

Office of the Superintendent of Schools
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

June 17, 2014

MEMORANDUM

To: Members of the Board of Education

From: Joshua P. Starr, Superintendent of Schools

Subject: Proposal on Changing Bell Times: Discussion of Stakeholder Input and Operational Impact

Last October, I proposed that we consider changing school starting and ending times—also known as bell times—in Montgomery County Public Schools (MCPS). I made my recommendation based on the findings of the 2013 Bell Times Work Group, which studied the impact of our school start times on the health and well-being of adolescents. Based on those findings, my recommendation was to shift high school start times 50 minutes later, shift middle school start times 10 minutes earlier, and extend the elementary school day by 30 minutes to facilitate these changes.

I was very clear at the time that I would like to make these changes to school bell times but that we needed to get broad input from our community and assess the financial and operational impact of the recommendation before moving forward. In October 2013, the Bell Times Phase 2 Work Group was formed to oversee the planning, organization, and coordination of efforts to gather this input and assess the costs and impacts associated with the proposed schedule changes.

In addition, another work group was established and charged with developing options for how the additional 30 minutes in the elementary school day could be used if the proposal were adopted. Both work groups included representatives from the three employee associations: the Montgomery County Association of Administrators and Principals, the Montgomery County Education Association, the Service Employees International Union Local 500; as well as from the Montgomery County Council of Parent-Teacher Associations and MCPS offices.

From October 2013 to April 2014, input on the bell times proposal was gathered from thousands of students, parents, MCPS employees, and community members in a variety of ways. These engagement efforts included—

- four community forums attended by 676 parents, students, staff, and community members and other staff-facilitated discussions attended by an additional 960 people;

- surveys completed by 15,307 parents, 45,691 students, and 14,943 staff members;
- seventy-seven “Neighbor-to-Neighbor” discussion groups; and
- more than 740 e-mails sent to the MCPS bell times drop box.

Overall, the feedback illustrated that the MCPS community is not of a single mind regarding the bell times proposal. Specifically, we learned that—

- parents and middle school students are most in favor of the proposal;
- high school students and high school staff members are evenly divided in their support and opposition;
- elementary school students and elementary school staff responded least favorably to the proposal;
- while there is substantial support for the shift of high school start times, there is significant concern about extending the elementary school day by 30 minutes, which is needed to ensure that school buses have enough time to make their runs; and
- if the elementary school day were extended, there is a strong preference for students to receive breaks during the day or additional time for recess, physical education, or the arts.

As feedback was being gathered, MCPS staff was studying the operational and financial impacts of the proposal including those associated with transportation, facility operations, staffing, and athletics. Staff also solicited input from a number of Montgomery County agencies, including the Department of Transportation, the Department of Police, the Department of Health and Human Services, and the Community Use of Public Facilities. The attached report on the work of the Bell Times Phase 2 Work Group provides additional information about our community engagement efforts, in-depth analysis of the feedback received, and details on the study of operational and financial impacts.

Based on the feedback and the cost estimates, I am recommending that we do not move forward with changes to bell times at this time. While there are many members in our community who would like to see us change bell times, there is not universal support for the idea. The fact that high school students and staff are evenly divided on this proposal is particularly relevant to me, as they are the direct beneficiaries of this change. The concern about extending the elementary school day also is significant, and this plan simply cannot move forward without such a change.

My greatest concern is around the cost of the proposal. The results of the operational and financial analysis indicate that, at a minimum, the annual cost of this proposal would be approximately \$21.6 million. Student enrollment in MCPS is growing by approximately 2,500 students a year and more children are coming to our schools requiring additional supports and services to ensure success. Additional resources are needed each year only to provide the same services to a growing number of students. For that reason, there is a very limited amount of money available to us each year to fund new initiatives. For instance, the Fiscal Year (FY) 2015 budget approved by the County Council last month includes just \$12.5 million for new initiatives to help address the achievement gap and prepare our staff and students for a new curriculum and new assessments.

Bell times is an important issue to student success and well-being, but it has to be viewed in the context of other priorities the school system must consider, such as hiring more counselors and school psychologists to meet the social emotional needs of our students; expanding the use of technology in the classroom; reducing class sizes, especially in schools with the largest achievement gaps; investing in arts programs that will engage students; and improving career-oriented education programs.

We anticipate needing at least \$135.0 million in additional funding for FY 2016 in order to replace the one-time funding sources used for next year's budget, meeting our ongoing obligations, keeping up with our growth, and continuing to invest in strategies that will help us close the achievement and opportunity gaps. Adding \$21.6 million to that request would not be fiscally responsible, nor would it likely be funded.

Finally, it should be noted that on May 15, 2014, Governor Martin O'Malley signed a bill that directed the Maryland Department of Health and Mental Hygiene to conduct a study of morning bell times and whether public schools should start later. I, and many others, will look forward to reviewing any recommendations that result from this study and any funding streams that are identified to help schools pay for the significant costs of changing start times.

JPS:db

Attachment

MONTGOMERY COUNTY PUBLIC SCHOOLS, ROCKVILLE, MARYLAND

**SUPERINTENDENT'S PROPOSAL
ON CHANGING BELL TIMES:
Review of Stakeholder Input and
Analysis of Operational Impact**

JUNE 2014



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Superintendent's Proposal on Changing Bell Times: Review of Stakeholder Input and Analysis of Operational Impact

Executive Summary

Between October 2013 and April 2014, Montgomery County Public Schools (MCPS) gathered broad-based stakeholder input and data on Superintendent Joshua P. Starr's proposal to adjust start times for middle and high schools and extend the elementary school day by 30 minutes. These efforts included extensive community outreach to gather public feedback; analyses of operational costs and impacts associated with the proposed schedule changes; and identification of options for how to use the additional 30 minutes in the elementary school day, if the proposal were to be adopted.

Public feedback was gathered through a variety of methods. Surveys were collected from 15,307 parents, 45,691 students, and 14,943 staff members. Meetings, facilitated by MCPS staff, were attended by 1,635 parents, students, staff members, and other members of the community. In addition, 742 e-mails were received, read, and analyzed. Feedback also was gathered through Neighbor-to-Neighbor self-guided discussions.

The feedback showed that the MCPS community is not of a single mind regarding the bell times proposal. Parents and middle school students responded most favorably to the proposal; high school students and high school staff members were evenly divided in their support and opposition; and elementary school students, elementary school staff, and transportation staff responded least favorably to the proposal.

The three components of the proposal—shifting high school start times 50 minutes later, shifting middle school start times 10 minutes earlier, and extending the elementary school day by 30 minutes—were presented to the community as a single plan. However, the public took the opportunity to comment on the different aspects of the proposal through discussions and e-mail, which demonstrated substantial support for the shift of high school start times but opposition to and questions about the extension of the elementary day.

Public feedback about possible uses for an additional 30 minutes in the elementary school day showed a strong preference for play or physical activity—either through additional recess, mid-morning or mid-afternoon breaks, or more time in physical education class—or additional time in art or music classes. A work group was tasked with gathering and analyzing input from various stakeholders and recommending possible uses of the additional time.

The financial impact of the proposal includes transportation costs of \$12.9 million; facility operational costs of \$775,000; MCPS staffing costs ranging from \$8 million to \$47 million (depending on how the additional 30 minutes of the elementary day was utilized); school community health nurse costs of \$137,000; and a reduction in facility rental revenues of \$8,500.

Introduction

The issue of school starting and ending times—often called “bell times”—had not been studied in MCPS since the late 1990s. In December 2012, Superintendent Joshua P. Starr convened the 2013 Bell Times Work Group as the first step in a multiphase process.

In the first phase, the 2013 Bell Times Work Group studied past reports on the issues, reviewed the latest research, heard from experts, surveyed high school students and their parents, and developed options for Dr. Starr’s consideration. The work group issued its report in September 2013. Based on the work group’s findings, Dr. Starr recommended that the district consider the following changes and seek public input on the proposal:

- Move high school start times 50 minutes later, from 7:25 a.m. to 8:15 a.m.
- Move middle school start times 10 minutes earlier, from 7:55 a.m. to 7:45 a.m.
- Keep elementary school start times as they currently are (8:50 a.m. and 9:15 a.m.) but extend the school day by 30 minutes

Current Bell Times

Level	Time	Length of Day
High School	7:25 a.m.—2:10 p.m.	6 hours, 45 minutes
Middle School	7:55 a.m.—2:40 p.m.	6 hours, 45 minutes
Elementary School Tier 1	8:50 a.m.—3:05 p.m.	6 hours, 15 minutes
Elementary School Tier 2	9:15 a.m.—3:30 p.m.	6 hours, 15 minutes

Proposed Bell Times

Level	Time	Length of Day
High School	8:15 a.m.—3:00 p.m.	6 hours, 45 minutes
Middle School	7:45 a.m.—2:30 p.m.	6 hours, 45 minutes
Elementary School Tier 1	8:50 a.m.—3:35 p.m.	6 hours, 45 minutes
Elementary School Tier 2	9:15 a.m.—4:00 p.m.	6 hours, 45 minutes

The second phase of the process began with the formation of the Bell Times Phase 2 Work Group in October 2013. This work group was charged with overseeing the planning, organization, and coordination of efforts to gather broad-based input on the superintendent’s proposal and determine its cost and operational impacts. The group’s work included extensive community outreach to gather public feedback; analyses of operational costs and impacts associated with the proposed schedule changes; and identification of options for how to use the additional 30 minutes in the elementary school day, if the proposal were to be adopted. The work of the Bell Times Phase 2 Work Group is the subject of this report.

The Bell Times Phase 2 Work Group included the presidents of the employee associations and the Montgomery County Council of Parent Teacher Associations (MCCPTA); MCPS staff representing various central services departments; and former MCPS staff members with extensive background knowledge on the subject of bell times.

In Dr. Starr’s proposal, the changes to high school and middle school start times are linked to the lengthening of the elementary day because of bus scheduling. It takes four separate “tiers” of

school bus routes and start times to transport students at all levels to school and back home again, using the current MCPS bus fleet. Under Dr. Starr’s proposal, high schools can’t start later without extending the elementary day. The three components of the proposal—shifting high school start times 50 minutes later, shifting middle school start times 10 minutes earlier, and extending the elementary school day by 30 minutes—were presented to the community as a single plan. However, many stakeholders chose to comment on the different aspects of the proposal through discussions and e-mail.

Community Engagement

A comprehensive community engagement plan was developed to gather broad-based input from all stakeholders who might be affected by the proposal, including students, staff, parents, businesses, government partners, community organizations, and members of the public.

Multiple strategies were used to gather input from this broad range of stakeholders. The community outreach plan included public forums; e-mail; Neighbor-to-Neighbor (N-to-N) facilitated and self-guided discussions; and staff, student, and parent surveys. Members of the Bell Times Phase 2 Work Group also had initial discussions with a variety of employee groups, including the MCEA Representative Assembly, High School Principals Professional Learning Community (PLC), Elementary School Principals PLC, and Councils on Teaching and Learning. In addition, two sessions were held specifically for childcare/after-school providers to gather feedback and answer questions.

Surveys were collected from 15,307 parents, 45,691 students, and 14,943 staff members. Meetings, facilitated by MCPS staff, were attended by 1,635 parents, students, staff members, and other members of the community.

Throughout the community engagement process, individuals submitted a total of 742 e-mails that provided personal feedback about the proposed schedule change. Some respondents provided comments on the recommended change in start time at the middle school level, but the majority of these comments were focused on changes recommended for high school and elementary school. Overall, e-mail correspondence supported the change in high school start times and opposed the extension of the elementary school day.

Community Forums

Four community forums were held between October 2013 and February 2014. In total, 676 individuals attended the forums. Based on the sign-in sheets, 12% of community forum participants were students, 67% were parents, 10% were staff, 7% identified themselves as other interested members of the community, and 4% did not identify themselves. Free childcare and foreign language interpretation were available at all the meetings.

Table 1. Number of Bell Times Community Forum Attendees by Forum Date and Location

Date	Location	Number of Attendees
October 28, 2013	Paint Branch HS	150
December 16, 2013	Richard Montgomery HS	248
January 6, 2014	Seneca Valley HS	80
February 10, 2014	Montgomery Blair HS	198

At each of the forums, participants were provided with an overview of the process and the superintendent's recommendation, and were asked to discuss in small groups the following questions:

- *Benefits:* "What are the major benefits to you and your family if the superintendent's recommendation to change school start times is implemented?"
- *Challenges:* "What are the major challenges to you and your family if the superintendent's recommendation to change school start times is implemented? For each of the major challenges identified, what potential solutions do you believe would help alleviate that problem for your family?"
- *Impact beyond the school day:* "What factors in your daily schedule of activities beyond the MCPS school day will be impacted by this change?"
- *Priorities:* "Which of these factors is most important or least important when considering a change of this type?"

Each table had the opportunity to report out and share key points of their discussions with all present; in addition, one participant at each table recorded the group's responses, and these capture sheets were collected at the end of the forum.

Community forum participants who completed an evaluation form at the end of the forum responded favorably to the format and substance of the presentations and conversations. Eighty-eight percent of participants agreed or strongly agreed that the format was effective; ninety-two percent agreed or strongly agreed that they had the opportunity to participate; and eighty-one percent agreed or strongly agreed they felt more informed as a result of the meeting.

With regard to what participants found most effective about the meetings, responses included the following:

- "I was able to speak with people who were very different from me."
- "It was good to hear opinions from parents of different-aged children."
- "Chance to hear other stakeholder concerns that I never considered."

Neighbor-to-Neighbor

Neighbor-to-Neighbor (N-to-N) is a community engagement initiative created by the Office of Communications that provides an opportunity for individuals to participate in self-guided discussion groups using an online toolkit. Available through the MCPS website, the bell times toolkit included step-by-step instructions for hosting a discussion; an overview video on the recommendation; informative handouts that could be shared with participants; and questions to guide the discussion. The guiding questions were the same questions used in the small-group discussions at the community forums (above). The toolkit also included an online form for submitting feedback.

Seventy-seven N-to-N feedback forms were submitted. Staff in the Office of Community Engagement and Partnerships (OCEP) and the Division of ESOL/Bilingual Programs (ESOL) facilitated N-to-N discussions for groups that requested their assistance, including local elementary, middle, and high school PTAs; the MCCPTA Delegates Assembly; the NAACP Parents' Council; and parent and community groups holding discussions in Spanish, Korean, Chinese, Amharic, French, and Vietnamese. (A list of all meetings facilitated by MCPS staff appears in Appendix A.)

Findings

E-mail, Neighbor-to-Neighbor Discussions, and Community Forums

In an effort to make generalizations from data collected, the findings were examined to identify central themes, ideas, or concepts. NVivo10 software was used to assist in coding the information resulting from the community forums, N-to-N discussions, and e-mails. Results are reported by common themes across these three data collection efforts.

Table 2. Feedback Received on Bell Times Proposal by Data Collection Method

Data Collection Method	Amount of Feedback/Participation
E-mail Drop Box	742 e-mails
Neighbor-to-Neighbor	77 submissions
Community Forums	676 attendees

Note. Total reported for e-mail drop box is through February 28, 2014. Total reported for Neighbor-to-Neighbor is through April 1, 2014.

Themes can be thought of as related codes that are bound together to create a major idea. A total of five themes emerged:

1. Benefits of Changing Times
2. Challenges/Concerns of Changing Times
3. Factors to Consider in Changing Times
4. Considerations for Extended Day
5. Outstanding Questions

Following the initial identification of emerging themes, a subsequent process was used that allowed for transforming them into a list of related subthemes. Table 3 details core themes and related subthemes.

Table 3. Core Themes and Subthemes Identified from Bell Times Data Collection

Core Theme	Subtheme
Benefits of changing times	<ul style="list-style-type: none"> • Students • Families
Challenges/concerns of changing times	<ul style="list-style-type: none"> • Adverse effects • Impacts on traffic patterns • Solutions to challenges
Factors to consider	<ul style="list-style-type: none"> • Most important factors • Least important factors
Considerations for extended day	<ul style="list-style-type: none"> • Recommended use of time
Outstanding questions	<ul style="list-style-type: none"> • Staff compensation • Extended day time use • Evidence of extended day benefit

Benefits of Changing Times

Respondents across all three data collection methods provided insight into perceived benefits of changing school start and end times in MCPS. The majority of comments were focused on benefits to students and/or families.

Student Benefits. Benefits for students were organized by student school level (i.e., elementary, middle, and high). For students at the elementary level, perceived benefits reported were increased instructional time and the possibility of additional time for lunch or recess. With regard to increased instructional time, responses focused on positive benefits for the students. As one respondent mentioned regarding the benefit of an extended day, “more time for kids to go more in depth into certain subjects, especially those that get cut out, i.e., science and social studies.” Another respondent suggested, “more class time for elementary kids puts them more on par with rest of state.”

No comments were made regarding the benefit of changing school start times for middle school students.

Many comments were made regarding possible benefits about the proposed change in school start times for high school students. Frequently suggested benefits included improved academic performance, the ability of high school students to eat breakfast, improved mood and well-being, health, more sleep, fewer unsupervised hours, and safety. One response about fewer unsupervised hours stated, “Less unsupervised afternoon time for high school students means less potential for getting into trouble.” Another respondent suggested, “High [school students] will be more alert and have more daylight later that will enhance safety.” The following response summarizes the sentiment of many respondents, “I think a later start to the day would improve the kids’ health (more sleep), lead to better nutrition (they’d eat breakfast) and improve attitudes about school in general. Not only the kids would benefit, but the adults, too, since we probably wouldn’t have to nag and pressure them to get up, to go to bed, to eat, etc.”

Family Benefits. Similar to the benefits suggested for students, many individuals reported that changes also would benefit families. Comments about benefits for parents of elementary school students stated one benefit would be a potential reduction in daycare cost. Another benefit at this level was parent work schedule (i.e., parent would be able to work longer hours).

The majority of comments regarding family benefits were centered on the proposed change for high school students. Many respondents stated that not only would the students get more sleep, but the parents and everyone else also would get more sleep. Additionally, it was thought that families would benefit by improved morning routines as they would be able to eat breakfast and not feel rushed in the mornings.

Challenges/Concerns of Changing Times

In addition to statements regarding benefits of incorporating the proposed changes to school start and end times, respondents also mentioned concerns regarding the proposed recommendation. It was thought that the implementation of such changes would adversely affect students, families, free time (i.e., leisure, extracurricular activities, and sports), and traffic patterns.

Adverse Effect on Students. Depending on the school level, respondents reported differing perceived impacts on students. The majority of comments focused on adverse effects for students at the elementary or high school levels, with a few focused on middle school students.

Respondents perceived that the change proposed at the elementary level would impact students' ability to stay focused, lead to increased behavioral issues, add stress on the child, and decrease safety. It was thought that the change at the elementary level would "...put more pressure and add stress to younger children both physically and emotionally." Additionally, one commenter on the perceived safety decrease said, "We worry that [elementary students] will be walking home in the dark, on the roads during rush hour [and] cars may not see them walking..." Respondents suggested the recommended additional half hour would be hard for students as it related to health, development, and academic performance. The extended day would push homework start time back, resulting in a later bed time for elementary students. It was thought that "... the younger kids will be overtired [and] wound up so their quality of sleep will be greatly impacted."

Statements about proposed changes at the middle school level were minimal. It was speculated that the change would lead to increased unsupervised hours of students as well as reduced sleep for middle school students.

At the high school level, proposed changes were thought to lead to high school students staying up later as activities would be later. Time for homework was a frequently mentioned subtheme that arose. "The high school students will have less time to do after-school activities, but that is not going to stop them from doing that. When they get home, they will have less time to do homework, and will probably [go to] sleep around 12 a.m.-2 a.m. just to get their homework done. The time changes don't actually benefit high school students because it is the same thing, just pushed back."

Adverse Effect on Families. Many respondents stated the proposed bell times changes would be disruptive to family life. Areas believed to be impacted included family time, family logistics (e.g., morning routine, time for medical appointments), and parent work schedules. It was reported that changes to bell times, especially for elementary and high schools, would result in less time for families to spend together socially and at dinner. As summarized by one respondent, "Family time is important to social development as well as emotional development. Taking the precious time we have together away would be significantly detrimental to our families."

Adverse Effect on Free Time. Respondents believed the proposed changes would negatively impact the ability to allow children to participate in current after-school sports and extracurricular activities. Many respondents indicated the value of ensuring students' ability to continue to participate in these activities. The proposed changes, specifically at the elementary and high school levels, were thought to compress the afternoon schedule of students and families, resulting in either a decrease in participation or much later participation hours. Respondents stated that sports and after-school activities would not only start and end later, but would decrease available daylight hours for participating in outdoor activities. Additionally, respondents thought the recommended change for elementary schools would result in less down time for students. One respondent said, "The biggest challenge that I see is the recommendation that elementary school be a half hour longer for the schools that already have a late start. My children don't get off their bus until 4 p.m. as it is (we are a late elementary school). It is very difficult to schedule and manage after-school activities for them (and get homework done), especially since so many start at 4 or 4:30. We simply can't do those now. We certainly can't do them later."

Adverse Effect on Traffic Patterns. It was reported that changes would not only increase the afternoon rush hour for the county, due to additional cars and school buses on the road, but also increase the amount of time students were on school buses going home from school. Comments also were made about the reduced safety of high school students driving later in the evening and in the dark.

Potential Solutions to Challenges. Respondents also put forth proposed solutions to address some of the challenges/concerns raised. Solutions mostly were offered for the concern about homework and the concern about the long day for elementary students. With regard to the impact on time for completing homework, many respondents recommended reducing the amount of homework given to students or eliminating homework altogether. Solutions for perceptions about elementary school student hunger and fatigue later in the day included providing snacks and opportunities for naps for students.

Factors to Consider

At the community forums and included in the N-to-N toolkit were questions asking respondents to identify the most important and least important factors to consider with regard to the recommended changes. The most important factors indicated were family-time preservation; time to schedule medical and personal appointments; preserving afternoon free time, especially for elementary school students; allowing time for homework completion; increasing sleep for high school students; overall well-being of children; protecting time for sports and after-school activities; and child care. Not many factors were deemed least important by respondents. Some respondents thought the impact on businesses and recreational facilities were not too important to consider as they would “...naturally adjust their times” to that of schools.

Considerations for Extended Day

Although not a specific question, many respondents offered suggestions for how the proposed additional time at the elementary level should be implemented. Most comments focused on allowing elementary school students more time for lunch, physical activity (i.e., recess, physical education), or the arts (i.e., art, music, foreign language). As one individual indicated, “Hopefully, [the] extra 30 minutes of ES will be used for art, music or recess/PE.” Some suggestions supported this statement but also highlighted the importance of not including additional instructional time. “I do think the elementary school day should not be lengthened, unless it means there is extra PE, recess, music, and art. More rigor would turn the students off from school. They need some physical time and down time.” Some respondents suggested their support for the recommended change at the elementary level hinged on the implementation of these suggestions. As noted by one respondent, the change at the elementary level should be implemented, “IF used for enrichment, including cultural arts, or academic subjects, or structured physical fitness.”

Outstanding Questions

Respondents raised additional questions that focused on the proposed additional 30 minutes for elementary schools. Specifically, community members wondered how the 30 minutes would be used; if/how elementary teachers would be compensated if the elementary day was extended; and what research detailed the benefits of the implementation of a longer day for elementary students.

Input from Community Child Care and After-School Providers

Two sessions were offered for child care and after-school program providers (March 27 and 28 at the Carver Educational Services Center) at which they could learn about the superintendent’s proposal and offer their feedback. Child care and after-school providers who attended expressed concern about the longer elementary school day and noted that they will consider raising their rates to make up for lost revenue. In addition, the Montgomery County Music Teachers Association, a professional organization with 200 members, submitted a letter to the superintendent expressing concern about the effect of later end times for high schools and elementary schools on their businesses.

Surveys of Parents, Students, and Staff

The Office of Shared Accountability, with input from members of the Bell Times Phase 2 Work Group, designed surveys to be completed by students, parents, and staff. The discussion that follows details the survey methodology and provides a detailed analysis of response rates: 27.2% for parents; 69% for students; and 66.2% for MCPS staff, overall.

Parent Survey

The *School Start and End Times Parent Survey* was combined with the *2013–2014 Parent Engagement Survey*, in an effort to reach a larger sample of parents. Additionally, by adding questions to the existing parent engagement survey, costs associated with the survey were minimized compared to conducting two surveys. The parent sample size included 56,363 households composed of parents of students within all schools. These households were selected by first determining the number of parent responses needed for each school to generate valid results for that school. Then participants were randomly selected from a pool of students. Only one survey was sent to each household, regardless of the number of students currently enrolled in MCPS schools. Selected parents were notified by a sealed mailer that included the access information for the online survey. Reminder notices were sent to all parents in an effort to increase response rates. Parents who were listed as primarily speakers of Vietnamese, Korean, Chinese, Spanish, Amharic, or French received a paper survey in their language and were asked to mail it back to MCPS in a prepaid envelope. The survey window closed April 24, 2014. Demographic questions were included in the parent engagement survey.

The overall response rate for parents was 27.2%. Tables 4 and 5 detail response rates by language spoken at home and racial/ethnic group.

Table 4. Parent Survey Response Rate by Language Spoken at Home

Language	Response Rate
English	27.7%
Chinese	50.8%
French	31.4%
Korean	35.0%
Spanish	19.7%
Vietnamese	30.4%
Amharic	28.4%

Table 5. Parent Survey Response Rate by Race/Ethnicity

Race/Ethnicity	Response Rate
Asian	35.2%
Black or African American	18.1%
Hispanic/Latino	17.4%
White	36.7%
Two or More Races	31.9%

Note. Due to low numbers, response rates for American Indian and Pacific Islander are not included.

Student Survey

Surveys were administered to students at the elementary, middle, and high school levels. All students in Grades 4 and 5, 7 and 8, and 10 and 11 were expected to participate in the student survey, and schools were given instructions to allow students to access the survey via the Internet. The total number of students within these six grade levels in the sample was 66,222 students. The response rate across all school levels was 69%. Table 6 provides the response rate by school level as of April 4, 2014.

Table 6. Student Survey Response Rate by School Level

Level	Response Rate
Elementary	78.7%
Middle	64.9%
High	62.9%
Total	69.0%

Staff Survey

All MCPS staff members were invited to participate in the survey. Each staff member received an e-mail with a message and a link to take the *School Start Times Staff Survey*, except transportation staff, who received paper forms. Staff members who did not respond were sent e-mail reminders until the survey closing date of April 20, 2014. The response rates for staff, by job location, ranged from 45% to 71%, with an overall response rate of 66.2% (See Table 7).

Table 7. Staff Survey Response Rates by Job Location

Location	Percent
Elementary	71.0%
Middle	65.7%
High	70.4%
Special	69.3%
Transportation	45.2%
Central Services	57.0%
Total	66.2%

Survey Findings

Findings for surveys are reported for similar items found on each of the surveys, with more detailed findings for each stakeholder group reported in tables in Appendix B.

Agreement with Proposal: All Stakeholders

Students, parents, and MCPS staff members were asked to indicate their level of agreement with the proposed changes to school start and end times. Parents who responded to the survey had the highest level of agreement with the recommended changes out of all groups surveyed (78% of parents agreed or strongly agreed with the proposal). Middle school students had the second highest level of agreement at 65%. Survey results from high

Agreement with proposal:

- Parents: 78%
- Middle school teachers: 70%
- Middle school students: 65%
- High school teachers: 51%
- High school students: 50%
- Elementary school students: 35%
- Elementary school staff: 30%
- Transportation staff: 26%

school student survey participants revealed mixed feelings about the recommendation; 50% agreed or strongly agreed with the proposal, and 50% disagreed or strongly disagreed with the proposal.

Survey results from elementary students and all staff reveal overall disagreement with the recommended changes to school start and end times. Sixty-five percent of elementary students and 55% of all staff who responded to the survey indicated disagreement (disagreed or strongly disagreed) with the recommended changes to school start and end times (Figure 1). Further disaggregation of responses for staff by work location (see Figure 2) revealed a pattern among high school staff strikingly similar to high school students: 51% agreed or strongly agreed with the proposal, while 49% disagreed or strongly disagreed with the proposal. Seventy percent of middle school staff agreed or strongly agreed with the proposal. However, 70% of elementary staff and 74% of transportation staff disagreed or strongly disagreed with the proposal.

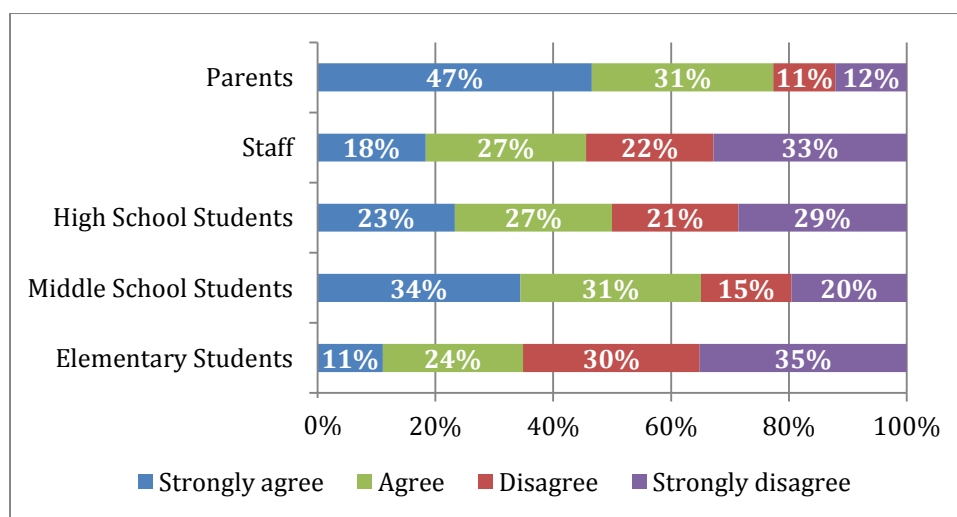


Figure 1. Percentage agreement with superintendent's recommended changes to school start and end times for all survey respondents.

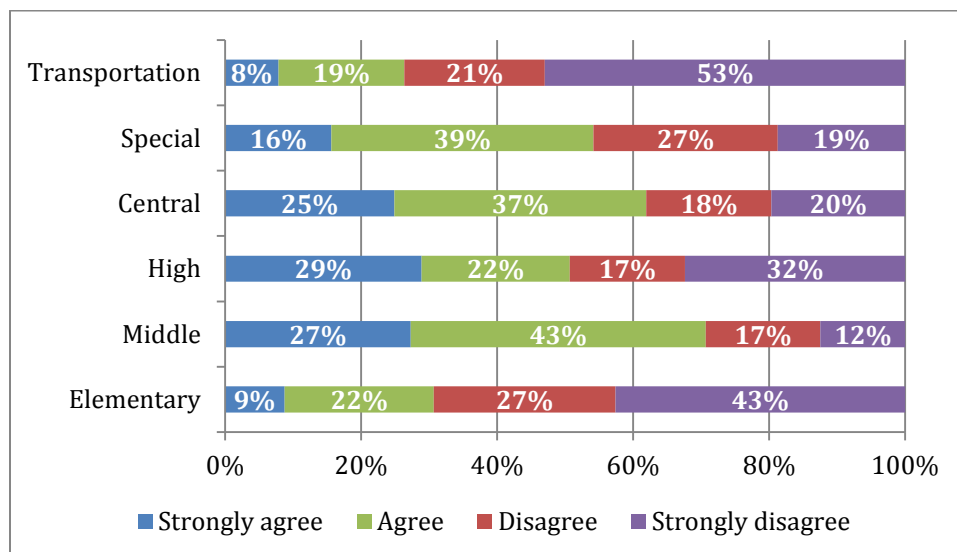


Figure 2. Percentage agreement with superintendent's recommended changes to school start and end times for staff by staff location.

Student Perceptions About Benefits of Change

In addition to indicating level of agreement with the recommended change, students were asked to provide feedback on perceived benefits to changing school start and end times. Eighty-six percent of high school students reported “I will get more sleep.” Fifty-one percent of elementary students reported “I will have more time to learn.”

When asked about increased energy, more high school students reported this as a benefit compared with middle and elementary school students (70% for high school compared with 32% for middle and 17% for elementary). Similarly, more high school students reported expecting to be happier if school start and end times changed compared with their elementary and middle school counterparts—55% compared with 17% and 33%, respectively. “It will be easier for me to finish all my homework” was reported by all student groups: 31% for elementary, 50% for middle, and 34% for high school students (Table 8).

Table 8. Percentage of Students Who Responded to the Survey Indicating Perceived Benefits of Changing School Start and End Times

Survey Statement	Elementary	Middle	High
It will be easier for me to get transportation to school.	13.3	19.1	23.9
It will be easier for me to get transportation home from school.	17.7	16.3	17.6
It will be easier for me to participate in after-school activities, clubs.	19.8	33.4	13.2
It will be easier for me to participate in athletic practices/ events.	15.0	32.8	12.6
It will be easier for me to get a job after school.	n/a	19.5	9.3
It will be easier for my parents/guardians to attend my after-school activities.	16.0	13.5	14.6
I will be safer going to school.	n/a	n/a	26.4
I will be safer going home after school.	14.5	16.4	13.0
I will get more sleep.	n/a	n/a	85.9
I will be happier.	17.4	33.2	54.8
I will have more energy.	17.2	31.6	70.2
It will be easier for me to finish all of my homework.	30.7	49.5	34.3
It will be easier for me to get after-school help, if I need it.	20.2	23.9	12.2
It will be easier for me to pick up my brother or sister after school.	n/a	14.6	8.8
I will have more time to learn.	50.8	24.3	n/a
It will be easier for my older brother or sister to pick me up after school.	12.1	7.8	n/a
Other	19.0	14.4	6.3

Note. Respondents could select all responses that applied, thus percentages will sum to more than 100; n/a indicates the statement was not included on the survey for this group.

Student Perceptions About Challenges of Change

Students also were asked to indicate perceived challenges to changing school start and end times. The most frequently reported statement by both elementary and high school students was, “I will have less free time after school” (70% and 71%, respectively). This item was not included on the middle school student survey. High school students frequently reported expecting it to be harder to participate in after-school activities or clubs (52%), finish homework (51%), participate in athletic practices or events (49%), and get a job after school (46%) (Table 9).

For items that were stated on all three student surveys, the most frequently reported statements students perceived as problems related to changing school start and end times were related to student moodiness, homework completion, student energy level, participation in after-school clubs/activities, and participation in athletic practices/events.

Table 9. Percentage of Students Who Responded to the Survey Indicating Perceived Challenges of Changing School Start and End Times

Survey Statement	Elementary	Middle	High
It will be harder for me to get transportation to school.	12.7	26.9	26.8
It will be harder for me to get transportation home from school.	18.7	15.8	17.7
It will be harder for me to participate in after-school activities, clubs.	37.1	17.3	52.1
It will be harder for me to participate in athletic practices/events.	39.2	17.2	49.2
It will be harder for me to finish all of my homework.	60.3	25.1	51.2
I will be less safe going home from school.	20.7	n/a	13.9
It will be harder for my parents/guardians to attend my after-school activities.	22.3	14.9	18.4
It will be harder for me to pick up my brother or sister after school.	n/a	12.2	19.2
It will be harder for me to get a job after school.	n/a	12.8	45.5
I will be moodier.	36.9	55.3	20.7
I will have less energy.	51.5	67.9	21.9
It will be harder for me to get after-school help, if I need it.	19.5	14.0	31.3
I will have less free time after school.	69.9	n/a	70.6
It will be harder for my older brother or sister to pick me up after school.	12.1	9.6	n/a
I will be less safe going to school.	n/a	15.5	n/a
Other	16.5	13.9	6.4

Note. Respondents could select all responses that applied, thus percentages will sum to more than 100; n/a indicates the statement was not included on the survey for this group.

Parent and Staff Survey Findings

Parents and staff were asked to indicate the impact of changes to school start and end times on their families. Parents were asked to indicate how specific aspects of their life would be impacted. The response categories were *positive*, *negative*, and *no impact*. Respondents could select only one

response per category. Overall, most parent and staff respondents indicated that changes in school start and end times would have “no impact” on their family for most statements included on the survey, specifically getting to work, getting children to school, child care before and after school, and picking up children from school. However, staff members were more likely than parents to indicate a negative impact on getting home from work (50%), after-school activities/clubs (46%), athletic practices and events (40%), rush hour traffic (54%), and time to schedule medical or other appointments (59%).

Table 10 details the statements that were included on both surveys for staff and parents. Responses to all items for staff and parents contained within the surveys are included in Appendix B. In addition, responses to items disaggregated by staff job site are also provided in Appendix B.

Table 10. Percentage of Staff and Parents Reporting Perceived Impact of Changing School Start and End Times on Their Family

		Staff	Parents
Getting to work	Positive	17.0%	20.7%
	Negative	27.3%	14.0%
	No Impact	55.7%	65.3%
Getting home from work	Positive	13.5%	24.4%
	Negative	50.2%	10.8%
	No Impact	36.3%	64.8%
Getting my child(ren) to school	Positive	8.6%	30.6%
	Negative	18.7%	13.8%
	No Impact	72.7%	55.6%
Picking up my child(ren) from school	Positive	7.3%	27.4%
	Negative	27.7%	13.5%
	No Impact	65.0%	59.1%
After-school activities/clubs	Positive	8.9%	19.4%
	Negative	46.2%	25.9%
	No Impact	44.9%	54.7%
Athletic practices/events	Positive	7.6%	17.1%
	Negative	40.4%	24.1%
	No Impact	52.0%	58.8%
Child care before school	Positive	5.5%	9.6%
	Negative	15.0%	6.2%
	No Impact	79.5%	84.3%
Child care after school	Positive	5.8%	16.1%
	Negative	24.3%	8.2%
	No Impact	69.9%	75.8%
Rush hour traffic	Positive	9.1%	14.3%
	Negative	53.7%	20.3%
	No Impact	37.2%	65.5%
Time to schedule medical or other appointments	Positive	9.7%	15.0%
	Negative	58.8%	25.7%
	No Impact	31.5%	59.3%

Staff and parents also were asked to indicate the perceived impact of the proposal on students. Parents reported most statements as having a positive impact on students (Table 11). Parent and staff responses differed by more than 20 percentage points on the anticipated impact on students' readiness to learn, energy level, satisfaction with school, grades, social well-being, psychological well-being, and physical health.

Table 11. Percentage of Staff and Parents Reporting Perceived Impact of Changing School Start and End Times on MCPS Students

		Staff	Parents
Students' readiness to learn	Positive	37.1%	60.0%
	Negative	21.9%	9.9%
	No Impact	41.0%	30.1%
Students' energy level	Positive	37.1%	61.9%
	Negative	34.7%	16.2%
	No Impact	28.3%	21.9%
Parent involvement in school meetings, conferences	Positive	17.0%	23.0%
	Negative	24.9%	8.2%
	No Impact	58.1%	68.8%
Students' attendance at school	Positive	32.0%	45.3%
	Negative	14.7%	5.9%
	No Impact	53.3%	48.8%
Students' safety during school day	Positive	24.4%	40.9%
	Negative	10.6%	5.2%
	No Impact	65.1%	53.9%
Students' satisfaction with school	Positive	29.0%	53.4%
	Negative	26.2%	12.4%
	No Impact	44.8%	34.2%
Students' grades in school	Positive	34.2%	55.8%
	Negative	14.5%	7.6%
	No Impact	51.3%	36.6%
Students' participation in after-school activities	Positive	15.5%	27.1%
	Negative	51.4%	26.8%
	No Impact	33.1%	46.1%
Students' social well-being	Positive	28.3%	51.7%
	Negative	18.4%	9.4%
	No Impact	53.3%	39.0%
Students' psychological well-being	Positive	31.4%	53.1%
	Negative	20.4%	10.3%
	No Impact	48.2%	36.6%
Students' physical health	Positive	32.9%	54.0%
	Negative	17.1%	8.7%
	No Impact	50.0%	37.3%
Students' tardiness	Positive	35.1%	49.2%
	Negative	18.1%	8.9%
	No Impact	46.8%	41.9%

Addition of 30 Minutes to the Elementary School Day

The Elementary School Extended Day Work Group was charged with developing options on how the additional 30 minutes in the elementary school day could be used if the extended day were to be adopted. The group's work included gathering input and data from stakeholder groups, identifying issues and concerns, and reviewing the input.

The work group included representatives from the three employee associations—MCAAP, MCEA, and SEIU—as well as from MCCPTA and the MCPS Office of Teaching, Learning, and Programs and the Office of School Support and Improvement. Each of these representatives gathered input from their respective constituencies; for example, more than 2,100 elementary school staff members responded to a survey conducted by MCEA, providing specific comments and recommendations for how the 30 minutes could best be utilized.

Following a review of the input, the work group came to consensus on four options for using the 30 additional minutes in the elementary school day:

- Extend recess and/or lunch
- Add more time for students to participate in art, music, or physical education (PE) classes (referred to as “specials”)
- Add new specials or clubs for language, social skills, computer lab, or science/technology/engineering/math (STEM) activities
- Extend instructional time

Extending the elementary school day by 30 minutes generated a great deal of attention in the community. This aspect of the recommendation generated more comments and discussion than the proposal to shift the middle or high school schedules. Many of the e-mails received from the public concerned the 30 additional minutes to the elementary school day.

“It is important to us that the time NOT be spent on additional academics.”
—Parent

Parents participating in community forums and N-to-N discussions were in general agreement that they did not want additional time devoted to instruction. One parent wrote, “It is important to us that the time NOT be spent on additional academics. The time should be spent on extra recess and lunch time or extra PE, art, or music class.”

Another group of community forum participants summarized the sentiment of their table this way:

“The ES [elementary school] kids sit in chairs all day long. They have PE only once a week, and recess may often be brought indoors because of weather. They NEED playtime and time for sport and extra-curriculars. Maybe if DAILY physical exercise was included because of the additional 30 minutes, the children will be helped by the extended day.”

One theme that emerged from surveys of teachers and parents was the rushed nature of the elementary day:

“I’m not sure that it should be used for anything in particular. Rather, it would be great to lose the constant sense of rush-rush that pervades elementary schools—eat faster, shorten recess, no time for exploration because we have to do the next thing, eat

“It would be great to lose the constant sense of rush-rush that pervades elementary schools.”
—Music Teacher

snack while you're working because it wastes time, no quick breaks for play time, etc. We're talking about little kids—less pressure would be great.” —Music Teacher

Teachers' number one concern was losing planning time, a sentiment expressed repeatedly, as in this comment from a second grade teacher:

“I am not sure how the elementary teacher will be able to plan for an additional 30 minutes of instruction without being given additional planning time during the day. I am given three special[s] each week; however, two of those specials are spent in team collaborative planning time. While this is helpful to discuss strategies with colleagues, it leaves little or no time to process the content, prepare the manipulatives needed for each lesson, contact parents, grade papers, etc.” —Grade 2 Teacher

Cost and Operational Impacts

MCPS staff analyzed transportation, facilities, staffing, and athletic costs and operational impacts associated with the proposal. Staff also solicited input from Montgomery County (MC) agencies, including the MC Department of Transportation (DOT), MC Department of Police responsible for crossing guard operations, the Office of the Community Use of Public Facilities, and the Department of Health and Human Services, which is responsible for school health nurses and technicians.

Transportation

Transportation analysis tools modeled the impact of the revised schedule on the length of time needed to implement school bus routes and equipment needed. MCPS DOT computer models indicate that up to 57 additional general education school buses would be needed to implement the proposed schedule. The approximate cost of 57 additional general education school buses is \$4 million per year. Computer models indicate that 96 additional special education and magnet school buses would be needed, at an approximate cost of \$8.9 million per year. These figures include the cost of purchasing (lease over time) and of operating (drivers, fuel, maintenance, etc.) the additional buses. In addition, approximately 400 MCPS buses will be displaced from the Shady Grove Depot by January 2017. The need to house the 153 additional buses required to implement the bell times changes will further complicate this already confounding problem.

Additional bus costs:

57 general education buses:
\$4 million per year

96 special education buses:
\$8.9 million per year

Compressing the morning operating window by 20 minutes is a major factor in the need for additional buses. Another factor is the change in anticipated operating procedures regarding the first school in the morning. Many high school buses currently arrive at high schools between 25–40 minutes before the morning bell time. High schools willingly accept and encourage the early arrivals to allow students to eat breakfast, meet together, and seek help from teachers. Middle school buses arrive between 10–25 minutes before the morning bell time. If middle school is the first school of the day, it is anticipated that buses will still arrive between 10–25 minutes before the morning bell, rather than the 25–40 minutes before the first start time under the current model. This compresses the morning operating window by an additional 15 minutes, for a total compression of 35 minutes.

The MC DOT does not anticipate any significant impact to traffic patterns from the proposed bell schedule. However, MC DOT expressed concern on behalf of the school system that the afternoon

school bus routes could interact with the evening rush hour and have a negative impact on route timing. They estimated a one-time cost for changing many of the school-related traffic and parking signage to reflect the new hours. MC DOT would adjust signal timing to respond to new traffic patterns for the first few months following implementation. The MC Police Department estimated little or no impact on crossing guard operations and costs.

MCPS Facilities

The MCPS Department of Facilities Management modeled the impact of an additional 30 minutes on the utility costs to operate elementary schools and also on the costs of operating high schools later in the day when rates are higher. The impact of the change in middle and high school operations is small, as higher electricity costs in warmer months offset lower electricity and natural gas costs in colder months. Assuming that elementary school buildings would remain open one hour after classes are dismissed, as they are currently, utility costs for elementary schools are estimated to increase by \$775,000 per year.

Additional utility costs:

\$775,000 per year

MCPS Athletics

The MCPS Athletics Unit identified issues that may have potential cost implications related to the athletics program:

- Sports that use non-MCPS facilities, such as golf, swimming, and diving, will use these facilities at a later hour, encroaching on hours when they are typically used by the community. The Athletics Unit anticipates that there will be greater costs associated with using these facilities during “prime time” hours.
- MCPS athletic facilities will be available to the community for fewer hours, resulting in a reduction in revenue to MCPS. Further, MCPS high school teams practicing on MC Parks and Planning fields will be in competition with the community for field space.
- The Athletics Unit projects that athletics contests later in the afternoon and evening will result in fewer students attending games and lower gate receipts for evening games.

Other issues related to athletics include:

- Less available daylight for contests, due to later start times.
- Lower student participation, due to conflicts with evening jobs/responsibilities and less time for homework in the evening.
- Students will need to leave school earlier for afternoon contests, due to availability of buses.

MCPS Staffing

Staffing costs for middle and high schools are not anticipated to change as a result of the proposed change in schedule; however, the options brought forth by the Elementary School Extended Day Work Group for how to use the additional 30 minutes in the elementary school day would result in additional staffing costs.

Following are estimated yearly costs for each of the proposals:

- Extend recess and/or lunch—\$7.96 million
- Add more time for students to participate in art, music, or physical education classes (“specials”)—\$46.8 million
- Add new specials or clubs for language, social skills, computer lab, or science/technology/engineering/math (STEM) activities—\$46.8 million
- Extend instructional time—would require negotiation with the employee associations

MC Community Use of Public Facilities

Community Use of Public Facilities (CUPF) coordinates community use of MCPS school facilities when they are not being used for MCPS purposes. CUPF estimates that the impact on the community's use of MCPS facilities during morning hours would be insignificant under the proposed revision. However, CUPF's revenue from renting MCPS facilities to the community during afternoon and evening hours would be reduced by \$85,000. This would result in an annual reduction in CUPF's reimbursement to MCPS of \$8,500.

Reduced CUPF revenue:

\$8,500 yearly loss in CUPF reimbursement to MCPS

MC Department of Health and Human Services

The MC Department of Health and Human Services, School Health Services (SHS) provides registered nurses, referred to as school community health nurses (SCHNs), health room technicians, and certified nursing assistants to MCPS schools. The majority of SCHNs work an 8-hour day; however, 15 positions are 7 hours a day. These 15 positions would need to be increased to 8-hour positions to accommodate the proposed changes, at a cost of approximately \$137,000.

Additional SHS costs:

\$137,000 to add time to 15 SCHN positions

Appendix A: Meetings Facilitated by MCPS Staff for Gathering Feedback

Date	Meeting	Location	Number Attendees
10/28/13	Bell Times Community Forum	Paint Branch HS	150
11/16/13	NAACP Parents' Council Rep Meeting	CESC Auditorium	83
11/20/13	Walter Johnson Cluster Meeting	North Bethesda MS	22
11/20/13	Wheaton HS ESOL (Spanish)	Wheaton HS	32
11/26/13	MCCPTA Delegates Assembly	CESC Auditorium	100
12/03/13	PTSA Meeting	Takoma Park ES	40
12/07/13	Korean Community Meeting	Parent Residence	2
12/14/13	Chinese American Parents and Students Assn.	Frost MS	8
12/16/13	NAACP Parents' Council Meeting	Christa McAuliffe ES	7
12/16/13	Bell Times Community Forum	Richard Montgomery HS	248
12/17/13	PTA Meeting	Flora Singer ES	50
12/17/13	PTA Meeting	Brown Station ES	10
12/19/13	Wood MS ESOL (Amharic/French)	Wood MS	15
1/06/14	Bell Times Community Forum	Seneca Valley HS	80
1/07/14	PTA Meeting	Kensington Parkwood ES	31
1/07/14	PTA Meeting	Thurgood Marshall ES	22
1/07/14	PTA Meeting	Rock View ES	35
1/07/14	PTA Meeting	Bradley Hills ES	35
1/08/14	Montgomery Blair Cluster Meeting	Takoma Park MS	21
1/09/14	Korean Parent Meeting	CESC	10
1/10/14	Korean Community Meeting	MD Central Korean Church	15
1/13/14	PTA Meeting	Carderock Springs ES	12
1/13/14	ESOL (Spanish)	Rocking Horse Road Center	8
1/14/14	PTSA Meeting	Pyle MS	22
1/15/14	Montgomery Knolls ES ESOL (Vietnamese)	Montgomery Knolls ES	8
1/18/14	LDS Church, Mont. Village MD (Spanish)	LDS Church, Mont. Village MD	34
1/23/14	PTA Meeting	Wyngate ES	15
1/24/14	ESOL (Spanish)	Rocking Horse Road Center	10
1/27/14	PTA Meeting (Pine Crest/Mont. Knolls)	Pine Crest ES	7
1/31/14	PALA Latino Parent Meeting	Flora Singer ES	23
2/04/14	PTA Meeting	Greenwood ES	27
2/04/14	PTA Meeting	Potomac ES	8
2/04/14	PTA Meeting	Matsunaga ES	12
2/04/14	PTA Meeting	Sargent Shriver ES	29
2/04/14	Latino Parent Meeting	Loiederman MS	16
2/04/14	Parent Academy Korean Parent Workshop	Festival Center	15
2/06/14	ESOL (Amharic/French)	Rocking Horse Road Center	29
2/10/14	Bell Times Community Forum	Montgomery Blair HS	198
2/11/14	PTSA/NAACP Parents' Council Meeting	Ridgeview MS	14
3/08/14	Padres Latinas	Montgomery Blair HS	21
3/11/14	PTA Meeting	Burnt Mills ES	21
3/11/14	PTA Meeting	Brown Station ES	7
3/18/14	PTA Meeting	Fox Chapel ES	6
3/26/14	PTSA/NAACP Parents' Council Meeting	Rocky Hill MS	2
3/27,28/14	Childcare/After-school Providers	CESC	10
4/01/14	PTA Meeting	Burnt Mills ES	6
4/01/14	PTA Meeting	Twinbrook ES	30
4/01/14	PTA Meeting	Burning Tree ES	29
TOTAL			1635

Appendix B: Supplementary Tables from Stakeholder Surveys

Table B1. Staff Survey Response Rates by Job Location

	Staff	Returns	Response Rate
Elementary	9,031	6,410	71.0
Middle	3,887	2,554	65.7
High	4,935	3,473	70.4
Special	293	203	69.3
Transportation	1,839	831	45.2
Central Services	2,584	1,472	57.0
Total	22,569	14,943	66.2

Table B2. Student Survey Response Rates by School Level

	Students	Returns	Response Rate
Elementary	22,837	17,976	78.7
Middle	21,488	13,951	64.9
High	21,897	13,764	62.9
Total	66,222	45,691	69.0

Table B3. Parent Survey Response Rates by Home Language

Language	Parent Sample	Returns	Response Rate
English	46,826	12,976	27.7
Chinese	841	427	50.8
French	507	159	31.4
Korean	320	112	35.0
Spanish	6,994	1,376	19.7
Vietnamese	438	133	30.4
Amharic	437	124	28.4
Total	56,363	15,307	27.2

Table B4. Parent Survey Response Rates by Race/Ethnicity

Race/Ethnicity	Returns	Sample	Response Rate
American Indian	21	106	19.8
Asian	2,921	8,304	35.2
Black or African American	2,193	12,143	18.1
Hispanic/Latino	2,536	14,615	17.4
White	6,743	18,382	36.7
Two or More Races	884	2,769	31.9

Table B5. Percentage of Parent Agreement with Proposed Time Changes by Race/Ethnicity

	Asian	Black or African American	White	Hispanic/Latino	Two or More Races
Strongly agree	50.3	40.9	48.8	40.3	48.8
Agree	31.6	35.1	27.4	35.8	29.3
Disagree	8.9	11.1	10.6	11.7	10.4
Strongly disagree	9.1	13.0	13.2	12.2	11.5

Table B6. Percentage of Elementary School Students Reporting Perceived Benefits of Proposed Changes

	Percent
It will be easier for me to get transportation to school.	13.3
It will be easier for me to get transportation home from school.	17.7
It will be easier for me to participate in after-school activities, clubs.	19.8
It will be easier for me to participate in athletic practices/ events.	15.0
It will be easier for my older brother or sister to pick me up after school.	12.1
It will be easier for my parents/guardians to attend my after-school activities.	16.0
I will be safer going home after school.	14.5
I will be happier.	17.4
I will have more energy.	17.2
I will have more time to learn.	50.8
It will be easier for me to get after-school help, if I need it.	20.2
It will be easier for me to finish all of my homework.	30.7
Other	19.0

Note. Totals will sum to more than 100%, as respondents could select multiple statements.

Table B7. Percentage of Middle School Students Reporting Perceived Benefits of Proposed Changes

	Percent
It will be easier for me to get transportation to school.	19.1
It will be easier for me to get transportation home from school.	16.3
It will be easier for me to participate in after-school activities, clubs.	33.4
It will be easier for me to participate in athletic practices/ events.	32.8
It will be easier for me to get a job after school.	19.5
It will be easier for my parents/guardians to attend my after-school activities.	13.5
I will be safer going home after school.	16.4
I will be happier.	33.2
I will have more energy.	31.6
I will have more time to learn.	24.3
It will be easier for my older brother or sister to pick me up after school.	7.8
It will be easier for me to finish all of my homework.	49.5
It will be easier for me to get after-school help, if I need it.	23.9
It will be easier for me to pick up my brother or sister after school.	14.6
Other	14.4

Note. Totals will sum to more than 100%, as respondents could select multiple statements.

Table B8. Percentage of High School Students Reporting Perceived Benefits of Proposed Changes

	Percent
It will be easier for me to get transportation to school.	23.9
It will be easier for me to get transportation home from school.	17.6
It will be easier for me to participate in after-school activities, clubs.	13.2
It will be easier for me to participate in athletic practices/ events.	12.6
It will be easier for me to get a job after school.	9.3
It will be easier for my parents/guardians to attend my after-school activities.	14.6
I will be safer going to school.	26.4
I will be safer going home after school.	13.0
I will get more sleep.	85.9
I will be happier.	54.8
I will have more energy.	70.2
It will be easier for me to finish all of my homework.	34.3
It will be easier for me to get after-school help, if I need it.	12.2
It will be easier for me to pick up my brother or sister after school.	8.8
Other	6.3

Note. Totals will sum to more than 100%, as respondents could select multiple statements.

Table B9. Percentage of Elementary School Students Reporting Perceived Difficulties of Proposed Changes

	Percent
It will be harder for me to get transportation to school.	12.7
It will be harder for me to get transportation home from school.	18.7
It will be harder for me to participate in after-school activities, clubs.	37.1
It will be harder for me to participate in athletic practices/events.	39.2
I will have less free time after school.	69.9
I will be less safe going home from school.	20.7
It will be harder for my parents/guardians to attend my after-school activities.	22.3
It will be harder for my older brother or sister to pick me up after school.	12.1
I will be moodier.	36.9
I will have less energy.	51.5
It will be harder for me to finish all of my homework.	60.3
It will be harder for me to get after-school help, if I need it.	19.5
Other	16.5

Note. Totals will sum to more than 100%, as respondents could select multiple statements.

Table B10. Percentage of Middle School Students Reporting Perceived Difficulties of Proposed Changes

	Percent
It will be harder for me to get transportation to school.	27
It will be harder for me to get transportation home from school.	16
It will be harder for me to participate in after-school activities, clubs.	17
It will be harder for me to participate in athletic practices/events.	17
It will be harder for me to get a job after school.	13
It will be harder for my parents/guardians to attend my after-school activities.	15
I will be less safe going to school.	15
I will have less energy.	68
I will be moodier.	55
It will be harder for me to pick up my brother or sister after school.	12
It will be harder for me to finish all of my homework.	25
It will be harder for my older brother or sister to pick me up after school.	10
It will be harder for me to get after-school help, if I need it.	14
Other	14

Note. Totals will sum to more than 100%, as respondents could select multiple statements.

Table B11. Percentage of High School Students Reporting Perceived Difficulties of Proposed Changes

	Percent
It will be harder for me to get transportation to school.	26.8
It will be harder for me to get transportation home from school.	17.7
It will be harder for me to participate in after-school activities, clubs.	52.1
It will be harder for me to participate in athletic practices/events.	49.2
It will be harder for me to finish all of my homework.	51.2
I will be less safe going home from school.	13.9
It will be harder for my parents/guardians to attend my after-school activities.	18.4
It will be harder for me to pick up my brother or sister after school.	19.2
It will be harder for me to get a job after school.	45.5
I will be moodier.	20.7
I will have less energy.	21.9
It will be harder for me to get after-school help, if I need it.	31.3
I will have less free time after school.	70.6
Other	6.4

Note. Totals will sum to more than 100%, as respondents could select multiple statements.

Table B12. Percentage of Staff Perceptions of Impact of Recommendation on Family by Job Location

		Elementary	Middle	High	Special	Transportation	Central Services
Getting to work	Positive	8.5	18.4	31.4	18.5	20.2	15.6
	Negative	18.1	28.5	42.3	22.1	44.7	22.2
	No Impact	73.4	53.1	26.2	59.5	35.1	62.1
Getting home from work	Positive	4.5	35.5	14.7	14.0	15.2	11.2
	Negative	70.1	10.4	50.9	44.0	57.1	29.5
	No Impact	25.4	54.1	34.4	42.0	27.7	59.2
Getting my child(ren) to school	Positive	5.4	8.3	13.7	8.3	11.4	9.7
	Negative	17.5	18.7	19.8	14.6	33.4	15.2
	No Impact	77.1	73.1	66.5	77.1	55.2	75.1
Picking up my child(ren) from school	Positive	3.1	15.1	8.3	5.2	9.2	8.8
	Negative	37.7	9.3	26.3	22.9	35.5	16.9
	No Impact	59.2	75.6	65.4	71.9	55.3	74.4
Afterschool activities/clubs	Positive	3.3	22.9	9.2	7.2	9.5	8.2
	Negative	61.3	17.3	48.2	35.6	47.0	27.9
	No Impact	35.4	59.8	42.6	57.2	43.5	63.9
Athletic practices/events	Positive	3.0	18.9	8.0	6.3	8.9	6.7
	Negative	50.7	17.2	44.5	31.4	46.7	25.7
	No Impact	46.3	63.9	47.5	62.3	44.4	67.6
Part-time employment schedule	Positive	3.2	10.3	6.5	7.3	9.6	5.4
	Negative	35.3	12.1	30.2	33.7	50.7	17.6
	No Impact	61.4	77.6	63.2	59.1	39.7	77.0
Child care before school	Positive	2.3	5.2	10.5	4.7	9.2	6.4
	Negative	13.1	16.5	16.0	11.1	32.3	11.2
	No Impact	84.6	78.3	73.5	84.2	58.5	82.4
Child care after school	Positive	2.9	9.9	6.4	4.7	9.5	8.2
	Negative	33.3	7.9	22.2	19.8	35.8	14.4
	No Impact	63.8	82.2	71.4	75.5	54.7	77.4
Rush hour traffic	Positive	3.0	25.7	7.4	13.5	11.8	8.9
	Negative	66.3	18.2	60.5	50.0	63.5	41.1
	No Impact	30.6	56.1	32.1	36.5	24.7	50.0
Later ending time for younger school-age children	Positive	4.7	13.0	10.6	10.7	11.7	12.5
	Negative	64.5	18.8	27.0	38.8	50.0	26.9
	No Impact	30.8	68.2	62.4	50.5	38.3	60.6
Time to schedule medical or other appointments	Positive	2.8	31.6	7.9	9.1	11.1	6.4
	Negative	79.9	20.4	59.6	52.3	54.5	34.9
	No Impact	17.3	48.0	32.5	38.6	34.4	58.7
Participation as a coach/sponsor for after-school activity	Positive	1.8	18.8	6.1	7.9	8.1	4.4
	Negative	44.5	13.4	42.0	26.2	40.6	19.2
	No Impact	53.7	67.8	51.9	66.0	51.3	76.5
Employment schedule for others in your household	Positive	2.7	9.8	9.8	8.7	9.3	7.1
	Negative	40.7	15.2	29.2	28.7	48.2	20.4
	No Impact	56.6	74.9	61.0	62.6	42.6	72.6

Continued

Table B12. Percentage of Staff Perceptions of Impact of Recommendation on Family by Job Location

		Elementary	Middle	High	Special	Trans- portation	Central Services
Personal safety	Positive	4.1	12.8	18.3	13.0	12.5	11.5
	Negative	24.1	7.3	16.2	14.6	35.3	12.3
	No Impact	71.8	79.8	65.5	72.4	52.2	76.1
Planning time with other staff members	Positive	7.8	17.2	14.9	11.8	10.0	11.1
	Negative	58.3	11.0	34.1	35.4	36.8	21.8
	No Impact	33.9	71.9	50.9	52.8	53.2	67.2
Attending work- related meetings before workday begins	Positive	8.2	9.6	33.8	17.0	12.3	14.8
	Negative	27.4	35.6	22.1	24.2	35.3	15.7
	No Impact	64.4	54.8	44.1	58.8	52.4	69.5
Attending work- related meetings after workday	Positive	3.2	29.7	7.5	9.3	8.9	7.9
	Negative	78.3	14.4	59.2	53.1	46.5	33.4
	No Impact	18.5	55.9	33.4	37.6	44.7	58.7

Table B13. Percentage of Staff Perceptions of Impact of Recommendation on MCPS Students by Job Location

		Elementary	Middle	High	Special	Transportation	Central Services
Students' readiness to learn	Positive	25.4	42.3	48.9	44.3	24.6	54.9
	Negative	34.3	16.7	7.5	18.2	26.8	9.7
	No Impact	40.3	41.0	43.6	37.5	48.7	35.4
Students' energy level	Positive	21.1	44.9	54.1	44.0	26.8	56.1
	Negative	59.3	21.9	8.3	31.4	30.0	14.6
	No Impact	19.6	33.2	37.6	24.6	43.2	29.3
Parent involvement in school meetings, conferences	Positive	11.2	20.5	22.3	22.9	14.8	23.5
	Negative	32.9	11.9	19.2	27.6	37.3	19.1
	No Impact	55.8	67.6	58.4	49.5	48.0	57.4
Students' attendance at school	Positive	18.9	37.3	46.3	41.4	23.5	48.3
	Negative	17.4	18.1	8.5	13.4	24.9	7.7
	No Impact	63.8	44.7	45.3	45.2	51.6	43.9
Students' safety during school day	Positive	15.8	26.6	33.5	33.5	20.0	36.5
	Negative	12.5	6.1	8.4	10.1	24.5	8.0
	No Impact	71.6	67.3	58.0	56.4	55.5	55.5
Students' satisfaction with school	Positive	17.3	34.7	40.6	37.0	23.2	43.8
	Negative	43.4	14.5	8.8	24.3	27.5	12.5
	No Impact	39.3	50.7	50.7	38.6	49.3	43.7
Students' grades in school	Positive	26.6	37.6	41.4	45.5	21.3	48.4
	Negative	20.9	10.0	7.3	13.4	24.4	7.4
	No Impact	52.5	52.4	51.4	41.2	54.3	44.2
Students' participation in after-school activities	Positive	8.7	29.8	14.6	24.6	14.5	21.5
	Negative	66.8	22.4	50.4	38.2	49.9	39.2
	No Impact	24.5	47.7	35.0	37.2	35.5	39.3
Students' social well-being	Positive	19.5	33.4	36.5	37.8	18.5	40.9
	Negative	28.0	8.5	9.4	20.7	27.1	10.9
	No Impact	52.5	58.0	54.1	41.5	54.4	48.2
Students' psychological well-being	Positive	20.0	37.6	43.8	40.6	19.2	44.6
	Negative	32.0	10.8	8.8	22.5	26.8	11.0
	No Impact	48.0	51.6	47.4	36.9	54.0	44.4
Students' physical health	Positive	20.9	39.1	45.5	41.7	22.4	47.6
	Negative	25.8	10.2	8.6	17.6	23.6	8.8
	No Impact	53.3	50.7	46.0	40.6	54.0	43.6
Students' tardiness	Positive	22.3	38.2	49.7	45.5	22.6	54.1
	Negative	19.6	29.4	9.9	12.8	27.0	9.0
	No Impact	58.1	32.4	40.5	41.7	50.5	36.9



School Start and End Times

Parent Survey

Montgomery County Public Schools

Rockville, Maryland

TELL US YOUR OPINIONS ABOUT SCHOOL START AND END TIMES

Montgomery County Public Schools (MCPS) is interested in gathering your opinions about changing schools' start and end times. Superintendent Joshua P. Starr is recommending changes that would start high schools 50 minutes later, start middle schools 10 minutes earlier, and extend the elementary school day by 30 minutes. The recommendation is based on the report of the 2013 Bell Times Work Group, which studied the issue around school starting and ending times for more than 9 months. Changes, if implemented, would begin at the earliest in the 2015–2016 school year.

By completing this short survey, you will help to provide information that will assist the district in making an informed decision that reflects the opinions of the MCPS community. Your answers will not be reported with your name or the name of your child. Your responses are confidential and will be summarized together with the responses from other parents.

1. How many children do you have enrolled in a Montgomery County public school this year?
 _____ [write in the number of your children in school]

Instructions:

Please select the circle for each question that best matches your answer.

2. What are the school levels of your children this school year (2013–2014)? **(Mark all that apply.)**
- Pre-school/Head Start Elementary School Middle School High School
3. Look at the table called “*Recommended Changes to School Start and End Times.*” How much do you agree with Superintendent Starr’s **recommended** changes to school start and end times as shown in Table 2 below?

Table 1

Current School Start and End Times		
Level	Time	Length of Day
High School	7:25 a.m.–2:10 p.m.	6 hours, 45 minutes
Middle School	7:55 a.m.–2:40 p.m.	6 hours, 45 minutes
Elementary School Tier 1	8:50 a.m.–3:05 p.m.	6 hours, 15 minutes
Elementary School Tier 2	9:15 a.m.–3:30 p.m.	6 hours, 15 minutes

NOTE: *Due to school bus schedules, MCPS elementary schools start the school day at different times. Some start at 8:50 a.m. (Tier 1) and some at 9:15 a.m. (Tier 2).

Table 2

RECOMMENDED Changes to School Start and End Times		
Level	Time	Length of Day
Middle School	7:45 a.m.–2:30 p.m.	6 hours, 45 minutes
High School	8:15 a.m.–3:00 p.m.	6 hours, 45 minutes
Elementary School Tier 1	8:50 a.m.–3:35 p.m.	6 hours, 45 minutes
Elementary School Tier 2	9:15 a.m.–4:00 p.m.	6 hours, 45 minutes

- Strongly agree Agree Disagree Strongly disagree **(Mark one answer choice.)**

NOTE: Additional comments for your response selection can be made in the last question of the survey.

4. If school start and end times change, indicate the impact of the recommended change on you and your family. For each item, please select **positive**, **negative**, or **no impact**.

	Positive	Negative	No Impact
a. Getting to work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Getting home from work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Getting my child(ren) to school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Picking up my child(ren) from school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. After-school activities/clubs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Athletic practices/events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Employment schedule for parent/guardians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Safety for my child(ren)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Employment schedule for my child(ren)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Child care before school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Child care after school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Rush hour traffic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Private lessons/tutoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Ability to attend school meetings during the day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Time to schedule medical or other appointments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

p. Please share other positive impacts changes in school start and end times may have on you and/or your family.

q. Please share other negative impacts changes in school start and end times may have on you and/or your family.

5. If school start and end times change, indicate your belief of the impact of the recommended change on MCPS students. For each item, please select **positive**, **negative**, or **no impact**.

	Positive	Negative	No Impact
a. Students' readiness to learn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Students' energy level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Parent involvement in school meetings, conferences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Students' attendance at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Students' safety during school day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Students' satisfaction with school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Students' grades in school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Students' social well-being	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Students' participation in after-school activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Students' psychological well-being	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Students' tardiness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Students' physical health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Please provide any other comments you may have about the recommended changes to school start and end times.

Thank you for completing this survey.



School Start Times Elementary Student Survey

Montgomery County Public Schools
Rockville, Maryland

TELL US YOUR OPINIONS ABOUT SCHOOL START AND END TIMES

Montgomery County Public Schools (MCPS) is interested in gathering your opinions about changing schools' start and end times. Superintendent Joshua P. Starr is recommending changes that would start high schools 50 minutes later, start middle schools 10 minutes earlier, and extend the elementary school day by 30 minutes. The recommendation is based on the report of the 2013 Bell Times Work Group, which studied the issue around school starting and ending times for more than 9 months. Changes, if implemented, would begin at the earliest in the 2015–2016 school year.

By completing this short survey, you will help to provide information that will assist the district in making an informed decision that reflects the opinions of the MCPS community. Your answers will not be reported with your name or the name of your school. Your answers are confidential and will be put together with the answers from other students.

Instructions:

Please select the circle for each question that best matches your answer.

1. Look at the table called “*Recommended Changes to School Start and End Times.*” How much do you agree with Superintendent Starr’s **recommended** changes to school start and end times as shown in Table 2 below?

Table 1

Current School Start and End Times		
Level	Time	Length of Day
High School	7:25 a.m.–2:10 p.m.	6 hours, 45 minutes
Middle School	7:55 a.m.–2:40 p.m.	6 hours, 45 minutes
Elementary School Tier 1	8:50 a.m.–3:05 p.m.	6 hours, 15 minutes
Elementary School Tier 2	9:15 a.m.–3:30 p.m.	6 hours, 15 minutes

NOTE: *Due to school bus schedules, MCPS elementary schools start the school day at different times. Some start at 8:50 a.m. (Tier 1) and some at 9:15 a.m. (Tier 2).

Table 2

RECOMMENDED Changes to School Start and End Times		
Level	Time	Length of Day
Middle School	7:45 a.m.–2:30 p.m.	6 hours, 45 minutes
High School	8:15 a.m.–3:00 p.m.	6 hours, 45 minutes
Elementary School Tier 1	8:50 a.m.–3:35 p.m.	6 hours, 45 minutes
Elementary School Tier 2	9:15 a.m.–4:00 p.m.	6 hours, 45 minutes

Strongly agree Agree Disagree Strongly disagree **(Mark one answer choice.)**

2. If elementary schools start at the same time as now but end later than they do now, tell us why **ending later** will be **better** for you? (Mark all the choices that tell us ending school later is **better** for you.)

- It will be easier for me to get transportation to school.
- It will be easier for me to get transportation home from school.
- It will be easier for me to participate in after-school activities, clubs.
- It will be easier for me to participate in athletic practices/ events.
- It will be easier for my older brother or sister to pick me up after school.
- It will be easier for my parents/guardians to attend my after-school activities.
- I will be safer going home after school.
- I will be happier.
- I will have more energy.
- I will have more time to learn.
- It will be easier for me to get after-school help, if I need it.
- It will be easier for me to finish all of my homework.
- Other, please list_____

3. If elementary schools start at the same time as now but end later than they do now, tell us why **ending later** will be a **problem** for you? (Mark all the choices that tell us ending school later is a **problem** for you.)

- It will be harder for me to get transportation to school.
- It will be harder for me to get transportation home from school.
- It will be harder for me to participate in after-school activities, clubs.
- It will be harder for me to participate in athletic practices/events.
- I will have less free time after school.
- I will be less safe going home from school.
- It will be harder for my parents/guardians to attend my after-school activities.
- It will be harder for my older brother or sister to pick me up after school.
- I will be moodier.
- I will have less energy.
- It will be harder for me to finish all of my homework.
- It will be harder for me to get after-school help, if I need it.
- Other, please list_____

4. Please provide any other comments you may have about the recommended changes to school start and end times.

Thank you for completing this survey.



School Start Times

High School Student Survey

Montgomery County Public Schools
Rockville, Maryland

TELL US YOUR OPINIONS ABOUT SCHOOL START AND END TIMES

Montgomery County Public Schools (MCPS) is interested in gathering your opinions about changing schools' start and end times. Superintendent Joshua P. Starr is recommending changes that would start high schools 50 minutes later, start middle schools 10 minutes earlier, and extend the elementary school day by 30 minutes. The recommendation is based on the report of the 2013 Bell Times Work Group, which studied the issue around school starting and ending times for more than 9 months. Changes, if implemented, would begin at the earliest in the 2015–2016 school year.

By completing this short survey, you will help to provide information that will assist the district in making an informed decision that reflects the opinions of the MCPS community. Your answers will not be reported with your name or the name of your school. Your answers are confidential and will be put together with the answers from other students.

Instructions:

Please select the circle for each question that best matches your answer.

1. Look at the table called “*Recommended Changes to School Start and End Times.*” How much do you agree with Superintendent Starr’s **recommended** changes to school start and end times as shown in Table 2 below?

Table 1

Current School Start and End Times		
Level	Time	Length of Day
High School	7:25 a.m.–2:10 p.m.	6 hours, 45 minutes
Middle School	7:55 a.m.–2:40 p.m.	6 hours, 45 minutes
Elementary School Tier 1	8:50 a.m.–3:05 p.m.	6 hours, 15 minutes
Elementary School Tier 2	9:15 a.m.–3:30 p.m.	6 hours, 15 minutes

NOTE: *Due to school bus schedules, MCPS elementary schools start the school day at different times. Some start at 8:50 a.m. (Tier 1) and some at 9:15 a.m. (Tier 2).

Table 2

RECOMMENDED Changes to School Start and End Times		
Level	Time	Length of Day
Middle School	7:45 a.m.–2:30 p.m.	6 hours, 45 minutes
High School	8:15 a.m.–3:00 p.m.	6 hours, 45 minutes
Elementary School Tier 1	8:50 a.m.–3:35 p.m.	6 hours, 45 minutes
Elementary School Tier 2	9:15 a.m.–4:00 p.m.	6 hours, 45 minutes

- Strongly agree ○ Agree ○ Disagree ○ Strongly disagree **(Mark one answer choice.)**

2. If high schools start 50 minutes later than they do now, tell us why starting later **will be better** for you? (**Mark all the choices that tell us why starting school later is better for you.**)

- It will be easier for me to get transportation to school.
- It will be easier for me to get transportation home from school.
- It will be easier for me to participate in after-school activities, clubs.
- It will be easier for me to participate in athletic practices/ events.
- It will be easier for me to get a job after school.
- It will be easier for my parents/guardians to attend my after-school activities.
- I will be safer going to school.
- I will be safer going home after school.
- I will get more sleep.
- I will be happier.
- I will have more energy.
- It will be easier for me to finish all of my homework.
- It will be easier for me to get after-school help, if I need it.
- It will be easier for me to pick up my brother or sister after school.
- Other, please list _____

3. If high schools start 50 minutes later than they do now, tell us why starting later **will be a problem** for you? (**Mark all the choices that tell us why starting school later is a problem for you.**)

- It will be harder for me to get transportation to school.
- It will be harder for me to get transportation home from school.
- It will be harder for me to participate in after-school activities, clubs.
- It will be harder for me to participate in athletic practices/events.
- It will be harder for me to finish all of my homework.
- I will be less safe going home from school.
- It will be harder for my parents/guardians to attend my after-school activities.
- It will be harder for me to pick up my brother or sister after school.
- It will be harder for me to get a job after school.
- I will be moodier.
- I will have less energy.
- It will be harder for me to get after-school help, if I need it.
- I will have less free time after school.
- Other, please list _____

4. Please provide any other comments you may have about the recommended changes to school start and end times.

Thank you for completing this survey.



School Start Times Staff Survey

Montgomery County Public Schools
Rockville, Maryland

TELL US YOUR OPINIONS ABOUT SCHOOL START AND END TIMES

Montgomery County Public Schools (MCPS) is interested in gathering your opinions about changing schools' start and end times. Superintendent Joshua P. Starr is recommending changes that would start high schools 50 minutes later, start middle schools 10 minutes earlier, and extend the elementary school day by 30 minutes. The recommendation is based on the report of the 2013 Bell Times Work Group, which studied the issue around school starting and ending times for more than 9 months. Changes, if implemented, would begin at the earliest in the 2015–2016 school year.

By completing this short survey, you will help to provide information that will assist the district to make an informed decision that reflects the opinions of the MCPS community. Your answers will not be reported with your name, the name of your school, or your work location. Your responses are confidential and will be summarized together with the responses from other staff.

Instructions:

Please select the circle for each question that best matches your answer.

1. Where is your primary work location?

- Elementary School
- Middle School
- High School
- Special School
- Central Office/other non-school-based staff

2. Look at the table called “*Recommended Changes to School Start and End Times.*” How much do you agree with Superintendent Starr’s **recommended** changes to school start and end times as shown in Table 2 below?

Table 1

Current School Start and End Times		
Level	Time	Length of Day
High School	7:25 a.m.–2:10 p.m.	6 hours, 45 minutes
Middle School	7:55 a.m.–2:40 p.m.	6 hours, 45 minutes
Elementary School Tier 1	8:50 a.m.–3:05 p.m.	6 hours, 15 minutes
Elementary School Tier 2	9:15 a.m.–3:30 p.m.	6 hours, 15 minutes

NOTE: *Due to school bus schedules, MCPS elementary schools start the school day at different times. Some start at 8:50 a.m. (Tier 1) and some at 9:15 a.m. (Tier 2).

Table 2

RECOMMENDED Changes to School Start and End Times		
Level	Time	Length of Day
Middle School	7:45 a.m.–2:30 p.m.	6 hours, 45 minutes
High School	8:15 a.m.–3:00 p.m.	6 hours, 45 minutes
Elementary School Tier 1	8:50 a.m.–3:35 p.m.	6 hours, 45 minutes
Elementary School Tier 2	9:15 a.m.–4:00 p.m.	6 hours, 45 minutes

- Strongly agree
- Agree
- Disagree
- Strongly disagree **(Mark one answer choice.)**

Additional comments for your response selection can be made in the last question of the survey.

3. Indicate the impact of changing school start and end times on you and/or your family. For each item, please select positive, negative, or no impact.

	Positive	Negative	No Impact
a. Getting to work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Getting home from work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Getting my child(ren) to school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Picking up my child(ren) from school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. After-school activities/clubs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Athletic practices/events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Part-time employment schedule	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Child care before school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Child care after school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Rush hour traffic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Later ending time for younger school-age children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Time to schedule medical or other appointments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Participation as a coach/sponsor for after-school activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Employment schedule for others in your household	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Personal safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Planning time with other staff members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Attending work-related meetings before workday begins	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. Attending work-related meetings after workday	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please share other positive impacts changes in school start and end times may have on students, you, or your family.

Please share other negative impacts changes in school start and end times may have on students, you or your family.

4. If school start and end times change, indicate your belief of the impact of the recommended change on MCPS students. For each item, please select positive, negative, or no impact.

	Positive	Negative	No Impact
a. Students' readiness to learn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Students' energy level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Parent involvement in school meetings, conferences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Students' attendance at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Students' safety during school day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Students' satisfaction with school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Students' grades in school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Students' participation in after-school activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Students' social well-being	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Students' psychological well-being	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Students' physical health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Student's tardiness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Please provide any other comments you may have about the recommended changes to school start and end times.

Thank you for completing this survey.