

Start Time Impact Statements

Committee: Parent Impact Subcommittee

Attending members: Attending: Philip Cirincione, Daryl Durnell, Priyanka Gupta, Cindy McCarthy, Sara Missett, Rose Pera, Janee Peterson, Bob Sokolowski, Steve Werner

Description of Committee Process and Analysis: The committee reviewed the topics discussed and then generated impact statements that parent may need to consider. The committee also discussed the need to have more parents involved in the process.

Impact Statements on parents:

1. Parents will need to reconsider childcare arrangements.
2. Parent will need to reconsider childcare expenses.
3. Parents and community members will need to consider tax implications versus student and community benefits.
4. Parents need to consider a variety of transportation implications that could impact the coordination of family and work responsibilities:
 - student driving
 - student utilization of busses
 - parent drop off/pick up volume
5. Inclement weather delays will likely be less impactful for parents.

Considerations to address each impact statement on parents:

1. Providing ample time for parents to re-adjust childcare arrangement will mitigate this concern.
 2. Before school care at the middle school level would help address this concern.
 3. It will be important for the district to consider other cost saving strategies that will offset the cost to implement and sustain later start times (i.e. Cyber Program).
 4. A transportation study will help address these concerns ahead of any implementation.
 5. True: The need for disruptive two hour delays would likely decrease.
- Other considerations:

Staff Subcommittee

Minutes

8-21-19

Members present

Mike Marano, Jeff Ulmer, Chris Reyna, Christy Rutherford, Kai Seelaus

Minutes

Each member was asked to recall points from the opening discussion on July 25th. Dr. Ulmer stated that one potential impact of the later start time would relate to the custodial shifts. Dr. Ulmer informed the committee that Kevin Campbell was already looking at potential changes and discussing these potential changes with members of the custodial staff.

Chris Reyna stated that the main concern of the teaching staff is the potential impact of the later start time on their family lives. Chris expressed that this mainly related to concerns about potential childcare issues both before and after school. Many teachers that are currently able to get their children from the school bus as it now stands, are concerned about the potential cost of child care if they become unable to do this due to a later start and finish time. Many teachers are also concerned about the impact on their commute if they are leaving from, and returning to their homes later.

Christy Rutherford expressed the concern regarding teachers and their ability to coach and moderate clubs and activities and how this might be impacted by a later start and finish time. The committee discussed the fact that since many other schools are making a similar change, that perhaps through the ChesMont League a discussion can take place about starting games a little later to accommodate potentially a slightly later finish time.

The committee discussed considerations to address the potential impacts discussed above. Each member of the subcommittee agreed that switching teacher contractual time to before the student day, and allowing teachers to leave at the end of the student day, would alleviate the concerns of the teaching staff. This would be the case whether or not the master schedule gets changed. If the student day was 8:30-3:15, but the teacher day was 7:50-3:15, most teachers would not be drastically impacted.

Chris Reyna suggested that we should consider a more targeted staff survey if and when options are finalized.

Dr. Scanlon reconvened the Task Force at 4:23.

**School Start Time Task Force
Committee Meeting Summary**

Committee: Student Impact

Attending: Elisha Ozer, Erin Stephen, Kevin Fagan, Tammi Florio, Leigh Ann Ranieri, Anthony Froio, Janey Wolff, Art Zadrozny, Judy DiFronzo, Man, Woman

Date: August 21, 2019

Summary of meeting

Topics discussed

<i>Current Schedule</i>	<i>Option 1 PMS/SMS 8:05-2:50 FMS/HS 8:30-3:15 ES 9:10-3:40</i>	<i>Option 2 All MS/HS 8:15-3:00 No change ES</i>	<i>Option 3 All MS/HS 8:30-3:15 All ES 9:10-3:40 Most expensive</i>
No students will get more rest – mental health implications	2 MS will not benefit from late start/more rest	All secondary students benefit from more rest.	All students benefit from more rest.
	HS student drivers may have busier roads to navigate, but they will driving after more rest; slower traffic can be safer.	HS student drivers may have busier roads to navigate, but they will driving after more rest; slower traffic can be safer.	HS student drivers may have busier roads to navigate, but they will driving after more rest; slower traffic can be safer.
	HS students would report later for their jobs and activities. Could impact therapy appointments.	HS students would report later for their jobs and activities, but not as late as Option 1 and 3. Could impact therapy appointments.	HS students would report later for their jobs and activities. Could impact therapy appointments.
Cyber school and secondary master schedule would provide a positive impact and more flexibility for students. Don't discount	Cyber school and secondary master schedule would provide a positive impact and more flexibility for students. Don't discount student joy in extracurriculars.	Cyber school and secondary master schedule would provide a positive impact and more flexibility for students. Don't discount student joy in extracurriculars.	Cyber school and secondary master schedule would provide a positive impact and more flexibility for students. Don't discount student joy in extracurriculars.

student joy in extracurriculars.			
		Does an 8:15 start time result in as much benefit for students as 8:30?	
	Communicate with community. Commuters may adjust their travel times to avoid buses and HS drivers.	Communicate with community. Commuters may adjust their travel times to avoid buses and HS drivers.	Communicate with community. Commuters may adjust their travel times to avoid buses and HS drivers.
	Positive impact – counselors are working on a course to help students with time management so they benefit from the time adjustment.	Positive impact – counselors are working on a course to help students with time management so they benefit from the time adjustment.	Positive impact – counselors are working on a course to help students with time management so they benefit from the time adjustment.
	There could be an impact on clubs which happen at the end of the student day now. Will teacher volunteers stay later to offer clubs? Offering clubs before school defeats the purpose of late start times.	There could be an impact on clubs which happen at the end of the student day now. Will teacher volunteers stay later to offer clubs? Offering clubs before school defeats the purpose of late start times.	There could be an impact on clubs which happen at the end of the student day now. Will teacher volunteers stay later to offer clubs? Offering clubs before school defeats the purpose of late start times.
	4 ES would start later; students may spend more time in day care.	No impact to ES	4 ES would start later; students may spend more time in day care.

Impact statements

1. If we maintain the current schedule, no students will get more rest, which has mental health implications.
2. If we choose option 1:
 - a. Students at SMS and FMS will not benefit from additional rest.
 - b. HS students may have busier roads to navigate, but they will be driving after more rest. Slower traffic can be safer. Commuters may adjust their times to avoid buses and HS drivers.
 - c. HS students would report later for jobs, activities, therapy times.

- d. There could be an impact on clubs. Are teacher volunteers willing to stay beyond the contract day?
 - e. Four ES would start later; students may spend more time in day care.
3. If we choose option 2:
- a. All secondary students would benefit from additional rest.
 - b. HS students may have busier roads to navigate, but they will be driving after more rest. Slower traffic can be safer. Commuters may adjust their times to avoid buses and HS drivers.
 - c. HS students would report later for jobs, activities, and therapy times, but not as late as option 1 and 3.
 - d. Does an 8:15 start make as much of an impact as an 8:30 start?
 - e. There could be an impact on clubs. Are teacher volunteers willing to stay beyond the contract day?
 - f. There would be no impact to elementary schools.
4. If we choose option 3:
- a. All students would benefit from additional rest.
 - b. HS students may have busier roads to navigate, but they will be driving after more rest. Slower traffic can be safer. Commuters may adjust their times to avoid buses and HS drivers.
 - c. HS students would report later for jobs, activities, and therapy times.
 - d. There could be an impact on clubs. Are teacher volunteers willing to stay beyond the contract day?
 - e. Four ES would start later; students may spend more time in day care.

Next Steps

- Committee would like to see data comparing FMS to SMS and PMS. Academic and mental health?
- Committee would like to learn from other districts implementing late start times this year (UCF, TE).
- Could the committee/community submit questions to Wendy in advance of her presentation to us?
- Is there data showing that the benefit of late start time sustains over time? Or is there a short term bump and then it diminishes?

**School Start Time Task Force
Committee Meeting Summary**

Committee: Transportation

Attending: J. Scully, J. Matys, M. Porco, A. McCoy, J. DeAngelis, A. Haylett, B. Krapf, P. Mickens

Date: August 21, 2019

Summary of meeting:

Topics discussed

Information was presented to members of committee:

- Baseline Regular and Special Ed Transportation data including routes, ride times, school serviced and cost from the 2018-19 school year
- Estimated Regular Education Transportation Routes, number of buses and associated costs needed for the 3 Options related to start time

Upon quick review of the three Options:

- Option 3 is the most expensive.
- Option 1 is least expensive;
- Option 2 is slightly more expensive than Option 1 but appears the least disruption students schedule

Moving bell time will eliminate any savings generated from the earlier Budget Task force

Our committee will focus on the transportation impact only; other considerations (athletic schedules, etc.) will be forwarded to the appropriate sub-committees to discuss/review

Facilities will focus on loss of revenue on building rentals, etc. and effects on their operations.

Discussed with the contractor representatives the impact of all three options in relation to obtaining the additional vehicles and drivers needed. The driver impact would be more significant the vehicle.

- Impact of # of hours work –
- Compensation package offered by Bus contractors to employees
- Would possibly need to revisions to current contracts in regard to minimum hours

Estimates provided with busing requirements will need to be fine-tuned in the upcoming months to reflect a better calculation of buses needed.

Work with Transfinder to create “scenarios” in the software to allow us to route the current data base of children and routes according to the proposed Options.

- Can a report be generated to reflect the gaps in schedules where routes effected by new bell time could be added; thus reducing the number of additional buses needed.
- Traffic implications – Cannot have Penn Dot complete in a timely manner. Could we have buses run hand-picked schedules to see impact of bus times due to shifts in traffic patterns at later times?

Deferred to another sub- group

Impact on instructional time for student athletes

Next steps:

- Talk with Transfinder (transportation software provider) to see if they can produce routes for the various options utilizing the current data base.
- Identify problematic traffic areas to determine the routes to pilot on the new timelines to determine potential ride time issues.
- Calculate financial impact on tax payers