



4-Day Week Committee Meeting Notes

Wednesday, August 17, 2022

5:30 P.M. - 7:00 P.M.

Liberty Elementary School Multi-Purpose Room

Welcome and Introductions- [Slide Deck](#) starting at slide 26

Dr. Shough, LESD superintendent, welcomed the group. We had over 45 participants which consisted of parents, community members and staff. Dr. Shough explained that the idea for a four-day week is a recommendation for the board.

Dr. Shough spoke about Guiding Principles to model options for a four day week:

- Maintain as equivalent as possible instructional hours for learning
- Maintain as equivalent as possible professional learning for staff
- Combine hours on Fridays for PD to provide increased flexible time (to avoid weekly 5th days for just a couple of hours)
- Increase flexible, teacher-directed hours providing autonomy and choice in workplace

Topics Scheduled for Sequence of Committee Meetings:

August 24: Transportation, Food Services, LEAP and Staffing Impacts

September 21st: Budget Impact, Plan Feasibility and Survey

Instructional Time

Information was shared about a comparison of instructional hours between 7.5 hour, 4-day model to 7-hour, 5-day model. If the early release times are eliminated for conferences and the first and last days of school, this adds additional instructional hours for the year. Additionally, consider that one hour per day is not usable instructionally due to announcements, lunch, and recess. Therefore, the amount of time within the school year is actually four hours more with a 7.5-hour day, four days a week than the traditional five-day schedule. The goal is to keep the instructional hours comparable to the current traditional schedule to ensure that the model selected does not detract from student learning or result in decreased student achievement.

Does a 7.5 hour day provide sufficient instructional time? Other than time, what else should be considered for academic and social needs?

The question asked by a parent was, "Do you see an impact on behavior with that amount of instructional time every day and not allowing for more than an hour of break time for the students?" Dr Shough stated there was not a whole lot of research out there on behavior, social and emotional learning. Mrs. Camp did find one study that stated there was actually an increase in bullying, off task behavior and crime. That was during the time they were not in school. This research was more towards middle school aged students rather than elementary. There was also a positive feeling more connected to the school and coming back to school the following week refreshed.

Another question was children's stamina, how long can students handle sitting at a given time. Teachers currently give brain breaks. Recess times are non-instructional so adding additional time for recess that's going in the opposite direction.

One participant asked that the committee still consider a 7-hour day, four days a week. Another participant asked that we think about what the majority wants. Dr. Shough responded that it is important that we continue to listen to the voices that may be a small minority to hear the rationale because they could end up influencing the thinking of the broader group. However, we will need to begin to narrow to what the group thinks is the best model. Dr. Shough agreed to go back and add information/slides to show examples for the 7-hour, 4day model for comparison.

Instructional Minutes/Hours 5-day Schedule

4 early release days for parent-teacher conferences -Thursday Late Night - 1 full day for conferences on Friday

1 day before winter break - Friday is off

1 day last day of school -Friday is off

Sufficient Time

-maximizing instructional minutes(how will teachers be supported)

Other Considerations

- Stamina
- Brain breaks/active learning
- How will teachers get enough breaks?
- Effects of the fifth day: crime, bullying, sexual activity, greater impact on lower socio-economic families

Professional Development (Presented by Mrs. Camp)

A calendar was presented to model one way to schedule a 40-hour teacher workweek with four days for student instruction and one day every other week for professional development. The

pink highlighted days show professional development days and blue highlighted days show days with partial work hours that are directed by the teacher. The model shows 16 Site/District PD days at five hours per day which is equal to 80 hours of Professional Development. The model shows 18 teacher-directed days which provide time for teachers to work on progress/report cards, planning and preparation, grading, data analysis and parent communication as well as time for doctor appointment, mental health, or extended weekends. This would allow teachers 18 days at four hours per day which is equal to 72 hours.

Pros for Four-Day PD Schedule

- Autonomy (more teacher flex hours 57 vs 72 hrs per year)
- Fresh for PD (not after day of teaching)
- Teachers might stay full day if they wanted on PD days
- Still allows for collaborative teams
- More flexibility with time off on Fridays to choose what to work on and when, time for Dr. appointments or extended weekends (18 days)
- Similar but less amount of PD time compared to 5-day (92 vs 80 hrs per yr)

Cons for Four-Day PD Schedule

- Can't follow the private sector model
- Too long of a day (7.5 & 8.0)
- PD every other Friday negates some interests of overhead costs, appeal of having one day off per week, personal well-being, mental health
- Teacher child care cost
- Might not be as attractive to recruit/retain
- Less PD time (12 hrs less than current) -if teachers feel they are not getting adequate support, they will seek employment elsewhere

Assessment

- Shortened assessment week but longer days
- Proportional amount of time
- No Significant difference with assessments
 - Pre/Post
 - Benchmarks
 - State

Special Education

- Special Education minutes are written as monthly total minutes within the IEP.

- Minutes per day will be adjusted within the four-day school week to meet the total required IEP minutes.
- Some Level D out placement students would be transported on a five-day schedule.

Questions asked by the committee:

- 7, 7.5 and 8-hour day examples were requested.
- Could different grade levels be dismissed at different times? Dr. Shough answered that other districts have earlier dismissal times for K-2 students which could help with stamina for younger students in a four-day schedule. However, it would require more buses and drivers and therefore an increased cost. Buses are very expensive.
- Will there be budget savings with a four-day schedule? Dr. Shough stated that the interest in a four-day week started as a budget interest. There was enough interest from parents and teachers that a survey was administered. The initial survey information showed that people were interested in considering a four-day week regardless of budget savings. Administration is not advocating for a change. Rather, the administration is exploring the option in response to stakeholder interest.
- Will there be a survey? A survey will be distributed. The timing currently is for the survey to be administered during parent-teacher conferences. A participant suggested that the committee have an opportunity to review the results before making a recommendation. Dr. Shough also reminded the committee that each participant has a responsibility to discuss the information with stakeholders and gather input and feedback to share in the meetings because participants represent a broader group.