

CPC Operations Sub-Committee Recommendation
First and Second Readings
April and May, 2007

Exploring the impacts of later start times at the High School Level

The CPC Operations sub-committee studied the impacts of a later start time in district high schools. The main question to be answered was: will a later start time benefit the students involved?

Our research included the following steps:

1. reviewing available research on the effects of lack of sleep on the adolescent mind
2. reviewing available research on the effects on student learning and behavior, and other impacts across a school district, of moving high schools to later start times
3. meeting with Edmonds School District administrators responsible for co-curricular activities (Athletics and Visual/Performing Arts) and transportation
4. discussing the anticipated impacts on families, students, and employers of moving high schools to later start times
5. discussing anticipated legal and bargaining requirements to implement a change

After our limited research we have found that the perceived and research-based benefits of moving high schools to later start times do not appear to outweigh the costs and disruption to the entire district and community. We do not recommend a change at this time.

However, if the School Board decides to assign staff to pursue this topic further, our committee would be willing to review and comment on future recommendations. Our findings in each of the areas we studied are attached for your review.

Thank you,

CPC Operations Sub committee

Laura Barnes-Johnson and Mark Dillan
Co-Chairs

Re:
Study of
possibility of
changing HS start
times

CPC Operations Subcommittee

Summary of Effect of later start times on After School Activities

Based on conversations with administrators regarding Athletics and Music, it appears after school activities would be adversely affected by implementing a later start time at the High School level. More research should be conducted regarding the specific schedule impact for each sports league. While some sports teams may be able to adjust the school day schedule to accommodate inter-league play, others would not be able to change their game start times. Our Golf program for example, has a set schedule in which they can use the public courses in our area; these times are difficult if not impossible to adjust, in part because of the length of the day following school hours. Our students would be missing more class time than they currently sacrifice, since they will have to continue the same inter-league schedule, thus missing two periods at the end of the day, instead of the current one period lost. While some schedules can be adjusted to one hour later in the afternoon, this will affect the other teams' schedule on each prospective field, possibly pushing elementary sports even later in the evening. Some fields are due for lighting upgrades, which would ease this transition, however many of these upgrades are on a timeline of one to two years out.

Our music program is utilized by approximately 1200 students districtwide. Many of these students are so dedicated that they already participate in "0" Period practice that can be as early as 6:30am. This "0 Period" may not be available to them if a later start time is implemented. While many of our students would likely continue their music studies, this crucial practice time may be lost.

Discussion Points - Pro's & Con's of later start times effect on after school activities:

Pros

- Research shows later start times improve Absentee / Tardy rates (Minneapolis Start Time Study '01)
- Students may be more alert at the beginning of the day

Cons

- Students and teacher coaches will miss two periods at the end of the day, instead of the current 1 period missed, on inter-league play days
- Later start times of all community and elementary league use of fields
- Contracts that are currently in place for renting these fields to outside groups may not be immediately adjustable
- Possible loss of "0 Period" for music students
- Lighting improvements for playfields are not due for completion for 1-2 years. Fall sports affected most with this issue.

Our group highly recommends further research into each of these areas. Before implementing any changes we must consult all groups involved and reach agreement before moving forward, otherwise the project will likely encounter great resistance from our district's athletic community.

Transportation

Reg Clarke, the district transportation director, met with the Operations subcommittee. He presented an overview of the current status of transportation and the impact that changing high school start times would have on transportation district wide. Below are the major points discussed.

-The district uses staggered start/end times to minimize the number of buses and drivers needed. Changing high schools from early to late start times would necessitate switching schools currently with late start times to an early start time.

-Changes to the start times of Edmonds-Woodway High School would have least impact on transportation due to high use of CT.

-The new location of Lynnwood high school will require more buses and a change in start time would have the greatest impact on transportation.

-Impacts on transportation would be reduced if a greater reliance on CT could be negotiated.

-Adjusting the transportation schedule to accommodate late start times by the high schools is possible but will require a complete overhaul to the transportation schedule that will affect most schools in the district. A significant amount of time and effort by the transportation department would be required to create a new transportation schedule.

Elementary/Middle/Special Education Notes

This subject was not researched in any length. Transportation gave an overview of how a schedule change for high school would greatly impact the Elementary/Special Education schedule. Community meetings or questionnaires would be necessary for staff/parent insight at the elementary level as well as Special Education.

Brief Discussion

- Elementary Schools currently with early start times could be approached for insight
- Sleep studies show younger children doing better in school in early mornings
- All Elementary schools would need early start times, to accommodate transportation requirements
- Young children standing on corners in the dark is a safety concern
- Longer after school day care or "latch-key", and unavailability of high school siblings, could be a problem for families
- Special Education students being picked up before 6:45 am is a hardship for families/ could cause late arrivals or absences

2006-07 CPC Operations Sub-Committee

Exploring the Advantages, Disadvantages, and Feasibility of Changing High School Start Times

April 9, 2007

Potential Legal and Contractual Issues to be considered:

Delaying the start time of high schools may raise several legal and contractual issues that will need to be analyzed and addressed.

- The District is required to bargain the impact of changes in working conditions for all staff. The actual resulting impacts to working conditions by a change in start times would need to be considered with each group. Bargaining would be required for the following employee groups:
 - o EEA: teachers, counselors, psychologists, librarians, other certificated support staff, coaches
 - o Teamsters: bus drivers
 - o PSE: para-educators and office personnel
 - o SEIU: food service and custodial staff
- Later high school start times would delay the availability of school fields and gymnasiums for community use, and several interlocal agreements would need to be renegotiated.
- As a member of the WIAA (Washington Interscholastic Activities Association), the District may need to negotiate different agreements regarding seasons (due to, for instance, the availability of lighted fields for later competitions), start times and locations for WIAA events.
- If elementary schools started earlier to allow high schools to start later, the District may be expected to provide additional staff to assist with safe crossing of streets, bus stop supervision, and other time- and light-sensitive safety concerns for elementary-aged children.
- Contracts/schedules with before and after school programs would need to be renegotiated.
- The impact on student access to SnoIsle Vocational Skills Center, Edmonds Community College, and other contracted educational agencies, would need to be determined.

times for our high schools. The following is a list of the topics we identified to be included in our study. We agreed that History is the first priority.

- Key:
- E- Education
 - F- First Priority
 - L - Legal
 - O - Operations
 - S- Survey
 - T- Transportation Input

- E - Learning (timing of classes, possibility of timing essential graduation classes during peak learning times)
- E- Graduation requirements
- E - Student learning differences
- F - History/ Background, why are the schedules as they are today, CT historic role
- L - Bargaining Impact
- L - Cost impact
- L - Legal parameters
- O - Extra curricular activities (info on other schools)
- O - Employment impacts / older sibling childcare impact
- S - Parent/ Student input
- S - Repercussions on other parts
- T - Transportation (Logistics)
- T - CT Options
- T - Use of eligible drivers (high school)

Following Mark D.'s advice, our group will be looking at how later start times affect all areas of operation. We will start with our Ideal scenarios and then move toward the Realistic after identifying significant roadblocks, receiving input from Transportation, Legal and our parents and students. Our group's goal is to make a recommendation to the board by the end of our 06/07 sessions.

Our group requested e-mail updates regarding the history of start times and transportation in our district and the scientific research articles that are available regarding the best time of day for our children to learn info effectively. This info will help us prepare for our next meeting. The following are links to the scientific data provided by Carrie M.:

- <http://www.apa.org/monitor/oct01/sleepteen.html>
- <http://stanford.edu/~dement/adolescent.html>
- <http://stanford.edu/%7Edement/adolescent.html>

Student Special Programs:

- We discussed the dropout prevention DVD. The group wants to bring that into the large group.
- We discussed needing a list of special program needs and how to get it (email special program teachers).
- 6 - 7 transitions: Will study what is currently being done for student transitions between grades 6 - 7 and grades 8 - 9.

Dec. 4, 2006
minutes
(excerpt)

- ✓ Monthly communications
 - from Teaching & Learning about how our process is moving along
 - worthwhile tasks for each grade level shared and communicated

✓ Brochure regarding how to help at home

✓ internet-based communications

Whatever we do, we need to publicize the activities well and often

Operations:

Our subcommittee reviewed our list of priorities beginning with the research and other reasons that have prompted our discussion of later start times for our high schoolers. Marla presented the group with several studies, the first being our review of the Minneapolis Public Schools Start Time Study. This district implemented later start times in the '97-98 school year. The study is extensive and thorough, with many positive results shown as well as many of the challenges explored, many which would be similar to our districts challenges. We will also be reviewing the scientific data regarding adolescent sleep deprivation, sleep patterns, and the optimal learning times for all three groups of school aged children. Our group will be reading this study and compiling questions for our next session.

For our January session we would like to have Terri McMahan and Scott Barnes speak regarding the effect later start times will have with various after school activities. We would like to look further into how later start times would effect the contracts our schools have with community organizations that rent our facilities after school hours.

Marla offered to look into having the current high school attendance records for our next meeting. We would like to examine our attendance now at our high schools, as it applies to the Minnesota study which noted better attendance when later start times were implemented, particularly with children which seemed to already be challenged in this area.

Other areas to research for our next meeting include: How long has Edmonds Woodway High had 2 start time bells? What are the roadblocks to having more schools with this option available?

Tami Cashdollar also noted that the impacts of earlier start times on our elementary schools should not be overlooked, the impacts she mentioned were the darkness of earlier hours and parental schedule impacts.

Marla suggested that our group consider surveying focus groups such as our ASB, PTA, PFT members rather than our entire parent population. Our group agreed and will likely proceed with surveys of groups in March, rather than earlier, to avoid raising expectations until we have a better sense of whether we are likely to recommend a change.

Student Special Programs:

In attendance for the Student Special Programs subcommittee were Tim A., Jim J., Darylyn P. and Carrie M. Jan Beglau, the manager of Special Programs in Edmonds School District spoke to the group about the current Student Outreach programs that have been implemented at Edmonds Woodway High School, Meadowdale High School, Lynnwood High School and Mountlake Terrace

CITIZEN PLANNING COMMITTEE MEETING

January 8, 2007

MEETING SUMMARY

Subcommittee Reports

Instruction:

Kathy Thorton introduced Janis Heigl, ESD Math Coach. Janis is a consultant to the district. Her role is to audit the current K-12 math program, provide support to the various directors in the math program and coach teacher leaders in each school.

The current standards for math can be found in "Principles and Standards for School Mathematics: An Overview" from The National Council of Teachers of Mathematics, Inc. (www.nctm.org)

Research agrees that students need a solid foundation in math basics and a comprehensive understanding of math. www.LearningPlanet.com has a game called Math Mayhem that Janis suggested for reinforcing math basics. Go to the website and type Math Mayhem into the site's search engine to locate the game.

Janis stated that the middle school time frame is crucial to engaging kids in math understanding. If students are turned off to math in this age group, it becomes harder to engage students in math education and harder for them to learn the higher math skills in high school and college.

Higher math reasoning skills are essential for the current work climate. Math skills will become increasingly important in the future work environment.

Janis explained the current controversy in math over traditional education versus integrated education. See www.mathimp.org, under Resources choose Especially for Parents, then click on IMP vs. traditional (AGA).

Operations:

Scott Barnes and Teri McMahan spoke to our committee regarding the impact that changing start times would have on Music and Athletic departments.

Scott noted that the changes would affect approximately 1,200 music students. His concerns were noted regarding the "0" period classes that music students utilize in the early morning hours. His concern was that the "0" period would disappear or be used by others competing for this time. The other main concern is the possibility of reduced participation in music. The research done in Minneapolis school district did not show significant declined participation in music or sports programs.

Terri spoke to the fact that our athletes would be missing two end-of-day classes rather than the one that they currently miss due to travel time to conference games.

Later starts for game time and practice are also an issue due to daylight hours being short. She noted that lighting improvements on some fields may relieve this obstacle; however these improvements are still in process. There are also certain sports such as swimming and golf which the start times are not flexible due to contracts with the Lynnwood Pool and various golf courses.

The impact on the community use of our high school fields was also noted. Our community rentals of these fields would be pushed back 1 hour, which could lead to negative impact on youth involvement and frustration from our community teams.

Terri also noted the same concerns that Scott had with the "0" period. She noted that open blocks of time such as the zero period fill quickly, therefore she recommended setting guidelines as to what department could utilize this time. Clearly the Zero period will need to be looked at closely.

Our committee had many questions for both Scott and Terri and we may want to consult with them again as we research further. The committee would like more details regarding what local agreements we have in place with community athletics for the rental of our fields. Our committee would also like to know the approximate amount of revenue the district receives from these rentals. We look forward to speaking with the transportation department in February.

Student Special Programs:

Carrie McAfee explained that we want to make sure that all programs have the facilities they need when planning future structures. Discussion was held regarding the need to keep requests very generic, as specific needs change from year to year and building to building.

Dr. Katy Wysocki, Director of Student Services and Tim Garberich, Manager-Elementary Learning Support discussed the distribution of Special Education Programs by Quad in the district. Learning Support is currently in every building and intensive support is available for grades 1 – 6, although it is not available at every school. Katy and Tim explained that not all programs are needed in every quad and that much thought and deliberation go into selecting where the programs are placed. They work very closely with Capital Projects to make sure the physical needs of the programs are met.

Classrooms are currently at capacity for self-contained classes at the elementary and middle school levels. The Washington state budget provides the same student dollars, regardless of a student's disability.

WASL - Part of the "Washington Learns" report involves putting together special needs criteria for helping students with the WASL. The state has become involved due to the

CITIZEN PLANNING COMMITTEE MEETING
April 9, 2007
MEETING SUMMARY

Subcommittee Reports

Student Special Programs:

Mark Madison, Director- Career & Technical Education: Mark gave an informative presentation of the programs offered in ESD Career & Technical Education. All programs require the approval of the OSPI. An instructional advisory committee oversees the program. Students typically stay in the program for their junior & senior years. Funding is based on student enrollment and enhancement money from the state. There are currently 27 programs being offered in the district.

Instruction:

The math committee drafted a plan for math parent workshops to review at the general meeting.

Operations:

This committee prepared a draft report to review at the general meeting.

General Meeting

Laura Barnes-Johnson welcomed everyone and wished Carrie a speedy recovery from surgery.

Nominating Committee: Brian Furby will chair the committee this year. A sign up sheet was passed around for people interested in serving with him. Open positions are Chair and Vice Chair.

Overview of the Special Education Programs subcommittee – Mark Madison, Director of Career & Technical Education shared an overview of what the district offers. A description of each program is available on the district website @ www.edmonds.wednet.edu/CTE.

Overview of the Instruction Subcommittee – The committee gave a summary of their parent math workshop program. The committee suggests full implementation of the program by the fall of 2007. Cost of the curriculum is anticipated to be \$7,500 to \$5,000 per school. Next month will be further review of the program.

Overview of the Operations Subcommittee – The committee gave a 1st reading of their draft proposal.

The basic fundamental question is: will changing school times significantly benefit the students involved? This question needs to be answered in three distinct areas:

- 1) Academics
- 2) Attendance
- 3) Discipline

Studies presented to the operations committee showed that sleep patterns for the high school and elementary students support later start times for high school and earlier start times for elementary, with little information regarding middle school. This would require a complete reversal of current district school time schedules.

Data pertaining to the benefit level in academics, attendance and discipline, when implemented in other districts, were positive, but contained too many variables to allow anything other than a subjective finding. Data from the district showed that an extensive logistical and financial support would be needed in order to implement such a change.

Due to the lack of compelling evidence we recommend that the board keep the current start times.