



Board Meeting Documents
September 23, 2026

MINUTES OF THE STUDY SESSION- SEPTEMBER 9, 2026

The Board of Education of the Timpanogos School District met in a study session on Wednesday, September 9, 2026, at 4:00 pm. The study session was held at the Alpine School District Special Education Office in Lindon, Utah.

Board Members Present: President Jennifer Lyman, Vice President Sterling Hilton, David H. Smith, Michele Sorensen

Board Member Ada Wilson participated electronically.

Also present: Superintendent Jensen & Business Administrator Sundberg and members of the administrative staff. There were approximately 25 others in attendance.

Board President Jennifer Lyman called the study session to order at 4:01 p.m.

Board members Grace Rex arrived at 4:03 pm and Guy Fugal at 4:12 pm.

GRADE CONFIGURATION STUDY

Superintendent Jensen introduced the Grade Configuration Study and explained that the broader boundary study had been divided into separate components so the Board could consider grade configuration independently from school closures, consolidations, and boundary changes. The purpose of the Study Session was to continue learning and clarifying the Board's understanding before the three public hearings later that evening and additional grade-configuration focus groups and cluster meetings scheduled for the following week.

Robust School Criteria and Study Background

Superintendent Jensen reiterated that the district's work continued to be guided by its vision, values, and Robust School Criteria. He emphasized that no particular grade configuration guarantees a successful school. Regardless of configuration, high-quality teaching, effective leadership, positive school culture, school safety, and effective operations remain foundational to creating robust schools.

Research and community feedback regarding K–5, 6–8, and 9–12 configurations were reviewed. Superintendent Jensen noted that Utah uses the K–6, 7–9, and 10–12 model more frequently than much of the country and that approximately 70 percent of middle schools nationally serve grades 6–8. Previous survey results, with approximately 4,000 respondents, indicated comparatively strong support for moving ninth grade to high school, while support for moving sixth grade to middle school was positive but less pronounced.

High School Configuration – Grades 9–12

The Board reviewed potential advantages and disadvantages of moving ninth grade to the high schools. Potential advantages included strengthening comprehensive course offerings; increasing access to AP, CTE, concurrent enrollment, and other programs; maintaining all four high schools; creating a complete four-year high school experience; and improving continuity for students and programs. Potential concerns included ninth graders becoming the youngest students on campus, larger schools potentially feeling less personal, additional complexity with registration and master scheduling, ensuring ninth graders remain on track for graduation, and initial capital costs associated with accommodating an additional grade.

Board Member Ada Wilson noted that although there would be initial capital costs, reconfiguration could allow the district to maximize existing resources more effectively over time.

Board Member Michele Sorensen addressed the concern that ninth graders would become the youngest students at the high school and asked whether a more structured ninth-grade schedule could provide additional support. Superintendent Jensen explained that many required courses naturally group ninth graders with their grade-level peers, while still allowing students who are ready for advanced coursework to take classes with older students.

President Jennifer Lyman identified transportation as an additional advantage of a 9–12 configuration. She noted that ninth graders participating in high school athletics and other programs may currently rely on families for transportation between the junior high and high school. Having ninth graders already on the high school campus could reduce that burden while also providing earlier access to advanced coursework and programs. Board members noted similar benefits for marching band, color guard, choir, DLI, and other programs involving ninth-grade students.

Board Member Ada Wilson emphasized that a transition to a 9–12 configuration would provide an opportunity to build on the District's vision and commitment to exceptional care. She encouraged the District to be intentional about the transition and carefully consider the culture and experience it wants to create for incoming freshmen.

Vice President Sterling Hilton observed that many of the identified disadvantages appeared to be associated with the transition itself rather than the long-term configuration. He noted that ninth graders would become the youngest students at the high school just as tenth graders are currently the youngest, and that concerns related to school size and other implementation challenges could be addressed through thoughtful planning and strong school culture. He stated that the potential advantages represented opportunities for a better educational experience in both the short and long term and, from his perspective, were more lasting than the transitional challenges associated with the change. He further noted that he had not begun the study process favoring a 9–12 configuration, but through conversations with school personnel, parents, community members, and others, he had increasingly found the potential advantages to outweigh the disadvantages.

Board Member Grace Rex similarly noted the distinction between challenges associated primarily with the initial transition and potential advantages that could continue over time. President **Lyman** acknowledged that Board members had entered the study with different thoughts and perspectives and were continuing to develop their views as they received information and participated in the process.

The Board also discussed counselor workload, student registration, master scheduling, and the transition to the Q student information system. Director of Wellness **Andrea Paxman** explained that many implementation details were not yet known but could be addressed collaboratively through the district's counseling leadership team. She noted that arena scheduling generally begins in January, providing time following an October decision to identify concerns and develop solutions. The Board also discussed learning from schools that have previously transitioned ninth grade into or out of high school configurations.

Board Member Wilson thanked the Secondary Committee members for their work and thoughtful discussion. Although the committee did not vote, she noted that the consensus emerging from its work appeared supportive of moving ninth grade to the high schools.

Board Discussion Summary: The Board acknowledged both the potential advantages and challenges associated with a 9–12 high school configuration. Discussion focused on student transition and support, scheduling, transportation, access to programs, facilities, school culture, and the opportunity to intentionally create a positive four-year high school experience. Members recognized that several identified challenges would be associated with implementation and transition, while potential educational and programmatic benefits could be longer term. The Board emphasized that the study remained ongoing and that additional information and public input would continue to inform the final decision. No decision was made as part of the Study Session.

Facility and Capital Considerations

Assistant Superintendent of Operations and Infrastructure **Dave Mower** reviewed preliminary facility and capital needs associated with grade reconfiguration. He explained that the estimates were preliminary and could decrease as staff worked directly with principals to determine actual classroom needs.

Potential needs included purchasing and relocating portable classrooms, preparing sites for relocated portables, furnishing additional classrooms, and adding auxiliary gym space at two high schools. Mr. Mower explained that the most significant capital expense identified at that point was additional gym space.

The district currently had approximately 32 portable structures available within its facilities inventory, but preliminary analysis suggested additional units could be necessary. Mr. Mower estimated that approximately seven new portables might be required under a middle-range scenario, although further analysis could reduce that number. He also discussed the logistical challenge and expense of relocating a significant number of existing portables during a single summer.

The Board discussed whether permanent classroom additions might make greater long-term financial sense in some circumstances. Mr. Mower explained that permanent construction costs more initially but could provide better long-term value than repeatedly purchasing or moving portable classrooms. Administration emphasized that the estimates remained preliminary and that grade reconfiguration, possible consolidation, and boundary changes were interconnected when evaluating facility needs.

Middle School Configuration – Grades 6–8

Superintendent Jensen explained that the 6–8 configuration warranted the most discussion because community feedback reflected more uncertainty about moving sixth graders from elementary schools into a secondary setting.

Potential advantages included designing schools specifically around the academic, social, emotional, and developmental needs of early adolescents; providing sixth graders with additional exploratory and elective opportunities; and allowing middle schools to focus on grades 6–8 without simultaneously managing ninth-grade high school credit and graduation requirements.

Superintendent Jensen emphasized the distinction between a traditional **junior high model** and a **middle school philosophy**. Under a middle school approach, independence is intentionally taught and gradually developed rather than simply expected, and teachers focus on the development of adolescents in addition to content-area instruction.

Jeff Schoonover, Pleasant Grove Junior High Principal shared preliminary work completed by his leadership team to envision what a 6–8 middle school could look like. The team had begun developing possible schedules and course offerings that could provide sixth graders with significantly more exploratory opportunities than are generally available in an elementary setting.

Principal Schoonover reported that he had met with his School Community Council, PTA, feeder elementary principals, and high school administration. He described growing enthusiasm for planning a strong middle school experience if the Board ultimately selected a 6–8 configuration.

The Board discussed teacher endorsements and whether sixth-grade teachers interested in moving to a middle school would have appropriate credentials. Principal Schoonover reported that some sixth-grade teachers from feeder elementary schools had already expressed interest in teaching at the middle school level and were enthusiastic about opportunities to specialize in areas such as mathematics or social studies.

Principal Schoonover also discussed character development and explained that his school already incorporates intentional character-building work. He believed those efforts could be adapted developmentally for sixth-grade students.

He emphasized, however, that implementation should be thoughtful. Feedback from his leadership team indicated enthusiasm for reconfiguration while also recognizing the significant amount of change occurring across the district. He suggested that the schools may not need to implement every aspect of a new middle school model during the first year and could intentionally develop the model over time.

Kate Ross, Oak Canyon Junior High Principal provided perspective from her experience in both elementary and secondary education. She explained that she had initially been concerned about the proposed reconfiguration, particularly the loss of ninth grade and the impact on CTE. Through continued study, however, she had become increasingly supportive of the educational possibilities of a true 6–8 middle school.

Principal Ross described the current junior high model as attempting to serve two different purposes: providing nurturing and belonging for seventh- and eighth-grade students while simultaneously operating a high-school-credit model for ninth graders. She explained that significant school resources, including advocates, guided studies, credit recovery, and intervention efforts, appropriately focus on keeping ninth graders on track for graduation. Removing ninth grade could allow middle schools to focus more intentionally on the developmental and educational needs of students ages 11–14.

She emphasized that she would not support simply placing sixth graders into the existing junior high structure. A successful transition would require intentionally adopting a **middle-level philosophy** designed around the developmental needs of sixth-, seventh-, and eighth-grade students.

Principal Ross discussed the importance of gradually teaching independence. She described a student-success course developed at Oak Canyon to teach students how to organize, study, manage increased responsibility, and successfully navigate a secondary environment rather than simply expecting students to arrive with those skills.

She also reflected on previous middle-level practices in which interdisciplinary teacher teams shared common groups of students and collaborated across subjects. She explained that such models became difficult to sustain because ninth-grade credit requirements required a different structure. A 6–8 model

could provide an opportunity to revisit interdisciplinary teams and create greater continuity between elementary and secondary instruction.

Principal Ross noted that she has hired sixth-grade teachers to teach seventh-grade courses and that teachers can obtain the necessary credentials. She suggested the district could create cohorts to assist interested teachers in obtaining appropriate endorsements. She also emphasized the instructional benefit of stronger communication between elementary and secondary educators so that teachers understand the skills and instructional approaches students bring with them from elementary school.

Both **Principal Schoonover** and **Principal Ross** emphasized the importance of collaboration among the five middle school principals in developing a model appropriate for Timpanogos School District rather than simply replicating the existing junior high structure.

CTE and Course Offerings

Michelle Price, CTE Director addressed concerns regarding the impact of removing ninth grade from junior highs on CTE programming and funding. She explained that junior high CTE funding is complex but manageable and that the district would not necessarily need to remove existing kitchens, technology labs, or other specialized equipment.

Ms. Price explained that moving ninth graders to high school could strengthen high school CTE programs by increasing enrollment in courses that currently operate below capacity. This could allow the district to more fully utilize existing staff, equipment, and facilities and provide more robust pathways for students.

At the middle school level, funding options could include general education funds, Perkins grant funds, and the Workforce Learning Fund. Ms. Price also discussed teacher endorsements and explained that many elementary teachers hold K–8 licenses to which additional endorsements can be attached. Teachers needing an endorsement may generally work toward it within a three-year window.

Assistant Superintendent of Innovation, Learning Support & Technology, **Darren Draper** added that reconfiguration would also provide an opportunity to consider appropriate technology and hardware for sixth graders entering a middle school environment.

Elementary Configuration – Grades K–5

Superintendent Jensen noted that many of the concerns surrounding a K–5 elementary configuration was directly connected to the discussion regarding whether sixth graders were developmentally ready to move to middle school.

Katie Bowman, Assistant Superintendent of Elementary Teaching and Learning discussed the elementary perspective and explained that sixth graders are developmentally different from younger elementary students and often begin to outgrow some of the structures designed for younger children. She noted that sixth-grade curriculum is increasingly aligned with secondary content and that sixth-grade teachers frequently work with curriculum and standards distinct from those used by other elementary grades.

Ms. Bowman stated that, although elementary schools would miss their sixth-grade students, she believed a thoughtfully designed middle school could provide a beneficial learning environment for them. She also noted that students moving into middle school during the transition would do so alongside familiar peers, providing some built-in social support.

The Board discussed whether moving ninth grade to high school would make a 6–8 configuration functionally necessary. Administration reviewed enrollment implications and explained that retaining only grades 7–8 would result in approximately 3,200 students districtwide at that level. Four schools would average approximately 790 students each, while three schools would average approximately 1,060 students each. The discussion also included concerns that a two-year 7–8 experience could provide less opportunity to establish a sustained school culture.

Employee Transition and Staffing

Kraig Brinkerhoff, Assistant HR Director, presented a preliminary staffing and employee-transition plan. He emphasized that the district's goal would be to take care of employees by communicating early, surveying staff regarding their preferences, and providing as much flexibility as possible in placement.

If grade reconfiguration were approved, the equivalent of the sixth grade and ninth-grade teaching staffs could be significantly affected. HR would survey employees to determine who wished to remain at their current level, who might be interested in moving with a grade, and whether other teachers might prefer opportunities at different levels.

Mr. Brinkerhoff explained that placement decisions are needed to consider certification requirements and District policy. If there were more interested employees than available positions or too few volunteers for necessary positions HR would establish priorities using applicable policy and criteria. The Board discussed seniority and clarified that length of service may be one factor considered but would not be the sole basis for placement decisions.

The proposed timeline would follow the Board's grade-configuration decision, with staff preferences gathered after the October action and placement work continuing through the winter and spring. Mr. Brinkerhoff emphasized that a reduction in force would be a last resort and was not anticipated as the primary approach.

The Board requested more specific information regarding the number of sixth-grade teachers and anticipated retirements for a future Study Session. Preliminary information suggested approximately 50–60 sixth-grade FTE positions, subject to further verification. The Board also discussed counselor and support-staff needs associated with changing enrollment at each level.

Next Steps

Superintendent Jensen reminded the Board that the Study Session was part of an ongoing learning process and that no final grade-configuration decision was being made that evening. Three formal public hearings were scheduled immediately before the Board meeting to receive input regarding the proposed 9–12 high school, 6–8 or 7–8 middle school, and K–5 elementary configurations.

Additional targeted focus groups and community cluster meetings were scheduled for the following week. Board members were encouraged to listen for new information and perspectives as the study continued before formal action anticipated in October.

ADJOURNMENT

With no additional study session business, President Lyman concluded the study session.

The meeting adjourned at approximately 5:40 PM.

MINUTES OF THE PUBLIC HEARING FOR K-5th GRADE SCHOOL CONFIGURATION STUDY

SEPTEMBER 9, 2026

The Board of Education of the Timpanogos School District held a public hearing on Wednesday, September 9, 2026, at 6:05 p.m. The hearing was held at the Alpine School District Special Education Office in Lindon, Utah.

Board Members Present: President Jennifer Lyman, Vice President Hilton, Guy Fugal, Grace Rex, David H. Smith, Michele Sorensen

Remote: Board member Ada Wilson

Also Present: Superintendent Joseph Jensen, Business Administrator Jason Sundberg, members of the administrative staff, and approximately 82 members of the public.

President Lyman declared the public hearing open to receive public comment on the proposed for K-5th Elementary school configuration study at 6:43 pm.

PUBLIC COMMENTS

President Lyman explained that speakers would have two minutes to comment and asked each speaker to state their name and location for the record. She thanked those attending and stated that the Board would listen to and consider the comments as part of its ongoing study and decision-making process.

Michelle Hoeger – Vineyard

Michelle Hoeger expressed concern about the impact a K–5 configuration would have on the Dual Language Immersion (DLI) program. Although she lives in Vineyard, she said her children attend Orchard Elementary specifically for DLI. Ms. Hoeger explained that the current program provides students with half of their school day in Spanish and half in English. She questioned whether five years of elementary immersion would provide sufficient language exposure and said families have made a significant commitment to participating in the six-year program. Her family drives across town for DLI, and she expressed concern about losing the sixth year of immersion that they expected when making that commitment.

Diana Putnam – Lindon

Diana Putnam spoke about the importance of Orchard Elementary and its DLI program to her family. She shared that she moved from Lehi to be closer to Orchard and described the school as a welcoming community that understands and supports families such as hers. Ms. Putnam explained that she grew up in Mexico and is the primary person in her family who speaks Spanish with her children. She said maintaining their Spanish language skills is an important part of her children's identity and their ability to communicate with extended family. She also described the value of DLI for Spanish-speaking students entering school and said the program creates an environment where children can feel safe and included while learning English. She emphasized that the program benefits both Spanish-speaking and English-speaking students by allowing them to share languages and cultures and build a strong school community.

Lloydel Johansen – Orem

Lloydel Johansen expressed support for keeping sixth grade in elementary school, describing elementary school as a safe environment for students during an important developmental period. She encouraged the Board to carefully examine the reasons for changing grade configurations, including facility capacity, long-term costs, and financial considerations. She specifically cautioned against moving sixth graders into middle school simply because ninth graders may be moved into high school. Ms. Johansen encouraged the Board to base its decision

on what is best for students. She also suggested exploring creative approaches to DLI, including potentially locating multiple language programs at designated schools. Drawing on her experience teaching in Provo School District, she said she appreciated a 7th–8th grade middle school configuration because the two grades were more closely aligned developmentally and avoided a larger maturity gap among students.

Steph Ricks – City Not Stated

Steph Ricks expressed concern about the developmental readiness of younger sixth-grade students who could be entering middle school at approximately 10 or 11 years old. She encouraged the Board to consider students who may not represent the typical or most developmentally mature sixth grader, including students with late birthdays, ADHD, autism, and other individual needs. She specifically discussed how differences in emotional maturity and executive functioning may make a middle school transition more difficult for some students. Ms. Ricks asked that, if the district ultimately decides to move sixth grade into middle school, implementation be delayed for a couple of years. She said advance notice would give families time to prepare and make appropriate decisions for their children rather than changing the expected grade configuration for students already progressing through elementary school.

Elizabeth Kenealey – North Orem

Elizabeth Kenealey expressed appreciation to the Board for listening to the community and encouraged members to slow down and carefully consider keeping sixth grade in elementary school. She said there can be significant developmental growth between the end of sixth grade and the beginning of seventh grade and believes students benefit from that additional year in an elementary setting. She emphasized the value of elementary teachers and staff who know students, their siblings, and their families and can address students' needs from a whole-child perspective. Ms. Kenealey encouraged the Board to place student well-being at the center of its decision, while recognizing other considerations such as athletics and DLI. She also raised concerns about the summer survey process, stating that some community members had difficulty accessing the survey or were unavailable during the summer. She encouraged the district to consider gathering additional input before relying on the survey results.

Kammi Johansen – Orem

Kammi Johansen, a librarian at Cherry Hill Elementary, expressed support for keeping sixth graders in elementary school. Based on her experience working with students from kindergarten through sixth grade, she said sixth graders remain very much elementary age students for most of the school year and often show a noticeable developmental transition only toward the end of sixth grade. She highlighted the leadership role sixth graders play within elementary schools, including mentoring younger students and participating in programs such as Battle of the Books. She also discussed special sixth-grade traditions, including the medieval fair, that younger students look forward to experiencing. Ms. Johansen thanked the Board for undertaking difficult decisions and expressed appreciation for its efforts to thoroughly study robust schools, DLI opportunities, and other issues affecting students.

Amber Schwartz – Orem

Amber Schwartz expressed confidence in students' resilience and shared that she attended schools in Illinois and Texas using the more traditional K–5, 6–8, and 9–12 configuration. Although that configuration worked in her own experience, she said she supports keeping sixth grade in elementary school. Ms. Schwartz said that if the Board ultimately decides to change the configuration, she strongly supports providing families with a couple of years of advance notice before implementation. She said advance notice would allow students, parents, and teachers time to adjust and prepare rather than unexpectedly changing the school students anticipate attending the following year. She also emphasized the positive relationships that develop between younger and older elementary students. Drawing on her son's experience at Orem Elementary, she described the value of mentorships and friendships with older students and said those connections have helped him feel more

comfortable at school. She characterized elementary school as a positive environment where sixth graders can benefit from another year of childhood while also serving as role models for younger students.

Rachel Johansen – Orem

Rachel Johansen, a fifth-grade student at Cherry Hill Elementary, expressed strong support for keeping sixth grade in elementary school. She emphasized the importance of recess and having opportunities to play, saying games and recreation help students learn, develop fairness, and continue growing socially. Rachel also discussed sixth-grade traditions, including the medieval fair, that fifth-grade students look forward to participating in the following year. She expressed concern that students currently in fifth grade could miss those anticipated experiences if sixth grade is moved to middle school.

Britta Harper – Orem

Britta Harper expressed support for keeping sixth grade in elementary school. She shared that she grew up in Arizona with a K–6 elementary, 7–8 junior high, and 9–12 high school configuration and felt that the two-year junior high provided an appropriate transition between elementary and high school. Ms. Harper said the issue would directly affect her fifth-grade daughter, who would be barely 11 years old when entering junior high under a K–5 configuration. She described her daughter as still enjoying toys and childhood activities and said remaining in elementary school for sixth grade allows younger students additional time to mature without feeling pressure to grow up prematurely. She encouraged preserving that additional year of childhood, particularly for younger students.

Gregg Marchant – Orem

Gregg Marchant expressed support for keeping sixth grade in elementary school. He discussed his son's early summer birthday and reflected on his own experiences attending elementary school in Minnesota under a K–6 configuration. He emphasized that many students entering sixth grade are still only 11 years old and need opportunities to play, move, and participate in the more flexible environment provided by elementary schools. Mr. Marchant shared that his son has ADHD and, although academically successful, benefits from the flexibility of an elementary school setting. His primary concern was not whether children are growing up too quickly, but whether younger students are developmentally ready for the structure of middle school, including spending substantially more time sitting in classrooms.

Jon Kirk – Manila Elementary Area

Jon Kirk expressed support for keeping sixth grade in elementary school. He referenced research regarding increases in substance and alcohol use between sixth and eighth grade and said this is a particularly important developmental period for students. Drawing on his own childhood experiences with bullying, he expressed concern about the reduced supervision students may encounter in middle school hallways compared with the smaller and more closely supervised elementary school environment. He also expressed concern about exposing sixth graders at an earlier age to social and sexual situations involving older students. Mr. Kirk emphasized the importance of retaining the additional year of Dual Language Immersion instruction, noting that removing sixth grade from elementary school would eliminate a significant portion of students' elementary immersion experience. He also supported retaining an additional year of recess and physical activity and said the elementary school environment provides sixth graders with valuable opportunities to participate in and appreciate the arts.

CLOSING COMMENTS

Board President Lyman thanked everyone who provided comments regarding the K-5th Elementary School Configuration Study. **Board President Lyman formally closed the public hearing. No action was taken, and the meeting adjourned at 7:06 p.m.**

MINUTES OF THE PUBLIC HEARING FOR 6TH-8TH OR 7TH-8TH MIDDLE SCHOOL CONFIGURATION STUDY

SEPTEMBER 9, 2026

The Board of Education of the Timpanogos School District held a public hearing on Wednesday, September 9, 2026, at 6:05 p.m. The hearing was held at the Alpine School District Special Education Office in Lindon, Utah.

Board Members Present: President Jennifer Lyman, Vice President Hilton, Guy Fugal, Grace Rex, David H. Smith, Michele Sorensen

Remote: Board member Ada Wilson

Also Present: Superintendent Joseph Jensen, Business Administrator Jason Sundberg, members of the administrative staff, and approximately 82 members of the public.

President Lyman declared the public hearing open to receive public comment on the proposed for 6th-8th or 7th-8th middle school configuration study at 6:20 pm.

PUBLIC COMMENTS

President Lyman explained that speakers would have two minutes to comment and asked each speaker to state their name and location for the record. She thanked those attending and stated that the Board would listen to and consider the comments as part of its ongoing study and decision-making process.

Jennifer McBride George – Vineyard

Jennifer McBride George expressed opposition to moving sixth-grade students from elementary schools into middle schools. She referenced research regarding the effects of school transitions and said that each additional transition requires students to readjust and may negatively affect focus, motivation, attendance, self-esteem, behavior, and academic performance. Ms. George cited a Duke University study indicating that sixth graders attending middle schools experienced higher rates of behavioral infractions and lower academic achievement than sixth graders who remained in elementary schools. She said the research was particularly concerning because younger students may be more negatively affected by school transitions. She also expressed concern about discipline, bullying, violence, and exposure to drugs at this developmental age. She encouraged the Board to consider alternatives to moving sixth graders into middle school, including potentially utilizing a K-8 configuration at one of the schools if additional options are needed.

Hunter Westbrook – Orem

Hunter Westbrook, a teacher at Lakeridge Junior High School, expressed concern about moving sixth graders into middle school, even if ninth graders are moved to high school. He identified literacy as a primary concern, stating that a significant number of seventh graders currently enter junior high reading below grade level. He said middle school instruction generally shifts from “learning to read” toward “reading to learn” and expressed concern that sixth graders who still need foundational literacy support may be better served by elementary educators with greater expertise in literacy instruction. Mr. Westbrook also expressed concerns about social dynamics and younger students' earlier exposure to inappropriate language, social media content, pornography, dating, and other behaviors encountered in middle school. He was particularly concerned about the age and maturity differences between sixth graders and older middle school students. Additionally, he expressed concern about class sizes, noting that some current classes are already at or near capacity. He cautioned that adding sixth graders while simultaneously considering school closures could further increase class sizes.

Michelle Hoeger – City Not Stated

Michelle Hoeger agreed with concerns expressed by previous speakers regarding the social and developmental effects of moving sixth graders into middle school. She said students are already growing up quickly because of social media, cell phones, and other influences and expressed concern about placing younger students in an environment with older adolescents. Drawing on her experience working in treatment centers with youth, she expressed concern about younger students being exposed to inappropriate content or relationships with older students. She also shared her positive experience attending a 7th–8th grade middle school and said she believes seventh and eighth graders are closer developmentally and socially. She supported allowing sixth graders to remain in elementary school for an additional year before transitioning to middle school.

Cynthia Gubler – Orem

Cynthia Gubler, a Central Orem resident, expressed concern about the impact a 6th–8th grade configuration could have on Dual Language Immersion programs. She said moving sixth graders into middle school could eliminate an important final year of elementary immersion and potentially reduce students' exposure to their immersion language. She also disagreed with the idea that sixth graders have outgrown the elementary environment. She described sixth-grade students serving as mentors and leaders to younger students through student council and activities with kindergarten students. Ms. Gubler said those leadership opportunities are meaningful for sixth graders and help prepare them for their eventual transition to junior high. Based on her experience with her own children, she believes sixth graders benefit from remaining in elementary school through the completion of sixth grade.

Stephanie Dastrup – Orem

Stephanie Dastrup expressed agreement with the concerns raised by the previous speakers regarding moving sixth graders into middle school. She specifically emphasized the developmental changes associated with puberty, noting that sixth grade is a significant period of physical and emotional change for many students. She said the elementary school environment can provide a safer and more comfortable setting for students as they navigate those changes. Ms. Dastrup encouraged preserving childhood for as long as possible rather than placing students into an older school environment before they are developmentally ready.

Nora Ballantyre– City Not Clearly Stated

Nora Valentine said she came to the hearing intending to support moving sixth graders into middle school; however, after listening to the preceding public comments, she reconsidered her position. She said the comments regarding Dual Language Immersion, puberty, developmental and cognitive changes, and other concerns gave her a different perspective on the issue. She expressed agreement with many of the concerns raised by the previous speakers.

Nathaniel Johnson – Orem

Nathaniel Johnson expressed support for moving sixth graders into middle school if ninth graders are moved to high school, stating that the configuration makes logistical sense. He acknowledged the concerns raised regarding bullying, social pressures, and student mental health. Drawing on his own experience of struggling significantly with mental health as a sixth grader while attending an elementary school, he said he does not believe those challenges are necessarily caused by the school configuration itself. Mr. Johnson said issues such as poverty, bullying, home circumstances, food insecurity, and access to resources can significantly affect student well-being regardless of whether a student attends elementary or middle school. He said that if sixth graders are moved into middle school, the district should ensure appropriate resources and supports are in place to meet their academic, social, and emotional needs.

Heather Stewart – Orem

Heather Stewart, an Orem Elementary sixth-grade teacher with nearly 30 years of experience, said she could see positive opportunities associated with moving sixth graders into middle school, while acknowledging that she has concerns with both configurations. She said sixth graders have changed over the years and, in her experience, many are more mature and ready for additional academic opportunities. She suggested that traditional grading and a middle school instructional model could provide appropriate challenges for students who are ready for more independence. Ms. Stewart also discussed middle school models that provide sixth graders with a more gradual transition, including configurations where sixth graders have their own area or structure within the school. She raised questions about how moving sixth grade would affect the ALL program and how teacher licensure and credentials would apply to sixth-grade teachers transitioning into a middle school environment.

Nick Tydryszewski – City Not Stated

Nick Teterchewski spoke in support of moving sixth graders into middle school. Addressing earlier concerns about literacy, he said foundational literacy instruction is generally emphasized most heavily in the earlier elementary grades and argued that sixth graders may be ready for a different instructional environment. He said sixth grade could provide students an additional year to adjust to the expectations and structure of middle school before advancing to later grades. Mr. Tydryszewski also addressed concerns about students growing up too quickly, saying that moving students into middle school does not necessarily mean forcing them to mature prematurely. He emphasized the role of parents in helping children develop emotional resilience and navigate social challenges. He also commented that many curricula are structured around a K–5 model and said sixth graders experiencing puberty may have developmental needs that differ from those of younger elementary students.

Betsy Thomas – Orem

Betsy Thomas expressed support for keeping sixth grade in elementary school. She described her family's extensive experience with the district as well as her own experience attending schools with different grade configurations in several states. She shared an experience involving her younger sister, who moved from a middle school back into an elementary school for sixth grade and felt more comfortable in the elementary environment. Ms. Thomas emphasized the importance of recess, physical activity, relationships with teachers, and the smaller elementary school environment for students at that age. She also shared her son's experience with bullying during elementary school. Although he ultimately did well after transitioning to junior high, she said she still valued the support he received from teachers and administrators who knew him personally in elementary school. Ms. Thomas said the district already has an established sixth-grade curriculum and questioned whether curriculum availability is a reason to change the configuration. She also encouraged the Board to consider how moving ninth graders out of junior high could affect junior high athletics and extracurricular opportunities.

Ben Jordan – Orem

Ben Jordan expressed support for keeping sixth grade in elementary school. He referenced research examining students who moved into 6th–8th grade middle schools compared with students who remained in elementary schools. He said the research indicated that sixth graders attending middle schools experienced significantly higher disciplinary rates, including substance-related incidents, and that some of those behavioral differences continued into later grades. Mr. Jordan also referenced research indicating lower math and reading performance among students who transitioned into middle school in sixth grade. He emphasized that the effects identified in the research were not limited to a difficult transition year but could persist academically and behaviorally. He also expressed concern about sixth graders losing close relationships with individual teachers when transitioning from an elementary classroom model to multiple teachers in a middle school environment. He encouraged the Board to carefully review the available research and recommended keeping sixth graders in elementary schools.

Amber Lowe – Orem

Amber Lowe expressed concern about both moving sixth graders into middle school and moving ninth graders into high school. She shared that the proposed changes would directly affect her children, including one student participating in the ALL program and another student with an IEP who requires additional services and support. Ms. Lowe said she had reviewed research regarding both configurations and recognized that studies identify both positive and negative experiences. However, she expressed particular concern about research showing declines in math and reading performance when sixth graders transition into middle school. She also cited concerns regarding behavioral issues that may arise when younger sixth graders are placed with older adolescents. She said sixth grade is a vulnerable developmental period and expressed concern that students may encounter social situations for which they are not yet prepared. Ms. Lowe said she believes the potential negative effects outweigh the benefits of moving sixth graders into middle school. She also expressed concern about student mental health, including depression, anxiety, and suicidal ideation, and encouraged the Board to carefully consider the developmental and emotional impact of grade configuration changes.

CLOSING COMMENTS

Board President Lyman thanked everyone who provided comments regarding the 6th-8th or 7th-8th Middle School Configuration Study.

Board President Lyman formally closed the public hearing. No action was taken, and the meeting adjourned at 6:43 p.m.

MINUTES OF THE PUBLIC HEARING FOR 9TH-12TH HIGH SCHOOL CONFIGURATION STUDY

SEPTEMBER 9, 2026

The Board of Education of the Timpanogos School District held a public hearing on Wednesday, September 9, 2026, at 6:00 p.m. The hearing was held at the Alpine School District Special Education Office in Lindon, Utah.

Board Members Present: President Jennifer Lyman, Vice President Hilton, Guy Fugal, Grace Rex, David H. Smith, Michele Sorensen

Remote: Board member Ada Wilson

Also Present: Superintendent Joseph Jensen, Business Administrator Jason Sundberg, members of the administrative staff, and approximately 82 members of the public.

President Lyman declared the public hearing open to receive public comment on the proposed 9th-12th high school configuration study at 6:01 pm.

PUBLIC COMMENTS

Stephanie Dastrup- Orem

Stephanie Dastrup expressed concern about moving ninth-grade students into the high school setting. She said she believes the current grade configuration better supports students developmentally and socially and questioned whether ninth graders should be placed in the same school environment as seniors. She acknowledged that many districts use a 9–12 model but said she believes the current arrangement works well for local students.

Nora Ballantyre- Orem

Nora Ballantyre, who identified herself as living in the Cherry Hill neighborhood of Orem, expressed support for moving ninth grade to high school. She shared that as a ninth grader she benefited from earlier access to high school opportunities, including AP courses, varsity-level sports, and music programs. She said those opportunities were meaningful in her own educational experience and that she would like similar opportunities available to her children.

McKay Heaton– City Not Stated

McKay Heaton spoke in support of moving ninth grade to high school. Reflecting on his own experience growing up in Alpine School District, he said he felt he had fewer opportunities in ninth grade than peers who attended 9–12 high schools. He said entering high school in tenth grade changed his academic mindset because he was surrounded by students discussing college and had greater access to AP, honors, music, sports, and other high school opportunities. He said moving ninth graders to high school could provide students with earlier access to those experiences and better prepare them to compete for college opportunities.

Nicholas Tydrzyzeski- Orem/Bonneville

Nicholas Tydrzyzeski expressed strong support for moving ninth grade to high school. He shared that his ninth-grade daughter was already earning high school credit but did not have access to the same college-preparation culture or opportunities she would receive in a high school setting. He expressed concern that ninth grade can sometimes still be treated as part of junior high even though ninth-grade grades appear on high school transcripts. He encouraged the Board not to avoid a change simply because implementation may be difficult and

said that if the change would ultimately improve student opportunities, the district should be willing to undertake the work necessary to make it successful.

Carrie Christensen- Pleasant Grove

Carrie Christensen spoke in opposition to moving ninth grade to high school. She said she believes students should already be developing study habits, responsibility, and preparation for graduation before ninth grade and emphasized the role of parents in helping students understand the importance of their academic choices. She shared that her children had positive experiences with junior high counselors and academic preparation and said families can seek additional high school opportunities, including athletics, while students remain in junior high. Ms. Christensen also expressed concern about social dynamics between younger ninth-grade students and upperclassmen and said she believes keeping ninth graders in junior high provides an additional year of development before entering the high school environment.

Catherine Monson- Pleasant Grove

Catherine Monson expressed concern about moving ninth grade to high school because of existing school and classroom capacity. As a former teacher, she emphasized the importance of class size in behavior management, remediation, and monitoring student understanding. She questioned how high schools that are already crowded could accommodate an additional grade level without additional facilities and encouraged the Board to carefully consider classroom capacity.

Chad Olson- Lindon

Chad Olson expressed support for moving ninth grade to high school. He noted that ninth-grade courses already count toward high school graduation and said it therefore makes sense for ninth graders to attend high school. He also discussed the difficulty families face when ninth-grade students participate in high school athletics but must travel from a junior high campus to the high school during the school day. He said transportation can create barriers for working parents and can limit students' access to activities and opportunities that would be more readily available if they were already attending high school.

Nathaniel Johnson- City Not Stated

Nathaniel Johnson spoke in support of moving ninth grade to high school. He described his own experience attending Westlake High School when it operated as a 9–12 high school and said beginning high school in ninth grade had a significant positive influence on his education. He said attending high school as a ninth grader helped him take school more seriously, build relationships with teachers and peers, and develop an educational trajectory that eventually led him to college and graduate school. Mr. Johnson acknowledged that implementation would require adequate resources but said that, assuming those resources are available, he supports a 9–12 configuration.

Jessica Turnbow- Pleasant Grove

Jessica Turnbow spoke in opposition to moving ninth grade to high school. She acknowledged benefits and drawbacks to both configurations but said her children had benefited from remaining in junior high for ninth grade. She described ninth grade as a confidence-building year in which students can begin high school-level coursework while still being among younger peers. She said her children had access to AP testing, music, and other strong academic and extracurricular experiences while attending junior high. Ms. Turnbo also reflected on her own experience attending a 9–12 high school and said she remembered feeling intimidated by older students. She expressed concern about the emotional well-being of ninth graders and said she believes the current configuration provides an appropriate developmental transition.

Erin Webb- Orem near the Orem-Lindon border

Erin Webb spoke in opposition to moving ninth grade to high school. She expressed concern about placing 14-year-old ninth graders in the same environment as significantly older high school students and shared a family experience illustrating the social concerns her parents faced when her older sister attended a 9–12 high school. Ms. Webb said her own children had been academically successful while remaining in junior high for ninth grade, including participation in honors and advanced coursework and later earning college credit. She emphasized the role parents can play in seeking out academic opportunities and helping students prepare for college. She acknowledged that transportation to high school activities can be inconvenient for ninth-grade students but said families can often coordinate transportation and carpooling. She reiterated her preference for keeping ninth grade in the junior high setting.

CLOSING COMMENTS

Board President Lyman thanked everyone who provided comments regarding the 9th-12th Grade High School Configuration Study.

Board President Lyman formally closed the public hearing. No action was taken, and the meeting adjourned at 6:20 p.m.

MINUTES OF THE BOARD MEETING- SEPTEMBER 9, 2026

The Board of Education of the Timpanogos School District met in a scheduled board meeting on Wednesday, September 9, 2026, at 6:15 PM. The board meeting took place in the meeting room of the Alpine School District Special Education Office in Lindon, Utah.

Board members present: President Jennifer Lyman, Vice President Sterling Hilton, Guy Fugal, Grace Rex, David H. Smith, Michele Sorensen

Remote: Board member Ada Wilson.

Also present: Superintendent Joseph Jensen, Business Administrator Jason Sundberg, members of the administrative staff, and approximately 79 others were in attendance.

President Jennifer Lyman called the meeting to order at 7:06 PM. President Lyman welcomed those in attendance.

PLEDGE OF ALLEGIANCE

The Pledge of Allegiance was led by **Michelle Price**. Board members, district administration, staff, and members of the public joined in reciting the pledge.

INSPIRATIONAL THOUGHT

Karen Hunter, Director of Prevention and Safety, shared an inspirational thought focused on connection, student well-being, and the district vision.

Ms. Hunter reflected on the opening words of the district vision, "Together, we," and described them as a commitment that students should not have to navigate the challenges of childhood alone.

In recognition of National Suicide Prevention Month, she shared recent Utah data indicating improvement in the percentage of youth reporting serious thoughts of suicide and in the number of students struggling without reaching out for support. She emphasized that connection is one of the most important protective factors in suicide prevention and referenced the use of SafeUT and the 988 Suicide & Crisis Lifeline as examples of individuals reaching out for connection and support.

Ms. Hunter also referenced district climate, culture, and connection data showing that students generally feel cared for by adults at school.

She shared an experience from her work as a school psychologist involving a young student experiencing significant emotional distress. She described how a caring teacher, supportive principal, and engaged parents worked together to identify the concern and connect the student with needed support.

Ms. Hunter thanked the Board for prioritizing student mental health and safety and emphasized the district's commitment to exceptional care, curiosity, community, and belonging.

COMMUNITY COMMENTS

President Lyman reviewed the procedures for community comment and noted that four individuals had signed up to address the Board.

Jessica Cook, a Lindon resident and parent of current and future Oak Canyon Junior High students, spoke regarding Oak Canyon Junior High's inclusion in the school closure study. Ms. Cook said she had reviewed Oak Canyon using the district's own robust-school criteria and questioned why the school was being considered for possible closure. She cited the relative age of the building, current and projected enrollment, geographic location, and academic performance. She noted that Oak Canyon is one of the district's newer junior high facilities, has strong current and projected enrollment, serves Lindon and portions of surrounding communities, and performs strongly on state assessments. Ms. Cook asked the Board to clarify which criteria outweighed those factors and resulted in Oak Canyon being identified for study. She acknowledged that

declining enrollment requires difficult decisions but encouraged the Board to apply its established criteria consistently.

Jennifer Jensen, a resident of the Bonneville area, encouraged the Board to consider access and transportation when evaluating school centrality. She reflected on her years of service with PTSA at Orem Junior High and Timpanogos High School and described students whose family circumstances limited their ability to participate in extracurricular activities because they relied on walking, buses, or assistance from other families. Ms. Jensen specifically discussed the challenges students may face crossing State Street and 800 North and emphasized that proximity to school can influence a student's ability to participate fully in school activities, not simply whether transportation is available during regular school hours. She encouraged the Board to consider the needs of students who depend on walkability and geographic access when evaluating school locations and boundaries.

Diana Putnam, a Lindon resident and parent participating in Dual Language Immersion, spoke regarding the uncertainty families are experiencing as the Board considers grade configuration, school closure, boundary, and DLI changes. She expressed concern about how future changes could affect families who have made long-term commitments to DLI programs. She encouraged the district to continue reaching families who may not yet have students enrolled in district schools but are making future educational plans. Ms. Putnam discussed the commitment families make when entering DLI through a lottery and selecting where to live based in part on access to those programs. She specifically recognized Orchard Elementary's Spanish DLI program and praised the teachers and learning environment provided through the program. She encouraged the Board to preserve meaningful opportunities for DLI students as future decisions are made.

Jamie Allred, a longtime Lindon resident, expressed concern about the possibility of school closures affecting Lindon Elementary and Oak Canyon Junior High. She described her family's long-term commitment to Lindon and its schools and said it was discouraging for the community to again face the possibility of school closure. Ms. Allred questioned whether Rocky Mountain Elementary could adequately absorb a significantly larger number of students without relying on portable classrooms and expressed concern about cafeteria, gym, and instructional capacity. She also discussed potential transportation burdens if Lindon students were assigned to Orem Junior High and asked the Board to consider geographic alternatives, including Pleasant Grove Junior High, if Oak Canyon were ultimately closed. Ms. Allred encouraged the Board to consider the broader impact of closure decisions on families, community identity, transportation, and continued support for public schools.

APPROVAL OF MINUTES

Board President Lyman presented the minutes of the previous Board Meeting for approval.

Motion: Vice President Hilton moved to approve the minutes as presented.

Second: Board Member Grace Rex seconded the motion.

Board Discussion

President Lyman entertained a motion to approve the minutes as previously presented. There being no further discussion, President Lyman called for the vote.

The motion passed unanimously, 7/0

EXPENDITURE REPORT/CLAIMS

Superintendent Joseph Jensen presented the expenditure report and claims and recommended approval. **Motion: Board Member David H. Smith moved to approve.**

Second: Board Member Michele Sorensen.

Discussion

Board Member David H. Smith asked **Business Administrator Jason Sundberg** whether there were any significant expenditures or financial issues the Board should be aware of. **Mr. Sundberg** reported that approximately \$200,000 had been expended from Fund 12, the General Fund, throughout the first two months of the fiscal year. Based on current spending, the district was tracking at approximately \$1.2 million annually against a budget of approximately \$1.6 million and remained in a good position. **Mr. Sundberg** noted that Fund 36 included a significant expenditure associated with the district's recent land purchase. **Board Member Michele Sorensen** asked for clarification regarding the fiscal year. Mr. Sundberg explained that the fiscal year runs from July 1 through June 30 and that the report reflects July and August. **Board Member Sorensen** asked whether expected increases in expenditures later in the year were related to additional employees being hired as the district continues preparing for operations. **Mr. Sundberg** confirmed that the approved FY27 budget included positions beginning later in the fiscal year, including administrative assistants, hourly employees, and other staff who may begin employment prior to July 1, 2027.

There being no further questions, President Lyman called for the vote.

The board voted in favor of approving the Expenditure Report and Claims, and the motion passed unanimously, 7/0

DISCUSSION/ACTION ITEMS

1. School Grade Configurations Discussion

Superintendent Jensen introduced the grade configuration discussion and noted that the Board had held a Study Session earlier in the day focused more extensively on configuration options. He explained that no action was scheduled during the Board Meeting and that the agenda item provided an opportunity for Board members to discuss what they had learned through the Study Session and the three public hearings held that evening. Superintendent Jensen noted that additional focus groups were scheduled for Monday, followed by community cluster meetings on Tuesday and Wednesday at the district's four high schools. Those meetings would provide additional opportunities for Board members and district staff to listen to public feedback.

President Lyman encouraged members of the public who wanted to better understand the work leading to the current proposals to watch previous Board Study Sessions available through the district's YouTube channel. She emphasized that the configuration discussion had been underway for an extended period of time and had included significant discussion with staff and administrators. President Lyman said the public hearings had fulfilled an important purpose by helping Board members identify possible blind spots. She noted that several comments made during the hearings raised issues she had not previously considered and assured participants that their feedback had been heard. She emphasized that the Board was continuing to study the options and had not yet reached a final configuration decision.

Board Member Sorensen encouraged the public to watch the Study Session held earlier that day, particularly the discussion with two junior high principals about what a 6–8 middle school model could look like. She said the discussion helped distinguish a potential middle school model from the traditional junior high model many community members may picture when considering sixth graders moving into a secondary setting. Board Member Sorensen referenced ideas shared by Pleasant Grove Junior High Principal Mr. Schoonover and his leadership team regarding how sixth-grade students could be supported while still gaining access to additional programs and opportunities. She also noted that existing sixth-grade experiences, including curriculum-based activities such as the Medieval Fair, could continue under a middle school configuration. Board Member Sorensen again referenced the district's robust-school criteria as the foundation for configuration decisions and emphasized the goal of creating schools where students can thrive.

Superintendent Jensen reminded the public that robust-school criteria, frequently asked questions, boundary-study information, and other resources are available through the district website. He emphasized that grade configuration is only one component of the broader boundary study and said the district is intentionally sharing significant information in an effort to remain highly transparent.

Vice President Hilton expressed appreciation for the public hearings and said the feedback was helping Board members consider perspectives or implications they may not previously have identified. He asked the Board to discuss how seriously it should consider a 7–8 junior high configuration as an alternative to the proposed 6–8 model. He invited Board members to share their current thinking regarding the potential advantages and disadvantages of a 7–8 configuration.

Board Member Wilson expressed concern that a 7–8 model could result in significant underutilization of existing junior high facilities. She said operating large buildings at approximately two-thirds capacity could create an undesirable school environment and would not make the most efficient use of district resources. Board Member Wilson also noted that moving sixth grade to middle school could create additional room within elementary schools. She identified potential uses for that space, including restoring or expanding pre-K programs, providing appropriate classrooms for special education teachers, and more intentionally locating special enrollment programs such as gifted and talented and Dual Language Immersion. She expressed appreciation for the public hearing comments and said she had heard perspectives she had not previously considered.

Board Member Fugal noted that maintaining a 7–8 model could require the district to close an additional junior high in order to create appropriately sized schools.

President Lyman noted that, based on the state funding model and anticipated enrollment, a 7–8 configuration could result in the district operating only three junior high schools. She said this would complicate the Board's goal of creating four more aligned feeder systems between four junior highs and four high schools.

Board Member Fugal commented on the potential 7–8 junior high configuration, noting that maintaining a 7–8 model could require the district to close an additional junior high school in order to achieve appropriate enrollment levels and efficiently utilize district facilities.

Board Member Sorensen added that a three-junior-high structure could recreate some of the feeder-pattern challenges the district is currently attempting to resolve. She noted that one junior high could end up feeding only a relatively small percentage of its students into a particular high school, similar to the current challenges experienced by Timpanogos High School. She emphasized the potential benefits of more complete feeder alignment.

Board Member Smith said he was not opposed to continuing to explore a 7–8 model. He suggested that if ninth grade moved to high school, junior high enrollment could theoretically be structured at approximately half the enrollment of the receiving high school while preserving feeder alignment. He acknowledged that some facilities could have unused classrooms but noted that those spaces could potentially be repurposed. Board Member Smith asked how keeping sixth grade in elementary school might affect the district's ability to expand preschool or other programs. He suggested that available secondary space could potentially support other district needs.

Board Member Rex reflected on her recent experience as an elementary parent and questioned the assumption that keeping sixth graders in elementary school necessarily preserves childhood innocence or prevents exposure to more mature behaviors. She noted that students develop at different rates and that some sixth graders may be very ready for a middle school environment. Board Member Rex reiterated her strong support for true feeder patterns because she believes they would provide significant benefits to students and strengthen district programs. She acknowledged that she was not opposed to a 7–8 model but said she remained inclined toward the potential benefits of a thoughtfully designed 6–8 middle school model. She emphasized the importance of providing sixth-grade students with a “soft landing” and appropriate structures and supports as they transition into a secondary environment.

President Lyman said she appreciated the willingness of current junior high principals to consider creative approaches to serving sixth-grade students. She suggested that a sixth-grade model could include a primary or core teacher who builds a strong relationship with students while still allowing students opportunities to explore electives and other secondary experiences.

President Lyman emphasized that any transition would need to be intentional and responsive to legitimate concerns, including organizational and developmental challenges.

Vice President Hilton reflected on his recent experience teaching sixth-grade math in an elementary setting that operates with elements of a middle-school model, including students changing classrooms. He said he could envision sixth-grade students functioning successfully in a middle school environment but acknowledged that no configuration would perfectly meet the needs of every individual student. He emphasized the importance of identifying why the district chooses a particular model and determining how students would be supported within that model.

Board Member Sorensen brought the discussion back to the robust-school criteria and emphasized that, regardless of configuration, every school must have a foundation of high-quality teachers, effective leadership, a culture of belonging, strong safety practices, and effective operations.

Superintendent Jensen concluded the discussion by acknowledging the significant number of moving pieces involved in the boundary and configuration study. He noted that the issues discussed during the hearings and Board Meeting represented only one portion of a much larger process. He said the district would continue learning, listening, and gathering public input through upcoming focus groups and community meetings before final decisions are made.

2. Resolution #2026-019 – Authorization of Proposals, Bids, Design, Engineering, and Construction of New Gyms for Orem High School and Timpanogos High School

Superintendent Jensen introduced Resolution #2026-019, authorizing the district to begin the process of seeking proposals, bids, design, engineering, and potential construction of new gym facilities at Orem High School and Timpanogos High School. He explained that beginning the procurement process did not commit the district to construction costs. Rather, it would allow the district to begin the qualification and design process approximately six weeks earlier should the Board ultimately decide to move ninth grade into the high schools. Superintendent Jensen noted that additional gym facilities at both schools had previously been identified as needs and had been included in the 2022 bond proposal. The possible addition of ninth grade increased the urgency of addressing those needs.

President Lyman entertained a motion to approve Resolution #2026-019.

Motion: Board Member Guy Fugal moved to approve Resolution #2026-019.

Second: Vice President Sterling Hilton seconded the motion.

Board Discussion

Board Member Smith asked Superintendent Jensen to confirm that beginning the proposal and bid process would not itself create a cost obligation for the district. **Superintendent Jensen** confirmed that there was no cost simply to begin the procurement process. If the Board ultimately decided not to proceed with the project or configuration change, the district could stop the process before entering into a financial commitment. He explained that beginning the process now would save several weeks if the Board later chose to proceed. **President Lyman** recalled the Board's facilities tour and noted that both Orem High School and Timpanogos High School had identified additional gym space as a need even before grade configuration discussions began. She said Pleasant Grove High School and Mountain View High School already have additional gym capacity and viewed the proposed projects as helping create greater parity among the district's four high schools. **President Lyman** said she believed the facilities would likely be needed regardless of the final grade configuration, although moving ninth grade to high school would accelerate the need. **Board Member Smith** clarified that Mountain View's auxiliary gym is not equivalent in size or design to the type of facility being contemplated for Orem and Timpanogos high schools. **Board**

Member Rex asked whether the project planning could also include classrooms adjacent to the proposed gyms in case additional instructional space was needed. **Business Administrator Jason Sundberg** explained that the district had used a similar procurement process for the District Office and transportation facility.

He described the Request for Statements of Qualifications process, noting that it generally requires several weeks to advertise, receive responses, select qualified architectural firms, and begin design work. He said the request could include options for a gym along with possible additional classrooms so the district could receive preliminary cost information and determine whether permanent classrooms, portable classrooms, or another solution would be most appropriate. **Superintendent Jensen** asked **Mr. Sundberg** to explain potential funding sources. **Mr. Sundberg** explained that Alpine School District previously established a capital building fund through the Truth in Taxation process. Those funds are restricted for capital projects and were intended to allow construction projects to be completed using accumulated cash rather than relying solely on long-term bonding and interest costs. He estimated that approximately \$30–34 million in capital funds could ultimately be available to Timpanogos School District at the time of the district split, depending on the final allocation. He further explained that if Timpanogos School District maintained the associated tax increments in the future, the district could continue generating annual revenue for capital projects. **Vice President Hilton** asked for confirmation that the funds discussed are restricted specifically to capital projects and cannot be used for ongoing operational expenses. **Mr. Sundberg** confirmed that the funds are capital funds and are not appropriate for ongoing operating expenses. **President Lyman** asked **Board Member Wilson** whether she had additional questions or comments. **Board Member Wilson** asked what was creating the immediate pressure to move forward with the gym projects—additional sanctioned sports or the possibility of adding ninth grade and needing sufficient physical education capacity. **Superintendent Jensen** explained that the potential addition of ninth grade was what made the timing more urgent. He said that if the Board decides in October to move ninth grade into the high schools, beginning the process now could allow the new facilities to be completed approximately six weeks earlier. He added that even without the grade configuration change, current gym and physical education capacity presents challenges for school operations and athletic programs. **Board Member Wilson** noted that the projects had already been identified as needed in the unsuccessful 2022 bond and emphasized that the need was legitimate rather than simply an addition being proposed because of the district reorganization. **President Lyman** agreed, noting that the need existed in 2022 and had only increased as additional sports have been sanctioned. **Mr. Sundberg** noted that Timpanogos High School shares the same original floor plan as Lone Peak High School and that an additional gym had been constructed at Lone Peak approximately a decade earlier.

The motion passed unanimously. Resolution #2026-019 was approved, 7/0.

BOARD MEMBER REPORTS, INFORMATION ITEMS & COMMENTS

Board Member Wilson thanked those who made the effort to attend the meeting and public hearings.

She expressed appreciation for community input and emphasized that the Board is listening, even when its eventual decisions may not align with every individual's preferred outcome.

She encouraged community members to continue participating and working with the Board throughout the decision-making process.

Board Member Rex recognized PTA volunteers throughout the district and shared her positive experience attending a recent PTA meeting at an elementary school formerly attended by her children.

She expressed appreciation for parents who volunteer significant time to make schools stronger.

Board Member Rex reflected on a comment made earlier about not avoiding better outcomes simply because achieving them may be difficult. She acknowledged that the Board's current work involving

robust schools, closures, and configuration is difficult but emphasized that Board members are trying to make decisions they believe will ultimately benefit students.

She referenced her family's experience with the consolidation of Sierra Park and Hillcrest into Centennial Elementary and noted that, although the transition was difficult, the resulting school provides opportunities that were not previously available, including qualified specialists.

Board Member Rex expressed optimism that difficult changes could ultimately create stronger schools and reiterated her desire to make Timpanogos School District the best district possible.

Board Member Smith reported on a recent joint meeting with the Lindon City Council.

He said city and district leaders shared information about projects and issues affecting one another and described the meeting as productive.

He noted that the Board had previously held a similar meeting with Orem City and anticipated future meetings with Pleasant Grove and Vineyard.

Board Member Smith also thanked those who attended the public hearings and participated in the Study Session. He said the comments helped him explore his own thinking, hear other perspectives, and better understand community concerns as he prepares to make decisions for the district and its students.

President Lyman discussed the Board's efforts to strengthen relationships with municipalities.

She noted that boundary and school consolidation decisions will affect communities beyond the school district and said the Board is intentionally seeking input from city leaders and working collaboratively with local governments.

President Lyman again referenced the opening words of the district vision, "Together, we," and emphasized that educating children is a shared community responsibility.

She expressed hope that those participating in the hearings felt heard. President Lyman said that although public comment was initially one of the aspects of Board service she felt least comfortable with, it had become one of the most valuable parts of her work because community feedback continually informs her thinking.

She also noted that the Board receives feedback through the district website, email, and other communication channels and expressed gratitude for those opportunities to hear from the public.

Vice President Hilton thanked community members for attending and echoed President Lyman's appreciation for the public hearings as an important source of information.

He acknowledged that community members bring different experiences and therefore different perspectives to the discussion. He said he did not view differing perspectives as problematic and emphasized that multiple perspectives can simultaneously be legitimate.

Vice President Hilton said the Board's responsibility is to consider those varied perspectives and make decisions intended to benefit both current and future students.

He expressed appreciation for feedback that had helped him consider issues he had not previously considered and said he remained optimistic about the process.

Vice President Hilton also commented briefly on his recent experience teaching sixth grade, describing it as both exhilarating and humbling.

Board Member Sorensen thanked those who attended and participated in the meeting.

She specifically addressed district employees and emphasized that their well-being is also an important consideration as the Board evaluates school closures, boundaries, and grade configuration.

She assured employees that the Board is thinking about how future decisions will affect them and emphasized that caring for educators is an important district value alongside caring for students. Board Member Sorensen encouraged employees to provide feedback as the study process continues.

SUPERINTENDENT REPORT

Superintendent Jensen reflected on the district's adopted vision and values, particularly the commitments to integrity and transparency, open communication that assumes goodwill, and valuing the perspectives and experiences of students, educators, parents, and community members.

He said that after several months of working closely with the Board, he had observed those values consistently reflected in Board members' approach to community meetings and decision-making.

Superintendent Jensen expressed appreciation for working in an environment where Board members are open to listening and seriously considering multiple perspectives.

Board member Guy Fugal left the meeting at 7:54 pm.

ADJOURNMENT

There being no further business before the Board and no need to convene a Closed Session pursuant to Utah Code § 52-4-205, President Lyman entertained a motion to adjourn.

Motion: Board member Smith moved to adjourn the meeting.

Second: Vice President Hilton seconded the motion.

The board voted in favor and the motion passed unanimously, 6/0.

The meeting adjourned at approximately 8:06 p.m.

TIMPANOGOS SCHOOL DISTRICT BOARD OF EDUCATION

Resolution # 2026-020

A RESOLUTION AUTHORIZING THE SOLICITATION OF PROPOSALS, BIDS, DESIGN, ENGINEERING, AND CONSTRUCTION SERVICES FOR A PRINT SHOP AND MEETING SPACE WITHIN AN EXISTING WAREHOUSE AND ATTACHED BUILDING

WHEREAS, the Board of Education of Timpanogos School District recognizes the need to provide appropriate operational, printing, meeting, and support spaces to meet the current and future needs of the District; and

WHEREAS, the Board has identified an existing warehouse and attached building as suitable space for the development of a District print shop, meeting space, and related District uses; and

WHEREAS, the Board finds it to be in the best interest of the District to proceed with the planning, procurement, design, engineering, renovation, and construction processes necessary to prepare and improve the existing facilities for these purposes; and

WHEREAS, applicable law authorizes school districts to procure architectural, engineering, construction, and related professional services in accordance with applicable procurement requirements and District policies;

NOW, THEREFORE, BE IT RESOLVED that the Board of Education of Timpanogos School District hereby authorizes District administration to:

1. Initiate and oversee the solicitation of Requests for Qualifications (RFQs), Requests for Proposals (RFPs), invitations for bids, and other procurement documents related to the planning, design, engineering, and construction of a print shop and meeting space within the existing warehouse and attached building (the “Projects”);
2. Engage architects, engineers, consultants, legal counsel, construction professionals, and other necessary parties in support of the procurement process for the Projects;
3. Evaluate procurement options and delivery methods for the Projects, including traditional design-bid-build, construction manager/general contractor (CM/GC), or other methods permitted under Utah law and District policy;
4. Conduct all procurement activities related to the Projects in compliance with the Utah Procurement Code, applicable State Board of Education requirements, and District purchasing policies; and
5. Present final contracts, agreements, and financial commitments related to the Projects to the Board of Education for approval as required by law and District policy.

APPROVAL: ADOPTED this ____ day of _____, 2026.

The foregoing Resolution was introduced by Board Member _____, seconded by Board Member _____, and upon being put to a vote, the results were as follows:

Board Member	Vote	Board Member	Vote
Jennifer Lyman, President	☐ AYE ☐ NAY	Grace Rex	☐ AYE ☐ NAY
Sterling Hilton, Vice President	☐ AYE ☐ NAY	Michele Sorensen	☐ AYE ☐ NAY
Guy Fugal	☐ AYE ☐ NAY	Ada Wilson	☐ AYE ☐ NAY
David H. Smith	☐ AYE ☐ NAY		

The motion: ☐ PASSED ☐ FAILED

Jennifer Lyman, President: _____

ATTEST: Karen Carter: _____
Executive Assistant to the Board

TIMPANOGOS SCHOOL DISTRICT BOARD OF EDUCATION
Resolution # 2026-021

**A RESOLUTION OF THE TIMPANOGOS SCHOOL DISTRICT BOARD OF EDUCATION
AUTHORIZING AND APPROVING ALPINE SCHOOL DISTRICT TO DECLARE
ONE (1) ATV AS SURPLUS PROPERTY FOR DISPOSITION**

WHEREAS, Alpine School District owns a **2009 Kawasaki Prairie 360**, VIN **JKBVFHA1198581638**, Title No. **UT10192142**; and

WHEREAS, it is deemed to be in the best interest of Alpine School District to declare certain district-owned property as surplus when the property is no longer needed or appropriate for district operations; and

WHEREAS, Timpanogos School District has reviewed the proposed disposition of the above-described vehicle as part of the district reorganization and allocation process;

NOW, THEREFORE, BE IT RESOLVED that the Board of Education of Timpanogos School District hereby authorizes and approves the request of Alpine School District to declare the following vehicle as surplus property: **2009 Kawasaki Prairie 360**, VIN: **JKBVFHA1198581638**

BE IT FURTHER RESOLVED that this approval is granted in accordance with applicable law, including Utah Code §53G-3-302(6)(d) relating to district reorganization, and authorizes Alpine School District to take all actions necessary to dispose of the property in accordance with applicable statutes, policies, and procedures.

BE IT FURTHER RESOLVED that this Resolution shall take effect immediately upon its adoption.

APPROVAL

ADOPTED this ____ day of _____, 2026.

The foregoing Resolution was introduced by Board Member _____, seconded by Board Member _____, and upon being put to a vote, the results were as follows:

Board Member	Vote	Board Member	Vote
Jen Lyman, President	☐ AYE ☐ NAY	Grace Rex	☐ AYE ☐ NAY
Sterling Hilton, Vice President	☐ AYE ☐ NAY	Michele Sorensen	☐ AYE ☐ NAY
Guy Fugal	☐ AYE ☐ NAY	Ada Wilson	☐ AYE ☐ NAY
David H. Smith	☐ AYE ☐ NAY		

The motion: ☐ **PASSED** ☐ **FAILED**

Jennifer Lyman, President: _____

ATTEST: Karen Carter: _____
Executive Assistant to the Board