

# **Lengthened School Day Survey 2010 Report- Appendix A**

**August 2010**

**DEPARTMENT OF ACCOUNTABILITY**



**ALEXANDRIA CITY PUBLIC SCHOOLS**

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## EXECUTIVE SUMMARY

### ***Background***

During the 2009-2010 school year, Alexandria City experienced record snowfall. This inclement weather caused the Alexandria City Public Schools (ACPS) to cancel ten full days of classes, and delay the opening of school on two days. To make-up this lost instructional time, the ACPS School Board approved the addition of 30 minutes to the K-12 school day. Beginning on March 8, 2010 and through June 4, 2010, an extra 10 minutes were included in the morning and 20 minutes were built-into the afternoon.

At the close of the academic year, 491 ACPS employees completed an electronic survey regarding the make-up time (332, provided narrative comments). The survey included 16 items designed to garner staff perceptions of the additional instructional time as it related to the overall effort to make-up the lost instructional time, student achievement, personal hardships, communication with staff and parents, value of the strategy, and effective use.

### ***Highlights***

- Fifty-percent (50%, n = 244) of the staff personally rated the overall effort to make-up the lost instructional time as an ‘A’ or ‘B’. However, only 34% thought that their colleagues would give the effort an ‘A’ or ‘B’.
- Nearly two-thirds (63%) of elementary staff gave the strategy an ‘A’ or a ‘B’, while only 18% of middle school staff, and 43% of high school staff gave the strategy an ‘A’ or a ‘B’.
- Approximately one-half (49%, n = 242) of all staff disagreed with the statement that the lengthened school day was a good strategy to increase student achievement. Yet, a majority of them reported that they (61%, n = 298), and their colleagues (47%, n = 226) made creative use of the extra time to help students achieve.
- The most frequently reported examples of activities during the additional time were: 1) SOL review, 2) individual intervention 3) literacy/math content focus, 4) make-up assignments, and 5) completing typical school day activities.
- Staff cited, student burnout as an uncontrollable outcome related to the additional time (e.g., “*The students were “done” by ninth period. Chaos reigned. It was a stressful time as well as the most dreaded period of the day*”).
- Many benefits for student improvement were noted (e.g., “*Students who would not otherwise receive additional services, benefited from extra help from reading/ELL teachers. I did see improvements in academic achievement in these students*”).

### ***Implications and Recommendations***

Additional instructional time improves student achievement<sup>4</sup>. When school time is not effective, there are fewer student benefits. The survey provides insight into staffs’ perceptions of the benefits on student achievement; however, it is unclear if this time led to student academic gains. What is clear from the survey, and trends in research related to instructional time, is that additional effective instructional time yields positive increases in student academic and social gains.

**Appendix A**  
**Verbatim Comments as Submitted by Respondents**

Note. Text has not been edited for grammar, typographical errors, etc. To maintain anonymity, identifying information has been redacted.

**Q8. Please type in any personal examples of creative ways that you used the extra time in the past two months.**

3	Quick review games, short film clips to reinforce material, formal assessments
4	This time was used for PALs interventions
9	I used this time to extend my science and social studies block. We also used the time for read aloud stories.
10	With extended time, there were more opportunities for students to come to my office to receive assistance, especially after school.
11	Creative as reviewing certain areas of the units that we finished at the beginning of the year. It was a good time to retake tests or assessments that students may have missed.
15	I created group projects as review for SOL tests in final two weeks. The students enjoyed working on the skits and visual projects.
17	Review games for the SOL.
19	I used the time to do vocabulary skits with students. I also allotted this time for students to give book talks, in which they discussed literature that they read independently outside of school.
20	Different ways to increase vocabulary and spelling
22	It was wonderful to have the extended time in the afternoon to use for extra writing instruction and/or longer guided reading lessons. The extra 10 minutes in the morning allowed for extra math instruction.
23	We had an extended math period which allowed more time to provide extra practice on SOL areas that were weak.
26	I was able to use this time to add on 15 minutes to both of my math classes. This was wonderful because it left time open to a lot of enrichment and intervention. My students also loved having the extra time because they truly enjoy math and were excited to be in the room for an extended period.
27	We were able to utilize the time to have kids receive additional time with reading specialists, ELL teachers, and LD teachers. This was very helpful in doing remediation and differentiating instruction.
28	Teaching with technology
30	I used the extra time to review SOL Questions with students using sites like solpass.org or education.jlab.org

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31	We used it as a "catch up" time to allow students who were behind to get back on track with their studies.
32	There was more instructional time to incorporate various areas of learning - grammar, more reading activities
36	pulled identified students for additional reading/oral language support
38	IT WAS NOT EXTRA TIME! OUR SCHOOL YEAR WAS THE SAME AMOUNT OF TIME -- JUST A LONGER DAY! WE WERE MAKING UP TIME
39	Far too many distractions that interfered with planned activities. I tried to add one complete lesson on any day we doubled up. Still could not get through the curriculum.
43	More time for SOL/AP Exam Review through interactive games that I may not have played in class.
44	I actually had enough time to teach all the regular things I should be doing everyday instead of rushing through. It was not enough time together (since we broke it into 10 before school and 20 after) to do any one "thing" more.
47	1. There was time for individualized math instruction and remediation. We could flexibly group students and better meet their needs. 2. We finally had time to do enrichment activities beyond the regular curriculum.
49	SOL review questions
51	I did not use the time more or less creatively than I would have if it had been any other, regular class period.
54	Extra math time in am; longer center time/ read aloud at the end of the day
55	We used the extra time to tutor ELL students.
58	used student response systems (clickers) to review for SOL based on released tests
59	During the flex block period, I had my student work on a contract package to complete 2 chapters independently. They worked on a different section in the chapter each week by watching tutorials and completing simulations on their laptop in addition to reading and working on textbook problems. The students could use the class time to work together, work independently, work on the laptops, or work one-on-one with me.

**Q8. Please type in any personal examples of creative ways that you used the extra time in the past two months.**

60	I used the extra time in the afternoon to add enrichment activities to the Math curriculum. Unfortunately, the students struggled to stay focused during that time and really didn't benefit from extra Math time.
62	The extra 45 minute class allowed time for me to test students and then use the regular class time to be productive by allowing for more time for classroom activities.
63	We used the time for specific skill sets that needed remediation, for group projects to deepen student learning and personal involvement with the learning, and in just a couple instances as study sessions so we could get a bit more work done more quickly and catch back up in our curriculum. While I think my use of time was creative and varied, it does not fix the problem of just too much time in one class (back-to-back sessions of the same class). Student attention spans are just not that long... most people's aren't. Think of how we'd feel. OUCH!
66	I used the extra time to prepare the students for the SOL exams. I would normally have done this in class the last week prior to SOLs, but with the snow days I needed the class time for instruction. The additional 30 minutes allowed me that time to review. On the days we had Titan-up, I was able to spend some extra time with students that struggled the most throughout the year.
67	I used it as regular class time.
71	We used iTouch's, the computer lab, the monthly questions competition, etc., to practice our math skills.
74	I simply extended my blocks for literacy and mathematics.
75	working one-on-one increase writing time book club
77	I had the students take SOL practice quizzes during the FLEX time.
78	The first four days of the week were for content classes. On the fifth day the students were divided into content area based on need. VGLA work and SOL prep was also done during this time.
84	Entry passes, lesson extensions, and mini projects.
85	I tried to address areas of instruction that students needed help in and also areas of creativity that students needed more time to develop.
88	I am a kindergarten teacher, and we were able to add hands-on small group math activities during this extra time. With the regular schedule, we didn't have time for this.
89	Absorbed the extra time -- 10 extra minutes in reading, 10 extra minutes in math, 10 extra minutes in science.

**Q8. Please type in any personal examples of creative ways that you used the extra time in the past two months.**

91	I was able to use the time to provide small-group instruction for students needing both math and reading intervention during the extra 30 minutes. We also had students work in small groups on a STEM project.
94	It was a great opportunity to help students who are behind in reading get the extra support they needed.
99	Time to work with individual students on needed skills.
103	Worked with IAP students on their math goals while others participated in math stations Students made math "dictionaries" in which students sorted math terms, definitions, and pictures and glued them in the back of their journals Incorporated a "text talk" lesson 2 days per week to increase the students' vocabulary knowledge We also did 2 content based reader's theater (ceta) scripts to help the students retain social studies content
104	I used the time to review for the upcoming SOL and also continue work we started in class.
106	While I was able to use my time wisely, I felt like many of the specialists were not. How do you spread that time around? THE math specialist came into my class 1 time biweekly but that is all I saw. I teach young children and they were exhausted and hungry by the time the day was over.
109	To give students a break in our long afternoon, I gave them 5-10 minutes of "Crazy Talk Time." This came about because the students had even more difficulty staying focused and keeping themselves together during the longer school days, so my solution was to trade them an afternoon of good focus and work ethic for 10 minutes of unstructured explorations of math manipulatives, reading a book of choice, or just down time to talk with peers. It also gave us a little extra time for each subject area, but by the end of the day it wasn't worth it: students were dragging and complaining of being hungry.
110	These extra 30 minutes were wonderful to have more time for small group intervention and enrichment. Although I presented this as an awesome opportunity to spend more time learning together, it quickly became difficult for the students. They were often very tired by the end of school.
113	The end of the day was tough for our students. They struggled to hold it together. One of the best uses of time was additional read aloud, something our students never seem to mind if they're engaged in the development of the story.
114	Planning service learning opportunities.
117	It enabled to do more PBL activities with the students when I had them for longer blocks.
121	I used the TurningPoint Technology.
125	

**Q8. Please type in any personal examples of creative ways that you used the extra time in the past two months.**

	Extra time during I/E allowed for greater depth of student involvement in special projects (e.g., making and giving PowerPoint presentations about a topic of their interest and choosing). The longer Encore period also allowed for more time for planning and coordination amongst colleagues.
126	I used it mostly for SOL remediation. We took practice exams and worked on test-taking strategies during this time.
128	We were able to use our extra 20 minutes in our math block for students to have more time to play math games and use hands on manipulatives.
130	We had time to personalize instruction for students to receive additional math support. Before the extended day, the support was not easily available to students being pulled for reading groups during I/E time.
131	Our students do not spend enough time each day engaging in sustained silent reading (especially at home) and I was able to add a solid 20 minutes of accountable, self-selected reading time in the afternoon.
133	The longer school days was hard on the younger children! By 2:30, they are tired!
136	I use it in some cases as a make-up day, or extra time to complete projects or other deadlines. I also played vocabulary and grammar games to reinforce the lessons.
137	With 2 and 1/2 hours in some classes, it was either show movies or be creative with lessons to keep the classes from getting monotonous. Since I teach foreign language, we had more time for small group activities and games to reinforce what the students learned.
143	The extra time was so dispersed and diluted, it is not possible to identify any specific strategies I used. I do not target specific blocks of time in that manner. I plan activities based on the totality of time available. My students were highly resentful of the extra time, and complained angrily about it. They also stated many times that the extra time made the day too long. They were simply exhausted.
154	This was not "extra time," it was time lost because of the snow. In order to teach all material covered on the SOLs this time was needed. There is no way to know if this time increased student achievement or was used 'successfully' because we have no pre or post data to measure that. At the high school level the time was often wasted because only 4 of 7 classes were given this so called "extra time."
155	As a Biology teacher I had the students do projects we normally would not have time to complete because of the amount of material we have to cover for the SOL's. It was nice because it provided many teachable moments. However I heard from many students trying to make up work from missed classes during that time.

**Q8. Please type in any personal examples of creative ways that you used the extra time in the past two months.**

156	Enrichment activities related to lesson materials introduced during regularly scheduled class time and/or motivational activities to reward students for excellent work and to build teamwork.
159	Class periods were extended to balance out classes that were not the same length for all students during the regular school day. My reading class was also extended so that there was time for guided practice- something often not possible during the regular school day.
162	In my eighth grade classes, we spent a few of our class meetings doing a film extension unit. For several sessions, we studied a myth and then viewed a modern representation of it, to which the students wrote a response and then their own variation of the myth if they were the director. Other sessions were focused on comedy elements; then we viewed a Roman comedy and identified the elements studied. The students wrote a reply at the end of the series.
165	Allowed more time for math and reading lessons where students need help. Also time to initiate poetry lessons and enjoy rhyming words. The students enjoyed starting the school day with a new approach.
166	I was able to use it to do some extended labs with some classes. I was able to break up instruction and add more review time to the classes that I had the extra block for.
167	Increased intervention groups with students. Additional consultation time with teachers and parents.
168	Not creative but it was good to have that extra time at the end of the day for instruction.
169	A majority of the added 30 minutes was spent standing in my doorway trying to encourage student to get to their classes. In addition having the schedule of each period rotate during the last 30 minutes was confusing for the students and staff.
170	Because each class was lengthened only slightly it did give the students a "little bit" of extra time to complete class work. Maybe it was too many schedule changes and the length of the day, students and teachers were burnt out. In the future, if I have to put in more time, I would prefer it be tutoring sessions for those students who want and need it.
174	I used the 30 minute flex-period for SOL review. I started by giving the students a released SOL to identify which topics should be reviewed. From that, on some days we would do practice SOL questions, discuss responses and brainstorm test taking strategies. Other days, I would reteach a particular topic with a quick activity. I also had a differentiated project for several of my students who scored very high on the released SOL, because SOL review would not have been a productive use of their time. I think it was useful to have a small period of time for review outside of class time. I believe that it helped my students get into the mindset for the SOL and review for content on the SOL and final exam.
175	It just gave me more time to teach reading/language arts. 20 mins. at end of day made a difference. First 10 minutes did not make a difference very much because many students were late.

<b>Q8. Please type in any personal examples of creative ways that you used the extra time in the past two months.</b>	
176	Students did not take the additional time seriously, and walked the halls for most of the afternoon. However, if other measures were taken to ensure student accountability (ie: recording attendance, using the additional time as instructional time and establishing the expectation that the time was more than just a paper documentation of an extended school day) I believe it would have been more effective.
179	I used it as an opportunity to pull smaller groups to review for the SOL; especially students who need a review in a particular subject area.
180	Reinforcement of skills in small group. Enrichment activities
181	I was not able to fit a read aloud time into my instructional day and used 20 of the minutes to read books to my students. The 10 minutes at the beginning of the day was added to math/science classes.
183	Increased ability to provide intervention services to students
184	My math time was extended and I was able to meet with small groups every day.
186	The students in PE had an additional time to be physically active during the school day.
190	I WAS ABLE TO COVER ALL THE MATERIAL AND SPENT THE EXTRA TIME REVIEWING AND REINFORCING.
192	I teach third grade. Our schedule is so tight that we have no time at all for any activities that are not specifically listed on the objectives and pacing guides. There is no time built in for unpacking backpacks, lavatory breaks, class meetings, extra projects, assembling Thursday folders, etc... My students are eight and nine years old. They need a more civilized, less frenzied pace. The extra thirty minutes was largely used to build in a little breathing room into our daily schedule. Can I quantify improved achievement through this use of the time? Perhaps, perhaps not. I do feel that it improved the effectiveness of the day. The real solution to this is not stretching out the school day, but in relaxing the sheer number of items that third graders need to cover in a given day. They are pretty young kids, and a six hour workday for them is quite enough.
194	My school added a 10th period to our 9 period day. I had many creative lessons for the students to accomplish during this 10th period class. In reality though by the time students came to 10th period they were mentally and physically tired. Getting the students to accomplish anything during 10th period was a difficult struggle. No matter what kind of lesson a teacher had for 10th period, 10th period ended up being a very disruptive class where classroom management and discipline ended up being the lessons of that period. I think the teachers were more excited than the students to see 10th period go away. I personally did not look forward to 10th period at all no matter what students were in my room. On paper, I think it looked like a good way to make up the missed instructional time but in reality it did not end up playing out that way. The school day just ended up being too long for the students.
195	I used the longer day to give my first grade students an extra break in the afternoon. I found that this gave them incentive to work harder because they knew they were going to get free time. Also, when the break

<b>Q8. Please type in any personal examples of creative ways that you used the extra time in the past two months.</b>	
	was over, they were ready to work and energized. Though I do not feel that I taught much more material, I found my students were more productive and attentive when I did teach.
200	I used the extra time for students to work on projects to promote curiosity and tie together skills.
201	The extra time that I had with my students allowed to improve their language skills at a faster pace due to uninterrupted, longer instruction.
202	We created completely new first grade reading groups and delivered services to 17 kids who otherwise would not have received them.
203	Core Knowledge reading groups.
204	More time for processing activities such as writing projects More time for students to practice skills
206	Added an extra math period to my fourth grade class, where we were able to incorporate more hands-on examples in small groups to really get the concepts of geometry across to students.
209	Extension of enrichment activity time.
212	Allowing extra time for lessons - able to do more in-depth lessons or follow-up activities.
219	We could start a project or video and finish it during the extended time. Without block scheduling activities have to be spread out into multiple days.
220	I used the extra time to tutor students who were in danger of failing the SOL. I used the extra period each day to work on practice SOL questions and I showed students how to use the online tools they would be using for the SOL. I created daily SOL practice guides per SOL and objective. I cut and pasted graphics and questions from released SOL tests from the past nine years. I gave these to my students in small amounts (5 to 10 problems per day) so we would have time to discuss and reflect upon the students' questions.
221	Test taking skills; study skills; reading comprehension; reading fluency; reteaching of missed concepts; one-on-one assistance
222	The time allowed teachers to work with struggling students and enrichment students. The extra time allowed other teachers to spend time on focused lessons that coordinate with SOL standards.
224	We used the extra 30 minute "flex" time for SOL review
225	Small group sessions Grade Questions Make up Work Extra time on Classwork

<b>Q8. Please type in any personal examples of creative ways that you used the extra time in the past two months.</b>	
227	I used the time to remediate basic math and reading for my special education students.
229	I used it as an additional period to continue with normally paced instruction. This was very valuable for making up lost time, however, the utility of that extra time would've been increased if additional minutes were added to each period instead of one rotating period at the end of the day. Students and teachers alike are tired by that time, so it seems there was reduced retention and, ergo, marginal increases in student achievement.
231	I attempted to use the extra 30 minutes to enrich and extend the science class. it was nearly impossible as too many teachers used it for "quiet talking." It was a daily battle to have students show up with any materials. The 30 minutes per day WAS a good idea but should have been added to each period. I know many say an extra 5 minutes per day means nothing per class, but it DOES! The 30 minute class at the end was a waste of time. Students were late in droves, constant fight with not going to lockers, etc. By the time the class started and then ended with announcements, you really had only about 20 minutes of actual time. A lot of the problem in creative scheduling or fixing a situation such as this, was having ALL 3 Hammond schools needing to agree due to shared elective teachers and other issues. We are not 3 separate schools. We have all of the headaches of being tied together and none of the benefits of being supposedly autonomous schools.
232	Students used it to complete homework. Sometimes I used it to catch up a class that was behind. Sometimes I used it to complete extension tasks we don't have time for during the 45 minute block.
235	I think some schools utilized the 30 minutes better than others. Charles Barrett did an excellent job of taking the 30 minutes and maximizing its impact.
238	The biggest deterrent to sound educational practice was the lack of structure. With schedules changing on a regular basis, class lengths that defeated attention spans and long spans of time with no breaks, students and staff burned out. The final two months of school have been a total waste of time.
241	Nothing out-of-the-ordinary creative, just continuing as I usually teach. It just gave us time to teach, where adding 5 minutes to each period would've been a total waste.
245	Additional need math instruction that allowed students to work in small groups on specific skills they were lacking. The 'normal' math schedule allows for very brief small group sessions. The pace is often too quick for our students.
251	This was a great day to have skill drill and review games. It was a nice chunk of time, so it could be effective, as opposed to a few extra minutes per class.
254	I'm not a teacher so this does not apply to me.
256	We used it as review and study time to prepare for tests or quizzes.

Q8. Please type in any personal examples of creative ways that you used the extra time in the past two months.	
257	Used the extra time for project based learning
258	SOL preparation
259	I used it as an opportunity to review lesson. It also gave me the opportunity to introduce new units of lesson.
261	Some teachers may have made good use of their time and opportunity. Others let students roam the halls freely and provided no measure of accountability for student time. Discipline and order are critical factors in maintaining a smoothly functioning school facility. Efforts to maintain discipline and order were severely challenged. This was frustrating to teachers and to students, some of whom wrote an article for Theogony on the lack of order and distraction in the hallways.
264	I had them work on creative projects or I used the time to go back to review concepts I thought they needed some refreshing.
265	Using the time to get verbal feedback about unfinished assignments. Maybe clear up misunderstandings. At first (about 3 weeks) I loved the longer day. Then I came to dislike it. It would have been more efficient to add the actual times to classes. Students were all over the place because we did not have roll taking in place. The extra traffic caused problems, noise, loitering, etc. I could have more efficiently used the extended time to wrap up class, communicate with the students, and make sure they left my room settled. This is why I did not know how to answer the earlier questions fairly.
266	I reinforced information that was taught during the regular class period. I allowed students to make up missed assignments. I used the time for exploratory assignments and projects.
267	I WAS ABLE TO DO MORE WITH 1ST BLOCK, AND 3RD BLOCK CLASSES IN PRODUCTION. MY 6TH BLOCK WAS WASTED TIME IN THE MORNING AND COULD NOT DO THE SAME AS MY OTHER CLASSES.
276	The earlier start time was not helpful at all!! Our elementary students were sleepy & tired. The split of time was a horrible idea!! Ten minutes early and the additonal twenty minutes at the end was pretty much a waste of time. WHY? Because I saw classroom teachers use the time as silent reading time. More time is needed probably but it should be attached at the end of the day & NOT HAVE AN EARLIER start time. Fairfax Co ELEM schools start at 9:05 and kids leave at 3:45. This is a more realistic for our students. I realize the bus situation & that elementary schools share with middle & high school, but the earlier start time was absolutly the pits for our students Also, our classrooms at polk do not have air conditioning that work & only one wing will get new units this summer. It is ridiculously too HOT to teach in grades 3, 4 & 5 when your classroom is 85 degrees from the morning on. Our third, fourth & fifth grades will not get any relief next year b/c we will not get new AC units. So please, lets get cool our buildings so our students can do there very best & your staff's work enviroment is tolerable.
278	I pushed into classrooms and created integrated lessons with classroom teachers.

<b>Q8. Please type in any personal examples of creative ways that you used the extra time in the past two months.</b>	
280	-read aloud/think aloud activities -projects
281	Doesnt answer your questions but there should not have been a 10th period and since we had to make up the time it should have been added to the classes already in session.
283	We added in a "flex period" - most teachers used it for extra SOL preparation.
284	Additional time for final papers and final review; more targeted time for revisions.
286	The students at my school have serious behavioral issues. I used the extra time to hold discussions about how to practice self control, and how to remain in class with a teacher who may be of another race and high academic expectations.. I attempted to get the kids to understand that school is important and all teachers should be respected regardless of their race. The children must know that school is a place where we learn and inappropriate behaviors will not be tolerated.
289	Activities with math manipulatives Use of technology (ie. laptops, Senteo)
292	NONE
294	Our school assigned all specialists (Encore Teachers, Lab teachers, etc.) to work with a classroom so that all students could work in smaller groups. While I think this was a good use of the time we had to use, I think that adding the time, in general, was not beneficial to the students. They were burnt out by the end of such a long day and the little snippets of extra help we gave them, I'm not sure if they really added up to anything in the long run.
299	extra math practice for mastery of standards and confidence with abilities/applying concepts individual help for those struggling with math skills/concepts
302	I'm sure teachers preferred adding 30 minutes to the school day. However, I do not think it improved student academically. I don't think teachers added anymore instruction to the school day despite the fact that 30 minutes was added. It would be more effective to start school year in August, instead of Tuesday following Labor Day and end school immediately after the SOL testing.9Early June)
309	Independent research on science projects.
311	We were able to do more interactive read alouds during the time and able to fit in more use of technology at the end of the day. It also helped with pulling students who needed extra support in reading and math.
317	We extended social studies instruction and math remediation. Children also received additional writing time.
319	During the school year I pull about 10 -20 problems from various sols to use as reviews. I combined these during the extended period as a way of cycling through the material. In some instances it was successful

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	and in some it was not.
320	The extra time allowed me more than five minutes in between classes to set up the different grade level and lesson plan materials. It also allowed an appropriate cushion for teachers in the habit of picking up their class late and/or dropping them off early.
321	I took my marketing class on walking field trips.
322	Using the laptop cart which I never seemed to have time to use during regular hours. one-one contact time with students finishing classwork from earlier in the day
323	Extension of reading practice using differing material Use of online reading program One-on-one make up time
326	Students were given additional time and support to complete assignments that otherwise would have been done independently. Also, time was used to "tutor" students who needed additional support to master objectives in Language Arts and Math.
332	I added the time to guided reading since I never have enough time for it in the dual language model.
334	I used the extra time for review or study skills, and in order for students to stay alert at the end of the day, it had to be interactive. Examples included review games on the SMARTBoard, an interactive website on course content, and creating study manipulatives.
336	Study Skills and Test Taking Strategies Resume' Writing Greenhouse planning and preparation Extended Educational Field trips Motivational Speakers Career Explorations Outlining/Reading Strategies
338	We used the time for independent practice. We told the students it was "their time" to work with teacher assistance. Students liked this and really used the time to work on homework and unfinished classwork. Test scores improved with the independent work.
339	I was forced to tutor kids in a subject I'm not certified in or that comfortable teaching.
341	I was allowed to use many different reading strategies. Strategies like fluency development through Reader theatre. My students who attend ESL loved it and now they want to read everyday. I need that extra ttime o explore different ways to teach my students. We also grouped our students with different teachers to focus on their math needs.
343	Lengthening the day was a good strategy for making up the lost time due to the storm. It was effective because it was for a short period of time.
347	Extended the Guided Reading Block and shifted shared reading to the extra 30 minutes.

<b>Q8. Please type in any personal examples of creative ways that you used the extra time in the past two months.</b>	
348	-Classroom presentations on the importance of eating breakfast - " " on Dental hygiene
349	For Geometry: I used the time to enrich. I gave the students activities that we would have had to leave out because of the missed days. Some examples of lessons are 1. Spirals on Sketchpad 2. Tessellations - slide and rotation 3. Mobius Bands 4. Use Equation Editor on the Microsoft Word toolbar 5. SOL Review
350	My answer to #7 is actually a qualified 'yes'. Initially I made sure to have a related but stand alone lesson for the 30 minute class. But with my current 4 preps, this meant an additional 4 preps per week plus the Titan Up period. So in spite of my best intentions I found that after a few weeks it was very difficult to prepare well for all these different classes. Examples of ways I did use the time well: original student dialogs, groups assigned to prepare review or re-teaching lessons for their classmates, AP practice essays, online listening activities. Examples of ways I did not use the tie as well-after 4-5 weeks - more of the same book exercises that we were already doing in the regular class session, completing work not finished in the earlier class, testing a point covered in the previous classes
351	it was a waste of time
352	During the long block, breaking out into small groups to achieve small group learning tasks, then using the short extra block to reconvene and reassemble the parts. During the short block, allowing students to pursue tasks individually, and I would rove around the room to work individually with students. During the short block, discussing a topic related to the instructional content, but facilitating the discussion to allow tangential issues to be addressed. RARE: Rewarding students with a few minutes of free time in exchange for on-task, focused work during the long block.
353	In my class, we did supplemental activites during the extra 30 minute class that was at the end of the day.
354	I am a literacy coach so I did not directly serve students during that time.
356	Time was used to work with students on individual assessment tasks., e.g., VGLA.
357	As a specialist I was able to give each of the groups I work with 5 minutes of extra time. I always need 5 more minutes and I feel the students benefitted from having these 5 extra minutes each day for several months. Most of my groups are guided reading groups and it seems there is never enough time for guided reading. The extra minutes helped a lot in that way.
358	I had an additional 30 minutes to catch students as needed
359	N/A
362	We lengthened our math and language arts blocks to give more time for SOL review.
371	tracking assessment with students, real world application of math skills learned in regular class period

**Q8. Please type in any personal examples of creative ways that you used the extra time in the past two months.**

372	It allowed me to do a news search with my history classes. We would take the first 10-15 minutes of class and review CNN or FOX and discuss current events. After we discussed the issues and opinions they were more connected to the class a little better.
374	Games to review for SOL testing Grouping after assessing which was ongoing Differentiating according to needs
379	We used the time to prepare third graders in reading and test taking strategies (SOL prep)
380	I had the opportunity to work with my studentest that were struggling in reading. I used the time to meet with them twice a day and in smaller groups. My students overall reading leavels increased due to the extra reading time that I had to focus on reading strategies.
381	We were able to incorporate an additional 15 minutes for Math which we needed since incorporating the new writing program. Additionally, it gave me extra time to pull a small group of students who needed a little extra instruction at the end of the day.
383	Students made Cereal Box Biography Reports; for some students who don't have access to craft materials at home, had time to complete their project at school, during this time. They were able to print in color, research via the computer; and had a plethora of color paper, markers, color pencils, stickers, and other craft material to complete their project.
390	During the morning students used the time to get and oragnized for the instructuional day and they were able to get help with homework concerns. During the afternoon we used the time to extend the IE block to reteach reading and or math concepts.
391	The time I had at the end of the school day was only enough time to teach a lesson or do practice work but never enough time for both unless I rushed one of those parts. The extra time allowed me to teach an effective lesson and provide students with an acceptable amount of time for practice, discussion, extension or reteaching depending on how the lesson worked.
396	Did social studies projects and science experiments.
397	Used exclusively for SOL review.
400	To be honest, I am at school those extended moments and more, so it did not change much in terms of my use of time. However, I think that by breaking it up into 10 minutes in the morning, and 20 minutes in the afternoon it was not as noticeable of a change once routines shifted to match the new time. Extending the two half days on June 17 and 18 didn't really make much of a difference, especially since they were after SOLs, and a lot of students were not in school all day on June 17th due to high school graduation of family members or friends of the family. Who knows what the attendance will be tomorrow, to make up the last of the time with a full day on June 18th. That being said, I have never been a fan of the four half days at the end of the year anyway.

**Q8. Please type in any personal examples of creative ways that you used the extra time in the past two months.**

401	Providing experiences via educational games to reinforce concepts. Giving the students additional time to practice areas of academic their writing and other content as they prepare to enter Kindergarten
404	SOL prep time. Enrichment/Intervention
414	As an Encore teacher we received no extra time with students to it is difficult to say that the extra time helped students achieve in my subject area. We were used as "tutors" or extra helpers in the classroom and during those times I was directly affecting one or two students but not a large group.
415	My duties stayed the same regardless of the time change.
417	The extra time allowed us to tweak the schedule and increase instructional time for certain blocks.
418	We had a longer math block and a longer writing block.
421	We extended our math block by 30 minutes. It was very helpful, as our math block is generally far too short for all the material that we need to fit in. It would be useful to have extra time for our reading block as well.
423	enrichment and intervention with at risk students
425	SOL remediation Titan Up opportunity
426	SOL target intervention time to get 3rd grade ready for the SOL test
427	I used the time for extra reading, both independent student reading and teacher read alouds
431	The added time to class periods was helpful with essay testing.
432	We were able to write, plan, invite parents to attend a classroom play that we performed.
435	I used the extra time to provide reading intervention.
441	I was able to complete missing work as well as incorporate several collaborative sessions among students.
442	n/a
443	VGLA completion SOL prep Math in Art activities
444	Using the time to focus on test taking skills and exposing the students to critical thinking/reasoning skills

**Q8. Please type in any personal examples of creative ways that you used the extra time in the past two months.**

	so that they can use the process of elimination on standardized test instead of just guessing.
445	We did Projects at the end of the day having to do with Science or Social Studies, my students were unable to sit still and really engage in any instruction. They had fun making projects, and definitely learned things, but my instruction was definitely through creative learning... If this makes sense.
446	I am in a position where I need more time to plan for creative classroom activities. Increased time with students does not always equal better academic performance. Having more time to plan highly effective and engaging lessons would greatly out weigh more time with students. Having more time to evaluate student performance, differentiate instruction and communicate with parents to improve student performance would be more valuable to me than additional time with students.
448	I basically used the extra period for test prep. Normally that would take place in the first 10 minutes of every class. This way, I was able to get more content covered in class but still have dedicated time to work on practice tests that help students be successful on the SOL
449	During the extra time, students worked on last minute touches to their assignments. The extra thirty minutes a day had a negative impact on successful use of time as it normally took students 10 minutes to get ready/prepared for learning.
450	n/a
453	Our department [REDACTED] made sure that the students were engaged in physical activity by means of a team sport or some sort of related activity as well as allowing the students to work on class assignments to help in a "catch-up" as well as a opportunity to get ahead on assignments.
456	We did our EverydayMath games.
458	The extra time is used for the warm up and to check on the students understanding.
462	Used I/E more effectively.
463	Collaborating with families about ways to help them help support their children at home. Collaborated with staff members about students' academic progress and the necessary interventions to help students reach their full academic potential.
465	I used the time to develop vocabulary skills and to keep an ongoing assessment of reading fluency rates of my students.
468	Students were able to spend more time in small group guided reading in my classroom and they were also able to complete more VGLA samples given the additional time at the end of the day.

**Q8. Please type in any personal examples of creative ways that you used the extra time in the past two months.**

476	I'd originally thought I would welcome this extra time. However, as the days went on, I realized the children were tired and ready to quit. Some would often fall asleep when I was reading them a story at the end of the day! As I compare the length of day to my former school system where the children went to school from 8 to 3, I realize that 10 years ago children were not being pushed at such a young age to accomplish all that we are trying to get them to do now. so I feel now that the shorter day is much more appropriate.
477	My days as an inclusion teacher means there is little leeway for extending any lesson The longer day gave me a good additional twenty minutes everyday for extra teaching
481	Children were given activities to do in the morning to reinforce learning from the previous day or to introduce a new topic for the day. We also were able to give the children a little rest time in the middle of the day and occasional show and tell time at the end of the day. That gave the kindergarten children a nice break from academics. We added a special time for poetry. Each week the children learned a poem and then identified words in the poem. Then they saved the poems in a special notebook to take home to read at the end of the year.
482	We offered activities that were not offered during the regular school year.
484	SO.L prep
485	I taught a unit that I probably wouldn't have been able to otherwise get to. Each class stood by itself, but the concept was the same, so the kids got the hang of it.
488	The time would have been much more effective, if 5 min. had been added on to each core class. In a 50 min. class, I could actually completed an exit ticket activity or taken roll w/o feeling guilty. The 30 min. rotating period was a nightmare! The studentswere mentally finished at 3:15, and the fact that we saw a different class each day for 30 min. made planning difficult. Adjusting to the 45 min. period was a challenge, and then to expect us to have a meaningful activity in 30 min.was not good planning. Good teachers try to keep their classes coordinated as much as possible, and with a different class each day for 30 min. it meant you were out of sync all of the time. I resorted to what I called brain games that I hoped would help in any class. Some acativities were listening, word puzzles, critical thinking activities and analytical activities.
490	Tried to used the extra time to fit in writing and more science and social studies.
491	I did not have to find creative ways to use the extra time. I taugh the curriculm and prepared our students for the S.O.L.'s and final exams.

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Q10. Please type in any examples of creative ways that your colleagues used the extra time in the past two months.	
22	I know that my grade level was using the time as I stated above.... #11 (personal hardship) This should not be a yes/no answer. Yes: I had less time to spend with my family, time for the gym to destress/read a book, less time to spend at my kitchen table grading papers, less time to sleep... No: it was business as usual...teaching my students in any time that I can get... If you are planning on lengthening the day...hurrah, but it better come with pay!!
38	IT WAS NOT EXTRA TIME! OUR SCHOOL YEAR WAS THE SAME AMOUNT OF TIME -- JUST A LONGER DAY! WE WERE MAKING UP TIME
54	More time for Science/ Social Studies at the of the day
59	Many of my colleagues used the time exclusively for SOL prep. The students take practice exams on the jlabs website and then email their results to their teachers. After giving a pre-test or practice SOL, teachers assigned the students a particular section or topic to work on through the website <div style="background-color: black; width: 150px; height: 15px; margin-top: 5px;"></div>
78	Same as #8, at least for my grade level.
84	Lesson extensions
99	unknown
100	I saw a lot of wasted time. Students were doing word searches or independent reading not at their reading level. Some grade levels did use the time creatively to expand the hands on portions of their curriculum. I saw more play in the Kindergarten, which is great. I saw more people use the time for writing instruction.
106	The math specialist worked with groups at the end of the day. The science specialist stretched her lessons out and taught deeper.
109	My colleagues and I also used it for giving the students time to complete work they have not finished, give them Drop Everything and Read time, or more time on lessons in Core Knowledge.
110	We used it as more I/E time. It was great so we could tailor instruction to the needs of our students offering more opportunities for small group work.
114	SOL review games
117	I think the core teachers used the time to get through the lessons in preparation for the exams. Elective teachers may have found it more difficult to fill the long periods. The students told me it was harder to maintain concentration for the longer periods and that it was not effective for proper retention of the material
126	A lot of my students were upset when they came to my room because I asked them to do work. They told me that a lot of their other teachers used the extra time as free time.

**Q10. Please type in any examples of creative ways that your colleagues used the extra time in the past two months.**

130	In the upper grades, teachers provided specific (but creative) test preparation and strategies.
137	videos, videos and more videos and more time to roam the hallways unsupervised.
155	I did not hear of any.
159	Our grade level all used the time in similar ways.
162	Not sure.
165	Colleagues had time to initiate a new program:Poetry for Kindergarten
167	Additional remediation for subject areas in which additional instruction was needed. Group project time.
179	Read Aloud
183	More time for Writing Workshop
184	Collaborative teaching among reading groups.
194	After the first week of 10th period not working out my colleagues and I created lessons that involved more student movement but this did not work either.
201	My students and I were able to spend more time in in-depth discussions, which solidified their knowledge and improved their communication skills, which are essential to their success both in the academic and real-world experience.
219	Many students told me that some teachers did nothing with the extra time. Students came to my class expecting to sit and stare at the clock until 3:35. Students came late and unprepared.
220	I have to admit that I am so focused on teaching bell to bell in my own room that I rarely get a chance to see other teacher's work or even discuss it with them. There just isn't enough common planning time.
227	Everyone in the school was involved in some kind of teaching project in the last 30 minutes of the day.
229	Some used it for enrichment activities, such as discussions or debates on topics covered in class.
231	Too many showed movies or just let students "talk quietly." I tried to do extra lab work but quickly gave up on that idea as I could not manage getting the equipment and supplies ready for the end of day class. I tried to use the time for quizzes and tests so I did not need to take up other class time. Also, tried to use it for reading activities. It was a constant battle with students--they were not prepared for a 10th period in their day. MUCH better to have added the time throughout the day to each class.

Q10. Please type in any examples of creative ways that your colleagues used the extra time in the past two months.	
235	Fact club
254	N/A
258	SOL preparation
263	Continuation of past efforts - continued teaching from bell to bell
265	S.O. L remediation. Learning games to practice what they learned in class.
266	I am not sure how my colleagues used this time. The students said that they really just read or talked during this time. They complained why I always had work for them to do when their other teachers did not. So I am not sure how productive or creative the time was used.
276	Scheduling was an issue.
292	NONE
293	When we reverted back to the regular schedule, some teachers commented that now they needed to adjust to "losing" that extra instructional time, so this kind of comment does give me hope that many teachers did take good advantage of the longer school day.
299	independent reading individual reading instruction for those below grade level
302	Most elementary schools gave a 30 minute recess at the end of the day. I think they could have added a tutorial for math, reading, writing at the end of the day using competitive games.
309	Additional time to practice SOL's skills.
311	More remediation time with specialists in the school.
317	See above
319	use review games, did extra short labs, etc.
323	Some teachers did SOL prep or structured review time
326	SOL support, enrichment activities, etc.
332	Extending I/E; reviewing everyday math
336	SEE # 8 above

Q10. Please type in any examples of creative ways that your colleagues used the extra time in the past two months.	
348	-Providing extra help for students on grade level and below grade level -
351	the time could not be used for learning because by the time the class settled down it was time for dismissal.
352	using the short block to teach new but tangential material that wouldn't normally be covered, like a mini lecture series.
354	I think it greatly depended on the teacher and the grade level.
357	Some teachers used that time for reading. More time for Shared reading, Read Alouds and time for students to read individually during the day is always needed.
359	Grade levels used the extra time according to their unique needs. Some extended content blocks. Some incorporated enrichment or tutoring.
374	The same..... Also extra reading or writing time
377	Special Education used the extra time for an additional guided reading period of instruction/
380	My first grade team used the time to work with students that were struggling in math. We each had groups that we taught specific skills to. We rotated the groups and used assessments to see which skills we would focus on weekly.
381	Same as I did. We collaborated to all do similar type things.
383	Students were challenged to create their own folk tale. They used this time to navigate through the writing process to publish a genre that sparked their interest.
390	Out team shared lesson plans with enrichment and extra practice activities..
397	Primarily used for SOL review.
400	The staff was very effective in making the most of the extended day, including shifting the Encore schedule to allow more time in the classroom between specials.
401	Reinforcing concepts taught via music and movement.
403	I saw the time used to provide extra help to children for remediation and enrichment.
415	There was more instructional time for the students.
417	The extra time allowed us to tweak the schedule and increase instructional time for certain blocks.

Q10. Please type in any examples of creative ways that your colleagues used the extra time in the past two months.	
418	lengthened IE time.
422	More time for math games and more time to clean up at the end of they day (instead of cutting into instructional time).
425	Availability to assist students in make up work and remediation efforts
442	n/a
443	We also used some of the time for the Olweus Program.
445	On my team we all added the extra time to our Social Studies/Science block, our team as a whole thought the extra time added on was a bit too much for the students to handle in their day.
448	Allowed for make up work, test prep, finishing content missed in the storm
449	unknown--SOL review, "free time"
450	n/a
453	...see question #8.
456	My colleagues created games, ability groups that where interchangeable, and etc.
460	The increased time dedicated at TCW to specific remediation for SOL tests for seniors was very effective. Looking at my seniors (I am a counselor) the result was two students earning standard diplomas instead of modified standard diplomas. And two ELL students passing SOL tests that had been a struggle for years. The intensive tutoring given these students had the very best results. I think a way should be found to continue to give specific, intensive tutoring for SOL tests before the end of the year. I know students become more focused as graduation approaches, but think we can motivate them to do well because we are giving them the tools they need to succeed on those tests.
468	More time was devoted to subject areas where students need remediation such as guided reading or additional math remediation time.
481	Do not know.
488	I answered "don't know," above, b/c what I heard ran the gamut. For many students the added period was an unstructured study hall. Some teachers used the time for SOL review.
491	We did not have to find creative ways to use the extra time. Teachers prepared our students for A.P. tests, S.O.L.'s and final exams.

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**Q16. Please type in any comments you wish to make about the lengthened school day strategy of the past two months.**

3	The time itself was far preferable to extra days in June, but the extra 30 minute period each day was ineffective. by 3:05, the students were mentally drained and were not productive. If 5-7 minutes had been added to each period, the time would have been better spent.
4	This proved to be difficult for students. I noticed much more tired children, and difficulty paying attention at the end of the day (even when increased movement was used). Although this was useful for students with significant gaps in knowledge, it was not as useful for the students on or above grade level.
5	The early start and late end made for a really long day, especially when you factor in after school tutoring or mandatory meetings. Also, too many students were not arriving to these 10 mod classes with the materials they needed to be successful. By the time you got them settled, student learning only took place for fifteen minutes.
6	the concept of more time was fine, but simply adding another period was problematic and ineffective.
7	The lengthening of the day made after school tutoring less effective because the students were so tired by this time they were no longer able to focus.
9	The lengthened school day was hard on our students. They we extremely exhausted and inappropriate behaviors clearly rose from this extension of time.
11	The periods that were back to back, the lengthened time was very helpful because it was consistent. The other classes would come in the middle of the day then have another class, then come back, it was difficult to re-engage the students at times. Often times I used the extra period for review rather than to start a new topic due to the length ( 30 min).
14	I feel as though it was used ineffectively. The students were exhausted, and teachers spent all day teaching only to have to add an extra 30 minutes of instruction. The kids were not receptive to the idea, and they readily displayed their dismay. I think that instead of adding time, we should have aimed towards making the time we did have more effective.
15	The lengthened day was helpful because we lost quite a bit of time in February. I know teachers felt behind in the SOL pacing guide, so the extra minutes at the end of the day were helpful to use in catching up on the curriculum before the SOL tests.
17	Instead of a 10th period, I would have liked to see extra minutes added to each class throughout the day. Students were programed to think "school is over at the end of 9th period" and therefore acted that way in 10th period - like school was out. I don't think this would have been the issue if an extra 5 minutes had been added on to each period. Rotating 10th period also caused a lot of confusion and there was no way to take attendance during this time, so many students just skipped. I don't think a lengthened school day is a waste of student and teacher time, but the 10th period idea did waste a lot of time and effort. If we extended the school day and just added more time to each class period, that could prove to be very beneficial.
20	I think the day should be legthened everyday and let schook out by the first week of JUne!

**Q16. Please type in any comments you wish to make about the lengthened school day strategy of the past two months.**

22	A longer day happens in a lot of countries that have higher achievement than the US. I think the school day should be longer with the amount of information we need to give our students to prepare them for the future. BUT, we are professionals and should be reimbursed for this time, not just expected to do it.
23	I think that it worked well for those students and teachers where it made sense with their schedules. If it didn't, it was a waste of time.
25	I don't have a problem with a lengthened school day. The way that the day was structured was ineffective because not all classes had the extra period. Regardless of the fact that some periods have more time because of the regular schedule, teachers were reluctant to get ahead in one class and not others. Especially those that teach the same subject for multiple periods. It would have been much more effective to lengthen each period or give the extra block of time to all classes. Many AP classes really missed out on instructional time if they were taken during a period that did not get any make up time. It was a difficult situation and I think overall we got through it well. Hopefully it won't be an issue in the future but I think all of the change in schedule's and periods was confusing and inconsistent. If it happens again I hope that the system will think about a different way to make up the time.
26	I think a lot of teachers and parent would be thrilled with a longer school day and a shorter school year. We seem to go to school much longer but have shorter days. In the long run I think the longer school day helps students to be more successful because teachers have a slightly longer time to work with them. When we are rushing through the day trying to cram everything in the learning suffers. I loved the longer day but I think people would only be on board if we had a shorter school year.
27	I liked the longer day. I think we should make it permanent. I also know a lot of people would disagree with me.
28	We added 10 minutes to our morning which made transitions a lot easier. Students gained that 10 minutes back that is often taken away because of unpacking/announcements.
29	I think that lengthening the school day was an effective way to make up for the time lost due to our "snowcation" and much preferable to lengthening the school year. However, I do wish we had simply added time to each class rather than adding a 10th period. Between the extra transition time and the feeling on the part of the students that the extra period was after the school day (and they didn't want to be doing more work), it was very difficult to get them focused and working at the end of the day when they returned to my class. In the 2002-2003 school year we lost quite a number of days due to snow and time was added to the end of each school day that year too. The schedule was merely modified by adding a few minutes to each class period. I felt that it was a much less confusing, and was a more beneficial, effective way to add instructional time. Thank you for asking our opinion!
30	I feel that if we have to extend the day 30 minutes, I would like to see a mandatory tutoring built into the schedule. If students are lacking in an area, such as Mathematics or English, enforcing a policy for those students to attend in-house mandatory tutoring would be a great way to help struggling students get the extra help they need. This time should be spent with another instructor, much like a private tutor assists students separate from the teacher. Finally, the teacher should have no more than about 5 students during this mandatory tutoring session. This may be too low of a number for the number of children needing extra help, but it's a start.

**Q16. Please type in any comments you wish to make about the lengthened school day strategy of the past two months.**

31	Adding time to the day was not the issue; the way the extra time was broken off into a separate period created problems with planning for the extra time. The schedule was a mess. In retrospect, we could have used the time better adding a few minutes to each period.
32	It gave more flexibility to the teacher. There was time to cover more material than within our regular schedule.
33	The extra period was generally wasted because it rotated too frequently. I would have preferred to see a week long rotating block where we saw period 1 for a whole week, followed by period 2 for a week, etc. In this manner, we could have held some consistency for instruction over a period of time. The way the 10th period was structured had teachers and students scrambling and confused each day to determine which class they were supposed to be in.
36	the lengthened day should have been calculated out until the end of the school year - to change everything back for the last 3 weeks of school seemed ridiculous and caused more problems for parents/staff than the actual change at the start. was the lengthened day really necessary - snow storms of this nature are very unusual! did the children really learn more? hope to see some statistics that show this was the right thing to do.
38	The lengthened day was not extra time! We were making up time that was already required. Also, I lost time in certain classes because they were not allotted "extra" time. In an SOL class, I was not able to do "creative" things because I still had to cover all material. Overall, it was not extra time. The school year was still the same amount of time.
39	The value of the additional class time was diminished since it was seen as free time for administrators to schedule other things.
40	When it was announced that we would extend the class day by 30 minutes, it was presented as if ACPS admin was open to many ideas and options, EXCEPT that the one option that many favored was ruled out of order without discussion. There was to be no lengthening of classes by a few minutes each. While an argument could be made that it might not have provided significantly greater opportunity for instruction, what was evident from the schedule as adopted at the high school was that it was chaotic to follow, and confusing to many students and staff. It's difficult to say whether the ensuing confusion over several months was less conducive to instruction than the other option might have been.
42	I believe it would have been more beneficial to simply spread the time out across the current periods, rather than having added an extra period to the day. Students and teachers were totally spent by the time 10th period came EVERYDAY. Students were tired and disengaged, as were teachers. Often, students tried to skip 10th period or would behave badly and disrespectfully on purpose just to get sent out of class. In addition, teachers did give input for how to make up the time. However, as usual, it seems that teacher input is merely a formality when it comes to generating ideas in this district.
43	Having extra class time was fine and I'm not opposed to it as being added permanently to the school day in some format. The concept was a good one. One major problem was that at TC not all periods had the opportunity to take advantage of that extra time. Periods 3, 4, and 5 did not get any extra class time. I think 3rd period got maybe one extra period, but it was after the AP Exams so that was of no help in preparing for the AP Exam. For teachers of any subject with a strict amount of content to cover, especially AP classes, losing out on the extra time really put those teachers and students at a disadvantage. A more equitable method to give out extra class time must be considered in the future. Titan Up was effective and most

**Q16. Please type in any comments you wish to make about the lengthened school day strategy of the past two months.**

	teachers would be open to something like that in the future. One last issue with the extra time was that STAR did not allow attendance to be taken both times that class met each day!
45	After 9 transitions and spending time in 8 different classrooms plus the cafeteria between 8:20 and 3:05, many students did not arrive to their 10th period class ready to be productive or learn. The days in which 10th period was most effective was when the 9th period students remained in the classroom for 75 minutes of instruction. Students were often confused about which elective classes to report to on days that they were to report to rotating elective classes for 10th period. This information was not clearly communicated to students or staff and we experienced increased incidents of students deciding to skip class during 10th period.
46	Before the lengthened school day, it was difficult to get a full science and social studies lesson in at the end of the day and have time for children to complete their independent activities. With the added time, the children were not so rushed, and they were usually able to complete their assignments in one period.
47	The more instructional time, the better for our students. I'd rather have them in the classroom learning than in Rec/daycare, etc. Don't listen to the complainers! Our school day and year are so much shorter than other countries. If we want them to learn everything they need to know to function in a global economy, we have to lengthen the school day to keep both students and teachers from the stresses of "too much to do, too little time".
48	In an era where research shows the diminishing attention span of students, what was the thinking of making a longer school day. Very draining on teachers, when it is difficult to keep them engaged as it is.
49	It made staying after school impossible for me. I used to stay twice a week but the extra time I had to stop because of child care and personal time to make dinner etc.. I feel staying after school is more effective because students who need the extra help will usually stay. Also everyone was a tired.
51	For those who do not enforce the tardy policy -- teachers AND administrators -- students did not come on time and the period was not effective instructional time. However, some teachers enforced tardiness and passed responsibility for completion of learning to students, making the period effective. The alternative -- adding minutes to each period of the day -- would not have been effective at all. On another note, I am especially disappointed that long-term substitutes, who entered into their contracts for the shorter, regular school day, will be compensated in NO WAY for the extra time -- extra time they were compelled to make up lest they suffer the pain of losing their jobs. Why are substitutes in essence not being paid for the SEVEN full days they have worked over the past months? It is NOT equitable.
52	I thought it was very effective for students' learning, however, I don't understand why we lost 2 of our early dismissal days in June. More and more is being asked of us (administrative tasks) and I was not happy to lose evaluation days, vacation days or early dismissal days (esp. since all testing is over). I find I am having to take personal days....just to complete report cards...or else lose my weekends which I need to take care of my personal life.
54	As a Kindergarten teacher, I originally thought that the longer day would be difficult for 5/6 year-olds. It ended up working out fine, and we had more time to do math, read aloud, and play together. However, I don't believe that this extra time had any significant effect on student achievement.
56	Having students come back for an extra class was very difficult at the middle school level. Students were often tardy and took quite a bit of effort to get them to take this seriously. In most cases you only had 10

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	minutes of class time the other portion was spent with discipline, tardiness, and inattentiveness.
58	On a related note, these days AFTER the SOL do not seem to be a good use of instructional time. I see very little instruction happening. Everyone is pretty much shut down and ready to go. It's hard to motivate the students now that the SOLs are over. There are a lot of field trips, symphony, picnics, swimming, etc. Is this why we went to full days on two of the previously scheduled half days? Most are just biding their time now.
59	Because I teach a double block with a single group of students, one class of my students had almost 4 hours of my class in a single day. Despite my best efforts to be creative and use a diversity of teaching strategies, that was TOO long of a class. I also felt that the 45 minute flex block at the TC main campus was much more effective to use as instructional time. The 30 minute block at the TC Minnie Howard campus was more difficult to utilize. By the time students were seated, had turned on their laptops and had received their assignments, there was only 15-20 minutes left in the period. The extra time also left students and teachers exhausted at the end of the day, especially those students who participate in after school activities. It left the students with less time to do homework and take care of other obligations in the afternoon. In addition, by switching the time in the middle of the school year, it was difficult to rearrange the child care schedule for my own children and it often cost me additional money because I had to pick my children up late. Other teachers often left school before the end of their contract hours or arrived late to school because of child care. If we are going to have an extended school day next year as part of the transformational model, ACPS needs to inform teachers immediately so teachers can make arrangements that will allow us to be at school during our contract hours and stay after school with students, while also meeting our obligations as parents.
60	Like I mentioned previously, the students struggled to stay focused with the extended day. I felt that their overall behavior throughout the whole day was worsened due to the earlier arrival and later dismissal. They were not able to focus for that extra time, so it ended up being a waste of time for them.
61	This was a preferred strategy over adding days to make up time due to snow days. It is extremely unfortunate that secondary schedules, PARTICULARLY SPORTS SCHEDULES, influenced start and stop times for elementary schools. The time would have been much more effectively used as a 30 minute block added at the end of the day. The 10 minutes in the morning was wasted time. The added time was essential to prepare for SOLs this year. It, did, however, make for a very long day. Many students were unable to maintain focus through dismissal time. This should DEFINITELY NOT be considered as a permanent addition to the school day until the elementary teaching time is restored with the elimination of the I/E period, which benefits a few at the expense of all. Compensation for staff must be part of adding 90+ hours to the work year.
62	As a [REDACTED] I found the extra period to be unproductive due to issues with dressing. Ultimately we ended up with maybe 25 minutes of activity time on periods that were not back-to-back. Also, due to sports, student athletes in the 6th or 7th period were missing much more class time than they would on a normal basis. As a [REDACTED] I found the period useful to give tests during, which allowed for instruction and class activity during the normal time period. On a personal note I will soon have a young child and the choice to make the day longer could have had an effect on the how much I would have to pay for child care.
63	A 3:35 release is PAINFUL for those with any kind of commute (which, let's face it, many of us have- and we kept begin kept extraordinarily late for staff meetings. I worked so many 12-hour days I started looking at other careers- and I love my job and am very good at it.) The lengthened day disrupted the sense of routine necessary to many learners in this age group. The back-to-back classes greatly harmed attention-spans and more negatively affected student learning than if we'd never made up the time. Good intent- unintended negative results. (By the way, Fairfax made up far less than we did- something's wrong here.) Even the best teacher has a tough time planning for and keeping student attention for that long. It hurt the morale of all.

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	Please don't extend the day next year, at least not later. Start earlier if you wish.
65	Considering the SOL test dates, I think the lengthened school day was a good choice. It gave us the time we needed to practice tests and strategies, as well as review and reteach concepts in math and content areas. It made the days long when you were teaching or attending SOL Prep class, though. I am exhausted and I think the extra half an hour adds to the fatigue.
66	Having the 30 minutes as an extra period was extremely draining, and I know several teachers that used it to allow students to do homework. Also, on days where I had students for the extra period in the morning and then regular class in the afternoon, they were tired and had little desire to do any work. I think a better structure for the added minutes may have been helpful.
67	Returning to the regular schedule, especially half-way through the SOL testing, I noticed a marked decrease in student achievement. While the added 30 min may have been added time, once we stopped, the end of the year malaise was heightened. Had we ended it before testing, this effect may have been diminished. Lengthening the day meant more contact time with students, but less planning time for me. I couldn't extend the hours that I spent at school. The reduced time for grading and planning had a negative effect on student achievement.
70	As time went on, it became more and more clear students were much more burnt out at the end of the week during those two months. What was gained at the beginning of the week, if anything, by adding extra time was canceled out at the end of the week when they had no energy left.
71	Although I think that it was unpopular with other teachers, I liked the 30 minutes as a separate class period. It gave me the opportunity to work with students on specific material and I literally used it as another complete class. Although the concept of adding 3-4 minutes to each class also has merit, it worked better for me to have the 30-minute classes.
75	For primary elementary students the extended day took a toll on the children. They were tired, cranky and ready for the day to end. I did not see children alert and available for learning. By the end of the week they really were dragging.
76	Whose effort is being graded in the first two questions? The questions are not clear.
77	I was able to use the lengthened day, but extra days would have been much more productive.
78	The 10/20 minute division of time should have been 30 at the end of the day. Everyone's schedule would have remained the same. Then as a grade level the 30 min block of time could have been used even more effectively than 10/20.
79	In my program there are adults and seniors. The time was fragmented so adults and seniors came to class at different times. It was difficult to know who needed what and the curriculum is comprehensive and goes to the very end of of the school year. Seniors who need the curriculum to advance to the clinical phase of this program needed to be in school until Friday, June 18th. I lost planning time because I had to have these two groups at different times. Many teachers said the extended time did not help.

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82	I used the lengthened school day to give a little more time in the morning for my morning meeting and the extra time at the end of the day was added to our I/E block which was already at the end of the day so it fit nicely. I think that it would have been more difficult to use that last 20 minutes if it wasn't part of I/E time.
83	I stay after school to tutor students with the [REDACTED] program. The students in the after school program, who are ELL and/or low-performing (and so are the students who need much help), had less time in [REDACTED]. They also had to take a bus over to TC Williams after school to catch their activity buses home. In the earlier weeks of the extended school day, the students were getting home when it was already dark out. Also, I had less time to prepare for my students. Because [REDACTED] was starting later and ending later and school was starting earlier, I was THOROUGHLY EXHAUSTED by the time tutoring was done (5pm). Whereas I used to stay to work on IEPs, grading, or lesson planning, I was always so exhausted once the longer school day had been implemented; I needed to go home and take a nap before working more on school-related items. The students all complained that they were tired. It caused a lot of students to be perpetually late because they would miss their morning bus and would not make it to school on time. All in all, we only made up two or three days worth of school time. But I know that we teachers we so tired, and I definitely heard complaints from the students that they were fatigued as well.
84	I strongly believe it is advantageous to both staff and students to lengthen the school day rather than subtract from planned Holidays. Preparing for the day's activities were much more relaxed and student-friendly.
85	The addition of a 30 minute period at the end of day added an extra transition in an already hectic schedule. If time had been added to each class as was suggested by many teachers, it would have been more effective. For instance, on the days when "mod 10" was comprised of students from our last class, mod 9, the students stayed put and kept working. The hallways were clear and students completed their work.
87	The school day is long enough. There is too much (too many pullouts) competing for the same block of time. The change in ES scheduling this year was a disaster!!! 1. Go back to the daily ES schedule of 08-09! 2. Rebuild the curriculum by FIRST eliminating all the programs added over the last 10 years. No program is ever eliminated. We just add on to existing items. 3. Start ACPS 30 minutes later.
88	It really helped my kindergarten students with their math achievement. When we went back to the regular school hours in June, we had a really difficult time fitting the small math groups in.
89	It worked out really well in my situation. We absorbed the time to make a longer math, reading & science class. This increased instructional time. However, I have a daughter in middle school. I do not understand why they made an additional period at the end of the day. As a parent, I would rather see longer class time -- even if it is just 2 minutes. Even two minutes gives the students time to settle in before instruction with a warm-up activity. I oppose the additional 30 minute 10th block.
91	I think it was a great way to make the time up! I would not mind an extra 30 minutes added onto each day next year to be used for enrichment/intervention purposes.
93	It would have been more effective if it had been used as a block of time to read. Students need independent reading time and that would have been the best use of the time. By cutting it up, giving a couple of minutes here and some more there, it was fragmented. A solid 30 minutes of reading and targeted reading intervention would have been a better use of time.

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94	I think that is was very useful for students who were pulled from the classroom and put in small group setting to raise their achievement. I think that the whole group in the classroom was a little different. By the end of the day the students were tired and everyone was a little on edge and cranky. By pulling students out they got individualized attention and this seemed to be a nice change for them and more like being at home. As for my own hardship it made picking up from daycare harder and making doctor's appointment's harder. Since I was used to having the time after school to either work out or go tot he doctor's before picking my children up at four, it was a little tight. It also made it harder to be able to stay after school and get work done or go to meetings. It was also a lot harder for the younger kids to stay after and the way specialists were used were not always the most effective methods. May of us were added to classes, every other day, that we did not usually work with, even to the point we were working with entirely new grade levels. This doesn't make much sense because to jump into a new class ever other day for 30 minutes that you don't have a relationship with just means more wasted time. Another problem with this was that some specialists (actually whole groups of them) didn't show up after the first couple of weeks and were never held responsible. I know we all have important things to do, but we should all be held accountable for our jobs. Time could have been used better by building on students that we already had a background on and a relationship with instead of just inserting ourselves as an extra body in the room.
98	I enjoyed the longer days because we are required to teach and do so much with our students. Before the time change, there simply was not enough time in the day to get everything accomplished. As teachers we were forced to skip over things at times or squeeze them in, which isn't ideal. The longer days allowed us to more successfully and thoroughly teach required skills and concepts to our students. I know it may have been more difficult for those who live farther from school and those who have children in other districts who were forced to find extra childcare, which is understandable.
99	I do not know if it was beneficial for students other than those in my class.
101	Splitting up the 30 minutes into 10 minutes earlier and 20 minutes later was the prime reason why it was not effective. The 30 minutes should have been all together. It created a lot of schedule altering that would not have been necessary if it were 30 contiguous minutes. 30 minutes at the end would mean another (or first in at least one grade level's case) I&E time. That would have been more useful. Instead, things primarily just got shuffled, and the dismissal (starting from K through bus riders and ultimately walkers and Campagna) got drawn out unnecessarily, in my opinion.
102	*It was very confusing that the 30 extra minutes/day were broken up so that we started school ten minutes earlier and ended 20 minutes later. It would have been more effective to have the entire 30 minutes added to the end of the day instead. *Also, it was never made clear why ACPS chose to make up all the time missed due to inclement weather. A state of emergency was declared for the entire area. We could have applied for a "pardon" from the State of Virginia for at least some of that time. We already attend school three more days than our neighboring districts, not to mention it exceeds what the state requires. Losing a few days of school is really not going to make or break our students' academic career. If making up time was a concern for some who wanted to ensure that teachers were not being paid for days they did not work, please consider how many of us come in to work in the buildings on our weekends, stay hours after dismissal, or bring home work on a regular basis.
103	My students were sad on the last day of "extended learning." They really liked it.
104	I preferred it to losing spring break. I think adding three minutes to each period would have been helpful because there is such a short passing time at the middle school. The extended day should have stopped by

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	Memorial Day weekend.
105	The lengthening of the day was hard on everyone. Very happy that we are back on time and task.
106	Well I am sitting here knowing I get out on Tuesday and that we didnt have to go longer in the year.
108	The 20 minutes at the end of the day was well-used. The 10 minutes at the beginning was a waste. Students and teachers continued to come at the original time. It was too small an amount of time (10 min) for people to adjust. It would have been better to just add 30 at the end.
109	While it is nice having more time to transition between subject areas, and more time to let students finish working, it is not worth the price on student energy. Students were irritable and fought more knowing how long the school day was, started asking how much longer till we go home, and had very little attention and focus by the end of the day.
110	As an educator, I appreciated the extra time with my students. Realizing that ACPS has a longer school year than required by the state, I thought that it might not be the most convenient solution for families. Most of the families of my students, however, handled the schedule change well.
111	The lengthened school day allowed us to make up the time without adding additional days. But, the young students in my school were tired and there was little meaningful learning.
113	It was very taxing on both the students and the teachers. It became even more apparent since returning to our regular school hours a week ago. Is there any way more makeup days could be incorporated into the school year calendar? It may help to look into how nearby school systems prepare for snow/emergency make up days.
117	See above
119	I think it was a good strategy to make up the large amount of time missed due to snow. Beyond that, I do not think this is something we should move to full time. Only in the event of another event like this; which I doubt will happen for a few years.
121	If it snows like this again DO NOT EXTEND THE SCHOOL DAY!
123	I did not like the lengthened day at all, and it is not a strategy that I would like to ever see implemented on a long-term basis. I understand that time needed to be made up and there were limited options for how to accomplish that, but the extra 30 minutes each day caused me to sit in more traffic going home, it resulted in a confusing schedule at the high school, and I don't believe that I made very good use of the additional time because our class periods were so long. On the days where a particular class (6th period, for example) would meet for 50 minutes in the morning, and then again for 90 minutes in the afternoon, it was common for students to show up for one class or the other, but not both. Since attendance was not being recorded in STAR, there was no accountability for student attendance.
125	It seemed the most reasonable and productive way to maximize learning, with the various constraints we

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	faced.
126	I do not believe there was an ideal plan to make up the missed time. I thought the strategy we used was good in theory. However, in practice, our strategy led to few teachers taking advantage of the time. In addition, the students did not take the extra period seriously. Maybe this was because they were not being challenged during this time by all of their teachers. It was a poor situation we found ourselves in and I think that some of us tried to take advantage of our opportunity to make up that time.
131	I preferred adding the minutes to each school day as opposed to adding 8 days on to the end of the school year. We have 5 days left and student behavior and focus has begun to go downhill. Another week or so added on would be a strain. I also preferred this strategy vs. taking away days from spring break. I would be in favor of using this strategy again in case of a serious blizzard, but I am not in favor of adding minutes to the school day in general. I think 8am-2:35pm is sufficient for the necessary daily instruction.
133	Some teachers offered longer recesses. The longer day was hard on the students. Many came late and by 2:30 they are ready for school to be over. I think that lengthening the day was the best option to make up the many days that we missed, but I don't believe the longer day will show improved performance on the SOL tests. The day was too long for our youngest students!
135	We have had so much trouble with the short (2 minute) time between classes and it seemed unbelievable that we couldn't address that issue when we were adding more time to the school day. 30 minutes is really too short for a class period...by the time the students arrived, 25 minutes was left. Then the last 5 minutes was spent in announcements and packing up for the end of the day. I understood using the time for content area classes, but having PACE twice a day was a waste of time. The last week PACE was scheduled for every day. It was never clearly stated to us how that time would be used and then at the end, it was changed to content classes. There were probably well intentioned plans, but it wasn't communicated to us what we were supposed to do. Adding a few minutes to every class and to the time between classes seems like it would have been a better use of time. I feel that for many teachers, the 10th period was used to do homework.
136	Period 10 was incredibly confusing to everybody. It would have made more sense to extent minutes to every class every day, not adding an extra period 10 in which oftentimes students did not know where they need to go. By adding extra minutes we could have implemented our lesson plans more efficiently.
137	If the school day is lengthened, then the time needs to be more evenly divided among classes - NOT 2 1/2 hours for some classes. However, we don't need a longer day, just fewer interruptions during the day, a consistent schedule (not changes every other week) so that the students can have a routine, and no Titan Up, which becomes an extra prep for teachers who take it seriously.
138	I can not speak to the middle and high schools but the day was just too long for elementary students. They just have a much more limtied abiltiy to maintain focus for that long. In kindergarten and 1st grade, the increased time made the day too long. We had many more behavior issues at the end of the day due to increased stress on their overworked brains and bodies.
141	Most teachers used the time as a study hall. Many students skipped the extra block or the second time they had the same class that day. 2 hours was too long to have high school students in one day (especially when we had double 1st or double 2nd) due to attention spans. It would make more sense to have more classes each day with shorter class time to keep the kids engaged and on top of assignments/material. More teachers

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	would be able to keep students engaged as well in shorter classes.
142	Would have liked it to be the "end" and not change back. If you had backed it up to the half days, we would not have had to learn and relearn a schedule. Otherwise I thought it was a very nice and creative idea.
143	All we did was add a few minutes to each block. It was not enough time to use for a specific activity--it just made the blocks drag on. Changing the bell schedule several times during the year created enormous confusion. Why didn't we just add a peer tutoring period to one end of the day? Students who needed help could have been paired with more skilled students. We could have pulled the really struggling kids for remediation with staff. At least there would have been a clear purpose, instead of a sense that we were "doing time."
145	Having the same period twice in one day made no sense. Having the same class for over two hours straight made no sense. Should have substituted a blue day period (on red days) or a red day period (on blue days). Could no longer assist spouse with child's medical appointments. Decision on schedule was made unilaterally without flexibility in choosing the best use of time. Would rather have lost one or two days of Spring Break than suffer through that mess for 8-plus weeks.
147	My concern with lengthening the school day is that it was very taxing on the younger students. I had children falling asleep during instructional time at the beginning of the day and students less attentive at the end of the day. I also noticed that students were exceptionally "moody" with their peers. Personally, I felt taxed as well. It is very difficult as an educator to keep elementary students motivated for the extended period of time. I did not feel that there was adequate down time to "recharge" during the day. (There were no additional "planning" periods added to our day.) I usually stay until 5:30 p.m. most days to prepare for the next day/week's lessons. The extra 30 min. at the end of the day added to an already long day and that is not always good for mental health or a marriage.
149	I preferred the lengthened day to having to come to school extra days. Some school districts lengthened every school day by about 3-5 minutes for the whole year which built in a cushion for snow days.
150	Exhausted the students especially the younger primary students. They were not as available for learning and not as focused on challenging material. Confusion in schedules across the city decreased my own efficiency. Made it more difficult to collaborate with colleagues due to schedule changes.
151	As a support teacher the students were not available to me for a longer period of time, therefore I saw no direct benefit. I would have preferred to have the length of time that I worked with each group increase.
152	Many teachers continue to feel that adding time to each academic period would have been preferable to adding the rotating 10th period. Once students went to their lockers before 10th period, they were ready to "check out." Even extra five minutes could have been used for an extra warm up or review, exit ticket, etc.
153	I prefer extended days to extending the year or taking Spring Break. However, the longer hours meant that students and teachers were exhausted (and hungry) if they attended after school programs, including tutoring for SOL review. Also, it seemed kind of unfair that classroom teachers had to stay and plan for the extra minutes, but special teachers (library, music, etc.) had the extended time for extra planning or free time. Instead, I think these teachers could have helped by one-on-one tutoring (or just listening to kids read).

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154	Again, lengthening the school day was needed, but it was not "extra time" as the survey indicates. In addition, there is no way to measure whether or not this time was used successfully because we have no way to compare student achievement if the time was not added.
155	I think the lengthed day has GREAT potential. However the schedule in place at TC was not effective. It was confusing with no accountability for the students. I tried to use my time effectively but when the students realized that attendance could not be taken they started to skip or would show up for the short morning session and then skip the afternoon.
156	While the additional time allowed for additional instruction and enrichment, the manner in which the schedule was lengthened was disruptive in terms of students taking 10 to 15 minutes to arrive at their period 10 class (allowing for only a gain of 20 minutes of instruction). Many students also had difficulty maintaining focus for the additional class time in the afternoon. Having a different period everyday for 8 days in a row was confusing and lacked continuity for both teachers and students. In addition, no thought was given to classes that met every other day, so one group received additional instruction and the other did not. The time would have been more useful if added on to daily courses or if each course received a week of continuous additional instruction that could be applied to a special project, experiment, or set of activities.
159	My biggest concern was the added time at the beginning of the day. The school day already starts early for teachers if they want to arrive early enough to prepare for the day. Starting at 7:50 (students in classroom at 7:40) left very little time for preparation (even for those of us who arrive before the required start time). Also the students (and teachers) are less productive when they start too early because they are still tired and not yet awake. My first class was the only class that I would say was less successful during the extended day. If this survey is in regard to permanently changing school hours in the future, then I am concerned that at Ramsay we have been told the students will be in the classroom earlier to eat breakfast, which will cost the teachers more preparation time. If we start at 7:50, students will be in our classroom between 7:30 and 7:35 each day to eat breakfast. This means teachers would have to be at school shortly after 7:00 if we wanted to have our classrooms and materials prepared. This is too early, especially, if we tutor until after 4:00 and then work for another 30 to 60 minutes at school. Teacher productivity will decline. In conclusion, if this is to be a permanent change than the time should be added at the end of the day not at the beginning.
161	It was extremely stressful and exhausting for both students and staff. Very high burn out rate-very low student achievement. It would have been a lot better to add five minutes to each class.
162	An additional ten or even just five minutes in each class would have been extremely more effective in my classes than the joke of a tenth period we experienced. Nothing has ever felt more draining than the additional class at the end of the day. Nothing has ever made me feel more worthless as an instructor. Students lacked focus during the final class change, including trips to lockers and "oops, I went to the wrong class" which contributed to a huge delay/interruption of instruction once students reached their destination; administrators seemed to go into hiding; despite the best efforts of myself and my colleagues, we ended each day feeling defeated and unmotivated :( Should something like this happen again, please consider adding time to classes instead of an extra period. To be honest, I would rather have given up a Saturday than experience tenth period. Or perhaps we could transition all schools to a modified calendar of some nature which might allow for a differently structured winter break which might alleviate issues from snow as well as provide for a more continual education for students throughout the summer (as well as flexibility with make-up days). Thanks for the opportunity to reply about the lengthened day - though it may have been a necessary evil, it probably could have been done differently and it was devastating for school morale. Again, thank you, and have a nice summer break!

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164	It is too long of a day for Kindergarten without a rest time. We eat lunch at 10:30 and the day is too long. Teachers will need to be paid.
165	All in all, it was good change and I and my colleagues made good use of the extra time.
166	I think that it was a very effective way to add the extra time to the schedule. The major problem that happened, however, was that my 4th and 5th periods that didn't get the extra short blocks got significantly further behind the classes that had the extra time. It threw off the whole pacing/timing of the classes which made things a little confusing. I also think that the extra time was less effective for the morning classes that had a regular block and then the extra added time added directly after. 2 1/2 hours is a long time for any student to be in one class. I think it was much more effective for the afternoon classes when we saw them in the morning for a short period of time and then saw them for the regular block in the afternoon.
167	I think this was a an excellent strategy for making up the days we missed. I also feel that it benefited many students; however, I am concerned about how a longer school day impacts younger students. I also think that the longer school is more difficult for students who have emotional and behavioral difficulties.
168	I think if our school had greater vision, better use could have been made of the time.
169	The lengthened day was not handled appropriately. It was confusing and the students took advantage of that fact and many of them arrived to the last added period just about 15 minutes late. It would have been more appropriate to add a few minutes to each class each day so that the students did not have that extra transition at the end of the day.
172	How the time was added to each grade's schedule was different. If a week or two more notice had been given, teams could have more effectively sat down to discuss how the time should be distributed throughout the day. As it was, many teachers felt like rumors about make-up strategies circulated and by the time we knew which was being adopted (and when), it left teachers no time to collaborate and plan. Some teams added it all to one or two subjects, which was not necessarily as effective as it could have been if it had been distributed evenly amongst subject areas. Adding 20 or 30 minutes to one subject just made that subject long, and sometimes overwhelming, for a child.
173	The lengthened school day did not take into consideration the two lunch blocks, which did not receive any extra time. Without the extra time I had to cram more instruction into an hour and a half making it difficult for students to grasp the material. As usual ACPS has trouble seeing the big picture. We seriously need to consider starting the school year a week earlier.
174	I fell that many of my colleagues did not buy-in to the 30 minute flex-period. I don't think that they saw it as a useful amount of time. However, in my experience, it was possible to make that time productive.
175	Of course we should only have a lengthened school day if the teachers/staff can be fully compensated.
176	It seems as if it would have been a better use of time to adjust our days to block days for the same amount of time, while also eliminating PACE, to account for the make up of instructional time.
179	We need to find other ways to fix our snow-day situation; other districts don't appear to have this problem. Why didn't we apply for repeal from the state? Why are our instructional days so much more than other

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	districts? ACPS needs to realize that not all of their teachers LIVE in the district and many of us have families and commute. The snow make up time was an inconvenience and caused me to pay in day care fees because of other after-school obligations as well.
180	The longer day really gave teacher the opportunity to maximize each minute of the time given for each subject area. Often due to lunch, recess, arrival, dismissal or other transitional times, much time is lost. This time gave us solid blocks in which to implement curriculum expectations. We often create schedules with no cushion time and end up rushing through lessons. It would be nice to add the additional time, but not if we get directive on how to use that. We really need the time to really do what is already outlined (50min. Writing, 70minutes Math, 70minutes Reading, 40-45minutes Encore, 30 lunch etc.) I know the issue might be how to compensate us for it, but if the days were longer and we got out earlier in June, I think we could get a lot more accomplished and I believe we would see positive effects in student achievement.
183	My personal schedule is a little different because I work at [REDACTED], but I do know that most preschool childcare programs don't open until 7:30am; the earlier start time would have made it almost impossible for me to drop my children off at childcare and make it to work at time. The waitlists for childcare in Northern Virginia are extremely long, so a mid-year change in start time would have left me with very few available options.
184	It was a great idea and the time was used wisely, but other days, such as teacher workdays and the half days should have remained in tack. We used the extended time wisely so there was no need to loose the other days. Thank you.
188	Time should have been added to each class, not an extra rotating period. Those 5-7 minutes daily on each class would have made more of an impact than what we did. It was a logistical and safety quagmire. You could not keep adequate attendance, students were tired, it added another transition for students, many of whom are still concrete-sequential learners. Moreover, learning became disjointed because you started a lesson, and then you have to try and pick up at the end of the day in less than 30 minutes. Turning all periods into 50-55 minute classes would have better satisfied the premise of our extended day being used more effectively to increase student achievement. It would allow for students to extend their learning in their current class and flexibility. I think more time added to the school day is a great idea, but how the time should be used should be a local school decision.
189	Helped students to come in on time to school after extended hours ended.
191	K-3 grade students seemed to be dragging by dismissal. Their attention span was lost. The 4-5 graders seemed fine. The lengthened day caused problems for many employees with young children in daycare and those with part time jobs to supplement income due to the economy.
192	I teach third grade. Our schedule is so tight that we have no time at all for any activities that are not specifically listed on the objectives and pacing guides. There is no time built in for unpacking backpacks, lavatory breaks, class meetings, extra projects, assembling Thursday folders, etc... My students are eight and nine years old. They need a more civilized, less frenzied pace. The extra thirty minutes was largely used to build in a little breathing room into our daily schedule. Can I quantify improved achievement through this use of the time? Perhaps, perhaps not. I do feel that it improved the effectiveness of the day. The real solution to this is not stretching out the school day, but in relaxing the sheer number of items that third graders need to cover in a given day. They are pretty young kids, and a six hour workday for them is quite enough.

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195	If a longer day is something that ACPS embraces, I believe that there should be more teacher work days so that teachers can have time to complete their work. As we all know a teacher's day does not stop when the students leave. The longer days, though productive, are tiring and make it more difficult to get things accomplished after the school day.
198	The lengthened school did little to benefit student achievement.
199	As educators, we all know that students thrive on routine. I feel as though the extended learning day confused and threw students off of their daily routine. In addition, students were tired which did not make for effective teaching so late in the day and early in the morning. In addition, once the students grew used to the extended learning day it was taken away! This confused the students and teachers. For two months I had extra time to fit in a lesson and that time is now gone. Overall, I would have preferred to either keep the extended learning day for the entire year or not do with it at all. Personally, I live in an area that is full of congestion. The extended time in the afternoon led to an even longer commute.
200	The lengthened school day was not taken seriously by most students. The only class that seemed to benefit was 9th period when students had no extra transition and were able to stay in the same classroom for the extra 30 minutes. Overall, I saw an increased dis tractability with students, and increase in coming to class unprepared, and an increase in the effort it took to motivate and focus students on academic work. Staff patience seemed to also be running thin by the end of the day for an extra class period.
201	I did not like that fact that substitute teachers did not get paid extra for the extra time that they had to work. It was unfair for them mainly because they did not get paid for the snow days AND they had to work longer days for several months. I am a long-term substitute because I am valued for my work. I wish you would award that work with appropriate pay. (Incidentally, I am a certified teacher in the Commonwealth of Virignia).
202	Keep it. Maybe we can shorten the school year calendar by several days, or build in snow days. Serving the extra 17 kids was a big help.
203	The district should have a better plan to make up days than to take away teacher workdays and extending the school day. The amount of hours made up should have equaled the amount of hours missed. Those amounts were not clearly shown on any charts. The younger students were tired.
204	The lengthened school day was not a bad idea, but in and of itself more time does not translate to more success in learning. I think the use of the extra time could have been better used by making it a Titan Up block that meets every day. Titan Up was a good concept and one that both teachers and students agree helped improve performance. If they had Titan Up every day at the end of school, many kids would benefit from learning the discipline of doing work before rewarding yourself with play. It would provide a safe environment for kids to study with the added support of a teacher there to help give them study strategies, and field their questions, I think that if we have to extend our school day next year, we should put Titan Up in the schedule every day and offer the high achieving students a reward- the choice of whether or not to attend the Titan Up study session. This freedom would be a big incentive for kids to study and bring up their grades. If the kids couldn't leave the school grounds during that time or didn't want to because of after school activities, we could create a space for a student center where these kids could go to hang out on school grounds. Additionally, during Titan UP we could also offer other SOL prep classes for remediation.

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206	Some teachers embraced it and others did not.
209	Children and staff too tired, especially after adding in after school tutoring, remediation, etc.
213	Too many students were tardy, and many parents picked their children up early. I believe the strategy was a good and fair but not effective.
219	Although the extra time was not useful it was better than taking away spring break days or lengthening the school year. If I were in charge I would have simply added 5 minutes to each class.
220	The lengthened day was a serious hardship for my family. The later release time lengthened my commute home by at least a half hour every evening. This is totally unfair to teachers who cannot afford to live in this city and thank God I don't have a child to pick up from daycare because I could not have afforded the extra cost. I feel that much too often the district does not take into account that MANY teachers commute long distances to work here because living here is just too expensive for the salaries we earn. There are multiple instances throughout the year where teachers are expected to be present for after-hours events and activities and these always affect commute time and take away from our personal lives and responsibilities.
221	I personally think it is a much more effective way of making up snow days. I believe that adding days to the school calendar would have been a waste of time for the staff and students.
222	Many of the teachers used the time to provide students with quality instruction.
224	the major draw back was because of the lengthened day students did not stay after school. Often sighting the fact that they are here long enough already.
225	The extra time should have been used for Department Collaboration at the end of the day.
226	SOL subjects did review some students said they did nothing. I used it as an extension to the already short 45min. class periods
229	A number of questions in this survey are tendered as false-choices between "yes" and "no" or "effective" and "ineffective". I'm not sure the feedback from these questions will be very useful. For me, the extra time was not /entirely/ effective, but could have been /more/ effective given a different construct (i.e. extending each period). The problem for teachers with the extra period construct was twofold: 1) students and teachers are tired by the end of the day, and as a natural consequence the utility of the period falls, and 2) it becomes difficult to plan for a disjointed period. Let me explain the second point. Many teachers were reluctant to merely continue with normally paced instruction because it would set that class out of sync with the other classes. As a result, teachers felt compelled to offer enrichment or remediation rather than make up lost time. This is a result of an unworkable context teachers were asked to work within. Teachers were solicited for their opinions on what schedule to adopt and our school overwhelmingly endorsed adding minutes to each period. Rest assured that lengthening each period would not have resulted in waste, but more effective use of instructional time. Thank you for your time and attention.
231	The extra 30 minutes per day was a GOOD idea!!!! Adding the 10th period was NOT a good idea. There needs to be some separation of the idea of the time versus how it was done. My answers on this survey may

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	not convey what I want them to actually say. I hope the written section is read and not just "data" tallied.
232	I think the idea made sense based on the options available. However, students (particularly 6th graders) and teachers are just too tired by 3 pm to really accomplish anything very productive.
235	I think the extra 30 minutes was the best way to make up the lost instructional time. Adding days at the end of the year would not have been productive, and taking away spring break days would have been met with staff mutiny! However, it was hard on the younger children, specifically kindergarten and even some of our first grade students. Although it was an excellent way to make up the lost instructional time with maximum benefits, I would not recommend lengthening the school day for the whole year as it would be too difficult on the younger children. Also, unless teachers can be paid for the extra 30 minutes, I think lengthening the school day permanently would be extremely unpopular with staff and severely and negatively impact staff morale, which is already at an all time low.
240	Total waste of time!
241	I am glad it's finally over. I think people were tired by the end of it and ready to get back to the normal schedule.
243	I actually like the idea of the extra time as part of a regular schedule, but this "make-up" time was not effective. We were not doing what we usually do; hence, we didn't truly make up lost instructional time. It felt more like babysitting than increasing student achievement. The students in particular were burned out and not receptive to extra instruction or help. I feel strongly that an extra "I/E" time daily is not an effective use of time.
246	I believe that the lengthened school day was an effective means of making up instructional time lost due to severe winter weather. I was concerned when teachers were asked to return to school before the students. I felt this was not in keeping with our contract.
248	Although we needed to make up the snow days, I feel that we would have been better served by just adding several minutes to each class period. The extra period really burned kids out. The basic fact of a snow day is that time that is lost in 2nd or 3rd quarter can certainly be made up, but as the course of study always moves forward, snow make up time, turns into busy work and dead time.
251	I liked the way that there was a period of time to review material or go back over areas of weakness for the students. My only concern is that often the kids seemed tired by the end of the day.
252	The lengthened day was the best thing to come to our school all year! I would vote to have this additional time all year. As to its effectiveness we will have to wait and see the SOL scores but many struggling children were well served by this additional time. As an ESL teacher we saw real, measurable results with the students that we were able to spend the extra time with.
253	I don't know that it was effective or necessary, since it's my understanding that we already had enough school days built into the year. It created an inconvenience for me in several ways.
254	Personally I felt it was a waste of time for staff and students. I had teacher that were late arriving to school and our tardy list when from 20 to 35 almost everyday; and parents where picking up their children around

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	2:30.
255	The problem with the lengthening school day is that there was a 25 minute random period at the end of the day. It was not enough time for the teachers to teach a lesson or engage the students in something new. It would have been better to add minutes to each instructional period.
256	The extra block that we had each day was used for many student to be pulled back to work on SOL prep. SOL prep is very important, however, when students are being pulled out of your class it is very difficult to use the time as instructional time. The students that are being pulled out are usually the students that have a hard time keeping up with the class as is. When they are pulled out of your class, they get even further behind on instruction, IF we are using it the correct way. Many teachers seem to use the time as a study hall.
257	Our school system already releases secondary students later than any other district in the area. The longer school day made it even harder for athletes to get to athletic events - missing even more time from school. Additionally all students were so exhausted by the end of the day learning was negatively effected. In all I feel our school day is long enough and adding minutes to the day will in no way increase student achievement. I do however like the schedule that was adopted by the high school in which each class got extra time. If that feature could be worked into the schedule without lengthening the overall school day I think that would be beneficial. If the extra time is used purely for remediation it allows a built in tutoring session for each class.
258	Any extra time mandated for SOL preparation can positively impact student performance. The chopiness of the lengthening could have been eliminated with better directives and/or structure. The overbearing perception that all D.C, most Virginia and all Maryland Public schools recieved gubernatorial amnesty for the snow days was always a topic of discussion.
260	Student achievement is very important to me and I understand that every minute counts, however, I do not believe that this helped my students to "catch up" or "do better" in any subject matter. In fact, my students' behavior was impacted because of the longer hours. They were tired, cranky, irritable and had a hard time focusing, especially at the end of the day. I think our school division needs to rethink how they deal with issues such as blizzards, hurricanes, etc. These events happen once a decade (or longer) and the reality is that sometimes time can not be made up.
261	It may have been more useful to cut into vacation time or create a Saturday school option. No one would have been happy with both options, but at the high school level we created a continuing level of doubt and disorder though out the remainder of the semester.
263	Once we got usee to it, it was effective. Record keeping of attendance was difficult. Having students in the same class twice a day was lost record keeping/inaccurate record keeping.
264	I think that class time is class time, and the way it is distributed should not make much of a difference in the effectiveness in instruction. I actually think the longer the lesson, the more we can accomplish without going back to review.
265	I hope I was clear earlier. I would be willing to speak to someone directly. [REDACTED]

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267	<p>This was best solution for what was needed. Other class I believe benefited more from this. I would like to see ACPS extend the school days like Loudoun County Public Schools they had very little make up if any. Front loading would be better. We need to start earlier in the year we would get more time for AP students and students could have more class time to get ready for SOL's. Due to our PLA designation I think we could make a case that it would be more beneficial. Any make up time after testing starts is worthless and not serving the students. I believe that once Testing starts students shut down and are done for the year.</p>
268	<p>The extra time would have been better at the end of the day not morning - morning just increased our tardy list More full days at end of school year than half days - ACPS system always close in late June for students This winter during those two blizzards there was a "State Of Emergency" called - so why wasn't some days waived?</p>
269	<p>Students in the elementary level were burned out by the end of the day and had little stamina to learn in a lengthened day.</p>
271	<p>The time split between the morning and the afternoon really took away from being able to use the time effectively on the elementary level. 30 minutes in a block is enough time to teach a lesson or conduct a guided reading group. But 10 minutes in the AM and then another 20 minutes in the PM is not time enough to do anything of significance. The lunch, speech, and encore schedules couldn't be adjusted without disrupting the entire schedule so the extra time couldn't necessarily be added to the curriculum areas that would benefit the most.</p>
273	<p>Like most everything that has been going on this school year within the middle schools, decisions were made without any staff input and without clear goals presented including the use of the extra 30 minutes. The daily class schedule this year has 2 minutes between classes which has been a nightmare as far as class time. It doesn't give anybody enough time to get to class and the bells at Hammond don't work, so tardiness and getting students to class is a 7-10 minute effort between every single class. Despite many, many requests to use the extra 30 minutes to add to those 2 minutes which would undoubtedly add to the quality of the class time, the teacher's overwhelming suggestion was ignored. The 30 minutes of extra class became glorified babysitting as students were rarely in mod 10 for more than 20 minutes. I know that I am not alone in my opinion of how ineffective the mod 10 was--students and faculty felt extremely frustrated that like everything else, respect wasn't given to our professional input.</p>
275	<p>While I was originally supportive of the idea of a lengthened day, the reality was that students and teachers were too exhausted to make valuable use of the extra time. In some ways, the lengthened day only contributed to a feeling of burn-out and may, in fact, have done more harm than good.</p>
276	<p>If we were to lengthen the school day in the future for the elementary schools at ACPS I highly recommend that we put into use a later time &amp; not an earlier time. Our babies are tired, cranky and need to eat breakfast. We are pretty much raising a better part of our population &amp; they do not go to bed on time &amp; they are not fed in the morning. Please make sure our buildings are in working order. For example, if we have an extended work day please ensure that our work environment is pleasing. It has been a horrible experience trying to teach in a classroom that is 85 degrees. My kindergarden students can't believe how hot it is. IT is a shame and we need to remedy that asap. Also, scheduling an actual IE time where the older primary students can catch up on classes that they missed b/c they were pulled for ELL, Band, Orchestra would be ideal also. Students are being pulled too much and they need to make up work in their classrooms; as well as, Music, Art and PE classes.</p>

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277	It would be great to lengthen the school day and shorten the school year.
278	I did ask how I could be helpful with students during the extra time, however I found that few teachers took me up on the offer and a lot of the time I wasn't used in a productive way during the time. I feel like I could have been helpful to teachers who wanted integrated lessons, but most of the time was used to prepare students for the SOL tests and their focus was on the exams.
279	I believe that lengthening the school day did serve its purpose in making up the missed school days we had this year. However, I do not believe that it is something that should continue in the future and for a longer period of time. I noticed that the extra 30 minutes of the extended period of time took it's toll on both the students and staff, particularly in the elementary schools. It makes for a very long day for everyone.
280	The early start was tough! However, I enjoyed the longer day. It felt less stressed...more relaxed learning environment.
281	Complete waste of time. Students are too tired to complete anything in the class, they are spent.
283	Adding an extra half hour to the school day created more time that the students needed to focus, which on some days was very difficult for some of the students.
284	I felt that the lengthened school day strategy was a great compromise for making up the missed time from the snow days this year. I felt that the staff and students did their best to manage the lengthened school day in effective ways. However, I do not feel that the lengthened school day will contribute to student achievement over the course of the entire school year. I felt that in this short, targeted time, teachers and students did their best in a difficult situation, but in the long term, I think teachers and students may burn out from such a long day.
285	I believe this is the best way to mske up snow days. Adding them on to an already lengthy year is a waste of time.
287	One of the problems with the longer school day is student attention span. Students are easily distracted, disengaged and disinterested making it very difficult to get and keep them on track. The longer days made for shorter tempers and more tired teachers and students.
289	It was a waste of time. The students were "done" by ninth period. Chaos reigned. It was a stressful time as well as the most dreade period of the day.
290	My students were really tired at the end of the day and introducing new concepts was hard during this time.
292	NONE
293	I believe that it was an appropriate strategy for making up the snow days.
294	See previous comment. I really feel that we should have just used Spring Break to make it up. If teachers or students already had plans, they could've been allowed to go on them with no penalty. But I think that most teachers and students would have been available. We had our long snow break not too far ahead of Spring

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	Break. We had the chance to take a break during the snow, and I think that although it would've been hard (any way of making this up would have felt hard), it would've gotten it taken care of in just a week, the kids would've had their normal routine with their normal schedule, and true length lessons with all the benefits that brings could've been delivered. Hopefully we will never have to have a situation like this again, but if we do, I hope that other options are explored. I know we can't please everyone, but maybe a survey like this one would've been helpful to find teacher and parent feelings on this subject.
297	The lengthened day was a nuisance; the extra minutes were not positive. We knew we had to make up some of the snow days but I know of no other school system that employed this method to do so.
302	I think students and teachers brain shut down at a certain time in the afternoon, especially after May 31. Students and teachers move to SUMMER VACATION mode and very limited learning and teaching take place. Maybe, it would be better to plan the summer vacation earlier in June, no later than (June 15) but start the school year around August 20, instead of Tuesday following Labor Day.
303	My child's day care doesn't open until 7:30 so it's impossible for me to get to work at 7:30 (when the earlier day started) on days when I have to take her to day care. I think the success of the lengthened school day was based on what the staff member made of it. If our school day is lengthened, would we get out of school a few works earlier in the summer? If so, I think that would be worth it. Staff would have to have enough notice to try to make child care, etc. arrangements.
304	I thought that those in charge of the changes were thoughtful with regard to leaving spring break alone and not to prolong the school year. I think students could be in school until 4PM if necessary, although I realize that could impact athletic games.
308	The time of the school day would be more productive if you took away the block schedule and had hourly classes everyday.
309	I did see too much impart on the students learning.
311	I felt that the lengthened school day helped many of the struggling students in our school. The only major problem I have is that as a system we have exceeded they state's requirements by several hours and that the students felt that the school year has gone on for too long. Many of our students felt that they were done with school by the end of the first week of June. If the system wants to lengthen the school day by 30 minutes they will need to shorten the number of days and go by the states mandated minimum number of hours. As it is exhausting having a longer day on both the teachers and students, the school year will need to be shortened or we will need to have more days off throughout the year.
312	I feel that the extra time was not used effectively. There needed to be more planning with specific objrctives and outcomes.
314	the children and teachers were stretched to their ultimate end. the end of the year has been even more difficult because of many of the children seemed 'tapped out.' this was widely viewed as a marketing strategy for the superintendent and his supporters on the school board; EDUCATORS know how this little chunk of time tacked on to TWO MONTHS would not make up full days lost. once again, the opinion of teachers and the community was not really considered. i appreciate the opportunity for feedback!

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315	The primary grades were very tired by the end of the day. I think ACPS should have a better plan to make up lost time instead of taking away teacher workday.
317	I felt it was a creative way to continue the learning process after our extra (!) vacation due to the Snowmageddon. It was very nice to continue our pay schedule without interruption.
318	I agree that the missed instruction time needed to be made up before the SOL exams, however the extended school days became very exhausting for teachers and students. From what I heard on the news, other districts were able to 'waive' many of the days.
319	The school day was lengthened once since my employment and I did not see a change in achievement. I personally feel the class length is too long for certain subjects. It was especially difficult for students who already had an algebra class, an algebra support class and then a flex period for algebra (it essentially equated to three math classes). Sometimes students were in an algebra support for two hours and then had math again for another hour and a half in the same day; it was counterproductive. It was too much for students who have a strong dislike for math.
320	It worked for me and I appreciated having the added time split between morning and afternoon contract hours.
321	It was necessary to make up all that lost time due to the snow days, however the extra time in school made for a more tiring day for all. I do feel it was the best alternative to make up for the lost days and prepare students for end of the year assessments.
322	The lengthened school day in the afternoon was a better use of the time than in the morning. The morning tended to a wasted use of time because of everyone trying to get in earlier including parents having to readjust their morning routine. Nothing changed in the morning. Afternoon just made a lot more sense.
323	I like the way we incorporated a 30 minute flex block. I think it was great for reviewing and helping students to get caught up. For myself, the hardship was that I have preschoolers and their school start time made it difficult for me to be on time in the morning. I was barely making it to school before the bells were ringing because I first had to drop my kids. Of course, I live my job but getting my kids safely to school is a priority.
324	Students would have been served academically much better served if each academic core and elective classes were just lengthened by 5-7 minutes to accommodate the make-up time needed to satisfy minimum state requirements for class attendance. Pace and lunch did not need to be lengthened.
327	By the end of the day, the students were beat and very little could get accomplished-especially with the special ed students.
328	While a good idea in theory, in reality I believe the extended day schedule contributed to increased student "burn out" and lack of motivation as the year progressed.
330	The lengthened school day was necessary for snow make-up time. However, I don't think an extended day as a matter of course would add anything to achievement. We made good use of the time that was necessary, but we do not need to lengthen the school day.

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333	My main issue with the lengthened school day was that the time was not added to the classes equally at TC. My 1st block class had much more time than my 5th block class (same prep). It was difficult to keep the classes at the same pace. Also, because my planning periods were 3rd and 4th block, I was given more instructional time with no extra planning time, which I could have used with the three preps that I teach. Overall, adding more time was a better solution than adding extra days at the end of the year, but students and teachers were fairly fatigued by the end of the year. This approach was done in Arlington a few years ago. Perhaps we should learn lessons from neighboring districts next time.
334	The lengthened school day was beneficial in that it allowed for review that might have been missed due to the snow days. Yet, students and teachers were tired by the end of the day, many students were hungry, and in order to keep them engaged, it required more creativity and interactivity, which is harder to do without additional planning time. In general, the students performed consistently in 10th period with how they did in their regular classes, meaning if they struggled or excelled, I saw little change due to 10th period. If students changed at the end of the year, it was likely due to other interventions, such as parent-home connections.
335	I was given no extra planning time and I am already putting in 50 hours per week to get what I need done for the regular classes. I had no time to do extra planning for the additional block. During the extra block time, I tried to assist students who needed my help but it didn't seem to result in higher achievement. I think we should make sure we are maximizing the efficiency of the time we already spend with the kids during the day instead of simply adding more superficial time. Students need to be on task and I question how much students are actually on task at TC with the time we already have. Hopefully, the new Skillful teacher program will teach me how to be an effective teacher without me having to spend substantial time outside of my contract hours. I really want to be effective with these students but I have many commitments outside of my work here and I'm not sure our Superintendent (or society at large for that matter) respects that. And, hopefully, the new discipline at the school may help to create a climate at TC where solid work gets done instead of students socializing, playing with online video games, checking their facebook accounts, and listening to music through their cell phones.
336	It was a good use of the students' instructional time.
338	I liked it. I found the short break between class and the short period revived the class and they worked hard when they returned. I think students liked having their homework done and turned in on time and the freedom from "homework guilt!"
339	It was better than adding on extra days at the end of the year and better than taking away from Spring Break. Several surrounding districts did not have to make up days, did we apply to the state for that? I feel if the governor declares a state of emergency, he should offer "forgiveness" for loss days.
340	I don't feel that the lengthened school day was used properly. I think there was a lot of transitions that took up most of the extra time. It would have been a lot more beneficial to increase each period/class by 5 minutes instead of adding the extra 30 minutes to the end of the day.
342	I think it was very effective. Only "downside" was because I live a distance from the school, getting here earlier on some days was not as easy with the traffic.
346	It was better than adding days to the schedule.

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348	-Students appeared tired and sleepy -Lots of physical complaints
349	My biggest problem was that I was extremely tired at the end of the day, and especially at the end of the week. At first I couldn't figure out why I was so tired on Fridays. When I realized that I had worked an extra 2 and one-half hours that week, then I understood. All of that extra time was interacting with students.
350	Question # 15 does not have enough answer choices. "In some cases" should have been a possible choice. Some teachers tried to use the time well. Some tried to initially, then began to wear down. Some never tried at all to do anything. Many students reported doing nothing at all in the extra time. Compared to other options for making up lost time- adding days to the end of the year= a total waste of student time, or losing part of spring break= very fatiguing for everyone and thus not very productive for student learning.. adding the 30 minutes always seemed the best choice to me. But perhaps it might have been more useful to have fewer but longer sessions with each course. The time felt chopped up and I ended up feeling I was just throwing odds and ends at the students.
351	it was a waste of students and teachers time nothing was accomplished
352	The one promise the administration made was that they wouldn't put the extra block right next to is corresponding period, but that's exactly what happened - leaving teachers with almost 2 1/2 hours with their morning students. As a result, students would purposely come in to school late, knowing they had that much time in the same class. With those teachers who teach 9th graders especially, this was a huge barrier with time and attention span, for students to be in class from 8:25 until 10:40a., with a 7-minute break. In addition, the periods what fell on the lunch hour were not extended at all, actually making those classes fall behind. Perhaps a better solution would have been to extend the titan up period to every day, allowing 1-2 of those days for students to go to another teacher for extra help, and the remaining three days per week to be used for help in the class already identified as the class the student is most at-risk of failing. For the students not at risk of failing, some other allowances could have been made as well, giving them freedom to go to their elective class, or to get community service hours for helping a struggling student, or some other planned use of time. Again, in theory, this extra 30 minutes worked, but the implementation fell short because of a lack of foresight to include multiple possible scenarios.
354	It would have been better to start later and continue all the way through the school year instead of switching back and forth between times. That was confusing to parents AND staff.
357	I thought it was very well implemented. The extra time in the morning , the extra time in the afternoon and the the few hours here and there were well thought out and the time was well used.
358	There was confusion about the start day of the new schedule. I wonder if extending each period may have in fact been more valuable than the short 30 minute period added on. Some debate as to how much could actually be accomplished in a half hour.
359	Teachers became accustomed to the extra instructional time, but they seemed happy to return to our normal hours giving them an earlier end of the day. Students seemed indifferent about the school hours. Some parents seemed to appreciate the extended hours because it covered daycare needs.
360	I realize you are looking for statistical information to extend the school day. However, most students were so tired by the END of the day that last period classes were dismal. Kids were hungry and exhausted the last half hour. I feel it would be more beneficial to SHORTEN the TA period to 15mins. and apply that time to

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	the daily 4R/B period.
362	I love the lengthened school day. I wish we could have it all year and get out of school the first week in June. It's totally worth it!!
368	WE know that the days had to be recouped from the snow storms. Adding the minutes made for a very long day and I did not observe any creative use of the time. Had we added extra days, during spring break for example, I think we would have accomplished more.
370	There is a limit to student attention span- I do not recommend making an already long day longer.
371	With the compacted passing time for each class I've missed a lot of instructional time with my students this year. I would've much rather have had those extra minutes added onto each period of the day.
372	I think if the time was utilized properly then the students should have benefited.
374	I did not see the need to return to the old schedule.
375	It was nice having extra time to allocate to each subject, however, it was not effective for making up the missed instructional days.
377	I think it was the best strategy we could have chosen and provided the least disruption to the lives of our families. Extra days would have been very difficult for modified school calendar people to accept or support.
383	Loved the additional 30 min used to expose kids to 21st century skills.
385	The idea was good but it would have been better used to lengthen a different class period on a rotating basis which would have given extra continuous time without a break. We lost time at the end of the day with transition period and (students didn't take it serious). It was difficult to get a much done. By the time teachers got the class settled and focused it was time to go.
387	I think that 10 minutes at the beginning of the day and 20 at the end isn't long enough to be measurably effective.
388	It was too long of a day for young students. Please keep in mind that many of our students attend before and after school care. This length of day is hard on everyone, especially kindergartners.
390	If the school day has to be lengthened, it would serve the teachers better if the time is added to the end of the school day.
391	I am concerned with the survey because I wonder if a lengthened school day is what the creators of this survey are looking to implement as a standard for the school year. I want to be clear that I thought that adding time to the school day rather than add days to the end of the year was definitely the most effective and efficient use of school time for our children. Extra days into the summer, especially at Mount Vernon where I teach, would have burnt students out and I do not think hey would have been ready in August to start back up again. While I enjoyed the extra time I think the day was long for my students. I felt good about what we

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	were able to do with the time but over the course of an entire school year I think even that extra half hour waivers on the line of being too much for them. I would not be opposed to extending the day by another 15 or 20 minutes. It seems strange to me to think that there is a difference between 15/20 minutes and 30 but I really think there is. In any case, to sum up: adding time to the day in order to make up snow days was an excellent idea and definitely the best solution for making up lost instruction time most efficiently. Adding time to the day permanently is not necessarily something with which I agree.
393	I do not believe the lengthened school day was effective for primary grade students. They were very tired and antsy during the last 30 minutes of the day, which made it hard to use the extra time effectively.
394	Traffic patterns made this very difficult for those coming from the south.
396	For the lower grades, we made up the missed work long before the lengthened time was over. Also, the length of the quarters was not helpful. Third quarter seemed to take too long, whereas fourth quarter seemed very short. I wouldn't have a lengthened school day if we got out earlier in the year.
397	The lengthened school day could be effective in theory, but it was only applied to some classes and not others, so some classes got instruction than others did not. This was confusing for students and teachers. Also, students and teachers were both exhausted at the end of the lengthened days, which made both less likely to stay after school for help as much as they had been before. For teachers, the most exhausting part was not the long day itself, but the fact that because of it all meetings after school also ended a half an hour later, which made for some really late evenings.
399	For the last 20 minutes the students had a difficult time staying on task.
400	As a parent I was concerned with the way my son described the 10th period at the middle school level. He felt as though the 20 minutes extra in a class once every 8 days was not very effective.
404	Kindergarten students should not have to spend extra time like that in school at the end of the day. They are zonked. I want to know why other districts just had the days forgiven. I didn't like it. I use the time but it should not be like that!!!!!!!
406	Kids weren't use to that xtra time that was schedule , so I feel that it was not effective for the childrens.
407	I believe it was an absolute waist of time to add a class at the end of the day. Nothing was achieved. 3 minutes to each class should have been the decision.
411	Students and staff get tired by the end of the day; most become clock watchers. A better solution would have been to make-up full days or extend the year rather than add time to each day.
413	Schedule change had huge negative impacts of students' family schedules. Students came to school much more tired that normal and seemed to suffer increased "school fatigue" as the longer school day continued. Longer school days simply reduced teacher planning time - we already work from 7am to 6pm daily! Far better to actually anticipate that Alexandria has winter weather and build in snow make up days into the calendar.

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414	I understand having a lengthened school day but at the elementary level I felt that it was difficult for students to continue to focus. I also noticed that because school started so early that by mid afternoon student behaviors changed as well as their ability to learn. It became a long day for them to be in school. As an [REDACTED] teacher my classes were not lengthened at all so many of my students did not receive instruction on critical concepts that I will now have to review again next year thus putting my students behind. I understand that the core areas needed to have their time as well but I felt as though we didn't get a chance to voice our opinion about not adding extra time to our classes.
416	Students who would not otherwise receive additional services, benefited from extra help from reading/ELL teachers. I did see improvements in academic achievement in these students. I found it difficult to keep students engaged and productive during the extra time at the end of the day. They were very restless and tired by then, especially the younger students.
417	This was a good strategy to make up loss time, however, it did increase the number of students being late to class because they had to have breakfast after they arrived to school. This did not pertain to bus students unless the bus was late. Parents had been informed more than once but we still had students coming in at 8:00 and then going to breakfast.
421	It would be great if this could be a permanent change. The school day is far too short for everything that needs to be taught, particularly with all the extra programs and activities that students participate in throughout the school day. It was also a very effective way to include the necessary instruction time in without adding it to the end of the school year, which would have been far less effective.
423	staying later not a problem. being asked to arrive by 7:20 is.
425	Allowed students ongoing opportunity to make up work and prepare for the SOLs over time
426	Make it mandatory to add the full 30 minutes to the end of the day. NOT the 10 in the beginning.
427	I found the time very worthwhile and thought it could have continued to the end of the year.
432	When the days went back to the normal schedule, parents were not informed at a timely manner. I had students showing up for the early time for many days at the start of the week. This did not allow me to get my planning done because I was monitoring students. The lengthened day also hindered the after school tutoring program. This caused a problem in my schedule, and some of the parents of the students that I tutor. I felt like the added minutes to the schedule also was too much for some of my students. They started to get tired and less motivated from the longer time at school. To be honest, as a teacher, I also felt the added minutes physically.
433	I think 30 minutes is a short chunk of time to try and do much with, especially at the end of the day when the students are already tired and ready to go home. I believe that teachers did try new and creative things during those extra 30 minutes of the day. But I also think there were plenty of teachers who just extended their lessons in classes where they felt the students needed extra time and/or extra instruction and/or extra practice. And I'm sure there were also a few who didn't get much extra done during that time period. Also, it complicated the scheduling and created some logistical challenges in some of the grades which made it difficult to use the 30 minutes extremely effectively. I do think it was the best alternative considering the other options that were available for make-up. But I just think it is very difficult to make-up for lost time. I think people did the best they could considering the circumstances. But I don't think the same quality of

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	learning occurred that would have occurred during those days of instruction that were missed. So I wouldn't have changed the decision after looking at it in hindsight.
435	I think that if the time was well spent then it was an effective approach, but I'm not sure what everyone did with the time. I think that we could have done without the lengthened school day. Since we added the extra time to the end of the day, students were tired by that time so there was not much focus and energy. It also placed a burden on staff who have children in other schools where child care arrangement needed to be made because of the extra time at work.
441	I thought it was a creative way to make up for the lost time. However, the students seemed to grow tired of the lengthened day.
442	For a temporarily solution is was acceptable and w/o a choice. However, to add the extra minutes for the regular school year it would not be beneficial for the students, staff/teachers, and parents.
443	I was all for lengthening the school day. I just needed the time to get through the curriculum before VGLA binders were due. I have the most hard working amazing students this year. However, even the most dedicated student had difficulty completing work and staying focused by the end of the day. It was just too long of a day. If anything, this time was counter-productive as it just exhausted us.
444	It was a waste of student time because there was no accountability on the students part. No attendance, no grades nothing other than a personal goal to pass the SOL. However, none of the students wanted to focus on their shortcomings in a small group setting. It might have been better if the students had the opportunity to come for extra help but do not make it mandatory because there was no accountability on their end.
445	I think that the lengthening of the school day may be more beneficial for students at a higher level, however in first grade it seemed ineffective because the students were very ready to go home and not so much sit and listen to instruction. I did enjoy being able to do projects and experiments with them, but it was a challenge to get them to sit and listen to the directions.
446	I did have several constructive review sessions with my Titan up group. I am sure they were better prepared for the SOL and several tests because of the Titan up time we spent together. Titan up reminded me very much of MAT (mandatory after school tutoring) that was implemented for low performing students. Two to ten students per day were consistently 5 to 15 minutes late to class due to the buses being late. I think there are better ways to improve student performance than lengthening the school day. First make sure the teachers are prepared to deliver quality activities for the students. As a second year teacher in my curriculum area I am still developing my curriculum for honors and the standard courses. I am doing my best to digitize many of the good activities from the teachers before me and working hard to pace and structure effective and an engaging course that produces the data we need to identify weaknesses and help build on strengths. I believe that quality is a better choice than quantity. At this time increasing the school day will simply put me and my students at a disadvantage. I am choosing not to work summer school so I can dedicate time to improve my course. I will put the time in to produce a better course this summer and next year. In my opinion a teacher is very much like a competitive athlete the better ones are getting it done during practice/planning so when show time comes the performance is captivating. Give me more planning time and I will produce a better course that will more effectively engage and prepare students.
447	It was much more palatable than other alternatives.

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448	<p>The problem with the extra period is that is jumped around so I could not really do activities that were part of a continuous curriculum and keep my kids on any kind of similar schedule. Students were not accountable when it came to attendance in this period (and in this year in general) since it did not have a separate attendance check. It did feel very confusing trying to remember which period was on which day so I'm sure the kids were sort of confused as well. Also, since the lunch periods at MH are extra long and they did not get a flex period, I had to cram in what I did in flex time with little 10 minute chunks at the beginning of class which was not as effective. There is some serious fatigue/lack of attention suffered by students and staff with the extra 30 minutes of instruction and I feel like my last period classes struggled at the end of the day. It did lend itself to test practice since is was short (30 minutes). I did not really do this but next year (especially if it was implemented in the beginning of the year) I could do more student reflections and help kids catch up with missed work. Clearly extra time can help with student achievement because you are controlling more of their time/environment. Although I see the merits of a program like this, I am also concerned about the slippery slope of unfunded expectations on teachers. I had students in my room until 4:30 daily (considering the after school help I offer) which makes it difficult to have some down time for reflection, cleaning my room, and getting things in order for the next day when I have to pick up my daughter from daycare by 5:30. I have meetings in 1 of my 2 planning periods every other day so this again left only 90 minutes to plan instruction, keep up with grades, contact parents and do all the other paperwork required during the day. In conclusion, it is not a bad idea but understand the downfalls that come with it.</p>
449	<p>The lengthened school time was poorly executed. While teachers were told they could make suggestions, the teachers' voices were not heard. Also, for many teachers, this extra time was a hardship for those who commute from heavily congested areas, have signed time-constrained daycare, etc. Second, because of the multiple number of last minute announced meetings, teachers would leave the city around 5:30pm. On another note, ██████████ constant use of passive-aggressive comments: 1) are you REALLY a team player?: 2) here is a quarter--I hear Fairfax is hiring-- was a detriment to teacher's morale, especially when SO MANY excellent teachers are putting in EXTRA hours of their personal time. Note that many of us are neglecting the needs of OUR families because our strings are constantly being pulled in all sorts of different directions into the late hours of the evening and during the weekends. ACPS is in constant violation of its creed, signed at the end of every ACPS e-mail--"The Alexandria City School Board does not discriminate on the basis of race, color, national origin, sex, disability, age, religion, sexual orientation, marital status, status as a parent, or pregnancy in its programs and activities." I encourage all admin to thoroughly read this statement.</p>
450	<p>The lengthening of the school day, to my knowledge and experience, was a waste of time. The school day is long as it is now for children, many are tired after 12:00. Many teachers here used that time for either planning, meetings, or extra recess, knowing that the children at that time are not able to focus completely. Kindergarteners were especially tired, grumpy and hungry. Teachers were more than grumpy sometimes.... In the mornings some of the bus riders were up even before I got up for work! Adding time to the school day sounds great, if the time were used more effectively and more creatively. If you add more time to the school day, how can we add more time to home life?? Sometimes if we try to change things and make them better, in the long run it could have a worse impact than an advantage. Some schools were perhaps were happy with the the times, but in the end did it really help boost test scores or improve students' behavior????</p>
451	<p>Students in the elementary grades were overly tired. They needed a snack. The teacher work day was longer which caused the teacher evenings to be shorter. There were papers to check and families to deal with.</p>
452	<p>90 minutes classes are too long to begin with so making them over 2 hours long was highly ineffective. Any psychology 101 class will teach you that 15-30 minutes is on average is the length one can concentrate on a task. Even with the most creative lesson plans keeping students on task for that long was difficult.</p>

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453	should have been used for SOL prep. mock testing as well as the 45min block in the day named PACE. This times should be for SOL mock testing. Many professionals pay in the thousands to take similar test for board certs. Let the students get their practice in now for the future as well as for a high SOL score. maybe next year we as teachers can get a year supply of SOL mock test. Once this testing style becomes second nature, there will be no need for any student to be in a state of panic.
456	In my opinion, this strategy was the better choice.
458	The normal time is the right time adding few minutes before and after school does not do that much difference in the learning process.
461	The longer day was very hard on the younger students. Starting so early and staying longer with the current strict, inflexible schedules that were created for the classes was difficult. The kids were worn out by around 2:00 and focus and content retention during valuable instruction time became an issue. For the staff with children at home, the early start time was an extreme hardship. Getting children up, dressed, fed and off to school all by or before 7 am something made for a very long and energy sapping day for all. Add afterschool activities and homework on top of that and there is very little time or energy left for family. Extended school days may be more doable if ACPS looks into shortening the school week like many other of the systems across the country are doing as a budget saving measure. (This of course would mean counting hours not days). I think there are other questions we need to be asking. • Are we educators or babysitters? • Is ACPS able to pay staff and for the overhead costs for the extra time that we are contemplating adding on to the workday? • Is it worth wearing the kids and staff out during a school year to add yet more time to schools in a system that already goes longer than most Virginia systems but is still not achieving? • Is this really the only solution or the best way to spend limited resources in a struggling system?
462	It was too early. The ten mins in the morning was just too early. It was hard to be on duty early enough.
463	I thought the lengthened school day helped provide additional instructional time for students on and above grade level and students below grade level.
465	I think it should be added as part of the regular school day.
466	The lengthened school day was the perfect way to make up the time lost to the snow. This survey should not be used to decide if we should lengthen the school day in general. I think the school day should not be lengthened as part of the transformation process.
468	I thought it was a good way to deal with the situation. Adding school days to end of the year would have been ineffective, unmotivating for students and staff and a waste of instructional time.
470	It created confusion with the schedule. With younger students the day was very long for them.
471	The issue was when the time was added. Adding on a period at the end of the day made the day feel much longer to the students. Preferred would have been adding 3 to 4 minutes to each class, thereby making up for the lost time students spend moving between classes and that extra bit lost that is inherent in a 45 minute class. The 45 minute class is too short for some types of lesson planning and activities. I heard time and again from passing students in the hall on their way to 10 period, "which period do I go to" because the

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	period changed each day and "I hate going to 10 period!" no matter the class or teacher.
473	I think that lengthening the school day was very beneficial for our students. As teachers, we were able accomplish many of our the SOLs 1 and PAL objectives during the third and fourth quarter.
476	With the amount of work the teachers are asked to do, in addition to staying late at our schools to accomplish other routine things, the longer day really wore many of us out. It's hard to take work home after you've been at school until at least 5:30 or 6:00.
477	As stated before, the extended day gave me more time to work longer with my students. I think it would have been more beneficial to have a half hour at the end of the day rather than a 10/20 split.
478	While the decision was made to lengthen the school day, it was eventually pushed back an additional week, and therefore was extended an extra week. Information was not given to parents effectively, and buses were totally off-schedule and sometimes seemed as if they were not on the new schedule at all.
481	I appreciated having the longer day rather than adding many more days on to the end of the year.
482	I think if the lengthen day was done differently, it might have been better. 1st and 2nd periods were too long.
483	In my opinion, the very hectic schedule resulted in students not knowing where they were supposed to be on any given day. Many students could not keep track of where they were or what period they were making up that day. The survey asked if the lengthened day was clearly communicated to parents and staff and I believe it was. However, it did not ask if it was clearly communicated to students. In that case, I think it was not.
485	I teach last block classes, which is hard in itself, but I thought it was harder than usual to keep student attention during the lengthened school days.
486	DON'T DO IT AGAIN!!!
487	It was preferable to losing the spring break time. Many staff members did have child care constraints, though.
488	Understand that my comment about this plan being a "waste of time," was in reference to how the time was allocated. Adding 30 min. to the day is no problem, if the time is structured to be productive. The plan implemented this year was anything but productive. In the past, when we have added time for weather related make-up, the time has been added to core content classes. I fail to understand how anyone thought that the plan implemented this year was a good one. The students were bored and in many cases disruptive, and teachers were being asked to teach 8 classes instead of 7, b/c the 10th period was another preparation in itself.

Note. Text has not been edited for grammar, typographical errors, etc. To maintain anonymity, identifying information has been redacted.