

# SLIDELL ISD

Town Hall Calendar Feed  
Back (Feb 12th)

For the 2026 - 2027  
School Year

## Question:

The Google Form was sent out on the App. Was it ever sent out on DOJO? I'm concerned that the group most affected may not have received communication in Spanish.

## Response:

Administration agrees that communication must be accessible to all families. Following this feedback, Mrs. Stevens and Mrs. Fernandez coordinated a dedicated information night for our Spanish-speaking families. In addition, we are reviewing and strengthening our processes to ensure future surveys, presentations, and social media posts are communicated across multiple platforms and provided in Spanish. Our goal is to ensure every family has equitable access to information and opportunities for input.

## Question:

The Hispanic community may not fully understand what is being discussed. Do we need additional translators?

## Response:

Mrs. Fernandez plays an active and ongoing role in communicating with our Spanish-speaking families. She provides:

- Translated flyers and social media posts
- ESL/Bilingual family nights
- Individual meetings to assist families with paperwork and answer questions

Direct outreach and follow-up conversations

We appreciate the opportunity to evaluate how we can continue strengthening these supports and ensure families feel informed and confident in understanding district initiatives.

**Question:**

If brain breaks and recess are added, how will instructional minutes be met? As a teacher, I'm concerned about losing review time.

**Response:**

Protecting instructional minutes is a priority. Mrs. Luig shared that schedules would likely look different for younger students compared to grades 3–5. Campus principals are actively collaborating with administrators from other four-day districts to learn how they structure master schedules while maintaining instructional integrity.



Mrs. Stevens has scheduled a planning session with Sanger ISD, and Mrs. Luig has arranged for staff to visit Decatur ISD to review scheduling and instructional models. As additional partnerships are formed, more collaborative sessions will occur.

Brain breaks were shared as examples from other districts. If pursued, we will continue to implement them strategically and intentionally to enhance student engagement without compromising instructional time.

Finally, Mrs. Stevens is in the process of setting up a meeting with Decatur's curriculum and instruction director to discuss how they adjusted to support teachers that are worried about ensuring their students are well prepared. This is all dependent on if the district decides to proceed with a 4 day calendar.

**Follow-up Comment:**

Students are already tired. If we move to four days, will events like send-offs or character days need to be reduced?

**Response:**

This feedback is appreciated. Administration agrees that instructional time must remain the priority. All campus activities and traditions would be reviewed to ensure they align with academic goals and do not unnecessarily interrupt learning time.

**Question:**

If Fridays are front-loaded at the end of the year, would those be longer days?

**Response:**

This was a thoughtful suggestion that had not previously been discussed. If the district moves forward in considering a four-day model, this option would be explored carefully. Since families are already accustomed to 2:30 p.m. Friday dismissals, we would evaluate whether instructional minutes could be structured within that framework while remaining compliant with state requirements for instructional minutes.

**Question:**

Are we looking at starting earlier and extending the day?

**Response:**

Current draft calendars reflect:

- A tentative student start date around August 5
- A proposed start time of approximately 7:40 or 7:45 a.m.
- Overall, a total of 25 minutes will be added to the school day.

These remain draft considerations and would be finalized only after further input and review.

**Question:**

We need evidence, not just correlation. Can we examine causation and broader factors affecting teacher retention?

**Response:**

We appreciate the distinction between data and evidence. Data are raw numbers; evidence is data analyzed over time to inform decisions.

If this discussion continues, administration will monitor:

- Longitudinal academic performance trends
- Student and staff attendance patterns
- Staff retention rates

Comparable districts with similar demographics

This is not about relying solely on correlation or claiming simple causation. It is about evaluating multiple indicators collectively and determining whether the model supports student success within our unique context. Any decision would include measurable benchmarks aligned with our strategic goals.

Additionally, we recognize that teacher retention is multifaceted. Workload, leadership, support systems, and professional culture all contribute and will continue to be examined.

**Question:**

Most districts studied were larger. What about districts our size without childcare access? Were negatives considered?

**Response:**

We reviewed North Texas districts because they are our closest competitors for staffing and enrollment.

Breakdown of districts studied:

- 1A – 9 (including (1) K-8 and (1) K-6 models)
- 2A – 6
- 3A – 3
- 4A – 7
- 5A – 1



While larger districts provided broader stakeholder insight, we recognize that smaller districts face different challenges. At the request of attendees, we are arranging a Zoom meeting with Graford ISD to discuss:

- Childcare solutions
- Instructional protection
- Student performance trends
- Attendance
- Extracurricular impact
- Master scheduling

We are committed to examining both advantages and challenges thoroughly.

**Question:**

How did other districts manage childcare and transportation?

**Response:**

In at least one district, families who opted into childcare programming agreed to provide transportation to school as part of the contract. Each district's approach differs, and we are continuing to listen to our community as we make decisions. It was recommended that we reach out to Graford to see how they have adjusted since they are remote and with limited childcare access.

In the exploration survey sent out in January, a response pointed out that Greenwood has a childcare facility, and we have access to major cities around us with childcare options that are only approximately 10-15 minutes away. (Sanger, Krum, Decatur, Valley View, and Bridgeport were offered as ideas)



**Question:**

What is the impact on coaches, athletes, and sponsors who may already have long days?

**Response:**

It is the parent's responsibility to get their students to extracurricular activities as it has been for school holidays, long breaks, and days with no school this year. Student attendance expectations for Friday practices will be determined by the Head Coaches/Sponsors and Athletic Director.

All staff received a survey link on January 9 at 12:43 p.m., along with the proposed timeline and an invitation for feedback to allow them time to begin thinking about how we can navigate to best meet the needs of our student participants.

Administration will evaluate all extracurricular programs, including:

- Athletics
- OAP
- UIL Academic
- Ag
- Esports
- Robotics

We will also consider the impact on bus drivers, custodial staff, and cafeteria personnel. At this time, draft discussions involve approximately 10-15 additional minutes at the beginning and end of the day, but all operational impacts will be carefully reviewed.

**Question:**

What about students who may miss meals due to a shorter week?

**Response:**

We will continue partnering with Feeding Wise Kids to support families in need, as we already do during extended breaks and long weekends.

**Question:**

Was the survey sent to all staff? Can we send another survey in Spanish and on multiple platforms?

**Response:**

Yes. On January 9 at 12:43 p.m., all staff received the survey link and timeline information.

We are expanding outreach efforts by:

- Scheduling meetings with additional nearby districts (Chico ISD, Collinsville ISD, Sanger ISD, Decatur ISD)
- Coordinating with Graford ISD as requested
- Reviewing community feedback from Decatur ISD as requested

We will distribute paper flyers with QR codes and continue sending reminders through multiple communication platforms, including Spanish translations.

**Question:**

Can paper surveys go home in elementary folders?

**Response:**

Yes. Administration will distribute paper flyers with QR codes and continue pushing reminders to ensure participation as necessary.

**Comment:**

Teacher turnover may have been due to administrative change.

**Response:**

The only administrative changes last year were the addition of a new superintendent and assistant superintendent. The assistant superintendent has served in Slidell ISD for eight years. Campus principals remained the same. Of the 14 open positions last year, no staff members left to follow the departing administrator.

We recognize that retention is influenced by many factors, and we remain focused on building a supportive culture where teachers want to stay and grow professionally.

**Question:**

If we submit questions through the QR code, will we receive responses?

**Response:**

Yes. Questions submitted will be compiled and addressed through an updated FAQ following town halls, DEIC meetings, and board updates to ensure transparency and consistent communication.