**2022-23 Draft Calendar Survey Results**

November 15-21, 2021

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| **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** |

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| **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** |

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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 this will 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 workdays 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

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| **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** |

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| **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** |

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Staff Input

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| **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** |

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| **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** |

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| **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 spaced 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 was strong (3.84/5.0), though there was less agreement among the community (3.77/5.0) than staff (4.01/5.0). Community members expressed concerns about the impact of fewer days combined with the learning loss already experienced due to school closure and the transition back to regular instruction. Community members also had concerns about so many days off for students who would need child care and the hardship that would cause for their families. 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 they 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.

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| **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** |   |  |

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| **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%. |

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| **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** |   |  |

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| **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** |   |  |