Board Meeting Documents
January 15, 2026

Exploring Atomic Structures & Periodic Trends through Electrolytes & Sports Drinks

April Thompson
Westlake High School



bite scized education

bite scized

A 501(c)3 nonprofit organization that...

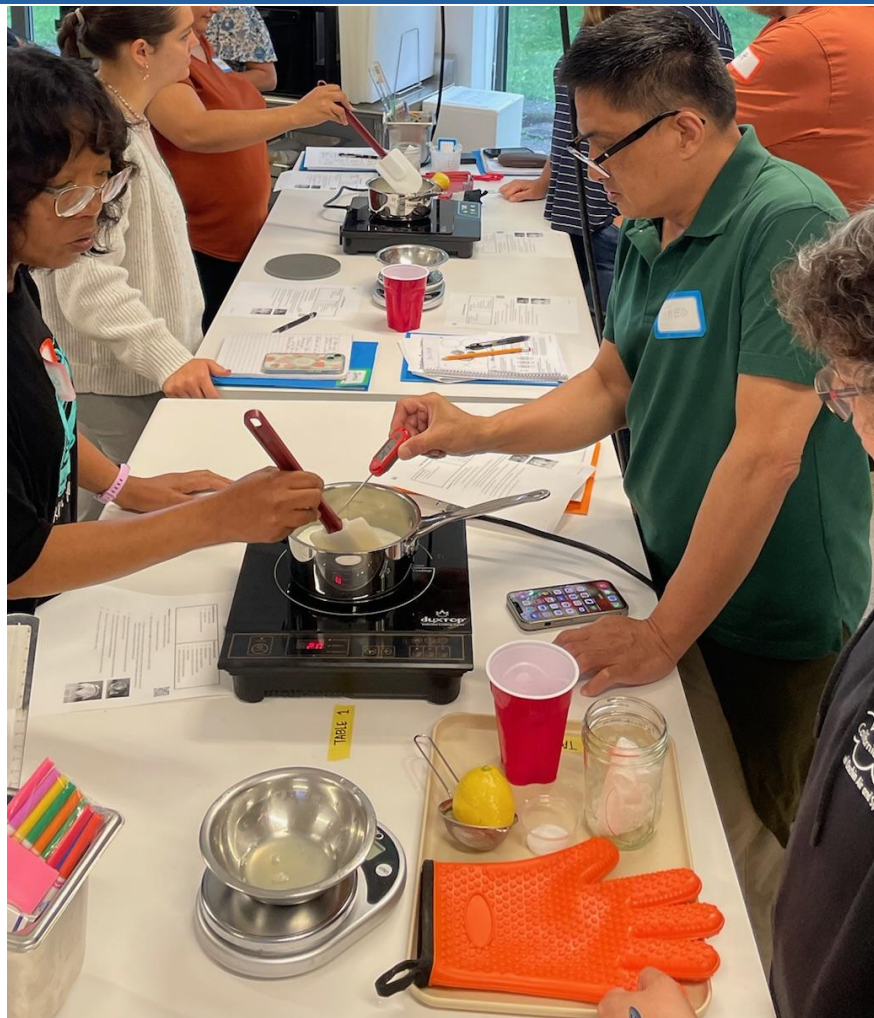
creates instructional resources & provides **teacher professional learning**

...to inspire and support teachers to **teach science through the lens of food and cooking**.

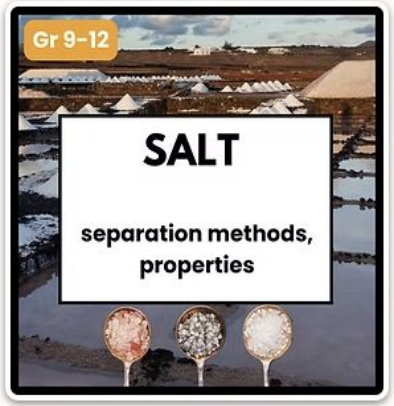


key features

- Each lesson centers around a **food-based phenomenon**
- "Make sense" of the **product** and **process** by...
  - Collecting & analyzing data
  - Conducting investigations
  - Applying science concepts
- **Food-based labs** developed and tested **for the classroom**



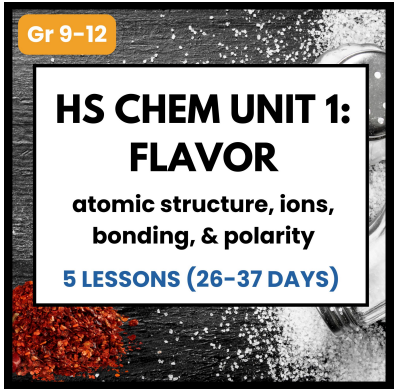
Bite Scized Education that **uses food to teach science.**

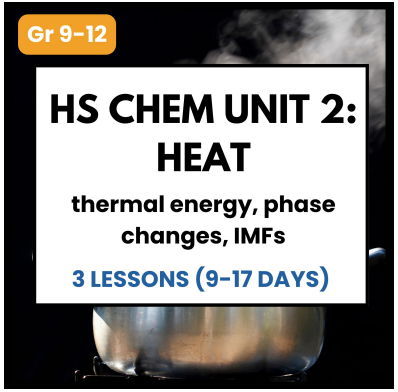


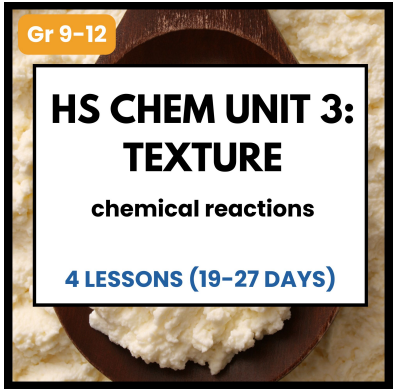










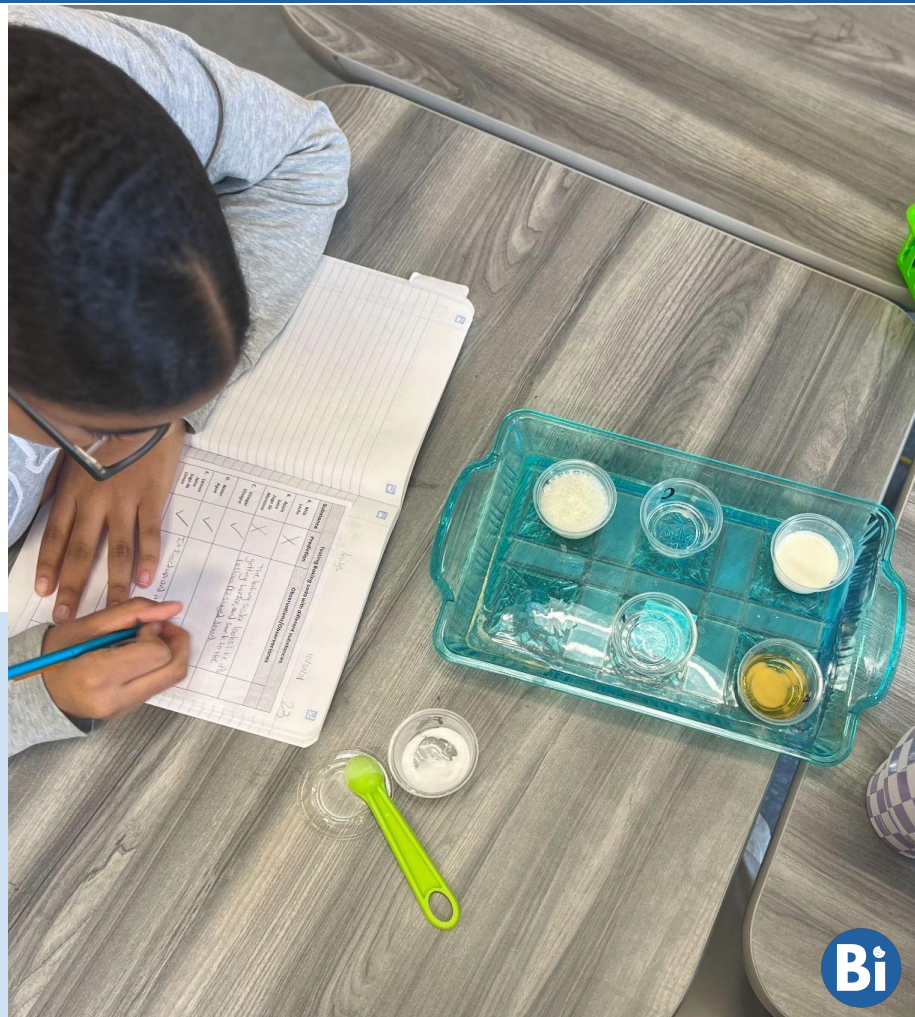


why food?

Food is uniquely positioned to **transform students' experience of what science is.**

Its power lies in that its…

- Approachable
- Accessible
- Universal



phenomena-based learning

Benefits

- “Doing Science”
- Real-world relevance
- Collaborative
- Culture Connections



The Science Behind Sports Drinks & Electrolytes



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initial ideas

Turn and Talk:

- Why do some people drink sports drinks like Gatorade?
- What makes it different from other drinks?

Be ready to share out.



Lesson 1.1

How are sports drinks different from other drinks?

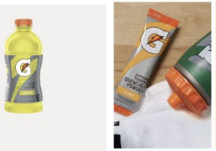
[Properties of Sports Drinks - Definition of Electrolytes]

Product: Gatorade Thirst Quencher

Learn more>

The sodium and potassium in Gatorade Thirst Quencher helps replace the electrolytes that are lost in sweat

- Carbohydrate energy to help refuel working muscles
- Helps replenish your body with electrolytes you sweat out
- Formulated to mix easily in water
- Used by the pros
- Backed by scientists at the Gatorade Sports Science Institute



Gatorade Thirst Quencher

Carbohydrates to help fuel working muscles and electrolytes to help replace what you sweat out during high-intensity, longer-duration training/competition

- 21g Carbs/80 Cals Per 12-oz Serving



Lab: Properties of Electrolytes

Part A: For each sample, make observations about its properties and record in the table:
1. Measure the **pH** of the drink using pH strips or a pH probe.
2. Measure the **conductivity** of the drink using a conductivity meter.
3. Take note of other **observable properties** like odor and color.

Part B: Go to bitesized.org/explore/sportsdrinks to identify and write down the amount of sodium, sugar, and other elements found in the drink based on the nutrition facts label.

Table 1. Properties and Nutrition Facts of Different Drinks

Sample	Marketed as containing electrolytes?	Part A: Properties				Part B: Nutrition Facts Label		
		pH	Conductivity (μS/cm)	Color	Odor	Sodium (mg)	Sugar (g)	Other-Mg, Cl, K (mg)

2

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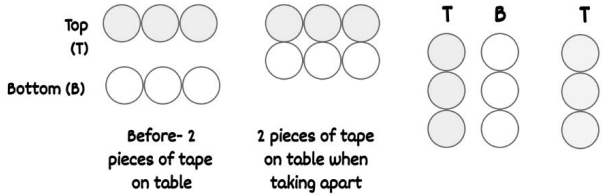


Lesson 1.2

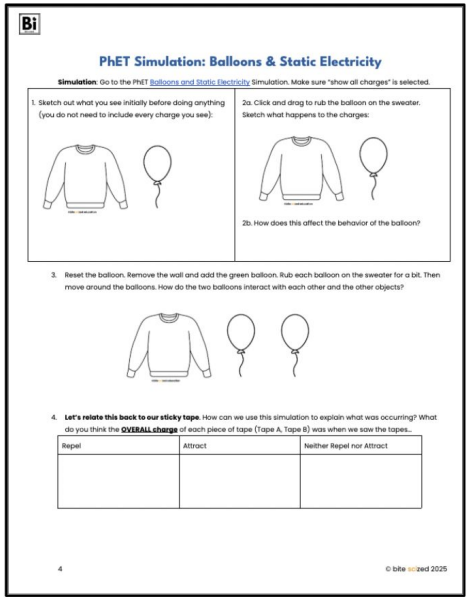
What happens when something conducts electricity?

[Dalton/Thomson – Atomic Theory, discovery of electrons]

Make Sense of Results: Sticky Tape Investigation



(Larger Version)



Bi

PhET Simulation: Balloons & Static Electricity

Simulation: Go to the PhET Balloons and Static Electricity Simulation. Make sure "show all charges" is selected.

1. Sketch out what you see initially before doing anything (you do not need to include every charge you see):

2a. Click and drag to rub the balloon on the sweater. Sketch what happens to the charges:

2b. How does this affect the behavior of the balloon?

3. Reset the balloon. Remove the wall and add the green balloon. Rub each balloon on the sweater for a bit. Then move around the balloons. How do the two balloons interact with each other and the other objects?

4. **Let's relate this back to our sticky tape.** How can we use this simulation to explain what was occurring? What do you think the **OVERALL charge** of each piece of tape (Tape A, Tape B) was when we saw the tapes...

Repel	Attract	Neither Repel nor Attract

4

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he core of electricity
electrons.

at do you think you
w about electrons?
at are they? Have
heard of them
ore?



Lesson 1.3

What impacts the force of attraction between particles?

[Coulomb's Law- magnitude of charge and distance]

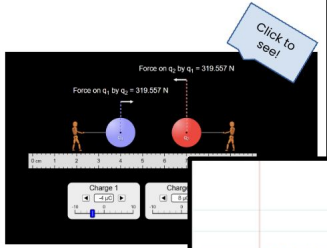
PhET simulation set up

Figure out how the simulation works.

Turn and Talk: Change the following and describe what you notice.

- Sign of charge
- Size of charge
- Distance between charges

Be ready to share out.



Directly Proportional Relationship

*This is an example of a **directly proportional** relationship.*

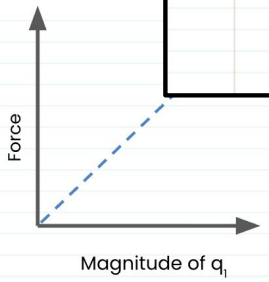
Direct: When size of charge ↑, the force of attraction also ↑.

Directly Proportional Relationship

$y = mx$

- m represents slope

$F=mq_1$



Inverse Squared Relationship

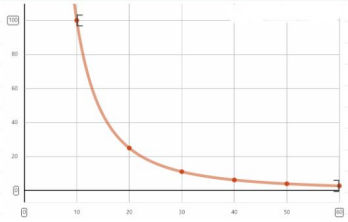
*This is an example of a **inverse squared relationship** relationship.*

Inverse Square Relationship

$y = k/x^2$

- k is a constant

$F = k/d^2$



Lesson 1.4

What makes elements different from one another?

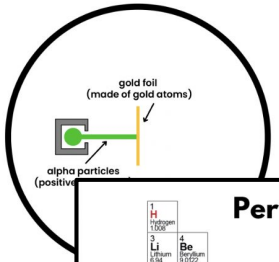
[Rutherford & Bohr, atomic number/reading periodic table]

Rutherford

Another scientist, Ernest Rutherford, later built on this model through experiments that helped discover where electrons were in the atom.

These experiments involved beaming alpha particles, which are **positively charged**, at a sheet of **gold**.

What would we expect to see based on Dalton's model?

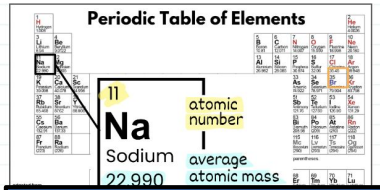


Periodic Table

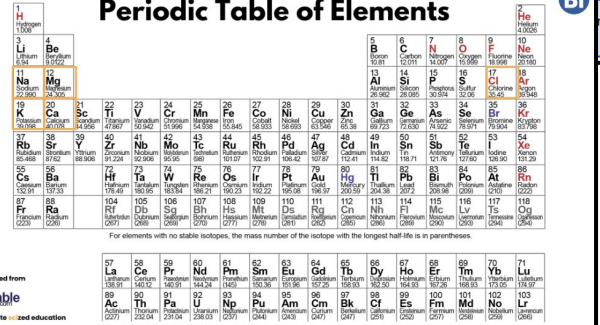
The periodic table shows an element's

- **Atomic Number**
- **Average Atomic Mass***

Pause & Look: What patterns do you notice about atomic number and average atomic mass?



Periodic Table of Elements

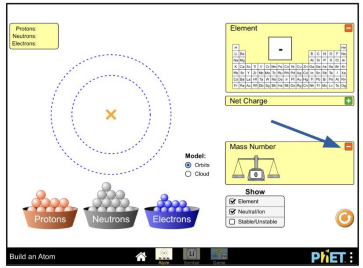


periodic table

Directions: Go to the PhET Simulation: Build an Atom.

Setup:

1. Click "Atom"
2. Click the + sign near the mass number to see mass.



Lesson 1.5 (1.5-2 days)

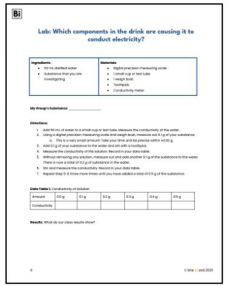
What "part" of the drink is causing it to conduct electricity?

[investigation on conductivity; intro to ions (vs. neutral atoms); groups on periodic table]

class investigation

Directions: Go to the handout *Lab: Which components in the drink are causing it to conduct electricity?*

We will divide up tests among lab groups and then share data through a group data table.


Lab: Which components in the drink are causing it to conduct electricity?

Purpose:
- To the distilled water
- Substance that you are investigating

Materials:
- Digital precision measuring scale
- Small cup or test tube
- Weigh boat
- Toothpick
- Conductivity meter

My Group's Substance: _____

Directions:
1. Add 50 mL of water to a small cup or test tube. Measure the conductivity of the water.
2. Using a digital precision measuring scale and weigh boat, measure out 5 g of your substance.
   a. This is a very small amount! Take your time and be precise within +0.05 g.
3. Add 0.5 g of your substance to the water and stir with a toothpick.
4. Measure the conductivity of the water. Record in your data table.
5. Without removing any solution, measure out and add another 0.5 g of the substance to the water. There is now a total of 0.2 g of substance in the water.
6. Stir and measure the conductivity. Record in your data table.
7. Repeat Step 5-6 three more times until you have added a total of 2.5 g of the substance.

Data Table 1. Conductivity of Solution

Amount	0.0 g	0.5 g	1.0 g	1.5 g	2.0 g	2.5 g
Conductivity						

Results: What do our class results show?

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What are Electrolytes?

What is an electrolyte?
If you google the term "electrolytes," you may see a variety of ways to describe what an electrolyte is. Often we hear about electrolytes in relation to health and the body. Electrolytes such as sodium, calcium, potassium, magnesium, and chloride are naturally found in blood and other fluids in your body.

In chemistry, the term "electrolytes" is much broader and includes substances that may not be found in your body. For example, electrolytes are also used in lithium ion batteries (often found in phones).

An **electrolyte** is any substance that conducts an electric current due to the presence and movement of ions. Ions are atoms or molecules with an electrical charge.

How do we get electrolytes?
Our body gets electrolytes through what we eat and drink. Many foods and drinks beyond those marketed for electrolytes contain small amounts of electrolytes. Take a tomato for example. It contains small amounts of calcium, magnesium, potassium, and sodium.

If sodium plays an important role in our body, why are some foods marketed for having low or no sodium?

On average, Americans consume over 3,300 mg of sodium per day. The recommended limit is 2,300 mg. Excess sodium can cause the body to retain water, which can increase pressure on blood vessels. Over time, this may contribute to high blood pressure, heart disease, or stroke.

About 15% of the sodium we consume is naturally present in unprocessed foods (e.g. vegetables, fruits, nuts). Adding salt while cooking is another source. The majority—more than 70%—is from processed and restaurant foods.

Electrolytes in the Body
Electrolytes play important roles in keeping us healthy and helping cells do their jobs. Imbalances (too much or too little) can cause health problems.

One way doctors can check on your electrolyte levels is through a blood or urine test.

In a healthy individual with a balanced diet, the body can usually self-regulate its electrolyte levels. However, if we do not get enough electrolytes or if we consume them faster than our body can process and remove them, we can run into problems. The amount of water in our body also has a big impact on the concentration of electrolytes.

Typical Amounts of Electrolytes in Blood

Ion	Range (g/L)
Sodium	3.12–3.31
Potassium	0.14–0.20
Chloride	3.44–3.72
Calcium	0.09–0.10
Magnesium	0.04–0.06
Phosphate	0.083–0.15



How do we lose electrolytes?
We lose electrolytes when we lose fluids. This can be in sweat, urine, vomit, diarrhea, or blood loss. Certain medical conditions like hormone imbalances or kidney disease can also lead to excessive loss or imbalance of electrolytes.



The Origin of Sports Drinks

While sports drinks and other similar products have become increasingly popular over the past few decades, they were only developed about sixty years ago.

Take a look!
Next time you're in a grocery store, take a look at the variety of drinks available and the labels on them. What claims are made on the label? What questions can you ask or be curious about?

One of the first sports drinks- Gatorade- owes its creation to the University of Florida football team. Coaches noticed that after long and intense practices, the players would go long periods without urinating. Concerned that this may affect their performance, the coaches sought help from a local group of doctors, including Dr. James Robert Cade.

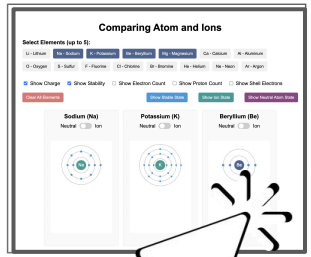
Dr. Cade studied the athletes and thought that the lack of urination may be due to dehydration. In order to combat this, he and his team developed the first modern sports drink using a mixture of water, sugar, salt, and lemon juice. The drink was a success and became known as Gatorade.

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interactive

Big Question: What happens on an atomic level when an atom has an electrical charge (and is an ion)?

You will explore this in an interactive.



Lesson 1.6

How do electrolytes conduct electricity?

[electrolysis]

observe

Share Out Observations:

1. Share out what you observed with your group: **1 → 2 → 3 → 4**

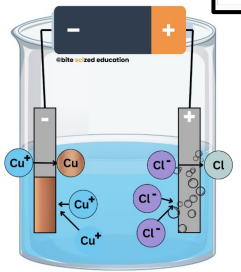
- Place a ✓ next to any observations that are **similar** to others in the group.
- Add new observations that your group had.



review

As copper "picks up electrons" at the negative electrode, it becomes a neutral atom.

We see this visibly as solid copper appears on the electrode.



Electrolytes in Gatorlyte

Directions: Go back to your warm up.

Based on what we learned, which electrolytes would be attracted to the **positive** electrode? The **negative** electrode?

Electrolyte	Total # Protons	Total # Electrons	Charge

Lesson 1.7

What roles do electrolytes play in our body and do sports drinks live up to their “hype”?

Lab: Gummy Bear & Salt

Overview: As discussed in “Why do we need electrolytes?”, there are often different concentrations of electrolytes inside and outside cells. In this lab, we will use gummy bears to represent cells. Each gummy bear will sit overnight in a solution. One solution will have salt and the other will not. We will then use our results to make sense of how ion concentration affects cells in the human body.

Ingredients:	**Materials**:
• 480 g water • 32 g (2 Tb) kosher salt • 4 different color gummy bears	• Digital measuring scale • 2 cups • Spoon or stirring rod • Ruler

Pre-Lab:

1. Identify the independent, dependent, and 2 controlled variables in this lab.

Independent Variable What was changing	**Dependent Variable** What was measured	**Controlled Variables** What was kept constant as it may have an impact on the IV

2. In this lab you will collect data on a total of 4 gummy bears (2 per condition). Why do you think it is helpful to collect data on 4 gummy bears, rather than just 2?

Directions:

Day 1:

1. Label one cup “saltwater” and one cup “water”.
2. Add 240 g of water to each cup.
3. Add 32 g of salt to the “saltwater” cup. Stir until the salt is fully dissolved.
4. Record the color of each gummy bear in Table 1.
5. Find and record the average volume of the gummy bears. Find the volume of **two** gummy bears by measuring the length, width, and height of the gummy bear in cm. Your final value should be in cm^3.
6. Measure and record the mass of each gummy bear using a digital measuring scale.
7. Place two gummy bears in the saltwater solution and the other two in the water. Record which solution each gummy bear was added to in Table 1.
8. Let sit for 24 hours.



Day 2:

9. Remove the gummy bears from each solution. Lightly pat dry.
10. Measure the mass and volume of the gummy bears and record in Table 2.

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Electrolyte Study Analysis: Effects of Exercise Intensity on Total Electrolyte Loss in Sweat

Study Design. The objective of this study by Baker et al. (2018) was to study the amount of electrolytes lost in sweat at two different intensity levels when working out. The study involved 11 recreational athletes (7 men, 4 women). Participants completed two randomized trials. In the first trial, they cycled for 90 minutes at a low intensity. In the second trial, they cycled for 90 minutes at a moderate intensity. Researchers analyzed electrolytes lost in sweat by 1) placing absorbent patches on the body and 2) rinsing participants with water before and after exercise to wash off all the sweat and then analyzing the rinse water.

All participants were asked to avoid caffeine and vigorous exercise 24 hours before each trial. They were also asked to consume a consistent diet 48 hours before each trial and record all food and liquid intake. Two hours before each trial, they drank 500mL of water but could not drink any additional liquids or consume any food.

During the experiment, participants rode a stationary bike inside a warm plastic chamber for 90 minutes. The temperature and humidity were kept the same for both trials. The temperature was 30.1°C (86.2°F), and the humidity was between 43–44%. The subjects’ heart rates were monitored.

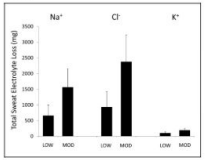
Each participant completed both a low- and moderate-intensity workout designed to reflect the effort of a light training day and a more intense training or competition session. The exercise intensity was adjusted for each person to ensure a fair comparison across all participants.

Data:

Table 1.

Condition	**Total Sweat Loss (kg)**	**Sweating Rate (kg/hr)**
Low Intensity (LOW)	0.86	0.57
Moderate (MOD)	1.27	0.85

Figure 1.



Author Information. Authors are employed by PepsiCo, Inc. The views expressed in this article are those of the authors and do not necessarily reflect the position or policy of PepsiCo, Inc.

- Lindsay B Baker works at the Gatorade Sports Science Institute (Barrington, IL)
- Peter John D De Chavez works at PepsiCo R&D (Barrington, IL)

This study has been summarized and adapted for classroom use by Bite Sized Education. Reference: Baker, Lindsay B et al. “Exercise intensity effects on total sweat electrolyte losses and regional vs. whole-body sweat [Na+], [Cl-], and [K+].” European Journal of Applied Physiology vol. 119,2 (2019): 361-375. doi:10.1007/s00421-018-4048-z

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electrolyte study analysis

Directions:

1. Add an appendix page in your notebook: **Study Evaluation Checklist.**
2. Read “Evaluating Claims of Sports Drinks Studies”
3. **Be ready to share out:** What are some common things to look for when evaluating a study?

Study Evaluation Checklist

-
-
-
-

Lesson 1.8

What roles do electrolytes play in our body and do sports drinks live up to their "hype"?

reflect

Back to the Big Question: How and **why** are sports drinks different from other drinks?

Directions: Re-answer the question in a small group. Use the checklist on the next page for support.



checklist

- ❑ 1. Identify the unique **components** that are present in sports drinks
- ❑ 2. Explain what these components are on an **atomic level**
- ❑ 3. Explain **why** they are charged.
  - ❑ Choose one electrolyte. Develop a model that shows it as a neutral atom and charged atom.
  - ❑ Use text to elaborate on and explain your model
- ❑ 4. Identify the **function** and **role** of these components **in the body** and explain what is occurring on an atomic/particle level
- ❑ 5. What **questions** or curiosities do you still have?
  - ❑ *Challenge: Summarize the research we learned about sports drinks and electrolytes*

Lesson 1.8

Assessment

Part 1: Make a Recommendation to a Sports Team

Overview: The coach of the [insert local sports team] hears that your class has been studying electrolytes and comes to you for help. They are looking for a new drink product that supplies electrolytes for their team. You are tasked with recommending a product from one of the 6 options below. Your **recommendation** must be backed by **evidence** and **reasoning**.



1. You make a solution of each product according to the package directions. You add each product to tap water, dissolve it, and then measure the conductivity of the solution. You also look at the nutrition facts label of each product. **Why is conductivity a useful property to measure?**

    A. Conductivity measures the amount of sodium and chloride in each solution.
    B. Conductivity measures the amount of potassium in each solution.
    C. Conductivity measures the amount of glucose (sugar) in the solution.
    D. Conductivity measures the amount of charged ions in the solution

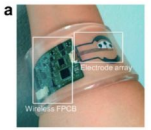
2. Look at the data on conductivity and the nutrition facts labels on the next page to answer the question. Make a claim for what product(s) you would recommend to the professional sports team. Identify **2 pieces of data** to support your claim and explain with reasoning how they support your claim. *In your reasoning, be sure to explain the relationship between electrolytes and conductivity.*

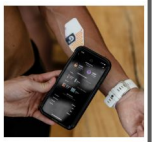
I recommend _____ because....

Part 2: Wearable Biosensors

Scientists and engineers have been working to develop wearable biosensors in the form of patches or bands to quickly and safely monitor electrolytes in sweat. These patches contain tiny electrodes that come in contact with the skin. They apply a small electrical current across the skin to detect the concentration of different ions in sweat. The sensors can distinguish between different types of ions based on multiple factors, including their size, charge, and chemical properties.

a





1. Biosensors interact with sweat found on the surface of your skin. Develop a model that shows how you think this sensor would work. Your model should include:
    - Captions and labels as needed
    - The two electrodes present in the sensor: **cathode (–)** and **anode (+)**
    - Sweat: Model sodium, potassium, and chloride and show their charges
    - How electrolytes in sweat would interact with the electrodes when an electrical current is applied

Sweat (with the sensor off)	**Sweat (interacting with the sensor on)**

April's Class



Data Collection						
Assessment Name: Test 2		Standard Assessed:				
Teacher	Obj 1	Obj 2	Obj 3	Obj 4	Obj 5	Obj 6
	48.50%	60.60%	72.40%	66.30%	58.50%	71%
	54%	65.60%	79.40%	69.0%	63.60%	87%
April	72.0%	78.0%	79.9%	73.3%	78.6%	88.5%

My son is in your chemistry class, and I want to thank you for creating a class that he loves. **He is not someone who has typically enjoyed learning about science.** However, the engaging way you teach and the positive classroom environment you have created have made your class his favorite class to attend. **Our dinner conversations frequently revolve around something new and interesting that he learned in your class that day.** As a **parent who desperately wants my children to enjoy learning,** I am so very grateful for the time and effort you put into teaching.

(Parent email)





FY26 Lake Mountain School District Proposed Budget
December 2025 Claims

Income:

$60 per student x 25,000 students		$1,500,000*

December 2025 Expenditures:

Salaries and Benefits		$215,000
Capital Expenses		$300,000
Rent/payment district office	$80,000	
Board Expenses		$76,000
Stipend	$6,000	
Social Security	$452.57	
Industrial Insurance	$15	
USBA Registriation	$3,475	
Communications and Marketing		$115,000
Domain Names	$91.71	
General Expenditures		$24,000
Total:		$750,000

Total Expenditures: $90,034.28

Report Description: 1.0 Income Stmt by Program Account Year: 26 Account Periods: 00 - 13 Dates: 07/01/2025 - 06/30/2026 Cutoff Date:

Account	Account Description	Budget	Encumbrance	Expenditures	Available
26.13.099.9000.2311.0110.000000.00	**Board Of Education**				
	Beginning Balance:	**$0.00**	**$0.00**	**$0.00**	**$0.00**

Budget Entries

Date	Reference	Batch	Description				
12/05/2025	12999	26005027	WEST BOARD BUDGET TRFR TO FUND	42,000.00			
			Total Budget Entries:	**$42,000.00**			

Payroll

Date	Reference	Batch	Description				
12/31/2025	123125C1	26005638	2D - Dec CU1			1,000.00	
12/31/2025	123125A1	26005487	2B - Decemb			5,000.00	
			Total Payroll:			**$6,000.00**	
			Ending Balance:	**$42,000.00**	**$0.00**	**$6,000.00**	**$36,000.00**

Report Description: 1.0 Income Stmt by Program Account Year: 26 Account Periods: 00 - 13 Dates: 07/01/2025 - 06/30/2026 Cutoff Date:

Account	Account Description			Budget	Encumbrance	Expenditures	Available
26.13.099.9000.2311.0220.000000.00	**Social Security**						
			Beginning Balance:	**$0.00**	**$0.00**	**$0.00**	**$0.00**
Budget Entries							
Date	**Reference**	**Batch**	**Description**				
12/05/2025	12999	26005027	WEST BOARD BUDGET TRFR TO FUND	3,213.00			
			Total Budget Entries:	**$3,213.00**			
Payroll							
Date	**Reference**	**Batch**	**Description**				
12/31/2025	123125C1	26005638	2D - Dec CU1			76.50	
12/31/2025	123125A1	26005487	2B - Decemb			376.07	
			Total Payroll:			**$452.57**	
			Ending Balance:	**$3,213.00**	**$0.00**	**$452.57**	**$2,760.43**
26.13.099.9000.2311.0230.000000.00	**Industrial Insurance**						
			Beginning Balance:	**$0.00**	**$0.00**	**$0.00**	**$0.00**
Budget Entries							
Date	**Reference**	**Batch**	**Description**				
12/05/2025	12999	26005027	WEST BOARD BUDGET TRFR TO FUND	105.00			
			Total Budget Entries:	**$105.00**			
Payroll							
Date	**Reference**	**Batch**	**Description**				
12/31/2025	123125C1	26005638	2D - Dec CU1			2.50	
12/31/2025	123125A1	26005487	2B - Decemb			12.50	
			Total Payroll:			**$15.00**	
			Ending Balance:	**$105.00**	**$0.00**	**$15.00**	**$90.00**
26.13.099.9000.2311.0240.000000.00	**Health & Accident Ins.**						
			Beginning Balance:	**$0.00**	**$0.00**	**$0.00**	**$0.00**
Budget Entries							
Date	**Reference**	**Batch**	**Description**				
12/05/2025	12999	26005027	WEST BOARD BUDGET TRFR TO FUND	87,500.00			
			Total Budget Entries:	**$87,500.00**			
			Ending Balance:	**$87,500.00**	**$0.00**	**$0.00**	**$87,500.00**
26.13.099.9000.2311.0270.000000.00	**Disab, Life, Dep Life Ins**						
			Beginning Balance:	**$0.00**	**$0.00**	**$0.00**	**$0.00**
Budget Entries							
Date	**Reference**	**Batch**	**Description**				
12/05/2025	12999	26005027	WEST BOARD BUDGET TRFR TO FUND	882.00			
			Total Budget Entries:	**$882.00**			
			Ending Balance:	**$882.00**	**$0.00**	**$0.00**	**$882.00**
1-92 Payroll Expenditures				**$133,700.00**	**$0.00**	**$6,467.57**	**$127,232.43**

Report Description: 1.0 Income Stmt by Program Account Year: 26 Account Periods: 00 - 13 Dates: 07/01/2025 - 06/30/2026 Cutoff Date:

Account	Account Description	Budget	Encumbrance	Expenditures	Available
26.13.099.9000.2316.0332.000000.00	**Auditor Services**				
	Beginning Balance:	**$0.00**	**$0.00**	**$0.00**	**$0.00**

Budget Entries

Date	Reference	Batch	Description	
12/05/2025	12999	26005027	WEST BOARD BUDGET TRFR TO FUND	75,000.00
			Total Budget Entries:	**$75,000.00**
			Ending Balance:	**$75,000.00** **$0.00** **$0.00** **$75,000.00**

Account	Account Description	Budget	Encumbrance	Expenditures	Available
26.13.099.9000.2317.0333.000000.00	**Legal Fees**				
	Beginning Balance:	**$0.00**	**$0.00**	**$0.00**	**$0.00**

Budget Entries

Date	Reference	Batch	Description	
12/05/2025	12999	26005027	WEST BOARD BUDGET TRFR TO FUND	75,000.00
			Total Budget Entries:	**$75,000.00**
			Ending Balance:	**$75,000.00** **$0.00** **$0.00** **$75,000.00**

Account	Account Description	Budget	Encumbrance	Expenditures	Available
26.13.099.9000.4000.0441.000000.00	**Rent - District Office**				
	Beginning Balance:	**$0.00**	**$0.00**	**$0.00**	**$0.00**

Budget Entries

Date	Reference	Batch	Description	
12/18/2025	13037	26005534	WEST DISTRICT RENT BUDGET	80,000.00
			Total Budget Entries:	**$80,000.00**

Payments

Date	Check/Claim	PO	Invoice	Batch	Vendor	Vendor Name	Description	
12/23/2025	5100320736	LEASE	1/1-7	26005557	74224	CITY OF SARATOGA SPRIN	LEASE WEST DISTRICT OFFICE 1/1/26-7/1/26	80,000.00
							Total Payments:	**$80,000.00**
							Ending Balance:	**$80,000.00** **$0.00** **$80,000.00** **$0.00**

Report Description: 1.0 Income Stmt by Program Account Year: 26 Account Periods: 00 - 13 Dates: 07/01/2025 - 06/30/2026 Cutoff Date:

Account	Account Description	Budget	Encumbrance	Expenditures	Available
26.13.099.9000.2311.0580.000000.00	**Mileage-Travel**				
	Beginning Balance:	**$0.00**	**$0.00**	**$0.00**	**$0.00**

Budget Entries

Date	Reference	Batch	Description	
12/05/2025	12999	26005027	WEST BOARD BUDGET TRFR TO FUND	8,500.00
			Total Budget Entries:	**$8,500.00**
			Ending Balance:	**$8,500.00** **$0.00** **$0.00** **$8,500.00**

Account	Account Description	Budget	Encumbrance	Expenditures	Available
26.13.099.9000.2311.0581.000000.00	**Professional Development**				
	Beginning Balance:	**$0.00**	**$0.00**	**$0.00**	**$0.00**

Budget Entries

Date	Reference	Batch	Description	
12/05/2025	12999	26005027	WEST BOARD BUDGET TRFR TO FUND	33,000.00
			Total Budget Entries:	**$33,000.00**

Payments

Date	Check/Claim	PO	Invoice	Batch	Vendor	Vendor Name	Description	
12/11/2025	5100319988		12082025	26005081	87466	UTAH SCHOOL BOARDS A	USBA 2026 CONFERENCE REGISTRA. LAKE MTN	3,475.00
							Total Payments:	**$3,475.00**
							Ending Balance:	**$33,000.00** **$0.00** **$3,475.00** **$29,525.00**

Report Description: 1.0 Income Stmt by Program Account Year: 26 Account Periods: 00 - 13 Dates: 07/01/2025 - 06/30/2026 Cutoff Date:

Account	Account Description	Budget	Encumbrance	Expenditures	Available
26.13.099.9000.2311.0610.000000.00	**Materials And Supplies**				
	Beginning Balance:	**$0.00**	**$0.00**	**$0.00**	**$0.00**
Budget Entries					
12/05/2025 12999 26005027	WEST BOARD BUDGET TRFR TO FUND	12,000.00			
	Total Budget Entries:	**$12,000.00**			
Payments					
12/23/2025 5100320735 REIMB JK 26005554 999996 JULIE KING	REIMB KING DOMAIN NAMES FOR LAKE MTN DIS			91.71	
	Total Payments:			**$91.71**	
	Ending Balance:	**$12,000.00**	**$0.00**	**$91.71**	**$11,908.29**
26.13.099.9000.2311.0610.000000.27	**Unallocated Funding**				
	Beginning Balance:	**$0.00**	**$0.00**	**$0.00**	**$0.00**
Budget Entries					
12/05/2025 12999 26005027	WEST BOARD BUDGET TRFR TO FUND	1,152,560.00			
12/18/2025 13037 26005534	WEST DISTRICT RENT BUDGET	-80,000.00			
	Total Budget Entries:	**$1,072,560.00**			
	Ending Balance:	**$1,072,560.00**	**$0.00**	**$0.00**	**$1,072,560.00**
26.13.099.9000.2311.0616.000000.00	**Printing**				
	Beginning Balance:	**$0.00**	**$0.00**	**$0.00**	**$0.00**
Budget Entries					
12/05/2025 12999 26005027	WEST BOARD BUDGET TRFR TO FUND	2,500.00			
	Total Budget Entries:	**$2,500.00**			
	Ending Balance:	**$2,500.00**	**$0.00**	**$0.00**	**$2,500.00**
26.13.099.9000.2311.0810.000000.00	**Professional Dues**				
	Beginning Balance:	**$0.00**	**$0.00**	**$0.00**	**$0.00**
Budget Entries					
12/05/2025 12999 26005027	WEST BOARD BUDGET TRFR TO FUND	60,000.00			
	Total Budget Entries:	**$60,000.00**			
	Ending Balance:	**$60,000.00**	**$0.00**	**$0.00**	**$60,000.00**
2-91 Nonpayroll Expenditures		**$1,418,560.00**	**$0.00**	**$83,566.71**	**$1,334,993.29**
2-EXP Total Expenditures & Other Uses		**$1,552,260.00**	**$0.00**	**$90,034.28**	**$1,462,225.72**
Net (Income)/Loss		**$1,552,260.00**	**$0.00**	**$90,034.28**	**$1,462,225.72**

MINUTES OF THE BOARD MEETING – DECEMBER 15, 2025

The Board of Education of the Lake Mountain School District met in a board meeting on Monday, December 15, 2025, at 6:00 PM. The board meeting took place in council chambers at the City of Eagle Mountain City Hall offices.

Board members present: President Julie King, Vice President Matt Isaacson, Joylin Lincoln, Julie Myers, Melissa Sauser, and Ilene Strong. Remote Attendance: Charity Judkins.

Also present: There were approximately 28 others in attendance.

President Julie King conducted the meeting.

PLEDGE OF ALLEGIANCE

The Pledge of Allegiance was led by Becky Jones, teacher at Eagle Valley Elementary.

INSPIRATIONAL THOUGHT OR REFLECTION

An inspirational thought was given by Board President Julie King.

INNOVATION SPOTLIGHT

Vice President Isaacson reported on visits to several schools in the district, noting that administrators frequently stopped to share highlights about their staff. Each principal emphasized something different they were proud of. He shared that, as a board, there have been ongoing discussions about what will make the district unique, and the recurring theme has been innovation. He suggested setting aside a few minutes for staff to participate in an "Innovation Spotlight," providing an opportunity for employees to celebrate and showcase the innovative work they are doing at their schools.

Mr. Ben Everett, a first-year SPED Resource teacher at Frontier Middle School, shared experiences from his classroom and discussed initiatives introduced by Principal Becar. He described the implementation of "Fun Friday" activities, typically lasting about 20 minutes and held on many Fridays, during which all teachers create activities for students. The purpose of these activities is to help students feel more connected beyond their regular instructors and peer groups. Mr. Everett shared an example of a student who initially participated briefly in these activities and later began coming to his classroom during lunch to work on homework and ask for help. During that time, the student made significant progress and eventually felt comfortable opening up about his personal life. Mr. Everett explained that the student did not have a supportive home environment and needed a safe, quiet place to complete his work. This experience helped him recognize that Principal Becar's vision is working by fostering an environment where students feel comfortable and supported. He noted that while other schools likely have similar stories, it is important to recognize the impact of their work and the efforts of the district to meet students where they are. Mr. Everett shared that if he is able to make a difference for even one student each year, the extra time and effort are worthwhile, and that this experience significantly changed his perspective.

Mr. Alex Robinson, a teacher at Cedar Valley High School, shared information about the unmanned aerial systems (drone) program. He noted that he is currently the only teacher at CVHS offering this course and the only educator in the state who produces drone light shows. He shared that a drone show was held for Homecoming, while another planned event was canceled due to weather. Mr. Robinson explained that the program is designed to create additional pathways and opportunities for students. He is also teaching concurrent enrollment drone courses, allowing students to earn college credit and work toward a Part 107 license, which enables them to legally operate drones commercially. He highlighted that CVHS benefits from having fewer airspace restrictions, allowing students to safely engage in a wide range of activities. Currently, Mr. Robinson teaches two drone courses and is working to expand the program by adding additional classes. Instruction includes training students

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to design and operate drone shows both indoors and outdoors, with plans to introduce a building and design class next year.

Courtney Johnson, Principal of Cedar Valley High School, shared that students in the program can graduate with a Part 107 license, allowing them to enter the workforce as licensed drone operators with strong earning potential. She emphasized that this field represents the future and aligns well with the school's aviation science pathway. She noted that a promotional video highlighting the program will be released in January. Principal Johnson also highlighted the success of the school's concurrent enrollment efforts, sharing that last year 90 students earned an associate degree at the same time as their high school diploma, and that 95 students are currently on track to do so this year. She concluded by praising the exceptional accomplishments of CVHS students.

President King thanked Ben Everett, Alex Robinson, and Courtney Johnson for attending the meeting and helping to launch the "Innovation Spotlight" initiative, which is intended to highlight the exceptional work taking place in district schools. She encouraged them to share if there are ways the Board can assist in securing support at the state level. President King expressed appreciation for the dedication and efforts of employees and emphasized the importance of recognizing those who are "boots on the ground" doing the day-to-day work for students. She concluded by thanking them for their time and contributions, noting the Board's sincere gratitude.

PUBLIC COMMENT

Becky Jones, teacher at Eagle Valley shared feedback from a staff discussion during lunch, noting that some staff were under the impression that the Lake Mountain name was being retained and were unaware that additional naming decisions were still under consideration. She expressed support for keeping the Lake Mountain name for the district, sharing that she had researched alternative names but did not find any that stood out. She also expressed interest in hearing what other names are being considered. Ms. Jones complimented the book and lake concept for the district logo. She suggested that as principals are hired, it would be beneficial to pair them with an existing staff member who is familiar with the school and its culture to help support a smooth transition. She also thanked the Board for the structure of the calendar, noting that teachers would appreciate maintaining that approach moving forward. After attending her first two board meetings, Ms. Jones expressed gratitude for the Board's time, effort, and commitment, stating that it is evident the Board is working to do what is best for students, teachers, and families.

Jo Jones of – shared that she primarily attended the meeting to observe. She noted that she had met several of the candidates at the local farmers market and the clubhouse and that she serves as a delegate for the area. Ms. Jones also shared that she has 33 years of experience as a substitute teacher, including 31 years in California. She expressed interest in learning how substitute teachers are selected for this year and next year, particularly how assignments are made for substitutes located nearby. Ms. Jones stated that she would appreciate information about the selection process and expressed interest in having the opportunity to substitute, noting her extensive experience. She requested that staff follow up with her and provide additional details.

DISCUSSION ITEMS

1. Policy 7002: Naming of a School (1st Reading)

   Board member Lincoln reviewed the proposed policy outlining the process for naming a school. She explained that the policy includes a purpose statement, definitions, scope, intended outcomes, applicable state and federal code, U.S. Board of Education policy, measures for determining effectiveness, and the frequency of evaluation. She noted that it is a straightforward policy that does not include procedures, only policy language. She further stated that superintendent input is not necessary as the policy is very basic. She outlined the formation of a school-naming committee, including its composition, responsibilities, and the respective roles of the committee and the Board.

   President King commented on the inclusion of provisions related to renaming schools, noting that this language was likely added to be inclusive of potential future circumstances. She referenced past instances in Alpine School District where schools were renamed, including Centennial and Parkside, and

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acknowledged the reasoning behind those decisions. However, she expressed uncertainty about establishing renaming as a standard practice. Her feedback focused on whether the renaming component should be included, while recognizing that other Board members may hold different perspectives.

Board member Strong asked whether there is a different process for naming versus renaming a school, and questioned whether the same policy and process should apply to both.

President King responded that while the policy would generally be the same, the question for the Board is whether it wants to allow for the possibility of renaming schools.

Board member Sauser expressed interest in including language that allows for student involvement in the naming process when appropriate. She suggested that, while student participation may not be feasible in every situation, opportunities should be provided when possible so students can have a voice on the committee.

Board member Lincoln reminded members of the public that comments or suggestions are welcome and encouraged them to reach out directly via email with any feedback. She noted that the item will be included on the next agenda.

2. Policy 5501: School Foundation (1st Reading)

Board member Lincoln noted that the policy follows the standard format and outlines how a School Foundation can be established to support the district. She explained the relationship between the district and the Foundation as collaborative but separate entities. The policy defines the scope and provisions, while this particular policy also includes procedures. She clarified that the policy reflects what the Board says while the procedures reflect what the Superintendent says.

President King reviewed specific sections of the policy and shared concerns and suggestions. Under the policy provisions, she noted that Section 1.2 that some Foundation programs, such as "Subs for Santa," may not be tied directly to school improvement but still provide valuable student opportunities, and suggested the language be more inclusive to allow such programs. She requested clarification on who receives the fundraising list referenced in section 3.2, whether it is the Business Administrator, the Board, or the schools. Regarding advertising partnerships in section 4.1, she asked if this applies to Peachjar or nonprofit partners like United Way, noting that some programs do not provide a direct financial benefit and suggested clarifying exclusions for nonprofits. For section 5.1, she recommended flexibility for programs that collect food or toys, allowing support for other student needs beyond strictly educational purposes. She expressed concern that section 5.3 could be interpreted to prohibit scholarships or other targeted support and suggested clarifying that such support is allowable. While she agreed that Foundation and District funds should not be comingled (7.3), she noted that the Board occasionally covers the Foundation Director's salary from its budget and suggested language to exclude salary and benefits. She also observed that the policy does not specify who approves the Foundation Board of Directors and recommended including 1–2 Board members on the committee for oversight. Regarding procedures, she requested clarification on whom principals should contact for donation approval (4.1) and suggested ensuring that teachers have a straightforward process to accept classroom donations without requiring a full grant application (4.2).

Vice President Isaacson asked whether Alpine and other districts were used as templates for the policy and inquired about any significant deviations from those practices.

Board member Lincoln responded that she referenced several districts, including Jordan, Canyons, ASD, and Provo, as well as general foundation practices, but could not specify exact sources.

Vice President Isaacson expressed feeling a bit overwhelmed due to limited familiarity with the Foundation and suggested having a Foundation Director from another district review the policy and provide feedback before the next board meeting.

Board member Lincoln agreed and noted that she also referenced Park City's Foundation, which is larger and generates significant funding, and that she relied heavily on their practices.

Board member Strong raised a question regarding section 5.3 on individual student fees, noting that people have occasionally wanted to pay off lunch accounts for specific students. She asked whether the policy would allow this, as paying through the Foundation provides a tax benefit while benefiting a particular student.

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Board member Lincoln acknowledged considering this issue while drafting the policy and trying to find a balance, though she is still working on a solution. She noted the challenge of individuals paying their own child's lunch fees through the Foundation for a tax write-off.
Board member Strong clarified that, under the current approach, people would need to pay the cafeteria directly rather than through the Foundation.
Board member Lincoln explained that limitations need to be established so that lunch fee payments cannot be made for one's own child, ensuring the Foundation is not used inappropriately for personal tax benefits.

3. Policy 7001: District Community Committees (1st Reading)

Board member Lincoln emphasized the Board's desire for broad community involvement. She noted the importance of addressing this early to create a pathway for a wide range of participants, rather than relying on the same small group of volunteers. The goal is for the whole community to contribute their skills while maintaining clear limitations, as participants serve in an advisory capacity without authority, with the Superintendent or Board retaining decision-making power. She also highlighted the need for effective communication regarding these roles.
Board member Sauser expressed appreciation for the inclusion of students in the process.
Vice President Isaacson noted that the current policy requires a one (1) year gap before someone can serve again and suggested that this might be restrictive, proposing six (6) months as a possible alternative for discussion.
Board member Lincoln agreed that six (6) months could be considered, explaining that the original intent was to prevent the same small group from serving repeatedly and to provide opportunities for others to participate.
Board member Sauser suggested broadening participation by actively advertising and recruiting as many people as possible, and noted that the Board could make an exception if this process does not yield enough volunteers.
President King proposed language to clarify this process: if all avenues to solicit feedback or committee members through school newsletters and district communications fail to produce volunteers, the Board may appoint individuals who have served within the past year.
Board member Lincoln asked whether the term should remain one (1) year or be reduced to six (6) months.
President King expressed a preference to keep it at one year, noting strong community interest in participating in processes such as naming, committee work, superintendent searches, BA searches, and principal searches. She suggested reevaluating if participation begins to decline.
Board member Lincoln clarified that the discussion pertains to district committees, not school-level committees.

ACTION ITEMS

1. December Minutes

Board president Julie King recommended the approval of the December 3rd board meeting minutes. Board member Sauser made the motion to approve the December 3rd board meeting minutes, and it was seconded by Vice President Isaacson. The Board voted in favor and the motion passed unanimously.

2. Official Name of the New (West) District

Board member Strong noted that the committee has been busy and introduced the evening's presentation, inviting the Naming Committee to come forward and present.
Committee Representative explained that the committee, composed of Board members, parents, and staff, reviewed options for the district name. They considered the history of the current name and discussed the importance of selecting a name that connects the community, reflects district values, provides a clear identity, and resonates with students. Key considerations included community recognition, family appeal, logistics such as communication, websites, email addresses, logins, mottos, and branding, with an emphasis on simplicity and distinctiveness, including an easy-to-type domain name as requested by staff. A public survey was conducted, receiving 3,765 responses, showing strong support for keeping Lake Mountain while also presenting compelling arguments for selecting a different name.

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The committee emphasized that the district name should not duplicate any existing school names to ensure clarity and distinct identity. Guiding principles were established, and several "Honorable Mentions" from the survey were noted, including 67 SD, Hogwarts SD, Schooly McSchool District, and Mtn Dew SD. Ultimately, four names emerged as finalists: Cedar Springs SD, Desert Ridge SD, Lake Mountain SD, and Sage SD.

Board member Strong acknowledged that this is a difficult decision, noting the quality and excitement of the ideas generated. She encouraged listening to the public comments and mentioned that the committee did not provide a formal recommendation.

Committee Representative explained that the vote was tied, suggesting that future committees have an odd number of members to avoid ties. The eight-member committee split 4–4, relying heavily on community feedback emphasizing that the district name should not be tied to a single school. They noted that Sagebrush is widespread throughout Utah. The committee aimed for a name that reflects unity, rebranding, and a strong foundation for the district's future.

President King noted the preference to avoid using school names, but pointed out that Sage Canyon and Sage Hills are already school names. She also made a lighthearted comment referring to "the Sage test for the old timers."

Committee Representative shared that, with a marketing and design background, they felt "Sage" leaned toward a medical branding, which was one reason they favored Cedar Springs, though they believe any of the four options could be successful.

President King noted that domain names for all options listed in the slide deck have been purchased.

Committee Representative added that shortening the name to "Sage" would likely be a common occurrence, and abbreviations could present challenges regardless of the name selected.

Board member Sauser observed that all names considered are either already part of existing school names or are widely used locally, highlighting the historical and regional context of these options.

Committee Representative explained that selecting a name was very difficult because all the schools already have excellent names, leaving few options.

Vice President Isaacson noted that the committee showed great restraint by not choosing "Desert Springs," given its six- and seven-letter composition.

President King added a lighthearted comment that students might be disappointed not to have the district named the "67 District."

Board member Strong made a motion to delay the vote by two (2) days and add it to the Wednesday agenda and the reason is to poll the community to receive more input on the district name, and it was seconded by Board member Sauser.

Board member Strong reported that the group met on Saturday and has continued to reflect on the naming options. Emphasized that this is a significant decision and proposed making one final effort to gather community input. Noted that 64% of respondents who supported "Lake Mountain" also suggested other names, highlighting the need to include "Lake Mountain" in the upcoming community poll. Recommended that the seven (7) board members narrow the list to two (2) options—ensuring "Lake Mountain" is one (1)—so the community can vote between the two (2), with the option receiving the most votes being selected.

President King clarified that the process would include "Lake Mountain" plus one (1) name chosen from the remaining three (3) options, with the community then voting between the two (2).

Board member Strong noted that it would also be possible to include all four (4) names in the vote.

Board member Lincoln expressed support for narrowing the options to two names, as this would produce a clear majority.

Board member Sauser raised concerns about the survey and its wording, noting that it initially asked respondents if they wanted to keep "Lake Mountain" and then for additional suggestions. Suggested sending the revised options back to the community since they may not be aware of all the choices. Questioned whether 48 hours is sufficient for responses. Emphasized that if the Board narrows the options, they must be prepared to accept the community's majority decision and cannot change their minds later.

Board member Strong noted that over half of the 3,700 responses were received within the first 24 hours, suggesting the community will likely respond before the deadline. Emphasized the importance of

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making a decision by December 31 for technology purposes and recommended making a strong effort to involve the community.
Committee Representative stressed the need to ensure that each person can vote only once.
Vice President Isaacson supported moving forward with the poll and allowing the community to select the name.
President King asked whether the Board wants to narrow down the options.
Vice President Isaacson states a personal preference for "Sage".
President King clarified the proposed a motion to move the Action Item to Wednesday and send out the community pole.
Board member Lincoln asked if the Board would also decide whether to include two (2) or four (4) names in the poll once the vote is taken.
President King clarified that the number of names to include should be a separate motion.
The Board voted in favor and the motion passed unanimously.
Vice President Isaacson motioned to send a poll to the communities asking them to pick the name of our new district, choosing between Lake Mountain & Sage, and it was seconded by Board member Lincoln.
Board member Strong stated that she would be satisfied with any of the four (4) names but, after consideration, feels that "Sage" is a strong option to include in the poll.
Board member Sauser noted that all the names have been reserved and purchased as web domains, and asked if there is any difference in cost or technology implications.
President King confirmed that all domains, as listed in the slides, are dot-orgs and have already been purchased.
Board member Lincoln expressed appreciation for all four (4) names but prefers to avoid the "Desert" option, noting her difficulty with the multiple "s" letters in the name.
Board member Judkins commended the work done, stating that any of the names would be strong choices. Expressed support for including "Lake Mountain" and "Sage" in the survey, as these options align most closely with community feedback. Emphasized letting the community lead the decision and appreciated the effort and presentation provided that evening.
Board member Sauser shared that "Lake Mountain" has grown on her, though it feels somewhat generic. Noted that "Sage" has also become appealing, even if it seems more common in other regions such as the Midwest.
Committee Representative provided context for those unfamiliar with Utah Aggie traditions, explaining that a song about a Scotsman mentions that sagebrush grows in Utah.
Board member Judkins expressed support for both "Sage" and "Lake Mountain." She mentioned being initially invested in a logo featuring a lake and mountain but stated she is comfortable with the community choosing a different name.
The Board voted in favor & the motion passed unanimously.

3. Policy 5201: Tax Increment Financing Project Agreements (2nd Reading)
Board member Lincoln reviewed updates from the first reading, including strengthened three (3) year trigger language, clarified standards, and adjustments to wording. Highlighted that the revisions reflect collaboration with Board leadership rather than being developed in isolation, and clarified that TIF analysis is specified for up to three (3) cases, though more may be included.
President King stated that caps should be applied per project phase to establish the maximum district participation for each phase, ensuring caps are built in for every project and phase.
Board member Lincoln recommended bringing the item back to the next meeting rather than amending it at the table, in order to present a clean copy on the January agenda instead of the Wednesday.
4. Policy 4201: School Calendars (2nd Reading)
Board member Lincoln incorporated feedback from the first reading, including adding a definition for "Superintendent" and clarifying the Superintendent's authority to delegate. Noted that this language will be applied consistently across all policies going forward. Added a definition for "minimal day" to differentiate it from an early-out day and corrected the numbering system.
Vice President Isaacson motioned to adopt the school calendar policy and it was seconded by Board member Sauser.

DRAFT

Vice President Isaacson asked whether the policy now allows for amendments to the calendar.
Board member Lincoln confirmed that nothing in the policy prevents calendar amendments.
The Board voted in favor & the motion passed unanimously.

5. District Calendars 2027-2028, 2028-2029, 2029-2030
President King reminded Board members that the ASD School Board originally set this calendar. The recommendation for new districts to adopt aligned calendars was intended to enable teacher collaboration, allowing larger professional development communities to work together. This alignment was a key factor in the decision.
Board member Lincoln motioned to approve the District calendars for 2027-2028, 2028-2029, and 2029-2030 and it was seconded by Board member Sauser.
Board member Lincoln shared experience serving on the ASD calendar committee. Noted that the 2027–2028 calendar works well with the timing of Christmas, allowing the term to end neatly at the break. Explained that PD and comp days were scheduled thoughtfully for secondary teachers and aligned with parent-teacher calendars for elementary teachers. Highlighted that this was a challenge for the other two (2) years, where Christmas fell awkwardly, requiring extensive adjustments. They reviewed survey data across all three (3) districts and aligned priorities as best as possible. She acknowledged that while the calendar may not meet every preference and could potentially frustrate some teachers, there was limited flexibility without starting the school year on August 6.
Board member Sauser expressed appreciation for passing the policy, noting it provides flexibility and allows families to plan ahead. Emphasized the importance of balancing innovation with the needs of teachers and families in the community. Highlighted that the new policy enables adjustments moving forward and allows the district to evolve its practices as needed.
The Board voted in favor & the motion passed unanimously.

REPORTS

1. Creation of Foundation
President King suggested delaying the report, noting that two key pieces of information—a physical address, which has been obtained, and a name, which is not yet available. The report will be moved to the January meeting.
2. Board Members
Board member Lincoln expressed gratitude to everyone who provided feedback to the calendar and naming committees, noting that the input and participation provide a strong foundation for the new district.

ADJOURNMENT

On motion by Board member Lincoln and seconded by Board member Strong, the meeting adjourned into a closed session per Utah Code 52-5-205 to discuss litigation matters, acquisition of real property, or authorized personnel issues at 7:26 PM. The Board members who voted in favor were President Julie King, Vice President Matt Isaacson, Charity Judkins, Joylin Lincoln, Julie Myers, Melissa Sauser, and Ilene Strong. The motion passed unanimously.

MINUTES OF THE CLOSED SESSION – DECEMBER 15, 2025

The Board of Education of the Lake Mountain School District met in a closed session on Monday, December 15, 2025 at 7:40 PM. The meeting took place in council chambers at the City of Eagle Mountain City Hall offices.

Board members present: President Julie King, Vice President Matt Isaacson, Joylin Lincoln, Julie Myers, Melissa Sauser, and Ilene Strong. Remote Attendance: Charity Judkins.

The purpose of the closed session was to discuss personnel, property, litigation, and collective bargaining.

ADJORNMENT

On motion by Board member Sauser and seconded by Board member Lincoln, the meeting adjourned at 7:44 PM.

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MINUTES OF THE WORK SESSION – DECEMBER 17, 2025

The Board of Education of the Lake Mountain School District met in a study session on Wednesday, December 17, 2025, at 12:03 PM. The work session took place in the council chambers at the City of Eagle Mountain City Hall offices.

Board members present: President Julie King, Vice President Matt Isaacson, Charity Judkins, Joylin Lincoln, Julie Myers, Melissa Sauser, and Ilene Strong.

Also present: There were approximately 0 others in attendance.

Board members participated in training related to their roles and responsibilities. They reviewed accomplishments from the first 100 days of their appointments, discussed committee structures, and made committee assignments. The Board reviewed all school sites within the district and made school assignments. Elementary assignments were determined based on Seats, while secondary assignments were made through a random process. The Board also discussed becoming a charter authorizer and briefly reviewed the process for developing the Lake Mountain Board of Education Handbook.

The meeting adjourned at 3:03 PM.

DRAFT

Lake Mountain School District Policy Template

Policy Number and Title: 200: Global Board Governance Policy
Policy Type: 200 Governance Culture (the Culture of good board performance, accountability)

Policy Statement: The Lake Mountain School District Board of Education governs on behalf of the community. The Board represents the community, provides leadership for the District, and holds itself accountable by acting in the community's best interest and by ensuring that all Board and District actions are consistent with law and Board policy.

This policy establishes the Board's global approach to governance and affirms the Board's commitment to disciplined, results-focused leadership through policy, accountability, and continuous improvement.

Definitions:

- **Board**: The Lake Mountain School District Board of Education, the elected governing body responsible for establishing policy and providing governance oversight.
- **District:** The Lake Mountain School District.
- **Governance:** The Board's role of setting direction through policy, establishing expectations, delegating authority to the Superintendent, and monitoring performance, while refraining from involvement in day-to-day operations.

Scope: This policy applies to the Lake Mountain School District Board of Education acting as a governing body.

Reference:

- **Utah Code §53G-4-402** *(Local School Board Powers and Miscellaneous Duties; Powers and duties generally)*

Policy Provisions:

1. **Board Purpose**
   On behalf of the people of the Lake Mountain School District, the Board's purpose is to ensure that the District achieves the student results described in the Board's Results policies and operates prudently according to the values expressed in the Board's Operational Expectations policies.

2. **Governance Through Policy**
   The Board governs primarily through written policy, using policy to define its values, expectations, and boundaries and to provide clarity and direction for the District.

3. **Focus on Results and Stewardship**
   The Board directs its attention to long-term student outcomes, organizational sustainability, and responsible stewardship of public resources rather than to day-to-day administrative decisions.

4. **Board Self-Accountability**
   The Board holds itself accountable for governing well, acting as a unified body, and maintaining a clear distinction between governance and administration.

5. **Continuous Improvement**
   The Board commits to ongoing improvement of its governance capacity by reflecting on its performance, using evidence to inform decisions, and refining policies when needed to better serve students and the community.

Effectiveness: This policy is considered effective when the Board consistently governs through adopted policy, demonstrates alignment between Board actions and stated priorities, and uses information, feedback, and reflection to strengthen its governance practices over time.

Evaluation Standards: This policy is considered effective when all of the following conditions are met:

- The Board has adopted and maintains a current set of policies.
- A Board self-evaluation related to governance practices is completed and documented in odd numbered years.
- Board agendas and meeting records show that governance discussions are primarily focused on student results, policy direction, and accountability rather than day-to-day operations.
- When review or reflection identifies misalignment between Board expectations and District performance, the Board documents corrective action through policy revision, formal direction, or other Board action.

Review Cycle: The Board will review this policy in odd-numbered years, or sooner if needed to ensure continued alignment with effective governance practices and district priorities.

Accountability/Reporting: The Board is accountable to the community for adherence to this policy and will demonstrate that accountability through Board self-evaluation, public Board meetings, and documentation of governance decisions and policy revisions.

Policy History
Adoption Date:
Effective Date:
Review Dates:
Revision Dates:
Revision History/Findings:

Lake Mountain School District Policy Template

Policy Number and Title: 201 – Governing Commitment
Policy Type: Governance Culture; Board Performance Expectations, and Accountability

Policy Statement: The Lake Mountain Board of Education governs the District through policy. The Board establishes direction for the District and sets expectations for performance centered on student results.

The Board acts through formal vote and is responsible for its own performance. The Board governs in a manner that supports public trust and the long-term success of students.

Definitions:

- **Board:** The Lake Mountain Board of Education, the elected governing body responsible for policy direction and oversight of the District.
- **Governance:** The Board's responsibility to set direction, adopt policy, and monitor results on behalf of the community.
- **Results:** Student-centered outcomes adopted by the Board to define success for the District.
- **Superintendent:** The Superintendent of the Lake Mountain School District or an individual formally designated by the Superintendent. The Superintendent remains accountable for all delegated responsibilities.

Scope: This policy applies to the Lake Mountain Board of Education and governs how the Board carries out its responsibilities, exercises authority, engages with the community, and evaluates its own performance.

Reference:

- Robert's Rules of Order

Policy Provisions:

1. **Governance Through Policy**
   The Board governs the District through written policy. The Board focuses on results for students and does not direct the specific operational actions used to achieve those results. Responsibility for implementation rests with the Superintendent within the limits of Board policy and state statute.

2. **Separation of Roles**
   The Board maintains a clear separation between governance and administration.

Individual Board members do not assume responsibility for operational matters or complaints and respect the role of the Superintendent and staff in managing day-to-day operations.

3. **Collective Authority**
   The Board acts as a single governing body. Individual members have no authority outside of Board meetings or formal votes. No officer, committee, or individual member may act on behalf of the Board unless authorized by Board action or Board policy.

4. **Future Orientation**
   The Board governs with a long-term perspective. Decisions are made with consideration for student needs, community values, and the sustainability of the District.

5. **Board Accountability**
   The Board is responsible for its own effectiveness. The Board regularly reviews its governance policies and reflects on the quality of its meetings and decision-making.
6. **Board Development**
   The Board ensures that members receive training necessary to fulfill their governance responsibilities. This includes orientation for new members and ongoing learning for current members.

7. **External Oversight**
   The Board may use independent monitoring to support effective oversight. This includes an annual fiscal audit and other reviews when determined appropriate by the Board.

8. **Community Communication**
   The Board communicates openly with the community. The Board seeks to listen to community perspectives and values and may use methods such as surveys, focus groups, listening opportunities, and tours to inform its work.

9. **Inclusive Representation and Participation**
   The Board seeks to hear a broad range of community perspectives and values. The Board encourages participation from individuals and groups whose voices may not always be represented in governance discussions.

10. **Board Meetings**
    The Board conducts meetings in a professional and orderly manner, consistent with Board policy and recognized parliamentary procedure.

11. **Policy Authority**
    The Board may amend or revise its policies at any time by majority vote, consistent with law and Board policy.

Effectiveness: This policy is effective when the Board consistently governs as a collective body with a clear focus on student results. Evidence of effectiveness includes regular use of formal Board action, clear separation between governance and administration, ongoing Board self-review and training, and documented use of evidence to guide governance decisions.

Evaluation Standards: This policy will be considered effective when:

- Board actions are taken through formal vote in 100% of cases requiring Board approval;
- Board self-review and governance training occur at least annually; and
- The Board reviews evidence related to student results and organizational stability at least quarterly as part of its regular governance work.

Review Cycle: This policy shall be reviewed at least once every three years as part of the Board's regular governance review cycle.

Accountability/Reporting: This policy shall be reviewed at least once every three years as part of the Board's regular governance review cycle.

Policy History
Adoption Date:
Effective Date:
Review Dates:
Revision Dates:
Revision History/Findings:

Lake Mountain School District
Board Packet Cover Sheet

Policy 702 – School Naming
Date: January 15, 2025
Presented by: Board Member Lincoln

Purpose of Agenda Item
To present the updated draft of **Policy 702 – Naming School** for Board discussion. This version incorporates revisions made in response to Board guidance at the December 15, 2025, board meeting.

Summary of Changes Made

1. A new definition was added to clarify delegation and accountability within the policy:

- Student Representative: A student residing within the approved school attendance boundary who is selected to participate on the Naming Committee.

2. Student Representative was added to the Naming Committee.

Requested Board Action: The Board may choose to take one of the following actions:

Sample Motions:

If the Board wishes to adopt the policy as presented (second reading approval):
Motion:
"I move that the Board adopt Policy 702 – School Naming."

If the Board wishes to adopt with minor amendments identified during discussion:
Motion:
"I move that the Board adopt Policy 702 – School Naming with the following changes _____ that were discussed and agreed upon during this meeting."

If the Board wishes to send the policy back for revision and bring it back at the next meeting:
Motion:
"I move that the Board table Board Policy 702 – School Naming and recommend the following revisions be made based on Board feedback and bring it back for consideration at the next regular Board meeting."

Attachments

- Redline/Tracked-Changes Version
- Updated Draft: Policy 702 – School Naming

Lake Mountain School District Policy Template

Policy Number and Title: 702 School Naming
Policy Type: Community

Policy Statement: The Board of Education values meaningful participation from community members, students, patrons, and staff in the naming of schools. School names shape identity, reflect community values, and serve students and families for decades. This policy establishes a clear and consistent framework for naming and renaming schools in a manner that is inclusive, transparent, and aligned with the long-term interests of the Lake Mountain School District.

Definitions:
Board: The Lake Mountain Board of Education ~~(temporary name; final district name to be inserted when approved),~~ the elected governing body responsible for establishing district policy and overseeing district governance.
Ex-Officio Officer: A district administrator designated to provide guidance, ensure consistency with district standards, and support the integrity of the process without voting authority.
Naming Committee: A temporary advisory committee established to recommend school name options to the Board in accordance with this policy.
Patron: A parent, guardian, or community member residing within the attendance boundary of the school.
School Community Council (SCC): A school-based council established pursuant to Utah law to advise on school improvement and community engagement.
Student Representative
A student residing within the approved school attendance boundary or enrolled in the school to be named who is selected to participate on the Naming Committee.

Scope: This policy applies to the naming of newly established schools and to the renaming of existing schools when such action is directed or approved by the Board.

Reference:
- Utah Code Title 53G-4 Public Education System
- Lake Mountain Policy 7001 Community Committees and Public Advisory Groups

Policy Provisions:
1. **Board Authority**
   The Board of Education retains final authority for naming ~~and renaming~~ all schools within the district.

2. **Advisory Committee**
   When appropriate, the Board may utilize a Naming Committee to advise on school naming or renaming.

3. **Committee Formation**
   A Naming Committee may be established after the Board has approved the school attendance boundary and a principal has been selected.

4. **Committee Composition**
   The Naming Committee shall include

   - PTA and/or School Community Council officers or members'
   - Patrons residing within the approved attendance boundary; and
   - Students residing within the approved attendance boundary or enrolled in the school to be named or renamed.

   The committee shall be co-chaired by the school principal and a PTA or SCC officer, member, or patron. The school principal shall serve as a voting member of the committee. A district administrator shall serve as an ex-officio, non-voting member to provide guidance and ensure alignment with district standards and Board expectations.

5. **Committee Role**
   The Naming Committee serves in an advisory capacity and is responsible for developing recommendations that reflect community input, apply consistent criteria, and support a fair and transparent naming process.

6. **Recommendations to the Board**
   The Naming Committee shall submit three recommended school names to the Board for consideration.

7. **Board Action**
   The Board of Education shall review the recommendations and formally name or rename the school through Board action.

Effectiveness: This policy is considered effective when school naming and renaming decisions follow a documented, community-informed process and result in Board-approved school names that reflect the identity and values of the school community.

Evaluation Standards: This policy will be evaluated by the Board and considered effective when school naming or renaming decisions are informed by documented community input, include the submission of three recommended names with a clear rationale, and result in a final school name adopted through formal Board action.

Review Cycle: This policy shall be reviewed by the Board at least once every five years or as needed to ensure continued alignment with district governance practices and community expectations.

Accountability/Reporting: The Superintendent is responsible for ensuring implementation of this policy and for reporting to the Board upon request regarding school naming or renaming activities.

Policy History
Adoption Date:
Effective Date: 1/15/26
Review Dates:
Revision Dates:
Revision History & Findings:

Lake Mountain School District Policy Template

Policy Number and Title: 702 School Naming
Policy Type: Community

Policy Statement: The Board of Education values meaningful participation from community members, students, patrons, and staff in the naming of schools. School names shape identity, reflect community values, and serve students and families for decades. This policy establishes a clear and consistent framework for naming and renaming schools in a manner that is inclusive, transparent, and aligned with the long-term interests of the Lake Mountain School District.

Definitions:

- **Board**: The Lake Mountain Board of Education the elected governing body responsible for establishing district policy and overseeing district governance.
- **Ex-Officio Officer:** A district administrator designated to provide guidance, ensure consistency with district standards, and support the integrity of the process without voting authority.
- **Naming Committee**: A temporary advisory committee established to recommend school name options to the Board in accordance with this policy.
- **Patron**: A parent, guardian, or community member residing within the attendance boundary of the school.
- **School Community Council (SCC)**: A school-based council established pursuant to Utah law to advise on school improvement and community engagement.
- **Student Representative**
  A student residing within the approved school attendance boundary or enrolled in the school to be named who is selected to participate on the Naming Committee.

Scope: This policy applies to the naming of newly established schools and to the renaming of existing schools when such action is directed or approved by the Board.

Reference:

- Utah Code Title 53G-4 Public Education System
- Lake Mountain Policy 7001 Community Committees and Public Advisory Groups

Policy Provisions:

1. **Board Authority**
   The Board of Education retains final authority for naming all schools within the district.

2. **Advisory Committee**
   When appropriate, the Board may utilize a Naming Committee to advise on school naming or renaming.

3. **Committee Formation**
   A Naming Committee may be established after the Board has approved the school attendance boundary and a principal has been selected.

4. **Committee Composition**
   The Naming Committee shall include:
   - PTA and/or School Community Council officers or members'
   - Patrons residing within the approved attendance boundary; and
   - Students residing within the approved attendance boundary or enrolled in the school to be named or renamed.

   The committee shall be co-chaired by the school principal and a PTA or SCC officer, member, or patron. The school principal shall serve as a voting member of the committee. A district administrator shall serve as an ex-officio, non-voting member to provide guidance and ensure alignment with district standards and Board expectations.

5. **Committee Role**
   The Naming Committee serves in an advisory capacity and is responsible for developing recommendations that reflect community input, apply consistent criteria, and support a fair and transparent naming process.

6. **Recommendations to the Board**
   The Naming Committee shall submit three recommended school names to the Board for consideration.

7. **Board Action**
   The Board of Education shall review the recommendations and formally name or rename the school through Board action.

Effectiveness: This policy is considered effective when school naming and renaming decisions follow a documented, community-informed process and result in Board-approved school names that reflect the identity and values of the school community.

Evaluation Standards: This policy will be evaluated by the Board and considered effective when school naming or renaming decisions are informed by documented community input, include the submission of three recommended names with a clear rationale, and result in a final school name adopted through formal Board action.

Review Cycle: This policy shall be reviewed by the Board at least once every five years or as needed to ensure continued alignment with district governance practices and community expectations.

Accountability/Reporting: The Superintendent is responsible for ensuring implementation of this policy and for reporting to the Board upon request regarding school naming or renaming activities.

Policy History
Adoption Date:
Effective Date: 1/15/26
Review Dates:
Revision Dates:
Revision History & Findings:

Lake Mountain School District
Board Packet Cover Sheet

Policy 701 Community Committees and Public Advisory Groups
Date: January 15, 2025
Presented by: Board Member Lincoln

Purpose of Agenda Item
To present the updated draft of **Policy 701 Community Committees and Public Advisory Groups** for Board discussion. This version incorporates revisions made in response to Board guidance at the December 15, 2025, board meeting.

Summary of Changes Made

1. **District level** was added to the definition of Ad Hoc Committee.
   Ad Hoc Committee: A district level committee formed for a specific purpose and limited duration which dissolves upon completion of its charge.

2. **Added Community Outreach and Recruitment provision** to require that committee vacancies be publicly advertised through District communications, social media channels, posted notices, and electronic surveys so all interested stakeholders have a fair opportunity to participate.

3. **Updated Participation Rotation provision** to allow the Board or Superintendent, after reasonable outreach, to reappoint a recent committee member when there is insufficient community interest to fill committee positions, ensuring committees can remain functional while preserving the intent of participation rotation.

Requested Board Action: The Board may choose to take one of the following actions:

Sample Motions:

If the Board wishes to adopt the policy as presented (second reading approval):
Motion:
"I move that the Board adopt Policy 701 – School Naming."

If the Board wishes to adopt with minor amendments identified during discussion:
Motion:
"I move that the Board adopt Policy 701 – School Naming with the following changes _____ that were discussed and agreed upon during this meeting."

If the Board wishes to send the policy back for revision and bring it back at the next meeting:

Motion:
"I move that the Board table Board Policy 701 – School Naming and recommend the following revisions be made based on Board feedback and bring it back for consideration at the next regular Board meeting."

Attachments

- Redline/Tracked-Changes Version
- Updated Draft: Policy 701 – School Naming

Lake Mountain School District

Policy Number and Title: 701 School Naming
Policy Type: Community

Policy Statement: The Board of Education values meaningful participation from community members, students, patrons, and staff in the naming of schools. School names shape identity, reflect community values, and serve students and families for decades. This policy establishes a clear and consistent framework for naming and renaming schools in a manner that is inclusive, transparent, and aligned with the long-term interests of the Lake Mountain School District.

Definitions:
Board: The Lake Mountain Board of Education ~~(temporary name; final district name to be inserted when approved),~~ the elected governing body responsible for establishing district policy and overseeing district governance.
Ex-Officio Officer: A district administrator designated to provide guidance, ensure consistency with district standards, and support the integrity of the process without voting authority.
Naming Committee: A temporary advisory committee established to recommend school name options to the Board in accordance with this policy.
Patron: A parent, guardian, or community member residing within the attendance boundary of the school.
School Community Council (SCC): A school-based council established pursuant to Utah law to advise on school improvement and community engagement.
Student Representative
A student residing within the approved school attendance boundary or enrolled in the school to be named who is selected to participate on the Naming Committee.

Scope: This policy applies to the naming of newly established schools and to the renaming of existing schools when such action is directed or approved by the Board.

Reference:

- Utah Code Title 53G-4 Public Education System
- Lake Mountain Policy 7001 Community Committees and Public Advisory Groups

Policy Provisions:

1. **Board Authority**
   The Board of Education retains final authority for naming ~~and renaming~~ all schools within the district.

2. **Advisory Committee**
   When appropriate, the Board may utilize a Naming Committee to advise on school naming or renaming.

3. **Committee Formation**
   A Naming Committee may be established after the Board has approved the school attendance boundary and a principal has been selected.

4. **Committee Composition**
   The Naming Committee shall include

   - PTA and/or School Community Council officers or members'
   - Patrons residing within the approved attendance boundary; and
   - Students residing within the approved attendance boundary or enrolled in the school to be named or renamed.

   The committee shall be co-chaired by the school principal and a PTA or SCC officer, member, or patron. The school principal shall serve as a voting member of the committee. A district administrator shall serve as an ex-officio, non-voting member to provide guidance and ensure alignment with district standards and Board expectations.

5. **Committee Role**
   The Naming Committee serves in an advisory capacity and is responsible for developing recommendations that reflect community input, apply consistent criteria, and support a fair and transparent naming process.

6. **Recommendations to the Board**
   The Naming Committee shall submit three recommended school names to the Board for consideration.

7. **Board Action**
   The Board of Education shall review the recommendations and formally name or rename the school through Board action.

Effectiveness: This policy is considered effective when school naming and renaming decisions follow a documented, community-informed process and result in Board-approved school names that reflect the identity and values of the school community.

Evaluation Standards: This policy will be evaluated by the Board and considered effective when school naming or renaming decisions are informed by documented community input, include the submission of three recommended names with a clear rationale, and result in a final school name adopted through formal Board action.

Review Cycle: This policy shall be reviewed by the Board at least once every five years or as needed to ensure continued alignment with district governance practices and community expectations.

Accountability/Reporting: The Superintendent is responsible for ensuring implementation of this policy and for reporting to the Board upon request regarding school naming or renaming activities.

Policy History
Adoption Date:
Effective Date: 1/15/26
Review Dates:
Revision Dates:
Revision History & Findings:

Lake Mountain School District Policy Template

Policy Number and Title: 701 School Naming
Policy Type: Community

Policy Statement: The Board of Education values meaningful participation from community members, students, patrons, and staff in the naming of schools. School names shape identity, reflect community values, and serve students and families for decades. This policy establishes a clear and consistent framework for naming and renaming schools in a manner that is inclusive, transparent, and aligned with the long-term interests of the Lake Mountain School District.

Definitions:

- **Board**: The Lake Mountain Board of Education the elected governing body responsible for establishing district policy and overseeing district governance.

- **Ex-Officio Officer:** A district administrator designated to provide guidance, ensure consistency with district standards, and support the integrity of the process without voting authority.
- **Naming Committee**: A temporary advisory committee established to recommend school name options to the Board in accordance with this policy.
- **Patron**: A parent, guardian, or community member residing within the attendance boundary of the school.
- **School Community Council (SCC)**: A school-based council established pursuant to Utah law to advise on school improvement and community engagement.
- **Student Representative**
  A student residing within the approved school attendance boundary or enrolled in the school to be named who is selected to participate on the Naming Committee.

Scope: This policy applies to the naming of newly established schools and to the renaming of existing schools when such action is directed or approved by the Board.

Reference:
- Utah Code Title 53G-4 Public Education System
- Lake Mountain Policy 7001 Community Committees and Public Advisory Groups

Policy Provisions:

1. **Board Authority**
   The Board of Education retains final authority for naming all schools within the district.

2. **Advisory Committee**
   When appropriate, the Board may utilize a Naming Committee to advise on school naming or renaming.

3. **Committee Formation**
   A Naming Committee may be established after the Board has approved the school attendance boundary and a principal has been selected.

4. **Committee Composition**
   The Naming Committee shall include:

   - PTA and/or School Community Council officers or members'
   - Patrons residing within the approved attendance boundary; and
   - Students residing within the approved attendance boundary or enrolled in the school to be named or renamed.

   The committee shall be co-chaired by the school principal and a PTA or SCC officer, member, or patron. The school principal shall serve as a voting member of the committee. A district administrator shall serve as an ex-officio, non-voting member to

provide guidance and ensure alignment with district standards and Board expectations.

5. **Committee Role**
   The Naming Committee serves in an advisory capacity and is responsible for developing recommendations that reflect community input, apply consistent criteria, and support a fair and transparent naming process.

6. **Recommendations to the Board**
   The Naming Committee shall submit three recommended school names to the Board for consideration.

7. **Board Action**
   The Board of Education shall review the recommendations and formally name or rename the school through Board action.

Effectiveness: This policy is considered effective when school naming and renaming decisions follow a documented, community-informed process and result in Board-approved school names that reflect the identity and values of the school community.

Evaluation Standards: This policy will be evaluated by the Board and considered effective when school naming or renaming decisions are informed by documented community input, include the submission of three recommended names with a clear rationale, and result in a final school name adopted through formal Board action.

Review Cycle: This policy shall be reviewed by the Board at least once every five years or as needed to ensure continued alignment with district governance practices and community expectations.

Accountability/Reporting: The Superintendent is responsible for ensuring implementation of this policy and for reporting to the Board upon request regarding school naming or renaming activities.

Policy History
Adoption Date:
Effective Date: 1/15/26
Review Dates:
Revision Dates:
Revision History & Findings:

Legislation Review

https://le.utah.gov/~2025/bills/static/SB0188.html