



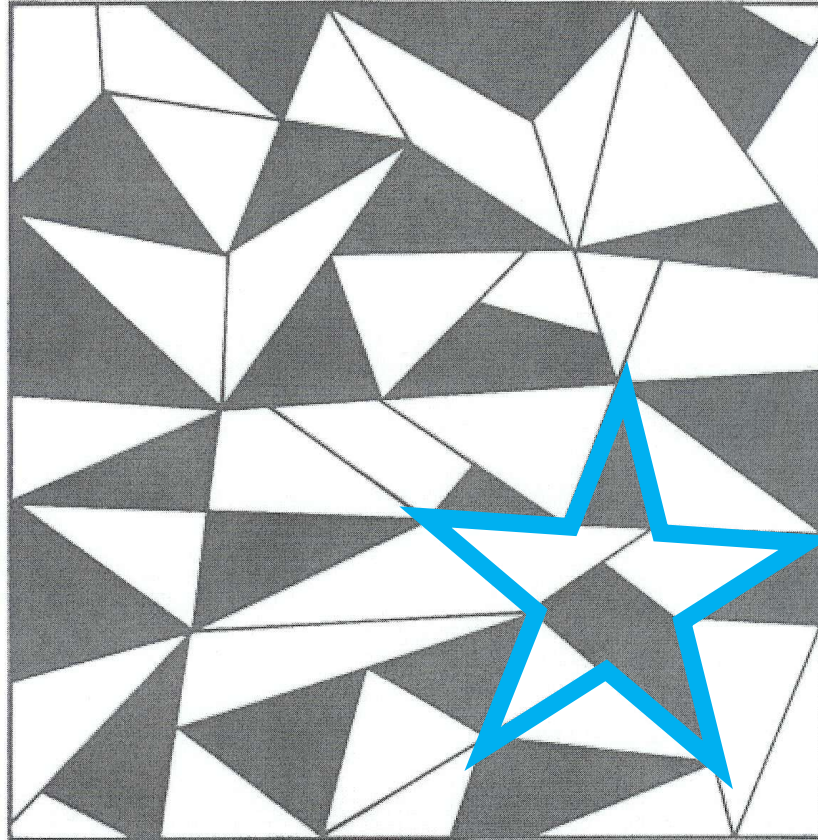
Current State Review

*Special Ad Hoc Committee
BOE Presentation & Final Report
June 8, 2026*

Special Ad Hoc Committee

Clarifying Purpose

There's a lot of
data,
information,
and at times,
“noise” in this
process...



...our work is to
develop insights
to find & pursue
the North Star –
Students!

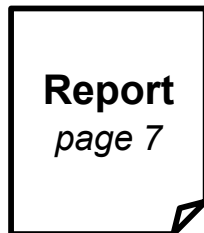


Strategic Intent

What are the community perspectives regarding the current start and end times, and what, if any, feasible, practical, and desirable future actions make sense to consider moving forward?

Through structured facilitation and ongoing collaboration with school leaders, the review will assess both current conditions and any potential schedule modifications through three primary assessment lenses:

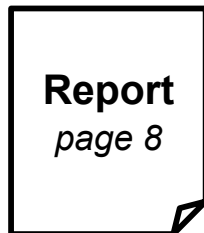
- **Feasibility** – operational, contractual, transportation, and fiscal realities
- **Practicality** – implementation considerations, system capacity, and educational impact
- **Desirability** – community perspectives, internal stakeholder experiences, student learning implications, and perceived benefits or concerns



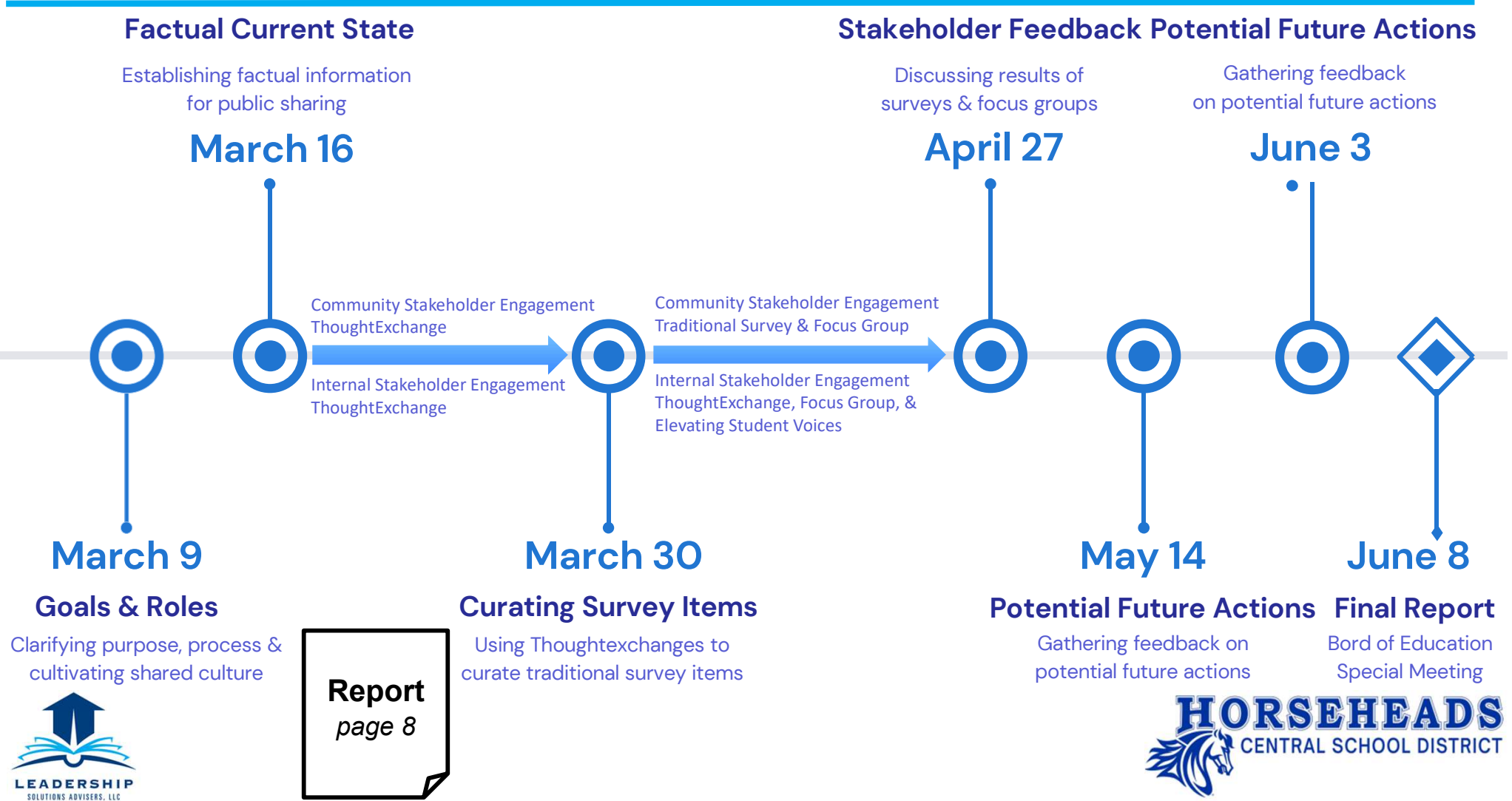
Inclusive & Transparent Process

The work is designed to facilitate the work of the Special Ad Hoc Committee and inform governance deliberation of the District and Board of Education, not to advance any predetermined outcome.

**“When every voice is part of the story,
the path forward becomes
clearer for everyone.”**



Process Overview



Final Report



Horseheads CSD Special Ad Hoc Committee Start & End Times

Presented to the
Board of Education
June 8, 2026



Horseheads CSD Special Ad Hoc Committee Start & End Times
Final Report – June 8, 2026



Horseheads CSD

Special Ad Hoc Committee Start & End Times

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Horseheads CSD Special Ad Hoc Committee Start & End Times
Final Report – June 8, 2026

Key Takeaways

The Special Ad Hoc Committee process produced several important takeaways for the Board of Education, district leadership, staff, families, students, and community members.

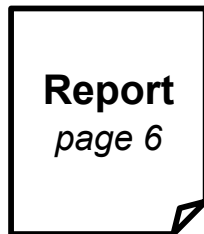
- The current start and end times are affecting stakeholders in different ways.**
Some students, families, and staff have adjusted to the schedule. Others continue to report concerns related to sleep, fatigue, family logistics, transportation, extracurricular participation, and communication. The feedback does not point to one simple answer, but it does identify clear areas for continued attention.
- Student well-being should remain central in future review.**
Student voice sessions, family feedback, staff feedback, and committee discussion all raised questions about sleep, readiness to learn, developmental needs, morning fatigue, afternoon energy, stress, and the combined effects of homework, athletics, activities, transportation, and family routines.
- Transportation is one of the strongest factors shaping what can and cannot change.**
Several ideas that appear simple, including flipping start times or pulling start and end times closer together, carry significant implications for routing, bus staging, driver availability, campus traffic, student ride times, athletics, cost, and implementation timelines.
- Some concerns may be addressed through targeted short-term refinements rather than a full districtwide schedule change.**
These include BOCES, CTE, and New Visions alignment; building-level schedule adjustments; after-school supervision; structured student support time; and activity access. These refinements should be reviewed with attention to staffing, contracts, transportation, supervision, and student benefit.
- The after-school activity gap is not only about waiting time.**
It is a student access, supervision, transportation, staffing, and program design issue. Verified athletic transition information shows that the issue is especially significant for middle school and modified student-athletes who travel between campuses and may experience extended transition periods before practice begins.
- Larger schedule changes remain worthy of study, but they require more time, clearer data, and deeper public engagement.**
Later secondary start times, earlier elementary start times, a high school/elementary start time swap, and efforts to pull start and end times closer together should be studied through student health, transportation, staffing, contractual, financial, and family-impact lenses.
- Communication and public trust are essential conditions for future progress.**
The district will need clear explanations, shared facts, realistic timelines, student feedback, small-group dialogue, and transparent Board discussion to support any future decision.

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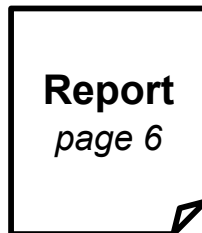
Key Takeaways

- 1) The current start and end times are affecting stakeholders in different ways.
- 2) Student well-being should remain central in future review.
- 3) Transportation is one of the strongest factors shaping what can and cannot change.
- 4) Some concerns may be addressed through targeted short-term refinements rather than a full districtwide schedule change.



Key Takeaways

- 5) The after-school activity gap is not only about waiting time.
- 6) Larger schedule changes remain worthy of study, but they require more time, clearer data, and deeper public engagement.
- 7) Communication and public trust are essential conditions for future progress.



Stakeholder Participation Snapshot



ThoughtExchanges

participants

1,267

*Perspectives, experiences,
insights, & feedback*

from

*students, teachers, parents,
administrators, labor unions &
community*

to

*review emerging information,
ask clarifying questions,
validate key takeaways,*

and

*help ensure the process
reflects authentic stakeholder
lived experiences,
integrates professional
experience, and is grounded in
practical local context.*



Focus Group

27



Survey Respondents

1,204



Special Ad Hoc Committee

28



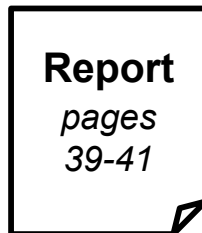
Findings

- 1) Stakeholder feedback indicates that the current start and end times are affecting students, families, and staff in different ways.
- 2) Student well-being, sleep, and readiness to learn emerged as central considerations.
- 3) Transportation is both a central constraint and a central design factor.
- 4) Some concerns may be addressed through targeted refinements rather than full districtwide schedule redesign.



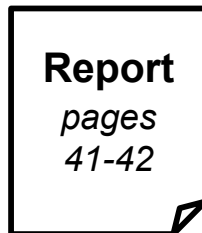
Findings

- 5) BOCES, CTE, and New Visions alignment remains an important issue.
- 6) The after-school activity gap affects access, supervision, and equity.
- 7) Larger schedule changes remain desirable to many stakeholders, but they require deeper study before implementation.



Findings

- 8) Communication, transparency, and public trust are major conditions for future progress.
- 9) Future work should begin quickly if the district wants options for September 2027 or beyond.
- 10) The next phase should separate short-term refinements from long-term structural study.



Actionability Heat Map

Rating	Label	Meaning
4	Ready to Advance	Strong desirability, clear practicality, and sufficient feasibility to advance into near-term planning, implementation review, or immediate next steps.
3	Refine Before Advancing	Desirable and potentially actionable, but requires clarification, operational refinement, cost review, <u>staffing</u> review, or implementation design before advancing.
2	Further Study Needed	Desirable, but significant practicality or feasibility <u>questions</u> remain. Requires deeper analysis before any implementation decision.
1	Do Not Advance at <u>This Time</u>	Desirable to some stakeholders, but current feasibility or practicality barriers are too substantial for near-term advancement. The item may still be documented because it emerged through the process.



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Potential Short-term Next Steps

Potential Next Step	Desirability	Practicality	Feasibility	Overall
1. Address BOCES, CTE, and New Visions schedule conflicts	4	3	3	3 – Refine Before Advancing
2. Reduce the after-school time gap for athletics and activities	4	3	3	3 – Refine Before Advancing
3. Explore a middle school/high school activity hour	4	3	2	3 – Refine Before Advancing
4. Review modest Intermediate School/Middle School timing adjustments	4	2	2	2 – Further Study Needed
5. Review minor building-level schedule tweaks	4	4	4	4 – Ready to Advance



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Potential Long-term Next Steps

Potential Next Step	Desirability	Practicality	Feasibility	Overall
1. Study later secondary and earlier elementary start times	4	3	2	2 – Further Study Needed
2. Explore whether start/end times can be pulled closer together	4	2	1	2 – Further Study Needed
3. Reassess the district's 100% busing commitment	4	1	1	1 – Do Not Advance at This Time
4. Explore walking zones or grade-level transportation eligibility changes	4	1	1	1 – Do Not Advance at This Time
5. Study a high school/elementary start time swap	4	2	1	2 – Further Study Needed



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Process Recommendations for Moving Forward

- 1) Clarify what can and cannot change for 2026-27
- 2) Strengthen communication and trust-building
- 3) Gather broader student feedback
- 4) Conduct a transportation usage audit
- 5) Review contractual and staffing implications of larger schedule changes
- 6) Create a working group for continued study by July 2026
- 7) Conduct a student health and development impact review



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Questions from the Board of Education

