

# Survey Results - GPS Bargaining Units

Fall 2015

- 687 responses, approximately 50% of staff
- 45.9% ES, 21.7% MS, 32.5% HS
- 92.4% somewhat or very aware of the current recommendation of the AAP
- 97.7% somewhat or very aware of the impact of sleep on teen health and well-being
- 96.4% drive to work, 76.8% drive with traffic, commute range = less than 15 to 90+ minutes
- 190 written comments

Positive	24	(12.6%)
Negative	94	(49.5%)
Neutral	55	(29.0%)

# Summary of Staff Views on Options

<b>Option</b>	<b>Somewhat to Very Positive</b>	<b>Neutral</b>	<b>Somewhat to Very Negative</b>
<b>1A</b>	33.1	15.7	51.2
<b>1B</b>	30.0	13.6	56.4
<b>2A</b>	29.4	15.4	55.2
<b>2B</b>	18.7	9.7	71.6
<b>2C</b>	10.6	7.9	81.5
<b>2D</b>	5.7	7.4	86.9
<b>2E</b>	4.9	6.8	88.3
<b>3</b>	23	40.4	36.6
<b>4</b>	29.9	38.9	31.2
<b>5</b>	27.1	29.5	43.4
<b>6</b>	63.5	22.4	14.1

# Common Themes Identified in Survey

- Current staff is aware of the potential for improved student performance and attitude toward school.
- Current staff believe that school start time is one element impacting student well-being among many, including student work loads, student course loads, screen time, pressure to succeed, and overall stress levels. To address one without addressing the others is an incomplete plan.
- Later start time raises concerns about commuting, child care arrangements and cost, and after school responsibilities (including second jobs).
- There is strong support for NOT starting ES at 7:30.
- The later the start time, the more staff interest in seeking employment elsewhere.
- The later the start time, the less staff interest in and ability to assuming supervisory roles in extracurricular activities (coaching, clubs, etc.)
- There is a concern about the potential negative impact on student lives beyond the school day, including participation in school activities, jobs, unstructured play, and family time.
- Concern about the academic impact on athletes of more early dismissals.
- Questions were raised about the role and responsibility of families in addressing overall student well-being.
- There is strong support for the status quo.
- Survey takers appreciated being asked for input.

## Sample Comments

“Change is hard, and it will take a year or two to adjust, but it is in the best interest of the students.”

“If the school start time can be adjusted at the high school and not effect [sic] the other schools that would be the best choice. Please don’t make it harder on the elementary students for the sake of the high schoolers. The positive foundation they are getting in elementary makes high school success possible”

“These decisions should not be a matter of public opinion. We need to look at the science and research....and a decision needs to be made that is in the best interest of the health and well-being of our middle and high school students....”

“Whatever causes the least disruption and has the smallest impact on the budget is the best option.”

“This conversation should not just be about start time. It’s too easy to overlook how stressed out students really are.”

“Honestly, school start time is only part of a larger societal conversation. What difference does school start time make if students will stay up til 2 or 3 in the morning anyway? What difference does school start time make if students are taking too many challenging courses or enrolling in too many time-consuming activities beyond the school day? How does a later start time affect students that must work to support family members? Changing the school times will exacerbate, not alleviate, existing problems.”

“Please remember that we have many silent voices that have not been heard in this town - and may never be heard.”