

Artifact A



Love is in the Air, Banksy (2003)

Artifact B

“Theme for English B” by Langston Hughes

The instructor said,

*Go home and write
a page tonight.
And let that page come out of you—
Then, it will be true.*

I wonder if it's that simple?
I am twenty-two, colored, born in Winston-Salem.
I went to school there, then Durham, then here
to this college on the hill above Harlem.
I am the only colored student in my class.
The steps from the hill lead down into Harlem,
through a park, then I cross St. Nicholas,
Eighth Avenue, Seventh, and I come to the Y,
the Harlem Branch Y, where I take the elevator
up to my room, sit down, and write this page:

It's not easy to know what is true for you or me
at twenty-two, my age. But I guess I'm what
I feel and see and hear, Harlem, I hear you:
hear you, hear me—we two—you, me, talk on this page.
(I hear New York, too.) Me—who?
Well, I like to eat, sleep, drink, and be in love.
I like to work, read, learn, and understand life.
I like a pipe for a Christmas present,
or records—Bessie, bop, or Bach.
I guess being colored doesn't make me *not* like
the same things other folks like who are other races.
So will my page be colored that I write?

Being me, it will not be white.
But it will be
a part of you, instructor.
You are white—
yet a part of me, as I am a part of you.
That's American.
Sometimes perhaps you don't want to be a part of me.
Nor do I often want to be a part of you.
But we are, that's true!
As I learn from you,
I guess you learn from me—
although you're older—and white—
and somewhat more free.

This is my page for English B.

Artifact C

The New Push to Change American School Hours: Weighing the Pros and Cons

By Terry Burger, PhD, NCSP, IPE



In recent years, a growing movement across the United States has gained momentum: the idea that American school schedules are out of sync with the needs of students, families, and communities. From proposed later start times for middle and high schools to calls for a shorter school week or more flexible daily hours, this educational conversation is attracting attention. But like any major shift, changing school hours brings both benefits and challenges. This blog post explores the key reasons behind the push, examines the potential advantages, and considers the obstacles that such changes might face.

🌙 Why There's a Push to Change School Hours

1. Teenagers' Natural Sleep Patterns

Scientific research on sleep has demonstrated that adolescents have a biological inclination toward later sleep and wake times. Biologists refer to this as a "circadian rhythm" shift. Simply put, teens often find it hard to fall asleep early and, as a result, struggle to wake up for early morning classes.

2. Academic Performance & Emotional Well-Being

Lack of sleep isn't just about feeling groggy—it impacts attention, memory, mood, and behavior. Students who routinely miss sleep are more likely to feel depressed, anxious, or irritable. Educators and child-development specialists worry that early start times exacerbate these issues, undermining the nurturing environment schools strive to create.

3. Health & Safety

Insufficient sleep has real health consequences, including obesity, weakened immune response, and increased rates of anxiety or depression. On the transportation front, sleepy teen drivers may be at greater risk for traffic accidents if they're driving to school early in the morning.

4. Family & Community Life

School schedules—especially early dismissal or schedules stretched into late afternoon—can strain families. Working parents may struggle to synchronize their workday with their children's school day and after-school needs. Conversely, shorter or more consistent scheduling could enhance family routines, extracurricular participation, and community engagement.

👉 The Pros of Changing School Hours

1. Improved Sleep & Health for Students

By aligning school hours with teens' biological clocks, schools could help kids get deeper and more restorative sleep. Studies show that delaying start times by even 30–60 minutes can lead to better grades, fewer absences, and reduced depression or anxiety. A well-rested adolescent is sharper, calmer, and better equipped to learn and socialize.

2. Better Academic Engagement

Early morning grogginess is a widespread problem in traditional schedules. When students arrive at 7:30 a.m. feeling half-asleep, they miss out on effective instruction in those crucial earliest periods. A later start time can improve focus, classroom participation, and long-term learning retention—or so the advocates say.

3. Improved Health & Safety

More sleep equals better health. Teenagers who get enough sleep have lower risks of obesity, depression, and weakened immune function. Additionally, fewer morning accidents among teen drivers mean improved road safety.

4. Greater Equity

Research has shown that youth from low-income families and students of color often have less access to healthy sleep routines and supportive environments. Later school start times could help mitigate these disparities by providing a more even playing field.

5. Family & Community Benefits

Restructuring school hours—whether shorter weeks, later starts, or clustered schedules—might bring families closer together. Parents and students could share more predictable daily routines, easing childcare and improving participation in after-school activities. That could strengthen town or neighborhood solidarity and support local economies.

⚠ The Cons of Changing School Hours

1. Scheduling Conflicts & Logistics

Shifting start times isn't just a bell ringing differently. It ripples through transportation, after-school care, sports, and staff schedules. Bus routes often serve elementary, middle, and high schools in coordinated waves; changing one start time means reworking entire systems. Parents with kids in different schools may be hit with mismatched schedules. And after-school programs—already tightly timed—might be thrown into disarray.

2. Impact on Extracurriculars & Jobs

High school sports, music rehearsals, and part-time jobs often rely on afternoon practice or work hours. Pushing back the day could interfere with sunset-heavy schedules (like football or baseball), impinge on job hours, or compress time for homework.

3. **Childcare & Family Scheduling**

While later start times may help some families, they may burden others. Parents who work early shifts—like hospital staff, public service professionals, or factory workers—might struggle to accommodate a 9 a.m. high school start. Younger siblings who start earlier could end up unsupervised longer in the morning.

4. **Budget & Resource Constraints**

Implementing new schedules often carries significant cost. Districts may need to hire additional staff, invest in new equipment, or rearrange transportation fleets. Financially strapped districts may find reforms difficult without external funding.

5. **Resistance to Change**

Cultural inertia can be a formidable barrier. Teachers, administrators, community leaders, and families who have personally benefited from traditional hours might see proposals as threats to established norms. Change can cause stress—even if it leads to net benefits.

Creative Scheduling Models

Several districts have experimented with innovative ways to shift time without provoking too much disruption:

- **“Bullseye” Schedules:** Targeted later start times only for high schools, leaving elementary and middle schools untouched.
- **Short-Week Models:** Four longer days replacing five shorter ones—popular in parts of rural America. This can reduce start-up costs and give families a weekly “catch-up” day.
- **Staggered Schedules:** Schools in the same district begin and end at different times, releasing pressure on buses.
- **Flexible Scheduling:** Students choose from underloaded morning options and core classes are clustered later in the day.

Each model brings its own blend of benefits and challenges, but all strive for a better match between human needs and system demands.

Developmental Perspective: What Experts Say

From the viewpoint of developmental psychologists, the circadian shifts in adolescence are powerful and real. Encouragingly, districts that have piloted later start times—such as Seattle (first period at 9:45 a.m.) and Minneapolis (9 a.m. start)—report improved academic outcomes and student well-being. One University of Colorado study found that delaying start times by 75 minutes increased standardized test scores by 4–5 percent and reduced absences significantly. This science-based insight makes a compelling case for change.

However, change also needs to consider whole-child development. Consistency and predictability underpin healthy behavior. A schedule that constantly shifts (for example, alternating weeks of early and late starts) could stress children’s routines and undermine the gains of later start times. Implementation needs to be thoughtful—all parts of a student’s day, from sleep environment to after-school care, must be factored in.

Real-World Challenges & Success Stories

1. **Wake County, NC**

This large district experimented with delayed start times and multiple recess periods. While academic metrics improved, the district encountered major logistical headaches—parents had to juggle mismatched schedules, and bus routes got confusing. Lessons learned: community involvement and infrastructure investment are key.

2. Shenendehowa Central School District (NY)

By raising the high school start to 8:40 a.m. and moving middle school to 8 a.m., this district found a compromise. Parents appreciated the changes, attendance increased slightly, and student-reported sleep quality improved.

3. A Focus on Flexibility

Some districts offer optional "zero period" classes for early birds—this way, students can sleep later if they don't need extra coursework or wish to start later naturally.

These cautious, data-driven approaches offer a path forward without severe disruption.

What It All Means: A Balanced View

For students and health advocates, the science is persuasive: later start times mitigate sleep deprivation, improve mental health, and boost academic performance. Younger kids, too, benefit from consistent wake times aligned with their energy levels.

For educators and school systems, though, the waters get murkier. A later start demands cross-departmental planning—transportation, meals, staffing, extracurriculars—all must adjust. Districts with limited funding or already tight staffing may find it hard to bear the burden.

For families, the outcomes depend on structure. Some parents will find it easier to get teens ready; others—especially working parents—may face child care clashes. Those with both elementary and high school kids may have to coordinate drop-off at very different times.

Ultimately, the decision isn't a simple yes/no. It's a question of values: Is improved student well-being worth the logistical complexity? At what cost? And how much disruption can a community tolerate?

Best evidence points to sleep-based benefits for teens and adolescents—this isn't theory, it's backed by studies. But practical success depends on strong community engagement, clear communication, and flexibility.

Tips for Districts Considering Change

1. Engage All Stakeholders Early

Include students, parents, teachers, bus drivers, after-school providers, and local employers in planning conversations. The more voices are heard up front, the smoother the rollout.

2. Start with Pilots or Phased Rollouts

Try later starts for one school level first—like high school—before expanding to middle and elementary levels. This reduces risk and allows for fine-tuning.

3. Optimize Transportation

Analyze existing bus routes to reduce fleet needs. Some districts share routes across levels; others contract with local providers. The goal: minimize cost increases.

4. Maximize Community Resources

Partner with businesses and city services—libraries, YMCAs, teen centers—to offer structured care before or after school.

5. Use Data to Evaluate Impact

Track attendance, grades, disciplinary incidents, mental health referrals, and parent satisfaction. By collecting before-and-after metrics, districts can honestly assess success and improve plans...

Final Thoughts

Changing school hours isn't just tinkering with bells—it's part of a broader effort to bring American education into harmony with science, development, and community needs. The potential benefits—healthier teens, sharper students, more equitable access—are real. But the road is filled with practical hurdles: logistic complexity, financial strain, shifting routines.

For the community ready to invest in thoughtful planning, transparent communication, and targeted infrastructure changes, the prize could be significant: happier, healthier students and families. For those unable to mount a coordinated effort, the disruption might outweigh the benefits.

At its heart, this conversation isn't about what time the day starts—it's about how to craft a school environment where kids thrive. If the rhythm of the school day can better match the rhythm of young minds, it may be time to consider a new tune.

Note: This article was thoughtfully crafted with the help of AI tools and fine-tuned by me, Dr. Burger, at the Student Evaluation Center, to ensure high quality and accurate information that is essential to for anyone wishing to learn more about becoming a special education advocate. Feel free to reach out to me with any questions you have.

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Artifact D

The New York Times

Anti-ICE Protests Spread Nationwide After Minneapolis Shooting



By Chris Hippenstein

Mounting outrage over an ICE agent's killing of a woman in Minneapolis spilled into streets across the country on Saturday, as crowds of protesters mobilized against what they called the excesses of the Trump administration's mass deportation campaign.

The "Ice Out for Good" campaign held demonstrations in small towns and major cities, including some that have been central targets of President Trump's immigration crackdown. The protests came three days after an ICE agent in Minneapolis shot and killed Renee Nicole Good, a U.S. citizen at the wheel of a car, during an encounter in South Minneapolis.

Almost immediately, conflicting interpretations of the killing — which was captured in video from several angles — divided the country along ideological lines. State leaders in Minnesota described the ICE agent's action as an unjustifiable use of lethal force against a civilian who was trying to leave the scene. For their part, Trump administration officials claimed that Ms. Good was a left-wing domestic terrorist who tried to run over the ICE agent, and that the agent acted in self-defense.

In light of the killing in Minneapolis and another shooting in Portland, Ore., where Border Patrol agents shot and wounded two people in a car on Thursday, activist groups, including the organizers of the "No Kings" and "Hands Off" demonstrations last year, called for a weekend of "nationwide mobilization."

"Renée Nicole Good and the Portland victims are just the most recent victims of ICE's reign of terror," one of the groups, the 50501 movement, said in a news release. "ICE has brutalized communities for decades, but its violence under the Trump regime has accelerated."

The Trump administration has been mounting large enforcement operations in one city after another; in Minneapolis, the target has been primarily Somali immigrants. As has happened elsewhere, the federal agents descending on neighborhoods in Minneapolis have been met by protesters carrying cameras and whistles.

In Minneapolis, the public reaction to the killing of Ms. Good has been swift and angry. Law enforcement officers have used tear gas against protesters outside a federal building near the Minneapolis airport. Gov. Tim Walz, who has urged calm while denouncing the shooting in stark terms, has alerted National Guard troops in the state to be ready in case of unrest. And President Trump has dispatched more federal agents to the city.

By the weekend, demonstrations had spread to other cities.

Minneapolis

Shock and rage over the killing of Ms. Good have been particularly acute in Minneapolis, where a column of protesters stretched for blocks on Saturday afternoon as they walked from Powderhorn Park to Lake Street, which cuts through several immigrant neighborhoods in the city.

The protest began with a rally at the park earlier in the afternoon. Undeterred by the January chill, demonstrators chanted slogans welcoming immigrants and denouncing ICE.

“Minneapolis has gone through so much,” said Ben Person, 49, noting the mass shooting at Annunciation Catholic Church and the unrest that roiled the city after the murder of George Floyd. Now, he said, after Mr. Trump’s crackdown on the city’s Somali immigrants and the shooting of Ms. Good, “it feels like maybe we’re hitting a tipping point.”



David Guttenfelder/The New York Times



David Guttenfelder/The New York Times



Ryan Murphy for The New York Times

Chief Brian O’Hara of the Minneapolis Police told reporters on Saturday that his department had canceled vacations and called in every sworn officer on the force to prepare for huge planned protests. Mayor Jacob Frey said most protests since Wednesday had been peaceful, though 29 people were arrested Friday night when a small breakaway group vandalized a hotel and refused orders to disperse.

Mayor Frey, who has castigated ICE’s conduct, called on protesters to keep the peace. “We will not counter Donald Trump’s chaos with our own brand of chaos in Minneapolis,” he said.

Portland, Ore.

Protesters gathered alongside the Willamette River in Portland with signs, lawn chairs, flags and frog hats to protest federal immigration actions and the recent shooting of a Venezuelan couple by Border Patrol agents in the city. Organizers led the crowd in “Abolish ICE” chants, and a marching band played. Later, the crowd marched southward toward downtown.



Jordan Gale for The New York Times

Celeste Dryer, 52, who teaches reading at a small school east of Portland in Fairview, Ore., said that her school had been directly affected by the immigration crackdown. “Inside the school I work at, we celebrate immigrants,” she said. “That’s a hard message to get across when what’s happening outside is so different.”



Kaia Wilson wore a homemade hat to the protest.

Jordan Gale for The New York Times

Houston



Mark Felix/Agence France-Presse — Getty Images

Demonstrators in downtown Houston gathered in solidarity in a general protest against the Trump administration.



Mark Felix/Agence France-Presse — Getty Images

San Antonio



Callaghan O'Hare for The New York Times

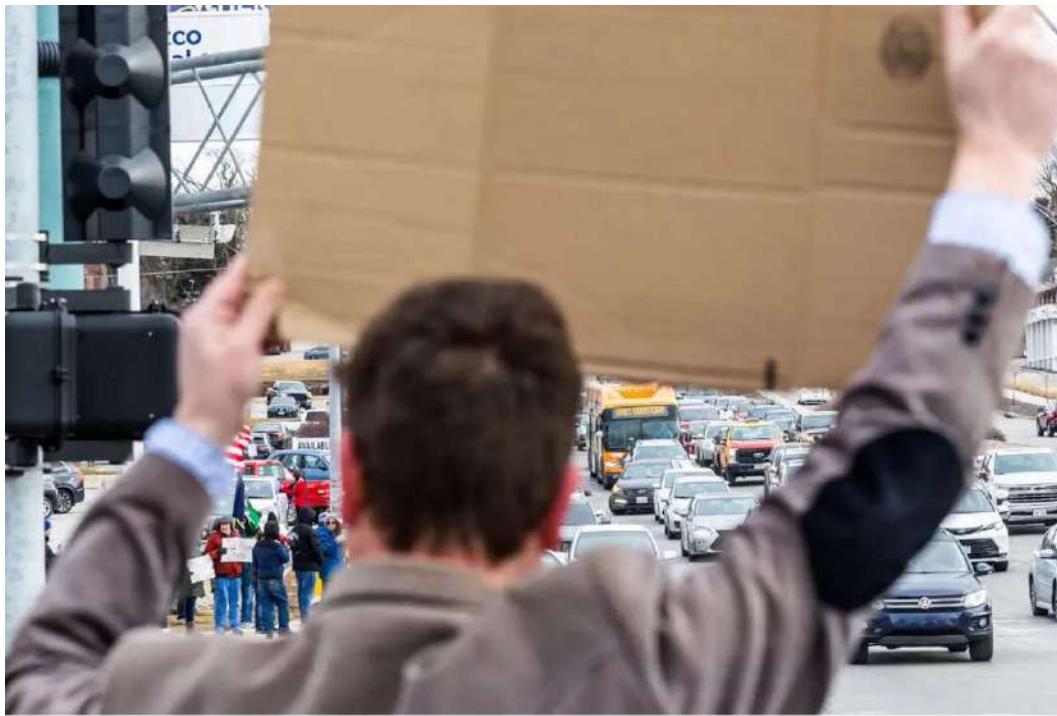
Growing crowds of protesters gathered in downtown San Antonio in a plaza near the San Fernando Cathedral, City Hall and other government buildings.

From there, protesters began to march downtown under police escort, the crowd growing in size as it moved.

One attendee, 19-year-old Steven Amaro of San Antonio, said he was a first-time protester who wanted to stand up for what he thought was right.

“It’s a new year. People should be celebrating but people are already dying,” he said.

Omaha



In Omaha, demonstrators gathered on all four corners of 72nd and Dodge Streets, near the University of Nebraska's Omaha campus, to protest immigration enforcement.

Chris Machian/Omaha World-Herald, via Associated Press

New York City

In Lower Manhattan, demonstrators gathered in front of ICE's New York field office under a steady rain, many of them saying they had come out for the first time in response to Ms. Good's death.

Leah Silverman, 20, a college student from Arizona, said she happened to be in New York for the weekend when she decided to join her first protest against ICE. She said she'd been deeply alarmed by Ms. Good's death — a "blatant murder in the street" — and by how quickly the Trump administration had moved to establish its own narrative around the shooting.

"People are willing to ignore what their eyes see," she said. "I'm here to say that I'm disappointed and angry with what I saw."



Bing Guan for The New York Times

Boston



Musicians played at a protest on Boston Common near the Massachusetts State House in Boston.

Joseph Prezioso/Agence France-Presse — Getty Images

Washington, D.C.

Chants of “ICE out for Good!” and “Trump must go now!” echoed in front of the White House as protesters gathered Saturday in a driving rain. Some carried signs displaying Ms. Good’s likeness.

Rebecca Martin, a 46-year-old physician from Falls Church, Va., said she was motivated to brave the elements by ICE agents’ refusal to allow a bystander who identified himself as a physician to treat Ms. Good after the shooting.

“If someone has a medical need, I’m going to treat them,” she said, adding that she believed ICE’s treatment of Ms. Good was “inhumane.” “I think ICE has lost privileges to be working in public,” she said.



Tom Brenner/Reuters

Seattle



Protesters lined a street in Seattle with signs opposing the Trump administration and its immigration crackdown.

David Rydor/Reuters

Los Angeles



Hundreds of people gathered in Pershing Square in downtown Los Angeles on Saturday night to protest ICE and the shooting death of Ms. Good. A smaller contingent was on hand to demonstrate against U.S. military action in Venezuela.

Ruben Garcia, 64, a Los Angeles native, wore a Dodgers jersey and waved an upside-down American flag in a traditional signal of distress. He said he was there to protest Donald Trump's immigration crackdown, which he saw as an attack on Latinos.

Philip Cheung for The New York Times

“The bottom line is, we’re really angry,” Mr. Garcia said. “They shot a woman.”