



Livingstone Range
SCHOOL DIVISION

4-Day School Week

Detailed Public Report

JANUARY 2025

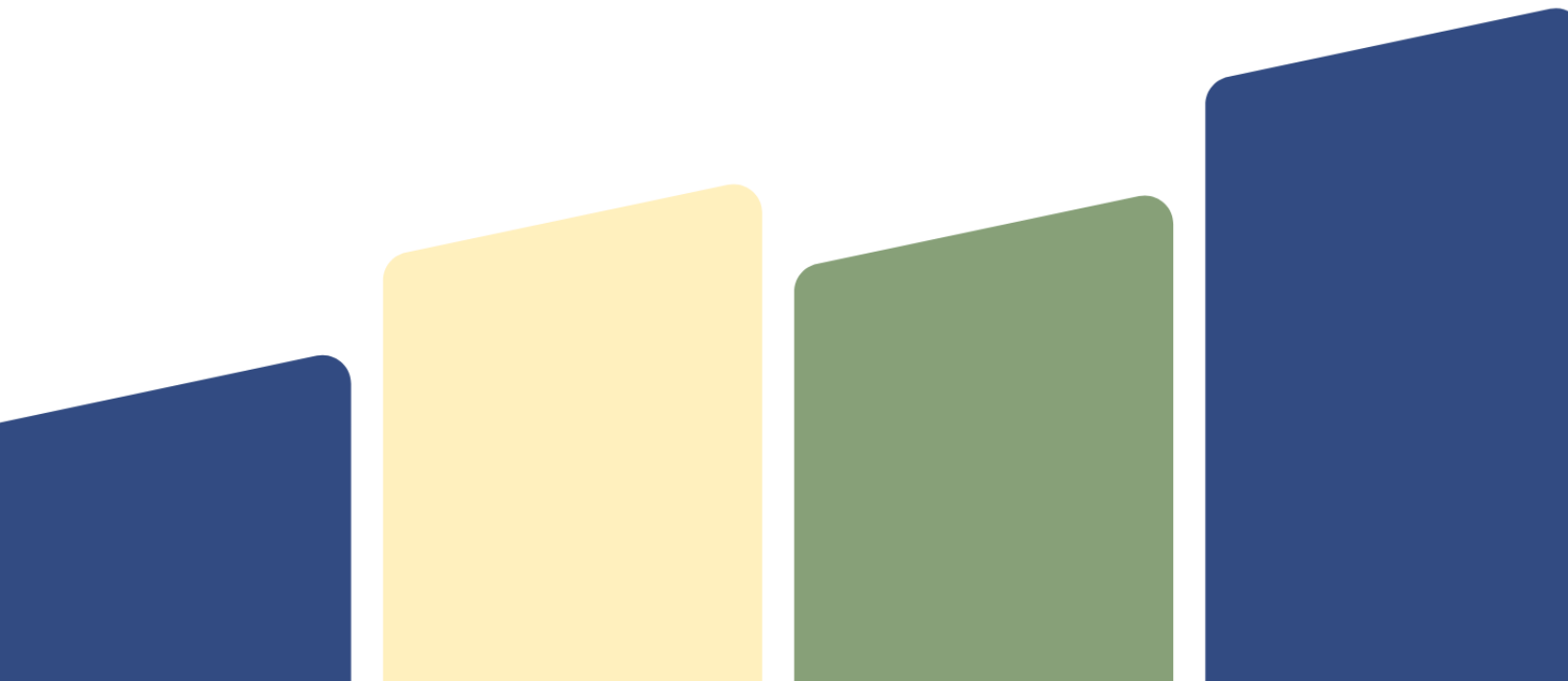


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Overview

Background

When comments from parents on a November 2020 school year calendar survey showed interest in a 4-day school week, senior administration decided to follow-up with a March 2021 survey to see if there was enough interest in exploring the idea. 41% of parents and 49% of staff were in favor of exploring a 4-day school week at that time, and 68% of comments from an October 2022 school year calendar survey expressed interest in a 4-day school week.

Seeing this, the Board of Trustees asked Senior administration for some preliminary research and to begin exploring the idea of a 4-day school week. Superintendent Darryl Seguin reported to the Trustees in September 2021 and December 2023. On December 18, 2023 Trustee Toone moved that the Board develop an exploration plan including next steps and stakeholder engagement and bring it forward no later than the April Board meeting for approval.

On March 11, 2024, Karly Bond (Coordinator of Communications, Culture, & Engagement) facilitated a session with the Trustees to develop project scope & engagement objectives. During this exercise, Trustees identified problems they were trying to solve (such as budgetary constraints, mental health and wellness for students and staff, staff recruitment and retention, student absenteeism, etc.) and determined the negotiables and non-negotiables of the decision-making process.

Trustees decided to engage stakeholders during the 2024 calendar year to determine if a 4-day school week is in the best interest of student success, budget efficiencies, and staff retention and recruitment. The Trustees set out a timeline: that they would make a decision before the February 2025 calendar approval meeting and would implement any changes beginning in the 2025-2026 school year.

The Board of Trustees chose to engage stakeholders at the inform, consult, and involve levels of the IAP2 Engagement Spectrum with the intent to understand perspectives and concerns so that a decision reflects the feedback of internal and external stakeholders.

[See Appendix A: Developing Project Scope & Engagement Objectives Report](#)

At the April 22, 2024 Board Meeting Trustee Lacey Poytress moved that the Board of Trustees approve the 4-Day School Week: Developing Project Scope & Engagement Objective Plan as presented, formally beginning the 4-day school week exploration.

This was included in the Board Key messages prepared by Nikki Lytwyn (Executive Assistant) and published on the Division website. On April 24, 2024 we published a media release, "Board of Trustees to Explore a 4-Day School Week Through Stakeholder Engagement" that was shared on the Division website and social media, each school website, and was emailed to all parents and all staff. The same day, the web page www.lrsd.ca/4day went live.

Between August 2024 and January 2025, the New Brunswick Teachers' Association, Foothills School Division, and Westwind School Division contacted Livingstone Range School Division to ask more details about our work on a 4-day school week scenario, as their jurisdictions may be interested in pursuing something similar.

Communications & Media

A host of communication pieces and supporting resources were developed to provide stakeholders with as much information as possible. For consistency and identifiability, communication pieces had a unique branding design with 4 bars representing 4 days of school, muted colours, and the Livingstone Range School Division logo. These communication resources include, but are not limited to:

1. Web page www.lrsd.ca/4dayweek
2. A downloadable 4-day school week overview
3. A Stakeholder Engagement Timeline
4. 22 FAQs
5. 9 downloadable Stakeholder Snapshots (expected scenario for each staff, student, or special group)
6. A draft 4-day school week calendar for 2025-2026 that includes full, simplified, and Hutterite Colony versions
7. Childcare Options handout
8. Potential timetables for elementary, junior high, and senior high schools

We published the following media releases, website blog posts, and social media posts (social media analytics below):

1. ["LRSd Will Explore a 4-Day School Week"](#) (April 26, 2021)
 - a. Facebook – statistics not available
 - b. Twitter/X – statistics not available
2. ["Trustees Continue to Explore a 4-Day School Week"](#) (December 20, 2023)
 - a. Facebook – Reach: 2,796; Interactions: 56; Link Clicks: 85; Comments: 17; Shares: 12
 - b. Twitter/X – statistics not available
3. ["Board of Trustees to Explore a 4-Day School Week Through Stakeholder Engagement"](#) (April 24, 2024)
 - a. Facebook – Reach: 1,355; Interactions: 32; Link Clicks: 70; Comments: 13; Shares: 3
 - b. Twitter/X – Impressions: 56; Engagements: 5; Link Clicks: 4; Comments: 0; Shares: 1
4. ["Trustees Seek Stakeholder Feedback for 4-Day School Week"](#) (October 23, 2024)
 - a. Facebook – Reach: 8,705; Interactions: 54; Link Clicks: 51; Comments: 7; Shares: 36
 - b. Twitter/X – Impressions: 41; Engagements: 7; Link Clicks: 3; Comments: 0; Shares: 0

From April 24, 2024 to December 1, 2024 the webpage www.lrsd.ca/4day week received 5,801 views representing 3,862 active users, with 17,590 events (page interactions such as clicks).

We received the following media inquiries:

1. Shootin' the Breeze reporter Dave Lueneberg, January 10, 2024: follow up to Superintendent's December 2023 Board presentation
2. Global News Lethbridge reporter Jordan Prentice, May 15, 2024: interested in more information

To our knowledge, these are the media publications related to this project:

1. ["Livingstone Range looks at four-day school week"](#), (Macleod Gazette, January 4, 2024)
2. ["Livingstone Range moving forward with consultations on proposed four-day school week"](#), (Nanton News, October 25, 2024)
3. ["Child-care concerns rise amid LRSD's 4-day school week proposal"](#), (Shootin' the Breeze, November 27, 2024, p. 21)

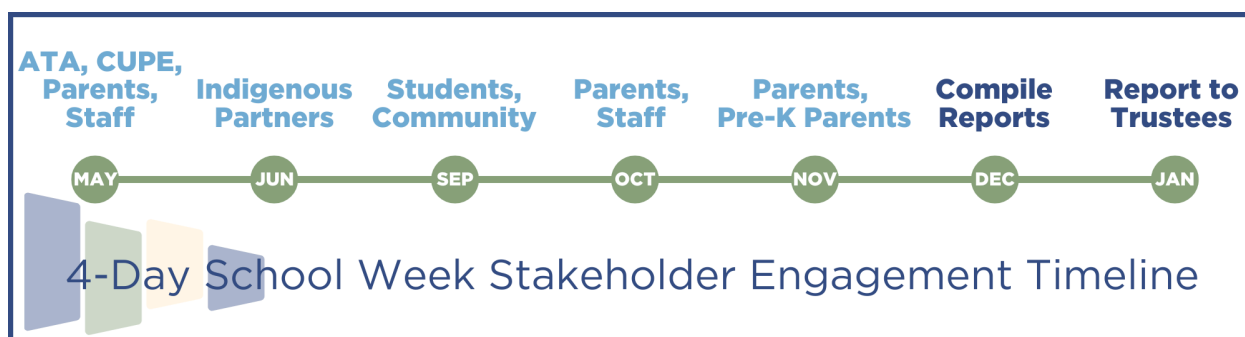
[See Appendix B: Communications & Resources](#)

Stakeholder Engagement

At the March 11, 2024 development session, the Board of Trustees developed the following Engagement Objective Statements:

- The Board of Trustees will involve parents/guardians to ensure their perspectives and concerns are understood, considered, and reflected in our decision.
- The Board of Trustees will consult staff to understand and acknowledge their perspectives and concerns and provide feedback on how their input influenced the decision.
- The Board of Trustees will consult Elders and indigenous partners to understand and acknowledge their perspectives and concerns and provide feedback on how their input influenced the decision.
- The Board of Trustees will consult parents/guardians of daycare/early learning children to understand and acknowledge their perspectives and concerns and provide feedback on how their input influenced the decision.
- The Board of Trustees will inform students and community members to provide an understanding of the proposal, process, and implications of the project. Student leaders will be consulted to understand and acknowledge their perspectives and concerns and provide feedback on how their input influenced the decision.

The Stakeholder Engagement plan and timeline ensured that all key stakeholders groups were involved from May through November 2024 so that reporting would be prepared for January 2025.



This table documents the stakeholder engagement points from April to November 2024. The number of participants is included only where it was known or documentable.

Date	Stakeholder Group	Stakeholder Sub-Group	Method of Engagement	# Participants
April 22, 2024	Community	Community	Board Key Messages	
April 24, 2024	Parents/guardians	All parents	Letter	
April 24, 2024	Staff	All staff	Letter	
April 24, 2024	Community	Community	Digital communications	
May 7, 2024	Staff	Admin Council	Admin Council discussion	30
May 8, 2024	Union executives	Willow Creek School Bus Drivers Association	In-person conversation	3
May 9, 2024	Union executives	CUPE executive	In-person conversation	3
May 9, 2024	Union executives	ATA executive	In-person conversation	4
May 15, 2024	Staff	Pincher Creek & Lundbreck bus drivers reps	In-person conversation	3
May 17, 2024	Staff	School-based staff	Staff Meetings	
May 21-26, 2024	Staff	All staff	Survey	272
May 28, 2024	Staff	Division office admin asst, payroll/finance	In-person conversation	8
May 29, 2024	Staff	Maintenance, IT, Transportation	In-person conversation	4
May 29, 2024	Parents/guardians	Regional School Council	Focus group	4
June 11, 2024	Elders/indigenous partners	Kainai Board of Education, Piikani Board of Education	In-person conversation	2
Aug 27, 2024	Staff	Hutterite Colony teachers & EAs	In-person conversation	30
September 3, 2024	Parents/guardians	Hutterite Colony parents/German teachers	Handouts and survey	
October 2, 2024	Student leaders	Livingstone Leaders	Focus group	25
October 1, 2024	Parents/guardians	Hutterite Colony Leaders	In-person conversation	7
October 29, 2024	Parents/guardians	Regional School Council chairs, vice chairs	Focus group	27
November 2024	Parents/guardians	Parents of Pre-K-Gr 5 children	Survey	597
November 2024	Parents/guardians	Granum parents	Survey	16
November 13, 2024	Staff	Divisional Day Sessions (x3)	Focus groups	220
December 2, 2024	Parents/guardians	Hutterite Colony German Teachers	Focus group	14
December 2024	Staff	All staff	Survey	302

Division Office staff spent 64 hours in in-person conversations with stakeholders throughout the engagement process. This significant investment of time yielded a very clear understanding of the perspectives and concerns of stakeholders.

In addition to planned engagement opportunities, stakeholders were invited to send their feedback by email to 4dayweek@lrsd.ab.ca. We received 135 emails between May 8 and December 3, 2024.

Role	# Respondents
Parent/guardian	103
Staff	9
Student	10
Unknown	13
	135

To protect the confidentiality of the 135 individuals who emailed feedback to 4dayweek@lrsd.ab.ca, their comments are not included in this public report but were provided to the Board of Trustees.

Hutterite parents were encouraged to share feedback through their German teacher, each of whom were to gather parent perspectives and summarize the information via survey. Still, 19 Hutterite Colony parents sent in handwritten notes about a 4-day school week.

The stakeholder engagement plan for this project met the requirements set out by the Board of Trustees to gather meaningful feedback from all stakeholder groups in a timely manner.

Staff Time Investment

Due to the nature and scope of the 4-day school week project, senior administration and staff invested a considerable amount of time in research, planning, engagement, and reporting. We spent 64 staff hours for in-person stakeholder meetings alone. It is estimated that staff time investment is approximately 1300 hours for research, presentation development, stakeholder engagement planning, survey questions development, calculation of impact on instructional hours and assignable hours, budget forecasting, draft calendar development, staff impact assessments, communication, FAQ development, report writing and presenting, and more. This significant commitment to the project has resulted in a thorough examination of a 4-day school week. Should the Board of Trustees proceed with a 4-day school week in Livingstone Range School Division, this investment will be just the beginning.

Report Notes

This **Detailed Public 4-Day School Week Report** is a public version of the Comprehensive Report to the Board of Trustees, with no personally identifiable stakeholder data. It summarizes early presentations to the Board of Trustees, stakeholder engagement session notes, academic research and popular media articles, survey data, email-submitted feedback, budget forecasting, staff impact projections, instructional hours and calendar calculations. The appendices contain additional resources and stakeholder engagement data.

While we have used Artificial Intelligence (AI) to assist in theming and analysis, very real humans have carefully reviewed all aspects of this report to ensure it is accurate and consistent with all sources.

Refer also to the **1-Page Summary 4-Day School Week Report**.

Student Success

Summary

The debate over the advantages and disadvantages of a 4-day school week has attracted significant research, especially as more districts in the United States have adopted this schedule. The effects on student learning are mixed, with both positive and negative findings depending on the context. Some studies suggest little to no impact while others report minor improvements or declines in performance.

Many proponents of the 4-day school week believe that the extra day off on most weeks allows students to recharge, reduces stress, and engage in extracurricular activities or have additional family time which can improve mental health. With one less school day per week, students may have more energy, attendance may improve and experience increased engagement on the days they do attend school. In the LRSD 4-day school week being explored in this report, students still have access to the required hours of instruction from Alberta Education (950 hours for Grades 1-9, 1000 hours for Grades 10-12). The impact on the length of the school day in LRSD varies by school but on average students in LRSD would attend school no more than 20 minutes longer for the four days they attend school.

Although a common perception is that shifting to a 4-day school week will improve student attendance, the research suggests that shifting to a 4-day school week has a minimal impact on improving student attendance.

For some students with fewer resources, the longer weekends may result in less supervision, more food insecurity, or fewer learning opportunities.

Research

A 4-day school week may reduce absenteeism, as students may be less likely to miss school with a longer weekend available for appointments, family trips, or rest. This increased attendance could positively affect learning outcomes, especially in rural school divisions where long travel times and bus rides are a factor.

Cost savings through the implementation of a 4-day school week could help school divisions maintain programs, staff, and supports for students that might otherwise face cuts. The 4-day school week schedule is often popular with teachers, who may feel more rested and prepared and as a result provide higher quality instruction when students are present. This can positively impact student outcomes. Below is a sample which indicates mixed results. Each context is different so the research reflects the results from the unique circumstances of each study.

ACADEMIC PERFORMANCE

“Does Shortening the School Week Impact Student Performance? Evidence from the Four-Day School Week”. Education Finance and Policy 2015; 10 (3): 314–349. D. Mark Anderson, Mary Beth Walker.

- https://doi.org/10.1162/EDFP_a_00165
- “Our results generally indicate a positive relationship between the four-day week and performance in reading and mathematics.”

“Does Four Equal Five? Implementation and Outcomes of the Four-Day School Week” (2021). Kilburn, M. Rebecca; Phillips, Andrea; Gomez, Celia J.; Mariano, Louis T.; Doss, Christopher Joseph; Troxel, Wendy M.; Morton, Emily; Estes, Kevin

- <https://eric.ed.gov/?id=ED615239>
- The four-day school week (4dsw) is growing in popularity, especially in rural areas across the western United States. RAND Corporation researchers addressed knowledge gaps about the 4dsw by conducting a large-scale study of the implementation and outcomes of the 4dsw that involved the collection of original data in numerous districts across Idaho, New Mexico, and Oklahoma, as well as administrative data from these and other states. The researchers analyzed both qualitative and quantitative data to compare the 4dsw and five-day school week (5dsw). The analyses resulted in mixed findings. This appendix provides supplementary information on the implementation and outcomes of the four-day school week (4dsw) using quantitative and qualitative data from a variety of sources. The 4dsw is compared with the five-day school week (5dsw).

“Effects of Four-Day School Weeks on School Finance and Achievement: Evidence from Oklahoma”, (2020) Morton, Emily

- <https://eric.ed.gov/?q=%22Four+day+week%22&ff1=subAcademic+Achievement&id=ED605978>
- Motivated by potential financial savings, four-day school weeks have proliferated across the United States in recent years, reaching public schools in 25 states as of 2018. The consequences of the four-day school week for students, schools, and communities are largely unknown. This paper uses district-level panel data from Oklahoma and a difference-in-differences research design to examine the causal effect of the four-day schedule on school district finance and academic achievement. Results indicate that four-day weeks decrease districts' federal and state revenues and their non-instructional and support services expenditures. Decreases are concentrated specifically in food services and transportation expenditures and amount to approximately 1.36% of the average four-day district's budget. I find no detectable effect of the four-day week on academic achievement.

BULLYING & ATTENDANCE

“Effects of 4-Day School Weeks on Older Adolescents: Examining Impacts of the Schedule on Academic Achievement, Attendance, and Behavior in High School”, Morton, Emily. Educational Evaluation and Policy Analysis Vol. 45, Iss. 1, (2023)

- <https://www.proquest.com/docview/2794776526/C2BDFE08C8F74691PQ/3?sourcetype=Scholarly%20Journals> (login required)
- Four-day school weeks have proliferated across the United States in recent years, reaching over 650 public school districts in 24 states as of 2019, but little is known about their implementation and there is no consensus on their effects on students. This study uses district-level panel data from Oklahoma and a difference-in-differences research design to provide estimates of the causal effect of the 4-day school week on high school students' ACT scores, attendance, and disciplinary incidents during school. Results indicate that 4-day school weeks decrease per-pupil

bullying incidents by approximately 39% and per-pupil fighting incidents by approximately 31%, but have no detectable effect on other incident types, ACT scores, or attendance.

“Collective Teacher Efficacy (CTE) according to John Hattie”, Hattie, John. Visible Learning, 2018.

- <https://visible-learning.org/2018/03/collective-teacher-efficacy-hattie/#:~:text=Collective%20Teacher%20Efficacy%20is%20the,strongly%20correlated%20with%20student%20achievement.>
- Collective Teacher Efficacy is the collective belief of teachers in their ability to positively affect students. With an effect size of $d=1.57$ Collective Teacher Efficacy is strongly correlated with student achievement.” A four-day school week allows teachers to have the time necessary to collaborate with their colleagues and participate in professional development opportunities, continuing to grow their skills and knowledge to provide students with high quality classroom instruction.

“Has John Hattie really found the holy grail of research on teaching? An extended review of Visible Learning”, Ewald Terhart, 20 Sep 2011

- <https://www.tandfonline.com/doi/abs/10.1080/00220272.2011.576774>
In this article the author reviews and discusses John Hattie’s book *Visible Learning*. In this book Hattie presents the results of a meta-meta-analysis on the conditions of successful teaching and learning in schools. Hattie’s work is based on more than 800 meta-analyses, and these meta-analyses are substantiated by more than 50 000 empirical research studies. Among the six groups of factors influencing successful learning in schools—student, home, school, teacher, curricula, teaching—the factor ‘teacher’ seems to have the strongest effect.

Opportunities

- With slightly longer student days but fewer of them, students may experience fewer transitions and more concentrated learning periods, potentially leading to improved focus during instructional time.
- The slightly longer class periods might allow for deeper engagement on curricular topics and more project based learning experiences.
- The shift to a 4-day school week allows schools to consider more innovative teaching methods such as project-based learning or block scheduling, which may improve educational outcomes.
- A 4-day school week may be a competitive advantage in attracting high-quality staff who are seeking more work-life balance. Staff may benefit from additional time free from distractions and more concentrated work time to plan, prepare, mark and attend to professional development leading to reduced burnout, increased productivity and focus on days when students are in attendance.
- Staff on a 4-day schedule will have greater access to professional development opportunities which can positively impact the quality of instruction.
- The Town of Pincher Creek may see students from St. Mike’s transfer to attend school at Canyon Elementary School and/or Matthew Halton High School if LRSD implements a 4-day school week.

Risks

- With fewer instructional days, there is a risk that students may not retain as much information, particularly over the long weekends or breaks. Longer days can lead to fatigue for both students and staff, which may reduce overall productivity and engagement during the later part of the day.
- The effectiveness of a 4-day school week can vary significantly from class to class depending on how well the extra time is used for instruction.
- Students from lower-income families may not be as successful with the changes as they may lack access to enriching and engaging learning activities that normally occur at school.
- The Town of Pincher Creek may see students from Canyon Elementary School and/or Matthew Halton High School transfer to attend school at St. Mike's if LRSD implements a 4-day school week.

Academies Considerations

Livingstone Ski Academy, Granum Fire Academy, and WCCHS Flight Academy provide engaging programming opportunities for students across Livingstone Range School Division. There are complexities in our alternative programming related to student scheduling, third-party providers, and staff schedules. LRSD could consider Academy programming to remain on Fridays, with staff schedules adjusted to accommodate. This would result in decreased academic scheduling conflicts and possibly increased student participation in Academy programs. There may also be reduced operational costs for transportation if this were the case.

LRSD could consider an alternative schedule for the Ski Academy Coordinator or possibly adjusting the Ski Academy schedule reducing the days to two days/week with a third day (Friday) optional and considered an extracurricular activity where a non-certificated staff member may be able to be on site much like an athletic team coach would volunteer their time.

Staff Feedback

As it relates to Student Success, feedback from staff reveals the following themes of potential benefits:

- **Improved attendance.** Staff members express hope that a 4-day school week would lead to improved attendance, particularly by eliminating the more frequently missed Friday classes.
- **Enhanced engagement and focus.** There is a feeling that students might be more engaged and focused during the four school days due to increased energy and motivation from longer weekends and a more consistent schedule.
- **Improved student well-being.** The prospect of 3-day weekends may be beneficial for student mental health and well-being, allowing students more time to rest and recharge.
- **Time for extracurriculars and work.** Staff comments suggested the potential for a 4-day school week to provide students with more time for extracurricular activities, part-time jobs, and family time, particularly beneficial for high school students.

As it relates to Student Success, feedback from staff reveals the following themes of potential concerns:

- **Learning loss and retention.** Staff expressed concerns about potential learning loss and challenges with knowledge retention due to the 3-day gap between Thursday and Monday. They

worried that the extended time away from school could disrupt learning momentum and make it harder for students to retain information.

- **Student attendance shifting.** While Friday is currently the lowest day for student attendance, some staff are concerned about an absence shift to Thursday, resulting in significant loss of teaching and learning time.
- **Impact on vulnerable students.** A significant concern was the potential negative impact on students who rely on school for structure, support, safety, and nutrition. Staff were concerned for those facing difficult home environments or lacking adequate supervision on Fridays.
- **Longer school days and fatigue.** Some staff worried that longer school days required to maintain instructional hours could lead to student fatigue and potentially hinder learning.

Sources: May 2024 Staff Survey (272 respondents) and November 2024 Staff Survey (302 respondents).

[See Appendix C: Staff Feedback](#)

Student Feedback

As it relates to Student Success, feedback from Livingstone Leaders and other students reveals the following themes:

- **Concerns about increased stress and workload.** Students express worry about shorter lunches and breaks, a heavier course load, more homework, and less one-on-one support from teachers if a 4-day school week is implemented. They feel this could lead to more stress and a negative impact on their academic performance.
- **Potential for improved well-being and time management.** Many students highlight potential benefits like having an extra day for rest, studying, pursuing hobbies, or working. They believe this could lead to better mental health, improved time management skills, and a chance to explore personal interests, ultimately contributing to their overall success.
- **Emphasis on utilizing Fridays productively.** Students are concerned for themselves and other students about finding opportunities to work, study, and volunteer in a way that will enhance their personal and academic growth.

Outside of Student Success, students also expressed concerns for families who require childcare, the importance of recognizing the diverse needs of students and families across the Division, and a desire to spend more time with their family in a 4-day school week scenario.

Based on email feedback from students, 5 out of 10 students (50%) are in favor and 5 out of 10 students (50%) are opposed to a 4-day school week.

Sources: Livingstone Leaders in-person session (25 students) and emails from students (10).

[See Appendix D: Student Feedback](#)

Parent Feedback

As it relates to Student Success, feedback from parents reveals the following themes:

- **Mixed view on impact on student learning and academic performance.** Some parents believe a shorter week with longer days will lead to student fatigue and reduced focus, making it harder for them to learn effectively. Some parents worry about the burden on families to support learning at home, especially with a potential for increased homework. Other parents feel that a 3-day weekend will allow students to rest and return to school ready to learn.
- **Preparation for future education and work.** Some parents worry that a 4-day school week will not adequately prepare students for post-secondary education or the demands of a 5-day work week.
- **Social and emotional well-being.** Parents raise concerns about the potential impact of a 4-day school week on students' social and emotional well-being. Some worry about increased screen time and a lack of social interaction if students are unsupervised on Fridays, as well as concern for students who rely on school as a safe and supportive environment. On the other hand, some parents believe the extra day off will benefit family time, reduce stress, and allow students to pursue activities they enjoy, leading to improved overall well-being.
- **Importance of a structured and engaging Friday.** Parents on both sides of the argument emphasize the need for meaningful and engaging opportunities for Fridays, whether that is in class in a current 5-day schedule or with work experience and community involvement in a 4-day scenario.

Based on email feedback from parents, 73 out of 103 (76%) oppose a 4-day school week.

Sources: *Regional School Council in-person sessions (31 parents) and emails from parents (103).*

[See Appendix E: Parent Feedback](#)

Hutterite Colony Feedback

As it relates to Student Success, feedback from Hutterite Colony parents, leaders, and LRSD staff reveals the following themes:

- **Negative impact on English language learning.** There is a strong consensus that a 4-day school week would negatively impact their children's English language acquisition. They feel consistent exposure and practice of English is crucial for learning this second language, and a 3-day weekend would disrupt learning rhythm and lead to learning loss.
- **Disruption to established Colony routines and German language education.** The feedback highlights the importance of the daily routine in Hutterite Colonies, which is dictated by the central church. Extending the English school day would encroach on time dedicated to German school and essential activities like Bible studies.
- **Concerns about student fatigue and overwhelm.** Parents, leaders, and German teachers worry that longer school days would lead to student fatigue and overwhelm, potentially hindering their ability to learn effectively. Comments emphasize that Hutterite children already have a full schedule with both English and German school, and the younger students in particular may struggle with extended periods of focused learning.
- **Preference for maintaining the existing 5-Day Schedule.** There is an overwhelmingly strong preference among Hutterite Colony leaders, teachers, and parents for maintaining the current 5-day school week. They believe the existing schedule provides the necessary structure and balance for their children's education and overall well-being. They express a desire for the school board to respect their traditions and acknowledge the unique needs of their community.

Sources: Hutterite leaders in-person sessions (21 individuals), Hutterite Colony LRSD staff in-person sessions (31 teachers and EAs), German teacher surveys (10), and handwritten letters from parents (19).

[See Appendix F: Hutterite Colony Feedback](#)

Indigenous Student Considerations

As it relates to Student Success, feedback from indigenous education partners reveals the following themes:

- **Literacy and numeracy development.** A significant concern is the potential for a 4-day school week to negatively impact literacy and numeracy skills. Consistent practice and exploration of these foundational skills is essential. There may be ways to respond to literacy and numeracy needs with families and communities if needed.
- **Food security.** Food security is a major concern for students living on-reserve, with many relying on school meals for consistent nutrition.
- **Home support for learning.** Literacy and numeracy levels among parents and grandparents of indigenous students may be insufficient to support student learning at home. Online interventions facilitated by staff may help bridge this gap, but increasing homework may not be beneficial and access to reliable internet may not be available.
- **Safety and well-being.** School can be a safe haven for students living on-reserve, and a 4-day school week could potentially expose vulnerable students to harm.
- **Transportation and extracurricular activities access.** There are concerns about the impact of a 4-day school week on students' ability to participate in extracurricular activities, particularly athletic tournaments. They anticipate transportation to and from school or tournament buses would likely fall on parents, posing a challenge for those living on reserves.

Sources: Kainai Board of Education and Piikani Board of Education Superintendents in-person session (2 individuals).

[See Appendix G: Indigenous Education Partners Feedback](#)

Granum School Parent Perspective

Granum School's unique experience with 4-day school week provides insight into the possible effect on student success. In a survey, the majority of parents (15 out of 16, or 93.75%) said their experience so far has been 'Good' or 'Excellent.'

As it relates to Student Success, feedback from Granum School parents reveals the following themes:

- **Enhanced family time and well-being.** There is a feeling of enjoying more time at home with family and having time for appointments.
- **Reduced stress and increased time for personal development.** Parents comment that students enjoy Friday with activities such as work, sports, and hobbies.
- **Improved engagement and attitudes toward school.** Some parent comments indicate that children seem happier, eager to go to school, and more engaged during the four school days.

Some parents say they have noticed no impact (positive or negative) on their child's academic performance yet.

Sources: *Granum School Parent Perspective Survey (16 responses)*.

[See Appendix E: Parent Feedback](#)

Professional Insights

While the research indicates mixed results we must consider the LRSD context while exploring a shift to a 4-day school week.

- The research often cites situations where instructional time has been reduced significantly. In LRSD, students would still receive the Alberta Education mandated hours of instruction.
- The research often cites examples where there are significant increases in the length of the day for students. In LRSD, the instructional day for students would increase by approximately 10 minutes/day for grade 1-9 students and 20 minutes/day for high school students.
- In LRSD, Stavely School has operated for years at a lower number of student instructional days than our other schools although they still meet the Alberta Education mandated hours of instruction. Students at Stavely attend approximately 166 days/year. Stavely School students have performed very well academically on this schedule. In LRSD, the proposed 4-day school week student calendar includes 157 student days.
- If a 4-day school week is implemented, it will be incumbent on schools to ensure effective use of instructional time.
- If implemented in LRSD, schools will be given direction not to allow school extracurricular teams/individuals to leave school early for tournaments/games unless approved by the superintendent or designate.
- If implemented in LRSD, the Division will develop a series of communications to parents emphasizing the importance of school attendance.
- If implemented in LRSD, the Division will schedule as many staff professional development opportunities as possible on non-instructional days thus reducing the need for substitute staff resulting in cost savings and providing more consistent, high quality instruction to students.
- If implemented in LRSD and projected cost-savings resulted, increased intervention and student support will be possible.
- Based on the research from Hattie above, teachers who collaborate and participate in valuable professional development feel a greater sense of Collective Efficacy. The LRSD 4-day school week proposal is designed to create time for teachers to collaborate and participate in professional development and could be a model to achieve significant increases in providing LRSD students with high quality teaching environments.
- If implemented in LRSD, the Division will communicate with staff the importance of being present for instructional days, scheduling non-essential appointments on non-instructional and non-operational days where possible.
- If implemented in LRSD, the Division could consider providing Educational Assistant support for Colony School students on the non-instructional day Fridays (23) so that Colony students would receive support for language practice/acquisition.

- If implemented in LRSD, schools will develop plans to assist students who have food insecurity concerns through the use of Nutrition funding received from Alberta Education.
- If implemented in LRSD, the Division will include the 4-day school week context in job advertisements hoping it will be an attractive recruitment condition that will result in recruiting high quality staff to our schools.

Given the strategies outlined above, we believe that shifting to a 4-day school week in LRSD would not have a negative impact on student success.

Budget Efficiencies

Summary

One of the three 4-day school week criteria identified by the Board is the potential for cost savings. By reducing the number of instructional and operational days people are on-site less. As a result, reduced expenditures are normally evident in areas such as transportation, utilities, substitute staff coverage, and custodial supplies. While the projected savings may only be around 1% of the Division's operating budget, in tight financial times, this can make a difference.

While the financial benefits of a 4-day school week may not be dramatic, they are nonetheless significant. LRSD has been reducing staff and support for students over a number of years now and the Division has spent more than it receives for three years in a row. Continually operating on a deficit budget is unsustainable and something must change. If the Division does not implement a 4-day school week, other cost-saving initiatives must be considered.

Projections

Total Estimated Cost Savings (\$556,100)

- **Transportation:** It is anticipated that LRSD will save \$102,600 annually on fuel and wear and tear for the current routes if a 4-day school week is implemented. However, it is likely that an additional route would need to be added to facilitate the new schedule which would have additional annual costs of \$53,200 (wages, fuel, wear and tear, and amortization.) Due to contract obligations to transport students of St. Mike's in Pincher Creek on all Fridays, there would be an additional annual cost of \$48,300. This would make the net savings in transportation to be roughly \$1,100.
- **Utility/Supply Costs:** With fewer lights on, less water used, and thermostats set at lower temperatures on Fridays when schools are not in use, less custodial supplies and less wear and tear, it is anticipated that LRSD will save \$42,000 annually.
- **Staffing:** Shifting to a 4-day school week allows for greater efficiencies in staff scheduling. Anticipated savings of approximately \$143,000 annually would be realized by reducing the number of substitute staff days required for a variety of meetings as many of professional development sessions will be moved to the non-instructional Fridays. Condensing the student schedule to 4 days of school each week allows for greater staff timetabling efficiencies bringing staff closer to the maximum allowable instructional time. This shift has the potential to realize the greatest cost savings resulting in approximately \$370,000/year. Most staff positions have salary/benefit costs that in most cases remain fixed regardless of the number of student days.
- Other savings that may not be able to be quantified consist of opportunities for IT, maintenance and custodial staff to complete bigger projects on non-instructional days when students are not in the building. Other savings may also result from more staff being able to car pool as multiple Divisional meetings will be able to be scheduled on the same day.

Transportation Considerations

Granum and Stavely students currently have longer school days than the other LRSD schools as they are 'commuter schools'. In these areas buses pick up all students (elementary and high school) in the school boundary areas and transport them to the elementary school where the high school students switch to the high school bus and get transported to the high school in a secondary community. If LRSD moves to a 4-day school week, LRSD should consider arranging for Granum and Stavely to have their own transportation otherwise the school day may be too long and be detrimental to the learning experience.

GRANUM AND CLARESHOLM

Currently junior and senior high school students living in the Granum School boundary ride the bus to Granum School and then catch a commuter bus to WCCHS in Claresholm. There are two Granum bus routes plus one Granum-WCCHS transfer bus.

Presently the longest Granum School student bus ride is 59 minutes. In a 4-day school week scenario, if no additional buses were added (and the two current routes become a sole WCCHS-Claresholm route and a sole Granum School route) the longest bus ride for a Granum School student would increase to 76 minutes.

Presently the longest WCCHS (Granum catchment area) student bus ride is 98 minutes. In a 4-day school week scenario, if no additional buses were added (and the two current routes become a sole WCCHS-Claresholm route and a sole Granum School route) the longest bus ride for a WCCHS student from the Granum catchment area would be 80 minutes.

A sole Granum School route becomes a longer route, increasing ride times for elementary school students. A sole WCCHS route from the Granum catchment area becomes a more efficient route, decreasing ride times for junior and senior high school students.

Granum School Student		WCCHS Student from Granum catchment area	
Current Longest Ride	4DSW Longest Ride	Current Longest Ride	4DSW Longest Ride
59 minutes	76 minutes	98 minutes	80 minutes

Granum

Financial impact per day

Presently

GR01	3.75 hrs	125 km	\$ 89.06
GR02	5.0 hrs	230 km	\$ 118.75
			\$ 207.81

Proposed

GR01	4.0 hrs	150 km	\$ 95.00
CLA10	4.5 hrs	190 km	\$ 106.88
			\$ 201.88

Difference \$ 5.93

Granum

Ride Times

Presently

Longest to Granum = 59 minutes
 Most of the student ride times would increase

Proposed

Longest to Granum = 76 minutes

Presently longest ride to WCCHS = 98 minutes

Proposed longest ride to WCCHS = 80 minutes

STAVELY AND NANTON

Currently junior and senior school students living in the Stavely School boundary ride the bus to Stavely School and then choose to be transported to JTF in Nanton or WCCHS in Claresholm. There are currently four Stavely School routes and an additional two transfer routes: one to Nanton and one to Claresholm.

In a 4-day school week scenario, Stavely area junior and senior high students would no longer be able to choose which high school they would like to attend. For transportation efficiencies students living south of TWP Road 142/Hwy 527 would attend WCCHS while students living north of this boundary line would attend JTF. The impact on currently enrolled students would mean that 16 students would no longer have busing provided to their school of choice as 8 students currently living south of Hwy 527 are choosing to attend JTF and 8 students living north of Hwy 527 are choosing to attend WCCHS.

Presently the longest Stavely School student bus ride is 93 minutes. If we moved to 3 Stavely routes for elementary and Stavely School had its own bus system for K-6 students, the longest student bus ride would be 90 minutes.

Presently the longest WCCHS (Stavely catchment area) student bus ride is 81 minutes. If the current routes were adjusted to a sole WCCHS-Claresholm route for those junior and senior high school students living south of TWP Road



142/Hwy 527, the longest bus ride for a WCCHS student from the Stavely catchment area would be 93 minutes.

Presently the longest JTF (Stavely catchment area) student bus ride is 75 minutes. If the current routes were adjusted to a sole JTF-Nanton route for those junior and senior high school students living north of TWP Road 142/Hwy 527, the longest bus ride for a JTF student from the Stavely catchment area would be 128 minutes.

Stavely School Student		WCCHS Student from Stavely catchment area		JTF Student from Stavely catchment area	
Current Longest Ride	4DSW Longest Ride	Current Longest Ride	4DSW Longest Ride	Current Longest Ride	4DSW Longest Ride
93 minutes	90 minutes	81 minutes	93 minutes	75 minutes	128 minutes

Stavely

Financial impact per day

<u>Presently</u>				<u>Proposed</u>			
.01	4.5 hrs	168 km	\$ 106.88	STA 02	5 hrs	220 km	\$ 118.
.02	4.25 hrs	175 km	\$ 100.94	STA 03	3.75 hrs	120 km	\$ 89.
.03	4.5 hrs	192 km	\$ 106.88	STA 04	3.75 hrs	120 km	\$ 89.
.04	5 hrs	215 km	\$ <u>118.75</u>	New WCCHS route	4.5 hrs	192 km	\$ 106.
			\$ 433.45	New JTF Route	5.75 hrs	290km	\$ 136.
				Plus one extra bus fuel, etc			\$ <u>80.</u>
							620
				Difference			(186.86)

Stavely

Ride Times

<u>Presently</u>	<u>Proposed</u>
Home to STV school = 93 minutes	Home to STV school = 90 minutes
Home to JTF school = 75 minutes	Home to JTF school = 128 minutes
Home to WCCHS school = 81 minutes	Home to WCCHS school = 93 minutes

PINCHER CREEK

In an agreement with Holy Spirit School Division, we provide transportation for students of St. Michael's School (St. Mike's) in Pincher Creek. We submit the transportation grant application on behalf of both LRSD and St. Mike's students, and receive funding to transport students for the school year. In a 4-day school week scenario, we would need to continue providing transportation for St. Mike's students, at least for now. It is estimated that this would cost approximately \$2100 per day for the 23 LRSD non-instructional Fridays, resulting in costs to LRSD of \$48,300. We do not anticipate charging Holy Spirit School Division for these days, as the annual transportation funding from the province doesn't specify a number of transportation days.

If we were to run some buses on Fridays for St. Mike's, there would be the question of which drivers would get those routes, and we are not sure if our transportation routing software will accommodate students assigned to multiple routes (ie: Monday-Thursday route and a reworked St. Mike's route on Friday).

An additional complication is that on Fridays when LRSD students are in school, it will be a full day with dismissal at 3:30pm. St. Mike's, however, presently has a 1:30pm dismissal on Fridays. Because of route distances, there is not enough time to transport St. Mike's students home at 1:30pm and be back in time to run the routes a second time for LRSD students. Even if possible, this would double bus driver time and fuel costs. If the Board proceeds with a 4-day school week, St. Mike's will need to adjust their Friday dismissal time to be the same as LRSD schools on the Fridays when LRSD students attend school.

Opportunities

- Cost savings through the implementation of a 4-day school week could help the school division maintain programs, staff, and supports for students and operate within the resources provided.
- Other savings, which are unanticipated at this time, will result from greater efficiencies.

Risks

- The roughly 250 Hutterite Colony students may leave Livingstone Range School Division if a 4-day school week is implemented and instead shift to a congregated home school model. This could negatively impact funding and staffing in the school division.
- The Town of Pincher Creek may see students from Canyon Elementary School and/or Matthew Halton High School transfer to attend school at St. Mike's if LRSD implements a 4-day school week. A reduction in student enrollment will negatively impact funding.
- The approximately 123 First Nations students living on reserve currently attending LRSD schools may leave Livingstone Range School Division if a 4-day school week is implemented and instead attend school on reserve or other surrounding public school divisions. A reduction in student enrollment will negatively impact funding.
- Staff absences due to reasons not associated with division called meetings (medical/illness, etc) do not decrease and substitute costs remain higher than anticipated.

Professional Insights

Some costs are fixed and will not be impacted by a shift to a 4-day school week. Recognizing that LRSD cannot continually operate in a deficit budget, other cost-saving measures must be found if a shift to a 4-day school week does not occur. Other cost savings may result in larger class sizes, less flexibility and choice of student programming and less student support in the school division. With the implementation of a 4-day school week, we believe the Division should consider Stavely and Granum students having their own bus systems rather than the commuter system currently in place.

If a 4-day school week is implemented LRSD will:

- Create a schedule to shift as many meetings as reasonably possible to non-instructional days thus reducing the need for substitute staff coverage during instructional days.

- Work with union executives to encourage staff to schedule personal or medical appointments on non-instructional days or with the least amount of disruption to students as reasonably possible
- Prepare and plan for IT, maintenance and custodial staff to complete larger jobs on non-instructional days.

We believe that cost-savings as outlined in this section are reasonable estimates and a shift to a 4-day school week will provide a reduction in overall operating costs for the Division.

Staff Retention & Recruitment

Summary

Schools and Divisions that adopt a 4-day school week often find that staff are more satisfied with the flexibility it provides and this can reduce turnover rates. Additionally a 4-day school week can result in increased applicants for open positions and attract high quality staff who seek opportunities for greater work-life balance. Some staff, especially those just entering the profession, appreciate the longer weekends which provide more personal time and family time, potentially improving staff morale and retention. Increased staff retention and reduced absenteeism can result in financial savings allowing the Division to maintain programs and supports for students as well as continue to offer LRSD students lower class sizes and more individual attention.

The “Alberta is calling” campaign across Canada is resulting in more people moving to the province and Alberta’s K-12 education system is serving more students than ever before. Most of Alberta’s population growth is in urban areas. The increased demand for teachers in urban centers has resulted in fewer teachers available to work in rural settings like LRSD. Applications for open positions in LRSD have decreased dramatically in recent years. In LRSD we have had several teaching positions which are unfilled for long periods of time. Additionally, support staff recruitment has been difficult. Shifting to a 4-day school week would allow support staff opportunities to work an additional job on non-operational days if they choose to do so. This may be attractive to some employees.

Research

Research indicates that a 4-day school week may be attractive to recruit and retain staff. "In places where schools have made the change, school district leaders have marveled at the resulting spikes in applications from teachers and other job seekers. The number of teacher applications that we've received have gone up more than 4-fold..." ("The four-day school week: Research shows benefits and consequences", The Journalist's Resource, Sept. 6, 2023)

“Millennials Are Ready For a Four-Day Week,” Newsweek, April 22, 2024

- <https://www.newsweek.com/millennials-ready-four-day-work-week-1892191#:~:text=Millennial%20Support&text=Millennials%20outpaced%20all%20other%20age,general%20support%20for%20the%20idea.>
- Millennials outpaced all other age groups, with nearly three-quarters (74 percent) of those surveyed wanting reduced working hours. While the concept may not be as popular with older generations, younger folks in the millennial and Gen-Z brackets are likely to revolutionize the way we work, with businesses being encouraged to adapt to the needs of workers.

“Could a four-day work week unlock Gen Z talent?” ITN Business, December 2024

- <https://business.itn.co.uk/could-a-four-day-workweek-unlock-gen-z-talent/#:~:text=The%20findin gs%20of%20a%20recent,make%20jobs%20significantly%20more%20appealing.>

- As the workplace continues to evolve, one topic is generating considerable buzz: the potential of a four-day work week. The finding of a recent survey by Development Beyond Learning, a global leader in learning and development for early talent, reveals that 93 percent of Gen Z respondents see the four-day work week as a way to make jobs significantly more appealing.

“4-day school week impacts almost 900 school districts nationwide,” CBC News, August 7, 2023

- <https://www.cbsnews.com/philadelphia/news/4-day-school-week-impact-nationwide/>
- "The number of teacher applications that we've received have gone up more than 4-fold," Herl said. "I think this really needs to lead to a bigger discussion nationwide about, you know, what are we going to do to support the teaching profession." (Dr. Dale Herl, Independence School District Superintendent)

“More rural school districts are moving to a four-day week to attract and retain teachers,” CNN, Nicquel Terry Ellis, December 16, 2024

- https://www.cnn.com/2024/12/16/us/four-day-school-week-rural-districts?cid=ios_app
- Dale Herl, Independence School District superintendent, said attracting and retaining the best teachers was one of the key reasons the district moved to a four-day week in 2023. Before the change, the district struggled to hire experienced teachers, particularly in math, science and industrial technology, Herl said. Now, teacher applications are up 360% since 2023, the majority of applicants being veteran teachers, Herl said. The extended weekend is a draw because it gives teachers more work-life balance, he said.

Staff Snapshots

Snapshots represent a possible scenario for staff groups. The details are subject to change, should a 4-day school week come into effect.

- Administrative Assistants
 - We are looking at options to maintain current wages and compensation, and options for staff who choose to reduce hours voluntarily.
 - Required to work operational days (177 draft 2025-2026 compared to 198 operational days 2023-2024) but may voluntarily reduce FTE. Staff would work a similar number of hours, but reconfigured during the week.
 - Scheduled operational Fridays for professional development, staff meetings, etc. Potentially flexible end times for site-based (1:30pm) and Divisional (3:00pm). Potentially flexible in-person and virtual opportunities.
 - Opportunity for uninterrupted work time and increased professional development on Fridays.
- Bus Drivers
 - We are looking at options to maintain current wages and compensation, and options for drivers who choose to reduce hours voluntarily.
 - Continue to work according to Collective Agreement or contract. Required to drive instructional days (157 draft 2025-2026 compared to 180 instructional days 2023-2024). There are 8 scheduled instructional Fridays in the draft 2025-2026 calendar. Route times may be impacted with similar starting pick-up times in the morning and drop-off times moved 5-10 minutes later at the end of the day.

- Drivers work on scheduled non-instructional Fridays (ie: professional development, safety training, staff meetings, transport buses for service work). Drivers may be required to take extracurricular trips.
- Opportunities for more professional development and training.
- Child and Youth Care Workers
 - We are looking at options to maintain current wages and compensation, and options for staff who choose to reduce hours voluntarily.
 - Required to work operational days (177 draft 2025-2026 compared to 198 operational days 2023-2024) but may voluntarily reduce FTE. Staff would work a similar number of hours, but reconfigured during the week.
 - Scheduled operational Fridays for professional development, staff meetings, etc. Potentially flexible end times for site-based (1:30pm) and Divisional (3:00pm). Potentially flexible in-person and virtual opportunities.
 - May potentially offer online connections with students. Potential for documentation and data entry to occur on Fridays and provide more in-person time for students Monday-Thursday.
- Custodians
 - We are looking at options to maintain current wages and compensation, and options for staff who choose to reduce hours voluntarily.
 - Staff would work a similar number of hours on a similar schedule. Custodians would continue to work for extracurricular and community use.
 - Staff may shift their Friday hours to earlier in the day, depending on extracurricular and community use.
 - Opportunities for deep cleaning projects on Fridays with no students in the building.
 - This applies to LRSD-employed custodians. At this time, contracted custodians continue as per contract.
- Educational Assistants
 - We are looking at options to maintain current wages and compensation, and options for staff who choose to reduce hours voluntarily.
 - Required to work operational days (177 draft 2025-2026 compared to 198 operational days 2023-2024) but may voluntarily reduce FTE. Staff would work a similar number of hours, but reconfigured during the week.
 - Scheduled operational Fridays for professional development, staff meetings, etc. Potentially flexible end times for site-based (1:30pm) and Divisional (3:00pm). Potentially flexible in-person and virtual opportunities.
 - May potentially offer online literacy and numeracy enrichment with students.
- Family School Liaison Counsellors
 - We are looking at options to maintain current wages and compensation, and options for staff who choose to reduce hours voluntarily.
 - Required to work operational days (177 draft 2025-2026 compared to 198 operational days 2023-2024) but may voluntarily reduce FTE. Staff would work a similar number of hours, but reconfigured during the week.
 - Scheduled operational Fridays for FSL consult meetings, professional development, school staff meetings, etc. Potentially flexible end times for site-based (1:30pm) and Divisional (3:00pm). Potentially flexible in-person and virtual opportunities.
 - FSLs would have 9-10 more days in schools with students as case consultations are moved to Fridays. May potentially provide online counselling sessions and connect

virtually with students that need support. Counselling documentation and data entry could occur on Fridays thus providing more in-person time for students Monday-Thursday.

- Teachers
 - Wages and compensation remain the same, as per the Collective Agreement
 - Draft 2025-2026 calendar has 157 full instructional days (compared to 180 in 2023-2024) and 177 operational days (compared to 198 in 2023-2024). Continue to provide up to 916 instructional hours. Continue to have assignable time limit of 1200 hours. Limited Time Free From Instruction during the 4 instructional days. Teachers would work a similar number of hours, but reconfigured during the week.
 - Scheduled non-instructional Fridays for professional development, staff meetings, etc. Potentially flexible end times for site-based (1:30pm) and Divisional (3:00pm) professional development. Potentially flexible in-person and virtual opportunities at appropriate times. Non-operational Fridays is Time Free From Instruction.
 - May provide greater continuity for students when teachers remain in the classroom more often during the 4 days, as professional development and other meetings are shifted to Fridays. Could result in less sub planning. Potential for more staff collaboration time on Fridays.

Opportunities

- Increased professional development opportunities for staff resulting in better trained staff and higher quality classrooms
- Increased candidate applications for open positions

Risks

- Perception of teaching staff losing Time Free From Instruction (TFFI)
- Although the teaching time Monday to Thursday is only slightly longer than it is currently; some staff may feel more stressed by the additional time
- If some staff were able to voluntarily reduce hours, they would not get the benefits of Friday professional development and improved capacity
- Perceived negative financial impact on support staff
- Negative perception and community backlash. If not communicated effectively and implemented carefully, a 4-day school week could lead to negative perceptions among parents and community members, eroding trust and support for the school division and for school-based staff.

Union Executive Feedback

As it relates to a potential staff in a 4-day school week scenario, feedback from union executives reveals the following themes:

- **Impact on support staff.** There is concern for salary reductions and potential job loss for support staff.

- **Impact on bus drivers.** Executives from bus driver unions are concerned about wage decreases, longer days, increased workload, and Friday professional development when Pincher Creek drivers may need to drive for St. Mike's school.
- **Professional development.** Union executives want to ensure staff have appropriate opportunities for professional development.

Sources: ATA Local #14 in-person session (4 representatives), CUPE Local 2133 in-person session (3 representatives), Pincher Creek & Lundbreck Bus Drivers in-person session (3 representatives), Willow Creek School Bus Drivers Association in-person session (3 representatives).

[See Appendix H: Union Executives Feedback](#)

Staff Feedback

As it relates to a potential staff opportunities in a 4-day week scenario, staff feedback reveals the following themes of potential benefits:

- **Enhanced staff wellness and work-life balance.** A well-implemented 4-day school week has the potential to improve staff well-being and work-life balance, leading to reduced stress, increased job satisfaction, and improved retention.
- **Increased collaboration and professional development.** Staff were interested in the potential for collaboration, planning, and professional development on Fridays, which could lead to improved teaching practices and greater curriculum alignment.
- **Enhanced recruitment potential.** School administrators in particular expressed that a 4-day school week could be an attractive incentive for potential new hires, particularly younger educators who prioritize work-life balance and flexibility.

Top benefits expressed by staff role:

- **Administrative Assistants.** Increased prep and uninterrupted work time; improved work/life balance; operational efficiencies; professional development
- **Bus Drivers.** No perceived benefits; increased family time; potential cost savings; long weekend
- **Child and Youth Care Workers.** Improved workload balance; improved work-life balance; no perceived benefit
- **Custodians.** Improved workload balance; no changes for this group
- **Division Office/IT/Maintenance Staff.** Improved work-life balance; improved work efficiencies; professional development
- **Educational Assistants.** Improved workload balance; improved work-life balance; more PD opportunities; operational efficiencies
- **Family School Liaison Counsellors.** Improved workload balance; more time with students; improved staff wellness
- **School Administrators.** Collaboration time; operational efficiencies; improved work-life balance; professional development
- **Teachers.** Improved work-life balance; increased collaboration time; potential improved student attendance; improved mental health; no perceived benefits.

As it relates to a potential staff opportunities in a 4-day school week scenario, staff feedback reveals the following themes of potential concerns:

- **Increased workload and reduced Time Free From Instruction (TFFI).** Staff are concerned that a 4-day school week could lead to increased workload, reduced TFFI during instructional days, and heightened stress. This could lead to burnout, decreased job satisfaction, and increased staff turnover.
- **Financial impact on support staff.** Support staff are extremely concerned about the perception of reduced hours and therefore reduced income, leading to financial hardship and potential loss of valuable staff members.
- **Potential student learning loss.** Staff comments express concern about the potential negative impact on student learning, with a 3-day weekend and potential fatigue due to longer school days.

Top concerns expressed by staff role:

- **Administrative Assistants.** Insufficient time for workload; compensation, pension
- **Bus Drivers.** Wages/compensation; job security; workload
- **Child and Youth Care Workers.** Not enough time with students; wages/compensation
- **Custodians.** Impact on Friday schedule for this group; wages/compensation
- **Division Office/IT/Maintenance Staff.** Impact on staff schedule; application to Div Office/IT/Maint staff
- **Educational Assistants.** Wages/compensation; job security; workload; impact on work/life balance
- **Family School Liaison Counsellors.** Wages/compensation; insufficient time for workload
- **School Administrators.** Insufficient time for curriculum; staff burnout; Friday schedules; no perceived concerns
- **Teachers.** TFFI and increased workload; impact on support staff; attracting substitute teachers; impact of longer school days; Fridays as PD

Staff survey comparisons from May and from November show an overall decrease in support for a 4-day school week, decrease in a 4-day school week’s influence to keep staff working in the Division, and decrease in staff’s belief that a 4-day school week would influence new staff recruitment to LRSD. Overall, school administrators and teachers are the most in-favor groups, while bus drivers, custodians, CYCWs, and EAs are the least in-favor groups.

Role	Respondents		Support		Retention		Recruitment	
	May	Nov	May	Nov	May	Nov	May	Nov
Admin Asst	14	10	48%	35%	40%	41%	48%	36%
Bus Driver	27	23	37%	19%	40%	27%	31%	15%
CYCW	2	8	35%	33%	34%	38%	45%	39%
Custodian	8	5	42%	30%	53%	41%	47%	42%
Div Off/IT/Maint*	n/a	11	n/a	52%	n/a	53%	n/a	57%
EA	61	48	41%	35%	40%	41%	44%	36%
FSLC	12	13	57%	42%	52%	52%	65%	48%

Role	Respondents		Support		Retention		Recruitment	
School Admin	20	23	66%	51%	69%	60%	74%	69%
Teacher	128	130	64%	51%	60%	53%	65%	55%
TOTAL:	272	302↑	Av: 57%	Av: 43%↓	Av: 54%	Av: 48%↓	Av: 59%	Av: 47%↓

*Division Office/IT/Maintenance staff did not participate in the May survey

Sources: Staff 4-Day School Week Survey May 2024 (272 responses), Nov 2024 Staff Survey | 4-Day School Week (302 responses), Divisional Day staff in-person sessions (220 participants), Division Office staff in-person session (8 staff), email from staff (9).

[See Appendix C: Staff Feedback](#)

Professional Insights

Although LRSD staff surveys indicate that they do not believe that a shift to a 4-day school week would help with staff recruitment and retention, Division administration feels that shifting to a 4-day school week will increase the number of applicants for all of our open positions. Division administration has looked into the research on 4-day school weeks and believes that for younger staff entering the profession a 4-day school week is an attractive recruitment and retention tool. Looking to the future, the research indicates that those adults who make up Gen Z and Millennials brackets will find the 4-day school week more appealing than the traditional 5-day school week.

We believe that professional development opportunities for all staff will increase with the implementation of a 4-day school week. By shifting many professional development sessions and divisional committee meetings to non-instructional days more staff will be able to regularly attend these training sessions. As staff have increased opportunities to collaborate with their colleagues and attend professional development we believe that their collective efficacy will increase and lead to greater staff retention and recruitment.

There appears to be a worry from support staff groups that their wages/compensation will be reduced in a shift to a 4-day school week. Reducing staff wages and compensation in a shift to a 4-day school week would no doubt create more budget efficiencies however, it would not result in a greater ability to attract and retain support staff. Throughout the exploration of a 4-day school week we have consistently stated that support staff wages/compensation would not be negatively impacted. If the Board decided to move ahead with the implementation of a 4-day school week more communication and reassurance would need to be relayed regarding support staff wages and compensation.

Childcare

Summary

Overwhelmingly, childcare is the priority issue for families, when LRSD is considering a 4-day school week. In every in-person engagement session, childcare emerged as a main topic. Out of 103 parent emails, 47 (46%) expressed concerns about childcare availability and affordability. Livingstone Leaders students expressed concern for families who would need childcare, and Regional School Council members who may not themselves require childcare, knew it would be potentially difficult or even impossible for families to find childcare.

CURRENT CHILDCARE LANDSCAPE

Parents of current Kindergarten to Grade 5 students were surveyed in November 2024 to help us understand the current childcare needs, access, and obstacles. The data reveals:

- More than one-third of families do not require childcare at all.
- The percentage of families who currently use licensed child care seems low, but that is likely due to lack of availability coupled with age limits on licensed child care. Most families with K-Gr 5 students are using family/friends or rearranging their work schedules to accommodate non-instructional days.
- Approximately the same amount of families who currently need non-instructional day childcare would also need Friday childcare in a 4-day week scenario, while fewer families would need before- and after-school childcare for some reason.
- Most families who anticipate needing childcare in a 4-day school week scenario would prefer licensed child care. However, licensed child care typically isn't available in the same way for school-aged children. The Alberta Government Affordability grant does not apply to school age children. This makes offering childcare less affordable for both providers and families who don't qualify for subsidy.
- A high percentage (72.5%) of families would not need preschool (age 0-4) childcare in September 2025.
- Obstacles to childcare are mainly availability and affordability. The discontinuation of the government's space-creation grant (which allowed childcare providers to access funding to purchase supplies and equipment required to start a childcare program) adds to this challenge.

Source: *Childcare Need Survey - Parents K-Gr 5 (597 respondents)*

[See Appendix E: Parent Feedback](#)

From a Childcare Discovery Survey administered by Leanne Feller (Early Learning/Inclusive Learning) we learned that licensed facilities in our communities have waitlists that vary from no waitlist to 120 children on a waitlist. If LRSD moved to a 4-day school week in the 2025-2026 school year, 77.8% of childcare facilities would **not** be able to accommodate additional children in their childcare programs.

Over half of licensed facilities in our area would potentially be interested in expanding their program to accommodate more school-aged children. While only 22.2% of providers feel they could hire trained staff if they wanted to expand programming, 77.8% of providers would consider hiring trained LRSD staff with a minimum level 1 ECE certificate for before- and after-school and Friday childcare.

One provider is interested in the possibility of expanding their childcare programs to several communities in our catchment areas. One is interested in expanding in their home community, and another one is actively pursuing the expansion of a variety of childcare options through Jordan's Principle in their home community,

Only 25% of providers feel they could hire trained staff if they wanted to expand programming, but 75% of providers would consider hiring trained LRSD staff with a minimum level 1 ECE certificate for before- and after-school and Friday childcare, and/or high school students.

Source: Childcare Discovery Survey (9 respondents)

Opportunities

- Potential to help address childcare availability issues in our communities and be seen as an active community partner.
- Potential for High School students to receive credit for work experience and/or complete their Level 1 ECE certification.
- Possibility of LRSD support staff completing their Level 1 ECE training on Professional Development Days in order to obtain extra hours of work on Friday's or before and after school care.
- Partnerships with existing providers who would be willing to expand their programs if space was available in LRSD schools in our communities.

Risks

- Parents who may be left without childcare options may remove their children from enrolment in LRSD schools for other school options (neighboring school divisions, virtual school, home education, etc).
- Parents may see a move to a 4-day school week – when there is known childcare scarcity in our communities – and voice concerns through protests, social media, demonstrations, and not re-electing the incumbent Trustees.
- Some comments from parent emails indicate they may choose to move their children to a different jurisdiction if LRSD proceeds with a 4-day school week, because of Friday childcare.
- Support staff, if working for childcare providers on non-instructional days may not receive the professional development opportunities desired in a shift to a 4-day school week.

Parent Feedback

As it relates to childcare, feedback from parents reveals the following themes:

- **Childcare availability.** Parents have voiced many concerns regarding childcare if the school week is changed to four days. The most common concern is the lack of available childcare on Fridays. Many parents noted that their communities already had a shortage of childcare and that adding all the children who would need care on Fridays would exacerbate this problem. In some cases, parents noted that they had to put their children on waiting lists for childcare before they were even born.
- **Childcare affordability.** Many parents who work full-time jobs are worried about how they will be able to afford an extra day of childcare each week. Some stated that the cost of childcare could be the difference between being able to pay their bills or not. Others noted that childcare subsidies are not available for school-aged children. Some parents stated that they may have to reduce their working hours or quit their jobs to accommodate the four-day school week.
- **Childcare quality.** Parents are also concerned about the quality of childcare that will be available on Fridays. Some worry that their children will be unsupervised or that they will have to rely on unlicensed day homes or high school students to provide care.

Of the 103 parents who submitted email feedback, 47 (which is 46% of respondents) mentioned childcare as an issue. Of the 20 comments shared related to our Facebook posts, 5 (which is 25% of commenters) mentioned childcare as an issue.

Granum School Parent Perspective

As it relates to childcare, feedback from Granum School parents reveals the following themes:

- **The most challenging part of a 4-day school week is childcare.** 7 out of 16 (46.67%) respondents said they do not require childcare. 5 out of 16 (33.33%) access Little Leaders Learn and Play childcare located in Granum School. 3 out of 16 (20%) of respondents have family or friends provide childcare. Parents commented that childcare will likely be a challenge for families at other schools.

Sources: *Granum School Parent Perspective Survey (16 responses).*

[See Appendix E: Parent Feedback](#)

Indigenous Partners Perspective

Indigenous education partners identify childcare as a significant obstacle for families living on reserves, where daycare programs are already at capacity and difficult to access. They anticipate a 4-day school week would further strain these resources, potentially forcing parents to miss work or leave children unsupervised.

Professional Insights

Although childcare providers have expressed that they are having difficulty obtaining and retaining staff for their childcare programs in our communities, there are potential opportunities for LRSD to provide

professional learning and certification to teens in our schools, or to existing LRSD support staff to increase capacity and employee pools.

While several childcare providers have expressed their willingness to expand their programs if space and funding could be provided, it is felt that childcare for 5-12 year olds on non-school days could potentially be provided in LRSD schools with minimal start up costs if our facilities and equipment was utilized.

Hutterite Colonies

Summary

Livingstone Range School Division has thirteen Hutterite Colony Schools with approximately 250 students total. Students on Hutterite Colonies have English school with an LRSD teacher, as well as German school with a Hutterian German teacher. With a very structured lifestyle, Hutterite parents and leaders see value in keeping things the same. A move to a 4-day school week would hugely impact every aspect of Colony life and tradition. Changes to English school would mean changes to Colony schedules and would require approval by the Church.

Unanimously, Hutterite Colony leaders and parents oppose a 4-day school week and have requested an exemption be made for them in consideration of their particular context.

The vast majority of colony staff are also opposed to the 4 day school week as they believe that missing one day a week of English instruction will be detrimental to their students' learning.

Opportunities

- A 4-day school week would allow for increased collaboration between colony staff who work isolated from one another.

Risks

- The roughly 250 Hutterite Colony students may leave Livingstone Range School Division if a 4-day school week is implemented and instead shift to a congregated home school model. This could impact funding and staffing in the school division.
- These EAL students could potentially show a decrease in the English language/reading proficiency as they will now only be exposed to the English language 4 days per week.

Hutterite Feedback

The concerns of Hutterite Colony leaders, German teachers, and parents reveal the following themes:

- **Disruption to Colony life and tradition.** The daily structure of a Hutterite Colony is deeply rooted in religious practice and tradition.
- **Importance of German language and culture.** The Hutterites value their cultural heritage and are concerned that a 4-day school week would infringe on the time dedicated to German language and cultural instruction.
- **Concerns about education quality.** There is widespread apprehension that a 4-day school week would negatively impact the quality of education their children receive. In addition, a 3-day

weekend is perceived as detrimental for students learning English as an additional language who need consistency.

- **Student well-being and supervision.** Parents and leaders are concerned about a longer school day leading to student fatigue and reduced learning capacity. There is also a significant challenge to adequate supervision for children on Fridays if there is no school.

Sources: Hutterite leaders in-person sessions (21 individuals), Hutterite Colony LRSD staff in-person sessions (31 teachers and EAs), German teacher surveys (10), and handwritten letters from parents (19).

[See Appendix F: Hutterite Colony Feedback](#)

Professional Insights

LRSD could consider providing an EA on Fridays to allow Hutterite Colony students to continue attending school with an LRSD staff member present. The teacher could participate in professional development however, the EA would not be able to participate in professional development on the non-instructional Fridays as they would be supervising students. Staff on Colonies may be able to participate in professional development at other times such as Hutterite Colony religious holidays.

Conclusion

The Board of Trustees strategically outlined the project scope, engagement objectives, and timeline for the 4-day school week exploration. They determined three criteria for consideration: would a 4-day school week be in the best interest of 1) student success, 2) budget efficiencies, and 3) staff retention and recruitment. They resolved to engage, from May to November 2024, parents/guardians of current LRSD students, staff, indigenous partners, students, parents/guardians of pre-school children who may be impacted, and community groups; additionally they engaged union executives. The Trustees provided stakeholders with extensive detailed information – prepared by senior administration and division office staff – about what a potential 4-day school week might look like, in order for stakeholders to be as informed as possible.

The Trustees have done what they set out to do, and what they promised stakeholders they would do.

Now, Trustees must consider the extensive data as they make a decision about a 4-day school week in Livingstone Range School Division.

During the staff stakeholder engagement sessions a staff member asked, “If the Division doesn’t move to a 4-day school week then what happens?” This is a very important question. While the original idea for a 4-day school week may have come from a parent calendar survey, four years later the picture of public education demands more than calendar changes for family preference.

For several years, inadequate funding from the provincial government has necessitated reductions in staffing and program supports. The Division has experienced larger class sizes, more combined grades and increased virtual school course offerings. Additionally, LRSD has sought other sources of revenue by increasing our International Student numbers, increasing summer school participation and applied to Jordan’s Principle for increased funding to support our students.

If LRSD does not shift to a 4-day school week we must consider what will be done to balance the budget, provide staff with quality professional development, and offer programming and supports that contribute to student success. The question becomes what is best to do when resources are scarce and do not provide the level of funding required. Much fiscal trimming has been done already so the Board will need to consider the pros and cons of other decisions such as:

- Submit deficit budgets to Alberta Education for as long as they allow it
- Reduce FSL support provided by LRSD schools
- Increase class sizes
- Increase combined classes
- Increase virtual school course offerings and reduce the number of in-person high school classes
- Increase staff operational days to 200 days to maximize professional development time
- Increase teacher instructional time to be closer to the maximum allowable at 916 hours/year
- Provide staff less professional development and collaboration opportunities

In conclusion, due to financial constraints in the education domain, difficult decisions need to be made. The considerations of a 4-day school week are complex and nuanced and must be weighed against LRSD’s guiding vision of ‘Every student, every day.’

Appendix A: Developing Project Scope & Engagement Objectives Report

CONTENTS:

- Developing Project Scope & Engagement Objectives report

4-Day School Week: Developing Project Scope & Engagement Objectives

Board of Trustees Facilitated Session March 11, 2024

Executive Summary

The Livingstone Range School Division Board of Trustees is considering moving the Division to a 4-day school week. During a facilitated session on March 11, 2024 the Trustees developed the scope and engagement objectives that will guide the decision-making process over the next 11 months.

The Trustees will engage stakeholders during the 2024 calendar year to determine if a 4-day school week is in the best interest of student success, budget efficiencies, and staff retention and recruitment. The Trustees will make a decision before the February 2025 calendar approval meeting and will implement any changes beginning in the 2025-2026 school year.

The Board of Trustees will engage stakeholders at the inform, consult, and involve levels of the IAP2 Engagement Spectrum with the intent to understand perspectives and concerns so that a decision reflects the feedback of internal and external stakeholders.

Project Scope

The Board of Trustees developed a Project Scope Statement:

The Board of Trustees will decide if implementing a 4-day school week is in the best interest of student success, budget efficiencies, and staff retention and recruitment.

The following ideas and considerations went into the development of the above Project Scope Statement.

1. What problem are we trying to solve?

- Save Money
- Mental/Wellness benefits
- Recruitment & Retention of Staff
- Innovation (for students & Staff)
- Changes in structure of workplaces
- Possible parents' workforce changes
- Decrease absenteeism
- More stable calendar
- Consistency among schools

2. Who is the final decision-maker?

- Trustees are the final decision-makers
- Senior Admin's recommendation is supported

3. Why do we want stakeholder engagement?

- Buy-in from our staff/students/parents/families
- Attract & retain staff
- Communication – 2 way street
- Good relationships with stakeholders
- Understand perspective and gather real perspective
- It effects the them most
- Understand fears
- Gathering the real perspectives – a driver of a decision
- Sure we have support of the parents to have the support of the students
- Know the staff opinions
- Childcare issues
- Understand how people are feeling
- Identify things that we may not have considered
- Clear up misinformation

4. Who are our stakeholders?

- Parents/guardians
- Grandparents
- Students
- Teachers
- EA's
- Admin Assistants
- Bus Drivers
- Early Learning
- Daycares
- Apprenticeship Programs/RAP/Green Certificates
- Division Staff
- Elders
- Indigenous Partners
- Contractors for services – Janitors, snow removal
- Political Partners – MLA
- Unions/ATA
- Business Community/Chamber of Commerce
- Social Services – FCSS/kids first
- Recreation Boards
- Parent Council
- Community school volunteers/individual volunteers
- Employers of Youth

- Real estate agents
- Outside supports – (SLP/OT) support our schools

5. What is our timeline?

- Engage in 2024
- Make decision before February 2025 calendar approved
- Implement in 2025-2026 school year
- Financial implementation may not be fully in place (financial gains may not be until subsequent school years)
- Consider stakeholder changes over time
- Do not leave this for a different future board to implement

6. What will success look like and feel like for this project?

- We feel secure in our decision – it was the right decision
- We feel confident that it was the right decision
- We’ve had engagements that have given us good info
- We made the decision in best interest of the front-line stakeholders (parents, students, staff)
- We feel satisfied in going to a new level
- We feel relief!
- We kept the community informed & involved
- We are saving money
- There is an understanding of decision
- The decision was not about Trustees
- We see retention and acquisition of staff

7. What are the negotiables and non-negotiables for this project?

Negotiables	Non-Negotiables
Entire Division or pockets	Bus routes
Academies/dual credit	Calendar - true 4-day week
Indigenous partners & students	Operational requirements
Childcare - options	Alberta Education mandated hours
Students with supports	School-operated childcare
Bussing times/long day	Start & end day times
	Contracts transitions
	ATA/union contract
	Financial implications to save money

	Entire Division or pockets
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Defining Engagement

The Board of Trustees developed the following Engagement Objective Statements:

- The Board of Trustees will involve **parents/guardians** to ensure their perspectives and concerns are understood, considered, and reflected in our decision.
- The Board of Trustees will consult **staff** to understand and acknowledge their perspectives and concerns and provide feedback on how their input influenced the decision.
- The Board of Trustees will consult **Elders and indigenous partners** to understand and acknowledge their perspectives and concerns and provide feedback on how their input influenced the decision.
- The Board of Trustees will consult **parents/guardians of daycare/early learning children** to understand and acknowledge their perspectives and concerns and provide feedback on how their input influenced the decision.
- The Board of Trustees will inform **students and community members** to provide an understanding of the proposal, process, and implications of the project. **Student leaders** will be consulted to understand and acknowledge their perspectives and concerns and provide feedback on how their input influenced the decision.

The following ideas and considerations went into the development of the above Project Scope Statement.

1. Engagement Spectrum

	-----> Complexity & Controversy of Project ----->				
	INFORM	CONSULT	INVOLVE	COLLABORATE	EMPOWER
PUBLIC PARTICIPATION GOAL	To provide the public with balanced and objective information to assist them in understanding the problem, alternatives, and/or solutions.	To obtain public feedback on analysis, alternatives, and/or decisions.	To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.	To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.	To place the final decision-making in the hands of the public.
	<i>1-WAY INFORMATION</i>	<i>RECEIVE FEEDBACK</i>	<i>RECEIVE INPUT & GATHER IDEAS</i>	<i>PARTNERING</i>	<i>PARTNERING</i>
PROMISE TO THE PUBLIC	We will keep you informed.	We will keep you informed, listen to and acknowledge concerns and aspirations, and provide feedback on how public input influenced the decision.	We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.	We will look to you for advice and innovation in formulating solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible.	We will implement what you decide.

2. Engagement Plan

INFORM	CONSULT	INVOLVE
Students, Community <ul style="list-style-type: none"> Website Social media Newsletters Opt-in email Distribution list Explainer video FAQs 	Staff <ul style="list-style-type: none"> Focus Group Survey Elders & Indigenous Partners <ul style="list-style-type: none"> Conversations Parents/Guardians of Pre-K <ul style="list-style-type: none"> Survey Virtual Meeting 	Parents/Guardians <ul style="list-style-type: none"> Regional School Council School Councils Focus group Virtual storytelling submissions Interviews Survey
Feedback email: 4dayweek@lrsd.ab.ca		

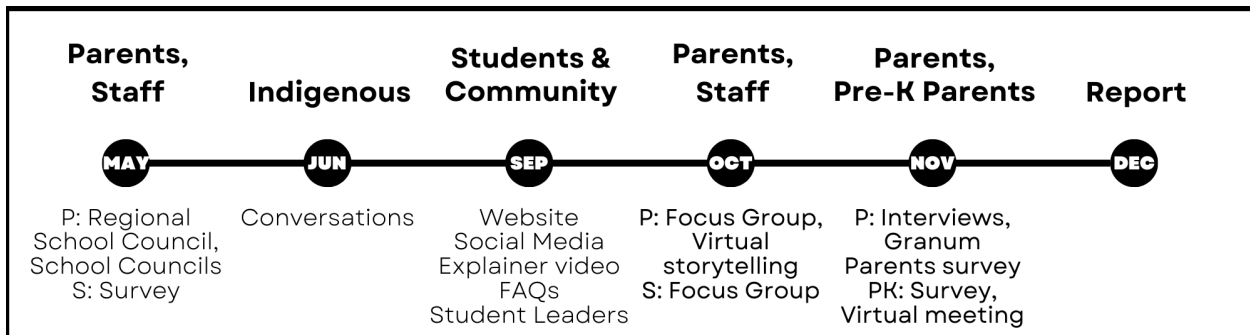
Other stakeholder groups to consider:

- CUPE
- Willow Creek Bus Drivers Association
- ATA
- Contracted custodians
- PBOE and KBE
- High school students (Livingstone Leaders and student leadership groups) at different level than Inform
- How to communicate with Colony parents

Rationale for not considering town hall meetings:

- Excessive staff resources required for 7 community meetings
- Information gained is not different or significant from other methods
- No more inclusive than other techniques proposed
- Attracts loud voices which may or may not be representative

3. Timeline



Appendix B: Communications & Resources

CONTENTS:

1. Web page www.lrsd.ca/4dayweek with 22 FAQs and potential school timetables
2. 4-day school week overview
3. Stakeholder Engagement Timeline
4. 9 Stakeholder Snapshots
 - a. Admin Assistants
 - b. Bus Drivers
 - c. Custodians
 - d. Child & Youth Care Workers
 - e. Educational Assistants
 - f. Family School Liaison Counsellors
 - g. Teachers
 - h. Students
 - i. Hutterite Colonies
5. Draft 4-day school week calendar for 2025-2026
 - a. Full (staff)
 - b. Simplified (parent)
 - c. Hutterite Colony full (staff)
 - d. Hutterite Colony simplified (parent)
6. Childcare Options handout
7. Media Releases:
 - a. "LRSD Will Explore a 4-Day School Week" (April 26, 2021)
 - b. "Trustees Continue to Explore 4-Day School Week" (December 20, 2023)
 - c. "Board of Trustees to Explore a 4-Day School Week Through Stakeholder Engagement" (April 24, 2024)
 - d. "Trustees Seek Stakeholder Feedback for 4-Day School Week" (October 23, 2024)
8. Media Publications:
 - a. "Livingstone Range looks at four-day school week" (Macleod Gazette, January 4, 2024)
 - b. "Livingstone Range moving forward with consultations on proposed four-day school week" (Nanton News, October 25, 2024)
 - c. "Child-care concerns rise amid LRSD's four-day school week proposal" (Shootin' the Breeze, November 27, 2024)

4-Day School Week

Thank you to all those who shared your perspectives about a 4-day school week.

The stakeholder engagement phase has now ended.

Any comments or feedback from December 9, 2024 onward will not be included in the report to the Board Trustees, to be presented in January 2025.

The Livingstone Range School Division Board of Trustees will decide if implementing a 4-day school week is in the best interest of **student success, budget efficiencies, and staff retention and recruitment.**

Trustees will consider the effect on student engagement, budgeting models, and stakeholder feedback to make a decision, likely in February 2025. If the decision is to move ahead with a 4-day school week, it is anticipated to begin in the 2025-2026 school year across the Division.

Overview



[DOWNLOAD OVERVIEW HANDOUT](#)

Where did this idea come from?

- Comments from parents on a November 2020 school year calendar survey showed interest in an adjusted school week
- Results of a March 2021 survey where 41% of parents and 49% of staff were in favor of exploring a 4-day school week
- Comments from an October 2022 school year calendar survey where 68% expressed interest in a 4-day school week

How will a decision be made?

The Board of Trustees will consider the effect on student engagement, will use budgeting models to look for projected efficiencies, and will gather stakeholder feedback. The Trustees will use this information to make the best decision in alignment with our Mission, Vision, and Core Values. It is anticipated that a decision will be made in February 2025. A final report will accompany the decision announcement.

What does a 4-day school week look like?

We are considering a true 4-day school week where students are in class 4 full days each week. Typically this is a Monday-to-Thursday schedule, but where there is a statutory holiday during the week students will be in class four days that week (with Friday

being a full day). Each day is lengthened by an average of 5-10 minutes (and with timetable efficiencies built in) to accommodate the Alberta Education requirements of annual hours. Teaching staff will work a fifth day approximately twice each month to effectively meet their professional responsibilities.

How can I get involved?

The Board of Trustees wants to understand and acknowledge stakeholders' perspectives and concerns. As part of our engagement plan the Division will reach out to these stakeholder groups between May and November 2024:

- Parents/guardians
- Staff
- Student leaders
- Elders and indigenous partners
- Union executives
- Parents/guardians of pre-kindergarten children
- Community members

Draft Calendar

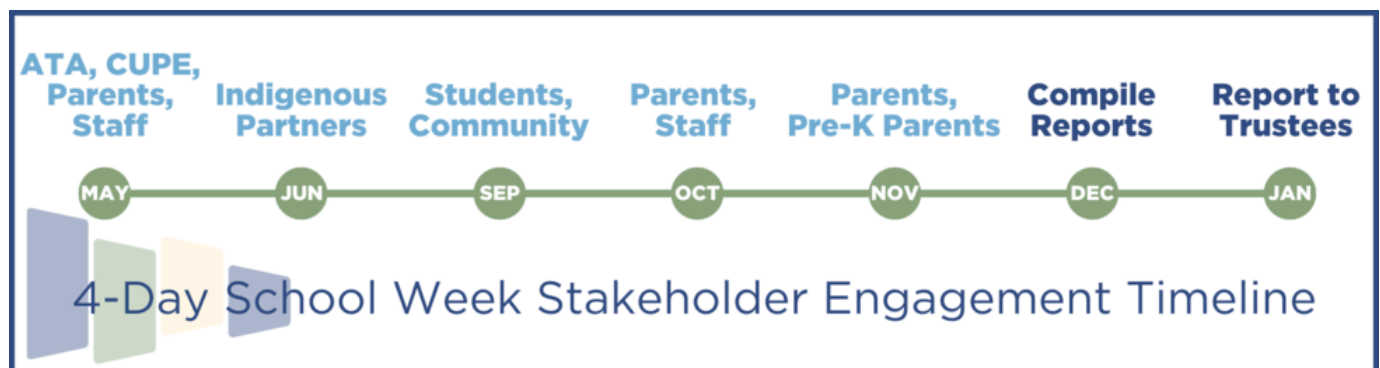
The potential draft 2025-2026 school year is designed to show staff and families what a likely 4-day school week schedule would look like. It is important to understand that the calendar is subject to change.

The Staff Calendar includes professional development, collaboration, and planning days. The Parent Calendar is simplified to show the days students attend school (green), statutory holidays (orange), winter and spring breaks (red), and the days students do not attend school (grey).

[STAFF CALENDAR \(FULL\)](#)

[PARENT CALENDAR \(SIMPLIFIED\)](#)

Stakeholder Engagement



"We want to be in conversation with our stakeholder groups and really listen to their thoughts and feelings. As a Board, it is important to us that parents, staff, students, indigenous partners, and the community are part of this process." -Lori Hodges, Board of Trustees Chair.

The Division is exploring this idea, not promoting it. The Trustees will seek feedback from stakeholder groups to understand their perspectives and concerns. This information, along with budgeting models and the effect on student engagement will be considered as the Board makes its decision, likely in February 2025.

Date	Stakeholder Group
May 2024	ATA, CUPE, Parents, Staff
June 2024	Indigenous partners
September 2024	Students, Community
October 2024	Parents, Staff
November 2024	Parents, Pre-Kindergarten Parents

In December 2024 we will compile reports of the feedback and share that with Trustees in January 2025.

We look forward to being in conversation with you!

Frequently Asked Questions (FAQs)

Our team is working hard to answer more of your questions. Check back soon for more information.

Where did the idea for a 4-day school week come from?

Comments from parents on a November 2020 school year calendar survey showed interest in an adjusted school week. The results of a March 2021 survey showed 41% of parents and 49% of staff were in favor of exploring a 4-day school week. In comments from an October 2022 school year calendar survey, 68% expressed interest in a 4-day school week. Because of this, the Board of Trustees requested information presentations from Superintendent Darryl Seguin in September 2021 and December 2023.

What approval from Alberta Education would be needed to change to a 4-day school week?

In the province of Alberta there is no minimum number of days students must attend school. Instead, the requirements are around instructional time which for elementary students (Grades 1-9) is 950 hours and for high school (Grades 10-12) is 1000 required hours of instruction each school year

Who will make the decision about a 4-day school week in LRSD?

The Board of Trustees will seek input from stakeholders and recommendations from senior administration to understand all perspectives. Then, the Board of Trustees will decide if implementing a 4-day school week is in the best interest of student success, budget efficiencies, and staff retention and recruitment. It is anticipated that this decision will be made in February 2025.

What factors are being considered around a move to a 4-day school week?

The Board of Trustees have identified three key factors related to a potential 4-day school week:

1. Student Success (effect on student engagement)

2. Budget Efficiencies (projected savings)
3. Staff Retention and Recruitment (effect on staffing)

In addition, the Trustees seek to understand the perspectives and concerns of stakeholders. This feedback will also be considered in the decision.

Is this idea driven by staff?

No. Originally, this idea came from parent calendar input survey comments. Subsequent surveys for parents and staff showed interest in looking at a 4-day school week. Trustees are considering the impact on students, families, and staff with the main criteria being whether it is in the best interest of student success, budget efficiencies, and staff retention and recruitment.

What is the timeline for considering and implementing a 4-day school week?

Since November 2020, the Trustees have been looking at available research and modeling regarding a 4-day school week. From May to November 2024, the Trustees will seek feedback from families, students, staff, indigenous partners, pre-Kindergarten parents, union executives, and community members. This information will be compiled and reported to the Trustees in January 2025. It is anticipated that the Trustees will make a decision in February 2025 whether or not to proceed with a 4-day school week.

If the decision is in favor, a 4-day school week would begin in the 2025-2026 school year in all schools across Livingstone Range School Division.

What are the potential effects of a 4-day school week for students?

Research about the effects of a 4-day school week in North America is both limited and inconclusive. However, in our local context we anticipate potential benefits such as:

- Increased student attendance. Presently LRSD students are absent on average 10% from Monday to Thursday and 14% on Fridays. These absences are for a variety of reasons. Some research suggests that better attendance results from the shift to a 4-day school week as families prioritize being at school for the four days and appointments could potentially be made for Fridays.
- Increased student engagement. Due to attendance and timetabling, students may be more actively engaged during the school day.
- Improved academic results and graduation rates. Some studies have shown increased student achievement as a result of a shift to a 4-day school week. This finding could be strongly correlated to the research around improved students attendance in a 4 Day School Week. Our belief is that if students miss less school and had increased teacher consistency due to meetings moved to Fridays, greater student achievement could result. *“Our results generally indicate a positive relationship between the four-day week and performance in reading and mathematics.”* (“Does Shortening the School Week Impact Student Performance? Evidence from the Four-Day School Week” , Anderson, D. Mark; Walker, Mary Beth, Education Finance and Policy, v10 n3 p314-349 Sum 2015)
- Increased transition rates to post-secondary or workforce after graduation. With greater academic results and more time in a student’s week for dual credit, work experience, and other opportunities, we would hope to see greater success in transitioning after high school.
- Improved school/home balance. Many parent comments have suggested that having their children home an additional day each week would provide greater opportunities for children to be involved in family activities such as agriculture, recreation, and vacations.

There is also an exciting opportunity to work with academic researchers to study the effects of a 4-day week on students, families, and staff. If implemented, we would be one of the first jurisdictions in Canada and there is great potential for contributing to post-secondary academic research.

Potential concerns for students in a 4-day school week scenario may include the following:

- Learning loss with a 3-day weekend, particularly for English as Additional Language learners and those who need additional support.
- Impact on vulnerable students, including those who need additional support or those with unsafe home environments or food insecurity.
- Negative impact on academic performance due to attendance shifting (missing full-day Thursdays) or stress.
- Lack of available childcare in local communities.

What would a 4-day school week look like for students?

We are considering a true 4-day school week where students are in class 4 full days each week. Typically this is a Monday-to-Thursday schedule, but where there is a statutory holiday on a weekday, students would be in school the other four days of the week (including a full day Friday).

A potential draft calendar for the 2025-2026 school year has 157 instructional days for students. For comparison, the 2023-2024 school year has 180 instructional days. Those days would be made up by increased instructional time each day (on average, it would be an increase of 5-10 minutes) and creating efficiencies in school timetables.

[STAFF CALENDAR \(FULL\)](#)

[PARENT CALENDAR \(SIMPLIFIED\)](#)

How will families with young children handle childcare when parents work 5 days per week?

[DOWNLOAD CHILDCARE OPTIONS HANDOUT](#)

We understand that childcare is a significant issue for families with young children. Of the eight communities in Livingstone Range School Division, six have local licensed childcare options that now have childcare capacity for children up to 12 years old. Potentially there may be expanded spots for Fridays. Other non-licensed options are also available.

The following list is provided for information purposes only; Livingstone Range School Division does not endorse these childcare providers and does not guarantee accuracy of this information. Contact providers for current details.

Claresholm

- Kids Zone (K-Grade 6)
- Monday-Friday: 6:30am-5:30pm
- Licensed-subsidy available

Crowsnest Pass

- Kids Kollege Nursery School (ages 3-5)
- Little Mountaineers Learning Centre (ages 19 months - 5 years)

Granum

- Little Leaders Learn and Play
- Currently creating programs for 19 months - 12 years
- Monday-Friday: hours to be determined
- Will be licensed with subsidy available

Fort Macleod

- Hand in Hand Child Care
- Before and After School Care (5-12 years old)
- Monday-Friday: 7:00am-6:00pm
- Licensed - subsidy available

Lundbreck

- Currently no licensed child care is available

Nanton

- Boys and Girls Club
- Before and After School Care (5-12 years old)
- Monday-Friday: 7:00am-5:30pm
- Licensed-subsidy available

Pincher Creek

- Pincher Creek Community Early Learning Centre
- Before and after school care (0-12 years old)
- Sage Location - currently working to provide before and after care
- Canyon Creek Location - Monday-Friday: 7:30am-5:30 pm
- Licensed - subsidy available

Stavely

Currently no licensed child care is available, although the Town of Stavely and Stavely FCSS are looking to partner with a provider.

Affordability grants and subsidies are available for licensed facilities.

<https://www.alberta.ca/child-care-subsidy>

Other Options

Licensed and non-licensed day homes may also exist in your community. Families may also find creative solutions to childcare issues, such as trading babysitting with friends and neighbours or arranging for high school students to babysit on Fridays.

How would a 4-day school week affect virtual school and outreach school students?

For about a year and a half, LRSD Pursuits Virtual School, MHHS Gateway School, and Walshe Crossroads Campus Outreach Program have operated on a 4-day school week schedule. This has been very successful for students and staff. Students of these learning communities would see no change.

How would a 4-day school week work at Hutterite Colony schools?

Students at Hutterite Colony schools would have their Livingstone Range School Division teacher for the 4-day school week schedule. Individual colonies would make arrangements for students on the Friday that would work best in their context.

Would individual schools have their own calendar, potentially with additional days off?

No. The divisional calendar would be the standard, and schools would not be able to modify or request additional days off.

Could we instead have a 5-day week and end the school year earlier in June?

Alberta Education sets the dates for diploma exams and provincial achievement tests (PATs). Because we cannot change those dates or administer those exams earlier in June, it is necessary to have a school calendar that includes the latest exam dates for students.

How would the school timetables change?

In a 4-day school week scenario, the four instructional days are lengthened by an average of 5-10 minutes. This is possible because of restructured timetable efficiencies such as fewer minutes between classes. A Division-wide timetable creates opportunities for streamlined timetables, as well as the potential of common virtual class blocks for some high school subjects.

Recesses and lunch breaks will still allow students time to use the bathroom, go outside, and eat their snacks or lunch.

- Potential Elementary timetable: 8:30am to 3:34pm (365 minutes of instruction) with two 12-minute recesses and 35 minutes for lunch.
- Potential Junior High School timetable: 8:30am to 3:33pm (365 minutes of instruction) with 3 minutes for class changes and 35 minutes for lunch.
- Potential High School timetable: 8:30am-3:36pm (385 minutes of instruction) with 2 minutes for class changes and 35 minutes for lunch.

Potential Elementary Timetable

8:30-9:10	Block 1	40 min
9:10-9:50	Block 2	40 min
9:50-10:30	Block 3	40 min
10:30-10:42	Recess	12 min

10:42-11:22	Block 4	40 min
11:22-12:02	Block 5	40 min
12:02-12:37	Lunch	35 min
12:37-1:17	Block 6	40 min
1:17-1:57	Block 7	40 min
1:57-2:09	Recess	12 min
2:09-2:49	Block 8	40 min
2:49-3:34	Block 9	45 min
	Total Instruction	365 min

Potential Junior High School Timetable

8:30-9:15	Block 1	45 min
9:15-9:55	Block 2	40 min
9:55-9:58	Class Change	3 min
9:58-10:38	Block 3	40 min
10:38-10:41	Class Change	3 min
10:41-11:26	Block 4	40 min
11:26-11:29	Class Change	3 min
11:29-12:09	Block 5	40 min
12:09-12:44	Lunch	35 min
12:44-1:24	Block 6	40 min
1:24-1:27	Class Change	3 min

1:27-2:07	Block 7	40 min
2:07-2:10	Class Change	3 min
2:10-2:50	Block 8	40 min
2:50-2:53	Class Change	3 min
2:53-3:33	Block 9	40 min
	Total Instruction	365 min

Potential High School Timetable

8:30-9:50	Block 1	80 min
9:50-9:52	Class Change	2 min
9:52-11:12	Block 2	80 min
11:12-11:14	Class Change	2 min
11:14-12:19	Advisory/Flex	65 min
12:19-12:54	Lunch	35 min
12:54-2:14	Block 3	80 min
2:14-2:16	Class Change	2 min
2:16-3:36	Block 4	80 min
	Total Instruction	385 min

How would a 4-day school week impact my child's bus route and times?

Students' school days would be lengthened by an average of 5-10 minutes on a 4-day school week schedule. We anticipated the morning pick-up times would remain nearly the same, with afternoon drop-off times being 5-10 minutes later than the current schedule.

A 4-day school week has the advantage of students being on the bus 20% less each week.

What impact would a 4-day school week have on athletic practices and tournaments?

Athletic practices can continue to be held on Monday through Thursday. Weekend tournaments within the Division and with teams outside the Division can also continue. Overall the number of Fridays that students are in school would be lower so that although student-athletes might miss more class time on instructional Fridays for tournaments, the number of Fridays they would be missing school would be fewer.

Families would typically be responsible for getting their student-athletes to the school for Friday and Saturday events, although bussing may be provided in some cases.

Is a 4-day school week about saving money?

While the Board of Trustees will consider cost-savings in the final decision about a 4-day school week, it is only one of the criteria. There likely will be budget efficiencies in a 4-day school week, but whether that alone is enough to operate a balanced budget remains to be seen.

Each year the Division plans for a balanced budget, which is becoming more difficult with the current model of government funding and the increasing costs for staff, supplies, infrastructure, and operational expenses. For years the Trustees have advocated to the provincial government for adequate, sustainable and predictable funding that will help us provide an excellent educational experience for 'Every student, every day.'

How would the Division ensure support for students with a 4-day school week?

We understand that for some students, the safety, nutrition, routine, and support of a 5-day school week are important for their well-being and success.

- School staff and counsellors would continue to be available during the school week to support and monitor student needs
 - We would continue to collaborate with community partners for complementary services (including Family Supports for Children with Disabilities, Alberta Mental Health, McMan services, Boys and Girls Club programming).
 - We would continue to provide additional take-home food items for students, as needed and as resources allow
 - We would continue to connect families with community resources
 - We would continue to monitor student academic progress, attendance, and well-being strategies in the best interest of student wellbeing and success.
-

What are the potential budget efficiencies of a 4-day school week?

As budgets become tighter for school jurisdictions in Alberta, finding cost savings is evermore important. There are potential budget efficiencies to be found in a 4-day school week, which are outlined below. Should the Trustees choose to proceed with a 4-day school week across the Division, a budget review process would determine actual cost savings. (Note: these estimates are based on current fuel and utility prices.)

Facility Savings

- With fewer lights on, less water used, and thermostats set at lower temperatures for Fridays when schools are not in use, utilities savings are estimated around \$50,000.
- Savings in custodial supplies for facility cleaning based on 21 fewer operational days is estimated to be between around \$5500.
- Less wear and tear on the facility could result in the facility lasting longer and less funds required to maintain.

Transportation Savings

- Students would be transported 23 fewer days, resulting in savings on school bus fuel of approximately \$69,000 savings.
- Less wear and tear on buses could result in repair and maintenance savings of approximately \$34,000 annually.

Staff Savings

- Moving Divisional meetings and professional development (such as Joint Health & Safety Committee; Professional Development Council; First Nations, Métis, and Inuit Working Committee. SIVA (Supporting Individuals through Valued

Attachments) training, Literacy & Numeracy Leads meetings, and Administrative Council) to non-instructional days could save approximately \$143,000 in substitute support staff and teacher costs. One study found that, “Although it is unclear whether the four-day week has reduced turnover, many school districts have reported fewer teacher absences after switching to the alternative schedule” (Chamberlin, Molly, and Jonathan Plucker. 2003. The four-day school week. Education Policy Briefs 1(2):1–3.)

- Moving teachers closer to the maximum 916 hours of instruction per year creates efficiencies that could potentially save up to \$247,800 per year.
- While we are looking to maintain compensation for all staff, some may voluntarily choose to reduce their hours, which could result in savings.

There are other potential savings that may not be quantifiable at this time.

Is the Granum School 4-day week a pilot for the entire division?

No. Granum School looked at multiple solutions to address declining enrolment in their community and ultimately the families voted to proceed with a 4-day school week. This happened independently of exploring a 4-day school week across Livingstone Range School Division.

In the case of a division-wide move to a 4-day school week, the Board of Trustees will make that decision based on their determined criteria of student success, budget efficiencies, and staff retention and recruitment; it will not be a stakeholder vote. As part of their broader engagement plan for the Division, the Trustees will consult with Granum families and staff in late 2024 to understand the initial impact of a 4-day school week for that community.

How might a 4-day week affect staff retention and recruitment?

Our staff are essential to the success of Livingstone Range School Division. One of the Trustees’ three criteria for evaluating a 4-day school week is the effect on staff retention and recruitment. As we consider staff scenarios, we understand that wages and compensation are a major factor for staff retention. We are looking at options to maintain current wages and compensation, and options for staff who choose to reduce hours voluntarily.

Our research indicates that a 4-day school week may be attractive to new staff.

“In places where schools have made the change, school district leaders have marveled at the resulting spikes in applications from teachers and other job seekers. The number of teacher applications that we’ ve received have gone up more than 4-fold...” (“The four-day school week: Research shows benefits and consequences” , The Journalist’ s Resource, September 6, 2023

<https://journalistsresource.org/economics/four-day-school-week-research/>

What is the impact of a 4-day school week on Livingstone Ski Academy?

We are proud of Livingstone Ski Academy (LSA) and this unique outdoor classroom opportunity for students. We are currently looking at the complexities of all our alternative programming (including LSA) related to student scheduling, third-party providers, and staff schedules. We will work closely with parents, staff, and contractors to find the best solution, should a 4-day school week be implemented.

Stakeholder Group Snapshots

Stakeholder Group Snapshots represent our current expected scenario for each staff, student, or special group. The details are subject to change, should a 4-day school week come into effect. We’ve included a printable version for your convenience.

Administrative Assistants

- We are looking at options to maintain current wages and compensation, and options for staff who choose to reduce hours voluntarily.
- Required to work operational days (177 draft 2025-2026 compared to 198 operational days 2023-2024) but may voluntarily reduce FTE. Staff would work a similar number of hours, but reconfigured during the week.
- Scheduled operational Fridays for professional development, staff meetings, etc. Potentially flexible end times for site-based (1:30pm) and Divisional (3:00pm). Potentially flexible in-person and virtual opportunities.
- Opportunity for uninterrupted work time and increased professional development on Fridays.

ADMIN ASSISTANTS SNAPSHOT

Bus Drivers

- We are looking at options to maintain current wages and compensation, and options for drivers who choose to reduce hours voluntarily.
- Continue to work according to Collective Agreement or contract. Required to drive instructional days (157 draft 2025-2026 compared to 180 instructional days 2023-2024). There are 8 scheduled instructional Fridays in the draft 2025-2026 calendar. Route times may be impacted with similar starting pick-up times in the morning and drop-off times moved 5-10 minutes later at the end of the day.
- Drivers work on scheduled non-instructional Fridays (ie: professional development, safety training, staff meetings, transport buses for service work). Drivers may be required to take extracurricular trips.
- Opportunities for more professional development and training.

BUS DRIVERS SNAPSHOT

Custodians

- We are looking at options to maintain current wages and compensation, and options for staff who choose to reduce hours voluntarily.
- Staff would work a similar number of hours on a similar schedule. Custodians would continue to work for extracurricular and community use.
- Staff may shift their Friday hours to earlier in the day, depending on extracurricular and community use.
- Opportunities for deep cleaning projects on Fridays with no students in the building.

This applies to LRSD-employed custodians. At this time, contracted custodians continue as per contract.

CUSTODIANS SNAPSHOT

Child & Youth Care Workers

- We are looking at options to maintain current wages and compensation, and options for staff who choose to reduce hours voluntarily.
- Required to work operational days (177 draft 2025-2026 compared to 198 operational days 2023-2024) but may voluntarily reduce FTE. Staff would work a similar number of hours, but reconfigured during the week.
- Scheduled operational Fridays for professional development, staff meetings, etc. Potentially flexible end times for site-based (1:30pm) and Divisional (3:00pm). Potentially flexible in-person and virtual opportunities.
- May potentially offer online connections with students. Potential for documentation and data entry to occur on Fridays and provide more in-person time for students Monday-Thursday.

CYCWs SNAPSHOT

Educational Assistants

- We are looking at options to maintain current wages and compensation, and options for staff who choose to reduce hours voluntarily.
- Required to work operational days (177 draft 2025-2026 compared to 198 operational days 2023-2024) but may voluntarily reduce FTE. Staff would work a similar number of hours, but reconfigured during the week.
- Scheduled operational Fridays for professional development, staff meetings, etc. Potentially flexible end times for site-based (1:30pm) and Divisional (3:00pm). Potentially flexible in-person and virtual opportunities.
- May potentially offer online literacy and numeracy enrichment with students.

EAs SNAPSHOT

Family School Liaison Counsellors

- We are looking at options to maintain current wages and compensation, and options for staff who choose to reduce hours voluntarily.
- Required to work operational days (177 draft 2025-2026 compared to 198 operational days 2023-2024) but may voluntarily reduce FTE. Staff would work a similar number of hours, but reconfigured during the week.
- Scheduled operational Fridays for FSL consult meetings, professional development, school staff meetings, etc. Potentially flexible end times for site-based (1:30pm) and Divisional (3:00pm). Potentially flexible in-person and virtual opportunities.
- FSLs would have 9-10 more days in schools with students as case consultations are moved to Fridays. May potentially provide online counselling sessions and connect virtually with students that need support. Counselling documentation and data entry could occur on Fridays thus providing more in-person time for students Monday-Thursday.

FSLs SNAPSHOT

Teachers

- Wages and compensation remain the same, as per the Collective Agreement
- Draft 2025-2026 calendar has 157 full instructional days (compared to 180 in 2023-2024) and 177 operational days (compared

to 198 in 2023-2024). Continue to provide up to 916 instructional hours. Continue to have assignable time limit of 1200 hours. Limited Time Free From Instruction during the 4 instructional days. Teachers would work a similar number of hours, but reconfigured during the week.

- Scheduled non-instructional Fridays for professional development, staff meetings, etc. Potentially flexible end times for site-based (1:30pm) and Divisional (3:00pm). Potentially flexible in-person and virtual opportunities. Non-operational Fridays is Time Free From Instruction.
- May provide greater continuity for students when teachers remain in the classroom more often during the 4 days, as professional development and other meetings are shifted to Fridays. Could result in less sub planning. Potential for more staff collaboration time on Fridays.

TEACHERS SNAPSHOT

Students

- Draft 2025-2026 calendar has 157 full instructional days (compared to 180 in 2023-2024)
- Four instructional days are lengthened by an average of 5-10 minutes, possible because of restructured timetable efficiencies such as fewer minutes between classes.
- A Division-wide timetable creates opportunities for streamlined timetables, as well as the potential of common virtual class blocks for some high school subjects.
- Recesses and lunch breaks will still allow students time to use the bathroom, go outside, and eat their snacks or lunch.

STUDENT SNAPSHOT

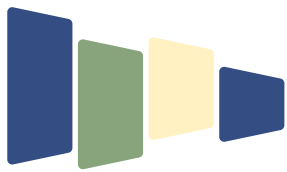
Hutterite Colonies

- Draft 2025-2026 calendar has 157 full instructional days (compared to 180 in 2023-2024). To accommodate for religious holidays on weekdays in the 2025-2026 school year (Ascension and Pentecost), the Hutterite Colony calendar has some modifications.
- Students at Hutterite Colony schools would have their Livingstone Range School Division teacher for the 4-day school week schedule. Individual colonies would make arrangements for students on Friday that would work best in their context.

HUTTERITE COLONIES SNAPSHOT

HUTTERITE COLONIES DRAFT 2025-2026 CALENDAR - STAFF

HUTTERITE COLONIES DRAFT 2025-2026 CALENDAR - PARENTS



4-Day School Week

The Livingstone Range School Division Board of Trustees will decide if implementing a 4-day school week is in the best interest of student success, budget efficiencies, and staff retention and recruitment.

WHERE DID THIS IDEA COME FROM?

- Comments from parents on a November 2020 school year calendar survey showed interest in an adjusted school week
- Results of a March 2021 survey where 41% of parents and 49% of staff were in favor of exploring a 4-day school week
- Comments from an October 2022 school year calendar survey where 68% expressed interest in a 4-day school week

HOW WILL A DECISION BE MADE?

The Board of Trustees will consider the effect on student engagement, will use budgeting models to look for projected efficiencies, and will gather stakeholder feedback. The Trustees will use this information to make the best decision in alignment with our Mission, Vision, and Core Values. It is anticipated that a decision will be made in February 2025. A final report will accompany the decision announcement.

WHAT DOES A 4-DAY SCHOOL WEEK LOOK LIKE?

We are considering a true 4-day school week where students are in class 4 full days each week. Typically this is a Monday-to-Thursday schedule, but where there is a statutory holiday during the week students will be in class four days that week (with Friday being a full day). Each day is lengthened by an average of 14 minutes to accommodate the Alberta Education requirements of annual hours. Teaching staff will work a fifth day approximately twice each month to effectively meet their professional responsibilities.

HOW CAN I GET INVOLVED?

The Board of Trustees wants to understand and acknowledge stakeholders' perspectives and concerns. As part of our engagement plan the Division will reach out to these stakeholder groups between May and November 2024:

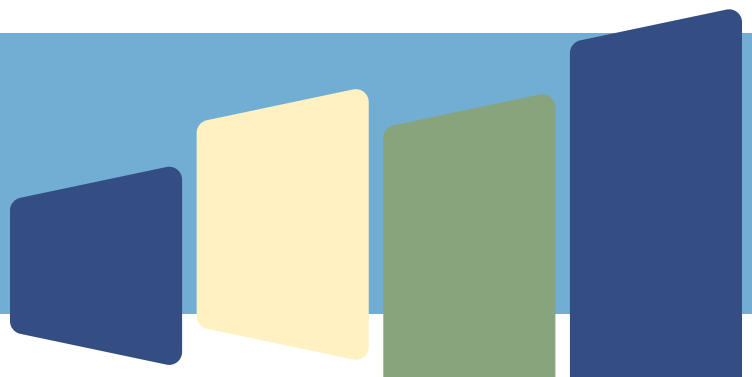
- Parents/guardians
- Staff
- Student leaders
- Elders and indigenous partners
- Union executives
- Parents/guardians of pre-kindergarten children
- Community members

Visit www.lrsd.ca/4dayweek for more information.



Livingstone Range
SCHOOL DIVISION

www.lrsd.ca/4dayweek
4dayweek@lrsd.ab.ca



**ATA, CUPE,
Parents,
Staff**

**Indigenous
Partners**

**Students,
Community**

**Parents,
Staff**

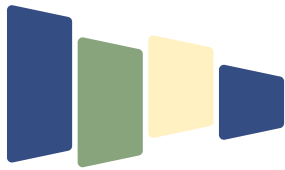
**Parents,
Pre-K Parents**

**Compile
Reports**

**Report to
Trustees**



4-Day School Week Stakeholder Engagement Timeline



Administrative Assistants

Staff Snapshots represent our current expected scenario for each staff group. The details are subject to change, should a 4-day school week come into effect.

VISIT WWW.LRSD.CA/4DAYWEEK FOR A [DRAFT 2025-2026 SCHOOL YEAR CALENDAR](#)

WAGES & COMPENSATION

We are looking at options to maintain current wages and compensation, and options for staff who choose to reduce hours voluntarily.

HOURS OF WORK

- Required to work operational days (177 draft 2025-2026 compared to 198 operational days 2023-2024) but may voluntarily reduce FTE.
- Staff would work a similar number of hours, but reconfigured during the week.

SCHEDULED FRIDAYS

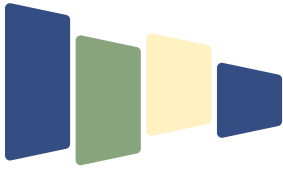
- Operational Fridays for professional development, staff meetings, etc.
- Potentially flexible end times for site-based (1:30pm) and Divisional (3:00pm).
- Potentially flexible in-person and virtual opportunities.

OPPORTUNITIES

Opportunity for uninterrupted work time and increased professional development on Fridays.

www.lrsd.ca/4dayweek

4dayweek@lrsd.ab.ca



Bus Drivers

Staff Snapshots represent our current expected scenario for each staff group. The details are subject to change, should a 4-day school week come into effect.

VISIT WWW.LRSD.CA/4DAYWEEK FOR A [DRAFT 2025-2026 SCHOOL YEAR CALENDAR](#)

WAGES & COMPENSATION

We are looking at options to maintain current wages and compensation, and options for drivers who choose to reduce hours voluntarily.

HOURS OF WORK

- Continue to work according to Collective Agreement or contract.
- Required to drive instructional days (157 draft 2025-2026 compared to 180 instructional days 2023-2024). There are 8 scheduled instructional Fridays in the draft 2025-2026 calendar.
- Route times may be impacted with similar starting pick-up times in the morning and drop-off times moved 5-10 minutes later at the end of the day.

SCHEDULED FRIDAYS

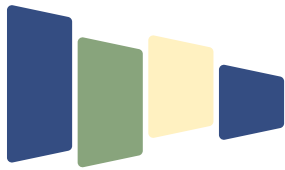
- Drivers work on scheduled non-instructional Fridays (ie: professional development, safety training, staff meetings, transport buses for service work).
- Drivers may be required to take extracurricular trips.

OPPORTUNITIES

Opportunities for more professional development and training.

www.lrsd.ca/4dayweek

4dayweek@lrsd.ab.ca



Custodians

(LRSD Employees)

Staff Snapshots represent our current expected scenario for each staff group. The details are subject to change, should a 4-day school week come into effect.

VISIT WWW.LRSD.CA/4DAYWEEK FOR A DRAFT 2025-2026 SCHOOL YEAR CALENDAR

WAGES & COMPENSATION

We are looking at options to maintain current wages and compensation, and options for staff who choose to reduce hours voluntarily.

HOURS OF WORK

- Staff would work a similar number of hours on a similar schedule.
- Custodians would continue to work for extracurricular and community use.

SCHEDULED FRIDAYS

Staff may shift their Friday hours to earlier in the day, depending on extracurricular and community use.

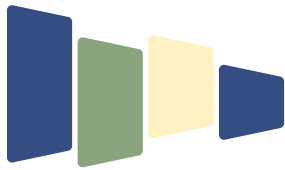
OPPORTUNITIES

Opportunities for deep cleaning projects on Fridays with no students in the building.

AT THIS TIME, CONTRACTED CUSTODIANS CONTINUE AS PER CONTRACT

www.lrsd.ca/4dayweek

4dayweek@lrsd.ab.ca



Child & Youth Care Workers

Staff Snapshots represent our current expected scenario for each staff group. The details are subject to change, should a 4-day school week come into effect.

VISIT WWW.LRSD.CA/4DAYWEEK FOR A [DRAFT 2025-2026 SCHOOL YEAR CALENDAR](#)

WAGES & COMPENSATION

We are looking at options to maintain current wages and compensation, and options for staff who choose to reduce hours voluntarily.

HOURS OF WORK

- Required to work operational days (177 draft 2025-2026 compared to 198 operational days 2023-2024) but may voluntarily reduce FTE.
- Staff would work a similar number of hours, but reconfigured during the week.

SCHEDULED FRIDAYS

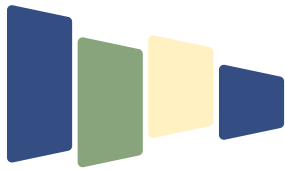
- Scheduled operational Fridays for professional development, staff meetings, etc.
- Potentially flexible end times for site-based (1:30pm) and Divisional (3:00pm).
- Potentially flexible in-person and virtual opportunities.

OPPORTUNITIES

May potentially offer online connections with students. Potential for documentation and data entry to occur on Fridays and provide more in-person time for students Monday-Thursday.

www.lrsd.ca/4dayweek

4dayweek@lrsd.ab.ca



Educational Assistants

Staff Snapshots represent our current expected scenario for each staff group. The details are subject to change, should a 4-day school week come into effect.

VISIT WWW.LRSD.CA/4DAYWEEK FOR A [DRAFT 2025-2026 SCHOOL YEAR CALENDAR](#)

WAGES & COMPENSATION

We are looking at options to maintain current wages and compensation, and options for staff who choose to reduce hours voluntarily.

HOURS OF WORK

- Required to work operational days (177 draft 2025-2026 compared to 198 operational days 2023-2024) but may voluntarily reduce FTE.
- Staff would work a similar number of hours, but reconfigured during the week.

SCHEDULED FRIDAYS

- Scheduled operational Fridays for professional development, staff meetings, etc.
- Potentially flexible end times for site-based (1:30pm) and Divisional (3:00pm).
- Potentially flexible in-person and virtual opportunities.

OPPORTUNITIES

May potentially offer online literacy and numeracy enrichment with students.

www.lrsd.ca/4dayweek

4dayweek@lrsd.ab.ca



4-DAY SCHOOL WEEK STAFF SNAPSHOT

Family School Liaison Counsellors

Staff Snapshots represent our current expected scenario for each staff group. The details are subject to change, should a 4-day school week come into effect.

VISIT WWW.LRSD.CA/4DAYWEEK FOR A [DRAFT 2025-2026 SCHOOL YEAR CALENDAR](#)

WAGES & COMPENSATION

We are looking at options to maintain current wages and compensation, and options for staff who choose to reduce hours voluntarily.

HOURS OF WORK

- Required to work operational days (177 draft 2025-2026 compared to 198 operational days 2023-2024) but may voluntarily reduce FTE.
- Staff would work a similar number of hours, but reconfigured during the week.

SCHEDULED FRIDAYS

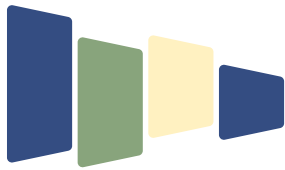
- Scheduled operational Fridays for FSL consult meetings, professional development, school staff meetings, etc.
- Potentially flexible end times for site-based (1:30pm) and Divisional (3:00pm).
- Potentially flexible in-person and virtual opportunities.

OPPORTUNITIES

FSLs would have 9-10 more days in schools with students as case consultations are moved to Fridays. May potentially provide online counselling sessions and connect virtually with students that need support. Counselling documentation and data entry could occur on Fridays thus providing more in-person time for students Monday-Thursday.

www.lrsd.ca/4dayweek

4dayweek@lrsd.ab.ca



4-DAY SCHOOL WEEK STAFF SNAPSHOT

Teachers

Staff Snapshots represent our current expected scenario for each staff group. The details are subject to change, should a 4-day school week come into effect.

VISIT WWW.LRSD.CA/4DAYWEEK FOR A DRAFT 2025-2026 SCHOOL YEAR CALENDAR

WAGES & COMPENSATION

Wages and compensation remain the same, as per the Collective Agreement.

HOURS OF WORK

- Draft 2025-2026 calendar has 157 full instructional days (compared to 180 in 2023-2024) and 177 operational days (compared to 198 in 2023-2024).
- Continue to provide up to 916 instructional hours.
- Continue to have assignable time limit of 1200 hours.
- Limited Time Free From Instruction during the 4 instructional days.
- Teachers would work a similar number of hours, but reconfigured during the week.

SCHEDULED FRIDAYS

- Scheduled non-instructional Fridays for professional development, staff meetings, etc.
- Potentially flexible end times for site-based (1:30pm) and Divisional (3:00pm).
- Potentially flexible in-person and virtual opportunities.
- Non-operational Fridays is Time Free From Instruction.

OPPORTUNITIES

May provide greater continuity for students when teachers remain in the classroom more often during the 4 days, as professional development and other meetings are shifted to Fridays. Could result in less sub planning. Potential for more staff collaboration time on Fridays.

www.lrsd.ca/4dayweek

4dayweek@lrsd.ab.ca



4-Day School Week

STUDENT SNAPSHOT

The Livingstone Range School Division Board of Trustees will decide if implementing a 4-day school week is in the best interest of student success, budget efficiencies, and staff retention and recruitment.

WHERE DID THIS IDEA COME FROM?

- Comments from parents on a November 2020 school year calendar survey showed interest in an adjusted school week
- Results of a March 2021 survey where 41% of parents and 49% of staff were in favor of exploring a 4-day school week
- Comments from an October 2022 school year calendar survey where 68% expressed interest in a 4-day school week

WHAT DOES A 4-DAY SCHOOL WEEK LOOK LIKE?

We are considering a true 4-day school week where students are in class 4 full days each week. Typically this is a Monday-to-Thursday schedule, but where there is a statutory holiday during the week students will be in class four days that week (with Friday being a full day). Each day is lengthened by an average of 5-10 minutes to accommodate the Alberta Education requirements of annual hours. Teaching staff will work a fifth day approximately twice each month to effectively meet their professional responsibilities.

HOW WILL A DECISION BE MADE?

The Board of Trustees will consider the effect on student engagement, will use budgeting models to look for projected efficiencies, and will gather stakeholder feedback. The Trustees will use this information to make the best decision in alignment with our Mission, Vision, and Core Values. It is anticipated that a decision will be made in February 2025. A final report will accompany the decision announcement.

HOW CAN I PROVIDE FEEDBACK?

The Division is exploring this idea, not promoting it. The Trustees are seeking feedback from stakeholder groups — including students — to understand their perspectives and concerns. Email comments to 4dayweek@lrsd.ab.ca.

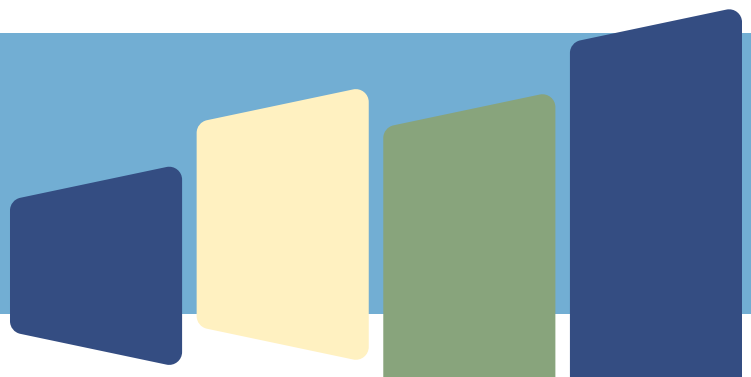
WHAT WOULD A POTENTIAL SCHOOL YEAR CALENDAR LOOK LIKE?

A potential draft calendar for the 2025-2026 school year has 157 instructional days for students. For comparison, the 2023-2024 school year has 180 instructional days. Those days would be made up by increased instructional time each day (on average, an increase of 5-10 minutes) and creating efficiencies in school timetables.



Livingstone Range
SCHOOL DIVISION

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4dayweek@lrsd.ab.ca



HOW MIGHT THE SCHOOL TIMETABLES CHANGE?

In a 4-day school week scenario, the four instructional days are lengthened by an average of 5-10 minutes. This is possible because of restructured timetable efficiencies such as fewer minutes between classes. A Division-wide timetable creates opportunities for streamlined timetables, as well as the potential of common virtual class blocks for some high school subjects. Recesses and lunch breaks will still allow students time to use the bathroom, go outside, and eat their snacks or lunch.

POTENTIAL ELEMENTARY TIMETABLE

Time	Class	Minutes
8:30-9:10	Block 1	40
9:10-9:50	Block 2	40
9:50-10:30	Block 3	40
10:30-10:42	Recess	12
10:42-11:22	Block 4	40
11:22-12:02	Block 5	40
12:02-12:37	Lunch	35
12:37-1:17	Block 6	40
1:17-01:57	Block 7	40
1:57-2:09	Recess	12
2:09-2:49	Block 8	40
2:49-3:34	Block 9	45
TOTAL INSTRUCTION:		365 mins

POTENTIAL JUNIOR HIGH TIMETABLE

Time	Class	Minutes
8:30-9:15	Block 1	45
9:15-9:55	Block 2	40
9:55-9:58	Class Change	3
9:58-10:38	Block 3	40
10:38-10:41	Class Change	3
10:41-11:26	Block 4	40
11:26-11:29	Class Change	3
11:29-12:09	Block 5	40
12:09-12:44	Lunch	35
12:44-1:24	Block 6	40
1:24-1:27	Class Change	3
1:27-2:07	Block 7	40
2:07-2:10	Class Change	3
1:27-2:07	Block 7	40
2:07-2:10	Class Change	3
2:10-2:50	Block 8	40
2:50-2:53	Class Change	3
2:53-3:33	Block 9	40
TOTAL INSTRUCTION:		365 mins

POTENTIAL HIGH SCHOOL TIMETABLE

Time	Class	Minutes
8:30-9:50	Block 1	80
9:50-9:52	Class Change	2
9:52-11:12	Block 2	80
11:12-11:14	Class Change	2
11:14-12:19	Advisory/Flex	65
12:19-12:54	Lunch	35
12:54-2:14	Block 3	80
2:14-2:16	Class Change	2
2:16-3:36	Block 4	80
TOTAL INSTRUCTION:		385 mins



4-Day School Week

The Livingstone Range School Division Board of Trustees will decide if implementing a 4-day school week is in the best interest of student success, budget efficiencies, and staff retention and recruitment.

WHERE DID THIS IDEA COME FROM?

- Comments from parents on a November 2020 school year calendar survey showed interest in an adjusted school week
- Results of a March 2021 survey where 41% of parents and 49% of staff were in favor of exploring a 4-day school week
- Comments from an October 2022 school year calendar survey where 68% expressed interest in a 4-day school week

HOW WILL A DECISION BE MADE?

The Board of Trustees will consider the effect on student engagement, will use budgeting models to look for projected efficiencies, and will gather stakeholder feedback. The Trustees will use this information to make the best decision in alignment with our Mission, Vision, and Core Values. It is anticipated that a decision will be made in February 2025. A final report will accompany the decision announcement.

WHAT DOES A 4-DAY SCHOOL WEEK LOOK LIKE?

We are considering a true 4-day school week where students are in class 4 full days each week. Typically this is a Monday-to-Thursday schedule, but where there is a statutory holiday during the week students will be in class four days that week (with Friday being a full day). Each day is lengthened by an average of 14 minutes to accommodate the Alberta Education requirements of annual hours. Teaching staff will work a fifth day approximately twice each month to effectively meet their professional responsibilities.

HOW WOULD A 4-DAY SCHOOL WEEK WORK AT HUTTERITE COLONY SCHOOLS?

Students at Hutterite Colony schools would have their Livingstone Range School Division teacher for the 4-day school week schedule. Individual colonies would make arrangements for students on the Friday that would work best in their context.

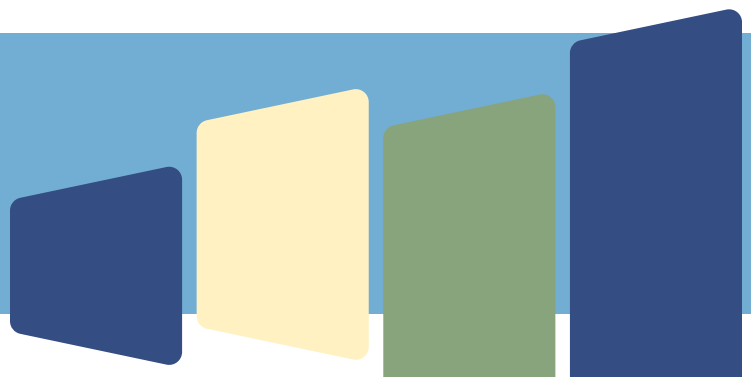
ARE OTHER JURISDICTIONS RUNNING A 4-DAY SCHOOL WEEK?

Some schools in Alberta run a four-day week, such as Champion School (K-9), Brant Christian School (K-12), Hays School (K-9) and Lomond Community School (K-12). Veteran School in Prairie Land School Division has operated on a 4-day school week for over 30 years. Currently there are no full school divisions in Alberta that run a 4-day school week.



Livingstone Range
SCHOOL DIVISION

www.lrsd.ca/4dayweek
4dayweek@lrsd.ab.ca



LIVINGSTONE RANGE SCHOOL DIVISION

WHAT IS THE TIMELINE FOR CONSIDERING AND IMPLEMENTING A 4-DAY SCHOOL WEEK?

Since November 2020, the Trustees have been looking at available research and modeling regarding a 4-day school week. From May to November 2024, the Trustees will seek feedback from families, students, staff, indigenous partners, pre-Kindergarten parents, union executives, and community a. This information will be compiled and reported to the Trustees in January 2025. It is anticipated that the Trustees will make a decision in February 2025 whether or not to proceed with a 4-day school week.

If the decision is in favor, a 4-day school week would begin in the 2025-2026 school year in all schools across Livingstone Range School Division.

COULD WE INSTEAD HAVE A 5-DAY WEEK AND END THE SCHOOL YEAR EARLIER IN JUNE?

Alberta Education sets the dates for diploma exams and provincial achievement tests (PATs). Because we cannot change those dates or administer those exams earlier in June, it is necessary to have a school calendar that includes the latest exam dates for students.

WHAT WOULD A POTENTIAL SCHOOL YEAR CALENDAR LOOK LIKE?

A potential draft calendar for the 2025-2026 school year has 157 instructional days for students. For comparison, the 2023-2024 school year has 180 instructional days. Those days would be made up by increased instructional time each day (on average, it would be an increase of 14 minutes) and creating efficiencies in school timetables.

To accommodate for religious holidays on weekdays in the 2025-2026 school year (Ascension and Pentecost), the Hutterite Colony calendar has some modifications. A full draft calendar and simplified calendar for parents are included with this information packet.

HOW CAN I PROVIDE COMMENTS AND FEEDBACK?

The Division is exploring this idea, not promoting it. The Trustees will seek feedback from stakeholder groups to understand their perspectives and concerns. This information, along with budgeting models and the effect on student engagement will be considered as the Board makes its decision, likely in February 2025.

We invite staff, parents, and community members to provide comments and feedback by email to 4dayweek@lrsd.ab.ca or by phone to 403-625-3356 (ask to speak to Karly Bond).



Livingstone Range School Division POTENTIAL DRAFT 2025 - 2026 School Calendar (STAFF)

August 2025						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	New Teacher	SB 26	DPD 27	DD 28	29	30

Aug 25 - New Teacher Orientation OD 5
 Aug 26 - School Based PD/Collaboration/Planning ID 0
 Aug 27 - Division Based PD/Collaboration Day
 Aug 28 - Divisional Day

September 2025						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
31	SH 1	2	3	4	5	6
7	8	9	10	11	SB 12	13
14	15	16	17	18	19	20
21	22	23	24	25	DPD 26	27
28	29	T&R 30				

Sept 1 - Labour Day OD 18
 Sept 2 - First Day of School ID 17
 Sept 30 - National Day for Truth and Reconciliation

October 2025						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	SH 13	14	15	16	17	18
19	20	21	22	23	DPD 24 ISC	25
26	27	28	29	30	SB 31	1

Oct 24 - Division Based PD/Collaboration Day/Potential ISC OD 20
 Oct 13 - Thanksgiving Day ID 19
 Oct 31 - School Based PD/Collaboration/Planning

November 2025						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
2	3	4	5	6	7	8
9	10	SH 11	12	13	14	15
16	17	18	19	20	SB 21	22
23	24	25	26	27	28	29
30						

Nov 11 - Remembrance Day OD 17
 Nov 21 - School Based PD/Collaboration/Planning ID 16

December 2025						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	SB 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			

Dec 19 - Jan 2 - Winter Break OD 13
 ID 12

January 2026						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	SB 9	10
11	12	13 DIP	14 DIP	15	16	17
18	19 DIP	20 DIP	21 DIP	22 DIP	23 DIP	24
25	26 DIP	27 DIP	28	29	DPD 30	31

Jan 5 - First day back after Winter Break OD 17
 Jan 28 - First day of 2nd Semester ID 17

Operational and Instructional days calculated based on semester 1&2
 Jan 9 - School Based PD/Collaboration/Planning
 Jan 30 - Division Based PD/Collaboration Day

February 2026						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	SB 6	7
8	9	10	11	12	13	14
15	SH 16	DIL 17	DIL 18	TC 19	TC 20	21
22	23	24	25	26	27	28

Feb 16 - Family Day OD 15
 Feb 17 & 18 - Days in Lieu P/T Interviews ID 12
 Feb 19 & 20 - Teacher Convention
 Feb. 6 - School Based PD/Collaboration

March 2026						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	SB 13	14
15	16	17	18	19	DPD 20	21
22	23	24	25	26	27	28
29	30	31				

Mar 13 - School Based PD/Collaboration Day OD 20
 March 20 Division Based PD/Collaboration Day ID 18

April 2026						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	SH 3	4
5	SH 6	7	8	9	10	11
12	13	14	15	16	SB 17	18
19	20	21	22	23	DPD 24	25
26	27	28	29	30		

Apr 3 - Good Friday OD 15
 Apr 6 - Easter Monday ID 14
 Apr 7 - 10 - Spring Break
 April 17 - School Based PD/Collaboration Day
 April 24 - Division Based PD/Collaboration Day

May 2026						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	SB 8	9
10	11	12	13	14	15	16
17	SH 18	19	20	21	22	23
24	25	26	27	28	29	30

May 8 - School Based PD/Collaboration/Planning OD 17
 May 18 - Victoria Day ID 16

June 2026						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
31	1	2	3	4	5	6
7	8	9	10 DIP	11 DIP	12 DIP	13
14	15 DIP	16 DIP	17	18 DIP	19 DIP	20
21	22 DIP	23 DIP	24	25	26	27
28	29	30				

June 23 - Last Day for Students OD 17
 June 24 - Last Day for Staff ID 14

Legend for Symbols	
DIL	Days in lieu P/T Interviews
SH	Statutory Holiday
Winter & Spring Breaks	
TC	Teachers Convention
Instructional Days--Students Attend	
Non-operational Day	
DPD	Divisional Based PD
SB	School Based PD/Collaboration/Planning
ISC	Interschool collaboration day
DD	Divisional Day
DIP	Gr. 12 Diploma Exams
PAT-A	Gr. 6 & 9 PAT Part "A" TBD
PAT-B	Gr. 6 & 9 PAT Part "B" TBD
IDP	Indigenous People's Day
Non-Instructional Days	
79	Instructional Days - 1st Semester
78	Instructional Days - 2nd Semester
157	Instructional Days - School Year
91	Operational Days - 1st Semester
86	Operational Days - 2nd Semester
177	Operational Days - School Year



Livingstone Range School Division POTENTIAL DRAFT 2025 - 2026 School Calendar (Parent)

August 2025						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					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

September 2025						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
31	SH 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	T&R 30				

October 2025						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	SH 13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1

Sept 1 - Labour Day
 Sept 2 - First Day of School
 Sept 30 - National Day for Truth and Reconciliation

Oct 13 - Thanksgiving Day

November 2025						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
2	3	4	5	6	7	8
9	10	SH 11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Nov 11 - Remembrance Day

December 2025						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	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			

Dec 19 - Jan 02 - Winter Break

January 2026						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13 DIP	14 DIP	15	16	17
18	19 DIP	20 DIP	21 DIP	22 DIP	23 DIP	24
25	26 DIP	27 DIP	28	29	30	31

Jan 5 - First day back after Winter Break
 Jan 28 - First day of 2nd Semester

February 2026						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	SH 16	17	18	19	20	21
22	23	24	25	26	27	28

Feb 16 - Family Day

March 2026						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
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				

June 23 - Last Day for Students

April 2026						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	SH 3	4
5	SH 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		

Apr 3 - Good Friday
 Apr 6 - Easter Monday
 Apr 7 - 10 - Spring Break

May 2026						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	SH 18	19	20	21	22	23
24	25	26	27	28	29	30

May 18 - Victoria Day

June 2026						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
31	1	2	3	4	5	6
7	8	9	10 DIP	11 DIP	12 DIP	13
14	15 DIP	16 DIP	17	18 DIP	19 DIP	20
21	22 DIP	23 DIP	24	25	26	27
28	29	30				

June 23 - Last Day for Students

Legend for Symbols	
	Non-Student Days
	Students attend school
	DIP Gr. High School Diploma Exams
	PAT-A Gr. 6 & 9 PAT Part "A" TBD
	PAT-B Gr. 6 & 9 PAT Part "B" TBD
	SH Statutory Holiday
	Winter/Spring Break
	79 Instructional Days - 1st Semester
	78 Instructional Days - 2nd Semester
	157 Instructional Days - School Year



Livingstone Range School Division POTENTIAL DRAFT Hutterite Colony 2025 - 2026 School Calendar

August 2025						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	New Teacher	SB 26	DPD 27	DD 28	29	30

Aug 25 - New Teacher Orientation OD 5
 Aug 26 - School Based PD/Collaboration/Planning ID 0
 Aug 27 - Division Based PD/Collaboration Day
 Aug 28 - Divisional Day

September 2025						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
31	SH 1	2	3	4	5	6
7	8	9	10	11	SB 12	13
14	15	16	17	18	19	20
21	22	23	24	25	DPD 26	27
28	29	T&R 30				

Sept 1 - Labour Day OD 18
 Sept 2 - First Day of School ID 17
 Sept 30 - National Day for Truth and Reconciliation

October 2025						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	SH 13	14	15	16	17	18
19	20	21	22	23	DPD 24 ISC	25
26	27	28	29	30	SB 31	1

Oct 24 - Division Based PD/Collaboration Day/Potential ISC OD 20
 Oct 13 - Thanksgiving Day ID 19
 Oct 31 - School Based PD/Collaboration/Planning

November 2025						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
2	3	4	5	6	7	8
9	10	SH 11	12	13	14	15
16	17	18	19	20	SB 21	22
23	24	25	26	27	28	29
30						

Nov 11 - Remembrance Day OD 17
 Nov 21 - School Based PD/Collaboration/Planning ID 16

December 2025						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	SB 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			

Dec 19 - Jan 2 - Winter Break OD 13
ID 12

January 2026						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	Epiphany 6	7	8	SB 9	10
11	12	13 DIP	14 DIP	15	16	17
18	19 DIP	20 DIP	21 DIP	22 DIP	23 DIP	24
25	26 DIP	27 DIP	28	29	DPD 30	31

Jan 5 - First day back after Winter Break OD 17
 Jan 28 - First day of 2nd Semester ID 17

Operational and Instructional days calculated based on semester 1&2

Jan 9 - School Based PD/Collaboration/Planning

Jan 30 - Division Based PD/Collaboration Day

February 2026						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	SB 6	7
8	9	10	11	12	13	14
15	SH 16	DIL 17	DIL 18	TC 19	TC 20	21
22	23	24	25	26	27	28

Feb 16 - Family Day OD 15
 Feb 17 & 18 - Days in Lieu P/T Interviews ID 12
 Feb 19 & 20 - Teacher Convention
 Feb. 6 - School Based PD/Collaboration

March 2026						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	SB 13	14
15	16	17	18	19	DPD 20	21
22	23	24	25	26	27	28
29	30	31				

Mar 13 - School Based PD/Collaboration Day OD 20
 March 20 Division Based PD/Collaboration Day ID 18

April 2026						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	SH 3	4
5	SH 6	7	8	9	10	11
12	13	14	15	16	SB 17	18
19	20	21	22	23	DPD 24	25
26	27	28	29	30		

Apr 3 - Good Friday OD 15
 Apr 6 - Easter Monday ID 14
 Apr 7 - 10 - Spring Break
 April 17 - School Based PD/Collaboration Day
 April 24 - Division Based PD/Collaboration Day

May 2026						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	SB 8	9
10	11	12	13	Ascension 14	15	16
17	SH 18	19	20	21	22	23
24	Pentacost 25	26	27	28	29	30

May 8 - School Based PD/Collaboration/Planning OD 17
 May 18 - Victoria Day ID 16

June 2026						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
31	1	2	3	4	5	6
7	8	9	10 DIP	11 DIP	12 DIP	13
14	15 DIP	16 DIP	17	18 DIP	19 DIP	20
21	22 DIP	23 DIP	24	25	26	27
28	29	30				

June 23 - Last Day for Students OD 17
 June 24 - Last Day for Staff ID 14

Legend for Symbols	
DIL	Days in lieu P/T Interviews
SH	Statutory Holiday
Winter & Spring Breaks	
TC	Teachers Convention
Instructional Days--Students Attend	
Non-operational Day	
DPD	Divisional Based PD
SB	School Based PD/Collaboration/Planning
ISC	Interschool collaboration day
DD	Divisional Day
DIP	Gr. 12 Diploma Exams
PAT-A	Gr. 6 & 9 PAT Part "A" TBD
PAT-B	Gr. 6 & 9 PAT Part "B" TBD
IDP	Indigenous People's Day
Non-Instructional Days	
79	Instructional Days - 1st Semester
78	Instructional Days - 2nd Semester
157	Instructional Days - School Year
91	Operational Days - 1st Semester
86	Operational Days - 2nd Semester
177	Operational Days - School Year



Livingstone Range School Division POTENTIAL HUTTERITE DRAFT 2025 - 2026 School Calendar (parent)

August 2025						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					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

September 2025						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
31	SH 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	T&R 30				

October 2025						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	SH 13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1

Sept 1 - Labour Day
 Sept 2 - First Day of School
 Sept 30 - National Day for Truth and Reconciliation

Oct 13 - Thanksgiving Day

November 2025						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
2	3	4	5	6	7	8
9	10	SH 11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Nov 11 - Remembrance Day

December 2025						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	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			

Dec 19 - Jan 02 - Winter Break

January 2026						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	Epiphany 6	7	8	9	10
11	12	13 DIP	14 DIP	15	16	17
18	19 DIP	20 DIP	21 DIP	22 DIP	23 DIP	24
25	26 DIP	27 DIP	28	29	30	31

Jan 5 - First day back after Winter Break
 Jan 28 - First day of 2nd Semester

February 2026						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	SH 16	17	18	19	20	21
22	23	24	25	26	27	28

Feb 16 - Family Day

March 2026						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
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 2026						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	SH 3	4
5	SH 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		

Apr 3 - Good Friday
 Apr 6 - Easter Monday
 Apr 7 - 10 - Spring Break

May 2026						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	Ascension 14	15	16
17	SH 18	19	20	21	22	23
24	Pentacost 25 26		27	28	29	30

May 18 - Victoria Day

June 2026						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
31	1	2	3	4	5	6
7	8	9	10 DIP	11 DIP	12 DIP	13
14	15 DIP	16 DIP	17	18 DIP	19 DIP	20
21	22 DIP	23 DIP	24	25	26	27
28	29	30				

June 23 - Last Day for Students

Legend for Symbols	
	Epiphany/Ascension/Pentacost
	Non-Student Days
	Students attend school
	DIP Gr. High School Diploma Exams
	PAT-A Gr. 6 & 9 PAT Part "A" TBD
	PAT-B Gr. 6 & 9 PAT Part "B" TBD
	SH Statutory Holiday
	Christmas/Easter Break
	79 Instructional Days - 1st Semester
	78 Instructional Days - 2nd Semester
	157 Instructional Days - School Year

Childcare Options

We understand that childcare is a significant issue for families with young children. Of the eight communities in Livingstone Range School Division, six have local licensed childcare options that now have childcare capacity for children up to 12 years old. Potentially there may be expanded spots for Fridays. Other non-licensed options are also available.

LICENSED CHILD CARE

Claresholm

Kids Zone (K-Grade 6)
Monday-Friday: 6:30am-5:30pm

Crowsnest Pass

Kids Kollege Nursery School (ages 3-5)
Little Mountaineers Learning Centre (ages 19 months - 5 years)

Granum

Little Leaders Learn and Play
Currently creating programs (19 months-12 years)
Monday-Friday: hours to be determined

Fort Macleod

Hand in Hand Child Care
Before and After School Care (5-12 years old)
Monday-Friday: 7:00am-6:00pm

Lundbreck

Currently no licensed child care is available

Nanton

Boys and Girls Club
Before and After School Care (5-12 years old)
Monday-Friday: 7:00am-5:30pm

Pincher Creek

Pincher Creek Community Early Learning Centre
Before and after school care (0-12 years old)
Sage Location - currently working to provide before and after care
Canyon Creek Location - Monday-Friday:
7:30am-5:30 pm

Stavelly

Currently no licensed child care is available

This list is provided for information purposes only; LRSD does not endorse these childcare providers and does not guarantee accuracy of this information. Contact providers for current details.

Affordability grants and subsidies are available for licensed facilities.
Visit <https://www.alberta.ca/child-care-subsidy> for more information.

OTHER OPTIONS

Licensed and non-licensed day homes may also exist in your community. Families may also find creative solutions to childcare issues, such as trading babysitting with friends and neighbours or arranging for high school students to babysit on Fridays. Because all students would be on the same calendar (older and younger children have the same days off) there is potential for older students to be available for childcare.



Livingstone
Range
SCHOOL DIVISION

www.lrsd.ca/4dayweek 4dayweek@lrsd.ab.ca

[← Back to News](#)

LRSD Will Explore 4-Day School Week

Posted on Apr 26, 2021



The Board of Trustees has asked LRSD Senior Administration to explore the option and logistics of moving students to a 4-day school week. The decision came after reviewing the results of the "Adjusted School Week Interest Survey." The survey, which ran from March 8 to 12, 2021, invited staff and parents to express their interest in adjusting the school week calendar.

Three hundred thirty-two staff and 1,412 parents/guardians participated in the survey, which asked respondents to select all that apply:

- I prefer the current school week with shortened Fridays.
- I am interested in the Board of Trustees exploring students attending school 4 days per week.
- I am interested in the Board of Trustees exploring students attending school 5 full days each week.

Staff responded with 197 votes for a 4-day week, 185 votes for keeping the current schedule, 29 votes for a 5-day week.

Parents/guardians responded with 652 votes for a 4-day week, 651 votes for keeping the current schedule, and 352 votes for a 5-day week.

Based on the results, there was not sufficient interest to explore what a 5-day week would look like, but the Trustees felt there was enough interest in a 4-day week to look into it.

Senior Administration will report back in September with the options for a 4-day school week for students, including instructional hours, class lengths, bus schedule, holidays, and other considerations.

Thank you to all staff and parents/guardians who participated in the survey in March.

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Trustees Continue to Explore 4-Day School Week

Posted on Dec 20, 2023



Livingstone Range School Division Board of Trustees continue to explore the option of a 4-day school week. Superintendent Darryl Seguin presented information to the Board at their regular board meeting on Monday, December 18, 2023.

In November 2020, March 2021, and October 2022, stakeholders provided feedback around school year calendars, including a modified school week. The Trustees have been actively gathering information on this topic since the

fall of 2021.

While no decision has been made about a 4-day school week at this time, the Board of Trustees will continue to consider all factors and implications of a change such as this.

At the December 18 meeting the Trustees passed a motion “That the Board develop a plan including next steps and stakeholder engagement and bring it forward no later than the April Board meeting for approval.”

The date for the April Board meeting is April 22, 2024.

RECENT NEWS

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Board of Trustees to Explore 4-Day School Week Through Stakeholder Engagement

Posted on Apr 24, 2024



The Livingstone Range School Division Board of Trustees will decide if implementing a 4-day school week is in the best interest of student success, budget efficiencies, and staff retention and recruitment. The Trustees will seek feedback from various stakeholder groups to understand their perspectives and concerns.

"We want to be in conversation with our stakeholder groups and really listen to their thoughts and feelings," says Lori Hodges, Board Chair. "As a Board, it is important to us that parents, staff, students, indigenous partners, and the community are part of

this process."

At the April 22, 2024 Board Meeting, the Trustees voted in favor of a stakeholder engagement plan and timeline. From May to November 2024, stakeholder groups will have opportunities to provide feedback, which will be compiled and reported to the Trustees in January 2025. This information, along with budgeting models and the effect on student engagement will be considered as the Board makes its decision, likely in February 2025.

If the Trustees decide to move forward with a 4-day school week, it is anticipated to begin in the 2025-2026 school year across the Division.

"We will use every communication tool at our disposal to help our educational community understand what a 4-day school week would look like," says Lori. "And then we will have deeper conversations, surveys, focus groups, one-on-one interviews, and other strategies to get the best information possible about the concerns and perspectives of our stakeholders."

The Division's webpage www.lrsd.ca/4dayweek has information about the history of the project, criteria, decision-makers, draft calendar and school timetables, impact on staff, and childcare considerations for families with young children. More information will be posted on this webpage as soon as it becomes available.

[← Back to News](#)

Trustees Seek Stakeholder Feedback for 4-Day School Week

Posted on Oct 23, 2024



On April 22, 2024 the Board of Trustees announced that it will explore a 4-day school week to determine if it would be in the best interest of student success, budget efficiencies, and staff retention and recruitment. As part of this exploration, a dedicated webpage has been established at www.lrsd.ca/4dayweek, where stakeholders can find a comprehensive overview, a stakeholder engagement timeline, frequently asked questions, various downloadable snapshots, and a draft of the proposed 4-day school week calendar.

For the past six months, the Board has actively engaged with various stakeholders including staff, parents, student leaders, indigenous education partners, union executives, and Hutterite leaders to gather a wide range of perspectives. Division leaders have had in-person consultations with over 120 individuals from key stakeholder groups.

"The feedback collected so far has been instrumental in understanding the diverse viewpoints within our educational community," says Lori Hodges, Board of Trustees Chair. "The engagement process is designed to be thorough and inclusive, ensuring that all voices are heard."

Next week, school council Chairs and Vice Chairs — who play a critical role in representing their school parent communities — will have an opportunity for in-person consultation with Division leaders. This will be a key touchpoint to further understanding the parent perspective and impact of a potential 4-day school week.

As the engagement phase progresses, we invite all stakeholders to share their thoughts about the proposed 4-day school week. Your feedback is crucial to the decision-making process. In November there will be an opportunity for stakeholders to share their perspectives through self-video submissions. In the meantime, please email 4dayweek@lrsd.ab.ca with your input or visit our website to download relevant materials and learn more about the exploration of a 4-day school week in Livingstone Range School Division.

Annora Brown
Pioneer interpreter of the
western Canadian landscape
read more about her here



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Livingstone Range looks at four-day school week

Frank McTighe, MACLEOD GAZETTE EDITOR | Posted on January 04 2024



A four-day school week will be explored this year in Livingstone Range School Division.

Trustees voted to have administration develop a plan for engagement with parents and other stakeholders not later than April.

That decision followed a presentation at the Dec. 18 school board meeting at the G.R. Davis Administration Building in Fort Macleod.

Superintendent Darryl Seguin reminded trustees that in 2021 the school board explore the implementation of a four-day week.

“It was kind of put on pause for a while and now we’re coming back to revisit this conversation,” Seguin said.

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Staff recruitment and retention is seen as another benefit of the four-day week.

The four-day week also alleviates challenges with finding substitute teachers.

Finally, there are budget efficiencies for school divisions facing financial challenges.

“We need to take into consideration all of these factors as we move forward as a school division,” Seguin said.

Seguin noted that Alberta Education requires students in Grade 1-9 to have 950 hours of instruction per year. That requirement increases to 1,000 for Grade 10-12.

There is no requirement in Alberta for the number of days in a school year, except it can't exceed 200.

Seguin told trustees four-day weeks are used in some schools in Alberta.

Palliser Regional School Division has schools in Champion, Brant and Milo that operate on four-day weeks, and Prairie Land School Division uses that system in Veteran school.

Horizon School Division also has a four-day week for its schools in Hays and Lomond.

Seguin presented to trustees a proposal that has all students in Grade 1-12 attending school for 158 days a year.

Under that scenario, Grade 1-9 students would receive 961 hours of instruction, and Grade 10-12 students would get 1,014.

In the second scenario, Grade 1-9 students would attend 152 days and Grade 10-12 would attend 158 days.

Grade 1-9 would get 962.7 hours of instruction and Grade 10-12 would get 1,014 hours.

In both scenarios, that work out to 365 minutes a day for Grade 1-9 and 385 minutes a day for Grade 10-12.

Seguin also presented two scenarios in which all students attend 156 days. Grade 1-9 would get 950 hours of instruction and Grade 10-12 would get 1,001 hours.

In a fourth scenario, Grade 1-9 would attend 150 days (380 minutes per day) and high school 156 days (385 minutes per day).

Grade 1-9 would get 950 hours of instruction and high school 1,001 hours.

The scenarios extend the days by as little as three minutes to as much as 25 minutes, depending on the school.

“There's other options,” Seguin said. “There's no true four-day week out there.”

Seguin provided examples of both elementary and high school time tables.

In most cases school is in Monday to Thursday, but when there is a long weekend, it shifts to Tuesday to Friday.

There is discussion with high schools of “common” learning weeks when students across the division could attend a band camp, for example.

Teachers would still work most Fridays but with the flexibility to work remotely.

Seguin said the impact of a four-day week on support staff and bus drivers has to be explored.

“Stakeholders are going to want to know what are the next steps,” trustee Brad Toone said following Seguin's presentation.

Toone introduced a motion to develop a plan at least by April.

“We want to make sure we're continuing this conversation and not putting it on a shelf,” Toone said.

The motion passed.

Tags | [Livingstone Range School Division, Schools](#)



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News / Local News

Livingstone Range moving forward with consultations on proposed four-day school week

Stephen Tipper

Published Oct 25, 2024 • 1 minute read

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The Livingstone Range's G.R. Davis Administration Building in Fort Macleod. PHOTO BY FRANK MCTIGHE

Livingstone Range school council chairs and vice-chairs will have an opportunity next week to consult with division leaders on a proposed four-day school week.

STORY CONTINUES BELOW

RECOMMENDED VIDEOS



On April 22, the school board announced it will explore a four-day school week to determine if it would be in the best interest of student success, budget efficiencies, and staff retention and recruitment.

A dedicated webpage has been established at lrsd.ca/4dayweek where stakeholders can find a comprehensive overview, a stakeholder engagement timeline, frequently asked questions, various downloadable snapshots, and a draft of the proposed four-day school week calendar.

For the past six months, the board has actively engaged with various stakeholders including staff, parents, student leaders, Indigenous education partners, union executives, and Hutterite leaders to gather a wide range of perspectives, says Livingstone Range.

Division leaders have had in-person consultations with over 120 individuals from key stakeholder groups.

“The feedback collected so far has been instrumental in understanding the diverse viewpoints within our educational community,” says Lori Hodges, board chair.

“The engagement process is designed to be thorough and inclusive, ensuring that all voices are heard.”

In November there will be an opportunity for stakeholders to share their perspectives through self-video submissions.

In the meantime, the division is accepting input through email at 4dayweek@lrsd.ab.ca.



Child-care concerns rise amid LRSD's four-day school week proposal

By Somya Lohia

Shootin' the Breeze Reporter
Local Journalism Initiative

Livingstone Range School Division's proposal to transition to a four-day school week has sparked conversations in Pincher Creek, as it could significantly change how schools operate and affect families across the region.

The initiative, aimed at improving student outcomes, operational efficiencies and staff retention, is currently in the consultation phase, with feedback being gathered from a range of stakeholders.

Lorelee Hodges, board chair at LRSD, emphasized that the decision-making process is still in the exploratory stages.

"The Livingstone Range School Division board of trustees will decide if implementing a four-day school week is in the best interest of student success, budget efficiencies and staff retention and recruitment," she said in an email.

Feedback from the community, including Piikani Nation, Hutterite colonies and residents throughout the division, will be taken and the final decision will be made after all input is reviewed, she said.

One significant area of concern has been child care, as children would be at home for one extra day

each week.

Hodges said the school division is not responsible for providing child care. However, she acknowledged the issue, calling it a "huge concern in all our communities."

She mentioned that a survey has been sent to parents of children in kindergarten through Grade 5 to assess the demand for additional care and this information will be used to guide further conversations.

"The information will be shared with the board in the final report," she noted.

Pincher Creek town councillor Sarah Nodge also voiced concerns about the increased demand for child care if the four-day week is implemented, highlighting the pressure it could place on local child-care providers.

During a council meeting earlier this month, Nodge asked a delegation from the Pincher Creek Community Early Learning Centre, "If the four-day school week goes ahead, I expect that there will be increased out-of-school pressure for the early learning centre. How does that factor into your planning?"

Ola Crook from the learning centre reassured council that, despite potential challenges, the centre is equipped to manage the numbers they serve, and they are

confident in their ability to adapt should the change occur. Crook emphasized that the centre's current setup positions them well to address any increased pressure.

Meanwhile, an LRSD staff member, who requested anonymity, shared some personal insights about the potential benefits of a four-day school week.

In a conversation, the member suggested that for older students, the additional day off could provide opportunities for sports and other extracurricular activities.

They also noted that the extra day might offer a better work-life balance for busy students, who often juggle school, work and sports.

The member acknowledged that while the change may pose challenges for younger students, particularly those needing child care, it could also reduce travel time for children on long bus routes, as they would have one less day of commuting.

Additionally, they emphasized that education should not be viewed solely as child care, as there are complex needs to consider, including those related to financial savings and student well-being.

The proposed four-day week would see students in class for four full days each week, typically

Monday through Thursday. If a statutory holiday falls on one of the weekdays, the school week would be adjusted to include a full Friday.

To meet Alberta Education's requirements for annual instructional hours, school days would be extended by 5 to 10 minutes. Teaching staff would work a fifth day about twice each month to fulfil professional responsibilities.

The idea of a four-day school week was first proposed in November 2020 after some parents expressed interest in the change, according to the LRSD website.

A survey conducted in March 2021 found that 41 per cent of parents and 49 per cent of staff were in favour of exploring the idea further. A followup survey in October 2022 showed that 68 per cent of respondents supported the concept.

Final feedback will be compiled in December 2024 and shared with the board of trustees in January 2025. If all goes as planned, a decision on the four-day week will be made in February 2025, with the potential to implement the change in the fall of 2025.

Community members are encouraged to share their thoughts, questions or concerns by emailing 4dayweek@lrsd.ab.ca.

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COFFEE BREAK

SUDOKU

PUZZLE NO. 1002

			7				2			
9		7	4	8	1					
4	5		2							
						6				
	7							5	3	
3			6			2	4	7		
	8		1			9	7			
				6						
7		1				3				

LEVEL: ADVANCED

HOW TO PLAY:

Fill in the grid so that every row, every column and every 3x3 box contains the numbers 1 through 9 only once.

Each 3x3 box is outlined with a darker line. You already have a few numbers to get you started. Remember: you must not repeat the numbers 1 through 9 in the same line, column or 3x3 box.

ANSWER TO PUZZLE NO. 1002

8	9	3	2	5	1	4	7	6
2	1	4	7	8	6	3	5	9
5	7	6	3	4	2	8	9	1
7	8	1	9	6	5	3	2	4
6	8	9	5	7	3	4	1	2
3	6	7	3	2	6	9	7	8
4	5	8	9	7	6	3	2	1
9	2	7	4	8	1	5	3	6
6	3	5	8	1	9	2	4	7

CROSSWORD

PUZZLE NO. 266

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
32					33			34		
35					36				37	
		38				39	40			
41	42	43	44			45			46	47
49						50	51			52
53						54				55
56						57				58

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ACROSS

- 1. Lawn tree
- 4. Mastered
- 8. Chip in chips
- 12. Feathered stole
- 13. ___ shirt
- 14. Poet Keats
- 15. Cereal container
- 16. Gardening tool
- 17. Eager
- 18. Faucet
- 20. Lawn
- 21. Hazardous
- 24. Stare blankly
- 27. Screening
- 32. 24th letters
- 33. Lad
- 34. Estate unit
- 35. Deerskin
- 37. Ancient harp
- 38. Clothes
- 41. Planet's path

- 45. Perceive
- 49. Give notice
- 50. Land amid water
- 52. Hops beverage
- 53. Fifty-fifty
- 54. Gentle
- 55. Bring to court
- 56. Attaches a button
- 57. Writing tablets
- 58. Five plus five

DOWN

- 1. Fades
- 2. Part of a bow
- 3. Long skirt
- 4. Smock
- 5. Paint layers
- 6. Forest creature
- 7. Fawn's mother
- 8. Not totally closed
- 9. PBS science show
- 10. Not that
- 11. Last bits
- 19. Invited person
- 20. ___ whiz!
- 22. Helm direction
- 23. Saute preparation
- 24. Hair
- 25. Bunyan's tool
- 26. Pod
- 28. Manservant
- 29. Wintry
- 30. Miscalculate
- 31. Very small
- 33. Risk cash
- 36. Lid

- 39. Ran a motor
- 40. Stinks
- 41. Has loans
- 42. Rant
- 43. Make beer
- 44. Rustic hotels
- 46. Bridge seat
- 47. Piece of evidence
- 48. MTV watcher
- 50. Little demon
- 51. Yellow or Red, e.g.

ANSWER TO PUZZLE NO. 266

N	E	T	S	P	A	D	S	P	S	W	E	S
E	N	S	K	M	E	K		N	E	A		
L	E	A	L	E	S	L	E		N	A	R	N
T	E	C	T	D	E	T	E		R	B	I	T
								A	T	I	R	E
								L	R	E		
								B	O	Y		
								P	R	E	V	I
								S	A	F	E	
								S	P	I	G	O
								A	V	I	D	
								H	O	L	O	
								N	T	E		

CROSSWORD PUZZLE ANSWERS
USE AMERICAN SPELLING

Appendix C: Staff Feedback

CONTENTS:

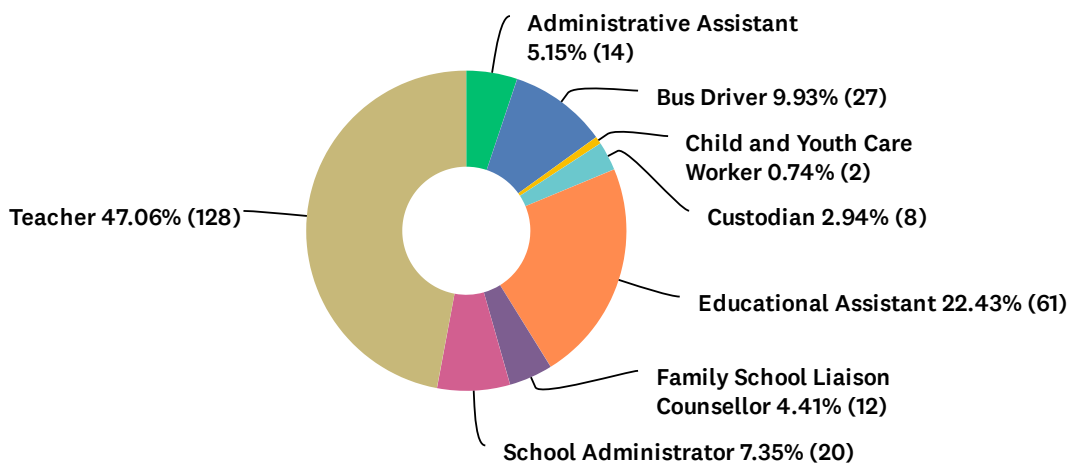
1. May 2024 Staff Survey
2. November 2024 Staff Survey
3. Divisional Day Staff Engagement sessions notes (November 2024)

To protect the confidentiality of the 9 staff members who emailed feedback to 4dayweek@lrsd.ab.ca, their comments are not included in this public report but were provided to the Board of Trustees.

To protect the confidentiality of the staff members who provided comments in the Staff Surveys, their responses are not included in this public report but were provided to the Board of Trustees.

Q1 What is your role in Livingstone Range School Division?

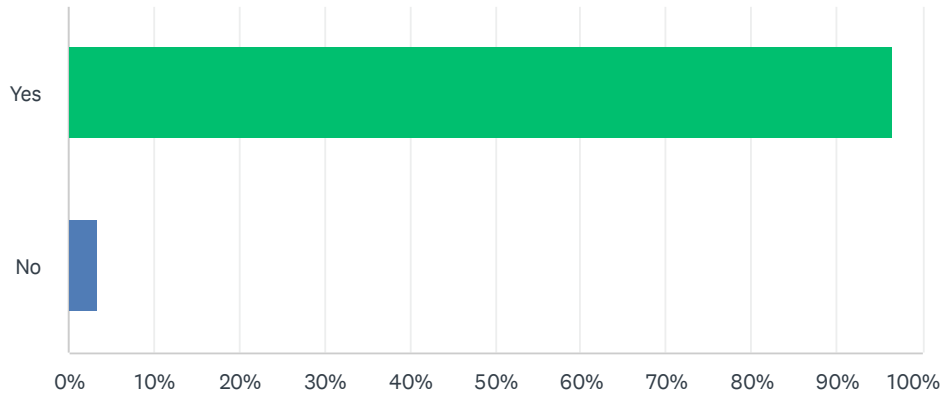
Answered: 272 Skipped: 0



ANSWER CHOICES	RESPONSES	
Administrative Assistant	5.15%	14
Bus Driver	9.93%	27
Child and Youth Care Worker	0.74%	2
Custodian	2.94%	8
Educational Assistant	22.43%	61
Family School Liaison Counsellor	4.41%	12
School Administrator	7.35%	20
Teacher	47.06%	128
TOTAL		272

Q2 Have you reviewed the Staff Snapshot for your role?

Answered: 272 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	96.69%	263
No	3.31%	9
TOTAL		272

Q3 In your opinion, what are the biggest advantages of a 4-day school week for staff?

Answered: 249 Skipped: 23

To protect the confidentiality of the staff members who provided comments, their responses are not included in this public report but were provided to the Board of Trustees.

Q4 In your opinion, what are the biggest advantages of a 4-day school week for students?

Answered: 246 Skipped: 26

To protect the confidentiality of the staff members who provided comments, their responses are not included in this public report but were provided to the Board of Trustees.

Q5 Thinking about students, what concerns you about a 4-day school week?

Answered: 247 Skipped: 25

To protect the confidentiality of the staff members who provided comments, their responses are not included in this public report but were provided to the Board of Trustees.

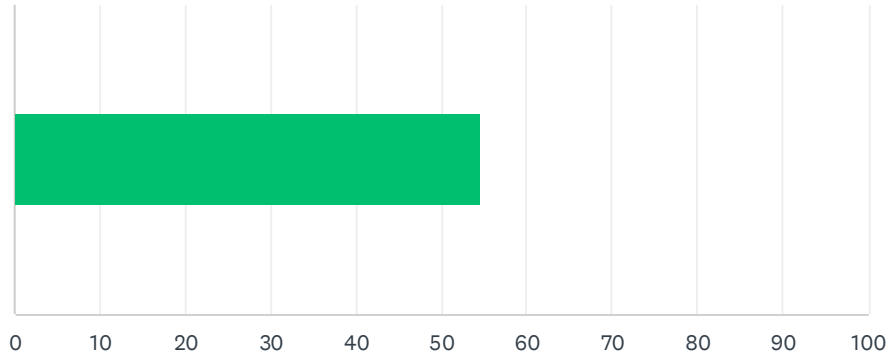
Q6 Thinking about your staff role, what concerns you about a 4-day school week?

Answered: 247 Skipped: 25

To protect the confidentiality of the staff members who provided comments, their responses are not included in this public report but were provided to the Board of Trustees.

Q7 With the information you have now, how supportive are you about moving to a 4-day school week?

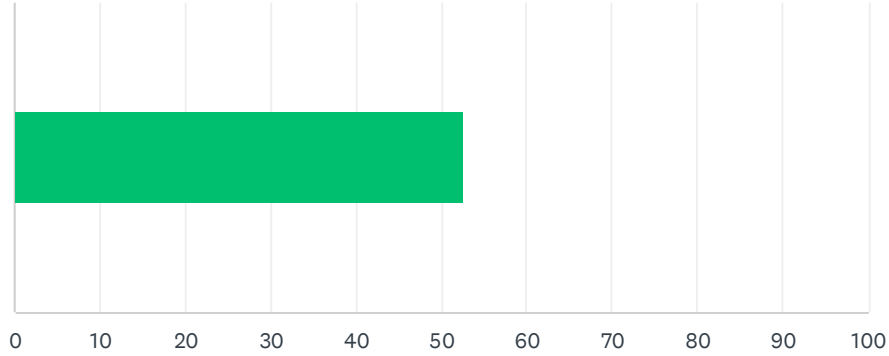
Answered: 267 Skipped: 5



ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
	55	14,569	267
Total Respondents: 267			

Q8 If implemented, how would a 4-day school week influence your decision to continue working in this division?

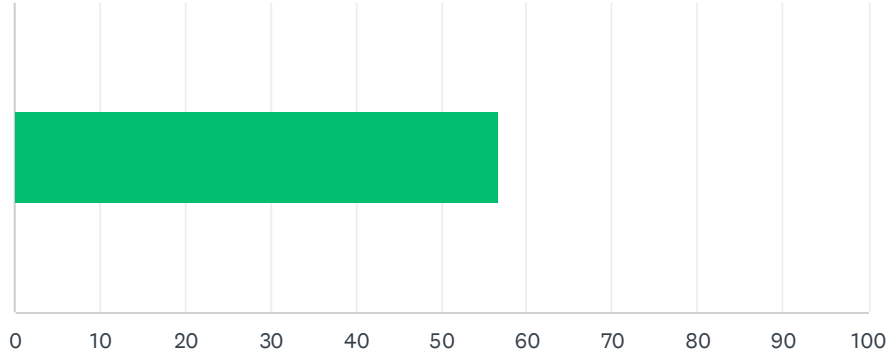
Answered: 267 Skipped: 5



ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
	53	14,052	267
Total Respondents: 267			

Q9 If implemented, how do you feel a 4-day school week may influence recruitment of new staff to LRSD?

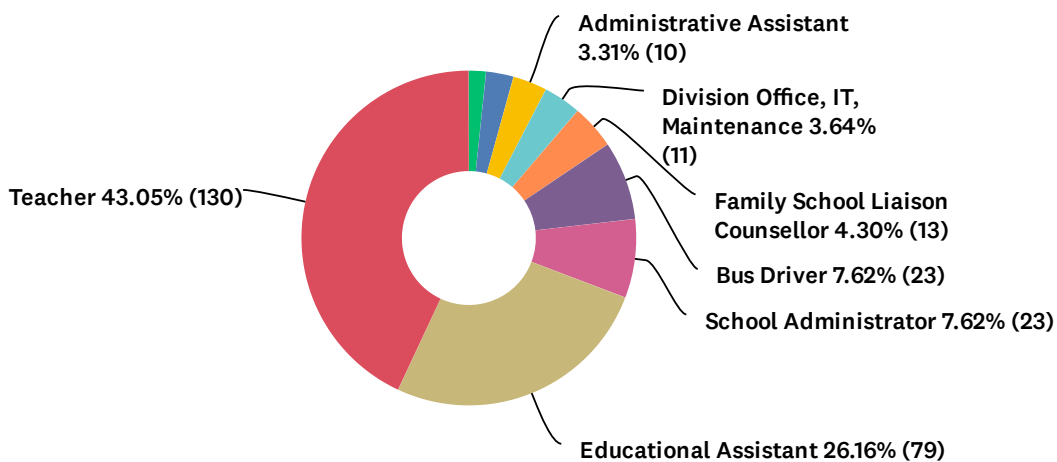
Answered: 259 Skipped: 13



ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
	57	14,683	259
Total Respondents: 259			

Q1 What is your role in Livingstone Range School Division?

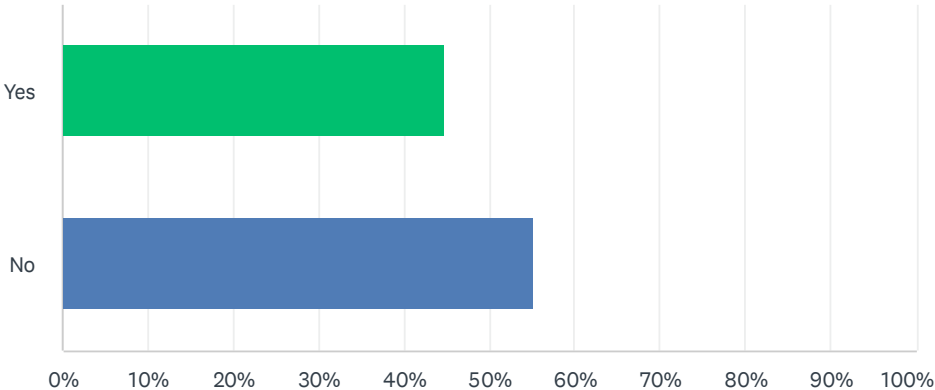
Answered: 302 Skipped: 0



ANSWER CHOICES	RESPONSES	
Custodian	1.66%	5
Child and Youth Care Worker	2.65%	8
Administrative Assistant	3.31%	10
Division Office, IT, Maintenance	3.64%	11
Family School Liaison Counsellor	4.30%	13
Bus Driver	7.62%	23
School Administrator	7.62%	23
Educational Assistant	26.16%	79
Teacher	43.05%	130
TOTAL		302

Q2 Did you attend a 4-Day School Week session at Divisional Day 2024?

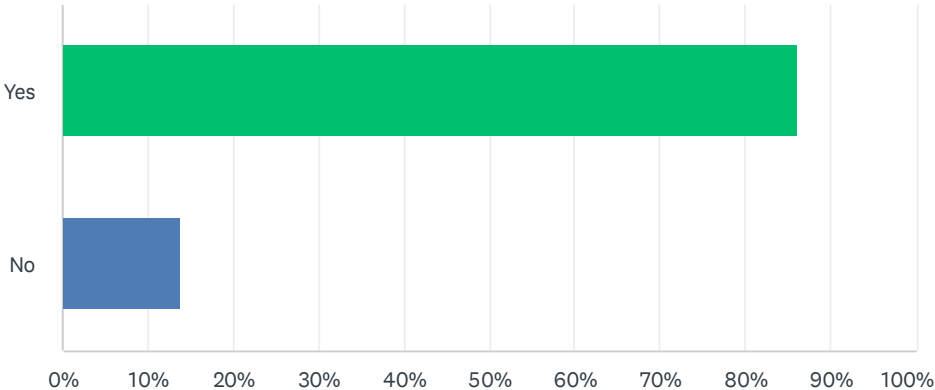
Answered: 302 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	44.70%	135
No	55.30%	167
TOTAL		302

Q3 Have you reviewed the Staff Snapshot for your role?

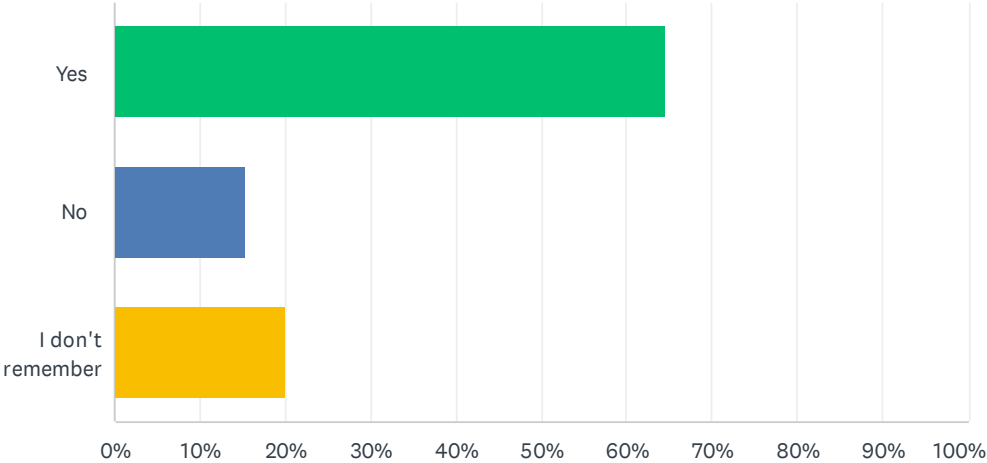
Answered: 302 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	86.09%	260
No	13.91%	42
TOTAL		302

Q4 Did you respond to the May 2024 staff survey about a possible 4-day school week?

Answered: 300 Skipped: 2



ANSWER CHOICES	RESPONSES	
Yes	64.67%	194
No	15.33%	46
I don't remember	20.00%	60
TOTAL		300

Q5 In your opinion, what are the biggest advantages of a 4-day school week for staff?

Answered: 279 Skipped: 23

To protect the confidentiality of the staff members who provided comments, their responses are not included in this public report but were provided to the Board of Trustees.

Q6 In your opinion, what are the biggest advantages of a 4-day school week for students?

Answered: 270 Skipped: 32

To protect the confidentiality of the staff members who provided comments, their responses are not included in this public report but were provided to the Board of Trustees.

Q7 Thinking about students, what concerns you about a 4-day school week?

Answered: 281 Skipped: 21

To protect the confidentiality of the staff members who provided comments, their responses are not included in this public report but were provided to the Board of Trustees.

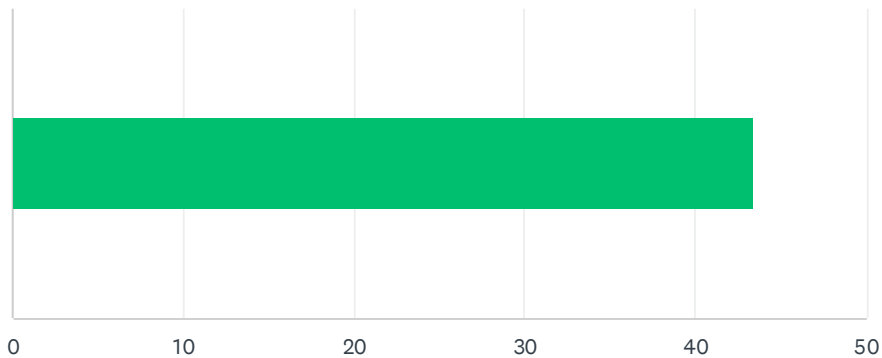
Q8 Thinking about your staff role, what concerns you about a 4-day school week?

Answered: 282 Skipped: 20

To protect the confidentiality of the staff members who provided comments, their responses are not included in this public report but were provided to the Board of Trustees.

Q9 With the information you have now, how supportive are you about moving to a 4-day school week?

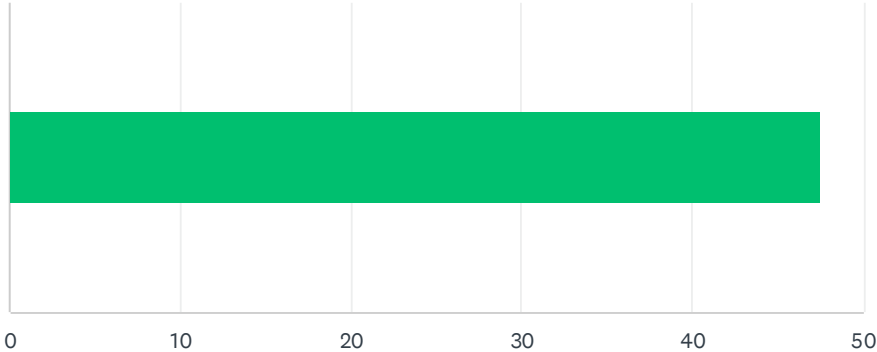
Answered: 300 Skipped: 2



ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
	43	13,008	300
Total Respondents: 300			

Q10 If implemented, how would a 4-day school week influence your decision to continue working in this division?

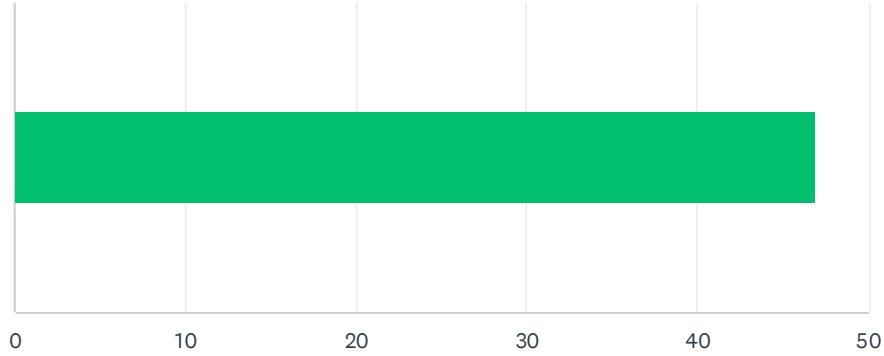
Answered: 297 Skipped: 5



ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
	48	14,117	297
Total Respondents: 297			

Q11 If implemented, how do you feel a 4-day school week may influence recruitment of new staff to LRSD?

Answered: 287 Skipped: 15



ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
	47	13,470	287
Total Respondents: 287			

Divisional Day Staff Engagement Sessions

Divisional Day

November 13, 2024

3 sessions, 220 staff

- Concerns about hours and pay. Will EAs' hours be cut?
- Concerns that this decision is a foregone conclusion.
- Bussing concerns.
- Discussion about a possible timetable.
- Concerns about public perception
- Concerns about actual instructional hours, particularly for younger students. The issue is how teachers use their time.
- 4-day student week. Education staff may be working with 5 days regularly.
- Sometimes 15 minutes too long is 15 minutes too long. Extra minutes may be too much and create a negative experience.
- Interactions with neighboring schools divisions, such as with athletics.
- Time Free From Instruction (TFFI) on the daily, where students are not in the building. Some of the time is moved to the Fridays (teachers can choose to be there or not). Some TFFI during the Mon-Thurs as well or else teachers will be over their hours. 365 minutes for students. 330 for teachers.
- Virtual school staff concerned about the impact on virtual students. Some of those students work at in-person schools on Fridays with teachers for intervention, study hall, course work with a teacher. Exam monitoring on Fridays for at-home schools.
- Friday attendance is a concern for elementary students. Age capacity. Some learning loss after a long weekend and the recovery for students. Granum is saying that the energy is not a problem for their young students in the 4-day week.
- Concern for vulnerable students.
- Substitute teachers - 157 days. Minutes of instruction vary by school right now already.
- Would this be for one year only? Or longer term.
- Other school divisions have reached out as interested in a 4-day school week.
- Budget efficiencies. We have a \$350,000 deficit and need to find cost savings. Any budget efficiencies would go to balance our budget. The reality is, we can't operate as we are now and have a balanced budget.
- Staff retention and recruitment: each year we are asking staff to do more. Mixed research on the effect of a 4-day school week on staff. Staff grateful for mental health day in 2020.

- The fifth day off - are there opportunities for community partnership to provide positive programming
- LSA - programming with a 4-day school week.
- Interest in what the research says about the effect of a 4-day school week on student success.
- Concerns from teachers about assignable time and Time Free From Instruction. Teachers 916 hours of instruction and 1200 assignable in collective agreements. 330 minutes per day = 916 hours. Some TFFI Monday-Thursday
- Preschool Monday-Thursday - does this follow the same? Our draft calendar is K-12.
- How would this affect EAs and other support staff in our schools? Want to ensure support staff have the hours they need. Granum School EAs have had hours cut.
- Transportation where students are getting home really late already now. Extending the school day means that students get home later. Stavely school bussing because of feeder schools. Students and families can shift and adapt.
- Substitute teacher concerns: fewer days to work and daily wages. We are short on subs now. There will still be a need for subs. Opportunity is 20% less for sub who wants to work full time.
- Vulnerable children - food insecurity and a safe place.
- Veteran School (30+ years), Champion School schools on a 4-day week that are performing well. No full jurisdictions on 4-day schedule.
- Trying for 2-3 years and have engagement with stakeholders. Worries about the unknown. Teachers are concerned about their TFFI and prep time has checks and balances to ensure you can't go over it.
- Hockey families, ranchers, those who love to camp really enjoy the 4-day week at Stavely school.
- Larger class sizes, less staff, doing more with less, program cuts are what will have to happen to balance the budget if it's not this. Maybe this needs to be clearer for families.
- Concern for bus drivers, cut to pay, and subs.
- Concern about losing cognitive capacity of young students in a 4-day school week. Concerned about individual school contexts impact on student success.
- Timetabling and making the time work for EAs. Administrators have run different scenarios and make it work. On the working blue days
- What criteria will the Board use to determine student success? Research, MRA, standardized test results, vulnerable students, learning loss, curriculum. The Trustees want to use the same ruler for student success as they do now.

- Students who struggle now with getting to school may have trouble getting to school. Increase communications with parents about the impact on low attendance.
- School divisions in the US who moved to a 4-day week was about saving money, which was done by cutting staff. We don't want potential savings to come on the backs of staff.
- ADD FINANCIAL SITUATION AND DEFICIT TO THE WEBSITE MORE CLEARLY
- Why was this 4-day schedule chosen? Why not other options like 5 then 4? Why a Friday the off day? Friday is least-attendance day. A family will take off Fridays and Mondays for vacations.
- Friday Professional Development - more work for those conducting the PD. Is this the time for TFFI? 916 instructional / 1200 assignable
- On the blue Fridays, if there was a voluntary reduction of time and staff could opt out of professional development, that would be contrary to the intention of the professional development.
- Are the Trustees working to advocate for the Division and for increased funding? The Trustees are actively advocating to the government for funding, transportation, carbon tax, etc. ASBA advocates as well.
- Impact for Nanton students combining schools for new and modernized schools in the same year.
- AP 130 any school can apply to have an adjusted school year calendar (including 4-day school week).

Appendix D: Student Feedback

CONTENTS:

1. Livingstone Leaders in-person session notes (October 2024)

To protect the confidentiality of the 10 students who emailed feedback to 4dayweek@lrsd.ab.ca, their comments are not included in this public report but were provided to the Board of Trustees.

Livingstone Leaders Student Meeting

October 2, 2024

25 High School Students

Notes from in-person discussion:

- Time to change classes seems short. 4-5 minutes is sufficient. 2 seems to short.
- Concern for childcare for younger children
- Friday off could be saving money on busing
- High school students might like a day to sleep in or work at a part time job
- Sometimes it would be good to have the Friday to study, but it might be a long gap for younger students. Some students may not use their Fridays responsibly.
- Concern for parents and childcare and scheduling
- Flex Friday is one-on-one time with students might need to be shifted
- Missing other days for appointments would mean you don't have the Friday to catch up.
- People think Fridays aren't useful or important and so they see it as not necessary. People miss Fridays for family events. Short Fridays might be easier to miss. A full day Thursday would be less likely to miss. With a built in longer weekend, there would be less need to skip on Friday. There would be more stress about missing a full day Thursday because it's a lot of school classes. Work experience on Friday creates absences. Concern for students who already have attendance issues and may then treat the Thursday as a long weekend.
- Potential for students to work extra hours on the Friday. How do we provide positive outlets for students on the Friday?
- Staff resources to help make that Friday positive, beneficial? Volunteering, working, earning school credits.
- Work experience students are fewer now, so how would that work with promoting Fridays as a work day for students? We would definitely explore this.

Student comments on poster paper:

What concerns you about a 4-day school week:

- Shorter lunches and breaks
- Parents
- More stress
- Heavy course load

- Not having one-on-one time with teachers
- Messed up sleep schedule
- More missed school on normal days if sick or any other reason
- Students will feel overwhelmed
- Miss more school
- Some school uses their break/lunch time for activities, such as leadership, clubs, etc. It could restrict student activities.
- Difficulty for parent who work out of town
- Pressure for time (breaks and lunch)
- Less days - less blocks - less change for field trips etc
- Added stress onto both parents and students of all ages

What potential benefits do you see in a 4-day school week?

- Less stress for students
- An extra day to study
- Long weekend to decompress
- Sleepy time
- Study time
- Being able to work
- More time for students to rest from potentially being drained from the week
- More work time
- More of a social life
- Personal bonding with friends and family. More time to do activities.
- Save money on bussing
- Work, study, rest when needed. "Free"/personal time. Students have different priorities and having a day allocated for them to prioritize coil dbc healthy physically and mentally.
- Working fridays just mornings/nights instead of working after school friday
- More time to rest, study, work, sleep, and spend time with family
- None
- More time to discover potential hobbies/passions
- Time for students to prioritize self care and relaxation

What do you as a student want the Trustees to know as they consider a 4-day school week?

- Adding more school time doesn't mean student learn more efficiently
- May cause confusion between families and parents/guardians when the weekdays are changing.

- That younger kids should have the extra home time to decompress
- It could be more beneficial to take Wednesdays off
- Finding ways for people to get credits for babysitting
- Possibility of more homework/heavier work load
- Parents challenges
- Having Fridays off gives HS students more opportunities to work and spend time with family
- That a 4-day week will mostly likely not work for most students, causing stress for students and parents
- What will benefit some will harm others
- Students may/will miss recommended courses = no credits = no graduation = failure in life
- There are a lot of benefits and concerns can be answered/solutions can be found
- People don't like change
- A 4-day week may not be thoroughly thought through enough nor every personal consideration is implemented

What CONCERNS you about a 4-day school week?

Shorter lunches and breaks.

Parents'

Heavy Course-load

STRESSORS WILL FEEL

~~NOT~~ ~~BEING~~

Overwhelmed!

More stress

Not having one on one time with teachers

messed up sleep
Sceptical

More missed school on normal days if sick or any other reason.

miss more school

Some school uses their break/lunch time for other activities, such as leadership, club, etc. It could restrict student activities.

Already behind students would fall further behind.

Difficulty for parent who work out of town

pressured for time (breaks + lunch)

Less days = less blocks

= less chance for field trip, etc.

Added stress onto both parents and students of all ages

What potential BENEFITS do you see in a 4-day school week?

less stress for students

An extra day to study

longer weekend to decompress

★ Sleepy time! ★

work study rest when needed

"free" / personal time
Students have diff. priorities and having a day allocated for them to prioritize could ~~be~~ be healthy physically + mentally.

More time to discover potential hobbies/passions

Time for students to prioritize Self Care and relaxation

Study time

being able to work!!!

More work & sleep time

More of a social life

more work time

Personal bonding w/ Friends + Family, More time to do activities

Save money on bussing

Working Friday's just morning/night's instead of working after school Friday.

More time to rest, Study, work, sleep, and spend time with family.

None

more time for students to rest from potentially being drained from the week.

What do you as a student want the Trustees to know as they consider a 4-day school week?

Adding more ^{school} time doesn't mean students learn more efficiently.

May cause confusion between families & parents/guardians
↳ The weeks days changing

That younger kids should have the extra home time to decompress

Having Fridays off gives HS students more opportunities and time to work and spend time with family. 😊

Students may miss recommended courses = no credits = no graduation = later in life

It could be more beneficial to take Wednesday's off

Possibility of more homework / heavier work-load

That a 4-day week will most likely not work for most students. Causing stress for students and parents.

Parents challenges

Finding ways for people to get Credits for Background

What will benefit some will harm others

there are a lot of benefits ~~and~~ and concerns CAN be answered / solutions can be found.

People don't like change

A 4 day week may not be thought through enough / not enough personal consideration => in the heart.

Appendix E: Parent Feedback

CONTENTS:

1. Regional School Council in-person session notes (May and October 2024)
2. Granum Parent Perspectives Survey (November 2024)
3. Childcare Need Parent Survey (November 2024)

To protect the confidentiality of the 103 parents who emailed feedback to 4dayweek@lrsd.ab.ca, their comments are not included in this public report but were provided to the Board of Trustees.

Regional School Council Engagement

May 29, 2024

Participants: 4

Notes:

- Make it clear that all students will be in or out of schools on the same days
- How is student success defined? Articulate what we are trying to achieve? *Add absentee % to FAQs
- Crime rates might be a negative consequence - in communications, balance positive and negative. Frame as responses to potential challenges.
- Champion School is on a 4-day school week. WMES called and talked to them, particularly about food security.
- Childcare: big issue. Could be negative for young students. Consider the impact on the community if shifting the burden of Friday "childcare" to families. In some communities, vulnerable families have no access to childcare. Rural disadvantages.
- Consider EAs be trained and staff childcare facilities.
- There are some parents that are supportive, but there are many families who would be severely negatively impacted by this.
- Discussion about scope creep into education: mental health, nutrition, etc
- Consider programming options for the Friday that could offer day camps, field trips, groups could use the buses/bus drivers for the Fridays for new opportunities. Could groups use school spaces? Liability and joint use agreements would need to be clarified.
- Policy decisions have a gradient of winners and losers. Understand the impact of the most negatively affected groups.
- Looking for collaborative, partnership opportunities in the community to support students.
- Social media groups can be very vocal. Perception that teachers just want more time off.

October 29, 2024

Participants: 27

What are you hearing from parents about the PROCESS?

- Parent apathy because they don't know what it will look like.
- Parents aren't aware of the process. They're not aware that the information is there or don't actively pursue information. Parents don't feel that the information is reaching *them*.
- Website is helpful Lots of good information. Should be a link right from the front page of the Division website. Lots of parent engagement in some schools and communities.

- How are we engaging with all parents and making sure that all voices are heard?

Parent concerns:

- There is a definite concern about the Stavely calendar because it's different than other schools.
- Concerns about bussing for Stavely students as they go on to different communities.
- Childcare is a MAJOR concern. We are in a heightened environment of childcare and working concerns.
- Teacher cuts made at the end of the school year have overshadowed the 4DSW.
- Parents want information meeting.
- How do we know how this might affect students? Research (much of it from the United States), is inconclusive. Stavely School has 166 student instructional days (lowest in the Division) but has the highest provincial achievement test results in the Division.
- Parents are interested in knowing what are staff saying?
- Instructional hours remain the same as per the mandated instructional hours. Gr 1-9 950 instructional hours. Gr 10-12 1000 instructional hours.
- Livingstone Ski Academy - how will that work?
- Risks to student literacy, including to vulnerable populations.
- What are the metrics around student success that will be considered? We will continue to watch Measurable Results Assessment, and Alberta's annual Assurance Survey (student engagement, high school graduation rates, parent involvement, standardized testing results). Recommendation to monitor these pieces to see the impact of a 4DSW. Safe and caring environments, the whole child. We're constantly looking at measurements and will keep them the same.
- Parents are concerned about the effect on students. Students are tired at the end of the day and could potentially have lower engagement in a condensed school week. How will schools continue to create engaging environments.
- A school day would be 360 minutes. Many elementary schools have more hours than what is required by Alberta education. Students would still be receiving the 950 hours, but with only 5-10 minutes longer on average. At Stavely School and Granum School the experience is that students are not negatively impacted with a longer day.
- Friday half-day childcare can be more challenging to find than full-day childcare. It may be easier for parents to not have to pick up their children mid-day on Friday.
- Would this be in place for 1 year or forever? There may be an implementation dip for a year or two. Some efficiencies and benefits would only be seen after several years. The recommendation would be to go long-term if implementing.
- Real concerns about childcare.
- High school athletics. Staff coaching volunteers would likely remain the same (based on experiences in other schools on 4-day weeks).

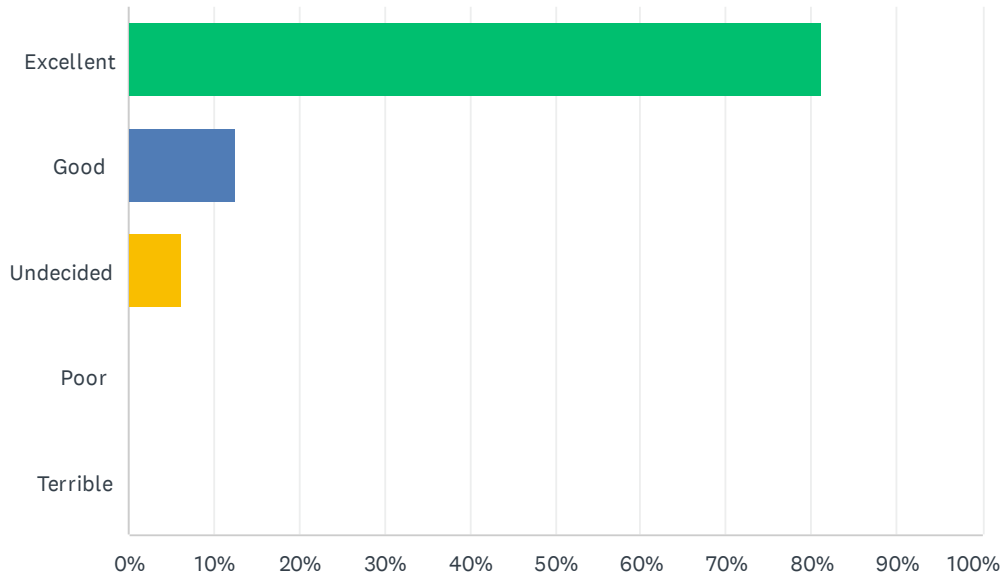
- Homework and Fridays. Same instructional hours. Teachers will work through curriculum and some homework or assignments outside of class time will continue. Could be advantageous to have Fridays as a home.
- Childcare - have we talked to communities? Municipalities have direct involvement with economic implications. There is a need in the Alberta southwest area for more employees. High school students could potentially contribute to the local economy by being available more.
- Childcare by older siblings may not be fair to that student.
- Positive feedback about 4DSW. Pincher Creek families would like to have a 4-day school week.
- FEderal grant for small rural communities for childcare.
- Child protective services = vulnerable students. Crime increased in studies, in rural communities who went to a 4DSW. Bullying may go down. Encourage RCMP, CPS to work with us and see what the possible issues might be.
- Lots of positive feedback in Granum on 4DSW. The childcare piece works really well in their community. Students seems to love it and kids are not as burned out as you might expect. Even K kids aren't falling asleep on the bus; they're engaged in the classroom. Great for some blended families, divorced families. Div 1 students might face extra learning loss when the MOnday is a holiday and there's a 4 day weekend.
- Apprenticeship students could be very benefitted by that.

What should we know about childcare issues in your community?

- Major issue in all communities.
- Add to the website that the Division is working with childcare providers to explore options in communities.
- How do we determine how many families would actually need childcare?

Q1 Based on your family’s experience so far, how would you rate the 4-day school week at Granum School?

Answered: 16 Skipped: 0



ANSWER CHOICES	RESPONSES	
Excellent	81.25%	13
Good	12.50%	2
Undecided	6.25%	1
Poor	0.00%	0
Terrible	0.00%	0
TOTAL		16

Q2 What is the best part of a 4-day school week?

Answered: 16 Skipped: 0

#	RESPONSES	DATE
1	Our family has really enjoyed having 4 days each week to be ready for school. It has decreased our stress and increased our time together.	12/3/2024 3:28 PM
2	More time for personal development outside of school.	11/28/2024 11:44 AM
3	A longer weekend for the child.	11/28/2024 11:42 AM
4	Fridays off. Child seems more balanced and seems to like Friday mornings to themselves before going to work in the afternoon. Can make appointments without having to miss school.	11/28/2024 11:41 AM
5	It allows him to do more activities outside school	11/28/2024 11:39 AM
6	Children seem happier and more engaged during the four days.	11/28/2024 11:38 AM
7	Having a three day weekend with my kids/family	11/28/2024 11:33 AM
8	More time at home	11/28/2024 11:31 AM
9	Having a regular schedule. Loving that we have Mon-Thurs, no short days.	11/28/2024 11:31 AM
10	Longer weekends. Kids seem happier for it. Easier on a hockey family.	11/28/2024 11:30 AM
11	With a long weekend for kids	11/28/2024 11:29 AM
12	Gives my child an extra day off from school activity and can enjoy 2 days off a week (Friday & Saturday) to do her activities.	11/28/2024 11:27 AM
13	3 day weekends, time to do more on weekend, see family	11/28/2024 11:26 AM
14	So much more eager to go to school, enjoy every day. More time to unwind and enjoy the weekend. Can plan appointments for Fridays off.	11/28/2024 11:25 AM
15	I find that our kids aren't so burned out at the end of the day and are also more enthusiastic about going to school at the start of each week.	11/28/2024 11:24 AM
16	Less stress on the family. One extra day to take care of life admin and plan family time, especially for older students.	11/28/2024 11:22 AM

Q3 What is the most challenging part of a 4-day school week?

Answered: 14 Skipped: 2

#	RESPONSES	DATE
1	We have not had challenges so far.	12/3/2024 3:28 PM
2	Finding childcare.	11/28/2024 11:44 AM
3	The adjustment to scheduling visitation.	11/28/2024 11:42 AM
4	Haveing a 2 week assignment be given to you on a Monday and expect it done for Thursday. But that was a teacher issue.	11/28/2024 11:41 AM
5	Nothing	11/28/2024 11:39 AM
6	I have one child in high school, so even though my younger chidren have the day off we can't go and do anything because oldes still in school.	11/28/2024 11:38 AM
7	None	11/28/2024 11:31 AM
8	Haven't had any challenges	11/28/2024 11:31 AM
9	Long days for the kids.	11/28/2024 11:30 AM
10	I think if you had older kids and need childcare if you had work or need to work	11/28/2024 11:29 AM
11	None	11/28/2024 11:27 AM
12	Not challenging	11/28/2024 11:26 AM
13	There has been no increased challenge for our family as we are both fortunate to work within walking distance from home.	11/28/2024 11:24 AM
14	I can see if there was no childcare it would be an absolute nightmare in this economy as most families need to work 5 days a week to make ends meet.	11/28/2024 11:22 AM

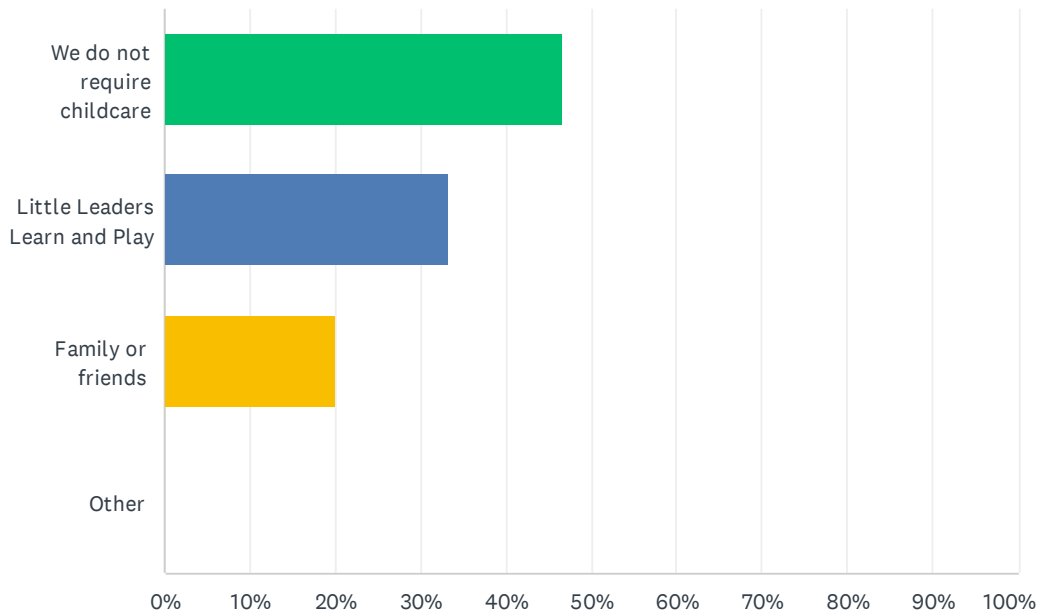
Q4 What effects (positive and/or negative) has a 4-day school week had on your child(ren)'s academic success?

Answered: 16 Skipped: 0

#	RESPONSES	DATE
1	My children seem happier. Less arguments about going to school.	12/3/2024 3:28 PM
2	The 4 day week makes learning time more valuable. The balance between school and time off keeps them more engaged.	11/28/2024 11:44 AM
3	Undecided	11/28/2024 11:42 AM
4	Positive: grades improved, improved attendance. Students seem more engaged when I visit school. The class seems happier. LA class is not as focused.	11/28/2024 11:41 AM
5	Nothing	11/28/2024 11:39 AM
6	Have not noticed a difference as of yet.	11/28/2024 11:38 AM
7	We were not able to attend parent/teachers interviews and report cards haven't been sent home yet, so I don't have an answer. However, their teacher has not reached out with any concerns, so I don't know.	11/28/2024 11:33 AM
8	None	11/28/2024 11:31 AM
9	They get more time to relax and recharge so they are ready for Monday.	11/28/2024 11:31 AM
10	Can't say for sure. But it hasn't been negative yet.	11/28/2024 11:30 AM
11	Kids not persure in study they had a long weekend. Worried the short time to study that will affect to the learning that will know	11/28/2024 11:29 AM
12	My child is more charged and enjoys going to school better. Reset brain to be more prepared for educational learning.	11/28/2024 11:27 AM
13	The boys love it. They're no more tired than the 4.5 days.	11/28/2024 11:26 AM
14	Understands attendance is important.	11/28/2024 11:25 AM
15	I find that they focus much easier when they do homework at home.	11/28/2024 11:24 AM
16	A positive effect as it seems they are getting more rest, and they also seem more productive on the days there is school. I think it is helping them learn time management.	11/28/2024 11:22 AM

Q5 If your family requires childcare, which option do you mostly use:

Answered: 15 Skipped: 1



ANSWER CHOICES	RESPONSES	
We do not require childcare	46.67%	7
Little Leaders Learn and Play	33.33%	5
Family or friends	20.00%	3
Other	0.00%	0
TOTAL		15

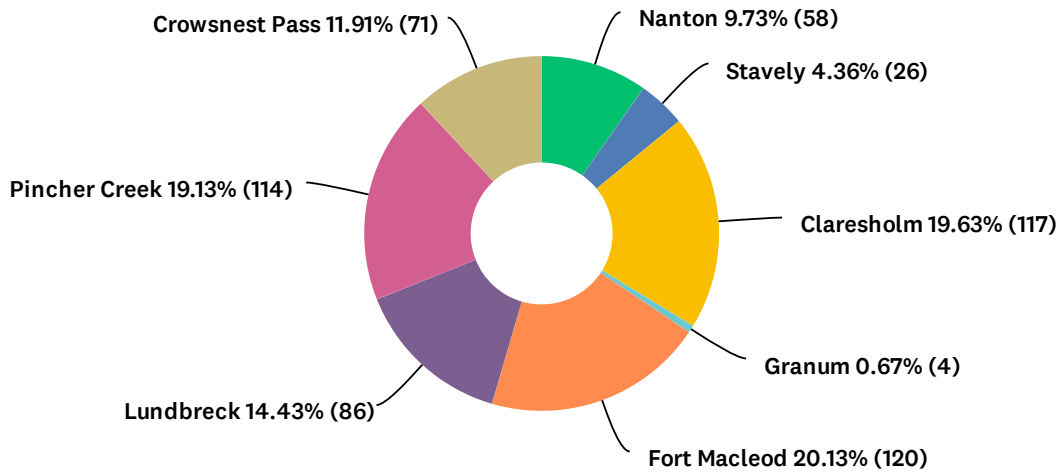
Q6 As the Board of Trustees explores implementing a division-wide 4-day school week, what would you like them to know?

Answered: 12 Skipped: 4

#	RESPONSES	DATE
1	This has been a great transition for our family. We look forward to our older child hopefully doing the same next school year.	12/3/2024 3:28 PM
2	Not all schools have childcare options which could make it difficult for working families.	11/28/2024 11:42 AM
3	It was a great decision for Granum we think as our family.	11/28/2024 11:41 AM
4	Does this mean more assigned work during the weekends?	11/28/2024 11:39 AM
5	They can't change Granum's bell times for buses. The bus already has to be at the school for 8:00am for high school drop off and wait 5 minutes after school. You can't make the Granum School kids be at school earlier than this or wait longer after school, so you have to carefully consider the bell times for the high school.	11/28/2024 11:38 AM
6	One of us parents is at home on Fridays right now, so daycare is not needed. However, if it was, it would be a financial struggle to put all our kids in daycare.	11/28/2024 11:33 AM
7	We believe it's working.	11/28/2024 11:30 AM
8	As of now I'm good 4-day school (but I hope so) but for me I still want the 5 days school.	11/28/2024 11:29 AM
9	4-day school week allows the child to recharge.	11/28/2024 11:27 AM
10	I believe it will help working families because they won't have to find childcare to pick kids up on Fridays at noon.	11/28/2024 11:26 AM
11	We have found the children have a better work/life balance.	11/28/2024 11:24 AM
12	I feel like the need for out of school care is vastly, vastly underestimated. I hope the Division is taking this element very strongly into consideration, as I feel this is what parents are going to be extremely stressed about.	11/28/2024 11:22 AM

Q1 In which community do your young children (K-Grade 5) go to school?

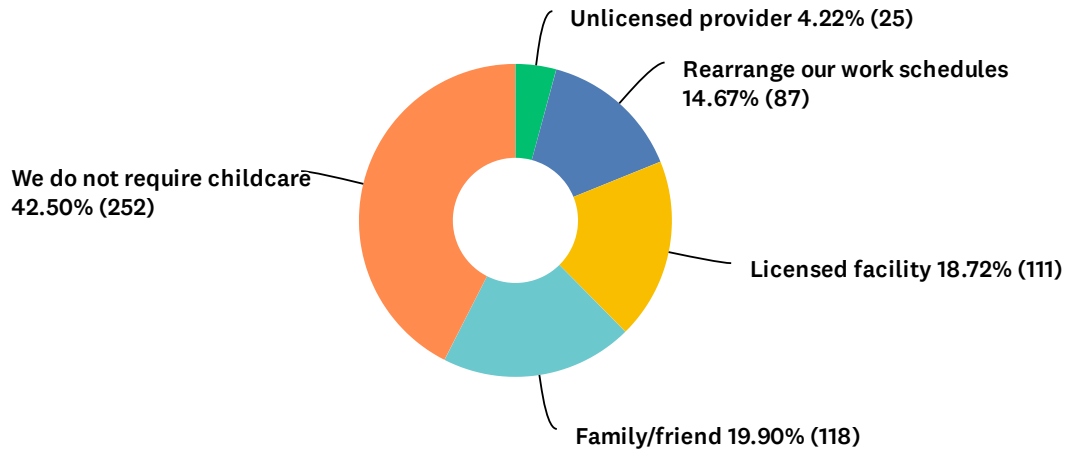
Answered: 596 Skipped: 1



ANSWER CHOICES	RESPONSES	
Nanton	9.73%	58
Stavelly	4.36%	26
Claresholm	19.63%	117
Granum	0.67%	4
Fort Macleod	20.13%	120
Lundbreck	14.43%	86
Pincher Creek	19.13%	114
Crowsnest Pass	11.91%	71
TOTAL		596

Q2 If you CURRENTLY require before- and after-school childcare for school-aged children (ages 5-12), which option do you use regularly?

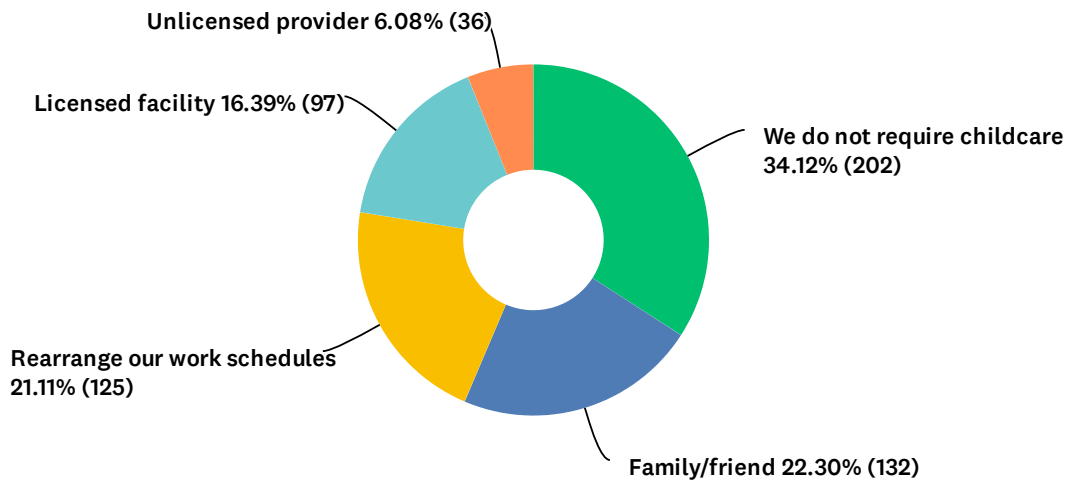
Answered: 593 Skipped: 4



ANSWER CHOICES	RESPONSES	
Unlicensed provider	4.22%	25
Rearrange our work schedules	14.67%	87
Licensed facility	18.72%	111
Family/friend	19.90%	118
We do not require childcare	42.50%	252
TOTAL		593

Q3 If you CURRENTLY require childcare for school-aged children for school holidays, staff professional development days, or other non-instructional days, which option do you use regularly?

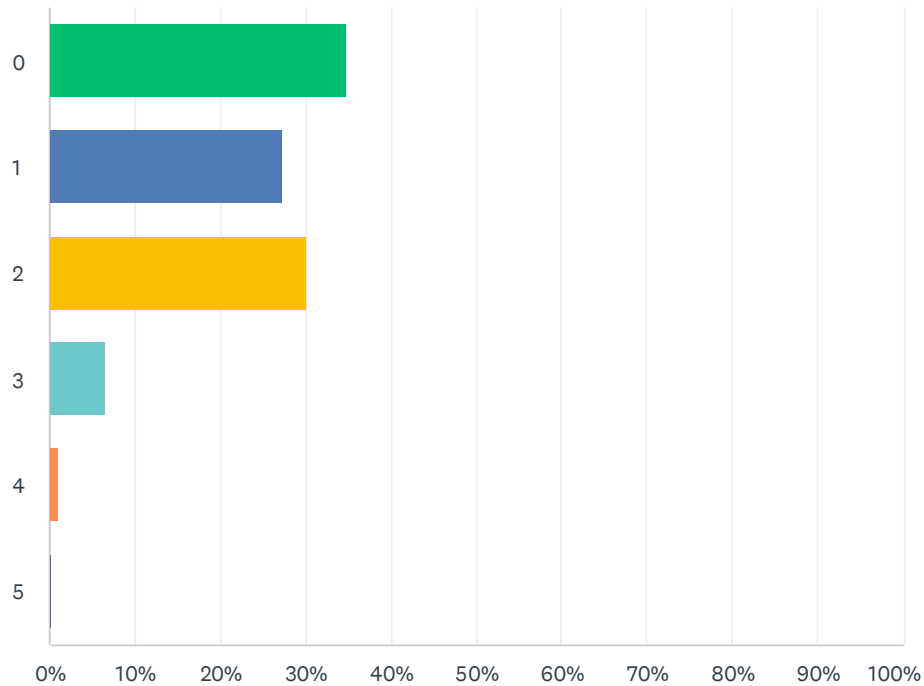
Answered: 592 Skipped: 5



ANSWER CHOICES	RESPONSES	
We do not require childcare	34.12%	202
Family/friend	22.30%	132
Rearrange our work schedules	21.11%	125
Licensed facility	16.39%	97
Unlicensed provider	6.08%	36
TOTAL		592

Q4 If Livingstone Range School Division were to move to a 4-day school week beginning in September 2025, how many school-aged children (ages 5-12) in your household would require childcare on the Friday?

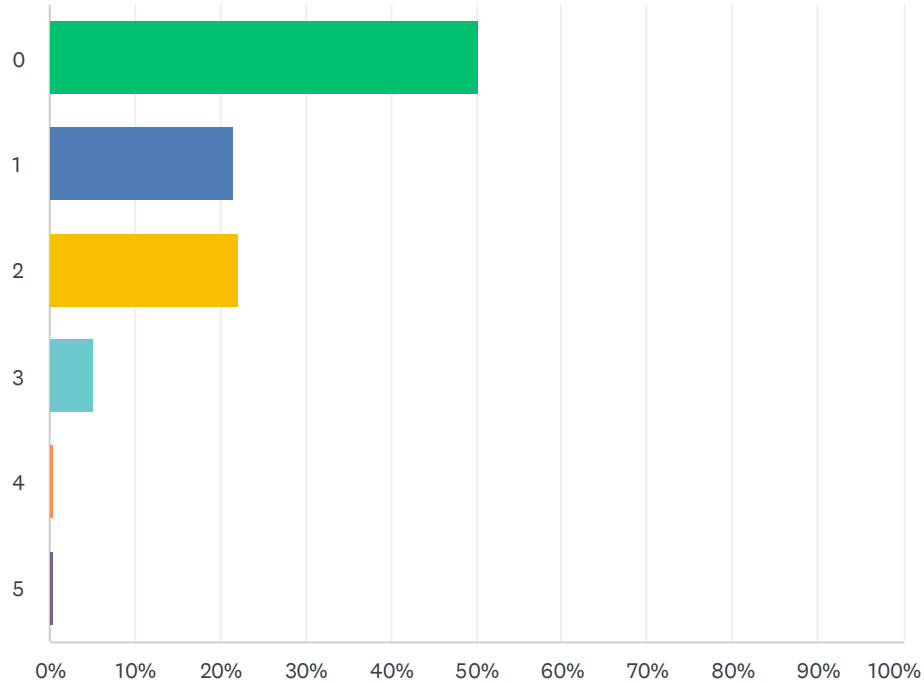
Answered: 597 Skipped: 0



ANSWER CHOICES	RESPONSES	
0	34.67%	207
1	27.30%	163
2	30.15%	180
3	6.53%	39
4	1.17%	7
5	0.17%	1
TOTAL		597

Q5 If Livingstone Range School Division were to move to a 4-day school week beginning in September 2025, how many school-aged children (ages 5-12) in your household would require before- and after-school childcare?

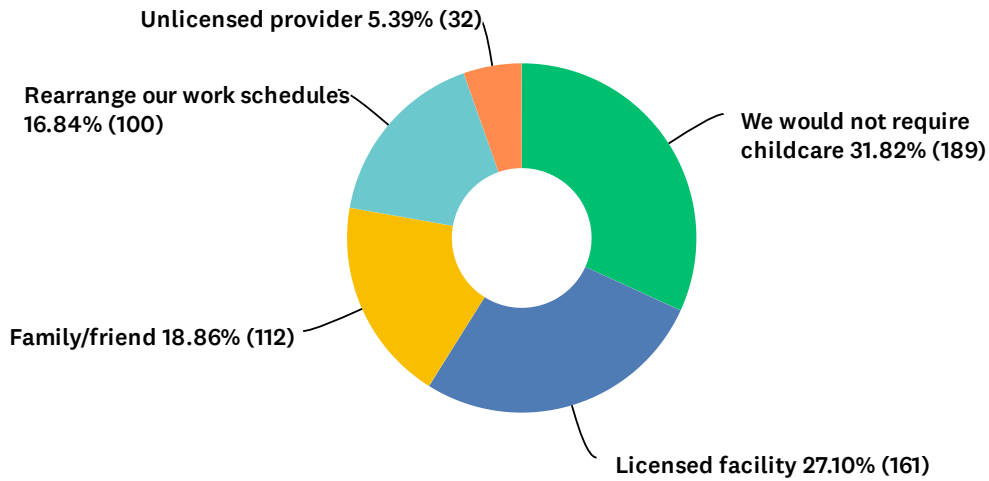
Answered: 595 Skipped: 2



ANSWER CHOICES	RESPONSES	
0	50.42%	300
1	21.51%	128
2	22.18%	132
3	5.04%	30
4	0.50%	3
5	0.34%	2
TOTAL		595

Q6 If Livingstone Range School Division were to move to a 4-day school week beginning in September 2025 and your family required childcare for school-aged children (ages 5-12), which would be your likely option?

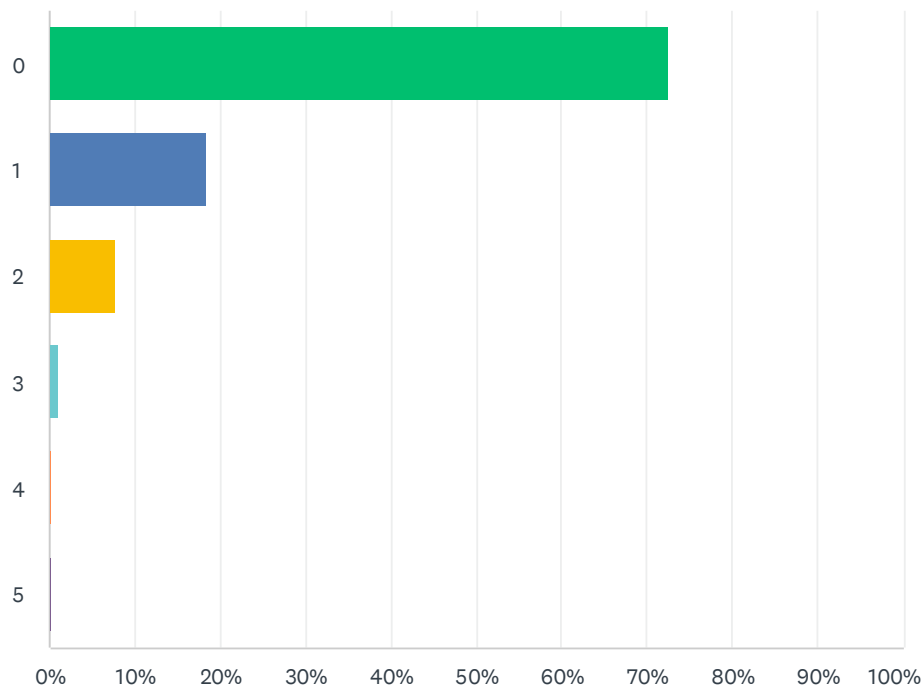
Answered: 594 Skipped: 3



ANSWER CHOICES	RESPONSES	
We would not require childcare	31.82%	189
Licensed facility	27.10%	161
Family/friend	18.86%	112
Rearrange our work schedules	16.84%	100
Unlicensed provider	5.39%	32
TOTAL		594

Q7 Thinking more broadly, how many children in your household age 0-4 years in September 2025 would require childcare?

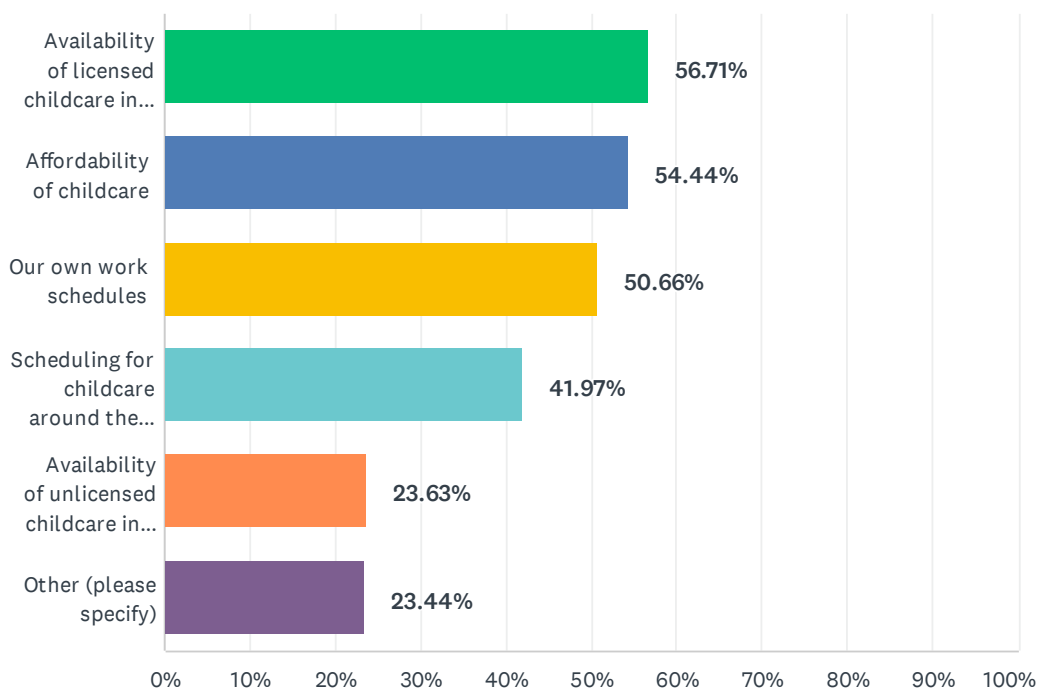
Answered: 594 Skipped: 3



ANSWER CHOICES	RESPONSES	
0	72.56%	431
1	18.35%	109
2	7.74%	46
3	1.01%	6
4	0.17%	1
5	0.17%	1
TOTAL		594

Q8 What are your greatest obstacles to childcare? Select all that apply.

Answered: 529 Skipped: 68



ANSWER CHOICES	RESPONSES	
Availability of licensed childcare in our community	56.71%	300
Affordability of childcare	54.44%	288
Our own work schedules	50.66%	268
Scheduling for childcare around the school calendar	41.97%	222
Availability of unlicensed childcare in our community	23.63%	125
Other (please specify)	23.44%	124
Total Respondents: 529		

Appendix F: Hutterite Colony Feedback

CONTENTS:

- Hutterite leaders in-person sessions notes (October 2024) and German Teachers engagement session notes (December 2024)
- German teacher surveys and letters from parents

Hutterite Colonies Meeting

October 1, 2024 - 3:30pm

Colony, Education Committee, and Church representatives = 7 individuals

Overview of 4-Day School Week project and stakeholder engagement.

- Hutterite leaders and parents would prefer a five-day school week of instruction.
- The structure and schedule for the day on Hutterite Colonies are set by the Church, are tradition, and are important to the proper functioning of the colony. Students wake up early, have breakfast and instruction in table manners, attend morning and afternoon German School, have dinner, clean up, and prepare their German verses in addition to English school. Because of this schedule, German and English School work best 5 days per week.
- Adding 14 minutes to an English School day would have a big impact on the students' and colony's schedule.
- Alberta Education mandates 950 hours of instruction for Kindergarten to Grade 9, and 1000 hours of instruction for Grades 10-12. Hutterite Colony Schools in Livingstone Range School Division have a range of typical instruction hours, from 950 to closer to 1000 for Kindergarten to Grade 8 students.
- As Hutterite Colony students are English as an Additional Language learners, there is concern about less time in English School as well as a 3-day weekend each week that may create learning loss situations. More consistent 5-day weeks provide a better learning experience for English learners.
- Parents on Hutterite Colonies are working Monday through Friday and children would require more supervision if there was no school on Fridays. This would be challenging for parents. Established routines on Hutterite colonies are helpful and makes it possible to function properly as students are supervised in school.
- The Hutterite Education Committee seek a simplified curriculum for Hutterite students, focusing on literacy and numeracy. They have spoken to the minister of education about a private education curriculum that focuses on fundamental learning.
- A move to a 4-day school week would hugely impact every aspect of Colony life and tradition. Changes to English School would mean a change to Hutterite schedules, and approval by the Church. This change could have far-reaching effects in 3 provinces.

German Teachers Engagement Session

December 2, 2024

German Teachers: 14

- Colonies will lose in a 4-day school week.
- Is this really in the best interest of students?
- Why would the world want students out of school to give them an extra day to get into trouble.
- Teacher workloads increase every day.
- Hutterite students are young and longer days may be difficult for them.
- Is this about saving money?
- May be harder on teachers and students in the long run.

Hutterite Colony Feedback

4-Day School Week

German Teacher Surveys

9 German Teachers replied, representing 180 students from 80 families

Questions:

1. What benefits might Hutterite Colony students have in a 4-day school week?

- a. We don't think it would be beneficial at all. Children don't need a bigger day at school, it will just burn them out.
- b. Absolutely none. It's already disturbing when school is out by 1:30 on Fridays. Really goofs up my timing that I need to put in with my preschoolers and now this. No, no, no, and the colony won't benefit nothing.
- c. Hutterite students will or would not benefit at all with a 4-day school week. As 90% would not be able to book appointments for Fridays. Too much crammed into 4 days! We all know what kids do if too much leisure time (every Friday).
- d. We can't see any benefits that we would have if the children had no school on Fridays.
- e. Can't think of any.
- f. More time to help around the colony (Fridays), especially with gardening. Opportunity for more wellness time, like weekend trips, visiting, and leisure. Appointments can be on Fridays instead of school days.
- g. Unfortunately there are zero benefits.
- h. To be honest we cannot think of one single benefit our children could get out of a 4 day school week. Our students have a timeline too and we can't and don't want to change these hours. The work week is Monday to Friday 8 to 5, and the school days are Monday to Friday 9 to 3.
- i. None

2. What concerns do parents have about a 4-day school week?

- a. With kids at home on Friday they will be more in shops and work place areas and that's not safe. Summer months are better because the work is more outside and in the garden. Winter months are in the shops.
- b. Parents concerns are it's gonna steal 14 extra minutes of time every day where they need to learn German lesson and bible studies. It's your gain and the kids' loss.
- c. All families expressed their concern to me about 4-day weeks, saying too much to push at the young tender minds. Then every Friday the children with no purpose. Greenwood school has 4 families with special need children. Those families will be

overwhelmed on Fridays, as those children will need a mom and dad to be with them - or they will be like lost sheep.

- d. Our concern is that the children won't have the education they need by the time they leave school.
- e. Too many instructional minutes/day. Kids get too tired. It is our hopes that we leave things the way they are. Thanks.
- f. None. Wiling to try a 4-day week as long as students get equivalent education as a 5-day week.
- g. Parents are concerned that their children will not be getting the proper education because of the light schedule.
- h. We value the education our children get and going from a 5-day school week to a -4day school week is just asking too much. We believe their education would be at stake.
- i. It would not be fair to our children because each child in the colony attends only 9 years of school in his lifetime, as they start school at age 6 and quit at age 15. Again, we value the education they get very much.

3. As the German teacher, what would you like the Board of Trustees to know about how a 4-day school week might impact students on Hutterite Colonies?

- a. As the German teacher, I think there is less free time from English to German school. And would affect their learning gratefully. They need their free time. Education is more important than saving money. Our German culture is important to us. Please don't take it away!
- b. Like mentioned above, the 14 minutes extra you'll need is not gonna happen. Our school ends at 3:30, church is at 5:30, kids home and eat at 4:30 with the girls' help. I think we should put Fridays back to 3:30 and leave it there. Impact on kids' German school loss through 14 minutes loss time. We need 1 hour German school and can't lose 14 minutes. 4 day school week means a day gone for preschoolers that they badly need for learning.
- c. As a 9-year teacher, I dread this! We have preschoolers that are already lacking because I need to teach 22 kids German when there's no English school. Seems like less school days every year. We have morning German school 7:30-8:30, night German school 3:20-4:20. It's been our tradition since time. Students will be tired with more load put on them in 4 days. I can't fathom any teacher or parent wanting a 4-day school week. I hope and pray 5 day school stays.)
- d. We don't think it will be a huge change. There are some families with younger children that are going to need an extra babysitter if there's no school on Fridays. The older children will find work to do around the farm.

- e. Adding minutes to a day of English learning subtracts minutes from German learning. Makes for a stressful day for most kids. Too many instructional minutes/day. Thanks.
- f. Concerned the school day may be too long and tiring. Children are in German school before and after English school. Teacher is at school early and later preparing materials (photocopier is at colony).
- g. Difficult for students who can't learn (learning loss over 3-day weekend). Not enough time for German School. Will be too stressful for kids.
- h. Students on a Hutterite colony have a certain schedule from 7am to 6pm. The hours in between are not adjustable due to our Hutterite communal schedule.
- i. Why would you want to change something that has worked for years? Please let's not try to fix something that isn't broken. The parents have their work to do too and on Fridays they have just as much work as the rest of the week. I believe a 4 day week with more hours crammed in will put more stress on the children than 5 days with regular hours would.
- j. First of all the 14 minutes longer would be harder on the younger students. My concerns for the teacher is the 3 days between the next lessons could prove to be a challenge. And then there's our after classes, German classes would not give enough time for anything. Teachers with young children at home.

Parent Letters

1. This is my opinion. Do children still learn at the end of the day or would it be better to start a fresh day of learning on Friday? Why break off this one day? Will 15 minutes every day account for one whole day? They seem to have enough holidays as it is. Why fix something that is not broken.
2. My husband and I are very happy with the 5-day school week, and we don't think that a change is necessary
3. We do not agree with a four day school week. We don't want our kids running around. Their place is in school. They are behind in reading as is.
4. Having a 4-day school is not fixing something that's broken, it's just adding to the agony of having too many holidays the way it is. Children should be in school enjoying their young lives, not being put to work and jammed in school for 4 days. Then trying to learn German. English is their second language, so if you want to be considerate, PLEASE HELP US keep it the way it is. Thanks.
5. I am replying on the proposal for a 4 day school week. And I am no for it. I asked the kids their opinion too. Because we learn English as a second language, we also have German school. Extending their school day would mean too long a school day. And it seems we have a pretty good system. We still have a full day on Friday. Taking away that structure it seems to me wouldn't benefit the kids. As you can see I'm a busy mom who couldn't even find a whole piece of paper.

6. As concerned parents we do not think our children would benefit from a 4-day school week. The added minutes to each day would not give them time to relax in between the next school chapter. We teach English as a second language so we also have German school. Friday is an important school day for our children in English school because that's the day to wind down from a week of learning and also do art projects day. Even the children don't want it. When asked they were really against it. We have a very nice system going now. Let's not change it. It has worked perfect for a long time in our school.
7. Just a short note regarding the 4 day school week. We have a 10 year old daughter who really loves school. On days when she is notion school she is really lost and bored. She misses school. We really like the 5 day school week. We hope it stays.
8. We would definitely hope for a 5 day school week. It's been working for the past 50 years. So on our part we are hoping that doesn't change.
9. Dear Trustees, We do not agree with the 4 day school week. We feel the more instructional days per school year, the better for the students and also the parents. We can't see parents asking for this either as mentioned in the circular you sent out. If this is about staff retention, staff including teachers received days off from end of June towards end of August. A very nice holiday. They've earned it too! They also in the Hutterite School system get all religious days off. We feel teachers miss enough days from school throughout the school year that they should be well rested at all times. We are not disparaging teachers, we're thankful for an appreciate them. Our teachers are also not in favor of this, according to our kids. We seriously urge you not to implement a 4 day school week. Thank you.
10. It is seriously with a heavy heart that I sit down and write this letter about this 4 days school week that the school board is wanting to put in action next year. Well, as a parent of six children (in our school) at the present, this will NOT GET ANY SUPPORT from my family but it will get plenty of FEEDBACK.
Has anyone who has been thinking about this really and truly THOUGHT about this? Have any of you really realizes that a Hutterite child's school day starts at 7:15am? With German School? So putting any minutes to a day does not solve a "normal" child's lack of school hours. For their day of thinking and working mentally can only hold so much. After their "English School Day" is over they have yet another hour of German School which brings them home at 4:30. Even if the plan is not to add to the end of the day but instead to shorten lunch or recess breaks this to me does NOT benefit the students.
But my highest and more important concern is... where does this even put our special needs children? We have 4 of these in our family... I'm sorry but I do believe I have reason to be upset with this yet another hiccup in school on learning support.
We need that extra DAY - NOT minutes added to the previous one.
So please from the bottom of this parents heart - think again and DO NOT LET THIS 4 DAY SCHOOL WEEK find any ground. Thank you for trying to understand.
11. Too much time off for both teachers and children to accomplish education needs. A 3-day weekend is too long.

12. No I don't agree with that cause my kids are tired from 9am to 3:30pm. It would be worse if they day would be longer. I love how it is now and I say it should stay that way.
13. I do not agree. The kids need to learn all they can.
14. Hello. I am satisfied with the current 5 day school week. It would create chaos with my child's schedule. Children need to stay focused and busy so having one day off every week would create a problem also for parenting/daycare. Note: could possible be an advantage for older children.
15. I disagree on a four day school week. We think it's very important to get a good education for the kids. With only having four days of school is not enough. Kids will lose focus on what is going on in school, with too many days off, and kids will be harder to get in line. So we strongly recommend a five day school week.
16. My opinion is 5 days a week school. Best place for kids to learn.
17. My opinion is no.
18. We strongly disagree with four days of school. Unless all the days off that the kids get will now be on the day of the week there isn't any school. I would like for my kids to get the most out of learning and an awesome education. A good education is a very important part of life and I really would like to make sure my kids get the best of the learning world that is available. Thank you.
19. You got to what you got to do only if it is necessary.

Appendix G: Indigenous Education Partners Feedback

CONTENTS:

1. Indigenous education partners in-person session notes (June 2024)

Indigenous Partners Meeting

June 11, 2024 - 9:00-10:00am

Kainai Board of Education and Peigan Board of Education superintendents

Overview of 4-Day School Week project and stakeholder engagement at www.lrsd.ca/4dayweek

Discussion notes:

- Concern for impact on literacy and numeracy for all learners. One less instructional day means less practice and exposure. Students who live on reserve face challenges accessing resources. It is important to look at ways to continue to promote literacy and numeracy at school, at home, and in the community.
- Planning and collaboration on the Friday would have benefits where staff plan together for student success.
- Research around the impact of a 4-day school week on student success is inconclusive.
- There are approximately 400 Blood Tribe & Piikani Nation students attending in LRSD. Due to social conditions for students living on reserve, coming to school may be a safe place from conditions at home.
- Childcare would be a stumbling block for parents, when childcare is a challenge on reserves. Daycare programs exist but are at capacity and difficult to access.
- Food security is a big concern for students living on reserve. Many students get a good breakfast, lunch, and snack at school but food at home is difficult to access.
- Parents' and grandparents' literacy and numeracy levels on reserve may be insufficient to support student learning at home. Online intervention (reading groups, numeracy games) with staff may be an option. The instructional hours will remain the same, and it would not be beneficial to give more homework to students.
- Friday could become a community opportunity, where children's social services departments could support student mental health and wellness. Potential for planning meaningful engagement for children and youth on reserve.
- Fort McMurray Public and Catholic school divisions have a modified school year calendar that is similar to a 4-day. Some rural schools in southern Alberta operate on a 4-day week, some for as many as 30 years.
- Stavelly School has a modified calendar because of their bussing situation and their student academic and leadership results are very high.
- Staff may benefit from a 4-day week in terms of commute, housing, winter driving, etc.
- Athletic tournaments might be more challenging for students living on reserve because transportation to the school or to the tournament bus would possibly be the responsibility of parents.

- In LRSD Friday absentee rate is about 14%, compared to 10% absenteeism Monday through Thursday. A 4-day school week may result in higher attendance and engagement rates for students.
- Child Protection Services and Blood Bus Co-op may be good groups to meet with and discuss potential impact on students.
- We believe that cost savings cannot come on the backs of staff, which would pose problems for staff retention and recruitment. Cost savings may come from moving meetings to Fridays and saving money on subs during the instructional week, as well as less wear and tear on buses and buildings, fuel costs. We anticipate about \$500,000 in savings if we were to move to a 4-day school week.
- This is part of a larger conversation with communities to understand issues and to work together for solutions.
- It would be important to find a way to engage First Nations parents, such as in-person meetings.

Appendix H: Union Executives Feedback

CONTENTS:

1. ATA executive in-person session notes
2. CUPE executive in-person session notes
3. Willow Creek School Bus Drivers Association in-person session notes
4. Pincher Creek & Lundbreck bus drivers reps in-person session notes



ATA Local #14 Meeting

May 9, 2024 - 2:30pm

4 ATA Representatives

Overview of 4-Day School Week project and stakeholder engagement -

www.lrsd.ca/4dayweek

Discussion notes:

- The Board of Trustees moved to explore a 4-day school week on April 22, 2024. We are in the process of developing an accurate picture of what that might look like for staff, students, and families. See this [media release](#) about the Trustees' motion.
- A 4-day base division calendar would apply across the division. Potential timetables are 8:30am-3:45pm for high school and 8:30am-3:40pm for elementary and junior high. Elementary schools will have flexibility in their timetable, although start and end times may be divisional expectations, whereas high school might benefit from a common timetable to take advantage of virtual learning options. More discussion will need to occur.
- Program assessment based on a 5-day schedule (UFLI) may be impacted. School administrators and teachers would need to make adjustments for student assessment.
- The amount of instructional time is the same in a 4-day school week compared with our current schedule. Opportunities for creative endeavors that may have traditionally occurred on Fridays can be shifted to other days of the week so that students continue to enjoy comprehensive programming.
- On average Friday has an absence of around 14% across the division, while Monday-Thursday average 10% absence rate. Anecdotally, some students miss every Friday with parent permission. Consistent student attendance on each of the four days of a 4-day school week would have the effect of overall increased attendance.
- We project budget efficiencies by shifting professional development and meetings normally scheduled on instructional days to be held on non-instructional days, where there would be savings related to substitute costs. Teachers coming closer to the maximum 916 hours of instructional time will also correspond to additional



savings. Projected transportation savings would come in the areas of bus maintenance and fuel. There may also be some facility savings in areas such as cleaning supplies and utilities with reduced operational days. Budget efficiencies would help to balance the budget. Senior Administration and the Board of Trustees have been advocating the government for sufficient and predictable funding.

- We have heard that childcare is a concern and we are evaluating whether there are effective ways to resolve this concern.
- Admin Procedure 130 states that we have at least 1 ISC day per school year. ISC days are important to teachers who appreciate choice in determining how they meet their individual professional growth goals, and may be available on the Division Professional Development days. LRSD is open to looking at how to restructure professional development across the division.
- Working within financial constraints, it is difficult to balance the needs of full-time staff and substitute staff. While some substitute teachers are concerned about the potential loss of employment, a small sub list may actually create more opportunities for subs. A suggestion was made to look at how many subs work on all 5 days of the week and how many work on Fridays to help understand the impact of a 4-day school week on substitute teachers.
- The Trustees will decide if the 4-day school week would be a pilot program, but the recommendation from administration will most likely be to try it for several years to see how it works practically and determine the effectiveness related to student success, budget efficiencies, and staff retention and recruitment.
- Teachers will work a similar number of hours as they currently do, with professional development, staff meetings, and preparation time on scheduled Fridays. We are considering support staff impact and possible participation of support staff in professional development, staff meetings, collaborative meetings, and parent-teacher interviews.
- Teachers will have TFFI built in, even during a 4-day school week.
- We understand that a reduction of overall salary may negatively impact staff retention for some individuals. We are exploring ways in which support staff may maintain current compensation levels or be able to voluntarily reduce hours in order to minimize staff reductions.
- The 2025-2026 Draft calendar is subject to more conversations. There may be potential for flexibility on site-based Fridays dismissal at 1:30pm and. Division PD days dismissal at 3:00pm. The average assignable time is approximately 1149 hours.



Livingstone Range
SCHOOL DIVISION

- Examples of other schools with 4-day school weeks or modified calendars include Champion, Lomond, Brant, Fort McMurray. Stavely School has a calendar with fewer days and their PAT and MRA results are high.
- Currently, the research is inconclusive whether there is a significant positive or negative impact on student academic performance in a 4-day school week scenario.
- We will consider generational differences in mindsets about employment, leaves, substituting, work-life balance, etc.
- Building in a little cushion helps teachers who may unintentionally exceed the 916 hours when they provide internal coverage for other staff when substitutes are not available. There are options to mitigate this as hours are tracked throughout the year.
- For bus students, the overall length of day increases in a 4-day school week, but bus rides are no longer. Students would in fact be bussed 20% less each week. The school timetable will take bussing and overall length of day into consideration.
- School is a safe place for students and we are looking at solutions to continue to support students on a 4-day school week schedule in areas such as nutrition and mental wellness.
- Request from ATA for the Board to share the challenges of educational funding and their advocacy for sustainable and predictable funding, which would address some public perceptions and budgeting and funding.
- Savi is willing to post and share on social media



CUPE Local 2133 Meeting

May 9, 2024 - 9:00-10:00am

3 CUPE Representatives

Overview of 4-Day School Week project and stakeholder engagement -

www.lrsd.ca/4dayweek

Clarification of survey data (as referenced in "Where did this idea come from?" on www.lrsd.ca/4dayweek)

- November 2020 school year calendar survey: open to staff, parents, students, and community, which is more than 11,000 stakeholders. 268 respondents provided ideas about a school calendar, with 4-day weeks theming in the top 7 suggestions.
- March 2021 adjusted school week survey: open to all staff and parents, which is approximately 7,400 stakeholders. 332 staff and 1,412 parents responded. 49% of staff and 41% of parents were in favor of exploring a 4-day school week.
- October 2022 school year calendar survey: open to staff, parents, and Livingstone Leaders (student leadership group), which is approximately 7,440 stakeholders. 227 parents, 98 staff, and 2 students responded. Of those who made comments of any kind, 68% expressed interest in exploring a 4-day school week.

Please visit lrsd.ca/engage for more information on these engagements.

Discussion notes:

- The Board of Trustees moved to explore a 4-day school week on April 22, 2024. We are in the process of developing an accurate picture of what that might look like for staff, students, and families. See this [media release](#) about the Trustees' motion.
- Teachers will work a similar number of hours as they currently do, with professional development, staff meetings, and preparation time on scheduled Fridays. We are considering support staff impact and possible participation of support staff in professional development, staff meetings, collaborative meetings, and parent-teacher interviews.



Livingstone Range
SCHOOL DIVISION

- We understand that a reduction of overall salary may negatively impact staff retention for some individuals. We are exploring ways in which support staff may maintain current compensation levels or be able to voluntarily reduce hours in order to minimize staff reductions.
- We have heard that childcare is a concern and we are evaluating whether there are effective ways to resolve this concern.
- We project budget efficiencies by shifting professional development and meetings normally scheduled on instructional days to be held on non-instructional days, where there would be savings related to substitute costs. Teachers coming closer to the maximum 916 hours of instructional time will also correspond to additional savings. Projected transportation savings would come in the areas of bus maintenance and fuel. There may also be some utility savings with reduced operational days.
- We prioritize the needs of students in determining staffing.
- Currently, the research is inconclusive whether there is a significant positive or negative impact on student academic performance in a 4-day school week scenario.
- LRSD's relationships with staff is a priority. We are approaching this engagement in partnership with our staff to more fully understand any impact when making projections. We will continue to communicate with local CUPE representatives and look forward to ongoing conversations.
- When communicating with staff groups, we will tailor our methods to the practices and needs of the staff. Bus drivers and custodians, for example, will be engaged in ways that are most accessible for them.



Willow Creek School Bus Drivers Association Meeting

May 8, 2024 - 1:00-1:45pm

3 WCSBDA Representatives

Overview of 4-Day School Week project and stakeholder engagement -

www.lrsd.ca/4dayweek

Discussion notes:

- Granum and Stavely buses route times/bell times. If high school and elementary school buses run separately, it may not be efficient.
- Consider pick-up and drop-off times making for longer days for bus students
- How will the decision be made? Trustees will consider all of the reporting, feedback, and data to determine if this is in the best interest of student success, budget efficiencies, and staff retention and recruitment.
- What is the primary motivation for considering the 4-day school week? Issues that we are trying to address include cost efficiencies at a district-wide level (reduced substitute costs, reduced utilities, and bus fuel/maintenance along with wear & tear reductions), an increase in student attendance and engagement, continuity of staff in classrooms, and improved academic results and graduation rates.
- Other benefits of operating the Division on the same schedule include coordinating programming opportunities for students.
- The 4-day school week is being considered on a division-wide scale to see the benefits. Currently, individual schools have an opportunity to request changes to the base Division calendar. Admin Procedure 130 (School Year Calendar) outlines how a school may make significant changes to their school calendar, such as moving to a 4-day school week at the school level. The Board will decide if a school can opt-out if a division-wide 4-day school week is implemented.
- Do we know why Fridays are the lowest student attendance day? Not all parents report the reason for their child's absence however we know that students miss Fridays for a variety of reasons including extracurricular activities and family trips.
- 950 hours of instructional access for students in Grades 1-9 is mandated by Alberta Education, whether it's 4 days or 5 days per week. 1000 hours for Grade 10-12 students is mandated by Alberta Education



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- Some bus drivers have concerns about how their wages may be impacted.



Pincher Creek & Lundbreck Bus Drivers Meeting

May 15, 2024 - 9:30-10:30am

3 Bus Drivers in attendance

Overview of 4-Day School Week project and stakeholder engagement -

www.lrsd.ca/4dayweek

Discussion notes:

- We have started conversations with Holy Spirit School Division (St. Mike's in Pincher Creek) to inform them of our 4 Day School Week Engagement and have them consider the impact. If LRSD moves to a 4-day School Week, Holy Spirit (St. Mike's) will need to consider moving to a 4-day school week as well or take on the additional cost of transportation for any non-LRSD student days. This would affect Pincher Creek bus routes but not Lundbreck.
- Concerns about length of days, considering weather, daylight, and road conditions particularly in the winter. A later dismissal day means students are dropped off later and bus drivers get home later. Our calculations show route times may have similar starting pick-up times in the morning and drop-off times moved 5-10 minutes later at the end of the day.
- Concerned about wage decreases for bus drivers. It is already difficult to recruit new bus drivers; a 4-day week at potentially reduced wages would be even less attractive to new bus drivers. There are considerations about retiring bus drivers and recruiting new drivers. Understanding this concern will be important to report to the Board of Trustees, who will consider the impact on staff retention and recruitment.
- In the 2024-2025 school year there will be a substantial increase in the number of students to transport, which may increase stress for bus drivers. An additional route will be added in Pincher Creek to accommodate this increase. Transporting town kids and country kids on the same bus routes can create significant problems.
- There may be options for professional development, safety training, or staff meetings on the Friday. Pincher Creek drivers may not be available on the Friday for professional development due to driving for St. Mike's.
- Charter trips could fill the gap for wages/compensation.
- Childcare is a concern for families in all communities.



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- On average Friday has an absence of around 14% across the division, while Monday-Thursday average 10% absence rate. Consistent student attendance on each of the four days of a 4-day school week would have the effect of overall increased attendance.
- We've started conversations with Livingstone Ski Academy to consider the impact of a 4-day school week on that program.
- There would be only a small number of bus drivers who would voluntarily reduce hours. Most drivers have the desire to get a full-time route.