

Start Time Task Force

Meeting Agenda

October 6, 2022

4:00 PM – 7:00 PM

Time	Topic - Responsibility	Description / Materials / Notes - <i>Notes on discussion including focus questions and any materials needed.</i>
<p>10 Min 4:00 – 4:10</p>	<p>Welcome and Agenda Overview – Spencer</p>	<p>Dr. Welch welcomed the group and walked through the agenda for the evening.</p> <p>We will be working on guiding principles to help us arrive at a recommendation. May not finalize those tonight, but we will make progress. By the end of the next meeting, we should be able to say what those considerations will be.</p> <p>Next, generating ideas on how we can have good outreach to the community in terms of getting information out but also how we can seek input from the community, so we have confidence we understand what people are feeling, the diversity of ideas, and how people are understanding the information. This is a critical step in this process, keeping people informed and involved in the process. Community should feel like voices were listened to and considered.</p> <p>Then, we will have a short presentation from Operations.</p> <p>We will be closing with another activity that is a complete brainstorm, no parameters, no boundaries. Still at this point where we want to entertain as many perspectives as possible. We can have tunnel vision working in our contexts, so we want to spend some time just asking what if we did this? The idea is to brainstorm and we will test them out. Important at this point to open our minds to as many ideas as possible. Difficult truth is this is a very challenging project to put together in a way that is going to be good for all students and all scenarios. There are constraints we will encounter that will make that especially challenging.</p> <p>Group introduced themselves quickly and then transitioned to the agenda. Dr. Welch explained we listened to feedback, for example, added times to the agenda. Those are approximate, and part of the facilitator’s role is to take the time to allow ideas to be heard while trying to stay on track. It is important to err on the side of gathering perspective. If you feel the pacing is off, please take Dr. Welch aside and let him know if he is being too constraining around the conversation. Dr. Welch is very open to feedback on the facilitation of these meetings.</p>
<p>40 Min 4:10-4:55</p>	<p>Development of Guiding Considerations – Spencer, Task Force</p>	<p>What we are looking for are two or three highest priorities that are going to guide our ultimate recommendation to the superintendent and to the board. We will attempt to reach consensus on these tonight, but if not, we will in our next meeting.</p> <p>Dr. Welch shared experience from another district with a what a committee considered around boundaries to demonstrate the kinds of considerations we are attempting to arrive at in our discussion this evening. That committee used the following as their guiding considerations when making a boundary decision.</p> <ul style="list-style-type: none"> • <i>Student safety was first and foremost</i> • <i>Boundaries would reflect the district demographics as a whole</i> • <i>Would not have a serious financial impact on the district</i> <p>Our committee was split into 4 groups. Previous meeting’s initial ideas at guiding considerations were displayed on the big screen in the front of the room.</p> <ul style="list-style-type: none"> • <i>Developmental appropriateness</i> • <i>Safety</i> • <i>Parent practicality (schedules, childcare, other)</i> • <i>Staff practicality (schedule, commute times, other)</i> • <i>Transportation considerations – efficiency, additional cost</i>

Start Time Task Force

Meeting Agenda

October 6, 2022

4:00 PM – 7:00 PM

- *Equity and viability for implementation*
- *Works to minimize un-intended negative consequences, while recognizing they will happen.*
- *Impact on after school opportunities (school district and other)*
- *Fiscally responsible overall*

Tonight, the committee will attempt to go deeper and arrive at two to three main principles that will guide our decisions as we move forward. Small groups were balanced with district staff and parents at each table.

Groups developed charts of their ideas and then the whole group did a gallery walk to read what others wrote. Each member was asked to write a plus symbol next to things they agreed with and to write on a post it any clarification they need on language or intent of the statements. The groups rotated through each table and ended at their own. Time was given to look at the comments and questions others may have had, as well as where people agreed. Take a few minutes to look at the charts. Dr. Welch commented there already appears to be some consensus in the room, just some different language around similar ideas.

Group Discussion:

Dr Welch: What was the overall feeling after looking at the charts?

Committee Member: At the core, we saw the same thing on all four posters.

Committee Member: Organization was a little different, but promising that we're prioritizing the same things.

Committee Member: Prioritization was what I was thinking about. Probably not possible to check off every item on our lists, so how we will prioritize?

Dr. Welch: That's a great question.

Dr. Welch: Anything surprise you in this activity?

Committee Member: Surprised how similar our thoughts were, even if the categories were slightly different.

Committee Member: Interesting and encouraging that there was so much similarity.

Committee Member: May need to refine some things as we move forward.

Dr. Welch: If I were to say to you, what are the three big ideas, how could we capture those? Let's refine them into one or two words to capture each one of those ideas. *(not prioritized or in any specific order)*

Group:

- Fiscal responsibility / feasibility – might be a broader category. Feasibility might be broader. Another felt feasibility might be too broad. Would that help us evaluate the solution? Tabled for now.
- What's best for kids – developmentally appropriate – times that match the research for what's best for kids – we have similar broad understanding of where that is.
- Equity – comfortable with that term? There were examples under that that were consistent with other ideas.

Dr. Welch: Have two there that we have pretty solid unity about what they're talking about. The third one we may have to unpack a little bit more. We will take that on next time as we think a little bit more about it between now and then.

Start Time Task Force

Meeting Agenda

October 6, 2022

4:00 PM – 7:00 PM

		<p>There is going to come a point where in December where you're wrestling with a decision, as we said last time, there may be conflict with one principle or another in some ways. What is the one that is the most important part for us? What's the one if all things are equal, what's the one that gets to tip the deck on way or the other? Discuss at your table for a minute. Out of those three or four, what's the one that is most important to you?</p> <p>Table discussions occurred.</p> <p>How many tables, raise your hand, if your table came to a consensus? 1 table raised their hands. What did you come to consensus on?</p> <p>What's best for kids.</p> <p>We're going to wait until two weeks from now to make that decision. If we can't come to consensus at the tables, it doesn't make sense yet to try to do that whole group. We made progress on the guiding principles. 5-minute break then back to the same tables.</p>
<p>40 Min 5:00-5:40</p>	<p>Seeking Community Input; Draft Initial Survey</p>	<p><i>Same table groups as the previous activity.</i> This is going to be a brief 20-25 minute conversation about generating ideas about two way communication with the community. How can we effectively get the community to know what we're talking about here? What will be accessible? Clear to them? Noticeable in the sea of information? How are we going to try and mitigate that, so people are informed?</p> <p>Second part, how can we get information from the community? How can we craft ways to ascertain people's feelings and thoughts? What kinds of forums will ensure a broad-based community engagement with this process? Hardest thing to do about the whole process is getting information out and getting input back. There are always active segments of a community that will show up and participate, and that can lead to a skewed picture of what the broader community wants if it is a small and not representative group. Knowing the community in which you live will give us insight into how the broader community will respond to different ideas.</p> <p>Ideas from the groups:</p> <p>Communicating Out</p> <ul style="list-style-type: none">• Long timeline and earlier notice to families when the change is made• Do we have any statistics on the data collection before? Mr. Beebe shared information about the previous survey and low response rate. Not confident the survey was representative of the broader community as a result.• Can high school students get involved on a committee? Site based opportunities for students, and it is one of the stakeholders we will need to engage.• Maybe signs and ads on Metro and yellow busses. Talking about this topic and need your input. QR code on the sign?• Email but instead of having it buried in a newsletter, have the subject be we're planning to change school start times. Short, one topic communication, not buried in a newsletter.• The more you can do when you have people in person, conferences for example, teacher hands someone a survey please fill this out before you leave. When you have their captured attention and it is their teacher, that

Start Time Task Force

Meeting Agenda

October 6, 2022

4:00 PM – 7:00 PM

		<p>has the highest response rate. That stops working the higher up you go in the system. Less direct parent contact in secondary schools, so not sure what to do there. Closest link to a school system is in their school, teacher, principals, PTSA organizations – engage through those too.</p> <ul style="list-style-type: none">• Room parents or direct messaging from closer contact using student directory? <p>Information Back</p> <ul style="list-style-type: none">• Farmer’s market booth – football / basketball games and activities with survey gatherers like a signature campaign uses.• Handing out flyers in the parent pickup line at elementary schools.• Incentivize classes – use students to get parents to participate. Class with highest response rate...• Go to them more – road show – talk at bus stops and get out to them – do it more like the listening sessions model and they don’t have to fill out paper.• Make it easy for them.• Daylight savings time might be a good avenue into the conversations in school communities about time, as that is going to be a change this year. There will be a lot of press about that, so timing some announcement of this work with that might help.• The people we most need to hear from are the people who are going to need us to go to them. 504 and IEP administrators for example. Maybe they could reach out?• Could we put fliers in pantry packs?• Send in multiple languages – feedback from families, use what we already know about effective communication in the district.• Having a small army of people with iPads with a short survey on them they can meet people at sporting events to survey? <p>Some of this is dependent on what we’re trying to put out and what we are looking for back. Suggestion to focus on awareness especially given the short timeline. What is the right timeline for input? How do we generate something that elicits a response on impacts? Be clear in our communication so people don’t misunderstand where we are in the process.</p> <p>If you have additional thoughts, please leave them on the table.</p>
<p>30 Min 5:45-6:15</p>	<p>Transportation Team Presentation</p>	<p>School Start Times and State Requirements for Instructional Hours</p> <p>Barbara Posthumus, Associate Superintendent of Business and Operations, presented a Powerpoint to help committee members understand how instructional hours and start and end times of school are connected. The presentation included three what if, not recommended or proposed, scenarios to demonstrate how a change in start and end times of schools or a level impacts the number of instructional hours the district is required to meet. The closer to the 1027 hour average we’re required to have that we get, the more likely a weather event resulting in a late start would impact our requirement for hours, but some districts have varied the length of the instructional day at different levels to create gaps between tiers in the transportation routing to allow for later start times.</p>

Start Time Task Force

Meeting Agenda

October 6, 2022

4:00 PM – 7:00 PM

		<p>Just to be clear, the intent of this presentation wasn't to propose these actual scenarios rather it was to demonstrate another variable we might consider along with other variables presented in our first meeting that might create capacity within a system. Changing the length of the instruction day has unintended consequences including potentially to student learning, staff workdays, collective bargaining, and potentially other factors.</p> <p>Committee member posed a question about looking at the problem in a smaller chunk. Would looking at the 6 high schools as an exception create opportunity for a different way of looking at the problem? Other committee members pointed out the interconnectedness of the system makes it challenging to take high schools and consider them in isolation, but maybe it is a way to think about it. The district athletic director stated having the four high schools start and end at the same time would be best for syncing after school activities between the schools, particularly any intra-district competitions.</p> <p>Committee member asked: What is the minimum time shift that is going to really have an impact on high school students' sleep? Discussion about is 8:00 start time a big impact according to the research or is 8:30 or later a better start time. Mr. Beebe added, we were given the parameter of 8:00 or later. If our recommendation is later and we want to base it on the research, then we would want to include that as information in our recommendation and look at the impacts across the system and weigh those carefully too.</p> <p>Committee Member: It is hard to do the analysis because there is a dependency there that we don't always have the full information? Transportation directors added the scenarios created in the past have really been driven by what is possible for transportation, and this committee is looking at a broader cross section of data.</p> <p>Dr. Welch: Our task as a committee is to look at the problem differently and allow ideas to come out and expand the parameters, and then the analysis will come back to the committee from the district people who can do that analysis and bring back that data. We generate the ideas and then let the people who know the interdependencies do the work to bring back impacts which we can consider and discuss.</p>
30 Min 6:20-6:50	Generating "What ifs"	<p>Dr. Welch distributed district employees to a different table and community members to join a different district employee, mixing up the groups a little bit. This is brainstorming. What ifs? Don't worry about it being wrong. There are no bad ideas in this next session. We are just asking questions and trying to think creatively to generate ideas. Some the ideas may seem unfeasible, but write everything down. This exercise is all about stimulating creative thinking for a very complex problem.</p> <p>Groups worked at tables to generate what if questions on chart paper.</p> <p>Dr. Welch: District staff will take the questions from this activity and provide analysis of different impacts and bring information back to the group for the next meeting. Good to exercise creative ideas. Not going to have closure on this process tonight. Will be giving your paper to folks who can figure out the range of feasibility on ideas.</p>
10 Min 6:50-7:00	Review and Closure	<p>Dr. Welch asked for thoughts about our work so far.</p> <p>Committee Member: Worried about our schedule and getting input.</p>

Start Time Task Force

Meeting Agenda

October 6, 2022

4:00 PM – 7:00 PM

		<p>Committee Member: Reflecting on the presentation and put this on our what if poster, maybe more of a guiding consideration question. Surprised at the notion of decreasing instructional minutes. Try to do this work without decreasing minutes.</p> <p>Committee Member: Becoming a little bit clearer that there isn't likely a way to do this without elementary and middle impact. Committee feels high school heavy. Concerned we don't have enough middle or elementary school impact. That would be my wonder.</p> <p>Mr. Beebe: Yes, and that is why it will also be so important to engage stakeholders and solicit feedback. There are additional community members who do have students in elementary and middle who were not able to come tonight, and we have administrators, including a level director, that work directly with middle schools, and we will engage with our broader district leadership team.</p> <p>Dr. Welch: Please complete the feedback form and leave it. Thank you for your thoughtful work tonight.</p>
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Next Meeting Items:

Going to get into much more detail into the hard factual things. Weighing thoughts and bringing up questions about different possibilities in that meeting and the November meeting that follows. Tone of the next couple meetings will be different and more in the concrete work.

Future Meeting Dates:

October 27

November 10

December 1

December 15

January 12 – possible make-up date if needed

Basic Education Instructional Hours



What are the requirements?

State requires:

- Minimum of 180-day school year
- Kindergarten - Minimum 1,000 instructional hours per year.
- Grades 1-8 – Minimum of 1,000 instructional hours per year.
- Grades 9-12 – Minimum of 1,080 instructional hours per year.
- Can be met for Grades 1-12 with a district-wide annual average of 1,027.


References: RCWs 28A.150.203, 28A.150.205, 28A.150.220





How are instructional hours determined?

- Start and end time (bell schedule)
- Does not include lunch, early release, half days






Lake Washington 2022-23 Average



Level	Hours	Length of School Day
Grade 1	1,019	6 hours, 30 minutes
Grade 2	1,019	6 hours, 30 minutes
Grade 3	1,019	6 hours, 30 minutes
Grade 4	1,019	6 hours, 30 minutes
Grade 5	1,019	6 hours, 30 minutes
Grade 6	1,019	6 hours, 30 minutes
Grade 7	1,019	6 hours, 30 minutes
Grade 8	1,019	6 hours, 30 minutes
Grade 9	1,082	6 hours, 50 minutes
Grade 10	1,082	6 hours, 50 minutes
Grade 11	1,082	6 hours, 50 minutes
Grade 12	1,082	6 hours, 50 minutes
LWSD Average	1,040	



Neighboring Districts Length of School Day

District	Elem	Middle	High
Lake Washington	6 hours 30 minutes	6 hours 30 minutes	6 hours 50 minutes
Bellevue	6 hours 30 minutes	6 hours 50 minutes	7 hours
Issaquah	6 hours 25 minutes	6 hours 25 minutes	6 hours 55 minutes
Northshore	6 hours 30 minutes	6 hours 35 minutes	7 hours

Represents Full day including lunch. Does not include early release schedule which many districts have one day per week