

MINUTES OF THE STUDY SESSION- JUNE 17, 2026

The Board of Education of the Timpanogos School District met in a study session on Wednesday, June 17, 2026, at 4:04 pm. The study session was held at the Alpine School District Special Education Office in Lindon, Utah.

Board Members Present: President Jennifer Lyman, Guy Fugal, Grace Rex, Michele Sorensen, and Ada Wilson. David H. Smith arrived at 4:47 pm. Vice President Hilton, excused.

Also present: Superintendent Jensen & Business Administrator Sundberg and members of the administrative staff. There were approximately 14 others in attendance.

Board President Jennifer Lyman called the study session to order at **4:04 p.m.** The purpose of the study session was to review stakeholder feedback gathered during the districtwide Vision and Values Tour and to begin refining the draft Vision and Values statement based on community input.

VISION & VALUES REFINEMENT

Superintendent Joseph Jensen presented an overview of the Vision and Values engagement process conducted throughout the spring. He explained that district leaders and Board members visited 28 of the district's 29 schools, meeting separately with students, teachers, parents, and school leadership teams. The effort included 112 stakeholder meetings, approximately 75 hours of on-site engagement, and input from an estimated 1,200-1,500 participants, with 491 survey responses submitted electronically. Every Board member participated in multiple school visits, providing valuable firsthand observations throughout the process.

Dr. Jensen shared survey results demonstrating that approximately 95 percent of respondents had reached acceptance or optimism regarding the creation of Timpanogos School District, reflecting growing confidence in the district's future. He emphasized that the stakeholder process had accomplished more than simply collecting feedback; it had shaped district leadership, influenced planning efforts such as the Robust School Criteria work, and ensured that employees, students, parents, and community members had meaningful opportunities to contribute to the district's foundational direction.

Board members were asked to individually review the current Vision and Values draft and annotate specific revisions based on comments they had heard during school visits. Following the individual review period, the Board participated in an extensive discussion regarding recurring themes that emerged throughout the engagement process.

Several members observed that the phrase "high levels of genuine learning" consistently resonated with nearly every stakeholder group. Members noted that students, parents, and educators understood the concept of genuine learning and appreciated its emphasis on authentic understanding, application, and transfer of knowledge. Discussion also acknowledged that the increasing role of artificial intelligence in education makes the distinction of "genuine learning" even more meaningful.

Board members discussed stakeholder reactions to specific terminology. The word "joyful" generated considerable discussion during school visits. Teachers often questioned whether schools could create happiness for every student, while parents overwhelmingly viewed the word as an aspirational characteristic they wanted for their children's educational experience. Members also noted widespread support for the words "thriving" and "together," which reinforced collaboration and student success.

Discussion centered on improving clarity for the public. Board members noted that educational terminology such as "knowledge, skills, and dispositions" was well understood by educators but less meaningful to parents and students. Members recommend strengthening the connection between those terms and the more accessible phrase "know, do, and be." Discussion also included simplifying

language where possible and considering whether the Vision Statement itself could be shortened or accompanied by a concise tagline while maintaining the more comprehensive statement as the district's formal vision.

The Board reviewed feedback regarding individual values within the draft document. Members recommend replacing references with "teachers" with broader language such as "staff" or "educators" to recognize the contributions of all employees. Additional discussion focused on ensuring the document reflected the shared responsibility of students, educators, parents, and the community in supporting student success.

Board members also discussed whether the sequence of stakeholder groups within the values should be reordered to emphasize students first, followed by educators, parents, and community members. Members observed that the order of these groups communicates priorities and should intentionally reflect the district's student-centered mission.

The Board reviewed suggestions regarding student dispositions. Several members recommended replacing the word "considerate" with "kindness" or "empathy," noting that junior high students repeatedly identified kindness as an important quality they believed should be explicitly stated. Additional recommendations included incorporating concepts such as responsibility, innovation, adaptability, and resilience to better reflect the characteristics the district hopes to develop in graduates.

Considerable discussion focused on the phrase "moral agency." While Board members appreciated the intended educational meaning developing students capable of making thoughtful, ethical decisions they recognized that some stakeholders associated the phrase with religious terminology. Members discussed exploring alternative wording that would more clearly communicate the district's intent while remaining accessible to the broader community.

The Board also discussed the role of student safety within the Vision and Values framework. Members distinguished safety as a condition created by adults rather than a student disposition to be developed. Discussion emphasized both physical and psychological safety, including creating environments where students experience belonging, respect, and security. Members agreed that establishing safe learning environments is a foundational responsibility of the district and should be appropriately reflected in future drafts.

Throughout the discussion, Board members expressed appreciation for the extensive stakeholder engagement process and agreed that the feedback would substantially strengthen the district's Vision and Values. Superintendent Jensen indicated that, following additional review with Board Member Sterling Hilton upon his return, staff would incorporate the Board's recommendations into a revised draft for consideration at a future study session.

The meeting adjourned at approximately 5:27 PM.