

## Form - Application/Cover Sheet

# UTAH STATE BOARD OF EDUCATION

## Waiver of Administrative Rule

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

LEA: Click or tap here to enter text.

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

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

REASONING/JUSTIFICATION FOR REQUESTED WAIVER:

Click or tap here to enter text.

THIS IS A NEW WAIVER

THIS IS A REQUEST TO RENEW AN EXISTING WAIVER

DATE WAIVER WAS FIRST GRANTED 8/2009

ATTACH DATA TO SUPPORT THE REQUEST WHICH MAY INCLUDE:

STUDENT ACHIEVEMENT DATA

COMMUNITY, STAFF, OR STUDENT SURVEY DATA

STUDENT ENROLLMENT DATA

FOR RENEWALS: DOCUMENTATION THAT OUTLINES HOW THE WAIVER WAS UTILIZED

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

LEA GOVERNING BOARD VOTE APPROVING REQUEST FOR WAIVER IN OPEN MEETING

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

ATTACH THE FOLLOWING

WRITTEN AGREEMENT TO BE PROPOSED TO THE BOARD INCLUDING:

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

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

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

(b) Except for a request for a waiver due to snow, inclement weather, or other emergency school closure described in Section R277-121-5, a written request under Subsection (1)(a) shall include:

(i) verification that the LEA board voted to request the waiver in an open meeting;

(ii) data that support the requested waiver, which may include:

(A) student achievement data;

(B) community, staff, or student survey data;

(C) student enrollment data; or

(D) data demonstrating the cost effectiveness of the waiver request;

(iii) a proposed agreement with the Board that includes:

(A) a proposed effective date;

(B) provisions for public review and accountability;

(C) data gathering and reporting timelines; and

(D) a sunset date; and

(iv) in the case of a charter school, a recommendation from the board of the school's authorizer.

4 Day School Week Update Report to  
UTAH STATE OFFICE OF EDUCATION

District: Duchesne

School: Tabiona School  
Address: 3775 N. 37900 W.  
PO Box470  
Tabiona, Utah 84072

(1) Brief History

As a small rural school with a high percentage of our students involved in extracurricular activities, we found that there were many days of school missed as a result of the extra time needed to travel to these events. We requested the 4-day week to relieve this pressure by giving us 4 solid days of school and Thursday night, Friday, and Saturday for travel and activities.

Date of original request: 12/16/2008  
School Year 4-Day Week Began: 2009-10

(2) Enrollment Data

Current enrollment (District or Schools on 4-Day Week): 166  
Enrollment when 4-day week began: 166  
Enrollment Last Year: 191  
Change in enrollment from first year: Reasons for  
change / concerns in enrollment:

Our enrollment has been quite stable over the last several years. The only change is in the size of the senior class that is leaving and the kindergarten class that is coming in. Move ins and outs are few. We have seen a slight increase of students moving into the Fruitland Area as well as young families moving back home for work in the oilfield. This next year

(3) Grade Level Breakdown

Number of students in each grade:

K - 13, 1<sup>st</sup> - 12, 2<sup>nd</sup> - 18, 3<sup>rd</sup> - 13, 4<sup>th</sup> - 17, 5<sup>th</sup> - 24, 6<sup>th</sup> - 15  
7<sup>th</sup> - 14, 8<sup>th</sup> - 6, 9<sup>th</sup> - 17, 10<sup>th</sup> - 12, 11<sup>th</sup> - 10, 12<sup>th</sup> - 20

(4) Demographics of Students - Number of students

Ethnic minority: 6 Disabled/Sp Ed: 21 ESL: 0 Fee Waivers: 4

(5) Teachers Assigned to Each Grade Level - # of teachers assigned to:

K - .5 1<sup>st</sup> - 1 2<sup>nd</sup> - 1 3<sup>rd</sup> - 1 4<sup>th</sup> - 1 5<sup>th</sup> - 1 6<sup>th</sup> - 1  
7<sup>th</sup> - .5 8<sup>th</sup> - .5 9<sup>th</sup> - 1 10<sup>th</sup> - 1 11<sup>th</sup> - 1 12<sup>th</sup> - 1



(6) Absentee History - 92%

(7) Commute Information

What percentage of teachers live in the community in which the school is located? 76%

What is the greatest distance (one way) that any teacher commutes to school? 40 miles

What is the greatest distance (one way) that any student commutes to school? 30 miles

What is the distance to the nearest community with a hospital? 60 miles

(8) Parent Survey of Satisfaction with 4-day week:

A survey of parents asking, "Are you happy with our 4-day school week?" was returned at 92 % approval. Other survey questions were asked all with positive approval rating. The only negative comments were dealing with the amount of homework teachers' send home.

## Tabiona School Proficiency Profile

|                          | 2008 Year<br>before 4-day<br>week | 2009 | 2010 | 2012 | 1st Year<br>SAGE Test<br>2013 | 2019 | This<br>year<br>2023 |
|--------------------------|-----------------------------------|------|------|------|-------------------------------|------|----------------------|
| <b>Elementary School</b> |                                   |      |      |      |                               |      |                      |
| ELA                      | 86                                | 84   | 89   | 81   | 15                            | 48   | 29.4                 |
| Math                     | 67                                | 78   | 80   | 72   | 22                            | 60   | 32.4                 |
| Science                  | 53                                | 72   | 59   | 50   | 9                             | 65   | 37.3                 |
| <b>High School</b>       |                                   |      |      |      |                               |      |                      |
| ELA                      | 79                                | 87   | 84   | 87   | 21                            | 46   | 38.5                 |
| Math                     | 64                                | 33   | 37   | 72   | 24                            | 28   | 33.3                 |
| Science                  | 46                                | 61   | 65   | 54   | 18                            | 32   | 28.2                 |

Our scores have been quite stable until 2013 as we began the SAGE Test. We have since experienced some set back with the start of the Rise and Aspire tests and the global Pandemic. We are making adjustments and the scores are improving. We have struggled with our proficiency over the past four years. We attribute this to our Covid Years and the loss that our students had during that time. If you look at the school report card we feel we are making growth as we are helping students grow especially in the bottom 25% as 83% of these students made growth in the high school and 54.8% in the elementary.

Our goals with our Trustland's plan and budget were to have at least 67% of K-6 students reading on grade level by the end of this year. We achieved 73%. We also wanted to implement a solid RTI Plan for the school. We are participating in the A2A program sponsored by the State and doing in-service training to improve RTI in the classroom. Teachers are really focused on helping each student learn at their highest levels.

Utah State Board of Education

1. We have been on the 4-day school week since the beginning of 2009, making this our 14th year. We were on the 4-day week back in 1994 for 2 years until the State School Board shut down the 4-day week schedule statewide.
2. Tabiona is a K-12 school with 190 students. There are 79 in high school, grades 7-12, and 111 in the elementary school, grades K-6.
3. Our longest school bus route is 45 miles and takes about an hour.
4. School begins at 8:00 for the high school, 8:00 for the elementary, and lets out at 3:36.
5. The majority of our students participate on sports teams. We have 59 students in grade 9-12 and 52 of these participate in extracurricular activities (88%). Friday, the 5th day of the week is used for travel to and participation in sports activities. Teams are not excused from school during the week for games. Many of our teachers have children participating in activities and the 4-day week gives them the opportunity to teach a solid 4 days and go watch their children on the weekend. We will play an occasional home game with an opponent that is close during the week and will travel to Altamont and Duchesne during the week, but no school time is missed.
6. I think that the main reason for going to the 4-day school week was just to keep students and teachers in class. The year before going to the 4-day week my head coach who coached one sport each season missed 29 school days, the first year of the 4-day week he missed .5 days for coaching activities. Students had a similar attendance problem. A top athlete who may also be a student body officer could have as many as 45 school excused absences,  $\frac{1}{4}$  of a school year. With the big emphasis on test scores and being ready for post high school education, we needed to do something to keep teachers and students in class. Consistent attendance has stayed around 92% at Tabiona School with the exception of about 6 students. These six students are not involved in extracurricular activities. (Data from 2023 school report card)
7. The biggest benefit I see is having 4 complete days of school without interruptions for ball games, and there are teachers in class, with minimal substitutes. The students are more settled and seem to do better in their classes. Teachers are happy because they have full classes every day and they do not have to reteach lessons because a team has been excused from school.
8. The biggest con to having the 4-day week is the practice times of our athletes. We have fixed this by limiting the amount of time each team gets at the end of the day. Practices are limited to approximately 1.5 hrs. so we are finished by 7:15pm most days
9. A big challenge was just getting teachers used to longer class hours and preparing for the



extra time to keep students engaged 100% of the time

11. I can't think of any unexpected challenges or problems that we encountered in our switch to the 4-day week. I think the biggest effect was students being more education minded during the week and an increase in our over-all test scores, at least until we started the SAGE and transitioned to the Rise and Aspire test. We are beginning to see an increase in these scores once again as well.
12. I think that the 4-day week schedule is wonderful for a small rural school. It has the over-whelming support of our community and has been very sound for us educationally. Fridays are not just a day off but a day for most teachers to get caught up on lesson planning and support the students they teach in activities that build relationships whether it's on the sports court or the theatre. It takes real effort to make athletic schedules work so that school is not missed, but it is worth it.
13. We definitely plan to keep our 4-day week and have the support of the community to do so.

**AGREEMENT**  
**UTAH STATE BOARD OF EDUCATION AND**  
**DUCHESNE COUNTY BOARD OF EDUCATION AND**  
**TABIONA SCHOOL**

As the entity responsible for Tabiona School, the Duchesne County School Board of Education is also a party to this agreement.

**All parties agree to the following:**

1. This Agreement will be effective beginning July 1, 2019 until June 30, 2022.
2. This Agreement may only be amended in writing and with the signatures of all parties to the Agreement.
3. If the Utah State Office of Education (Board) or the Duchesne County School District (District}, reviews Tabiona School's annual reports and the reports reveal significant deficiencies in student performance/achievement or increased costs to the school or District unanticipated by the Agreement, the Board, Tabiona School, or Duchesne reserves the right to reconsider the Agreement with adequate notice to the other party.

**The Utah State Board of Education agrees to the following:**

1. To allow an exception for Tabiona School of the 180-day requirement of R277-419, Pupi81 Accounting, for a three-year period beginning with the 2019-2020 school year through the 2021-2022 school year.
2. To continue the exception for Tabiona School consistent with this Agreement, provided that Duchesne submits required reports in a timely manner and students' test scores on end of level RISE scores remain consistent or improve over the three-year period beginning with the 2019-2020 school year.

**Duchesne County School Board and Tabiona School agree to the following:**

1. To hold school for at least 990 instructional hours per year consistent with R277-419-8, in at least 150 days, subject to Board verification, for the 2019-2020, 2020-2021, and 2021-2022 school years.
2. That school-sponsored extracurricular activities will be held on Thursday after school hours, Friday and Saturday.
3. District will provide the state with transportation records that will document the decrease in to-and-from school bus travel time for students.
4. District will provide the state with all athletic schedules prior to the start of



the season. Athletic schedules will show games, dates, and times. The schedules will also provide dates of state culminating events, which may infringe on days other than Thursday after-school hours, Friday, and Saturday. Records will be kept as to the amount of school time missed for state-sponsored culminating events.

5. Duchesne District and Tabiona School will evaluate the budget annually and identify savings that may be attributable to the four-day week.
6. District will provide an annual report on June 30, 2020, 2021, and 2022 that includes:
  - a. Dates and times of school time missed by students, school employees, and supervisors/chaperones due to non-curriculum related activities taking place during the four-day instructional week.
  - b. A comparison of student Rise scores between the 2019-2020 school year, the 2020-2021 school year, and the 2021-2022 school year.
  - c. A summary and discussion of savings and/or increased costs that may be attributable to the four-day school week, consistent with number 5 above.

**UTAH STATE BOARD OF EDUCATION:**

By: \_\_\_\_\_ Date: \_\_\_\_\_

State Superintendent of Public Instruction

By: \_\_\_\_\_ Date: \_\_\_\_\_

Chair, Utah State Board of Education

**DUCHESNE COUNTY BOARD OF EDUCATION:**

By: \_\_\_\_\_ Date: \_\_\_\_\_

Superintendent, Duchesne County School District

By: \_\_\_\_\_ Date: \_\_\_\_\_

Chair, Duchesne County School Board

By:         Darin J. [Signature]         Date:         4/30/24        

Principal, Tabiona School









Select a District or School



# TABIONA HIGH

2020-2021 (<https://reportcard.schools.utah.gov/School/OverAllPerformance?SchoolID=436&DistrictID=422&SchoolNbr=712&SchoolLevel=HS&IsSplitSchool=0&schoolyear=2021>) | 2021-2022  
 (<https://reportcard.schools.utah.gov/School/OverAllPerformance?SchoolID=436&DistrictID=422&SchoolNbr=712&SchoolLevel=HS&IsSplitSchool=0&schoolyear=2022>) | **2022-2023**

## OVERALL PERFORMANCE (HS)

Parents are critical partners in a school's success. Just as your child's report card shows how your child is performing, this school report card shows you how your child's school is performing in multiple areas. It is designed to show the school's strengths and areas in need of improvement in order to ensure Utah schools are meeting the needs of all students. To learn more, see Frequently Asked Questions. (</Documents/SchoolReportCardFAQ2022.pdf>)

### HOW IS THE STATE PERFORMING IN EACH COMPONENT?

**PARTICIPATION RATE: 100.0%**

[View Details](#)

(</School/ParticipationRate/?StateID=99&SchoolID=436&DistrictID=422&SchoolNbr=712&SchoolLevel=HS&IsSplitSchool=0&schoolyear=2023>)



#### ACHIEVEMENT

English Language Arts  
 Mathematics  
 Science

[View Details](#)

([./School/Achievement/?StateID=99&SchoolID=436&DistrictID=422&SchoolNbr=712&SchoolLevel=HS&IsSplitSchool=0&schoolyear=2023](/School/Achievement/?StateID=99&SchoolID=436&DistrictID=422&SchoolNbr=712&SchoolLevel=HS&IsSplitSchool=0&schoolyear=2023))



#### GROWTH

|                       |       |       |         |
|-----------------------|-------|-------|---------|
| English Language Arts | 38.5% | 58.8% | Average |
| Mathematics           | 33.3% | 46.1% | Low     |
| Science               | 28.2% | 59.9% | Average |
| Growth of Lowest 25%  |       | 83.3% | High    |

[View Details](#)

([./School/Growth/?StateID=99&SchoolID=436&DistrictID=422&SchoolNbr=712&SchoolLevel=HS&IsSplitSchool=0&schoolyear=2023](/School/Growth/?StateID=99&SchoolID=436&DistrictID=422&SchoolNbr=712&SchoolLevel=HS&IsSplitSchool=0&schoolyear=2023))



#### ENGLISH LEARNER PROGRESS

English Learners' Adequate Progress ND  
 English Learners Reaching Proficiency ND



#### POSTSECONDARY READINESS

ACT 18+  
 4-Year Graduation Rate 1  
 Readiness Coursework 1

[View Details](#)

([./School/PostsecondaryReadiness/?StateID=99&SchoolID=436&DistrictID=422&SchoolNbr=712&SchoolLevel=HS&IsSplitSchool=0&schoolyear=2023](/School/PostsecondaryReadiness/?StateID=99&SchoolID=436&DistrictID=422&SchoolNbr=712&SchoolLevel=HS&IsSplitSchool=0&schoolyear=2023))







Select a District or School



# TABIONA SCHOOL

2020-2021 (<https://reportcard.schools.utah.gov/School/OverAllPerformance?SchoolID=430&DistrictID=422&SchoolNbr=124&SchoolLevel=K8&IsSplitSchool=0&schoolyear=2021>) | 2021-2022 (<https://reportcard.schools.utah.gov/School/OverAllPerformance?SchoolID=430&DistrictID=422&SchoolNbr=124&SchoolLevel=K8&IsSplitSchool=0&schoolyear=2022>) | **2022-2023**





## OVERALL PERFORMANCE (K8)



Parents are critical partners in a school's success. Just as your child's report card shows how your child is performing, this school report card shows you how your child's school is performing in multiple areas. It is designed to show the school's strengths and areas in need of improvement in order to ensure Utah schools are meeting the needs of all students. To learn more, see Frequently Asked Questions. (</Documents/SchoolReportCardFAQ2022.pdf>)

### HOW IS THE STATE PERFORMING IN EACH COMPONENT?

**PARTICIPATION RATE: 100.0%**

[View Details \(/School/ParticipationRate/?StateID=99&SchoolID=430&DistrictID=422&SchoolNbr=124&SchoolLevel=K8&IsSplitSchool=0&schoolyear=2023\)](/School/ParticipationRate/?StateID=99&SchoolID=430&DistrictID=422&SchoolNbr=124&SchoolLevel=K8&IsSplitSchool=0&schoolyear=2023)

|   |   |   |                       |       |       |     |             |       |       |     |         |       |       |     |                      |  |       |         |   |
|---|---|---|-----------------------|-------|-------|-----|-------------|-------|-------|-----|---------|-------|-------|-----|----------------------|--|-------|---------|---|
|  <p><b>ACHIEVEMENT</b></p> <p>English Language Arts</p> <p>Mathematics</p> <p>Science</p> <p><a href="#">View Details</a> (<a href="/School/Achievement/?StateID=99&amp;SchoolID=430&amp;DistrictID=422&amp;SchoolNbr=124&amp;SchoolLevel=K8&amp;IsSplitSchool=0&amp;schoolyear=2023">./School/Achievement/?StateID=99&amp;SchoolID=430&amp;DistrictID=422&amp;SchoolNbr=124&amp;SchoolLevel=K8&amp;IsSplitSchool=0&amp;schoolyear=2023</a>)</p> |  <p>Developing</p> |  <p><b>GROWTH</b></p> <table border="1"> <tr> <td>English Language Arts</td> <td>29.4%</td> <td>54.8%</td> <td>Low</td> </tr> <tr> <td>Mathematics</td> <td>32.4%</td> <td>54.7%</td> <td>Low</td> </tr> <tr> <td>Science</td> <td>37.3%</td> <td>50.0%</td> <td>Low</td> </tr> <tr> <td>Growth of Lowest 25%</td> <td></td> <td>54.8%</td> <td>Average</td> </tr> </table> <p><a href="#">View Details</a> (<a href="/School/Growth/?StateID=99&amp;SchoolID=430&amp;DistrictID=422&amp;SchoolNbr=124&amp;SchoolLevel=K8&amp;IsSplitSchool=0&amp;schoolyear=2023">./School/Growth/?StateID=99&amp;SchoolID=430&amp;DistrictID=422&amp;SchoolNbr=124&amp;SchoolLevel=K8&amp;IsSplitSchool=0&amp;schoolyear=2023</a>)</p> | English Language Arts | 29.4% | 54.8% | Low | Mathematics | 32.4% | 54.7% | Low | Science | 37.3% | 50.0% | Low | Growth of Lowest 25% |  | 54.8% | Average |  <p>Commendable</p> |
| English Language Arts   | 29.4%   | 54.8%   | Low                   |       |       |     |             |       |       |     |         |       |       |     |                      |  |       |         |   |
| Mathematics   | 32.4%   | 54.7%   | Low                   |       |       |     |             |       |       |     |         |       |       |     |                      |  |       |         |   |
| Science   | 37.3%   | 50.0%   | Low                   |       |       |     |             |       |       |     |         |       |       |     |                      |  |       |         |   |
| Growth of Lowest 25%  |   | 54.8%   | Average               |       |       |     |             |       |       |     |         |       |       |     |                      |  |       |         |   |

|   |   |
|---|---|
|  <p><b>ENGLISH LEARNER PROGRESS</b></p> <p>English Learners' Adequate Progress ND</p> <p>English Learners Reaching Proficiency ND</p> <p><a href="#">View Details</a> (<a href="/School/EarlyLiteracy/?StateID=99&amp;SchoolID=430&amp;DistrictID=422&amp;SchoolNbr=124&amp;SchoolLevel=K8&amp;IsSplitSchool=0&amp;schoolyear=2023">./School/EarlyLiteracy/?StateID=99&amp;SchoolID=430&amp;DistrictID=422&amp;SchoolNbr=124&amp;SchoolLevel=K8&amp;IsSplitSchool=0&amp;schoolyear=2023</a>)</p> |  <p><b>EARLY LITERACY</b></p> <p>Students Reading on Grade Level</p> <p>Students Making Typical or Better Progress</p> |
|---|---|



HOW IS THE SCHOOL PERFORMING ON OTHER MEASURES OF SCHOOL QUALITY? (UNSCORED)

SELF REPORTED INDICATORS

School Accountability

OTHER MEASURES (UNSCORED)

Consistent Attendance

[View Details](#) (.../School/SelfReported/?

[View Details](#) (.../School/Unscor

StateID=99&SchoolID=430&DistrictID=422&SchoolNbr=124&SchoolLevel=K8&IsSplitSchool=0&SchoolYear=2023) StateID=99&SchoolID=430&DistrictID=422&SchoolNbr=124

HOW ARE INDICATORS WEIGHTED IN THE ACCOUNTABILITY SYSTEM?

POINTS WEIGHTED TO OVERALL SCORE



- Achievement 37% (56 points possible) 18 points earned
- Growth 37% (56 points possible) 30 points earned
- English Learner Progress 9% (13 points possible) NA
- Growth of the Lowest 25% 17% (25 points possible) 14 points earned

[View more info on the system > \(/Documents/SchoolAccountabilityInfographic2019.pdf\)](#)

[View more info on the calculation > \(/Documents/AccountabilityTechnicalManual2023.pdf\)](#)

[View the District Report \(.../District/Profile/?StateID=99&DistrictID=422&schoolyearendyear=2023\)](#) for this school or the [State Report \(.../State/Profile/?StateID=99&schoolyearendyear=2023\)](#).

Utah State Board of Education  
 250 East 500 South  
 Salt Lake City, Utah, 84111-3204  
 Phone: (801) 538-7500

<https://www.>  
<https://maps.>

Version 4.1

# 4 Day School Week - Parent Survey

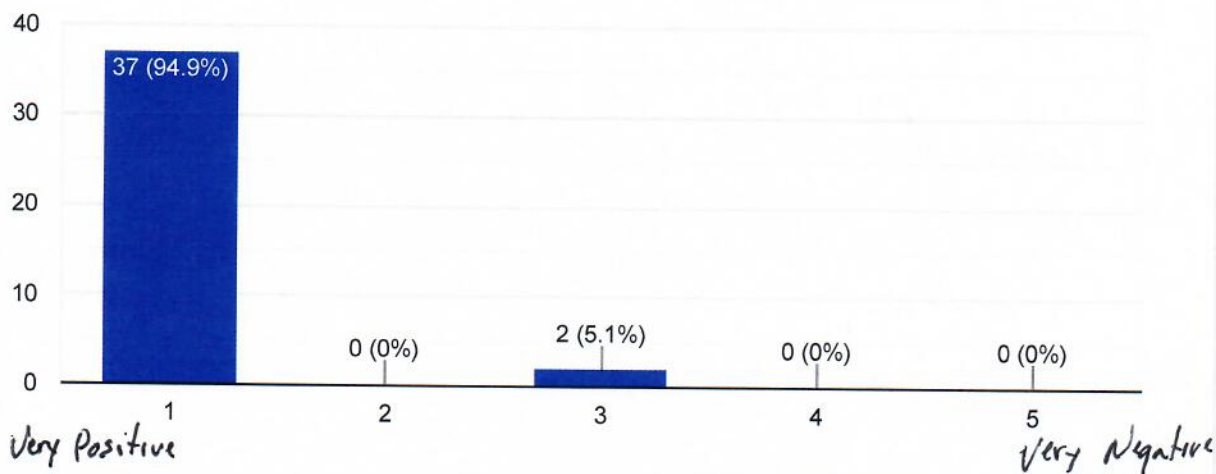
39 responses

[Publish analytics](#)

1. How does the 4-day school week impact your family schedules?

[Copy](#)

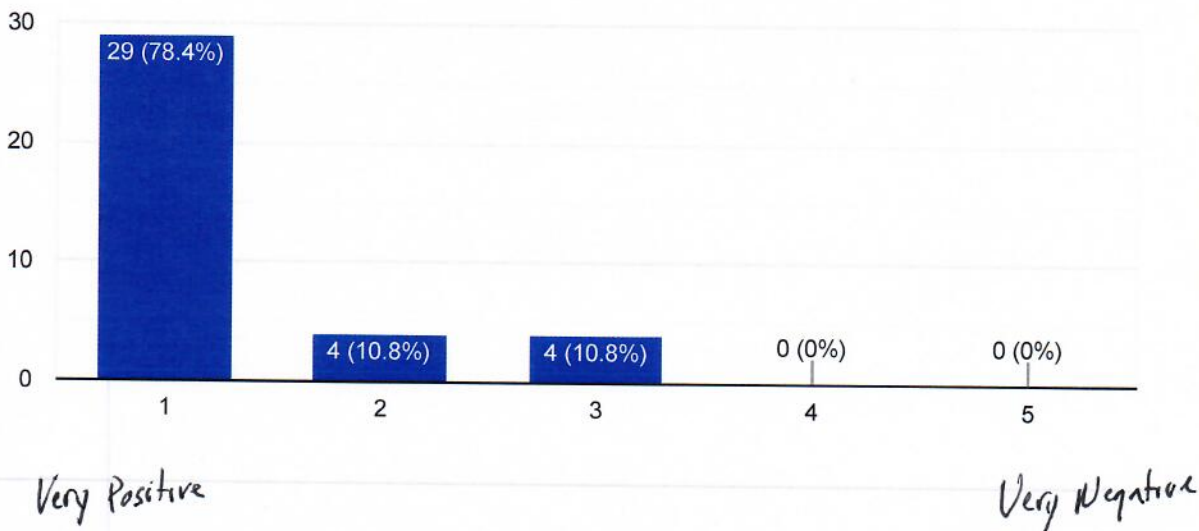
39 responses



2. The 4-day school week decreases the amount of time my student spends out of class due to activities and travel.

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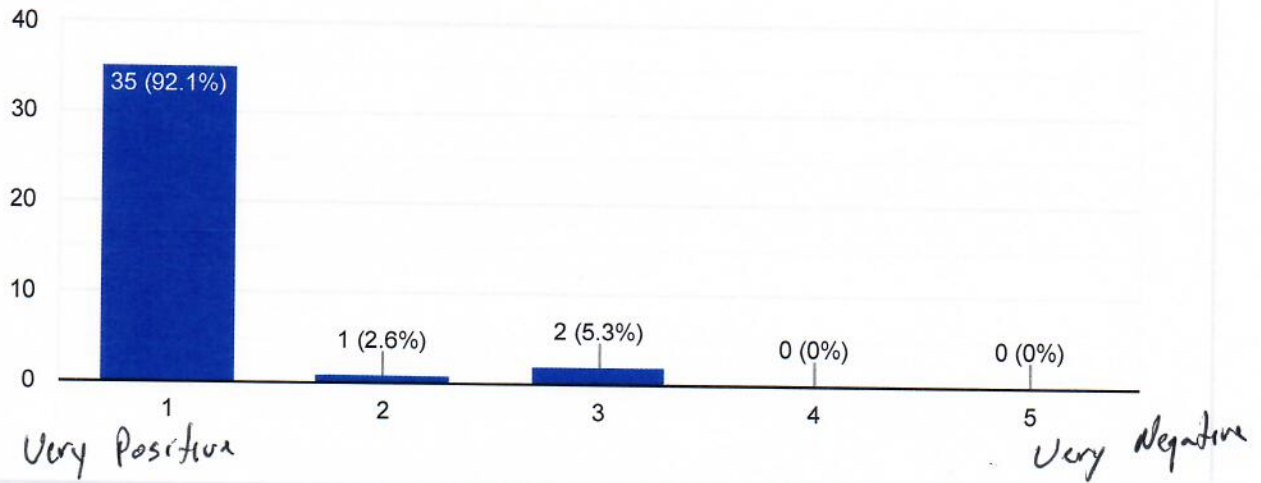
37 responses



3. How does the 4-day school week schedule affect your student's attitude toward school?



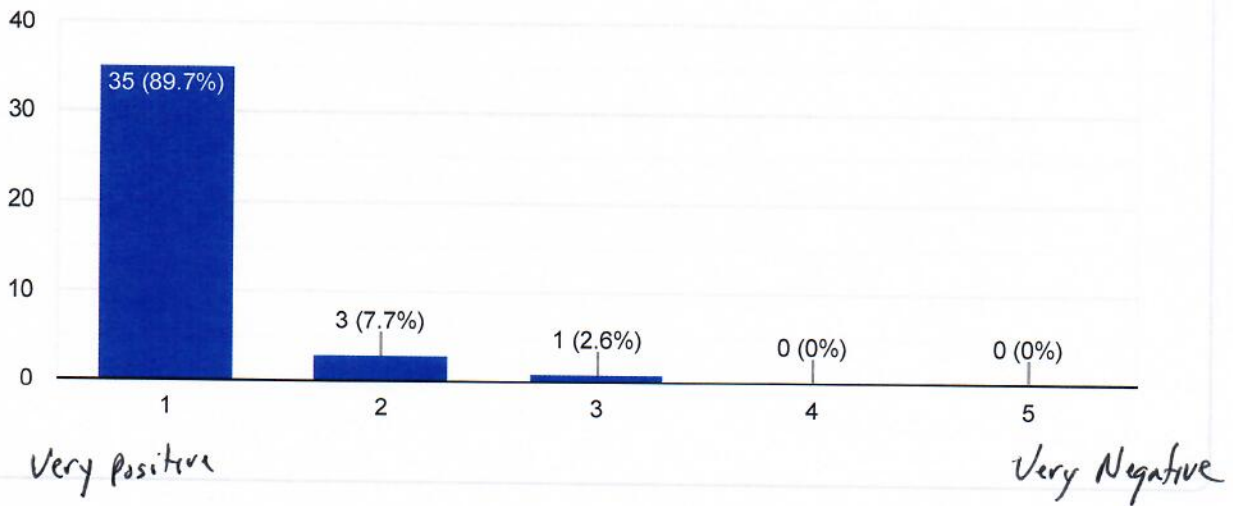
38 responses



4. How does the 4-day school week schedule affect your student's attendance compared to a traditional 5-day school week?



39 responses

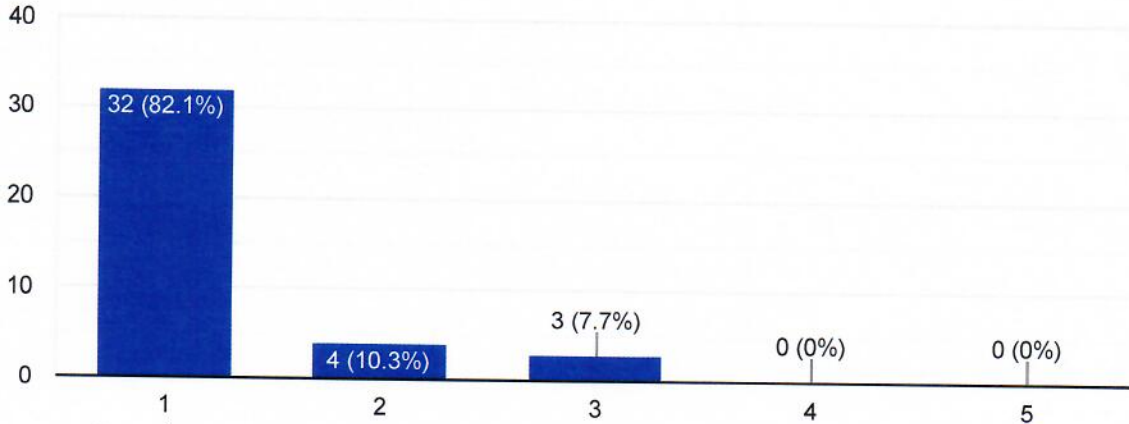




5. How does a 4-day school week influence your student's behavior at school compared to a traditional 5-day school week?



39 responses



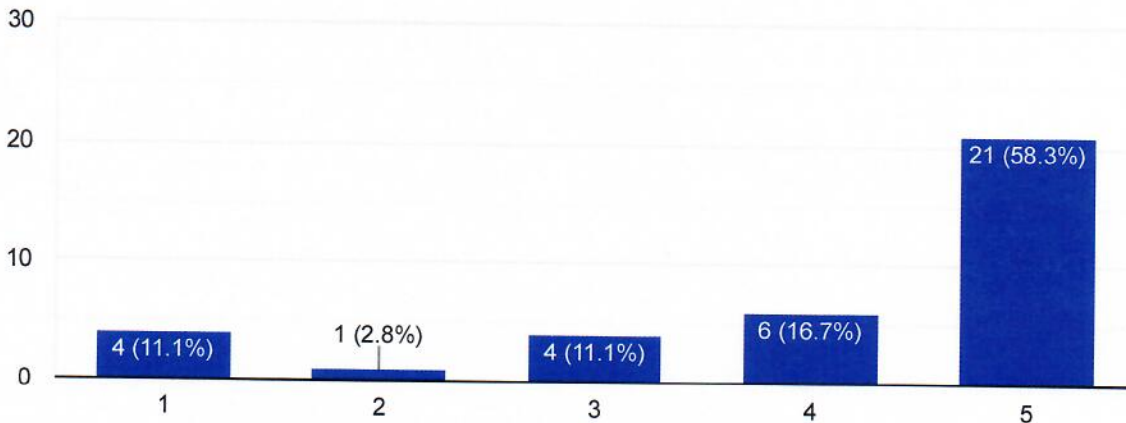
*Very Positive*

*Very Negative*

6. My student forgets more over the 3-day weekend than over the traditional 2-day weekend making learning more difficult



36 responses



*Very Positive*

*Very Negative*

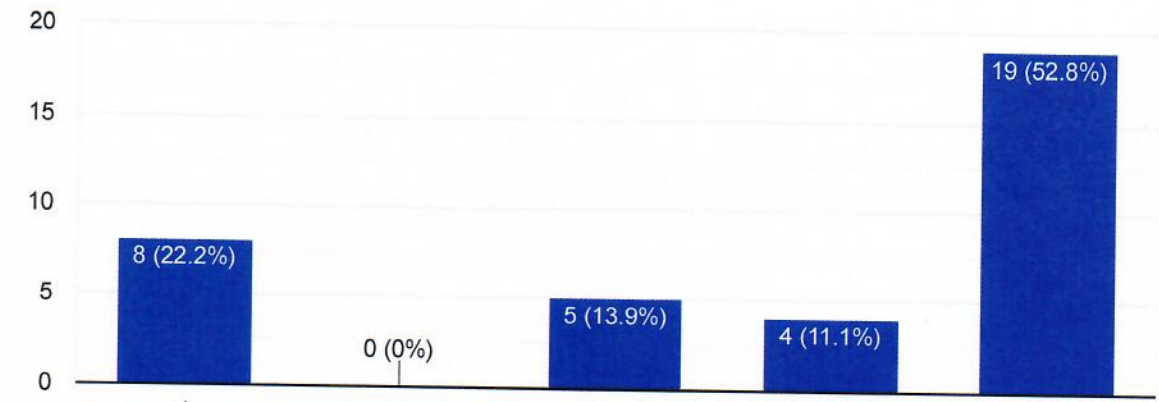
*Had lots of phone calls on this question. Confusing*



7. Students are too tired to work effectively in the latter part of the longer school days experienced on the 4-day week schedule.



36 responses



*Very Positive* 1

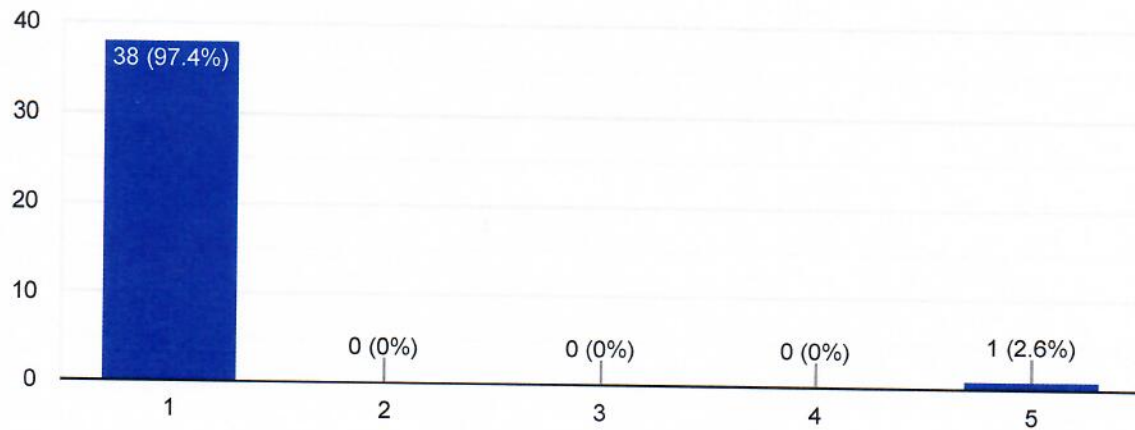
*Lots of phone calls on this question - confusing*

*Very Negative* 5

8. I support continuing the 4-day week schedule.



39 responses



What are some of the successes you have seen as a result of the 4-day school week?

26 responses

Longer weekends help them reset

More time spent with family and no added pressure to be at school or that my kid is absent on a Friday if we had a 5 day school week.

The kids don't get burnt out from school and make for use of the time there. They also get to have an extra day out of school being a kid which is really important.

More rest allows my children to focus and gain more knowledge during the 4 days than they would be able to if it was 5 days.

My kids don't fight going back to school on Mondays, like they did with a 5 days school week. It's easier to try and keep them in school all week because it's 1 day shorter. It's all around the best!!!!!! We love it in our household!

More quality family time on the weekends, less burnout with only 4 days at school.

More family time, less missed school for extra curricular activities, and better attitudes

Better focus and more energy during the week. More family and activity time giving them better work, school and family balance.

I can make various appointments on Fridays. Meaning, my kids will miss less school.

For elementary kids it works great. The teachers do a good job.

My kids don't miss as much school as I schedule appointments on Friday.

I feel they get more rested with the longer weekend. They also get more done in the 4 day week.

Better attendance, more family time.

It is so helpful for us.

our kids miss less days and doctors, sports, etc... because we go on Fridays

Kids seem to get more done in four days because by the fifth day they are usually grumpy and exhausted





Saves money on commuting, saves on child care

At school more

We love the three day weekend, we can plan family outings or it's super easy to support our kids in sports without worrying that the younger siblings are missing out.

More excited for school

My son has a hard time going to school but it's easier to get him 4 days

Better family time

We have been able to mostly schedule appointments and things that would normally require our kids to be pulled from school on their fridays off.

Absolutely love 4days. Very positive on our kids and family

By having scheduled games on the Friday off or Saturday I am able to attend most games without missing one. By after 3 days off my kids are looking forward to going back to school.

Well my daughter's only in kindergarten so it's hard to tell but I think if she had to do the 5th day it would be a lot harder on her I think the 4 days is just perfect



What are some on of the problems you have seen as a result of the 4-day school week?

27 responses

None

None

The only this is cramming all of our extra curricular activities into the weekends.

None with my 5 kids. I grew up with a 5 day school week and believe 4 days is a lot more successful.

I haven't seen any. Except something not being able to leave for sporting events early on a weekday because we have to be careful about attendance.

No problems

The high school kids get bored with extra long classes. After 40 minutes they just want to play on their phones and leave the classroom.

No problems.

The only one is with high school sports, your weekends are filled with games as a result but it's not that big of a deal.

none

Nothing love the 4 day week.

I haven't seen any problems other than when they do have to go in a Friday it's extra hard to be positive about it.

Long school days make them tired especially because they ride the bus so it's a extra hour each day

No problems, we definitely prefer it.

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No problems at all

I haven't really seen any problems with the 4-day school week



If we were to make changes in the 4-day week, what changes would you like to see?

24 responses

None

None

We are content without change. Why is there a need for change?

I don't know that there needs to be any changes. It's the perfect plan!

I enjoy it as is

Go back to 5 days. (More so for high school.)

Less homework, or switching to weekend homework due to the limited hours after school before bedtime kids get to be home with their families.

longer lunch. 15 minute lunches aren't long enough.

Alternating bus schedule so the kids don't get picked up so early in the mornings all the time

Nothing

Not have to go any Friday. :)

I like things the way they are

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No changes!! It works perfectly

Don't have any so far

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