

## MINUTES OF THE BOARD MEETING – FEBRUARY 12, 2026

The Board of Education of the Lake Mountain School District met in a board meeting on Thursday, February 12, 2026, at 6:00 PM. The board meeting took place in the boardroom of the Lake Mountain School District Office in Saratoga Springs, UT.

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

Also present: Superintendent Carter and Deputy Superintendent Bollinger. There were approximately 14 others in attendance.

President Julie King conducted the meeting.

### PLEDGE OF ALLEGIANCE

The Pledge of Allegiance was led by Principal Adam Huffaker.

### INSPIRATIONAL THOUGHT OR REFLECTION

An inspirational thought was given by Superintendent Carter.

### PUBLIC COMMENT

**Laura Whitney** of Saratoga Springs, shared that friends in Washington, D.C., have been posting on social media about participating in demonstrations. She stated that she recently took children to the Capitol and observed demonstrators carrying inappropriate signs. She also referenced a social media post from a mother in her neighborhood whose seventh-grade student asked about attending a demonstration. Ms. Whitney asked how LMSD is addressing situations in which students may want to use school time to participate in demonstrations. She also referenced House Bill 399 related to character development. She expressed appreciation for the district's special needs program, noting that it does an exceptional job fostering character development and emotional growth in students, which she believes often exceeds that of their peers in traditional public schools. Additionally, she mentioned a book Choosing Civility by P.F. Forni and described a project focused on examining cultural and societal norms that contribute to a civilized society. She expressed hope that LMSD would continue to distinguish itself by promoting civility in public schools, particularly given the significant property tax contributions made by community members.

### INNOVATION SPOTLIGHT

**Derek Reynolds and Christian Adkinson** of Cedar Valley High School presented a program implemented at CVHS called True North. They explained that the program was developed in response to ongoing concerns with truancy and the limitations of traditional in-school suspension, recognizing a need for greater positive reinforcement and structured intervention. They noted the recent implementation of a digital hall pass system, which has been highly effective, and explained that it is now paired with the True North program. Rather than removing students from school for behavioral issues, the program is designed to be inclusive and supportive, addressing academics, behavior, and attendance. They emphasized that strong leadership is critical to the program's success and credited Bob Hampton for effectively guiding the initiative. They shared research indicating that out-of-school suspension often leads to negative outcomes, reinforcing their focus on improving attendance, academic accountability, and behavior. To support these priorities, the team developed Canva-based instructional modules and introduced a behavioral framework titled "Aviators Up," which stands for Show Up, Stand Up, and Lift Up. This framework promotes self-respect and respect for others. Students enrolled in True North are assigned structured lessons that include reading specialized content, responding to questions, and completing short written reflections. Each day begins with a 15–30 minute organization period during which students identify their two lowest grades and list two assignments requiring assistance. Students are required to email their teachers to notify them that they will be working in True North on those assignments. Program modules address topics such as theft, vandalism, alcohol, marijuana, and the school's cell phone policy. Presenters emphasized that the program's success depends on collective staff support, not solely the efforts of

Bob Hampton and administration. They reported strong parent support following presentations about the program. True North operates on a progressive “flight plan” model, providing clear expectations and earned privileges. Students must demonstrate progress to transition out of the program, and parents are regularly informed throughout the process. While the team continues refining and strengthening the curriculum, they described the program as a significant success and expressed appreciation for the opportunity to help students regain focus and achieve positive outcomes.

**Amy Johnson and Sarah Jennings**, first grade teachers in the Spanish Dual Language Immersion (DLI) program at Mountain Trails Elementary, presented an overview of the program. They explained that DLI is not limited to teaching Spanish as a subject, but delivers academic content through Spanish. Students receive instruction in Spanish for half of the school day and in English for the other half. The presenters emphasized that the program promotes cultural awareness and helps students understand that the world extends beyond their immediate community. As students develop social skills within this bilingual environment, they are better positioned for long-term success. Research indicates that students who learn two languages simultaneously often achieve higher academic outcomes, demonstrate increased resilience, develop stronger problem-solving skills, and are better equipped to navigate life’s challenges. The program fosters cognitive flexibility that prepares students for future academic and personal endeavors. They noted that the program begins in first grade because young learners are especially receptive to language acquisition. At this age, students naturally develop pronunciation and listening comprehension skills and build strong literacy foundations in both languages. The instructional model was described as innovative while remaining fully aligned with Utah State Core Standards. Instruction is intentional, structured, and designed to ensure both content mastery and language development. The program also directly supports Mountain Trails’ four core values: Respect, Safe, Responsible, and Aware. Students gain an understanding that language connects people, while recognizing that different communities may speak, think, and experience the world in diverse ways. The classroom environment encourages students to take academic risks without fear, building confidence and a sense of support. The teachers reported strong outcomes within both the student body and the broader school community. Students are speaking and writing entirely in Spanish. Families have been highly supportive, providing additional cultural and language experiences outside of school to reinforce learning. The program collaborates with middle school and high school Spanish classes, including exchanging written correspondence and co-authoring a book project with middle school students. High school students have also engaged with participants to discuss the long-term benefits of bilingualism. Throughout the year, students celebrate holidays and cultural milestones from various Spanish-speaking countries, reinforcing that the global community is broader than their local surroundings. A recent parent survey yielded overwhelmingly positive feedback, with families reporting that their children are excited to attend school and are demonstrating increased confidence. The presenters concluded that continued investment in the DLI program will not only support higher academic achievement but also prepare students to contribute meaningfully in an increasingly global society as adults.

#### ROUTINE BUSINESS

**Board president King recommended that the Board approve the consent agenda. Board member Sauser made the motion to approve the consent agenda, and it was seconded by Board member Judkins. The Board voted in favor and the motion passed unanimously.**

#### DISCUSSION/ACTION ITEMS

1. Resolution #2026-003: 16 Vehicles as Excess for Disposition  
**President King** stated that pursuant to SB188 requirements, ASD is not permitted to dispose of property without the consent of all three boards. She noted that buses were declared surplus at the previous board meeting. She clarified that the items in question are part of the district’s white fleet—vehicles that are in disrepair and need to be disposed of.  
**Vice President Isaacson motioned to approve Resolution #2026-003: 16 Vehicles as Excess for Disposition, and it was seconded by Board member Strong. The Board voted in favor and the motion passed unanimously.**
2. Lake Mountain Charter Authorization Application

**Board Member Lincoln** explained that under Utah state code, school districts may serve as Charter Authorizers. She presented an application for LMSD to submit to the Utah State Board of Education pursuant to Utah Code 53G-5-205, which allows a local school board to act as a charter authorizer with defined responsibilities for oversight, accountability, and performance monitoring. She stated that the application outlines a rigorous and transparent process aligned with USBE rules, Granite School District's technical review model, and NACSA's 12 Essential Practices. The proposal emphasizes strong accountability for student outcomes, responsible financial stewardship, and protection of the public trust. She noted that becoming an authorizer would provide an additional strategic tool to expand high-quality educational options, potentially accelerate facility development through charter funding streams, and support innovative models such as Dual Language Immersion (DLI) programs. The original application deadline was the 24th; however, USBE has indicated submissions received by March 3rd will still be accepted. As a result, the Board may consider the item for discussion and make revisions or proceed with submission as presented. She outlined the process moving forward: the application will be submitted to USBE for review. If approved, it will be placed on the April 4th USBE agenda for formal approval. State code requires a six-month waiting period following approval before a district may authorize a school; however, a prospective school may prepare documentation during that time. She explained the accelerated timeline. If approval is granted in April, the six-month waiting period would conclude October 1st, which is also the deadline to submit for funding. Therefore, to initiate a charter school for the 2027 school year, authorization must be secured by October. The current timeline is structured to ensure all required milestones are met within these statutory deadlines.

**President King** recommended striking the first paragraph on page two, noting that the information is already addressed earlier in the document. She also referenced language on page four regarding the separation of roles, which states that charter schools remain independent public schools and local education agencies (LEAs), while the District provides oversight and monitoring rather than managing day-to-day operations. She asked whether the District would be permitted to enter into contracts with charter schools for services such as payroll, shared business administrator duties, or other support functions, and whether the District could facilitate those services. **Board Member Lincoln** responded that the District may contract to provide such services and expressed the intent to offer support to its charter schools. She stated that the language would be updated to clarify this intent and that the contract would reflect the District's commitment to providing support services where appropriate.

**President King** referenced Jordan School District's experience with the Real Salt Lake-affiliated charter school, noting that one district board member served on the charter board. She asked whether LMSB could require, at the outset, that a district board member serve on the governing board of any authorized charter school. **Board Member Lincoln** responded that such a requirement could be included in the charter agreement and that the structure and expectations of that relationship would be clearly defined within the contract. **President King** stated those were the only feedback items she had. She added that serving as a charter authorizer presents an opportunity to access building funds, as charter schools operate under a different facilities funding model than traditional district schools. She noted this approach could create partnership opportunities and potentially expand school options without increasing property taxes. She expressed appreciation to Board Member Lincoln for the research and preparation of the application, stating that it opens significant opportunities for the District.

**Board Member Lincoln** asked whether, if the first sentence previously identified for removal is deleted and the "Separation of Roles" section is updated, the Board would be able to approve the item tonight.

**President King** replied that she is agreeable to striking the line and that the Board can proceed with approval.

**Board Member Strong** asked about expansion and noted that the criteria presented are strong, inquiring whether charter schools must be located within the District. **Board Member Lincoln** explained that state code limits charter authorization to schools within the District's boundaries. She added that, for example, if a Dual Language Immersion (DLI) program is successful, it could be expanded to another campus, but the new location would still need to be within the District.

**Board Member Sauser** raised a question regarding the proposed changes to the "Separation of Roles" language, specifically the section addressing scaling. She asked whether this refers to the Charter School Superintendent or the District Superintendent. **Board Member Lincoln** clarified that it refers to the

District Superintendent, noting that the District would not expand charter schools beyond what the Superintendent is able to support. **Board Member Sauser** requested further clarification on the separation of roles and the authorization process for expansion. **Board Member Lincoln** explained that under state code, once a charter school is authorized, it becomes the responsibility of the authorizing entity to ensure the school fulfills its mission and vision. For example, a DLI charter cannot unilaterally convert to a STEM-focused program. If a charter school fails to meet the terms of its agreement, the District may intervene and, if necessary, take steps to close the school. **Board Member Sauser** asked whether other independent school districts follow a similar model. **Board Member Lincoln** responded that at least three districts in Utah actively serve as charter authorizers and highlighted examples from other states, such as Denver, where charter authorization is limited to local school districts, illustrating both national and state-level precedents.

**Vice President Isaacson** asked whether there is an opportunity for a local education agency (LEA) to facilitate Professional Learning Community (PLC) collaboration with other schools within the District. **Board Member Lincoln** responded that such partnerships are possible even if the District does not authorize a charter school. She cited Davis School District's approach, called a "Den Meeting," where area principals are brought together for collaboration days. She noted that a similar model could be implemented within the District.

**Board Member Strong** asked whether starting a second charter school, such as a music-focused program, after a successful DLI charter would fall under the District's expansion efforts. **Board Member Lincoln** clarified that a second charter school would require separate authorization since it would have a different mission and vision, making it a distinct charter. **Board Member Strong** then asked whether the District would apply to the state for that school. **Board Member Lincoln** explained that the school would apply to the District, as the District is seeking state approval only to serve as a charter authorizer within its boundaries.

**Board Member Sauser** asked about the next steps, specifically whether charter schools apply to the District or if they can apply elsewhere. **Board Member Lincoln** explained several scenarios: a group of parents could work with the District to request authorization for a charter school; a group might come to the District organically to propose a charter; or the Utah State Charter Board could authorize a charter school anywhere in the state, which would be outside the District's control but still within District boundaries. **Board Member Sauser** expressed support for the idea but raised concerns about the time commitment for Board members and the Superintendent. **Board Member Lincoln** responded that the application process would require a typical level of involvement. If a need for a charter school is identified, one Board member could potentially lead the application process. Once a school is approved, staff time would focus on ensuring the charter remains academically and financially stable, similar to the oversight currently provided for all district schools.

**Board Member Judkins** asked whether there would be any drawbacks to completing the application process and obtaining approval if the District ultimately decided not to proceed. **Board Member Lincoln** responded that there is no drawback; completing the process simply provides options that the District may choose to pursue or not. **Board Member Judkins** then asked, if the District does move forward and receives approval, what the next steps would be to effectively market the opportunity and inform the community. **Board Member Lincoln** acknowledged that she had not yet considered a formal communications plan but suggested that the Communications Committee could take on that responsibility. She added that her initial focus was on initiating the process to create opportunities for new schools and help alleviate overcrowding in existing schools.

**Board member Strong motioned to approve filing the Charter Authorization application with the State Utah Board of Education, and it was seconded by Vice President Isaacson. The Board voted in favor and the motion passed unanimously.**

#### ACTION ITEMS

1. Resolution #2026-002: Easement with Rocky Mountain Power

**President King** noted that Resolution #2026-002 was included in the Board packet and pertains to an easement in the Wander community. She explained that Board approval is required before ASD can grant final approval. She added that the Board regularly reviews and approves similar easement requests.

**President King motioned to approve Resolution #2026-002: Easement with Rocky Mountain Power, and it was seconded by Board member Judkins.**

**Board member Strong** asked why the Board was voting on the item and whether it was because the property is located within their area.

**President King** responded that the ASD Board's position is that when a matter falls within their geographic area, they initiate the action and the ASD Board provides supporting approval.

**Board member Sauser** asked whether establishing the utility easement would ensure access to those utilities if a future school site were developed on the property. **President King** confirmed that it would.

**The Board voted in favor and the motion passed unanimously.**

#### BOARD MEMBER REPORTS

**Board member Strong** reported that the Branding Committee met earlier that morning and plans to hold a more in-depth meeting in two weeks to further define the district's identity, direction, and strategy. The committee is working with Jostens to help clarify messaging and assist with logo development. She stated that the upcoming meeting will focus on refining these elements in greater detail. The committee is using the district's existing mission and vision document as a foundation and intends to develop cohesive options to present to the Board for review.

#### ADJOURNMENT

**On motion by Vice President Isaacson and it was seconded by Board member Lincoln, the meeting adjourned at 6:50 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.**