

# MAINE STATE LEGISLATURE

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**Date Due: February 1, 2024**

**Source of Report: LD 1002 – Resolve 2023 Chapter 124**

**Topic: Resolve, Directing the Department of Education to study the school day**

### **Context**

Resolve 2023, Chapter 124 directs the Department of Education (DOE) to convene a work group to study the school day. In the resolve, the DOE is tasked with recruiting membership for the work group to include administration at the elementary, middle, and high school level, a parent, a student, a mental health clinician, a pediatrician, a school nutritionist, and a member representing a statewide association of curriculum leaders.

Prior to the effective date of the legislation, relevant staff at the DOE recruited over 40 participants who committed to engage in the work group. To ensure appropriate representation of the vast diversity of experiences in the State, great care was taken in the recruitment of work group members, as the needs of an urban or suburban Maine school district may be different than a rural Maine district, and the perspective of a classroom educator may be different than a district superintendent.

With a short timeframe in which to study and report back on findings, the work group was convened as quickly as possible and met three times in the fall of 2023: October 2<sup>nd</sup>, November 14<sup>th</sup>, and December 5<sup>th</sup>.

Resolve 2023, Chapter 124 prescribed the following eight items for the work group to consider:

1. Statewide, national and international approaches to the school day;
2. Instructional requirements for graduation, including but not limited to instruction in health and physical education, traffic safety education, elements of a firearm hunter safety course and a stand-alone course in personal finance;
3. Educator planning and preparation time;
4. Lunch periods, including but not limited to transit time and time required to eat;
5. Recess periods, including the timing of recess before or after lunch periods, frequency of recess periods and differences in recess periods at each grade level;
6. Electives and allied arts courses;
7. To the extent offered, after-school and extended day programs; and
8. School day start times.

Simultaneous to recruiting members for the work group, staff at the DOE also sought out relevant research to inform the work group on the above topics. A full bibliography is listed at

the end of this report and includes the study of national and international approaches to the school day.

Following a parallel time frame, the Maine Education Policy Research Institute (MEPRI) has been tasked with researching state policies and changes in the school day, start times, and instructional time, and documenting evidence-based practices regarding these items. The DOE and MEPRI have connected about the status of their parallel missions, and these two reports should be complementary.

Overall, the work group reinforced the value of local control as a guiding principle regarding the educational structures of Maine. For example, while many participants were in favor of a later start time for adolescents, other participants cited barriers to that change, such as long transportation times and cost. Similarly, while participants believed in the value of courses in personal finance, there was consensus among the group that such a course should not be mandated for graduation requirements, as it creates a financial burden on more rural school administrative units (SAUs). As with many things in Maine, there is no one-size-fits-all solution for any of these issues related to the school day.

## **Actions**

### **Meetings**

The work group to study the school day met three times, for a length of 90 minutes in each meeting: October 2<sup>nd</sup>, November 14<sup>th</sup>, and December 5<sup>th</sup>. Agendas for each meeting can be found in the Appendix section of this report.

Prior to the first meeting, DOE staff met to plan the agendas for the meetings and to read through relevant research, summarizing findings and honing a list of relevant information to share with the entire group.

For the October 2<sup>nd</sup> meeting, the group was introduced to the work of the Resolve, reviewed the objectives of the Work Group, and shared their perspectives of the school day. The group also brainstormed a list of data and information that would be needed to effectively conduct this study.

Between the first and second meetings, DOE staff gathered relevant data and created a survey to send to students. Participants were asked to share their school and districts' school schedules, to read the relevant research and data, and be prepared to discuss key concepts at the November 14<sup>th</sup> meeting. Additionally, the student survey went live.

In the November 14<sup>th</sup> meeting, time was spent with participants discussing key concepts from the Resolve, using the research and data to anchor conversations. Topics for discussion closely hewed those listed in the Resolve, including conversations on: "different" school day schedules, teacher preparation and planning time, graduation requirements, "anytime, anywhere" learning, and health outcomes.

With time focused on allowing for robust conversation among participants, input was gathered from conversations and compiled by the DOE and distributed to all participants between the

second and third meeting. During this time, the student survey was still ongoing, and key takeaways were compiled and shared with the group immediately prior to the December 5<sup>th</sup> meeting.

In the December 5<sup>th</sup> meeting, the group met to review the goals of the workgroup, the findings from the student survey, and the key takeaways from the November 14<sup>th</sup> discussions. The group worked to highlight key takeaways, recommendations, and concerns. In December and January, the report was written by members of the DOE, with support and guidance from the work group.

### **Data and Research Collection**

Prior to the effective date of LD 1002, the DOE gathered relevant research on the school day. This research was used to ground the conversations and summaries were created and provided to participants in the work group. In the first meeting, the work group brainstormed data needs, which led to compiling a sample of school schedules and the creation of a student survey, in order to strengthen the voice of students in the ongoing deliberations.

With less than four months between the enactment of Resolve 2023, Chapter 124 and the due date for this report, effort was made to ground the conversations in relevant research and locally derived data, while also utilizing gathering time for conversation between the educational stakeholders from throughout the State that engaged in this work group.

A full bibliography of research consulted during this process is listed under the “References” section. The student survey is provided in the “Appendix” section.

### **Recommendations**

Each item the work group was asked to consider in this resolve, on its own, has merit. Strong arguments can be made for all of them individually. However, the work group was not in support of making any statewide mandate. Instead, the work group would like to see the State take another approach.

Schedules are infrastructure. Instead of considering a statewide schedule, or infrastructure, mandate, the State should identify, and clearly articulate Maine’s shared concept of what school means, and what our desired end goal is for all our students. That is the work that needs to be done first, before we focus on shifting the infrastructure. Otherwise, any of these topics we are asked to consider will be insufficient, and any implemented mandates would risk unintentionally running counter to the State’s desired goals.

Once that goal is articulated, then SAUs should be provided support to make the necessary infrastructure changes. This method will allow for targeted, sustainable solutions instead of selecting one of the proposed options which may offer some short-term benefit but likely will fall short of creating lasting positive change in the educational system unilaterally across the

**Commented [MM1]:** The way it is worded the legislature could interpret this as their job rather than the work to identify this in collaboration with parents, businesses, educators and communities

State. Ultimately, one size does not fit all in Maine. While all the eight areas of consideration have merit, there are compelling arguments for why they would cause unfair and uneven burdens in different areas of Maine.

While there were no identified legislative barriers to schools or districts implementing any of the eight considerations, financial limitations were identified as a major barrier. The reality is that the cost is often too high to implement innovative solutions in our more rural schools. Different start times for different schools in an SAU means adding bus runs, which is costly, especially given the acute bus driver shortage that plagues Maine and the nation. Adding mandatory, stand-alone courses requires adding staff, which is costly.

With such a strong tradition of local responsibility for public education, our individual school districts need to be the ones determining what changes need to be made within the identified needs of their students and what's best for their community. Then, through the local democratic process, they should determine the best course of action within the local budget constraints. We need flexibility to do what is right for individual communities.

Taking this into consideration, the work group presents the following two recommendations for the Committee's consideration:

**Recommendation #1:** The Maine Department of Education should articulate Maine's shared concept of what school means, and what our desired end goal is for all our students. This should be based on statewide educational stakeholder conversations and feedback. Next, SAUs should be asked to design a plan to meet that identified goal. Finally, the Legislature should provide access to noncompetitive resources to SAUs to use to pilot innovative approaches to reaching that statewide goal.

**Recommendation #2:** Hire a third party to research and study the cost associated with implementing each schedule change. This study should look at schools in Maine that are already implementing these strategies, but also explore the financial implications of implementing each of these models for different types of schools in Maine, including but not limited to, K-12 school buildings in rural areas, rural school districts that have small student populations but large geographic coverage area, districts in each county, and urban school districts.

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#### Contact:

Beth Lambert  
Chief Teaching and Learning Officer  
Beth.lambert@maine.gov  
207-592-4398

The preparation of this report utilized approximately 90 staff hours, and was prepared by the following participants:

- Chief Teaching and Learning Officer, Office of Teaching and Learning
- Legislative and Constituent Services Specialist, Policy and Government Affairs
- Director, Policy and Government Affairs

### Appendices

Appendix A: Work Group Participants

Appendix B: Agendas of Meetings

Appendix C: Data Materials

Appendix D: Student Survey Findings

#### Appendix A: Work Group Participants

Name	Title	School	District	Region
Maria Libby	Superintendent	Five Town CSD/SAD28	Five Town CSD/SAD28	Midcoast

Kyle Keenan	Assistant Superintendent	Massabesic	RSU 57	York
Tracy Williamson	Teacher	Maine DOE	N/A	
Jane McLucas	School Nutrition	Maine DOE	N/A	
Mary Nadeau	High School Principal	Nokomis	MSAD 19	Kennebec
Miranda Engstrom	Teacher	Lamoine Consolidated School	Lamoine	Hancock
Ryan Hafener	Student	Hampden Academy	RSU 22	Penquis
David Dorr	CTE Director	Somerset Career and Technical Center	N/A	Kennebec
Matt Drewette-Card	Director of Curriculum	Dexter - AOS 94	AOS 94	Penquis
Lacey Todd	Teacher	Mountain Valley MS	RSU 10	Western Maine
Heather Whitaker	Alt. Ed Teacher	Gorham Middle School	Gorham	Cumberland
Sarah Plummer	ELO / Teacher	Cape Elizabeth High School	Cape Elizabeth	Cumberland
Julie Smyth	Office of School and Student Supports	Maine DOE	N/A	N/A
Gregg Palmer	Superintendent	Brewer	Brewer	Penquis
Lisa Tripp	Teacher	Bonny Eagle MS	MSAD 6	York
Donna Munro	Teacher	Union elementary	RSU 40	Midcoast
Matt Dyer	Teacher	Madison MS	MSAD 59	Kennebec Valley
Dawn McLaughlin	Teacher	Milo Elementary	MSAD 41	Penquis



Shane Yardley	Principal	Penobscot Valley High School / Hichborn Middle School	SAD 31	
Meredith Diamond	Co-Principal	Orono High School	RSU 36	
Patrick St. Clair	Principal	Spruce Mountain Elementary School	RSU 73	
Tara Morin	Principal	Carrabec Community School	RSU 74	
Kay York	Principal	Central Aroostook High School	MSAD 42	
Rebecca Wright	Assistant Principal	Ellsworth High School	Ellsworth	
Myla Kreider	Principal	Canaan Elementary School	MSAD 54	
Jeremy Lynch	School social worker	Saccarappa School	Westbrook	Cumberland
Mary Tedesco-Schneck	Pediatric Nurse Practitioner	N/A	N/A	N/A
Alyssa Goodwin	Pediatrician	N/A	N/A	N/A
Colleen Maker	Teacher	Washington Academy	N/A	Washington
Nicole Case	Principal	Machias Memorial High School	AOS 96	Downeast

## Appendix B: Meeting Agendas

### Meeting #1: October 10, 2023, 3:00 – 4:30pm

- I. Welcome and Introduction
  - a. Participant Introduction
  - b. Purpose of the workgroup
- II. Review the Goals and Objectives

- a. Overarching goals of the study
  - b. Objectives for the workgroup and this meeting specifically
- III. Stakeholder Perspectives
  - a. Perspectives on the school day
  - b. Discussion
- IV. Data
  - a. What do we want/need
- V. Closing
  - a. Next steps and homework

#### **Meeting #2: November 14, 2023, 3:00 – 4:30pm**

- I. Welcome and Reintroductions
- II. Review the Goals and Objectives
- III. Data Carousel #1: Breakout Groups
  - a. “Different” School Schedules
  - b. Teacher Prep and Planning Times
  - c. Graduation Requirements
  - d. “Anywhere, Anytime” Learning
  - e. Health Outcomes (especially mental health, absenteeism, etc)
  - f. Other
- IV. Data Carousel #2: Breakout Groups
  - a. Same topics, participants in different rooms
- V. Next Steps

#### **Meeting #3: December 5, 2023, 3:00 – 4:30pm**

- I. Welcome and Reintroductions
- II. Review the Goals and Objectives
- III. Review
  - a. Data from student survey
  - b. Summary from break out groups
- IV. Determine Guidance
- V. Closing
  - a. Next steps and homework

### **Appendix C: Data Materials**

#### **Wonderings and Data Requests**

- 1. If we listened to what students say they need, what would that look like?
  - a. We will have a survey to ask!

2. Examples of “different” school day schedules:
  - a. Center for American Progress report : [“Reimagining the School Day”](#).
    - i. Provides sample innovative schedules in the elementary, middle, and high school contexts
    - ii. Demonstrates a “teacher” day and a “student” day
    - iii. Worth a skim / read in its entirety!
  - b. Canady and Rettig: [“The Power of Innovative Scheduling”](#).
    - i. Shows other examples of scheduling that can work
    - ii. [Summary](#)
  - c. Education Commission of the States provides some data from across the US specifically on instructional time:
    - i. [Overview](#)
    - ii. [Data Table](#)
3. Teacher Prep / Planning Time:
  - a. Education Commission of the States provides some data from across the US:
    - i. [Overview \(broadly on Teacher Recruitment and Retention\)](#)
    - ii. [Data Table](#)
4. Graduation Requirements:
  - a. Education Commission of the States provides some data from across the US:
    - i. [Overview](#)
    - ii. [Data Table](#)
5. Anytime, Anywhere Learning:
  - a. Once again, the Education Commission of the States provides some data, specifically around Work-Based Learning:
    - i. [Overview](#)
    - ii. [Data Table](#)
6. Health Outcomes, especially regarding absenteeism, mental health, etc:
  - a. Maine Children's Alliance “Kids Count” provides information on Maine’s landscape for child well-being:
    - i. [Maine KIDS COUNT Data Book](#)
    - ii. [County Profiles 2022](#)
7. Other Related Items:
  - a. [Brief on School Start Times](#)
  - b. [Brief on Four-Day School Weeks](#)

## **Appendix D: Student Survey Results**

### **Data Summary from Student School Day Schedule Survey**

1. Participants



## 2. Length of Class Periods

### a. Grades 3-5

- i. 20 and up (1)
- ii. 38 (1)
- iii. 40-70 (1)
- iv. 41-60 (187)
  1. 26 said classes were too long
  2. 14 said classes were too short
  3. 147 said classes were just right
- v. 50 (1)
- vi. 61-90 (43)
  1. 10 said classes were too long
    - a. "should go home no school"
    - b. "30 minutes"
    - c. "i wonnt all of them to be the same time"
    - d. "20 minutes"
    - e. "make it more fun"
    - f. "In my opinion i think math should be no longer then 30min."
    - g.
  2. 5 said classes were too short
    - a. "90"
    - b. "NOTHING! ITS PERFECT"
  3. 28 said they were just right
- vii. Under 40 (13)
  1. 3 said they were too long
    - a. "By lessening how to do stuff that I didn't know"
  2. 10 said they were just right

### b. Grades 6-8

- i. 38 (2)
- ii. 38 and 76 for double block (1)
- iii. 40 (5)
- iv. 40-80 (1)
- v. 41-60 (239)
  1. 49 – too long
    - a. "we should do 30 minutes instead of 40 to give us a longer lunch and homeroom"

- b. "The time spent in a normal class period is an hour and its so long that my blood sugar goes low becouse siting still"
  - c. Several wanted 45 minute classes (10) instead of an hour
  - d. "I think it could be shorter because in some classes we have to much time at the end and it gets boring"
  - e. "Don't come at all."
  - f. "make each class 30 minuets have 10 minuet "brake" classes in between all classes"
  - g. "I think we should do work then do a game related to that work so we would have fun learn stuff and would make how long class is feel shorter."
  - h. "if the class was shorter I feel I wouldn't get in trouble as much because of sorter class time"
  - i. "in all my classes we have like 20 minutes to just sit around"
  - j. "I wish that our "Specials" were longer so we had more time in them Ex. Gym, Art, World Language, and Music"
  - k. "I feel we do not get a lot of time for fun classes like art and P.E.
  - l. "I also feel that some classes are to long like math after 45 minutes in math I sometimes start to get tired and unfocused."
  - m. "they are to long it would be best if we got 5-10 minutes between class too get a second so we aren't rushed"
  - n. "I get tired during classes because we are sitting for so long"
  - o. "30 minutes for some classes but for others such P.E could be longer allowing for more exorcise."
2. 8 – too short
- a. "If we had more time in our classes, then we would be able to go over more subjects and discuss more topics."
  - b. "make them all 10 mineuts longer"
  - c. "I only want time longer in PE."
  - d. "I feel like we need more time to do work"
  - e. "I think that our classes like gym, art, world language, and literature circles should be longer because we don't have enough time to get all of our work done. I also think that our interventions should be longer because it is only a 30 minute period, and it takes me almost the whole period to get a page of my math done."
3. 182 – just right
- vi. 50 (1)
  - vii. 60 (5)
  - viii. 61-90 (58)
    - 1. 17 – too long
    - 2. 41 – just right

- ix. 65 (1)
- x. Under 40 (58)
  - 1. 12- too long
  - 2. 2 – too short
  - 3. 44 – just right
- c. Grades 9-12
  - i. 40-80 (8)
  - ii. 40/120 (1)
  - iii. 41-60 (410)
    - 1. 53 – too long
      - a. “We have dropped classes each day to accomodate an 8 period schedule in 6 blocks per day. The length in days between classes is not supportive for learning math with lower level students who need frequent repetition in small chunks. Shorter periods but more frequently seeing the students would work better”
      - b. “better teaching methods, or more time on one subject”
      - c. “make classes shorter so that us students can talk to our friends for a few minuets”
      - d. “School start later and get out earlier”
      - e. “I don’t need as much time in class since we have plenty of time after to do other things”
      - f. “I think it should be more engaging inside the classrooms.”
      - g. “i want it to be shorter because i dont like school”
      - h. “they should use the time to teach us and not talk for 10 min then give homework for the rest of the class.”
      - i. “I think we spend too much time on work. We should do more hands on and fun activities.”
      - j. “The class time should be shorter, it is too hard to focus for so long”
      - k. “We start so early in the morning. though the longer class times help us get more work done, it also gives us more homework to do as it piles up because of the block schedule”
    - 2. 15 – too short
      - a. “We just get started doing stuff and then we have to leave”
      - b. “I think that classes need to be longer so that once teachers catch the attention of their students there is plenty of time to teach. Lectures would also benefit from longer class periods. Test periods would also be longer so that it won’t waste 2 days to do one test.”
      - c. “I take a lot of science classes, and I feel that there isn't really ever enough time for us to complete all the things we need to get done mainly due to time constraints. I think that there is



- definitely a better way we could schedule our classes to make it more worthwhile in our classes.”
- d. “i dont have enough time to learn the curriculum, and it makes me struggle”
3. 342 – just right
- iv. 50-60 (1)
- v. 61-90 (435)
1. 128 – too long
- a. “Split classes into 3 parts so we get 2 breaks”
- b. “They need to be shorter. By the end of the class, My brain doesn't focus anymore. Which for me to succeed, i should be focused”
- c. “All 8 periods in a day.”
- d. Several wanted an hour instead of 80 minutes.
- e. “more hands on work and conversation rather than lectures”
- f. “I feel like the classes often drag out for too long. If all classes were just a bit shorter it would provide a better atmosphere to get things done in. Because if we are bored by the end of the class, there isn't any way we will be able to focus on work.”
- g. “It’s hard to focus when it’s straight teaching for 75 minutes. Maybe make some of the class time to work.”
2. 307 – just right
- vi. 75 (1)
- vii. 76 (1)
- viii. 80 (3)
- ix. 1hr 20 min (1)
- x. I don’t know (4)
- xi. Under 40 minutes (18)
3. Passing time
- a. Enough time (1025)
- i. 3-5 (22)
- ii. 6-8 (256)
- iii. 9-12 (747)
- b. Not enough time (483)
- i. 3-5 (27)
1. “I wish we had MTSS in between our classes”
2. “lower expectations for us”
3. “give us a 10 min break”
4. “i do not move class to class”
- ii. 6-8 (116)

1. "I think that we should have five minutes designated to transitions, and that teachers should really make sure to follow that so we have enough time to gather our materials."
  2. "Just a extra minute or so because I have classes on different sides of the school and have to ge to them in seconds"
  3. "Have more time in between classes, because the only time to go to the bathroom is before lunch, which cuts into our lunch time."
- iii. 9-12 (340)
1. "at least 5 minutes, so students have enough time to use the bathroom or grab things out of thier locker."
  2. "Maybe make it 8 minutes instead of the full five because our school is decent sized and I sometimes see people rushing to their class right when the period ends"
  3. "When it's in between classes some teachers say that we can use the bathroom, but the time in between is so small that we cant even really grab everything that we need for that class in time before we even make it there."
  4. "I am not going to sprint to my class from the basement to top floor because im worried abt being late, so I walk and my legs get tired quick. So I will be late for class instead of getting yelled at for running."
4. Recess
- a. 3-5
    - i. No = 4
      1. 2 didn't want recess
      2. 2 did want recess
    - ii. Yes = 243
      1. 10 min or less = 3
        - a. 2 = just right
        - b. 1 = too long
      2. 11-20 min = 43
        - a. 25 = just right
        - b. 1 = too long
        - c. 17 = too short
      3. 21-30 min = 146
        - a. 61 = just right
        - b. 1 = too long
        - c. 84 = too short
      4. 30+ = 51
        - a. 28 = just right
        - b. 23 = too short
  - b. 6-8
    - i. Yes = 229
    - ii. No = 143
      1. 97 wished they had recess

- 2. 46 did not want recess
  - c. 9-12
    - i. Yes = 10
    - ii. No = 875
      - 1. 326 wanted recess
      - 2. 549 did not want recess
5. Lunch Period
- a. 3-5
    - i. No = 3
    - ii. Yes = 246
      - 1. 15 min or less = 43
        - a. 15 = just right
        - b. 1 = too long
        - c. 27 = too short
      - 2. 16 – 30 min = 198
        - a. 120 = just right
        - b. 10 = too long
        - c. 68 = too short
      - 3. 30+ min = 5
        - a. 2 = just right
        - b. 2 = too long
        - c. 1 = too short
  - b. 6-8
    - i. No = 1
    - ii. Yes = 373
      - 1. 15 min or less
        - a. 42 = just right
        - b. 30 = too short
      - 2. 16-30 min
        - a. 185 = just right
        - b. 14 = too long
        - c. 79 = too short
      - 3. 30+ minutes
        - a. 17 = just right
        - b. 2 = too long
        - c. 4 = too short
  - c. 9-12
    - i. No = 6
    - ii. Yes = 879
      - 1. 15 min or less
        - a. 17 = just right
        - b. 56 = too short
      - 2. 16-30 min
        - a. 409 = just right
        - b. 18 = too long

- c. 256 = too short
- 3. 30+ min
  - a. 90 = just right
  - b. 8 = too long
  - c. 12 = too short

6. Electives

- a. 3-5
  - i. No / we don't have them = 207
  - ii. Yes = 42
- b. 6-8
  - i. No = 68
  - ii. We don't have electives = 101
  - iii. Yes = 205
- c. 9-12
  - i. No = 89
    - 1. 38 were not satisfied
    - 2. 51 were satisfied
  - ii. We don't have electives = 14
    - 1. 7 were not satisfied
    - 2. 7 were satisfied
  - iii. Yes = 782
    - 1. 57 were not satisfied with the options
    - 2. 725 were satisfied with the options

7. School Day Start Time

- a. 3-5
  - i. 7-7:30 = 24
    - 1. Would prefer it to be earlier = 2
    - 2. Later = 7
    - 3. Good as is = 79
  - ii. 7:31 - 8 = 170
    - 1. Would prefer it to be earlier = 12
    - 2. Later = 79
    - 3. Good as is = 79
  - iii. 8:01-8:30 = 51
    - 1. Would prefer it to be earlier = 4
    - 2. Later = 20
    - 3. Good as is = 27
  - iv. After 8:30 = 4
    - 1. Would prefer it to be earlier = 0
    - 2. Later = 0
    - 3. Good as is = 4
- b. 6-8
  - i. 7-7:30 = 48
    - 1. Would prefer it to be earlier = 0

- 2. Later = 20
      - 3. Good as is = 28
    - ii. 7:31 – 8 = 250
      - 1. Would prefer it to be earlier = 10
      - 2. Later = 13
      - 3. Good as is = 128
    - iii. 8:01-8:30 = 62
      - 1. Would prefer it to be earlier = 5
      - 2. Later = 13
      - 3. Good as is = 44
    - iv. After 8:30 = 14
      - 1. Would prefer it to be earlier = 0
      - 2. Later = 6
      - 3. Good as is = 8
  - c. 9-12
    - i. 7-7:30 = 33
      - 1. Would prefer it to be earlier = 1
      - 2. Later = 16
      - 3. Good as is = 16
    - ii. 7:31 – 8 = 584
      - 1. Would prefer it to be earlier = 12
      - 2. Later = 320
      - 3. Good as is = 258
    - iii. 8:01-8:30 = 266
      - 1. Would prefer it to be earlier = 11
      - 2. Later = 102
      - 3. Good as is = 153
    - iv. After 8:30 = 3
      - 1. Would prefer it to be earlier = 0
      - 2. Later = 2
      - 3. Good as is = 1
8. Do you feel the schedule meets your educational needs?
- a. 3-5
    - i. 21 = no
      - 1. “The schedule is not why my educational needs are not being met” = 5
      - 2. “Make the school day longer” = 7
      - 3. “Reduce the time spent on certain activities” = 3
    - ii. 52 = not sure
      - 1. “The schedule is not why my educational needs are not being met” = 10
      - 2. “Make the school day longer” = 8
      - 3. “Reduce the time spent on certain activities” = 18
    - iii. 176 = yes
  - b. 6-8

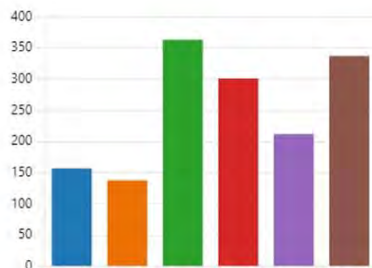
- i. 31 = no
    - 1. "The schedule is not why my educational needs are not being met" = 12
    - 2. "Reduce the time spent on certain activities" = 10
  - ii. 82 = not sure
    - 1. "The schedule is not why my educational needs are not being met" = 22
    - 2. "Reduce the time spent on certain activities" = 22
  - iii. 261 = yes
- c. 9-12
- i. 78 = no
    - 1. "The schedule is not why my educational needs are not being met" = 107
    - 2. "Reduce the time spent on certain activities" = 42
  - ii. 149 = not sure
    - 1. "The schedule is not why my educational needs are not being met" = 32
    - 2. "Make the school day longer" = 8
    - 3. "Reduce the time spent on certain activities" = 20
  - iii. 658 = yes

## 9. Demographics

28. What region of Maine is your school located in?

[More Details](#)

York, Cumberland, Sagadahoc C...	157
Waldo, Knox, Lincoln Counties (...)	138
Androscoggin, Kennebec, Penob...	363
Oxford, Franklin, Somerset Coun...	301
Piscataquis, Aroostook Counties...	212
Hancock, Washington Counties ...	337



29. Approximately, how long is your trip to school from home?

[More Details](#)

15 minutes or less	877
16-30 minutes	381
31-45 minutes	137
46+ minutes	113





30. Approximately how many students are in your grade at your school?

[More Details](#)

20 or fewer	196
21-50	321
51-100	211
101-150	343
151-200	106
201-250	26
251-300	15
301 or more	35
I do not know	255

