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## Kyla wahlstrom school start times

New research shows that high school students benefited in many ways from later start times. It all began with a phone call 20 years ago at the Center for Applied Research and Educational Improvement (CAREI) at the University of Minnesota in August 1996. The superintendent of the Edina Minnesota School District reached out to CAREI, seeking to discover if the new changes at the beginning of their high school time — from 7:20 a.m. until 8:30 a.m. — would have no effect. I took that call. When I learned the reasons for the change – namely, that later start time starts the purpote district to shift address development of the young brain related to sleep – I slept. As a former teacher, school principal, and district office administrator of special education, I thought I heard it all when it came to explaining teenage behavior. This association between the brain development and teens was new to me. But as we started our freshman study, the proof started up. Our research team found amazing change happened. Students were now awake first hour in class, the principal reported fewer discipline incidents in the hallway and lunch, and students reported less depression and feelings of greater efficiency. More than 92% of parents said their children were easier to live with them. As the early results of Edina reported, minneapolis Public Schools superintendent and school decided a year later, in 1997, that they also would change when starting seven full high schools from 7:20 a.m. to 8:40 a.m. This change affects 52,000 K-12 students. The bus schedule displaced students earlier in the earliest hours, with high school students and middle schools making changes in recent times. The results for the Minneapolis students were similar to those for Edina, although their surroundings – urban as opposed to suburban – couldn't have been more different. The medical research behind the change what we know about human development and, most recently, about the maturity of the young brain lends the creation of the fact that it's a matter of biology, by the choice that teens cannot fall asleep before about 10:45 p.m. and that their brains remain in sleep mode until about 8 a.m. This delays in the rhythm of the scard for teens directly related to hormone changes while forming. Most teenagers experience this so-called sleep phase change only during adolescence; the change will disappear as youth enter their 20s. Youth need roughly 9.25 p.m. sleep hours per night, a tough amount of time to get when the brain doesn't enter sleep mode until 10:45 p.m. and when students must wake up early for a school that starts before 8:30 a.m. Medical research has shown negative dramatic effects in sleep deprivation, especially to people who are chronically sleep-private. obesity, substance use and abuse, and increased car accidents are just some of the dire consequences. From the early 1990s to now, the medical research findings about the sleeping needs of youth have become an important body of knowledge (Carskadon, Acebo, & Jenni, 2004; Jenni, Achermann, & Carskadon, 2005). From a start to a high school movement across the United States has begun grappling with the possibility of changing times starting a school and district sometime. In the early 2000s, some schools made the change. Those who were not inclined to be studied. Many believe that a public examination of the change will be brushed with politics, and they fear the change would get no benefit (Wahlstrom, 1999). But from 2000 to 2010, more than 400 superintendents and principals contacted me for information and counseling. They had questions about the effects of later time on classes and sports and about how to solve transportation problems. This was a moment of prudent research, and school leaders wondered how school councils or communities would react. Administrators needed real-time information in both medical research world and education about brain development and how the two sources of information intersect. By 2005, more than 250 high schools in the United States made the change at a later start time, according to early data collected by the National Sleep Foundation. Early research from 1996 until 2002 revealed that absence, delays, and sleep in the school were significantly denied and later start times and that students' attitudes and feelings of efficiency had improved (Wahlstrom, 2002). It still remains unclear, however, how the changes in time affect classes. No Child Left Behind provides an impression to collect data achievements and measure effects over time. During this time, the Centers for Disease Control and Prevention (CDC) have been guarding the attachment research evidence of the sleeping role of mental and physical health and began to voice anxiety for the health of sleep-private teens. In 2010, a call for a larger study to be conducted for several years on the results for high schools that moved to later start times. I granted grants to study the results for three years in high schools in various locations across the U.S. state. Though hundreds of schools changed at a later start time, only some were willing to participate in data collections with students and parents and then engage in the causes of public scrutiny in the results. Then, as now, the politics of managing a community's perception of the change is much more than most superintendents willing to deal with. A look at eight schools that later began eight high schools in five school districts in three states — Minnesota, Colorado, and Wyoming — agreed to participate in the CDC-funded which I did from 2010 to 2013 (Wahlstrom et al., 2014). The start times in high school have been arranged at 8:00 a.m. until 8:55 a.m. We survey more than 9,000 students in grades 9-12 in their sleep habits, attitudes, study habits, use of substances, and curriculum activities. We also looked at academic variables, such as earning classes, attendance, delays, and standard test results. eight high schools have had a range of demographic features, increasing confidence that their findings are not associated with a particular group of students. The percentage of students in color in schools range from 10% to 40%, free and reduced-cost lunch rates to 10%, and graduation rates range from 81% to 97%. Academic results analysis involved examining student data by school and grade levels before and after the time shift. We found significant decreases in absence and delays in all grades 9-12 in the school district that instituted the last school starting times at 8:35 and 8:55 a.m. - in one district, had a 66% drop in preparation. One interesting difference appeared when we compared the school results beginning at 8:00-8:30 a.m. with the school at the last starting 8:55 a.m. Examined classes made before and after the time change, we found: Significant statistics increased to the 1st-period point average point of one or more core courses in English, mathematics, social studies, and science in three districts and times starting from 8:00-8:35 a.m. Significant increase in average grade points in all 1st-era core courses for all semester of all classes at Jackson Hole High School in Wyoming, with a start time of 8:55 a.m. The evidence shows that later the start time, the larger the academic benefits. Health and Activity exit A seminar analysis of the data from the national Behavioral Youth Risk Behavior Risk reveals that eight or more hours of sleep appear to be a depth point in the at-risk behavior for teens (McKnight-Eily etc. 2011). Cigarettes, alcohol, and marijuana use declined by 8% to 14% when teenagers die eight or more hours per night, with depression and sexual activity also declining by 9% to 11%. Thus, the closest time a school starts to come to allow eight or more hours of sleep every night, the greater the reduction in the behavior of young children is risky. Figure 1 shows the percentage of high school students in our study who sleep at least eight hours at school when school starts. In our study, we found the same patterns of benefit for the health of youth and a start time later. Among the 9,395 students in our study, those who slept eight or more hours per night were significantly less likely: Report symptoms of depression; Fall asleep in class; Drink caffeine wood sticks; Have a phone or computer in their room; and do harmful things without thought. The Good News students who participate in clubs, sports, or other organized activities are significantly less likely to use tobacco, alcohol, and other drugs, drink soda or energy drinks, or report depression. On the flipside, we also found that students who participate in clubs or other organized activities or work in a paying job are significantly more likely to get insufficient sleep (less than eight hours in a night). Further, the more weekly days that students spend practice or do sports before school, lower self-reported classes. So, given what we know now, creating a balance between the need to sleep students and their interests outside of important schools. When schools have a start time later, allowing students to get eight or more hours of sleep, students are more likely to reap their benefits – unless they wake up often during the night engaging with social media. Students who report more distraction rooms were significantly more able to get insufficient (less than eight hours) of sleep on their school nights. In our study, we found that 87.6% of those surveys kept a cell phone in their room, which could easily wake them up with a trip when messages come across. So a later start time is not in itself the panacea to reduce sleep deprivation in June. Car crash data vehicles are the greatest cause of accidental deaths in June. More than 2,700 young children die in car accidents each year. According to National Highway Traffic Safety Administration data (n.d.), during 2006, a teenager died in a traffic accident an average of once every hour on weekends and nearly once every two hours during the week. Sleep deprivation is linked to car crashes for all drivers and is a particular problem for teens, who are experienced drivers. A sleep-private has reduced reaction times, slower eye movements, and reduced their ability to make quick decisions. In fact, someone with less than four hours of sleep has the same driving characteristics as someone who legally drank with a blood alcohol content of .08%. Sleep-private drivers of young children are not only a danger to themselves, but also a danger to anyone who shares the road with them. Our study collected car crash data from three public safety departments. We examined accident data for September through may for teens in schools before and after the change in time was initiated. After the change in a start time later, the number of car crashes in five districts is studying decreased by 13%. Reductions have range from 6% to 70%, with the greatest reduction seen in the first year of the change in Jackson Hole, Wyo., which was last season's starting time at 8:55 a.m. Given this convincing information, it's not amazing that the CDC, the American Medical Association, and the American Academy of Pediatrics have all the policy statements that endorse a high school time no sooner than 8:30 am. Some recommendations are given what we learned from our research, we have a few recommendations for schools and districts to consider changing high school start times. Go for the last start time. Search results suggest that districts that make a modest move to a modest start later for example, from 7:25 a.m. until 7:55 a.m. or from 7:35 a.m. until 8:05 a.m. Benefits of modest experience but also experience the same amount of disrupting the community as districts that make the switch start at 8:30 or later. In other words, the benefits are proportional to the amount of time changes. So when district leaders discuss whether to implement a later high school start time, they should choose the maximum change possible. To make the change in step or as a pilot will only be the length of time, by year, that the community will have to deal with the inconvenience. The first year of a district change will be an adjustment for everyone. However, once new routines have been in place for a year, districts that made the switch have not voted back to the high school from when they start earlier. There are some real concerns; others just imagined. In each community, people expressed concern about the adverse effects of implementing a later start time in schools. These issues can often polarize the views of community members and make paralysis decisions. Our investigation found that some of these concerns have a real basis and are better addressed before the change when, whereas other concerns never materialize. Here are some issues that need attention: Athletic schedule that can cause a student athlete missing part of a class at the end of the day. Due to a rearranged bus schedule, young children may have to take an earlier bus to school when it can still be dark. Arranging for younger children before and after school may be more difficult. Parenting work schedules can not easily align with the new start time. The start time later can coincide with local rush traffic, creating the need to discuss with local traffic safety authorities how traffic flows can be improved. Here are some common concerns that never materialize in the districts we study: The later start time can result in less participation in sports and fewer games won. Because they get up later in the morning, Young can choose to stay later at night. Participation in after-school activities may decline. Students may have difficulty going to work after school. Transportation costs can increase. Transportation - the distribution and cost - is usually the biggest burden. Creative alternatives for student transportation are usually the best way to address the problem. Some districts moved to multilateral buses, while others moved to a wheel-and-talk bus model. Also, concerns about sport may be to rag the discussion. In the schools we study, there has been no adverse effect in the sports program or the number of some schools experienced after changing to a later start time. Child care before and after school is a problem that support alternatives can help solve, such as providing more options for fee-based care at every elementary school. In the end, involving and educating all members of the community are essential to successful changes. Where policies and research intersect the body of evidence regarding academic benefits a later start time for high school students is convincing. Also, the medical research of the brain's function of memory, learning, and cognition is robust, while the link between sleep health and mental health is unequivocal. Finally, we can't ignore latest science on the decrease in car accidents involving teens with greater amounts of sleep. Applying a later high school start time recognizes the important relationship between school policies and the research on human development. Rarely does that two worlds intersect so directly. The next steps schools and districts that are considering changing the starting time of a high school must engage in a wide range of people of interest in the dispute. Administrators and teachers need to discuss how students' sleep needs are intersected with school activities, such as homework moments. Parents need to be better informed about the importance of sleeping and how to support good sleep hyjie at home, such as removing tech devices from their children's rooms in sets. Finally, the most successful transition from a later start time was brought into the community health care provider process, such as pediatric; community activities, such as parks and recreation leaders; public safety officials. It takes 20 years for schools across the U.S. to engage in the movement changing high school time starting. Education decisions began to realize that teenagers are not lazy and that they, instead, at a unique time in their development where they need substantial amounts of sleep. That recognition will drive these changes to start times (see [www.startschoolater.net/](http://www.startschoolater.net/)) that we're seeing in the U.S. 44 states and in hundreds of schools and districts. Young faces an incredibly difficult world. Together, school leaders and parents have a responsibility to create the best possible conditions for them that are growing and progressing. Applying later high school start times is an important change that positively affects their health, safety, and learning. If we have that, we can get the way. References Carskadon, M.A., Acebo, C., & Jenni, O. (2004). Adolescent Sleep Policy: Implications for behavior. Anals of the New York Academy of Sciences, 1021, 276-291. Jenni O., Achermann P., & Carskadon M. (2005). sleep mandates in teens. Sleepy, 28 (11), 1446-1454. McKnight-Eily, L.R., Eaton, D.K., Lowry, R., Croft, J.B., Presley-Cantrell, L., & Perry, G.S. (2011). The relationship between hours of sleep and behavioral health risks in American teens' students. Preventive Medicine, 53, 271-273. National Highway Traffic Safety Administration. (n.d.). Child Driver: Additional Resources. Washington, DC: Author. www.nhtsa.org Wahlstrom, K. (1999, January). The primary policy of schools starts time. Phi Delta Kappan, 80 (5), 344-347. Wahlstrom, K. (2002, December). 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