

45/15 Stakeholder Feedback • September 8, 2016

- **What do you see as the benefits of a 45/15 calendar for RPS**
 - Summer Slide – avoid possibly (hopefully) – mentioned by 7 groups
 - Family Life/School Balance – refreshed. – mentioned by 3 groups
 - Less burnout because of breaks.
 - More retention?
 - Inner session option – remediation or extension.
 - North Shore in October.
 - Mental Health – mentioned by 6 groups
 - Flexibility of vacations during school year – mentioned by 4 groups

 - Opportunity for enrichment/remediation – mentioned by 3 groups
 - Staff Development opportunity.
 - Attendance improvement – mentioned by 3 groups
 - Social – Ethic diversity
 - Holidays with family
 - Readjust plans based on performance
 - Off time – adding performance programs for staff needs
 - At risk students may benefit
 - Outdoor learning
 - Winter vacations
 - Teacher burnout/student burnout – mentioned by 2 groups
 - Less re-teaching – mentioned by 2 groups
 - Students are ready for school in July
 - Short breaks are re-charging
 - Hi consistency in staffing
 - Whole district = ease in logistics (eg. Busing)
 - Students often maintain similar staff over intercessions
 - Lack of staff turnover
 - Benefits to foreign language learning
 - Supports non-traditional family vacation time
 - Less stress for the child
 - Kids love school/ excited for school after breaks – mentioned by 2 groups
 - Value of intercession gives students time for remediation
 - Being able to re-group/ re-assess more quickly – learning is continuous
 - Block of time to plan for the upcoming 9 weeks
 - Resources for students for the whole year – food, backpacks, basic needs – mentioned by 2 groups
 - Fewer behavior problems
 - Less Crime
 - Less idle time in the summer
 - Spring referrals wouldn't be put off
 - Students with services wouldn't have a large break
 - More opportunities within work time off constraints
 - More family ski opportunities
 - No extra staff/student contact days

- **What do you see as the downsides of a 45/15 calendar for RPS**

- Financial impact (negatively) to community and State.
 - Pools, Golf Clubs, Athletic Clubs, Recreation, etc...(rental and personal, home dollar value)
 - College students
- Less time to explore regional attractions, specific to the summer months
 - State Fair – mentioned by 2 groups
- Daycare - mentioned by 2 groups
- Different schedule with children – mentioned by 5 groups
- Shorter “summer” traditional.
- Summer sports/ extra-curricular activities – mentioned by 5 groups
- Youth sports leagues/tournaments - Truancy
- Research – about property values/women employ.
- Mayo employees more difficult to get time off.
- Staff summer jobs
- Tourism - Up North – mentioned by 2 groups
- Logistics
- Routine/structure breaks
- Feeder school system
- Community partnership
- Open enrollment – financial impact
- Jobs – employment opportunities for students – mentioned by 4 groups
- What do the kids do during breaks
- Major maintenance on building over short summer
- AC – school buses
- Significant difference from rest of society
- Feels like summer provides much more quality time with families – mentioned by 2 groups
- Disrupts learning slow
- Early childhood school year
- Vacations
- Staffing/ HR scheduling/ Hiring adjustment
- Change
- AP exams completed in May 5th, w months prior to end of year
- Daycare summer programs
- College orientation in June

- **What are barriers that you see with a 45/15 calendar for RPS**

- Transportation, long bus rides – mentioned by 5 groups
- Public buy-in
- Staffing
- Daycare/ SACC – mentioned by 2 groups
- Post-secondary options
- Air conditioning
- Cost of operating buildings. – mentioned by 2 groups
- School within School
- High School Sports (1)
- Rest of state – other schools on difference schedules.
- If not district-wide – mentioned by 2 groups
- Timing
- Acceptance at school level
- Different ages in a family
- Community impact
- Summer employment (1)
- Kids/Staff transferring between schools
- Truancy – due to other out of school activities
- Support of community partners
- Indecision
- 45/15 school pressure to prove its worth
- Impacts community organizations, summer programming and revenue
- Transitioning to new calendar would take a lot of planning
- Shared staff would need to be on the same calendar if all buildings aren't the same calendar
- Finding data supporting benefits of 45/15
- Calendar comprehension
- Different “feeder” programs on different schedules
- Budget
- How to deal with ESY – SPED
- Service personnel for special Ed
- Change
- Information to public
- Continuing ED credit requirements/ teachers
- Locations of Special Ed building/ programs
- College level courses with high school kids/ PSEO/ RCTC

- **What are possible solutions to these barriers**

- Public buy-in - There may not be one.
- Staffing - Contract language
- Start in early to mid-August and end in May!
- Work in collaboration with daycare providers and other after school activities.
- Expanding post-secondary conversation.
- All buildings have air – regulating temp.district-wide all/none
- Open enrollment with transportation.
- Exception to attendance with transportation an option.
- School engagement.
- Feeder program – choice school
- “Camps” on a 45/15 schedule
- Extra income for daycares, and other kid businesses
- Clear, educated communication
- Establishing definite criteria
- Highly sought after break/ vacation slots during 3 week break
- If it’s not district-wide, kids on different schedules
- Involve community organizations in the re-inventing programming for break times to support childcare
- Students could be workers during peak time (Christmas)
- Does it have to be 45-15 – If summer is important, could we have 4 day weeks in July or August and shorter breaks throughout the year
- Creative contract language
- Education
- Research
- Lincoln
- Construct 45-15 K-8