

Lakeland Joint School District #272

Rusty Taylor, Superintendent of Schools

15506 N Washington St., Rathdrum, Idaho 83858

208/687-0431

rusty.taylor@lakeland272.org ~ web.sd272.org



One District. One Mission. Every Student. Every Day.

Board Action: Discussion Item

Subject: Four-day School Week

Date of Board Meeting: Wednesday, March 4th, 2026

Prepared By: Rusty Taylor, Superintendent

Our “Whys” for the Four-day Week:

- Large Parent Interest in the Four-day School Week
- Neighboring districts have had academic successes and growth
- Time:
 - Family Time
 - Reset for Students and Staff
 - Family Appointments
 - Professional Development for Classified and Certified Staff
 - Data Review and Planning for Instructional Staff
- The Four-Day Week – Efficient Operations
 - Consolidates operational days to improve overall efficiency
 - Maintains all required instructional minutes
 - Protects programs and staff that directly support student learning
- With the possibility of future financial constraints and in light of our most recent possible budget reductions at the state level, transitioning to a four-day school week positions the district to operate more efficiently with the resources we currently have.
- Better Student Attendance– in some districts’ cases

Action Steps:

- Board Discussion Item– Wednesday, March 4
- If asked by the board, provide additional information items they request
- Superintendent (Q and A for staff) around the District, if principals and directors request it – March 5 to March 18
- Action Item to the Board– March 18

Calendar and Bell Schedule Recommendations:

- [2026-2027 Four- Day School Week Proposed Calendar](#)
- [2026-2027 Four-Day School Proposed Bell Schedule](#)

Summary:

The Beginning:

This issue, at least for this school year, began on October 15 when I presented a discussion item to the Board regarding the Four-Day School Week. The topic had previously been discussed and tabled by the Board last year.

During the October 15 meeting, the Board made it clear that if the matter were to be reconsidered, it would be the responsibility of the administration to conduct the necessary research and bring forward a formal recommendation. We have completed that work and are now bringing the matter back for the Board's consideration.

The Committee Work:

A committee was formed to thoroughly study the potential transition to a Four-Day School Week. The members of the committee were: Rusty Taylor, Brook Cunningham, Rebekah Davis, Jessica Granthem, Shannon LaFontaine, Shannon Rider, Jake Massey, Kelsie Badget, Dustin Frank, Jimmy Hoffman, Josh Hegstad, and Lisa Hoffman.

In addition, a subcommittee was created specifically to focus on calendar and bell schedule research. Members of that subcommittee included Rusty Taylor, Brook Cunningham, Dustin Frank, and Jessica Granthem. This subcommittee met on two separate occasions.

The main committee began meeting on December 18 and has met six times since then, with each session lasting approximately 1½ to 2 hours.

During these meetings, the committee:

- Established a timeline and identified action steps
- Gathered and reviewed committee member feedback
- Reviewed multiple research studies, including those both in favor of and opposed to a four-day school week
- Reviewed information from Post Falls
- Reviewed last year's Four-Day Week parent information
- Examined the staff groups most likely to be impacted, including classified employees such as bus drivers, paraprofessionals, and food service staff
- Developed a draft four-day school calendar and bell schedule
- Created surveys for parents, staff, and high school students
- Reviewed survey data from parents, staff, and high school students
- Made adjustments to the calendar and bell schedule based on survey feedback
- Developed a presentation for the Board's discussion

Survey Data– Summative:

Parents: 61% (1,007- yes) in favor and 39%(653- no) opposed

- [Summary of Comments](#)

Students: 60%(335- no) opposed and 40% in favor(221 –yes)

- [Summary of Comments](#)

Staff: 65%(341- yes) and 28% (144-no) opposed

- [Summary of Comments](#)

Direct Comments from the Survey:

- [Parent Feedback](#)
- [Student Feedback](#)
- [Staff Feedback](#)

Statistical Analysis:

- Survey participation from each stakeholder group was sufficient to achieve 95% confidence in the results.
- The margin of error ranged from $\pm 2\%$ to $\pm 5\%$, depending on the group.
- This **provides a statistically reliable estimate of the true level of support within each group.**
- [Statistical Analysis of each Group](#)

July 2026						
S	M	T	W	TH	F	SA
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

October 2026						
S	M	T	W	TH	F	SA
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

October 29 - End of the First Quarter - Secondary

Student Seat Time	17
Teacher Contract Days	19

January 2027						
S	M	T	W	TH	F	SA
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

January 22 - End of the 2nd quarter

Student Seat Time	16
Teacher Contract Days	19

April 2027						
S	M	T	W	TH	F	SA
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Student Seat Time	16
Teacher Contract Days	18

TOTAL STUDENT DAYS THAT STUDENTS ARE ACTUALLY IN SCHOOL 151
 STAFF DEVELOPMENT DAYS 3
 TOTAL CONTRACT DAYS TEACHERS 174

August 2026						
S	M	T	W	TH	F	SA
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Student Seat Time	1
Teacher Contract Days	5
Curriculum Day	2

November 2026						
S	M	T	W	TH	F	SA
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

November 19 - End of the First Trimester Elementary

Student Seat Time	15
Teacher Contract Days	17
Curriculum Day	1

February 2027						
S	M	T	W	TH	F	SA
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

Student Seat Time	16
Teacher Contract Days	18

May 2027						
S	M	T	W	TH	F	SA
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

May 27- Mountain View Seniors Last Day

Student Seat Time	16
Teacher Contract Days	18

(22 HOURS EQUALS 3 DAYS)
 Includes holidays, flex days, and curriculum days

September 2026						
S	M	T	W	TH	F	SA
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Student Seat Time	18
Teacher Contract Days	20

December 2026						
S	M	T	W	TH	F	SA
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Student Seat Time	11
Teacher Contract Days	13

March 2027						
S	M	T	W	TH	F	SA
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

March 4 - End of the 2nd Trimester
 March 25 - End of the 3rd quarter Secondary

Student Seat Time	16
Teacher Contract Days	17

June 2027						
S	M	T	W	TH	F	SA
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

June 7 - Senior's Last Day
 June 11 - End of the 4th Quarter and 3rd Trimester

Student Seat Time	9
Teacher Contract Days	10

Tuesday, June 8th- THS Grad
 Wednesday, June 9th- LHS Grad
 Monday, June 7th, last day for seniors

Option A

High School				
Start	End	Min of Break (5 passing periods + lunch)	Total Time of Day	Total Instruct Min per day
7:30 AM	2:45 PM	50	7:15	385
Instructional Minutes	# of days Needed			
385	150.86			

Middle School				
Start	End	Min of Break (6 passing periods + lunch)	Total Time of Day	Total Instruct Min per day
7:40 AM	2:35 PM	60	6:55	355
Instructional Minutes	# of days Needed			
355	148.39			

Elementary				
Start	End	Minutes of Break (lunch & ???)	Total Time of Day	Total Instruct Min per day
9:00 AM	3:45 PM	50	6:45	355
Instructional Minutes	# of days Needed			
355	148.39			

HS Starts: 7:30
 Elementary End 3:45
 Days: 151 (+3 weeks in summer)
 60 min Transp beg/end

Option B

High School				
Start	End	Min of Break (5 passing periods + lunch)	Total Time of Day	Total Instruct Min per day
8:30 AM	3:45 PM	50	7:15	385
Instructional Minutes	# of days Needed			
385	150.86			

Middle School				
Start	End	Min of Break (6 passing periods + lunch)	Total Time of Day	Total Instruct Min per day
8:40 AM	3:35 PM	60	6:55	355
Instructional Minutes	# of days Needed			
355	148.39			

Elementary				
Start	End	Minutes of Break (lunch & ???)	Total Time of Day	Total Instruct Min per day
7:30 AM	2:20 PM	50	6:50	360
Instructional Minutes	# of days Needed			
360	146.33			

Elem Starts: 7:30
 Elementary End 3:45
 Days: 151 (+3 weeks in summer)
 60 min Transp beg/end

4-Day School Week Parent Feedback Summary

Summary of 1,667 Parent Responses

Overview

A total of 1,667 parents responded to the survey regarding the proposed 4-day school week pilot for 2026/2027. **The results show 61% in favor (1,007 yes votes) and 39% opposed (653 no votes).** While the majority support the change, significant concerns remain that must be addressed to maximize community satisfaction.

Main Arguments IN FAVOR

- Increased family time and flexibility (306 mentions) — Three-day weekends allow more quality time together, reduce missed school days for family travel, and provide better work-life balance
- Employment opportunities for high school students (166 mentions) — A consistent weekday off enables teenagers to maintain part-time jobs and develop work experience
- Teacher recruitment and retention (112 mentions) — The schedule makes the district more competitive in attracting and keeping quality educators
- Appointment flexibility (111 mentions) — Medical, dental, and other appointments can be scheduled without missing instruction time
- Reduced travel conflicts (93 mentions) — Weekend sporting events and family trips become more accessible without impacting attendance
- Student well-being (68 mentions) — Parents believe students will experience less stress and burnout with longer weekends for rest and recovery
- Catch-up day (60 mentions) — Friday provides dedicated time for homework, projects, and academic support without the pressure of five consecutive days

Main Arguments OPPOSED

- Childcare burden for working parents (307 mentions total, with 218 specifically mentioning childcare costs/availability) — The most significant concern is that parents working standard 5-day schedules will need additional Friday childcare, creating financial hardship and logistical challenges
- Early start date concerns (154 mentions) — Starting in early-to-mid August raises concerns about classroom temperatures, reduced air conditioning effectiveness, and starting too early in the school year
- Reduced summer vacation (99 mentions) — Families value their full summer break for travel, camps, and family time; losing 2-3 weeks is seen as a major sacrifice
- Academic performance concerns (96 mentions) — Parents worry about learning loss with fewer instructional days and question whether longer daily hours compensate effectively
- Impact on young children (86 mentions) — Elementary students may struggle with 10-hour days leading to fatigue, reduced attention spans, and difficulty staying engaged late in the day

- Student fatigue from longer days (81 mentions) — Extended school days could lead to exhaustion, especially for younger students or those with long bus rides
- Food insecurity concerns (78 mentions) — Students who rely on school meals may face hunger or nutrition gaps on Fridays
- Athletics scheduling conflicts (58 mentions) — Practice times, travel for away games, and coordination with 5-day districts may become more complicated

Key Concerns That Must Be Addressed

- **Childcare solutions are critical** — This is the #1 barrier. Without addressing Friday childcare, many families (especially single parents and dual-income households) will face significant hardship
- **Summer schedule concerns** — The early August start date and reduced summer break are major pain points. Families want maximum summer flexibility
- **Elementary student fatigue** — Younger students may not thrive with 10-hour days. Age-appropriate schedules should be considered
- **Food security** — Students depending on school meals need Friday meal access to prevent hunger and nutrition gaps

Recommendations to Maximize Community Support

1. Childcare & Before/After Care Solutions

- Partner with existing childcare providers to expand Friday capacity and communicate available options to families well in advance
- Explore district-sponsored enrichment programs on Fridays (STEM camps, arts, athletics) at low or no cost to reduce financial burden
- Consider expanding before/after school care hours to support working parents during longer weekday schedules

2. Calendar Adjustments

- Start school later to preserve more summer break and avoid excessive heat in non-air-conditioned buildings
- Add 15-20 minutes to daily schedules to end school later in June while maintaining instructional minutes, reducing summer loss

3. Age-Appropriate Schedules

- Consider differentiated schedules by level — elementary schools could have slightly shorter Friday schedules or staggered days
- Monitor elementary students closely for fatigue and adjust daily schedules if needed (later start times, more breaks)

4. Food Security Support

- Implement Friday meal programs for students who rely on school nutrition — grab-and-go Thursday meals, community meal sites, or food delivery partnerships
- Communicate food assistance resources clearly to families in need

5. Communication & Transparency

- Provide regular updates on implementation plans, addressing specific concerns raised by parents
- Survey students directly (especially middle and high school) to understand their perspectives on longer days and reduced weeks
- Frame this as a pilot with clear evaluation metrics and a commitment to reassess after the first year based on data and feedback

6. Academic Support

- Build in structured academic intervention time during the school day to compensate for reduced face-to-face instruction
- Monitor academic performance closely and be prepared to adjust instructional strategies if learning gaps emerge

Conclusion

While the majority of parents support the 4-day school week pilot, success depends on proactively addressing childcare accessibility, calendar concerns, and student well-being. By implementing the recommendations above — particularly robust childcare solutions and calendar adjustments — the district can maximize family satisfaction while maintaining instructional quality. The pilot should include clear success metrics and a commitment to ongoing evaluation and adjustment based on family and student feedback.

4-Day School Week Student Feedback Summary

Summary of 556 Student Responses (Grades 9-11)

Overview

A total of 556 high school students (grades 9-11) responded to the survey regarding the proposed 4-day school week pilot for 2026/2027. **The results show 60% opposed (335 no votes) and 40% in favor (221 yes votes).** Student opposition is notably higher than both parents and staff. The primary concerns center on **summer vacation loss** and **early start times**, which students view as significant quality-of-life reductions that outweigh potential benefits.

Main Arguments IN FAVOR

- Work and employment opportunities (80 mentions) — The most frequently cited benefit is having consistent time for part-time jobs, which many high school students rely on for income, college savings, or personal expenses
- Longer weekends (44 mentions) — Students appreciate three-day weekends for better work-life balance, social activities, and personal time
- Homework and project completion time (34 mentions) — Friday provides dedicated time to finish assignments, work on projects, and catch up without the pressure of consecutive school days
- Extra day off (26 mentions) — Students simply value having an additional free day each week
- Family time (25 mentions) — More time to spend with family, particularly for students whose parents work non-traditional schedules or for family activities
- Rest and recovery (24 mentions) — Students believe an extra day will help them recharge, reduce burnout, and return to school more energized
- Less stress (16 mentions) — Students feel the four-day week will reduce overall stress and improve mental health

Main Arguments OPPOSED

- Loss of summer vacation (**101 mentions**) — This is the #1 concern. Students strongly oppose losing 2-3 weeks of summer break, which they value for jobs (particularly Silverwood and summer employment), family vacations, and personal time
- Early start time of 7:15 AM (**88 mentions**) — Students are very concerned about the proposed 7:15 AM start time for secondary schools. Many already wake up at 5:30-6:00 AM for the current 7:35 AM start; a 7:15 AM start means waking at 5:00-5:15 AM for many students, particularly those who ride the bus or live farther away
- Sports and extracurricular impacts (72 mentions) — Student athletes worry about practice schedules, game times, travel for away games, and overall participation in athletics and activities with the new schedule

- Learning and academic concerns (22 mentions) — Some students worry about retaining information over longer weekends, having adequate instructional time, and the effectiveness of longer daily periods
- Bus and transportation challenges (22 mentions) — Concerns about earlier pickup times, longer bus rides with extended schedules, and coordination difficulties
- Longer school days (17 mentions) — While less mentioned than other concerns, students still worry about fatigue from extended daily hours
- More homework concerns (17 mentions) — Students fear that four longer days will result in more homework piling up, negating any benefit from the Friday off

Key Concerns That Must Be Addressed

- **Summer vacation is non-negotiable for students** — The 101 mentions of summer loss make this the single biggest barrier to student support. Students value summer for employment (especially Silverwood, which starts before the proposed school start date), family vacations in August, the North Idaho Fair, and personal time
- **7:15 AM start time is too early** — With 88 mentions, this is students' second-largest concern. Many students would need to wake at 5:00-5:15 AM, which conflicts with adolescent sleep needs and will negatively impact focus, attendance, and academic performance
- **Athletics and activities must be protected** — Student athletes are concerned about practice schedules, game coordination, and participation opportunities
- **Student voice matters** — Many students expressed frustration that they feel their input isn't valued or that the decision has already been made despite their opposition

Recommendations to Address Student Concerns

1. Preserve Summer Vacation (CRITICAL)

- Start school after Labor Day (early September) to maintain traditional summer break and avoid conflicts with Silverwood employment, North Idaho Fair, and peak family vacation time
- Add 15-20 minutes to daily schedules and extend into late June to maintain instructional minutes while preserving most of summer break
- Clearly communicate to students that their summer vacation concerns are being heard and addressed — this is essential for buy-in

2. Adjust Secondary Start Time (CRITICAL)

- Maintain the current 7:35 AM start time and extend the end of day instead — research supports later start times for adolescent learning and health
- If 7:15 AM is unavoidable, provide clear rationale and consider transportation adjustments to minimize early wake times

3. Athletics and Activities Coordination

- Work with coaches and activity advisors to develop clear Friday practice and competition schedules that minimize conflicts

- Coordinate with neighboring districts to align athletic schedules and minimize travel conflicts

4. Academic Support

- Build breaks and transitions into longer school days to prevent fatigue and maintain engagement
- Train teachers on pacing strategies for longer class periods to maximize learning and minimize fatigue
- Monitor homework loads to ensure the Friday off isn't negated by excessive assignments

5. Dual Credit and College Programs

- Address concerns from dual credit students about Friday class schedules at NIC, NNU, and CWI — ensure these students aren't disadvantaged
- Work with college partners to coordinate schedules that don't require excessive Friday travel or online-only options

6. Student Communication and Engagement

- Acknowledge student opposition directly and transparently — explain how their feedback is being incorporated into final decisions
- Hold student forums to discuss specific concerns and solutions before implementation
- Consider a trial period with clear evaluation metrics including student input, with commitment to reverse if student outcomes decline

Conclusion

Student opposition to the 4-day school week (60% opposed) is significantly higher than parent and staff support, creating a critical implementation challenge. **The two non-negotiable issues for students are summer vacation loss and the 7:15 AM start time** — these must be addressed or student buy-in will remain low, potentially impacting morale, attendance, and academic performance. Students who support the change primarily value employment opportunities and longer weekends, suggesting the schedule could work *if* summer is preserved and start times remain reasonable. The district should seriously consider starting after Labor Day, maintaining the 7:35 AM start time, and engaging students directly in implementation planning. Without addressing these core concerns, the district risks implementing a policy opposed by the majority of students it serves.

4-Day School Week Staff Feedback Summary

Summary of 523 Staff Responses

Overview

A total of 523 staff members responded to the survey regarding the proposed 4-day school week pilot for 2026/2027. The results show **65% in favor** (341 yes votes), **28% opposed** (144 no votes), and **7% undecided** (38 responses). Staff support is strong, with particularly vocal enthusiasm for work-life balance benefits. However, critical concerns exist around classified staff compensation, calendar timing, and support for vulnerable students.

Main Arguments IN FAVOR

- Improved work-life balance and family time (73 mentions) — Staff appreciate the three-day weekend for personal appointments, family time, and better balance between work and personal life
- Staff retention and recruitment (67 mentions combined) — The 4-day schedule is seen as essential to compete with neighboring districts and retain quality educators who might otherwise leave for districts with this schedule
- Reduced burnout (48 mentions) — Staff believe the extended weekend will help prevent burnout and exhaustion, leading to more energized and effective teaching
- Planning and preparation time (41 mentions) — Teachers value having a full weekday for lesson planning, grading, and professional development without interrupting the instructional week
- Student well-being (24 mentions) — Staff believe students will be more rested, less stressed, and better able to focus with three-day weekends
- Professional development opportunities (19 mentions) — The Friday off provides dedicated time for training, collaboration, and continuing education
- Alignment with neighboring districts (13 mentions) — Consistency with surrounding districts improves KTEC scheduling and reduces conflicts for families with children in multiple districts

Main Arguments OPPOSED

- Longer school days (35 mentions) — Staff worry that extended daily hours (especially 7:15 AM start times for secondary) will be exhausting for both students and teachers, reducing instructional effectiveness
- Elementary student concerns (30 mentions) — Younger children may struggle with longer days, leading to attention issues, behavioral problems, and reduced learning effectiveness late in the day
- Reduced summer break (30 mentions) — Starting in mid-August raises concerns about excessive heat in buildings without air conditioning and loss of traditional summer vacation time

- Academic concerns (28 mentions) — Some staff question whether one fewer instructional day per week will negatively impact student learning, particularly for struggling students
- Food insecurity (27 mentions) — Staff express deep concern for students who rely on school meals and may face hunger on Fridays
- Childcare burden on families (23 mentions) — Staff recognize that working parents, particularly those with elementary students, will face significant Friday childcare challenges
- Special education concerns (10 mentions) — Students with IEPs or special needs may require more structured support, which could be disrupted by the schedule change

CRITICAL ISSUE: Classified Staff Compensation

The #1 concern in additional feedback (81 mentions) is classified staff pay and hours. Bus drivers, custodians, paraprofessionals, cafeteria workers, and support staff face potential income loss with reduced work hours. Many staff members who voted 'yes' made it conditional on protecting classified employee compensation and benefits. This is a non-negotiable issue that must be resolved before implementation or the district risks losing support and facing staff retention problems.

Key Concerns That Must Be Addressed

- **Classified staff compensation is the deal-breaker** — Without guaranteeing no loss of pay or benefits for classified staff, this proposal will lose significant support and create serious morale and retention issues
- **Calendar timing concerns** — Staff strongly prefer starting after Labor Day and extending into June rather than beginning in mid-August in non-air-conditioned buildings
- **Elementary schedule appropriateness** — Younger students may not thrive with 10-hour days; age-appropriate adjustments should be considered
- **Support for vulnerable students** — Food security, childcare access, and special education services must be maintained

Recommendations to Maximize Staff Support

1. Protect Classified Staff (NON-NEGOTIABLE)

- Guarantee no loss of pay or benefits for classified employees — this must be clearly communicated and budgeted before moving forward
- Create meaningful Friday work opportunities for classified staff (facility maintenance, deep cleaning, professional development, cross-training) at their regular pay rate
- Consider stipends or salary adjustments to offset any reduction in hours, particularly for bus drivers and paraprofessionals

2. Calendar Adjustments

- Start school after Labor Day (late August/early September) and extend into June to avoid August heat in non-air-conditioned buildings

- Add 15-20 minutes to daily schedules to preserve more summer break while maintaining instructional minutes

3. Bell Schedule Optimization

- Reconsider the 7:15 AM start time for secondary schools — many staff and students struggle with early mornings; consider maintaining 7:35 AM start and extending the end time instead
- Ensure adequate breaks and transitions throughout the longer school day to prevent fatigue

4. Elementary-Specific Support

- Monitor elementary students closely for fatigue and behavioral issues; be prepared to adjust schedules if 10-hour days prove too challenging
- Build in additional recess, movement breaks, and enrichment activities to keep young learners engaged throughout longer days

5. Food Security & Student Support

- Implement Friday meal programs for students who rely on school nutrition (grab-and-go meals on Thursday, community meal sites, or weekend backpack programs)
- Maintain special education services and supports through careful scheduling and Friday enrichment options
- Partner with community organizations to provide Friday childcare or enrichment programs for families in need

6. Communication & Implementation

- Provide transparent, regular updates on how classified staff compensation will be protected
- Create clear guidelines for Friday planning time expectations — ensure it remains flexible and not overly structured
- Establish evaluation metrics and commit to reassessing after the first year with input from all staff groups

Conclusion

Staff support for the 4-day school week is strong (65% in favor), driven by work-life balance and retention benefits. However, **success is entirely contingent on protecting classified staff compensation and benefits**. Without resolving this issue, the district risks losing critical support and facing serious retention challenges. Calendar adjustments (post-Labor Day start), bell schedule optimization, and robust support for vulnerable students are also essential. If these recommendations are implemented — particularly classified staff protections — the district can achieve broad staff satisfaction while maintaining instructional quality.

Statistical Analysis

Statistical Analysis

Statistical analysis is just a way of using a small group of people's answers to figure out what the whole population probably thinks. We use a margin of error to show how close our guess is likely to be to what everyone would say if we asked them all. In other words, we're just making a good estimate about the whole group based on a smaller sample.

In everyday terms, when we do a statistical analysis of a population, we're basically taking a smaller group of people (a sample) and using their responses to understand what the whole population thinks.

Variability just means how split or diverse opinions might be. We use a 50% assumption as a baseline, which is just a way of saying, "Let's plan for the most even split possible."

Margin of error is how much wiggle room we have in our results. It tells us how close we think our survey results are to what the entire population would say if we asked everyone.

In short, we're using a sample to make a good, reliable estimate of what the whole group thinks, and the margin of error tells us how confident we can be in that estimate.

Parent Survey:

In our survey of 5,064 parents, we had 1,660 responses. Of these, 1,007 (approximately 61%) voted "yes," and 653 (about 39%) voted "no."

At a 95% confidence level, our margin of error is roughly $\pm 2\%$. This means we can be 95% confident that the true level of support in the entire parent population is within about two percentage points of these results.

In summary, the majority of responding parents are in favor, and we have a high level of confidence in the accuracy of these results.

Student Survey:

In our survey of 1,121 students, we received a total of 556 responses. Among these, 221 students (about 40%) voted "yes," while 335 (about 60%) voted "no."

Statistical Analysis

At a **95% confidence level**, the margin of error is approximately $\pm 4\%$. This means we can be fairly confident that the true level of support among all students is within about four percentage points of these results.

In summary, **a majority of the students who responded voted "no," and we have a solid degree of confidence in these findings.**

Staff Survey:

In our survey of staff, we had a total of 487 responses. Out of these, 341 staff members (about 70%) voted "yes," while 146 (about 30%) voted "no."

At a **95% confidence level**, the margin of error is roughly $\pm 3.5\%$. This means we can be 95% confident that the true proportion of staff support is within about three and a half percentage points of these results.

In summary, the majority of the staff who participated voted "yes," and we have a solid degree of confidence in these findings.