

The

4

Day

School Week

Colorado Department of Education
201 East Colfax Avenue
Denver, Colorado 80203-1799

Ai Dam
Office of Educational Services
303-866-6678

cde

July 2005

The

Four-Day

School Week

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201 East Colfax Avenue, Room 206
Denver, Colorado 80203-1799

COLORADO DEPARTMENT OF EDUCATION

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STATUS OF THE FOUR-DAY WEEK IN COLORADO

Fifty-seven school districts, constituting 32% of the 178 school districts in Colorado, serving 2.6% of students, utilize the four-day week as the structure for organizing their school year. In simple terms, those districts schedule 7.5 hours per day for 144 days of school instead of the normal six hours for 180 days. In some cases, only a few of the district schools are on a four-day week. For example, in Moffat County RE-1, only Maybell Elementary is on a four-day week. Mesa County Valley 51, only New Emerson School is on a four-day week.

This paper is intended as an overview of the practice. Actual practices differ from district to district. The reader is encouraged to contact individual districts if there is a desire for specific information.

DEFINITION

Colorado law requires school districts to schedule 1080 hours per year of instructional time for secondary schools and 990 instructional hours for elementary schools. The 1080 hours equate to six hours per day for 180 days. The 990 hours equate to five and one-half hours per day. Up to 24 hours may be counted for parent-teacher conferences, staff inservice programs, and closing for reasons of health, safety, or welfare of students.

The law also requires any district offering less than 160 days of school to obtain permission from the Commissioner of Education. One of the duties of local school boards is:

C.R.S 22-32-109 (n) (l) To determine, prior to the end of a school year, the length of time which the schools of the district shall be in session during the next following school year, but in no event shall said schools be scheduled to have less than one thousand eighty hours of planned teacher-pupil instruction and teacher-pupil contact during the school year for secondary school pupils in high school, middle school, or junior high school or less than nine hundred ninety hours of such instruction and contact for elementary school pupils or less than four-hundred-fifty hours of such instruction for a half-day kindergarten program. In no case shall a school be in session for fewer than one hundred sixty days without the specific prior approval of the commissioner of education.

Districts scheduling a school year of 160 days or more need no state approval. Local boards of education annually establish district calendars, but there is no requirement to report or submit calendars to the Colorado Department of Education (CDE). Scheduling a school year of more than 160 days is at the discretion of local districts.

Many districts schedule adjusted or partial weeks for a variety of purposes. Some schedule four-days per week during the winter, but not all year. Others arrange staff inservice days on a quarterly or monthly basis. Some have half-day inservices on a regular basis. There is complete flexibility for districts to schedule 160 or more days of instruction for a total of 1080 hours for the year.

The traditional instructional day has been six hours. Those districts on a strict four-day week normally hold classes for seven and one-half hours for 144 days per year. The total is still 1080 hours. Many districts exceed this total on a voluntary basis. Summer school, for example, is not counted in the annual hours since the requirement is that the schedule must serve all students.

Lunch, recess, passing time, study halls, before and after school programs...can they be counted as instructional time? It depends! The law says that local boards of education must schedule a minimum number of hours of teacher-pupil contact and teacher-pupil instruction for each school year. The specific hour requirements are found in Colorado Revised Statute 22-32-109. State Board Rule 1 CCR 301-12, amended in 1993, states that "Teacher-pupil contact and teacher-pupil instruction shall mean that time when a pupil is actively engaged in the 'educational process' shall be defined by the local school board."

CURRENT STATUS

During the 2005-2006 school year, the Commissioner of Education approved the applications of 57 school districts to conduct less than 160 days of school. The total student enrollment of all 57 districts was approximately 20,000 students.

Colorado is divided into 178 school districts with total enrollment of approximately 766,657 students. The largest district with less than 160 days scheduled has approximately 1271 students. The smallest has 9 students K-12.

Districts utilizing the four-day week tend to be rural and sparsely populated. Many have great distances for students to travel with long bus routes. Many also have major distances to travel to athletic events, as they participate in differing sports, conferences, and leagues.

All four-day districts regularly conduct school on Tuesday, Wednesday, and Thursday. Nineteen districts conduct no Monday classes and thirty-eight districts conduct no Friday classes.

HISTORY

In 1980, the Colorado legislature allowed districts to pilot alternative weekly schedules. Districts desiring to pilot the four-day week made application to CDE. The law specified several criteria which had to be addressed prior to approval. An annual report was required. In 1980, three districts were approved for a four-day week. By 1981, 12 districts had been approved.

In 1985, the Colorado legislature changed the required school year from 180 days to 1080 hours. For three years, local districts were no longer required to make application and receive approval for alternative calendars. No record of local district schedules, calendars, or of any alternative school calendars were kept by CDE.

In 1988, the legislature passed a provision that required any district scheduling less than 160 days of school to obtain permission from the Commissioner. In 1990, a formal application process was instituted by CDE.

For the 1990-91 school year, one additional district adopted a four-day week and one district returned to a five-day week for a total of 36 districts. For the 1991-92 school year, 35 school districts were approved to conduct a less than 160 days school year. This was one less district than the previous year because one district scheduled exactly 160 days. For the 1992-93 school year, 37 districts were approved. Currently, 57 districts are approved to hold school less than 160 days.

IMPACT

The remainder of this paper consists of CDE employees' observations. These are based on extensive conversations with practitioners in four-day districts and visitations to most of those districts.

The specific characteristics of four-day week districts vary widely. A few do not have school on Monday, but most schools do not have school on Friday. Many have utilized the extra day for a variety of activities; some have not. Investigate specific situations; a list is attached. The impact of the practice will be discussed under several topics.

POPULARITY

Among districts which have implemented the concept, the practice of the four-day week is very popular among students, parents, and teachers. Satisfaction surveys indicate that 80% - 90% of community members favor continuing the four-day week in districts which have been on the schedule for several years. The opposition seems to come from members of the community not directly associated with the school, and from those who feel that school employees should work a traditional week.

Districts moving toward a change from five-day to four-day weeks typically spend extensive time studying the issue, and seeking widespread community involvement and participation in the discussions. Many times visitations are made to other four-day week districts as part of the study. Even if the primary motivation is financial, careful attention is usually given to addressing questions and concerns of parents and teachers.

However, districts changing from the four-day week back to a five-day schedule usually have not engaged in extensive study and discussion. The decision has been made by the school board following an election which changed the board supporting the four-day week. The decision to go back has usually been greeted with much controversy and dissension. In one case, the board made a decision for a five-day week just prior to a board election. The old board was removed in the election and the new board reversed the decision and the district remained on the four-day week.

Reasons for popularity vary from district to district. Some reasons offered are as follows:

- more time for family and family activities,
- Friday teacher preparation time instead of weekend preparation, and
- a longer weekend break so that the intensity of the other days can be relieved.

FINANCIAL

The initial reasons for going from five to four days of school per week have generally been financial. Once again, the financial picture differs from district to district. However, there are several general trends which are reliable.

Transportation

Transportation costs can be reduced by about 20%. In order to realize that level of savings, districts must severely restrict or eliminate transportation for activities or programs not conducted on regular school days. The capital, insurance, maintenance, and administrative costs remain relatively constant. Fuel, oil, salaries, and supervisory costs can be reduced. Transportation employees will have a reduction in net pay.

Food Service

If districts are subsidizing the food service program from the general fund, 20% of that subsidy can be saved since the program runs only four days. Again, certain fixed costs are not reduced.

Utilities

If buildings are actually closed and placed on a weekend cycle, savings comparable to a three-day weekend can be realized. However, common practice is for buildings to be open for extra activities and for the use of staff. In most cases, heat is provided.

Staff

Most staff members are either on contract or on regular work weeks. Secretaries usually work 10-hour days with offices closed on the off day. Teachers and administrators usually receive the same annual salary. Hourly employees tied directly to the school day, such as aides and paraprofessionals, may or may not work the same number of hours per week.

CHILD CARE

The issue of baby-sitting seems to be a wash. With the longer school day, students get home at approximately the same time as their parents. The latchkey issue is virtually non-existent on school days. The issue is the full day of childcare needed on the fifth day. Most people have made the adjustment within neighborhoods or in other ways. With schools closed, more baby sitters are available. It does not seem more difficult to arrange for a single full day of baby sitting than for a couple of hours five days per week. In many cases a single day is simpler.

INSTRUCTION

The use of instructional time is probably the most controversial and least studied of all the issues. At the beginning, teachers clearly are faced with rearranging the instructional day. The major concern is for younger students and their ability to avoid fatigue.

When districts are strict about reducing interruptions of instructional time, the quality of that time can increase. The three-day weekend allows more flexibility for dealing with family and other conflicts which normally disrupt school. Appointments with doctors and dentists can be scheduled out of school time. Sometimes it takes all day to go to the dentist when a major drive is involved.

Some of the travel time associated with athletics and other activities occurs when school is not in session. A negative point is when a day of school is lost for any reason, it is a 20% longer day than a six-hour day, and, therefore, more hours are lost.

The general conclusion is that when strictly enforced, there are fewer disruptions to instructional time during the four-day week. Teachers, students, and parents are able to adapt to the longer day by planning

creatively for and pacing the delivery of instruction. This is true even for younger children.

There has been a concern expressed by some that certain students in need of more frequent reinforcement have trouble with continuity of learning with the three-day weekend. This matter has not been studied or documented.

POLITICAL

Colorado has a deeply ingrained tradition of local control. The general belief is that the best decisions are made by those at the grass roots level. This tradition led to the flexibility provided by the legislative decision requiring hours instead of days. That tradition is currently being questioned on a number of fronts. One of them is the use of time. There is a push in Colorado, as there is in the rest of the nation, for an increase in instructional time.

Even though the total number of instructional hours is the same, there is a negative reaction to the concept of 144 days of school. This is especially true for those pushing for a 200-day or longer school year.

Within local communities, the issue of four versus five days raises strong emotions. One board member indicated his brother would not speak to him because he voted to return to the five-day week. As with everything in education, opinions are strong and feelings run high.

STUDENT PERFORMANCE

The jury is out on the question of student performance. If performance is measured by standardized test scores, only one study has been completed comparing districts. It was conducted in the early 1980's by Colorado State University. The results were inconclusive, but were confounded by research conditions.

The general feeling is that students do no worse on the four-day week than on the traditional schedule. Any attempt to provide a definitive response faces the difficulty in statistically controlling all the variables involved. If student performance is judged by satisfaction, then the results are very favorable.

Few, if any, districts have changed from five to four days with the expressed purpose of improving student achievement. It has not been a significant issue.

An interesting side effect is that when the financial crisis eased, programs were expanded. Many districts offer programs for gifted students, remedial programs, and disciplinary programs. Some districts run buses on regular routes so that students will be able to come for the special programs.

These activities are in addition to the basic instructional week.

SUMMARY AND CONCLUSIONS

The four-day week presents only one interesting method of utilizing time in ways other than the traditional. For many communities, it meets a need for efficiency. These communities tend to be small and rural in nature. Probably, these communities also have a larger percentage of traditional families with at least one parent not working outside the home. Many communities have a strong agricultural base with a tradition of family farms. There are potential implications beyond the rural setting. In the cities, school usually gets out around 2:30 or 3:00 p.m. If students stayed until 4:30, the latchkey problem could be reduced. The fifth day could then be used for family, recreational or community activities. In other words, the positive characteristics experienced by small districts might hold potential for larger districts as well.

There are good reasons why districts which originally changed to four days for financial reasons during the energy shortage periods have maintained the practice even though the crisis has passed. These reasons may have implications for restructuring not driven primarily by finance.

Even though a small percentage of students are enrolled in districts with a four-day week, almost a quarter of Colorado's school districts are on the plan. The practice clearly warrants a closer look as all schools are struggling to find new and innovative ways to meet the changing needs of today's students.

**Contact: Ai Dam, Program Assistant II
Office of Educational Services
Colorado Department of Education
201 East Colfax Avenue, Room 206
Denver, CO 80203
(303) 866-6678
(303) 866-6874 (fax)
dam_a@cde.state.co.us**

**SCHOOL DISTRICTS APPROVED FOR LESS THEN 160 DAYS
2005-2006 SCHOOL YEAR**

	<u>COUNTY</u>	<u>SCHOOL DISTRICT NAME</u>	<u>ENROLLMENT</u>
1.	Alamosa	Sangre de Cristo RE-22J	336
2.	Baca	Campo RE-6	75
3.	Baca	Pritchett RE-3	68
4.	Bent	Mc Clave RE-2	258
5.	Conejos	Sanford 6J	361
6.	Conejos	South Conejos RE-10	309
7.	Costilla	Centennial R-1	268
8.	Costilla	Sierra Grande R-30	297
9.	Crowley	Crowley County RE 1J	579
10.	Custer	Custer C-1	526
11.	Dolores	Dolores County RE-2J	256
12.	El Paso	Calhan RJ-1	720
13.	El Paso	Edison 54 JT	125
14.	El Paso	Ellicott 22	972
15.	El Paso	Hanover 28	304
16.	El Paso	Miami/Yoder 60 JT	404
17.	El Paso	Peyton 23 JT	630
18.	Elbert	Agate 300	85
19.	Elbert	Big Sandy 100J	300
20.	Elbert	Elbert 200	303
21.	Elbert	Kiowa C-2	424
22.	Fremont	Cotopaxi RE-3	314
23.	Gilpin	Gilpin County RE-1	450
24.	Grand	East Grand 2	1,271
25.	Grand	West Grand 1JT	520
26.	Hinsdale	Hinsdale County RE-1	85
27.	Huerfano	Huerfano RE-1	700
28.	Huerfano	La Veta RE-2	260
29.	Jackson	North Park R-1	240
30.	Kiowa	Eads RE-1	180
31.	Kiowa	Plainview RE-2	56
32.	Kit Carson	Hi Plains R-23	124
33.	Las Animas	Branson R-82	1,041
34.	Las Animas	Hoehne R-3	350
35.	Las Animas	Kim R-88	62
36.	Las Animas	Primerero RE-2	215
37.	Lincoln	Genoa-Hugo C113	201
38.	Lincoln	Karval RE-23	70
39.	Logan	Frenchman RE-3	200
40.	Mesa	Mesa County Valley 51/New Emerson Elementary School	130
	Mesa	Mesa County Valley 51/Dual Immersion Academy School	237
41.	Mineral	Creede Consolidated 1	152
42.	Moffat	Moffat County RE-1/Dinosaur Community Charter School	15
	Moffat	Moffat County RE-1/Maybell Elementary School	9
43.	Montrose	West End RE-2	347
44.	Morgan	Weldon Valley RE-20J	210
45.	Otero	Cheraw 31	210
46.	Park	Park County RE-2	632
47.	Prowers	Holly RE-3	340
48.	Rio Grande	Del Norte C-7	661
49.	Rout	Hayden RE-1	461
50.	Saguache	Moffat 2	209
51.	Saguache	Mountain Valley RE-1	135
52.	Sedgwick	Platte Valley RE-3	110
53.	Teller	Cripple Creek RE-1	538
54.	Washington	Lone Star 101	115
55.	Washington	Woodlin R104	127
56.	Weld	Weld County RE 11J	151
57.	Yuma	Liberty J-4	92

FOUR-DAY WEEK SCHOOL DISTRICTS: 2005-2006

Alamosa County

Lynn Howard
Sangre de Cristo RE-22J
P.O. Box 145
Mosca, CO 81146-0144
Phone: (719) 378-2321

Baca County

Nikki Johnson
Campo RE-6
P.O. Box 70
Campo, CO 81029-0070
Phone: (719) 787-2226

Baca County

Stephanie Hund
Pritchett RE-3
P.O. Box 7
Pritchett, CO 81064-0007
Phone: (719) 523-4045

Bent County

Terry Weber
Mc Clave RE-2
P.O. Box 1
Mc Clave, CO 81057
Phone: (719) 829-4517

Conejos County

Kevin C. Edgar
Sanford 6J
P.O. Box 39
Sanford, CO 81151
Phone: (719) 274-5167

Conejos County

Carlos Garcia
South Conejos RE-10
P.O. Box 398
Antonito, CO 81120
Phone: (719) 376-6553

Costilla County

Diana Cortez
Centennial R-1
P.O. Box 350
San Luis, CO 81152
Phone: (719) 672-3240

Costilla County

Robert Rael
Sierra Grande R-30
Route 1 Box 15
Blanca, CO 81123-9799
Phone: (719) 379-3259

Crowley County

John McCleary
Crowley RE-1-J
P.O. Box 338
Ordway, CO 81063
Phone: (719) 267-3117

Custer County

Steven Marantino
Custer C-1
P.O. Box 730
Westcliffe, CO 81252-0730
Phone: (719) 783-2357

Dolores County

Stephen Strong
Dolores County RE-2(J)
P.O. Drawer 459
Dove Creek, CO 81324-0459
Phone: (970) 677-2522

El Paso County

Robert Selle
Calhan RJ-1
P.O. Box 800
Calhan, CO 80808-0800
Phone: (719) 347-2541

El Paso County

David Grosche
Edison 54JT
14550 Edison Road
Yoder, CO 80864
Phone: (719) 478-2125

El Paso County

Terry Ebert
Ellicott 22
395 South Ellicott Highway
Ellicott, CO 80808
Phone: (719) 683-2700

El Paso County

Henry Roman
Hanover 28
17050 S. Peyton Highway
Colorado Springs, CO 80928
Phone: (719) 683-2247

El Paso County

Paul Dellacroce
Miami/Yoder 60 JT
Route 1
Rush, CO 80833-9408
Phone: (719) 478-2186

El Paso County

Tim Kistler
Peyton 23JT
13990 Bradshaw Road
Peyton, CO 80831-9003
Phone: (719) 749-2330

Elbert County

Wendy Dunaway
Agate 300
41032 2nd Street
Agate, CO 80101
Phone: (719) 764-2741

Elbert County

Steve Wilson
Big Sandy 100-J
P.O. Box 68
Simla, CO 80835

Phone: (719) 541-2292

Elbert County

Bret Robinson
Kiowa C-2
P.O. Box 128
Kiowa, CO 80117
Phone: (303) 621-2220

Elbert County

New Superintendent
Elbert 200
P.O. Box 38
Elbert, CO 80106-0038
Phone: (303) 648-3030

Fremont County

Geoffrey Gerk
Cotopaxi RE-3
P.O. Box 385
Cotopaxi, CO 81223-0385
Phone: (719) 942-4131

Gilpin County

Ken Ladouceur
Gilpin County RE-1
10595 Highway 119
Black Hawk, CO 80403-8835
Phone: (303) 582-3444

Grand County

Robb Rankin
East Grand 2
P.O. Box 125
Granby, CO 80446
Phone: (970) 887-2581

Grand County

Jeff Perry
West Grand 1JT
P.O. Box 515
Kremmling, CO 80459
Phone: (970) 724-3217

Hinsdale County

Karen Thormalen
Hinsdale County RE-1
P.O. Box 39
Lake City, CO 81235-0039
Phone: (970) 944-2314

Huerfano County

Glenn Davis
Huerfano RE-1
611 West 7th Street
Walsenburg, CO 81089
Phone: (719) 738-1520

Huerfano County

Dave Seaney
La Veta RE-2
P.O. Box 85
La Veta, CO 81055
Phone: (719) 742-3562

Jackson County

Sandra Hall
North Park R-1
P.O. Box 798
Walden, CO 80480
Phone: (970) 723-3300

Kiowa County

Glenn Smith
Eads RE-1
210 West 10th
Eads, CO 81036-0877
Phone: (719) 438-2218

Kiowa County

New Superintendent
Plainview RE-2
P.O. Box 1268
Sheridan Lake, CO 81071
Phone: (719) 727-3331

Kit Carson County

Ron Conrad
Hi-Plains R-23
P.O. Box 9
Vona, CO 80861-0008
Phone: (970) 664-2636

Las Animas County

Troy Mayfield
Branson 82
P.O. Box 128
Branson, CO 81027-0128
Phone: (719) 946-5531

Las Animas County

Howard Roueche
Hoehne Reorganized 3
P.O. Box 91
Hoehne, CO 81046
Phone: (719) 846-4457

Las Animas County

Ramona McMillan
Kim Reorganized 88
P.O. Box 100
Kim, CO 81049-0100
Phone: (719) 643-5295

Las Animas County

Mike Sparaco
Primero Re-2
20200 State Highway 12
Weston, CO 81091
Phone: (719) 868-2715

Lincoln County

Robert Ring Jr.
Genoa-Hugo C113
PO Box 247
Hugo, CO 80821-0247
Phone: (719) 743-2428

Lincoln County

Martin Adams
Karval RE-23
P.O. Box 272
Karval, CO 80823
Phone: (719) 446-5311

Logan County

John Condie
Frenchman RE-3
506 N. Freemont
Fleming, CO 80728-9553
Phone: (970) 265-2111

Mesa County

Tim Mills
Mesa County Valley 51
930 Ute Avenue
Grand Junction, CO 81501-8063
Phone: (970) 263-8733

Mineral County

Buck Stroth
Creede Consolidated 1
P.O. Box 429
Creede, CO 81130-0429
Phone: (719) 658-2220

Moffat County

Pete Bergmann
Moffat County RE-1
775 Yampa Avenue
Craig, CO 81625-2532
Phone: (970) 824-3268

Montrose County

Duane A. Denny
West End RE-2
P.O. Box 190
Naturita, CO 81422
Phone: (970) 865-2290

Morgan County

Bob Peterson
Weldon Valley RE-20(J)
911 North Avenue
Weldona, CO 80653-8518
Phone: (970) 645-2411

Otero County

New Superintendent
Cheraw 31
P.O. Box 159
Cheraw, CO 81030
Phone: (719) 853-6655

Park County

Chuck Soper
Park County RE-2
P.O. Box 189
Fairplay, CO 80440
Phone: (719) 836-3114

Prowers County

Carlyn Yokum
Holly RE-3
P.O. Box 608
Holly, CO 81047
Phone: (719) 537-6616

Rio Grande County

Michael Salvato
Del Norte C-7
P.O. Box 159
Del Norte, CO 81132
Phone: (719) 657-4040

Routt County

Michael Luppess
Hayden RE-1
P.O. Box 70
Hayden, CO 81639
Phone: (970) 276-3864

Saguache County

Eli Dokson
Moffat 2
P.O. Box 428
Moffat, CO 81143-0428
Phone: (719) 256-4710

Saguache County

Brady Stagner
Mountain Valley RE-1
P.O. Box 127
Saguache, CO 81149-0127
Phone: (719) 655-0268

Sedgwick County

Bill Pile
Platte Valley RE-3
P.O. Box 369
Ovid, CO 80744
Phone: (970) 463-5414

Teller County

Guy Arseneau
Cripple Creek-Victor RE-1
P.O. Box 897
Cripple Creek, CO 80813
Phone: (719) 689-2685

Washington County

Gena Ramey
Lone Star 101
44940 County Road 54
Otis, CO 80743-9699
Phone: (970) 848-2778

Washington County

Ron Conrad
Woodlin R-104
15400 County Road L
Woodrow, CO 80757-9603
Phone: (970) 386-2223

Weld County

R. Joe Kimmel

Weld County RE-11J (Prairie)
PO Box 68
New Raymer, CO 80742
Phone: (970) 437-5351

Yuma County

Milton Roeder
Liberty J-4
P.O. Box 112
Joes, CO 80822
Phone: (970) 358-4288

Ai, 07/07/05