

## **EXPLORING STARTING TIMES FOR HIGH SCHOOL STUDENTS**

### **Missoula County Public Schools (MCPS)**

Tuesday, January 17, 2017 (3rd meeting): 6:00 to 8:00 PM

District Business Building, 915 South Avenue West – Board of Trustees meeting room

#### **PROCESS OBJECTIVES**

1. Help the working group understand the District infrastructure within which school days operate and identify the pieces and parts that affect and are affected by high school starting times.
2. Provide information to the assembled working group that will equip them factually and realistically to explore impacts of school starting times on high school students.
3. Explore the pluses and minuses of starting times models in other Districts.
4. Come to agreement on principles and suggested decision parameters important to the working group.
5. Create an informed report for the Superintendent and if appropriate, the School Board.

#### **TONIGHT'S OBJECTIVES AND AGENDA ITEMS**

Refocusing... "Hang up your name and skill sheets."

Affirming:

- December 6 session summary
- Work group ground rules
- The following tentative agreements:
  - The overall goal of the work group as it ties to school start times is the physical and mental well being/health of the child.
  - The majority of adolescents don't get enough sleep.
  - While more sleep is better for kids (in this discussion, adolescents), we are limited in our ability to influence the amount of sleep a child gets.
  - School start times need to be explored across the District.
- Explore/discuss new information:
  - Additional research findings from work group member homework
  - Research related to opposing views about later school start times
- Hear from the Superintendent about where we are now and where it would be useful to go in terms of work group product
- Moving ahead in developing that product including finalizing guiding principles and "parameters"
- Where do we go from here?
  - Homework
  - Affirming the calendar

### **Discussion Ground Rules**

- *Demonstrate respectful communication:*
  - *Practice active listening – ask for clarification before making assumptions.*
  - *Seek to understand before trying to be understood.*
  - *Monitor your body language; share the floor.*
  - *Allow the other to finish without interrupting.*
  - *Speak one at a time.*
- *Don't take it personally; don't give it personally.*
- *Bio-refresh!*

### **Questions needing further exploration, discussion and/or data:**

- What is the rationale for our work here?
- How should we treat middle school children as part of our discussion?
- Should we be trying to control older adolescents (16-18 year olds) who are already basically “adults”? What is the research related to older adolescents?
- Does the specific amount of time matter? Would a 30 minute later starting time be significant enough to matter or...?
- It seems that students on the low social-economic end gained the most academically – why should economic status matter?
- How are kids in “tough situations”/homeless situations affected?
- Is this a new phenomenon or only a problem now because...? For example, what are the impacts of constantly available/accessible technology on adolescents and amount of sleep?
- Are there longitudinal studies based on this article?
- How/what are kids doing after school? What is the culture and how might school times affect that/those cultures?
- Do we have local data related to adolescent car accidents in the school week?
- What would the measurable effects/costs be of staggered starting times?
- If school is started later, how do we assure meeting the 1080 required hours?
- How does “daylight” play into this issue?
- How does the District attendance policy impact attendance and excused tardiness - and should it be part of this discussion?
- What is the history of starting times in MCPS?
- Have we exhausted all options before we jump to another tool?
- How might parents/families be affected – over a broad spectrum of situations?
- How do we inform stakeholders? How do we bring them along?