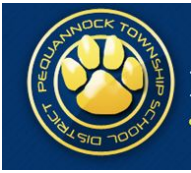


School Start Time Presentation



Updates on Our Progress in Amending School Start Times and Schedules

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Order of the Presentation

1. Goals & Objectives
2. Overview of Our Process as Committees
3. Anticipated Outcomes
4. PV Report
5. PTHS Report
6. Challenges & Next Steps
7. Q & A

The information on these slides is intended to provide updates on our process and examples of what we've used. None of it should be considered finalized.

Goals and Objectives



To provide updates and detail our next steps

To participate in a community forum to share the implications and benefits of amending school start times/schedules at PV and PTHS

To generate schedules that maximize learning opportunities while addressing student wellness

Our Process



- Fall 2022: a School Start Time Committee (SSTC) was established to look at start and end times, and broken into subcommittees for all building levels
- Fall 2022-Spring 2023: each subcommittee met on several occasions to share research on school start times, information about schedules, and to engage in discussion about concerns, benefits and obstacles.
- Spring of 2023: PTHS & PV Administration began meeting with teachers and counselors to discuss results of the school start time committee and look at various scheduling models used by Morris County schools and other neighboring districts
- Summer of 2023: administration spoke with staff from a wide range of schools with varying block schedules and SSTC reconvened for an information session

Our Process



- September 2023: PTHS Administration conducted a Zoom meeting with Ridgewood High School regarding school start times and block scheduling
- October 2023: Site visits to Waldwick High School and Ridgewood High School with teachers and administrators
 - Workshops with PTHS Scheduling Committee to follow up from visit and brainstorm next steps for professional development for staff.
 - PV Staff met with PV Administration to discuss schedule options
 - PTHS Administration met with Student Council Executive Board to discuss alternative schedules
 - Presentation to PTHS staff regarding scheduling options
- We've learned so much about the power of networking with our colleagues from other districts



Anticipated Outcomes

Health benefits that include greater alertness, clearer thinking, and improved focus

Educational advantages such as higher grades, reduced sleepiness, wider range of electives, and improved attendance/punctuality as well as improved athletic & academic performance

Time embedded in schedule for extra help, extended time, and intervention meetings

Possible Changes for PV



- Start time will almost certainly remain the same (7:50) with dismissal approximately 10 minutes earlier
- Consideration of shifting to 48 or 50-minute periods
- Shared staff between PTHS and PV must be factored in
- The opportunity for a reinforcement period
 - 5 days a week - English, Math, Science, Social Studies, PE/Health
 - Time for student support/extra help/enrichment
 - This also becomes a block of time in which assemblies, meetings, and other events will not disrupt instructional time
- Slight shift in electives - students will have more choices to help open the possibility of pursuing other areas of study
- Remain on a Day 1/Day 2 schedule so that students can continue to take different Related Arts courses

PV Scheduling Options Example #1



| 48 Minute Periods | | | | | |
|-------------------|------------|-------------|-------|-------------|-------|
| Grade 6 | | Grade 7 | | Grade 8 | |
| 7:50-8:38 | 1 | 7:50-8:38 | 1 | 7:50-8:38 | 1 |
| 8:42-9:30 | 2 | 8:41-9:29 | 2 | 8:41-9:29 | 2 |
| 9:34-10:22 | 3 | 9:32-10:20 | 3 | 9:32-10:20 | 3 |
| 10:26-11:14 | 4 | 10:26-11:14 | 4 | 10:26-11:14 | 4 |
| 11:18-11:53 | Lunch (35) | 11:18-12:06 | 4a | 11:18-12:06 | 4a |
| 11:57-12:45 | 4b6 | 12:10-12:45 | Lunch | 12:10-12:58 | 4b8 |
| 12:49-1:37 | 4c | 12:49-1:37 | 4c | 1:02-1:37 | Lunch |
| 1:41-2:29 | 5 | 1:41-2:29 | 5 | 1:41-2:29 | 5 |

- 48 Minute Periods
- Start Time Remains the Same
- 4 Minutes of Passing Time - More Flexibility with Hallway Movement
- Last Period of the Day is the Support Block
- Core Subjects and PE/Wellness Rotate Through the Support Block

PV Scheduling Options

Example #2



| 50 Minute Periods with a 40 Minute Reinforcement Block | | | | | |
|--|-------|-------------|-------|-------------|-------|
| Grade 6 | | Grade 7 | | Grade 8 | |
| 7:50-8:40 | 1 | 7:50-8:40 | 1 | 7:50-8:40 | 1 |
| 8:43-9:33 | 2 | 8:43-9:33 | 2 | 8:43-9:33 | 2 |
| 9:36-10:26 | 3 | 9:36-10:26 | 3 | 9:36-10:26 | 3 |
| 10:29-11:19 | 4 | 10:29-11:19 | 4 | 10:29-11:19 | 4 |
| 11:22-11:57 | Lunch | 11:22-12:12 | 4a | 11:22-12:12 | 4a |
| 12:00-12:50 | 4b6 | 12:15-12:50 | Lunch | 12:15-1:05 | 4b8 |
| 12:53-1:43 | 4c | 12:53-1:43 | 4c | 1:08-1:43 | Lunch |
| 1:46-2:26 | 5 | 1:46-2:26 | 5 | 1:46-2:26 | 5 |

- 50 Minute Periods
- The Support Block is Still the Last Period but is 40 Minutes
- Passing Time Remains 3 Minutes

Possible Changes for PTHS



Non-negotiables

- Maximize instructional time
- Maintain academic programming
- Adhere to the PTEA Collective Bargaining Contract
- Maintain extra-curricular/sports programming
- Adjust schedule for later start time (pending board approval)

Priorities

- Focus on student learning and well-being
- Maximize classroom time for student engagement, exploration, and assessment
- Time for student support/extra help or enrichment
- Maximize the utilization of staff and resources
- Learn from schools that have modeled the change in schedule

Impacts to Consider



- Availability of transportation other than the bus
- Student health and sleep
- Parent/guardian work schedules
- Student academic performance
- Timing of athletics, after-school, and co-curricular activities
- Before and after school care schedules
- Staggering of middle, elementary, and high school schedules
- MCVT, Academy, and work study schedules

High School Scheduling Options

Example #1



| WEEK 1 | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|--------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| DAY | 4 | 3 | 2 | 1 | 4 |
| 8:00 - 8:56 BLOCK 1 | 4 | 3 | 2 | 1 | 4 |
| 9:00 - 9:56 BLOCK 2 | 1 | 4 | 3 | 2 | 1 |
| 10:00 - 10:56 BLOCK 3 | 2 | 1 | 4 | 3 | 2 |
| 10:56 - 11:41 LUNCH | LUNCH | LUNCH | LUNCH | LUNCH | LUNCH |
| 11:41 - 12:37 BLOCK 4 | 8 | 7 | 6 | 5 | 8 |
| 12:41 - 1:37 BLOCK 5 | 5 | 8 | 7 | 6 | 5 |
| 1:41 - 2:37 BLOCK 6 | 6 | 5 | 8 | 7 | 6 |
| 2:40 - 3:00 | SUPPORT/ ENRICHMENT | SUPPORT/ ENRICHMENT | SUPPORT/ ENRICHMENT | SUPPORT/ ENRICHMENT | SUPPORT/ ENRICHMENT |
| Not meeting | 3 & 7 | 2 & 6 | 1 & 5 | 4 & 8 | 3 & 7 |

- Two periods drop per day
- 56-minute instructional periods
- Unit Lunch
- Support Block meets daily
- Science Labs (double block)
- Teachers would report 15 min prior to start of the day

High School Scheduling Options Example #2

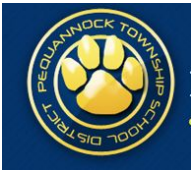


| WEEK 1 | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|--------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| DAY | 4 | 3 | 2 | 1 | 4 |
| 8:05 - 8:55 BLOCK 1 | 4 | 3 | 2 | 1 | 4 |
| 8:59 - 10:09 BLOCK 2 | 1 | 4 | 3 | 2 | 1 |
| 10:13 - 11:03 BLOCK 3 | 2 | 1 | 4 | 3 | 2 |
| 11:03 - 11:48 LUNCH | LUNCH | LUNCH | LUNCH | LUNCH | LUNCH |
| 11:48 - 12:38 BLOCK 4 | 8 | 7 | 6 | 5 | 8 |
| 12:42 - 1:52 BLOCK 5 | 5 | 8 | 7 | 6 | 5 |
| 1:56 - 2:46 BLOCK 6 | 6 | 5 | 8 | 7 | 6 |
| 2:46 - 3:06 | SUPPORT/ ENRICHMENT | SUPPORT/ ENRICHMENT | SUPPORT/ ENRICHMENT | SUPPORT/ ENRICHMENT | SUPPORT/ ENRICHMENT |
| Not meeting | 3 & 7 | 2 & 6 | 1 & 5 | 4 & 8 | 3 & 7 |

- Two periods drop per day
- 50-70-50
- Unit Lunch
- Support Block meets daily
- Science Labs in Block 2 or 5
- Teachers would report 14 min prior to start of the day

High School Scheduling Options

SAMPLE STUDENT SCHEDULE



| WEEK 1 | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|--------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| | 4 | 3 | 2 | 1 | 4 |
| 8:00 - 8:56 BLOCK 1 | English III | US History II | PE | Elective 1 | English III |
| 9:00 - 9:56 BLOCK 2 | Elective 1 | English III | US History II | PE | Elective 1 |
| 10:00 - 10:56 BLOCK 3 | PE | Elective 1 | English III | US History II | PE |
| 10:56 - 11:41 LUNCH | LUNCH | LUNCH | LUNCH | LUNCH | LUNCH |
| 11:41 - 12:37 BLOCK 4 | STUDY | Env. Science | Spanish III | Algebra II | STUDY |
| 12:41-1:37 BLOCK 5 | Algebra II | LAB | Env. Science | Spanish III | Algebra II |
| 1:41- 2:37 BLOCK 6 | Spanish III | Algebra II | STUDY | Env. Science | Spanish III |
| 2:40 - 3:00 | SUPPORT/ ENRICHMENT | SUPPORT/ ENRICHMENT | SUPPORT/ ENRICHMENT | SUPPORT/ ENRICHMENT | SUPPORT/ ENRICHMENT |
| Not meeting | 1 & 5 | 2 & 6 | 3 & 7 | 4 & 8 | 1 & 5 |

- In this example, the students would have a Science lab on Tuesday during Block 5.
- Student would have one elective option.

High School Scheduling Options

SAMPLE STUDENT SCHEDULE



| WEEK 1 | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|--------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| | 4 | 3 | 2 | 1 | 4 |
| 8:05 - 8:55 BLOCK 1 | English III | US History II | Elective 2 | Elective 1 | English III |
| 8:59 - 10:09 BLOCK 2 | Elective 1 | English III | US History II | Elective 2 | Elective 1 |
| 10:13 - 11:03 BLOCK 3 | Elective 2 | Elective 1 | English III | US History II | Elective 2 |
| 11:03 - 11:48 LUNCH | LUNCH | LUNCH | LUNCH | LUNCH | LUNCH |
| 11:48 - 12:38 BLOCK 4 | PE | Env. Science | Spanish III | Algebra II | PE |
| 12:42 - 1:52 BLOCK 5 | Algebra II | PE | Env. Science | Spanish III | Algebra II |
| 1:56 - 2:46 BLOCK 6 | Spanish III | Algebra II | PE | Env. Science | Spanish III |
| 2:46 - 3:06 | SUPPORT/ ENRICHMENT | SUPPORT/ ENRICHMENT | SUPPORT/ ENRICHMENT | SUPPORT/ ENRICHMENT | SUPPORT/ ENRICHMENT |
| Not meeting | 1 & 5 | 2 & 6 | 3 & 7 | 4 & 8 | 1 & 5 |

In this example, the students would have a Science lab during Block 5 on Wednesday

Students would have two elective options



Drop Rotational Model Observations

- Students and staff have six periods per day plus lunch
- Learning happens at different times of the morning/afternoon
- Period 9 offers opportunity for support, extra time and/or enrichment
- Maintain 8 periods of courses and unit lunch
- Time for projects and discussions to evolve
- Opportunities for course expansion based on schedule model.

Challenges and Next Steps



- Aligning schedules with the PTEA Collective Bargaining Agreement
- Examining how to meet the PE minutes requirements at PV School
- Analyzing Science lab needs at the high school
- Coordinating Academy, MCVT and work study schedules
- Preparing the staff and students for changes
- Building the schedules
- Meet with the PTEA to discuss possibilities
- Coordinating student schedules to ensure alignment
- Analyzing curriculum needs through discussions with staff
- Analyzing time schedules and staff collaboration
- Professional Development for staff
 - Needs assessment
 - Class Meetings and Tutorials
- Student Interest Survey and Master Schedule Timeline

Q&A



Feel free to share ideas or ask questions. We will do our best to respond as accurately as possible or get back to you.

If you realize later that you need any additional information, email any of the presenters.

Resources



Videos

[NJ Task Force - Implementing Health School Hours](#)

[NJ Task Force - Aligning School Start Times for Adolescent Health](#)

[Wendy Troxel - Ted Talk](#)

Articles

[RAND Study](#)

[US News and World Report](#)

[Children's Hospital of Philadelphia](#)

Website

[Start School Later](#)



Thank You!