School Start Time Advisory Committee Meeting #2

Snoqualmie Valley Public Schools

September 28, 2017
Welcome and Re-Introductions!

• Co-Facilitators:
  • Jeff Hogan, Assistant Superintendent – Teaching and Learning
  • Ryan Stokes, Assistant Superintendent – Finance and Operations
Agenda

• Call to order and Welcome
• Re-Introductions
• Review
  • Norms, timeline, committee charge, decision making model
  • Committee study phases:
    • Information gathering
    • Conduct research and gather input/feedback
    • Consider/develop recommendations
• Overview of Noticings and Wonderings from Meeting #1
• Review Research
• Review SVSD current start and dismissal times
• Lessons learned from other school districts
• Closing comments
Group Norms

• Try to attend all sessions, start and finish on time

• Listen to and show respect for the views of others
  • Confront issues – not people
  • Listen respectfully – avoid cross talk
  • All committee members are provided an opportunity to be heard

• Ask clarifying questions to understand others’ point of view

• Treat others in a professional and respectful manner

• Be clear and consistent about messages that are shared with the staff, parents and community
• **Our Vision:** To become the best school district in Washington State by any measure.

• **Our Mission:** Educate all Snoqualmie Valley children to prepare them for college, career, and citizenship.
Strategic Plan Start Time Initiative:

Complete a K-12 school start time review and initiate planning for any recommendations by the School Start Time Committee.

Target Completion: January 15, 2018 for implementation in fall of 2018
School Start Time Advisory Committee Charge

- To review the research findings regarding adolescent biorhythms and school success;
- To review the experiences of other school districts that have adopted later start and dismissal times or considered doing so but did not;
- To identify the implications of later start times and dismissal times for high school programming and activities and for school and district operations;
- To implement outreach strategies to gather the thinking of school and community stakeholder groups;
- To consider the potential benefits to students, the input received, and the implications of later start and dismissal times;
- To determine whether there are feasible solutions to enact later start and dismissal times for secondary schools; and
- To submit findings and recommendations to the superintendent for consideration.
Decision Making Model Recommendation

I can embrace and support the decision

I can support the idea with some reservations *(Will be provided another opportunity to share thinking)*

I cannot support the decision *(Will be provided another opportunity to share thinking)*

Sufficient Consensus: 60% of committee members in attendance
Study Phases

• Information gathering
  • Review research, other district experiences, transportation implications, operational issues, school and community programs, etc...

• Conduct outreach and Gather input/feedback
  • Partnering with Hanover Research

• Consider/develop recommendations
Noticings and Wonderings from 1\textsuperscript{st} meeting

- What does science/research say is optimal?
- Does Sleep = Student success
- Are the financial restrictions?
- Transportation impact/more buses and drivers?
- Impact on sports and after school activities or if they are held in AM
- + or – having study time in morning
- Student community feedback?
- Impact of before and after school care
- Safety concerns for K-5 if they start earlier/flip with secondary (animals
- Lots of N. Latitude Schools go to school and come home in dark
- How to evaluate success of a changed start time (outputs)
- What have others learned that have gone before us?
Noticings and Wonderings Continued

• Does achievement differ in courses when offered later in day?
• Most of other districts in area have different start times for MS & HS
• We are on the early side compared to our neighboring districts
• Late arrival is an interesting/helpful option one day/week
• What criteria will we make decision on? Need to be objective
• Impacts with other Districts (sports, out of district kids, etc..)
• Lighted facility considerations if secondary goes much later.
• Impact on student attendance, discipline?
• Survey students after change?
• Why did most roll vs. flip?
• Other?
Adolescent Sleep Research

http://www.kappanonline.org/later-start-time-for-teens/

https://conservancy.umn.edu/bitstream/handle/11299/162769/Impact%20of%20Later%20Start%20Time%20Final%20Report.pdf?sequence=1&isAllowed=y

https://www.cdc.gov/features/school-start-times/

Jigsaw Activity - Article from Phi Delta Kappen on Benefits of Later Start Times for Teens

• Group 1: read pages 1 and 2
• Group 2: read pages 3 to top of 5
• Group 3: read pages top of 5 through 7

• ~5 Minutes to read article
• Discuss in groups and prepare to share out “key findings and take-aways” or other “ah has.”
What kinds of questions would we like to try & answer around shifting to later start times?

1. Health outcomes: bedtimes and wake times, sleepiness in class, emotional and physical well-being, depressive feelings, and car crash rates?

2. Academic outcomes: grade point average, standardized test scores, school attendance, and tardiness? What is the relationship between participation in activities outside of school and grades earned?

3. SVSD Economic Issues: number of buses and drivers, etc...

4. Other?

*Note: Some of these are hard to measure!
What are some the other implications that might surface when we engage the community around later start times for teens (and possibly K-5)?

- Potential impact on Running Start and/or NEVAC students
- More missed-class time because of athletics and shorter warm up time before contests
- Shortage of bus drivers
- Potential need for more buses
- Potential impact on working students
- Potential impact on parent work schedule and before or after school supervision of younger children
- Potential impact on traffic during employees later commute and athletic buses getting to events
- Potential impact on national test days (like Advanced Placement)
- Potential impact on community use of facilities
- Traveling teachers/specialists
- Friday early release collaboration time K-5 and/or 6-12 if we had 3 or more tiers
- Potential impact on elementary band (before school) if earlier start
- Other?
School Start Time Change: An In-Depth Examination of School Districts in the United States

The Children’s National Medical Center’s Blueprint for Change Team

**Table One. Participating Districts and Population Indicators**
(Listed in ascending order by total (ES/MS/HS) number of students in the district)

<table>
<thead>
<tr>
<th>District</th>
<th>Elementary School (ES)</th>
<th>Middle School (MS)</th>
<th>High School (HS)</th>
<th>Total Buses (Current)</th>
</tr>
</thead>
<tbody>
<tr>
<td>VA District</td>
<td>1,200 students (2 ES)</td>
<td>550 students (1 MS)</td>
<td>550 students (1 HS)</td>
<td>16</td>
</tr>
<tr>
<td>CA District</td>
<td>1,800 students (3 ES)</td>
<td>900 students (1 MS)</td>
<td>1,200 students (1 HS)</td>
<td>Unknown</td>
</tr>
<tr>
<td>CT District</td>
<td>1,900 students (2 ES)</td>
<td>1,050 students (1 MS)</td>
<td>300 students (1 HS)</td>
<td>33</td>
</tr>
<tr>
<td>MA District</td>
<td>2,300 students (5 ES)</td>
<td>1,200 students (1 MS)</td>
<td>1,200 students (1 HS)</td>
<td>20</td>
</tr>
<tr>
<td>MN District</td>
<td>4,600 students (6 ES)</td>
<td>2,300 schools (2 ES)</td>
<td>2,900 students (1 HS)</td>
<td>50</td>
</tr>
<tr>
<td>AK District</td>
<td>4,500 students (9 ES)</td>
<td>4,500 students (5 MS)</td>
<td>3,600 students (1 HS)</td>
<td>85</td>
</tr>
<tr>
<td>MO District</td>
<td>9,100 students (19 ES)</td>
<td>9,100 students (6 MS)</td>
<td>5,100 students (HS)</td>
<td>190</td>
</tr>
<tr>
<td>FL District</td>
<td>14,500 students (18 ES)</td>
<td>6,200 students (8 MS)</td>
<td>7,500 students (7 HS)</td>
<td>200</td>
</tr>
</tbody>
</table>
## Table Two: Participating Districts and Bell Schedule Changes

<table>
<thead>
<tr>
<th>District</th>
<th>ES Start</th>
<th>MS Start</th>
<th>HS Start</th>
</tr>
</thead>
<tbody>
<tr>
<td>VA District</td>
<td>7:55⇒8:30</td>
<td>8:30⇒8:55</td>
<td>8:30⇒8:55</td>
</tr>
<tr>
<td>CA District</td>
<td>8:30 (No Change)</td>
<td>8:00 (No Change)</td>
<td>7:40⇒8:00</td>
</tr>
<tr>
<td>CT District</td>
<td>(Pre-K -2) 9:00⇒8:55; (3-5) 8:10⇒7:40</td>
<td>8:15⇒7:35</td>
<td>7:35⇒8:15</td>
</tr>
<tr>
<td>MA District</td>
<td>8:15⇒8:25</td>
<td>7:50⇒7:20</td>
<td>7:15⇒7:45</td>
</tr>
<tr>
<td>MN District</td>
<td>8:00⇒8:40</td>
<td>9:15⇒7:50</td>
<td>8:00⇒8:40</td>
</tr>
<tr>
<td>AK District</td>
<td>7:30⇒8:00</td>
<td>7:40⇒8:00</td>
<td>8:00⇒8:55</td>
</tr>
<tr>
<td>MO District</td>
<td>8:20⇒8:50</td>
<td>7:30⇒8:00</td>
<td>7:45⇒8:55</td>
</tr>
<tr>
<td>FL District</td>
<td>7:30</td>
<td>8:30⇒8:20</td>
<td>8:00⇒9:15</td>
</tr>
</tbody>
</table>
Figure One. Top-Ranked Concerns Associated with Later School Start Change

- Participation in School Breakfast
- Student Afterschool Employment
- Changes in Teachers' Work Schedules
- Changes in Parent Work Schedules
- After-school Childcare
- Before-school Childcare
- After-school Athletic Practice
- Before-school Athletic Practice
- Athletic Games
- After-school Extracurriculars
- Before-school Extracurriculars
- Commuting Distances
- Traffic Flow at School

Legend:
- First Ranked Concern
- Second Ranked Concern
- Third Ranked Concern
- Fourth Ranked Concern
- Fifth Ranked Concern
The Children's National Medical Center's Blueprint for Change Team

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### Table Three. Perceived Benefits of School Start Time Change

<table>
<thead>
<tr>
<th>District</th>
<th>AK District</th>
<th>MA District</th>
<th>FL District</th>
<th>VA District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased daily attendance</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Reduced tardiness rates</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Improve standardized test scores</td>
<td>No</td>
<td>N/A</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Improved grades</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Higher graduation rates</td>
<td>No</td>
<td>N/A</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Fewer referrals for disciplinary action</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Improved sports team performance</td>
<td>No</td>
<td>N/A</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Fewer sports-related injuries</td>
<td>No</td>
<td>N/A</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Cost savings for public school system</td>
<td>Yes</td>
<td>N/A</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Fewer student visits to student health centers</td>
<td>No</td>
<td>N/A</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Lower rates of depression/suicidal thoughts</td>
<td>No</td>
<td>N/A</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Lower rates of car accidents</td>
<td>No</td>
<td>N/A</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>
Table Four. Perceived Costs of School Start Time Change

<table>
<thead>
<tr>
<th>District</th>
<th>AK District</th>
<th>MA District</th>
<th>FL District</th>
<th>VA District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial cost incurred by the school district</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Loss of community support</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Impact on parent work schedules</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Limitations on student after-school employment</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Financial cost incurred by families</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Changes in traffic patterns</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Reduction of student involvement in extracurricular activities/athletics</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Negative impact on teacher schedules</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Safety concerns for elementary students</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Conclusions

• Small Sample Size—be cautious about reading too much into data
• Districts were quite varied in strategies employed in changing bell times
• None changed to a bell schedule “biologically optimal”
• Cost savings by increasing number of bus tiers?
• Perception improvement in academic related benefits
• There is no “one size fits all” plan
• Most of the concerns raised during the process did not materialize
Wrap Up

• Next Meeting: October 12
• Hope to have some key findings from Hanover Research for the next meeting.