Introduction

In this report, Hanover Research analyzes and summarizes the results from New Canaan Public Schools’ School Schedule Survey. The survey was administered online in May 2019. The analysis includes results from 1,464 middle and high school students, 1,390 parents/guardians, 549 school staff members, and 115 community members.

The administration and analysis of this survey is part of New Canaan Public Schools’ ongoing initiative focused on student health and wellness, which includes researching best practices for school scheduling. District leaders and the board of education will consider numerous factors, including community feedback, in making recommendations about school schedules for the future. If you would like to learn more about this ongoing initiative, please review the district’s website about school start and end times, which includes links to resources. A video introduction to the survey is posted here.
Ongoing Continuous Improvement Initiative: Student Health and Wellness

Scheduling:
- School Start & End Times
- Master Schedules
- Exam Schedules
- Advanced Placement Courses

Homework:
- Balancing across disciplines
- Clarifying expectations and purposes

Project Based Learning:
- Cross-curricular projects
- School-wide experiences
- STEM/CS expansions

Assessment:
- Authentic Assessments (voice & choice)
- Balancing across disciplines
- Honor Code

Other:
- School Climate
- Community Communications
- Vision of the Graduate

School Start & End Times: an ongoing process

https://www.ncps-k12.org/Page/6098

Student Wellness
School Start & End Times

As part of our mission to provide a world-class education for every child, NCPS continuously explores ways to improve the student experience at each of the district's five schools. As a result, we have been engaged in a process of researching and understanding the connections between school start and end times and student health and wellness.
June 2018 Survey Results - Important Factors for Consideration

In your opinion, what are the three most important factors that New Canaan should consider when researching school start and end times? (n=2,417)

- Research on child/adolescent sleep: 67%
- Time for homework: 52%
- Timing of extracurricular activities: 39%
- Traffic congestion at the beginning and/or end of the school day: 20%
- Students' family routines: 20%
- Work schedules for parents/guardians: 18%
- Student safety during commute: 14%
- Work schedules for staff: 13%
- Availability of transportation to/from school: 12%
- Cost to the district: 11%
- Before- and after-school care for students and/or younger siblings: 11%
- Other: 6%

June 2019 Survey

Survey Goals:

- Determine stakeholders’ perceptions of the current school schedule;
- Determine stakeholders’ perceptions of potential alternative school schedule options; and
- Determine perceived impact of different school schedule options on district stakeholders.
Respondent Demographics

Note: Respondents who are both parents/guardians and staff were instructed to proceed as a parent.

Relationship with NCPS (n=3,518)

- Student: 42%
- Parent or Guardian: 40%
- Staff member: 16%
- Community member: 3%

Note: Respondents who are both parents/guardians and staff were instructed to proceed as a parent.

Current role of staff NCPS? (n=549)

- Certified staff: 70%
- Non-certified staff: 26%
- Administrator: 4%

Note: Only students, parents/guardians, and staff answered this question.

Which school does your child/do you currently attend/work?

- New Canaan High School: 60%
- Saxe Middle School: 31%
- East School: 13%
- South School: 13%
- West School: 14%
- District office: 4%

Note: Only students, parents/guardians, and staff answered this question.

How many of your children currently attend New Canaan Public Schools? (n=1,390)

- 1: 30%
- 2: 48%
- 3: 17%
- 4 or more: 5%

Note: Only parents/guardians answered this question.

What is your/your child’s current grade level? (n=2,854)

- Pre-Kindergarten: 7%
- Grade 1: 3%
- Grade 2: 4%
- Grade 3: 4%
- Grade 4: 4%
- Grade 5: 4%
- Grade 6: 4%
- Grade 7: 14%
- Grade 8: 15%
- Grade 9: 12%
- Grade 10: 14%
- Grade 11: 7%

What grade levels do you work with? Please select all that apply. (n=384)

- Pre-Kindergarten: 3%
- Grade 1: 18%
- Grade 2: 18%
- Grade 3: 19%
- Grade 4: 20%
- Grade 5: 20%
- Grade 6: 22%
- Grade 7: 21%
- Grade 8: 27%
- Grade 9: 30%
- Grade 10: 31%
- Grade 11: 30%

Note: Only students and parents/guardians answered the top question; only staff answered the bottom question.
## Role of Community Member Respondents

### Role in community (n=115)

- **Live near a school**: 57%
- **Own a business**: 21%
- **Non-school sponsored extracurricular**: 13%
- **Work near a school**: 10%
- **Employ high school students**: 3%
- **None of the above**: 24%

### What type of non-school sponsored extracurricular activity do you organize or run? (n=15)

- **Volunteering**: 47%
- **Athletics**: 40%
- **Service clubs**: 20%
- **Religious group**: 20%
- **Performing arts**: 13%
- **Other**: 20%

### Grade level of most participants? (n=15)

- **High school**: 87%
- **Middle school**: 67%
- **Elementary school**: 33%

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## Most participants reported having enough information

### I have enough information to answer a survey about the potential impacts of school schedules. (n=3,518)

- **Strongly Disagree**: 12%
- **Disagree**: 50%
- **Neither Disagree nor Agree**: 33%

Respondents who selected “Neither Disagree nor Agree,” “Disagree,” or “Strongly Disagree” were shown the following text:

*Please review the district’s [website](#) about school start and end times for more information, including links to resources.*

*When you are ready to proceed with the survey, please click the arrow.*
## Schedule Options

The survey asked respondents about five different schedule options. Throughout this report, the following labels are used to reference these schedules:

<table>
<thead>
<tr>
<th>Schedule Options</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Current Schedule:</strong></td>
</tr>
<tr>
<td>7:30-2:05 New Canaan High School and Saxe Middle School (Grades 7-8)</td>
</tr>
<tr>
<td>8:20-2:55 Saxe Middle School (Grades 5-6) and South School</td>
</tr>
<tr>
<td>9:05-3:35 East School and West School</td>
</tr>
<tr>
<td><strong>Two-Tiered Schedule:</strong></td>
</tr>
<tr>
<td>8:15-2:50 New Canaan High School, Saxe Middle School (Grades 7-8), South School</td>
</tr>
<tr>
<td>9:10-3:40 Saxe Middle School (Grades 5-6), East School, West School</td>
</tr>
<tr>
<td><strong>Three-Tiered Version 1 Schedule:</strong></td>
</tr>
<tr>
<td>7:30-2:00 Saxe Middle School (Grades 5-6) and South School</td>
</tr>
<tr>
<td>8:15-2:50 New Canaan High School and Saxe Middle School (Grades 7-8)</td>
</tr>
<tr>
<td>9:05-3:35 East School and West School</td>
</tr>
<tr>
<td><strong>Three-Tiered Version 2 Schedule:</strong></td>
</tr>
<tr>
<td>7:45-2:15 South School, East School, West School</td>
</tr>
<tr>
<td>8:20-2:55 New Canaan High School</td>
</tr>
<tr>
<td>9:05-3:35 Saxe Middle School</td>
</tr>
<tr>
<td><strong>Three-Tiered Version 3 Schedule:</strong></td>
</tr>
<tr>
<td>8:00-2:35 New Canaan High School</td>
</tr>
<tr>
<td>8:45-3:15 South School, East School, West School</td>
</tr>
<tr>
<td>9:30-4:00 Saxe Middle School</td>
</tr>
</tbody>
</table>
Questions vary by respondent type (e.g., stakeholder group). Questions shown in figures contain all variations of the question stem (e.g., For me/my child/my students, the current elementary/middle/high school start times...). However, respondents only saw question stems that pertain to their group (e.g., For my students, the current high school start times...).

In addition to the standard data cleaning to remove disqualified and other low quality responses, Hanover conducted another layer of data cleaning. As communicated during the survey administration, only parent responses received via direct email links were counted. Further, parent responses that exceeded the number of children in a given family were flagged for removal. Through this process 259 parent responses were dropped from the analysis.

Sample sizes vary across questions as some questions only pertain to a subset of respondents.

“Don't Know or Not Applicable” responses, and equivalent, are often excluded from the figures and analysis in order to focus on respondents who did express an opinion.
Open-Ended Coding Methodology

“Please use the space below to provide additional feedback to inform the board’s deliberation about potential schedule changes.”

Methodological Approach:

- Divided into stakeholder group (parent, student, staff, community member)
- Segmented by grade level
- Randomized
- Selected random sample
  - 100 parents
  - 90 students
  - 99 staff members
  - 30 community members
- Examined and cleaned ("n/a" removed, etc.)
- Coded as supportive of change, neutral to change, or opposed to change
- Coded into themes and subdivided among those supportive of change, opposed, or neutral

Community Members

<table>
<thead>
<tr>
<th>SUPPORT OR OPPOSITION TO SCHEDULE CHANGE</th>
<th>MOST COMMON THEME (WITHIN GROUP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support Change (40%)</td>
<td>Student Sleep / Scientific Research on Sleep (50%)</td>
</tr>
<tr>
<td>Neutral (10%)</td>
<td>Taxes and Economic Concerns (67%)</td>
</tr>
<tr>
<td>Oppose Change (53%)</td>
<td>Taxes and Economic Concerns (56%)</td>
</tr>
<tr>
<td></td>
<td>Other (50%)</td>
</tr>
</tbody>
</table>

Note: Responses were coded from a random selection of 30 community members.
### Students - Middle School

<table>
<thead>
<tr>
<th>Support or Opposition to Schedule Change</th>
<th>Most Common Theme (within group)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support Change (56%)</td>
<td>Student Sleep / Scientific Research on Sleep (51%)</td>
</tr>
<tr>
<td></td>
<td>Activities and Sports (44%)</td>
</tr>
<tr>
<td>Neutral (7%)</td>
<td>Student Sleep / Scientific Research on Sleep (67%)</td>
</tr>
<tr>
<td>Oppose Change (40%)</td>
<td>Activities and Sports (61%)</td>
</tr>
</tbody>
</table>

Note: Responses were coded from a random selection of 45 middle school students.

### Students - High School

<table>
<thead>
<tr>
<th>Support or Opposition to Schedule Change</th>
<th>Most Common Theme (within group)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support Change (29%)</td>
<td>Student Sleep / Scientific Research on Sleep (31%)</td>
</tr>
<tr>
<td>Neutral (9%)</td>
<td>Other (100%)</td>
</tr>
<tr>
<td>Oppose Change (64%)</td>
<td>Activities and Sports (31%)</td>
</tr>
<tr>
<td></td>
<td>Student Sleep / Scientific Research on Sleep (28%)</td>
</tr>
</tbody>
</table>

Note: Responses were coded from a random selection of 45 high school students.
### Staff - Elementary School

<table>
<thead>
<tr>
<th><strong>Support or Opposition to Schedule Change</strong></th>
<th><strong>Most Common Theme (within group)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Support Change (39%)</strong></td>
<td>Student Sleep / Scientific Research on Sleep (54%)</td>
</tr>
<tr>
<td><strong>Neutral (6%)</strong></td>
<td>Other (100%)</td>
</tr>
<tr>
<td><strong>Oppose Change (61%)</strong></td>
<td>Teachers’ Schedules, Commute, or Second Jobs (70%)</td>
</tr>
<tr>
<td></td>
<td>Before-/After-School Care (40%)</td>
</tr>
</tbody>
</table>

Note: Responses were coded from a random selection of 33 elementary school staff.

### Staff - Middle School

<table>
<thead>
<tr>
<th><strong>Support or Opposition to Schedule Change</strong></th>
<th><strong>Most Common Theme (within group)</strong></th>
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<tbody>
<tr>
<td><strong>Support Change (27%)</strong></td>
<td>Other (33%)</td>
</tr>
<tr>
<td><strong>Neutral (6%)</strong></td>
<td>Other (100%)</td>
</tr>
<tr>
<td><strong>Oppose Change (61%)</strong></td>
<td>Teachers’ Schedules, Commute, or Second Jobs (60%)</td>
</tr>
<tr>
<td></td>
<td>Student Sleep / Scientific Research on Sleep (32%)</td>
</tr>
<tr>
<td></td>
<td>Activities and Sports (32%)</td>
</tr>
</tbody>
</table>

Note: Responses were coded from a random selection of 33 middle school staff.
### Staff - High School

<table>
<thead>
<tr>
<th>Support or Opposition to Schedule Change</th>
<th>Most Common Theme (within group)</th>
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<tbody>
<tr>
<td>Support Change (3%)</td>
<td>Student Sleep / Scientific Research on Sleep (100%)</td>
</tr>
<tr>
<td>Neutral (3%)</td>
<td>Student Sleep / Scientific Research on Sleep (100%)</td>
</tr>
<tr>
<td>Oppose Change (94%)</td>
<td>Teachers' Schedules, Commute, or Second Jobs (65%)</td>
</tr>
<tr>
<td></td>
<td>Student Sleep / Scientific Research on Sleep (42%)</td>
</tr>
</tbody>
</table>

Note: Responses were coded from a random selection of 33 high school staff.

### Parents - Elementary School

<table>
<thead>
<tr>
<th>Support or Opposition to Schedule Change</th>
<th>Most Common Theme (within group)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support Change (67%)</td>
<td>Student Sleep / Scientific Research on Sleep (45%)</td>
</tr>
<tr>
<td></td>
<td>Student Stress and Health (32%)</td>
</tr>
<tr>
<td>Oppose Change (37%)</td>
<td>Student Sleep / Scientific Research on Sleep (55%)</td>
</tr>
</tbody>
</table>

Note: Responses were coded from a random selection of 33 elementary school parents.
### Parents - Middle School

<table>
<thead>
<tr>
<th>Support or Opposition to Schedule Change</th>
<th>Most Common Theme (within group)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support Change (45%)</td>
<td>Student Sleep / Scientific Research on Sleep (73%)</td>
</tr>
<tr>
<td>Neutral (3%)</td>
<td>Traffic / Bus Schedule, Impact on Teachers (100%)</td>
</tr>
<tr>
<td>Oppose Change (52%)</td>
<td>Activities and Sports (41%)</td>
</tr>
<tr>
<td></td>
<td>Taxes and Economic Concerns (35%)</td>
</tr>
</tbody>
</table>

Note: Responses were coded from a random selection of 33 middle school parents.

### Parents - High School

<table>
<thead>
<tr>
<th>Support or Opposition to Schedule Change</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Support Change (50%)</td>
<td>Student Sleep / Scientific Research on Sleep (88%)</td>
</tr>
<tr>
<td></td>
<td>Student Stress and Health (47%)</td>
</tr>
<tr>
<td>Neutral (3%)</td>
<td>Student Stress and Health, Activities and Sports (100%)</td>
</tr>
<tr>
<td>Oppose Change (38%)</td>
<td>Activities and Sports (54%)</td>
</tr>
</tbody>
</table>

Note: Responses were coded from a random selection of 34 high school parents.
### Summary of Open Ended Response Analysis

<table>
<thead>
<tr>
<th>SUPPORT OR OPPOSITION TO SCHEDULE CHANGE</th>
<th>MOST COMMON THEME (WITHIN GROUP)</th>
<th>SUPPORT OR OPPOSITION TO SCHEDULE CHANGE</th>
<th>MOST COMMON THEME (WITHIN GROUP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support Change (54%)</td>
<td>Student Sleep / Scientific Research on Sleep</td>
<td>Support Change (23%)</td>
<td>Student Sleep / Scientific Research on Sleep</td>
</tr>
<tr>
<td>Neutral (2%)</td>
<td>Student Stress &amp; Health</td>
<td>Neutral (15%)</td>
<td>Other</td>
</tr>
<tr>
<td>Oppose Change (42%)</td>
<td>Activities &amp; Sports</td>
<td>Oppose Change (72%)</td>
<td>Teachers’ schedules, commute, or second jobs</td>
</tr>
</tbody>
</table>

#### Parents
- Support Change (54%)
- Neutral (2%)
- Oppose Change (42%)

#### Students
- Support Change (42%)
- Neutral (8%)
- Oppose Change (52%)

#### Community
- Support Change (40%)
- Neutral (10%)
- Oppose Change (53%)

#### Staff
- Support Change (23%)
- Neutral (15%)
- Oppose Change (72%)

### Summary of Open Ended Response Analysis

??
SECTION II: FORCED-CHOICE RESPONSES

Key Findings: Overall Schedule Preference

- There is no common schedule preference across all stakeholder groups.

- Support for the Current Schedule barely edges out support for the Three-Tiered Version 3 Schedule (43% vs 41%).

- Support for each schedule option generally tracks with cost, with the less expensive options having more support than the more expensive options.
Key Findings:
Overall Schedule Preference by Role and Grade Level

- Both staff and students most prefer the Current Schedule, though it is the least preferred option among parents.

- Preferences vary greatly by grade level, with the top option for one level being the least preferred option for another level.

- The Current Schedule ranks high among those at the high school level, but towards the bottom for those at the elementary and middle school levels.

Key Findings:
Current Schedule

- Students and parents are most likely to agree that the Current Schedule has a positive impact on participation in activities outside of school, personal time outside of school, time for homework, and extra academic help.

- Student and parent respondents are least likely to believe that the Current Schedule has a positive impact on child care before or after school (18-19%).

- By contrast, staff are most likely to believe that the Current Schedule positively impacts their ability to provide or find child care (53%).

- Less than a fifth of community members believe the Current Schedule has a positive impact on traffic congestion at the beginning and end of the school day (16-19%).
Levels of support for each option by stakeholder group: Current Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30-2:05</td>
<td>New Canaan High School and Saxe Middle School (Grades 7-8)</td>
</tr>
<tr>
<td>8:20-2:55</td>
<td>Saxe Middle School (Grades 5-6) and South School</td>
</tr>
<tr>
<td>9:05-3:35</td>
<td>East School and West School</td>
</tr>
</tbody>
</table>

Perceptions of Current Schedule: Students and Parents

Perceived Impact of Schedule for self/child? % Positive + Very Positive

- Participation in activities outside of school (n=2,670) 43%
- Personal time outside of school (n=2,676) 42%
- Time for homework (n=2,677) 42%
- Time for extra academic help (n=2,633) 41%
- Part-time employment (n=961) 39%
- Family routines (e.g., family time, family dinner) (n=2,666) 15%
- Availability of transportation to/from school (n=2,520) 30%
- Safety (e.g., walking to/from school, waiting for the bus) (n=2,490) 29%
- Physical health (e.g., sleep, time for meals) (n=2,640) 25%
- Mental/Emotional health (e.g., stress, anxiety) (n=2,662) 24%
- Parent meetings with school staff (e.g., teachers, counselors) (n=1,225) 22%
- Traffic congestion at the end of the school day (n=2,485) 21%
- Work schedules for parents/guardians (n=1,154) 21%
- Traffic congestion at the beginning of the school day (n=2,510) 20%
- After-school child care (n=920) 19%
- Before-school child care (n=896) 18%

Note: Only students and parents/guardians saw this question. In addition, only high school students were asked about part-time employment; only parents/guardians were asked about child care, parent meetings, and work schedules for parents/guardians.
Perceptions of Current Schedule: Staff

Perceived Impact of Schedule
% Positive + Very Positive

- Your ability to provide or find child care (n=221) 53%
- Your ability to have a second job (n=172) 52%
- Your ability to provide extra help for students outside of class (n=391) 52%
- Your ability to advise a non-sport extracurricular activity (n=368) 49%
- Your ability to attend personal appointments (e.g., doctor) (n=514) 49%
- Your ability to coach sports (n=308) 48%
- Your commute to school (n=514) 47%
- Your commute from school (n=512) 47%
- Your ability to attend professional development programs (n=464) 46%
- Your ability to attend continuing education (n=439) 46%
- Your mental/emotional health (e.g., stress, anxiety) (n=515) 42%
- Your physical health (e.g., sleep, time for meals) (n=513) 42%
- Lesson planning (n=402) 40%
- Grading (n=395) 39%

Note: Only staff saw this question. In addition, only staff members with second jobs were asked about their ability to have a second job, and only staff members with childcare commitments were asked about their ability to provide or find childcare.

Perceptions of Current Schedule: Community Members

Perceived Impact of Schedule on each of the following:
% Positive + Very Positive

- Ability for students to participate in the activity you run or organize (n=12) 50%
- Work schedules for high school students (n=4) 25%
- Traffic congestion at the end of the school day (n=101) 19%
- How much business you do after school ends (n=18) 17%
- Traffic congestion at the beginning of the school day (n=102) 16%
- How much business you do before school starts (n=20) 10%

Note: Only community members saw this question. The two traffic statements were seen by all community members; all other statements were only seen by relevant community members (e.g., “How much business you do after school ends” was only seen by community members who own or run a business).
Key Findings:
Two-Tiered Schedule

- More than half of student and parent respondents believe that the Two-Tiered Schedule would have a positive impact on students’ mental and physical health (54-60%).

- Staff are much more skeptical of the potential for the Two-Tiered Schedule to have a positive impact.

- Similar to the Current Schedule, just 17 to 18 percent of community members believe this schedule would have a positive impact on traffic congestion.

Levels of support for each option by stakeholder group:
Two-Tier Schedule
Perceptions of Two-Tiered Schedule: Students and Parents

Perceived Impact of Schedule for self/child?
% Positive + Very Positive

- Physical health (e.g., sleep, time for meals) (n=2,685)
  - 60%
- Mental/Emotional health (e.g., stress, anxiety) (n=2,669)
  - 54%
- Parent meetings with school staff (e.g., teachers, counselors) (n=2,129)
  - 42%
- Work schedules for parents/guardians (n=1,164)
  - 41%
- Family routines (e.g., family time, family dinner) (n=2,674)
  - 41%
- After-school child care (n=915)
  - 40%
- Safety (e.g., walking to/from school, waiting for the bus) (n=2,514)
  - 39%
- Time for homework (n=2,692)
  - 38%
- Personal time outside of school (n=2,694)
  - 37%
- Time for extra academic help (n=2,645)
  - 36%
- Before-school child care (n=885)
  - 35%
- Participation in activities outside of school (n=2,691)
  - 34%
- Availability of transportation to/from school (n=2,536)
  - 34%
- Traffic congestion at the beginning of the school day (n=2,502)
  - 25%
- Traffic congestion at the end of the school day (n=2,479)
  - 23%
- Part-time employment (n=962)
  - 16%

Note: Only students and parents/guardians saw this question. In addition, only high school students were asked about part-time employment; only parents/guardians were asked about child care, parent meetings, and work schedules for parents/guardians.

Perceptions of Two-Tiered Schedule: Staff

Perceived Impact of Schedule for self/child?
% Positive + Very Positive

- Your physical health (e.g., sleep, time for meals) (n=515)
  - 28%
- Your ability to provide or find child care (n=222)
  - 23%
- Your mental/emotional health (e.g., stress, anxiety) (n=516)
  - 22%
- Lesson planning (n=401)
  - 17%
- Your commute to school (n=514)
  - 16%
- Grading (n=383)
  - 16%
- Your ability to provide extra help for students outside of class (n=386)
  - 13%
- Your ability to attend professional development programs (n=455)
  - 13%
- Your ability to attend continuing education (n=427)
  - 13%
- Your commute from school (n=513)
  - 13%
- Your ability to advise a non-sport extracurricular activity (n=367)
  - 12%
- Your ability to have a second job (n=174)
  - 11%
- Your ability to attend personal appointments (e.g., doctor) (n=515)
  - 11%
- Your ability to coach sports (n=299)
  - 11%

Note: Only staff saw this question. In addition, only staff members with second jobs were asked about their ability to have a second job, and only staff members with childcare commitments were asked about their ability to provide or find childcare.
Perceptions of Two-Tiered Schedule: Community Members

Perceived Impact of Schedule on each of the following:
% Positive + Very Positive

- Work schedules for high school students (n=4)
- Traffic congestion at the beginning of the school day (n=104)
- Traffic congestion at the end of the school day (n=101)
- Ability for students to participate in the activity you run or organize (n=12)
- How much business you do after school ends (n=20)
- How much business you do before school starts (n=16)

0% 25% 50% 75% 100%
6% 10% 17% 18% 25%

Note: Only community members saw this question. The two traffic statements were seen by all community members; all other statements were only seen by relevant community members (e.g., “How much business you do after school ends” was only seen by community members who own or run a business).

Key Findings:
Three-Tiered Version 1 Schedule

- Students and parents are most likely to believe that this schedule would have a positive impact on students' physical and mental health (44-48%), and least likely to believe it would have a positive impact on traffic congestion, child care, and student part-time employment (18-24%).

- Only about a third of student and parent respondents believe this schedule would have a positive impact on time for homework or extra academic help, family routines, and personal time outside of school (31-34%).

- No more than a third of staff believe that this schedule would have a positive impact on any single factor assessed in the survey.

- Once again, community members express concern about the impact this schedule would have on traffic congestion.
Support for each option by stakeholder group:
Three-Tier Version 1 Schedule

Three-Tier Version 1

Students: 13% Strongly Support, 23% Support, 38% Neither, 18% Oppose, 3% Oppose, 7% Strongly Oppose
Parents: 18% Strongly Support, 33% Support, 28% Neither, 21% Oppose, 16% Oppose, 3% Strongly Oppose
Staff: 16% Strongly Support, 28% Support, 33% Neither, 23% Oppose, 13% Oppose, 3% Strongly Oppose
Community: 3% Strongly Support, 100% Support, 100% Neither, 100% Oppose, 100% Oppose, 100% Strongly Oppose

7:30-2:00
Saxe Middle School (Grades 5-6) and South School
8:15-2:50
New Canaan High School and Saxe Middle School (Grades 7-8)
9:05-3:35
East School and West School

Perceptions of Three-Tiered Schedule - Version 1:
Students and Parents

Perceived Impact of Schedule for self/child?
% Positive + Very Positive

- Physical health (e.g., sleep, time for meals) (n=2,699) 48%
- Mental/Emotional health (e.g., stress, anxiety) (n=2,674) 44%
- Time for homework (n=2,696) 34%
- Family routines (e.g., family time, family dinner) (n=2,677) 34%
- Personal time outside of school (n=2,695) 33%
- Time for extra academic help (n=2,646) 31%
- Safety (e.g., walking to/from school, waiting for the bus) (n=2,478) 31%
- Participation in activities outside of school (n=2,685) 31%
- Parent meetings with school staff (e.g., teachers, counselors) (n=1,255) 29%
- Availability of transportation to/from school (n=2,516) 29%
- Work schedules for parents/guardians (n=1,165) 27%
- Traffic congestion at the beginning of the school day (n=2,481) 24%
- Traffic congestion at the end of the school day (n=2,486) 24%
- Before-school child care (n=903) 23%
- After-school child care (n=923) 21%
- Part-time employment (n=965) 18%

Note: Only students and parents/guardians saw this question. In addition, only high school students were asked about part-time employment; only parents/guardians were asked about child care, parent meetings, and work schedules for parents/guardians.
Perceptions of Three-Tiered Schedule – Version 1: Staff

Your ability to have a second job (n=178) 34%
Your ability to attend personal appointments (e.g., doctor) (n=522) 31%
Your physical health (e.g., sleep, time for meals) (n=519) 31%
Your mental/emotional health (e.g., stress, anxiety) (n=520) 30%
Your commute from school (n=521) 29%
Your ability to provide extra help for students outside of class (n=392) 28%
Your commute to school (n=520) 28%
Your ability to provide or find child care (n=224) 28%
Your ability to attend professional development programs (n=462) 27%
Your ability to attend continuing education (n=438) 27%
Lesson planning (n=405) 26%
Grading (n=383) 26%
Your ability to advise a non-sport extracurricular activity (n=375) 26%
Your ability to coach sports (n=308) 24%

Note: Only staff saw this question. In addition, only staff members with second jobs were asked about their ability to have a second job, and only staff members with childcare commitments were asked about their ability to provide or find childcare.

Perceptions of Three-Tiered Schedule – Version 1: Community Members

Ability for students to participate in the activity you run or organize (n=13) 38%
Traffic congestion at the beginning of the school day (n=101) 19%
Traffic congestion at the end of the school day (n=101) 14%
How much business you do after school ends (n=19) 0%
How much business you do before school starts (n=18) 0%
Work schedules for high school students (n=4) 0%

Note: Only community members saw this question. The two traffic statements were seen by all community members; all other statements were only seen by relevant community members (e.g., “How much business you do after school ends” was only seen by community members who own or run a business).
Key Findings:
Three-Tiered Version 2 Schedule

- More than half of students and parents believe this schedule would have a positive effect on students' physical health (54%), and nearly half believe it would have a positive effect on students' mental health (49%).

- Although staff are most optimistic about the impact this schedule would have on their physical and mental health and ability to attend personal appointments, still only about a third believe there would be a positive impact on these factors (31-34%).

- Compared to other schedules, community members are more likely to believe this schedule would have a positive impact on traffic congestion at the beginning (27%) or end (33%) of the school day.

Support for each option by stakeholder group:
Three-Tier Version 2 Schedule

<table>
<thead>
<tr>
<th>Stakeholder Group</th>
<th>Strongly Support</th>
<th>Support</th>
<th>Neither</th>
<th>Oppose</th>
<th>Strongly Oppose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>16%</td>
<td>29%</td>
<td>25%</td>
<td>7%</td>
<td>24%</td>
</tr>
<tr>
<td>Parents</td>
<td>17%</td>
<td>44%</td>
<td>29%</td>
<td>11%</td>
<td>17%</td>
</tr>
<tr>
<td>Staff</td>
<td>28%</td>
<td>44%</td>
<td>25%</td>
<td>8%</td>
<td>5%</td>
</tr>
<tr>
<td>Community</td>
<td>17%</td>
<td>39%</td>
<td>29%</td>
<td>13%</td>
<td>12%</td>
</tr>
</tbody>
</table>

7:45-2:15 South School, East School, West School
8:20-2:55 New Canaan High School
9:05-3:35 Saxe Middle School
**Perceptions of Three-Tiered Schedule - Version 2: Students and Parents**

- Physical health (e.g., sleep, time for meals) (% Positive + Very Positive: 54%)
- Mental/Emotional health (e.g., stress, anxiety) (% Positive + Very Positive: 49%)
- Time for homework (% Positive + Very Positive: 41%)
- Parent meetings with school staff (% Positive + Very Positive: 46%)
- Family routines (e.g., family time, family dinner) (% Positive + Very Positive: 45%)
- Personal time outside of school (% Positive + Very Positive: 44%)
- Safety (e.g., walking to/from school, waiting for the bus) (% Positive + Very Positive: 44%)
- Traffic congestion at the beginning of the school day (% Positive + Very Positive: 31%)
- Time for extra academic help (% Positive + Very Positive: 31%)
- Work schedules for parents/guardians (% Positive + Very Positive: 31%)
- Participation in activities outside of school (% Positive + Very Positive: 31%)
- Traffic congestion at the end of the school day (% Positive + Very Positive: 31%)
- Availability of transportation to/from school (% Positive + Very Positive: 31%)
- Before-school child care (% Positive + Very Positive: 28%)
- After-school child care (% Positive + Very Positive: 25%)
- Part-time employment (% Positive + Very Positive: 18%)

Note: Only students and parents/guardians saw this question. In addition, only high school students were asked about part-time employment; only parents/guardians were asked about child care, parent meetings, and work schedules for parents/guardians.

**Perceptions of Three-Tiered Schedule - Version 2: Staff**

- Your ability to attend personal appointments (e.g., doctor) (% Positive + Very Positive: 34%)
- Your physical health (e.g., sleep, time for meals) (% Positive + Very Positive: 32%)
- Your mental/mental health (e.g., stress, anxiety) (% Positive + Very Positive: 31%)
- Your commute from school (% Positive + Very Positive: 30%)
- Your ability to have a second job (% Positive + Very Positive: 30%)
- Your commute to school (% Positive + Very Positive: 27%)
- Your ability to attend continuing education (% Positive + Very Positive: 26%)
- Lesson planning (% Positive + Very Positive: 25%)
- Your ability to provide or find child care (% Positive + Very Positive: 25%)
- Your ability to provide extra help for students outside of class (% Positive + Very Positive: 24%)
- Grading (% Positive + Very Positive: 23%)
- Your ability to attend professional development programs (% Positive + Very Positive: 23%)
- Your ability to be an advisor for a non-sport extracurricular activity (% Positive + Very Positive: 21%)
- Your ability to coach sports (% Positive + Very Positive: 20%)

Note: Only staff saw this question. In addition, only staff members with second jobs were asked about their ability to have a second job, and only staff members with childcare commitments were asked about their ability to provide or find childcare.
Perceptions of Three-Tiered Schedule - Version 2: Community Members

Perceived Impact of Schedule on each of the following:
% Positive + Very Positive

- Traffic congestion at the end of the school day (n=100): 33%
- Ability for students to participate in the activity you run or organize (n=14): 29%
- Traffic congestion at the beginning of the school day (n=101): 27%
- How much business you do after school ends (n=18): 0%
- How much business you do before school starts (n=17): 0%
- Work schedules for high school students (n=4): 0%

Note: Only community members saw this question. The two traffic statements were seen by all community members; all other statements were only seen by relevant community members (e.g., “How much business you do after school ends” was only seen by community members who own or run a business).

Key Findings:
Three-Tiered Version 3 Schedule

- As with the Three-Tiered Version 2 Schedule, more than half of students and parents believe this schedule would have a positive effect on students’ physical health (55%), and nearly half believe it would have a positive effect on students’ mental health (48%).

- Parents are most concerned about the impact this schedule will have on before-school child care.

- Staff respondents appear to be the most skeptical of this schedule option, on par with their skepticism about the Two-Tiered Schedule.

- Like the Three-Tiered Version 2 Schedule, community members are relatively more optimistic about the effect this schedule would have on traffic congestion at the beginning of the day, with 28 percent believing it would have a positive effect.
Support for each option by stakeholder group: Three-Tier Version 3 Schedule

Perceptions of Three-Tiered Schedule - Version 3: Students and Parents

Perceived Impact of Schedule for self/child?
% Positive + Very Positive

- Physical health (e.g., sleep, time for meals) (n=2,694) 55%
- Mental/Emotional health (e.g., stress, anxiety) (n=2,669) 48%
- Safety (e.g., walking to/from school, waiting for the bus) (n=2,506) 36%
- Traffic congestion at the beginning of the school day (n=2,504) 35%
- Family routines (e.g., family time, family dinner) (n=2,678) 33%
- Time for homework (n=2,689) 32%
- Availability of transportation to/from school (n=2,933) 32%
- Traffic congestion at the end of the school day (n=2,494) 31%
- Personal time outside of school (n=2,690) 30%
- Parent meetings with school staff (e.g., teachers, counselors) (n=1,262) 30%
- Time for extra academic help (n=2,654) 29%
- After-school child care (n=918) 29%
- Work schedules for parents/guardians (n=1,154) 28%
- Participation in activities outside of school (n=2,683) 28%
- Part-time employment (n=962) 24%
- Before-school child care (n=882) 23%

Note: Only students and parents/guardians saw this question. In addition, only high school students were asked about part-time employment; only parents/guardians were asked about child care, parent meetings, and work schedules for parents/guardians.
Perceptions of Three-Tiered Schedule - Version 3: Staff

Perceived Impact of Schedule
% Positive + Very Positive

- Your physical health (e.g., sleep, time for meals) (n=523)
- Your ability to provide or find child care (n=225)
- Your mental/emotional health (e.g., stress, anxiety) (n=521)
- Your commute to school (n=521)
- Your commute from school (n=519)
- Lesson planning (n=405)
- Your ability to attend personal appointments (e.g., doctor) (n=521)
- Your ability to attend professional development programs (n=465)
- Your ability to attend continuing education (n=436)
- Your ability to have a second job (n=173)
- Grading (n=387)
- Your ability to provide extra help for students outside of class (n=387)
- Your ability to be an advisor for a non-sport extracurricular activity (n=373)
- Your ability to coach sports (n=302)

Note: Only staff saw this question. In addition, only staff members with second jobs were asked about their ability to have a second job, and only staff members with childcare commitments were asked about their ability to provide or find childcare.

Perceptions of Three-Tiered Schedule - Version 3: Community Members

Perceived Impact of Schedule on each of the following:
% Positive + Very Positive

- Traffic congestion at the beginning of the school day (n=104)
- Work schedules for high school students (n=4)
- Traffic congestion at the end of the school day (n=104)
- How much business you do after school ends (n=19)
- How much business you do before school starts (n=18)
- Ability for students to participate in the activity you run or organize (n=13)

Note: Only community members saw this question. The two traffic statements were seen by all community members; all other statements were only seen by relevant community members (e.g., “How much business you do after school ends” was only seen by community members who own or run a business).
### Support for Each Schedule Option

Please indicate to what degree you support or oppose the adoption of the following schedules, starting in the 2020-21 school year:

<table>
<thead>
<tr>
<th>Schedule Option</th>
<th>Physical Health</th>
<th>Emotional Health</th>
<th>Traffic Beginning</th>
<th>Traffic End</th>
</tr>
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<tr>
<td><strong>Parents &amp; Students</strong></td>
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<tr>
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<td>Two Tier</td>
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CAVEAT

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