Office of the Superintendent of Schools
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

October 9, 2018

REVISED

<u>MEMORANDUM</u>

To: Members of the Board of Education

From: Jack R. Smith, Superintendent of Schools

Subject: 2019–2020 School Year Calendar

Board of Education Policy IDA, *School Year Calendar*, states that no later than early fall, the Policy Management Committee (Committee) will review the proposed school year calendar for the following school year prior to its presentation to the Board of Education. The Committee first met to discuss the 2019–2020 School Year Calendar on July 19, 2018. The Committee received a report on the implementation and results of the comprehensive calendar survey, reviewed the parameters of the 2019–2020 school year calendar, and reviewed the guidance from the state superintendent of schools regarding the possibility for emergency make-up days to extend beyond June 15. On September 13, 2018, the Committee received an update on the calendar development process and reviewed two possible scenarios for the 2019–2020 School Year Calendar. The Committee recommended that both scenarios be brought to the full Board for consideration.

At this meeting, the Board will hold an initial discussion of the 2019–2020 School Year Calendar scenarios and receive an update on the progress of developing the Innovative School Year Calendar. The Board will return later this fall to take action on both school calendars. This memorandum summarizes the steps taken to date in the development of the 2019–2020 School Year Calendar and presents two scenarios for the Board's review and discussion.

Comprehensive Calendar Survey

On November 14, 2017, the Board voted unanimously to "request that the school system conduct a comprehensive calendar survey of staff, parents/guardians, and the community regarding their desired operational closures for use in developing the 2019–2020 calendar" (Resolution 463-17). In spring 2018, Montgomery County Public Schools (MCPS) staff worked with Hanover Research Council, LLC to develop and administer the comprehensive calendar survey as approved by the Board.

MCPS took the unprecedented step to survey and communicate individually with every staff member and family in the MCPS community. On May 1, 2018, the survey launched with nearly 190,000 e-mail invitations and more than 19,000 postcard invitations sent to staff and families. These invitations included information for students to access the student survey through their parent or guardian. A community survey link also was posted on a dedicated calendar survey web page for the broader

community to use. Paper copies were distributed to all schools. In addition, surveys were translated and provided in Amharic, Chinese, French, Korean, Spanish, and Vietnamese.

The Committee reviewed the results of the survey at its July 19, 2018, meeting. The overview presentation report detailing the results is attached (Attachment A) and also is available on the MCPS website. The report analyzed a total of 37,400 responses from 27,177 parents/guardians, 1,225 students, 8,155 staff members, and 843 community members.

- The survey indicated that student and staff attendance may be lower for Rosh Hashanah, Yom Kippur, and Veterans Day if MCPS remains open on these days. At least 10 percent of parents/guardians report that their children would not attend school on Rosh Hashanah (15 percent), Yom Kippur (15 percent), Veterans Day (14 percent), Passover (12 percent), and Columbus Day (10 percent). Similarly, at least 10 percent of staff report that they would not attend school on Rosh Hashanah (17 percent), Yom Kippur (17 percent), Veterans Day (15 percent), Passover (14 percent), Orthodox Christmas (10 percent), and Orthodox Easter (10 percent).
- The report also highlighted that it may be helpful for MCPS to increase training and communication with staff, parents/guardians, and students regarding MCPS' policies for excused absences, make-up assignments, and perfect attendance policies.

Calendar Development Process

In August 2018, staff in the Office of the Chief Operating Officer began the process of developing the instructional calendar framework for the 2019–2020 school year. First, an internal work group met to develop initial calendar scenarios. This group included representatives from the following offices and associations:

- Office of Student and Family Support and Engagement;
- Office of Shared Accountability;
- Office of Curriculum and Instructional Programs;
- Office of the Chief Technology Officer;
- Montgomery County Association of Administrators and Principals;
- Montgomery County Education Association; and
- Service Employees International Union, Local 500.

Following the work of the internal MCPS work group, the Office of the Chief Operating Officer convened a focus group discussion with external stakeholders. Representatives from the following entities were invited to participate:

- National Association for the Advancement of Colored People Parents' Council;
- African American Student Achievement Action Group;
- Latino Student Achievement Action Group;
- Asian Pacific American Student Achievement Action Group;
- Chinese American Parents Association;
- Montgomery County Council of Parent Teacher Associations, Inc.;
- Faith Community Working Group;
- Montgomery County Office of Community Partnerships; and
- Student Advisory Council.

The feedback from these external stakeholders is summarized in Attachment B.

2019–2020 School Year Calendar Parameters

The overall time frame of the traditional school year calendar established by Governor Larry Hogan's Executive Order of August 31, 2016, (amended October 11, 2016) remains in place for the 2019–2020 school year. The general parameters of the calendar based on the Executive Order and the school closings that are mandated by state law are as follows:
- First day of school: Tuesday, September 3, 2019; and
- Last permissible day of instruction: Monday, June 15, 2020.

Closings required by state law:
- Thursday, November 28 and Friday, November 29, 2019: Thanksgiving and the day after;
- Tuesday, December 24, 2019, through Wednesday, January 1, 2020: Christmas Eve through January 1, 2020;
- Monday, January 20, 2020: Martin Luther King, Jr. Day;
- Monday, February 17, 2020: Presidents' Day;
- Friday, April 10, 2020: Friday before Easter;
- Monday, April 13, 2020: Monday after Easter;
- Tuesday, April 28, 2020: Primary Election Day *(tentative)*;
- Monday, May 25, 2020: Memorial Day.

Contingency Days

On May 25, 2018, Maryland State Superintendent of Schools Karen B. Salmon issued guidance to local school system superintendents based on the law that passed in the 2018 legislative session allowing contingency days to make up instruction, as needed, to occur after June 15. Dr. Salmon's guidance states that local boards can designate the five days following June 15 as weather/emergency days when creating the school calendar. This guidance allows additional flexibility in developing the 2019–2020 School Year Calendar.

Calendar Scenarios

Two primary scenarios for functional instructional calendars have emerged from this work, and the Committee recommended them for consideration by the Board (Attachment C).

Highlights include:
- Both scenarios have the first day of school on Tuesday, September 3, 2019, and the last day of school on Monday, June 15, 2020.
- Both scenarios schedule noninstructional days to coincide with Rosh Hashanah (September 30, 2019) and Yom Kippur (October 9, 2019). These dates historically are ones on which the Board has identified a need for closure due to operational reasons. These dates also are indicated as the days with the highest possible absences among staff and parents/guardians in the comprehensive calendar survey.

- Both scenarios close school on Monday, December 23, 2019. State mandated closure for winter break begins the next day, Tuesday, December 24, 2019. Both internal and external stakeholders felt that Monday, December 23, 2019, would be a day on which it would be difficult to operate schools and that high absences would be likely.
- Both scenarios maintain one full noninstructional day between semesters, at the end of the second quarter. Teachers and principals have voiced support for this practice, not only at the secondary levels, but for elementary schools as well.
- Both scenarios include early release days, one in each semester, which are required in the Montgomery County Education Association contract and are placed to coincide with interims.
- Both scenarios align the two early release days for parent-teacher conferences with Veterans Day (November 11 and 12, 2019). This is consistent with past practice and reflects the interests of some parents/guardians and schools to have an opportunity for conferences on a day which some parents/guardians may have off from work.
- Both scenarios have 182 instructional days. This is the same number of instructional days that were scheduled in both the 2017–2018 and 2018–2019 school year calendars.
- Scenario 1 is quite similar to the calendar for the 2017–2018 school year. It schedules 4 noninstructional days for spring break in addition to the 2 state-mandated closures, resulting in a 10-day spring break (6 noninstructional days plus 2 weekends). This scenario continues the practice of the 2017–2018 calendar and the upcoming 2018–2019 calendar of programming early release days to allow professional grading and planning time for teachers at the end of quarters.
- Scenario 2 has the same spring break as the 2018–2019 school year, which schedules two noninstructional days in addition to the two state-mandated closures, resulting in a six-day spring break (four noninstructional days plus one weekend). This scenario returns to the previous practice of scheduling full noninstructional days at the end of the quarters for professional grading and planning time for teachers.
- Both scenarios identify the first two days of spring break as possible make-up days due to weather or emergency closings (April 6 and 7, 2020, in Scenario 1; April 8 and 9, 2020, in Scenario 2). In Scenario 1, the full day between semesters also is noted as a possible make-up day (January 27, 2020). As the state required minimum number of instructional days is 180, instructional days 181 and 182 function as the first 2 possible make-up days (June 12 and 15, 2020). MCPS also schedules instruction on these days but will not need to make up those days of instruction in the event of closures because they exceed the state-mandated minimum.

Innovative School Year Calendar

On July 30, 2018, the Board approved the submission of a waiver application to the state Board of Education for an innovative school year calendar to start earlier than the Tuesday after Labor Day for Arcola and Roscoe R. Nix elementary schools for the 2019–2020 school year. At its September 25, 2018, meeting, the Maryland State Board of Education reviewed and approved the waiver request for the innovative school year calendar for these two schools. Dr. Maria V. Navarro, chief academic officer, and Dr. Deann M. Collins, director, Division of Title I and Early Childhood Programs and Services, attended the meeting.

Central services staff continues to work with school-based administrators, leadership teams, parents/guardians, and staff at Arcola and Roscoe R. Nix elementary schools to review and discuss programming options that could be included as part of the extended school year model. Both schools have developed and implemented a communication plan to inform and gather input from parents/guardians, staff, students, and community members. In addition to program options, the Innovative Schools Calendar (ISC) planning and implementation team reviewed and updated the vision for ISC and provided input on a common stakeholder feedback form to be used at all school and community meetings. Also, discussions are continuing to occur with the Office of Employee Engagement and Labor Relations; the Montgomery County Education Association; the Service Employees International Union, Local 500; and the Montgomery County Association of Administrators and Principals.

To continue engaging community members at each school, leaders at Arcola and Roscoe R. Nix elementary schools have created a structured pathway for gathering input and providing information related to the proposed calendar and innovative programming. The plan has been reviewed by the ISC planning and implementation team, which includes a parent/guardian representative from each school. Communication plans are customized to match the needs and styles of each school community. The ISC planning and implementation team also is exploring innovative instructional programming options that will be a part of the 210-day calendar.

Elements of the framework of the innovative school year calendar follow.
- The first day of school will be Monday, July 8, 2019.
- The last permissible day of instruction will be June 15, 2020. However, the last day of school could be earlier, possibly as early as Tuesday, June 9, 2020.
- The innovative school year calendar will have 210 instructional days, with quarters approximately 52 days in length. As a result, it will not need to include additional days for possible make up due to emergency closure.
- Following instruction in July and early August, the innovative school year calendar will include an extended break within the last two weeks of August 2019.
- Between the September 3, 2019, and June 15, 2020, timeframe, the innovative school year calendar will follow the same structure as the traditional school year calendar. This will include all state-mandated closures, as well as any other days identified for closure by the Board for the traditional school year calendar.
- During the September 3, 2019, and June 15, 2020, timeframe, the innovative school year calendar may differ in terms of placement and number of early release days, parent/guardian conferences, and other instructional features. In addition, the innovative school year calendar may have a last day of school that is earlier than the traditional school year calendar.

Next Steps

Following the Board's discussion, all information and materials related to the development of the 2019–2020 school year calendar will be posted on the MCPS calendar website. The scenarios that the Board recommends for consideration will be posted and distributed to provide further opportunity for staff, parents/guardians, students, and community stakeholders to comment and provide input.

As work continues on the implementation of the innovative school year calendar and instructional program, we will connect the work on the traditional school year calendar with the innovative programming and bring both calendars to the Board for final approval later this fall.

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Attachments

Calendar Study Survey Analysis

Prepared for Montgomery County Public Schools

July 2018

HANOVER RESEARCH

www.hanoverresearch.com

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Introduction

In this report, Hanover Research analyzes and summarizes the results from the Montgomery County Public Schools' Calendar Survey. In total, 37,400 respondents completed the survey and provided quality survey responses. The report includes results from 1,225 students, 27,177 parents, 8,155 staff members, and 843 community members.

THE REPORT CONTAINS THE FOLLOWING SECTIONS:

- **Section I:** Awareness of State-Mandated Closures and District Policies

- **Section II:** Attendance for Frequently Requested Closures

- **Section III:** Closure Importance

- **Section IV:** Respondent Characteristics

Background, Goals, and Administration

In November 2017, the MCPS School Board voted unanimously to "…request that the school system conduct a comprehensive calendar survey of staff parents, and the community regarding their desired operational closures for use in developing the 2019-2020 calendar" (Resolution 463-17). This resolution was adopted in response to Governor Hogan's 2016 mandate that public schools must begin instruction after Labor Day and end by June 15 while providing a minimum of 180 instructional days.

MCPS contracted Hanover Research to undertake the survey research associated with the Resolution. In collaboration with District personnel, Hanover developed a survey instrument with the goals of understanding stakeholders': **(i) knowledge of state-mandated school closures and MCPS attendance policies**; and **(ii) the likelihood of attendance on potential school closure days**.

The survey was launched on May 1, 2018 in seven languages (Amharic, Chinese, English, French, Korean, Spanish, and Vietnamese). Approximately 190,000 invitation emails were sent to MCPS parents/guardians and staff, with an additional 19,000 postcard mailers sent out to families for which MCPS does not have email information. Paper copies of the survey were also made available at all MCPS school sites. An online version of the survey was posted for community members on the district's website.

Reminder emails were sent to MCPS families on May 4, May 11, May 18, and May 21. Staff were reminded to complete the survey on May 2, May 7, and May 21.

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Methodology Notes: Data Cleaning

The survey was closed on May 22nd, 2018 with a total of 42,566 recorded responses. Following data collection, Hanover conducted a series of data cleaning procedures to ensure that the data included in the final analysis were of high quality and that there were no attempts to manipulate the survey results.

Hanover began by removing responses that did not answer questions beyond their stakeholder affiliation or those that reported that they are not an MCPS parents, student, staff, or community member. Hanover also removed responses in which a respondent reported a stakeholder affiliation that was inconsistent with the version of the survey they were taking.

Hanover then developed a series of "flags" to identify low-quality responses. Hanover flagged responses that provided identical answers for Likert-scale questions ("flat-liners"). Respondents that triggered four flags were removed from the data set.

For parents and community members, Hanover also assessed IP address duplications, looking for repeat IP address and corresponding replica survey entries. In total we assessed 18 IP addresses that had quality responses (i.e., not previously eliminated through other quality checks) and had at least 20 entries per IP address. Based on this review, we did not identify any concerning replica responses and therefore we did not eliminate any respondents.

In total, Hanover removed 5,166 responses from the sample. A full record of Hanover's data cleaning processes are provided in the Appendix.

Methodology Notes: Survey Sample

In total, 37,400 stakeholder responses are included in this analysis. For the remainder of the report and to compare the results for each stakeholder group we utilize the bar colors and abbreviated stakeholder names (in brackets) identified in the following figure. We do not present aggregate results as the results would heavily weight parent responses.

Which of the following best describes your affiliation with Montgomery County Public Schools? (n=37,400)

Affiliation	Percentage	
Parent of a current MCPS student [parents]	73%	(n= 27,177)
MCPS staff member [staff]	22%	(n= 8,155)
Current student [students]	3%	(n= 1,225)
Community member [community]	2%	(n= 843)
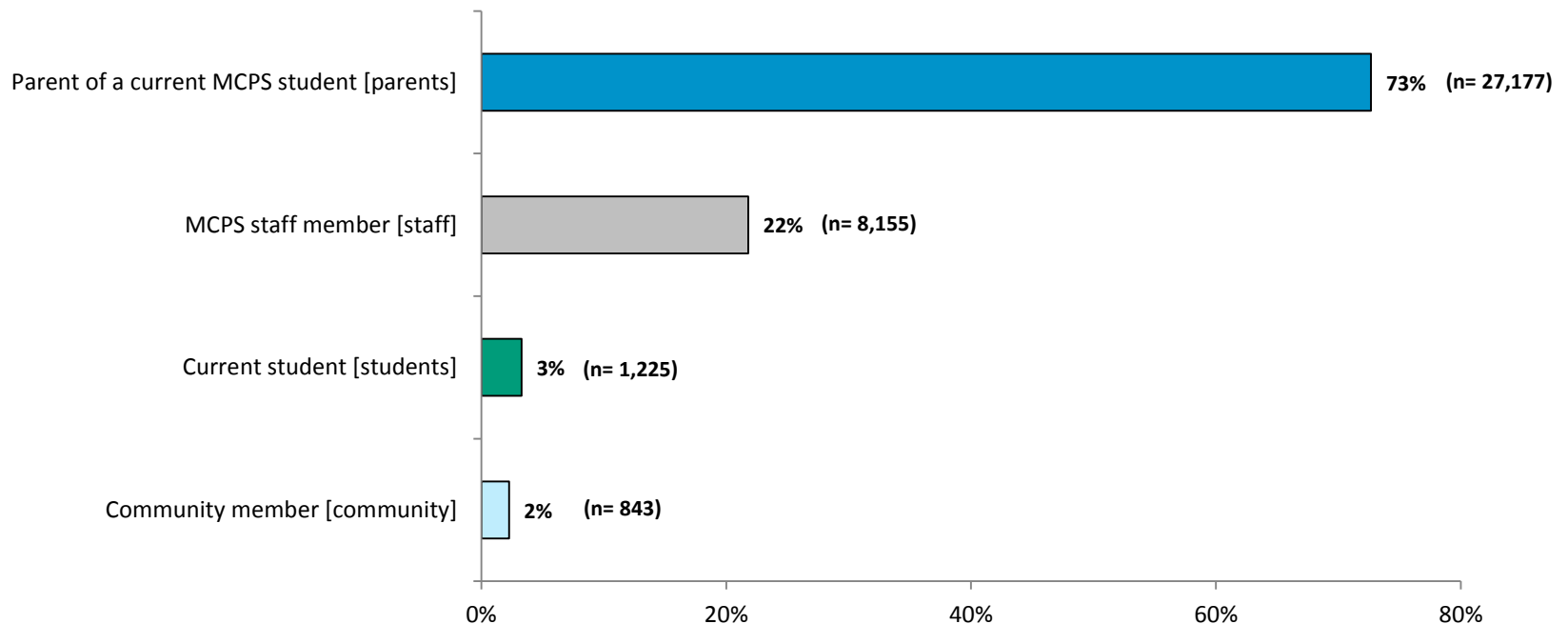
Methodology Notes: General Notes

In general, the following items pertain to this report:

- In the following report, results are **segmented** by stakeholder group, including parents, students, staff, and community members

- Sample sizes vary across questions as some questions only pertain to a subset of respondents.

- Statistically significant difference (99% confidence level) between groups are noted with an asterisk (*).

- "Don't Know or Not Applicable" responses, and equivalent, are often excluded from the figures and analysis in order to focus on respondents who did express an opinion.

KEY FINDINGS AND RECOMMENDATIONS

Key Findings - Awareness

- **Staff members are more aware of state-mandated closures compared to other stakeholder groups, especially for Election Day and Easter-related closures.** Overall, more than 80 percent of *all* stakeholder groups are aware of the following state-mandated closures: Memorial Day, Thanksgiving closures, Martin Luther King Jr. Day, Christmas, and Presidents' Day. However, staff members are significantly more aware of the state-mandated closure for Election Day and Easter closures compared to all other stakeholder groups.

- **Compared to other stakeholder groups, parents are less aware of MCPS' attendance and absence policies related to excused absences, make up assignments, and perfect attendance policies.** Staff members are significantly more aware of these policies whereas students and community members are significantly less aware than staff, but more aware than parents. For example, whereas 37 percent of parents are aware that schools may not withhold perfect attendance awards from students who missed school due to excused religious observations where as 44 percent of students, 48 percent of community members, and 72 percent of staff are aware of this policy.

- **MCPS should share MCPS' policies for excused absences, make up assignments, and perfect attendance policies with parents and students more frequently.** For example, prior to frequently requested closures, MCPS could send a reminder message to students and parents that underscores proper procedures for excused absences and related attendance or absence policies.

Key Findings – Attendance and Importance

- **Student and staff attendance may be lower for Rosh Hashanah, Yom Kippur, and Veterans Day if MCPS remains open on these days.** At least 10 percent of parents report that their child would not attend school on Rosh Hashanah (15%), Yom Kippur (15%), Veterans Day (14%), Passover (12%), and Columbus Day (10%). Similarly, at least 10 percent of staff report that they would not attend school on Rosh Hashanah (17%), Yom Kippur (17%), Veterans Day (15%). Passover (14%), Orthodox Christmas (10%), and Orthodox Easter (10%).

- **Stakeholders indicate that Thanksgiving and the day after, Winter Break, Spring Break, and Memorial Day are the most important closures.** At least 90 percent of respondents noted that each of these closures are at least "Somewhat Important." Additionally, at least 70 percent of respondents indicate that Martin Luther King Jr. Day and Staff Professional Development days are at least "Somewhat Important." Among the six closures that respondents indicate as the most important, four are mandated by the State (Thanksgiving and the day after, Christmas Eve through January 1, Memorial Day, and Martin Luther King Jr. Day).

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SECTION I: AWARENESS OF STATE-MANDATED CLOSURES AND DISTRICT POLICIES

Awareness of State Mandated Closures

Did you know that the following school closures are state-mandated school closures?

(Percent indicating that they are aware of the state-mandated closures)

■ Parents (n=27,177)　□ Staff (n=8,155)　■ Students (n=1,225)　□ Community (n=843)

Memorial Day
- 96%
- 98%
- 92%
- 95%

Thanksgiving and the day after
- 94%
- 94%
- 91%
- 94%

Martin Luther King Jr. Day
- 92%
- 96%
- 89%
- 93%

Christmas Eve through January 1
- 89%
- 88%
- 92%
- 90%

Presidents' Day
- 88%
- 93%
- 85%
- 88%

Election Day – Primary and General Elections
- 88%
- 97%
- 83%
- 84%

Friday before Easter
- 59%
- 79%
- 64%
- 58%

Monday after Easter
- 58%
- 78%
- 67%
- 56%

0%　20%　40%　60%　80%　100%

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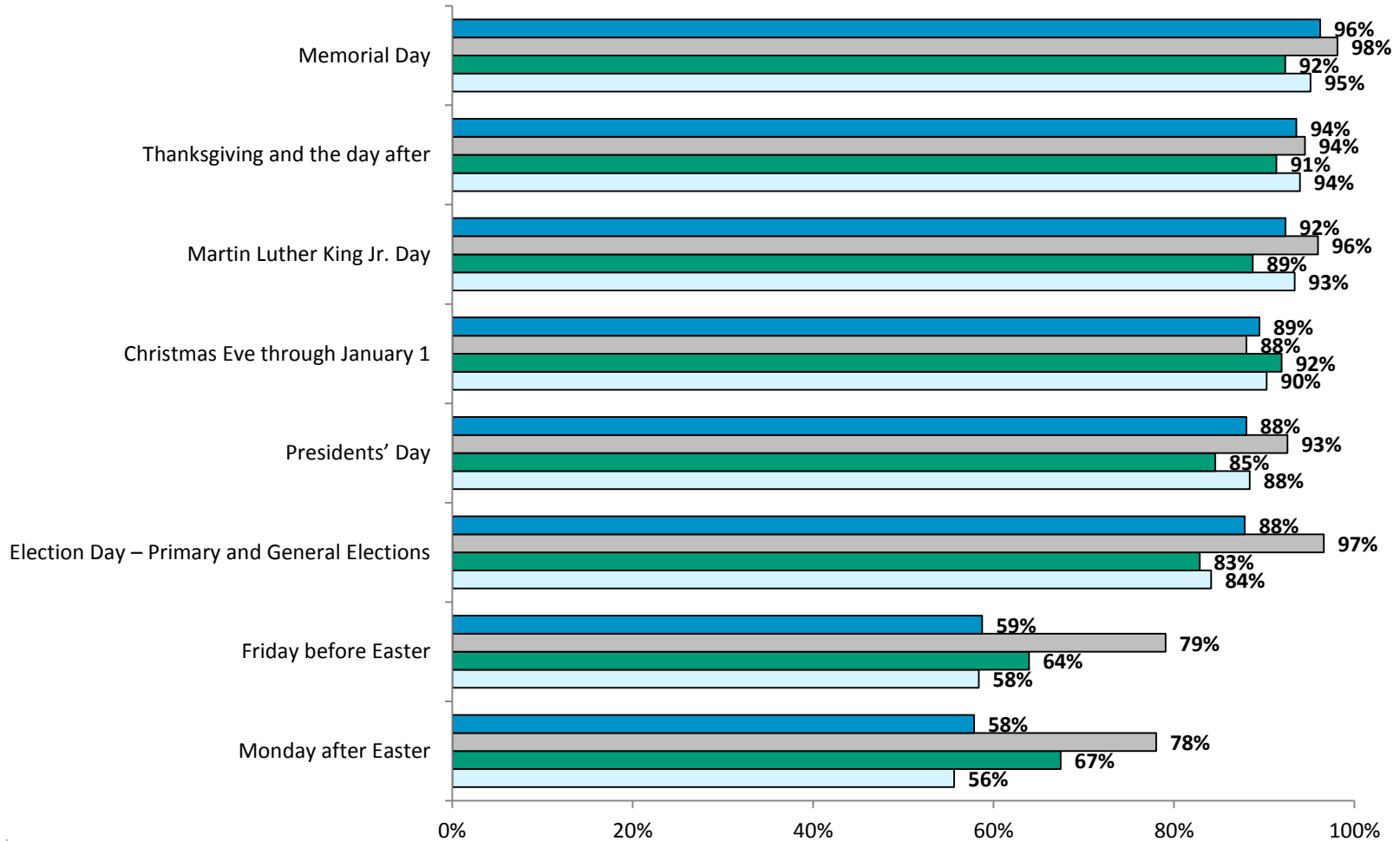
Summary of Awareness by Stakeholder Group

Parents	Staff	Students	Community
Highest Awareness of State-Mandated Closures			
Memorial Day	Memorial Day	Memorial Day	Memorial Day
Thanksgiving and the day after	Election Day – Primary and General Elections	Christmas Eve through January 1	Thanksgiving and the day after
Martin Luther King Jr. Day	Martin Luther King Jr. Day	Thanksgiving and the day after	Martin Luther King Jr. Day
Lowest Awareness of State-Mandated Closures			
Monday after Easter	Monday after Easter	Friday before Easter	Monday after Easter
Friday before Easter	Friday before Easter	Monday after Easter	Friday before Easter
Election Day – Primary and General Elections	Christmas Eve through January 1	Election Day – Primary and General Elections	Election Day – Primary and General Elections

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Awareness of MCPS Policies

SECTION II: ATTENDANCE FOR FREQUENTLY REQUESTED CLOSURES

Likelihood of Attendance

If MCPS schools stayed open on the following days, please indicate whether you(r child) would or would not attend school for the entire school day.

Part 1, Sorted by Average % Across all Stakeholder Groups

(Percent indicating that they or their child would

Legend: ■ Parents (n=26,949) ☐ Staff (n=8,044) ■ Students (n=1,206) ☐ Community (n=820)

Diwali
- Parents: 91%
- Staff: 94%
- Students: 80%
- Community: 80%

Eid al-Adha
- Parents: 91%
- Staff: 94%
- Students: 79%
- Community: 74%

Eid al-Fitr
- Parents: 91%
- Staff: 94%
- Students: 79%
- Community: 74%

Orthodox Easter
- Parents: 86%
- Staff: 85%
- Students: 75%
- Community: 80%

Orthodox Christmas
- Parents: 85%
- Staff: 84%
- Students: 73%
- Community: 77%

Lunar New Year
- Parents: 86%
- Staff: 92%
- Students: 64%
- Community: 69%

X-axis: 0% 20% 40% 60% 80% 100%

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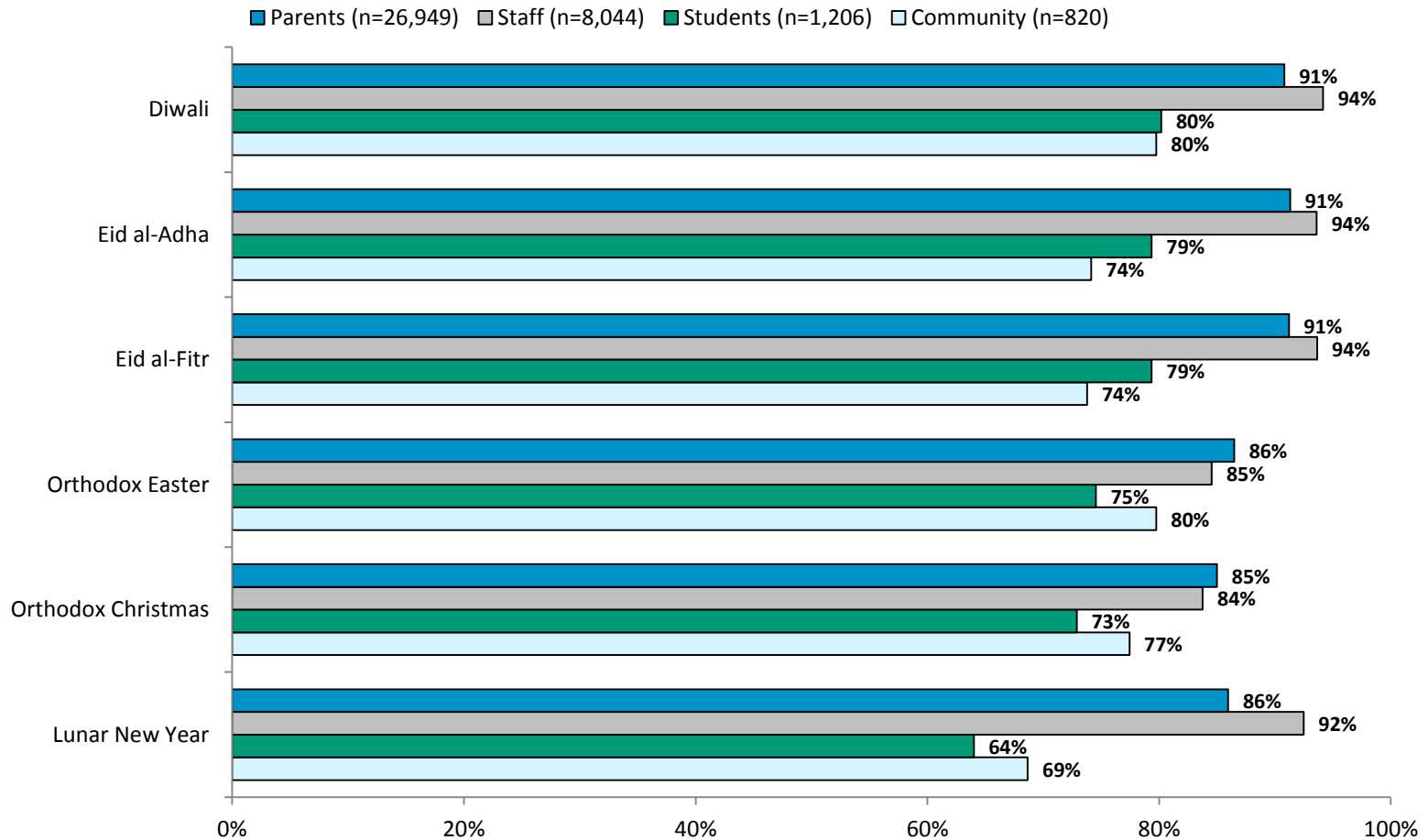
Likelihood of Attendance

If MCPS schools stayed open on the following days, please indicate whether you(r child) would or would not attend school for the entire school day.
Part 2, Sorted by Average % Across all Stakeholder Groups

(Percent indicating that they or their child would

■ Parents (n=26,949)　□ Staff (n=8,044)　■ Students (n=1,206)　□ Community (n=820)

Second day of Rosh Hashanah
- 87%
- 87%
- 78%
- 53%

Columbus Day
- 81%
- 83%
- 70%
- 72%

Veterans Day
- 77%
- 76%
- 64%
- 66%

Passover
- 81%
- 79%
- 70%
- 51%

Yom Kippur
- 80%
- 78%
- 71%
- 41%

Rosh Hashanah
- 80%
- 78%
- 70%
- 40%

0%　20%　40%　60%　80%　100%

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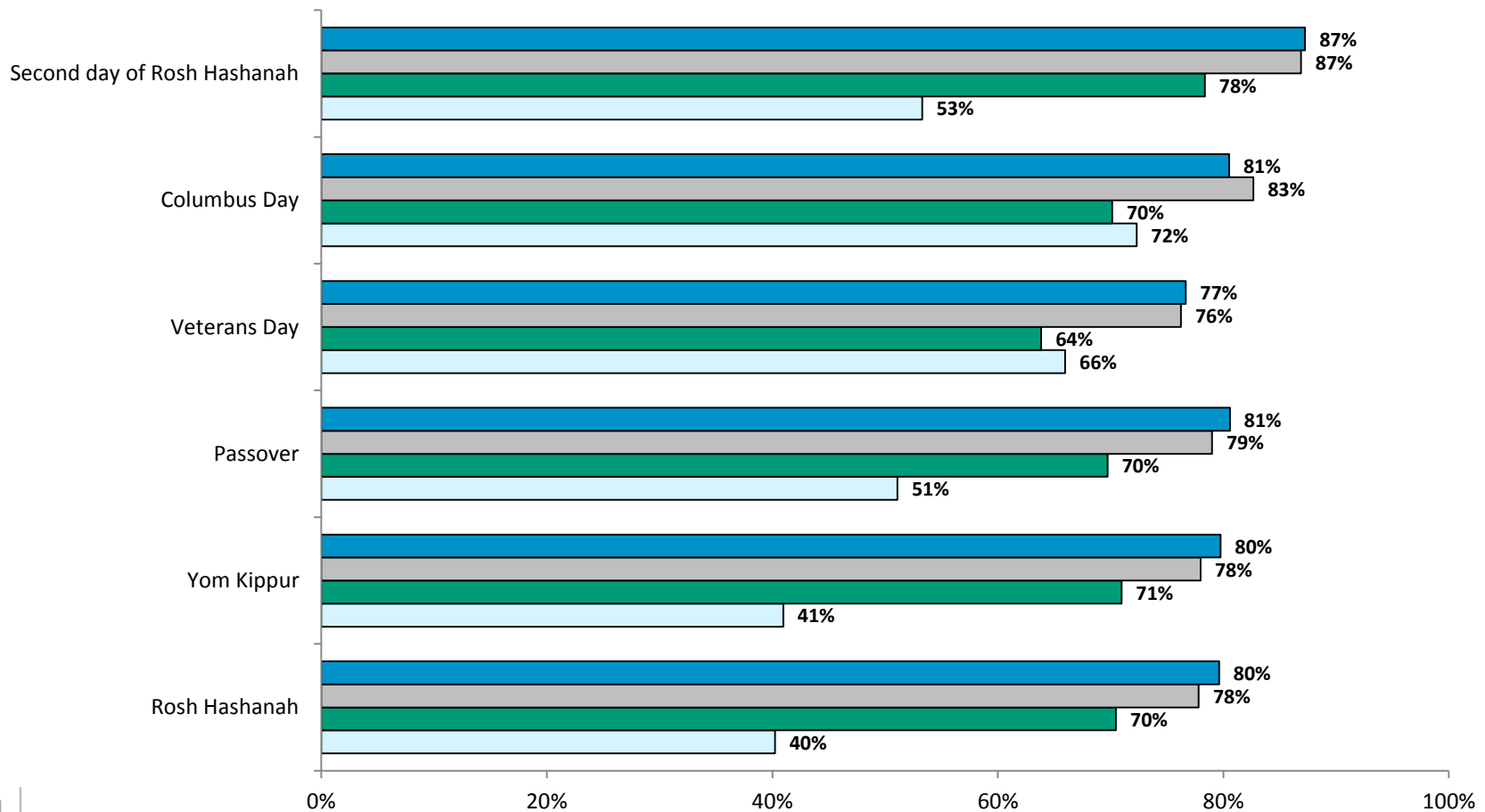
Likelihood of Absence

If MCPS schools stayed open on the following days, please indicate whether you(r child) would or would not attend school for the entire school day.

(Percent indicating that they or their child would not attend school on a given day)

Parents

■ Would Not Attend ■ Not Sure

Day	Would Not Attend	Not Sure
Rosh Hashanah	15%	5%
Yom Kippur	15%	5%
Veterans Day	14%	10%
Passover	12%	8%
Columbus Day	10%	9%
Lunar New Year	9%	5%
Orthodox Christmas	9%	6%
Orthodox Easter	7%	6%
Second day of Rosh Hashanah	6%	7%
Eid al-Fitr	5%	4%
Eid al-Adha	4%	4%
Diwali	4%	5%

Staff

■ Would Not Attend ■ Not Sure

Day	Would Not Attend	Not Sure
Rosh Hashanah	17%	5%
Yom Kippur	17%	5%
Veterans Day	15%	9%
Passover	14%	7%
Orthodox Christmas	10%	6%
Orthodox Easter	10%	6%
Columbus Day	9%	8%
Second day of Rosh Hashanah	7%	6%
Lunar New Year	3%	4%
Eid al-Fitr	3%	4%
Eid al-Adha	3%	4%
Diwali	2%	4%

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SECTION III: CLOSURE IMPORTANCE

Closure Importance: State-Mandated Closures

How important is it to you that school is closed on each of the following days?

(Percent indicating that the closure is "Somewhat" or "Very" Important)
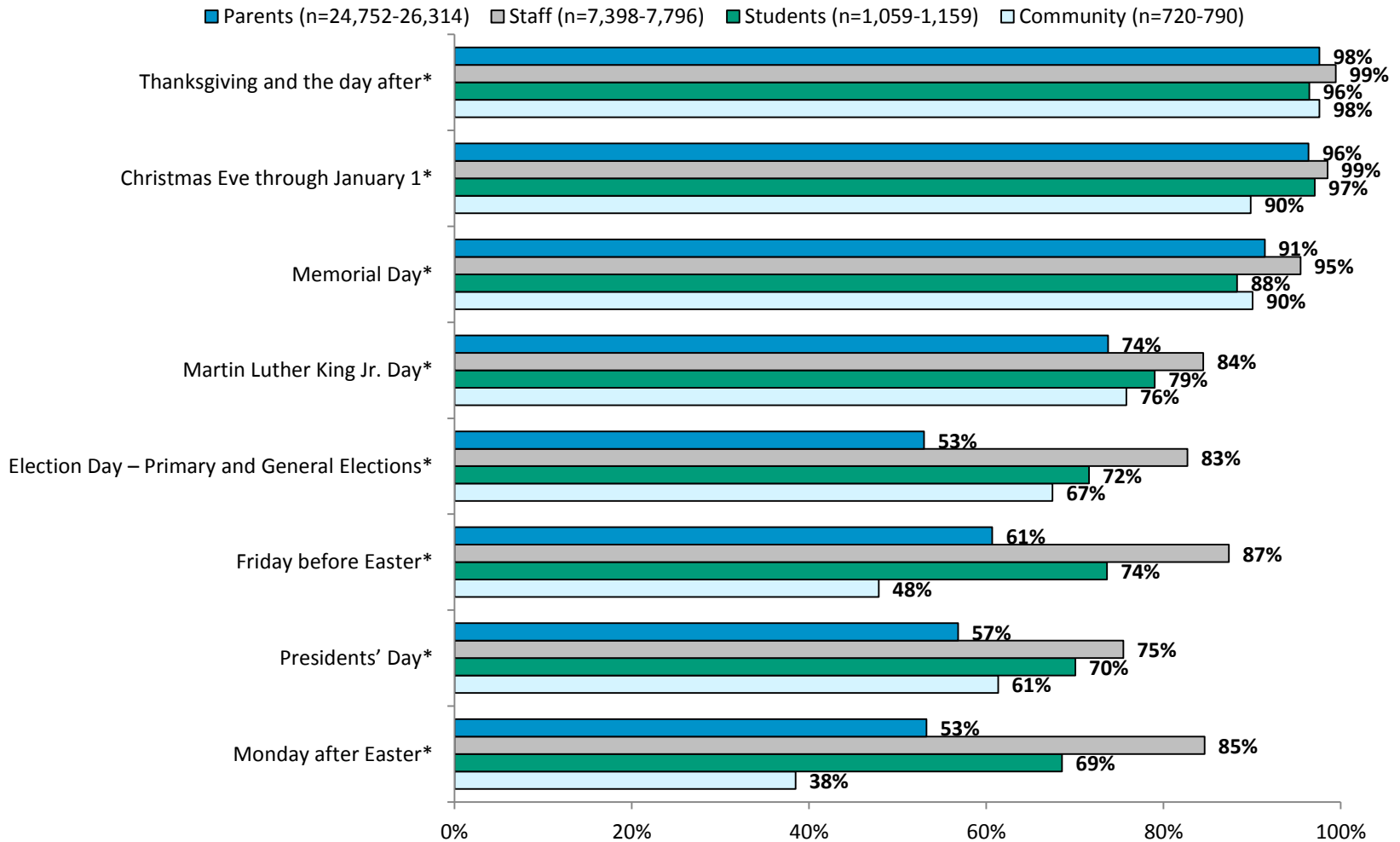
■ Parents (n=24,752-26,314) □ Staff (n=7,398-7,796) ■ Students (n=1,059-1,159) □ Community (n=720-790)

Thanksgiving and the day after*
- 98%
- 99%
- 96%
- 98%

Christmas Eve through January 1*
- 96%
- 99%
- 97%
- 90%

Memorial Day*
- 91%
- 95%
- 88%
- 90%

Martin Luther King Jr. Day*
- 74%
- 84%
- 79%
- 76%

Election Day – Primary and General Elections*
- 53%
- 83%
- 72%
- 67%

Friday before Easter*
- 61%
- 87%
- 74%
- 48%

Presidents' Day*
- 57%
- 75%
- 70%
- 61%

Monday after Easter*
- 53%
- 85%
- 69%
- 38%

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Closure Importance: Frequently Requested Closures

How important is it to you that school is closed on each of the following days?
Part 1, Sorted by Average % Across All Four Groups

(Percent indicating that the closure is "Somewhat" or "Very" Important)

■ Parents (n=21,996-26,154) ■ Staff (n=6,041-7,707) ■ Students (n=902-1,162) □ Community (n=603-764)

Spring Break
- Parents: 92%
- Staff: 96%
- Students: 96%
- Community: 89%

Staff Professional Development Days
- Parents: 67%
- Staff: 91%
- Students: 76%
- Community: 76%

Veterans Day
- Parents: 48%
- Staff: 54%
- Students: 63%
- Community: 55%

Rosh Hashanah
- Parents: 29%
- Staff: 47%
- Students: 40%
- Community: 65%

Yom Kippur
- Parents: 27%
- Staff: 45%
- Students: 38%
- Community: 63%

Passover
- Parents: 28%
- Staff: 40%
- Students: 42%
- Community: 59%

Columbus Day
- Parents: 30%
- Staff: 34%
- Students: 43%
- Community: 34%

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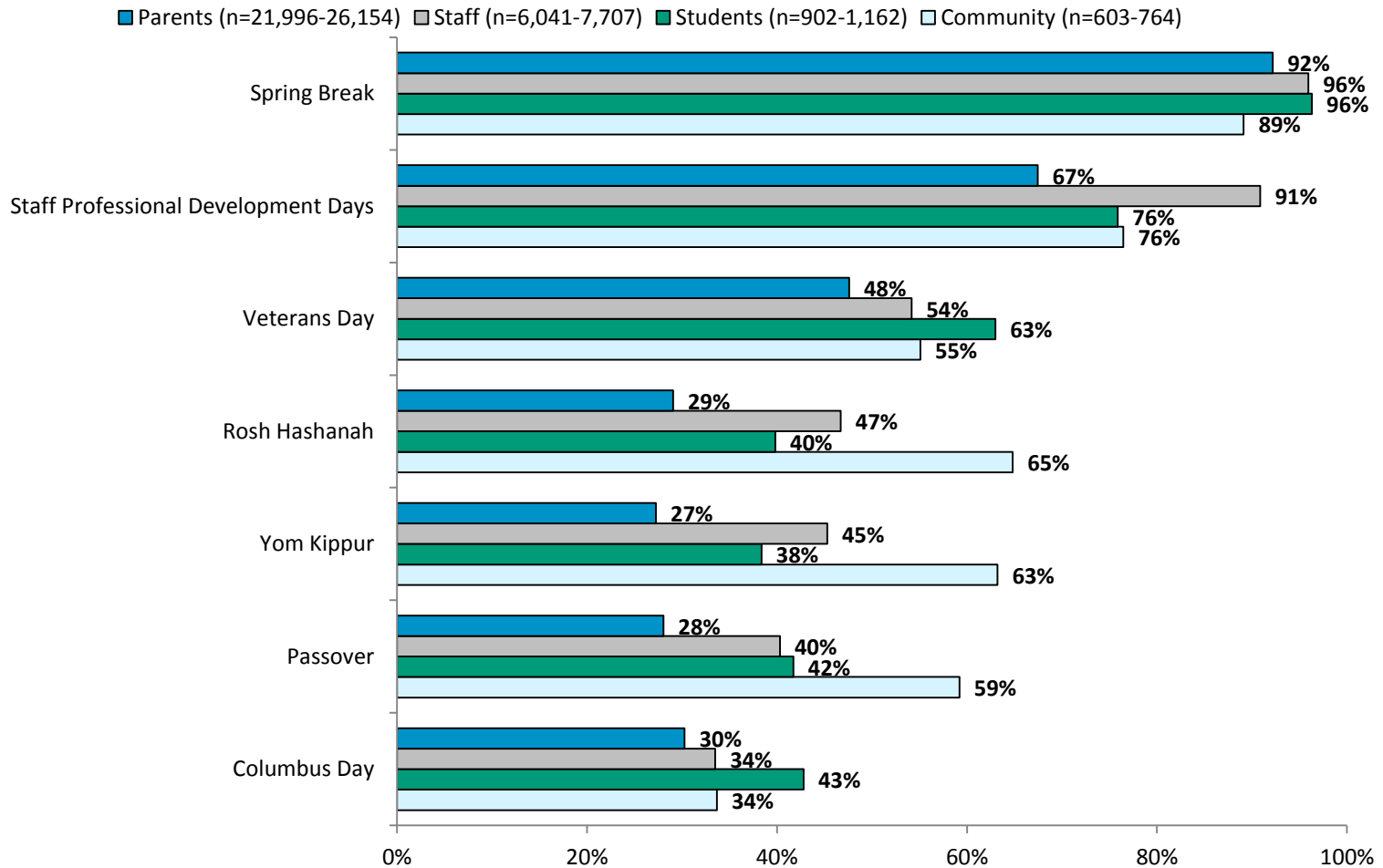
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Closure Importance: Frequently Requested Closures

How important is it to you that school is closed on each of the following days?
Part 2, Sorted by Average % Across All Four Groups

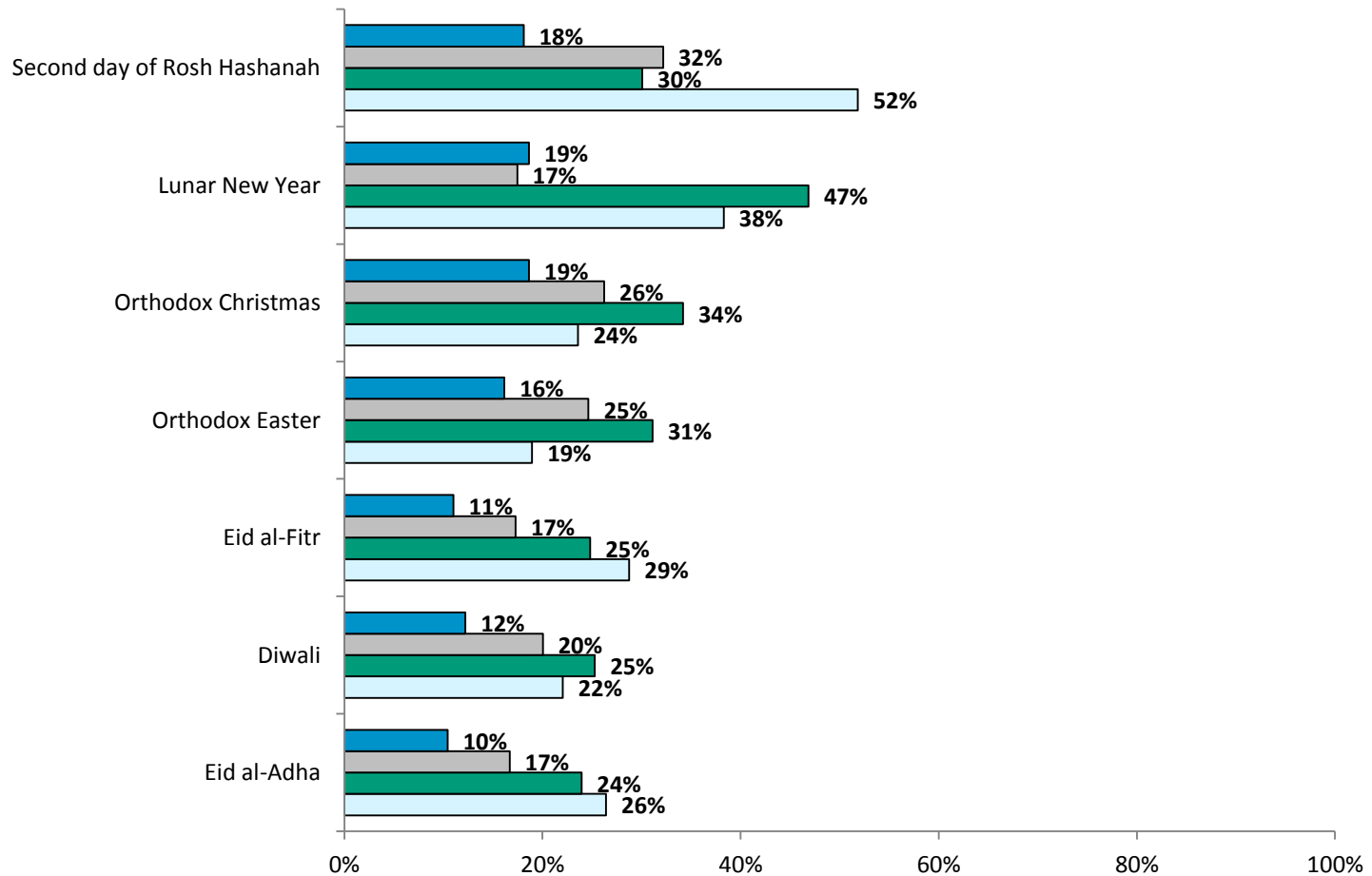*(Percent indicating that the closure is "Somewhat" or "Very" Important)*

■ Parents (n=21,996-26,154) ■ Staff (n=6,041-7,707) ■ Students (n=902-1,162) □ Community (n=603-764)

Second day of Rosh Hashanah
- Parents: 18%
- Staff: 32%
- Students: 30%
- Community: 52%

Lunar New Year
- Parents: 19%
- Staff: 17%
- Students: 47%
- Community: 38%

Orthodox Christmas
- Parents: 19%
- Staff: 26%
- Students: 34%
- Community: 24%

Orthodox Easter
- Parents: 16%
- Staff: 25%
- Students: 31%
- Community: 19%

Eid al-Fitr
- Parents: 11%
- Staff: 17%
- Students: 25%
- Community: 29%

Diwali
- Parents: 12%
- Staff: 20%
- Students: 25%
- Community: 22%

Eid al-Adha
- Parents: 10%
- Staff: 17%
- Students: 24%
- Community: 26%

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Summary of Importance by Stakeholder Group

Parents	Staff	Students	Community
Most Important Closures			
Thanksgiving and day after	Thanksgiving and day after	Thanksgiving and day after	Thanksgiving and day after
Christmas eve through January 1	Christmas eve through January 1	Christmas eve through January 1	Spring Break
Spring Break	Spring Break	Spring Break	Christmas eve through January 1
Memorial Day	Memorial Day	Memorial Day	Memorial Day
Martin Luther King Jr. Day	Staff Professional Development Days	Martin Luther King Jr. Day	**Tie:** Martin Luther King Jr. Day and Staff Professional Development Days

K-12 EDUCATION

SECTION IV: RESPONDENT CHARACTERISTICS

Cluster Affiliation

| In which cluster(s) do your children attend school? Please select all that apply. [parents] To which cluster(s) does your school belong? Please select all that apply. [students] To which cluster(s) does your work site belong? Please select all that apply. [staff]									
	Cluster Enrollment		Survey Sample			Cluster Enrollment		Survey Sample	
Cluster	Total Enrollment	Percent of District Enrollment	No. of Responses	Percent of Sample	Cluster	Total Enrollment	Percent of District Enrollment	No. of Responses	Percent of Sample
Bethesda-Chevy Chase	7,340	4%	2,752	7%	Richard Montgomery	6,539	4%	1,788	5%
Clarksburg	9,426	6%	1,927	5%	Rockville	5,206	3%	1,574	4%
Col. Zadok Magruder	5,466	3%	987	3%	Seneca Valley	5,508	3%	781	2%
Damascus	5,301	3%	1,122	3%	Sherwood	5,915	4%	1,587	4%
Downcounty Consortium	35,959	21%	5,902	16%	Thomas S. Wootton	6,941	4%	2,358	6%
Gaithersburg	8,388	5%	1,565	4%	Walt Whitman	6,185	4%	2,071	6%
Northeast Consortium	18,708	11%	2,407	7%	Walter Johnson	9,041	5%	2,674	7%
Northwest	10,164	6%	1,916	5%	Watkins Mill	6,281	4%	647	2%
Poolesville	2,152	1%	733	2%	Winston Churchill	6,717	4%	2,476	7%
Quince Orchard	7,062	4%	1,554	4%	Unsure	---	---	566	2%

Parents Background

Are you also an MCPS staff member? (n=27,177) [parents]

- Yes: 7%
- No: 93%
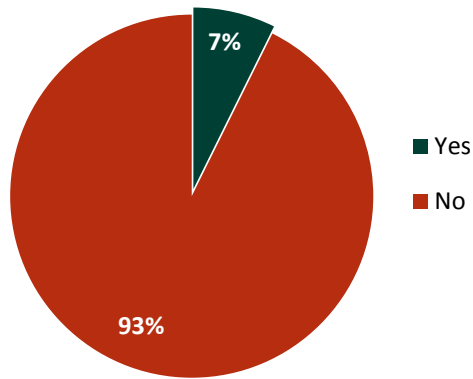
How many children do you currently have enrolled in MCPS? (n=27,177) [parents]

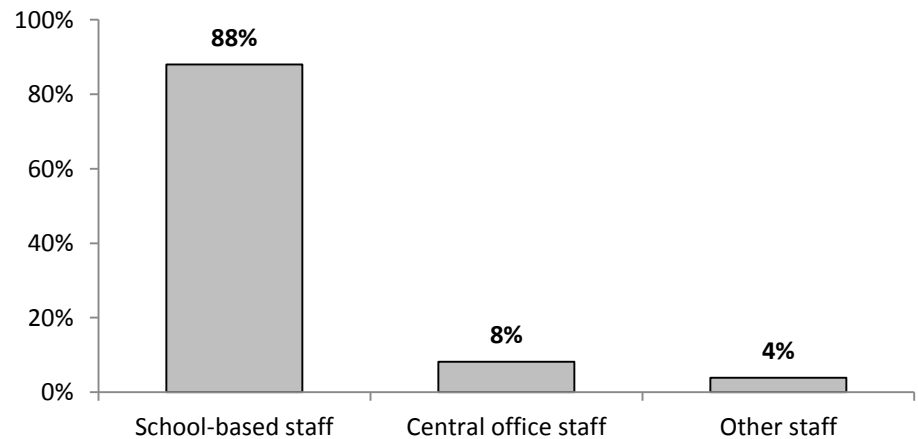| Number of children	Percentage
1	43%
2	45%
3	10%
4	2%
5 or more	<1%
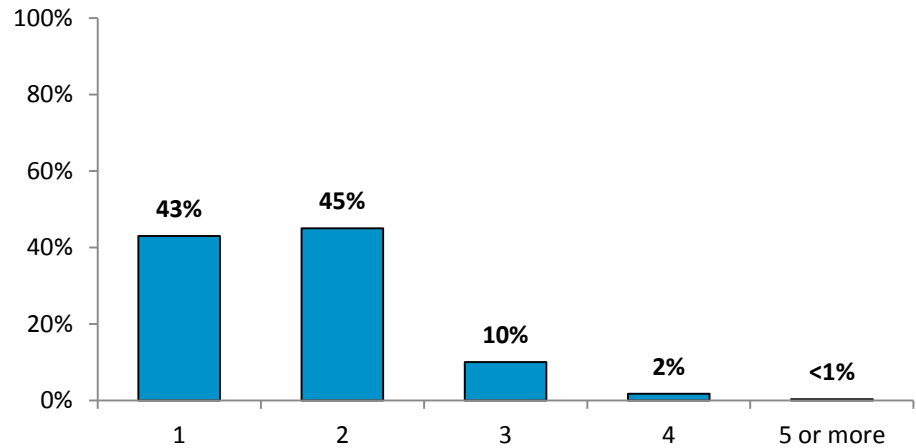
Staff Background

Are you also an MCPS parent? (n=8,155) [staff]

- Yes 32%
- No 68%
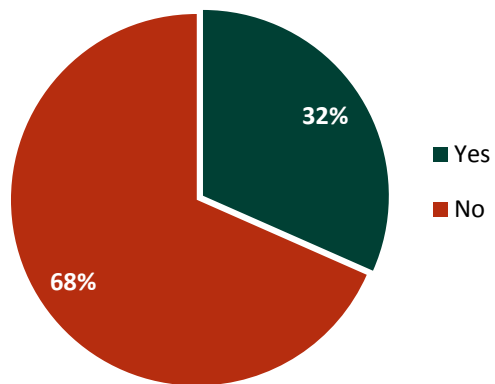
Which of the following best describes your role at MCPS? (n=8,155) [staff]

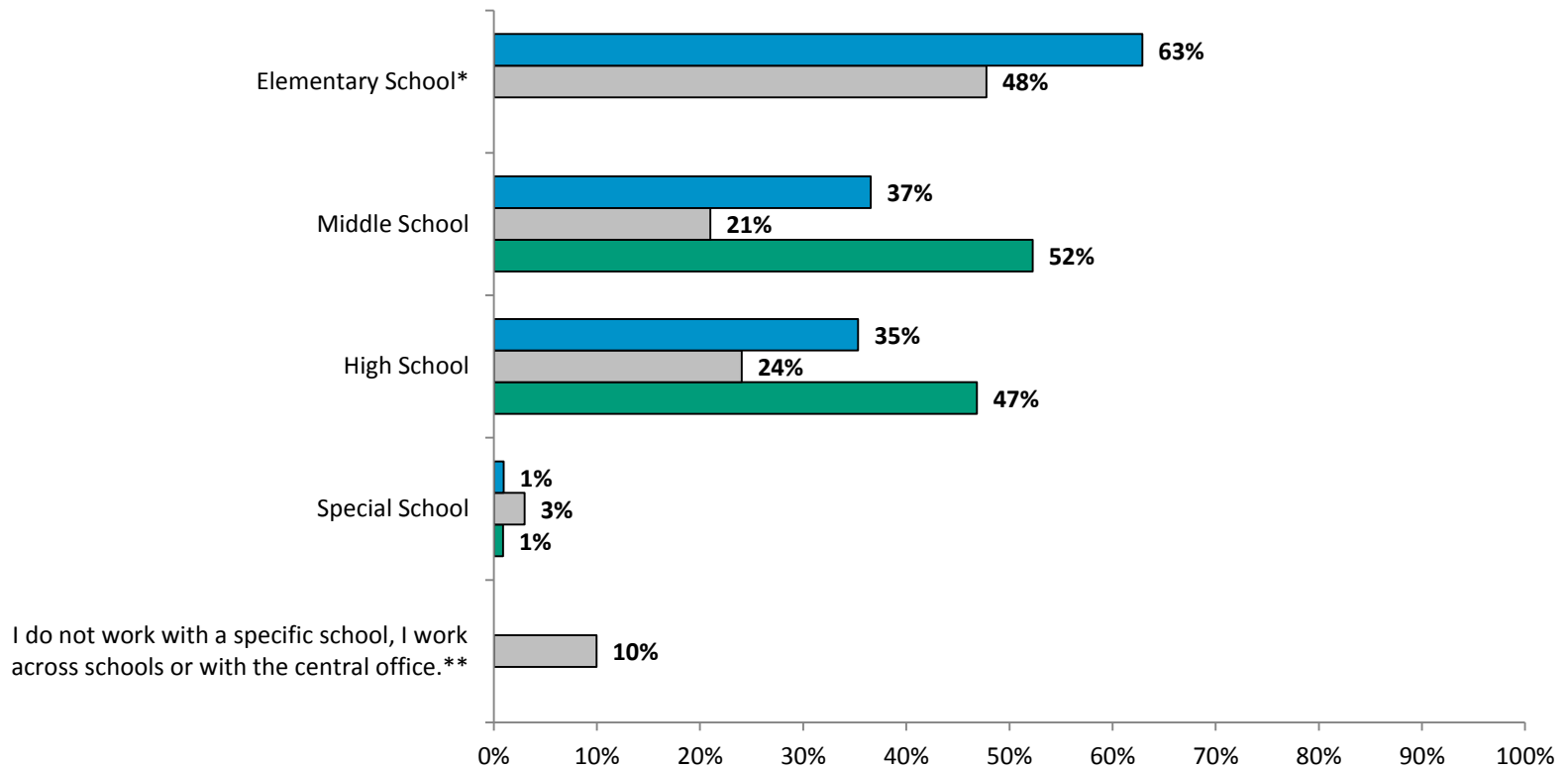| School-based staff	Central office staff	Other staff
88%	8%	4%

K-12 EDUCATION

Grade Level Affiliation

What school types do your children currently attend? Please select all that apply. [parents]
What type of school do you currently attend? [students]
With which school type do you primarily work? Please select all that apply. [staff]

Legend: ■ Parents (n=27,177) ■ Staff (n=8,155) ■ Students (n=1,225)

School Type	Parents	Staff	Students
Elementary School*	63%	48%	
Middle School	37%	21%	52%
High School	35%	24%	47%
Special School	1%	3%	1%
I do not work with a specific school, I work across schools or with the central office.**		10%	

*Students did not see this response
**Only staff members could select this response.

K-12 EDUCATION

Appendix: Data Cleaning Notes

After data collection, Hanover identified and removed low-quality responses (n=5,166). Low quality responses were identified as follows:

- Respondents who did not provide answers to survey questions beyond their stakeholder identification information (i.e., Which of the following best describes your affiliation with MCPS? How many children do you have currently enrolled in MCPS? Etc.) (n=3,253)

- Respondents who were disqualified based on their affiliation (i.e., "None of the above") (n=244)

- Respondents who triggered 80% of all possible quality checks including quality checks to identify irregular multiple response or Likert scale selections (n=191)

- Parents, staff, and community members who used the student open-link after May 2nd (when alternative links were provided) AND failed 60% of the quality control checks (n=692)

- Staff members (who are not parents) who used the community or parent link (n=256)

- Students who used any link aside from the student link (n=530)

- For parents and community members, we also assessed IP address duplications, looking for repeat IP address and corresponding replica survey entries. In total we assessed 18 IP addresses that had quality responses (i.e., not previously eliminated through other quality checks) and had at least 20 entries per IP address. Based on this review, we did not identify any concerning replica responses and therefore we did not eliminate any respondents based on this review.
  - Note: we did not conduct this quality check for students or staff because school-based IP addresses would automatically provide duplicates and are therefore not easily assessed.

Anthony Guadagni

Content Director

[202-618-3736]

aguadagni@hanoverresearch.com

www.hanoverresearch.com

2019–2020 School Year Calendar

Feedback from External Stakeholders

Representatives from the following entities were invited to participate in a focus group discussion about the 2019–2020 School Year Calendar:

- National Association for the Advancement of Colored People Parents' Council;
- African American Student Achievement Action Group;
- Latino Student Achievement Action Group;
- Asian Pacific American Student Achievement Action Group;
- Chinese American Parents Association;
- Montgomery County Council of Parent Teacher Associations, Inc.;
- Faith Community Working Group;
- Montgomery County Office of Community Partnerships; and
- Student Advisory Council.

The feedback received during the focus group discussion centered around the following themes:

- The group stressed the importance of preservation of a full spring break for students, families, and teachers. Some of the reasons include student preparation time for exams, family vacations, and teacher breaks during long stretches of uninterrupted instruction.
- Largely due to the importance of spring break, Scenario 1 generally was favored by the focus group.
- The group expressed preference that Friday, June 12, 2020, be the last day of school, as the group potentially anticipates low attendance for Monday, June 15, 2020. The group also expressed support for the operational closure for Monday, December 23, 2019, for similar reasons.
- Concerns were raised regarding the number of early release days; however, the group understood the context of providing professional development and grading/reporting for instructional staff. Some participants noted that early release days have implications for some courses and elective programs that have required hours of instruction.
- Some participants suggest reconsideration of the early release K–12 for parent/teacher conferences, potentially reverting back to only early release K–8. Suggestions also were raised about employing delayed openings to replace some early release days.
- The group encouraged the Board to consider operational closures in the future that coincide with other observances, should they fall on a weekday.
- The group suggests increased communication to all stakeholders about excused absences and make-up assignment policies. Participants also discussed the inclusion of secular, heritage, or nonreligious observances or celebrations in the excused absence policy.
- Suggestions were raised regarding the need for training and increasing awareness for staff about observances and the relevant policies.

2019–2020 SCHOOL YEAR CALENDAR

2019

M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	School Days in Month	Cumulative School Days
SEP 2 H*	3 F	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30 NI					**19**	**19**
OCT	1	2	3	4 ER K–12	7	8	9 NI	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31		**22**	**41**
NOV				1	4	5	6	7	8 ER K–12	11 ER K–12	12 ER K–12	13	14	15	18	19	20	21	22	25	26	27 ER K–12	28 H*	29 H*	**19**	**60**
DEC 2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23 NI	24 H*	25 H*	26 NI*	27 NI*	30 NI*	31 NI*				**15**	**75**

2020

M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	School Days in Month	Cumulative School Days
JAN		1 H*	2	3	6	7	8	9	10	13	14	15	16	17	20 H*	21	22	23	24 ER K–12	27 PD/M	28	29	30	31	**20**	**95**
FEB					3	4	5	6	7	10	11	12	13	14	17 H*	18	19	20	21	24	25	26	27	28 ER K–12	**19**	**114**
MAR 2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27 ER K–12	30	31				**22**	**136**
APR		1	2	3	6 NI/M	7 NI/M	8 NI	9 NI	10 H*	13 H*	14	15	16	17	20	21	22	23	24	27	28 NI*	29	30		**15**	**151**
MAY				1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25 H*	26	27	28	29	**20**	**171**
JUN 1	2	3	4	5	8	9	10	11	12	15 L ER K–12	16 PD/M	17	18	19	22	23	24	25	26	29	30				**11**	**182**

Legend

- **F** — First Day of School
- **H** — Holiday (Schools and offices closed)
- **ER** — Early Release Day
- **ER/PD** — Early Release Day/End of Quarter Planning
- **L** — Last Day of School (Early release day)
- **M** — Make-up Day—possible instructional day due to emergency school closure
- **NI** — Non-Instructional (No school for students and teachers)
- **NI/M** — Non-Instructional—possible instructional day due to emergency school closure
- **PD/M** — Scheduled to be a professional day for teachers— possible instructional day due to emergency school closure

* Mandated for closure by state law.

Q1 = 47
Q2 = 44
Q3 = 43
Q4 = 48

For more information on the **MCPS calendar**, please visit **www.montgomeryschoolsmd.org** and click on calendar.

Montgomery County Public Schools

2019–2020 SCHOOL YEAR CALENDAR

	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	School Days in Month	Cumulative School Days
2019																											
SEP	2 H*	3 F	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30 NI					19	19
OCT		1	2	3	4 ER K–12	7	8	9 NI	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31		22	41
NOV					1	4	5	6	7	8 PD	11 ER K–12	12 ER K–12	13	14	15	18	19	20	21	22	25	26	27 ER K–12	28 H*	29 H*	18	59
DEC	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23 NI	24 H*	25 H*	26 NI*	27 NI*	30 NI*	31 NI*				15	74
2020																											
JAN		1 H*	2	3	6	7	8	9	10	13	14	15	16	17	20 H*	21	22	23	24 PD NI/M	27	28	29	30	31		20	94
FEB					3	4	5	6	7	10	11	12	13	14	17 H*	18	19	20	21	24	25	26	27	28 ER K–12		19	113
MAR	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31				22	135
APR		1	2	3 PD NI/M	6	7	8 NI/M	9 NI/M	10 H*	13 H*	14	15	16	17	20	21	22	23	24	27	28 NI*	29	30			16	151
MAY					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25 H*	26	27	28	29	20	171
JUN	1	2	3	4	5	8	9	10	11	12	15 L ER K–12	16 PD/M	17	18	19	22	23	24	25	26	29	30				11	182

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* Mandated for closure by state law.

Q1 = 46
Q2 = 43
Q3 = 48
Q4 = 45

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