

## Title: Community Impact Committee Unfinished Report 1 of 2

As of January 4 2008

### Subtitle: Impacts, Identified and Discussed

Table of Contents:

[To be inserted on completion of report]

To the Transportation Task Force,

In this report we review the potential impacts of the 5 proposed bell schedules (see: <http://www.fcps.edu/fts/taskforce07/documents/ttfbellshedules.pdf>) on the community.

Our work in relation to the student and staff impact committee work: while our discussion may overlap with student and staff impact committee work, we focus on the impact on community members who are not school students or staff.

We started by defining our topics. A topic is an organization or group of people ("parents"), or other important community area of focus ("scheduling facilities").

Then we began discussing impacts.

We next created a uniform report template to help us best organize the material. This report, "Part 1," is for exploring, discussing, and recording the basis for our scoring. We used general "what if one hour later or one hour earlier" questions when discussing impacts.

At our third meeting, January 2, we started to write this report. **Please note that this report is presented to you in its under-construction stage, and that the chair of the committee submits it without the benefit of review by committee members.**

On January 2, we also discussed how we might best carry out our scoring of the potential impacts, using our Task Force Chair's email of December 21, with the -3 to +3 negative to positive scale as our guide. Several members came up with a method for scoring the impacts of each of the 5 proposed bell schedules on the community group or attribute discussed in each topic. The scores will be recorded in a second document, "Part 2."

Next steps: we will review and complete this report; and meet to take and record our scores.

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### Topic/Sub-topic Table of Contents.

We review these topics. The topic of Sports is presented in 4 sub-topics for its size & complexity.

- Sports, Facilities and Practice and Game Times
- Sports, Transportation
- Sports, Coaches
- Sports, Participation & anything else
- Clubs (consider same categories as for sports)
- FCPS School Age Child Care (SACC)
- Other Day Care
- Parents: jobs, daily schedule; health and quality of life
- Student Employment, volunteering
- Public Safety, including crime & delinquency
- Traffic, volume and safety
- Fairfax County Taxpayers: cost/benefit statements, taxpayer perception
- Environment: any reduced bus or private car trips resulting in benefit to the environment? Any reduced use of utilities?

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Key to the tables: Each topic (community entity or group of persons) is in its own table, with these rows:

Topic:	The topic, from our table of contents, below
Description:	Including a description of who is affected; who manages/is in charge (for example, in the case of scheduling of sports facilities, we identify the organization/organizations in charge of scheduling). If we have any hard or estimated counts (how many elementary students are in day care?, for example), include that information here.
Potential Impact:	The heart of the report. This is our statement, as of when we write this, on impacts. Later, when we finalize the report, we may want to make a separate row for the final call, and retain preliminary discussion here.
Transition Requirements:	When we discuss impact there will be impact of the transition – it’s important to identify the resources required, community dialogue required, and potential political issues, associated with making the change. This is where, for instance, we can make some general notes, on what would be involved in re-scheduling coaches, changing practice times – all those things come with labor & material requirements.
Majority & Minority Opinions:	This is where we can record agreements and disagreements on impacts, both during the current discussion / presentation phase and later at the consensus/voting phase.
Other comments:	We can put any recommendations to the School Board on related topics; and recommendations on the planning process itself, such as whether a survey or other type of engagement vehicle would (or would not) be helpful.
Other Models:	Here we may summarize findings about other jurisdictions’ experiences. For example, how jurisdiction A or B handles sports practices with later start times.

Each table should be 1-2 pages. We list reference documents at the end of this report, and refer to them in the table as needed. These reference documents are or will be posted on the TTF website.

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<b>Topic:</b>	<b>Sports, Facilities and Practice and Game Times and Scheduling</b>
Description:	Who: Fairfax Co. Park & Rec (pools), Fax Co. Community and Recreation Services, FCPS directors of student activities and MS after-school specialists, elementary school principals. Jt. Scheduling software CRS/FCPS
Potential Impact:	<p>Need for major rescheduling of many if not all sports practice times and club times around a different start and end time. Potential significant impact on community use of fields, gyms and pools.</p> <p>MS may be least affected. Community use now starts at 6 pm.</p> <p>ES fields and gyms might be available earlier for neighborhood, club, league and community use, except under Option E. Now available for community use starting about 5 pm. Question of how much demand for mid-afternoon use.</p> <p>Potential for AM practices as an alternative for HS sports.</p> <p>Could reduce availability of HS fields and gyms for community use and/or require reduction or adjustment of HS sports practice time.</p> <p>Some game times for some sports would need to be changed.</p>
Transition Requirements:	MAJOR rescheduling. Possibly lose some volunteers during transition.
Majority & Minority Opinions:	
Other comments:	<p>Potential for increased volunteers for HS extracurriculars because end times closer to typical adult work end times.</p> <p>More sleep can result in improved athletic performance and fewer sports injuries.</p> <p>Part of Fairfax Park Authority basic mission is accommodating high school swim at pools located at Rec Centers, since county chose not to locate pools at the high schools themselves. Has obligation to provide HS team practice time.</p> <p>Currently there is often significant “dead” time between end of HS and beginning of some sports practices where students hang out that could be eliminated with practices starting sooner after HS end time. (Different requirements at different schools about where kids can be between end of school and start of practice? Is there an FCPS rule or school by school? Who currently supervises students staying at school after class but before practice, especially if practices start late?)</p>

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	<p>Many game/meet times are Friday nights (eg, swim, football) and weekends (eg, crew) and could stay the same.</p> <p>Parents and students sometimes now find that sports practices go on too long, with examples of some as much as 4-5 hours a day. Later end time would result in less opportunity for excessive practices.</p> <p>If AM practices, would mean some students, some days in some seasons would need to go early rather than all students, all days, as currently.</p>
Other Models:	<p>Other jurisdictions that have moved to later start times feared an impact on sports but did <b>not</b> have significant negative results. Adjustments made with minimal problems. Generally equal or increased participation. See reports on Minneapolis, Wilton, Conn. and Arlington. TJ has all sports and works practice and game times around a 3:50 pm end time.</p>

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<b>Topic:</b>	<b>Sports, Transportation</b>
Description:	FCPS Transportation, student drivers, parent drivers
Potential Impact:	<p>More potential for late buses to/from HS sports practices because they would no longer conflict with ES and MS PM runs. If AM practices, could have early buses to the extent have late buses now.</p> <p>Possibly less need for student and parent carpools to/from PM practices? If AM practices, more need for AM student and parent carpools (such as done in PM now).</p>
Transition Requirements:	Sports bus rescheduling around new bell schedules
Majority & Minority Opinions:	
Other comments:	
Other Models:	

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Topic:	Sports, Coaches
Description:	
Potential Impact:	<p>Could lose some coaches whose schedules align with current HS bell schedules.</p> <p>Could gain some coaches whose schedules align with new HS bell schedules. (such as before school if went to AM practices or later afternoon, closer to typical adult work schedule)</p>
Transition Requirements:	
Majority & Minority Opinions:	
Other comments:	<p>Coaches change significantly every year as it is. New bell schedules could affect who available for coaching. Later HS bell schedule would appear more closely aligned with typical adult schedule. Some HS practices currently held later anyway because need to wait for coach to arrive from work (such as ES teachers, who now get out later than HS.)</p>
Other Models:	

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Topic:	Sports, Overall Participation, & anything else
Description:	
Potential Impact:	
Transition Requirements:	
Majority & Minority Opinions:	
Other comments:	Some students currently don't participate in sports because they are too tired. Others currently drop out of sports if practice times become excessively long. Both mitigated by later start and end times.
Other Models:	Participation generally stayed the same or increased in jurisdictions going to later start times. See reports on Minneapolis, Wilton Conn and Arlington. How does participation rate at TJ compare with rates at other Fairfax HSs?

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Topic:	Clubs
Description:	Clubs using school facilities
Potential Impact:	Same as above
Transition Requirements:	
Majority & Minority Opinions:	
Other comments:	
Other Models:	

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<b>Topic:</b>	<b>School Age Child Care program (SACC)</b>
Description:	<p>SACC is operated by Fairfax County and takes place in the school facilities and is only available to full-time or near-full time working parents.</p> <p>Our centers open for children at 7:15 am and close at 6:15 pm. We utilize the school gyms in the morning and afternoon. In the afternoon we have priority of gym use until 5:00. We also utilize the school fields.</p> <p><i>How many children are enrolled in SACC (AM only, PM only, both)?</i></p>
Potential Impact:	<p><i>What will be impacts of staffing and operations if elementary school starts earlier?</i></p> <p>SACC employees would work fewer hours in the morning, more in the afternoon.</p> <p><i>Do we anticipate an increase in demand for SACC after school, if high school siblings arrive home after ES students?</i></p> <p>Longer time in the afternoon means the program can be augmented with sports or other programs. <a href="#">CIC Tuesday night (1/2/08) generally thought either mild or major positive impact on SACC from all scenarios except Option E. Less AM SACC needed with earlier ES start time, potential for more vibrant PM SACC program with longer block of time after school.</a></p>
Transition Requirements:	
Majority & Minority Opinions:	
Other comments:	<p>Should use of SACC be prioritized for those families who cannot afford private day care – currently is first-come, first-served.</p> <p>Generally, SACC is not able to serve all who need it – long waiting lists.</p>
Other Models:	<p>Arlington County: there was a concern that there would be increased demand for extended day care with high school siblings in school later in the day, but this concern turned out to be unfounded.</p>

<b>Topic:</b>	<b>Other Day Care</b>
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Description:	Private before and after school daycare for ES students.
Potential Impact:	<p>After-school day care for ES would need to be available earlier in the afternoon.</p> <p>Day care is a business, set up to respond to client needs, so we would not consider this when grading for negative or positive impact.</p> <p>Extra business for the daycare in the afternoon, less business in the morning.</p> <p>Extra money for parents to pay in the PM, but less for parents to pay in the AM.</p> <p>Daycares and clubs which provide transportation to &amp; from school would have to change their transportation schedules.</p> <p>If MS and/or HS after ES, some families would lose older sibling as child care provider in PM ( but could gain help of older sibling getting younger off to school in AM).</p>
Transition Requirements:	Sufficient time for operators to staff. Publicity and advance notice.
Majority & Minority Opinions:	
Other comments:	<p>While some families would lose older sibling as child care provider (see above), JEB Stuart parent survey found 89 percent said a later start/end time would NOT cause a problem for either their work schedule or their child care arrangements (combined question, not broken down by work/child care).</p>
Other Models:	Child care was not as big an issue as feared ("Community Impacts from Other Jurisdictions")

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<b>Topic:</b>	<b>Parents: jobs, daily schedule; family health and quality of life</b>
Description:	Parents' jobs, commuting schedules, before & after school arrangements (beyond what is discussed under day care.
Potential Impact:	<p>ES Parents: Parents with full-time day jobs who need to depart for work at or after an earlier starting time for elementary schools would no longer have to make day care arrangements or leave ES students at home alone. They already have to make day care arrangements for after school, today, so would need only to arrange for day care to begin earlier.</p> <p>Later HS start times: will help students from more stressed home situations (who have to get themselves out of bed, do not have parents to encourage, make sure they get to school on time) arrive at school on time.</p> <p>How many parents now get up just to get their HS students out the door on time?</p> <p>Reduced sleep for everyone in the family negatively affects health and quality of family life.</p>
Transition Requirements:	<p>Lots of outreach and advance notice. Arlington County included reminders in every possible piece of correspondence that went out to parents, on any topic.</p> <p>Per Elaine Furlow, former Arlington School Board member, the biggest factor for families is how the new schedules will work for their – give families time to think about the details of their morning and evening routines, &amp; how they would be affected. Present them with 2 options to think about rather than one, so they can compare the 2, and participate in the final decision.</p>
Majority & Minority Opinions:	
Other comments:	<p>What about the current Monday half-day for ES students? This requires parents to have a different schedule on Mondays, and requires 2 different transportation schedules for the Transportation department. Can eliminating half-day be considered as part of this change?</p> <p>With regard to earlier ES: how many parents will be able to flex their schedules (so that they can drop their student off at school)?</p> <p><a href="#">JEB Stuart parent survey found 89.3 percent said later start and end time would not cause a problem for their work schedules or child care arrangements. Of those who said it would cause a problem with one or the other, only about one-quarter said it</a></p>

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	would be difficult to accommodate the change.
Other Models:	A U. of Minn survey a year after changes in Minneapolis found that 92 percent of parents were happy with the change. They noted improved relationships with their teens and better connection time.

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<b>Topic:</b>	<b>Student Jobs; Student Volunteering</b>
Description:	We can divide student workers into 2 categories: those who work for spending and extra money for themselves (we assume this is the majority), and those who work to help support their families.
Potential Impact:	Jobs in this area are typically service jobs, not manufacturing shift jobs, and we don't foresee that a later high school end time would present a problem to the student employees, as long as plenty of advance notice is provided.  There will be less time in the afternoon for volunteering.
Transition Requirements:	Publicity and advance notice.
Majority & Minority Opinions:	
Other comments:	For good community relations and to solicit feedback, it would be helpful to contact the chambers of commerce in the county with literature on why the change is being proposed and to ask for their feedback.  In JEB Stuart parent survey, 89.5 % said a later end time would NOT conflict with a job their student held currently.  JEB Stuart survey of nearly 700 students found that 22.7% worked. (Note: Stuart has a high number of low-income students--more than 50% qualify for free and reduced lunch.) Average start time for weekday jobs was 4:22 pm (start times ranged from 2 pm to 9 pm weekdays).  1998 Task Force survey of employers found they generally used students on evenings and weekends and said later end time would not conflict.  Most jobs currently held by students would not conflict with later end times.
Other Models:	Was not an issue in Arlington.

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<b>Topic:</b>	<b>Public Safety</b>
<b>Description:</b>	Crime deterrence and social safety; criminal or delinquent activity;
<b>Potential Impact:</b>	<p>Later HS start times will reduce window of unsupervised time (refer to Office of Justice programs report which showed spike in 2-4 afternoon activity. We consider this to be a major positive impact.</p> <p>Working parents should feel better about having their student in school in the afternoon, if they are currently at home alone.</p> <p>Gangs are about belonging and a place to be – afternoon is when this activity occurs.</p> <p>At-risk HS students (those who do not have a parent making sure they get up, help get them to school – parents under stress will be more likely to or may have to leave their children on their own to make it to school on time) will be more likely to go to school and on time with a later start time.</p> <p>Need to consider unsupervised ES students who would not be in day care – earlier release time means more unsupervised time. <a href="#">Peak time for juvenile crime and gang activity is during time after school and before parents get home.</a></p> <p><a href="#">Later end times for HS and MS students would reduce that time and would be expected to have a positive impact on juvenile crime and gang activity.</a></p>
<b>Transition Requirements:</b>	n/a
<b>Majority &amp; Minority Opinions:</b>	
<b>Other comments:</b>	
<b>Other Models:</b>	Re: tardiness/truancy, Edina, MN, and Brevard County, FL reported fewer absences and less tardiness.

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<b>Topic:</b>	<b>Traffic</b>
Description:	Traffic Safety; Volume of traffic; pedestrian safety
Potential Impact:	<p>Morning traffic – later high school start times would mean more mingling with heavier traffic.</p> <p>Would later HS start times reduce the use of private automobiles? <a href="#">Possibly more HS students using bus rather than driving to school to get more sleep time. If so, would have positive impact on traffic.</a></p> <p><a href="#">Need to find out when Fairfax County traffic peaks in AM and PM now.</a></p> <p>HS students who drive will not be driving in the dark in the morning to go to school.</p> <p>There will be a reduction in drowsy driving.</p> <p>Fewer HS students who walk will be walking in the dark.</p>
Transition Requirements:	
Majority & Minority Opinions:	
Other comments:	<p>New assistant supervisor for communications, is developing a survey for parents on transportation to school. We need to coordinate, to recommend questions to learn if transportation needs would change if high school started later – for example, how many parents drive their students to HS school now, who wouldn't, with a later start time (several members of our committee said that this would be true for them).</p> <p>Let's also look at reduction of private automobile trips via other transportation parameter recommendations.</p> <p>With more reasonable high school start times, and with better bus service (for example, shorter ride), more students might take the bus; let's use a change in HS start times to have an education campaign ("less kiss &amp; ride – use the buses!")</p>
Other Models:	<a href="#">Fayette, Ky., found reduced teen car crashes after going to later start times, while surrounding jurisdictions saw increases.</a>

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<b>Topic:</b>	<b>Fairfax County Taxpayers</b>
Description:	All community members who have an interest in our school system, in their role as taxpayers.
Potential Impact:	<p>Taxpayers want to know that they have a good, effective school system. County governance wants a school system that helps make Fairfax attractive to companies to locate to.</p> <p>Students would arrive at school ready to learn, because students are better served by the later HS start times.</p> <p>Improved efficiencies in the transportation system which must go hand in hand with schedule changes.</p> <p>Makes our system look more responsive, nimble – we can make needed changes.</p> <p>Later start times, seen as a benefit, provides benefit to huge population of students (<i>perhaps compare any dollars on a per-student basis &amp; compare to other programs on a per-student basis?</i>)</p>
Transition Requirements:	
Majority & Minority Opinions:	
Other comments:	<p>Significant health benefits to adolescent students, reduced medical costs for sickness due to lack of sleep, reduced depression and cost thereof, less absentees of parents from work for student illness.</p> <p>If MS ends later, potential reduced cost of MS after-school programs.</p>
Other Models:	

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<b>Topic:</b>	<b>Environment</b>
Description:	Relates primarily to burden on environment of automobile traffic and bus traffic. Also for considering any savings in energy use in buildings.
Potential Impact:	Changes in HS start times, along with public education encouraging use of buses and (where safe) walking, and, any efficiencies which result in fewer bus miles driven, would have a positive impact.
Transition Requirements:	
Majority & Minority Opinions:	
Other comments:	
Other Models:	

## Bibliography

*The Bibliography is being compiled.*

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Community Impact Committee members:

<b>Last name</b>	<b>First Name</b>	<b>Organization</b>
Ackerman	Rona	Elementary School parent
Baker	Laurie	High School parent
Berlin	John	FC Park Authority
Carlson	Walt	Fairfax County Federation of Citizens Association
Chapman	John	FCPS After-School Programs
Cherubini	Lisa	FC Athletic Council
Culin	Susan	FC Police, Traffic Div
Evans	Sandy	SLEEP
Floyd	Laura	Elementary School parent
Gillette	Kathye	Secondary School parent
Krebs	Barbara	Girl Scout Council of the Nation's Capital
McGrath	Patti	Supervisor Community Use Services
Minnich	Pam	FC Police, Youth Services Div
Monts	Charles	Boy Scouts
Newmark	Lisa	Elementary School parent
Reinsdorf	Marie	Secondary School parent Committee Chair
Ross	Rhonda	FC School-Age Child Care
Sims	Roger	FC Athletic Council
Stefan	Tim	FC Chamber of Commerce
Swarm	Joe	Asst Director of Student Activities
Todd	Jeff	Mt.Vernon/Lee Chamber of Commerce
Wegener	Christin	FC Dept of Transportation
TOTAL	22	

