

Results of the
2016-17 Bastrop Federation of Teachers
Survey of Employee Satisfaction

Survey date: Nov. 15 – Dec. 2, 2016

Responses: 302

Presented: December 2016

Presented by: Rebecca Bennett, Vice President, Bastrop Federation of Teachers

The Bastrop Federation of Teachers conducts a Survey of Employee Satisfaction each year as a service to BISD and its employees. The purpose of the survey is to identify what is working well in the district as well as the areas that need improvement. This goal is line with BFT's mission, which is to improve pay and working conditions for employees and achievement for students.

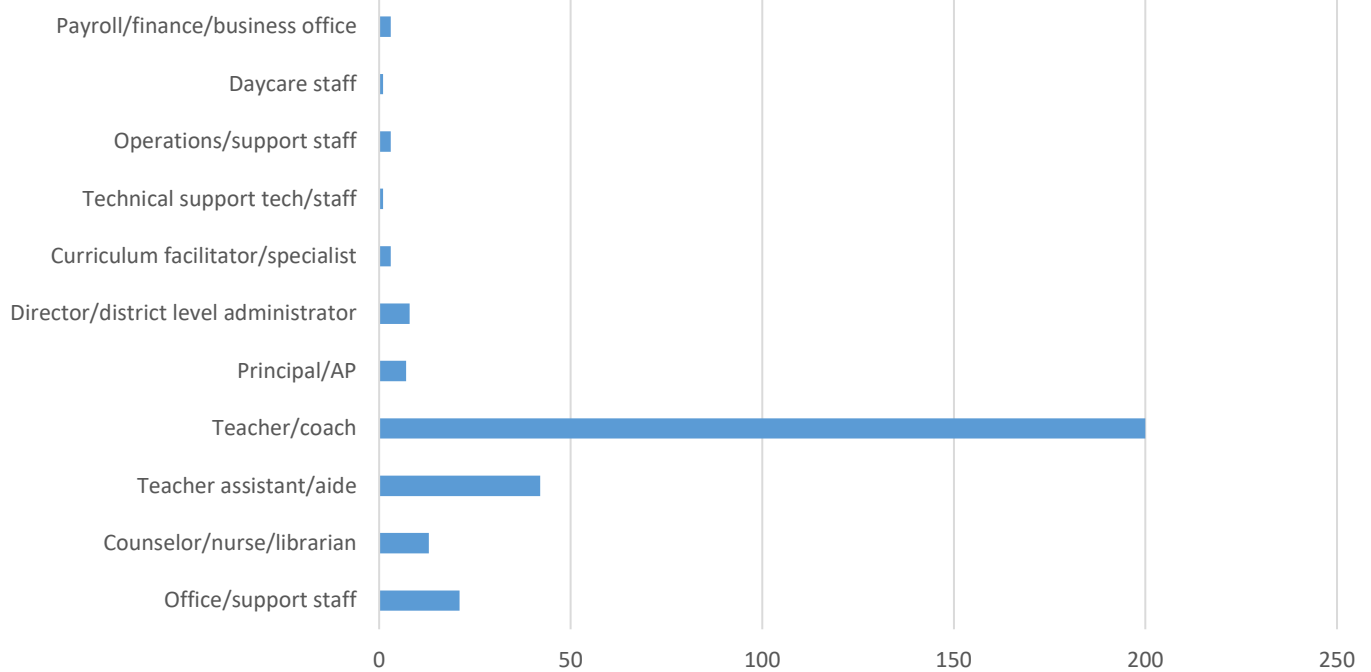
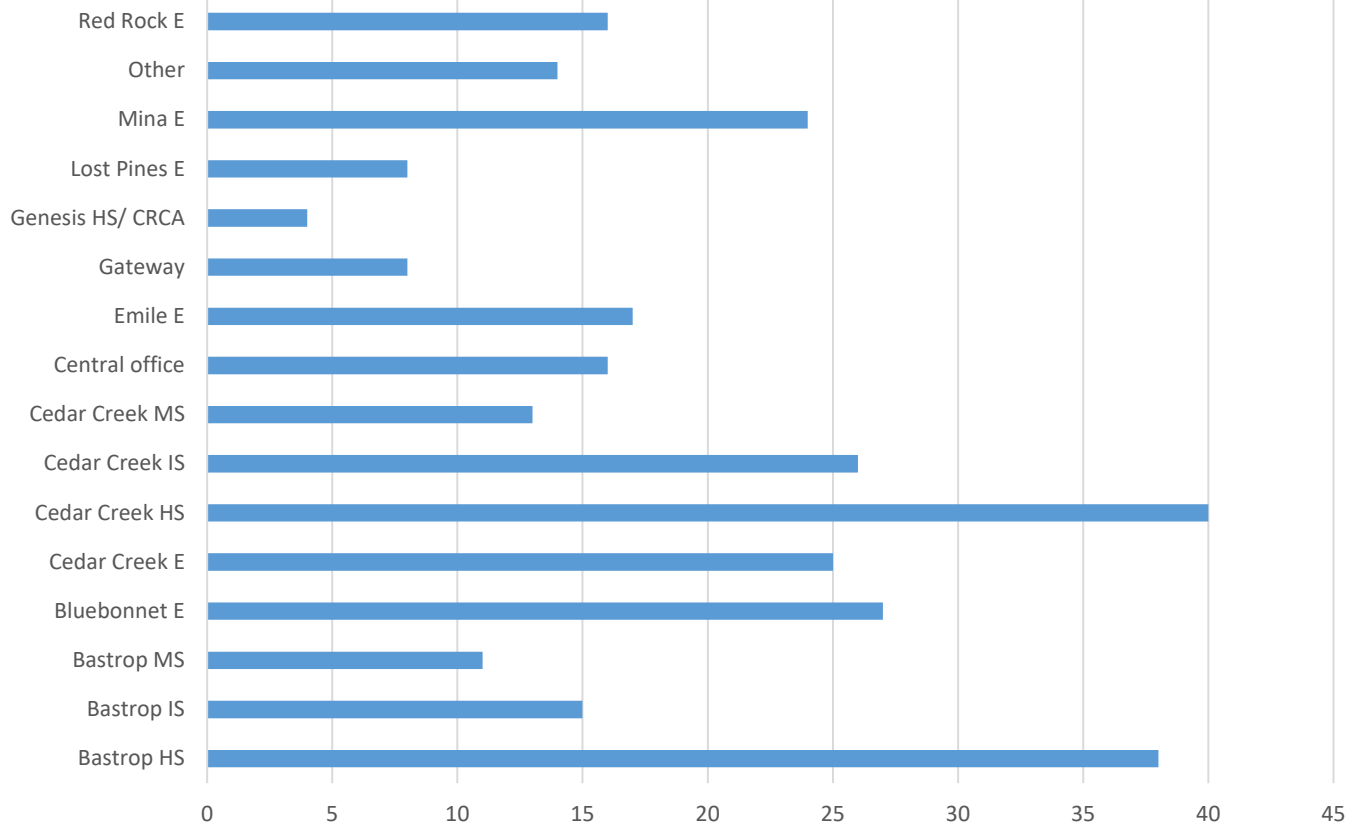
The first set of charts reflects the district-wide results of the survey. Following that are results by campus for campuses with 15 or more employees responding. Planning time and paperwork seem to still be ongoing problems at most campuses. Additionally, many employees expressed dissatisfaction with salary and frustration with the high cost of benefits.

For simplicity, options that were not selected by any respondents not reported in the results.

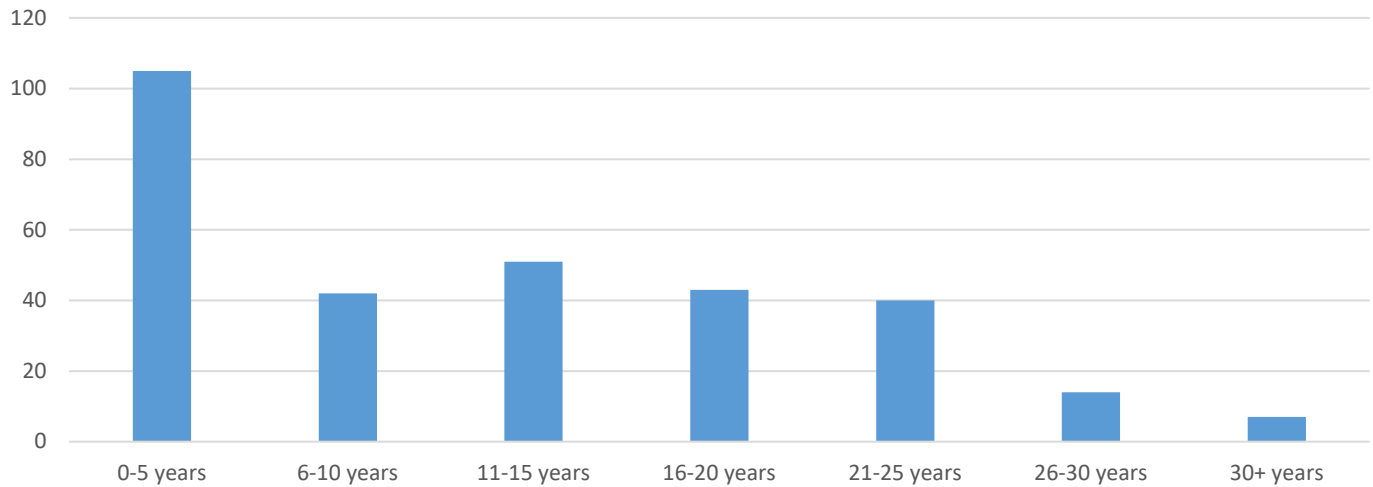
Questions about the survey should be directed to Rebecca Bennett, rbennett@bisdtx.org.

DISTRICT WIDE RESULTS

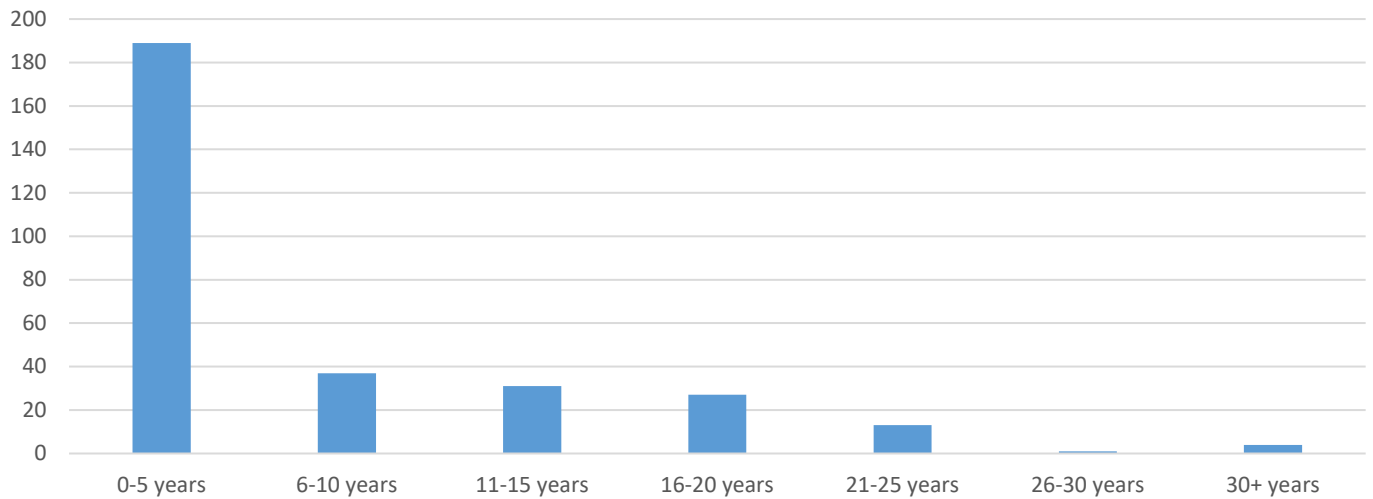
Where do you work?



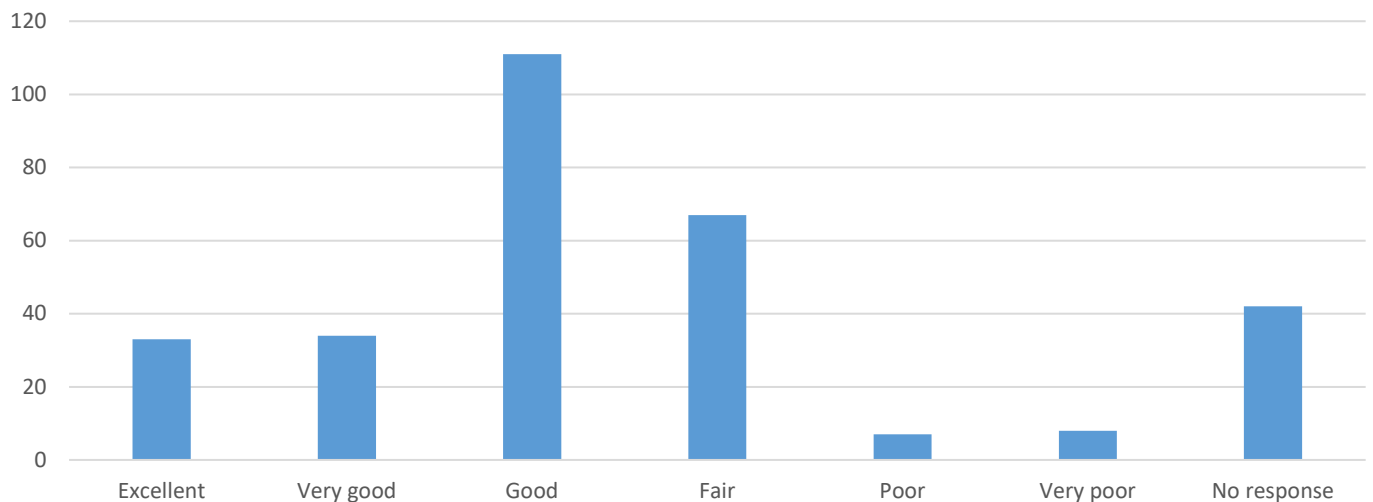
How many total years of service do you have?



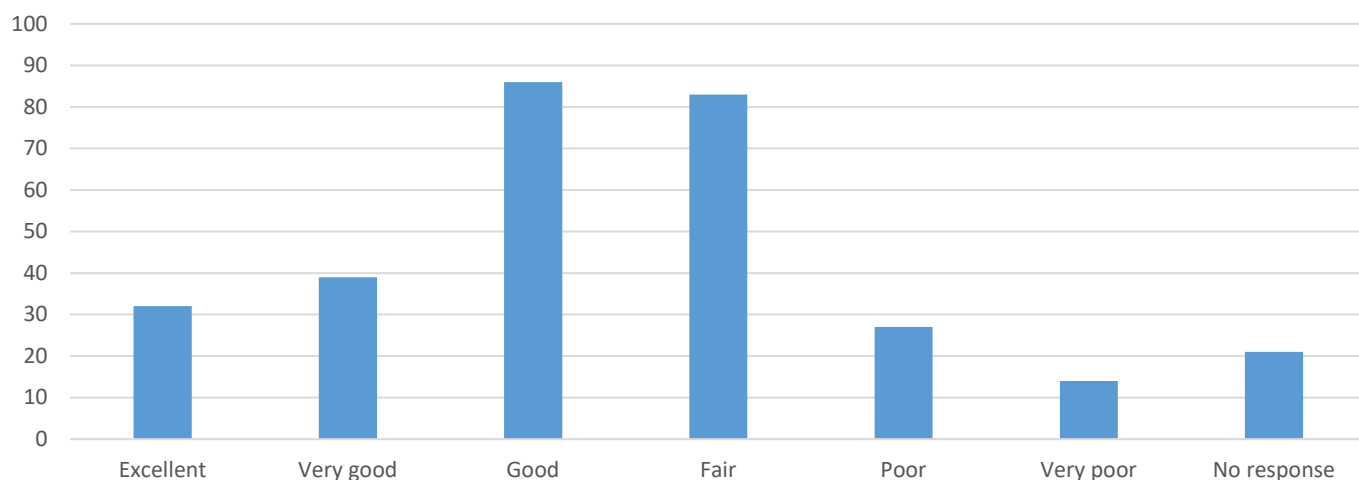
How long have you worked for Bastrop ISD?



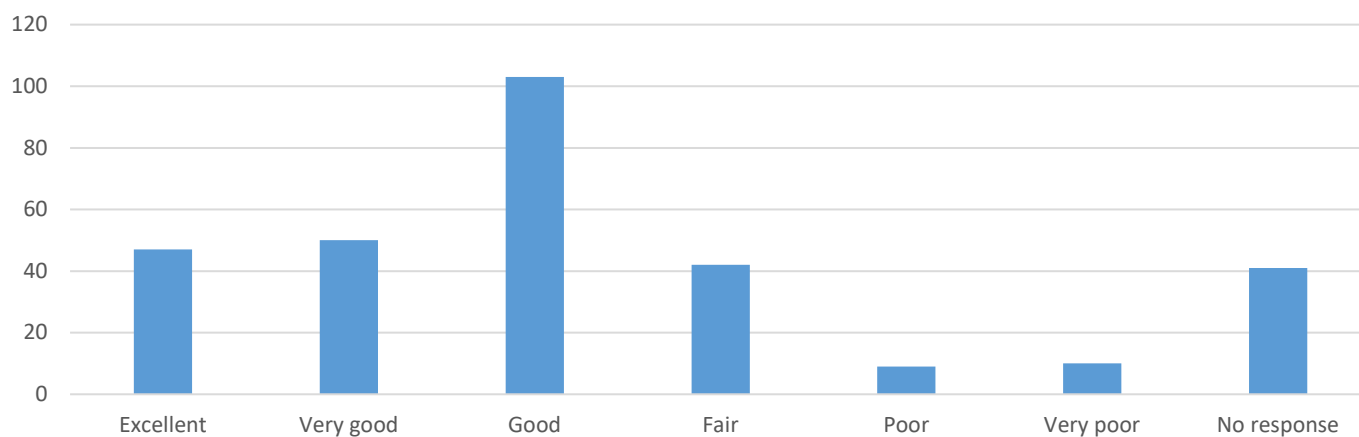
How would you rate the job performance of the school board?



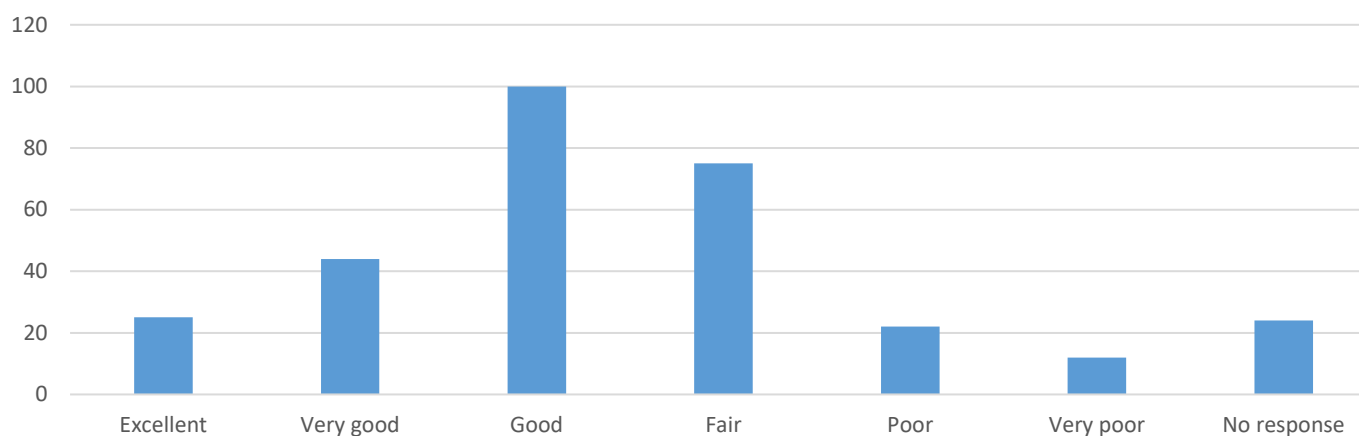
How would you rate the job performance of the superintendent?



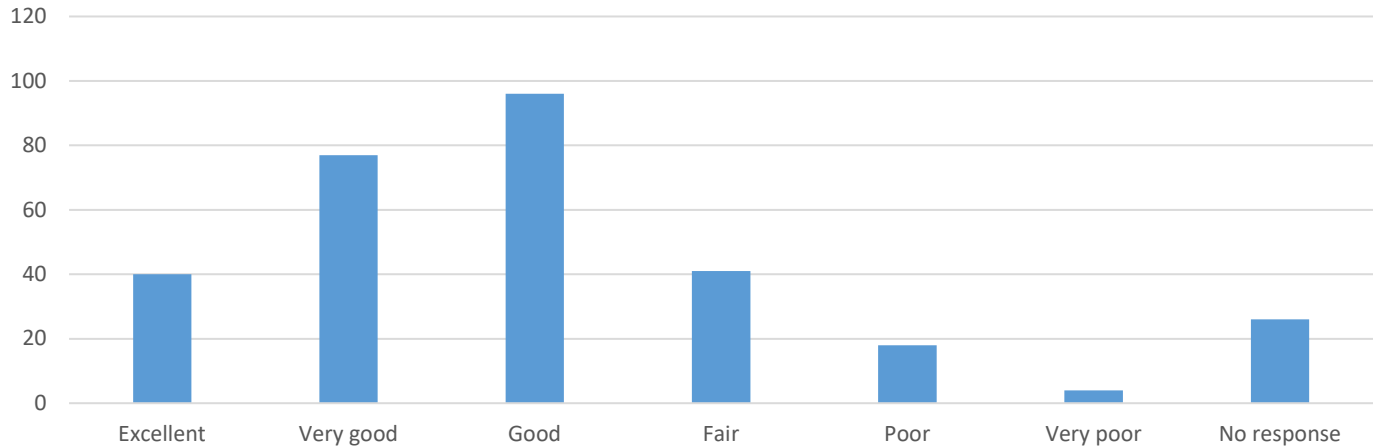
How would you rate the job performance of the Financial and Business Services Department?



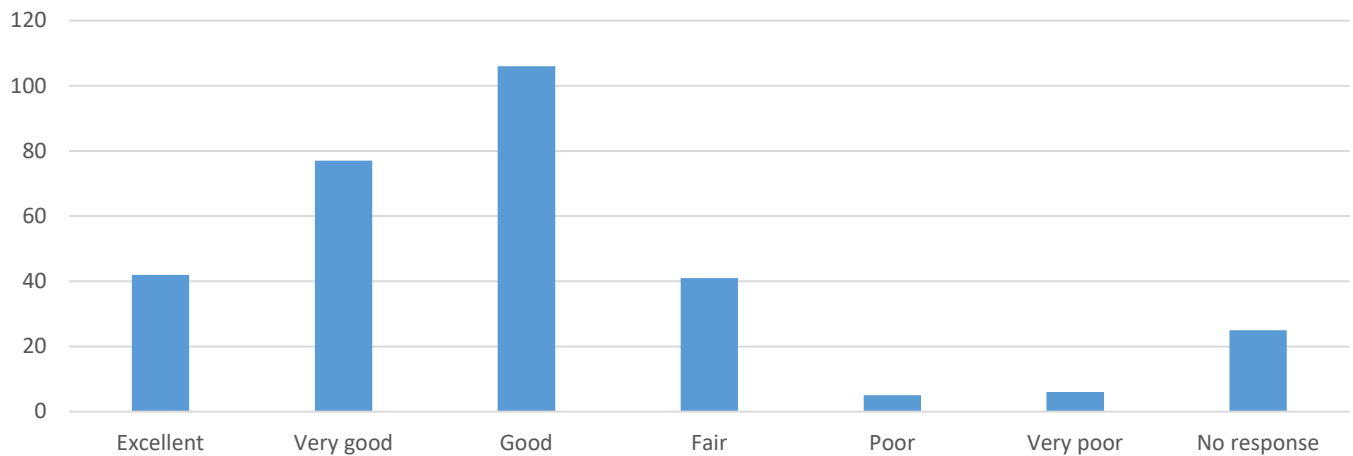
How would you rate the job performance of the Curriculum and Instruction Department?



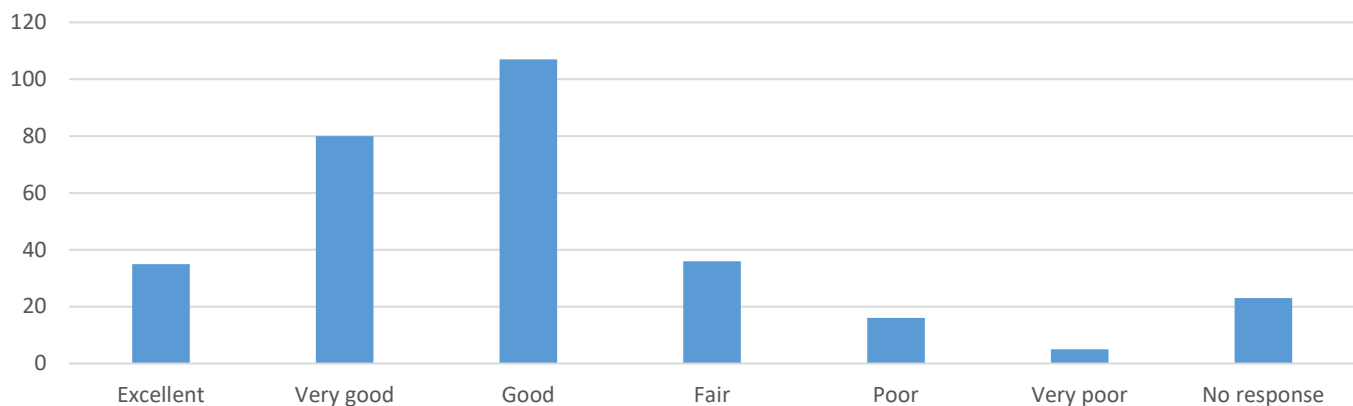
How would you rate the job performance of the Human Resources and Support Services Departments?



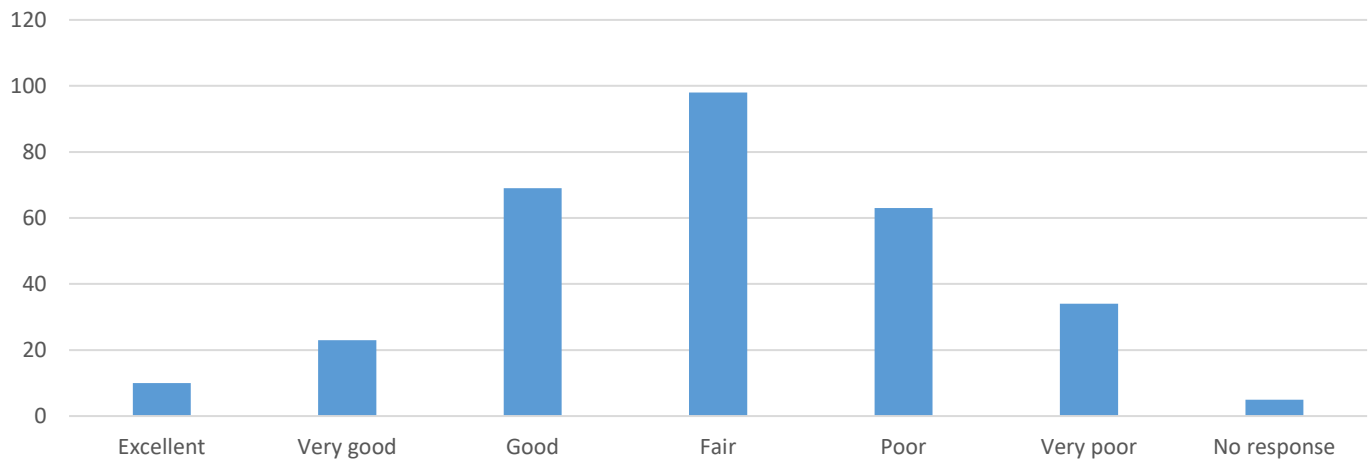
How would you rate the job performance of the Instructional Technology Department?



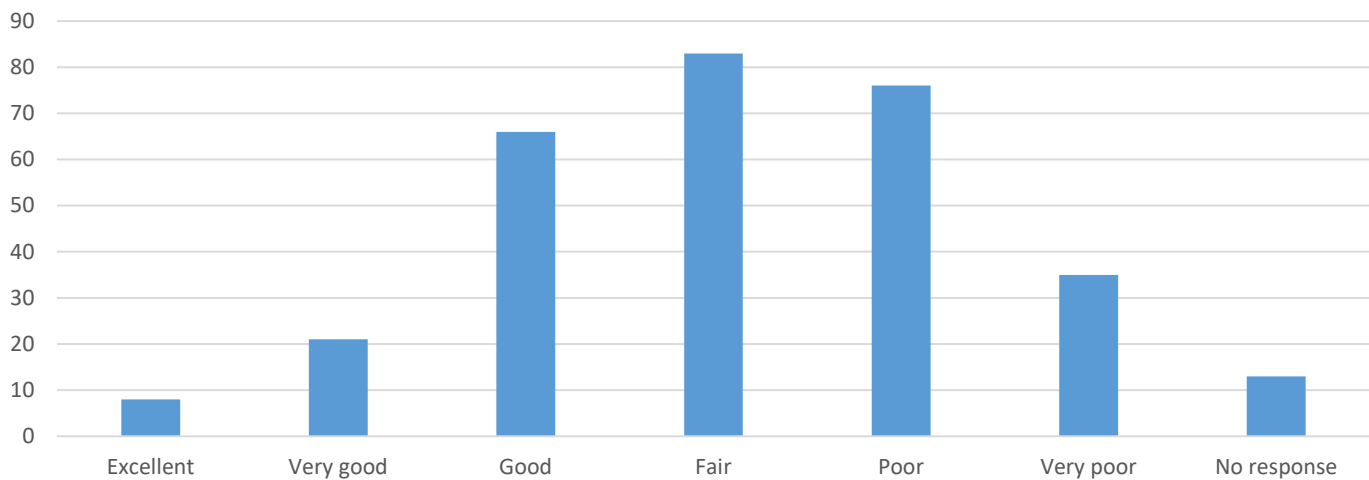
How would you rate the job performance of the Network Services Department, including repair services of computer hardware and software?



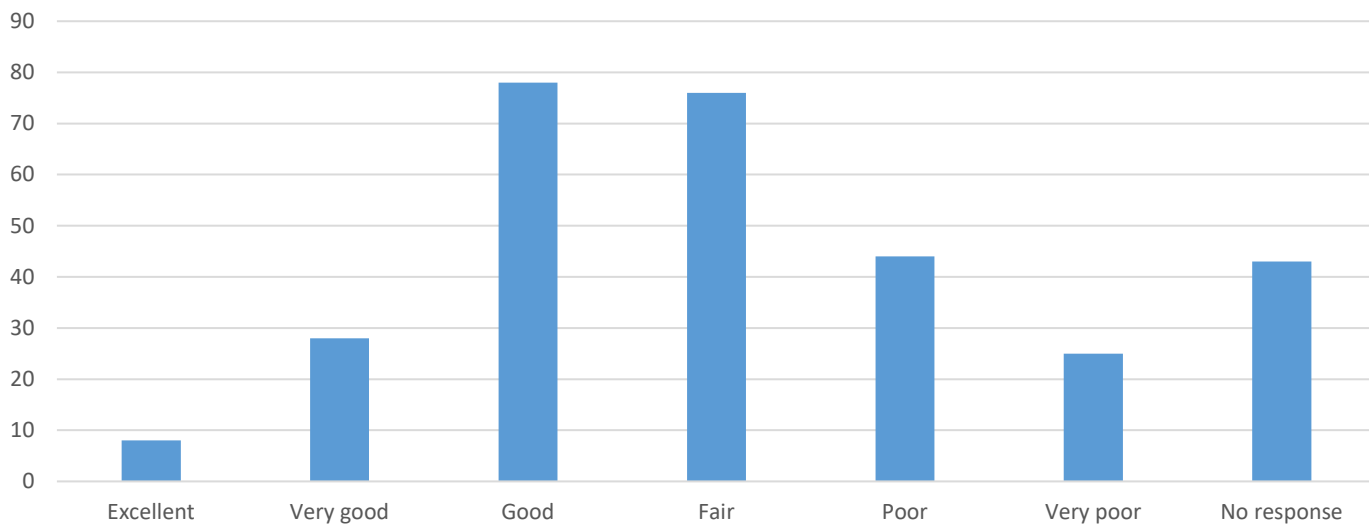
Rate your level of satisfaction with your salary.



Rate your level of satisfaction with your benefits.

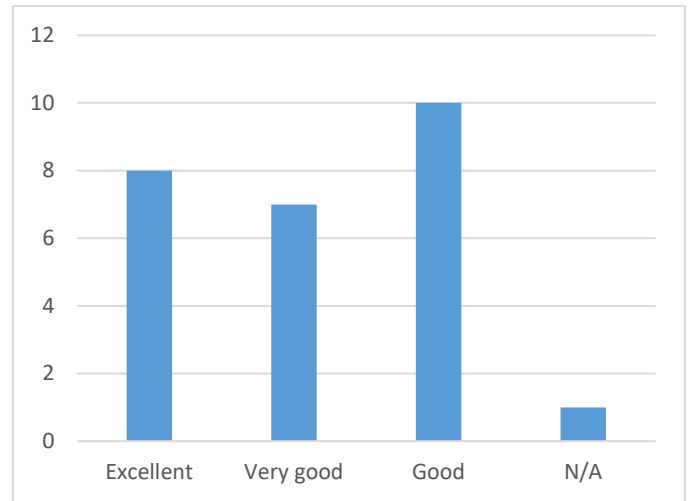
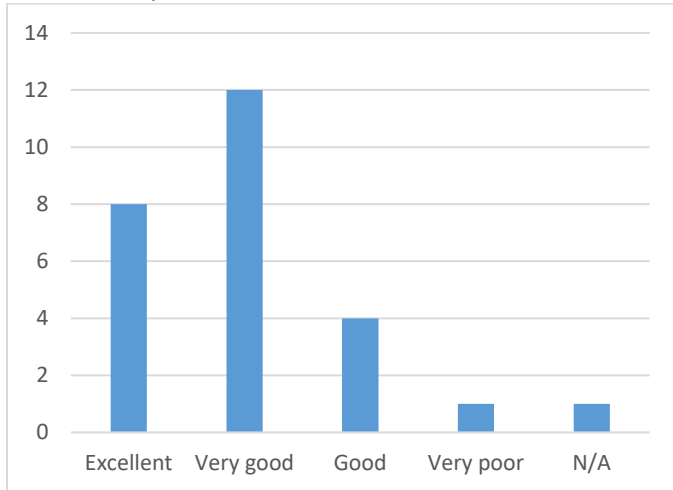


Rate your level of satisfaction with your opportunity for advancement.

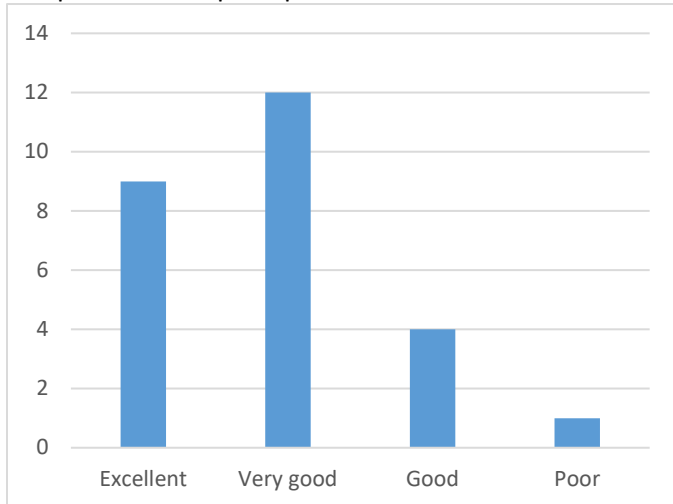


BLUEBONNET ELEMENTARY

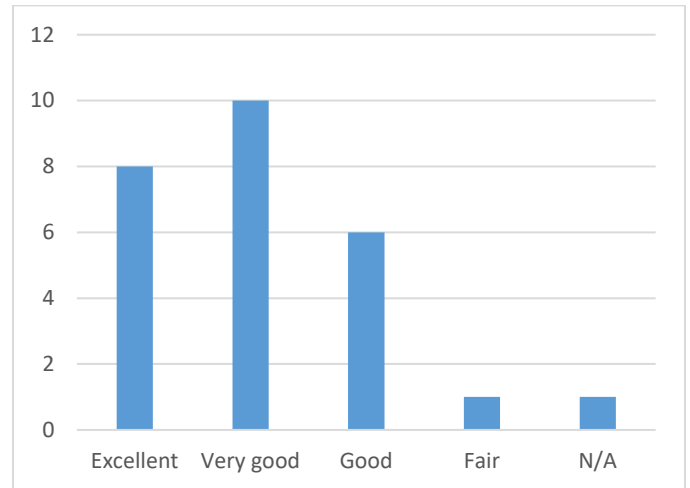
Rate the job performance of your campus principal or work site supervisor.



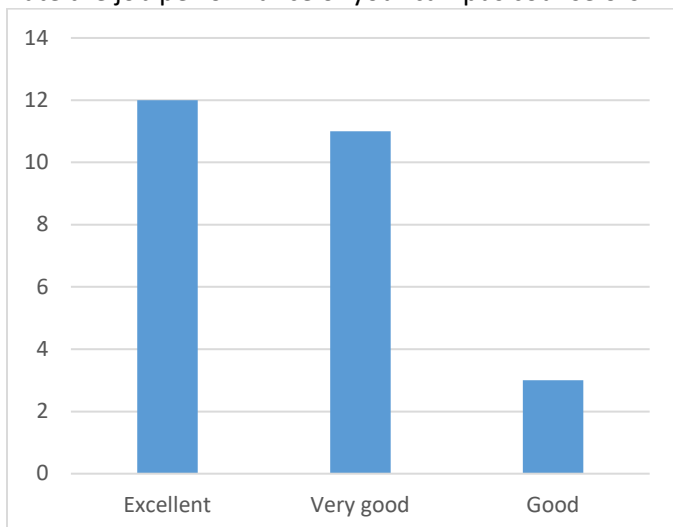
Rate your satisfaction with the job performance of your campus assistant principals.



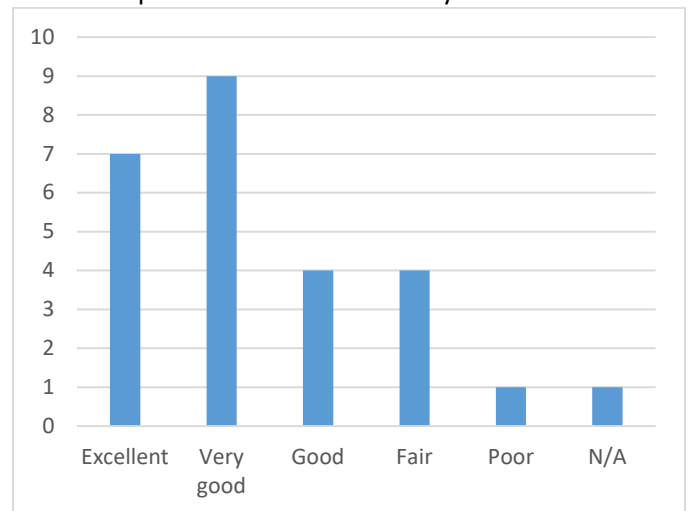
Rate the job performance of your campus teaching staff.



Rate the job performance of your campus counselors.

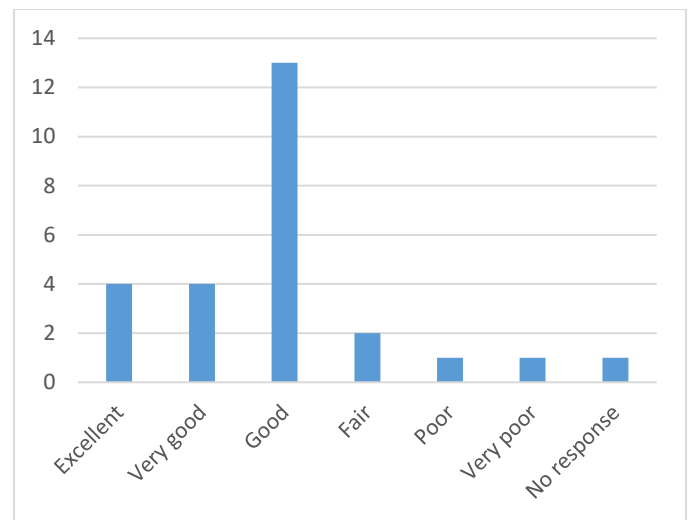
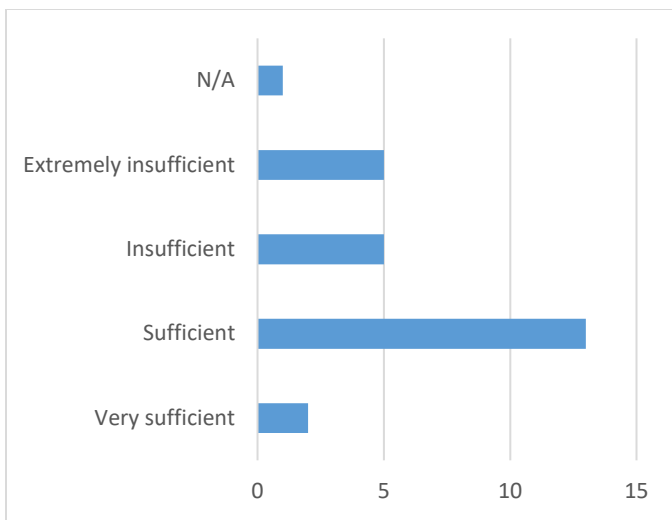


Rate your satisfaction with the support you received from the Special Education staff for your students.

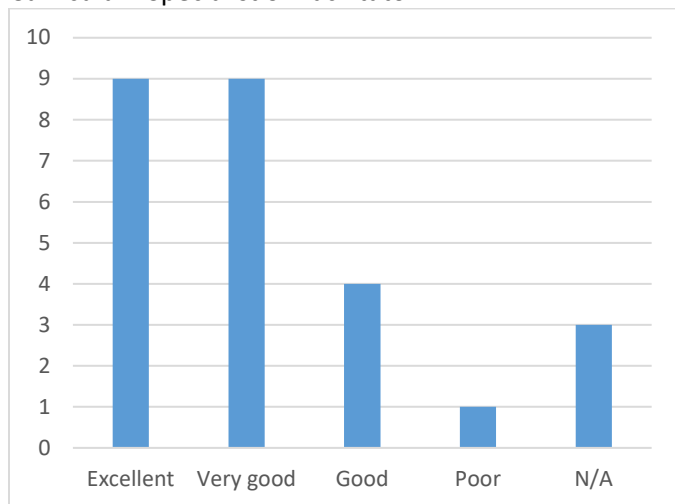


Rate the job performance of your office support staff, including the registrar and attendance clerk.

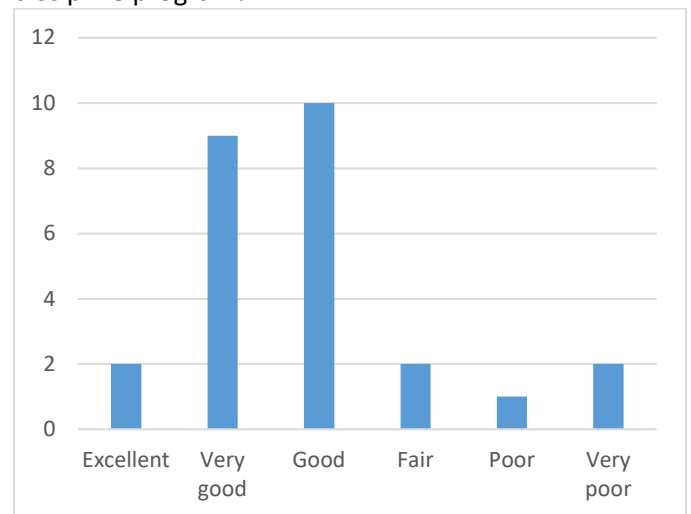
Rate the amount of planning time you have for your job.



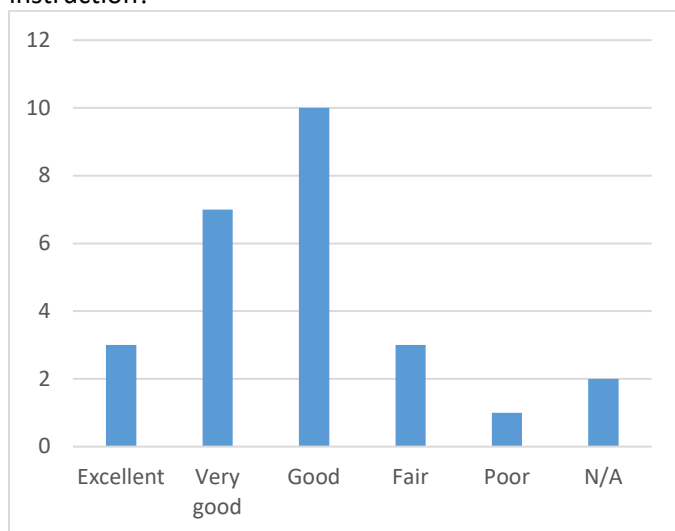
Rate your satisfaction with your Instructional Coach, Curriculum Specialist or Facilitator.



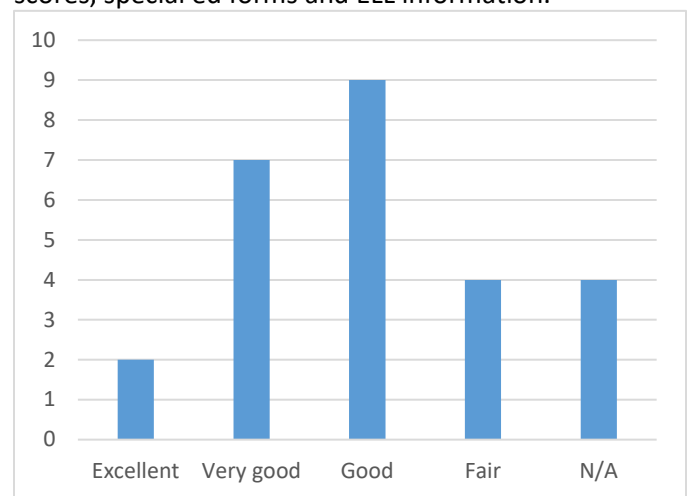
How would you rate the effectiveness of the campus discipline program?



How useful is your PLC in planning and improving instruction?

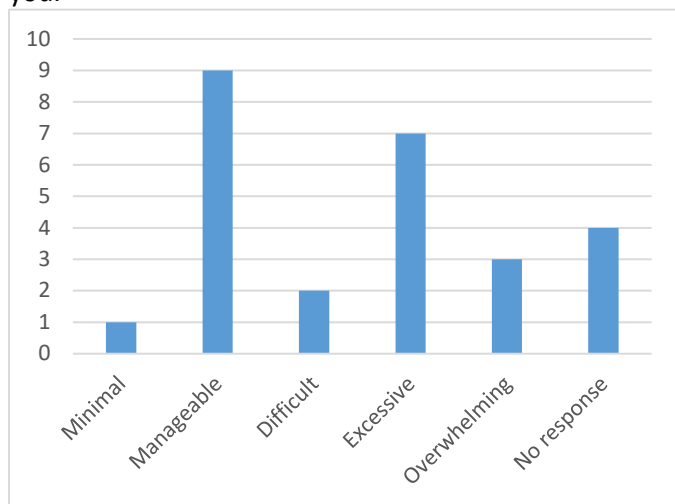


Rate the effectiveness of Eduphoria regarding test scores, special ed forms and ELL information.



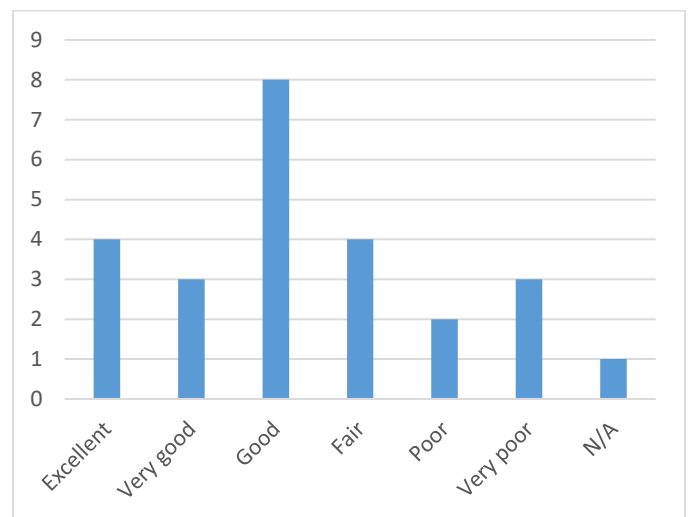
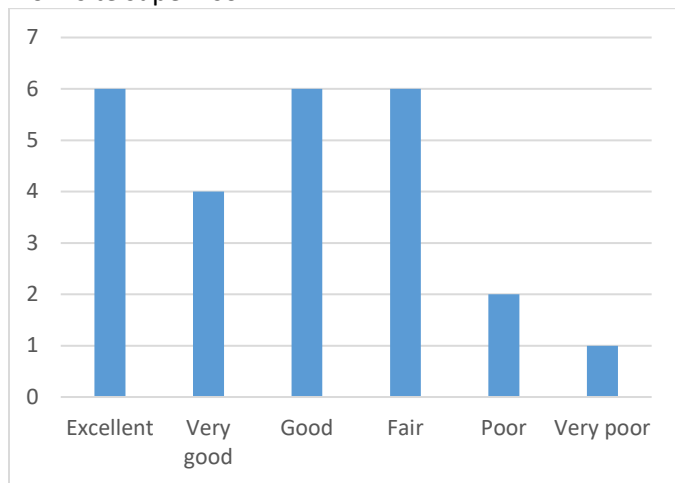
How is the overall morale at your campus or work site?

Rate the amount of paperwork that is routinely asked of you.

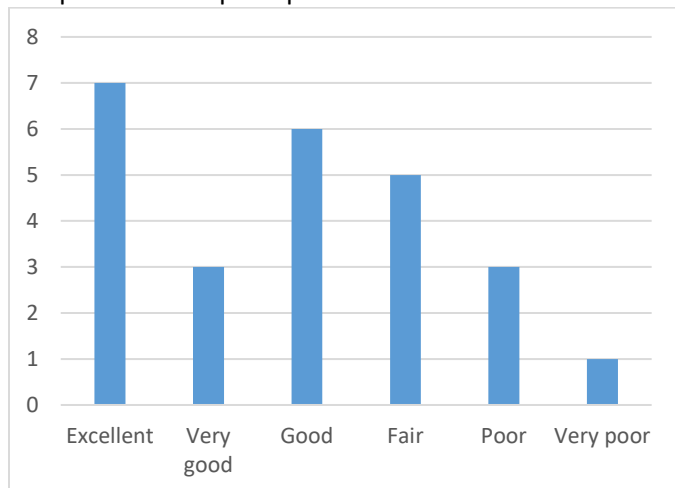


CEDAR CREEK ELEMENTARY

Rate the job performance of your campus principal or work site supervisor.



Rate your satisfaction with the job performance of your campus assistant principals.

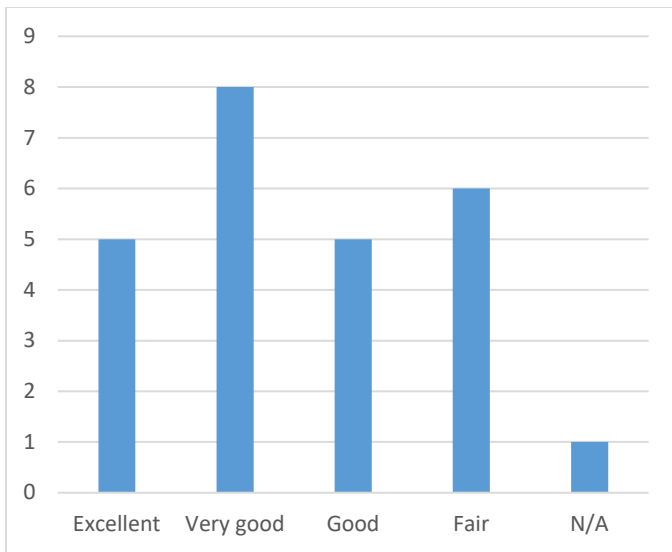


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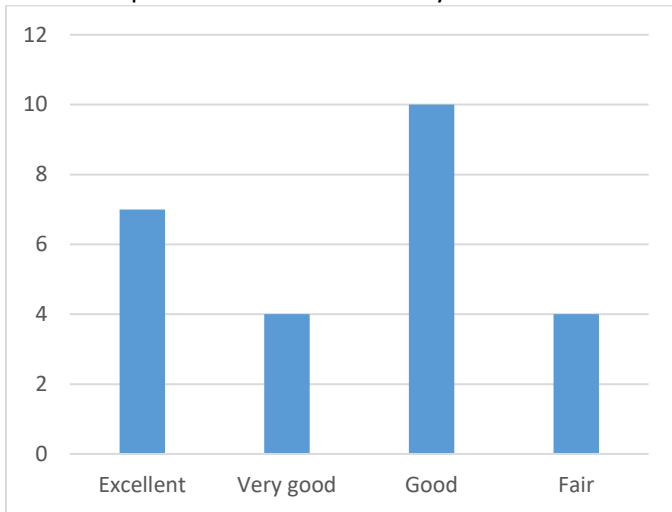


Rate the job performance of your campus counselors.

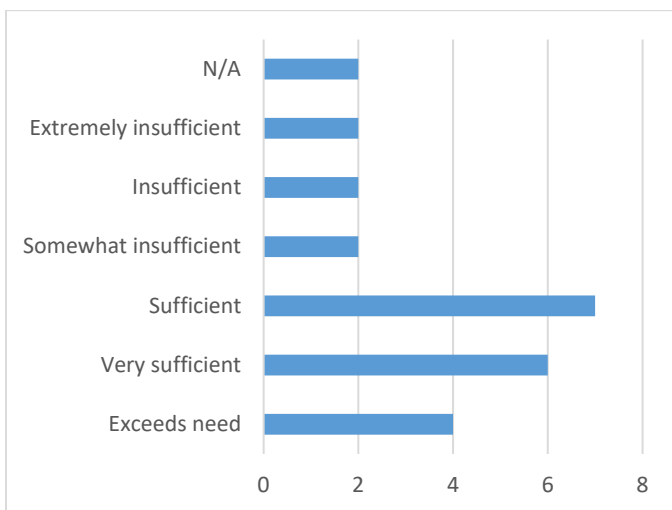
Rate the job performance of your campus teaching staff.



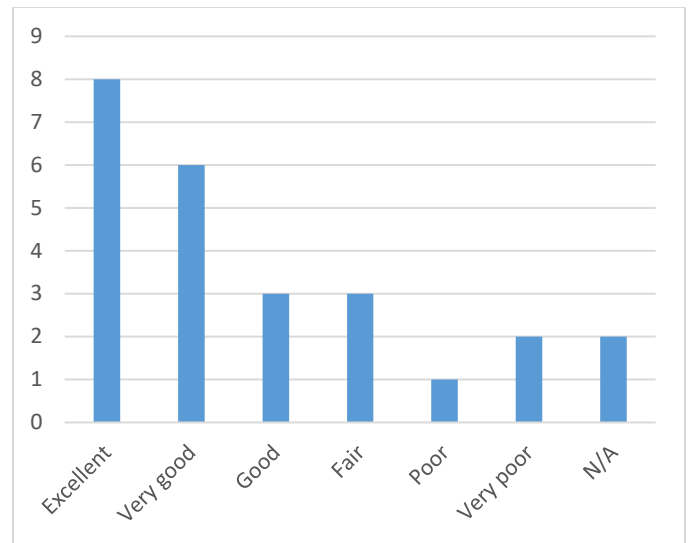
Rate your satisfaction with the support you received from the Special Education staff for your students.



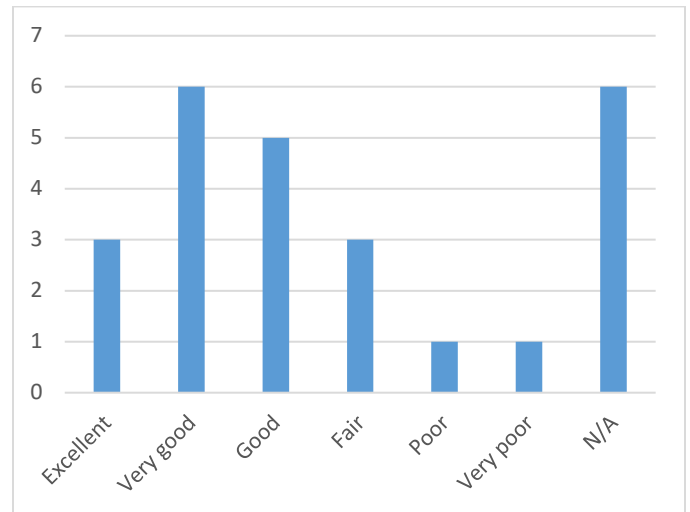
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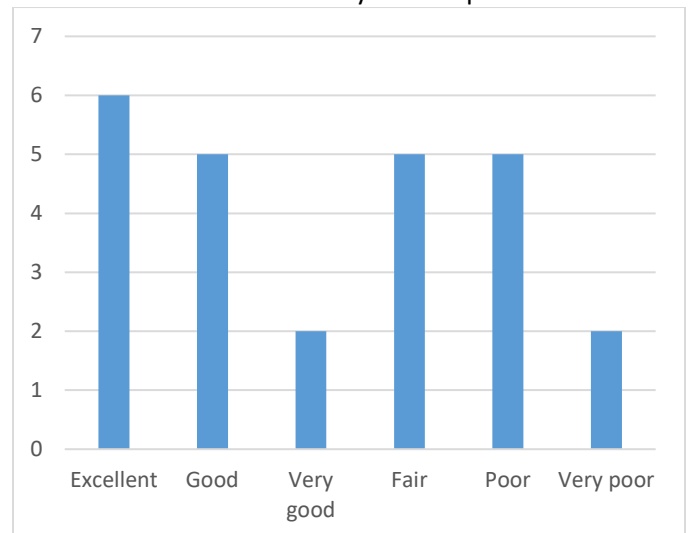
Rate your satisfaction with your Instructional Coach, Curriculum Specialist or Facilitator.



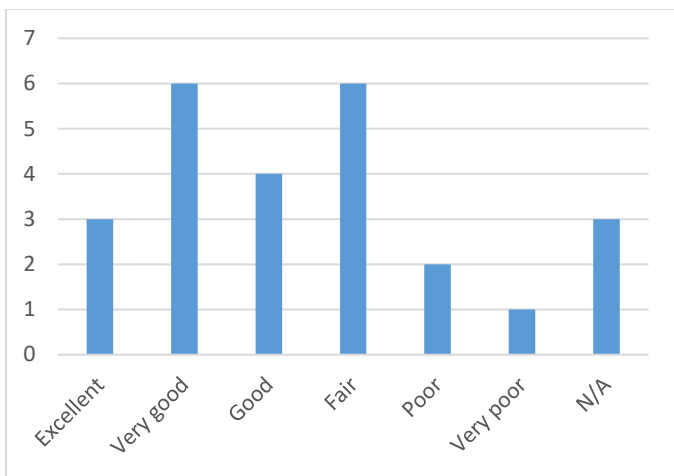
How useful is your PLC in planning and improving instruction?



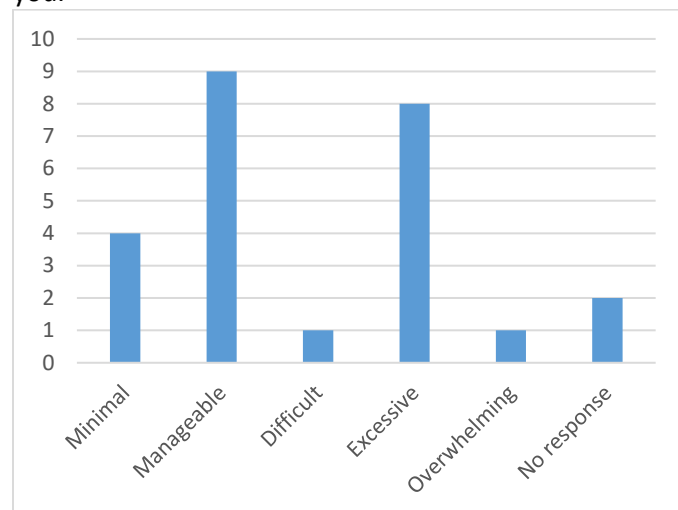
How is the overall morale at your campus or work site?



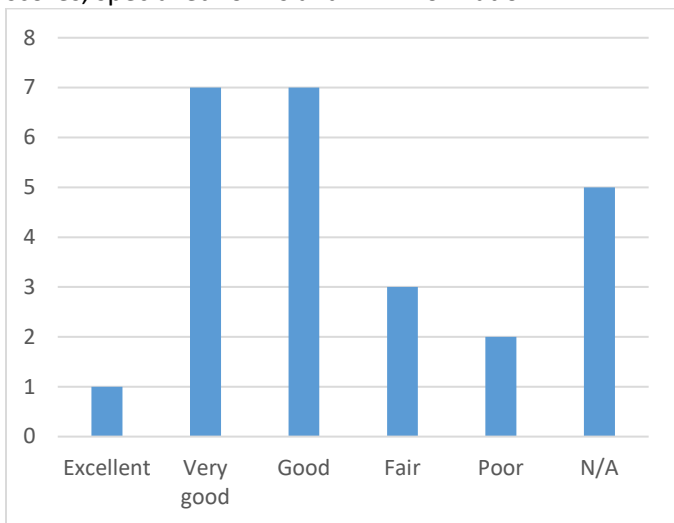
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Rate the amount of paperwork that is routinely asked of you.

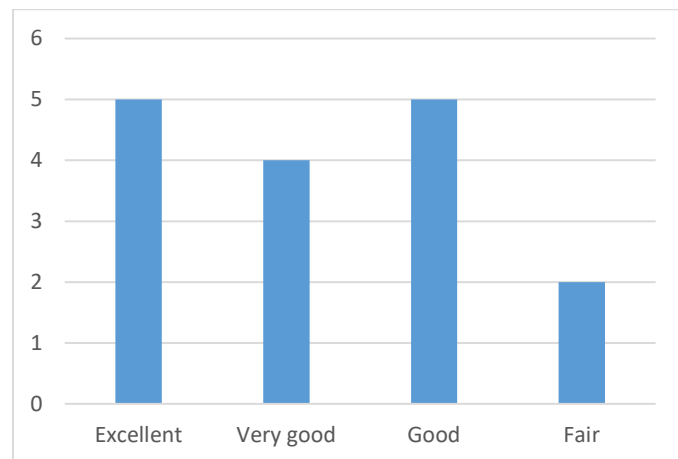
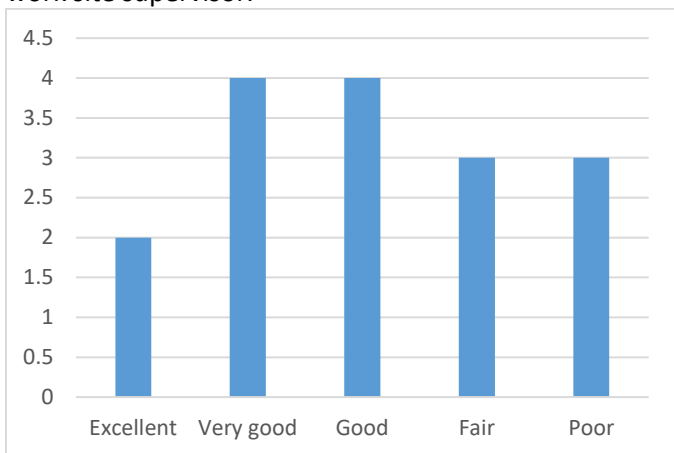


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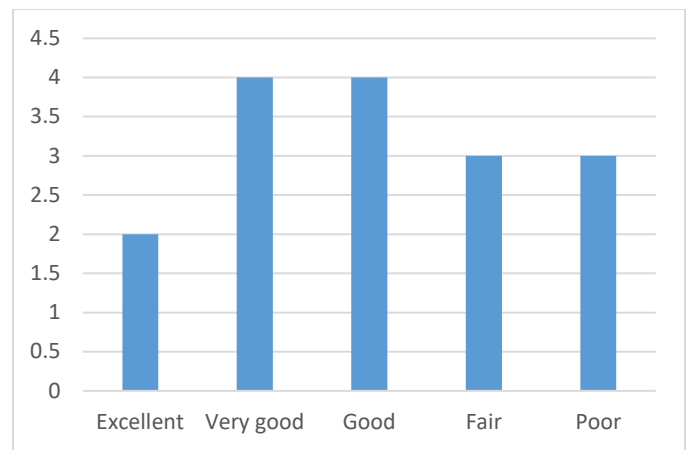
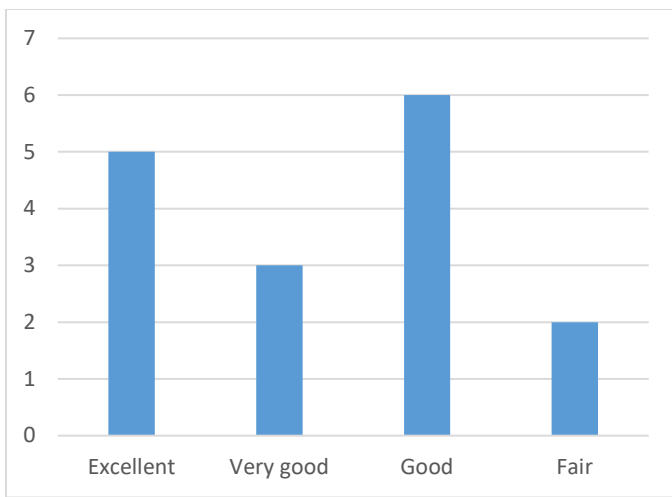
EMILE ELEMENTARY

Rate the job performance of your campus principal or work site supervisor.

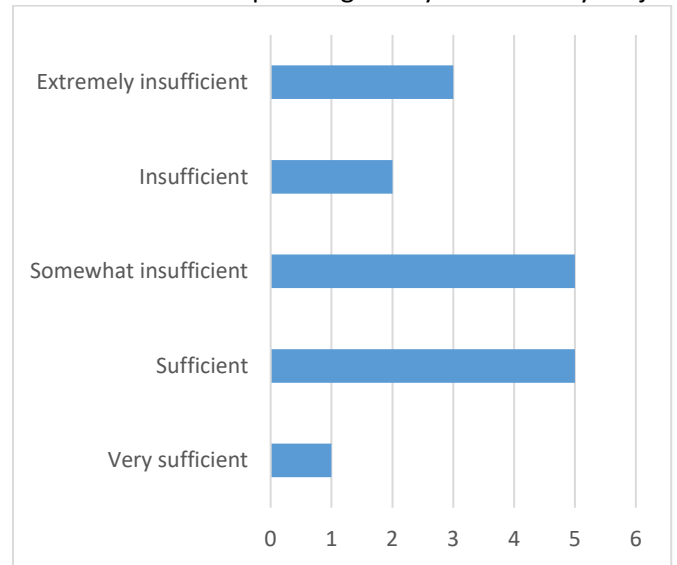


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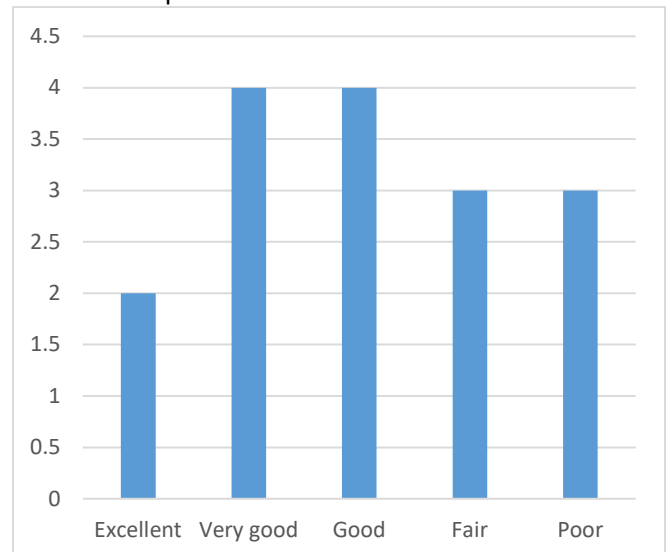
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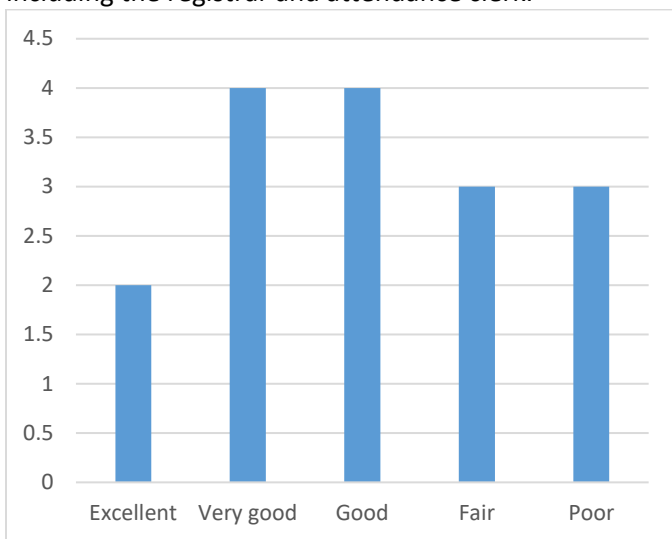


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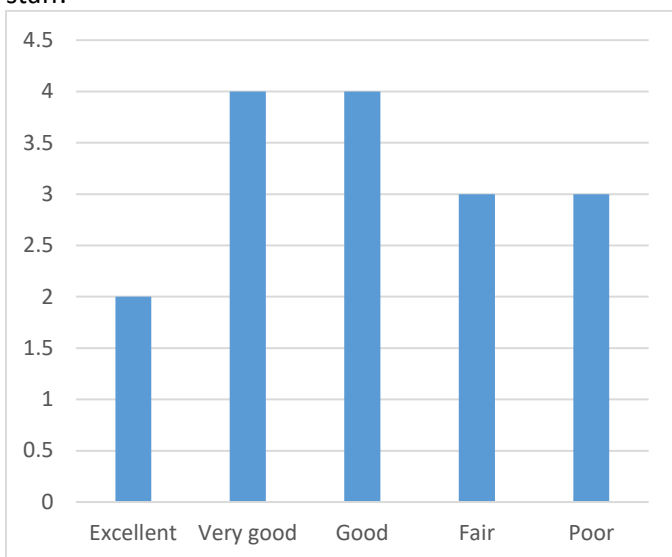


How useful is your PLC in planning and improving instruction?

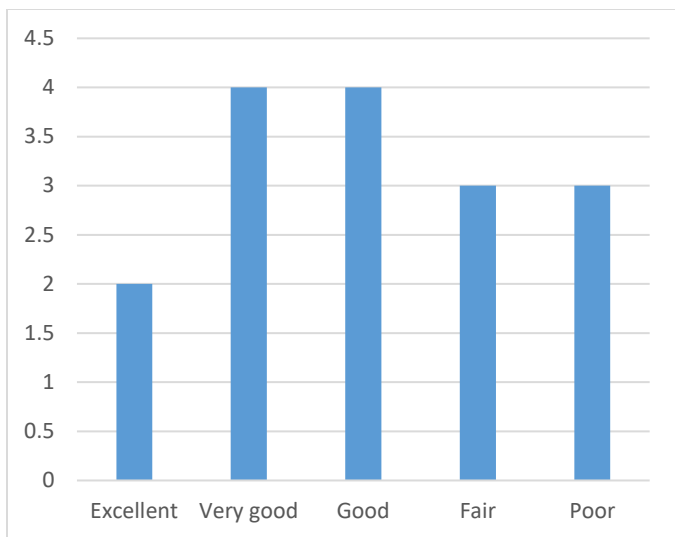
Rate the job performance of your office support staff, including the registrar and attendance clerk.



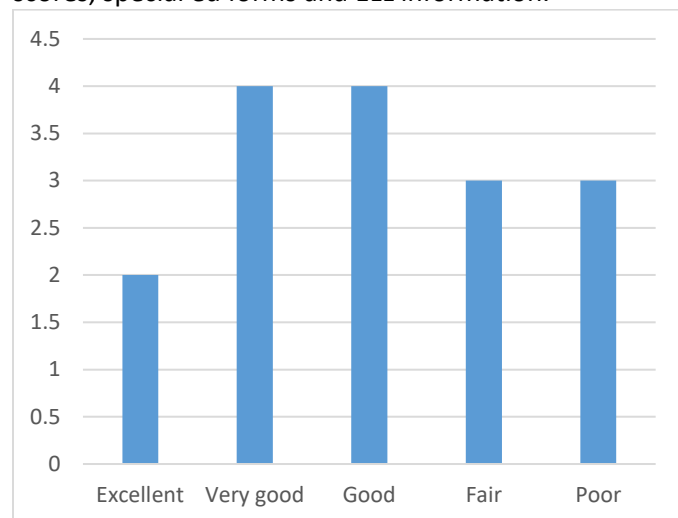
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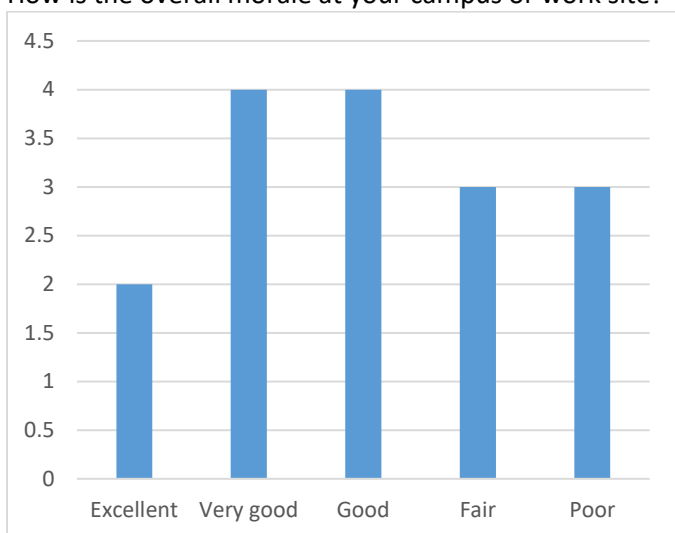
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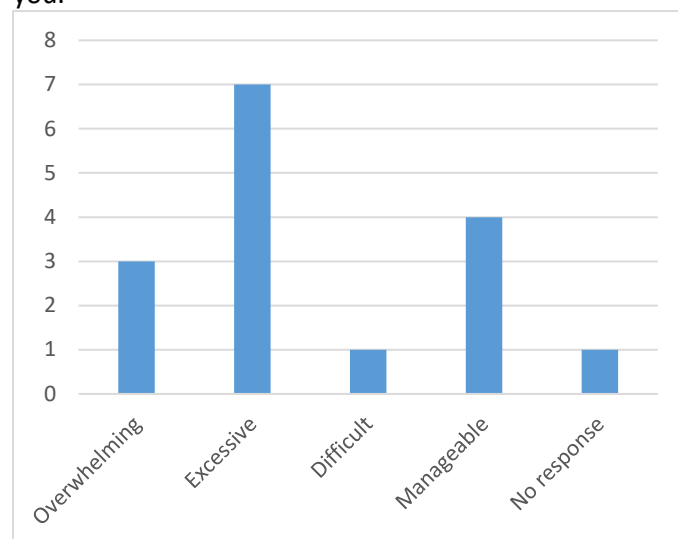
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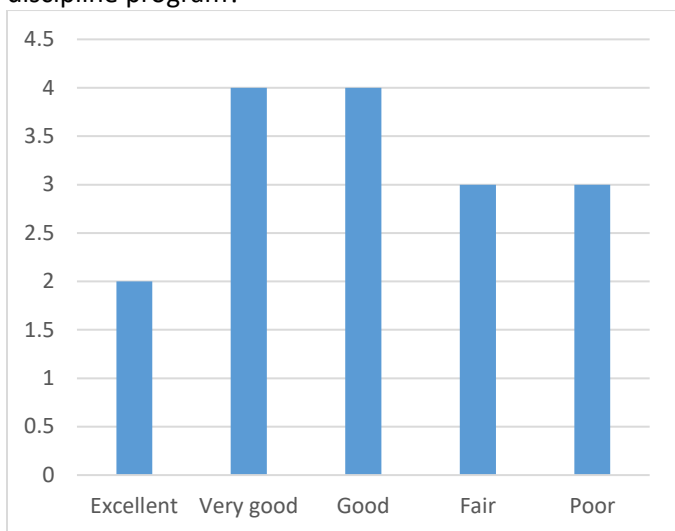
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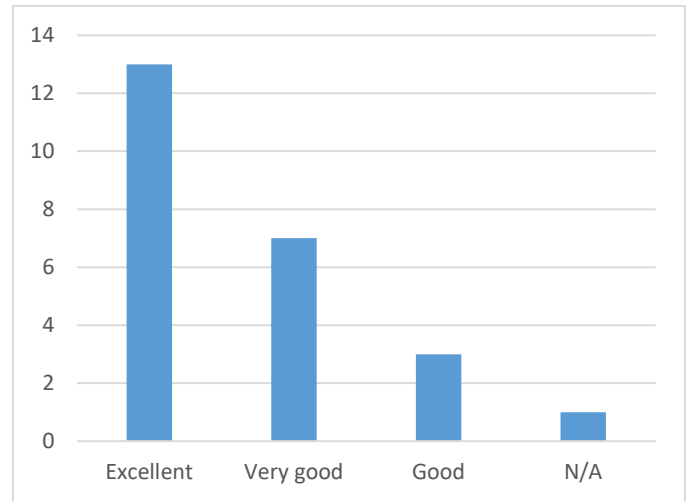
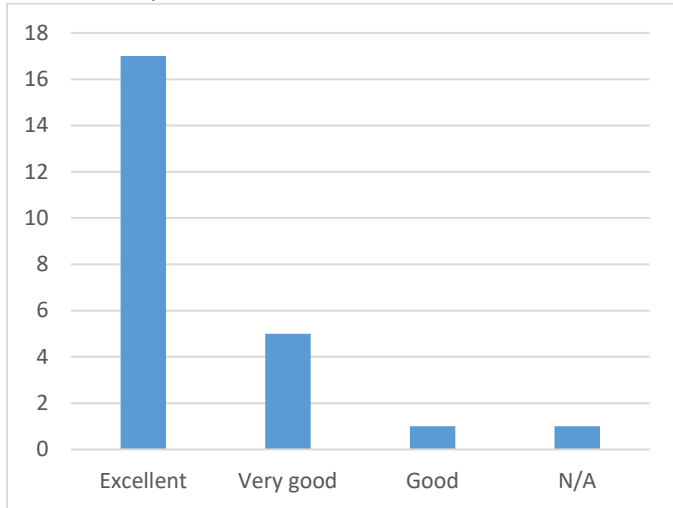


How would you rate the effectiveness of the campus discipline program?

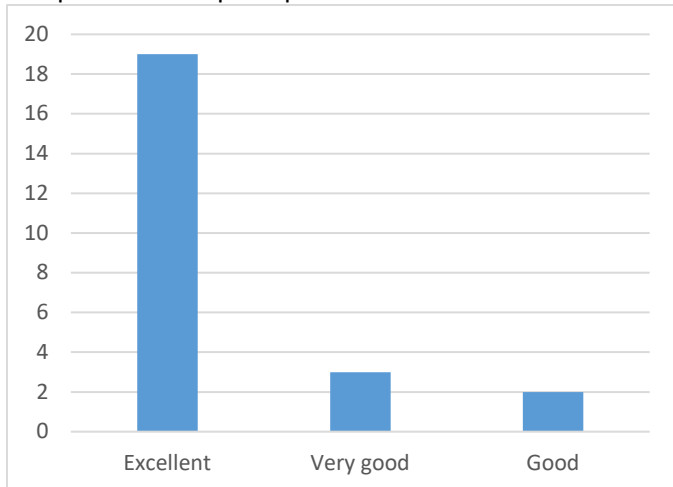


MINA ELEMENTARY

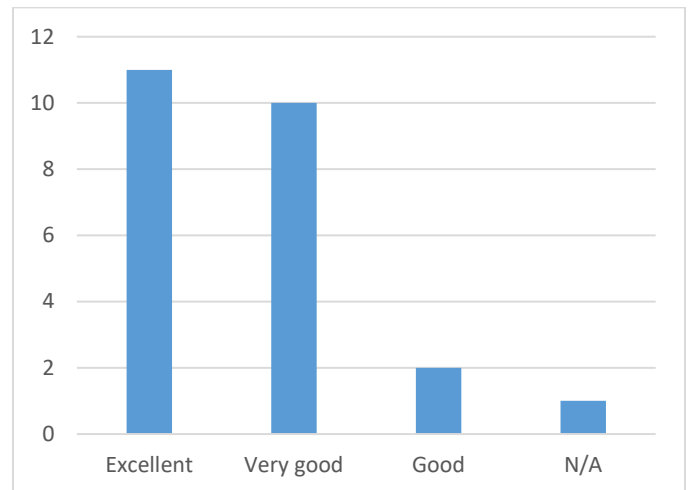
Rate the job performance of your campus principal or work site supervisor.



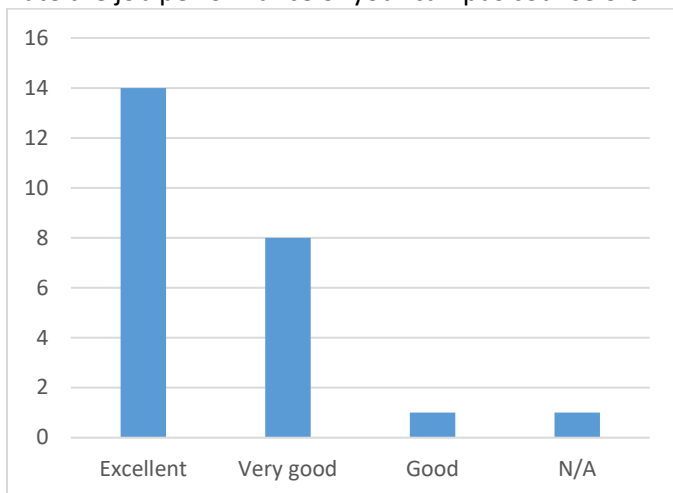
Rate your satisfaction with the job performance of your campus assistant principals.



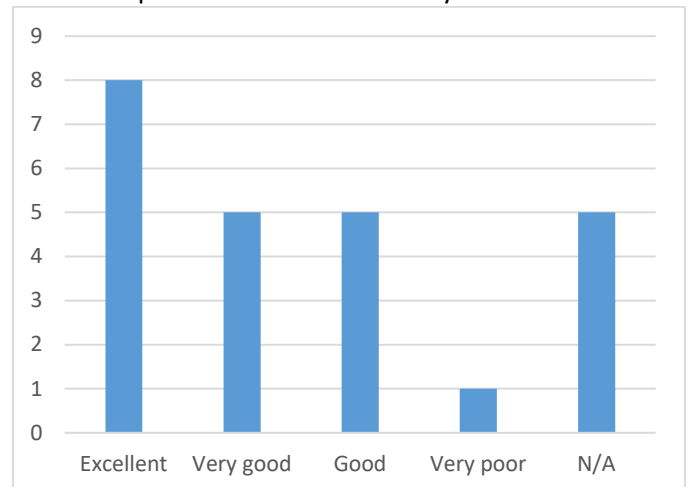
Rate the job performance of your campus teaching staff.



Rate the job performance of your campus counselors.

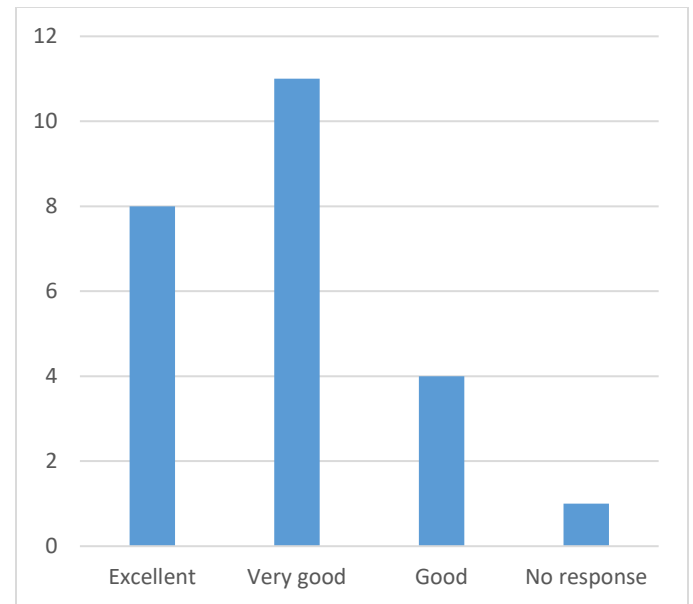
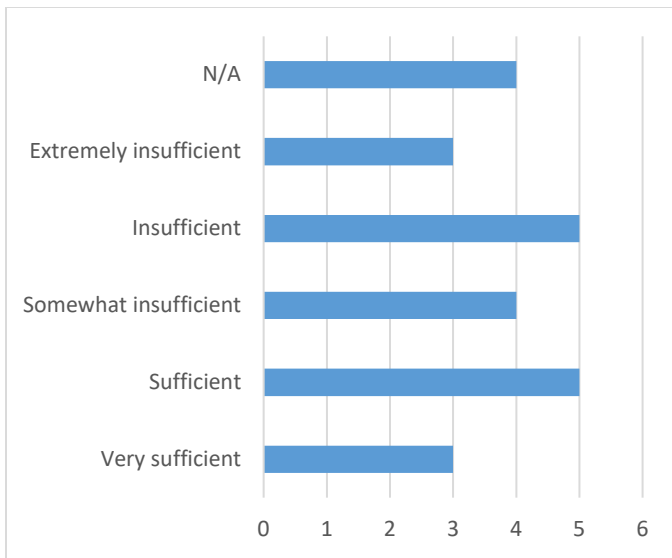


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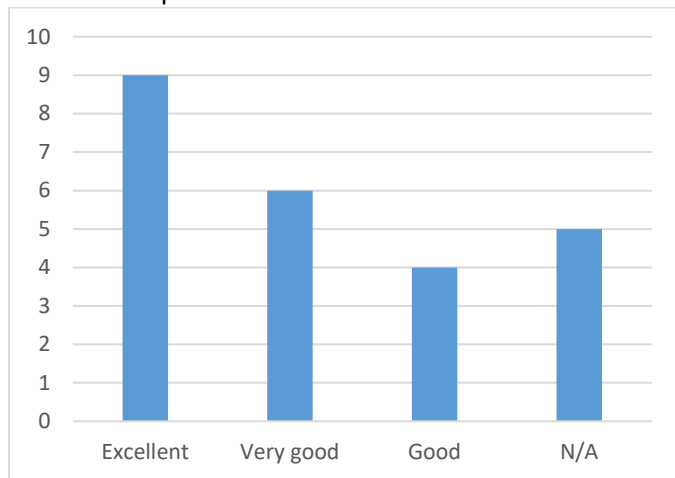


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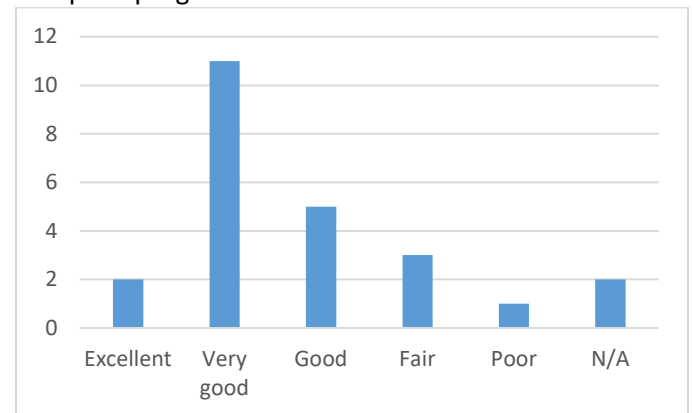
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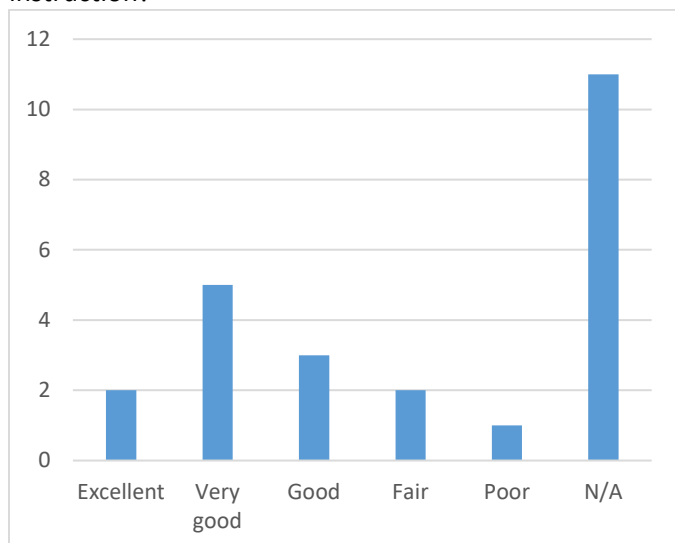
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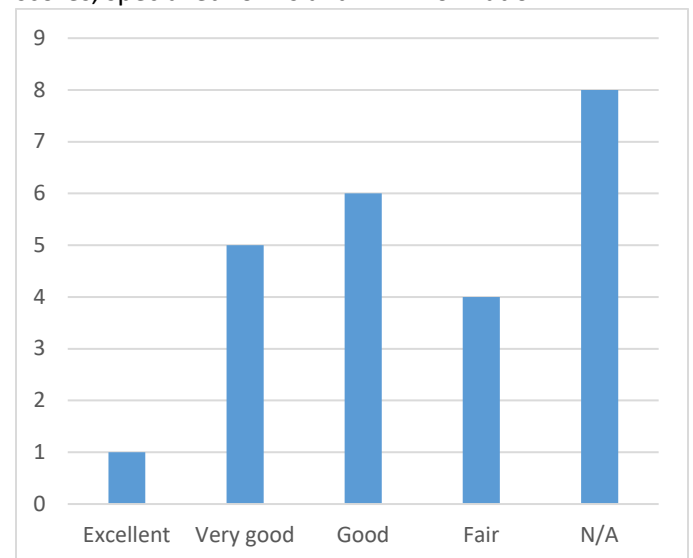
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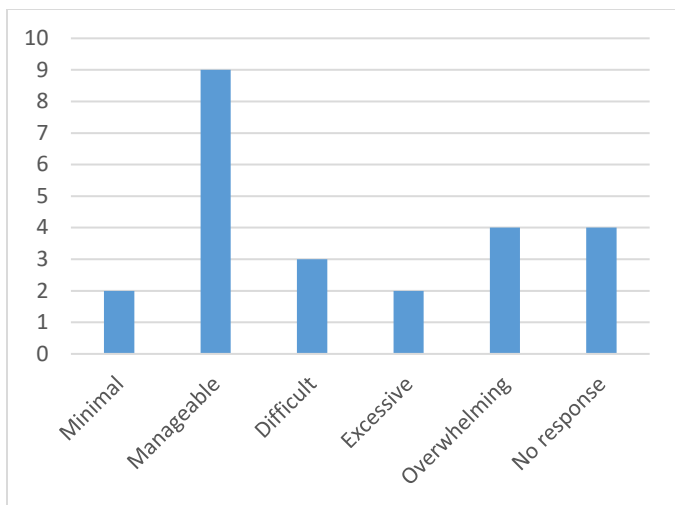


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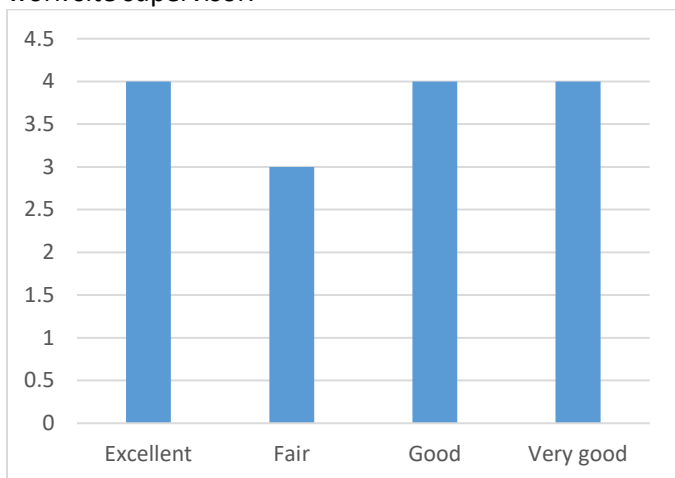
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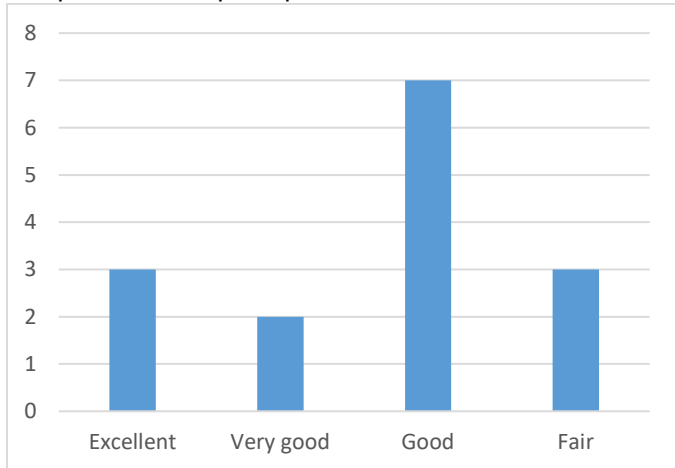


RED ROCK ELEMENTARY

Rate the job performance of your campus principal or work site supervisor.



Rate your satisfaction with the job performance of your campus assistant principals.

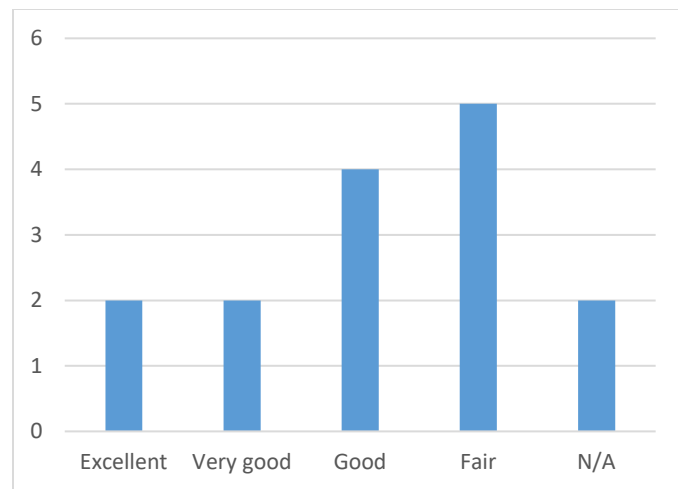
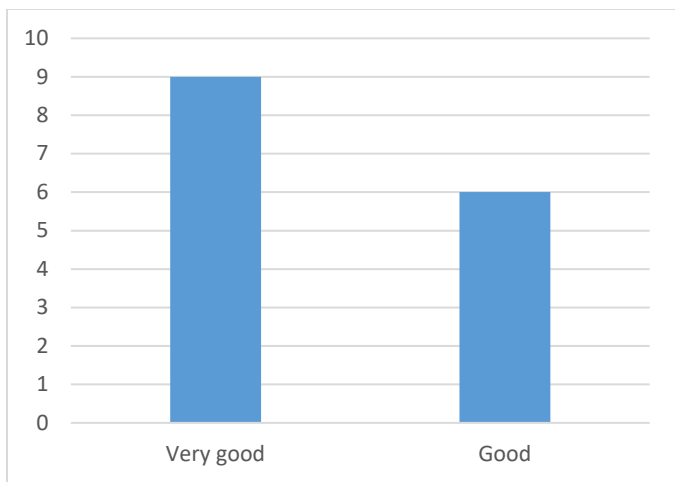


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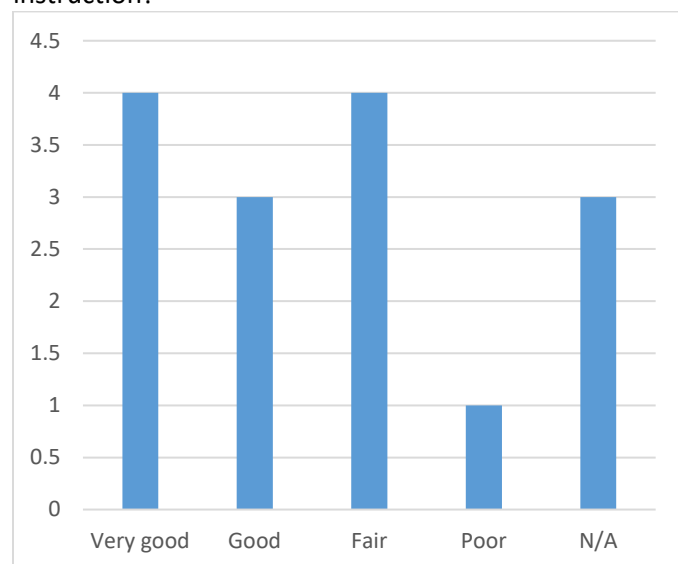
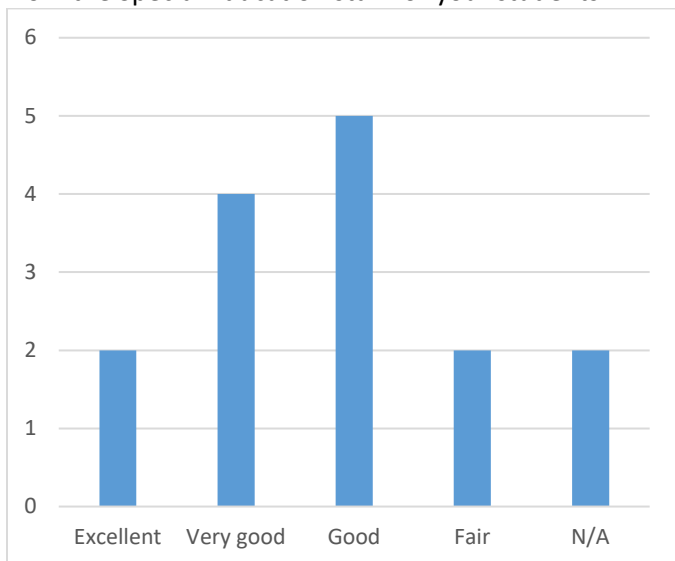
Rate the job performance of your campus counselors.

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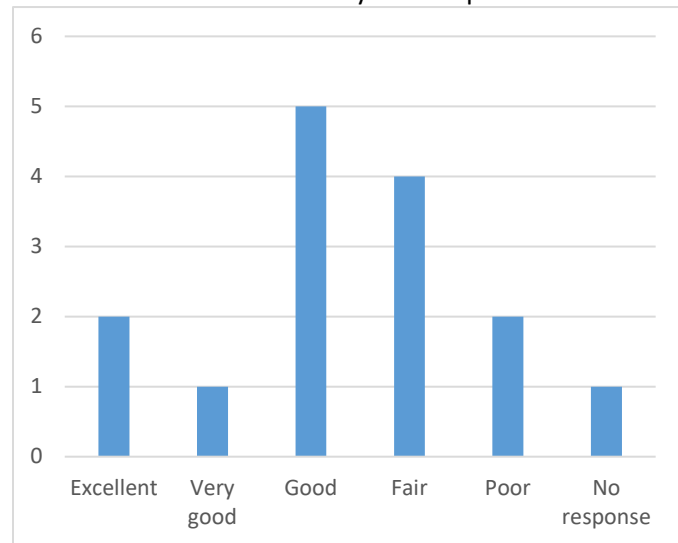
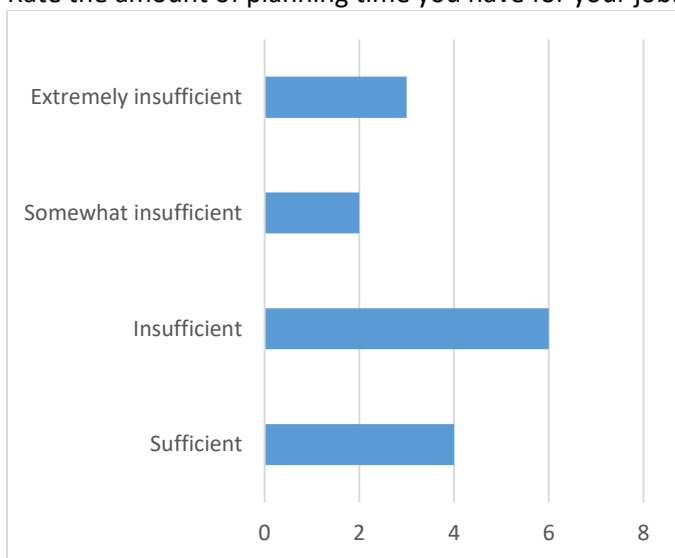
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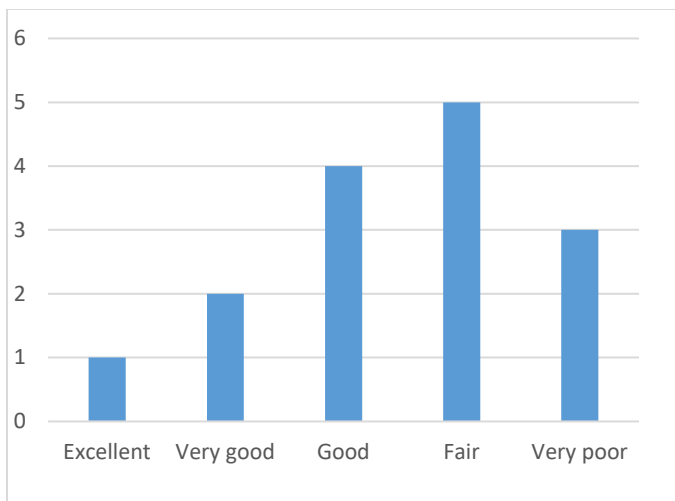
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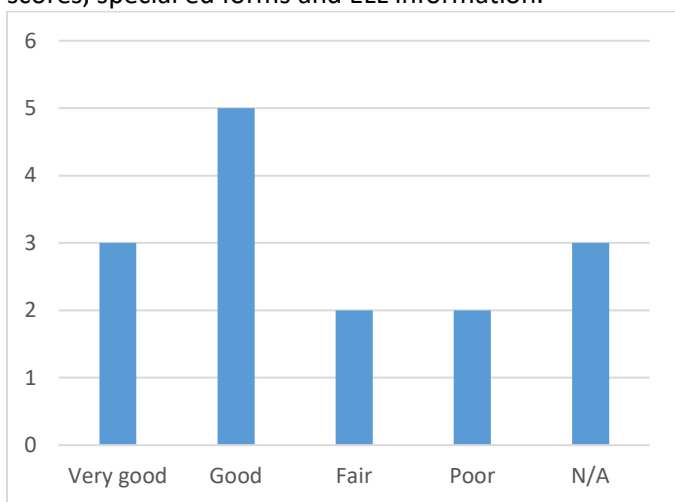


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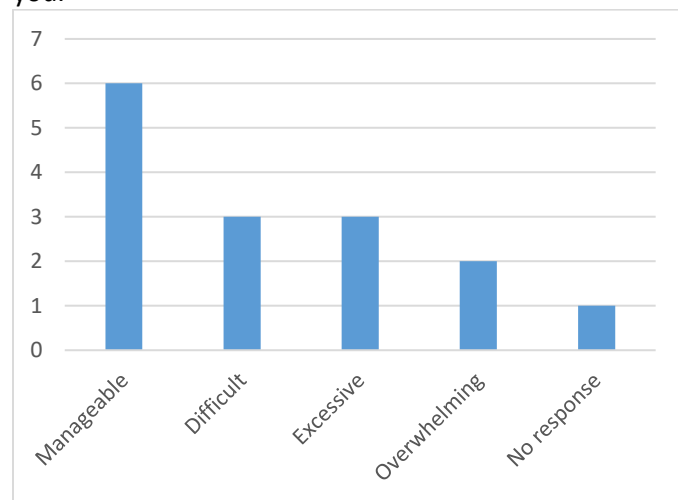
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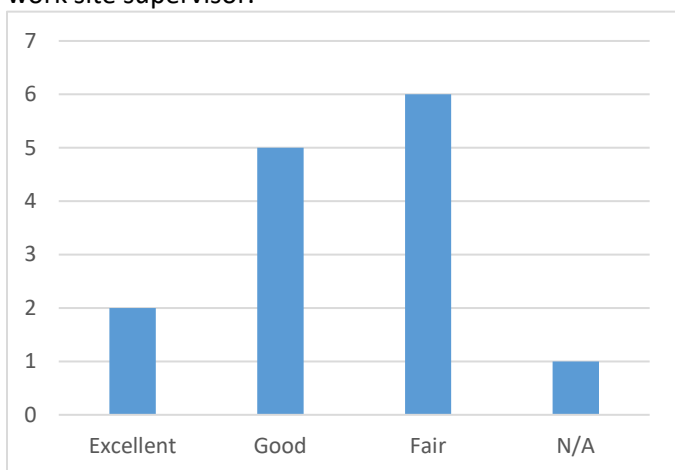


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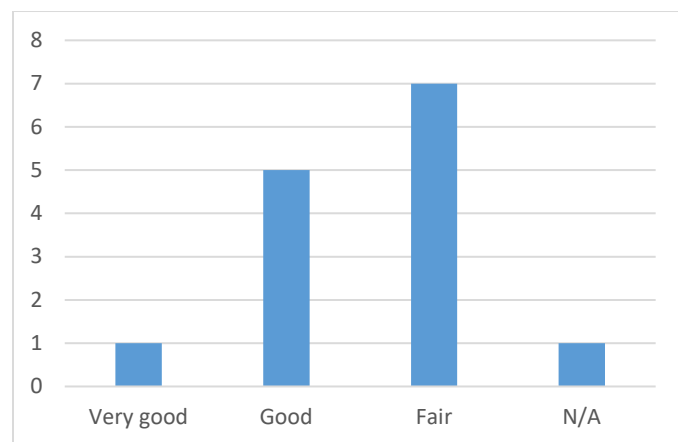


BASTROP INTERMEDIATE

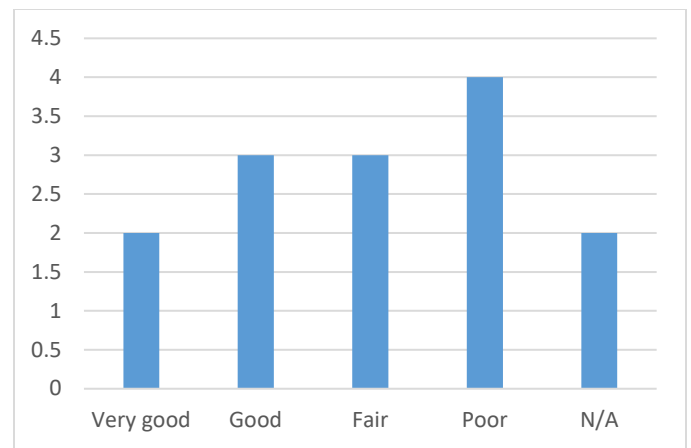
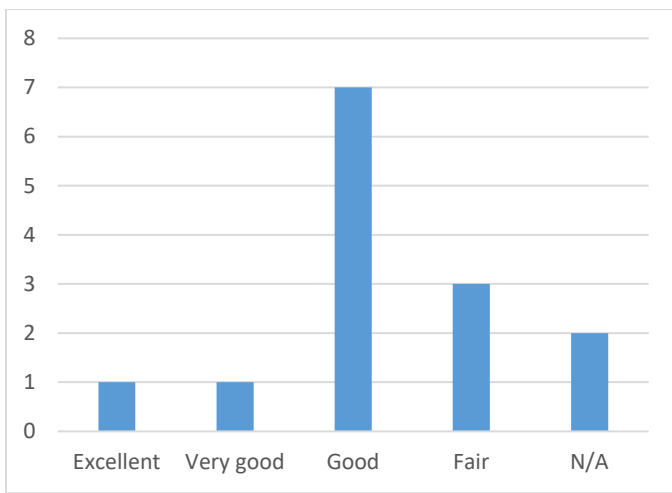
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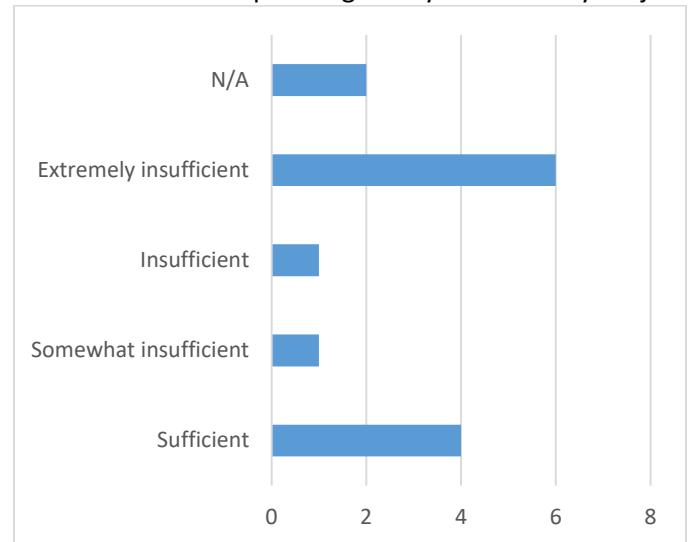
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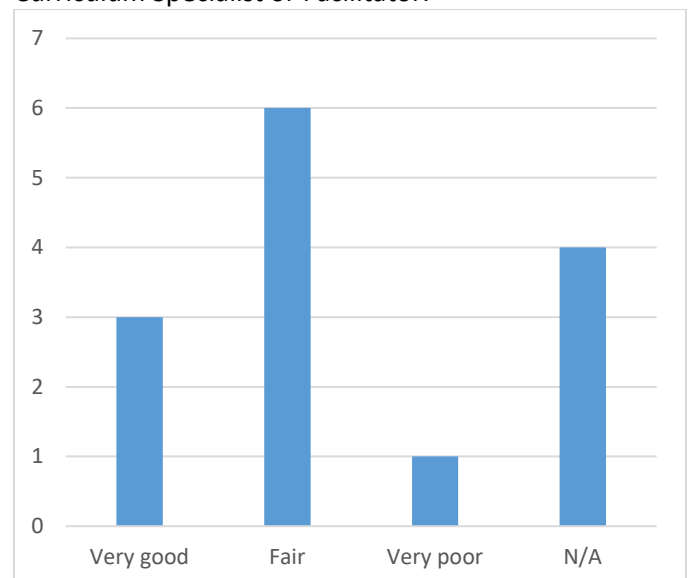
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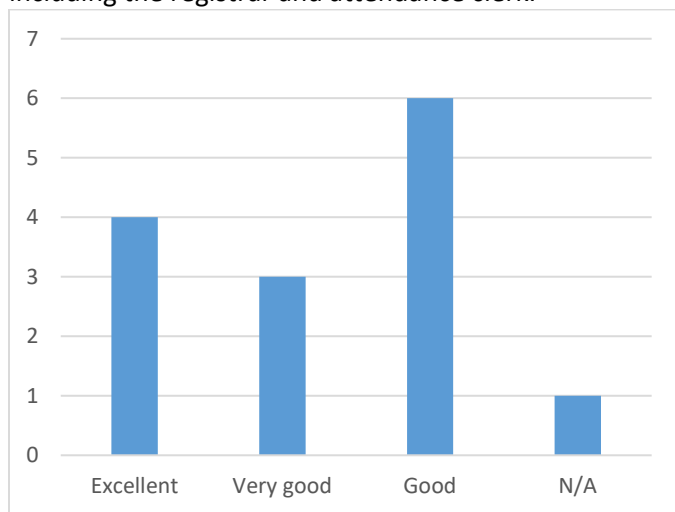


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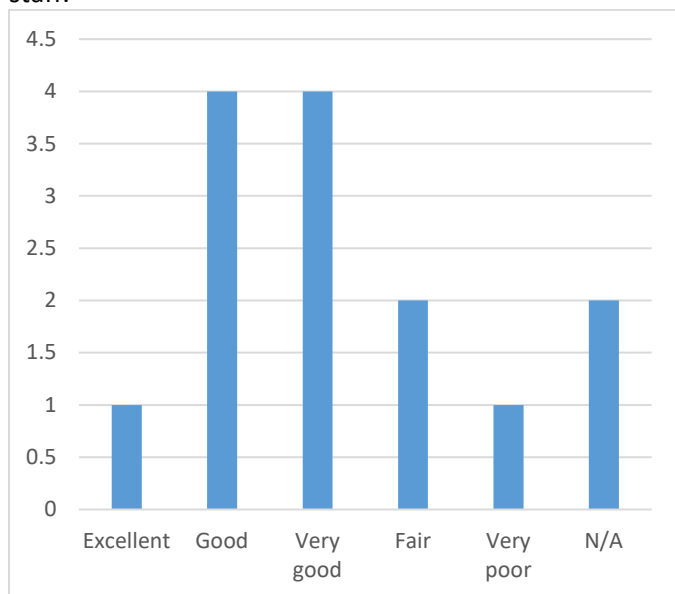


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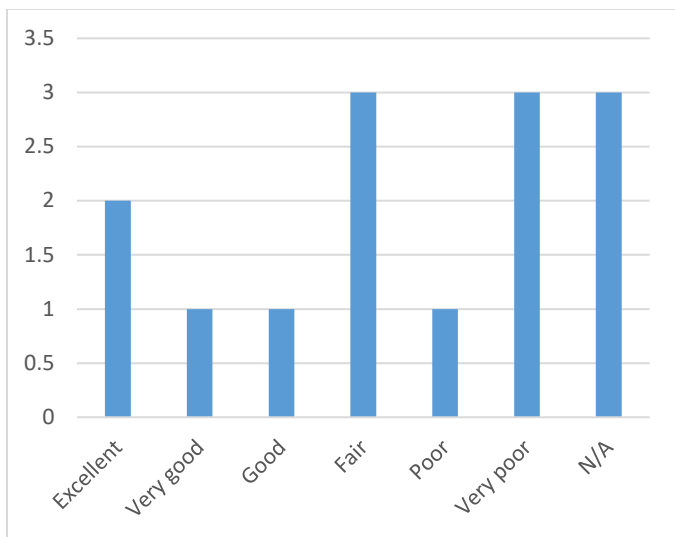
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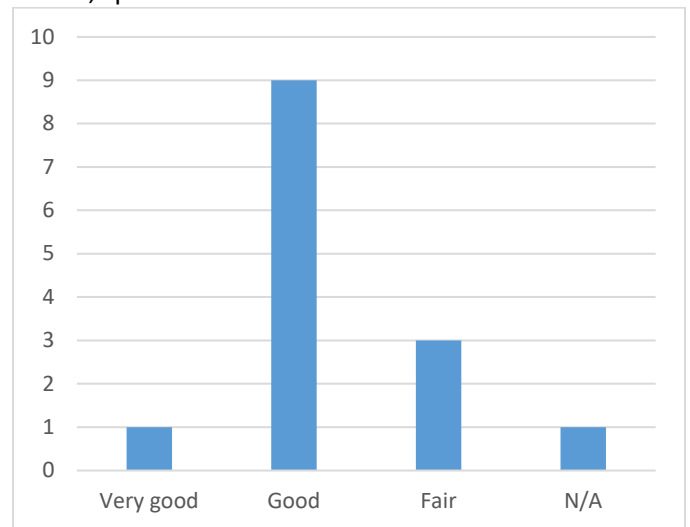
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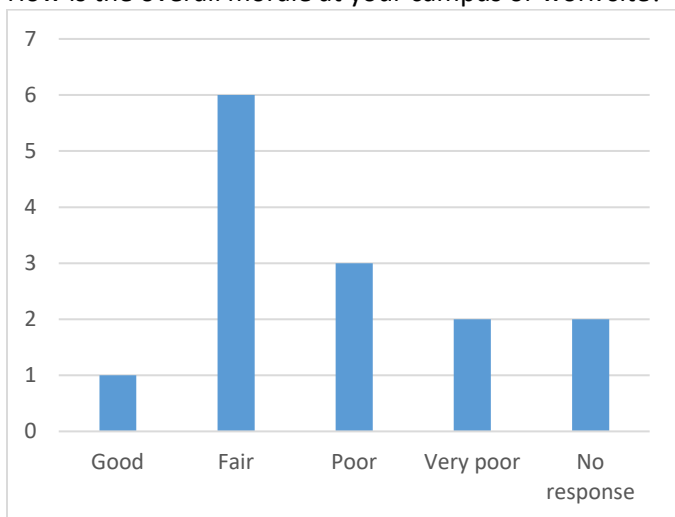
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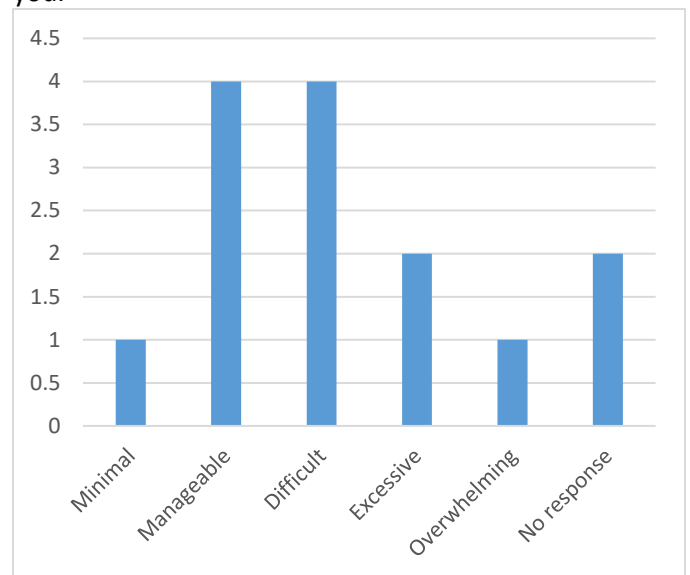
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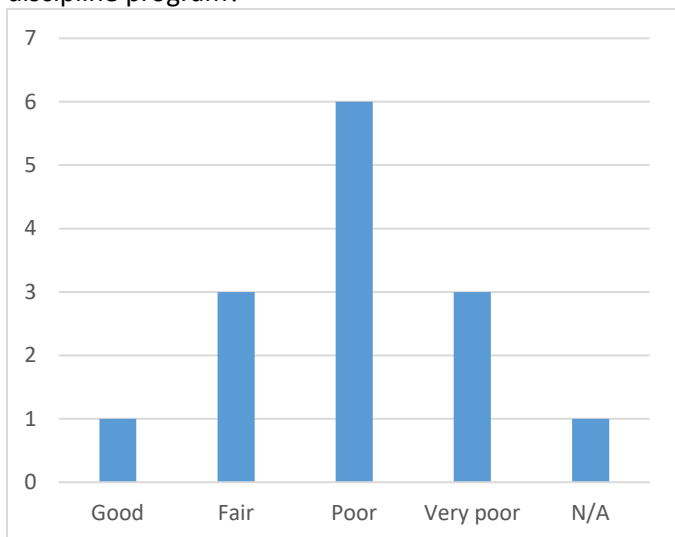
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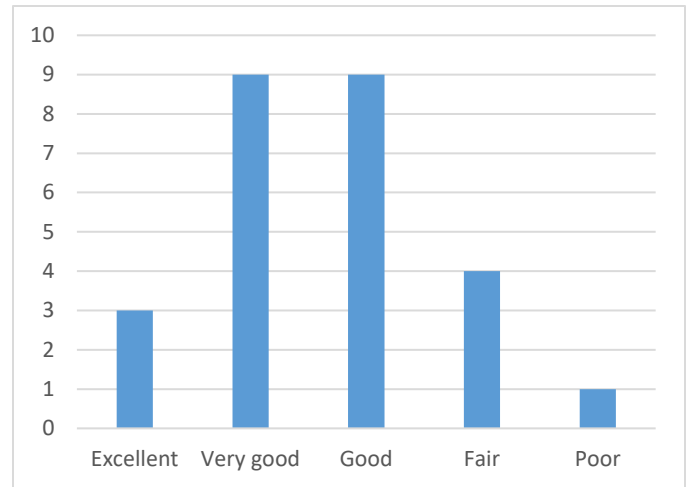
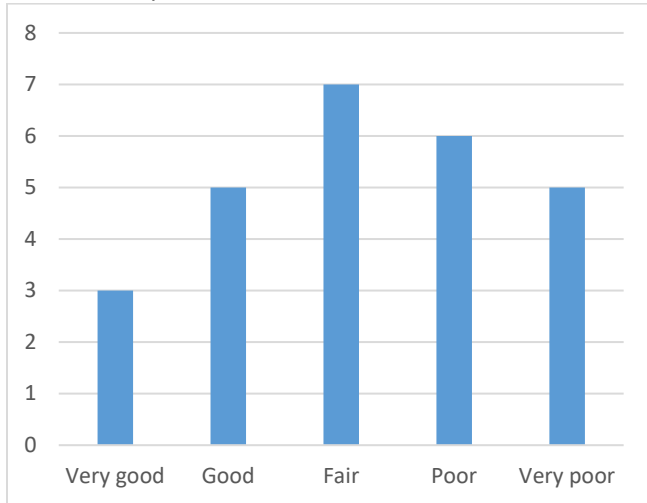


How would you rate the effectiveness of the campus discipline program?

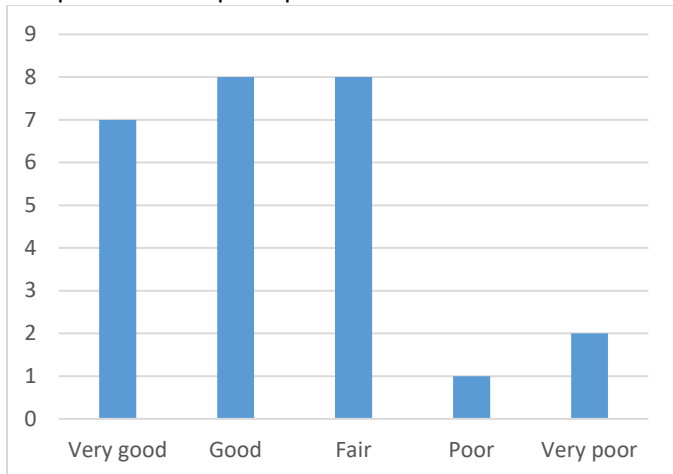


CEDAR CREEK INTERMEDIATE

Rate the job performance of your campus principal or work site supervisor.



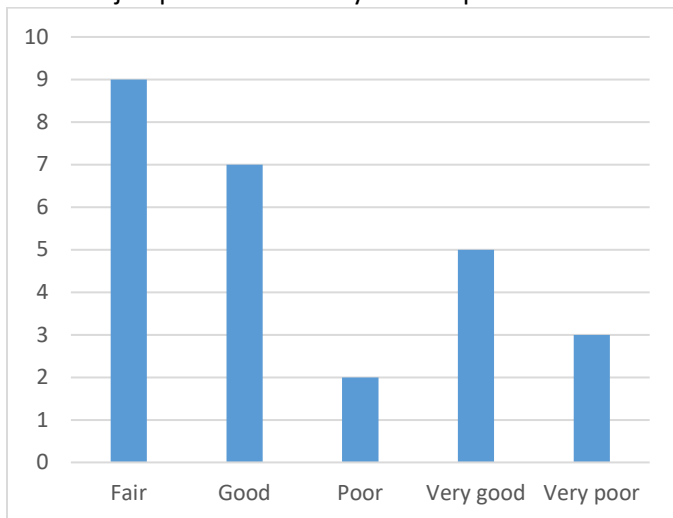
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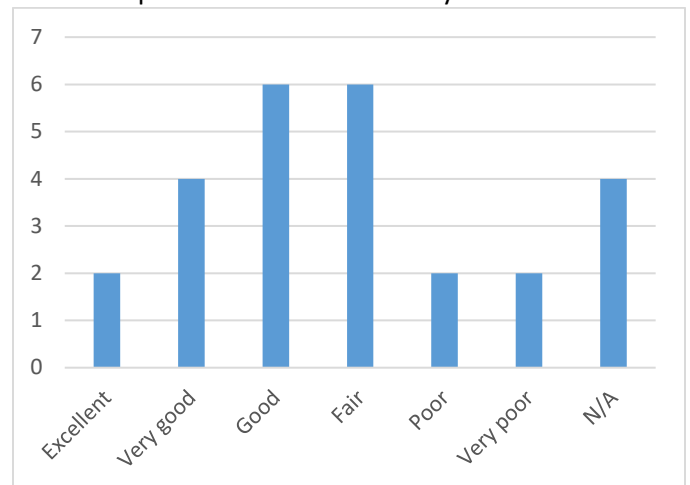
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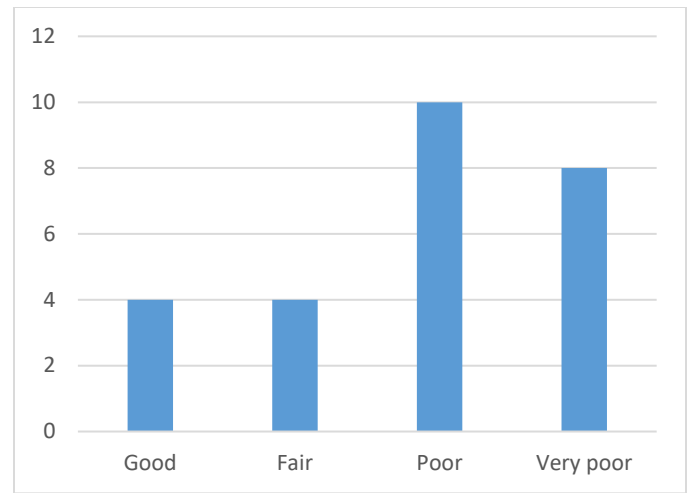
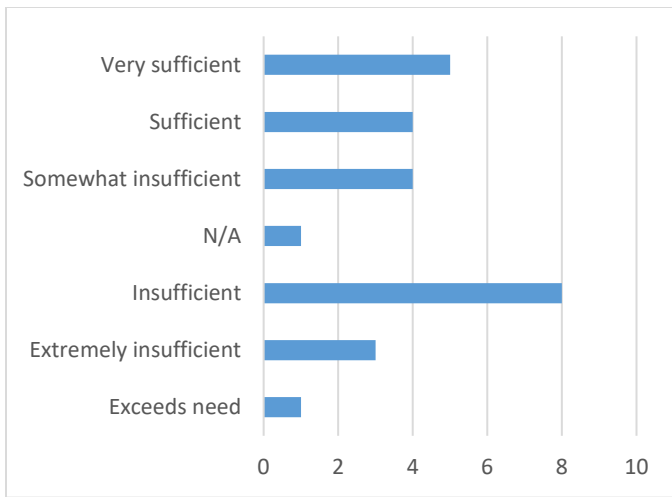


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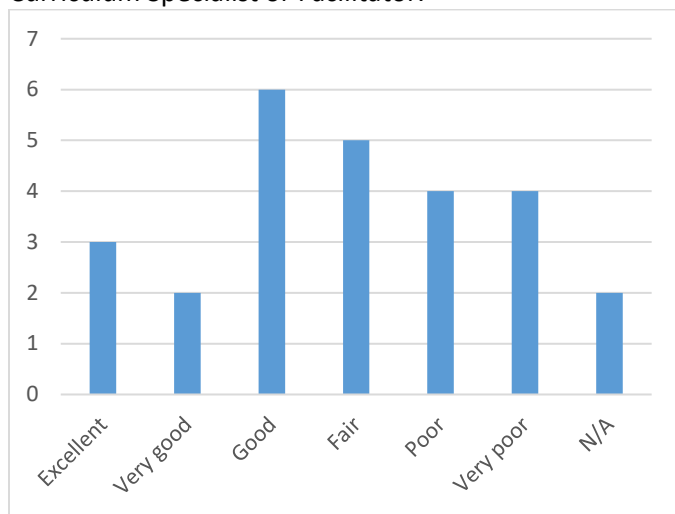


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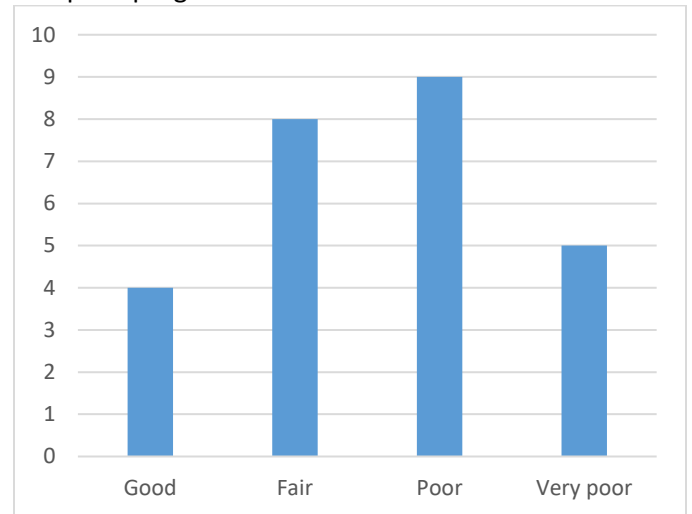
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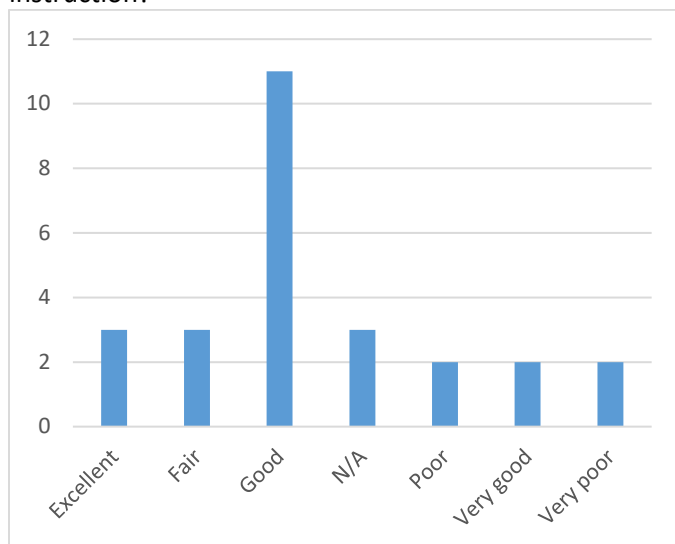
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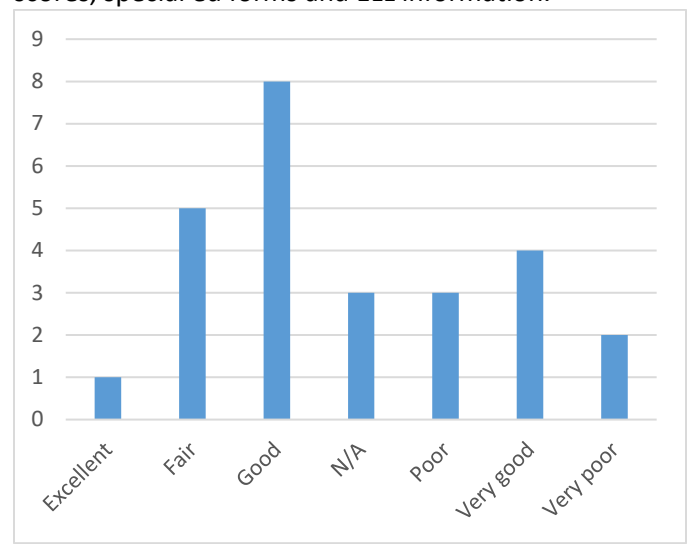
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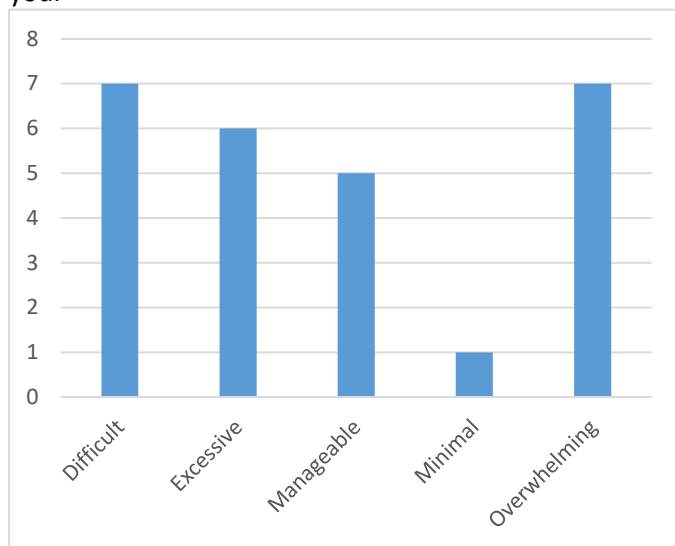


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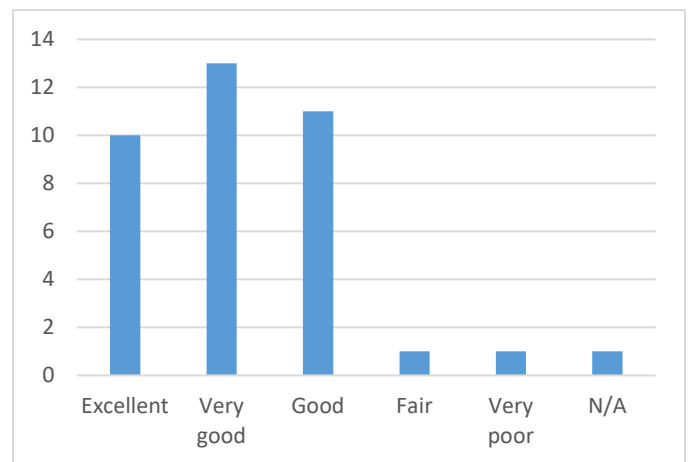
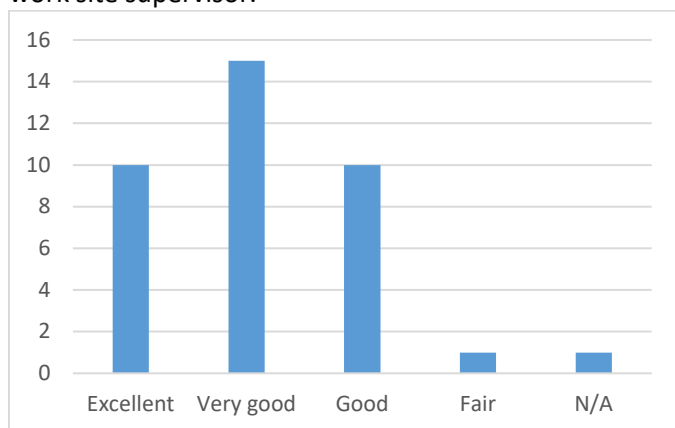
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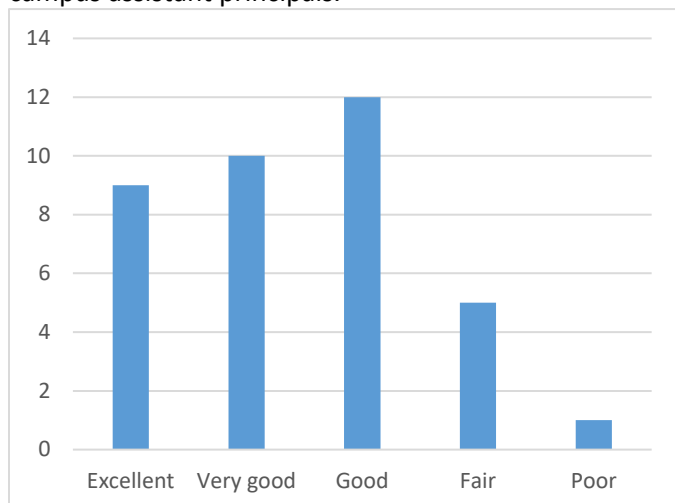


BASTROP HIGH SCHOOL

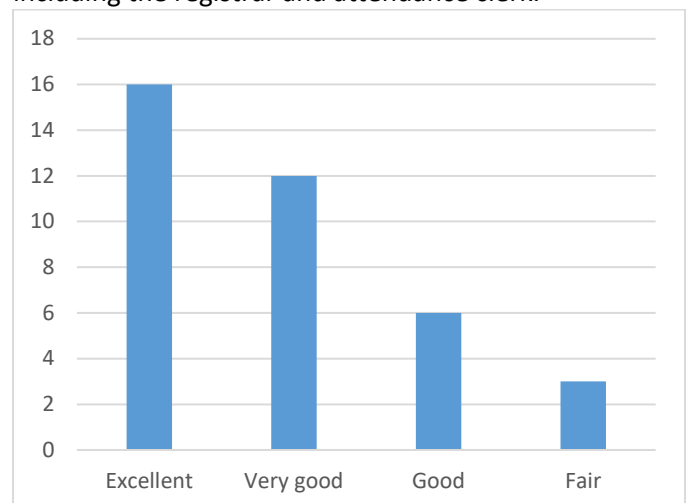
Rate the job performance of your campus principal or work site supervisor.



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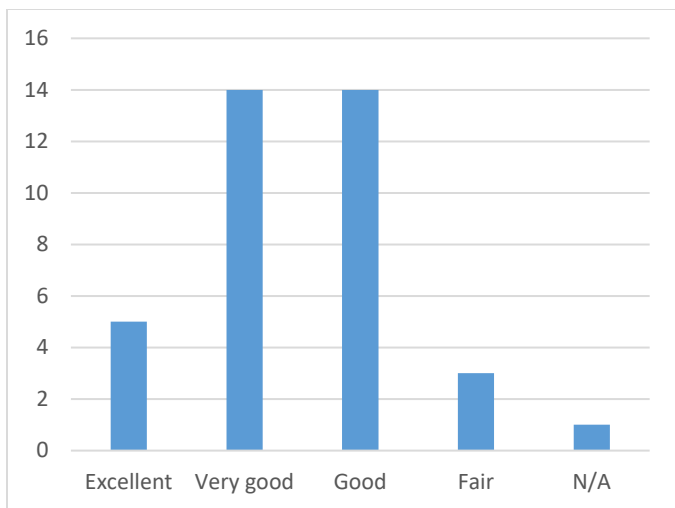


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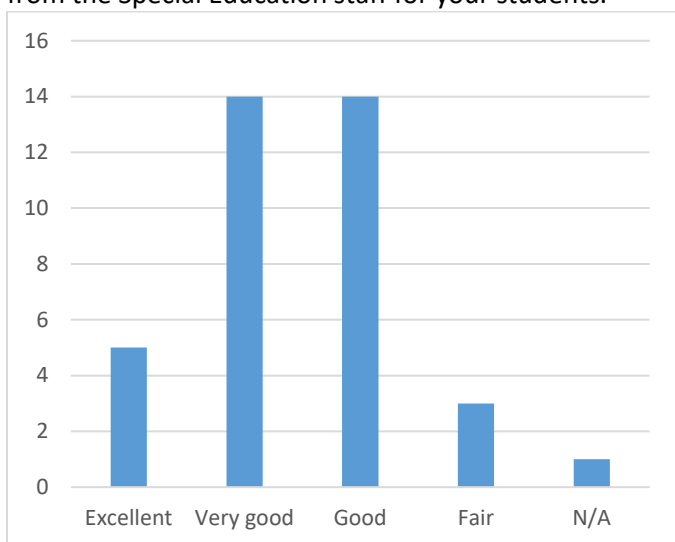


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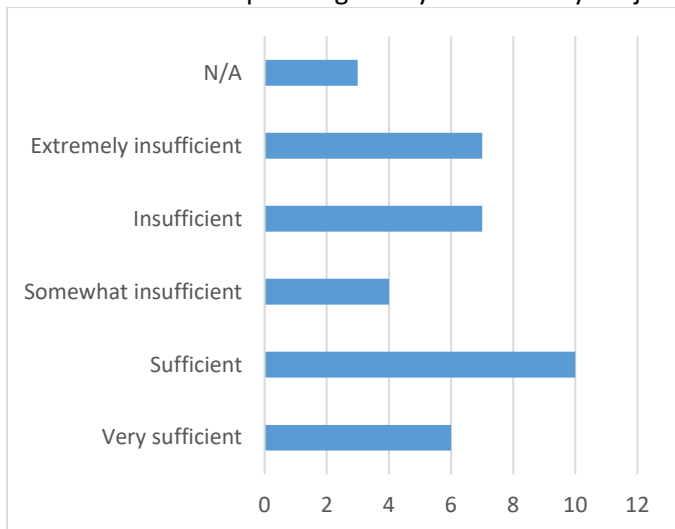
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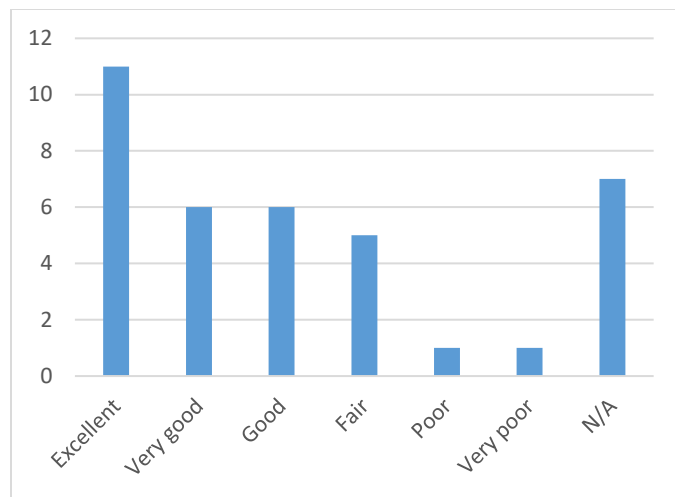
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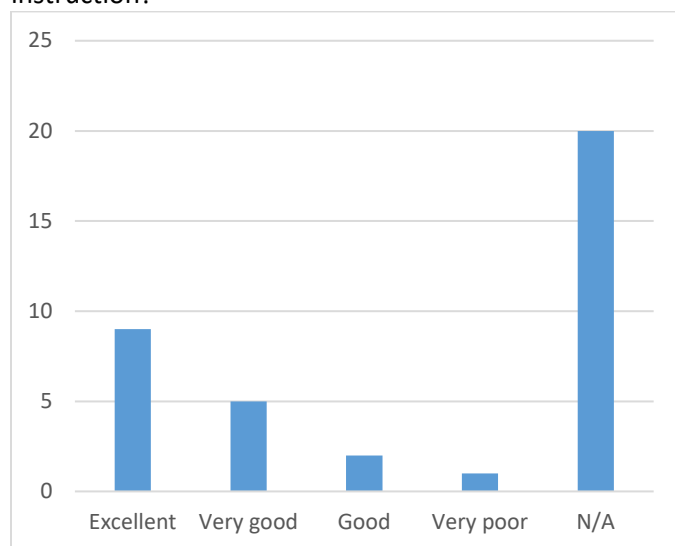
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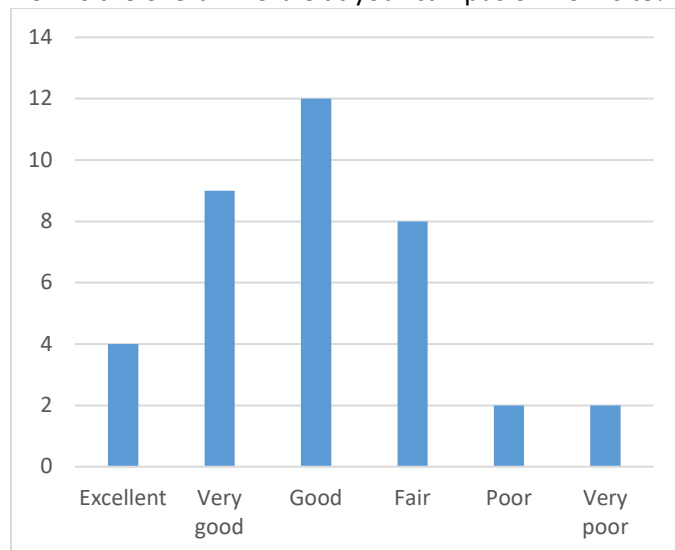
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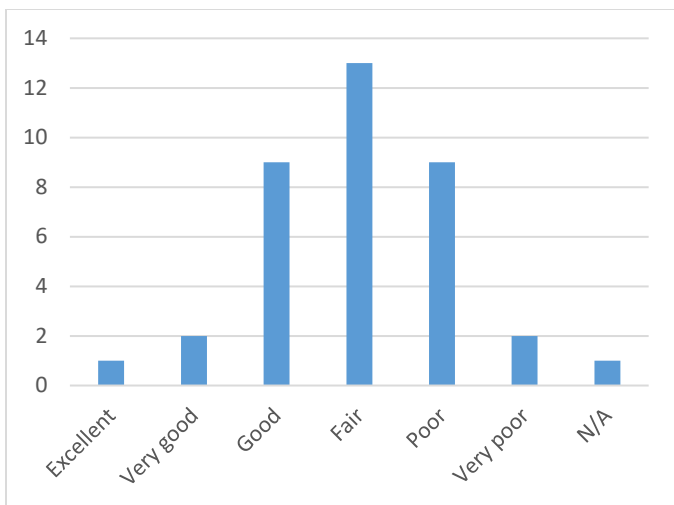
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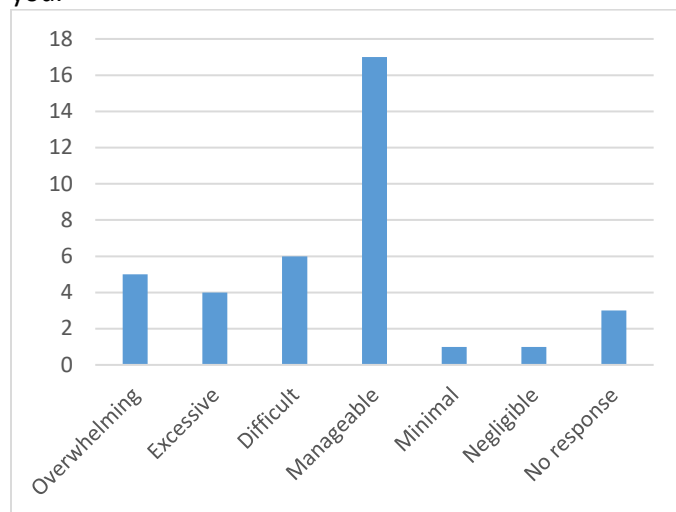
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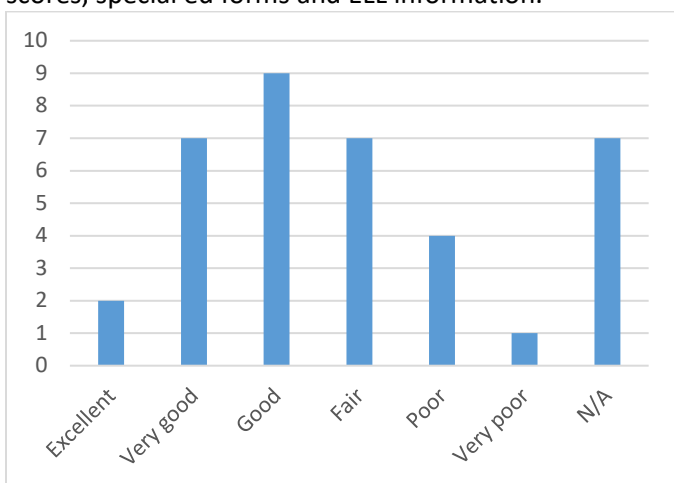
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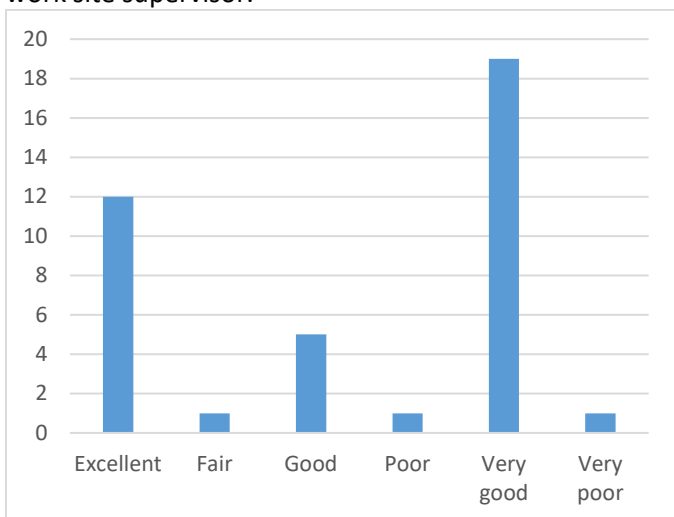


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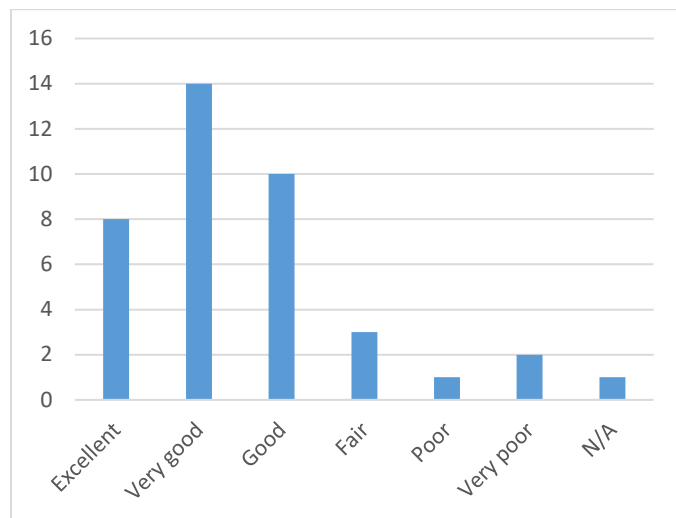


CEDAR CREEK HIGH SCHOOL

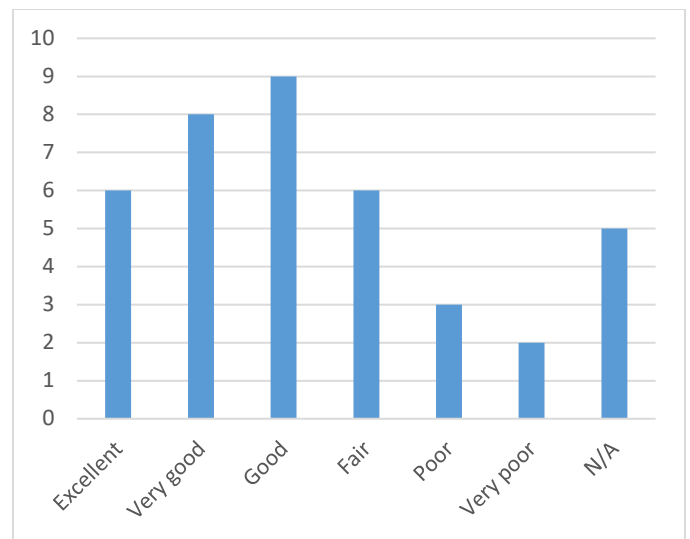
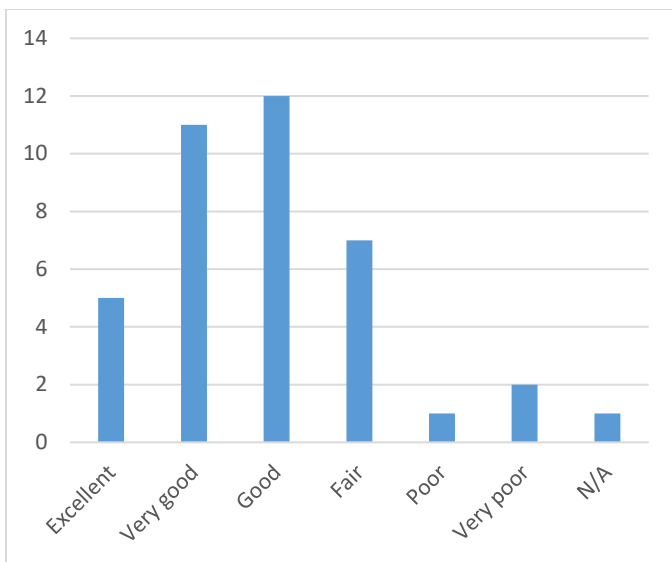
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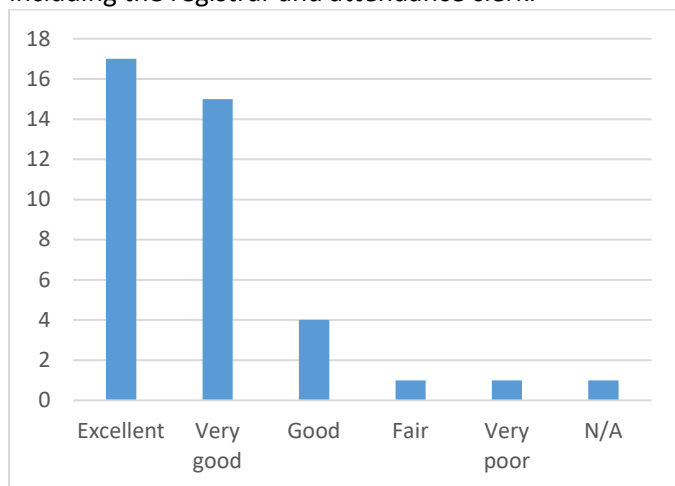
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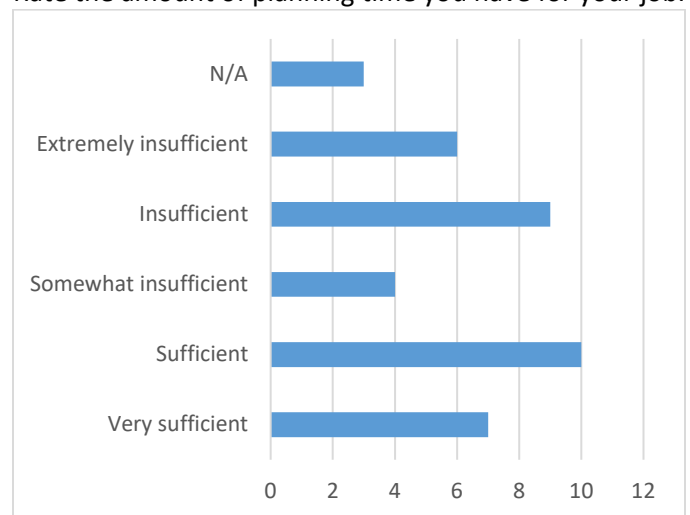
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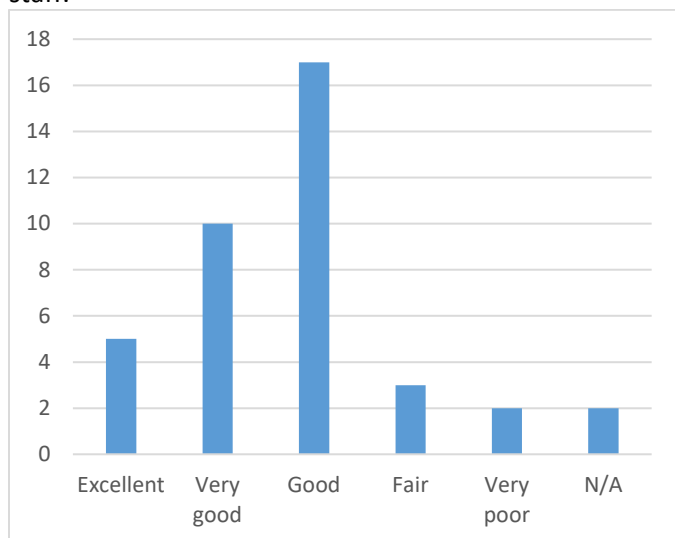
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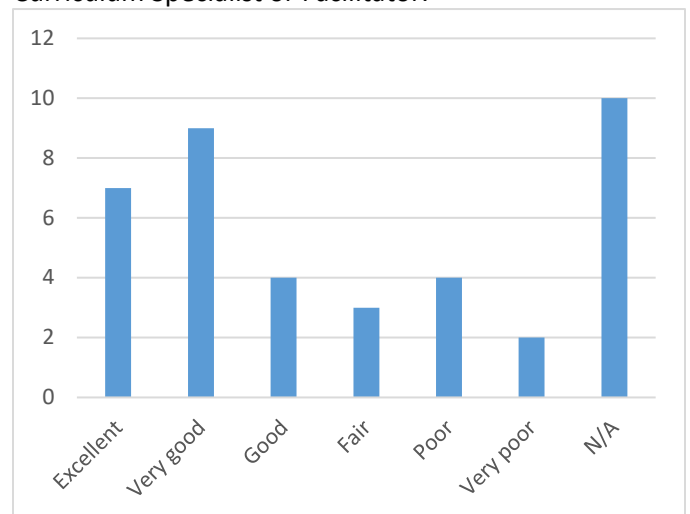
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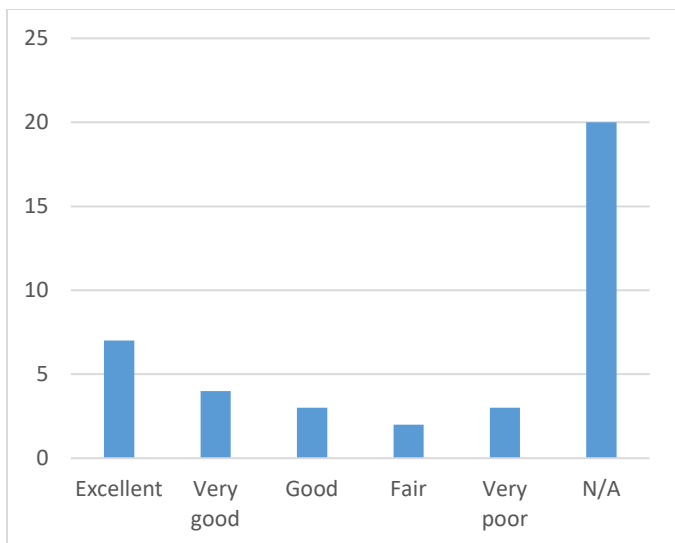


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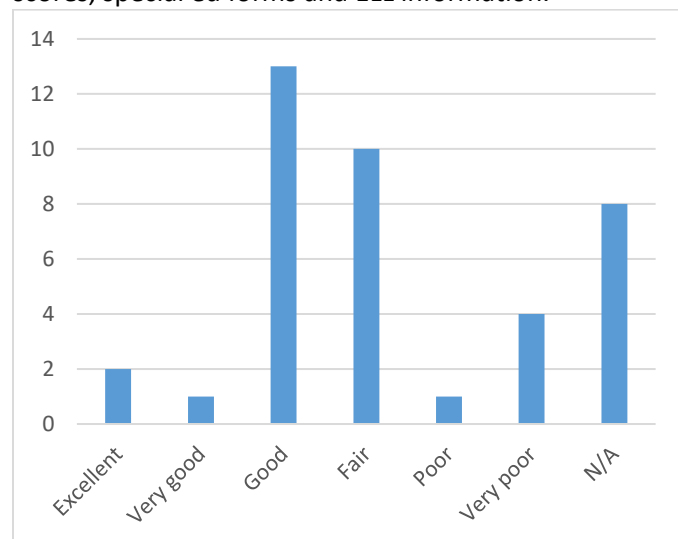


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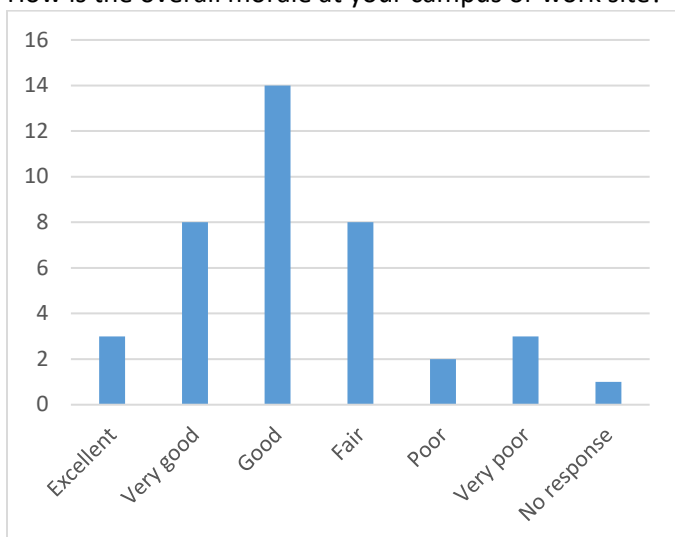
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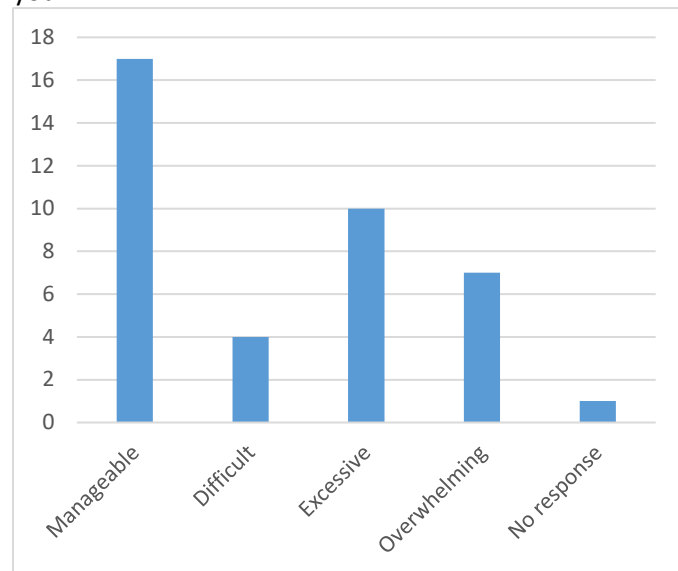
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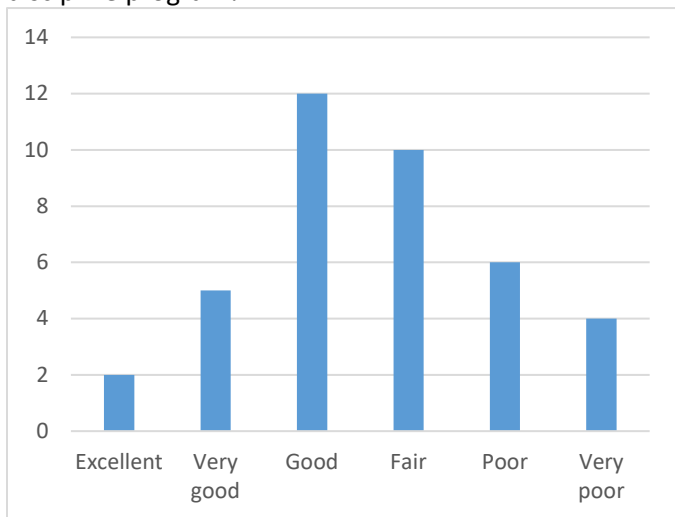
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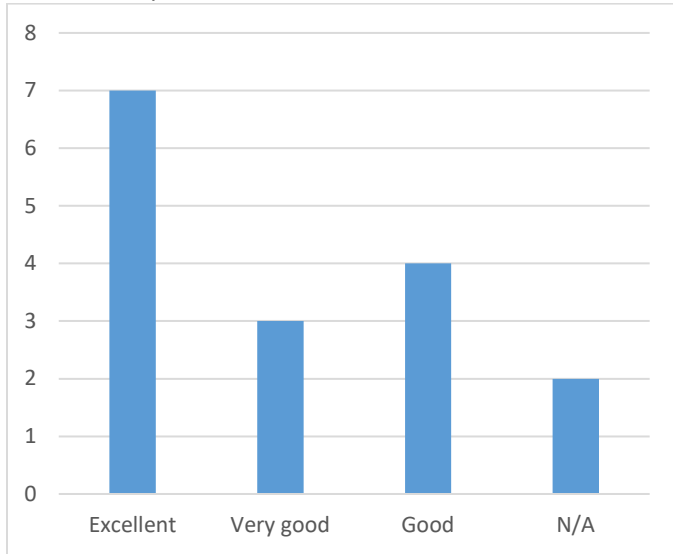


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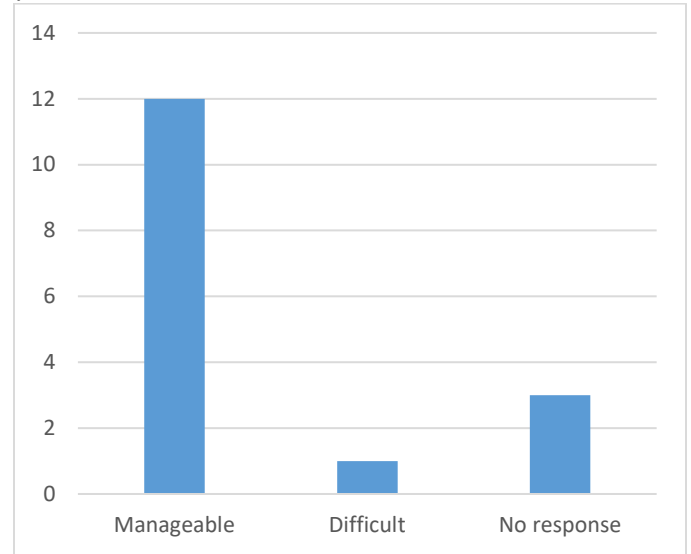


CENTRAL OFFICE

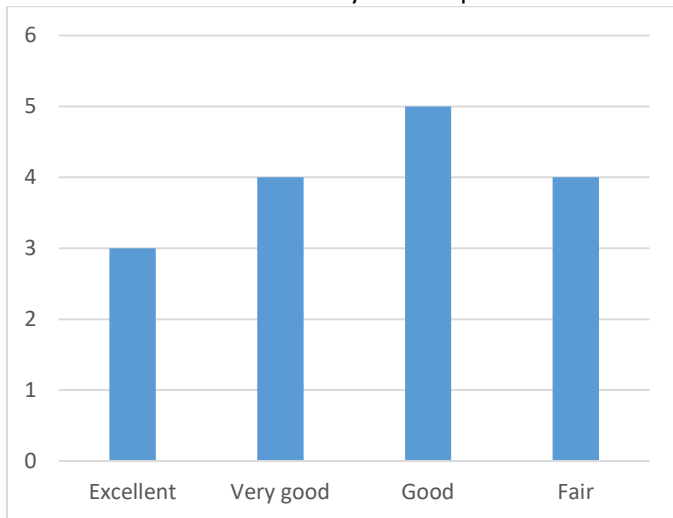
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COMMENTS

Please explain your response to any of the last three questions (salary, benefits, opportunity for advancement).

Salary is not as competitive as it is in comparably-sized districts elsewhere in the state. Benefits and retirement information is not explained to first-time teachers and the "information sessions" held throughout the year are either done on weekends, after school, or during planning time. Advancement tracks are either non-existent or not discussed between administration and staff.

Assistants do not get applicable pay to their responsibilities and expectations. We are not certified teachers but are expected to teach and help low performing students.

Our health insurance is abysmal.

Our salaries are not as competitive as they should be when compared to districts around the area. Nevertheless, I like our working environment and I don't mind the long commute. Our district is small so opportunities for advancement are few. This year one of our teachers left the classroom to become a bill specialist with the district and that made many of us happy.

Salary is great until you find out just how much paperwork is put on you for full exclusion.

I am not satisfied with the new policy that was established once school had already begun, about our personal days. I do not think that is fair, to limit our days. I think that the superintendent should have had the common decency to inform teachers that would be discussed at a school board meeting, so we could have been included on that discussion. Instead, they went behind us voted against us.

Salary is low compared to the rest of the state, insurance is very expensive.

Should be making more than I do with the # of years' experience I have. Health insurance costs have increased and the benefits provided have gone down drastically. The district should do something to reward teachers with lots of sick leave, personal leave days accumulated, etc.; like pay them for those days upon retirement or when requested. You simply lose those unused days, needs to be an incentive to not be absent. The idea of being able to purchase a year towards retirement through TRS is ridiculous as it costs \$25,000 just to be able to buy back what you have accumulated. The district should reward its dedicated teachers with pay of those unused days, like industry does.

We need to have higher salaries.

My salary is less now than it was five years ago. Benefits costs are too high. Other districts have better health plans with better rates. Advancement means you have to quit teaching -- not the best way to keep teachers.

The district appears to have a yes policy that is unwritten for people they would like to be in administration. New ideas are not very welcome.

Low hourly rate for the amount of work teacher assistants do.

There is no clear dissemination of information for the Special Education needs of students at Gateway.

Paying more and getting less for benefits.

I have taken a \$10,000 pay cut from the salary I made in Houston area. However, it was my choice to move to Bastrop to be near my elderly parents and help them. Some benefits are better (premiums we pay for medical insurance). There seems to be a lot of positions in administration that perhaps are not as necessary. It seems from my experience, that most school districts are top heavy, meaning there are many administrative positions that are not needed for the smooth running of a school district. Top heavy and so the salaries are not distributed to the qualified, quality teachers who choose to stay in the classroom, where the quality people are most needed.

We are paid less in this district than comparable districts. The cost of the benefits for a family is ridiculous. There is little room to grow with this district.

I like my district. I like my school and I am pretty satisfied with my job.

Salary could be better, as teachers tend to be here on campus/with students for longer than 8 hours a day. Most are typically on campus for 9/10+ hours a day.

Other districts around Texas pay more. It is expensive to live in Austin.

As far as pay and benefits go I am very happy with them.

I do not know any other employees that are not routinely looking for other employment.

I could always use more money. I don't want to advance. Benefits? Insurance costs an arm and a leg.

Health insurance is too expensive and not very good as far as coverage is concerned.

Salary and benefits could always be better. I have no expectation of advancement. However, I am very satisfied with the quality of service I provide and I feel very appreciated and valued.

The medical insurance is very expensive for not great coverage!

I don't like my pay and the insurance. I think we could get better. I like blue cross and blue shield.

The salary is not worth driving from Austin, and not worth moving to the Bastrop area.

Low pay. Ins does not cover certain procedures that dr recommends and does not cover certain drugs. Deductible is extremely high as are premiums. Glad we went back to Humana dental.

Salary and benefits are terrible. Simple as that.

Salary is very comparable to most schools in the state of Texas. Benefits could be a little better. I'm happy with helping pay \$8 but I just hope that they can give more coverage or better incentives.

Benefits are too expensive for what you get.

Feel as though opportunities for advancement are heavily influenced by community members who are not directly involved.

The pay scale for my position is minimal. As for advancement in my current position there aren't many possibilities.

Our cost of medical insurance is more every year, so any small raise is actually negated and we make less!

Although I know that we are served under ActiveCare, I think the cost is outrageous.

Dental benefits sub-par; wish there were more opportunities for leadership (some office politics via cliques, favoritism)

I am a new employee, I really do not have any information regarding opportunity for advancement. It seems as if turnover is very high, so therefore I would assume the opportunity for advancement is available is I stay at the district long-term.

Benefits are not great for the employee's cost.

I would assume the level for advancement would be sufficient considering how much turnover the district has each year. This is my first year at Bastrop ISD so I haven't had an opportunity to advance as of yet.

The salary is okay. It could be a little higher, especially living on a single income money is tight, and a second job is necessary to cover bills and school

loans. The premiums are very high for medical and dental. Dental is better than it was last year though.

Disappointed in the cost of benefits and the deductibles/coverage.

Insurance costs are too high. The affordable plan has a very high deductible, so I cannot afford to see a doctor when I'm sick.

Not pleased with the new personal leave policies.

Insurance is so expensive with very high deductible. Even with insurance, going to the doctor to check out any problems (x-rays, MRI, tests, blood work) is a huge expense.

If I move to a neighboring district, I can earn more money and have better benefits. I'm currently considering it even if the commute is a little longer.

The salary needs to be competitive with surrounding districts. The cost of insurance for an entire family is too high. There are very few opportunities for a teacher to advance.

Salary is too low for the jobs we are asked to perform. Insurance benefits are too high.

As with all teachers, we are underpaid for increasingly more demanding work.

It was \$1,004 for my family of 4 to be insured last year. It's even more expensive this year because I added vision insurance. Ridiculously expensive!

The amount we still pay for health care is too much, but the salary is excellent, and allows me not to live paycheck to paycheck.

Although we get a raise every year, it's certainly not enough considering our limited time to plan especially with redoing our lesson plans, the amount of work we do after hours. The time we are allotted during a conference period is not sufficient and most employees lose their conference periods for so called "data meetings" to talk about scores and analyze STAAR, Benchmark and AT scores and discuss recent information that was recently updated into grids by our Admin. Along with making our copies, getting materials ready, grading papers and entering in grades and communicating with parents. We are very much underpaid. As a teacher, I do not see any room for advancement. I only know of Literacy Coach, Principal or AP. None of which I am interested in.

Benefits are too costly. There needs to be better negotiation for health care.

It is difficult to have a salary that is on the low end of the normal for my position, and that is barely considered a living wage for one adult, when I also have to pay out of pocket for any part of my health coverage, even for the lowest minimum plan with high deductibles and less coverage and prescriptions. A higher

salary would negate some of this issues. It would also be nice to have salary that actually reflects how much work a teacher does and how much the cost of living is in this area. We have families to support, some of us without any additional income from anywhere, so having a salary that appropriately reflected not only our amount of work and hours put in (well outside what we are paid for), but also what is actually needed to have a reasonable standard of living for the area we work in.

Salaries should be better in order to keep up with the cost of living. Health insurance is not affordable. The district should to create more jobs for employees to advance.

Salaries in district surrounding us are higher than ours. Our insurance rates continue to rise at a rate higher and faster than any small raises we receive.

I believe the level of education should be considered. That knowledge is brought to the campus and the classroom.

I feel like I bring home minimal amount compared to what I do in my classroom every day. I have glowing evaluations and I get paid the same amount as teachers who are labeled as "In need of assistance" and do not show student progress.

I feel that there is too much work expected from Receptionist/attendance clerk but not enough time. Especially with having to get comp time hours down to 60 we now HAVE TO TAKE A DAY OFF During week, which puts us more behind on our work with a 32 hour work week. Trying to answer phones, greet parents, staff, visitors, sign students in and out, call for students when parents want to take them out, translating letters, entering attendance, absent notes, running reports, having to help with students who are in trouble.

My salary is good but because I'm paid for communication facilitator I do not qualify for stipend and I really don't think that is fair if I'm speaking 3 languages.

After 20+ years in my position my salary has not increased very much at all. Since I am at the top of my pay scale I cannot hope for an increase. In fact, I never get the promised amount for raises because they are figured at mid-range pay for my position, which is well below my pay grade. In essence, my salary cannot keep up with inflation. The benefits do not even come close to being an asset, and I cannot afford to go to the Dr. when needed. The dental plan offered last year was outright theft of service. The information that was provided to enroll was inaccurate, and after choosing the most expensive plan I am in debt because it did not cover what was originally promised. I am considered a paraprofessional but my job duties are more than 50% of a regular teacher assistant, but I am minimally compensated. My education level is also higher than the average para. My position (behavior coach) has a great deal of documentation involved but due to the nature of my job I must stay after work to do SHARS billing and accurate data. I would prefer to be financially compensated (overtime pay) rather than accrue comp time

that is difficult or nearly impossible to use due to the intensity and unique skill set that a substitute must possess (SAMA trained as well.)

Salary is okay...could be better. Benefits are awful... too expensive and doesn't cover much...ex: dental...have to wait a year to get ortho coverage...really?

There is no opportunity for a para to move up, even with an education.

The amount of time and effort that we put in to teaching, lesson planning, managing our classrooms, attending training and meetings etc. greatly exceeds the amount we are financially compensated.

I have been a teacher for 29 years and make only a small amount more than less experienced teachers.

Once you hit the top of your pay grade you have no room to increase salary. Also staff that are not teachers are not offered stipends for things like being bilingual even though it is part of their job.

I would urge the district to create full-time student activity director positions at high schools. I would like to apply for such a position, but I would have to leave the district to do so.

I have worked for this district 13 years and I make the equivalent salary of a 4th to 5th year teacher in Round Rock, surrounding areas, and probably here in Bastrop too. I missed a big raise when Bastrop was on the step plan and they did away with it so unless I leave and go somewhere else I will never recover and make what my peers make.

Our meager raises do not keep up with the increases in the cost of health insurance. There is no incentive for teachers to stay in BISD since there is no salary step. Moreover, the district has made it more difficult to use the time off that we've earned, but they refused to pay us for that time. Our responsibilities are increased every year, yet our salaries do not keep pace. It's no wonder that so many teachers leave each year.

Pay could be more competitive with districts.

Low pay when compared to other districts and states.

We need a better pay

I dislike only having 3 options for insurance. We were informed that the hmo's will not work in other geographic areas even in an emergency. This is unacceptable and forces us to purchase the high deductible HSA.

For the amount of work expected of us, our salaries are not acceptable. The lack of raises in the past few years is also unacceptable, especially with the increase

in health care costs. I had to add my husband to my benefits. The spouse and family costs are outrageous. Lastly, I would not want to become any level of admin in this district after seeing the way principal's and APs are treated and run over!

My salary is not competitive, and there is little promise of a living wage in the future. The district offers little to no help with paying for benefits and limits my use of personal days. On my campus, they put people where they want them, regardless of years spent at that campus, education and experience levels, success rate in years past, and regardless of what the teacher actually wants; this does not encourage loyalty and might explain the turnover rates.

Although salary, benefits, & advancement are the basic elements of any Human Resource Dept., BISD (& all school districts) must remember that teachers respond the different stimuli than most corporate employees. Professional educators are like those drawn to non-profit work: we're in it for the heart & soul. For that reason, it's crucial that you recognize the difference, and manage us with an entirely different approach. We desire recognition, appreciation, encouragement, & praise. We expect respect, consideration, & professionalism from our administrators & colleagues. As for T-TESS--"one to glow; one to grow." Are we kindergartners?! Recognize teachers as the highly-educated professionals we are (many of us have multiple graduate degrees), & treat us as equals. It's fine to make suggestions/give advice for improvement, but only for specifically defined issues/instances. Knowing that positive affirmation is the cornerstone of progressive education, why don't administrators practice the same?

No teacher is happy with their salary when you consider the astronomical number of hours you must spend in order to do the very best you can for your students. In other professions, there is not as much requirement for "after hours" work.

I wish there was a mentors program for aspiring bilingual teachers, this will make opportunities for advancement more attainable, and more cooperation instead of professional competition, thanks.

I believe central office is consolidating departments with staff who are not familiar with the department they are heading. The counseling department does not have anyone with a counseling background to advocate for counselors and counselors' roles. Also the pay for counselors are based on levels and not experience, plus there is no incentive for bilingual counselors as far as a stipend when the majority of families are Spanish speaking. Most surrounding districts give stipends for bilingual counselors. Counselors are not given enough in their budget to attend state conferences relating to school counseling topics.

Even being involved in extra activities to help with pay, I still don't make what I would have in my last district. The insurance is extremely high for a family and there aren't many doctors around that take it. Knowing that positions are being cut, like the instructional coaches last year, it doesn't leave much opportunity for advancement. The morale is low and turnover is high, and it is pretty obvious why.

We haven't gotten a sufficient raise to even cover the cost of health care, but there is money to blow on instructional specialists who don't know what they are doing. I don't have the sufficient materials to meet the accommodations of my special education children, yet we can get new office furniture. As far as advancement, I am not looking for advancement. I want to work for an employer who has the good sense to spend money where it is needed and not blow so much money on things like SIM which generates even more paperwork and takes away more instructional time. As far as benefits, they are a joke. I am under my spouse's benefits because the benefits at BISD are worse than what I can get from ACA. I truly believe we need an administration who has a degree in business and maybe get some sense into the spending of our district. This is the reason I and many of us voted against the propositions. Why vote for a tax increase when money is being spent on SIM?????

Our benefits continue to increase in price yet services decrease each year. Teachers are never paid for all the hours it actually takes to do the job. Beginning teachers are starting with a salary it took me years to achieve. My principal will not support the grant I would like to write for our campus, innovative ideas are not supported. How is anything going to change if we don't change what we are doing?

Insurance rates keep going up and the coverage isn't as good. The supplemental insurance changes every year and it keeps getting worse too.

I moved here two years ago and took a pay cut. I have yet to return to my previous salary.

Knowing that we are paid under the state average is disappointing.

There will be no interviews or promotions if you don't know somebody. That's been my experience.

Benefits are absolutely awful, health care is far too expensive for terrible plans, and adding dependents is out rightly out of the question.

I feel like for the amount of work I have to do and the hours I put in at school and at home, my pay is not sufficient. I struggle to make ends meet and I am at school working ten hour days, trying to plan and get everything done. I am always at the store, buying things for my classroom, for my students. I am aware that this is not a district problem but something that teachers everywhere deal with. I still feel like I needed to mention it.

My salary is pretty fair for this area. The benefits are 'okay'...could be way better! Advancement? Now you're just being funny.

Benefits too expensive. Bastrop doesn't pay the same as other districts. And an extra year of service / experience is worth \$250?

Opportunities for advancement are available to young inexperienced personnel.

The state shows it has no respect for public education or for teachers. Salaries stagnate and health costs increase - the result is we work each year for less pay. At the local level there seems to be money for everything above teacher level, but no money for teacher salaries or building maintenance. The district didn't even bother to create a proper ground game to pass the bond/tax referendum.

I have worked well and diligently for BISD however, my yearly pay "raises" do not reflect that. I can advance no further in my current position without higher education. There is a cast inconsistency with how para educators are started and raised in regards to salary.

Salary is OK. Insurance is a little too high. I think just because you are good at a job does not mean that you enjoy it. I would like to move to another position but can't seem to get there. Because I keep being told that I am good at what I do and should stay there.

Our insurance price verses deductibles is out of line. If you have anything at all done you will owe anywhere from 1000 to 6000.

Salary is not competitive with other districts. Credit for years of service is not taken into consideration when employees are interested in advancing.

In my personal case, I consider that my salary is not adequate with my professional level. I think the valuation is very low. I am Professional with post grad. But I like this job. I just need a little more salary.

For as much as is asked of us on any given day, in addition to the stress of working with large classrooms and meeting state requirements, the pay should be significantly higher. Many teachers leave before they have a chance to become master educators, because the pay is too low and the personal cost too high. Higher pay for teachers is an incentive to keep good teachers in the classroom. I do not get paid enough in salary to afford my healthcare deductible. Boom. I cannot advance without PAYING for my own education, certifications or programs. In short, I cannot afford to advance. Not to mention after teaching 15 years, I will only be making about \$3000 more than I currently make AND that time spent in the classroom does not automatically set me up for advancement.

Paying more for insurance with less coverage. Salary should be more reflective of time that core teachers work and their additional requirements. I feel that advancements are all about who you know.

All is well...no complaints

Salary is well below contemporaries with similar education and experience.... it's why teaching has such a hard time recruiting and retaining top-notch professionals....

Salary is lower, for late hires, in critical needs areas; and you get fewer days off. 1200 deductible is too high; health care costs too much; there is NO discussion of controlling healthcare COSTS. Advancement requires being on the "friends and family plan" in most districts, regardless of qualifications. What's worse, you may be targeted for over qualification, and possibly being a job threat???

In regards to salary it is fair for this region of Texas. Coming from the DFW to this area it was a huge change in salary. On the lower end that is.

I believe opportunities are available if I seek them out. Salary should be higher and benefits cost lower -- but this is statewide, not just this district.

The salary is good but as a retire/rehire employee, I pay the district's fund and insurance surcharges, approx. \$1200 per month from my salary. I think that the district should cover those. They are getting a person in a hard to staff position, library media specialist, with 26 years' experience. I pay my own health insurance through TRS-Care. I did not choose optional dental benefits because they aren't very good, which seems to be that way with dental coverage.

I am coming from AISD and I was making 16.10 an hour. I have 15 years' experience.

In regards to salary; I feel that I should be making more than \$45,000 considering the amount of man hours and mental hours I put into my classroom and my students. Being asked to (and needing to for the most part) keep track of each of my students and their individual needs requires detailed organization. Attempting to give an individual education in a group setting is very difficult. In addition to this, not having the resources or man power to effectively teach me how to balance the work load requires extra work on my part. With this extra work and many many hours needed to effectively balance each students needs and manage each students learning for nine months, I feel, would entitle me to a higher pay. Never have I been employed where I had to spend so many hours "learning as I go" (after hours, weekends, holidays, personal research and creating a curriculum and materials database of my own) where I was not compensated for the amount of overtime and extra work I do. In regards to benefits; having worked for an organization where I did not have a monthly insurance payment deducted from my paycheck and my co-pays were \$30 across the board, that's going to be kind of hard to beat. In regards to advancement; each year is an opportunity for advancement I feel. It's up to the individual teacher to decide whether they want to put in the effort themselves.

The benefits are all right. I'm thankful that I can cover myself easily. I wish I could cover my spouse as easily. My pay is so-so. If benefits were cheaper for spouse or if pay improved enough to cover some of the difference, I would be very happy with my situation.

Pay is fine but hours are very long and no chance to advance, not at all! No one even knows what I do.

Human resources did a poor job with the hiring process. They did not communicate with me when I had been hired. I was called and told to come into a briefing and that was when I understood that I had been hired.

Salaries are higher in Austin. Also, I make very little money compared to most college-educated professionals who have been working in their field for as many years as I have been. Regarding my benefits, I think BISD has done a grave disservice to us with what they have done to our personal leave. Instead of doing something to make us want to stay with this district, they have done something that shows that we are just "numbers" to them. Also, I find the restrictions on how many sick days we can take per year to be another slap in the face, as well as the "3-day in a row maximum" for personal leave. We EARNED the leave. I am UPSET that our Superintendent and Board believe they need to take leave away from us and highly regulate and limit our use of what's left. Shame on BISD!!!

Asking to change positions is not met with acceptance and understanding, I my past experience it was met with "transfer or find a new job in another district."

Too bad school districts don't pool together to provide insurance-it might be cheaper with a larger pool. I would like to get paid more-I've been working a long time but I don't get much more than a starting teacher!!

As a certified paraprofessional with a Bachelor's degree, my salary should reflect the years' experience in teaching.

I would like to see BISD do a couple of things to like compensate teachers with money for personal and sick days not used. Also, a stipend for longevity for help with teacher turnover.

Given the children I work with and the sometimes aggressive behaviors and physically aggressive nature of my students I do not feel that anyone in my work area is paid what they are worth. The pay is significantly lower than it should be given the nature of the work. Benefits are not comparable to other jobs.

Pay is less than other schools nearby. Benefits are not affordable for a support staff member. No program available...to my knowledge...that our district provides so that a paraprofessional can advance.

Health care costs have gone up and the quality of benefits have decreased.

Bastrop should give a fall school supply and Christmas bonus like McKinney ISD does for their teachers. There is very little professional development during the school year for updates,. IE; GT 6 hour updates, Technology workshops.

Insurance is the worst I have had at all my districts and makes it impossible on a classified salary to be able to have anything other than routine office visits

done. The co-pay for everything else and deductible are more than my monthly salary.

Health insurance funds are provided to people who take the state health insurance, but not those who don't. That is a benefit for some, not all.

There have been quite a few years that BISD at least gave us a \$1000 raise. This year that did not happen. It's my understanding they were hoping the bond/TRE would pass and that would get us a raise. It seems that we should have gotten the \$1000 no matter what. It's a lot to just expect for the bond to pass. BISD has always spent a good deal of money on things like Heart of Tx Writing (which is an excellent program and I understand that), Thinking Maps, MCP, etc., but I believe if they spent more on obtaining and keeping quality teachers, then all of those other things would fall into place. I know that the state should do their part, but they don't, so I believe BISD should pay more, especially to those of us who have stayed with the district for many years. How about a 5 year, 10 year, 15 year bonus, 20 year bonus? That would be an incentive for quality, veteran teachers to stay.

The rate of pay should be for the amount of work that a person does. Knowing a second language should be a plus and # of years should be considered for rate of pay, also all of the job duties. Translation is a big part as well.

I came from another district and was very happy with the rate of pay that was offered to me. Insurance is expensive!

Older teachers are not allowed to participate in new trainings according to my principal. There is terrible ageism and discrimination against anyone who is ill in this district. Teachers are humiliated by principal and makes them cry. Terrible. We'll never keep new teachers at this rate. Kindness matters? To the "inner circle"? Only the youngest teachers are generally valued in this school/district. No money for Saturday School. Not enough disciplinary support.

I know that in San Antonio ISD the same job would pay much better.

I would like to see foreign language instructional coaching positions open up. I know that fine arts has one and it would be nice for us to have one as well, plus this creates room for advancement. Also, ESL certified teachers receive a stipend because we serve ESL students.... we also serve deaf students, but Deaf Ed or ASL certified teachers do not receive the same stipend, not fair. It would be nice to incentivize teachers to learn about deaf students, they are important too.

1. I have researched the surrounding districts for a grad class I am in and realized that we are paid quite a bit less than those around us. That was a little eye-opening and disheartening.

2. I feel like I am getting less for more.

3. I have not sought advancement within the district and do not think it fair for me to provide a response for this question.

Compared to other states, the salary here is very good. However, my healthcare benefit is substandard--I feel like I have to be very careful about using it because so much comes out-of-pocket. As far as advancement, I feel like even for a medium-sized district, we see a good deal of movement and opportunity to advance to the district, region, or state level. Networking is key . . this is definitely a "who you know" area.

The stipends are extremely low or non-existent for activities outside of athletics.

I do not wish to advance in employment. I enjoy working with the students and wish to remain a teacher.

If you have any other comments, feedback, or suggestions you would like included in this survey's findings, please use this box.

PLCs can be powerful instruments for improving instruction. I, unfortunately, don't get to participate in a true PLC at my campus, due to being understaffed.

I know a lot of my colleagues are having a hard time with change in school administration, but it's all a phase. You are going to hear from some negative people. Something that they do not realize is that bilingual administrators are scarce and job demands are high in the area and these ladies can leave us at any moment and we will have to start all over again. The ones who will suffer the most will be the kids. I told my principal that some of us will stay if she stays for next school year. We have a Latina for once! Some of my colleagues are used to do what they have always done and that's why our school is where we were. Thank goodness we came out of that hole, but we now have to stick together and work harder so we don't go back. The new admin are trying hard to implement a few new things that seem promising. For the first time the lower grades are taken into consideration!! It's no longer only the testing grades that get all the attention, resources, and support. The new admin is very inclusive and open to suggestions. We need to give this new admin a chance.

The coach question was a bit unfair as we are operating with only one coach. Ms. Trent has been there for us upon request.

If the ARD facilitators would inform the Special Education teacher at Gateway when a student is being transferred to our campus it would be very helpful.

My campus is taking part in a SIM project which has contributed to the decline of morale on campus. Conformity to this program is mandatory and requires some teachers to take their conference period to "observe" other teachers' use of the program. These observations are to be uploaded into Eduphoria as a permanent record. This peer observation system leads to mistrust among the staff as we feel

like our colleagues are required to inform administration of our level of compliance for this program that is new. The teachers doing the observing are new to the program as well and don't feel comfortable being asked to assess the implementation of it. In addition, we are asked to fill out surveys about this program that are NOT to be anonymous. This forces teachers into a terrible position. If the program is not liked then the teacher either has to lie about it, which will lead the administration to think our campus is accepting of the program. If the teachers choose to be honest then their name is out there in association with a document that is negative and can lead administration to mark T-TESS rankings less favorably for compliance of district or campus initiatives. Whether the program is effective or not is irrelevant since its implementation is so burdensome and coercive.

After so many trial and errors with three past administrations, I think we are going to be fine with this new campus admin. Both principal and ap are new to the school and the district and they bring new perspectives for our school and district. Some people on campus are nervous with the changes, but we really need a big push so that our students [mainly bilinguals] make progress. We need to realize that our admin match our population for once in a life time! I am happy with the changes and we need to support them.

As a SPED teacher, we need more support than what is given. Being a new SPED teacher, there are a lot of new things to learn and little time to learn it. I feel like people forget that. I feel like there is not enough time to properly teach and train the new teachers. Especially when it comes to Esped and ARDs. We are 12 weeks into school and I'm still trying to figure things out in Esped

I've worked under 5 different school boards, and the relationship between the superintendent and school board in Bastrop is one of the healthiest I've seen. They may disagree, but I've only observed them be respectful and cooperative towards one another. The other aspect that I appreciate is how collaborative we are across departments at the Service Center. No one sees a task that has to be done and leaves it for someone else to do, and I think that's awesome! A suggestion I have is that we continue to ask questions and seek feedback from one another and be open to new ideas. This will ensure that we are providing the best and most innovative educational system for our students and staff.

The required lesson plan template is not applicable to all, nor do I feel it is beneficial for general and special education teachers as a useful planning tool. The amount of work that is required to "fill in" the boxes is overwhelming. The template should be adjusted depending upon the instructor and the classes taught. Also, I feel it would be more beneficial for the instructional planning guides to be completed, and the role of the teachers would be to tweak, and add to or delete what it is appropriate for their grade/campus.

The new STAAR intervention system is a thorn in the side of our teachers. The new system of having 1 Instructional coach per campus is worthless as they do not have enough time to make any real impact. Our Department chairs were given

much of this burden and they often teach several preps. There is no incentive to be PLC lead as there is in other districts. There is hardly a reason to aspire to be any better at our jobs because if you move up you just get more people complaining to you and the pay does not reflect what you have to deal with (if there is even a stipend attached). They didn't even hold interviews for IC positions even though there were several people already doing the job and doing it well.

Lesson plans are overwhelming and excessive. Ten pages of plans is not warranted!

The discipline between principals needs to be more consistent. For example, I recently caught 7 students cheating and they were all written up. Various principals gave various punishments ranging from 0 hours of after school detention to a Saturday school detention. Why did some students get punished with Sat school and some got off scot free? Cheating is cheating and the repercussions should be consistent. There is also little support from the administration is helping teachers that want to institute a no cell phone ban. SPED support is also spotty at best. I often will text them when I need help with a SPED kid (as they have requested we do) in my class and I rarely get a response. They act like they are here to help us but most often they just chastise us. In addition, the SPED coordinator Linam has asked us to change the grades of SPED kids if they fail our class. That kind of lack of integrity and dishonesty is appalling.

At Cedar Creek MS, there is a lot of discipline issues on a daily basis. When students do something wrong or offensive, admin does NOTHING to resolve issues. A student literally has to hurt another student badly for anything to be done and even then they do nothing to or for the student. It has become such a frustration to me as an educator because students know that nothing is done to discipline them, and they bring that same attitude into the classroom. I have also has a BIG issue with BISD police. I had property stolen from me and they DID NOTHING to help me. They basically told me to forget about my property and move on and they still DID NOTHING to the students! It's a shame that students don't get the discipline and care they should be so that they become better individuals in society. I hope that soon or within the next year, this HUGE issue is fixed.

Good place to work. Would like to see more programs for student character development

Completely overwhelmed at the amount of changes and implementation of new programs all in one year, yet we are still expected to be so excellent on our STAAR results.

Principal does not communicate effectively nor does he follow through with his staff -he is very hands off and does not model good leadership skills. He has an admirable vision for the campus but is ineffective in implementing the necessary changes needed to create a positive work environment for the staff or successful learning environment for the students.

How do we make the kids CARE?!

The administration at Cedar Creek Middle school isn't strong. Our Principal seems more concerned about what is outside of the teachers doors than what students are learning and how they act.

I'm not quite sure what our Instructional Coach does. I don't see any benefit of having one on our campus.

Our principal doesn't listen, just interrupts and talks over me. I've tried to discuss concerns, but I don't get to finish. She also talks about all other problems on our campus when I try to talk to her about my concerns. Basically, my concerns don't get addressed because she never lets me finish talking. Also, due to lack of special ed staff on my campus, I have 10 students out of 20 who have a learning disability. No other classes have any sped children. I really enjoy teaching them, but I don't have the support needed to reach that many students.

Listen to the experts... the teachers, please! We know what is it like on the "front-line"!

I would like to see Bastrop Federation of Teachers work with and collaborate directly with teachers and administrators to find solutions and advocate for our schools and students together.

There is a lot of drama at this school, and a lot of very frustrated staff and teachers. There is a "gotcha" mentality towards the teachers and a lack of support. We are under extraordinary pressure with over 5 different initiatives started this year. I have spent more lost classroom/instruction time to initiatives and mandates this year prior to Thanksgiving break than I did for any reason in the whole of last year. We are also treated similarly to the students, and not given professional courtesies, even just for being an adult. We have had to fight for the ones we have, and PLC time has been used on more than one occasion to air concerns and grievances over this ongoing professionalism issue.

I feel that the T-Tess is a check off list. That administration is just trying to move us through the timelines and it is not done with fidelity.

I would like to see smaller class rooms and more focus on students actually learning the material.

1. The lesson plan template required by the district is too time consuming and not teacher friendly. If the district feels some teachers need this much detail, the curriculum department should develop this type of detailed plan for each lesson and distribute it. Teachers could then use it as a base and make adjustments for their particular class. It seems redundant and ridiculous for all 6 elementary schools to be spending this much time creating a daily lesson plan. It is difficult enough for those of us who team teachers, but nearly impossible for those who teach all subjects, to complete this amount of detail during a PLC. 2. Overall the curriculum dept has vastly improved when compared to the last few years. Teachers are once again being treated as professionals and experts in their fields. Input is sought and

listened too. Teachers can participate in conversations and offer differing views from the Curr Dept without being shut down and labeled as a troublemaker. The Curr. Dept & campus personnel are now working as a team to promote student learning. This is a POSITIVE move in the right direction.

I feel that we shouldn't have to be REQUIRED TO TAKE A DAY OFF TO BRING DOWN OUR COMP TIME HOURS. We shouldn't feel rushed having to do our work

I have found that BISD is grossly under identifying students with special needs. I believe that we are doing students a disservice by forcing them into learning environments that do best serve their individual needs. All the staff at my school are determined to provide kids with the best education they can give them given the parameters. My principal is dedicated beyond measure to the welfare of our students, and builds positive morale among all faculty and staff alike. I am SO grateful to work at such a wonderful school with such dedicated adults. Our PTA is outstanding and I personally feel honored by every action they take to make each person at Red Rock feel valued.

As teachers, we are asked to do too much...and teachers are feeling the pain of it. Kids are suffering for it.... SIMS is a joke. It's a dog and pony show when admin walks in or SIM people. We just want to teach our kids...but with everything that needs to get done for the "show", the kids get thrown out with the bath water....we need to get back to just teaching...it is a really sad state at CCIS.

I do not appreciate the school board telling me how many of MY SAVED days a year I may use!!! I have saved them and I should be able to use them as I see fit or pay me for them when I retire. Teachers on my campus are working 45 -50 hours a week to keep up with the demands of this job. We are told that if we have to be absent at the last minute, our classes will be split between the other members of our team. Why must I correct a student's behavior 5 times BEFORE admin. gets involved??? I am NOT going to use the ORANGE step of the discipline chart and send my problems to another teacher!!

Mr Murray did a very poor job of getting community buy in for the two bond proposals. Did he do ANY kind of research to see what the public's concerns are or how strong their support might be? He completely failed to get any kind of input from any of the employee organizations. He has bragged that the district gave over 25 presentations to various groups, but how many of those groups posed any kind of opposition? He talked only with the people that already supported the proposals. When did he talk to the groups that opposed them? It is no wonder they both failed. I hope next time he does a better job.

Why are elementary teachers asked to copy all information from student DRA folders onto a new form in a new folder? Is this not redundant paperwork?

As a taxpayer to this district, I am deeply concerned about behavior and safety of certain campuses in particular Gateway and Bastrop Intermediate School. I understand that several staff members of these campuses have been severely

injured by students. What is the district doing to ensure the safety of our staff and students?

Would like to see some bonus pay for teachers. At a previous district I was at we got \$500 back from insurance reimbursement. We got it in December and it was a nice way to get a "Christmas bonus." I have never seen any type of money returned to teachers and staff.

The IT department is the absolute worst. We must go to a technology coach before contacting the principal's secretary to put in a request. Google and other university sites are often blocked for no reason. It changes on a daily basis. Makes it very hard to teach.

On our campus, certain students are given preferential treatment. Certain students are allowed to run the halls screaming and acting in a menacing manner toward teachers. This type of behavior spreads to other students causing students who would ordinarily follow the rules to join in and act out. A plan should be put into place to transition a student in such a way that this type of wild behavior is not on display for all the other students to emulate. Ultimately the teachers are blamed, but this level of problem goes beyond typical hallway monitoring. It is an issue of campus safety and the provision of a safe work environment. This is the kind of problem that lowers teacher morale. It causes other students to join in with trashing bathrooms and marking walls in the hallway.

I am appalled at the practices of the Special Ed department restricting services and even testing until a child had been in RTI for several years with minimal progress. The lack of Sped support staff to properly support the regular ed teachers as well as serve those students who were finally identified makes meeting the needs of the regular ed students that much more difficult. We need classes that would better meet the needs of students who don't fit in life skills, but where inclusion does not meet their needs either. I'm not saying to do away with inclusion and go back to segregated environments, just somewhere or someone who can better meet their needs at their level.

I'm extremely proud of the positive, pro-student atmosphere we experience @ CCHS. Students are spoken to with respect & kindness--no yelling, shaming, or belittling (which, sad to say, is very common on HS campuses). Students are given every opportunity to exceed & reach their highest potentials. Administrators, staff, & faculty members are warm, welcoming, & helpful. For such a large school, colleagues share a friendly rapport without (much) gossip, cliques, or favoritism. Bridgette Cornelius does an amazing job of directing what would otherwise be a large corporation, yet always has a smile & kind word for everyone; her calm, consistent, yet bright attitude inspires & reassures us to keep working hard. (Sorry, BISD, I'm afraid that Ms. Cornelius is the kind of principal that I would follow, if/when she ever moves on.) By way of constructive criticism, I'm concerned about our failure to teach natural consequences, responsibility, & accountability to our students. Without these basic building blocks of child development, our students struggle to define their personal boundaries, accept challenges, & recognize the

cause and effect of their actions. Without consequences, students cannot develop effective ways of interacting with others & contributing to the group, as a whole. In compensating for their disadvantages (which, in some cases, are considerable), we've denied students the opportunity to learn positive coping & self-management skills. Our students know that we won't allow them to fail, which, in turn, means we don't trust them to succeed. The will to learn (& work, & struggle, & strive) is directly linked to the fear of failure: remove one, and you remove the other. Truthfully, the greatest struggle for CCHS is retention of faculty, & it's not because of the commute! Students' behavior can be very disrespectful, dismissive, & aggressive. (No employee in any corporate environment would ever be expected to tolerate such abusive treatment. In fact, workers' rights protect them from it.) As over-whelming as student discipline is for AP's to deal with, it's even more so for teachers; yet, because of their time constraints, AP's shuffle the responsibility of behavior correction back on the teachers, which directly detracts from instructional time. A) If time constraints on AP's have become prohibitive, add additional/ different personnel devoted to nothing but student behavior management, redirection, & correction. B) Our principal & AP's should make it a point to affirm, acknowledge, & praise faculty & staff--individually & personally--on a regular basis. As teachers, we establish trust & empathy in order to encourage student engagement; the exact same thing goes for administrators & teachers! If you want the troops on the front line & in the trenches to stay focused, engaged, & inspired, build them up with praise & appreciation. DON'T ask the faculty & staff to nominate each other for recognition: we're too busy getting the job done to stop & pat each other on the back. How can a soldier in the trenches appreciate the actions of a comrade in another trench? Praise, build-up, encourage, acknowledge, & let us know that we're seen & valued. As for curriculum: Credit Recovery provides an easy means of escape from the rigors of learning in the classroom. CCHS students know they can sit in class, sleep, talk, disrespect their teachers, & disrupt class (AND keep others from learning) for nine months without earning credit, then make it up later (in only a fraction of time) in Credit Recovery. What was originally intended as a solution to high failure rates has created another problem, altogether. Solution: BISD should offer an alternate, technology-based learning environment for ALL students who would prefer to complete their high school education in an environment similar to Credit Recovery. Instead of waiting until students have failed to earn credits via traditional (classroom) methods, why not allow them to choose that path from the start? Instead of placing Credit Recovery at the end of the process, as a means of correcting what has gone wrong, why not offer it in the beginning as Credit Discovery--a positive choice to move toward success, rather than cleaning-up after failure? I believe that students would enjoy the work, be inspired to do well, & feel pride in their accomplishments--perhaps even enough to earn more hours, i.e. a full high school/college-track diploma. As part of the program, students would be learning valuable IT skills, as well. Aside from the original investment in technology (which might be grant-worthy), I believe the cost-savings would be substantial as more students could attend & graduate on an efficient track (not necessary "fast," if they're earning more hours), in less classroom space, with fewer teachers. Hours could be adjusted for students who need to work--perhaps even alternating days & evenings. Behavior issues would be minimized because students would be fully engaged for the entire time

they were present, allowing them complete control over the hours they earn & how quickly they earn them. Bottom line: it's not the Human Resource Dept. or Administration causing the high faculty turn-over rate at CCHS. Teacher dissatisfaction comes from student behavior & lack of accountability. What we're doing obviously isn't working. It's time to think outside the box. Provide an alternative for students who can't perform well in a traditional high school atmosphere. For those that choose the classroom, raise expectations, stop social promotion, & fail those who don't do the work.

Teachers, in general, are not respected in this district. Instead of being allowed autonomy to do what is best for our students, we are required to fit into a mold along with all the other teachers in the district and teach the same way. An example of this is the requirement to do our lesson plans all the same. This is exactly what is NOT good to do for students, i.e. assume they are all the same and so teach them the same. Yet, this district requires teachers to be.

I believe the Board and Administration has worked to bring everyone together, improve folks' perception of the district, excel academically and excel in all other areas.

A true professional such as a principal, would know it's unethical to fraternize with some teachers and give them special favors while the rest of us don't get what we want. You don't get results from having special friends who spy on others. The true key to results is to inspire those who you supervise and maintain a healthy distance as to not appear to show favoritism. Example: the principal sends out an email not to park in the back and to use the employee parking lot. The PE coach, a good friend of the principal, gets to park in the back because she is an "exception."

I wished that PLC was really more about planning as a community and less about checking boxes that administrators seem to think are more important. The template the district came up with is supposed to be used K-12. That is not possible when K teachers teach every subject and other teachers teach one subject but multiple levels.

We need full time elementary GT teachers to meet the needs of our kids and allow time to support our classroom teachers.

When our yearly "pay raise" only covers the rise in our insurance coverage, I see that as a problem.

Morale is very low. A writing program and the Sims program or both introduced this year. It is completely overwhelming. Not to mention all the other programs that have been started in the last three years. So many evaluations! So many visitors! So many walk-throughs! So many interruptions during PLC that no planning takes place.

District support and collaboration across campuses for subject areas can best be described as adversarial. As a newer teacher, and the only subject teacher at my campus, I truly feel alone and struggle in my content area.

I think the School District is very good and the people are doing their job.

Treat employees like they have value and are more than a warm body in front of the classroom.

I am a happy person and I hard worker I love my job I love my students and my parents.

This survey doesn't address real problems. What is the difference between very good and excellent? Teachers are too afraid of retaliation to be honest.

A plan to have instructional technology needs to be in place/available to implement, for new late hires.

There is a problem on this campus with our content mastery staff being pulled frequently when substitutes are not available. It is bad for teacher morale and the content mastery paras. You may want to add a survey question to the next survey about sub availability and how campuses cover when there aren't enough. I think that the district needs to raise sub pay to recruit more people for those jobs. Thanks!

I love my job. I just feel sometimes that we are asked to do the impossible with little time and resources. I can do what you want me to do in the classroom, just give me the time to do so.

Paraprofessionals on this and other campuses are some of the most underpaid and overworked individuals I've ever had the pleasure to work with because every last one of them keeps their spirit high and a smile on their face.

HR should call and let applicants know that they have hired before coming in for the new hire brief.

I could go on and on about the negatives about our principal, but I wouldn't know where to start. She is the main reason for our low morale. She seems to care only about test scores and how she looks to the "higher-ups" at the Service Center. She has little, if any, empathy and believes that the more hours one works, the better. She has done multiple wrongs to us in the past, including not giving us the minimally required 450 minutes of conference time every two weeks, for the first several weeks of last year as well as the first several weeks of this year. I will not go into detail, but she has greatly wronged me to the point where I am considering making this my last year here. I also know of several other incidents that have occurred between her and other teachers. She can be demeaning and condescending when her temper is riled up. Thank goodness we have a wonderful assistant principal and office staff.

There seems to be a lot of waste at the upper levels of admin. What do some of these people actually do for children?? Get rid of those "made up" positions in

Admin and use the money for people that work with the students!! We need to re-evaluate what we are doing with some of these Special Ed students who are thrown into regular Ed classrooms who are not ready to be there and do NOT have the support they need to be successful-it's keeping EVERYONE from learning!!!

There is not enough coverage to allow for a proper planning period for my particular subject area. The discipline all around the school is severely lacking compared to years past where something was actually done with negative behaviors, attitudes and disrespect! I answered a lot of no responses as having comments sections in those areas would be best to address the specific topic.

I would love a Social Emotional Learning kit or program to be implemented. While I like the Knight program, I am finding the students are in need of specific lessons on how to be a productive learner and person in general. I also feel there needs to be more classroom technology accessible.

The food service BISD is using this year is really delicious meals. Technology is very out of date and there are no smart boards, or IPADS.

The morale at Emile is very low since Dr. H has become our principal. The manner in which she conducts herself professionally is unethical (she curses, shares her opinions about teachers openly, and lies). This has created a feeling of disrespect and distrust. She places demands on teachers that are extreme and in some cases unlawful (the amount of time for PLC's during conferences, the first year she required us to read 2 books over the summer with a book study once a month after school, the second year she required one book to be read with a book study once a month). She has also used the new teacher appraisal system as a scare tactic to get us to attend after school functions. I feel like everyone is dispensable to her. She is not concerned about the well-being of her teachers. In addition, the students at Emile are just a number and a rating to her. If a student enrolled at Emile after the PEIMS cut-off date and they are at-risk, she will not provide the help they need because their score does not count for us. She also sends an overwhelming amount of emails to us, which is just irritating. I've worked at Emile for over 20 years, and have been very happy until Dr. H was hired. For the first time last year I started searching for other jobs outside of BISD. Which leads me to discuss my dissatisfaction in the way that the Special Education Department is handling student needs. We are not getting the proper help in regard to teachers and classroom settings (we need a life skills class). I also think the service center and other departments have too many people, making too many decisions when those salaries could be better spent providing more help in the schools.

Class sizes are too large. Block scheduling might ease burden on teachers.

About money- this year, apparently a decision was made to pay specific stipends twice a year. That's fine with me, however it's not fine when no one notifies the employees of the change. I have asked about this several times, and nobody seems to know why this decision was made and why we weren't notified. It

may not be a lot of money to some, but it's still my money, so I like to know if there's a change with it. Thank you for the opportunity to give input.

The insurance choices should be better.

I am disheartened by the hiring and firing practices of this district. Not acceptable. Why pass a bond election when a teacher pay raise is attached. Feed your teachers FIRST. Otherwise, we become like Austin, where teachers can't even afford to live, but teacher there. We will have a brain drain out here. We need to retain good teachers, including older teachers. Parents are complaining about this, also.

The plc environment has been very poor and the pack mentality of some teachers and administration can be off putting for a first year teacher. Also the expectation of execution of district wide policies (heart of Texas writing) without training or clear instruction has made a stressful year even more chaotic with different sources giving different information.

First, I was left with a horrible opinion of the board and the superintendent after they made a rule stating teachers were only allowed 5 personal days per year. I understand it, but I do not think it was fair. This impacts teachers greatly and we were not even warned that this was up for discussion at the school board meeting. I would like to have more representation/ notice of these events. Also, BISD service deaf students and yet we host event ALL of the time without providing interpreters. This is ignorant and insensitive. It tells the students we service that we do not care about them or their needs. I have met many of our elementary kids who are deaf with older siblings and any time they go to a school function, they are lost and do not have access to what is happening. I propose that there be interpreters at all school sponsored events with talking (not including sporting events). We also do a horrible job of not supporting our deaf parents. I have a student who is high school and her parents are deaf. Her parents told me that the school has NEVER offered to provide an interpreter for her school events (award ceremonies or plays), which excludes the parents from those special events.

I am bothered by the fact that we have a student superintendent advisory and not one designed to hear the voice of the teachers. Decisions have been made based on student voice without ANYONE ever checking in with the teachers. I think this is irresponsible in our decision-making.

It is very difficult with no PLC for CTE and most of us have multiple preps and expected to help grow our programs.