

Board Meeting Documents
September 24, 2026

MINUTES OF THE STUDY SESSION – September 10, 2026

The Board of Education of the Aspen Peaks School District met in a Study Session on Thursday, September 10, 2026, at 4:01pm. The Study Session took place in the boardroom at the Alpine School District office in American Fork, UT.

Board members present: Board President Diane Knight, Vice President Amber Bonner, Nicki Brammer, Jeanne-Marie Burrows, Jason Hart(arrived at 4:17pm), and Jason Theler. Steve Sparti was absent.

Also present: Superintendent Perkins and Business Administrator Bea Twede. There were approximately 5 others in attendance.

AGENDA ITEMS

1. Board Governance Handbook - we continued going through the handbook from the previous study session
 - a. Section 4 - Training and Continuing Education - just a reminder that the policy numbers are place holders, not our numbering system.
 - i. Policy 1070 - sets the minimum for continuing education
 1. OPMA and Land Trust
 2. Public records, privacy, ethics, finance or other training assigned by the District, USBE, the Utah Office of the State Auditor, legal counsel or Board policy.
 3. We also have training for the specific committees that we serve on.
 4. Question was raised on who keeps the record of the completed training? Business Administrator or someone else
 5. Approximately 12-20 hours of training per year.
 6. The purpose is not to count hours. It is to ensure the Board is steadily building the knowledge and discipline required to govern a public school district well.
 7. We need to keep in mind the distinction of governance versus management.
 8. We need to monitor progress without overstepping management.
 9. We need to act as a body, not as individuals.
 10. We need to raise concerns without directing staff or undermining the Superintendent's authority.
 - ii. Open meetings, public records and ethics
 1. OPMA training
 2. Closed session rules and limits.
 3. Agenda, notice, minutes and voting requirements.
 4. This training matters disproportionately because most governance mistakes happen through ordinary communication: texts, emails, social media messages, informal conversations, or attempts to be helpful outside the formal Board process.
 - iii. School finance, audit and fiduciary oversight
 1. The Board's purchasing policy and the contract threshold above which an item comes to the Board for approval.
 - a. A purchase of \$50,000 or more needs to be approved by the Board.
 - b. Monthly board reports show big changes that have been paid that month. Anything above \$50,000 will be brought before the Board at Board Meeting. We will put this amount in policy.
 2. Board members do not need to become school finance experts. They DO need to understand the budget well enough to govern responsibly.
 - iv. Student outcomes and academic oversight
 1. Student achievement and growth data
 2. In the District's early years, training weight sits on building baseline systems. Over time, the Board's training should increasingly support meaningful oversight of student outcomes.

3. We can share these achievements in SCC meetings.
- v. Superintendent and Business Administrator evaluations
 1. The only 2 employees that the Board hires are the superintendent and the business administrator. We are required by law to evaluate them annually.
 2. We need to evaluate senior administrators as a Board, not as individual members.
 3. We need to be trained prior to their evaluations.
 4. Our focus areas for the evaluations will come from our KPI's.
- vi. Communication, public relations and social media
 1. Training on how to communicate as an individual Board member without appearing to speak for the Board.
 2. Training on how to use social media responsibly as an elected official.
 3. Training on how to avoid escalating conflict online.
 4. School districts face unusual public attention, uncertainty and scrutiny. Board members do not need polished corporate messaging. They DO need shared experiences for clear, disciplined, legally appropriate communication.
- vii. Community engagement and conflict management
 1. Listening to community concerns without making commitments outside Board action.
 2. Handling complaints respectfully and consistently.
 3. Understanding escalating pathways.
 4. Managing public comment professionally.
 5. Recognizing when a concern reflects a broader system issue.
 6. Engaging with families, staff, students and community members without bypassing the Superintendent's management role.
- viii. Advocacy and legislative context. Board members should understand:
 1. The Utah legislative process as it affects public education.
 2. The Board's role in advocacy.
 3. How to communicate with USBE, legislators and other state agencies.
 4. How to track statutory changes that affect District policy, finance, governance, curriculum, facilities and student services.
 5. How to distinguish personal political advocacy from Board-authorized advocacy.
 6. We need to be aware of the USBE issues that are currently being discussed.
 7. Participation in USBA legislative training, regional meetings and legislative updates is strongly encouraged.
- ix. Safety, crisis and high-stakes governance
 1. The Board's role in a crisis is not to manage the incident. It is to preserve governance discipline, support lawful communication, protect confidentiality and ensure the Superintendent has appropriate authority and support to manage the District's response.
 - a. What should board members do when there is a safety/crisis situation?
 - i. The Communication's Dept has a protocol they follow during any safety/crisis situation. We will follow that protocol.
 - ii. We will have additional training from the Communications Dept.
 - iii. The Board would like to be kept informed so they know what is appropriate to share
- x. Recommended Training Sources
 1. Utah Office of the State Auditor - 8 modules, 10 minutes each
 2. Utah School Boards Association(USBA) - new Master Board Certification
 3. Utah State Board of Education
 4. Utah Division of Archives and Records Service
 5. District legal counsel
 6. USBE Internal Audit
 - a. 3 modules - module 1 is required for all board members' onboarding

- b. We can complete some of the modules together
- xi. Training Plan by Board Role
 - 1. New Board members
 - a. The State Auditor's introductory course
 - b. OPMA and closed session training
 - c. Board role, and where governance ends and management begins
 - d. District policy structure
 - e. School finance basics
 - f. Public communication and social media expectations
 - g. The Superintendent evaluation process
 - h. Community complaint and concern routing
 - i. School LAND Trust responsibilities, where applicable
 - j. Module #1 of the USBE Internal Audit
 - 2. Board President and Vice President - have specific training
 - 3. Committee assignments - have specific training
- xii. How to plan training each year
 - 1. Each spring, after the Board self-evaluation, the Board identifies two or three governance development priorities for the coming year. Those priorities guide the training calendar.
 - 2. Diane has asked Jason Hart to put together a list of possible topics for Board training during study sessions:
 - a. Auditor Training (Do modules as a board?)
 - b. Unique ones may be Budgets (with an auditor focus), Ethics and Nepotism, Separation of Duties
 - c. OPMA and GRAMA Basics - what does it look like in detail?
 - d. Governance versus Operations
 - e. Policy and Administrative Rules
 - f. Community Engagement and Interactions
 - g. Board Self-Assessment
 - h. Assessing Superintendent and BA
 - i. Reading district reports and budgets
 - j. Interpreting and evaluating data
 - k. Decision Making?
 - l. Compliance and Laws
 - m. Dealing with a Crisis
 - n. *Encouraging Public Participation* (The Guide to Effective School Boards)
 - o. *Working with the News Media* (The Guide to Effective School Boards)
 - p. Nicki recommended a book reading and discussing the book
 - q. At this time with the start of a new district we need to train on topics prior to the beginning date of July 1, 2026.
- xiii. Governance Retreat or Work Session
 - 1. A retreat should not replace regular training, but it helps the Board build shared understanding and common language. Shared training is often more valuable than individual attendance at unrelated sessions, because the Board is not only building individual knowledge; it is building a governance culture.
- b. Section 5 - Preparing for Board Meetings
 - i. Board Docs
 - 1. We will change the timeline and remove the 72 hour deadline. 72 hours will be a standard and followed when possible.
 - 2. Family-impact notes if applicable, brief statement on the impact. State Code asks that a brief statement be made when a policy is going to impact the family.

3. If you have substantive questions that staff could research before the meeting, send them to the Superintendent at least 24 hours in advance. Advance questions often make the difference between a discussion that resolves the question and one that gets stuck.
4. This is not lobbying for an outcome. It is information-gathering. The pattern: ask the question, receive the data, then form your view.
- ii. Meeting Decorum
 1. Disagree on substance, not character. The Board is a body of seven and disagreement is how good decisions get made.
- iii. What to expect at a meeting
 1. We need to add Study Session and Closed Session
 2. Pledge of Allegiance and Reverence - we will assign an individual to lead the pledge and give a reverence message. Once our district opens we may assign schools to fulfill these assignments.
 3. Public comments - we would like to have more comments and interaction with our community members
 - a. Do we want to add additional time for comments?
 - b. Can we respond to comments if needed?
 - c. Can we ask clarifying questions?
 - d. We will look at Policy 1001 and readdress the public comments.
- c. Section 6 - Communication Norms - You may communicate with fellow Board members between meetings, but with care.
 - i. Between meetings, among board members
 1. OPMA limits
 2. Topical messages, not deliberation
 3. Confidentiality - don't share information from closed sessions
 4. No surprises - Do not surface a significant concern, objection or new piece of information for the first time in an open Board meeting, not for the Superintendent, the Board President, fellow Board members, or staff. If you have a concern about an agenda item, raise it with the Board President or Superintendent beforehand. Governance works better when everyone in the room has had a chance to think, not just react.
 5. We need to keep in mind the "Rolling Quorum"
 - ii. The Single-Point-of-Contact Rule
 1. Operational concerns or questions go to the Superintendent, or to the Board President if the Superintendent is the subject.
 2. If a staff member contacts you directly with information about operations, accept it courteously, then promptly inform the Superintendent of the substance.
 3. If a staff member contacts you to lobby for or against a personnel matter, decline politely and refer the matter to the Superintendent.
 4. If a staff member raises a safety, fraud, or legal concern, treat it seriously, refer it to the Superintendent or, in extraordinary cases, the Board President, and let those channels respond.
 5. Do not direct staff in the conduct of their duties. Do not make commitments to staff on the Board's behalf.
 6. These concerns can be brought up in our weekly Superintendent Meeting.
 7. This is not about distance from staff. It is about ensuring the Superintendent is the appropriate manager of the staff, and that individual Board members do not inadvertently set conflicting expectations.
 - iii. Board Policies that are referenced in the Board Governance Handbook draft
 1. Pg 12: Policy 1070 - Board Continuing Education & Training
 2. Pg 21: Policy 1300 - Board Meetings
 3. Pg 21: Policy 1050 - Board Member Code of Ethics & Conduct: Closed Session

4. Pg 23: Policy 1030 - Board Member Communication
5. Pg 23: Policy 1500 - Superintendent: Communication/Single-Point-of-Contact Rule

The meeting adjourned at 5:29pm.

DRAFT

MINUTES OF THE BOARD MEETING – SEPTEMBER 10, 2026

The Board of Education of the Aspen Peaks School District met in a board meeting on Thursday, September 10, 2026, at 6:00PM. The board meeting took place in the boardroom at the Alpine School District office in American Fork, UT.

Board members present: President Diane Knight, Vice President Amber Bonner, Nicki Brammer, Jeanne-Marie Burrows, Jason Hart, and Jason Theler. Steve Sparti was absent.

Also present: Superintendent Perkins and Business Administrator Bea Twede. There were approximately 12 others in attendance.

President Diane Knight conducted the meeting.

PLEDGE OF ALLEGIANCE

The Pledge of Allegiance was led by Brady Rowley.

REVERENCE

Reverence was given by Brady Rowley.

COMMUNITY COMMENTS - no commentsMINUTES

President Knight asked for a motion concerning the August 27, 2026 Study Session and Board Meeting minutes. Board member Bonner made the motion to approve the August 27, 2026 Study Session and Board Meeting minutes, and it was seconded by Board member Theler. The Board voted in favor and the motion passed unanimously.

ROUTINE BUSINESS - Dr. Perkins reviewed the following two reports and recommended the approval of the reports.

1. Expenditure Detail Report/Claims
2. Enrollment Report

President Knight asked for a motion to approve the Expenditure Detail Report/Claims and the Enrollment Report. Board member Hart made the motion to approve the Expenditure Detail Report/Claims and the Enrollment Report, and it was seconded by Board member Burrows. The Board voted in favor and the motion passed unanimously.

DISCUSSION ITEMS

1. Portrait of a School
 - a. Board President Knight stated that at our last board meeting we discussed our boundary feedback tool. During the discussion, the Aspen Peaks “Portrait of a School” was referred to. Superintendent Perkins turned the time over to Doug Webb and David Ludwig to discuss what a “Portrait of a School” looks like:
 - i. Mr. Webb stated that we are always looking at our school boundaries. He made reference to the Boundary Feedback Tool that is now on our Aspen Peaks School District website. He thanked those who have added their feedback thus far and asked for continued feedback until October 1, 2026 when the tool is removed off of the website.
 - ii. Boundary Study Update:
 1. Boundary Considerations that are looked at constantly, and sometimes compete with each other:
 - a. Student population and building capacities
 - b. Feeder patterns, neighborhoods, and growth trends

- c. Additional factors: projections, transportation, future development, financial, balanced enrollment, special programs, long term stability
 - d. Capital Planning Committee - 1 year, 5 year, 10 year plan
- iii. Dr. Ludwig thanked the boundary committee. He also thanked the community for the feedback that has been received on our website.
- iv. Portrait of a Thriving School
 - 1. Fairness
 - 2. Balancing Priorities
 - 3. Preventing Overcrowding and Under-utilization
 - 4. Protecting Student Transitions
- v. The committee studied two main groups - elementary and middle/junior school
 - 1. Elementary - 3 group sizes
 - a. Small - 350-600 students
 - b. Medium - 600-800 students
 - c. Large - 800-950 students
 - d. Teacher Collaboration Teams (PLCs)
 - e. Specialty & Advanced Learning Options
 - 2. Middle/Junior - one group size
 - a. 1,050-1800 students
 - b. Department & Grade-Level Collaboration Teams
 - c. Comprehensive Academic & Extracurricular Offerings
 - d. Administrative & Student Support
 - 3. We will continue to monitor the high schools within our district.
- vi. He thanked those who have added their feedback thus far and asked for continued feedback until October 1, 2026 when the tool is removed off of the website.
- b. Discussion
 - i. Board member Burrows thanked the committee for all their work with the boundary study and getting the feedback tool up and running on the website. She also thanked them for showing the board members how to find it on the website.
 - ii. Board President Knight stated that a common misperception is that a smaller school would make smaller class sizes. That is not a direct correlation. In addition, smaller schools are not always able to have the optimal programs and classes that we would like to offer to our students. She asked the community members to please submit their feedback over the next few weeks prior to October 1, 2026 when the feedback tool will be taken off the website.

BOARD MEMBER/SUPERINTENDENT REPORTS AND INFORMATION ITEM

Board member Bonner wanted to put a plug in for our Unified Soccer Tournament next week. It is so fun to go and watch our SPED students and their peer tutors compete against other teams. The tournament is @ Timpanogos High School, next Thursday, September 17 @ 10:30am-1:00pm. She invited everyone to attend. She thanked all of our SPED teachers for their work in making this tournament happen for our SPED students.

Board member Brammer shared that the State of Utah has an essay competition for high school students (grades 10-12) to write an essay about future AI policy. There will be one winner from each of the 29 Senate districts throughout Utah. There are cash prizes from \$250-\$1,000. The 29 students that win the competition will go to the Policy Congress at the Capital in November and work with them to craft some of the policies that they will recommend to the legislature. The deadline is October 1, 2026.

Superintendent Perkins is grateful to all the Alpine School District employees and their hard work for a great start to the school year. He stated that the Aspen Peaks Board Members have started their school visits again to the remaining elementary schools that we were not able to visit last year.

ADJOURNMENT

On motion by Board member Brammer and seconded by Board member Theler, the meeting adjourned at 6:20PM. The Board members who voted in favor were President Diane Knight, Vice President Amber Bonner, Nicki Brammer, Jeanne-Marie Burrows, Jason Hart, and Jason Theler. The vote was unanimous.

DRAFT

ASPEN PEAKS SCHOOL DISTRICT BOARD OF EDUCATION
Resolution # 2026-009

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

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

WHEREAS, the Alpine School District has identified one (1) miscellaneous ATV as surplus property, as further described in the attached list;

NOW, THEREFORE, BE IT RESOLVED that the Board of Education of the Aspen Peaks School District hereby authorizes and approves Alpine School District to declare one (1) miscellaneous ATV, as further described in the attached list, as surplus property.

BE IT FURTHER RESOLVED that this approval is granted in accordance with applicable law, including Utah Code §53G-3-302(6)(d) related to district reconfiguration, and authorizes Alpine School District to take all actions necessary to declare the listed vehicle as surplus property for disposition.

APPROVAL

Passed and Adopted this _____ day of _____, 2026

Board President

Date

There is one ATV that is being recommended for disposition on September 24, 2026:

2009 Kawasaki Prairie 360

Vin#: JKBVFHA1198581638

Title#: UT10192142