parents/guardians who require language assistance in order to communicate effectively with the School.

Interpretation Services

The School shall provide interpretation services during regular business hours to parents/guardians and their students who require such services in order to communicate with the School regarding critical information about the students' education. Depending upon availability, such interpretation services may be provided at the School, a reasonable location agreed upon by the School and a student's parent/guardian, or virtually.

The School shall provide the interpretation services described above for School activities, including but not limited to:

(a) classroom activities;
(b) impromptu and scheduled office visits or phone calls;
(c) enrollment or registration processes;
(d) the Individualized Education Program (IEP) process;
(e) student educational and occupational planning processes;
(f) fee waiver processes;
(g) parent engagement activities;
(h) student disciplinary meetings;
(i) community councils (if any);
(j) board meetings;
(k) other School activities; and
(l) other interactions between the parents/guardians of a student learning English and educational staff at the School.

Translation Services

The School shall provide translations of School materials to parents/guardians and their children who require them to communicate effectively with the School, and such materials include, but are not limited to:

(a) registration or enrollment materials, including home language surveys and English learning program entrance and exit notifications;
(b) assignments and accompanying materials;
(c) report cards or other progress reports;
(d) student discipline policies and procedures;
(e) grievance procedures and notices of rights and nondiscrimination;
(f) parent or family handbooks;
(g) requests for parent permission; and
(h) any other guidance, including guidance on when oral interpretation is preferable to written translation, to improve instruction and assistance by teachers, counselors, and administrators to a student learning English and the student's parents/guardians and family.

Centrally Produced Critical Communications

The School shall identify documents that it distributes or electronically communicates to parents/guardians containing critical information regarding their child's education, including, but not limited to, documents pertaining to:

(a) registration, application, and selection;
(b) standards and performance (e.g., standard text on report cards);
(c) conduct, safety, and discipline;
(d) special education and related services; and
(e) transfers and withdrawals.

The School shall procure translations of the applicable critical communications listed above in a timely manner, in each of the covered languages, and work to make such translations available to parents/guardians and students of the School.

Student-Specific Critical Documents

Where required under this policy, the School shall provide parents/guardians with a translation of important documents that contain individual, student-specific information regarding, but not limited to, their student's:

(a) health;

(b) safety;
(c) legal or disciplinary matters; and
(d) entitlement to public education or placement in any special education, English language learner or non-standard academic program.

Qualifications of Interpreters and/or Translators

Individual interpreters and translators provided by the School do not have to be certified unless certification is required by law. However, they should be competent and, where possible, have experience providing interpretation or translation services for school activities and materials listed in this policy. Where deemed appropriate by the School's Director(s) or Language Access Coordinator, the School may utilize online translation services such as Google Translate or Microsoft Translator to translate School materials or documents described in this policy.

The School shall follow its Special Education Policies and Procedures Manual when providing interpretation and translation services for students with disabilities.

Complaints

If any parent/guardian or student feels that they are not receiving the language assistance services set forth in this policy, they may address those concerns through the School's Communications Policy.

Annual Review of Policy

The School shall review this policy for efficacy on an annual basis. As part of this review, and for purposes of evaluating the effectiveness of this policy, the School may consult with its stakeholders and community members, refugee resettlement agencies, immigration services organizations, ethnic based community organizations.

LEA-Specific License & Endorsement Policy

Adopted: May 12, 2022

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.

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.

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.

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.

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).

Lottery and Enrollment Policy

Adopted: 10.23.2025
Amended: 10.29.2026

Purpose

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

Policy

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

General Information

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

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

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

Lottery

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

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

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

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

Past Disciplinary and Misconduct Issues

Any student seeking enrollment in the School who was previously suspended or expelled from another school for serious misconduct may not be admitted to the School until a thorough review of the student's prior conduct is evaluated by the School's administration and the School's administration approves the student to be admitted. In addition, the School may not enroll a student from another school unless the student record from the previous school, including the discipline file (if applicable), is received or the School's administration reviews the data gateway for any safe-school violation, reintegration, or threat assessment.

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

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

another school. Accordingly, the School may deny admission to a student who is currently under suspension or expulsion from another school.

In accordance with Utah Code § 53G-6-403(3)(b), the School may deny admission to students who (i) have committed serious infractions of the law or school policies, including policies of the School; (ii) have been guilty of chronic misbehavior which would, if it were to continue after the student was admitted to the School, endanger persons or property, cause serious disruptions in the School, or place unreasonable burdens on School staff; or (iii) have any school safety incidents or safe-school violations.

Parents of students seeking admission to the School must disclose in their application information about their student's past serious disciplinary actions and criminal convictions. If this information is not disclosed, if materially false or misleading information is provided in the application, or if information that would have been relevant to the School's enrollment decision is omitted, and the School discovers the omission or misrepresentation after the student has been enrolled in the School, the School may place the student's enrollment under review while the School investigates the matter. Following the investigation, the School may take appropriate action in accordance with this and other School policy, which may include but is not limited to continued enrollment, continued enrollment subject to conditions, or recission of the student's enrollment if the School determines that the undisclosed information would have provided a lawful basis to deny admission at the time of the application. Parents of students whose enrollment has been rescinded consistent with this paragraph may appeal the decision in accordance with the School's Parent Grievance Policy.

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

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

PAID PARENTAL AND POSTPARTUM RECOVERY LEAVE

PAID PARENTAL, POSTPARTUM RECOVERY, ADOPTION, AND FOSTER LEAVE

In accordance with Utah Code § 53G-11-209, the School offers qualified employees paid parental leave, postpartum recovery leave, adoption leave, and foster leave. Paid parental and postpartum recovery leave under this policy is in addition to an employee's regular paid time off (PTO).

Definitions

For purposes of this policy:

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

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

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

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

"Foster leave eligible employee" means a School employee who:
(a) receives regular paid personal time off (PTO) benefits from the School; and
(b) is the foster parent of a child.

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

"Parental leave eligible employee" means a School employee who receives regular paid personal time off (PTO) benefits from the School and is:
(a) a birth parent as defined in Utah Code § 81-13-101;
(b) legally adopting a child, unless the employee is the spouse of the child's pre-existing parent;
(c) the intended parent of a child born under a validated gestational agreement in accordance with Title 81, Chapter 5, Part 8, Gestational Agreement; or
(d) appointed the legal guardian of a child or incapacitated adult.

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

"Postpartum recovery leave eligible employee" means a School employee who:
(a) receives regular paid personal time off (PTO) benefits from the School; and
(b) gives birth to a child.

"Qualified employee" means:
(a) a parental leave eligible employee;
(b) a postpartum recovery leave eligible employee;
(c) an adoption leave eligible employee; or
(d) a foster leave eligible employee.

"Qualified leave" means:
(a) parental leave;
(b) postpartum recovery leave;
(c) adoption leave; or
(d) foster leave.

"Retaliatory action" means to do any of the following regarding an employee:
(a) dismiss the employee;

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

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

Postpartum Recovery Leave

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

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

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

Parental Leave

The School allows a parental leave eligible employee to use up to 15 contracted workdays of parental leave for:
(a) the birth of the parental leave eligible employee's child;
(b) the adoption of a child; or
(c) the appointment of legal guardianship of a child or incapacitated adult.

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

A parental leave eligible employee's parental leave does not increase if the parental leave eligible employee:
(a) has more than one child born from the same pregnancy;
(b) adopts more than one child; or
(c) is appointed legal guardian of more than one child or incapacitated adult.

A parental leave eligible employee may not use more than 15 contracted workdays of parental leave within a single 12-month period, regardless of whether during that 12-month period the parental leave eligible employee:
(a) becomes the parent of more than one child;
(b) adopts more than one child; or

(c) is appointed legal guardian of more than one child or incapacitated adult.

Adoption Leave

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

Adoption leave as described above:

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

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

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

Foster Leave

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

Foster leave as described above:

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

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

If a child is placed in foster care with two foster leave eligible employees, the foster leave eligible employees are entitled to use a single 20-contracted-workday period of foster leave, which the employees may allocate between themselves. Foster leave eligible employees who intend to allocate foster leave as described in this paragraph shall provide notice of this intent in the manner and before the deadline described in the "Notice of Plan to Take Leave" section below.

A qualified employee may not use:

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

Leave Period

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

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

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

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

Notice of Plan to Take Leave

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

(a) begin using qualified leave; and
(b) stop using qualified leave.

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

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

Other Leave

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

Employee Benefits During Leave

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

Employee Position after Leave

Following the expiration of a qualified employee's qualified leave, the School shall ensure that the qualified employee may return to:

(a) the position that the qualified employee held before using qualified leave; or
(b) a position within the School that is equivalent in seniority, status, benefits, and pay to the position that the qualified employee held before using qualified leave.

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

Retaliatory Action

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

Paid Professional Hours for Educators Policy

Adopted: January 16, 2025

Purpose

The purpose of this policy is to establish the parameters by which Legacy Preparatory Academy (the "School") will provide paid professional hours to its educators.

Definitions

For purposes of this policy:

"Educator" means full-time and part-time educators employed by the School in the following positions:

(a) general education teachers;
(b) special education teachers;
(c) counselors;
(d) administrators;
(e) specialists;
(f) student support (may include librarians, instructional coaches, or other certified positions that work 50% or more in a School building);
(g) psychologists;
(h) speech language pathologists; and
(i) audiologists.

"Paid professional hours" means hours outside of an educator's contracted hours.

"Program funds" means funds allocated to the School in accordance with Utah Code § 53F-7-203 to provide paid professional hours to the School's educators.

"Qualifying time" means the hours spent engaged in professional learning, including:

(a) time spent traveling for the professional learning; and
(b) time engaged in the professional learning.

Policy

The School shall follow Utah Code § 53F-7-203 and Utah Administrative Code R277-629 regarding providing paid professional hours from program funds to the School's educators.

Allowable Uses of Program Funds

Program funds for paid professional hours shall be used to provide educators with the knowledge and skills necessary to enable students to succeed in a well-rounded education and to meet the challenging state academic standards. Accordingly, program funds may be used by the School to provide paid professional hours to its educators for the:

(a) activities described in Utah Code § 53F-7-203(4)(b), including but not limited to qualifying time for professional learning as determined between an educator and the School's Director(s); and
(b) professional learning expenses described in Utah Code § 53F-7-203(4)(c).

The School shall not use program funds to cover costs that are not outlined in Utah Code § 53F-7-203, including indirect costs.

The maximum number of paid professional hours from program funds that an educator may receive from the School in one fiscal year is 32.

Educator Responsibilities

As a condition to receiving program funds, an educator shall, except as provided in Utah Code § 53F-7-203(5)(b)(i):

(a) on or before September 30 of each year, create a plan, in consultation with the School's Director(s), on how the educator plans to use the paid professional hours; and
(b) before the end of a given fiscal year, provide a written statement to the School's Director(s) of how the educator used the paid professional hours.

Notwithstanding the foregoing, all educators' plans regarding their proposed use of paid professional hours are subject to review by the School's Director(s). The Director(s) has discretion to approve or deny an educator's plan to the extent allowed by law. Educators may not receive paid professional hours until their plan has been approved by the Director(s).

Timing and Method of Payment of Paid Professional Hours

The School's Director(s) shall decide, in consultation with the School's accounting and payroll staff, the timing and method in which paid professional hours will be paid out to the School's educators. However, the School shall pay out an educator's paid professional hours by June 30 annually.

Paid professional hours for an educator's qualifying time for professional learning shall be paid out at the educator's approximate contracted hourly rate for the most recent school year. Program funds used to pay for an educator's professional learning expenses shall count toward the educator's paid professional hours allocation and shall be paid out in an amount and manner that ensures the School's paid professional hours allocation for the educator is not exceeded.

The School may, in a Director's discretion, pro-rate program funds for an educator's paid professional hours if the educator's employment with the School ends before the end of the School year.

Parent Classroom Observation Policy

Adopted: October 23, 2025

Purpose

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

Parental Right to Reasonable Classroom Observations

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

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

(a) without substantial impact to staff and resources, including employee working conditions, safety and supervision on school premises and for school activities, and the efficient allocation of expenditures; and

(b) while balancing:

- (i) the parental rights of parents;
- (ii) the educational needs of other students;
- (iii) the academic and behavioral impacts to a classroom;
- (iv) a teacher's workload; and
- (v) the assurance of the safe and efficient operation of a school.

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

Policy

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

Who May Observe a Classroom

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

Approval and Scheduling of Classroom Observations

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

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

Frequency and Duration of Classroom Observations

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

Parents may request more frequent or lengthy observations if serious student behaviors or other exceptional circumstances exist, but such requests may be approved or denied by the Director at his or her discretion. If a request is approved, a written plan must be created and approved by the Director before more frequent or lengthy observations can take place.

Parental Conduct During Classroom Observations

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

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

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

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

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

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

Violation of Classroom Observation Rules

A parent's right to observe a class attended by his or her child can only be achieved through adherence to and respect for this policy and the procedures and rules set forth in the School's Classroom Observation Agreement. If a parent's presence or conduct causes a disruption or interferes with classroom instruction, the teacher shall privately remind the parent of the observation rules. If the disruption persists, the teacher may ask the parent to leave the classroom or, if the teacher feels that asking the parent to leave would cause a greater disruption, the teacher may wait until the observation ends and then report the parent's behavior to the Principal or Director.

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

Confidentiality

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

Parent Volunteers

This policy does not apply to parent volunteer work at the School.

Classroom Observation Agreement

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

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

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

_____ _____

Parent Name (Please Print)

Parent Signature

_____

Date

_____

Principal or Director Signature

Parent and Family Engagement Policy

Adopted: May 12, 2022
Revised: October 6, 2022
Reviewed: May 9, 2023

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.

Parents and Family Members of Children Learning English

Any time this policy references "parents," "family," or "family members," it includes parents and family members of students who are English language learners, regardless of the prevalence of children English language learners in the geographic area in which the School is located.

The School may seek assistance from community organizations to assist the School in communicating with parents and family members of students who are English language learners. If the School provides such assistance, it will try to determine the method of communication preferred by the parents and family members of students who are English language learners.

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.

Parent Grievance Policy

Approved: 06.08.2023

Purpose

The purpose of this policy is to ensure that parents understand how to pursue the resolution of grievances involving Legacy Preparatory Academy (the "School"). The School's Board of Directors (the "Board") values open communication between parents, employees, and the Board. The Board encourages parents to actively participate in their children's education and hopes that parents will feel empowered to voice their opinions, volunteer at the School, and work as a team to provide the best education for their children. The Board also believes that individuals can generally resolve their own disputes through open, respectful communication. If a situation arises that cannot be resolved between the parties involved, then this policy shall be used.

Policy

Complaints Involving School Personnel

Person Involved. A parent who has a complaint against an employee shall first address the issue with the employee involved and work reasonably and in good faith with the employee to resolve the issue.

Building Principal. A parent that is not able to personally resolve a complaint against an employee (other than a Director) may then raise the issue with the Building Principal. The parent shall first send to the Building Principal a written complaint specifying the name of the parent, the name of the employee and any other individuals involved, details of the incident(s) giving rise to the complaint (including dates and approximate times), details of an attempt to rectify the situation, and the requested resolution. After sending the written complaint to the Building Principal, the parent and the Building Principal shall schedule a time to discuss the issue in person or via telephone. If a parent's complaint is against the Building Principal, the parent shall first address the issue with the Building Principal and work reasonably and in good faith with the Building Principal to resolve the issue (the parent is not required to send the Building Principal a written complaint in this situation).

Director. In the event a parent and the Building Principal are unable to resolve the parent's complaint, the parent may send to the Director(s) a written complaint specifying the name of the parent, the name of the employee and any other individuals involved, details of the incident(s) giving rise to the complaint (including dates and approximate times), details of an attempt to

rectify the situation, and the requested resolution. After sending the written complaint to the Director(s), the parent and the Director(s) shall schedule a time to discuss the issue in person or via telephone. If a parent's complaint is against the Director(s), the parent shall first address the issue with the Director(s) and work reasonably and in good faith with the Director(s) to resolve the issue (the parent is not required to send the Director(s) a written complaint in this situation).

Board. In the event a parent, Building Principal, and the Director(s) are unable to resolve the parent's complaint and the parent wishes to bring the matter to the Board's attention, the parent may send to the Board a written complaint specifying the name of the parent, the name of the employee and any other individuals involved, details of the incident(s) giving rise to the complaint (including dates and approximate times), details of an attempt to rectify the situation, and the requested resolution. The Board shall then consider the complaint and take whatever action it deems appropriate.

In accordance with the foregoing, a parent shall not direct a complaint against an employee to the Board unless and until the parent has worked in good faith to resolve the issue with the employee involved and with the Building Principal and Director(s), as applicable.

Concerns Involving Board Policy

If a parent has a concern regarding Board policy, the parent may communicate with any or all members of the Board in person, via telephone, or through mail or email. A parent may also address the Board during the "public comment" portion of a Board meeting, if available. Parents may also request that the policy be added to the Board meeting agenda by contacting the Board President at least three (3) working days prior to the scheduled meeting date. However, the Board President has discretion over the Board meeting agenda items and may elect not to place the item on the agenda.

Concerns Involving Administrative Practices or Procedures

If a parent has a concern that involves administrative practices or procedures, the parent shall address such concerns with the Director(s) rather than the Board.

Concerns Involving the Classroom

If a parent has a concern that relates to instruction in their child's classroom or their child's classroom in any way, the parent shall first address the issue with their child's teacher and work reasonably and in good faith with the teacher to

resolve the issue. A parent that is not able to personally resolve a classroom concern with their child's teacher shall then follow the process outlined in the "Complaints Involving School Personnel" section of this policy to try to resolve the classroom concern.

Procurement Policy

Adopted: May 12, 2022
Reviewed: May 9, 2023
Amended: August 27, 2026

Policy

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

Procurement Processes

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

Quotes or Bids Not Required

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

Quotes or Bids Required

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

Formal Procurement Process Necessary

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

Professional Services

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

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

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

Construction Projects

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

The School will include minimum specifications when doing a small purchase of a construction project as defined in R33-105. Contractors selected by the

School to do a small construction project must certify that they are capable of meeting the minimum specifications of the project.

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

Other Requirements

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

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

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

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

When entering into a contract, the School will ensure that the contract includes appropriate language regarding the scope of work to be performed, adequately addresses any applicable federal requirements, and includes language regarding data privacy and use, where appropriate. The School will ensure that the appropriate legal review of contract language is performed prior to entering into the contract.
When the School uses federal grant funds to procure goods or services, the School will comply with applicable federal law and regulations, including the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, 2 C.F.R. Part 200. To the extent federal procurement requirements are more restrictive than Utah law or this policy, the more restrictive federal requirements shall govern the procurement of goods or services purchased with federal grant funds.Any alleged violations of this policy or applicable law shall be reported in writing to the School's Director(s) or Board of Directors.

Review

The School shall review this policy annually.

Proper Use of Public Funds and Assets Policy

Adopted: February 9, 2023

Purpose

The purpose of this policy is to establish that Legacy Preparatory Academy (the "School") will not misuse its public funds or assets to try to persuade students to enroll in the School or participate in any of the School's programs.

Policy

The School shall comply with Utah Administrative Code Rule R277-417 regarding providing incentives, disbursements, or equipment to its students or potential students.

The School may use public funds to provide its students with equipment as set forth in R277-417. However, if the School or a third-party provider of the School purchases equipment and provides the equipment to a student or a student's parent or guardian, the equipment remains the property of the School. Upon receipt of such equipment, the student and the student's parent or guardian shall take reasonable precautions to protect the equipment. If the equipment is damaged or lost while under the care of the student or the student's parent or guardian, they may be financially responsible for the cost of repair or replacement.

The School shall use, manage, and dispose of equipment and other assets in accordance with applicable law and rule.

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

Adopted: March 10, 2022
Revised: November 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.

For purposes of this policy, "sensitive materials" means the same as that term is defined in Utah Code § 53G-10-103.

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.

School employees are prohibited from developing sensitive materials with School funds.

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: May 12, 2022
October 6, 2022
Reviewed: May 9, 2023

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

The responsibility for approving purchases is delegated by the Board as set forth below.

- All purchases up to $10,000 must be approved by the Director(s);
- All purchases between $10,000 and $20,000 must be approved by the Director(s) and the Board Treasurer; and
- All purchases above $20,000 must be approved by a majority vote of the Board, unless the purchase is made pursuant to a contract that was previously 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

The responsibility for disbursement is delegated to the School's Business Manager and Director(s) as set forth below.

Disbursements will be charged to one of two School accounts: (i) the General Operating Account; and (ii) the Petty Cash Account. The School's Business Manager is responsible for disbursements charged to the General Operating Account and the School's Director(s) are responsible for disbursements charged to the Petty Cash Account. Disbursements must be 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.

General Operating Account. The following controls are established to ensure that all payments charged to the General Operating Account are made on a timely basis and in accordance with all purchase orders and contracts:

- 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.
- 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.

Petty Cash Account. In addition to the General Operating Account, the Board may approve a Petty Cash Account with corresponding checks and a debit card to be utilized at the discretion of the Director(s). The purpose of the Petty Cash Account is to provide a convenient way to pay for small expenses while minimizing exposure of School funds to the risk of misuse or theft.

Blank warrants/checks and/or a debit card for the Petty Cash Account may be kept in locked storage under the control of the Director(s) or designated alternate. Disbursements charged to the Petty Cash Account shall be made in accordance with the following provisions to ensure payments are properly authorized and recorded:

- In general, the Petty Cash Account should maintain a balance between $500 and $2,000.
- Access to the Petty Cash debit card is limited to the School's Director(s) or a designated alternate.
- Access to blank checks is limited to the School's Director(s) or a designated alternate. When blank checks are received, the date, quantity, and inclusive serial numbers are recorded and added to the total balance on hand. When a blank check is used, the stub along with a copy of the receipt is to be signed by the Director(s) and forwarded to the School's Business Manager. The use of these blank checks should be kept to an absolute minimum.

- The School's Director(s) or designated alternate is responsible for: (i) maintaining records and receipts for each transaction charged to this account; and (ii) entering the information into the School's accounting software on a regular basis. Information should be uploaded in a timely manner to allow the School's Business Manager adequate time to provide accurate monthly financial reports to the Board.
- The School's Director(s) or designated alternate is responsible for replenishment of the account when petty cash is low. To replenish petty cash, the Director(s) must request the School's Business Manager to transfer funds.

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.

Review

The School shall review this policy annually.

Religion and Education Policy

Adopted: May 12, 2022
Revised: October 29, 2026

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 religious belief and 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.

The School shall ensure that:

(a) a student may express the student's beliefs about religion in homework, artwork, and other written or oral assignments free from discrimination based on the religious perspective of the student's submissions; and
(b) home and classroom work is:
    (i) not penalized or rewarded on the basis of religious perspective; and
    (ii) judged by ordinary academic standards of substance, relevance, and other legitimate pedagogical objectives; and
(c) notification of the constitutional freedoms described in this Policy is provided to school officials, employees, and students.

Students may refrain from participation in any aspect of school that violates a religious belief or right of conscience of the student or of the student's parent or guardian.

The School shall not, in any aspect of school:

(a) require or incentivize a student to affirm or deny the student's or the student's parent or guardian's religious belief or right of conscience;
(b) engage a student in a practice that violates or is contrary to the student's or the student's parent or guardian's religious belief or right of conscience; or
(c) penalize or discriminate against a student for refraining from participation due to the student's or the student's parent or guardian's religious belief or right of conscience.

A student's parent or guardian may waive the student's participation in any aspect of school (e.g., activities, discussions, and assignments) that the parent or guardian feels would violate the parent or guardian's or student's right of conscience or religious belief. Such waivers must be communicated in a timely manner to the appropriate School authorities.

The Director shall establish administrative procedures to implement this policy.

Religion and Education Procedures

These procedures are established in order to comply with and implement the Religion and Education Policy adopted by the School's Board of Directors.

Procedures for Implementation

1. The Director(s) will periodically review with teachers and staff the School's Religion and Education Policy (the "Policy") and these procedures. This review will stress the Board's expectation that School personnel will recognize, protect, and accommodate religious belief and individual rights of conscience in the operation of the School, while fostering mutual understanding and respect for all individuals and beliefs.

2. The Board encourages teachers and employees at the School to discuss, equitably and with civility, and, if possible, resolve with students, parents, and guardians, any concerns regarding curricular content, activities, or student participation.

3. Students, parents, and legal guardians will be provided with a copy of the policy and these procedures annually through the posting of this policy and these procedures on the School's website.

4. A student or parent or legal guardian of a student, may make a complaint to the Director(s) that a portion of the curriculum, a School activity, or the conduct of a School employee violates state or federal law insofar as it "endorse[s], promote[s], or disparage[s] a particular religious, denominational, sectarian, agnostic, or atheistic belief or viewpoint." *See* Utah Code § 53G-10-202(4);

5. The Director(s) may discuss annually with the Board any requests for accommodation, or complaints about religion in the curriculum, made within the last year in order to determine how the School can more effectively recognize, protect, and accommodate religious belief and individual rights of conscience in the operation of the School. In discussing these matters with the Board, the Director(s) will take care to protect the privacy rights of those who made complaints or requests. The Director(s) may also submit the written record of each complaint received and any decisions made regarding such complaints to the Board President.

Waivers of Participation

1. When a student refrains from participating in any aspect of school that violates the student's or the student's parent or guardian's religious belief or right of conscience, the School:

a. Shall promptly notify the student's parent or guardian;

b. May offer an alternative that does not violate the student's or the student's parent or guardian's religious belief or right of conscience; and

c. May not require the student or the student's parent to explain, defend, or justify the student's or the student's parent or guardian's religious belief or right of conscience.

2. In addition, if a student refrains from a portion of a course or to a course in its entirety under Utah Code § 53G-10-205, the parent and School may work together to establish an alternate academic accommodation, which allows the student to demonstrate mastery of Core Standards or alternate standard, consistent with Utah Code § 53G-6-803(7) and Utah Code § 53G-10-205(2)(b).

3. When a student's parent or guardian waives the student's participation in any aspect of school that the parent or guardian feels would violate the student's or the student's parent or guardian's religious belief or right of conscience, the parent or guardian shall communicate that waiver (preferably in writing) as soon as possible to the Director(s) so that an appropriate alternative for the student can be considered.

4. The Director(s) will keep a written record of every waiver of participation based on religious belief or right of conscience.

Complaints Alleging Violation of Law

If a complaint is made by a minor student, the Director(s) will give written notice to the student's parent or legal guardian by email to the parent or legal guardian's last known email address.

The Director(s), student, the student's parent or legal guardian, and the teacher or employee responsible for the program in question will meet to discuss the complaint, and the Director(s) will arrive at a decision, consistent with state and federal law, whether to alter the curriculum or activity, substitute another activity, or deny that the curriculum or activity is in violation of law. The Director(s) will give a written decision as soon as practical under the circumstances.

The Director(s) will keep, for a reasonable time, a written record of every complaint and any decisions made regarding each complaint.

Appeals Process

A student, parent, or legal guardian who is dissatisfied with the Director(s)' decision regarding complaints about curricula and activities perceived to be in violation of law, may appeal that decision within ten (10) days to the Board President.

The Board President will review the complaint of the student, parent, or legal guardian and the decision of the Director(s) and may modify said decision. At the sole discretion of the Board President, a committee of his or her choosing may be formed to review the complaint and the decision of the Director(s). If the Board President decides to form a committee to consider the appeal, the student and student's parent or guardian will be notified.

The Board President will keep, for a reasonable time, a written record of every appeal and any decisions made regarding each appeal.

Salary Supplement for Highly Needed Educators Program Policy

Adopted: June 18, 2026

Purpose

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

Definitions

"Eligible teacher" means a teacher who:

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

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

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

Policy

High-Needs Areas

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

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

Process for Determining if a Teacher is an Eligible Teacher

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

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

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

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

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

Salary Supplement Amount

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

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

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

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

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

Appeals

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

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

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

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

Administrative Procedures

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

Updating Policy

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

School LAND Trust Council Membership and Election Procedures

Adopted: November 10, 2022
Revised:

Legacy Preparatory Academy (the "School") has established a Charter LAND Trust Council (the "LAND Council") to prepare a plan for the use of School LAND Trust Program money in accordance with state law and administrative rule.

1. LAND Council Size & Composition. The LAND Council shall consist of no fewer than five (5) and no more than thirteen (13) members. The LAND Council shall determine the size of its membership by a majority vote. The number of LAND Council members who are parents or grandparents of students enrolled at the School *shall* exceed all other members combined by at least two.

    a. If the School's governing board meets the size and composition requirements above, the governing board may serve as the LAND Council.

2. Election Procedures. If the School's governing board does not serve as the LAND Council, membership shall consist of the required number of parents or grandparents of students, the School's Director(s), and may also include other School employees.

    a. The School will notify parents/guardians about the LAND Council and provide information on becoming a member of the School's LAND Council.

    b. If the number of interested individuals exceeds the number of open positions, an election will take place. Families within the LPA community will be notified via email of the election process at least ten (10) days before voting commences, and each family will be given the opportunity via email to vote. Voting will be anonymous. The School's Director(s) will oversee the elections.

    c. If the number of interested individuals is less than or equal to the number of open positions, an election is not required.

Terms shall be for a period of one (1) year, and members are eligible for re-election.

Sex Education Instruction Policy

Approved: June 18, 2026

Purpose

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

Policy

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

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

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

Review

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

Sexual Abuse and Molestation Prevention Policy

Adopted: May 22, 2025

Purpose

Legacy Preparatory Academy (the "School") takes seriously the responsibility of its personnel to protect the physical and psychological wellbeing of its students. School personnel play an important role in the elimination of child abuse due to the unique position they are in to observe children over extended periods of time on a regular basis.

Child sexual abuse includes the criminal conduct described in Utah Code § 76-5-404.1. Child sexual abuse takes the form of inappropriate sexual contact or interaction for the gratification of the actor who is in a position of trust or responsibility with respect to a child. Child sexual abuse includes sexual assault, exploitation, molestation, or injury.

Reporting by School Personnel

Utah law requires that whenever any person, including 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 which would reasonably result in abuse or neglect, that person shall immediately report the suspected abuse or neglect to the nearest peace officer, law enforcement agency, or the Division of Child and Family Services. The law provides serious penalties for failure to fulfill one's duty to report. School personnel and volunteers must comply with this law and the School's Child Abuse and Neglect Reporting Policy.

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, that employee shall immediately report that belief and all other relevant information to the School's Director(s). The 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.

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

Reporting by Students and Parents

Reports of sexual abuse should typically made to the Director(s), who is the designated individual to receive and investigate complaints of these matters. However, students and parents may make such reports to any School employee, and that employee is responsible for conveying the report to the Director(s) or, if the report involves the Director(s), to the School's Board of Directors. Reports may be made verbally, but all reports shall be documented in writing.

Investigation & Follow Up

The School takes allegations of sexual abuse involving School personnel seriously. Once an allegation is reported, the School will promptly, thoroughly, and impartially begin an investigation to determine whether there is a reasonable basis to believe that sexual abuse has been committed. When it is appropriate considering the nature of the allegations, an internal team may conduct the investigation. However, when the report involves potentially criminal conduct, the School shall refer the reports to law enforcement and cooperate fully with any investigation conducted by law enforcement or regulatory agencies.

The School reserves the right to place the subject of the investigation on an involuntary leave of absence, reassign that person to responsibilities that do not involve personal contact with individuals or students, or terminate employment.

To the fullest extent possible, but consistent with the legal obligation to report suspected abuse to appropriate authorities, the School shall endeavor to keep the identities of the alleged victims and investigation subject confidential.

If the investigation substantiates the allegation, appropriate disciplinary actions shall be taken, including but not limited to the termination of the actor's relationship with the School.

Signs of Abuse

There are a number of red flags that suggest someone is being sexually abused. They take the form of physical or behavioral evidence.

Physical evidence of sexual abuse includes, but is not limited to:

- Sexually transmitted diseases;
- Difficulty walking or moving normally;
- Stained, bloody, or torn undergarments;
- Genital pain or itching; and

- Physical injuries involving the external genitalia.

Behavioral signals suggestive of sexual abuse include, but are not limited to:
- Fear or reluctance about being left in the care of a particular person;
- Recoiling from being touched;
- Bundling oneself in excessive clothing, especially night clothes;
- Discomfort or apprehension when sex is referred to or discussed; and
- Nightmares or fear of night and/or darkness.

Additionally, adult perpetrators of abuse often display warning signs, including:
- Overly affectionate behavior such as prolonged hugging and touching;
- Engaging in nonprofessional behavior such as telling sexual jokes and sexual teasing; and
- Seeking to extend their contact with certain students beyond the day.

Retaliation Prohibited

The School prohibits retaliation against anyone, including an employee, volunteer, Board member, student, or individual, who in good faith reports sexual abuse, alleges that it is being committed, or participates in the investigation. Intentionally false or malicious accusations of sexual abuse are prohibited.

Screening Prospective Employees

Members of the School's administration shall make reasonable efforts when screening prospective School employees and volunteers who will be given significant unsupervised access to students in connection with their volunteer assignment. In addition to having each such applicant submit to required criminal background checks, each such applicant and their former employer (or employers) shall be asked, before an offer of employment or volunteer position is extended, whether the applicant has ever been investigated for, accused of, or disciplined for the physical or sexual abuse of a child or student.

Training

In accordance with Utah Code § 53G-9-207, the School shall provide, once every three years, School personnel with training and instruction on child sexual abuse and human trafficking prevention and awareness, including (a) responding to a disclosure of child sexual abuse in a supportive, appropriate, manner; (b) identifying children who are victims or may be at risk of becoming victims of human trafficking or commercial sexual exploitation; (c) the mandatory reporting requirements in the School's Child Abuse and Neglect

Reporting Policy and Utah Code § 53E-6-701 and § 80-2-602; and (d) appropriate responses to incidents of sexual extortion, including connecting victims with support services.

In addition, the School shall provide, once every three years, the parents or guardians of elementary school students with training and instruction on child sexual abuse and human trafficking prevention and awareness, including (a) recognizing warning signs of a child who is being sexually abused or who is a victim or may be at risk of becoming a victim of human trafficking or commercial sexual exploitation; (b) effective, age-appropriate methods for discussing the topic of child sexual abuse with a child; and (c) resources available for victims of sexual extortion.

Disclosure of Policy

The Director(s) shall ensure that this policy is communicated to School personnel, volunteers, and parents.

Special Education Policies and Procedures Manual

Adopted: October 14, 2021

Available separately.

Staff Code of Conduct Policy

Adopted: May 12, 2022

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, but is not limited to, 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;
(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

Staff Grievance Policy

Approved: 06.08.2023

Purpose

The Board of Directors (the "Board") of Legacy Preparatory Academy (the "School") values open communication between employees and the Board. The Board also believes that individuals can generally resolve their own disputes through open, respectful communication. If a situation arises that cannot be resolved between the parties involved, then this policy shall be used. The purpose of this policy is to ensure that faculty, staff, and administration (each of whom is sometimes referred to herein as a "staff member") understand how to pursue the resolution of grievances involving other staff members.

The Board wishes to emphasize that the School is an at-will employer and that this policy is not intended to modify the at-will employment relationship between the School and its employees.

Policy

Complaint Process

Complaints Against Other Staff Members. A staff member who has a complaint regarding another staff member shall first address the issue with the other staff member involved and work reasonably and in good faith to resolve the issue. If the staff member is not able to personally resolve the complaint with the other staff member, the staff member may then raise the issue with the Building Principal. If the staff member is not able to resolve the complaint with the Building Principal, the staff member may then raise the issue with the Director(s). If the staff member is not able to resolve the complaint with the Director(s) and the staff member wishes to bring the issue to the Board's attention, the staff member may direct the complaint to the Board in writing.

Complaints Against the Building Principal. If a staff member's complaint is against the Building Principal, the staff member shall first address the issue with the Building Principal and work reasonably and in good faith with the Building Principal to resolve the issue. If the staff member is not able to personally resolve the complaint with the Building Principal, the staff member may then raise the issue with the Director(s). If the staff member is not able to resolve the complaint with the Director(s) and the staff member wishes to bring the issue to the Board's attention, the staff member may direct the complaint to the Board in writing.

Complaints Against the Director(s). If a staff member's complaint is against the Director(s), the staff member shall first address the issue with the Director(s) and work reasonably and in good faith with the Director(s) to resolve the issue. If the staff member is not able to personally resolve the complaint with the Director(s) and the staff member wishes to bring the issue to the Board's attention, the staff member may direct the complaint to the Board in writing.

Complaints to the Board. Complaints to the Board shall specify the name of the complaining staff member, the name of the other staff member and any other individuals involved, details of the incident(s) giving rise to the complaint (including dates and approximate times), details of attempts to resolve the issue, and the requested resolution. The Board shall then consider the complaint and take whatever action it deems appropriate.

In accordance with the foregoing, a staff member shall not direct complaints against another staff member to the Board unless and until he or she has worked in good faith to resolve the issues with the other staff member and with the Building Principal and Director(s), as applicable.

Employee Rights

This policy does not confer upon any employee of the School any additional rights. Accordingly, the existence of this policy does not preclude the School from terminating any employee for any lawful reason even if the employee is pursuing the resolution of a grievance.

Additionally, this policy is not intended to discourage an employee from reporting to the appropriate individual(s) a legal violation committed by another employee and does not limit a School employee's right to appropriately report a legal violation committed by another employee.

Student Conduct and Discipline Policy

Adopted: May 12, 2022
Amended: January 15, 2026

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 is authorized to suspend or expel regular education students in accordance with, and to the extent permitted by, state and federal law. The Director 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 shall establish administrative procedures regarding student conduct and discipline at the School that are consist with this policy and applicable law.

Student Data Privacy and Security Policy

Adopted: May 12, 2022

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: May 12, 2022

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.

Student Transportation Policy

Adopted: March 9, 2023

Purpose

The purpose of this policy is to address how student transportation is handled at Legacy Preparatory Academy (the "School"). It is also to establish rules and requirements related to student transportation to help ensure student safety.

The School intends for this policy to satisfy the policy requirements of Utah Administrative Code Rule R277-601.

Policy

No School Buses

The state does not provide the School (or any other Utah charter school) with any state transportation funding. As a result of this, and as a result of having a student population that often resides throughout multiple cities and/or counties in the state, the School does not own or operate school buses and does not provide transportation for students to or from School. Unless otherwise required by law, parents or guardians are responsible for transporting their students to and from the School each day.

Student Transportation for School Activities

The School may provide transportation for students in charter buses or through public transportation in connection with field trips, extracurricular activities, or other School-sponsored activities. Any charter bus company selected by the School to transport students shall meet or exceed industry safety requirements and provide reliable and professional transportation services.

The School may also provide student transportation for School activities through private or rental vehicles driven by School employees or volunteers who have met the qualification established by the school. The School's Director(s) or designee will verify that such drivers have met the requirements prior to using private or rental vehicles to transport students.
The School shall inform parents and guardians when it intends to provide student transportation in connection with School activities and shall give parents the opportunity to consent to such transportation. A student's parent or guardian must provide consent in order for their student to be transported to and/or from School activities as described in this section.

Charter bus operators and, to the extent practicable, other vehicle drivers approved by the School to transport students to and/or from School activities, shall adhere to the applicable standards in R277-601-3. The School shall enforce the applicable standards as required by the rule.

Supervision of Students at School-Sponsored Activities Policy

Adopted: April 13, 2023

Purpose

The purpose of this policy is to outline the supervisory responsibilities of Legacy Preparatory Academy (the "School") coaches and other designated School leaders (e.g., advisors, assistants, activity leaders, etc.) in connection with School-sponsored activities. Another purpose is to provide standards of behavior and conduct that such School coaches and designated leaders must follow.

Policy

The School, School coaches, and other designated School leaders shall comply with Utah Administrative Code Rule R277-605.

Supervision of Students

School coaches and other designated School leaders shall diligently supervise the students under their care or control at all times while on School-sponsored activities, including but not limited to supervising such students:

(a) on the field or court, or at other competition or performance or activity sites;
(b) in locker rooms (as appropriate), seating areas, eating establishments, and lodging facilities; and
(c) while traveling.

School coaches and other designated School leaders are responsible for a student who is under their care or control for as long as a student remains on School grounds following a School-sponsored activity, subject to the following:

(a) After a School-sponsored activity on School grounds is over, parents/guardians are responsible to pick up their child promptly after the activity or make arrangements for someone else to pick up their child promptly after the activity;
(b) If an elementary child (grades K-4) has not been picked up within 15 minutes of the School-sponsored activity ending, School coaches or other designated School leaders will contact the student's parent/guardian by telephone. If the student's parent/guardian cannot be reached by telephone, School coaches or other designated School leaders will contact, by telephone, the

emergency contact(s), if any, designated by the student's parents/guardians. If neither the parent/guardian nor an emergency contact can be reached or are able to pick up the student in a timely manner, School coaches or other designated School leaders may contact the police or the Division of Child and Family Services (DCFS) to report the situation; and

(c) If a student (grades 5-9) has not been picked up within 15 minutes of the School-sponsored activity ending, School coaches or other designated School leaders shall verify with the student that the student has been in contact with his or her parent/guardian and that the student will be picked up shortly. If all such students provide this verification, School coaches or other designated School leaders may leave School grounds. If any such student does not provide this verification, School coaches or other designated School leaders shall contact by telephone the student's parent/guardian and/or emergency contact(s) designated by the student's parents/guardians to verify that the student will be picked up in a timely manner. If the parent/guardian or emergency contact provides this verification, School coaches or other designated School leaders may leave School grounds. However, if neither the parent/guardian or an emergency contact can be reached or are able to pick up the student in a timely manner, School coaches or other designated School leaders shall stay on School grounds and may contact the police or the Division of Child and Family Services (DCFS) to report the situation.

If parents/guardians experience an emergency that causes them to run late or to be unable to have their child picked up within 15 minutes of a School-sponsored activity ending, they should notify the School coach or other designated School leader as soon as possible.

Behavior and Conduct

School coaches and other designated School leaders shall be exemplary role models to students and shall not use alcoholic beverages, tobacco, controlled substances, or participate in promiscuous sexual relationships while on School-sponsored activities. School coaches and other designated School leaders shall act in a manner consistent with Utah Code § 53G-8-209 and shall not:

(a) use foul, abusive, or profane language while engaged in School-related activities; or

(b) permit bullying, hazing, demeaning, or assaultive behavior, whether consensual or not, including behavior involving physical violence, restraint, improper touching, or inappropriate exposure of body parts not normally exposed in public settings, forced ingestion of any substance, or any act which would constitute a crime against a person or public order Utah law.

School coaches and other designated School leaders shall abide by the rules pertaining to athletic and activity clinics set forth in R277-605-5. School coaches shall satisfy all of the training requirements listed in R277-605-6, and the School shall maintain verification of the coaches' compliance with the training requirements.

Toilet Training Policy

Adopted: 10.23.2025

Purpose

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

Definitions

"Toilet trained" means that a student can:

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

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

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

Policy

General Rule

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

Exceptions

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

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

Assurance

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

Administrative Procedures

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

Travel Policy

Amended: 05.22.2025

Purpose

The purpose of this policy is to establish procedures for authorization of travel by employees or Board members of Legacy Preparatory Academy (the "School") who are required to travel to fulfill their official duties or to attend conventions, conferences, or other professional or educational activities benefiting the School.

Policy

1. This policy applies to all approved travel by employees and Board members on School-related business. Travel for School-related business includes, but is not limited to, travel requiring an overnight stay and travel for conventions or conferences that do not require an overnight stay. For purposes of this policy, School-related business does not include regular travel to and from the School for work or Board meetings.

2. Travel by campus-level employees must be approved in advance by the Director(s) in order for the School to pay for the travel expenses as set forth in this policy. Travel by the Director(s) or Board members must be communicated to the Board in advance of the travel, where possible. All travel-related purchases are subject to, and must be approved in accordance with, the School's Purchasing and Disbursement Policy.

3. Where possible, all campus-level employees must submit their travel requests to the Director(s), and the Director(s) and Board members must communicate their travel requests to the Board, at least three (3) weeks prior to departure date and prior to making any travel arrangements. Such travel requests and communications to the Board must explain the purpose of the travel and, where applicable, include the convention or conference registration materials, proposed hotel accommodations, and approximate airfare.

4. Reasonable and necessary flight reservations for approved travel events shall be made by the School through the State Travel Office, where possible.

5. Per diem for meals and incidental expenses shall be paid for all approved travel events that are more than 100 miles from the School. The School shall pay per diem for meals and incidental expenses in accordance with the per diem meals and incidental rates used for federal executive branch employees. *See* https://www.gsa.gov/travel/plan-book/per-diem-rates. Where possible, the per diem shall be paid to the traveler by check no less than 48 hours prior to departure date.

6. Reasonable and necessary ground transfer expenses (e.g., taxi, public transportation, ride share, etc.) for approved travel events shall be reimbursed based on receipts submitted for such expenses. The traveler must provide receipts for all expenses for which reimbursement is sought.

7. Reasonable and necessary mileage for approved travel events shall be reimbursed at the standard IRS mileage reimbursement rates in effect at the time. *See* https://www.irs.gov/tax-professionals/standard-mileage-rates. However, mileage for travel to and from an approved travel event shall not be reimbursed:

    a. In an amount greater than the lowest cost airfare that could reasonably be obtained for travel to and from the approved event; or
    b. In circumstances where the School provides travel to and from the approved event (e.g., by chartering a bus) and the School employee or Board member still chooses to drive his or her own vehicle to the approved event.

8. Reasonable and necessary hotel accommodations for approved travel events shall be paid for by the School in accordance with the daily lodging rates used for federal executive branch agency employees. *See* https://www.gsa.gov/travel/plan-book/per-diem-rates. Hotel accommodations shall be approved for the number of days an approved convention or conference is in session, less one. However, this is subject to the following exceptions:

    a. One additional night of hotel accommodations shall be approved when an additional travel day is required prior to an approved convention or conference;
    b. A second additional night of hotel accommodations shall be approved when an additional travel day is required after the approved convention or conference concludes; and
    c. Other additional nights of hotel accommodations shall be allowed only when approved in advance of the approved convention or conference by the Director(s) or the Board President.

The School shall book hotel accommodations through the State Travel Office, where possible. However, when a School employee or Board member is attending an approved conference or convention at a hotel and is therefore eligible for hotel accommodations at a reduced rate, the School may book hotel accommodations directly with the hotel rather than through the State Travel Office. In addition, a School employee or Board member may book hotel accommodations on their own for approved travel events so long as the daily lodging rate is in accordance with the daily lodging rates used for federal executive branch agency employees.

9. If a School employee or Board member elects to stay with a friend or family member instead of a hotel during an approved travel event, the School employee or Board member may receive a travel stipend of $25 per approved travel event.

10. School employees who have been issued a School credit card may use their School credit card to pay for approved travel expenses in accordance with this policy only after receiving approval from the Director(s). The Director(s) may also use his/her School credit card to pay for approved travel expenses in accordance with this policy and in accordance with the School's Credit Card Policy and Purchasing and Disbursement Policy. However, School credit cards shall not be used for per diem for meals and incidental expenses, as per diem will be paid to travelers by check in advance of approved travel as explained earlier in this policy.

11. School employees and Board members shall submit an expense report related to an approved travel event to the Director(s) within thirty (30) days from the end of the trip. Failure to submit an expense report within the required timeframe may be cause for the School to deny reimbursement of travel expenses.

12. The School shall not fund travel expenses that are unrelated to the approved travel purpose. Similarly, the School shall not reimburse travelers for travel expenses that are unrelated to the approved travel purpose or which are determined by the School to be excessive.

13. Either the Director(s) or the Board may authorize individual exceptions to this policy if they, in their sole discretion, feel an exception is appropriate under the circumstances.

Time and Effort Documentation Policy

Adopted: May 12, 2022
Revised: January 16, 2025

Purpose

Because Legacy Preparatory Academy (the "School") receives restricted 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 or other state restricted programs, as required, for salaries and wages are based on records that accurately reflect the work performed.

Definitions

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

"Allocable" means, in accordance with 2 CFR § 200.405, a cost is allocable to a Federal award or other cost objective if the cost is assignable to that Federal award or other cost objective in accordance with the relative benefits received.

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

"Internal Control" means, as described in 2 CFR § 200.1, processes designed and implemented by a non-federal entity to provide reasonable assurance regarding the achievement of objectives in the following categories:

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

"Cost Objective" means, as described in 2 CFR § 200.1, 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, and capital projects (*i.e.*, implementation of program accounting).

Policy

<u>Time and Effort Standards</u>

The School shall recognize and follow the *Uniform Administrative Requirements* pertaining to the *Standards for Documentation of Personnel*

Expenses as contained in 2 CFR § 200.430(g). Accordingly, all School employees who are paid in full or in part with federal funds shall keep specific documents to demonstrate the amount of time they spent working on the federal program (2 CFR § 200.430(g)(1)). In addition, all School employees who are paid with state and local funds, but whose salaries and wages are used for cost sharing or matching in a federal program, shall also keep time and effort documentation (2 CFR § 200.430(g)(4)). Moreover, all School employees who are paid in full or in part with state restricted funds shall keep specific documents to demonstrate the amount of time they spent working on the state restricted program.

Charges to restricted funds for salaries and wages must be based on records that accurately reflect the work performed. In accordance with 2 CFR § 200.430(g)(1), these records must:

1. Be supported by a system of internal control that 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 by the School, not exceeding 100% of the compensated activities.
4. Encompass federally-assisted and all other activities compensated by the School on an integrated basis.
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.

Semi-Annual Certifications and Personnel Activity Reports

To meet the above requirements, all School employees who are required to keep time and effort documentation must submit either a Semi-Annual Certification or a Personnel Activity Report ("PAR") as described below. Whether an employee must submit a Semi-Annual Certification or a PAR depends on the number of cost objectives that an employee works on.

The School's Director(s) shall ensure that employees who work solely on a single cost objective complete a Semi-Annual Certification consistent with 2 C.F.R. § 200.430 and applicable state law and rule.

The School's Director(s) shall ensure that employees who work on multiple cost objectives document their time and effort on a PAR consistent with 2 C.F.R. § 200.430 and applicable state law and rule.

Procedures

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

Video Surveillance Policy

Adopted: 10.23.2025

Purpose

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

Policy

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

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

Specifically, the use of video surveillance at the School:

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

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

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

Procedures

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

Weapons on School Property Policy

Adopted: January 12, 2023
Amended: August 27, 2026

Purpose

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

Policy

Definitions

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

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

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

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

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

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

Dangerous Weapons on School Property

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

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

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

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

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

<u>Concealed Carry Permit Exceptions and Clarification</u>

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

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

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

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

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

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

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

Similarly, a School employee shall not, and any other person while on School Property shall not, divulge to other School employees, parents/guardians, or students whether he/she (a) has been issued a concealed firearm permit or (b)

is carrying a concealed carry unless he/she has first obtained approval from the School's Director to divulge such information.

Wellness Policy

Approved: 06.18.2026

Purpose

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

Policy

Wellness Committee

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

Objectives and Goals

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

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

Physical Activity

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

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

Nutrition Education

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

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

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

Healthy School Environment

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

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

Food Guidelines

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

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

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

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

Triennial Assessment

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

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

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

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

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

Oversight of Policy and Recordkeeping

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

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

Annual Notification of Policy

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

Parent Classroom Observation Policy

Adopted: October 23, 2025

Purpose

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

Parental Right to Reasonable Classroom Observations

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

funds are required to allow parents reasonable observations of classroom activities.

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

(a) without substantial impact to staff and resources, including employee working conditions, safety and supervision on school premises and for school activities, and the efficient allocation of expenditures; and

(b) while balancing:
- (i) the parental rights of parents;
- (ii) the educational needs of other students;
- (iii) the academic and behavioral impacts to a classroom;
- (iv) a teacher's workload; and
- (v) the assurance of the safe and efficient operation of a school.

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

Policy

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

Who May Observe a Classroom

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

Approval and Scheduling of Classroom Observations

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

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

Frequency and Duration of Classroom Observations

Classroom observations must be limited to minimize interruptions and distractions during valuable class time and to minimize any other negative effects on the School. Because parent classroom observations shall not substantially impact staff and resources, and because parent classroom observation requests require the School to balance parental rights against the educational needs of students, the impacts on a classroom, the teacher's workload, and the assurance of the safe and efficient operation of the School, the School has deemed it reasonable to allow up to one parent classroom observation per student per term. Each observation shall last no more than one hour.
Parents may request more frequent or lengthy observations if serious student behaviors or other exceptional circumstances exist, but such requests may be approved or denied by the Director at his or her discretion. If a request is approved, a written plan must be created and approved by the Director before more frequent or lengthy observations can take place.

Parental Conduct During Classroom Observations

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

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

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

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

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

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

Violation of Classroom Observation Rules

A parent's right to observe a class attended by his or her child can only be achieved through adherence to and respect for this policy and the procedures and rules set forth in the School's Classroom Observation Agreement. If a parent's presence or conduct causes a disruption or interferes with classroom instruction, the teacher shall privately remind the parent of the observation rules. If the disruption persists, the teacher may ask the parent to leave the classroom or, if the teacher feels that asking the parent to leave would cause a greater disruption, the teacher may wait until the observation ends and then report the parent's behavior to the Principal or Director.

Violation of the rules contained in this policy or in the School's Classroom Observation Agreement shall, where possible, be resolved in private between the parent and the Principal or Director and/or teacher. If violations persist, the

School may temporarily or permanently prohibit a parent from observing their child's classroom. In addition, serious violations of this policy or the Classroom Observation Agreement may require a communication protocol, a no trespass notice, or other legal action.

Confidentiality

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

Parent Volunteers

This policy does not apply to parent volunteer work at the School.

Classroom Observation Agreement

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

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

matters can be discussed at a later date or time in accordance with the School's Parent Grievance Policy.
- If you become aware of any confidential information during the observation, including a student's presence in a special education classroom, you must keep the information confidential.
- After the completion of your classroom observation, you must return to the front office to sign out.

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

_____ _____

Parent Name (Please Print) Parent Signature

_____

Date

_____

Principal or Director Signature