

Frequently Asked Questions Regarding the Flexible Friday Schedule Proposal:

Do teachers only work 4 hours on Fridays?

No. Teachers work full days. Afternoons would be used for collaboration/PD

Would this do away with the need for in-service days?

Not entirely. Beginning of the year in-service would remain and the need for in-service days would remain at the elementary level.

What about a student who is failing an academic class would they be required to attend on Fridays?

There is no requirement for attendance. However, the opportunity for that student to come in on Fridays would be available and receive direct instruction from their teacher(s).

How many schools across the state use this 4-day schedule?

I am aware of 2 (Cordova and SISD)

What about classified staff what do they do on Fridays?

The same responsibilities as is absence of students, there is an opportunity for training/collaboration/prep

What about the food service?

Food service would continue and there would be a sign-up or request form to gauge how many students would need food service for planning purposes.

How would we know how many kids we would need food for each Friday?

Food service would continue and there would be a sign-up or request form to gauge how many students would need food service for planning purposes.

Could students just show up for meals?

Yes

Bus service on Friday?

How would the bussing work for the elementary school?

Bus service would be the same on Fridays with a lunchtime departure for secondary schools.

How long has Cordova been doing this?

3 years

Do the elementary kids have the same requirements if they miss school will this impact the student if you are pulling them out to travel with secondary school-age children on weekends/Fridays?

Pulling an elementary student for any reason would have the same impact we have now.

If the schedule change fails could you switch back mid-year to the standard week?

It would be very challenging to switch back to mid-year due to the calendar approval process and the conversion from days to hours necessary for approval.

How do you make up for the lost instruction time?

With a focus on maximizing instruction time M-Th, the loss of instruction time would be minimal. The argument against this is that Friday is available for students who can benefit and may actually result in more instructional time.

If my child had an IEP would they attend a full day on Fridays?

This would be taken upon an individual case-by-case basis and the IEP team would decide this.

What does the 4-hour schedule look like on Fridays?

8:00-12:00 lunch and dismissal

Will the teachers who are gone on Fridays get subs?

No. This is a benefit to the district in staff being absent would not need substitutes. However, the cultural shift of collaboration and an “our students” approach as opposed to a “my students” approach would need to take place.

If the elementary school needs subs can a teacher from the secondary school fill in there? Could classified staff be sent to other buildings on Fridays?

This would not be an expectation of secondary staff at all.

When students show up how does the school keep accountability for that?

Other districts using this model have used a sign-in sheet upon entry and departure

How would I know my student visited the teachers they were supposed to during Friday?

This would rest upon the parent/teacher relationship that would hopefully be nurtured.

Have there been issues with other schools of students just hanging out and not being where they're supposed to be?

In the models I am aware of, the principal is incredibly active in monitoring this concern.

Can I accompany my child to school on Fridays to meet with teachers and participate in things going on in the school?

Yes. In the same manner that a parent can volunteer currently.

If my student walks to school is there a way to know if they made it there? Could PowerSchool be used to track attendance on Fridays?

The district would not send out absentee notices because it is not a requirement to be in the building. However, calling the office to see if your child arrived is available.

Are there statistics of this making a difference in academic performance?

Yes. I am gathering that information

Reasons for going back to a 5-day week/ failures of 4 day school week?

Researching this information

Is there a way to look up when a student checks in and checks out on Fridays?

Call the school.

Is there a vision for how to train teachers on the change?

If we were to pursue this, the professional development needed for admin would be provided to ensure accountability.

On Fridays will the 70 % of the students that show up be fighting for the teacher's attention/ help? Potential for competition for attention from teachers?

The models I have been using combine all students in the building. A considerable percentage show up for open gym or independent projects. There have been no anecdotal reports of students not being able to access help from a teacher.

How do you hold the teachers accountable for doing what they are supposed to be doing?

This requires governance from the building administrator.

What about if a teacher is a coach and is the only one of their field for that subject?

The expectation is that all staff are ready to serve and provide assistance to our students, not necessarily the assigned teacher.

How would the district decide that this schedule is going to work or not and how long would they give it to make a change?

This would be a minimum of a year due to the complications of converting days to hours and receiving state approval.

How does this affect students who are struggling and whose parents don't make them go on Fridays?

The philosophy behind this is that relationships would be built and/or strengthened through communication and support to increase student/parent engagement

Would elementary schools still have in-service days and keep students all day on Fridays?

Yes.

Do the teachers like this idea? Is staff on board for this?

I have no data to support this, but anecdotally, there seems to be a lot of support for this change.

What's the timeline to make a decision on this? What are the deadlines for this discussion?
If we move forward, I would like to have a decision made by mid-April. I do not want to rush a decision without having all of the information and concerns addressed.

So if the new school board members don't like this will they change it before school starts?

I cannot speak for the board.

Who is on the committee and can we contact them? Who is on the scheduling committee?
Are parents' input weighing in on the committee's decision?

Your comment cards and input will be shared with the committee and that is the best way to inform the committee. The committee is made up of certified and classified staff as well as board members and some administrators.

Who makes the final decision on this?

The Superintendent makes the decision to propose the schedule to the board and the board has ultimate authority.

Have you considered only doing Middle school or high school, not both together? Is it an option to split the middle school from the high school and do 2 separate schedules?

Yes. All options are on the table and we, as a committee, are gathering all the input and information we can to make informed decisions.

Will there be a final draft of something before it is presented to the board? Will all the information be shared with the parents? Will you be doing a parent poll? Can some of the information and literature be available on the website?

Yes.

Does this affect the dropout rate or grade point averages?

There are so many factors that go into dropout rates, that it would be irresponsible to draw a direct correlation. However, the successful models that I have seen have seen an increase in engagement, which is indicative of a lower dropout rate and higher student success.

Will academic assistance classes still be offered Monday through Thursday?

We are still working on the daily schedule at this point and this would certainly be a topic of conversation should we move forward. This is something that would require student/parent input.

Does this affect the required 6 classes per day policy?

No.

Would we have to add days or more time to days if we do this?

No. The current calendar would accommodate the required hours for the year. Removing Fridays from the schedule would equate to 138 required school days. At 6.5 hours per day, there would be a need to add ½ day at some point in the year to meet the 900-hour minimum.

Would there be a policy that could be implemented that makes a student have to go on Friday if they have bad grades?

No. We would not be able to require students to attend.

Is there something to do for students between 12:30 and 2 when the elementary gets out?

Possibly. This is something that we would need to address should we move forward and gather more information on options, if any.

Will there be more pressure to get the work done if a child misses a day during the week and is also absent on Friday?

Not any more pressure than if a student misses the same days currently. With Friday not being required, it may alleviate some of the stress.

How will you know if your student needs to get 900 hours?

The 900 hours is a requirement for the district to provide, not the student.

Will there be a way to measure the success of the students and know when to send them in if they need help?

Outside of scores/results, the communication and relationships built with teachers and building administrators would dictate the level of need for each student.

How do you hold teachers accountable for updating PowerSchool?

This would be a responsibility of the building administrator to govern and an expectation of staff.

Will you have to schedule time with a teacher on Fridays if you want to meet with them?

Potentially, depending on the demand. If this were required, it would be through an individual basis to maximize the benefits of our students in getting support.

Would students have a homeroom to check in with on Fridays?

No. Fridays would be flexible and students would receive help on an "as needed" basis.

What if a student leaves without signing out and there's an emergency?

Normal protocols would take place for accountability and contacts would be made to locate every individual believed to be in the building.

What is the percentage of students that are out on Fridays right now?

The least amount of students that have been absent from the middle school this year on a Friday was 3.6% of students. The highest amount of students that have been gone on a Friday at the middle school is 53.5%. At the high school, the least amount of students that have been absent on a Friday is 17.8% and the most was 61.9% of students.

	HHES %absent	GMS %absent	VHS %absent
8/25/23	5.9	3.6	32.2
9/1/23	16.9	16	38.8
9/15/23	13.2	22.6	53.3
9/22/23	9.9	13.1	42.8
9/29/23	14.9	42.3	35.5
10/06/23	13.2	26.3	18.4
10/13/23	11.2	51.1	61.9
10/27/23	9.9	53.3	44.1
11/3/23	8.2	38.7	44.7
11/10/23	15.6	38.7	40.8
12/01/23	11.6	24.1	38.2
12/08/23	12.6	30	37.5
12/15/23	8.6	15.3	26.9
12/22/23	11.3	35	26.3
1/12/24	7.6	16.8	21.1
1/19/24	7.6	13.9	42.1
1/26/24	10.9	31.4	17.8
2/2/24	18.9	30.7	46.1
2/16/24	14.9	32.8	50
2/23/24	10.6	38.7	51.9
3/1/24	17.2	41.6	20.4
3/8/24	17.5	20.4	37
3/15/24	16.6	34.3	25.7
Total Enrolled	302	137	152
AVERAGE % ABSENT FRIDAY	HHES Average 12.4%	GMS Average 29.2%	VHS Average 34.9%