

MINUTES OF THE STUDY SESSION- JULY 15, 2026

The Board of Education of the Timpanogos School District met in a study session on Wednesday, July 15, 2026, at 4:03 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, Guy Fugal, Grace Rex, David H. Smith, Michele Sorensen, and Ada Wilson

Also present: Superintendent Jensen & Business Administrator Sundberg and members of the administrative staff. There were approximately 11 others in attendance.

Board President Jennifer Lyman called the study session to order at **4:03 p.m.**

VISION & VALUES REFINEMENT

Vice President Hilton led the Board through a continued review of the district's Vision and Values Statement, incorporating stakeholder feedback gathered through visits to nearly every school in the district. The Board reviewed revisions developed from approximately 500 survey responses and discussions with students, parents, educators, administrators, and community members.

He presented a revised draft identifying proposed changes resulting from stakeholder feedback. Board members discussed the importance of creating a vision statement that is concise, understandable, and enduring while accurately reflecting the educational priorities of the new district.

Genuine Learning

The Board reviewed language describing **genuine learning**, specifically the phrase "transfer, leverage, and apply." Members agreed the three terms communicated similar concepts and discussed simplifying the language by using "**apply**" as the primary descriptor. The Board felt the streamlined wording better communicated the district's expectation that students demonstrate learning by applying knowledge and skills in authentic situations.

Know, Do, Be Framework

Board members supported replacing the traditional educational headings **Knowledge, Skills, and Dispositions** with the more accessible framework of **Know, Do, and Be**. Members observed that stakeholders consistently found the simplified headings easier to understand and more memorable.

Refining the "Be" Category

Discussion centered on the structure and organization of the "**Be**" section. Members explored separating the desired student attributes into inward-focused qualities and outward-focused responsibilities. Suggestions included organizing the section around **Character** and **Citizenship**, while others preferred maintaining the distinction without using those specific labels to avoid unintended interpretations.

The Board also discussed reducing the number of listed dispositions by combining similar traits, including confidence, responsibility, self-direction, persistence, and resilience. Members emphasized the importance of identifying a concise set of characteristics that clearly represent the district's expectations for graduates.

Language and Terminology

Board members reviewed terminology that may be interpreted differently by stakeholders. Discussion focused on selecting language that would be universally understood while maintaining the intended educational meaning. Members also considered consistency throughout the framework, noting differences between the use of nouns and adjectives across the various sections.

Safety, Well-Being, and Belonging

The Board discussed recurring stakeholder feedback emphasizing **safety** and **belonging** as essential components of successful schools. Members agreed these themes should receive greater visibility within the district's values.

The Board expressed support for adding **Safety and Well-Being** as an explicit district value and discussed possible ways to incorporate the concept of **belonging** within either the district culture statement or the values themselves. While no final wording was adopted, members agreed these concepts should be more prominently reflected in future drafts.

Supporting Resources

Board members supported maintaining a concise Vision and Values Statement while creating a supplemental document defining key educational terms and providing additional explanations for employees, families, and community members.

BOUNDARY STUDY UPDATE

Superintendent Jensen provided an update on the ongoing Boundary Study process and discussed how the emerging Vision and Values Statement will continue to guide future boundary recommendations and decision-making.

The Board discussed the importance of ensuring that boundary decisions remain aligned with the district's commitment to creating robust schools that provide high levels of learning, equitable opportunities, student well-being, and strong school communities. Members emphasized that Vision and Values should serve as the foundational lens through which future boundary options are evaluated.

Administration also reviewed upcoming work associated with the boundary study, including continued refinement of robust school criteria, community engagement efforts, and future Board discussions leading toward formal boundary recommendations.

BOARD GOVERNANCE

The Board continued its ongoing governance discussion, focusing on the distinct roles and responsibilities of the Board of Education and district administration.

Members reaffirmed that the Board's primary responsibility is establishing the district's vision, policy, strategic direction, and oversight, while administration is responsible for implementing Board direction and managing the day-to-day operation of the district.

The discussion emphasized that Board members should avoid becoming directly involved in operational matters, including individual student concerns, employee issues, or personnel matters. Members agreed that those responsibilities appropriately belong to district administration, allowing Board members to remain focused on governance, long-term planning, fiscal oversight, policy development, and representing the interests of the community as a whole.

The Board also discussed the importance of maintaining appropriate communication channels with administration, respecting established processes for addressing concerns, and presenting a unified governance model that clearly distinguishes policymaking from daily management responsibilities.

The meeting adjourned at approximately 5:35 PM.