

COLLEGE & CAREER READINESS TASK FORCE

Ground rules

- Start/end on time
- Silence and put away cell phones during table activities and discussions
- Ask questions of each other for the purposes of gaining clarity and understanding
- Express yourself in terms of your personal needs and interests and the outcomes you wish to achieve
- Listen respectfully, and sincerely try to understand the other person's needs and interests
- Come with curiosity and willingness to learn

Agenda

- Recap - Work to Date
- Timeline for 2016-17 Work
- Phase II Work: School Start Time
 - ▣ Research: Why are schools making this change?
 - ▣ Benefits and Challenges
 - ▣ Start Time work: Neighbor Districts
- Transportation Considerations “101”
- Summary/Next Steps



Work to Date

Task Force Purpose

- Study, analyze and make recommendations regarding impacts of the new state 24 credit requirement and the potential for a 7 period day for grades 9-12 or other creative ways to expand options for 9-12; study and analyze school schedule and start time implications.

Parameters for Options/Recommendations

- 1) Meets the minimum basic education requirements for instructional hours/year
- 2) Increases instructional time/flexibility within the 24-credit College and Career Ready Framework
- 3) Increases program access for students
- 4) Ensures that students earn credits needed to graduate on time (includes dropout prevention, credit retrieval)
- 5) Provides for a consistent staff work length/day at all levels, K-12
- 6) Incorporates input from all constituent groups into development of options/recommendations
- 7) Ensures compatibility/feasibility with district operations and systems (transportation, budget, technology, etc.)

Interests

- 1) Ensure every student graduates with 24 required credits, prepared for a post-secondary pathway.
- 2) Ensure flexibility and student choice in the exploration of their interests and pathways.
- 3) Ensure that all students can access the educational opportunities that meet their needs.
- 4) Provide flexible time to meet the needs of individual students and the school community during the school day.
- 5) Structure the school day to ensure efficient and effective use of student and teacher time.

Task Force Timeline: March 2015-June 2016

| Phase I – 24 credits | |
|------------------------------|--|
| Review Changes in State Law | <ul style="list-style-type: none">• State Instructional Hours Requirement• 24 Credit Graduation Requirements |
| Develop Common “Interests” | <ul style="list-style-type: none">• Values |
| Review of the Research | <ul style="list-style-type: none">• Various articles: Expanding School Time• Neighbor Districts’ High School Schedules• LWSD High School Current Schedules & Strategies• High School Scheduling Models (Hanover)• Flexible High School Schedule Options besides 7 period day (Hanover) |
| Develop “Options” | <ul style="list-style-type: none">• Various scheduling models• Cost implications for each scheduling model |
| Engage Stakeholders | <ul style="list-style-type: none">• Listening sessions of staff, students, parents, HS principals |
| Analyze Stakeholder Feedback | <ul style="list-style-type: none">• Hanover Listening Sessions Analysis |

Task Force Timeline: September–December, 2016

Phase I – 24 credits (continued)

Reach out to Districts with Similar Schedule Options under consideration

- Hanover Research
- Communication with Districts
- HS Principals' Subgroup work

Phase II – School Start Time

Research High School Later Start Time Work

- Various articles: Later HS start time
- Review of Neighbor Districts' Start times

Develop recommendation

- Schedule and Start time proposals

Engage Stakeholders

- Community & Staff surveys, focus groups, etc.

Make final recommendation

- Communicate Recommendation

Summary of Options

College & Career Readiness Task Force
Phase I: Instructional Hours & 24 Credits - Options

| Options | Instructional Hours | Credit Hours | Student Day | Teacher Day | Credits | Implications | Potential New Costs |
|--|--|----------------------|-------------|-------------|---------|---|------------------------|
| Option #1 Expand school day by 60 minutes/day, creating a 7 th period at 6-12 | 142 – 7 hr. days 36 – 5.6 hr. days 2 – 3 hr. days Total: 1201.6 hours | 1 credit = 155 hours | 7 hours | 8 hours | 28 | <ul style="list-style-type: none"> Cost to add 60 minutes to school day, K-12 Need to hire additional teachers | \$5555 |
| Option #2 Expand school day by 30 minutes/day, creating a 7 th period at 6-12 | 142 – 6.5 hr. days 36 – 5.1 hr. days 2 – 3 hr. days Total: 1112.6 hours | 1 credit = 144 hours | 6.5 hours | 7.5 hours | 28 | <ul style="list-style-type: none"> Cost to add 30 minutes to school day, K-12 Need to hire additional teachers | \$555 |
| Option #3 Expand High School day by 30 minutes/day, creating a 7 th period for high school only | 142 – 6.5 hr. days 36 – 5.1 hr. days 2 – 3 hr. days Total: 1112.6 hours | 1 credit = 144 hours | 6.5 hours | 7.5 hours | 28 | <ul style="list-style-type: none"> Cost to add 30 minutes to school day, 9-12 only Need to hire additional teachers | \$55 |
| Option #4 Expand school day by 15 minutes/day, and have a 6.5 period high school day (HS = add 15 minutes and divide day into 6.5 periods) | 142 – 6.25 hr. days 36 – 4.85 hr. days Total: 1068.1 hours | 1 credit = 147 hours | 6.25 hours | 7.25 hours | 24-28 | <ul style="list-style-type: none"> Cost to add 15 minutes to school day, K-12 Need to hire additional teachers Provide academic bus for transportation | \$5 |
| Option #5 Maintain length of school day, shorten current class periods to have 7 periods/day (for 6-12 only) | 143 – 6 hr. days 36 – 4.6 hr. days 2 – 3 hr. days Total: 1027 hours | 1 credit = 133 hours | 6 hours | 7 hours | 28 | <ul style="list-style-type: none"> Need to hire additional teachers Provide academic bus for transportation | \$ |
| Option #6 Maintain length of school day and expand 0 and 7 th period options at high school, with transportation provided | 143 – 6 hr. days 36 – 4.6 hr. days 2 – 3 hr. days Total: 1027 hours | 1 credit = 155 hours | 6 hours | 7 hours | 24-28 | <ul style="list-style-type: none"> Need to hire additional teachers Provide academic bus for transportation | \$ |
| Option #7 – Status Quo Maintain length of school day and offer 0 and 7 th period options as currently exists | 143 – 6 hr. days 36 – 4.6 hr. days 2 – 3 hr. days Total: 1027 hours | 1 credit = 155 hours | 6 hours | 7 hours | 24-28 | <ul style="list-style-type: none"> Maintain current costs for additional teachers needed for 0 and 7 periods | Current budgeted costs |
| Option #8 Maintain length of school day, implement 4 x 4 block schedule (for 9-12 only) | 143 – 6 hr. days 36 – 4.6 hr. days 2 – 3 hr. days Total: 1027 hours | 1 credit = 120 hours | 6 hours | 7 hours | 32 | <ul style="list-style-type: none"> Need to hire additional teachers Significant reduction in instructional hours per credit earned | \$5 |

Potential New Costs Key: \$5555 = most costly option/impact on district

Prioritized Options as of Feb. 17th Meeting

| Legend | Dataset 1 | | | | | | | | | | |
|------------------------|-----------|--------|--------|--------|--------|--------|--------|--------|----------------|-------------------------|--------------|
| Responses | Rank | | | | | | | | Weighted Score | Relative Weighted Score | Overall Rank |
| | Rank 1 | Rank 2 | Rank 3 | Rank 4 | Rank 5 | Rank 6 | Rank 7 | Rank 8 | | | |
| Option 1 | 0 | 2 | 2 | 1 | 2 | 3 | 7 | 8 | 70 | 41.42 | 8 |
| Option 2 | 1 | 2 | 3 | 3 | 1 | 6 | 8 | 1 | 94 | 55.62 | 6 |
| Option 3 | 3 | 3 | 3 | 6 | 3 | 6 | 0 | 1 | 124 | 73.37 | 3 |
| Option 4 | 0 | 3 | 6 | 4 | 4 | 3 | 4 | 1 | 111 | 65.68 | 4 |
| Option 5 | 1 | 3 | 2 | 4 | 6 | 2 | 1 | 6 | 99 | 58.58 | 5 |
| Option 6 | 7 | 7 | 2 | 2 | 4 | 2 | 1 | 0 | 151 | 89.35 | 2 |
| Option 7 | 0 | 1 | 4 | 3 | 3 | 3 | 4 | 7 | 82 | 48.52 | 7 |
| Option 8 | 13 | 4 | 3 | 2 | 2 | 0 | 0 | 1 | 169 | 100.00 | 1 |
| (Did not answer) | | | | | | | | | | | 0 |
| Total Responses | | | | | | | | | | | 25 |

Scheduling Option #1

12

- Maintain the length of the current school day
- Students take six 50-minute classes each day
 - 1 credit = 150 hours
- Expand course options for 0 and 7 periods before and after the school day, with transportation provided.
- Students who opt to take 0 and/or 7 period classes earn more than 6 credits per year
- Available slots over 4 years = 32 slots
- 24 credits required

| Mon | Tues | Wed | Thurs | Fri |
|------------------------|------------------------|------------------------|------------------------|------------------------|
| 0 period | 0 period | 0 period | 0 period | 0 period |
| 1 | 1 | 1 | 1 | 1 |
| 2 | 2 | 2 | 2 | 2 |
| 3 | 3 | 3 | 3 | 3 |
| 4 | 4 | 4 | 4 | 4 |
| 5 | 5 | 5 | 5 | 5 |
| 6 | 6 | 6 | 6 | 6 |
| 7 th period | 7 th period | 7 th period | 7 th period | 7 th period |

Scheduling Option #2

13

- Maintain the length of the current school day
- Students take four 80-minute block classes each day and earn 4 credits per semester
 - 1 credit = 120 hours
- Students take four different 80-minute classes in second semester
- Total 8 credits earned in one year
- Available slots over 4 years = 32 slots
- Credit requirements must increase

| Mon | Tues | Wed | Thurs | Fri |
|-------------------|------|-----|-------|-----|
| Semester 1 | | | | |
| 1 | 1 | 1 | 1 | 1 |
| 2 | 2 | 2 | 2 | 2 |
| 3 | 3 | 3 | 3 | 3 |
| 4 | 4 | 4 | 4 | 4 |
| Semester 2 | | | | |
| 5 | 5 | 5 | 5 | 5 |
| 6 | 6 | 6 | 6 | 6 |
| 7 | 7 | 7 | 7 | 7 |
| 8 | 8 | 8 | 8 | 8 |

Scheduling Option #3

14

- Maintain the length of the current school day
- Students take eight 80-minute classes per year that meet on alternating days throughout the year
 - 1 credit = 120 hours
- Students are in four classes each day.
- Total 8 credits earned in one year
- Available slots over 4 years = 32 slots
- Credit requirements must increase

| Mon | Tues | Wed | Thurs | Fri |
|-------------------|------|-----|-------|-----|
| Semester 1 | | | | |
| 1 | 5 | 1 | 5 | 1 |
| 2 | 6 | 2 | 6 | 2 |
| 3 | 7 | 3 | 7 | 3 |
| 4 | 8 | 4 | 8 | 4 |
| Semester 2 | | | | |
| 5 | 1 | 5 | 1 | 5 |
| 6 | 2 | 6 | 2 | 6 |
| 7 | 3 | 7 | 3 | 7 |
| 8 | 4 | 8 | 4 | 8 |

Listening Sessions

15

- The purpose is to share the work of the Task Force with constituents, share the options we are considering, and seek feedback regarding pros and cons for each option
- Listening session participants, by design, are invited to attend the sessions. Principals nominate names to represent a diverse range of participants
- Student sessions occurred during the school day, staff sessions after school, and parent sessions in the evening.

Data Analysis: Hanover Research



Listening Session Analysis

- Section I: On-Track Indicators
 - ▣ What factors help students to stay on track to graduate on time?
- Section II: Scheduling Options
 - ▣ What are the benefits and challenges of each option?
- Section III: Advice for Task Force
 - ▣ What advice do you have for the Task Force as we continue our work?

Task Force Decision Points

- 1) How many credits should we provide students the opportunity to pursue over the course of 4 years?
- 2) Do all high schools need to have the same schedule?
- 3) Should we extend the current school day to meet the required Basic Ed instructional hours?
- 4) Which scheduling option best provides the opportunity for students and staff to meet the interests and aspects of a high school day as identified by the Task Force?

Advice to High School Principals

- How many credits should we provide students the opportunity to pursue over 4 years?
 - 4 members 28 credits
 - 19 members (83%) 32 credits

- What advice for the principals as they continue working on scheduling models?

June 2016 Meeting Summary

College and Career Readiness Task Force Meeting Notes June 1, 2016

Decision Point #1: How many credits should we provide students the opportunity to pursue over the course of 4 years?

28 credits 4 members
32 credits 19 members (83%)

Advice for the Task Force from the Listening Session participants:

- Develop a schedule that is simple, and easy to understand
- Maintain clear communication and solicit feedback from all stakeholders
- Consider the unique needs and impacts of all student groups
- Learn from other districts who have or are doing similar schedule options
- Consider alternative credit options – internships, externships, etc.
- Consider how the schedule affects the scope and sequence for various subjects

Advice for Principals from the Task Force members:

- Think about what's best for kids
- Win-win/ what options/schedule can meet the most stakeholder needs and interest
- Make sure there's a net gain that we make things better
- Look at the task as a positive opportunity, not as something that must be begrudgingly done – this is an opportunity to not only meet graduation requirements but reimagine student enrichment and potential
- Forget your preferences; consider all options
- Trust your instincts and experience
- Strike a balance between your experience and expertise and what the task force has discussed
 - Keep it simple
 - Is it really best for students to juggle more than 4-5 classes at a time each semester?
 - Maybe the master schedule person can do a 2 or 4 year build rather than a 1 year
- Surface and challenge assumptions
 - Maybe the master schedule person can do a 2 or 4 year build rather than a 1 year
- Maintain flexibility among schools
- Allow flexibility among schools
- Consider legal requirements
- Prioritize interventions and support
- Make it normal to take more than 24 credits
- Increase student's ability to access the range of choices offered by our high schools
- Increase student's ability to access the range of choices offered by our high schools
- 7th period option with a 6 period day rotating through
- Make staff part of the process
- Involve the "big picture" people in your processing of the options
- Do not lose intervention time
- Do not increase opportunities for anxiety

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Timeline for 2016-17 Work

Work Timeline: 2016-17

| College & Career Readiness Task Force Timeline: 2016-17 | | | | | | September | October | November | December | January | February | March | April | May |
|--|--|--|--|--|--|---|---|--|---|---|---|---|----------------------|----------------------|
| | | | | | | Task Force: Sept 22 | Task Force: Oct 13 | Task Force: Nov 10 | Task Force: Dec 8 | Task Force: Jan 12 | Task Force: Feb 9 | Task Force: Mar 9 | Task Force: Apr 13 | Task Force: May 11 |
| | | | | | | <ul style="list-style-type: none"> Recap - Work to Date Begin Phase II: School Start Time work Transportation Considerations | <ul style="list-style-type: none"> Review High School principals' recommendation: 24 Credits – Schedule/Model Continue Phase II: School Start Time discussion | <ul style="list-style-type: none"> Review Stakeholder feedback: Phase I: 24 Credits – Schedule/Model Continue Phase II: School Start time discussion | <ul style="list-style-type: none"> Finalize recommendation for 24 Credits – Schedule/Model Continue Phase II: School Start discussion | <ul style="list-style-type: none"> Develop recommendation for Phase II: School start time | <ul style="list-style-type: none"> Review stakeholder feedback on Phase II: School start time | <ul style="list-style-type: none"> Finalize recommendation on Phase II: School Start time | | |
| | | | | | | <ul style="list-style-type: none"> High School Principals hear from 3 high school principals: 3 Schedules (Sept. 13) | <ul style="list-style-type: none"> High School Principals work on Schedule/Model (Oct. 7) Stakeholder engagement of Phase I: 24 credits – Schedule/Model (Oct. 17-Nov. 4) School Board Study Session (Oct. 24) | <ul style="list-style-type: none"> High School principals refine schedule/model recommendation (Nov. 18) | Other Work | <ul style="list-style-type: none"> Stakeholder engagement of School Start time (Jan. 23-Feb. 8) School Board Study Session (Jan. 23) High School Principals' meeting (Jan. 20) | <ul style="list-style-type: none"> Continue stakeholder engagement of School Start time (Jan. 23-Feb. 8) | <ul style="list-style-type: none"> High School Principals' meeting (Mar. 3) School Board Study Session (Mar. 17-19) | Other Work | Other Work |
| | | | | | | Action/Communication | Action/Communication | Action/Communication | Action/Communication | Action/Communication | Action/Communication | Action/Communication | Action/Communication | Action/Communication |
| | | | | | | Key Communication in Focus & Connections: Oct. 5, 6 | | | Key Communication in Focus & Connections: Dec. 14, 15 | Key Communication in Focus & Connections: Jan 4, 5 | | Key Deliverable: Decision on School Start Time | | |
| | | | | | | | | | | Key Deliverable: District Administration has information needed for negotiations between LWSD/LWEA: High School Schedule model | | Key Communication in Focus & Connections: Mar. 29, 30 | | |

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Phase II Work: School Start Time

Research: Why are schools making this change?



Research: Start Time Change



Benefits

Challenges

Start Time work: Neighbor Districts

26

| | Bellevue | Northshore | Issaquah | LWSD |
|-----------------------|-----------------|-------------------|---------------------------|------------------|
| Current HS Start Time | 7:30 | 7:20 | 7:25 | Ranges 7:30-8:00 |
| New HS Start Time | 8:30 | 8:00 | 8:00 proposed | |
| Implementation | 2016-17 | 2017-18 | In process with community | |

Emerson, LWHS: 8:00
EHS, ICS, RHS, TESLA: 7:30
JHS: 7:50

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Transportation Considerations “101”

28

Simple School District, Exemptown USA

Simple School District Schools & Enrollment

| | Elementary | Elementary | Elementary | Elementary | Elementary | TOTAL |
|-------|---------------|------------|---------------|------------|------------|-------|
| K | 80 | 80 | 80 | 80 | 80 | 400 |
| 1 | 80 | 80 | 80 | 80 | 80 | 400 |
| 2 | 80 | 80 | 80 | 80 | 80 | 400 |
| 3 | 80 | 80 | 80 | 80 | 80 | 400 |
| 4 | 80 | 80 | 80 | 80 | 80 | 400 |
| 5 | 80 | 80 | 80 | 80 | 80 | 400 |
| Total | 480 | 480 | 480 | 480 | 480 | 2400 |
| | Middle School | | Middle School | | TOTAL | |
| 6 | 200 | | 200 | | 400 | |
| 7 | 200 | | 200 | | 400 | |
| 8 | 200 | | 200 | | 400 | |
| Total | 600 | | 600 | | 1200 | |
| | High School | | | | TOTAL | |
| 9 | 400 | | | | 400 | |
| 10 | 400 | | | | 400 | |
| 11 | 400 | | | | 400 | |
| 12 | 400 | | | | 400 | |
| Total | 1600 | | | | 1600 | |


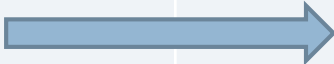
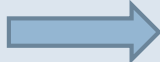
Simple School District – One Tiered Bus System

| | Elementary | Elementary | Elementary | Elementary | Elementary | TOTAL |
|-----------------------------|---------------|------------|---------------|------------|------------|-------|
| K | 80 | 80 | 80 | 80 | 80 | 400 |
| 1 | 80 | 80 | 80 | 80 | 80 | 400 |
| 2 | 80 | 80 | 80 | 80 | 80 | 400 |
| 3 | 80 | 80 | 80 | 80 | 80 | 400 |
| 4 | 80 | 80 | 80 | 80 | 80 | 400 |
| 5 | 80 | 80 | 80 | 80 | 80 | 400 |
| Total | 480 | 480 | 480 | 480 | 480 | 2400 |
| Buses/Drivers (@ 60 per) | 8 | 8 | 8 | 8 | 8 | 40 |
| | Middle School | | Middle School | | TOTAL | |
| 6 | 200 | | 200 | | 400 | |
| 7 | 200 | | 200 | | 400 | |
| 8 | 200 | | 200 | | 400 | |
| Total | 600 | | 600 | | 1200 | |
| Buses/Drivers (@ 60 per) | 10 | | 10 | | 20 | |
| | High School | | | | TOTAL | |
| 9 | 400 | | | | 400 | |
| 10 | 400 | | | | 400 | |
| 11 | 400 | | | | 400 | |
| 12 | 400 | | | | 400 | |
| Total | 1600 | | | | 1600 | |
| Buses/Drivers (@ 60 per) | 27 | | | | 27 | |

Simple School District – One Tiered Bus System

| | Elementary | Elementary | Elementary | Elementary | Elementary | TOTAL |
|-----------------------------|---------------|------------|---------------|------------|------------|-------|
| K | 80 | 80 | 80 | 80 | 80 | 400 |
| 1 | 80 | 80 | 80 | 80 | 80 | 400 |
| 2 | 80 | 80 | 80 | 80 | 80 | 400 |
| 3 | 80 | 80 | 80 | 80 | 80 | 400 |
| 4 | 80 | 80 | 80 | 80 | 80 | 400 |
| 5 | 80 | 80 | 80 | 80 | 80 | 400 |
| Total | 480 | 480 | 480 | 480 | 480 | 2400 |
| Buses/Drivers (@ 60 per) | 8 | 8 | 8 | 8 | 8 | 40 |
| | Middle School | | Middle School | | TOTAL | |
| 6 | 200 | | 200 | | 400 | |
| 7 | 200 | | 200 | | 400 | |
| 8 | 200 | | 200 | | 400 | |
| Total | 600 | | 600 | | 1200 | |
| Buses/Drivers (@ 60 per) | 10 | | 10 | | 20 | |
| | High School | | | | TOTAL | |
| 9 | 400 | | | | 400 | |
| 10 | 400 | | | | 400 | |
| 11 | 400 | | | | 400 | |
| 12 | 400 | | | | 400 | |
| Total | 1600 | | | | 1600 | |
| Buses/Drivers (@ 60 per) | 27 | | | | 27 | |

Simple School District – One Tiered Bus System Start Times

| | Route Length | Number of buses | 7:45-8:00 a.m. | 8:00-8:15 a.m. | 8:15 - 8:30 a.m. | School Start Time |
|-------------------|--------------|-----------------|--|---|---|-------------------|
| High School | 45 minutes | 27 |  | | | 8:40 a.m. |
| Middle School | 30 minutes | 20 | |  | | 8:40 a.m. |
| Elementary School | 15 minutes | 40 | | |  | 8:40 a.m. |
| Total | | | 27 | 47 | 87 | |

Total Buses and Drivers Needed = 87

Simple School District – Four Tiered Bus System Start Times

| | Route Length | # of buses | 6:45 – 7:00 a.m. | 7:00 – 7:15 a.m. | 7:15 – 7:30 a.m. | 7:30 – 7:45 a.m. | 7:45- 8:00 a.m. | 8:00- 8:15 a.m. | 8:15 - 8:30 a.m. | School Start Time |
|---------------|--------------|------------|------------------|------------------|------------------|------------------|-----------------|-----------------|------------------|------------------------|
| High School | 45 minutes | 27 | | | | | | | | 7:40 a.m. |
| Middle School | 30 minutes | 20 | | | | | | | | 8:10 a.m. |
| Elem. School | 15 minutes | 40 | | | | | | | | 8:25 a.m. 8:40 a.m. |
| Total | | | 27 | 27 | 27 | 20 | 20 | 20 | 20 | |

Total Buses and Drivers Needed = 27

34

Lake Washington School District,
Redmond/Kirkland/Sammamish USA

Enrollment & Bus Ridership

35

- Oct 2015 Enrollment: 27,830
- Fall 2015 Transportation Data
 - ▣ Student Riders Regular Transportation
 - 7,500 students morning and afternoon on 63 buses
 - ▣ Small bus transportation (Spec Ed, ELL, Preschool)
 - 350 students morning and afternoon on 37 buses
 - ▣ Metro
 - 963 students issued passes

Transportation Data

36

□ Current LWSD Bus/Start Times

| | 7:30-7:59 | 8:00-8:29 | 8:30-8:59 | 9:00 |
|-------------------|-----------|-----------|-----------|------|
| Comprehensive HSs | 3* | 1 | | |
| Choice HSs | 3 | 1 | | |
| Neighborhood MS | 3 | 4 | | |
| Choice MS | 2 | 2 | | |
| Neighborhood Elem | | | 11 | 16 |
| Choice Elem | | | 2 | 1 |

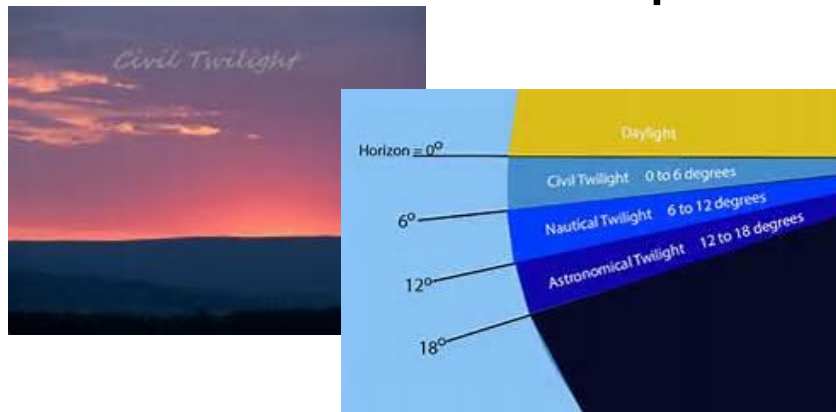
□ Current AM window for school drop times

- 6:55* a.m. to 8:45 a.m. – provides 1 hour and 50 minutes

Initial Transportation Question

37

- Could we move High School Start Times to no earlier than 8 a.m. and have Elementary Schools get out no later than 3:40 p.m.



- Shortens AM window from 1 hour and 50 minutes to 1 hour and 10 minutes

Transportation Options to Accommodate Later Start Times

38

□ Hanover Research Report

Figure 1.4: Overview of School Bell Change Strategies

| STRATEGY | DESCRIPTION |
|----------------------|---|
| Slide | <ul style="list-style-type: none">▪ Moving all elementary, middle, and high school bell times later |
| Modified slide | <ul style="list-style-type: none">▪ Moving elementary and high school later, with middle school earlier |
| Flip | <ul style="list-style-type: none">▪ Exchanging elementary and high school bell times |
| Ancillary strategies | <ul style="list-style-type: none">▪ Creation of a “zero” period;▪ Flexible scheduling based on student preference; and,▪ Bus sharing between middle and high school students. |

Source: The Children’s National Medical Center’s Blueprint for Change Team²⁸



Summary/Next Steps

Next Steps

- Task Force Meeting: October 13, 2016