

Form - Application/Cover Sheet

UTAH STATE BOARD OF EDUCATION

Waiver of Administrative Rule

UAC R277-121 allows an LEA to request a waiver from a Board rule. This cover sheet should be used as a checklist in preparation of necessary materials and supporting documents.

LEA: Click or tap here to enter text.

SCHOOL(S): Click or tap here to enter text.

RULE REQUESTING TO BE WAIVED: Click or tap here to enter text.

REASONING/JUSTIFICATION FOR REQUESTED WAIVER:

Click or tap here to enter text.

THIS IS A NEW WAIVER

THIS IS A REQUEST TO RENEW AN EXISTING WAIVER

DATE WAIVER WAS FIRST GRANTED July 1, 2021

ATTACH DATA TO SUPPORT THE REQUEST WHICH MAY INCLUDE:

STUDENT ACHIEVEMENT DATA

COMMUNITY, STAFF, OR STUDENT SURVEY DATA

STUDENT ENROLLMENT DATA

FOR RENEWALS: DOCUMENTATION THAT OUTLINES HOW THE WAIVER WAS UTILIZED

ATTACH VERIFICATION OF THE FOLLOWING (AS APPLICABLE TO THE TYPE OF LEA)

LEA GOVERNING BOARD VOTE APPROVING REQUEST FOR WAIVER IN OPEN MEETING

RECOMMENDATION FROM THE BOARD OF THE SCHOOL'S AUTHORIZER (IF APPLICABLE)

ATTACH THE FOLLOWING

WRITTEN AGREEMENT TO BE PROPOSED TO THE BOARD INCLUDING:

- ✓ EFFECTIVE DATE OF WAIVER (*or of the renewal*)
- ✓ HOW LEA OR SCHOOL WILL PROVIDE FOR PUBLIC REVIEW AND ACCOUNTABILITY (*such as parent/student/staff survey*)
- ✓ ACKNOWLEDGEMENT OF THE BOARD'S ABILITY TO REQUIRE ANNUAL UPDATES
- ✓ A SUNSET DATE FOR THE WAIVER (*three years or less*)

As you already identified, you must receive approval of your Charter Authorizer as well as your school's governing board. The approvals must take place by a vote of each board in an open meeting. You can attach a copy of the meeting minutes or a letter from the governing board leadership/chair. When the request is presented to USBE, the Board members will be especially interested in why you want the waiver, how it impacts students, and your school's overall student achievement. I will provide the required Agreement once you have provided all of the other required information.

When you have collected the required information, please email it to me. I will then request that the matter be placed on the USBE Law and Licensing Committee Agenda. This meeting is held once a month on the day following the USBE monthly meeting. The Committee will review the request, and if approved, it will be placed on the following month's USBE Meeting Agenda for consideration by the full Board.

- (b) Except for a request for a waiver due to snow, inclement weather, or other emergency school closure described in Section R277-121-5, a written request under Subsection (1)(a) shall include:
 - (i) verification that the LEA board voted to request the waiver in an open meeting;
 - (ii) data that support the requested waiver, which may include:
 - (A) student achievement data;
 - (B) community, staff, or student survey data;
 - (C) student enrollment data; or
 - (D) data demonstrating the cost effectiveness of the waiver request;
 - (iii) a proposed agreement with the Board that includes:
 - (A) a proposed effective date;
 - (B) provisions for public review and accountability;
 - (C) data gathering and reporting timelines; and
 - (D) a sunset date; and
 - (iv) in the case of a charter school, a recommendation from the board of the school's authorizer.



Garfield County School District

145 E Center St., Panguitch, UT 84759

Phone: 435-676-8821

February 13, 2024

Subject: Renewal Request for Four-Day School Week Waiver

Dear State Board of Education,

On behalf of the Garfield County School District, I am writing to formally request the renewal of our waiver allowing Boulder Elementary to continue operating under a four-day school week schedule. This waiver has been instrumental in providing a tailored educational experience that suits the unique needs of our students and community.

Boulder Elementary serves approximately 22 students and is located in an extremely remote area of Utah. Since the implementation of this schedule, we have observed numerous benefits directly attributable to the modified week. The positive outcomes include a more concentrated and focused academic environment and a better work-life balance for our staff and students.

We have conducted thorough evaluations and feedback sessions with parents, teachers, and students to assess the impact of the four-day school week. The consensus indicates overwhelming support for its continuation. Our academic performance metrics have remained stable or improved in some areas, demonstrating that the reduction in days has not compromised educational quality.

Understanding the importance of accountability and oversight, we are committed to maintaining rigorous academic standards and are prepared to submit detailed performance reports as required. We believe that the continued flexibility offered by the four-day school week will enable us to sustain and build upon the successes we have achieved thus far.

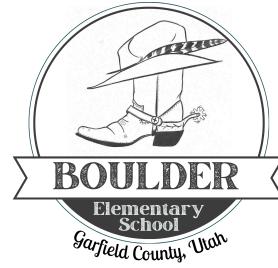
We are confident in our evidence-based approach and the positive impact it has had on our educational community. We are prepared to provide any additional information or documentation needed to support this request and look forward to a favorable response.

Thank you for considering our application and for your ongoing support of innovative educational approaches that meet the diverse needs of students across our state.

Sincerely,

Jared Brems

Jared Brems, Board President
Garfield County School District



Boulder ES Comprehensive Needs Assessment and Findings Based on Priority/Goal Improvement Plans

January 2024

DEMOGRAPHICS

Boulder ES is **situated in one of the most secluded regions** in the contiguous United States. Due to its remote location and low population density, it is classified as a frontier community. The residents of this community have limited access to necessities such as healthcare, grocery stores, and other resources.

84.21% of our students qualify for **Free or Reduced** school meals.

29.41% of our students receive **Special Education** services, and an additional **15.78%** are currently on a **Response to Intervention Plan (RtI)**.

11.76% of our students are **English Language Learners**.

47.36% of our school identifies as **Hispanic or Latino**, and **5.26%** identifies as **Black or African American**.

SCHOOL CLIMATE

Boulder ES is a **four-day week school** that employs two full-time certified teachers and additional instructional support staff to **cater to the students' multiage learning, special education, and personalized learning needs**.

It is crucial to have enough instructional staffing hours to support the range of standards required for all grade levels, including preschool through sixth grade, and not just based on the total number of enrolled students.

The additional instructional hours include the following allocated paraeducator hours: 29 for Title 1, 20 for Special Education, and 16 for Community Preschool.

As of January 3, 2024, Boulder ES enrolled 17 elementary students from kindergarten through sixth grade and two preschool students.

TEACHER QUALIFICATIONS

Boulder ES's Head Teacher, Elizabeth Julian, is a Utah Professional Educator Licensed Elementary Teacher, kindergarten through sixth grade.

Ms. Julian has a Bachelor's Degree of Science in Elementary Education from the University of Vermont with a concentration in sociology and fine arts.

Ms. Julian graduated with honors in 2003. She received the Elementary Education Program Diversity Award, which recognized her efforts to advance the Program's mission of teaching all children strategically in diverse communities.

In May 2019, Ms. Julian received the Utah Education Association's Excellence in Teaching Award, recognizing her efforts and time working as the Head Teacher at Boulder ES.

Nina Brownell has a Bachelor's Degree of Arts in Cultural Anthropology from Washington University in St. Louis. Ms. Brownell is currently working toward an Alternate Pathway to a Professional Educator License (APPEL).

Ms. Brownell and Ms. Julian are enrolled in Language Essentials for Teachers of Reading and Spelling (LETRS) professional learning to advance their knowledge and skills in the science of reading. They will complete the two-year course in March 2024.

Ms. Julian is participating in the Utah State Board of Education (USBE) two-year learning opportunity, Change Management for Literacy Leaders, beginning February 2024.

PROFESSIONAL DEVELOPMENT

School staff will participate in available district training and request training from the district as needed.

The Head Teacher will create and facilitate training for the instructional team in effective teaching strategies and best practices and use strategic and intensive instruction for support staff, including but not limited to teachers, paraeducators, substitutes, and volunteers.

School staff will utilize formal and informal Special Education training opportunities for intervention, Response to Intervention (RTI) plans, and Individualized Educational Plans (IEP).

School staff will complete site visits and phone, video, or email consultations with other district faculty members as needed or when available.

Two paraeducators from Boulder ES are enrolled in the Language Essentials for Teachers of Reading and Spelling-Early Childhood (LETRS-EC) and the Child Development Associate (CDA) credential program to learn the necessary skills to promote young children's social, emotional, physical, and cognitive growth.

Ms. Brownell completed the Responsive Classroom Elementary Core Course, and Ms. Julian completed the Responsive Classroom Elementary Advanced Course. The Teacher Qualification section previously noted that both teachers will complete the two-year Language Essentials for Teachers of Reading and Spelling-Early Childhood (LETRS-EC) in March 2025 in compliance with S.B. 127 Early Literacy Outcomes Improvement.

Additionally, Ms. Julian is enrolled in Utah Education Network (UEN) Research Ready: Utah Online Library Prek-5 and participating in the Utah State Board of Education (USBE) two-year learning opportunity, Change Management for Literacy Leaders, beginning February 2024.

CURRICULUM AND STANDARDS BASED GRADING

Boulder ES has the **unique ability to teach students in a multiage learning environment, meaning students of different ages learn together in one class, not separated by grade level**. Multiage classrooms foster instruction driven by individual objectives, allowing students to thrive and be challenged based on their specific needs.

Multiage learning reflects the natural groupings found in the world around us and offers opportunities for children to exchange ideas, follow modeled behavior, and develop leadership and social skills. Attention to the education of the whole child, integrated curriculum, and child-centered learning are vital principles in multiage learning.

The **curriculum cultivates curiosity and appropriately challenges our students based on Utah Core Standards**. Young children are intrinsically motivated to learn. They look at the world around them with wonder and a desire to understand all they experience. Our unique approach supports and maintains their internal drive, developing

foundational knowledge, learning skills, and personality traits to create lifelong learners who strive to achieve mastery in all academic pursuits.

Students learn specific content in English Language Arts, Mathematics, Science, Social Studies, Visual and Performing Arts, Engineering, Computer Science, Social-Emotional Learning, and Digital Citizenship. They learn to think about what they have learned and apply what they learned to new situations. Students learn to collaborate and communicate with others, think critically and creatively, and develop study habits that will last a lifetime.

Since our curriculum is based on Utah Core Standards, the students demonstrate their proficiency or mastery of various standards—**school instructional staff tracks students' progress and achievements, driving instruction to reach their highest potential**. We cannot rely on traditional grading methods based on the percentage of work completed. Instead, standards-based reporting depends on the learning targets for each state standard.

If funding were to become available, Boulder ES would implement Fly Five, a social and emotional learning curriculum developed on the core belief that students need to learn a set of social and emotional competencies, namely cooperation, assertiveness, responsibility, empathy, and self-control (C.A.R.E.S.), in order to be academically, socially, and behaviorally successful in, out of, and beyond school.

POSITIVE BEHAVIORS

Boulder ES uses the **Responsive Classroom Approach** as the school's guiding philosophy. "The Responsive Classroom approach to teaching comprises a set of well-designed practices intended to create safe, joyful, and engaging classrooms and school communities. The emphasis is on helping students develop their academic, social, and emotional skills in a learning environment that is developmentally responsive to their strengths and needs." (The below sections about Responsive Classroom are directly quoted from Responsive Classroom.)

The core belief of the responsive classroom is "In order to be successful in and out of school, students need to learn a set of social and emotional competencies—cooperation, assertiveness, responsibility, empathy, and self-control—and a set of academic competencies—academic mindset, perseverance, learning strategies, and academic behaviors."

Students have Guidance led by a classroom teacher or paraeducator for twenty

minutes daily. In addition to Responsive Classroom's set of social and emotional competencies, the curriculums used to facilitate are Readers With Character, Mind and Heart, Growth Mindset, and Study Skills Program For Groups.

If funding were to become available, Boulder would implement Fly Five, a social and emotional learning curriculum developed on the core belief that students need to learn a set of social and emotional competencies, namely cooperation, assertiveness, responsibility, empathy, and self-control (C.A.R.E.S.), in order to be academically, socially, and behaviorally successful in, out of, and beyond school.

RESPONSIBLE PARTIES

Boulder ES instructional staff, including administrators, teachers, and paraeducators, will implement the strategies in collaboration with parents/guardians and specialists (volunteers or paid).

EVALUATION PROCESS

Students will be given formative assessments each year to monitor their core instruction, including reading progress, foundational skills, fluency, comprehension, writing, early numeracy, computation, and mathematical concepts and applications.

Each year, students will be given benchmark assessments using Acadience Reading and Math, beginning-of-year (BOY), middle-of-year (MOY), and end-of-year (EOY), as well as progress monitoring.

Students will be given benchmark assessments each year using i-Ready Diagnostics in Reading and Math or an alternative assessment.

Students' phonemic awareness and reading progress will be monitored yearly using various evidence-based resources such as the LETRS Survey. Students will receive personal digital learning software programs such as Lexia Reading, iXL, ST Math, and ALEKS.

FINDINGS

During the **2022-2023 school year**, Boulder ES faced a challenge when they could not fill the advertised instructional positions, including special education. This led to a negative impact on providing the best practices and high-quality instruction based on individual goals. The school implemented a temporary hybrid program that combined in-school and at-home learning until December 2022 to address this issue.

The school staff worked together as a proficient teaching team and provided the necessary support for students' academic growth. This was made possible through regular professional development and weekly staff meetings. Staff members collaborated and utilized best practices in teaching while also analyzing data collected from progress monitoring to guide their instruction.

Chronic absenteeism has detrimentally impacted the school's reading and mathematics goals, as attendance is crucial for a student's success and growth. In Boulder, 50% of students attended less than 90% of their enrollment, which is concerning. To prevent this, the school's community council has set a goal for students to attend at least 90% of their enrollment. Moreover, this goal has been incorporated into future plans for Title 1, School Land Trust, and Teacher Student Success Act.

As seen nationally, Boulder ES has students who were homeschooled or received online or hybrid instruction during the 2020-2021 school year and have yet to recover from the learning loss. Although they are making typical or above typical growth, they cannot accelerate two grade levels in one year. Therefore, if these students cannot participate in intensive summer recovery or high-dosage tutoring, they will most likely remain below grade level in various areas.

Overall, there was a decrease in reading growth from the previous school year, but there was an increase in mathematics growth. Unfortunately, the school failed to meet its goal of 85% growth of all students in all measures, most notably in Acadience Reading.

The Acadience assessments showed the lowest growth rates. However, these assessments only measure growth within the enrolled grade level benchmark, which means that the actual growth of students with significant learning gaps, including those receiving Special Education services or English Language Learners, is not accurately reported.

In Reading, 57.14% of students made typical or above typical growth based on Acadience Reading.

In Mathematics, 84.61% of students made typical or above typical growth based on Acadience Math.

i-Ready Diagnostics shows students' growth in all measures regardless of their baseline outside of enrolled grade level. In Reading, the measures are Phonological Awareness, Phonics, High-Frequency Words, Vocabulary, Comprehension of literature, and Comprehension of Informational Text. In Mathematics, the measures are Number and Operations, Algebra and Algebraic Thinking, Measurement and Data, and Geometry.

In Reading, 85.71% of students made typical or above typical growth based on the i-Ready Reading Diagnostics.

In Mathematics, 100% of students made typical or above typical growth based on the i-Ready Math Diagnostics.

The RISE (Readiness Improvement Success Empowerment) assessment in Utah is a state-mandated standardized test used to measure student achievement in English Language Arts, Mathematics, and Science administered to grades 3-8.

In Reading, 83.33% of students were proficient or highly proficient based on the **RISE** Summative Assessment.

In Mathematics, 100% of students were proficient or highly proficient based on the **RISE** Summative Assessment.

STUDENT ACHIEVEMENT TRENDS

It is important to note that Boulder Elementary School has fewer than ten students per grade. Therefore, the data collected represents elementary students and is not divided by grade level to protect their identities. This is because some measures only have one student assessed, making it necessary to maintain confidentiality. Similarly, the RISE data represents third through sixth graders.

Acadience K-6 Reading (formerly Dynamic Indicators of Basic Early Literacy Skills, DIBELS Next)

2023-2024	Proficient	above Benchmark	at Benchmark	below Benchmark	well below Benchmark
MOY	58.81%	35.29%	23.52%	11.76%	29.43%
BOY	58.81%	35.29%	23.52%	5.88%	35.31%

In 2022-2023, 57.14% of students made typical or above typical growth based on Pathways of Progress, a tool for interpreting Acadience Reading scores that provide an evaluation of individual student growth or improvement over time.

2022-2023	Proficient	above Benchmark	at Benchmark	below Benchmark	well below Benchmark
EOY	56.25%	31.25%	25%	6.25%	37.5%
MOY	75%	50.0%	25.0%	0.0%	25.0%
BOY	58.5%	33.0%	25.5%	16.0%	25.5%

In 2021-2022, 91% of students made typical or above typical growth based on Pathways of Progress, a tool for interpreting Acadience Reading scores that provide an evaluation of individual student growth or improvement over time.

2021-2022	Proficient	above Benchmark	at Benchmark	below Benchmark	well below Benchmark
EOY	73.4%	66.8%	6.6%	0.0%	26.6%
MOY	86.7 %	60.1 %	26.6 %	0.0 %	13.3 %
BOY	64.0 %	64.0 %	0.0 %	7.0 %	29.0 %

* Data includes below grade level students who were absent 15-26% of their enrollment and those who were homeschooled although participated in EOY assessments

In 2020-2021, 80% of students made typical or above typical growth based on Pathways of Progress, a tool for interpreting Acadience Reading scores that evaluate individual student growth or improvement over time.

2020-2021	Proficient	above Benchmark	at Benchmark	below Benchmark	well below Benchmark
EOY	72.0 %	65.0 %	7.0 %	7.0 %	21.0 %
MOY	58.9 %	47.0 %	11.9 %	17.6 %	23.5 %
BOY	39.0 %	26.0 %	13.0 %	26.0 %	35.0 %

i-Ready Reading K-6 Diagnostic Benchmark Assessment:

By the middle of the 2023-2024 year, the median percent progress toward Typical Growth for this school is 118%.

2022-2023	Proficient	Mid or Above Grade Level Benchmark	Early On Grade Level Benchmark	One Grade Below Benchmark	Two Grade Levels Below Benchmark	Three or More Grade Levels Below
MOY	64%	58%	6%	18%	6%	12%

In 2022-2023, the median percent progress towards Typical Growth was 142%.

2022-2023	Proficient	Mid or Above Grade Level Benchmark	Early On Grade Level Benchmark	One Grade Below Benchmark	Two Grade Levels Below Benchmark	Three or More Grade Levels Below
EOY	68%	68%	0%	19%	13%	0%
MOY	75%	42%	33%	17%	0%	8%

RISE 3-6 English Language Arts (Readiness, Improvement, Success, and Empowerment):

2023-2024	Proficient	above Benchmark	at Benchmark	below Benchmark	well below Benchmark
Interim - MOY	77.77%	22.22%	55.55%	22.22%	0.0%

2022-2023	Proficient	above Benchmark	at Benchmark	below Benchmark	well below Benchmark
Summative	83.33%	50.00%	33.33%	16.66%	0.0%
Interim - MOY	84.0%	17.0%	67.0%	17.0%	0.0%

2021-2022	Proficient	above Benchmark	at Benchmark	below Benchmark	well below Benchmark
Summative	100.0%	43.0%	57.0%	0.0 %	0.0 %
Interim - MOY	86.0 %	43.0 %	43.0 %	14.0 %	0.0 %

2020-2021	Proficient	above Benchmark	at Benchmark	below Benchmark	well below Benchmark
Summative	71.44 %	42.87 %	28.57 %	14.28 %	14.28 %
Interim - MOY	100 %	67.0 %	33.0 %	0.0 %	0.0 %

Acadience K-6 Math (formerly DIBELS Math Early Release):

2023-2024	Proficient	above Benchmark	at Benchmark	below Benchmark	well below Benchmark
MOY	58.82%	47.06%	11.76%	17.65%	23.53%
BOY	72.22%	44.44%	27.77%	5.55%	22.22%

In 2022-2023, 84.61% of students made typical or above typical growth based on Pathways of Progress, a tool for interpreting Acadience Math scores that provide an evaluation of individual student growth or improvement over time.

2022-2023	Proficient	above Benchmark	at Benchmark	below Benchmark	well below Benchmark
EOY	43.75%	37.50%	6.25%	12.50%	43.75%
MOY	50%	33.4%	16.6%	25.0%	25.0%
BOY	41.6%	25.0%	16.6%	8.4%	50.0%

2021-2022	Proficient	above Benchmark	at Benchmark	below Benchmark	well below Benchmark
EOY	60.1%	53.5%	6.6%	6.6%	33.3%
MOY	49.92 %	22.22 %	27.7 %	22.22 %	27.86 %
BOY	46.66 %	26.66 %	20.0 %	33.34 %	20.0 %

* Data includes below grade level students who were absent 15-26% of their enrollment and those who were homeschooled although participated in EOY assessments.

2020-2021	Proficient	above Benchmark	at Benchmark	below Benchmark	well below Benchmark
EOY	57.25 %	43.0 %	14.25 %	21.5 %	21.25 %
MOY	56.25 %	43.75 %	12.5 %	31.25 %	12.50 %
BOY	NA	NA	NA	NA	NA

i-Ready Math K-6 Diagnostic Benchmark Assessment:

By the middle of the 2022-2023 year, the median percent progress toward Typical Growth for this school is 54%.

2022-2023	Proficient	Mid or Above Grade Level Benchmark	Early On Grade Level Benchmark	One Grade Below Benchmark	Two Grade Levels Below Benchmark	Three or More Grade Levels Below
MOY	50%	19%	31%	31%	19%	0.%

In 2022-2023, the median percent progress towards Typical Growth was 166%.

2022-2023	Proficient	Mid or Above Grade Level Benchmark	Early On Grade Level Benchmark	One Grade Below Benchmark	Two Grade Levels Below Benchmark	Three or More Grade Levels Below
EOY	63%	44%	19%	38%	0%	0%
MOY	50%	25%	25%	33%	8%	8%

In 2021-2022, the median percent progress towards Typical Growth was 98%.

2021-2022	Proficient	Mid or Above Grade Level Benchmark	Early On Grade Level Benchmark	One Grade Below Benchmark	Two Grade Levels Below Benchmark	Three or More Grade Levels Below
EOY	67%	50%	17%	28%	6%	0%

* Data includes below grade level students who were absent more than 15-26% of their enrollment and those who were homeschooled although participated in EOY assessments.

In 2020-2021, at the end of the year, the median percent progress toward Typical Growth was 121%.

2020-2021	Proficient	Mid or Above Grade Level Benchmark	Early On Grade Level Benchmark	One Grade Below Benchmark	Two Grade Levels Below Benchmark	Three or More Grade Levels Below
EOY	83%	65%	18%	6%	12%	0%

RISE 3-6 Mathematics (Readiness, Improvement, Success, and Empowerment):

2023-2024	Proficient	above Benchmark	at Benchmark	below Benchmark	well below Benchmark
Interim - MOY	22.22%	11.11%	11.11%	33.33%	44.44%

2022-2023	Proficient	above Benchmark	at Benchmark	below Benchmark	well below Benchmark
Summative	100.0%	40.0%	60.0%	0.0 %	0.0 %
Interim - MOY	33.0%	0.0%	33.0%	50.0%	17.0%

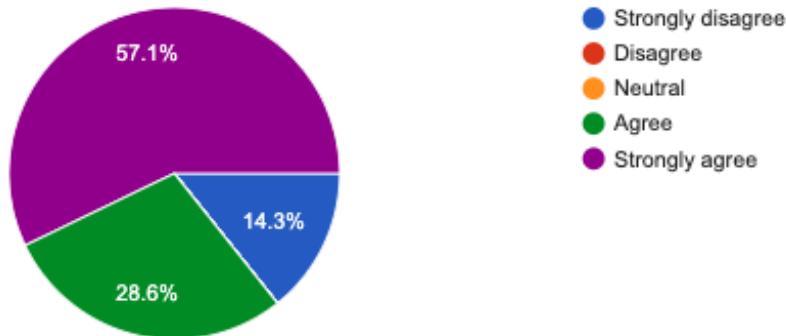
2021-2022	Proficient	above Benchmark	at Benchmark	below Benchmark	well below Benchmark
Summative	86.0%	29.0%	57.0%	0.0 %	14.0%
Interim - MOY	43.0 %	0.0%	43.0%	14.0%	43.0%

2020-2021	Proficient	above Benchmark	at Benchmark	below Benchmark	well below Benchmark
Summative	60.0 %	20.0 %	40.0 %	20.0 %	20.0 %
Interim - MOY	67.0 %	17.0%	50.0%	17.0%	17.0%

Boulder Elementary School, Garfield School District – March 13, 2024
STAFF Survey Data Supporting The Requested Waiver

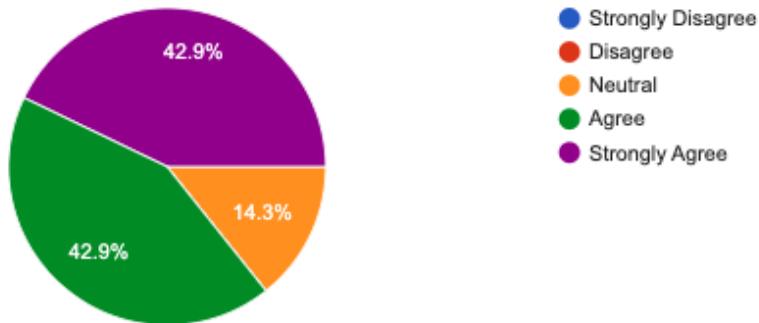
My effectiveness as a teacher has improved due to the 4-day school week.

→ 7 responses



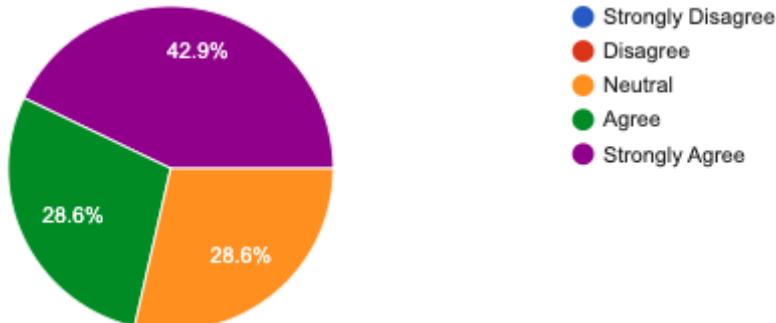
The shift to a 4-day school week has not adversely impacted student achievement.

→ 7 responses



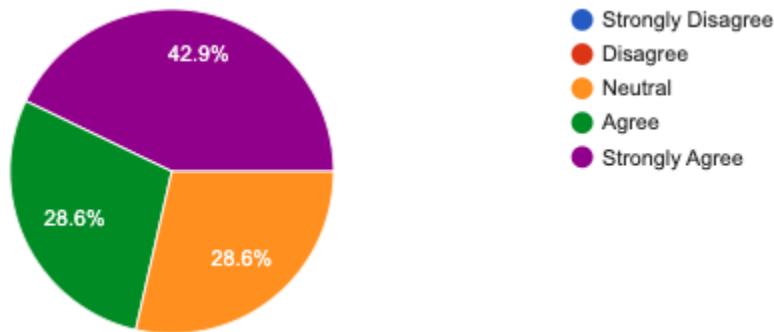
As a result of the 4-day school week, students' attitudes either improved or remained the same.

→ 7 responses



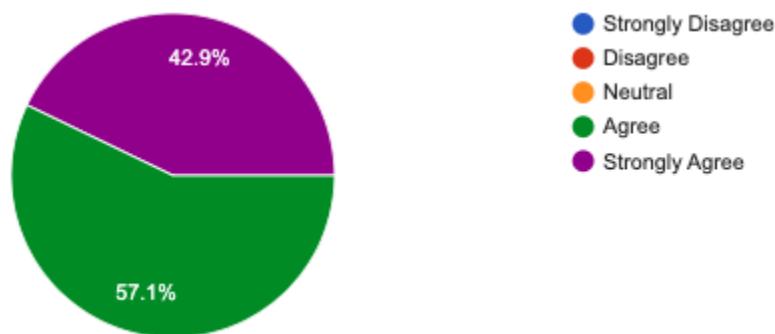
As a result of the 4-day school week, student behavior either improved or remained the same.

→ 7 responses



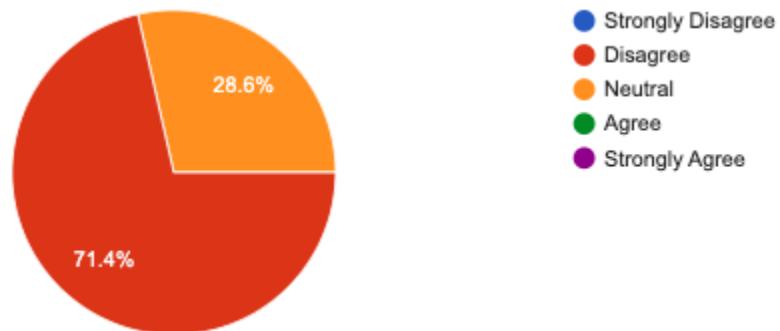
Implementing a four-day school week either improved or maintained the same level of community support for the school.

→ 7 responses



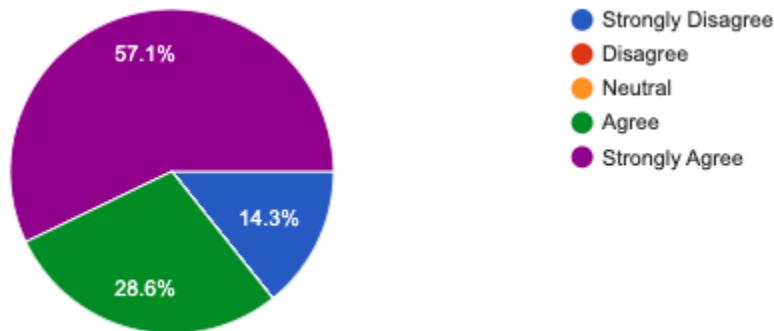
Students forget more over the 3-day weekend than over the traditional 2-day weekend.

→ 7 responses



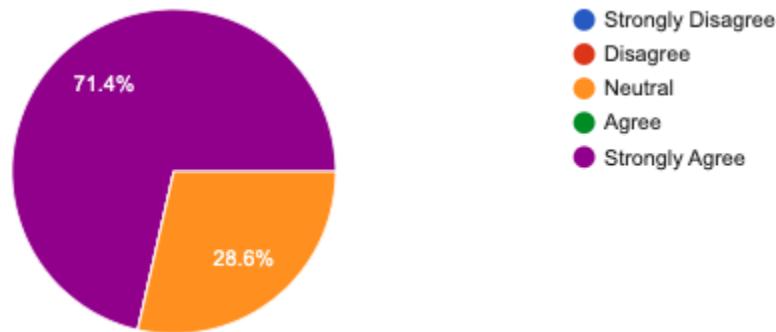
A four-day school week positively impacts my attitude towards teaching.

→ 7 responses



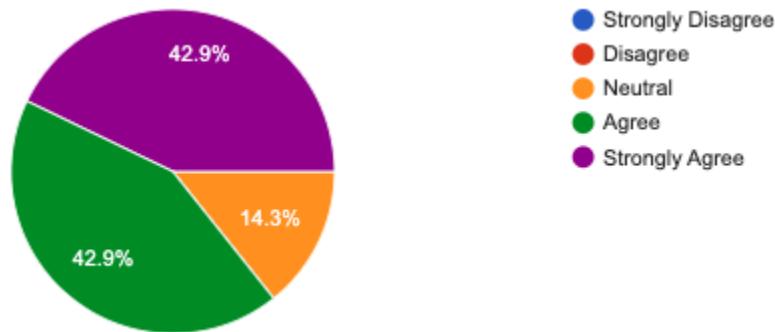
Lesson planning, grading, and instructional material preparation have improved since a four-day school week was implemented.

→ 7 responses



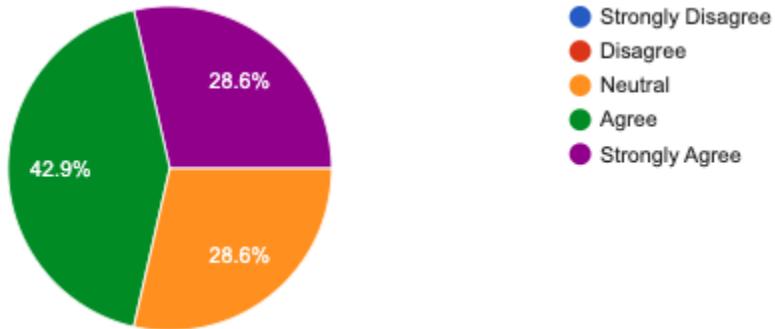
Implementing a four-day school week increased the time students spent on appropriate learning tasks.

→ 7 responses



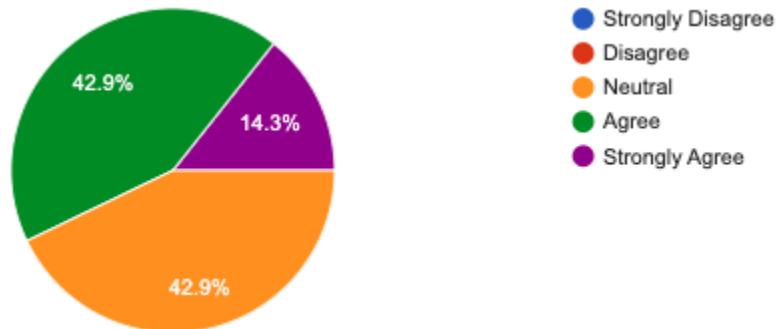
Implementing a 4-day school week increased the amount of time students spent in discussions with each other during class.

→ 7 responses



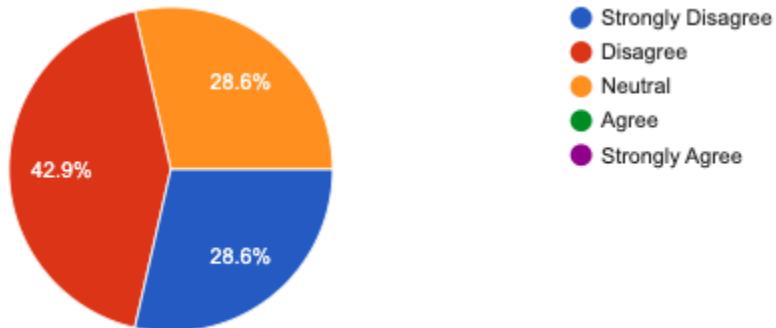
The four-day school week increased the proportion of class time students spent on individual assignments.

→ 7 responses



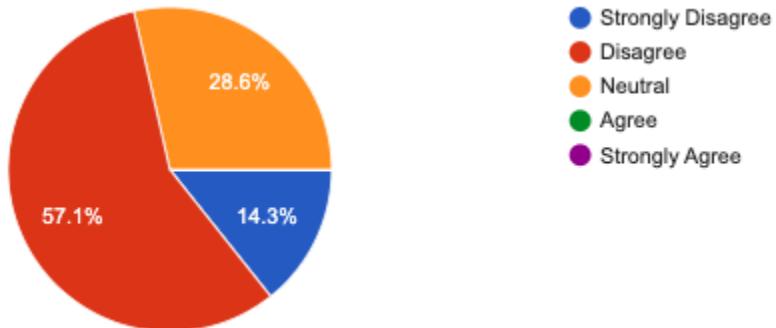
Given the lengthened school day with a four-day week, I find remaining productive during the latter half of the day challenging.

→ 7 responses



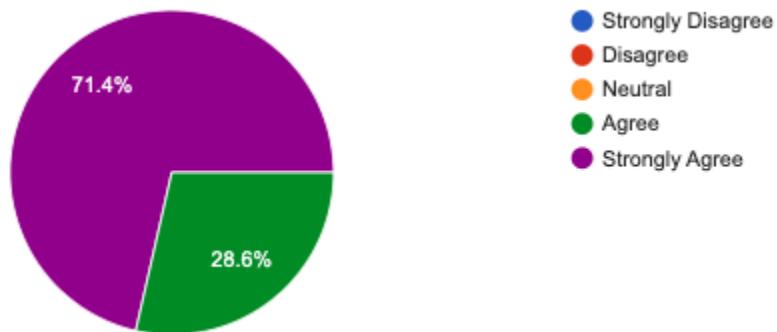
Some students are too fatigued to be productive during an extended school day.

→ 7 responses



I prefer teaching under the four-day schedule.

→ 7 responses



What positive outcomes can educators expect from a 4-day school week?

→ 5 responses

It doesn't feel like a rush to squeeze everything into the day. There are opportunities to revisit lessons that may not have gone as well in the morning.

Students and educators are engaged for the four days and generally come back refreshed and happy to be at school after three days off. Also, living in such a remote place, it is necessary to have one weekday to take care of personal needs (such as appointments). This is true both for staff and students, resulting in missing less school for appointments (which then take at least a half day to accomplish).

Better prepared for quality instruction

More time for prep so that students are better prepared during instructional time. A day for teachers to take care of their personal needs can help improve mental health. Teachers are not working on weekends.

Ideally, the four-day school week can reduce missed instructional time due to family trips and appointments. However, parents need to commit to supporting their students' attendance unless they are ill, which is not the current trend in our parent community.

Many educators require a second job due to low wages or restricted school district hours. Implementing a four-day school week supports additional employment.

What challenges do you anticipate as an educator due to a four-day school week?

→ 4 responses

The length of the day is challenging for both students and teachers, but implementing a variety of learning situations and enrichment in the afternoon can decrease the lull in energy.

No challenges.

Parents who are lax about attendance make 4 day week even worse for student achievement.

When the school week is shortened due to events like parent-teacher conferences, professional development, and school holidays, some parents take advantage of the situation and keep their children out of school for the entire week. This creates a challenge for teachers as they have to adjust their lesson plans, and there is most often no accountability for missed instruction or communication from parents prior to planned absences. This is particularly challenging in a small school setting.

Would you like to share any other comments or suggestions with the Board of Education?

→ 2 responses

Highly qualified educators in a rural setting are a benefit, and I fully support Boulder Elementary School's four-day school week.

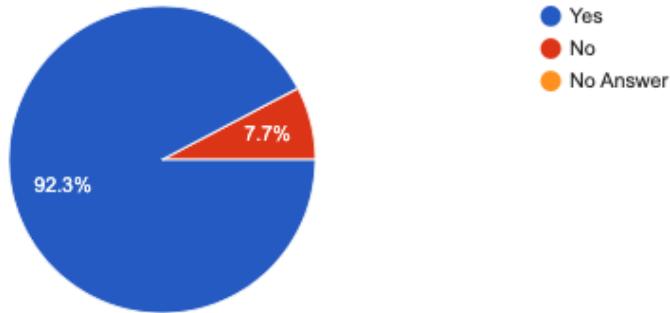
Boulder Elementary School has proven that a four-day school week can be successful even with staff shortages, low attendance, and other challenges faced by Utah public schools.

I will only continue working at Boulder Elementary School if it implements a four-day school week.

PARENT/GUARDIAN Survey Data Supporting The Requested Waiver

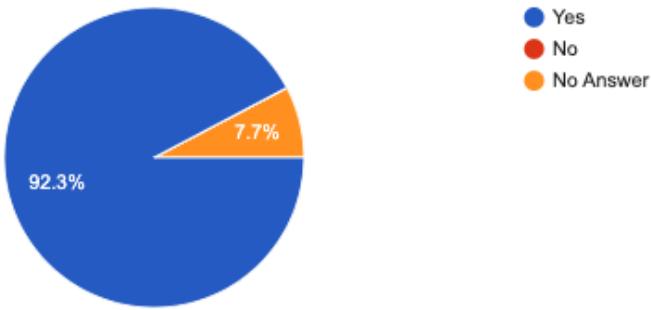
Does a four-day school week improve or sustain regular attendance of your child(ren)?

→ 13 responses



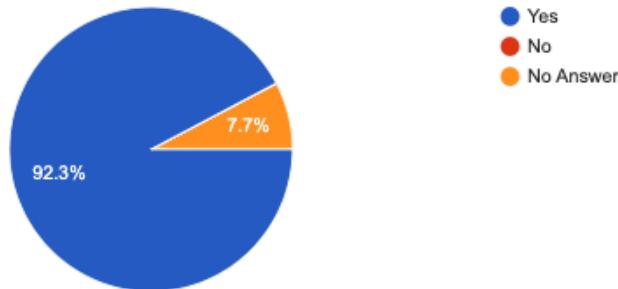
Does the four-day school week allow your child(ren) to participate in extracurricular activities while minimizing disruptions in the regular academic schedule?

→ 13 responses



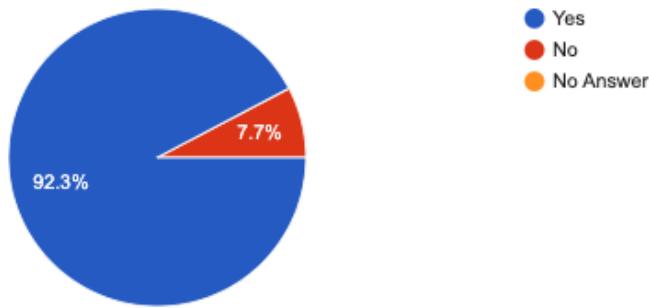
The school week was shortened to four days, lengthened by less than an hour each day. Have your children adjusted well to this new schedule?

→ 13 responses



Would you like Boulder Elementary School to maintain the current four-day school week schedule?

→ 13 responses



Do you have any suggestions or comments about Boulder continuing to implement a 4-day school week that you would like to share with the Utah Board of Education?

→ 4 responses

When living in such a rural area, having a weekday with no school is necessary. It provides a day when families can accommodate basic needs of students, such as dentist and doctor appointments, without a full day absence.

Living in a rural area can be challenging for families with children. One of our difficulties is scheduling appointments without disrupting our children's schooling. A helpful solution has been to adopt a four-day schoolweek. This way, families can attend to their children's basic needs without causing a full-day absence from school. This practice has proven beneficial for students and parents, providing flexibility and support to manage daily lives effectively. School Tuesday through Friday would be more beneficial, although Monday through Thursday is better than Monday through Friday.

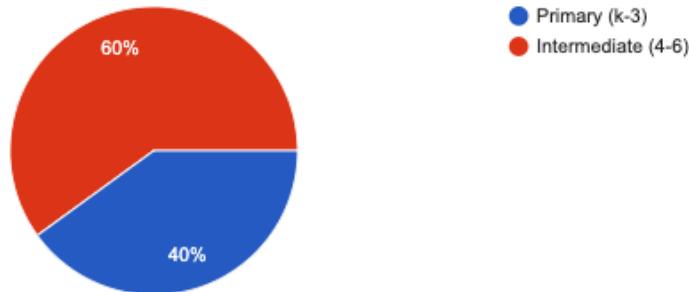
The greatest benefit of the four day school schedule for our family has been increased and higher quality family time!

Would love to see this continue. It had worked out very well for our family.

STUDENT Survey Data Supporting The Requested Waiver

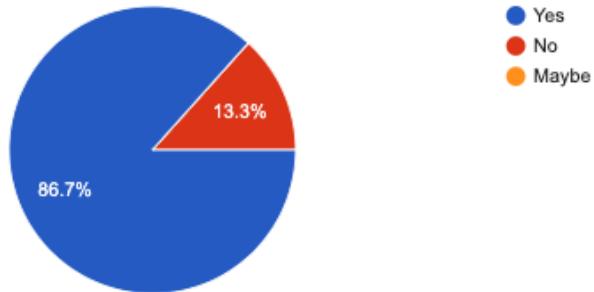
What class are you in?

→ 15 responses



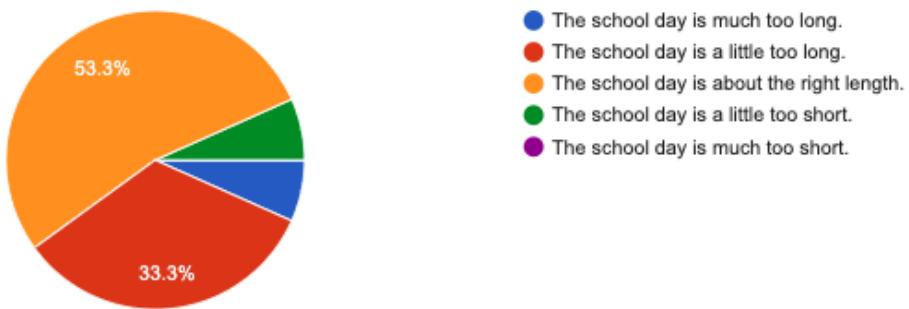
Currently, Boulder Elementary School operates on a 4-day school week. Do you like this better than the 5-day school week we had in the past?

→ 15 responses



Each school day is extended to accommodate a 4-day school week. How do you feel about the current school day length?

→ 15 responses



Comments, questions, and concerns:

→ 8 responses

keep the 4 day school week

I think the four day school week is great!

The four day week is good I think this because even though I don't have a lot of time to do stuff in the evening I have time to do stuff on the long weekend.

I think that we have to wake up too early

4-day school weeks allow me to have more free time and more time for homework! So I think having a 4-day school week is great and I hope it will continue before I go to 7th grade. I feel fine about the school length, I mean it's fun in school (rather than sitting at home with nothing to do) So overall I'm pretty happy about how it works I would just like the days to be shorter just a little bit because I know school is important! Thank you.

The four day school week is the best because then I have a longer weekend, which lets me sleep in and feel so good. If I sleep in, I feel a lot better when I wake up for school. It helps me learn better.

A four day school week helps me get ready for the school week because I have more days to sleep in and I can focus more in school.



Thursday, March 21, 2024
Garfield County School District Board Meeting

GARFIELD COUNTY SCHOOL DISTRICT BOARD OF EDUCATION

Regular Board Meeting

Thursday, March 21, 2024

5:00 pm - 7:00 pm

Garfield County Courthouse - Commissioner Chambers

55 South Main Street

Panguitch, UT 84759

If necessary, an executive session may be held in accordance with the Utah Code 52-4-205 (Purpose of Closed Meetings). One or more members of the Board may participate telephonically in accordance with Utah Code 52-4-207 (Electronic Meetings).

Note: Board meeting schedule subject to change. The purpose of the open meetings provisions is to ensure that public bodies take their actions openly and conduct their deliberations openly (Code 52-4-102(2)), with the knowledge of the public. This law is not a mandate that members of the public be permitted to participate or provide comments in all public meetings.

1. Regular Board Meeting - 5:00 pm

A. Welcome

2. School Highlight

A. PES 4th Grade Wax Museum

3. Consent Agenda Items

A. Approve School Board Meeting Minutes

B. Approve Financial Reports

C. Approve Hiring Recommendations

D. Letters of Resignation

E. Home School Affidavits

F. Sports & Transportation Approvals

G. Other Travel Approval

H. Trustlands/TSSA

4. Reports

A. School Board Report

B. Enrollment Report

5. Public Comment

A. Public Comment

6. Board Discussion

- A. Preschool
- B. Repurposing and Disposal of Aging Structures

7. Superintendent Report

- A. 4-Day Week
- B. Personnel Updates

8. Board Business

- A. Future Board Items
- B. Set Next Month's Meeting
- C. Sex Education and Maturation Instruction Assurances

9. Business Administrator Report

- A. Capital Projects Prioritization
- B. M&O Budget Recommendations

10. I.T. Specialist Report

- A. Technology Recommendations

11. Public Hearing - School Fees

- A. Public Comment

12. Board Action Items

- A. Final Reading - 24-25 District Calendar
- B. Boulder 4-day Week
- C. Final Reading - School Fee Schedule
- D. Washington DC Trip
- E. Tyler Technologies Contract

13. Executive Session

- A. Discussion of the character, professional competence, or physical or mental health of an individual.
- B. Discussion regarding deployment of security personnel, devices or systems
- C. Strategy to discuss pending or reasonably imminent litigation
- D. Strategy sessions to discuss collective bargaining
- E. Strategy sessions to discuss the purchase, exchange or lease of real property
- F. Strategy sessions to discuss the sale of real estate
- G. Investigative proceedings regarding allegations of criminal conduct

14. Adjournment

NOTICE OF SPECIAL ACCOMMODATIONS DURING PUBLIC MEETING

In accordance with the Americans with Disabilities Act, individuals needing special accommodations (including auxiliary communicative aids and services) during this meeting should notify LyNese Miller at 676-8821 at least 24 hours prior to the meeting.