St. Francis Area Schools

District Office
4115 Ambassador Boulevard NW | St. Francis MN 55070
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Topic: 90 Minute Late Start Discussion
Presenter(s): Nathan Burr, School Board Chair

Recommendation
The information is presented for discussion purposes. No board action is needed.

Background Information

Areas of Consideration for 90-Minute Late Start Review

School Board Guidance for Meet and Confer Committee

The School Board is asking the Meet and Confer Committee to conduct a comprehensive review of the district's current use of 90-minute late starts for staff professional development. While we recognize the importance of high-quality PD, we also understand the impact these late starts have on students, families, staff, and district operations. We do not want to eliminate PD opportunities.

The following areas should be considered:

1. Student Learning & Instruction

- Impact of late starts on instructional time and continuity of learning
- Differences in impact by grade level (K–5 vs. 6-8, 9–12)
- Effects on attendance, tardiness, and student engagement on late-start days

2. Staff Professional Development Needs

- Current professional development requirements
- Effectiveness of 90-minute late starts in delivering meaningful PD
- Staff feedback on preferred PD formats (full days, half days, embedded PLC time, etc.)

3. Impact on District Operational Areas

Nutrition Services

- Disruption to breakfast service
- Impact on staffing schedules
- Food waste or cost increases on late-start days
- Timing conflicts with lunch periods

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Early Childhood & ECFE/Preschool

- Staffing implications, when do these staff receive PD
- Staffing implications when preschool staff are parents of K-12 students that have late start

Transportation

- Cost implications for staggered start times, increased hours by staff
- Efficiency or inefficiency of routing on late-start days
- Driver availability
- Impact on non-traditional transportation services

Community & Family Impact

- Families who do not work for the district and must arrange childcare
- Impact on single-parent households
- Employer challenges for parents who must arrive late or take time off
- Community childcare providers coordination, other schools within district that receive district support (Trinity)

Comparisons & Best Practices

- Late-start or PD models used by neighboring and similar-sized districts
- Research on effectiveness and efficiency of PD scheduling

The School Board is requesting that the committee return with four clear Courses of Action for consideration. Each option should outline benefits, drawbacks, operational impact, instructional impact, and estimated costs.

Course of Action #1: Eliminate 90-Minute Late Starts

Provide a model that:

- Removes all 90-minute late starts
- Identifies how required PD will be provided (full days, half days, embedded PD blocks, etc.)
- Includes staffing, transportation, and calendar implications

Course of Action #2: Minimize 90-Minute Late Starts

Provide a model that:

- Reduces the total number of late starts
- Identifies essential PD time and optimal placement
- Shows how minimized late starts would reduce impacts on families and operations
- Explores combining PD with existing breaks or major calendar shifts

Course of Action #3: Retain 90-Minute Late Starts with Strategic Adjustments

Provide a model that:

- Continues 90-minute late starts, but aligns them with natural transition points, such as:
    - End of semesters
    - Holiday breaks
    - Early-release days
    - Parent–teacher conferences
- Explores hybrid models (e.g., some late starts replaced with early release days)
- Reduces operational disruption while preserving PD time

Course of Action #4: Retain 90-Minute Late Starts as currently executed

Additional Expectations

- Use of data from surveys of families, staff, and administrators is approved
- Identify cost implications of each option
- Provide a final written recommendation and supporting data
- Be prepared to present findings to the School Board