

**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
OFFICE OF THE SUPERINTENDENT**

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October 31, 2008

TO: School Board Members

FROM: Joanne W. Harrison, Ed.D., Deputy Superintendent
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VIA: James F. Notter
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SUBJECT: **2008 SUMMER VOLUNTARY 4-DAY WORK WEEK (SV4-DWW)
EVALUATION REPORT**

For the second consecutive year, The School Board of Broward County, Florida, implemented a Summer Voluntary 4-Day Work Week (SV4-DWW) for District departments, area offices, and schools during the summer of 2008. The work week was staggered to permit employees to select Monday or Friday off, and a variety of daily schedules that varied start and stop times ensured full staff coverage each week.

Results suggest that the 2008 SV4DWW program once again showed evidence of success. Participation and attendance data were available on more than 1,000 program participants and non-participants. Nearly 900 summer employees also responded to a survey regarding their experience with the program. Attendance data indicated that participants in the 4-day work week used significantly fewer vacation hours during the summer, compared to non-participants. Again this year, survey responses indicated that a majority of participants and non-participants had positive perceptions of the program and believed that the 4-day work schedule did not disrupt normal operations or negatively impact the District's various stakeholder groups.

Questions or comments concerning this report should be addressed to **Dr. Katherine Blasik, Associate Superintendent, Research Development & Assessment at 754-321-2470, or Dr. Russell Clement, Director, Research Services at 754-321-2500.** This Evaluation Report may be accessed via the Research Services Web site (http://www.broward.k12.fl.us/research_evaluation/ResearchServices.htm).

JFN/JWH/KAB/RWC:gks
Attachment

cc: Executive Leadership Team
Area Directors
Principals

The School Board of Broward County, Florida

**2008 Summer Voluntary 4-Day Work Week
Evaluation Report**



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October 2008

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**2008 Summer Voluntary 4-Day Work Week
Evaluation Report**

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The School Board of Broward County, Florida

2008 Summer Voluntary 4-Day Work Week

Executive Summary

For the second consecutive year, The School Board of Broward County, Florida, implemented a Summer Voluntary 4-Day Work Week (SV4-DWW) for District departments, area offices, and schools during the summer of 2008. As a number of schools had contractual commitments with their communities, District offices and schools serving students staggered staff schedules in order to provide services throughout the 5-day week. The feasibility of closing the entire District one specific day each week during the summer, as a cost-saving measure, continues to be explored for future summers.

All employees were eligible to participate in the 4-day work week. Employees who chose to participate selected from a number of daily schedules that varied start and stop times with either Monday or Friday as their day off. Organizational needs took precedence over flexible scheduling and Executive Leadership Team approval for all schedules was required. Schools not providing services to students were allowed to select Monday or Friday as a day to be closed throughout the summer. Units that address special needs remained on their regular schedules, as necessary. Analysis of cost-savings for the 2008 SV4-DWW will be conducted by the office of the Chief Operations Officer and released as an addendum to this report.

Data related to participation, attendance, and employee perceptions were consistent with results reported for the 2007 program, and suggest that the 2008 SV4-DWW showed evidence of success. Participation and attendance data were available for 1,040 District employees, more than 600 of whom took advantage of the 4-day work week. Participation and attendance data were available for a sufficient number of participants ($n=617$, 59.3%) and non-participants ($n=423$, 40.7%) to allow group comparisons. Attendance data indicate that, on average, participants in the 4-day work week used significantly fewer hours of vacation time compared to non-participants during the summer. Comparison of the 2008 SV4-DWW program to the 2007 program must take into consideration the differences between the schedules each employed. Comparisons were made across the two years, as appropriate.

Survey responses reflecting perceptions of the 2008 program were received from 884 summer employees. The majority of respondents, both participants and non-participants, expressed positive perceptions of the program in regard to the amount, quality, and timing of work during the 4-day work week. Similarly, when the data were disaggregated by employment classification, the majority of both administrators and non-administrators expressed positive perceptions in regard to the amount, quality, and timing of work. Results suggest that the majority of respondents believed that the 4-day work schedule did not disrupt normal District operations and did not negatively impact the various stakeholder groups. The majority of respondents also expressed satisfaction with the 4-day work week and indicated that they would participate again in 2009, if offered the opportunity. Many of the issues reported by survey respondents were related to the staggered nature of the summer schedule (i.e., Mondays off vs. Fridays off) and not to the 4-day work week itself.

Recommendations

1. Cost-savings for the District and for employees would be maximized by a common 4-day schedule in which the entire District would be closed for the same day each week. In addition, most of the negative feedback regarding the 2008 SV4-DWW was related to the staggered schedules. Consequently, it is recommended that a common Districtwide day off be considered for future implementations.
2. Research Services will develop procedures to facilitate the capture of comprehensive, accurate participation data, should the evaluation of future summer 4-day work week programs be requested.
3. Analysis of cost-savings for the 2008 SV4-DWW will be conducted by the office of the Chief Operations Officer and released as an addendum to this report no later than November 3, 2008.

The School Board of Broward County, Florida

2008 Summer Voluntary 4-Day Work Week

This report documents the findings and recommendation resulting from the summative evaluation of the Summer Voluntary 4-Day Work Week (SV4-DWW) adopted by The School Board of Broward County, Florida, during the summer of 2008. The initial goal for the summer program was to close the entire District for one day each week in order to maximize savings in utility costs. However, a number of schools had contractual commitments with their communities to be open during specified days each week, which required that schools and supporting offices maintain a rotating schedule in which staff members could choose between Mondays and Fridays as their day off. Data indicate that the SV4-DWW was implemented as planned. Participation and attendance data were available for more than 1,000 summer employees, so group comparisons were feasible. Employees who participated in the SV4-DWW utilized significantly fewer vacation hours compared to those who remained on a traditional 5-day schedule for the summer. Survey responses indicated that the majority of participants in the 2008 SV4-DWW were satisfied with the program and would participate again, if provided with the opportunity to do so in 2009.

Introduction

According to a recent census report, Florida ranked 39th in elementary-secondary per pupil spending in 2005-06. When education spending is related to the relative wealth of states' residents, Florida ranked 50th, followed only by the District of Columbia (United States Census Bureau, 2008). School districts in Florida and across the country continue to face the need to increase student achievement within the constraints of limited funds. For many Florida districts, including Broward County Public Schools (BCPS), persistent decreases in enrollment have reduced funding even further (Green, 2008). A previous District release addressed the relationship between financing public education, school reform, and economic conditions, as well as cost-cutting strategies being proposed across the United States (U.S.) and the risk of cutting costs at the expense of student achievement (Starratt, De Rose, and Clement, 2007).

As communities across the U.S. explore ways to reduce costs without cutting services, the concept of a 4-day week is gaining popularity as increasing numbers of corporations, governments, and school districts adopt the practice on a year-round or seasonal basis. It was recently reported that Chrysler is exploring the possibility of a 4-day work week for a number of its manufacturing and parts facilities, a move that could affect 10,000 employees (Aratani, 2008). Federal, state, and local governments continue to investigate a 4-day week as a cost-savings measure that also has the capacity to reduce a community's carbon footprint. On August 1st, Utah was the first state to adopt a mandatory 4-day work week for all but a small number of state agencies (Copeland, 2008; Losey & Carlstrom, 2008). New Mexico ("4-day week," 2008) and Hawaii (State of Hawaii, 2008) also have implemented some version of 4-day work weeks for state offices and employees. According to the National Conference of State Legislatures (NCSL, 2008), both Oklahoma and West Virginia have recently explored the feasibility of implementing a mandatory 4-day work week. As a result, Oklahoma has encouraged all state agencies to adopt a compressed 4-day week (NCSL, 2008), while lawmakers in West Virginia have sponsored a resolution calling for a study ("W.Va. government," 2008). An untold number of counties and cities, including North Miami City (Teproff, 2008), have made the move to a 4-day week.

At the level of the federal government, House Majority Leader Steny Hoyer recently requested that the Bush administration outline a plan for a voluntary 4-day work week for federal employees. Hoyer's timeline included a deadline of August 31st for the submission of a plan, with an implementation deadline of October 1st of this year, although he admits that implementation next year is more realistic (Losey & Carlstrom, 2008). The *Federal Employees Flexible and Compressed Work Schedules Act of 1982* already authorizes "versatile and innovative" work schedules in the federal government (U.S. Office of Personnel Management, no date), so it is anticipated that roadblocks to the development of a plan would be minor. Hoyer's letter to President Bush specifically referred to the high cost of fuel and noted the government's obligation to implement policies with the capacity to reduce gasoline consumption by, for example, the adoption of personnel policies that reduce commuting (Davidson, 2008).

There is an expectation that the 4-day work week will facilitate hiring and retention. In the first month of Utah's mandatory 4-day work week, the number of job applications received by the state increased five fold (Losey & Carlstrom, 2008). A recent Brigham Young University study (Facer & Wadsworth, 2008) reported that city employees working a 4-day 10-hour schedule reported lower levels of work-family conflict, compared to their peers working other schedules. No significant differences were reported related to job satisfaction for the two groups.

The number of school districts investigating, and moving to, a 4-day work week and/or a 4-day school week is also increasing. At least eight school districts in Florida participate in a voluntary or mandatory 4-day work week for staff during summers and/or holidays. In addition to Broward, these Districts include Clay, Hernando, Manatee, Marion, Palm Beach, Pasco, and Volusia. Clay County reported having offered a 4-day summer work week since the 1980s. Two counties, Clay and Marion, indicated that their programs, previously voluntary, were mandatory for the first time during the summer of 2008.

Across the country, the number of districts participating in a 4-day *school* week is also increasing. The National School Board Association reported that, in 2002, nearly 100 districts in nine states were operating on a 4-day school week. States that reported at least one district on a 4-day school week included Arizona, Colorado, Kansas, Michigan, New Mexico, Oregon, South Dakota, Wisconsin, and Wyoming ("Four Day School," 2003). *Time* has recently reported that the current figure is greater than 100 school districts in 17 states (Kingsbury, 2008). News reports have identified Louisiana as having recently moved to a 4-day school week for students (Kingsbury, 2008), while New Mexico ("State agencies," 2008) and Virginia ("Localities consider," 2008) are investigating this option. At least one BCPS school, Pompano Beach High School, has been operating on a 4-day school schedule since the 2006-07 school year.

Data from a recent survey by the American Association of School Administrators ("AASA survey," 2008) indicates that, of the sample of superintendents surveyed, more than one in six indicated that their districts were either practicing, or considering, a 4-day work week as a response to fiscal pressures ("AASA fuel," 2008). When faced with prospects that include laying off teachers, curtailing busing, and eliminating extra curricular activities, the move to a 4-day schedule may, for some districts, be the easiest to face (Kingsbury, 2008).

Broward County Public Schools (BCPS) first implemented a Summer Voluntary 4-Day Work Week (SV4-DWW) program in 2007. The major distinction between the 2007 and 2008 programs were in the nature of the 4-day schedules offered. Specifically, the 2007 program operated on a rotating schedule where employees had a different day off each week, while the 2008 program staggered schedules so that each employee was off either Monday or Friday each

week of the summer. Results of an evaluation of the 2007 SV4-DWW indicated that the program showed promise (Starratt, De Rose, and Clement, 2007). At the request of employees, and as an initiative for District cost-savings, BCPS employees were again provided with the opportunity to participate in a SV4-DWW during the summer of 2008. According to the Guidelines for Implementation (Appendix), the District expectation was that the SV4-DWW would not adversely affect the services provided to students, schools, other operating units, co-workers, or the public. That is, there was an expectation that the quantity, quality, and timelines of employee work would be enhanced or maintained.

Program Description

The 2008 SV4-DWW extended from June 8 through August 2, 2008, excluding the week of June 29th through July 5th, which included the Fourth of July holiday. The 4-day work week enabled participating employees to complete their respective work week requirement (e.g., 35, 37.5, or 40 hours) in four work days instead of five, resulting in one additional day off work each week. Employees were allowed to choose either Monday or Friday as their day off for the summer. Alternating between Mondays and Fridays was not allowed. All employees worked the normal schedule during the week of the Fourth of July holiday. The District's Employee Relations Department provided oversight for the 2008 SV4-DWW program.

All exempt and non-exempt personnel, supportive staff, and twelve-month administrative staff, in departments, area offices, and school locations, were eligible to participate in the program. The voluntary nature of the program allowed District staff to choose whether or not to participate. Schools that housed student summer programs continued to provide services for 5-day programs, while accommodating the 4-day schedules of employees participating in the SV4-DWW. Schools that did not house summer programs for students had the option to close on either Monday or Friday each week, provided that all employees at that school voluntarily chose to participate. Area offices and departments were required to stagger the schedules of participating employees, so that offices were open for five days each week. Other operations that addressed special needs remained on the regular schedule or implemented specifically approved schedule exceptions.

To accommodate SV4-DWW schedules, the guidelines for implementation stipulated a standard work day in which office hours ranged from 7:00 a.m. through 6:30 p.m. daily. Employees who elected to participate selected one of a number of daily schedules that varied start and stop times. In the setting of daily schedules, supervisors were required to consider the service requirements of the department/area office, the best work arrangements, the impact on work effectiveness, benefit to the employee, and vacation schedules. Supervisors determined the start and end-of-day ranges and core business hours (when all employees were present), and were required to keep accurate work-related records. Organizational needs took precedence over flexible scheduling. As such, all work schedules were discretionary and required Executive Leader approval.

As a service, the District's Human Resources staff monitored an open telephone line for one hour on Friday, April 25, 2008, to address specific questions regarding the summer program. Employees were notified of the open telephone line in an informational e-mail to which the 2008 SV4-DWW guidelines were attached.

Analysis of cost-savings for the SV4-DWW will be conducted by the office of the Chief Operations Officer. Those data were not available for inclusion in this report.

Purpose of the Evaluation

The major purposes of this summative implementation evaluation were as follows.

1. Document implementation of the 2008 SV4-DWW, as stipulated in the Guidelines for Implementation (Appendix).
2. Document the level of employee participation in the 2008 SV4-DWW, including the proportion of employees who opted to be off on Fridays, compared to Mondays, and the proportion of employees who selected the various daily time schedules.
3. Compare summer attendance rates of employees who participated in the 2008 SV4-DWW to the summer attendance rates of employees who remained on a traditional 5-day schedule.
4. Determine employee and administrator perceptions of the impact of 2008 SV4-DWW on services that were provided to students, schools, other operating units, co-workers, or the public. Specific questions addressed whether employees reported a need to revise a planned schedule due to work commitments, whether employees were contacted on their non-work day due to work issues, and whether employees felt that they experienced problematic delays in receiving critical information due to the non-alignment of schedules with other District employees.
5. Determine the satisfaction of 2008 SV4-DWW participants with the program.

Methods

A Goals-based evaluation design was used (McNamara, 1997). Research methods included both quantitative and qualitative techniques that utilized interviews, data review and analysis, and a survey. Data were captured from (1) informal interviews conducted with Human Resources personnel involved in the design and implementation of the program, (2) Human Resources records of program participation, (3) Enterprise Resources Planning Department data on summer attendance, and (4) an online survey that assessed stakeholder perceptions and participant satisfaction with SV4-DWW. In order to make the survey available to all District employees and to ensure the confidentiality of responses, it was not possible to link attendance and participation data to the responses provided by survey participants. Surveys were disseminated to departments via e-mail by their Executive Leaders. Some number of departments opted out of participation in the 2008 SV4-DWW. That is, employees were not provided with the opportunity to participate. It is not known whether executive leaders who did not participate forwarded the survey link to their employees under their divisions. Comprehensive participation data were not available, so the actual number of participants is not known. However, participation and attendance data were available on sufficiently large numbers of participants and non-participants, so group comparisons were conducted, when appropriate. However, comparison of absolute numbers from the 2007 program to the 2008 program is inappropriate because participation data were not available for all employees.

For the purposes of this evaluation, the following research questions were addressed.

1. Was the SV4-DWW implemented according to the Guidelines for Implementation?
2. What was the level of participation in SV4-DWW?

3. How did the summer attendance rates of employees participating in the SV4-DWW compare to the summer attendance rates of employees who did not participate?
4. What were the perceptions of District employees regarding the efficacy of, and satisfaction with, the SV4-DWW?

Results

1. Was the SV4-DWW implemented according to the Guidelines for Implementation?

Measurement Procedure: Interviews with Human Resources personnel involved in the design and implementation of SV4-DWW addressed whether (1) Roll Out Procedures were followed, (2) District expectations were met, (3) program advantages as represented in the Guidelines for Implementation were realized, and (4) the degree to which anticipated drawbacks were an issue.

Outcomes: Qualitative data gleaned from Human Resources interviews indicate that the following outcomes were realized:

- The Roll Out Procedures were implemented according to the plan outlined in the Guidelines (included as an Appendix).
- On the whole, District expectations were met. That is, according to feedback received by Human Resources, the SV4-DWW did not adversely affect the services that were provided to students, schools, or the public and the quantity and quality of employee work were enhanced or maintained on the 4-day schedule. The perspectives of program participants on these issues are addressed in Item 4.
- The program advantages as represented in the Guidelines for Implementation were realized. Advantages included the following: Employees had additional time off work to tend to personal matters and to accommodate family needs without having to use leave time or take a reduction in pay. Commute time was reduced and employees were able to avoid peak traffic hours. The extended work day and variety in daily schedules allowed employees to select schedules that began as early as 6:30 a.m. and ended as late as 6:22 p.m. This extended coverage allowed departments to minimize overtime and optimize staffing levels while providing expanded hours of service.
- Anticipated drawbacks were not generally an issue. According to Human Resources feedback, there did *not* appear to be problems associated with a decline in productivity, difficulty providing coverage, or additional overtime liability, as a result of the SV4-DWW. The perspectives of SV4-DWW participants on program drawbacks are addressed in Item 4.
- Human Resources personnel fielded a number of queries regarding the possibility of a year-round 4-day schedule, from participants who appreciated the 4-day week. In addition, a number of employees in departments that opted out of the 4-day schedule expressed frustration that they were not allowed the opportunity to participate.

2. What was the level of participation in SV4-DWW?

Measurement Procedure: Participation data for school-based and non-school-based personnel were obtained from the District's Associate Superintendent, Human Resources. Additional information was obtained from individual departments, when possible. Compared to the 2007 SV4-DWW evaluation, it appears that 2008 attendance data were not made available for approximately 10 departments (representing an estimated 200 employees). Consequently, the

participation and attendance data presented here do not represent the entire population of District employees.

Outcomes: Participation data were obtained for 1,040 District employees who worked during the summer of 2008. Of that number, 617 (59.3%) participated in the SV4-DWW, and 423 (40.7%) did not participate.

- *Mondays vs. Fridays as day off.* Data regarding each participant’s selected day off were available for 616 of the employees who participated in the summer program. Of that number, 277 (45.0%) selected Monday as their day off, while 339 (55.0%) selected Friday as their day off. It is not possible to assess the degree to which these data reflect participant choices or supervisor assignments of the weekly day off.
- *Work day start times.* Data regarding participants’ selected start time for the work day were made available for 341 employees who participated in the summer program. The number and percentage of participants selecting the various work day start times are included in Table 1. The majority of participants chose to begin their work day at 7:00 a.m.

Table 1
Number and Percentage of Participants' Selected Work Day Start Times

	<i>n</i>	<i>%</i>
5:00 AM	2	0.6
5:30 AM	1	0.3
6:00 AM	25	7.3
6:30 AM	4	1.2
7:00 AM	168	49.3
7:15 AM	1	0.3
7:30 AM	79	23.2
8:00 AM	43	12.6
8:30 AM	15	4.4
11:30 AM	3	0.9
	341	100.0

3. How did the summer attendance rates of employees participating in the SV4-DWW compare to the summer attendance rates of employees who did not participate?

Measurement Procedure: Quantitative information regarding absences was acquired from the District’s Enterprise Resources Planning Department. Data analysis addressed whether there were differences between the average time absent from work for those employees who participated in the 4-day work week and those who did not. For these analyses, absence from work was measured in hour intervals. Sick/Personal, Vacation, and Overall hours absent were examined for the time period during which the 4-day work week was in effect (June 8 through August 2, 2008). In addition to Sick/Personal and Vacation hours, the “Overall” category also includes Military Leave, Official Leave, and Compensatory Time.

Outcomes: Table 2 depicts the average number of hours absent from work during the summer, by category, for 4-day work week participants and those who worked a traditional 5-day week.

Overall, the average number of hours absent for employees who participated in the SV4-DWW ($M=32.4$) was significantly less than the average number of hours absent for those who did not participate ($M=42.5$), $t(741.6)=4.5$, $p<.01$. This is explained, for the most part, by the difference in the number of hours of vacation time taken by the employees in the two groups. That is, the average number of hours of vacation time taken by employees who participated in the 4-day work week ($M=24.3$) was significantly less than the average number of hours of vacation time taken by those who did not participate ($M=32.4$), $t(808.3)=4.3$, $p<.01$. The difference between the average number of hours of sick time taken by participants ($M=7.2$) and nonparticipants ($M=8.2$) did not reach the level of statistical significance, $t(1038)=1.3$, $p=.2$. The difference between the two groups in Overall time taken off of work during the summer (10.1 hours) represents more than a full work day. This pattern of results is similar to that reported for the 2007 SV4-DWW program.

Table 2

Summer Attendance: Average Hours Absent by Type of Absence and Participation Group

	4-day work week ($n=617$)	5-day work week ($n=423$)	t
Sick/Personal ^a	7.2	8.2	1.3
Vacation	24.3	32.4	4.3**
Overall ^b	32.4	42.5	4.5**

^aIncludes the categories Sick Leave, Sick Leave Other, Sick Leave Bereavement, and Personal Reasons. ^bIncludes Sick/Personal, Vacation, Military Leave, Official Leave, and Compensatory Time.

** $p<.01$.

4. What were the perceptions of District employees regarding the efficacy of, and satisfaction with, the SV4-DWW?

Measurement Procedure: Qualitative information regarding demographics and employee perceptions of the summer program was obtained through an online survey that was made available at the conclusion of the SV4-DWW project. Questions addressed whether it was necessary for employees to revise a planned schedule due to work commitments, employees were contacted on their non-work day due to work issues, and employees experienced delays in receiving critical information due to the non-alignment of schedules with other District employees. Because all District personnel (including those who did not participate) had the potential to be affected by the 4-day work week, the survey was designed to assess the perceptions of SV4-DWW participants and non-participants. Participants' responses to the survey were anonymous.

Outcomes: A total of 915 employees responded to the survey, of which 884 (96.6%) indicated that they had worked at some time between June 8th and August 2nd, which represents the time frame of the program. Data were included in the present analyses only for those 884 employees who worked during this time period. Responses are reported for those who participated in the program, and those who did not participate, as appropriate for each of the survey questions.

- *Employment classification.* Of those employees who worked during the summer, responses were received from 322 (36.4%) administrative and 562 (63.6%) non-administrative personnel. On this self-report measure, the non-administrator

employment classification included instructional, non-instructional, clerical, custodial, and those who designated themselves as “other.”

- *Eligibility, opportunity, and choice.* Of the 884 respondents who worked during the summer, 809 (91.5%) indicated that they were eligible to participate in the SV4-DWW. Of this number, 597 (73.8%) chose to participate, which represents an increase, compared to the percentage of eligible employees (65.8%) who chose to participate during the summer of 2007. Eighteen respondents indicated that they were not allowed to participate in the 2008 SV4-DWW. This represents approximately 2.2% of the 809 respondents who were eligible to participate in 2008.
- *Reasons for choosing not to participate.* The 194 respondents who were eligible and allowed to participate, but who chose not to participate in the SV4-DWW, were asked to indicate all of the reasons that influenced their choice not to participate. Table 3 reflects those responses in descending order of frequency. Responses were similar to those submitted in the summer of 2007. Again this year, the options “Didn’t like the long hours” and “Scheduling issues” were selected most often. Of the non-participants who selected “Other,” the most common response was that their respective supervisors deemed it better for them to work the full 5-day week.

Table 3
2008 Respondent Reasons for Not Participating in the SV4-DWW

Reasons (check all that apply)	Number of responses	Percent of non-participants who selected this reason
	<i>n</i>	%
Didn't like the long hours	89	45.9
Scheduling issues	54	27.8
Childcare issues	42	21.6
Other	41	21.1
Personal reasons	38	19.6
Did not want to participate	28	14.4
Elder care issues	5	2.6

- *Perceptions of the amount, quality, and timing of work: Participants vs. non-participants.* Program participants and non-participants were asked whether they believed that the 4-day work week impacted the amount, quality, and timing of work that was accomplished during the summer. Table 4 summarizes the responses to these survey questions, disaggregated by participation group. Results indicate that a large majority of respondents believed the 4-day work week did not have a negative impact on the amount of work, quality of work, and timing of work accomplished during the summer implementation period. Although non-participants viewed the impact of the 4-day work week less positively than participants, the proportion of respondents in both groups with a negative perception of the work accomplished during the 4-day schedule was overshadowed by the proportion with a positive assessment. Overall, 2008 results were similar to those reported during the summer of 2007.

Table 4

2008 Participant and Non-Participant Perceptions: Amount, Quality, and Timing of Work

	Impact: Amount of Work			
	About the Same or More Work Accomplished		Less Work Accomplished	
	<i>n</i>	%	<i>n</i>	%
Participants	577	96.6	20	3.4
Non-Participants	196	68.3	91	31.7
Total	773	87.4	111	12.6
	Impact: Quality of Work			
	About the Same or Higher Quality		Lower Quality	
	<i>n</i>	%	<i>n</i>	%
Participants	585	98.0	12	2.0
Non-Participants	223	77.7	64	22.3
Total	808	91.4	76	8.6
	Impact: Timing of Work			
	About the Same or More Quickly		More Slowly	
	<i>n</i>	%	<i>n</i>	%
Participants	572	95.8	25	4.2
Non-Participants	195	67.9	92	32.1
Total	767	86.8	117	13.2

- *Perceptions of the amount, quality, and timing of work: Administrative vs. non-administrative personnel.* Table 5 depicts the results of the same analysis disaggregated by employment classification. Although administrators were slightly more likely to have a negative perception of the amount, quality, and timing of work accomplished during the SV4-DWW program when compared to non-administrators, these percentages were still eclipsed by the proportion of both groups who expressed a perception that the impact was either positive or negligible. In summary, these results suggest that employees believed the 4-day work schedule did not disrupt normal District operations during the summer of 2008. These results mirrored those reported from the summer of 2007 survey.

Table 5

2008 Administrator and Non-Administrator Perceptions: Amount, Quality, and Timing of Work

	Impact: Amount of Work			
	About the Same or More Work Accomplished		Less Work Accomplished	
	<i>n</i>	%	<i>n</i>	%
Administrators	266	82.6	56	17.4
Non-Administrators	507	90.2	55	9.8
Total	773	87.4	111	12.6
	Impact: Quality of Work			
	About the Same or Higher Quality		Lower Quality	
	<i>n</i>	%	<i>n</i>	%
Administrators	284	88.2	38	11.8
Non-Administrators	524	93.2	38	6.8
Total	808	91.4	76	8.6
	Impact: Timing of Work			
	About the Same or More Quickly		More Slowly	
	<i>n</i>	%	<i>n</i>	%
Administrators	261	81.1	61	18.9
Non-Administrators	506	90.0	56	10.0
Total	767	86.8	117	13.2

- *Perceptions of the amount, quality, and timing of work: Administrative vs. non-administrative personnel, by participant group.* To further elucidate these results, data were also disaggregated to examine the perceptions of administrators and non-administrators according to their participant status. Table 6 shows that program participants, both administrators and non-administrators, did not differ in their perceptions of the program in relation to the amount, quality, or timing of work accomplished over the summer. Specifically, 97.4% of administrators and 96.3% of non-administrators believed that “about the same or more work” was accomplished during the summer, compared to a normal five day schedule. The same pattern of results was seen in regard to the quality of work (97.4% vs. 98.3%) for administrators and non-administrators, respectively, and the timing of work (94.2% vs. 96.6%, respectively). However, the data reflect greater disparity in the perceptions of administrators and non-administrators who did *not* participate in the program. Specifically, for program non-participants, a smaller percentage of administrators (61.7%) than non-administrators (74.0%) had positive perceptions of the amount of work accomplished during the summer. The same was true in regard to the quality of work, where a smaller percentage of non-participant administrators (75.2%) than non-administrators (79.9%) expressed positive perceptions. Similarly, the same pattern of results was apparent related to the timing of work where a smaller percentage of non-participant administrators (62.4%) than non-administrators (72.7%) expressed positive perceptions. In summary, these results suggest that differences in perceptions of program success related to the amount, quality, and timing of work during the summer can be attributed to differences between

the perceptions of administrators and non-administrators who did not participate in the program.

Table 6
2008 Administrator and Non-Administrator Perceptions by Participant Group: Amount, Quality, and Timing of Work

		Impact: Amount of Work			
		About the Same or More Work Accomplished		Less Work Accomplished	
		<i>n</i>	%	<i>n</i>	%
Administrators	Participants	184	97.4	5	2.6
	Non-Participants	82	61.7	51	38.3
Non-Administrators	Participants	393	96.3	15	3.7
	Non-Participants	114	74.0	40	26.0
		Impact: Quality of Work			
		About the Same or Higher Quality		Lower Quality	
		<i>n</i>	%	<i>n</i>	%
Administrators	Participants	184	97.4	5	2.6
	Non-Participants	100	75.2	33	24.8
Non-Administrators	Participants	401	98.3	7	1.7
	Non-Participants	123	79.9	31	20.1
		Impact: Timing of Work			
		About the Same or More Quickly		More Slowly	
		<i>n</i>	%	<i>n</i>	%
Administrators	Participants	178	94.2	11	5.8
	Non-Participants	83	62.4	50	37.6
Non-Administrators	Participants	394	96.6	14	3.4
	Non-Participants	112	72.7	42	27.3

- *Perceptions of reasons for reduced productivity.* Of the 884 survey respondents, 615 (69.6%) indicated that they did *not* believe the 4-day work week negatively impacted productivity. This figure is higher than the proportion (55.2%) of District employees who responded similarly on the 2007 SV4-DWW survey. Table 7 reflects the three most popular responses of individuals who *did* indicate a belief that the 2008 4-day work week negatively impacted their productivity during the summer. Data represent respondent perceptions of reasons for the reduced performance. The most common response reflected the perception of difficulty meeting with others who were operating on different schedules (*n*=158, 17.9%), followed by the perception of more fatigue as a result of a longer work day (*n*=98, 11.1%). Of the respondents who selected “Other” (*n*=87, 9.8%), the most common response indicated a perception that the need to cover the assignments

for those employees who had their day off negatively impacted their personal productivity.

Table 7
2008 Perceptions of Reasons for Reduced Productivity

Reasons (check all that apply)	Number of responses	Percent of total respondents who selected this reason
	<i>n</i>	%
Difficulty meeting with others on different schedules	158	17.9
More fatigue from longer work hours	98	11.1
Other	87	9.8

- *Perceived impact on District stakeholders.* Survey respondents were asked to provide their perceptions as to the impact of the 4-day work week on various District stakeholder groups. Table 8 reflects the percentages of the 884 survey respondents who reported a perception of a positive or neutral impact, compared to a negative impact related to each of the stakeholder groups. For each stakeholder group, a large majority of respondents reported a perception of a positive or neutral impact.

Table 8
Perceived Impact on District Stakeholders

Stakeholder groups	Positive or neutral impact		Negative impact	
	<i>n</i>	%	<i>n</i>	%
Students	828	93.7	56	6.3
Schools	773	87.4	111	12.6
The public	729	82.5	155	17.5
Departmental co-workers	709	80.2	175	19.8
District co-workers	702	79.4	182	20.6

- *Problems related to Receiving or Distributing Critical Information.* Survey respondents were asked to provide their perceptions as to whether the 4-day work week caused problems related to delays in receiving or distributing critical information, due to non-alignment of staff schedules. Of the 884 survey respondents, the large majority ($n=684$, 77.4%) reported no problems related to delays in the transmittal of critical information.
- *Non-Work Day Contact Due to Work-Related Topics.* Survey respondents were asked whether they were contacted in any way (e.g., e-mail and/or telephone) due to work-related issues on their non-work day. Of the 597 respondents who participated in the 4-day work week, 184 (30.8%) indicated that they were contacted at least once on their non-work day due to work-related topics. The survey did not assess the degree to which participants believed this to be of concern.
- *4-Day Work Week During the Entire Summer.* Survey respondents were asked whether they remained on the 4-day work week throughout the entire summer. Of the 597 respondents who participated in the 4-day work week, 39 (6.5%) participants indicated that they returned to the 5-day schedule. The most common causes cited for returning to the 5-day work week were professional development or summer commitments that necessitated that they work all five days.

- *Overall satisfaction with the 4-day work week.* As represented in Figure 1, of the 884 survey respondents who worked over the summer, the overwhelming majority ($n=791$, 89.5%) expressed satisfaction, or were neutral, in regard to the program. Of these, 434 (49.1%) reported being very satisfied, 165 (18.7%) were satisfied, and 192 (21.7%) were neutral. Ninety-three respondents (10.5%) noted some level of dissatisfaction with the 2008 program, which was lower than the proportion from the 2007 SV4-DWW survey, in which almost 17% of respondents recorded some level of program dissatisfaction. Of the 884 survey respondents in 2008, 66 (7.5%) indicated that they were dissatisfied and 27 (3.1%) noted that they were very dissatisfied with the 4-day work week.

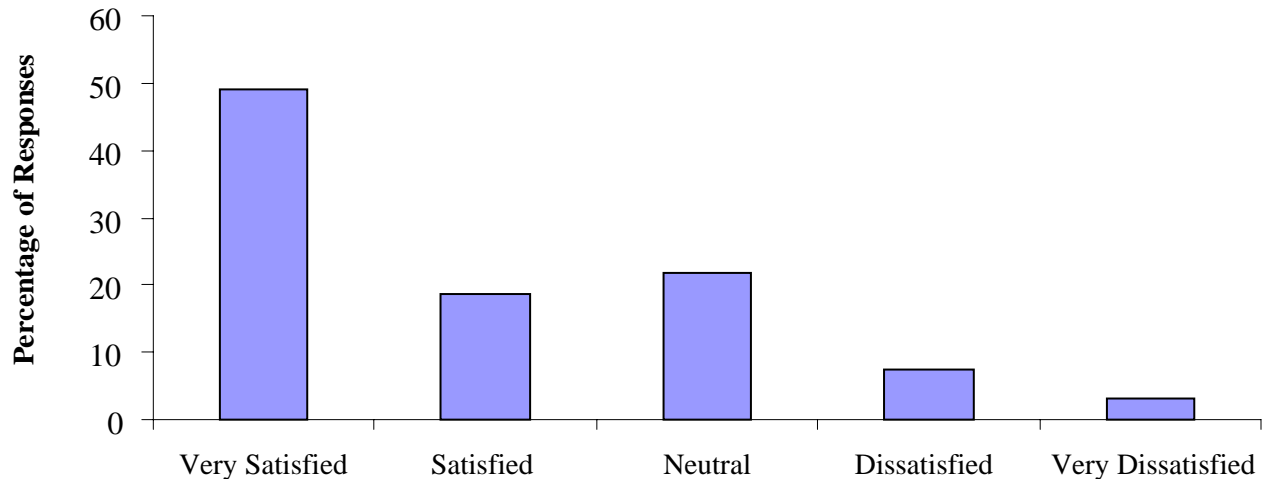


Figure 1. Satisfaction ratings of survey respondents

- *Participant satisfaction with the 4-day work week.* When the satisfaction of only program participants is assessed, results are even more positive. Of the 597 survey respondents who participated in the 2008 4-day work week, the overwhelming majority of participants ($n=581$, 97.3%) expressed satisfaction, or were neutral, in regard to the program. Of these, 409 (68.5%) reported being very satisfied, 129 (21.6%) were satisfied, and 43 (7.2%) were neutral. Sixteen participants (2.7%) noted some level of dissatisfaction with the program during the summer of 2008. Of the 16 negative responses on the 2008 survey, 13 (2.2%) indicated that they were dissatisfied and three (0.5%) noted that they were very dissatisfied with the 4-day work week.
- *Overall opinions about participating in a voluntary 4-day work week if offered in the summer of 2009.* Of the 884 survey respondents, 595 (67.3%) indicated that they would participate if the District offered the 4-day work week next year, 149 (16.9%) indicated that they do not know if they would participate, and 140 (15.8%) indicated they would not participate in the program if it were to be offered next summer.
- *Participant opinions about participating again in a voluntary 4-day work week if offered in the summer of 2009.* Of the 597 survey respondents who participated in the 2008 4-day work week, 528 (88.4%) indicated that they would participate again if the District offered the 4-day work week next year, 52 (8.7%) indicated that they do not know if they would participate, and 17 (2.8%) indicated they would not participate in the program if it were to be offered next summer.

- *General comments concerning the 4-day work week.* Respondents were asked to indicate any general comments they had about this summer's 4-day work week program. The item was open-ended, so responses were analyzed to identify categories of responses. As reflected in Table 9, nearly half of the respondents provided no comments (49.2%, $n=435$). However, the largest category of responses received (18.4%, $n=163$) represented suggestions that the 4-day work week be aligned so that the entire district closes completely for one day during the week to increase cost-savings for both the District and employees. Approximately the same number of employees (17.6%, $n=156$) submitted general positive comments related to their experience with the program. Approximately 6% ($n=51$) believed that the 4-day work week should be implemented as a year-round program as a cost-savings measure. Slightly less than nine percent of respondents ($n=79$) commented in regard to negative experiences with the 4-day work week. Responses reflected general disapproval of the program, problems in scheduling, or fatigue due to longer work hours.

Table 9
General Comments Question

Comment	<i>n</i>	%
None	435	49.2
Suggest alignment of 4-day work week so all employees have same day off, in turn increasing cost-savings for both district and employees	163	18.4
General positive comments related to the program	156	17.6
Make 4-day work week year-round for cost-savings	51	5.8
Negative experiences due to scheduling issues	34	3.8
General negative experience	29	3.3
Negative experiences due to longer work hours	16	1.8

Conclusions

Overall, these data indicate that the 2008 summer 4-day work week program showed evidence of success. The program was implemented according to the Guidelines for Implementation. Because participation, attendance, and survey data were available for sufficiently large numbers of participants and non-participants, group comparisons were possible. Comparison of the 2008 SV4-DWW program to the 2007 program must take into consideration the differences between the schedules each employed, and the fact that participation data were incomplete. Comparisons were made across the two years, as it was appropriate to do so.

Participation and attendance data were available for 1,040 District employees who worked during the summer of 2008. Of that number, the majority (59.3%) participated in the 4-day work week. Attendance data indicate that, on average, participants in the 4-day work week used significantly fewer hours of vacation time compared to non-participants during the summer. The difference between the average numbers of hours of overall absence for the two groups was also statistically significant. Attendance results for 2008 were similar to those reported for 2007.

Eight hundred eighty-four summer employees (participants and non-participants) also responded to an online survey, providing feedback as to their perceptions of the program's success. Compared to non-participants, a larger percentage of participants indicated a positive or neutral impact of the program on the amount, quality, and timing of work performed in the District over

the summer. However, a large majority of both groups expressed positive perceptions. Similarly, when the perceptions of non-administrators were compared to administrators, a larger percentage of non-administrators expressed positive perceptions in regard to the amount, quality, and timing of work but, again, the majority of responses from both groups were positive. Differences in perceptions of program success related to the amount, quality, and timing of work during the summer can be attributed to differences between the perceptions of administrators and non-administrators who did not participate in the program. Results suggested that the majority of employees believed that the 4-day work schedule did not disrupt normal District operations and did not negatively impact the various stakeholder groups. The vast majority of respondents expressed satisfaction, or neutrality, in regard to the 4-day work week. Many of the issues that were reported by survey respondents were related to the staggered nature of the summer schedule (Mondays off vs. Fridays off) and not to the 4-day work week itself.

Three limitations to the present evaluation should be noted. First, comparison of the 2008 SV4-DWW program to the 2007 program must take into consideration the differences in the nature of the schedules employed by the two programs. Specifically, the 2007 program was based upon a rotating schedule where individuals had a different day off each week, while the 2008 program provided only for the choice of taking Mondays or Fridays off. Similarly, comparisons to future implementations of a Districtwide summer 4-day work week will be limited by the degree to which the program varies from previous years. Second, in order to make the survey available to all District employees and to ensure the confidentiality of responses, it was not possible to link the attendance and participation data to the responses provided by survey participants. Third, during both 2007 and 2008, full participation data were not available. At the present time, procedures have been developed to facilitate the capture of comprehensive, accurate participation data should the evaluation of future summer 4-day work week programs be requested.

Recommendations

1. Cost-savings for the District and for employees would be maximized by a common 4-day schedule in which the entire District is closed for the same day each week. In addition, most of the negative feedback regarding the 2008 SV4-DWW was related to the staggered schedules. Consequently, it is recommended that a common Districtwide day off be considered for future implementations.
2. Research Services will develop procedures to facilitate the capture of comprehensive, accurate participation data, should the evaluation of future summer 4-day work week programs be requested.
3. Analysis of cost-savings for the 2008 SV4-DWW will be conducted by the office of the Chief Operations Officer and released as an addendum to this report no later than November 3, 2008.

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Appendix

2008 Summer Voluntary 4-Day Work Week June 8 - August 2, 2008 (Excluding June 29-July 5)

Guidelines For Implementation

District Expectation: The 2008 Summer Voluntary 4-Day Work Week (SV4-DWW) Schedule is being implemented at the request of our employees and as an initiative for District cost savings. The Summer Voluntary 4-Day Work Week Schedule shall not adversely affect the services that are provided to students, schools, other operating units, co-workers, or the public. The quantity, quality, and timelines of employee work must be enhanced or maintained.

Four-Day Work Week Description: A practice that enables an employee to complete the basic work week requirement of 37.5 hours (or in some cases 35 or 40 hours) in less than five full work days. The traditional work week of five days is compressed into four days by appropriately extending the length of the work days which results in one additional day off per work week.

Advantages:

- District cost containment initiative
- Employees have longer blocks of time off work to tend to personal matters without using leave time from work
- Employees can arrange schedules to accommodate family needs
- Employees have longer periods of time away from work with no reduction in pay
- Employees have less commuting time
- Employee work hours are scheduled to avoid peak traffic times
- Employer can control overtime and optimize staffing levels
- Departments can provide expanded hours of service
- Schools not providing services to students can close one day a week for cost containment advantages

Drawbacks:

- Longer work days may cause employees to be fatigued and stressed
- There may be a decline in productivity
- Problems for providing coverage
- Overtime liability for some schedules

Oversight Department: The Employee Relations Department will provide oversight to the questions and procedures for the SV4-DWW Program.

Employees Involved: All employees are eligible. Only the employees who voluntarily want to work a four-day work week can be involved in the voluntary four-day work week schedule. This includes employees who work in departments, area offices or school locations.

Schools that House Student Programs: Schools/locations that house programs for students either in a School Board sponsored program, a camp program, a community-based program or a fee-based program must remain open for the duration of the applicable program if it runs five days per week. Employees working in these locations remain eligible to work a SV4-DWW by implementing the options below:

- Staggering the work schedule of the employees so that there are employees at the worksite for five days (some employees work Monday-Thursday and other employees work Tuesday-Friday);
- On the non-work day of the principal, a zone principal will be designated as on-call and available. The telephone number(s) of the on-call principal must be available to all staff and provided to the site person responsible for the community-based program or fee-based program. If the on-call principal is not available, the principal will be called.

Principal Vacation Schedules and Questions: Vacation schedules and questions regarding principal's vacation will be covered by the appropriate Area Office.

Appendix (*continued*)
2008 Summer Voluntary 4-Day Work Week
June 8 - August 2, 2008 (Excluding June 29-July 5)

Guidelines For Implementation

Lease Agreements: Lease Agreements are coordinated and approved by the appropriate Area Office. There should be a standard of consistency throughout the District if additional charges are incurred.

A Location Closing on a Non-Work Day: Schools: If all the employees at a school voluntarily choose to participate in the SV4-DWW and they do not house students five days per week, the school is able to close and not be open on a fifth day of the week. Out of the traditional five day work week, the fifth day is the non-work day. The school can choose whether this non-work day is the Monday or the Friday of the week. It needs to be the same non-work day during the entire SV4-DWW period. It cannot be a Monday one week and a Friday the next, etc. This option is considered to be a cost saving measure that will result in savings for the District of the operational cost of the school for the day. **Area Offices and Departments:** The option to close is not available. Participation of the SV4-DWW requires staggering schedules so that some employees have a non-work day on Monday and others have it on Friday.

Department Supervisors and Principals: When determining the work schedules for departments/area offices, each supervisor must consider the service requirements of the department/area office, determine the best work arrangements, and consider the impact on work effectiveness as well as the benefit to the employee. Principals must also consider the number of employees who are scheduled to work over the summer and at the same time take into consideration employee vacation schedules when setting the work arrangements and schedules. All supervisors must clarify the start of day and the end of day ranges, the core business hours (hours which all employees are expected to be at work) and accurate work related records. Organizational needs take precedence over flexible scheduling. All work schedules are discretionary and require the respective Executive Leader approval.

Coverage: The 4-day summer work schedule applies to the area, district offices and schools and includes all exempt and non-exempt personnel, supportive professional staff, and twelve-month administrative staff who normally work the regular five-day week. Employees covered under Bargaining Agreements are also eligible to participate on a voluntary basis.

The four-day work week schedule and overtime provisions outlined below pertain to the standard 37.5 hour work week. Related provisions shall be prorated for employees whose normal work schedules either are less or exceed the standard 37.5 hour work week. It is understood that certain operations cannot precisely conform to this schedule and designated employees therein will continue on regular or specifically approved schedule exceptions. School locations that service students five days per week will continue on the traditional work schedule. Seven-day, twenty-four hour operations, such as the Special Investigative Unit, will remain on current schedules.

Business Day: The standard work day and office hours will be within the ranges of 7:00 a.m. through 6:30 p.m., daily. A standard lunch period must be scheduled between the hours of 11:00 a.m. and 2:00 p.m. The standard work week will consist of 37.5 hours per week. Traditional work hours and corresponding Summer 4-Day Work Week Hours are illustrated in Appendix A.

Flexible Work Schedules: To provide employees with additional flexibility during the extended four-day working schedule, subject to operational needs and supervisory approval, employees may adjust the starting and ending times of their daily schedules within a 7:00 a.m. through 6:30 p.m. time frame. Supervisors are encouraged to provide employees with as much additional flexibility as possible for this purpose.

Alternative Work Schedule Models: The 4-Day Work Week provides for either a Monday or Friday as a non-work day. An employee can work either the beginning of the week with the last work day of the week as the non-work day (Monday-Thursday with Friday as the non-work day) or the end of the week (Tuesday-Friday with Monday as the non-work day). A Sample of Monday and Friday models is located in Appendix B.

Lunch Period: Employees are entitled to an unpaid meal break of at least 30 minutes each work day. Nonexempt employees must be completely relieved of work duties during the meal period for a meal break to be non-compensable. A lunch period (meal break) is an unpaid break of at least 30 minutes at the midpoint of the work day.

The standard one hour lunch period for office operations should be observed between 11:00 a.m. and 2:00 p.m.; however, supervisors may approve alternative lunch periods depending upon employee and operational needs.

Appendix (continued)
2008 Summer Voluntary 4-Day Work Week
June 8 - August 2, 2008 (Excluding June 29-July 5)

Guidelines For Implementation

Employees may not forego a lunch period for purposes of late arrival or early departure.

Compensation: Employees working the four-day work week earn the same rate of pay and are eligible for the same benefit program as if they were working on a traditional schedule.

Sick Leave and Vacation Leave: Sick leave and annual leave (vacation days) will be earned and used on the basis of 9.4 hours per day.

Overtime: Employees are eligible for overtime pay or compensatory time off if the employee works more than 10 hours in any one day or more than 37.5 hours in one work week. Overtime schedules are subject to pre-approval by the Executive Leader of the Division only.

Rest Periods: Employees with standard rest periods within their normal schedule will continue to be eligible for rest periods. The rest period must be preceded and followed by a substantial work period. Rest periods may not be taken as late arrivals, early departures, extended lunch periods or accumulated leave time from one day to another.

July 4 Holiday Work Week: Friday, July 4 is a national holiday. The District is closed. Many employees have this day as a paid holiday. For others, it is a non-paid non-work day. During this week, the traditional work week schedule will resume with Friday as either being a paid holiday or a non-work day for all employees. Employees shall not work extended hours in order to have time off any time during this week.

Calendar:

2008	Sun	Mon	Tues	Wed	Thur	Fri	Sat
Junc	8	9 Begin First Non Work Day	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
June/July	29	30	1	2	3	4 Holiday	5
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
Aug	27	28	29	30	31	1 Last Non Work Day	2
	3	4	5	6	7	8	9
	10	11	12	13	14	15	16

- **Begin: Sunday June 8, 2008 Work Week and End Saturday August 2, 2008**
- **EXCEPTION: Week of July 4th Holiday-This is a traditional work week schedule.**

Process for Implementation: Following are the actions for the Roll Out Procedures.

1. Executive Leaders will forward information and clarification through their respective division to Department Head/Principal.
2. Department Heads/Principals shall:
 - a. Determine the operational needs of the department or school;
 - b. Set the operational parameters of work hours;

Appendix (*continued*)

**2008 Summer Voluntary 4-Day Work Week
June 8 - August 2, 2008 (Excluding June 29-July 5)**

Guidelines For Implementation

- c. Communicate program information to employees;
- d. Distribute SV4-DWW packet of information to employees;
- e. Provide schedule information and forms;
- f. Establish processes for work schedule selection, i.e., seniority, lottery, etc;
- g. Allow employees to volunteer;
- h. Require that each employee complete the appropriate Individual Employee Work Schedule;
- i. Sign and date each employee's individual schedule-copy—Maintain a copy for your use and return to employee once approval is achieved;
- j. Complete Master Schedule for location;
- k. Submit Master Schedule to Executive Leader for approval;
- l. Executive Leaders maintain accurate and up-to-date Master Schedule for all locations within their division for immediate retrieval if necessary.