

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.

1. LEA: Iron County School District
2. SCHOOL(S): All District Schools: East Elementary, Enoch Elementary, Escalante Valley Elementary, Fiddlers Elementary, Iron Springs Elementary, North Elementary, Parowan Elementary, South Elementary, Three Peaks Elementary, Canyon View High School, Canyon View Middle School, Cedar High School, Cedar Middle School, Parowan High School, Launch High School, Southwest Education Academy, Iron Online
3. RULE REQUESTING TO BE WAIVED: 180 day rule – R277-419
4. REASONING/JUSTIFICATION FOR REQUESTED WAIVER:

Iron County School District respectfully requests a waiver from the Utah State Board of Education to allow flexibility in minimum school days for the 2027–2028 school year in order to implement a four-day instructional week. This request is grounded in extensive community engagement, clear stakeholder feedback, and a commitment to maintaining strong instructional outcomes while responding to the needs of families, students, and staff.

Strong Parent and Family Support

The District conducted multiple parent surveys and public engagement efforts. Results consistently show that **a majority of parents prefer a four-day school week** over the traditional five-day calendar. In districtwide survey data, approximately **61% of parents expressed a preference for a four-day week**, with even higher support among secondary families. Additionally, parents emphasized that the four-day model would provide **more meaningful family time, flexibility for appointments and activities, and improved balance between school and home life.**

Critically, families reported a strong ability to adapt: **over 80% of parents indicated they are either “very confident” or “somewhat confident” that their family could successfully make a four-day school week work.** This demonstrates not only preference, but practical readiness for implementation.

Family Time, Student Well-Being, and Attendance

Across surveys and open-ended feedback, families cited **increased family time, reduced stress, and improved student well-being** as key benefits of a four-day week. Parents noted that a longer weekend would allow for stronger family relationships, reduced burnout, and greater flexibility for extracurricular, faith-based, and community activities. Students similarly reported that Fridays currently experience lower engagement and attendance, and many believe a four-day model could improve attendance and focus during instructional days.

Instructional Time and Compliance with State Requirements

The proposed 2027–2028 four-day calendar includes **161 instructional days and results in more than 990 hours of instruction**, meeting and exceeding Utah’s minimum instructional hour requirements. Instructional minutes are redistributed across Monday–Thursday to preserve academic rigor while reducing low-attendance Fridays. The District has carefully analyzed instructional time by grade level and designed the calendar to maintain learning expectations while addressing efficiency and engagement concerns.

Workforce Stability and Operational Sustainability

Survey data also reflect strong staff interest in a four-day model as a strategy to **improve morale, reduce burnout, and support recruitment and retention**, while acknowledging the importance of protecting compensation and student supports. Parents expressed parallel interest in the four-day week as a way to stabilize staffing and improve the overall learning environment for students

Commitment to Student Support

The District recognizes concerns related to childcare, meal access, and supervision for vulnerable students. If implemented, the District would provide targeted supports and optional Friday programming, including supervised enrichment, academic support, and coordination with community partners, to ensure that students who rely on school for stability and services continue to be supported.

Conclusion

This waiver request reflects Iron County School District’s commitment to **local responsiveness, family partnership, and instructional quality**. The four-day school week represents a strategic approach to aligning school structures with the needs of modern families while maintaining compliance with state instructional requirements. Approval of this waiver would allow the District to implement a community-supported calendar model designed to strengthen family connections, improve student well-being and attendance, and sustain high expectations for teaching and learning.

5. CHOOSE ONE:

☒ THIS IS A NEW WAIVER

☐ THIS IS A REQUEST TO RENEW AN EXISTING WAIVER

DATE WAIVER WAS FIRST GRANTED _____

6. ATTACH DATA TO SUPPORT THE REQUEST WHICH SHOULD INCLUDE:

☒ STUDENT ACHIEVEMENT DATA

☒ COMMUNITY, STAFF, OR STUDENT SURVEY DATA

☒ STUDENT ENROLLMENT DATA

☐ FOR RENEWALS: DOCUMENTATION THAT OUTLINES HOW THE WAIVER WAS UTILIZED

7. 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 (CHARTER SCHOOLS)

8. ATTACH PROOF / CERTIFICATION OF COMPLIANCE WITH THE FOLLOWING:

Under R277-121-2(6) You must hold at least two open and public meetings, held separately from regular board meetings, to engage with stakeholders regarding the waiver request. At least one of the meetings shall be held BEFORE a vote is taken to apply for the waiver, during which the LEA or public school shall: (A) explain the rationale for seeking the waiver; and (B) listen to stakeholder concerns; and (ii) At least one of the meetings shall be held after the decision to apply for the waiver but before the submission of the application, during which the LEA or public school shall: (A) explain the waiver process; and (B) describe plans to address stakeholder concerns.

Please note that the two meetings described in this section may be held electronically.

[TIMELINE: First, the LEA must hold a public meeting to discuss the waiver, explain the rationale, and listen to stakeholder concerns. Then, the LEA Board can vote to approve the request for a waiver in an open meeting. Third, the LEA must hold a second public meeting to explain the waiver process and describe plans to address stakeholder concerns. Finally, the LEA can submit the waiver application to USBE, through the AAG]

9. An LEA or public school applying for a waiver shall submit the waiver or waiver renewal, as described in Subsection R277-121-4(1), for the 4-day school week to the Board by April 10 of the school year prior to the proposed change. It is before April 10 of the year the waiver is planned to go into affect?

- ☒ Yes
- ☐ No

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.

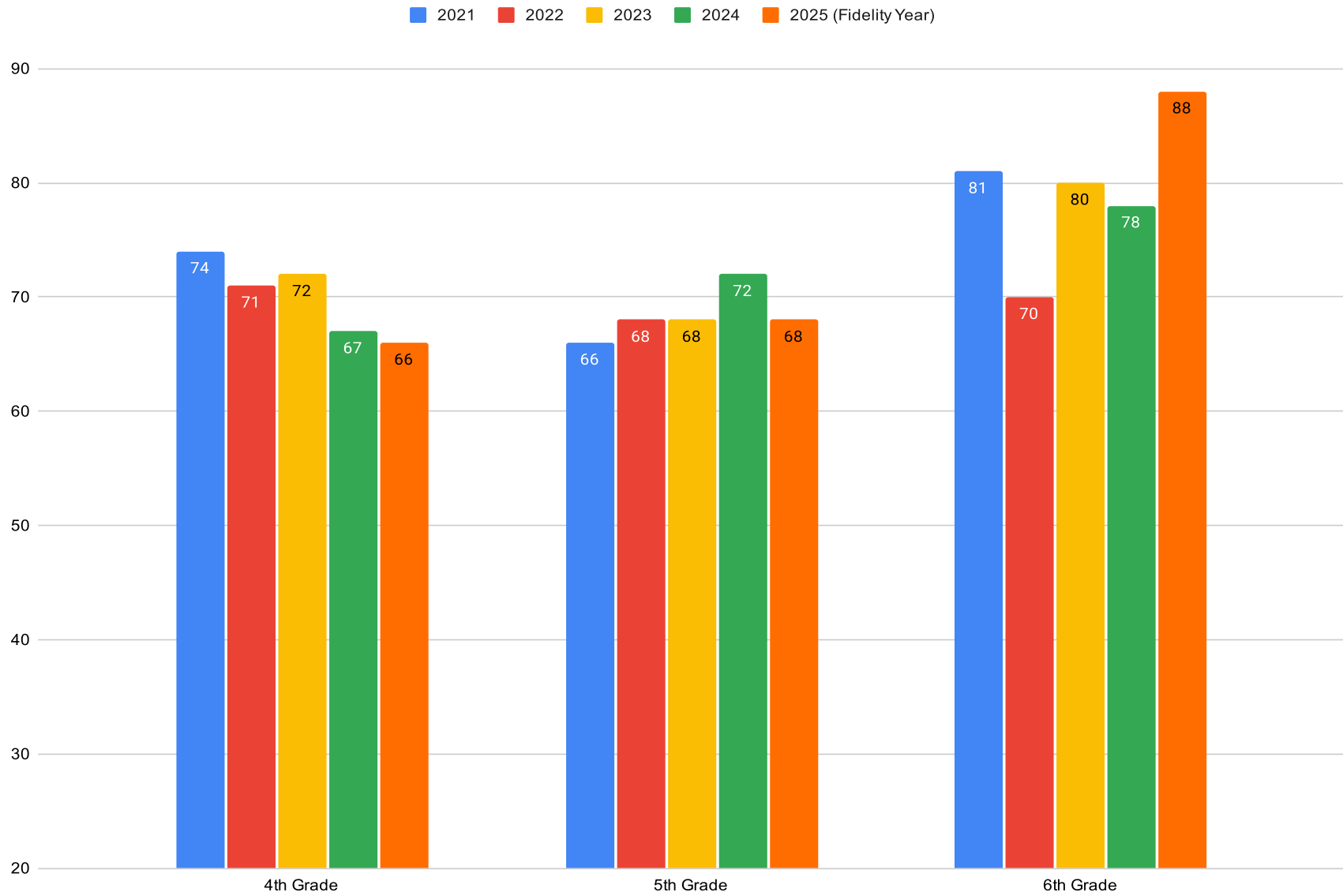
When you have collected the required information, please email it to me. I will then request that the matter be placed on the USBE Law and Licensing Committee Agenda. This meeting is held once a month on the day following the USBE monthly meeting. The Committee will review the request, and if approved,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

Iron County School District 2027-2028 Calendar

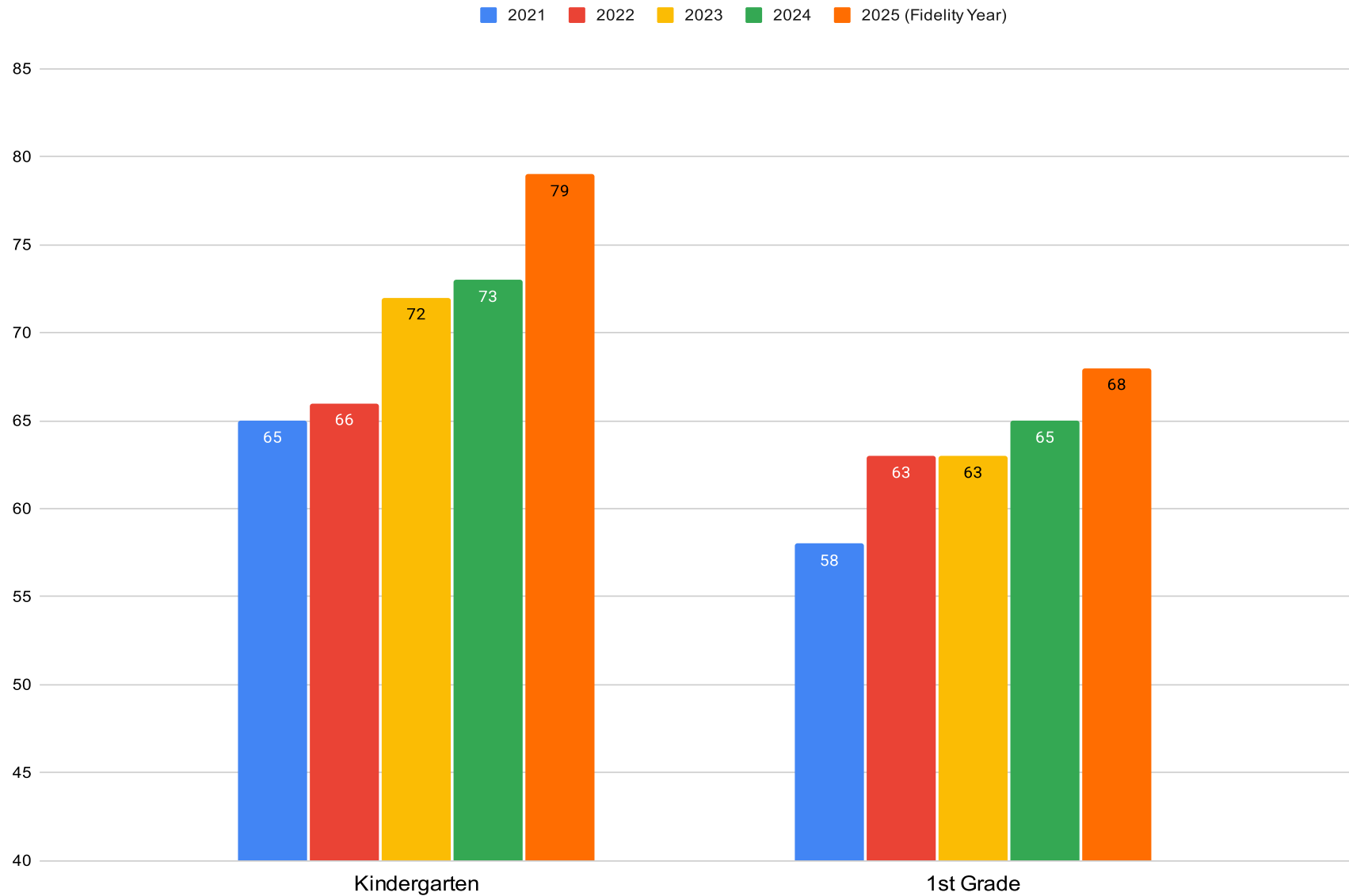
	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	School Days	PD Days	Cumulative Days
AUG	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31				10		10
SEP			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30		17		27
OCT					1	4	5	6	7	8 PD Day	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	17	Including 1 PD Day	44
NOV	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30				16		60
DEC			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31	13		73
JAN	3	4	5	6	7	10	11	12	13	14 PD Day	17	18	19	20	21	24	25	26	27	28	31					18	Including 1 PD Day	91
FEB		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29				17		108
MAR			1	2	3	6	7	8	9	10 PD Day	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31	19	Including 1 PD Day	127
APR	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28						13	Including 1 PD Day	140
MAY	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		17	4	161	

PD Days No Students	Teacher Contract Days	172				157		161
Vacation Days	15 Teacher Days Beyond Student Days					Total		School Days
Mid Term						Instruction Days	A-Days	B-Days
End Of Quarter						Quarter 1		
No School Due to Parent Teacher Conferences						Quarter 2		
Building Prep - Work Day - No Students						Quarter 3		
Teacher contract days to reach - No Students						Quarter 4		
First and Last Day of School								
No Students & No Teachers								

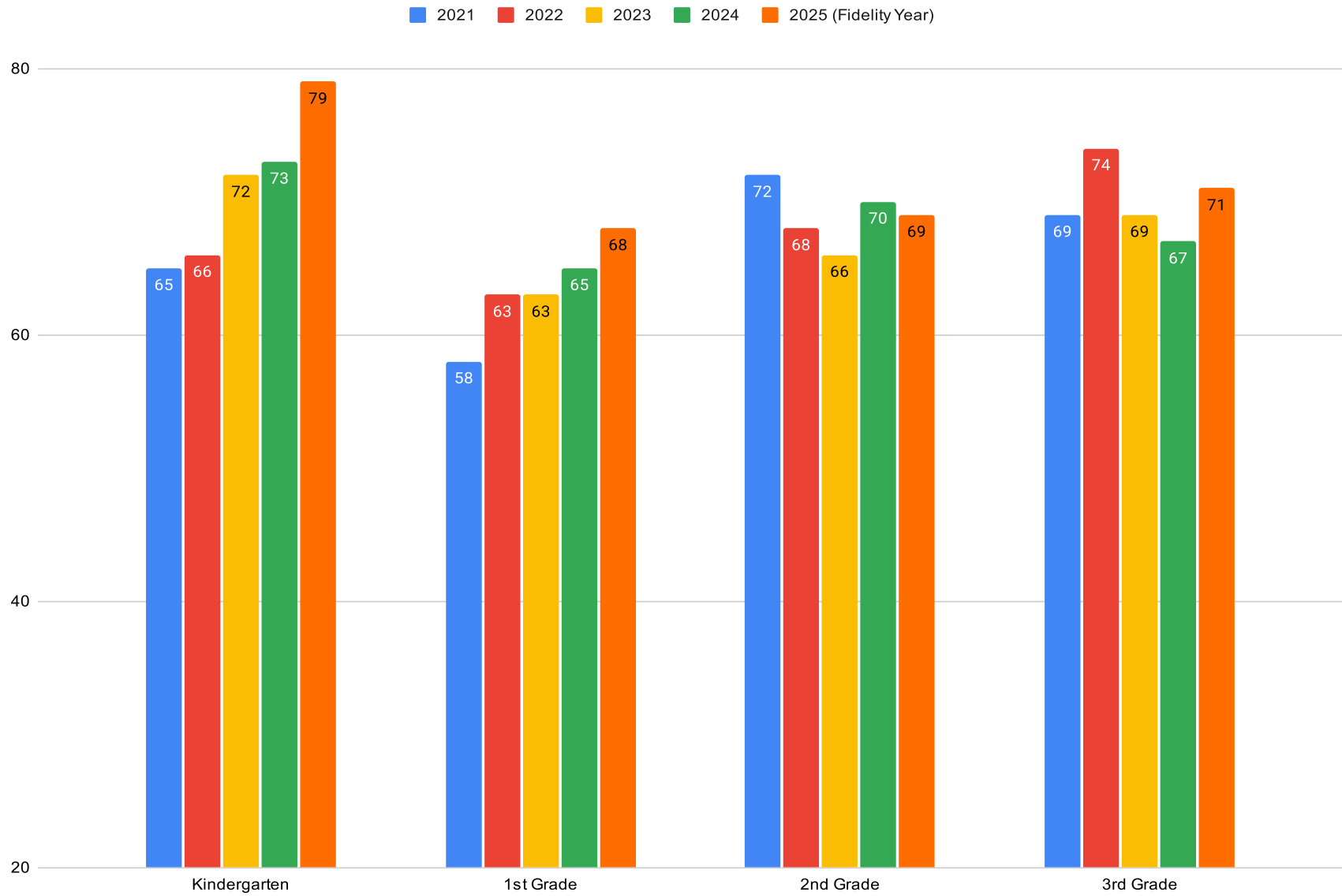
Acadiance Reading 4-6 EOY Proficiency



Acadiance Reading - EOY Proficiency



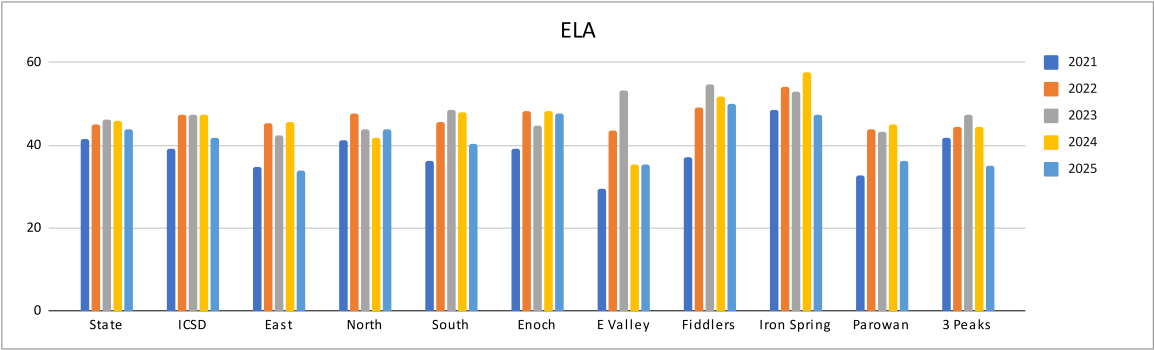
Acadiance Reading K-3 EOY Proficiency



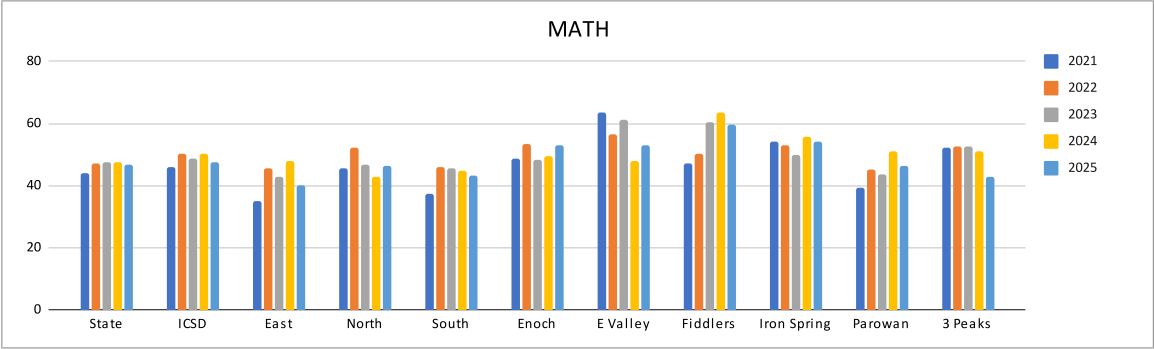
ICSD RISE

3rd - 5th Combined Data

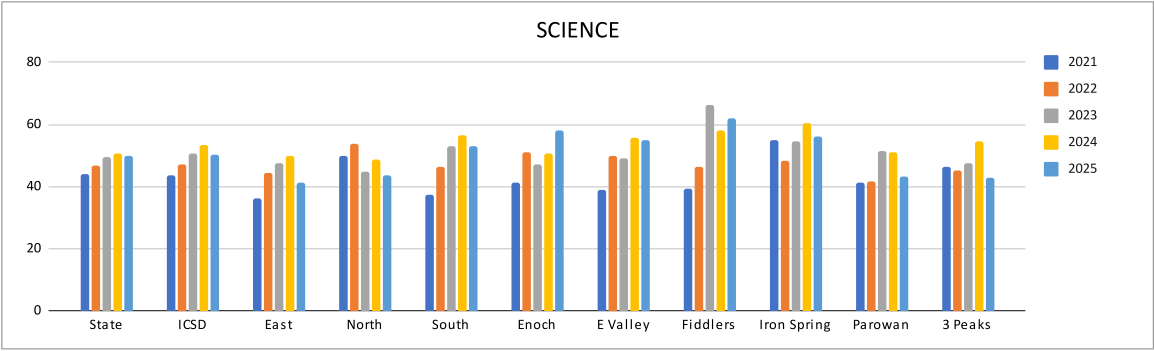
ELA	2021	2022	2023	2024	2025
State	41.4	44.9	46.1	46	44
ICSD	39.3	47.5	47.3	47.5	41.8
East	34.7	45.4	42.4	45.6	33.9
North	41.2	47.6	44	41.8	43.9
South	36.1	45.7	48.6	48	40.3
Enoch	39.1	48.3	44.7	48.2	47.6
E Valley	29.5	43.5	53.1	35.5	35.3
Fiddlers	37.1	49.2	54.8	51.8	50
Iron Spring	48.4	54.1	52.8	57.6	47.5
Parowan	32.7	43.9	43.3	44.9	36.1
3 Peaks	41.8	44.5	47.4	44.4	35.2



Math	2021	2022	2023	2024	2025
State	44	47	47.4	47.5	46.8
ICSD	46.1	50.1	48.8	50.3	47.6
East	35.1	45.5	42.9	48.1	40.1
North	45.7	52.2	46.6	42.8	46.3
South	37.5	45.9	45.7	44.8	43.1
Enoch	48.8	53.3	48.3	49.6	52.9
E Valley	63.6	56.5	61.2	48.1	52.9
Fiddlers	47.1	50.2	60.4	63.7	59.8
Iron Spring	54.3	53.1	50	55.9	54.3
Parowan	39.2	45.2	43.8	51	46.4
3 Peaks	52.4	52.5	52.5	50.9	42.8



Science	2021	2022	2023	2024	2025
State	43.9	46.7	49.4	50.6	49.7
ICSD	43.6	47.1	50.5	53.5	50.1
East	36.2	44.3	47.5	49.7	41.4
North	49.7	53.8	44.7	48.9	43.5
South	37.4	46.5	53.2	56.5	53
Enoch	41.3	50.9	47.3	50.7	58.2
E Valley	39	50	49	55.8	55
Fiddlers	39.3	46.4	66.3	58.1	61.8
Iron Spring	55.1	48.3	54.4	60.6	56
Parowan	41.1	41.6	51.4	50.9	43.3
3 Peaks	46.3	45.3	47.4	54.5	42.8



ICSD RISE

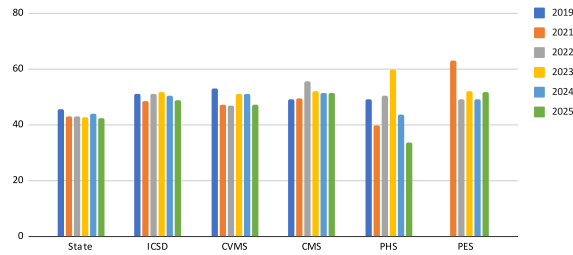
6th - 8th Combined Data

ELA.	2019	2021	2022	2023	2024	2025
State	45.5	42.8	43	42.6	43.9	42.4
ICSD	51.1	48.5	51.1	51.5	50.4	48.7
CVMS	52.8	47.2	46.7	50.9	50.9	47.1
CMS	49.1	49.5	55.6	51.9	51.3	51.3
PHS	49.2	39.6	50.5	59.7	43.7	33.7
PES		63	49	52	49	51.8

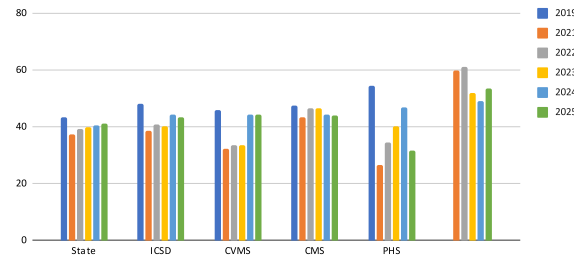
Math	2019	2021	2022	2023	2024	2025
State	43.3	37.3	39.3	39.8	40.5	41.2
ICSD	48	38.6	40.7	40.3	44.5	43.5
CVMS	45.8	32.2	33.6	33.6	44.5	44.2
CMS	47.6	43.4	46.5	46.7	44.2	44.1
PHS	54.4	26.7	34.5	40.3	46.9	31.6
		60	61	52	49	53.6

Science	2019	2021	2022	2023	2024	2025
State	50.6	48.2	48.6	48.7	49.8	50.6
ICSD	56.2	52.4	57.1	58.7	57.1	59.1
CVMS	58	47.2	54	57	54.8	57.1
CMS	54	52.1	60.2	60.9	59.6	61.6
PHS	52.4	34	52.2	58.2	53.2	45.9
		79	75	71	60	68.4

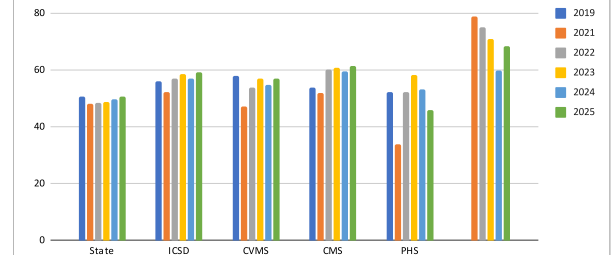
ELA



MATH



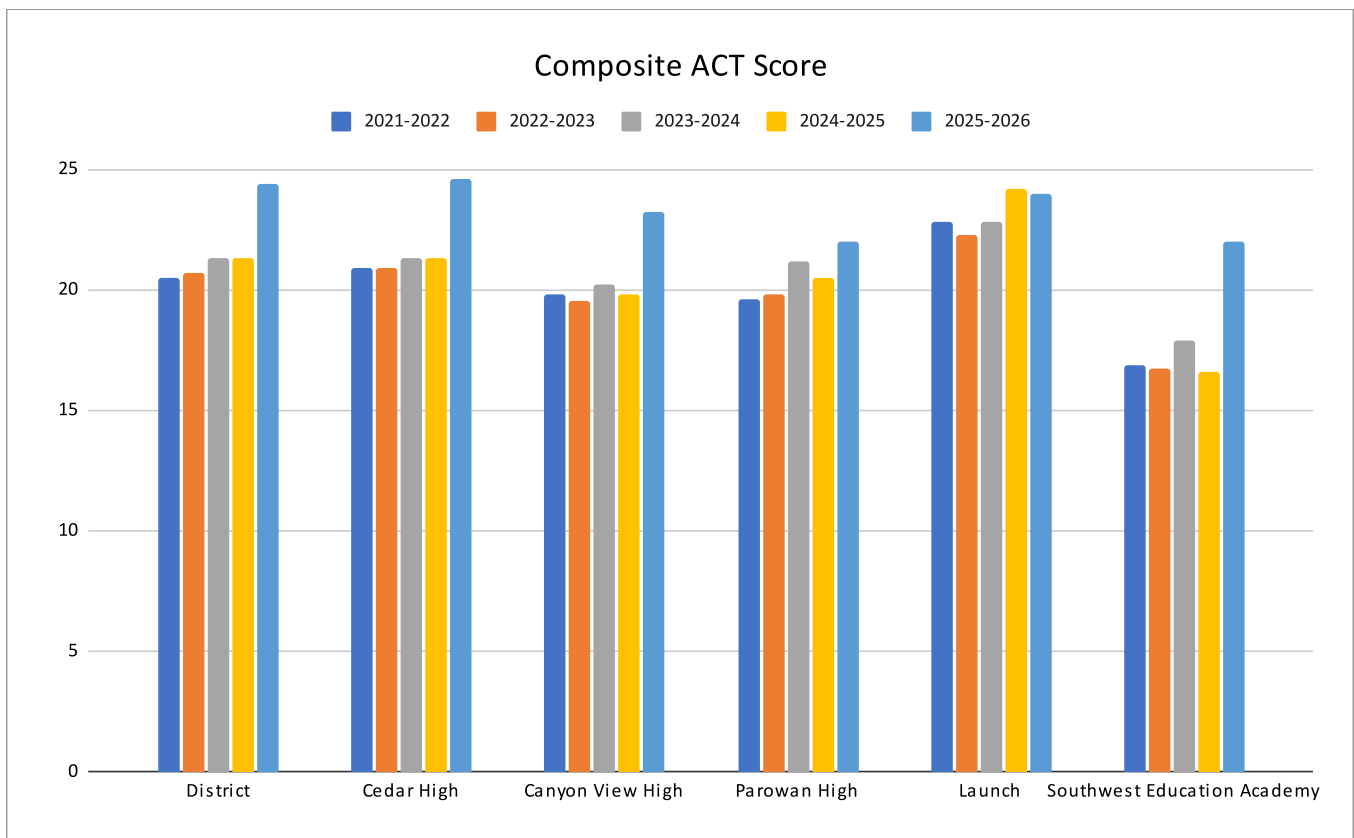
SCIENCE



ACT 11th Grade Composite Score

2021-2022 2022-2023 2023-2024 2024-2025 2025-2026

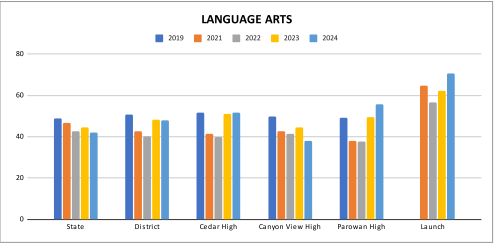
District	20.5	20.7	21.3	21.3	24.4
Cedar High	20.9	20.9	21.3	21.3	24.6
Canyon View High	19.8	19.5	20.2	19.8	23.2
Parowan High	19.6	19.8	21.2	20.5	22
Launch	22.8	22.3	22.8	24.2	24
Southwest Education Academy	16.9	16.7	17.9	16.6	22



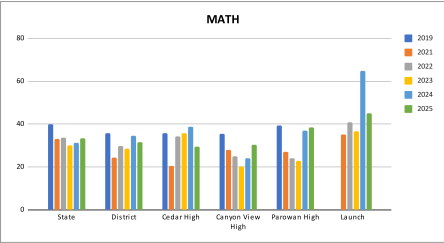
Utah Aspire+

ICSD Combined 9th and 10th grade % Proficient

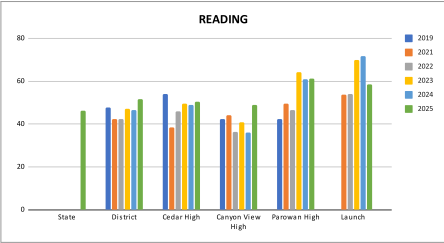
Language Arts	2019	2021	2022	2023	2024	2025
State	48.9	46.6	42.6	44.4	42.1	
District	50.6	42.5	40.3	48.4	48	
Cedar High	51.8	41.5	40	51.1	51.7	
Canyon View High	49.7	42.7	41.3	44.4	38	
Parowan High	49.1	37.9	37.8	49.5	55.6	
Launch		64.7	56.5	62.2	70.6	



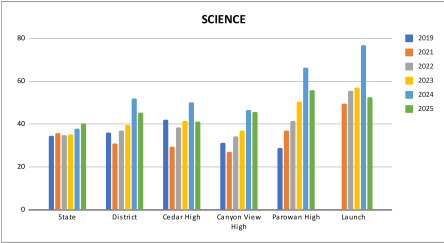
Math	2019	2021	2022	2023	2024	2025
State	40	33.1	33.6	30.1	31.3	33.3
District	35.8	24.3	29.6	28.4	34.5	31.6
Cedar High	35.7	20.4	34.3	35.8	38.8	29.4
Canyon View High	35.3	28	24.8	20	23.9	30.3
Parowan High	39.2	27.1	24.1	22.9	36.9	38.5
Launch		35	40.8	36.5	64.8	44.9



Reading	2019	2021	2022	2023	2024	2025
State						46.1
District	47.7	42.2	42.4	47.1	46.4	51.6
Cedar High	54	38.4	45.9	49.6	49	50.5
Canyon View High	42.4	44.2	36.4	40.8	36	49
Parowan High	42.4	49.6	46.4	64.1	61	61.3
Launch		53.8	53.9	70	71.7	58.6



Science	2019	2021	2022	2023	2024	2025
State	34.6	35.7	34.9	35	37.7	40.2
District	35.9	31	37	39.7	52	45.2
Cedar High	42.1	29.5	38.5	41.5	50.2	41.2
Canyon View High	31.2	26.9	34.1	36.8	46.5	45.6
Parowan High	28.8	37	41.4	50.5	66.4	55.7
Launch		49.4	55.6	57.1	76.9	52.5



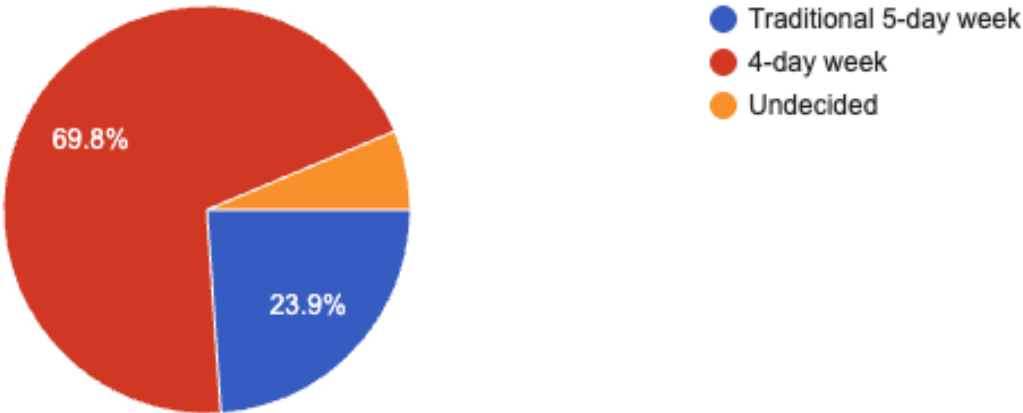
School	Maximum Capacity	90% Capacity	Capacity - 40	Oct. 1, 2025 Enrollment	Jan. 2, 2026 Enrollment	April 1, 2026 Enrollment	Nonresident Enrollment Requests	Nonresident Enrollment Requests Accepted	Number Transferring to Another School	
East Elementary	800	720	760	559	570		49	49	21	
Enoch Elementary	530	477	490	503	502		0	0	18	CLOSED
Escalante Valley Elementary	144	130	104	128	125		0	0	0	
Fiddlers Elementary	578	520	538	506	513		33	33	24	
Iron Springs Elementary	647	582	607	604	603		0	0	8	
North Elementary	700	630	660	625	628		28	27	14	
Parowan Elementary	465	419	425	436	431		0	0	2	CLOSED
South Elementary	576	518	536	560	559		20	20	19	CLOSED
Three Peaks Elementary	645	581	605	667	662		4	2	22	CLOSED
Canyon View Middle School	1121	1009	1081	950	933		0	0	20	
Cedar Middle School	1364	1228	1324	1185	1162		20	15	0	
Canyon View High School	1328	1195	1288	1084	1022		10	10	1	
Cedar High School	1466	1319	1426	1353	1301		1	1	10	
Parowan High School	508	457	468	349	347		0	0	0	
Southwest Education Academy (Includes Iron Online)	N/A	N/A	N/A				N/A	N/A	N/A	
Launch High School	200	180	160	192	178		N/A	N/A	N/A	
With Boundary Change										
School	Maximum Capacity	90% Capacity	Capacity - 40	Projected Enrollment						
East Elementary	800	720	760	662						
Enoch Elementary	530	477	490	490						
Escalante Valley Elementary	144	130	104	125						
Fiddlers Elementary	578	520	538	536						
Iron Springs Elementary	647	582	607	573						
North Elementary	700	630	660	576						
Parowan Elementary	465	419	425	436						
South Elementary	576	518	536	569						
Three Peaks Elementary	645	581	605	526						

Parent Calendar Survey Data 10/28/2025

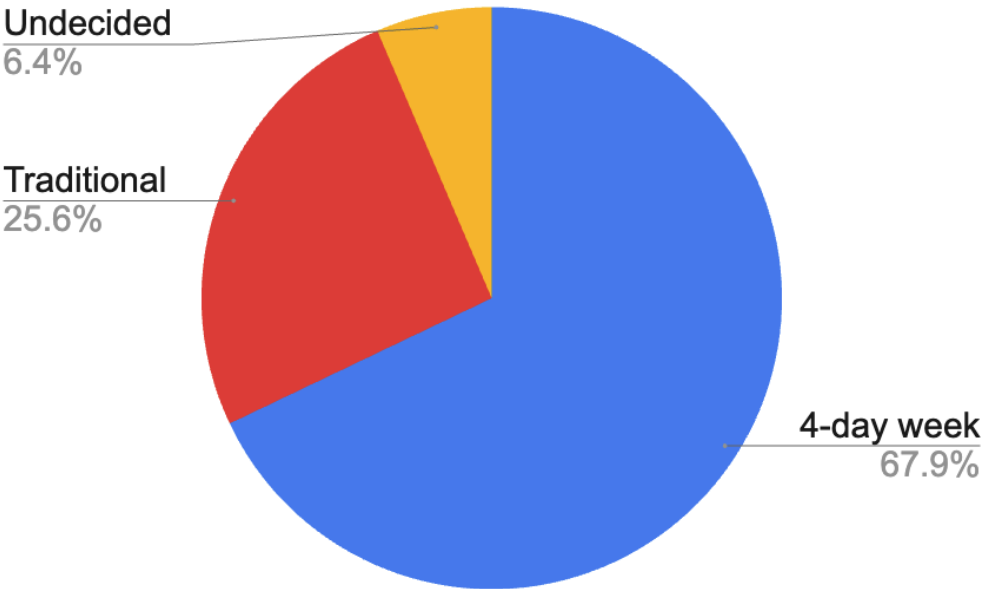
1,945 Responses

Which calendar do you currently prefer for the 2026–27 school year?

1,937 responses



Just ELEMENTARY + Parents



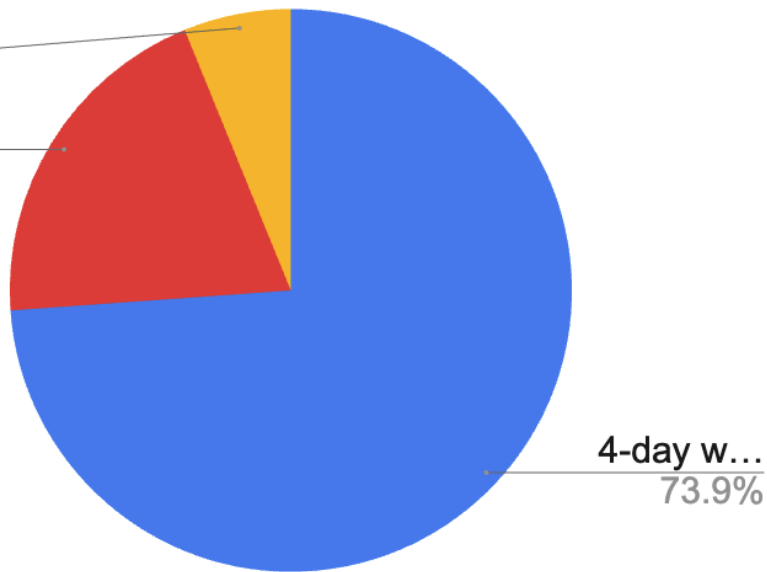
Just SECONDARY

Undecided

6.2%

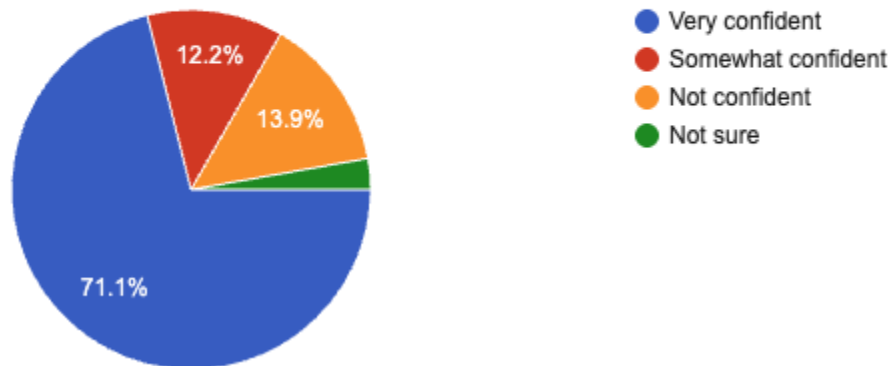
Traditional

20.0%



How confident are you that your family could adapt to a 4-day week schedule?

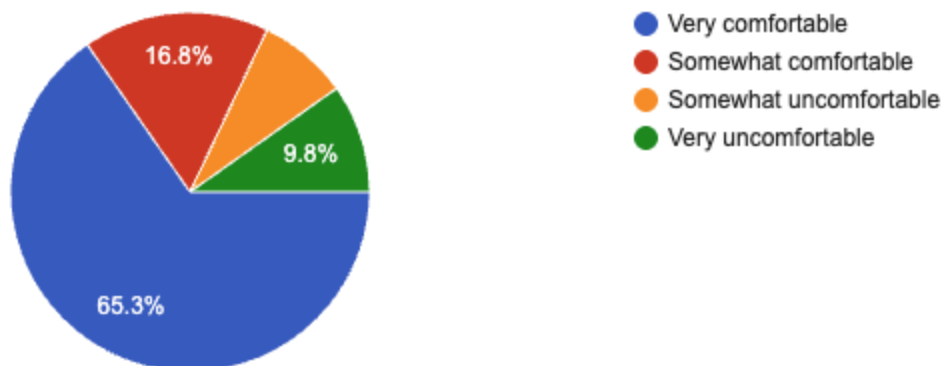
1,943 responses



The proposed 4-day week calendar would require students to attend school for approximately **15-20 minutes longer each day (Monday–Thursday)**.

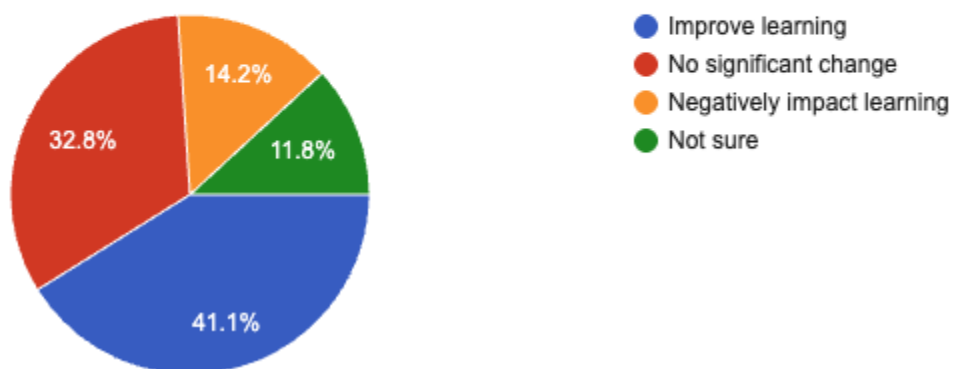
How comfortable are you with this change?

1,940 responses



In what way do you believe a 4-day week would impact student learning outcomes?

1,945 responses



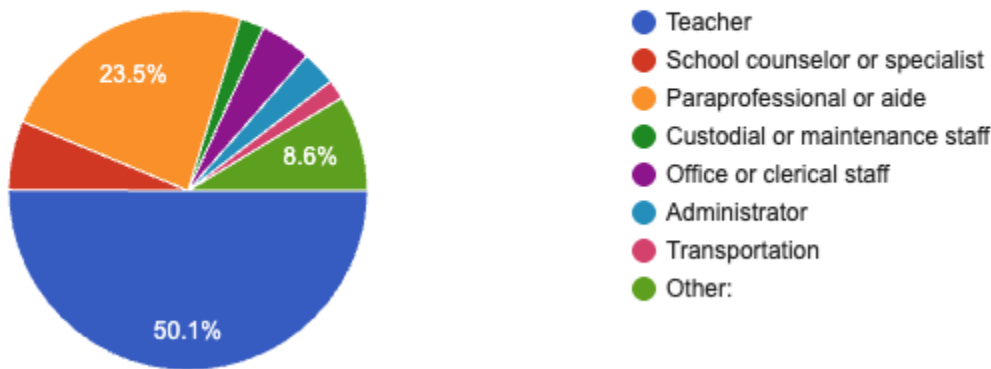
Staff Calendar Survey Data 10/28/2025

743 Responses

What is your current role in the district?



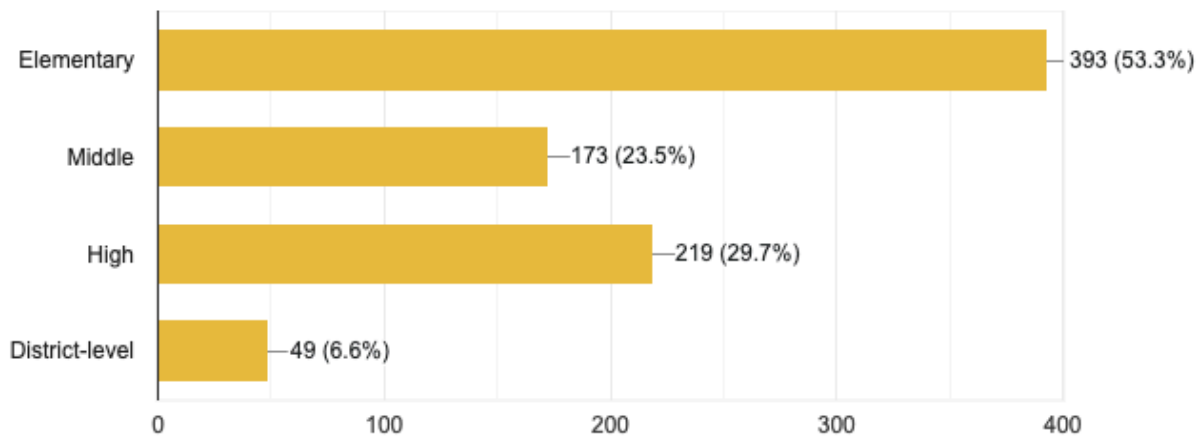
741 responses



What level(s) do you serve?

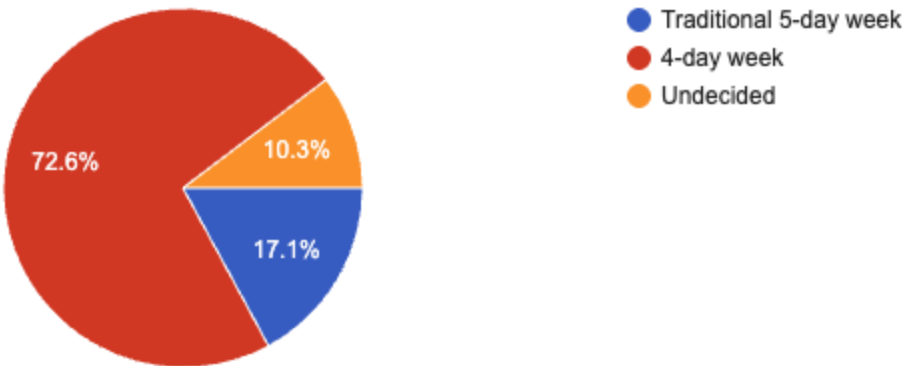


737 responses

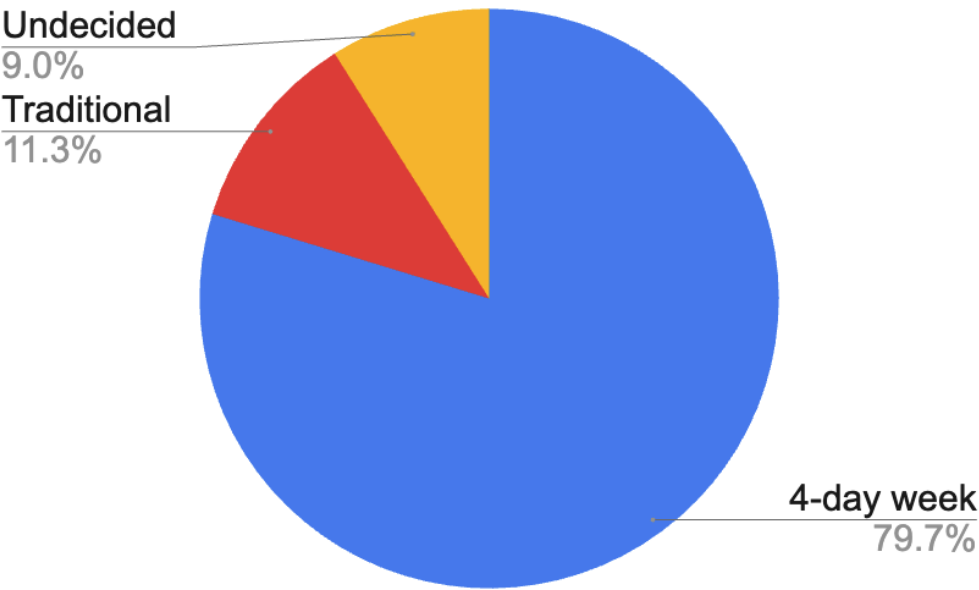


Which calendar do you currently prefer for the 2026–27 school year?

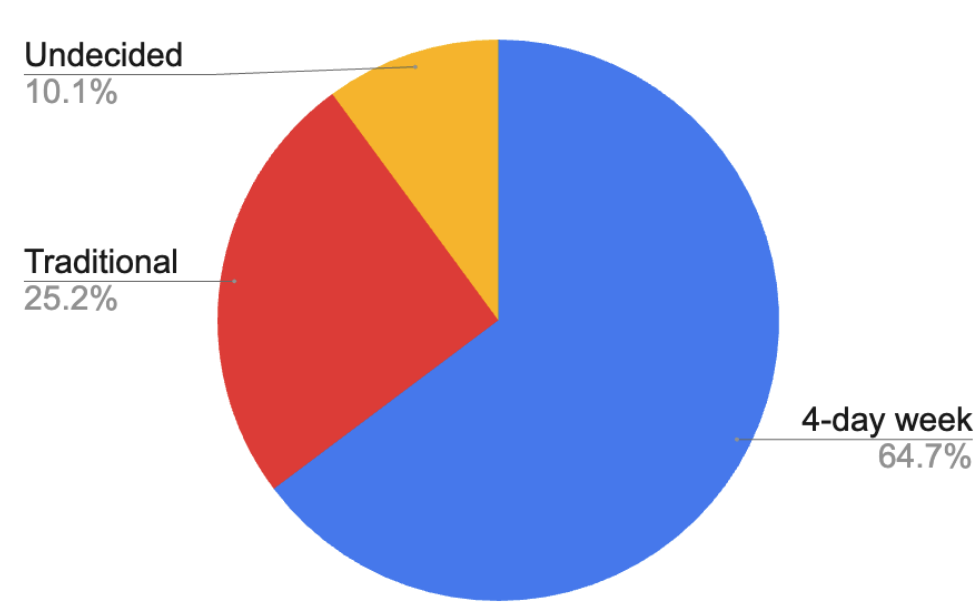
737 responses



Licensed Educators



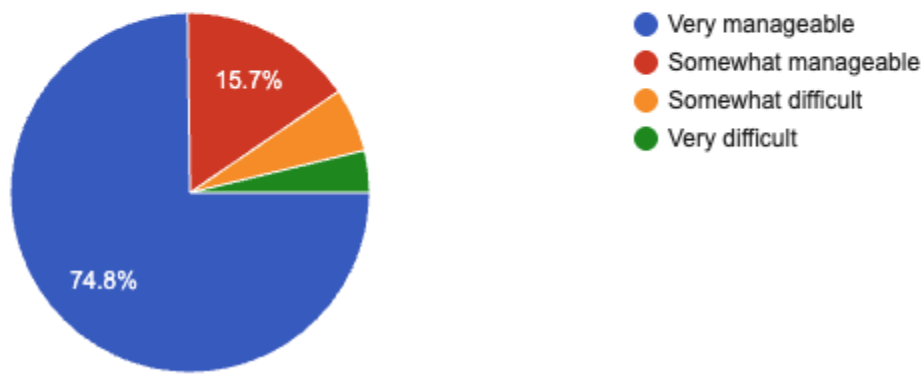
Non-Licensed Staff



The proposed 4-day week would require teachers to work up to **8 hours per day (Monday–Thursday)**. 

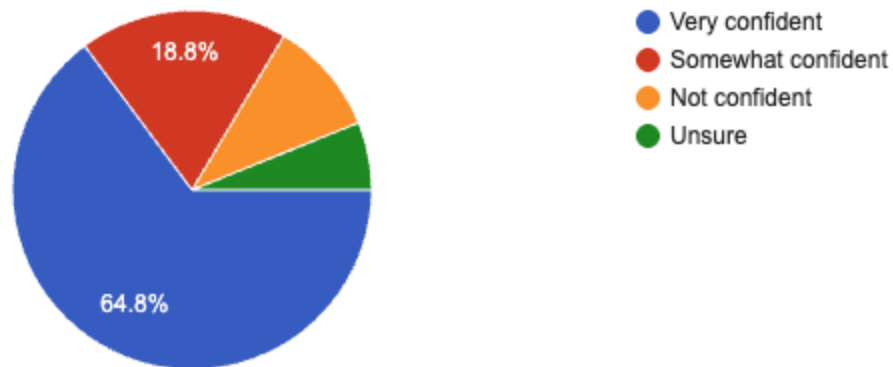
How manageable do you feel this extended day would be in your current role?

714 responses



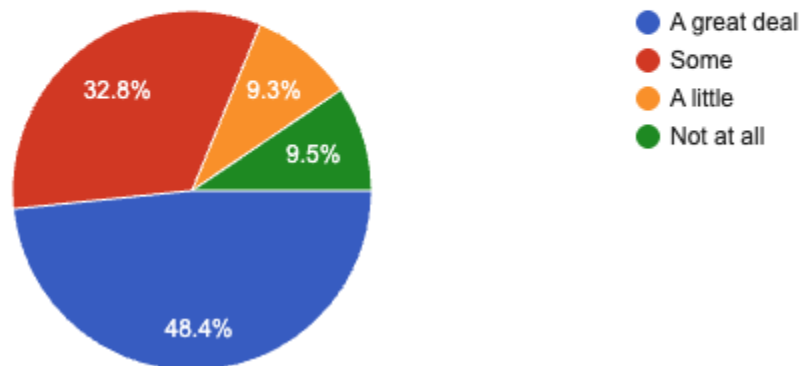
How confident are you that a 4-day week could be implemented successfully in your role or school?

736 responses



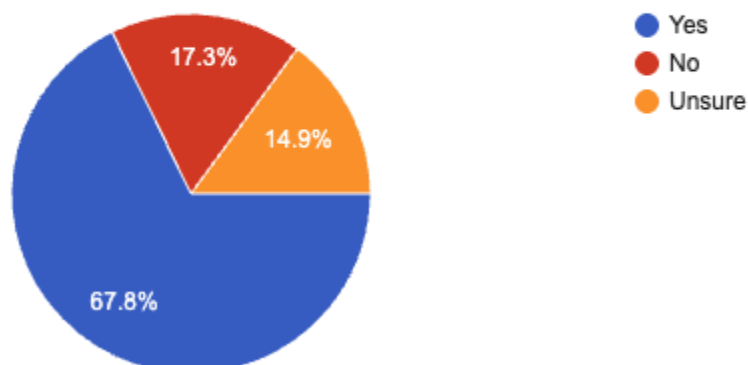
District attendance data show that Friday has the lowest attendance rates. How much should this information influence the decision about the calendar?

740 responses



Do you believe a 4-day week could improve student attendance?

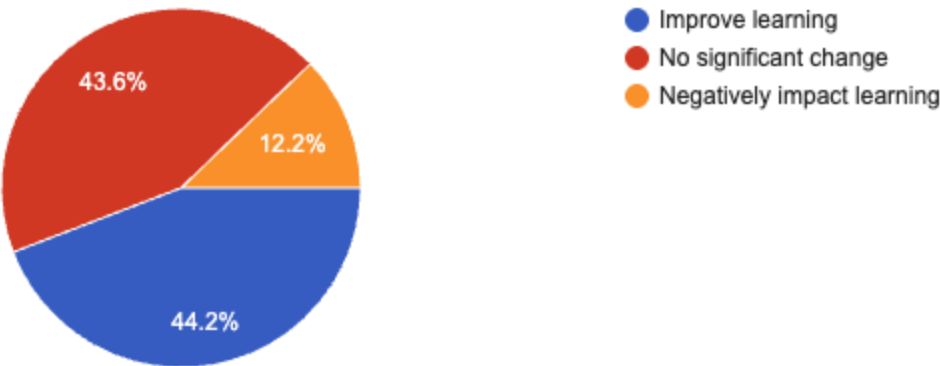
738 responses



How do you believe a 4-day week would affect student learning outcomes?



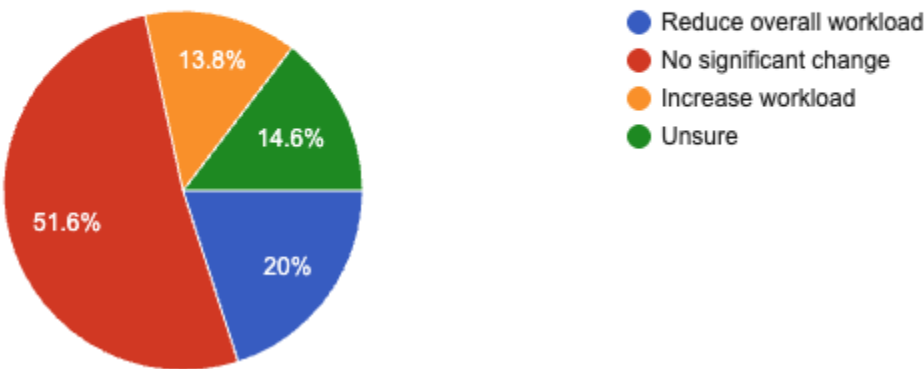
731 responses



How do you believe a 4-day week would affect your workload?



739 responses



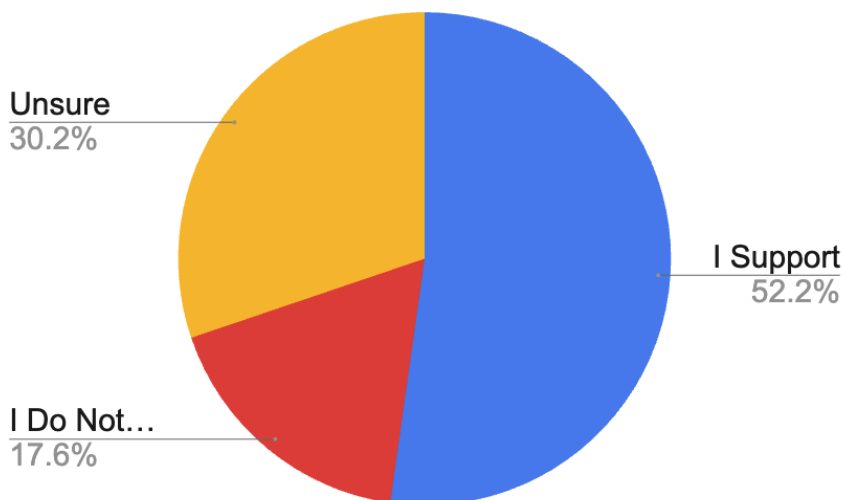
Teacher Question: Under the 4-Day Week calendar, teacher contracts will be reduced from 190 days to 172 days resulting in an *increase* in daily pay. Implementation of a 4-Day Week would necessitate the district freezing the salary schedule for 1 year and possibly 2 due to teachers working fewer days. This means there would be no COLA (Cost of Living Adjustment) but steps and lanes would likely continue. How do you feel about this?

 [Copy chart](#)

716 responses



Just Teachers



Parent Comment Summary

Summary of Commonly Expressed Ideas

Theme / Common Idea	**Frequency (Approx.)	General Sentiment
Childcare challenges for working parents	55+	Strongly negative toward 4-day week
Impact on low-income families & loss of school meals	35+	Negative
Concerns about longer school days (fatigue, reduced family time)	30+	Negative
4-day week supports family time & student rest	25+	Positive
Improved attendance, fewer absences, and make-up opportunities	20+	Positive
Concerns about younger/elementary students' routines	20+	Negative
Positive for teacher morale & burnout reduction	18+	Positive
Negative effect on student learning/academics	18+	Negative
Support for aligning A/B day consistency and simpler schedules	12+	Positive
Increased childcare costs / lack of childcare options	12+	Negative
Fridays are already short/unproductive, so change makes sense	10+	Positive
Worry about student safety/unsupervised teens	10+	Negative
Preference to keep 5-day week due to workforce alignment (5-day jobs)	10+	Negative
Support for improved family-work-life balance	8+	Positive
Request to not extend teacher contract hours or freeze pay	8+	Negative

Support for reduced costs to district / utilities savings	6+	Positive/conditional
Support depends on not starting school earlier	6+	Neutral/conditional
Belief that 4-day week could improve student mental health	6+	Positive
Concerns about sports and extracurricular schedules	5+	Mixed
Suggestions to use Fridays for tutoring, makeup work, or childcare programs	5+	Constructive/neutral

Thematic Overview

1. Childcare & Working Parent Concerns

This was by far the most frequent concern. Many parents—especially single or dual-working households—said they would struggle to find affordable childcare on Fridays. Several noted that **Iron County lacks sufficient daycare infrastructure** to absorb demand.

“There are already very few childcare options in Iron County... there simply are not enough facilities or staff.”

“We can’t take work off, and we can’t leave them home alone.”

2. Equity & Student Nutrition

Many respondents emphasized that students receiving **free/reduced lunches** would lose access to two weekly meals. Others feared the loss of a **safe place** for vulnerable children.

“Many kids rely on school for safety and meals. Taking a day away removes both.”

3. Longer School Days & Fatigue

A common thread was concern about **added minutes per day**, especially for **elementary students**. Parents described long days, late bus rides, and less evening family time.

“Kids already come home exhausted; adding 20 more minutes will do more harm than good.”

4. Family Time, Flexibility, and Rest

Many who supported the 4-day week cited **increased family time, less burnout, and more opportunities for recreation or catch-up.**

“A longer weekend would help kids reset and reduce stress.”

“This will give us more time for family activities like camping and hiking.”

5. Academic Impact

Opinions were divided. Roughly equal numbers of parents said the 4-day week would **hurt learning (loss of routine, fewer contact days)** as said it would **help (better focus, rest, and reduced absenteeism).**

6. Teacher & Staff Effects

Many parents expressed **concern about pay freezes or income loss** for teachers, aides, and classified staff. A smaller but notable group believed it would **improve morale and retention** if pay remained stable.

7. Attendance & Efficiency

Supporters repeatedly cited that Fridays already have **lower attendance** and limited instructional time.

“Fridays are a waste of time anyway; this would eliminate the fluff.”

“A/B day consistency would be a huge improvement.”

8. Student Safety & Supervision

Several warned about the risk of **unsupervised teens or young kids home alone** while parents work.

“We’ll have thousands of unsupervised teenagers roaming the community on Fridays.”

9. Financial Concerns

A minority supported the proposal **only if cost savings were demonstrated and passed on** (e.g., through tax reductions or reinvestment in classrooms).

10. Implementation Suggestions

Constructive ideas included:

- Using Fridays for **optional tutoring, clubs, or childcare programs**
- Ensuring **meal pick-up options** for students in need
- Adjusting **start/end times** to minimize fatigue
- Coordinating with **SUU and SWTech** schedules

Licensed Staff Comments Summary

Summary of Commonly Expressed Ideas

Theme / Common Idea	Frequency (Approx.)	General Sentiment
Strong concern about freezing teacher pay, COLA, steps, and lanes	70+	Negative
Support for 4-day week to reduce burnout and improve work-life balance	60+	Positive
Need for Fridays to be used for planning, prep, grading, or PLCs (not meetings)	45+	Constructive/positive
Concern about loss of instructional time and academic rigor	35+	Negative
Worries about impact on special education services, IEPs, and specialists	25+	Negative
Positive examples or prior experience with 4-day weeks in other districts	20+	Positive
Need for clarity about contract hours, admin expectations, and logistics	20+	Neutral/informational
Concerns about negative impact on retirement calculations due to salary freeze	15+	Negative
Belief that Fridays already have low attendance and limited productivity	15+	Positive rationale for 4-day week
Concerns about younger students' stamina and long days	15+	Negative
Requests to maintain or clarify prep time in elementary and secondary	12+	Neutral
Concerns about fairness to hourly and classified staff losing pay	12+	Negative
Support for family time, appointments, and mental health benefits	10+	Positive
Concerns about impact on athletics and extracurricular schedules	8+	Mixed
Preference for local flexibility (school-by-school autonomy)	6+	Neutral

Requests for data and pilot approach before full implementation	6+	Neutral/constructive
Advocacy for equity and consideration of at-risk students	5+	Negative
Desire for consistency across A/B schedule or to fix A/B problems	5+	Positive
Belief that 4-day could help teacher recruitment and retention	5+	Positive

Thematic Overview

1. Compensation and Contract Concerns (Most Frequent)

A majority of comments addressed **frozen salaries, steps and lanes**, and **COLA**.

Teachers overwhelmingly felt that pay should not be frozen if workload and total hours remain equivalent.

“If hours = days for students, they should also equal days worked for teachers.”

“Freezing steps and lanes will hurt morale and retention.”

Several teachers nearing retirement expressed **worry that a two-year freeze would permanently reduce retirement earnings**.

2. Teacher Burnout and Mental Health

Dozens of comments cited **teacher exhaustion, stress, and lack of balance** as ongoing problems.

A 4-day week was viewed by many as an opportunity for recovery, rejuvenation, and improved morale.

“This profession is wonderfully exhausting. A 3-day weekend would help me heal and recharge.”

“It would help teachers stay longer in the profession.”

3. Fridays as Planning/Preparation Time

A very common suggestion was to **use Fridays for teacher prep, grading, collaboration, and PD**, rather than full meetings.

“If Friday becomes a day full of PD or faculty meetings, the benefit will be lost.”

“Give teachers autonomy to use the time productively.”

4. Instructional Time and Academic Concerns

Many expressed concern that **adding only 15–20 minutes per day** could not make up for the **lost instructional day**.

This was especially strong among **elementary and AP teachers**.

“Adding 8 minutes to each period doesn’t replace losing an entire day.”

“I already struggle to get through CKLA content; this will make it harder.”

5. Special Education and Related Services

Special education staff (teachers, SLPs, paraprofessionals) frequently mentioned challenges:

- Fewer days to meet IEP requirements
- Limited meeting time
- Potential reduction in para hours

“We already struggle to meet SPED minutes. This will make it harder.”

“Paraprofessionals may lose hours or benefits.”

6. Positive Experiences and Optimism

A notable portion referenced **other districts or states** that have successfully adopted 4-day weeks, reporting:

- Improved attendance
- Cost savings
- Increased morale

“I’ve worked in a 4-day district—attendance and morale were both higher.”

“We should learn from districts that do this well.”

7. Equity and Student Support

Teachers voiced concern for students who depend on school for:

- Meals (free/reduced lunch)
- Stability and emotional safety

“For many students, school is their safe place.”

“We need a plan for food insecurity and supervision on Fridays.”

8. Workload and Prep Time

Elementary teachers, in particular, emphasized **difficulty fitting all subjects** into fewer days.

Secondary teachers stressed **class length and pacing adjustments**.

“Elementary teachers prep for every subject—cutting a day means cutting prep time.”

“Five extra minutes per class isn’t enough to cover lost content.”

9. Fairness to Classified and Hourly Staff

Several teachers expressed solidarity with custodians, paraprofessionals, and cafeteria staff who may **lose hours or pay**.

“This shouldn’t come at the expense of those who make our schools run.”

10. Logistics and Communication Needs

Many wanted **clearer information** before forming an opinion:

- Start/end times
- Contract expectations
- PD schedules
- A/B schedule alignment

“Too many unanswered questions to give full support yet.”

Notable Cross-Themes

- “**Fridays are already unproductive**” appeared in many comments as justification for change.
- “**Don’t fill Fridays with meetings**” was a near-universal caution.
- **Teachers equate morale improvements with retention and quality of instruction.**

Non-Licensed Staff Comments Summary

Summary of Commonly Expressed Ideas

Theme / Common Idea	Frequency (Approx.)	General Sentiment
Loss of pay and hours for classified employees (aides, custodians, lunch workers, drivers)	70+	Strongly negative
Concerns about student meal access (free/reduced lunch, food insecurity)	40+	Negative
Childcare burden on working families	35+	Negative
Support for a 4-day week due to morale, family time, and rest	30+	Positive
Worries about losing insurance or benefits tied to hours worked	25+	Negative
Concerns that change primarily saves money and hurts staff	20+	Negative
Requests for clarity on contracts, hours, and pay structure for classified staff	18+	Neutral
Support for longer days / Friday off because Fridays feel unproductive	15+	Positive
Support for better attendance and scheduling consistency	10+	Positive
Negative impact on special-needs students / SPED scheduling	10+	Negative
Concern about inequity between teacher and classified pay/freeze issues	8+	Negative
Belief that morale and retention could improve if pay is protected	8+	Positive
Support for 4-day week if hours are preserved (e.g., 4-10 schedules)	6+	Conditional positive
Concern that Thursday would become “the new Friday” (attendance issues)	6+	Neutral
Request to consider reducing administration costs instead of cutting classified pay	5+	Negative

Thematic Overview

1. Loss of Pay and Hours

The most dominant concern among non-licensed staff was that a 4-day week would result in a **20% pay reduction** due to lost hours.

This concern appeared across **nutrition, custodial, transportation, and paraprofessional** staff.

“If we lose a day, that’s 22 hours a month gone — we can’t afford that.”

“This would force many of us to find other jobs or quit altogether.”

2. Meal Access and Food Insecurity

Many in **nutrition services** emphasized that students depend on school meals as their **primary source of food**.

“We’d be letting down our kids — some only eat here.”

“A sack lunch isn’t the same as a hot meal, and food banks are already strained.”

3. Childcare Burden

Dozens of comments highlighted that **working parents** would struggle to find or afford childcare for Fridays.

“We already don’t have enough daycare options in Cedar City.”

“Families will face a new weekly cost that some simply can’t manage.”

4. Employee Morale and Family Balance

Despite pay concerns, many respondents believed a 4-day week could **boost morale, reduce burnout, and improve family life** — if income is not cut.

“I’d love a 3-day weekend, but not if I lose a day’s pay.”

“We’d come to work happier and more focused.”

5. Insurance and Benefits

Because many classified employees depend on **27.5-hour minimums** to maintain insurance eligibility, there was strong concern that a 4-day week would cause some to **lose benefits entirely**.

“If hours drop below the threshold, I’ll lose insurance for my family.”

“We can’t survive that hit.”

6. Perceived Inequity and Leadership Accountability

Numerous comments questioned the **fairness** of potential freezes to classified salaries when **administrators** or **teachers** retain pay.

Some suggested **reducing executive or administrative compensation** instead.

“Cut top-level salaries before taking hours from the lowest-paid.”

“It feels like the burden is being placed on those who can least afford it.”

7. Requests for Clarity

Many asked for specifics about:

- Hour expectations for custodians, aides, and office staff
- How contracts would change for 240-day or hourly employees
- Whether longer daily shifts (4-10s) could offset lost hours

“We need clear guidance on what this means for our paychecks and schedules.”

8. Fridays as Inefficient

Several staff members agreed that Fridays are **short and unproductive**, especially in secondary schools.

“By the time students settle in, the day is almost over.”

“We barely get anything done — might as well make Fridays the off day.”

9. Student Needs and Learning Concerns

Many paraprofessionals and SPED aides worried about **reduced support for special-education students** and **less one-on-one time**.

“Our special-ed kids need consistent contact, not fewer days.”

“Paperwork and IEPs will pile up.”

10. Conditional or Constructive Support

A subset of respondents expressed **support** if the district:

- Protects pay and benefits
- Clarifies hours
- Provides food and childcare programs on Fridays

“If hours are protected, this could work.”

“Use Fridays for PD, deep cleaning, and system maintenance.”

Notable Cross-Themes

- **“Classified staff are forgotten.”** Many felt the survey and proposal did not address their reality.
- **“This feels rushed.”** A frequent sentiment was that more input and planning are needed.
- **“We love the idea — just don’t make it hurt.”** Supporters emphasized that the benefits hinge on equitable treatment.

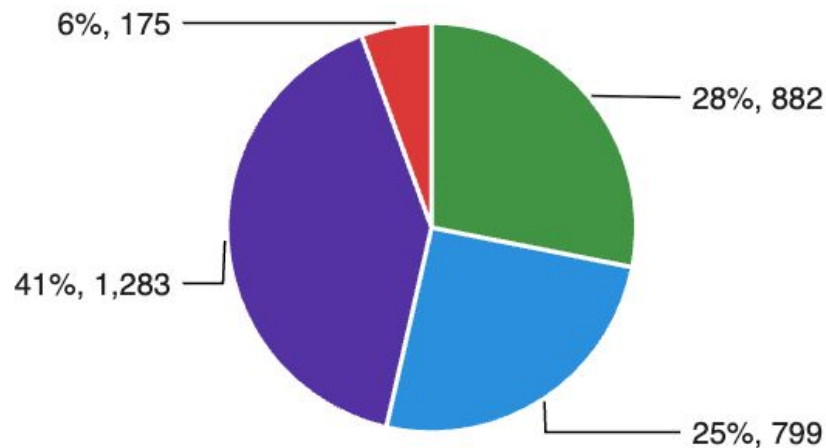
Qualtrics Survey Results

December 2025



Parent Survey

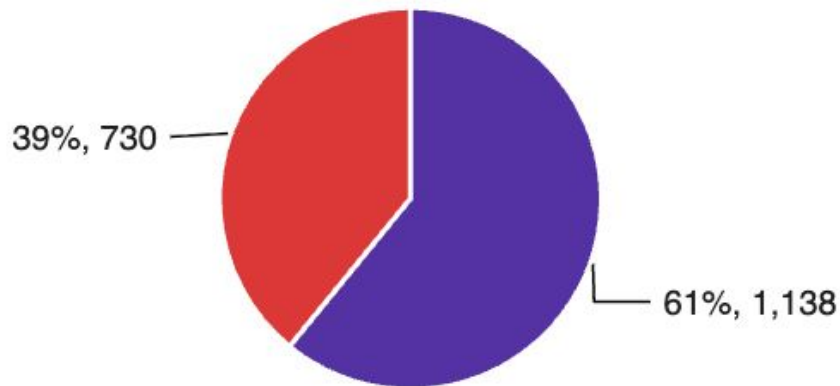
Q1 - What school(s) do your children attend? ¿A qué escuela(s) asisten sus hijos?



- High School - Escuela Preparatoria
- Middle School - Escuela Secundaria
- Elementary School - Escuela Primaria
- Preschool - Preescolar

Parent Survey

Q2 - Which calendar do you prefer for the 2026-27 school year? - ¿Qué calendario prefiere para el año escolar 2026–2027?

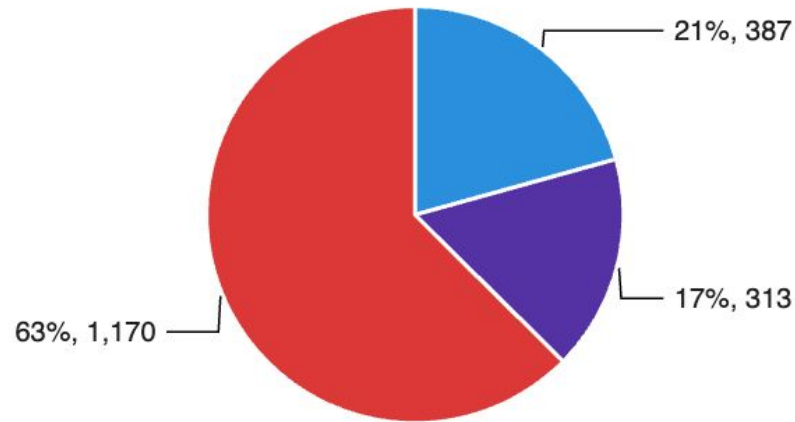


■ 4-day Week Calendar Structure - Estructura del calendario de 4 días por semana

■ Current Calendar Structure (4.5 days/week) - Estructura actual del calendario (4...

Parent Survey

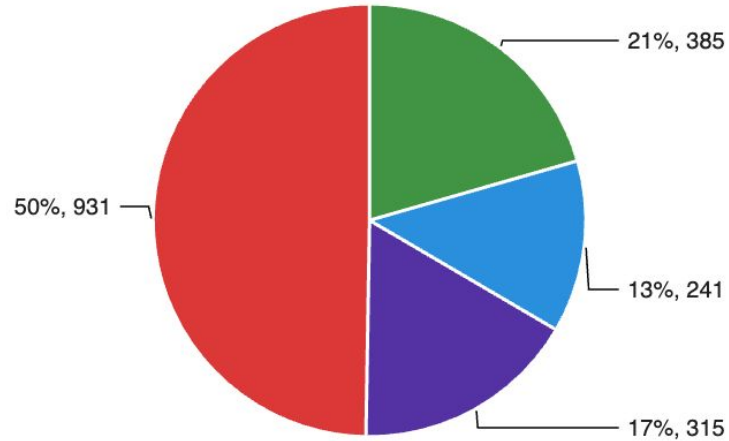
Q3 - How confident are you that your family could adapt to a 4-day school week calendar? - ¿Qué tan confiado(a) está de que su familia podría adaptarse a un calendario escolar de 4 días por semana?



■ Not Confident - Nada confiado(a) ■ Somewhat Confident - Algo confiado(a) ■ Very Confident - Muy confiado(a)

Parent Survey

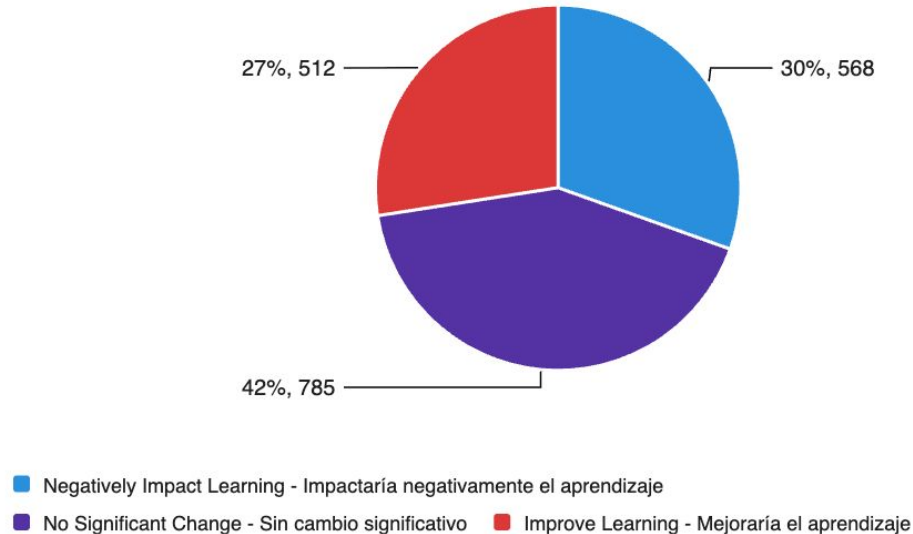
Q4 - The proposed 4-day week calendar would require students to attend school for approximately 20-35 minutes longer each day (Monday-Thursday). How comfortable are you with this change?



Very Uncomfortable - Muy incómodo(a) Somewhat Uncomfortable - Algo incómodo(a)
Somewhat Comfortable - Algo cómodo(a) Very Comfortable - Muy cómodo(a)

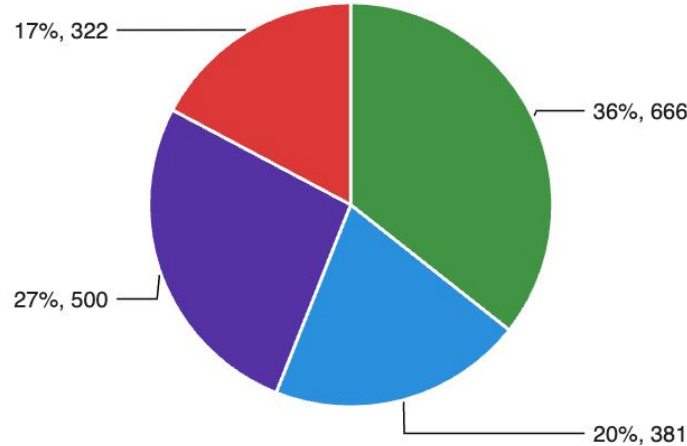
Parent Survey

Q5 - Under the 4-day school week, elementary students would lose 7 hours of instruction time per year, middle school students would gain 35 hours of instruction time per year and high school students would lose 8 hours of instruction time per year. How do you believe the 4-day school week calendar would impact student learning?



Parent Survey

Q6 - If ICSD adopts a 4-day school week, optional Friday programs (such as enrichment activities, academic support, and supervised opportunities) may be offered at school sites. How likely are you to enroll your child in one of these Friday programs?



Very Unlikely - Muy poco probable Somewhat Unlikely - Poco probable Somewhat Likely - Algo probable
Very Likely - Muy probable

Parent Comments

1. Concerns About Childcare, Working Families, and Financial Burden

Approx. 120–140 comments

This was **the most frequently expressed concern**.

Common points:

- Dual-income and single-parent households cannot adjust to Fridays off
- Increased childcare costs (often described as unaffordable or unavailable)
- Daycare capacity already limited in Iron County
- Fear that older siblings would be forced into caregiving roles
- Parents losing work hours or jobs due to Friday care needs

Representative sentiment:

"This would be devastating for working families... we simply can't make it work financially."

2. Concerns About Student Learning, Academic Quality, and Retention

Approx. 110–130 comments

Parents repeatedly questioned whether learning quality would suffer.

Common points:

- Longer days ≠ more learning, especially for younger students
- Cognitive fatigue and attention span limits
- Three-day weekends causing learning loss and reduced retention
- Concerns with A/B or block scheduling gaps (4–5 days between classes)
- Fear of declining test scores and widening achievement gaps

Representative sentiment:

"Seat time is not the same as learning time."

Parent Comments

3. Equity, Safety, and Support for Vulnerable Students

Approx. 85–100 comments

Strong concern for students who rely on school for stability.

Common points:

- Loss of access to meals for food-insecure students
- Reduced access to counseling, SPED services, and interventions
- Increased unsupervised time for children and teens
- Worries about abusive or neglectful home environments
- Equity gap widening for Title I and low-income families

Representative sentiment:

"School is a safe place for many kids. Taking a day away hurts them the most."

4. Concerns About Younger Students (Elementary & Kindergarten)

Approx. 80–95 comments

Parents of younger children were especially concerned.

Common points:

- Extended days are developmentally inappropriate
- Kindergarten transition already difficult without longer days
- Younger students already exhausted after current schedules
- Fear that added time becomes "busy work" rather than instruction

Representative sentiment:

"My elementary child is already worn out—longer days won't help."

Parent Comments

5. Minimal or Questioned Financial Savings

Approx. 70–85 comments

Parents expressed skepticism about cost savings.

Common points:

- Savings described as short-term or minimal
- Concern that savings come at families' expense
- Belief that costs are shifted from district to parents
- Requests for alternative budget solutions instead of calendar change

Representative sentiment:

"This doesn't really save money—it just moves the cost to families."

6. Strong Support for a 4-Day Week (Family Time, Mental Health, Attendance)

Approx. 65–80 comments

A significant group expressed **strong support**.

Common points:

- More family time and flexibility
- Improved student and teacher mental health
- Reduced Friday absences and sports-related travel conflicts
- Positive experiences in other states or districts
- Belief that schools should not function as childcare

Representative sentiment:

"We've lived this model elsewhere—it worked and we loved it."

Parent Comments

7. Attendance & Sports Scheduling Benefits

Approx. 50–65 comments

Often overlapping with supportive comments.

Common points:

- Friday absences already high
- Travel sports drive missed instructional time
- Belief that a 4-day week would improve attendance consistency
- Opportunity to move away from block schedules at secondary level

8. Staff Impact Concerns (Support Staff & Teachers)

Approx. 45–60 comments

Parents voiced concern for district employees.

Common points:

- Loss of hours or pay for paraprofessionals, custodians, kitchen staff
- Increased pressure on teachers to “cram” instruction
- Fear of burnout rather than morale improvement

9. Requests for Alternative or Hybrid Approaches

Approx. 40–55 comments

Many parents suggested **modifications** rather than full adoption.

Common ideas:

- Keep elementary on 5 days; allow 4 days for secondary
- Eliminate early-out Fridays instead of removing a full day
- Pilot the change before full implementation
- Hybrid or online Fridays
- Spread added minutes before *and* after school

10. Desire for More Data, Transparency, and Slower Decision-Making

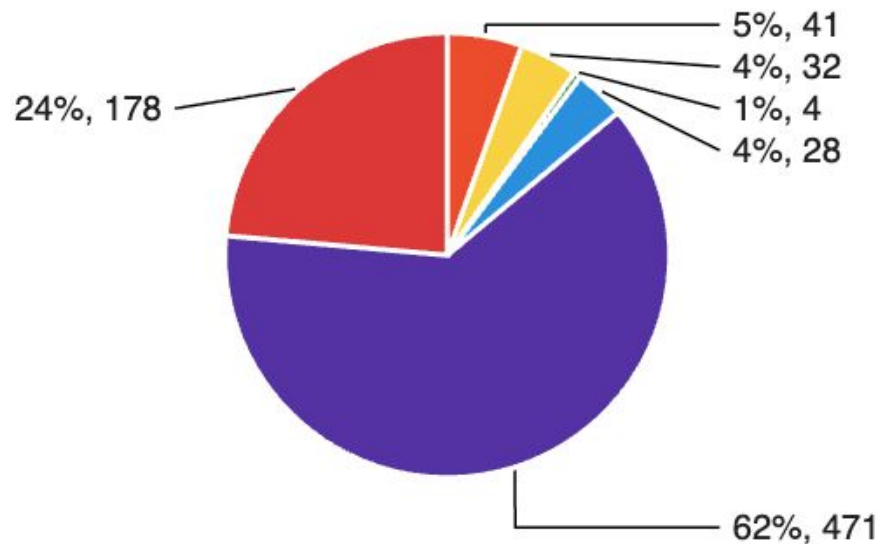
Approx. 35–50 comments

Parents repeatedly requested:

- Clear cost-benefit analysis
- Research specific to similar districts
- More time before implementation
- Assurance decisions are not predetermined

Student Survey

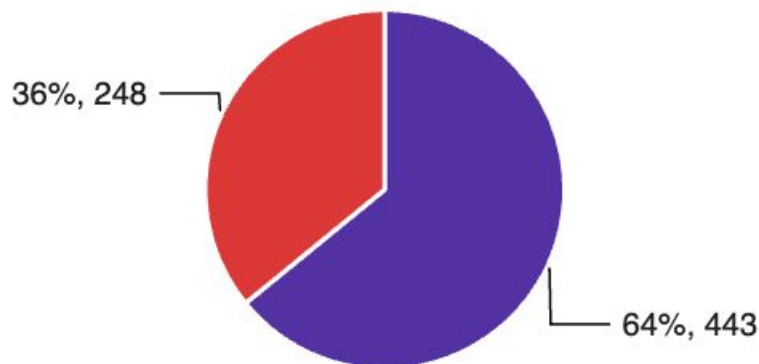
Q1 - What school do you attend? ¿A qué escuela asistes?



Other Launch High Southwest Education Academy (SEA) Parowan High School
Cedar High School Canyon View High School

Student Survey

Q3 - Which calendar do you personally prefer for the 2026–27 school year? ¿Qué calendario prefieres personalmente para el año escolar 2026–2027?

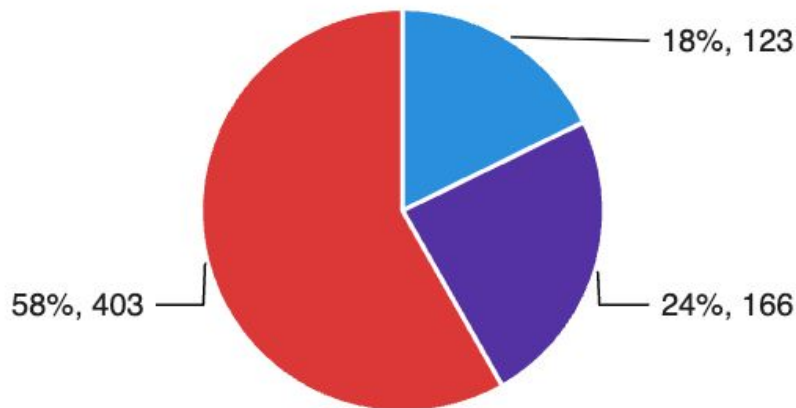


■ 4-Day Week Calendar (Monday–Thursday) - Calendario de semana de 4 días (lunes a ...

■ Current Calendar Structure (4.5 days a week) - Estructura actual del calendario ...

Student Survey

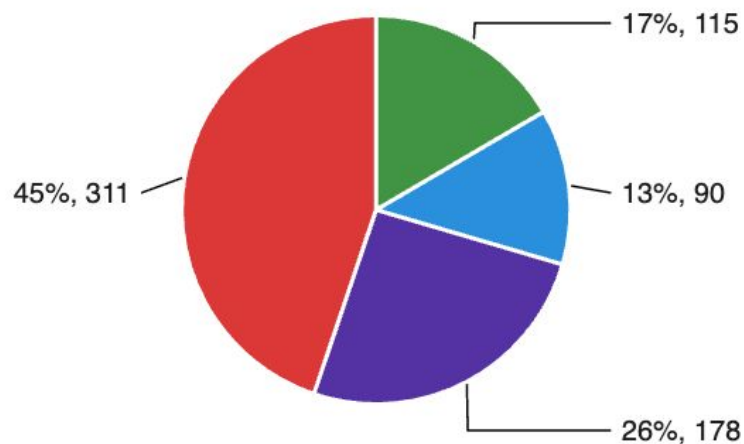
Q4 - How confident are you that you could adapt to a 4-day school week? - ¿Qué tan confiado(a) estás en que podrías adaptarte a una semana escolar de 4 días?



■ Not Confident - Nada confiado(a) ■ Somewhat Confident - Algo confiado(a) ■ Very Confident - Muy confiado(a)

Student Survey

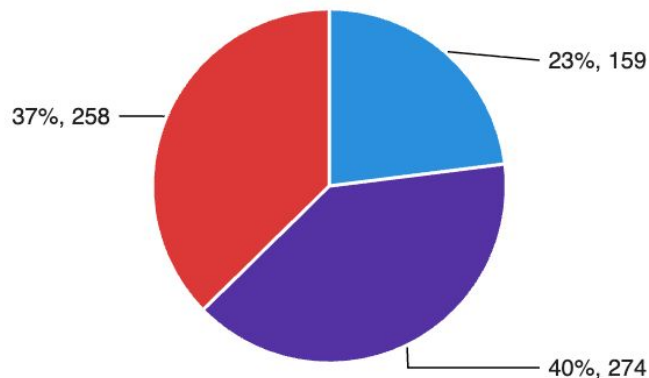
Q5 - A 4-day week would require students to stay in school about 20 minutes longer each day (Mon–Thu). How comfortable are you with this change?



- Very Uncomfortable - Muy incómodo(a)
- Somewhat Uncomfortable - Algo incómodo(a)
- Somewhat Comfortable - Algo cómodo(a)
- Very Comfortable - Muy cómodo(a)

Student Survey

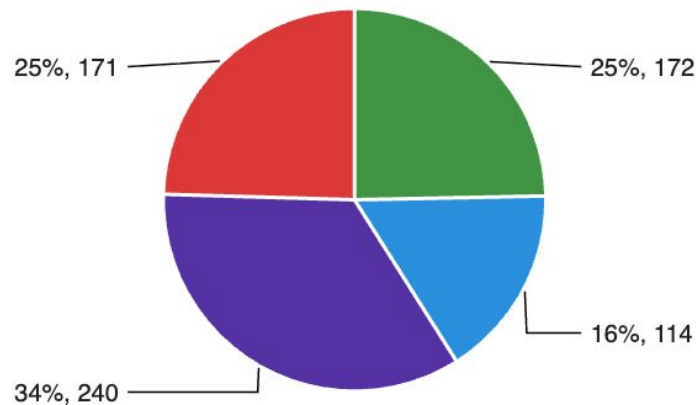
Q6 - Under the 4-day school week, elementary students would lose 7 hours of instruction time per year, middle school students would gain 35 hours of instruction time per year and high school students would lose 8 hours of instruction time per year. How do you believe the 4-day school week calendar would impact your learning?



■ Negatively Impact My Learning - Impactaría negativamente mi aprendizaje
■ No Significant Change - Sin cambio significativo ■ Improve My Learning - Mejoraría mi aprendizaje

Student Survey

Q7 - If ICSD adopts a 4-day week, optional Friday programs (such as tutoring, credit recovery, clubs, activities, supervised spaces to work, etc.) may be offered. How likely are you to participate in a Friday program?



■ Very Unlikely - Muy poco probable ■ Somewhat Unlikely - Poco probable ■ Somewhat Likely - Algo probable
■ Very Likely - Muy probable

Student Comments

1. Support for a 4-Day Week (Mental Health, Rest, Balance)

Approx. 120–140 comments

This was the **most frequently expressed student theme**.

Common points:

- Reduced stress and burnout
- Improved mental health and mood
- More sleep and recovery time
- Better balance between school, sports, work, and family
- Feeling more motivated to attend school

Representative student sentiment:

"By Friday everyone is exhausted and not learning anyway."

2. Opposition to a 4-Day Week / Preference for Current Schedule

Approx. 90–110 comments

A substantial group of students prefer the existing structure.

Common points:

- Comfort with the current Mon–Fri routine
- Fear of longer, more exhausting school days
- Concern about loss of learning time
- Belief that change is unnecessary or rushed

Representative sentiment:

"Why are we changing something that isn't broken?"

Student Comments

3. Concerns About Learning Retention & Academic Impact

Approx. 80–100 comments

Students frequently raised academic concerns—especially at secondary levels.

Common points:

- Longer gaps between classes (especially A/B or block schedules)
- Difficulty retaining material over 3-day weekends
- Impact on AP, CE, ACT/SAT preparation
- Fear of increased “busy work” rather than real learning

Representative sentiment:

“Five days between some classes is too long to remember anything.”

4. Impact on Sports, Extracurriculars, & Student Schedules

Approx. 70–90 comments

Students involved in activities were very vocal.

Common points:

- Mixed views from student athletes
- Some support due to fewer missed Fridays
- Others fear longer practices, later nights, more stress
- Concerns about rehearsal-based classes (music, theater, dance)
- Scheduling conflicts with jobs

Representative sentiment:

“Sports would either be easier—or way worse—depending on how it’s handled.”

Student Comments

5. Attendance Benefits & "Fridays Are Already a Loss"

Approx. 60–80 comments

Students consistently referenced current Friday attendance.

Common points:

- Many students already skip or disengage on Fridays
- Belief that attendance would improve Mon–Thu
- View that Friday instruction is often ineffective
- Perception that a 4-day week matches actual behavior

Representative sentiment:

"No one really comes on Fridays anyway."

6. Concerns for Younger Students & Vulnerable Peers

Approx. 50–65 comments

Students expressed empathy for others.

Common points:

- Elementary students already have long days
- Younger kids need repetition and routine
- Students who rely on school for meals and safety
- Concern about unsupervised time at home

Representative sentiment:

"Some kids need school to feel safe."

Student Comments

7. Support for Optional Friday Help / Flex / XLT-Type Days

Approx. 45–60 comments

Many students favored **optional academic support**, not mandatory Fridays.

Common points:

- Desire for remediation, credit recovery, or tutoring
- Strong support for keeping XLT or FLEX periods
- Belief optional help would be better utilized than full attendance days
- Fear that mandatory Friday programs would be poorly attended

Representative sentiment:

“Optional help days make sense—forced Fridays don’t.”

8. Concern About Schedule Changes to Breaks & Calendar Structure

Approx. 35–50 comments

Students care deeply about the overall calendar.

Common points:

- Fear of shorter summer or holiday breaks
- Anxiety about losing long-standing traditions
- Desire for clarity before supporting change

Student Comments

9. Equity & Family Impact Awareness

Approx. 30–45 comments

Students echoed concerns raised by parents.

Common points:

- Working parents needing childcare
- Financial strain on families
- School serving as childcare and meal provider
- Concern for siblings at different grade levels

10. Requests for Clear Details Before Deciding

Approx. 30–40 comments

Students repeatedly asked for specifics.

Common points:

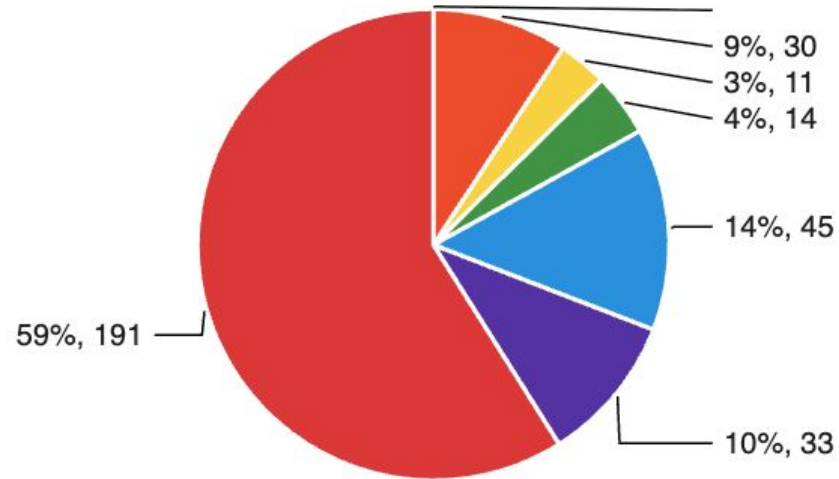
- Exact bell schedules
- Number of class periods per day
- Impact on electives and special programs
- Implementation timeline

Representative sentiment:

"I don't know what I'm agreeing to without seeing the schedule."

Non-Licensed Staff Survey

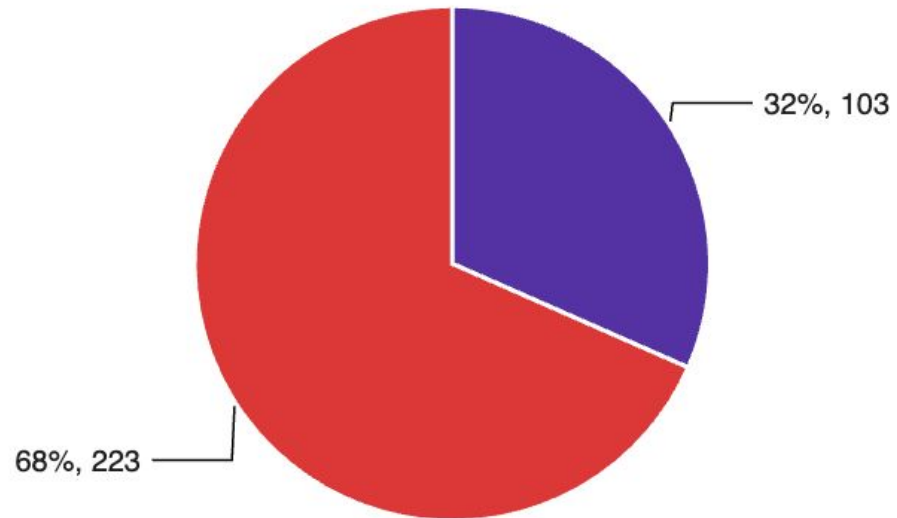
Q1 - What is your current role in the district?



Other Foods Technology Transportation Office or clerical Custodial or maintenance
Paraprofessional or aide

Non-Licensed Staff Survey

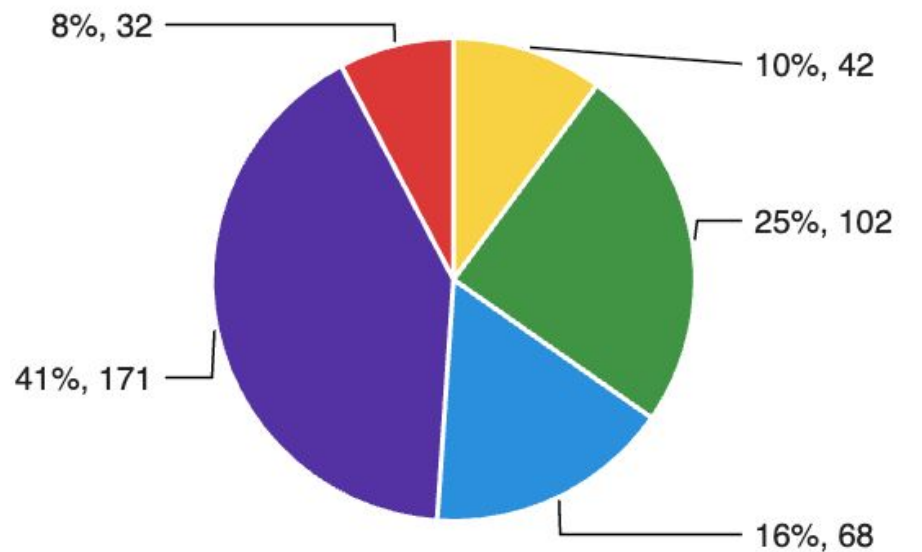
Q3 - Type of employment



■ Full-time ■ Part-time

Non-Licensed Staff Survey

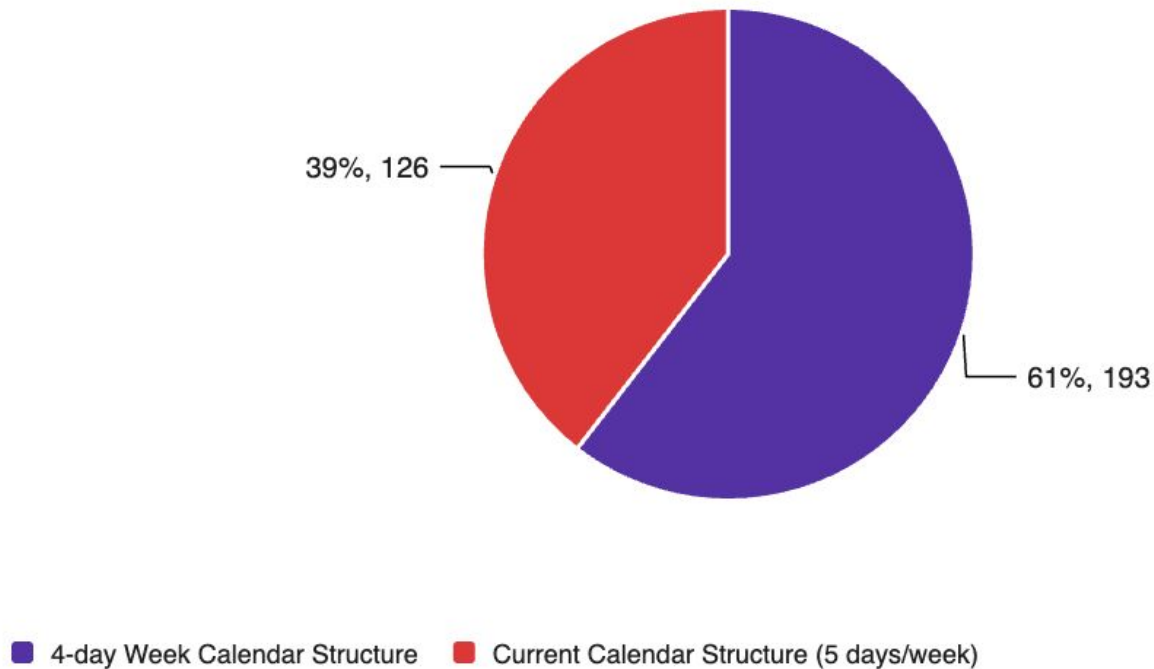
Q4 - What level(s) do you serve? (select all that apply)



■ District Level ■ High School ■ Middle School ■ Elementary School ■ Preschool

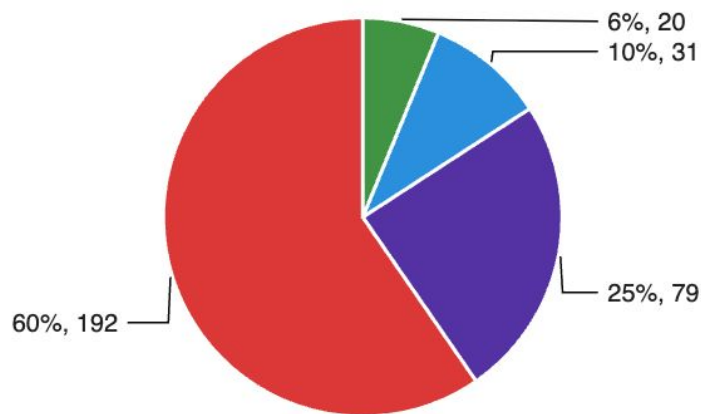
Non-Licensed Staff Survey

Q5 - Which calendar do you prefer for the 2026-27 school year?



Non-Licensed Staff Survey

Q6 - A 4-day school week calendar may require you to work longer hours on Monday through Thursday, continue working on non-school Fridays or have a more flexible schedule. How manageable is this possible adjustment?



Very difficult Somewhat difficult Somewhat manageable Very manageable

Non-Licensed Employees

1. Pay, Hours, and Financial Stability Concerns

Approx. 120–140 comments

This was **by far the dominant theme**.

Common points:

- Fear of **loss of hours, income, COLA, and step increases**
- Concern that longer days do **not equal fewer work hours**
- Strong opposition to any **pay freeze or reduction**
- Transportation, food service, custodial, and paraprofessional staff cited **10–20% income loss** as catastrophic
- Worry about insurance, retirement, and long-term retention

Representative sentiment:

“We cannot afford to lose hours or pay. This affects our livelihood.”

2. Equity & Fairness Between Employee Groups

Approx. 95–115 comments

Staff repeatedly expressed concern about **unequal treatment**.

Common points:

- Perception that teachers, administrators, and district office staff are treated differently than classified staff
- Concern that **240-day employees** may be required to work Fridays while others are not
- Fear that the change will **pit staff groups against each other**
- Requests for consistent treatment across all employee categories

Representative sentiment:

“If teachers get Fridays off, classified staff deserve the same consideration.”

Non-Licensed Employees

3. Lack of Clarity, Transparency, and Trust

Approx. 85–100 comments

Non-licensed staff expressed **high frustration with unanswered questions**.

Common points:

- Unclear expectations for **non-school Fridays**
- Confusion over how many Fridays staff would still be required to work
- Mixed messaging about **1 Friday per month vs. multiple Fridays**
- Requests for **written guarantees** before any vote
- Erosion of trust due to perceived shifting explanations

Representative sentiment:

"We can't support something when we don't know how it affects us."

4. Impact on Vulnerable Students (Food, Safety, SPED)

Approx. 80–95 comments

Strong advocacy for students from classified staff who serve them daily.

Common points:

- Loss of **school meals** for food-insecure students
- School as a **safe place** for children in unstable homes
- Increased screen time and lack of supervision
- Concerns about meeting **IEP minutes and SPED compliance**

Representative sentiment:

"Some students depend on school for food and safety—this matters."

Non-Licensed Employees

5. Opposition to a 4-Day Week Based on Learning & Development

Approx. 70–85 comments

Many non-licensed staff emphasized student learning needs.

Common points:

- Younger students cannot tolerate longer days
- Learning retention suffers with longer gaps
- Fridays currently used for assessment, intervention, and support
- Elementary schedules already stretched

6. Support for a 4-Day Week (Conditional Support)

Approx. 55–70 comments

There **is support**, but it is highly conditional.

Common points:

- Support **only if pay and hours are protected**
- Interest in improved morale, mental health, and family time
- Belief that maintenance/custodial staff could benefit from empty buildings
- Requests for flexible models (225-day contracts, staggered schedules)

Representative sentiment:

"I support it *if* my pay and job stability are guaranteed."

Non-Licensed Employees

7. Department-Specific Operational Concerns

Approx. 50–65 comments

Specific operational impacts were repeatedly cited.

Common areas:

- **Food Service:** funding tied to meals served; risk of job loss
- **Transportation:** reduced pay, route inefficiencies, retention risks
- **Custodial/Maintenance:** inequitable workloads, scheduling concerns
- **Front Office Staff:** loss of family-aligned schedules
- **Preschool:** already limited hours; further reductions seen as harmful

8. Childcare & Family Impact on Employees

Approx. 45–60 comments

Non-licensed staff emphasized they are also parents.

Common points:

- Many chose district jobs specifically to match their children's schedules
- Working Fridays when their children are home is a major concern
- Longer days reduce ability to manage after-school responsibilities

Non-Licensed Employees

9. Concern the Change Is Financially Driven, Not Student-Driven

Approx. 40–55 comments

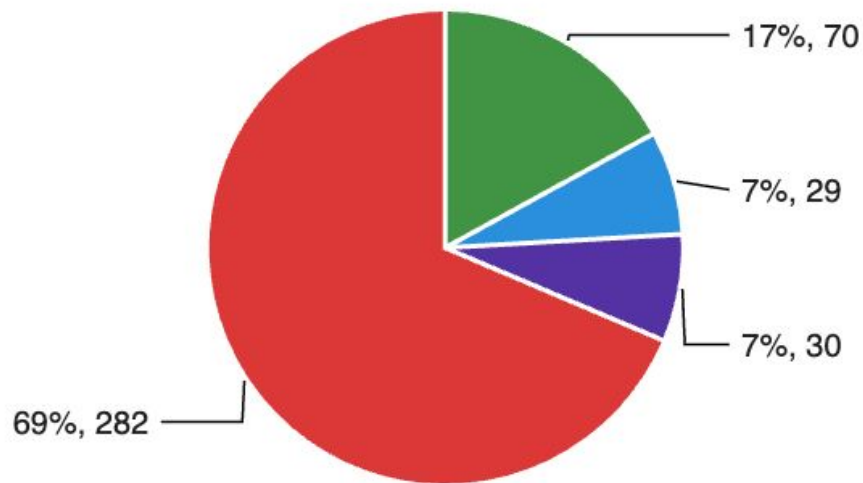
Staff questioned the underlying rationale.

Common points:

- Skepticism that this is truly about learning
- Perception that savings come at the expense of lowest-paid employees
- Calls to explore **administrative or top-level cost reductions instead**

Licensed Staff Survey

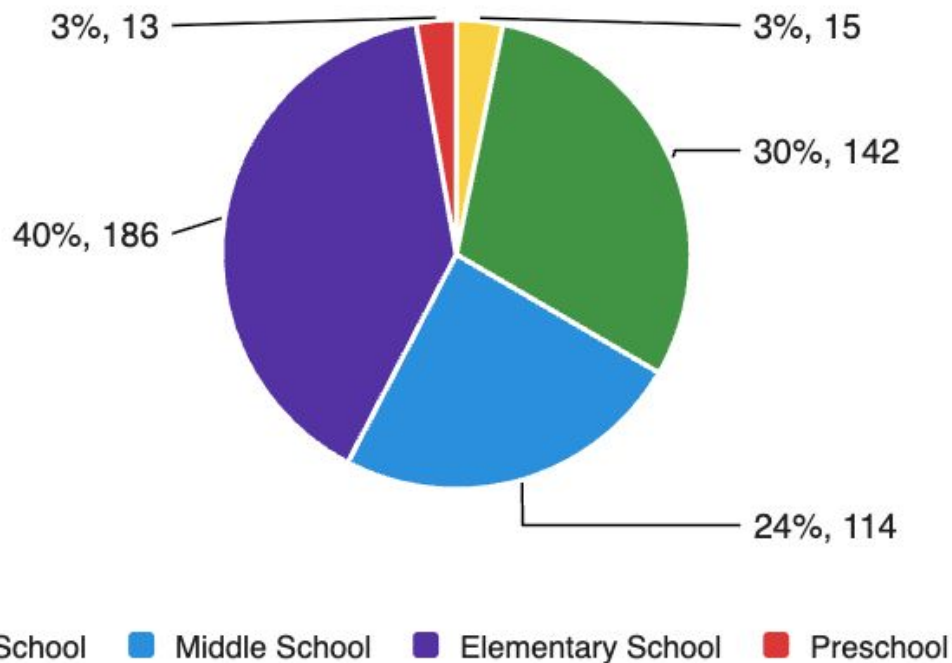
Q1 - What is your current role in the district?



Other Administrator School counselor, therapist or specialist Teacher

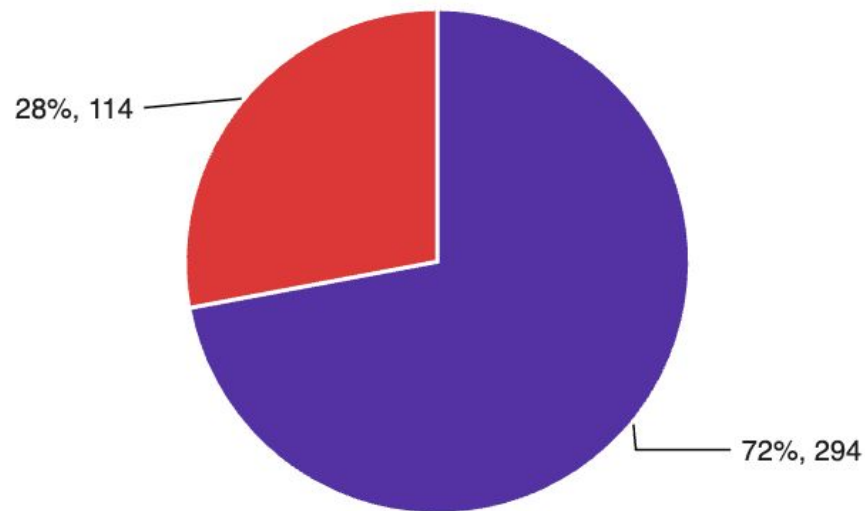
Licensed Staff Survey

Q4 - What level(s) do you serve? (select all that apply)



Licensed Staff Survey

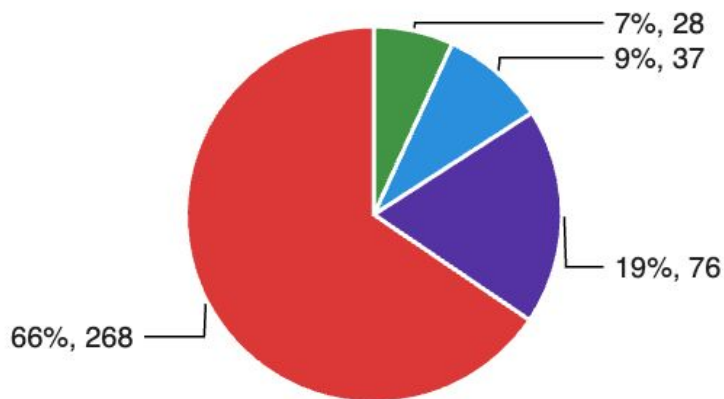
Q5 - Which calendar do you prefer for the 2026-27 school year?



■ 4-day Week Calendar Structure ■ Current Calendar Structure (5 days/week)

Licensed Staff Survey

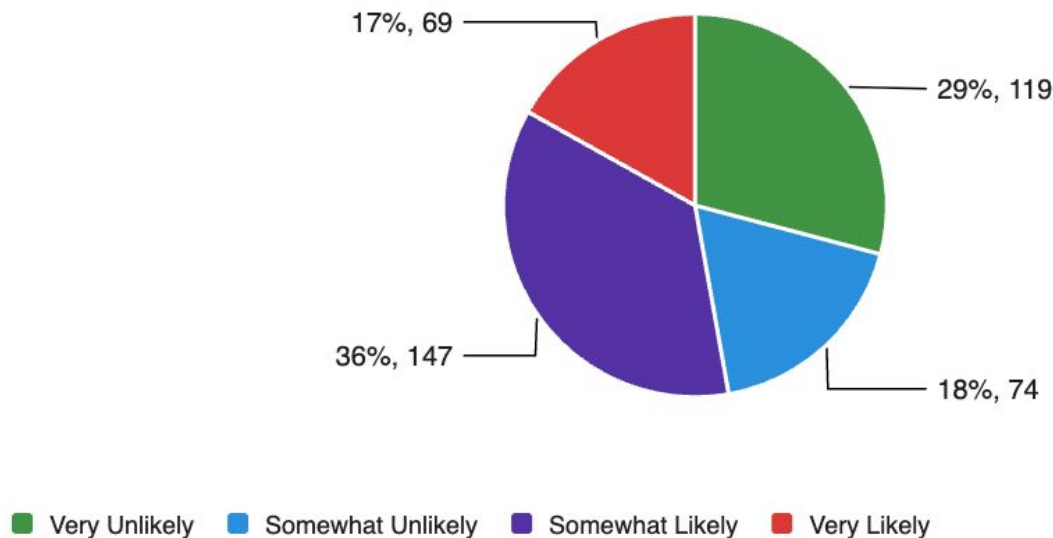
Q6 - The proposed 4-day school week calendar would require teachers to work an additional 20-35 minutes per school day (Monday-Thursday). How manageable do you feel this extended day would be in your current role?



Very difficult Somewhat difficult Somewhat manageable Very manageable

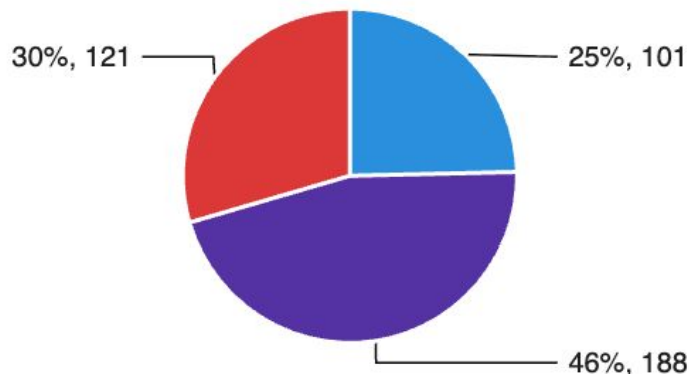
Licensed Staff Survey

Q11 - If ICSD adopts a 4-day school week, optional Friday programs (such as enrichment activities, academic support, and supervised opportunities) may be offered at school sites. How likely are you to be willing to help with Friday programs for additional pay?



Licensed Staff Survey

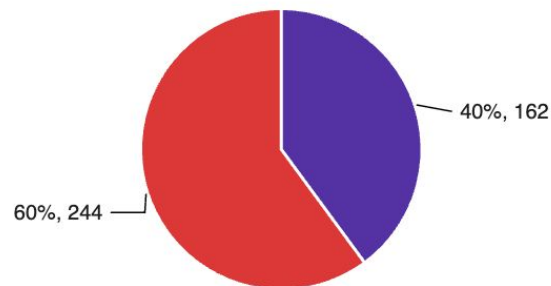
Q7 - Under the 4-day school week, elementary students would lose 7 hours of instruction time per year, middle school students would gain 35 hours of instruction time per year and high school students would lose 8 hours of instruction time per year. How do you believe the 4-day school week calendar would impact student learning?



■ Negatively Impact Learning ■ No Significant Change ■ Improve Learning

Licensed Staff Survey

Q8 - Under the 4-Day Week calendar, teacher contracts will be reduced from 190 days to 172 days which equates to a 9% reduction in days and a 5% reduction in required work hours. Implementation of a 4-Day Week may necessitate the district freezing the salary schedule for 1 to 2 years due to teachers working fewer days. This means there would be no COLA (Cost of Living Adjustment). Steps and lanes would still be given as usual. Do you support receiving no COLA in exchange for reduced work days/hours?



- No, I do not support no COLA in exchange for reduced work days/hours.
- Yes, I support no COLA in exchange for reduced work days/hours.

Licensed Staff Comments

1. Compensation, COLA Freeze, and Perceived Pay Cut

Approx. 150–170 comments

This was the **most dominant theme** across licensed staff responses.

Common ideas:

- Strong opposition to a **COLA freeze**, especially if instructional expectations remain the same
- Widespread belief that fewer contract days ≠ less work
- Concern about **retirement impacts** and long-term earnings
- Frustration that teachers may shoulder the financial burden while others do not
- Calls for **equitable sacrifice across all employee groups**, including administration

Representative sentiment:

"Reducing contract days while freezing pay is still a pay cut when the workload stays the same."

2. Workload Will Not Decrease (Prep, Planning, IEPs, Grading)

Approx. 130–150 comments

Licensed staff were nearly unanimous on this point.

Common ideas:

- Curriculum, grading, IEPs, meetings, and prep remain unchanged
- First-year implementation would **increase workload** significantly
- Teachers expect to work many Fridays anyway—unpaid
- Loss of prep time, especially at elementary level
- Concern about PLC time and collaboration being reduced

Representative sentiment:

"We may be in the classroom fewer days, but we will not be working fewer hours."

Licensed Staff Comments

3. Student Learning, Instructional Time, and Retention Concerns

Approx. 120–140 comments

This theme was especially strong among elementary and special education teachers.

Common ideas:

- Loss of instructional days harms learning continuity
- Longer days reduce attention and instructional effectiveness
- Difficulty meeting **IEP minutes and service requirements**
- A/B and block schedule gaps already harming retention
- Concern that Friday is currently used for assessments, intervention, and catch-up

Representative sentiment:

"Less instructional time means less learning—especially for our most vulnerable students."

4. Equity & Impact on Vulnerable Students and Families

Approx. 110–130 comments

Licensed staff consistently raised equity concerns.

Common ideas:

- School as a **safe place** for students in poverty or unstable homes
- Loss of access to meals, counseling, and consistent structure
- Increased childcare burden on single-parent and dual-working families
- Disproportionate harm to Title I schools and SPED students

Representative sentiment:

"The families who need school the most will be hurt the most."

Licensed Staff Comments

5. Support for a 4-Day Week (Mental Health, Burnout, Attendance)

Approx. 90–110 comments

There is **meaningful support**, particularly among secondary teachers.

Common ideas:

- Reduced burnout and improved teacher retention
- Better student and staff mental health
- Improved attendance Monday–Thursday
- Belief that Fridays are already ineffective learning days
- Positive experiences cited from other districts or personal history

Representative sentiment:

“Happier, more rested teachers and students will learn better.”

6. Conditional Support Tied to Protections & Equity

Approx. 80–100 comments

Many supporters attached **clear conditions**.

Common conditions:

- No COLA freeze or a **district-wide freeze**
- Explicit guarantees that workload expectations will change
- Protection for classified staff hours and pay
- Optional, compensated Friday work—not mandatory
- Clear exit plan if learning declines

Licensed Staff Comments

7. Concerns About Middle School Schedule & Added Hours

Approx. 70–90 comments

Middle school teachers were particularly vocal.

Common ideas:

- Objection to **35 additional instructional hours**
- Perception of inequity compared to elementary and high school
- Already long days, short lunches, and high cognitive load
- Concern about student fatigue and behavior

8. Distrust, Transparency, and Process Concerns

Approx. 60–80 comments

Licensed staff expressed concern about how the proposal has been handled.

Common ideas:

- Confusion over survey versions and communication
- Feeling unheard or undervalued
- Skepticism about financial justifications
- Requests for clearer data from comparable districts

Licensed Staff Comments

9. Preference for Alternative Solutions

Approx. 50–70 comments

Many staff suggested alternatives to a 4-day week.

Common suggestions:

- Return to a traditional 5-day (not 4.5-day) calendar
- Fix attendance through policy enforcement, not calendar change
- Reduce administrative costs instead of instructional time
- Pilot programs or hybrid models before full adoption

4-Day School Week Process and Timeline

October 21, 2025 - Board Meeting - Board discussion regarding the calendar and the option of a 4-Day School Week.

November 18, 2025 - Board Meeting with Public Comment - Review of data and more discussion regarding the 4-Day School Week.

December 2, 2025 - Town Hall with Public Comment at Parowan High School regarding the 4-day school week.

December 2, 2025 - Town Hall with Public Comment at Canyon View High School regarding the 4-day school week.

December 2, 2025 - Town Hall with Public Comment at Cedar High School regarding the 4-day school week.

December 16, 2025 - Board Meeting with Public Comment - Reviewed the 2nd round of survey data and more discussion regarding the 4-day school week.

January 20, 2026 - Board Meeting - Discussion of calendar options.

January 27, 2026 - Board Meeting with Public Comment - Discussion and vote on the 2026-2027 school calendar.

February 17, 2026 - Board Meeting - Further discussion regarding the 4-day school week and the process for requesting a waiver from USBE.

March 24, 2026 - Board Meeting with Public Comment - Board voted to approve the request for waiver to be sent to the USBE.

March 31, 2026 - Special Board Meeting - Electronic - Explanation of the waiver process and description of plans to address stakeholder concerns.



WORK MEETING OF THE BOARD OF EDUCATION - Oct 21 2025 Agenda

Tuesday, October 21, 2025 at 4:30 PM

IRON COUNTY SCHOOL DISTRICT 2077 West Royal Hunte Drive Cedar City, Utah

A. MEETING OPENING

1. Call to Order
2. Prayer or Thought
3. Pledge of Allegiance

B. TRAINING

1. School Land Trust Training



Briefing notes

[Trustland training 22-23 School board.pdf](#)

2. Required Public Education Hotline Training
View the 30 minute training video [HERE](#).



Briefing notes

[HowShouldIStart.pdf](#)

[Where Should I Start 20240410.pdf](#)

C. INFORMATION ITEMS

1. Open and Closed Schools for Early Enrollment
[Open Enrollment Website Information - Website.pdf](#)



Briefing notes

Superintendent

2. Trust Land Amendment - Parowan High School

 **Briefing notes**

Roy Mathews

3. Positive Behavior Plans

<https://docs.google.com/presentation/d/1N9t20NDfvflc0FwimXF4fdn6dnxCcwJeuINf1wAozRc/edit?usp=sharing>

https://docs.google.com/document/d/1qXuE4HBZxCVGs8jVxoW0iOfa3ev_5XJkJ1xDj9nzp4g/edit?usp=sharing

 **Briefing notes**

Tim Marriott

4. Comprehensive Guidance

[AllocationComprehensiveCounseling2026.pdf](#) 

<https://docs.google.com/presentation/d/1DZ8VOLh73LKn-eP5i46FemgWv-p1FGRs-FeaQ7BraBg/edit?usp=sharing>

 **Briefing notes**

Tim Marriott

5. Work Based Learning

 **Briefing notes**

Greg Sanders

[AllocationWorkBasedLearning2026.pdf](#) 

6. 2026-27 School Calendar

[4-day Week Calendar 2026-27 - 4-Day.pdf](#) 

[First version ICSD School Calendar 26-27 - Reg 26-27 \(2\).pdf](#) 

[Rationale for 4-Day Week Calendar.pdf](#) 

[Utah 4-Day School Week Board Action Checklist.pdf](#) 

[ICSD Traditional Calendar 2026 2027.xlsx - ALL.pdf](#) 

[ICSD 4DayWeek Calendar Template 2026 2027.xlsx - ALL.pdf](#) 

 Briefing notes

Superintendent

Surveys

[Parents](#)

[Staff](#)

7. 2026 Board Meeting Schedule

[Board Meeting Schedule 2026.pdf](#) 

 Briefing notes

Superintendent

8. Policy 340 Regulations for Expense Reimbursements for Employees

 Briefing notes

Todd

9. Policy 437 Recording for Educator Use

[437 Recording for Educator Use](#) 

 Briefing notes

Superintendent

10. Policy 742 Attendance



Briefing notes

Superintendent

D. CLOSED SESSION

1. Enter into Closed Session

[Policy 633 Orderly Termination for School Employees.pdf](#) 



Briefing notes

I move to enter into a closed meeting for the purpose of:

Discussing collective bargaining as well as to discuss the character, professional competence, or physical or mental health of an individual.

This meeting is being held in the boardroom at the offices of the Iron County School District.

2. Reconvene to Open Session
3. Possible Action from Closed Session

E. ADJOURNMENT

1. Adjourn the Meeting



REGULAR MEETING OF THE BOARD OF EDUCATION - Oct 28 2025 Agenda

Tuesday, October 28, 2025 at 5:30 PM

IRON COUNTY SCHOOL DISTRICT 2077 West Royal Hunte Drive Cedar City, Utah

A. MEETING OPENING

1. Call to Order
2. Prayer or Thought
3. Pledge of Allegiance

B. CONSENT AGENDA ITEMS

1. Approval of Minutes of the September 16, 2025 Work Meeting and the September 23, 2025 Regular Board Meeting
[WORK MEETING OF THE BOARD OF EDUCATION - Sep 16 2025 - Minutes - Public\(1\).pdf](#) 

[REGULAR MEETING OF THE BOARD OF EDUCATION - Sep 23 2025 - Minutes - Html](#) 
2. Audit and Approval of Warrants
[Check Register Summary OCT2025.pdf](#)  [Check Register Detailed OCT2025.pdf](#) 
3. Employment of Personnel
[OCTOBER 2025 RECOMMEND FOR HIRE .pdf](#) 
4. LEA Specific License Approval
5. Home School/Exemption from School Attendance
[Home School Exemptions 25-26 - OCTOBER.pdf](#) 

6. Recommendation for Release of Students from School (JEG-R)
7. Approval of Consent Agenda Items

C. INFORMATION ITEMS

1. Recognitions
2. Public Comment
3. Business Administrator's Report
[Board Budget Report FD32 OCT2025.pdf](#) 
[Board Budget Report FD51 OCT2025.pdf](#) 
[Board Budget Report OCT2025.pdf](#) 

4. Superintendent's Report

5. Board Member Report



Briefing notes

Ben Johnson - Vision Iron County

6. 2026-2027 School Calendar
[doc03207920251028131506.pdf](#) 
[Licensed Staff Comments Summary 10 27 25.pdf](#) 
[Non-Licensed Staff Comments Summary 10 27 25.pdf](#) 
[Parent Calendar Survey Data 10 28 2025.pdf](#) 
[Parent Comment Analysis and Summary 10 27 25.pdf](#) 
[Staff Calendar Survey Data 10 28 2025.pdf](#) 



Briefing notes

[Traditional 5-Day Week Calendar](#)

[4-Day Week Calendar](#)

D. ACTION ITEMS

1. Positive Behavior Plans

[2025-26 PBP Plan_Report.pdf](#) 

2. Comprehensive Guidance Approval
[AllocationComprehensiveCounseling2026.pdf](#) 
3. Work Based Learning
[AllocationWorkBasedLearning2026.pdf](#) 
4. Trust Land Amendment - Parowan High School
[PHS trustland amendment.pdf](#) 
5. Open and Closed Schools for Early Enrollment
[Open Enrollment Website Information - Website.pdf](#) 
6. 2026 Board Meeting Schedule
[Board Meeting Schedule 2026.pdf](#) 

E. FIRST READING

1. Policy 102 Sexual Harassment
[102 SEXUAL HARASSMENT](#) 
2. Policy 340 Regulations for Expense Reimbursements for Employees
[340 REGULATIONS FOR EXPENSE REIMBURSEMENTS TO EMPLOYEES](#)

3. Policy 437 Recording for Educator Use
[437 Recording for Educator Use](#) 
4. Policy 729 Student Out of State Travel
[729 STUDENT OUT-OF-STATE TRAVEL POLICY](#) 
5. Policy 742 Attendance
[742 ATTENDANCE POLICY](#) 
6. Policy 831 Bullying, Cyber-Bullying, Hazing, Retaliation, and Abusive Conduct
[831 BULLYING, CYBER-BULLYING, HAZING, RETALIATION, AND ABUSIVE CONDUCT](#) 

F. SECOND READING

G. CLOSED SESSION

[Policy 633 Orderly Termination for School Employees.pdf](#) 

1. Enter into Closed Session



Briefing notes

I move to enter into a closed meeting for the purpose of:
discussing the character, professional competence, or
physical or mental health of an individual.

discussing collective bargaining

This meeting is being held in the boardroom at the offices of
the Iron County School District.

2. Reconvene to Open Session

3. Possible Action from Closed Session

H. ADJOURNMENT

1. Adjourn the Meeting



WORK AND REGULAR MEETING OF THE BOARD OF EDUCATION - Nov 18 2025 Agenda

Tuesday, November 18, 2025 at 3:00 PM

IRON COUNTY SCHOOL DISTRICT 2077 West Royal Hunte Drive Cedar City, Utah

A. MEETING OPENING

1. Call to Order

B. TRAINING

1. Internal Audit Training



Briefing notes

[Internal Audit and Audit Committee Training for All Board Members](#)

[Training 1 for Audit Committee Members](#)

[Training 2 for Audit Committee Members](#)

2. Robert's Rules



Briefing notes

[Roberts Rules Cheat Sheet.pdf](#)

3. Public Education Hotline Training Report

C. WORK MEETING ITEMS

1. Health Education Review



Briefing notes

[Health Ed Committee Process.pdf](#) 

2. Business Administrator Evaluation

 **Briefing notes**

[Proposed Business Administrator Evaluation](#)

3. Discuss Potential Budget Changes

4. Boundary Change Proposal

[Elementary Enrollment by Geographical Location with Proposed Boundaries.png](#) 

[Elementary Expected Enrollment by School.png](#) 

[Elementary Enrollment Comparisons with Existing Portables.png](#) 

[Elementary Enrollment Comparisons without Portables.png](#) 

[Proposed New 3 Peaks.png](#) 

[Proposed New East.png](#) 

[Proposed New Elementary Boundaries Zoomed.png](#) 

[Proposed New Elementary Boundaries.png](#) 

[Proposed New Enoch.png](#) 

[Proposed New Fiddlers.png](#) 

[Proposed New Iron Springs.png](#) 

[Proposed New North.png](#) 

[Proposed New South.png](#) 

[Proposed Secondary Schools Boundary Change.png](#) 

[Secondary Enrollment by Geographical Location with Proposed Boundaries.png](#) 

[Secondary Enrollment Comparisons.png](#) 

[Secondary Expected Enrollment by School.png](#) 

5. 4-Day School Week

[4-Day Week Calendar.pdf](#) 

 **Briefing notes**

[4-Day Week Calendar.pdf](#) 

D. REGULAR MEETING OPENING

1. Call to Order
2. Prayer or Thought
3. Pledge of Allegiance

E. CONSENT AGENDA ITEMS

1. Approval of Minutes of the September 16, 2025 Work Meeting and the September 23, 2025 Regular Board Meeting
[WORK MEETING OF THE BOARD OF EDUCATION - Oct 21 2025 - Minutes - Html](#) 
[WORK MEETING OF THE BOARD OF EDUCATION - Oct 21 2025 - Minutes - Html](#) 
[REGULAR MEETING OF THE BOARD OF EDUCATION - Oct 28 2025 - Minutes - Html](#) 
[REGULAR MEETING OF THE BOARD OF EDUCATION - Oct 28 2025 - Minutes - Html](#) 
2. Audit and Approval of Warrants
[Check Register NOV2025 Detailed.pdf](#) 
[Check Register NOV2025 Summary.pdf](#) 
3. Employment of Personnel
4. LEA Specific License Approval
5. Home School/Exemption from School Attendance
[Home School Exemptions 25-26 - NOVEMBER.pdf](#) 
6. Recommendation for Release of Students from School (JEG-R)
7. Approval of Consent Agenda Items

F. INFORMATION ITEMS

1. Recognitions

 **Briefing notes**

Canyon View High School Band

CHS Football

2. Public Comment
3. Business Administrator's Report
[Board Budget Report FD32 NOV2025.pdf](#)  [Board Budget Report FD51 NOV2025.pdf](#)  [Board Budget Report NOV2025.pdf](#) 
4. Superintendent's Report
5. Board Member Report



Briefing notes

Stephanie Hill - Five County

G. ACTION ITEMS

1. Health Education Approval
[Health and Science Review Committee Process.pdf](#) 
2. Resolution Authorizing Increased Tax Increment Participation for the Enterprise, Iron Springs, Granite Mountain Solar East, and Granite Mountain Solar West Community Development Project Areas
[School District resolution approving Appaloosa correction \(2025-11-15\) \(IR001-009\).pdf](#) 
3. In Focus Curriculum Adoption
[Elementary Wellness Curriculum Adoption Handout.pdf](#) 



Briefing notes

[Elementary Wellness Curriculum Adoption Handout.pdf](#) 

H. FIRST READING

1. Policy 612 Appropriate Behavior/Code of Conduct Policy
[612 ICSD APPROPRIATE BEHAVIOR POLICY](#) 

I. SECOND READING

1. Policy 102 Sexual Harassment
[102 SEXUAL HARASSMENT](#) 
2. Policy 340 Regulations for Expense Reimbursements for Employees
[340 REGULATIONS FOR EXPENSE REIMBURSEMENTS TO EMPLOYEES](#)

3. Policy 437 Recording for Educator Use
[437 Recording for Educator Use](#) 
4. Policy 742 Attendance
[742 ATTENDANCE POLICY](#) 
5. Policy 831 Bullying, Cyber-Bullying, Hazing, Retaliation, and Abusive Conduct
[831 BULLYING, CYBER-BULLYING, HAZING, RETALIATION, AND ABUSIVE CONDUCT](#) 

J. CLOSED SESSION

1. Enter into Closed Session



Briefing notes

I move that we enter into a closed meeting for the purpose of:

Discussing the character, professional competence, or physical or mental health of an individual.

This meeting is being held in the boardroom at the offices of the Iron County School District.

2. Reconvene to Open Session
3. Possible Action from Closed Session
Exception to Early Retirement Policy
Exception to Leave Policy

K. ADJOURNMENT

1. Adjourn the Meeting



PUBLIC MEETING on 4-DAY SCHOOL WEEK / CANYON VIEW HIGH SCHOOL - Dec 02 2025 Agenda

Tuesday, December 2, 2025 at 6:00 PM

CANYON VIEW HIGH SCHOOL 166 W 1925 N Cedar City, Utah

- A. PRESENTATION ON 4-DAY SCHOOL WEEK**
- B. PUBLIC COMMENT**
- C. ADJOURNMENT**



PUBLIC MEETING on 4-DAY SCHOOL WEEK / CEDAR HIGH SCHOOL Dec 02 2025 Agenda

Tuesday, December 2, 2025 at 6:00 PM

CEDAR HIGH SCHOOL 703 W 600 S, CEDAR CITY, UT. 84720

- A. PRESENTATION OF 4-DAY SCHOOL WEEK**
- B. PUBLIC COMMENT**
- C. ADJOURNMENT**



PUBLIC MEETING on 4-DAY SCHOOL WEEK / PAROWAN HIGH SCHOOL - Dec 02 2025 Agenda

Tuesday, December 2, 2025 at 6:00 PM

PAROWAN HIGH SCHOOL 168 N MAIN PAROWAN, Utah

- A. PRESENTATION ON 4-DAY SCHOOL WEEK**
- B. PUBLIC COMMENT**
- C. ADJOURNMENT**



WORK AND REGULAR MEETING OF THE BOARD OF EDUCATION - Dec 16 2025 Agenda

Tuesday, December 16, 2025 at 3:00 PM

IRON COUNTY SCHOOL DISTRICT 2077 West Royal Hunte Drive Cedar City, Utah

A. MEETING OPENING

1. Call to Order

B. TRAINING

1. Follow-Up on Previous Trainings

C. WORK MEETING ITEMS

1. Align Health Education with School Lunch
2. Internet Filtering Report
3. Boundary Change Update
4. 4-Day School Week

[Qualtrics Survey Results December 2025 \(1\).pdf](#) 



Briefing notes

[Analysis of Research on 4DSW and ICSD.pdf](#) 

5. Business Administrator Evaluation Survey Summary

[Response Charts \(1\).pdf](#) 

[Business Administrator Evaluation Survey Action Plan \(1\).pdf](#) 

[Comments from Board Members.pdf](#) 

[Comments from District Administration.pdf](#) 

[Comments from District Office.pdf](#) 

[Comments by School Level Certified Personnel.pdf](#) 

[Comments from School Administrators.pdf](#) 

[Comments from School Level Classified Personnel.pdf](#) 

[2023 Evaluation Results.pdf](#) 

6. Policy 438 School Volunteer Policy
[438 School Volunteer Policy](#) 
7. Policy 744 Parent/Community Grievance Procedures
[744 STATEMENT OF POLICY - PARENT/COMMUNITY GRIEVANCE PROCEDURES](#) 

D. REGULAR MEETING OPENING

1. Call to Order
2. Prayer or Thought
3. Pledge of Allegiance

E. CONSENT AGENDA ITEMS

1. Approval of Minutes of the November 18, 2025 Work and Regular Board Meeting
[WORK AND REGULAR MEETING OF THE BOARD OF EDUCATION - Nov 18 2025 - Minutes - Html](#) 
[WORK AND REGULAR MEETING OF THE BOARD OF EDUCATION - Nov 18 2025 - Minutes - Html](#) 
2. Audit and Approval of Warrants
[Check Register - SummaryDEC2025.pdf](#)  [Check Register Detailed DEC2025.pdf](#) 
3. Employment of Personnel
4. LEA Specific License Approval

5. Home School/Exemption from School Attendance
[Home School Exemptions 25-26 - DECEMBER.pdf](#)
6. Recommendation for Release of Students from School (JEG-R)
7. Approval of Consent Agenda Items

F. INFORMATION ITEMS

1. Recognitions



Briefing notes

Kirsten Anderson and 4th graders - Beverly Taylor Sorenson

2. Public Comment

3. Business Administrator's Report

[Board Budget Report FD32 DEC2025.pdf](#)

[Board Budget Report FD51 DEC2025.pdf](#) [FY25 Financial Statement Presentation.pdf](#)

4. Superintendent's Report

[Assessment Report December 2025.pdf](#)

5. Board Member Report



Briefing notes

Michelle - SW Tech

G. ACTION ITEMS

1. Presentation and Acceptance of the Financial Statements and Audit Report for the Fiscal Year Ending June 30, 2025

[ICSD Financial Statements 2025.pdf](#)



Briefing notes

James Gilbert from Gilbert and Stewart will present via Zoom.

2. East Elementary Last Two Weeks of School
Exception to Board Rule

 Briefing notes

Motion: I move to approve the exception to state board rule for East Elementary for 3 school days.[East Elementary Exception to Rule Request.pdf](#) 

3. Approval of Exception to Early Retirement Policy

 Briefing notes

Ken Munford April 1st Retirement Date

H. FIRST READING

1. Policy 438 School Volunteer Policy
[438 School Volunteer Policy](#) 
2. Policy 744 Parent/Community Grievance Procedures
[744 STATEMENT OF POLICY - PARENT/COMMUNITY GRIEVANCE PROCEDURES](#) 

I. SECOND READING

1. Policy 612 Appropriate Behavior/Code of Conduct Policy
[612 ICSD APPROPRIATE BEHAVIOR POLICY](#) 
2. Policy 742 Attendance
[742 ATTENDANCE POLICY](#) 

J. CLOSED SESSION

1. Enter into Closed Session

 Briefing notes

Motion to enter into a closed meeting for the purpose of discussing collective bargaining.

This meeting is being held in the boardroom at the offices of the Iron County School District.

2. Reconvene to Open Session
3. Possible Action from Closed Session
Exception to policy

**Briefing notes**

Adjustment to wage rate for employee temporarily taking on district wide security duties while Zach is on military assignment.

K. ADJOURNMENT

1. Adjourn the Meeting



WORK MEETING OF THE BOARD OF EDUCATION - Jan 20 2026 Agenda

Tuesday, January 20, 2026 at 4:30 PM

IRON COUNTY SCHOOL DISTRICT 2077 West Royal Hunte Drive Cedar City, Utah

A. MEETING OPENING

1. Call to Order
2. Prayer or Thought
3. Pledge of Allegiance

B. INFORMATION ITEMS

1. Boundary Change
[Elementary Enrollment Comparisons without Portables - Rolled to SY27.pdf](#)
2. 2026-27 Calendar
[4-day Week Calendar 2026-27 - 4-Day \(1\).pdf](#)
[ICSD School Calendar 26-27 Current Structure .pdf](#)



Briefing notes

[Hybrid Calendar 2026-27 - Sheet1.pdf](#)

This option would be essentially starting over as far as working through the issues related to a reduction of school days.

Schedules for maintenance workers and other hourly employees (secretaries, custodians, etc...). What do do about programming on the non-school Fridays? How to structure the Fantastic Fridays and work with schools to develop plans.

These and many other issues related to the calendar would

need to be worked through.

Superintendent's Recommendation: *Adopt the ICSD Calendar based on the current structure and allow district admin to work with schools to re-envision what we do on Fridays during the 2026-27 school year. Then, in the early Fall, go through the calendar adoption process again to look at the hybrid calendar or 4-day calendar for the 2027-28 school year. This would give us enough time to hammer out all the details.*

3. SHARP Data Report

[Iron School District Profile Report \(1\).pdf](#) 

4. Civics & Understanding Our Community and Tax Education in High School

5. Conflict of Interest Forms

6. Board Conversation Schedule

 Briefing notes

We plan to restructure the school visits so that following the visit, we can just stay at the school and have a conversation.

[School Visits with School Board 2025-2026 \(2\).pdf](#) 

7. Policy Committee

8. Policy 630 Credit Toward Advancement on the Salary Schedule

[630 CREDIT TOWARD ADVANCEMENT ON THE SALARY SCHEDULE](#) 

9. Policy 703 Human Sexuality Curriculum

[703 HUMAN SEXUALITY CURRICULUM](#) 

10. Policy 839 Protection of Students With Head Injuries

[839 PROTECTION OF STUDENTS WITH HEAD INJURIES](#) 

11. Policy 856 Medication at School

[856 MEDICATION AT SCHOOL](#) 

C. CLOSED SESSION

1. Enter into Closed Session



Briefing notes

Motion to enter into a closed meeting to discuss pending or reasonably imminent litigation as well as to discuss the character, professional competence, or physical or mental health of an individual.

This meeting is being held in the boardroom at the offices of the Iron County School District.

Business Administrator Contract Renewal

[BA Salary - Comparisons - 2026.pdf](#)

[Draft Business Administrator Contract 27-28.pdf](#)

[2025 Accomplishments and Changes.pdf](#)

2. Reconvene to Open Session

3. Possible Action from Closed Session

D. ADJOURNMENT

1. Adjourn the Meeting



REGULAR MEETING OF THE BOARD OF EDUCATION - Jan 27 2026 Agenda

Tuesday, January 27, 2026 at 5:30 PM

IRON COUNTY SCHOOL DISTRICT 2077 West Royal Hunte Drive Cedar City, Utah

A. MEETING OPENING

1. Call to Order
2. Prayer or Thought
3. Pledge of Allegiance

B. CONSENT AGENDA ITEMS

1. Approval of Minutes of the December 16, 2025 Work and Regular Board Meeting
[WORK AND REGULAR MEETING OF THE BOARD OF EDUCATION - Dec 16 2025 - Minutes - Html](#) 
[WORK AND REGULAR MEETING OF THE BOARD OF EDUCATION - Dec 16 2025 - Minutes - Html](#) 
2. Audit and Approval of Warrants
[Check Register - Summary JAN2026.pdf](#) 
[Check Register Detailed JAN2026.pdf](#) 
3. Employment of Personnel
[January 2026 RECOMMEND FOR HIRE .pdf](#) 
4. LEA Specific License Approval
5. Home School/Exemption from School Attendance
[Home School Exemptions 25-26 - JANUARY.pdf](#) 

6. Recommendation for Release of Students from School (JEG-R)
7. Approval of Consent Agenda Items

C. INFORMATION ITEMS

1. Recognitions
2. Public Comment
3. Business Administrator's Report
[Board Budget Report FD32 JAN2026.pdf](#) 
[Board Budget Report FD51 JAN2026.pdf](#) 
[Board Budget Report JAN2026.pdf](#) 
4. Superintendent's Report
5. Board Member Report

D. ACTION ITEMS

1. 2026-27 Calendar



Briefing notes

[4-day Week Hours and Schedule Comparison.pdf](#) 

[4-day Week Calendar 2026-27 - 4-Day \(2\).pdf](#) 

[Hybrid Calendar 2026-27 - 180 Day Calendar \(1\).pdf](#) 

[Hybrid Calendar 2026-27 - 180 Day Hours \(1\).pdf](#) 

[Hybrid Calendar 2026-27 - Hybrid Calendar.pdf](#) 

[Hybrid Calendar Hours.pdf](#) 

[Traditional ICSD School Calendar 26-27 - Reg 26-27 \(4\).pdf](#) 

2. Appointment of Business Administrator and Approval of Contract

[Todd Hess Contract 27-28.pdf](#) 



Briefing notes

Motion to reappoint Todd Hess as Business Administrator for two years beginning July 1, 2026 and approve the business

administrator employment contract.

3. March 17, 2026 Board Meeting Change

E. FIRST READING

1. Policy 630 Credit Toward Advancement on the Salary Schedule
[630 CREDIT TOWARD ADVANCEMENT ON THE SALARY SCHEDULE](#) 
2. Policy 703 Human Sexuality Curriculum
[703 HUMAN SEXUALITY CURRICULUM](#) 
3. Policy 839 Protection of Students With Head Injuries
[839 PROTECTION OF STUDENTS WITH HEAD INJURIES](#) 
4. Policy 856 Medication at School
[856 MEDICATION AT SCHOOL](#) 

F. SECOND READING

1. Policy 438 School Volunteer Policy
[438 School Volunteer Policy](#) 
2. Policy 744 Parent/Community Grievance Procedures
[744 STATEMENT OF POLICY - PARENT/COMMUNITY GRIEVANCE PROCEDURES](#) 

G. CLOSED SESSION

1. Enter into Closed Session
Exception to Lane Change Policy
2. Reconvene to Open Session
3. Possible Action from Closed Session

H. ADJOURNMENT

1. Adjourn the Meeting



WORK MEETING OF THE BOARD OF EDUCATION - Feb 17 2026 Agenda

Tuesday, February 17, 2026 at 4:30 PM

IRON COUNTY SCHOOL DISTRICT 2077 West Royal Hunte Drive Cedar City, Utah

A. MEETING OPENING

1. Call to Order
2. Prayer or Thought
3. Pledge of Allegiance

B. INFORMATION ITEMS

1. Boundary Change
2. Open Enrollment Designation
[Open Enrollment Website Information - Website \(1\).pdf](#)
3. 2027-2028 School Year Calendar
4. Student Vector Training
5. Alternative Investment Opportunities
6. Legislation: SB241 Early Literacy
[SB0241.pdf](#)

Briefing notes

[Bill Tracker - February 13, 2025.pdf](#)

[PEA Final 5% Reduction List.pdf](#)

[PEA Final Increase List.pdf](#)

[SB0241.pdf](#) 

7. Policy 204 Board Policy Development
[204 BOARD POLICY DEVELOPMENT](#) 
8. Policy 645 Administrative & Supervisory Coaching Prohibitions
[645 Administrative & Supervisory Coaching Prohibitions](#) 
9. Policy 905 - Parent and Family Engagement
[905 PARENT AND FAMILY ENGAGEMENT](#) 
10. Policy 712 Academic Eligibility Extra-Curricular Activities
[712 Copy of ACADEMIC ELIGIBILITY EXTRA-CURRICULAR ACTIVITIES](#)


 Briefing notes

[Universal Extracurricular Participation Contract](#)

C. CLOSED SESSION

1. Enter into Closed Session

 Briefing notes

Non-Renewals

I move that we enter into a closed meeting for the purpose of:
Discussing the character, professional competence, or
physical or mental health of an individual.

This meeting is being held in the boardroom at the offices of
the Iron County School District.

2. Non-Renewal of Contracts

 Briefing notes

[Non-renewals - Google Sheets.pdf](#) 

3. Reconvene to Open Session
4. Possible Action from Closed Session

D. ADJOURNMENT

1. Adjourn the Meeting



WORK and REGULAR MEETING OF THE BOARD OF EDUCATION - Mar 24 2026 Agenda

Tuesday, March 24, 2026 at 3:00 PM

IRON COUNTY SCHOOL DISTRICT 2077 West Royal Hunte Drive Cedar City, Utah

A. MEETING OPENING

1. Call to Order

B. TRAINING

[Robert's Rules Training Option](#)

C. WORK MEETING ITEMS

1. Gifted and Talented Presentation

[GT Board Meeting Spring 2026.pdf](#)

Briefing notes

Sara McAfee

[GT Board Meeting Spring 2026.pdf](#)

2. Trust Lands Final Report

[Copy of Final report for 24-25 yr.pdf](#)

Briefing notes

Roy Mathews

3. Board Compensation Policy

[Board Member Compensation Policy.pdf](#)

Briefing notes

Todd Hess

4. Attendance Policy Flowchart
[Attendance Policy Flow-Chart \(1\).pdf](#) 

5. Committees
[Most Common Standing Committees for Local School Boards.docx](#) 

 Briefing notes

Discuss Stephanie's proposal

6. Vector Training for Students

 Briefing notes

[List of Vector Student Training](#)

Login Information

<https://performancek12student-oh.safestudents.com/>

UN: IronCounty

PW: ironc

7. School Fees
[Proposed 2026-2027 Maximum School Fee Schedule](#)

8. Process for Filling a Board Vacancy

 Briefing notes

[Process for Filling a Mid-Term Vacancy On a Local School Board.pdf](#) 

[March 2026 Public Notice of ICSD Board of Education Vacancy.pdf](#) 

[Board of Education Vacancy Appointment Application Form \(4\).pdf](#) 

D. REGULAR MEETING OPENING

1. Call to Order
2. Prayer or Thought
3. Pledge of Allegiance

E. CONSENT AGENDA ITEMS

1. Approval of Minutes of the February 17, 2026 Work Meeting and Public Hearing and the February 24, 2026 Regular Board Meeting
[WORK MEETING OF THE BOARD OF EDUCATION - Feb 17 2026 - Minutes - Html](#) 
[WORK MEETING OF THE BOARD OF EDUCATION - Feb 17 2026 - Minutes - Html](#) 
[PUBLIC HEARING - Feb 17 2026 - Minutes - Html](#) 
[PUBLIC HEARING - Feb 17 2026 - Minutes - Html](#) 

[REGULAR MEETING OF THE BOARD OF EDUCATION - Feb 24 2026 - Minutes - Html](#)



[REGULAR MEETING OF THE BOARD OF EDUCATION - Feb 24 2026 - Minutes - Html](#)



2. Audit and Approval of Warrants

[Check Register March2026 DETAILED.pdf](#)

[Check Register March2026 SUMMARY.pdf](#)

3. Employment of Personnel

[March 2026 RECOMMEND FOR HIRE .pdf](#)

4. LEA Specific License Approval

[LEA Specific Licenses - 2025-2026 \(1\).pdf](#)

5. Home School/Exemption from School Attendance

[Home School Exemptions 25-26 - MARCH.pdf](#)

6. Recommendation for Release of Students from School (JEG-R)

7. Approval of Consent Agenda Items

F. INFORMATION ITEMS

1. Recognitions



Briefing notes

Henry McCollum (presented by Carson McClain) - History Essay Contest Winner

Krishna Rajagopalan (presented with Canyon View Math Counts Team) - Math Counts Winner

2. School Fees Public Comment

[Proposed 2026-2027 Maximum School Fee Schedule](#)

3. Public Comment

4. Business Administrator's Report

[Board Budget Report FD32 MAR2026.pdf](#)

[Board Budget Report FD51 MAR2026.pdf](#)

[Board Budget Report MAR2026.pdf](#)

5. Superintendent's Report



Briefing notes

Parent and Teacher Survey

[Surveys Update.pdf](#) 

Title I Audit

[Iron County Schools Mail - Title I Programmatic Monitoring Report and Follow Up.pdf](#) 

6. Board Member Report

 **Briefing notes**

Megen - SUCCESS Academy Board

7. Work Session Items, if needed

G. ACTION ITEMS

1. USBE Board Rule Exemption Request

 **Briefing notes**

Approved by unanimous vote.

[01- Complete DRAFT Waiver Application 2-24-26.pdf](#) 

2. Election of Board Leadership

3. Approval to Open Merchant Checking Account with State Bank of Southern Utah

H. FIRST READING

I. SECOND READING

1. Policy 204 Board Policy Development

[204 BOARD POLICY DEVELOPMENT](#) 

2. Policy 645 Administrative & Supervisory Coaching

[645 Administrative & Supervisory Coaching Prohibitions](#) 

3. Policy 712 Academic Eligibility Extra-Curricular Activities

[712 ACADEMIC ELIGIBILITY EXTRA-CURRICULAR ACTIVITIES](#) 

4. Policy 905 Parent and Family Engagement

[905 PARENT AND FAMILY ENGAGEMENT](#) 

J. CLOSED SESSION

 **Briefing notes**

District Administration Structure

[District Administration Restructuring.pdf](#) 

1. Enter into Closed Session
2. Reconvene to Open Session
3. Possible Action from Closed Session

K. ADJOURNMENT

1. Adjourn the Meeting