

FCPS Employee Impact Committee

Report to Transportation Task Force

January 9, 2008

Staff Impacts reviewed by job category

- Group A – Hourly employees
- Group B – School Administration
- Group C – Instructional staff
- Group D – Athletic coaches

Group A – Hourly employees

- Custodians
- Administrative assistants
- Security
- Food service
- Transportation staff
- Bus drivers
- Trade/maintenance

Group B – School Administration

- Principals
- Assistant Principals
- Athletic Directors
- Central Administrators
- Psychologists/Social Workers
- Food service management

Group C – Instructional staff

- Teachers
- Instructional assistants
- Counselors
- Itinerant specialists, band/orchestra, psychologists

Group D – Athletic coaches

- Athletic coaches
- Certified trainers

Scenarios

(we generalized from the Flip committee scenarios just for ease of discussion)

1. Elementary school start time of 8 AM
2. High School start time of 8:30 AM
3. (Middle school in 3rd tier at 9:30 a.m.)
4. High School start time of 9:30 AM
5. (Middle school in 2nd tier of 8:30 a.m.)

Elementary school start time of 8 AM

- Group A – Hourly Employees
 - Would have difficulty shifting schools to keep same hours and getting to other jobs on time
 - Buses would have to be parked in different places to reduce impact on bus drivers
- Group B – School Administrators
 - Minimal impact

Elementary school start time of 8 AM (cont'd.)

- Group C – Instructional
 - Increases ability to take staff development courses after school
 - Would require adjustment in daily schedule
- Group D – Athletic coaches
 - Minimal impact

High School start time of 8:30 AM

- Group A – Hourly Employees
 - Would have difficulty shifting schools to keep same hours and getting to other jobs on time
 - Central kitchens may have to staff differently in order to feed elementary schools
- Group B – School Administrators
 - Minimal impact

High School start time of 8:30 AM (cont'd.)

- Group C – Instructional
 - Harder to get to staff development courses in the evening
 - May be less likely to sponsor clubs
 - May resign to work closer to home and avoid traffic
 - May be able to plan / prep before school
 - First period teachers may find more students who are awake/alert
 - Students may exhibit less disruptive behavior

High School start time of 8:30 AM (cont'd.)

- Group D – Athletic coaches
 - May be more difficult to recruit teacher coaches

High School start time of 9:30 AM

- Group A – Hourly Employees
 - Greater difficulty in getting to other jobs
 - To avoid traffic, might keep same early hours and work overtime, or take jobs outside the county
- Group B – School Administrators
 - Minimal impact

High School start time of 9:30 AM (cont'd.)

- Group C – Instructional
 - More difficult to get to staff development courses
 - Positive for those who live locally but worse for those with long commutes
 - Might be willing to sponsor clubs *before* school if students could get there
 - More difficult to schedule second jobs
 - Planning and prep time before school
 - May enjoy students in first period classes being awake and alert
 - May find less disruptive behavior by students

High School start time of 9:30 AM (cont'd.)

- Group D – Athletic coaches
 - Negative psychological impact of working after dark
 - Negative psychological impact of getting home after 7PM
 - Concern that practice time may be shortened and athletes won't be well prepared

Bottom Line

- Most impacts relate to quality of life
- For some staff, quality of life may improve; for others, it may worsen
- It is difficult for the task force to estimate whether the net impact is positive or negative
- Traffic congestion throughout the county is likely to worsen, so traffic impact will worsen no matter what time school starts

Committee members who participated in the meetings

- Jen Carley, Chair
- Jan Auerbach
- Rhonda Dumont
- Laurie Lindberg
- Jan McKee
- Bill Oehrlein
- Marlene Parker
- Bruce Steubner
- Chris Worley
- Brenda Zikowitz

Employee Impact Committee Report
January 22, 2008

Employee Group:	Committee reviewed impacts on four defined employee groups: Support staff, school administration, instructional staff, and athletic staff. Examples of positions included in the group are listed under each employee group heading.
Scenario Analyzed:	<p>The Committee analyzed three scenarios (using median start times from the Flip committee scenarios for ease of discussion):</p> <ol style="list-style-type: none"> 1. <i>Elementary school start time of 8 AM (Scenarios A and C)</i> 2. <i>High School average time of 8:45 AM-3:35 PM/Middle school in 3rd tier at 9:30 AM-4:20 PM (Scenario C)</i> 3. <i>High School time of 9:30 AM-4:20 PM/Middle school in 2nd tier of 8:45 AM-3:35 PM (Scenario A)</i>
Potential Impacts	Potential impacts are based on best judgment and knowledge of current practices rather than previously conducted studies (unless noted in Supporting Data Sources below)

FCPS Employee Impact Committee Report to Transportation Task Force

Employee Group: Support Staff

(Custodians, Administrative assistants, security, food service, transportation staff, bus drivers, trade/maintenance)

Scenario Analyzed	Elementary school start time of 8 AM (Scenarios A and C)
Potential Impacts	<ul style="list-style-type: none"> • Would have difficulty shifting schools to keep same hours and getting to other jobs on time • Cutting out shuttles and special runs will take time away from drivers, yet more drivers will be needed to meet the parameters for length of bus ride and school drop-off windows. • The 35 hour guarantee rules for bus drivers will need to be changed because, with the addition of new drivers, some runs will have to be reassigned from current drivers to even the workload. The guarantee is a major hiring and retention incentive that will be lost. Drivers who lose hours will find other work (some in the area in which they live). Many drivers are single parents who need the hours to survive. • There will be additional expense for more drivers and buses needed to meet the new schedule and parameters. • The longer extended hours in the day may cause many out of county drivers to leave for work closer to home. They then would have a shorter commute and have time to get to a second job or get home to family. • The problems cited above will make it more difficult to recruit and retain drivers, a problem that already exists with the current schedule. • Out of area drivers who choose to stay with the county will have to leave at the same time to start later runs because of traffic. • As there are currently ES that start as early as 7:50 a.m., adjustments for

	<p>staffing, bus routes, dr. appts., child care, etc. would vary as it does now.</p> <ul style="list-style-type: none"> ES and MS staff potentially unable to coach if before school practice is held
Transition Requirements:	<ul style="list-style-type: none"> Much time will be spent changing routes to fit the new time demands and to accommodate the parameters that the task force is recommending. Designated parking areas for buses would need to be moved closer to what is now their last run and not their first run.
Supporting Data Source(s)	Bus information from Brenda Zikowitz, Support Service Employee's Advisory Council and Bus Driver and Attendant Advisory Council Representative

Employee Group: Support Staff

(Custodians, Administrative assistants, security, food service, transportation staff, bus drivers, trade/maintenance)

Scenario Analyzed	High School average time of 8:45 AM to 3:35 PM (Scenario C)
Potential Impacts	<ul style="list-style-type: none"> Would have difficulty shifting schools to keep same hours and getting to other jobs on time Central kitchens may have to staff differently in order to provide breakfast and lunch to elementary schools; potential overtime impact Cutting out shuttles and special runs will take time away from drivers, yet more drivers will be needed to meet the parameters for length of bus ride and school drop-off windows. The 35 hour guarantee rules for bus drivers will need to be changed because, with the addition of new drivers, some runs will have to be reassigned from current drivers to even the workload. The guarantee is a major hiring and retention incentive that will be lost. Drivers who lose hours will find other work (some in the area in which they live). Many drivers are single parents who need the hours to survive. There will be additional expense for more drivers and buses needed to meet the new schedule and parameters. The longer extended hours in the day may cause many out of county drivers to leave for work closer to home. They then would have a shorter commute and have time to get to a second job or get home to family. The problems cited above will make it more difficult to recruit and retain drivers, a problem that already exists with the current schedule. Out of area drivers who choose to stay with the county will have to leave at the same time to start later runs because of traffic. Effect on personal schedule for dr. appts, children’s schedules, commute, longer day ES and MS staff potentially unable to coach if before school practice is held Could increase work day due to traffic—still arrive early because of a.m. traffic, but later dismissal means return home will take longer
Transition Requirements:	<ul style="list-style-type: none"> Much time will be spent changing routes to fit the new time demands and to accommodate the parameters that the task force is recommending. Designated parking areas for buses would need to be moved closer to

	what is now their last run and not their first run.
Supporting Data Source(s)	Bus information from Brenda Zikowitz, Support Service Employee's Advisory Council and Bus Driver and Attendant Advisory Council Representative

FCPS Employee Impact Committee Report to Transportation Task Force

Employee Group: Support Staff

(Custodians, Administrative assistants, security, food service, transportation staff, bus drivers, trade/maintenance)

Scenario Analyzed	High School average time of 9:30 AM to 4:20 PM (Scenario A)
Potential Impacts	<ul style="list-style-type: none"> • Greater difficulty in getting to other jobs • To avoid traffic, might keep same early hours and work overtime, or take jobs outside the county • Central kitchens may have to staff differently in order to provide breakfast and lunch to elementary schools; potential overtime impact • Cutting out shuttles and special runs will take time away from drivers, yet more drivers will be needed to meet the parameters for length of bus ride and school drop-off windows. • The 35 hour guarantee rules for bus drivers will need to be changed because, with the addition of new drivers, some runs will have to be reassigned from current drivers to even the workload. The guarantee is a major hiring and retention incentive that will be lost. Drivers who lose hours will find other work (some in the area in which they live). Many drivers are single parents who need the hours to survive. • There will be additional expense for more drivers and buses needed to meet the new schedule and parameters. • The longer extended hours in the day may cause many out of county drivers to leave for work closer to home. They then would have a shorter commute and have time to get to a second job or get home to family. • The problems cited above will make it more difficult to recruit and retain drivers, a problem that already exists with the current schedule. • Out of area drivers who choose to stay with the county will have to leave at the same time to start later runs because of traffic. • Effect on personal schedule for dr appts, children's schedules, commute, longer day • ES and MS staff potentially unable to coach if before school practice is held • Could increase work day due to traffic—still arrive early because of a.m. traffic, but later dismissal means return home will take longer
Transition Requirements:	<ul style="list-style-type: none"> • Much time will be spent changing routes to fit the new time demands and to accommodate the parameters that the task force is recommending. • Designated parking areas for buses would need to be moved closer to what is now their last run and not their first run. • Traffic patterns are in and of themselves affected by school hours (note that summer and holiday traffic is regularly lighter) so shifting school hours is a zero sum game in this instance.

Supporting Data Source(s)	Bus information from Brenda Zikowitz, Support Service Employee's Advisory Council and Bus Driver and Attendant Advisory Council Representative
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FCPS Employee Impact Committee Report to Transportation Task Force

Employee Group: School and Central Office Administration

Principal, assistant principal, athletic director, central administration

Scenario Analyzed:	Elementary school start time of 8 AM (Scenarios A and C)
Potential Impacts	<ul style="list-style-type: none"> • Of the employee groups, this group would be impacted the least • Potential impact to take staff development course work • Impact on personal/family schedule for dr. appts, child care, children's after school programs
Transition Requirements:	<ul style="list-style-type: none"> • Change of schedule for daycare and other family obligations • Shifting of schedules will be an initial and short-lived inconvenience and a zero sum game as the schedule involves the same number of hours but at a different time

Employee Group: School and Central Office Administration

Principal, assistant principal, athletic director, central administration

Scenario Analyzed	High School average time of 8:45 AM to 3:35 PM (Scenario C)
Potential Impacts	<ul style="list-style-type: none"> • Of the employee groups, this group would be impacted the least • Potential impact to take staff development course work • Impact on personal/family schedule for dr appts, child care, children's after school programs • Athletic Director faced with additional transportation scheduling issues-- Later dismissal might affect pool of activity drivers; currently they drive at 2:30, but would they wait until 4 to drive and regular drivers would be on the road with HS students for return home at end of school
Transition Requirements:	Shifting of schedules will be an initial and short-lived inconvenience and a zero sum game as the schedule involves the same number of hours but at a different time.

FCPS Employee Impact Committee Report to Transportation Task Force

Employee Group: School and Central Office Administration

Principal, assistant principal, athletic director, central administration

Scenario Analyzed	High School average time of 9:30 AM to 4:20 PM (Scenario A)
Potential Impacts	<ul style="list-style-type: none"> • Of the employee groups, this group would be impacted the least • To avoid traffic, might keep same early hours and work overtime, or take jobs outside the county • Potential impact to take staff development course work • Impact on personal/family schedule for dr appts, child care, children's after school programs • Athletic Director faced with additional transportation scheduling issues--

	Later dismissal might affect pool of activity drivers; currently they drive at 2:30, but would they wait until 4:30 to drive and regular drivers would be on the road with HS students for return home at end of school
Transition Requirements:	Shifting of schedules will be an initial and short-lived inconvenience and a zero sum game as the schedule involves the same number of hours but at a different time.

FCPS Employee Impact Committee Report to Transportation Task Force

Employee Group: Instructional Staff

Teachers, Instructional assistants, counselors, itinerant specialists, band/orchestra, psychologists/social workers

Scenario Analyzed	Elementary school start time of 8 AM (Scenarios A and C)
Potential Impacts	<ul style="list-style-type: none"> Increases ability for elementary staff to take staff development courses after school Impact on personal/family schedule for dr. appts, child care, children’s after school programs, commute ES and MS teachers potentially unable to coach if before school practice is held Increase/decrease the ability to tutor Allow more flexibility at end of day for ES teachers for dr. appts, etc.
Supporting Data Source(s)	Lisa Newmark, GMU staff
Other Model(s)	GMU classes are currently offered at 4:30, 5:55, 7:20, and 8:45. Falls Church, Arlington, Loudoun teachers (with later schedules) are able to take classes.

Employee Group: Instructional Staff

Teachers, Instructional assistants, counselors, itinerant specialists, band/orchestra, psychologists/social workers

Scenario Analyzed	High School average time of 8:45 AM to 3:35 PM (Scenario C)
Potential Impacts	<ul style="list-style-type: none"> Staff with elementary age children may need to arrange for afternoon child care Middle and high school staff may have to attend later classes for staff development; teachers may also have conflicts with start times of university courses needed for full licensure May be less likely to sponsor clubs May resign to work closer to home and avoid traffic May be able to plan/prep before school First period MS and HS teachers may find more students who are awake/alert Students may exhibit less disruptive behavior Increased amount of make up work/missed tests/labs, etc for student athletes dismissed early for events Increase/decrease the ability to tutor

	<ul style="list-style-type: none"> • Impact on personal/family schedule for dr. appts, child care, children’s after school programs, commute • Missed opportunity to provide after school help to students • Teachers may perceive early dismissal of even a few students to attend extra-curricular events as problematic • Evaluation of school instructional performance could be negatively affected by students who are excused from class to participate in after school activities • Could increase work day due to traffic—still arrive early because of a.m. traffic, but later dismissal means return home will take longer • May attract teachers who desire later school schedule • ES and MS teachers potentially unable to coach if before school practice is held • If teacher leaves class early for after school event and sub is an ‘in house colleague’ this would impact the in house sub time for prep/planning
Supporting Data Source(s)	Bill Oehrlein, TTF member, Adjunct Professor, and Lisa Newmark, GMU staff Kyla Wahlstrom and Carol Freeman, “Executive Summary of Findings from School Start Time Study,” 1997, available from the TTF website. Fifty-seven percent of teachers responding to a written survey agreed that a greater number of students were more alert during the first two periods of the day than with the previous start time (7:15 AM). After the first year at the 8:40 AM start time, 72% of the teachers said that they would choose a start time of 8:00 AM or later, with only 3.5% saying they would return to the previous start time of 7:15 AM.
Other Model(s)	Currently GMU offers classes at 4:30, 5:55, 7:20 and 8:45

FCPS Employee Impact Committee Report to Transportation Task Force

Employee Group: Instructional Staff

Teachers, Instructional assistants, counselors, itinerant specialists, band/orchestra, psychologists/social workers

Scenario Analyzed	High School average time of 9:30 AM to 4:20 PM (Scenario A)
Potential Impacts	<ul style="list-style-type: none"> • Staff with elementary age children may need to arrange for afternoon child care • Middle and high school staff may have to attend later classes for staff development; teachers may also have conflicts with start times of university courses needed for full licensure • Positive for those who live locally but worse for those with long commutes • Might be willing to sponsor clubs <i>before</i> school if students could get there • More difficult to schedule second jobs • Planning and prep time before school • MS and HS teachers may enjoy students in first period classes being awake and alert • May find less disruptive behavior by students • Increased amount of make up work/missed tests/labs, etc for student athletes dismissed early for events

	<ul style="list-style-type: none"> • Impact on personal/family schedule for dr. appts, child care, children's after school programs, commute • Increase/decrease the ability to tutor • Missed opportunity to provide after school help to students • Teachers may perceive early dismissal of even a few students to attend extra-curricular events as problematic • Evaluation of school instructional performance could be negatively affected by students who are excused from class to participate in after school activities • Could increase work day due to traffic—still arrive early because of a.m. traffic, but later dismissal means return home will take longer • ES and MS teachers potentially unable to coach if before school practice is held • If teacher leaves class early for after school event and sub is an 'in house colleague' this would impact the in house sub time for prep/planning
Supporting Data Source(s)	Kyla Wahlstrom and Carol Freeman, "Executive Summary of Findings from School Start Time Study," 1997, available from the TTF website. Fifty-seven percent of teachers responding to a written survey agreed that a greater number of students were more alert during the first two periods of the day than with the previous start time (7:15 AM). After the first year at the 8:40 AM start time, 72% of the teachers said that they would choose a start time of 8:00 AM or later, with only 3.5% saying they would return to the previous start time of 7:15 AM.
Transition Requirements:	Shifting of schedules will be an initial and short-lived inconvenience and a zero sum game as the schedule involves the same number of hours but at a different time.
Other Model(s)	Currently GMU offers classes at 4:30, 5:55, 7:20 and 8:45

FCPS Employee Impact Committee Report to Transportation Task Force

Employee Group: Athletic Staff
Coaches, Certified Trainers

Scenario Analyzed	Elementary school start time of 8 AM (Scenarios A and C)
Potential Impacts	Unable to coach if practice held before school
Transition Requirements:	Shifting of schedules will be an initial and short-lived inconvenience and adjustment period.

Employee Group: Athletic Staff
Coaches, Certified Trainers

Scenario Analyzed	High School average time of 8:45 AM to 3:35 PM (Scenario C)
Potential Impacts	<ul style="list-style-type: none"> • May be more difficult to recruit teacher coaches from MS and ES • ATC (certified athletic trainer) hours impacted if practice held before school and events and other practices still after school • Potential decrease of practice time and facilities an issue

	<ul style="list-style-type: none"> • Traffic patterns can increase work day • Potentially unable to coach if HS practice is held before school • Coaches have even less family time at night with longer day • If coaching and must leave school early for event, additional prep time for missed class period to prepare notes for sub. • If teacher leaves class early for an after school event and sub is an 'in house colleague' this would impact the in house sub time for prep/planning • Loss of coaching staff from ES/MS and potentially private sector if before school practice is held
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FCPS Employee Impact Committee Report to Transportation Task Force

Employee Group: Athletic Staff
Coaches, Certified Trainers

Scenario Analyzed	High School average time of 9:30 AM to 4:20 PM (Scenario A)
Potential Impacts	<ul style="list-style-type: none"> • Concern that practice time may be shortened and athletes won't be well prepared - SAFETY is an issue • ATC (certified athletic trainer) hours impacted if practice held before school and events and other practices still after school • Potential decrease of practice time and facilities an issue • Traffic patterns can increase work day • ES and MS staff potentially unable to coach if HS practice is held before school • Coaches have even less family time at night with longer day • If coaching and must leave school early for event, additional prep time for missed class period to prepare notes for sub. • If teacher leaves class early for after school event and sub is an 'in house colleague' this would impact the in house sub time for prep/planning • Loss of coaching staff from ES/MS and potentially private sector if before school practice is held

FCPS Employee Impact Committee Report to Transportation Task Force

Bottom Line

- Most impacts relate to quality of life. For some staff, quality of life may improve; for others, it may worsen
- It is difficult for the task force to estimate whether the net impact is positive or negative
- Traffic congestion throughout the county is likely to worsen, so traffic impact will worsen no matter what time school starts
- Significant impact for high school athletic program

Employee Impact Committee members who participated in the meetings

Jan Auerbach
Ken Campo
Jen Carley
Rhonda Dumont
Laurie Lindberg
Geneva Lindner
Jan McKee
Michele Menapace

Bill Oehrlein
Marlene Parker
Bruce Stuebner
Terry Tuley
Rima Vesilind
Chris Worley
Brenda Zikowitz

ADDENDUM: Comments provided by Laurie Lindberg after last committee meeting for consideration by the task force

ES at 8 AM – 2:35 PM (A and C)

- Bus routes would not start as early as they currently do, so it will be easier to recruit drivers.
- Drivers would be able to be recruited from the ES parent population, as they could drop off their own children and proceed to the HS/MS routes.
- Bus runs for ES would be finished first, in time to pick up students on the next tier (which would dismiss one hour later), freeing up more buses for MS/HS and late bus runs.
- For those ES administrators whose schools currently start later than 8 AM, they will have greater opportunities for after-school staff development coursework with an earlier start time.
- For ES that would be starting earlier under these scenarios, teachers may find that students are more alert and ready to learn, more energized throughout the day, and better behaved ²
- With ES teachers getting out earlier than MS/HS, they may be more able to coach after-school practices.

² Kyla Wahlstrom and Carol Freeman, "Executive Summary of Findings from School Start Time Study," 1997, available from the TTF website. In the Minneapolis and Edina school systems, the ES start times went from 9:40 AM to 7:40 AM and 8:40 AM, with teacher and administrator comments being positive for both start times.

Scenario C HS 8:45 AM – 3:35 PM

- Bus routes would not start as early as they do now, so it would be easier to recruit drivers.
- Afternoon and late bus routes would be freed up by earlier ES drop offs.
- Principals and assistant principals may find that student behavior is calmer in the cafeteria and during passing times in the hallways, with fewer disciplinary referrals,¹
- Fewer students being tardy will result in less congested offices in the morning. ¹
¹ Results from Minneapolis and Edina school systems one year after implementation of 8:40 AM start times for HS and three year follow-up. Kyla Wahlstrom and Carol Freeman, "Executive Summary of Findings from School Start Time Study," 1997, available from the TTF website and the *NASSP Bulletin*, Vol. 86, No. 633, December 2002, pg. 17
- Teachers will have more energy, less fatigue, be less sleep deprived themselves ²
- School counselors may find that fewer students report relationship problems with their peers or their parents ³
³ Kyla Wahlstrom, *NASSP Bulletin*, Vol. 86, No. 633, December 2002, pg. 17 Personal comments from 17 school counselors and 3 school nurses.
- ES teachers more able to coach after-school HS sports
- Coaches may find that student athletes are more alert and less tired at after-school practices. ³
³ Op. Cit. pg. 16. "Coaches and activity leaders were generally supportive of the change because they saw students who were less tired and seemingly more mentally alert at the end of the day."

Scenario A HS 9:30 AM- 4:20 PM

- Principals and assistant principals may find that student behavior is calmer in the cafeteria and during passing times in the hallways, with fewer disciplinary referrals,¹
- Fewer students being tardy will result in less congested offices in the morning. ¹

1 Results from Minneapolis and Edina school systems one year after implementation of 8:40 AM start times for HS and three year follow-up. Kyla Wahlstrom and Carol Freeman, "Executive Summary of Findings from School Start Time Study," 1997, available from the TTF website and the *NASSP Bulletin*, Vol. 86, No. 633, December 2002, pg. 17

- ES and MS teachers more able to coach after-school HS practices
- Teachers will have more energy, less fatigue, be less sleep deprived themselves ²
- School counselors may find that fewer students report relationship problems with their peers or their parents ³

2 Kyla Wahlstrom, *NASSP Bulletin*, Vol. 86, No. 633, December 2002, pg. 17 Personal comments from 17 school counselors and 3 school nurses.

- ES teachers more able to coach after-school HS sports
- Coaches may find that student athletes are more alert and less tired at after-school practices. ³

³ Op. Cit. pg. 16. "Coaches and activity leaders were generally supportive of the change because they saw students who were less tired and seemingly more mentally alert at the end of the day." (Note: I am extrapolating from data at a school system using HS start time of 8:40 AM)