

**Franklin School Committee**

**School Start Times Advisory Committee**



**Summary Paper  
March 2019**

## Table of Contents

School Start Time Committee's Purpose and Charge	2
School Start Time Advisory Committee Members	2
Recommendation of School Start Time Advisory Committee	3
Summary of the Process	4
Summary of Research on Adolescents and Sleep	5
Sleep and Franklin's Students	7
Report of Transportation and Traffic Subcommittee	8
Reports of the After School and Before School Impacts	9
Research on Implementation in Other Districts	13
Survey Results: Impact on Students and Families, Faculty and Staff	14
Recommendation of School Start Time Advisory Committee	17
Implementation Considerations and Impacts to Resolve	17
Resources	18

## **School Start Times Advisory Committee's Purpose and Charge**

Established by the School Committee in December 2017, the purpose of the School Start Times Advisory Committee (SSTAC) was to study the feasibility of adjusting school start times in Franklin based on current research related to children and sleep. The Advisory Committee was designed to consider any proposed changes within the local context. Representatives from the Advisory Committee were instructed that they would present their findings and possible recommendations for the School Committee to consider and that changes to school start times, if any, were to be decided by the Franklin School Committee.

## **School Start Time Advisory Committee Members**

### *School Committee Representatives*

Monica Linden\*, Mary Jane Scofield\*, Virginia Zub

### *Parent and Community Representatives*

Kit Brady\*, Rebecca Cameron, Jen DeBaggis, Oona Harrington, Jessica Pisano\*, Diana Taylor

### *School Department Representatives*

Sara Ahern\*, Superintendent  
Emily Ambrose, Teacher  
Tom Angelo, Athletic Director  
Kathleen Gerber (2018-2019), Elementary Principal  
Miriam Goodman\*, School Business Administrator  
Ellen Gould, School Nurse  
Donna Grady\*, FEA President  
Bill Klements, Franklin High School Deputy Principal  
Erica Monteiro, Central Office Staff Member  
Maria Weber, Franklin High School Assistant Principal  
Beth Woelflein, Teacher

### *Student Representatives (Non-voting)*

Conlin Hickey, Billy Gardner, Grace Newton, Will Olbrys

\*Steering Committee Members

### Recommendation of the School Start Times Advisory Committee

After giving all due consideration to the research on adolescents and sleep, survey feedback from parents/guardians and faculty/staff, and potential implications on after school and before school activities, as well as transportation and traffic, the School Start Times Advisory Committee voted on 3/14/2019:

**13-2 In favor of recommending to the School Committee that School Start Times be adjusted.**

3 Committee members were absent.

The group was polled as to which scenario they could/could not support.

- Scenario A only received 1 vote
- Scenario B only received 2 votes
- Preference for A better than B received 2 votes
- Preference for B better than A received 8 votes

The group decided to share all of this information with the Franklin School Committee.

### Scenarios

School Level	Current Time	Scenario A: Potential Time
Elementary Schools	8:30 AM - 2:40 PM	↔ 7:45 AM - 1:55 PM
Middle Schools	7:20 AM - 1:50 PM	↔ 8:15 AM - 2:45 PM
Franklin High School	7:35 AM - 2:05 PM	↔ 8:45 AM - 3:15 PM

School Level	Current Time	Scenario B: Potential Time
Elementary Schools	8:30 AM - 2:40 PM	↔ 7:55 AM - 2:05 PM
Middle Schools	7:20 AM - 1:50 PM	↔ 8:55 AM - 3:25 PM
Franklin High School	7:35 AM - 2:05 PM	↔ 8:25 AM - 2:55 PM

## Summary of the Process

Adjusting start times within any community can be a complex endeavor, with many potential consequences for families, for employees, for the school district, and for the community. As a result, the School Committee developed the **School Start Times Advisory Committee** to study the possibility of adjusting start times locally in Franklin. The School Start Times Advisory Committee began meeting in March 2018 in order to examine the prospect of adjusting school start times to be more consistent with what a multitude of research studies show about sleep and adolescents.

The committee spent its first several meetings organizing the work, after brainstorming the pros and cons of adjusting start times. A steering committee of the SSTAC was identified, with representatives from School Committee, parents/community members, and the school department, in order to organize the work of the larger committee. The Steering Committee recommended and the SSTAC voted to have the Superintendent serve as the communications coordinator for the entire committee. The larger committee distributed the workload to conduct the study among six subcommittees, each led by two of the steering committee members. The six subcommittees were:

- Research on sleep and adolescents
- Impacts on before school programs and childcare
- Impacts on after school programs and childcare
- Implications for transportation and traffic
- School start times in other districts
- Implications for employees

The SSTAC agreed that the first subcommittee whose work should guide the process would be the Research on Sleep and Adolescents Subcommittee. The subcommittee presented a summary of their research findings to the SSTAC in June 2018. The research on sleep and adolescents guided the establishment of several possible scenarios from which the SSTAC and its subcommittees could generate additional inquiries and narrow the focus of its study.

The SSTAC created several possible scenarios and used these for subcommittee work. The reports of the Transportation and Traffic Subcommittee assisted the committee in creating two novel scenarios (previously referenced in this document), which were included in stakeholder surveys. The committee considered scenarios that placed elementary starts after middle and high school starts, but eliminated those due to them being inconsistent with the research and out of concern of significant inconvenience for working families.

Meetings over the fall of 2018 focused on the reports of subcommittees and the development of parent/guardian as well as faculty/staff surveys. Additionally, the SSTAC examined the 2016 Metrowest Youth Risk Behavior Survey data to determine students' self-reported trends on getting adequate sleep. The SSTAC completed a quick poll of students and their

parents/guardians to further explore sleep trends among students in middle and high schools as well as the perceptions of their parents/guardians on how much sleep their children are getting.

The SSTAC administered surveys to parents/guardians and faculty/staff in the winter of 2018-2019, with the surveys closing in January.

Based on feedback from the parent/guardian surveys and common questions that arose about children, sleep, and the process of the committee, the Committee held a Parent/Guardian Education Event on February 13, 2019. A sleep researcher, two local pediatricians, and the Communication Lead for the SSTAC sat on a panel to discuss several topics. A major learning from that night was to be sure to, in addition to considering adjusting to a later start time for adolescents, also include the consideration of other variables (homework, evening athletic events, and children's screen time) when considering the overall goal of improving sleep quality for students.

A video of the event can be found here:

<https://www.youtube.com/watch?v=IWwUnQTURME&t=7s>

SSTAC analyzed survey results in January and February 2019 and explored lingering questions in order to come to a vote on a recommendation. At its last meeting, a year after the committee began its study, the SSTAC voted on a recommendation and identified who would present to the School Committee.

Members of the Steering Committee contributed to the writing of this summary report and to the development of the presentation. Both documents were circulated to all SSTAC members in advance of the March 26, 2019 School Committee meeting.

### **Report of the Research on Sleep and Adolescents Subcommittee**

In 2014, the American Academy of Pediatrics (AAP) recommended that middle schools and high schools start no earlier than 8:30am to ensure that students get enough sleep.<sup>1</sup> The Centers for Disease Control (CDC), along with other professional medical organizations, have endorsed this recommendation. The CDC recommends 8 - 10 hours per night for students 13 and over, and 9 - 12 hours per night for children 6 - 12 years old.<sup>2</sup>

The underlying reasoning for the AAP recommendation is based on the biological shifts in circadian rhythm that accompany the hormonal changes of adolescents. As a child enters puberty, their natural bedtime begins to shift later. This biological bedtime for a typical middle or

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<sup>1</sup> <https://www.healthychildren.org/English/healthy-living/sleep/Pages/default.aspx>

<sup>2</sup> <https://www.cdc.gov/features/students-sleep/>

high schooler shifts to around 11pm. This means that regardless of the time children are sent to bed, their bodies are not shutting down for sleep until 11pm. This natural, biological shift is not the result of increased screen use in our adolescents. Given that children cannot fall asleep before 11pm, a school start time of 8:30am or later will allow them to get a full night of sleep (per the CDC recommendation) and get to school on time and ready to learn. One question that often arises is whether or not adjusting the school start time will just lead to students going to sleep even later. A recent study (published in December, 2018) from Seattle tracked student sleep both before and after a change in school start times. This study showed that students did get about 34 more minutes of sleep on average with the change in start time.<sup>3</sup>

The Research on Sleep and Adolescents subcommittee sought to determine what additional peer-reviewed research corroborated this recommendation. (These findings are briefly summarized here with the original articles available in the SSTAC Google Drive.) Later school start times have been shown to have positive impacts on students' physical and mental health, as well as on their academic success. In terms of physical health, later school start times are related to reduced rates of obesity. They are also correlated with an increase in athletic performance and a decrease in sports injuries. Importantly, later school start times lead to a decrease in car accidents involving teen drivers. Regarding mental health, later start times decrease the risk for mental health disorders and increase the success of treatment for mental health disorders for students already suffering from disorders. Later school start times also lead to a decrease in tardiness and improved academic performance in the first class of the day.

Unfortunately, there is a paucity of research looking at shifts in school start times for elementary school students. This appears to be a gap in the current research. As mentioned by one of the pediatricians at the Parent/Guardian Information Night, there is one small study that showed a small decrease in standardized test performance in one particular sub-group of students (students on free or reduced lunch from the Appalachian region of the country) as a result of earlier start times. However, the lack of additional studies on elementary school students made it difficult for the sub-committee to draw any conclusions from this. Rather, the biological research on circadian rhythms in children would suggest that young children can go to bed at a reasonable bedtime and receive the amount of sleep recommended by the CDC, even with an earlier start time. For example, using a conservative estimate for a 7:45am start time, if we assume a child wakes up at 6:00am, an 8pm (or even 9pm) bedtime would put them squarely within the CDC recommendations. As also noted by the pediatricians at the Information Night, most elementary school aged children are up quite early.

Finally, the sub-committee intentionally searched for articles that did not support a later start time for middle and high school students. The sub-committee was unable to find any articles that suggested later start times would have adverse effects on our students.

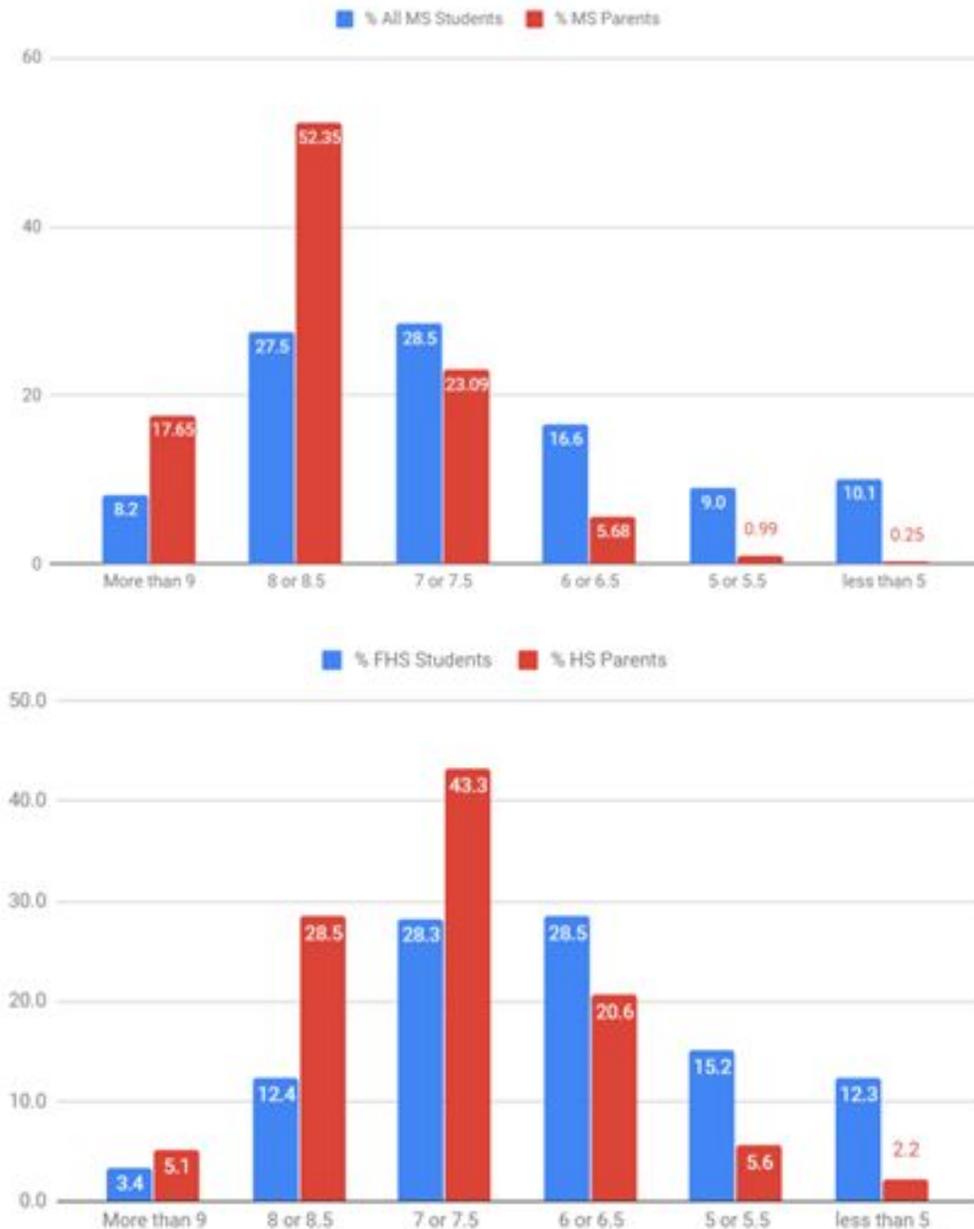
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<sup>3</sup> NPR summary of this research:

<https://www.npr.org/sections/health-shots/2018/12/12/676118782/sleepless-no-more-in-seattle-later-school-start-time-pays-off-for-teens>

## Sleep and Franklin's Students

Figure 1. The SSTAC completed a brief poll of students and their families. Students were asked about the amount of sleep they get on a typical weeknight. Parents/guardians were asked about how much sleep they think their children get on a typical weeknight.



The graphs above demonstrate that most of Franklin's middle and high school students are not getting the recommended 8 or more hours of sleep on weeknights. Furthermore, there is a discrepancy between the amount of sleep students are reporting and the amount parents/guardians think students are getting, with more parents/guardians thinking students are

getting the recommended amount than report that they do. These findings are consistent and add additional detail to the 2016 Metrowest Youth Risk Behavior survey results.

Figure 2. Results from the 2016 Metrowest Youth Risk Behavior Survey demonstrate that the percentage of Franklin students reporting that they get the recommended amount of sleep each night decreases as students get older with the majority of high school students reporting that they are not sleeping for 8 or more hours each night.

	8+ hours sleep/night
Grade	
7	63%
8	53%
9	37%
10	30%
11	22%
12	15%

### **Report of Transportation and Traffic Subcommittee**

*(The above title is a hyperlink, which will direct you to more detail, if you wish to read it)*

The transportation and traffic subcommittee of the SSTAC was charged with the task of examining the impact of a change in start times on school bus transportation as well as traffic in the community. Multiple scenarios were suggested and explored. A representative from WT Holmes Bus Company (Holmes) provided estimates of the number of buses required to operate under each scenario.

While initial thoughts were to maintain the current model of transporting Horace Mann Middle School students with High School students on shared buses, each possible scenario discussed created an additional cost due to the need for additional buses. Adding buses would result in budgetary cost increases.

Holmes suggested two models that involved transporting each level separately (i.e. elementary students, middle school students, and high school students would each be transported on a separate tier). These models require a 30 minute time frame between tiers and would require only 20 buses, a decrease from the current 31 buses used. This could result in a budgetary savings of approximately \$350,000. The subcommittee provided this information to the full SSTAC who worked to develop and narrow scenarios that would fit this criteria.

Massachusetts General Law requires the Franklin Public Schools to provide transportation to the Benjamin Franklin Classical Charter School. There could be additional impacts due to the upcoming expansion of the the Charter School, however, Holmes advised that they would be able to work this into the proposed model within the 20 allocated buses. It is anticipated that the Charter School students would be transported on the high school tier.

Late busing was also considered and would take place generally 45-60 minutes after the dismissal times.

The Town Administrator and the Police Chief were consulted regarding the traffic impact. Both felt as though there would not be a significant impact as buses were already in the rush hour traffic patterns that are currently seen within the town.

Also related to transportation, program hours at the Early Childhood Development Center may need to be shifted to accommodate the use of district-owned vans for transportation.

### **Report of After School and Before School Impacts Subcommittees**

The before and after school subcommittees of the SSTAC were each charged with the task of examining the impact of a change in start times on before school and after school programs within the district and broader community.

Program coordinators were consulted for feedback on the impact of a change in start times and the subcommittees explored and discussed the responses.

#### *After School Impacts Subcommittee*

The goal of this committee was to identify the types of impacts of a later dismissal time at the middle and high levels as well as the impact of an earlier dismissal at the elementary school level. The areas studied were:

- a. Athletics – school, clubs, town
- b. After school clubs
- c. Childcare – school/home
- d. Jobs – student/parent
- e. Winter early sunset
- f. Financial/electricity/heating
- g. Reduced socialization family time “free time”
- h. Homework
- i. Arts clubs
- j. Lifelong learning impact

The impacts of changing school start and dismissal times on children, parents/guardians, and FPS staff will vary at the elementary, middle and high school levels. Specific impacts of later/earlier dismissal times will vary depending on specific start time scenarios. Accordingly, impacts will vary depending on whether scenario A or B is ultimately chosen by the Franklin School Committee. A survey of the impacts of the two scenarios on families and FPS staff data was conducted and is discussed in another section below. These survey results provide insight into some of the broader family impacts of later/earlier dismissal times considered by this subcommittee and thus will not be discussed in this section. Furthermore, a full discussion of every area reviewed and noted above in A-J is beyond the scope of this summary paper and only areas in which issues were identified will be reviewed.

### **General Impact Across School Levels**

The **Lifelong Learning Institute** offers learning activities across the lifespan. The committee discussed the impact of various later dismissal times with the lifelong learning program and it was determined that some of the earlier starting music lessons may be impacted. However, because the program is part of Franklin Public Schools, it would be able to adapt to earlier and later dismissal times if given an appropriate amount of lead time to revise programming prior to the implementation of any changes.

Another concern of general impact across the school levels was the impact of later dismissal times at the middle and high school on **homework**. Research conducted by the committee revealed that school districts adjusting start times also engaged in a broad-based review of homework practices that also considered the impact of later school dismissal times. Fortunately, FPS had already begun a district-wide review of homework practices. New homework guidelines, which are aligned to the Franklin School Committee's [Homework Policy](#), are being circulated for feedback and will be incorporated in a final form in Student and Family Handbooks for the 2019-2020 school year.

The start times for middle and high school **after school clubs** held at FPS schools are related to school dismissal times and would be adjusted accordingly. The duration of most clubs is approximately one hour.

### **High School**

#### **Athletics**

The Franklin High School Athletic Director anticipates that an adjustment to school start times would result in games and practices for most sports being scheduled similar to the current model, but the overall schedule would be shifted later. Some sports may need to host games of different levels concurrently; some sports, like basketball, may still need to have games that are scheduled by level in succession (e.g. freshmen, then JV, then Varsity). The exact timing of the high school dismissal would determine the impact on the athletic program. A 3:15 pm dismissal time at Franklin High School would require an early dismissal for teens on a regular basis to participate. A 2:55 pm dismissal time is more manageable and would not require an early

dismissal for teens on a regular basis, however an occasional early dismissal might be expected.

Most games begin at about 3:30-3:45 PM. The Hockomock league bylaws require a 3:45 pm start for games but the Athletic Director felt as though exemptions could be requested and given, which has occurred before within the league. Because of sequenced games, some sports(basketball, for example) might require an early dismissal for high school students depending on the distance needed to travel, however, the rotating high school schedule would minimize the instructional impact.

No transportation cost increase for athletic events is anticipated with a change in times. The biggest areas to be potentially impacted include swimming and gymnastics uniquely.

Adjusting school start times would limit the swim teams' use of its current pool. Swim teams would likely have less time in the water. The YMCA reports that they have no flexibility in adjusting access to the pool and they do not charge for its use currently. A new pool facility may need to be found (if possible) and this may have a financial consequence. There are currently 51 students participating on the swim team.

It is also anticipated that scheduling for gymnastics would also need to be adjusted. Practices may need to be staggered or may need to occur in the morning, which would negate the additional sleep for the 22 students on the team during gymnastics season. Switching to morning practice may come at a cost savings based on a reduced need for transportation.

### **Extra-curricular activities and work**

Researchers found that most employers asked student-employees to begin work after 4:00pm, so a later school end time did not impact employment (National Sleep Foundation, 2000). However, another study found that in urban settings later start times did result in less student participation in extracurricular and social activities and also created conflicts for students who worked after school, sometimes diminishing their earnings (Freeman and Wahlstorm, 1997). This same study found no effect of later start times on extracurricular participation and employment for suburban students. This remains an important issue that warrants close attention at the implementation phase of later start times.

## **Middle School**

### **Activities**

A review was conducted of the local cultural and athletic clubs and nearly all classes/activities started at 3:30 or later. After school activities starting at 3:30 would be impacted by scenario B at the middle school level.

## **Elementary School**

The impact on earlier dismissal times on parents and FPS staff is discussed below in the community and FPS staff survey results.

The Solutions program operated by the Lifelong Learning Institute would be impacted by changing school start times. With elementary students dismissing earlier, afternoon Solutions tuition could increase and is estimated between 4-14%, depending on the impact of the schedule on the morning program (described below). Payroll costs would increase in the afternoon as staff hours would need to be increased.

Finally, the committee realizes that new or previously unidentified issues will surface if a specific scenario is selected by the school committee. Given that any change would not be implemented until the 2020-21 school year, there will be time to further survey the community and FPS staff about concrete impacts related to the scenario, which will allow opportunities for adjustments to mitigate impacts to the degree possible.

#### *Before School Impacts Subcommittee*

The Before School subcommittee sought to identify the types of impacts of a later start time at the middle and high levels as well as the impact of an earlier start time at the elementary school level. The areas studied were:

- A. Foodservice (breakfast)
- B. Lifelong Learning Institute (Solutions/Morning movement)
- C. Crossing Guard Schedules
- D. Pre K programming at ECDC
- E. Teacher child care
- F. Parent child care
- G. HS Activities/Sports Practices

Similarly to above statement, only areas in which issues were identified will be reviewed.

The foodservice program would not be significantly impacted, however, there may be a need to shift some staffing hours to accommodate a change in start times. Overall, the impact would be minimal.

The Solutions program is operated by the Lifelong Learning Institute, the entrepreneurial arm of the Franklin Public Schools. The morning Solutions program currently begins at 7am, so an earlier elementary start time may decrease the demand for before school care. An earlier shift in elementary start times would only allow Solutions to operate for a maximum of 45 minutes, and there is some question as to whether the morning program would continue to operate (depends on interest from families). Staffing the morning program for this shortened time may also be a challenge.

A later middle school start could provide an opportunity for middle school students to participate in morning Solutions which could provide an additional revenue stream to offset some of the afternoon costs mentioned earlier as well as assist middle school families with morning care, if needed.

The Solutions program may suffer a loss in revenue and rate increases would need to be considered to support the overall sustainability of the program. An implementation consideration should be a survey of Solutions parents as to their interest in continued participation.

Pre K start times at the Early Childhood Development Center would need to be further explored if a change in K-12 start times were to occur because in-district vans are used to transport Pre K students as well as students throughout the rest of district.

### **Research on Implementation in Other Districts**

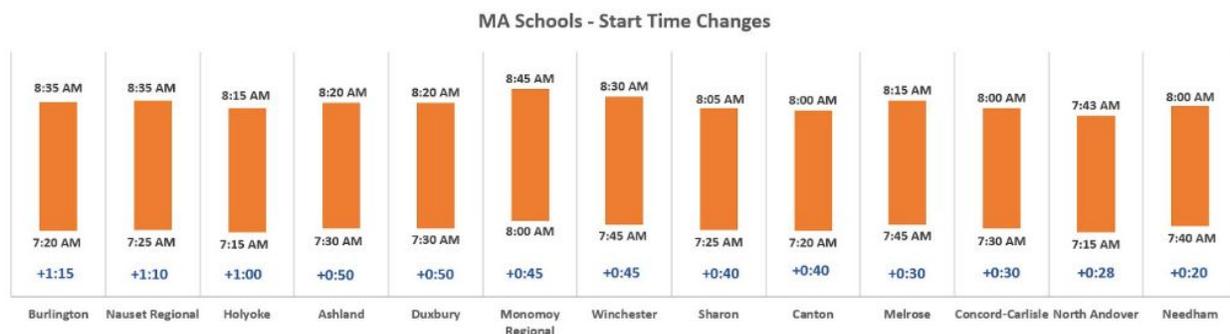
During the period of April through November 2018, the subcommittee reached out to various districts within the Commonwealth. The subcommittee worked together to compile data from 25 districts in both Massachusetts and one in Rhode Island. The data was derived from personal phone conversations and email initiated from a questionnaire as well as research via the Internet inclusive of district websites as well as a national website repository: <https://www.startschoollater.net/success-stories.html>

The information was further organized into sub-groups to identify time changes; district size, type, and location; and athletic league delineation. Out of 25 districts identified, 21 made a change to the start times ranging from a 20-minute delay to over an hour. Three of the districts decided against the change and one reverted back.

The districts who did not change cited financial concerns over busing as the greatest hurdle that they faced. The district that reverted back did so for two reasons. First, the change was in response to a particular scheduling challenge because nearby towns sent students to a regional vocational program in the afternoon and the schedules were poorly aligned, since those sending districts had earlier start and end times to the school day. Additionally, the elementary day was adjusted twice, the second time being scheduled to start at 9:00 AM and received negative feedback within the community. There were general concerns over the rapidity with which the schedule was changed, leaving families feeling that they did not have adequate time to adjust.

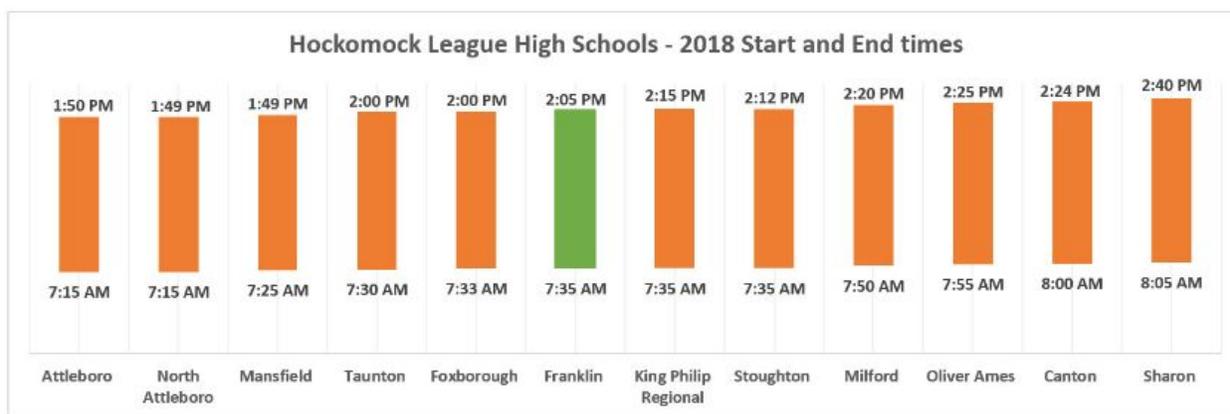
Many of the districts who changed reported favorable results, particularly after initial years of implementation, which included community concerns. Some districts did not have enough information yet to report.

Figure 3. The graph below shows the adjusted start times of 13 Massachusetts high schools who have recently moved the start of school later.



To support the concern for Athletic’s needs, the subcommittee further gathered school start and end times from 12 districts in the Hockomock League to compare our schedule as well as to view which schools dismiss later and how a later scenario might fit within the league. Several league schools have adjusted start times in recent years.

Figure 4. The graph below shows the start and end times of the Hockomock League schools.



To successfully implement time change, the consensus appears to be planning, coordinating, and communicating with all stakeholders inclusive of the community and staff. Based on input from other successful districts, this subcommittee recommends at least a year to execute change - not earlier than SY 2020-2021, with the common goal being the health and well-being of our students.

### Survey Results: Impact on Families and Faculty/Staff

Two separate, but similar, surveys were distributed to families and faculty/staff in order to better understand the potential impacts to the school community if middle and high school start times were to be adjusted later and the elementary to be adjusted earlier.

Two scenarios were offered as possibilities. These scenarios were developed on the following parameters:

1. Start high school as close to the recommended 8:30 AM start time as possible. (Recommendation from the Subcommittee on Sleep Research and their findings)
2. Stagger start and end times by at least 30 minutes in order to accommodate the three tiers of buses. (Recommendation from the Transportation and Traffic Subcommittee)
3. Start elementary school 30 minutes later than sunrise on the shortest day of the year (7:11 AM sunrise on 12/22/18) so that no elementary students are waiting in the dark for their bus.
4. Start no school at or later than 9:00 AM.

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School Level	Current Time	Scenario B: Potential Time
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Highlights from the surveys:

For the Parent/Guardian Surveys:

- The return rate was 46%, with 1,473 responses
- More parents of elementary aged children than middle and high school parents are reporting anticipated difficulty in the morning and afternoons as a result of the proposed changes.
- More middle school families anticipate more difficulty in the morning for scenario B than A.
- Most families reported that their use of bus transportation would not change.

- Solutions is the predominant morning activity for Franklin students.
- Changing start times would not change participation in morning or afternoon activities for the majority of students.
- Approximately 168 respondents rely on older children for after school care.
- Families are mixed in their support. Overall, nearly 30% strongly support a change. However, approximately 24% of families strongly oppose the change.

For Faculty/Staff Surveys:

- 532 responses representing all levels and central office.
- Teachers were the largest percentage of respondents.
- Educators at the levels were split in their feelings on morning and afternoon impacts.
- 38% of educators felt that they would have to stop participating in after school activities.
- The largest percentage of educators were neutral in their feelings of changing start times, however, 39% lean in favor and 33% lean more towards opposing it.

Links to the analyzed survey results<sup>4</sup> can be found here:

[Link to Parent/Guardian Survey Report](#)

[Link to Faculty/Staff Survey Report](#)

A student survey was drafted and discussed by the Start Times Committee. Members expressed concerns that it would not elicit as meaningful data as the parent/guardian survey and that the students would be taking it without enough background information. The committee attempted to adjust questions but ultimately chose not to administer a survey to students.

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<sup>4</sup> Raw survey results are available upon request

### **Recommendation of the School Start Times Advisory Committee**

After giving all due consideration to the research on adolescents and sleep, survey feedback from parents/guardians and faculty/staff, and potential implications on after school and before school activities, as well as transportation and traffic, the School Start Times Advisory Committee voted on 3/14/2019:

***13-2 In favor of recommending to the School Committee that School Start Times be adjusted.***

3 Committee members were absent.

The group was polled as to which scenario they could/could not support.

Scenario A only received 1 vote

Scenario B only received 2 votes

Preference for A better than B received 2 votes

Preference for B better than A received 8 votes

The group decided to share all of this information with the Franklin School Committee.

### **Implementation Considerations and Impacts to Resolve**

#### *Budget*

- \$350,000 potential savings due to the reduced number of buses proposed to be used
- Other considerations for specific programs (see below)

#### *Athletics*

- AD may need to ask Hockomock league for exception to 3:45 start time bylaw from time to time
- Gymnastics -- scheduling of practice time may be staggered or need to occur in the morning; cost may decrease due to transportation
- Swimming -- may need to find additional pool, which may come at an increased cost; may not be able to get enough pool time to be able to support a team

#### *Lifelong Learning*

- Determine impact to morning Solutions if elementary school begins earlier
- Determine interest in a morning middle school Solutions if middle school school starts later
- Determine impact to afternoon Solutions and adjust tuition rates in order to maintain fair wage and maintain stability over the long term

### *Transportation*

- Charter School -- need to resolve transportation to ensure that the students can be transported at the same time as the HS buses
- If there is a possibility of a shift of hours of Charter School hours of operation, it will take time as it requires an amendment with the Department of Elementary and Secondary Education and Board of Elementary and Secondary Education approval
- Will need to determine impact to ECDC and shift hours accordingly

### *Communication*

- Ongoing communication with families and the community to allow for individual preparation and adjustments
- Conduct outreach to students to educate and address their concerns

### *Employees*

- School Committee will need to engage in Impact Bargaining over the impact of the changes on working conditions
- Attorney fees will be involved here

### *Identifying Measures of Success*

- Implementation team should identify measures of success to monitor progress and effectiveness of changes
- Measures should be reported back to the School Committee and community

## **Website and Resources**

Additional information and resources can be found on the SSTAC webpage:

<https://www.franklinps.net/district/school-start-times-advisory-committee>