

USD 432 Victoria Schools
Consideration of the
Four-Day School Calendar

Community Presentation



**Why are we considering the
four-day school week?**

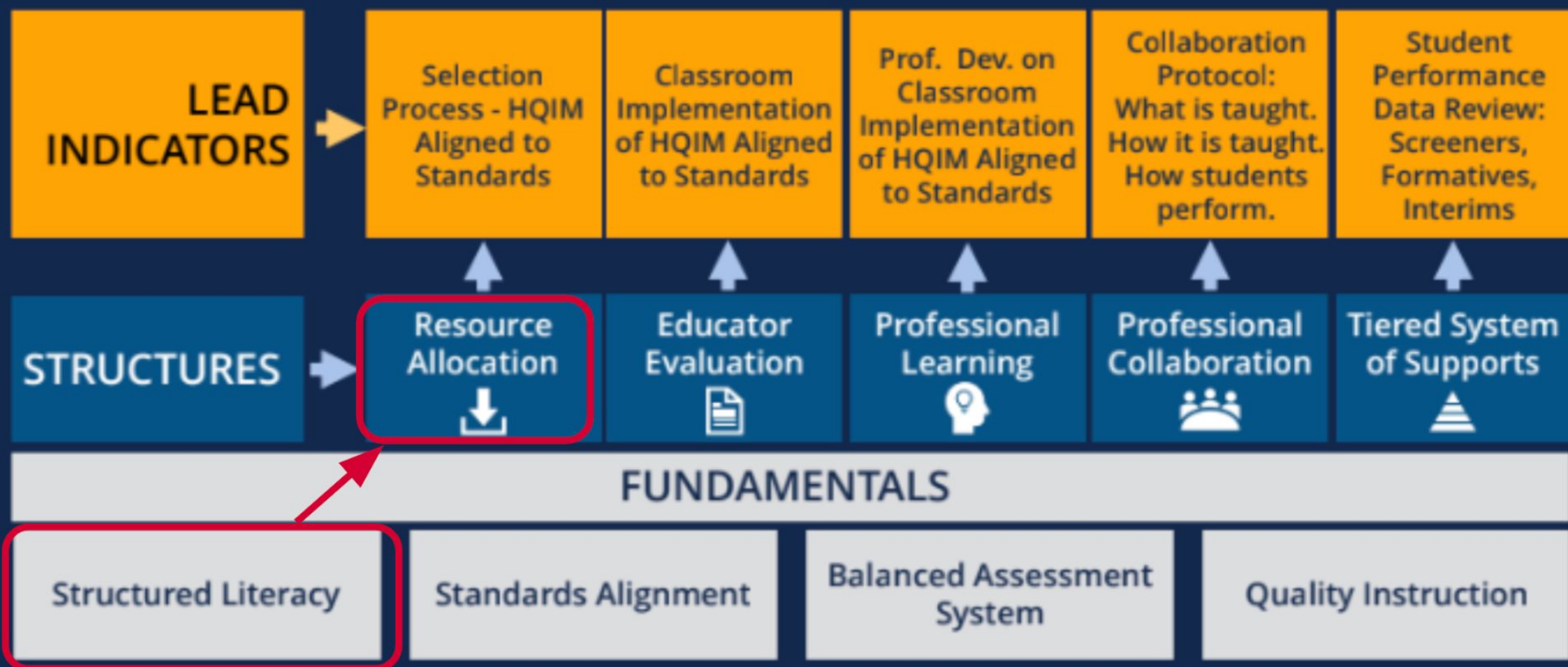
Why Consider the Four-Day School Week?

How did we get to the point that we are considering moving to a four-day school calendar?

- There are two primary considerations that the administration and school board have looked at in consideration of a four-day school calendar, ultimately leading us to present information to the community. Those considerations are:
 - **KESA Process– How do we address (hand out)**
 - **Strategic Plan Areas of Focus (hand out)**

Kansas Instructional Coherence Model

Implementing the Fundamentals



DRAFTED OCTOBER 2023

STUDENT SUCCESS

Create an environment which challenges students academically and socially to reach personal success.

- Ensure all student explore career pathways of success after high school
- Increase positive relationships with students
- Develop opportunities for work-based learning
- Increase support for students by challenging them

RESPONSIVE CULTURE

Develop a culture of shared leadership built on engagement with strong communication between all shareholders.

- Increase parent/community communication, support, and engagement
- Increase parent support and involvement
- Develop a culture of change - student success
- Promote positivity and share successes

SUPPORT AND DEVELOP STAFF

Support and retain high quality staff.

- Increase communication between administration, teacher and parents
- Increase teacher involvement in the school and community
- Develop open minded to change
- Develop a culture of respect and support among staff

MISSION:

USD 432 is committed to challenge each student to develop respectful relationships and demonstrate pride academically and socially.



**VICTORIA
USD 432**

VISION:

Lead, Achieve, Succeed.

Student Academic Performance

The building leadership team and calendar committee see the need for improvement in both student academic performance (how Victoria students perform academically) and student academic growth (the rate of academic growth shown by Victoria students).

Key pieces of KESA involve:

- **Quality of Instruction**
 - Building consistency in teaching staff from year to year .
 - School culture and sense of belonging among teachers, staff, and students was heightened
 - Increased time designated twice a month for **mentors/ mentees**
 - Quality instructors = Quality Instruction = Improved student performance
- **Curriculum Alignment & Pacing**
- **Collaboration Protocol involves data analysis collectively.**

Victoria Long-term Success & Sustainability

Before diving into pros and cons of the four-day school calendar it is important to stress the rationale for why the district is considering a transition.

- This would NOT be to jump on any kind of education trend.
- This is NOT being pushed by teachers. While we know 86% of staff to be supportive, this was not driven by teachers asking the school to make this move.
- This would NOT be a change for the sake of change.

- This is driven by the desire to improve academic performance and the belief that one of the greatest ways to do that is to create the strongest applicant pool possible for open positions, and incentivize high -quality staff to stay at Victoria Schools.
- The BLT and administration team believe this is about creating a district built for success now and capable of sustaining that success into the future.

**What would we hope to
address by moving to a
four-day school week?**

Intended Consequences

Increase current number of applications for open positions

- Recent trends have us receiving less than two qualified applicants per open position.
 - Our belief is that movement to a four-day calendar would increase the number of application per open position. **Greater choice in applicants** would help reduce turnover and help the district continue to build a high-quality staff.
- **Reduce the turnover rate, and keep qualified teachers from leaving.**
 - Two areas that turnover negatively impacts the district are in (1) time and effort in replacing staff and (2) losing teachers, especially high-quality teachers. A significant, but often unrealized impact is the time spent on training, orienting, and developing new staff who may not stay with the district. Not only is this a costly process in regard to time in and of itself, but it also demands resources (both time and money) that could be used elsewhere. In addition, students who frequently experience teacher turnover struggle with inconsistencies in curriculum and losing caring relationships with adult role models as teachers and coaches. Stability is important to build trusting relationships.

Intended Consequences

Increase student academic performance

- As mentioned previously, the number one way to impact student academic growth and achievement is through **high-quality classroom instruction**. We believe that transitioning to a four-day calendar will help the district be more competitive in filling openings and keeping staff who will or currently do bring high quality instruction to the classroom.
- The belief is this is about creating a district built for success now and capable of **sustaining that success into the future**.

**What would be the benefits of
moving to a four-day school
week?**

Perceived Benefits

- **Academic Growth**

- Quality of instruction increased with additional and prioritized professional development designated twice a month with intentional goals for committees as well; reduction of before and after school meetings. Frequent check ins and increased accountability for application of high impact instructional practices & strategies (HIIPS) (Support and Develop Staff)
- Attendance: Nationally, studies show no statistical change in attendance. Locally, however, almost all schools reported increased attendance in both staff and students. (Student Success)
- Less Subs: By reducing the days for teachers leaving for professional development and personal days/ appointments, there will be more quality time with the teacher of the class.
- Students: We believe the schedule and the opportunities for internships/ job shadowing and implementation of student/teacher mentoring program can build less apathy in students and increase engagement. (Student Success)

Perceived Benefits continued

- **Student and Staff Mental Health/ Morale**

- Surrounding four-day schools as well as national studies point to the following:
 - Improved building morale among staff and students- less substitutes needed
 - Staff are more content in the workplace- supported professionally and personally
 - High school students on a four-day calendar report having more time to spend on school work, working, doing chores, and participating in church as well as extracurricular activities and hobbies compared to students on a five-day calendar
 - Parents and students report feeling less stressed about balancing school with other things
 - Elementary students report getting more sleep and high school student report feeling much less tired compared to studies of students in five-day districts
 - The vast majority of parents and student in four-day districts report favoring the four-day calendar over a five-day calendar.
 - Increased availability for quality family time.

**What about the drawbacks of
moving to a four-day school
week?**

Perceived Drawback/ Disadvantage

There are a number of concerns that often come up when considering a four-day calendar. We will attempt to address the concerns below on the following slides:

- Possible loss in academic growth
- Parental burden, lack of childcare/ supervision
- Nutritional/ wellness needs of students
- Length of the school day
- Income for Hourly Personnel
- Unrealistic expectation of future work culture

Loss in Academic Growth

- **Would reducing one full day a week lead to a decrease in student achievement?**
 - While you can find studies and information to support either side of this question, we believe student academics will improve.
 - Every other Monday could help facilitate tutoring time (offered by the school or privately) for students on the low and failing list or students needing intensive intervention- motivation to work hard for Mondays “off.”
 - Student academic hours remain roughly the same four-day or five-day (within a ½ hour over the course of the full year.) Our time teaching students remains the same and regression (or academic loss) over a three day weekend has not been shown to exist.
 - As stated previously, we believe that over time through increasing high-quality applicants and reducing the district’s turnover rate, our level of academic instruction will increase.
 - Other areas like student and staff attendance, building morale, and student mental health all play a factor in student engagement and academic growth.

Childcare and the Burden on Parents

- **We understand this would be a significant concern and factor in a transition to a four-day calendar. This could be addressed by:**
 - Offering childcare on Mondays, paid for by parents, if the demand was justified. This could be staffed by the district personnel and/ or students, but not by teachers. (Give survey to gather data on how many families/ students would require childcare.)
 - Compiling and making available a directory of high school students willing to babysit on Mondays.
 - Protecting or “blocking-off” school practices/ meetings on Mondays during the traditional school time to ensure that older students were not pulled away from supporting in supervision of younger students.

Nutrition and Wellness Needs of Students

- One frequent concern is about nutrition and wellness needs of students who rely on the school for consistent meals and nutrition.
- The district could partner with local organizations to expand our CARE program to ensure that student hunger was not an issue and that students were receiving food to compensate for the additional day away from school.
- Federally funded snack program could be pursued for mid day/ afternoon fruits and vegetables.

Length of School Day (8:00 - 3:50)

- **Would reducing one full day a week lead to a decrease in student achievement?**

While the additional 30 minutes is a legitimate concern, especially for our younger students, this can be addressed by how we structure the school day.

- Elementary Students, K-6th grade: At VES, the additional 30 minutes will create more consistent chunks of our core content in math and reading, while allowing for mental breaks needed throughout the day for students to be successful.
- JH HS Students, 7-12th grade: At the JH HS, the additional 30 minutes allows for slightly longer class periods, which could allow for more meaningful CTE classwork, more integrated curriculums between core content and CTE courses or a modified block schedule. More options could be available for exploratory class offerings. (More options for Band, Vocal, VoAg, Industrial Arts, FACS, HealthCare, Art and Work Based Learning)
- Mondays because there are already days off we do not have to account for in the current calendar model.

Income for Hourly Personnel

- **One major concern with the four-day schedule is what happens to hourly workers who may lose hours?**

Hourly workers will continue to make the same amount of money per month/ annually that they did on a five day calendar. This would likely be accomplished in one of two ways, or a combination of ways.

- Some hourly workers may continue working five days a week.
- Some hourly workers may continue working the same hours as before, but on a four day schedule (i.e. 4, 10 hour days)
- Having two days a month without students may reduce overtime hours for some hourly workers.
- Custodial and maintenance staff may achieve more thorough cleaning of the building, and more tasks completed on days without students & staff.
- WCKSEC paras would work same hours per week.

Unrealistic Expectation of Future Work Culture

- **As we have researched the possibility of a four-day calendar, two themes have appeared related to work culture.**

- **First**, the recognition that the American labor market has changed significantly over the last few years, even in “blue collar jobs.”

A number of jobs still exist as an 8 hour day, 5 days/ week, or industries that work 5, 10 hour days, or work sunup to sundown.

- That being said, there are a number of jobs that have started running crews 3 days a week, 12 hour days, or work crews 4 on and 3 off, or 8 on and 6 off.
- **Second**, Communities very similar to ours (small, rural, agricultural) that have transitioned to a four-day calendar report the Monday off provides students the opportunity to get hands on experience and internships that they would have never been able to access as a part-time after school job.
- These communities often report believing their high school students have a better understanding of what employment looks like after high school.

**What would a four-day school
week look like?**

SCENARIO USD 432
2024 - 2025 Calendar

| August 2024 | | | | | | |
|----------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |
| September 2024 | | | | | | |
| S | M | T | W | T | F | S |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |
| October 2024 | | | | | | |
| S | M | T | W | T | F | S |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |
| November 2024 | | | | | | |
| S | M | T | W | T | F | S |
| | | | | | | 1 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| December 2024 | | | | | | |
| S | M | T | W | T | F | S |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

Days/Hours Taught Each Quarter

| | Days | Hours |
|-------------|-------|----------|
| 1st Quarter | 37 | 271.21 |
| 2nd Quarter | 41 | 300.53 |
| 3rd Quarter | 39 | 285.87 |
| 4th Quarter | 37.5 | 274.88 |
| | 154.5 | 1,132.49 |

| August | |
|-----------|------------------------------|
| 12,13,14 | Professional Development |
| 15 | Classes Begin |
| September | |
| 2,16,30 | No School |
| 23 | No School (Prof. Dev.) |
| October* | |
| 7 | No School Prof.Dev. |
| 14,21,28 | No School |
| 11 | End of 1st Qtr. (37 Days) |
| 21,22 | Parent Teacher Conferences |
| | 4:00 - 7:30 |
| November | |
| 4,18 | No School(Prof.Dev.) |
| 11 | No School |
| 27-29 | Fall Break |
| December | |
| 2 | No School (Prof. Dev.) |
| 20 | End of 2nd Qtr. (42 Days) |
| 23-31 | Winter Break |
| January | |
| 1,2,3 | Winter Break |
| 13,27 | No School (Prof. Dev.) |
| 20 | No School |
| February* | |
| 3,17,24 | No School |
| 10 | No School(Prof.Dev.) |
| 24,25 | Parent Teacher Conferences |
| | 4:00 - 7:30 |
| March | |
| 7 | End of 3rd Qtr. (39 Days) |
| 17-24 | Spring Break |
| 31 | No School (Prof. Dev.) |
| April | |
| 7,21 | No School |
| 14,28 | No School(Prof.Dev.) |
| 18 | No School (Easter Break) |
| May | |
| 8 | Last Day For Seniors |
| 11 | HS Graduation |
| 14 | JH Promotion |
| 16 | Last Day of School (1/2 Day) |
| 16 | Work Day (PM) |
| | End of 4th Qtr. (37.5 Days) |

Notice
The Victoria Unified School District will teach no less than 1116 hours in grades 1-11, 465 hours in Kindergarten and 1086 hours in grade 12

| January 2025 | | | | | | |
|---------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |
| February 2025 | | | | | | |
| S | M | T | W | T | F | S |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | |
| March 2025 | | | | | | |
| S | M | T | W | T | F | S |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |
| April 2025 | | | | | | |
| S | M | T | W | T | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |
| May 2025 | | | | | | |
| S | M | T | W | T | F | S |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

- First Day of School & Last day of School
- Professional Dev.
- No School
- Parent Teacher Conf.

2023-2024 Current
 1,130.37 Hours of class time
 1,144.97 Hours of Teaching (w Staff Development “credit” included)
 Staff Development: 24.6 hours, 5 whole days; 6 Early Releases

4-Day Scenario for 2024-25
 1,132.49 Hours of class time
 1,183.87 Hours of Teaching (w Staff Development “credit” included)
 Staff Development: 58.72 hours, 14 days

Calendar Comparison 2023-24 to Scenario of 2024-25

| Month | School Days | PD Days | Year | Month | School Days | PD Days | Year |
|---|--------------|---------|---|-------------------|--------------|---------|----------------|
| August | 7 | 2 | 2023-24 | August | 12 | 3 | 2024-25 |
| September | 19.6 | 0.2 | 2023-24 | September | 17 | 1 | 2024-25 |
| October | 20.6 | 1.2 | 2023-24 | October | 20 | 1 | 2024-25 |
| November | 18.6 | 0.2 | 2023-24 | November | 15 | 2 | 2024-25 |
| December | 14 | 0 | 2023-24 | December | 14 | 1 | 2024-25 |
| January | 19 | 1.3 | 2023-24 | January | 17 | 2 | 2024-25 |
| February | 18 | 1.2 | 2023-24 | February | 17 | 1 | 2024-25 |
| March | 14.6 | 0 | 2023-24 | March | 14 | 1 | 2024-25 |
| April | 20.6 | 0 | 2023-24 | April | 17 | 2 | 2024-25 |
| May | 12 | 0 | 2023-24 | May | 11.5 | 0 | 2024-25 |
| | 164 | 6.1 | | | 154.5 | 14 | |
| Total Days | 170.1 | | | Total Days | 168.5 | | |
| P-T Conf(1 day) Inc. in Oct. & Feb. School Days Start Date-Teachers August 21, 7:45 - 3:50 Start Date - Students August 23, 8:00 - 3:20 | | | P-T Conf(1 day) Inc. in Oct. & Mar. School Days Start Date-Teachers August 12, 7:50-4:15 Start Date-Students August 15, 8:00-3:50 | | | | |

Potential Cost Savings: 9 Less Meals, 9 Less Days of Mileage Reimbursement, Less Subs

5 Day Week vs. 4 Day Week
Numbers

Observations from the 4-Day Calendar

- **Four-Day option starts earlier**, according to the KSHSAA schedule. Starts earlier, two weeks for teachers, one week for students- in line with practice start dates. Two weeks at Christmas break, ends at the same time. Spring Break still extended to 8 days total.
- **Student instructions** hours have 1132.5 hours Student contact days have been reduced by 10 days. (164 days to 154.5 days)
- **Teacher professional development time increases** by 8 days.
- **Mondays still included:**

Thanksgiving week

One week in January

The week released for Christmas Break

Last two weeks in May

Possible Weather Make-up days in May

Four-Day School Week and USD 432 Strategic Plan

- We believe that a transition to a four-day school week addresses all areas of our USD 432 Strategic Plan.
- **Component 1: Student Success**
- **Component 2: Responsive Culture**
- **Component 3: Support and Develop Staff**

Where do we go from here?

- Parent four-day calendar survey will be sent to let the district know whether or not you believe this is something that would be good for the Victoria USD 432
- Survey results will be shared with Site Councils, District Advisory Council, and as part of board meetings.