



Agenda

- **Call to Order and Welcome**
- **Re-Introductions**
- **School Start Time Advisory Charge**
 - a. **Norms, timeline, committee charge, decision making model**
 - b. **Study phases:**
 - i. **Information gathering**
 - ii. **Conduct research and gather input/feedback**
 - iii. **Consider/develop recommendations**
- **Follow up from meeting #1**





Agenda (continued)

- **Adolescent Sleep Research:**
 - a. **Group Share-out from the articles**
- **Community Survey Results**
- **“Blue Print for Change” Study on School Start Times – 2014 (read for June 20th meeting)**
- **Questions we would like to try to answer through this process?**
- **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**





UCS Vision / Mission

Our Vision: All children have the right to a rigorous, high-quality education which meets their individual needs. UCS will respect, encourage and empower each and every student to acquire the necessary knowledge, skills and attitudes to be successful, contributing members of a diverse community and global society.

Our Mission: We are committed to exemplary teaching and learning in order for our students to be prepared for success in the 21st Century.

We will achieve this commitment by engaging the entire community to focus on each child's achievement, with the expectation that every student will pursue some type of post-high school educational endeavor.





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)





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**





1st Meeting

- **What does science/research say is optimal?**
- **Does Sleep = Student success?**
- **What are the financial restrictions?**
- **Transportation impact/more buses and drivers?**
- **Impact on sports and after school activities or can they be held in AM?**
- **+ or – having study time in morning?**
- **Impact on before and after school care?**
- **Safety concerns for K-5 if they start earlier/flip with secondary?**
- **How to evaluate success of a changed start time (outputs)?**
- **What have others learned that have gone before us?**





1st Meeting (continued)

- **Consider two different start times for students attending the junior high schools and high schools.**
- **Does achievement differ in courses when offered later in day?**
- **Are we on the early side compared to our neighboring districts?**
- **What criteria will we consider? Need to be objective.**
- **Impacts with other Districts (sports, out of district kids, etc..), shared bussing services with parochial?**
- **Impact on student attendance, discipline?**
- **Other?**





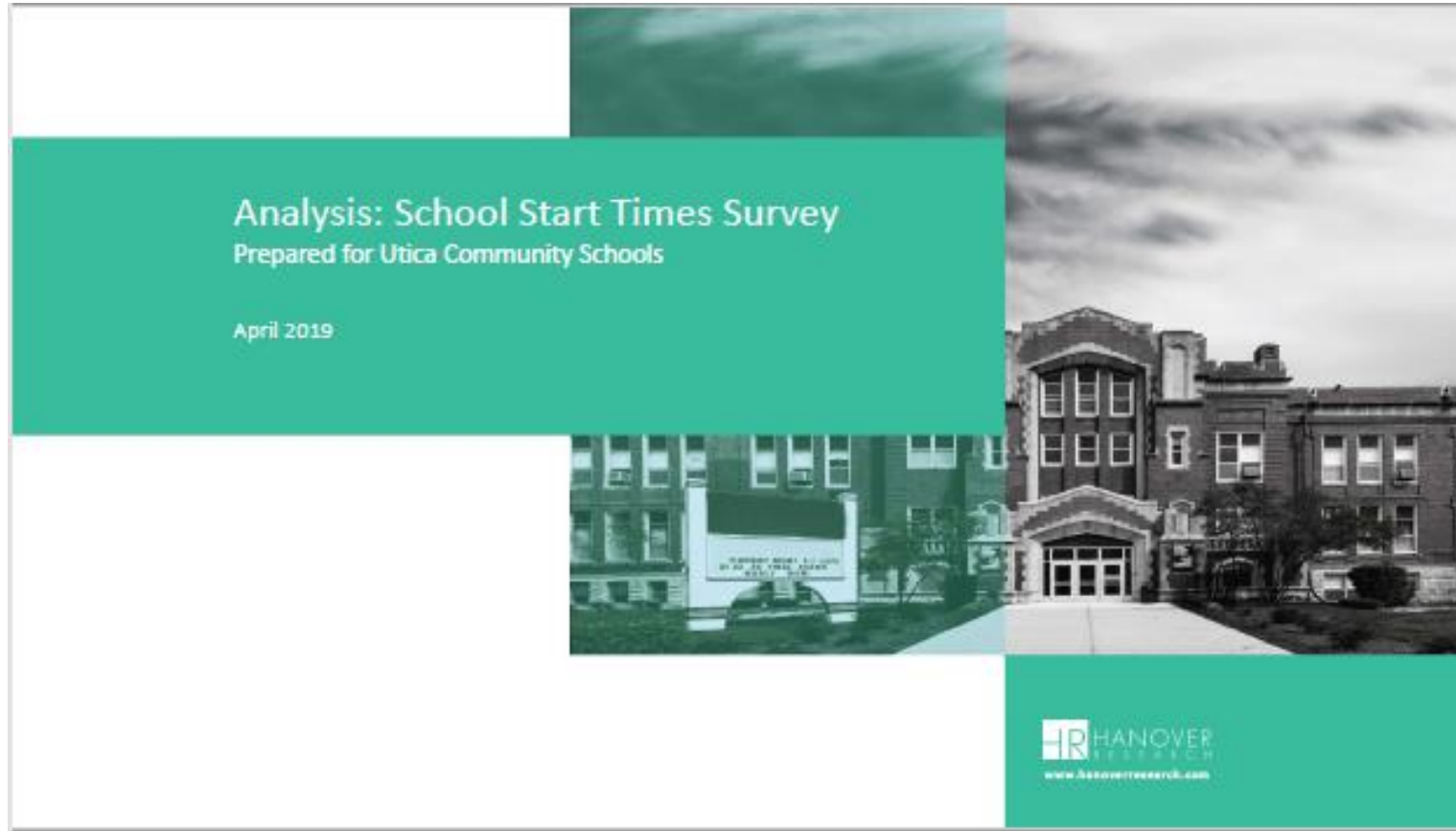
Adolescent Sleep Research/ Start Times Reviewed

- 1. Research Brief: School Start Times and Adolescent Students**
- 2. School Start Times and Student Outcomes (Executive Summary)**
- 3. Literature Review: Optimal School Start Times (Executive Summary)**
- 4. Impact of School Start Time on Student Learning (Executive Summary)**





Survey Results





Survey Results

Introduction and Methodology

- Hanover Research (Hanover) has partnered with Utica Community Schools to analyze findings from their School Start Times Survey.
- The purpose of this analysis is to understand stakeholders' perceptions of changing school start times.
- The analysis included 13,014 valid responses. This presentation displays all results for the survey, along with some figures for relevant, significant segmentations.
- The data supplement which accompanies this report includes additional segmentations by school level, stakeholder group, and type of staff.
- Sample sizes vary across questions, as some questions only pertain to a subset of respondents (e.g., teachers). Conclusions drawn from small samples ($n < 20$) should be interpreted with caution.
- Statistically significant differences (95% confidence level) between groups are noted with an asterisk (*).
- Hanover excludes certain "I don't know" and "Prefer not to respond" responses from the analysis.



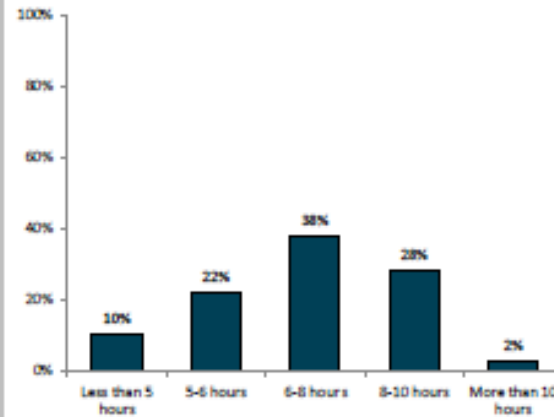


Survey Results

Key Findings: Student Sleep and Homework

- A plurality of respondents report that students average 6-8 hours of sleep (38%), and having enough time for homework (67%). Sixty-six percent of students (or parents of students) report that they spend from two hours to less than an hour on homework each night.
- Parents and students show significant differences when it comes to perception of time spent sleeping or doing homework. While 46 percent of parents report their children average 8-10 hours of sleep, only 11 percent of students report they average that amount. Additionally, significantly more students (33%) report that they sleep five-six hours at night as compared to how often parents report that their own children sleep that much (11%). Significantly more students report not having enough time for homework (43%) than do parents of the students (22%).

On a typical school day, what is the average number of hours you (or your child) sleep at night?
n=11,707



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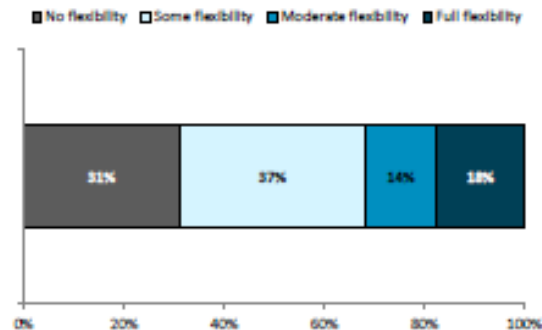
Survey Results

Key Findings: Schedule Flexibility for Parents

- There are mixed responses in terms of parent schedule flexibility. Thirty-one percent report having no flexibility, and 32 percent report having full to moderate flexibility to change work schedules.
- Need for child care varies by school level. Significantly more parents of elementary school students report needing child care before and after school (19%) as compared to junior high (5%) or high school (3%). Additionally, significantly fewer parents of elementary school children report not requiring childcare before or after school (60%) than respondents from junior high (88%) or high school (95%).

In your family, do the parent(s)/guardian(s) have any flexibility to change work schedules in response to changing school or activity times for children?

n=3,753



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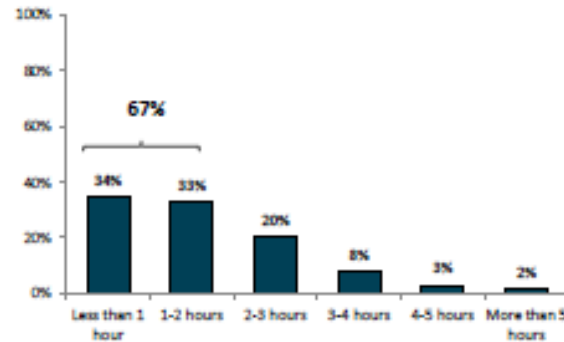




Survey Results

Key Findings: Student Commitments

On a typical school day, how many hours do you (or your child) spend participating in after-school activities (e.g., athletics, clubs)?
n=11,039



- Activities and routines depend on the respondents' school level. While the aggregate response indicates that 67% spend two hours to less than an hour on after-school activities, those in high school spend significantly more time participating in after-school activities than other school levels.
 - Twenty-four percent of high school respondents indicate spending two-three hours in after-school activities, while 22 percent of junior high school and 11 percent of elementary school students do so.
 - Additionally, significantly more high school respondents (11%) report spending three-four hours in after-school activities than do junior high (7%) or elementary school respondents (2%).





Survey Results

Key Findings: Staff Schedules

Many staff report not being concerned about traffic during their **morning (48%)** and **evening commute (46%)**.

22 percent of staff are Extremely or Moderately concerned about their **morning commute**.

29 percent of staff are Extremely or Moderately concerned about their **evening commute**.

- A plurality of staff report that they stay one to two hours after school for non-stipend activities (37%). Furthermore, the amount of time staff indicate spending after school depends on their role:
 - Instructional support staff report the highest levels of not needing to stay after school (74%).
 - Almost half of classroom teachers (48%) report staying for one-two hours after school.
 - School administrative staff report the highest percentage of staying two-three hours (33%).



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Survey Results

Key Findings: Overall Satisfaction with School Schedules

- Forty-nine percent of respondents report being Completely or Somewhat Satisfied with the current school schedule. School administrative staff report (27%) significantly lower levels of satisfaction with the current school schedules than other school support staff (55%) and classroom teachers (53%).
- Many respondents prefer to keep the schedule the same (44%). The second most common preference is to have school begin slightly later in the morning (29%).

Elementary School (55%) respondents significantly prefer keeping the schedule the same as compared to Junior High (35%) or High School (46%) respondents.

Significantly more parents (52%) and staff (50%) indicate wanting to keep the schedule the same than students (36%) do.

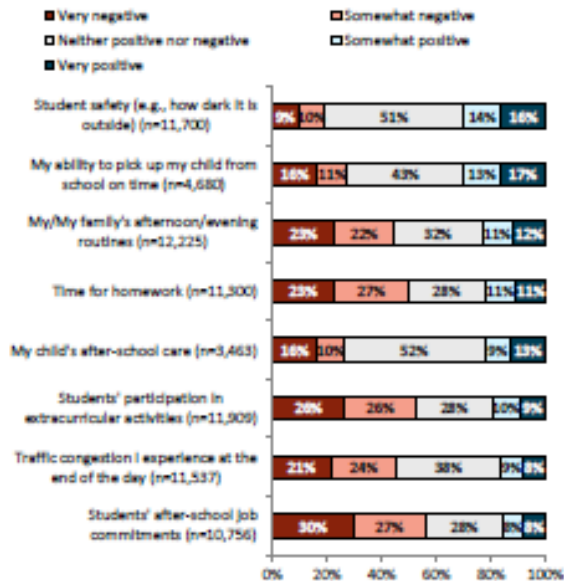




Survey Results

Key Findings: Perceptions of Impact of Later Start and End Times

What impact would a later school end time (e.g., high school ends at 3:14 PM instead of 2:14 PM) have on the following?



- While respondents view impacts of a later school start time more positively, they rate the effects of a later school end time more negatively.
 - Respondents indicate that a later school start time would have a Very or Somewhat positive effect on: students' sleep (61%), students' mood (58%), and student safety (55%). For later school end times, the highest ranked Very or Somewhat positive aspects include: student safety (30%), parent or staff ability to pick up their child from school on time (30%), as well as family routines (23%).
 - The most negatively ranked (Very or Somewhat negative) aspects of a later school start time are: traffic at the beginning of the day (38%), parents' ability to drop their students off on time (37%), and morning family routines (33%). For later school end times, the most negatively ranked are: students' after-school job commitments (56%), students' participation in extracurricular activities (52%), and time for homework (50%).

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Survey Results

Recommendations



Based on the survey results, Hanover makes the following recommendations:

- Explore the differences of opinion about changing school schedules between groups. Significantly more students want later start times than staff or parent respondents. Additionally, between staff types, school administration report lower levels of satisfaction with the current schedule. It would be beneficial to unpack these differing opinions.
- Investigate how student afternoon activities would be affected by a later end time. Respondents indicated concern about participating in after school activities with school ending later. The district should further investigate this impact, particularly for those in high school.
- Gather feedback on how varying start times might affect respondents by school level. Elementary school respondents indicated significantly higher need for before and after school care, and could be more significantly affected by changing school times.



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What are some the other implications that might surface when we engage the community around later start times for teens

- **SACC and working parents**
- **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 at multiple levels**
- **Potential impact on elementary schools if earlier start for secondary schools**
- **Other?**

