

2022-2023 Calendar Input Survey
Fall/Winter 2021

Q1. To what degree do you support this draft of the calendar?				
Answer	Responses	Value	%	Percentage of total respondents
1 - Do Not Support	95	1	5.66%	
2	119	2	7.10%	
3 - Neutral	421	3	25.10%	
4	568	4	33.87%	
5 - Strongly Support	474	5	28.26%	
Total Responses: 1,677			Weighted Score: 3.72	

Q2. To what degree do you support a school calendar with 175 instructional days for students?				
Answer	Responses	Value	%	Percentage of total respondents
1 - Do Not Support	100	1	6.00%	
2	100	2	6.00%	
3 - Neutral	390	3	23.38%	
4	447	4	26.80%	
5 - Strongly Support	631	5	37.83%	
Total Responses: 1,668			Weighted Score: 3.84	

Concerns about the draft calendar:

- Loss of learning days for students may impact learning overall
- Parents struggle to cover days throughout the year
- No half days for students is a positive
- Interrupted weeks can be disruptive; students need consistency
- How will this impact May testing (e.g. AP, STAMP)






Recommendations, suggestions, considerations for the Calendar Committee:






- Have the new days line up with State and Federal holidays
- Reconsider moving, changing, spacing out the days off in late October/early November
- Make a student version of the calendar that only shows days in or out of school
- Try to keep all non-student days to Mondays and Fridays
- Be more sensitive to holidays/holy days for other religions (e.g. Yom Kippur and Diwali)
- Try to keep weeks whole and cluster days off into longer breaks, to better accommodate child care

Questions:






- Will it be possible to continue school meals on teacher work days for students who are experiencing food insecurity?
- How does this impact service hours for students with IEPs?
- Will there be enough extra days to cover weather related closures?
- Will EDEP be available on non-instructional work days?






Community Input






Q1. To what degree do you support this draft of the calendar?				
Answer	Responses	Value	%	Percentage of total respondents
1 - Do Not Support	79	1	6.79%	
2	82	2	7.04%	
3 - Neutral	289	3	24.83%	
4	368	4	31.62%	
5 - Strongly Support	346	5	29.73%	
Total Responses: 1,164			Weighted Score: 3.70	

Q2. To what degree do you support a school calendar with 175 instructional days for students?				
Answer	Responses	Value	%	Percentage of total respondents
1 - Do Not Support	80	1	6.94%	
2	76	2	6.60%	
3 - Neutral	285	3	24.74%	
4	299	4	25.95%	
5 - Strongly Support	412	5	35.76%	
Total Responses: 1,152			Weighted Score: 3.77	

Staff Input

Q1. To what degree do you support this draft of the calendar?				
Answer	Responses	Value	%	Percentage of total respondents
1 - Do Not Support	16	1	3.12%	
2	37	2	7.21%	
3 - Neutral	132	3	25.73%	
4	200	4	38.99%	
5 - Strongly Support	128	5	24.95%	
Total Responses: 513			Weighted Score: 3.75	

Q2. To what degree do you support a school calendar with 175 instructional days for students?				
Answer	Responses	Value	%	Percentage of total respondents
1 - Do Not Support	20	1	3.88%	
2	24	2	4.65%	
3 - Neutral	105	3	20.35%	
4	148	4	28.68%	
5 - Strongly Support	219	5	42.44%	
Total Responses: 516			Weighted Score: 4.01	

Q3. To what degree do you think more planning days for teachers and professional learning/development time for classified staff will help you in your job?				
Answer	Responses	Value	%	Percentage of total respondents
1 - Make Things Worse	11	1	2.14%	
2	18	2	3.51%	
3 - No Change	83	3	16.18%	
4	115	4	22.42%	
5 - Make Things Better	286	5	55.75%	
Total Responses: 513				Weighted Score: 4.26

Analysis:

There is strong support for the draft calendar presented (3.72/5.0), and that support is strong for both community members (3.70/5.0) and staff members (3.75/5.0). There were some concerns about placement and spacing of the additional days voiced in the comments for both groups. Primarily there is a desire to have the additional days more evenly space throughout the year and to either align with existing federal/bank holidays or to cluster into longer breaks to alleviate child care issues.




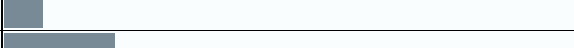


Support for reducing the number of instructional days, while strong (3.84/5.0), there was less agreement among the community (3.77/5.0) and staff (4.01/5.0). The community members expressed concerns about the impact of fewer days combined with the learning loss already experience due to school closure and the transition back to regular instruction. Community members also had concerns about so many days off for students that would need child care, and the hardship that would be for their family. Acknowledging those concerns, the community also expressed support for more breaks for students who get overwhelmed, anxious, or feel stress related to school.


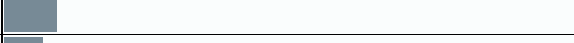
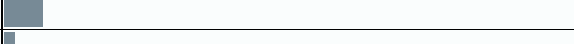
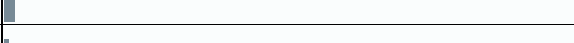



Staff were more supportive of fewer instructional days, and think the additional days will make their work better (4.26/5.0). The primary concerns from staff were related to keeping non-instructional staff whole and incorporating training/development on those days. Instructional staff were concerned these days would not be devoted to planning and would instead be encumbered by meetings and training. More transparency about the work expected on these days may alleviate some of these concerns.

Outside the scope of the current draft, respondents also proposed some novel ideas to consider for future calendar drafts. The most common recommendation was to study a shift to a year-round calendar. Another common recommendation was to shorten each day to provide additional, dedicated planning time for teachers, and move toward more instructional days for students.





Community Demographics




Demographic questions were available on the community survey only.

Q5. I am:			
Responses	Responses	%	Percentage of total respondents
Albemarle County Community Member	27	2.23%	
ACPS Employee	17	1.40%	
ACPS Parent	847	69.94%	
ACPS Parent & Employee	82	6.77%	
ACPS Student	238	19.65%	
Total Responses	1,211		

Q6. Ethnicity/Race			
Responses	Responses	%	Percentage of total respondents
Asian	99	8.83%	
Black/African American	104	9.28%	
Hispanic/Latino	77	6.87%	
Native American/Alaska Native	18	1.61%	
Native Hawaiian/Other Pacific Islander	8	0.71%	
White	898	80.11%	
Total Responses	1,204		

Because multiple answers per participant are possible, the total percentage may exceed 100%.

Q7. Gender			
Responses	Responses	%	Percentage of total respondents
Female	890	77.06%	
Male	235	20.35%	
Non-binary	30	2.60%	
Total Responses	1,155		

Q8. In my household:			
Responses	Responses	%	Percentage of total respondents
We primarily speak English	1,034	88.83%	
We primarily speak another language	42	3.61%	
We speak both English and another language	88	7.56%	
Total Responses	1,164		