

## Results of the 2017-18 Bastrop Federation of Teachers Survey of Employee Satisfaction

Survey date: Nov. 14 – Dec. 3, 2017

Responses: 339

Presented: December 2017

Presented by: Kim Chapman, 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 in 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 25 or more employees responding. For simplicity, "No response," "N/A" and options not selected by any respondents were not included in the graphs.

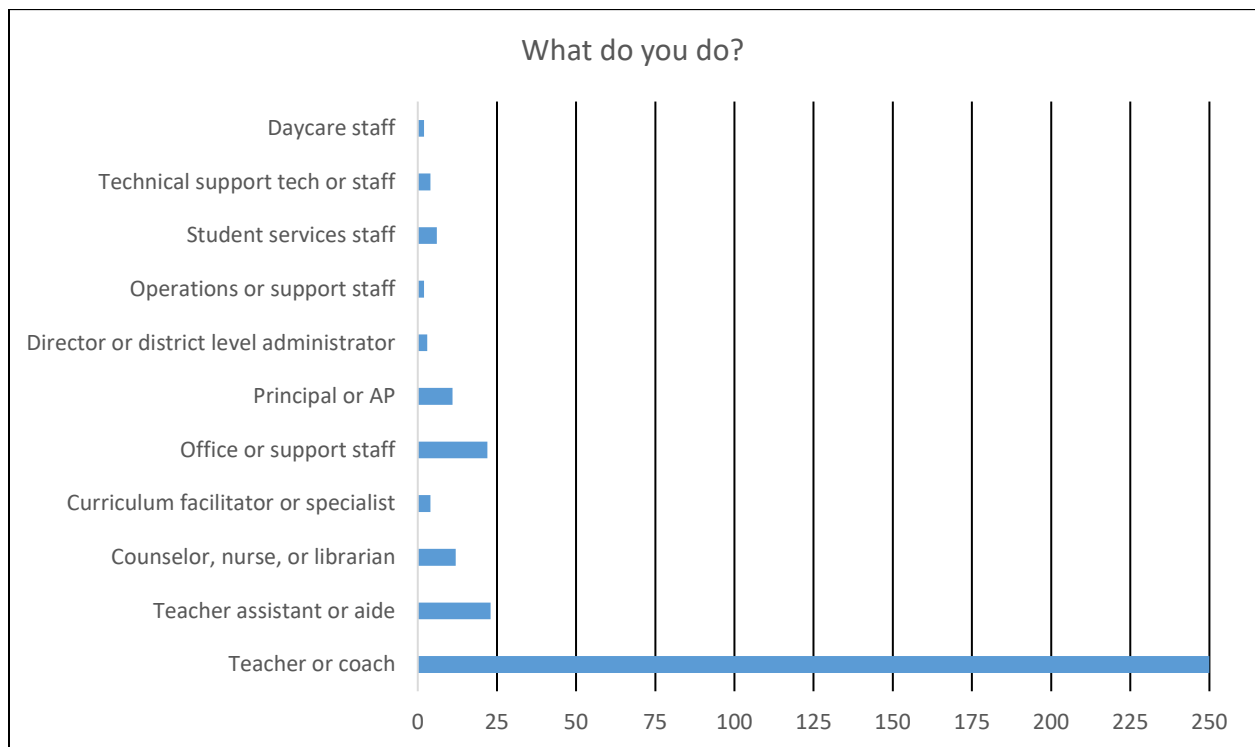
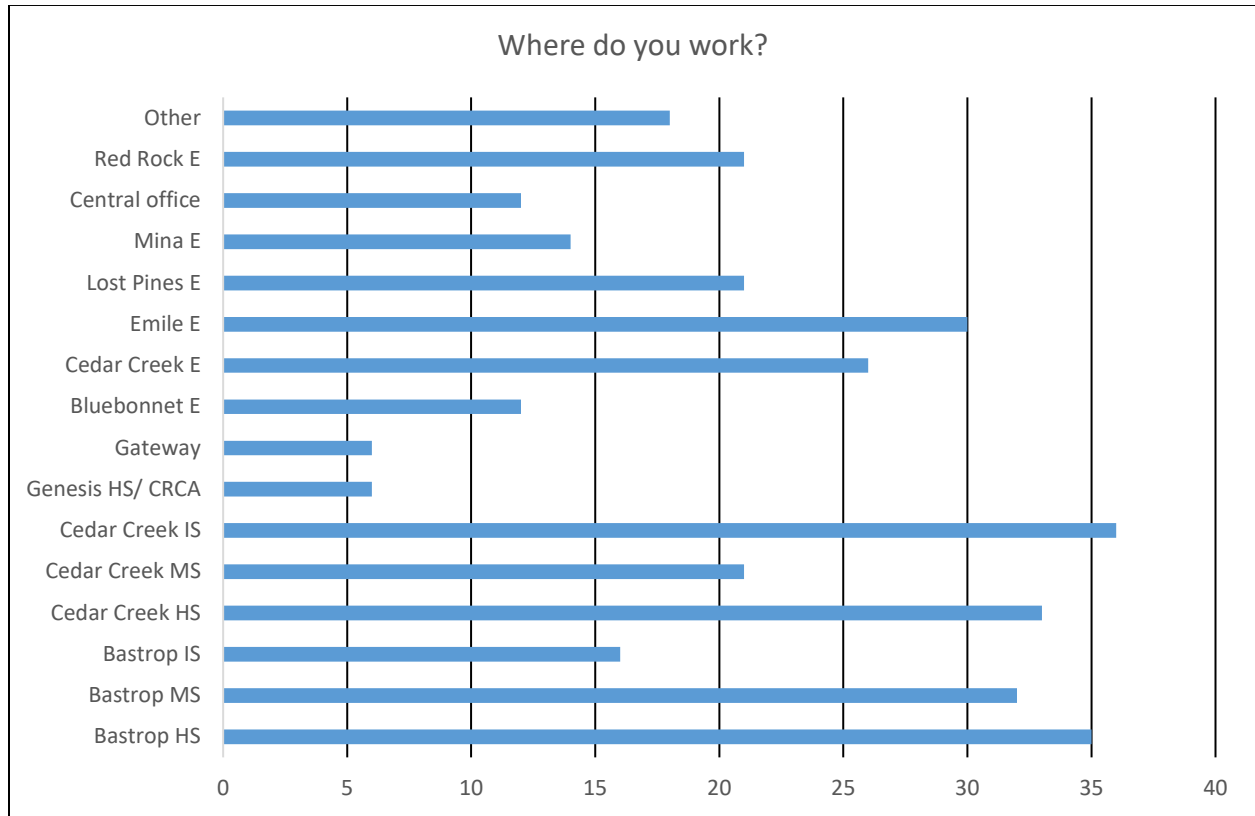
Just as in previous years, teacher workload continues to be a problem districtwide. However, from the data and comments, this issue appears to be exacerbated by the loss of the PLC period at secondary schools and additional PLC requirements at the elementary campuses. Some of the comments suggest that a significant number of teachers are nearing burnout and there may be a larger turnover than usual at the end of this school year.

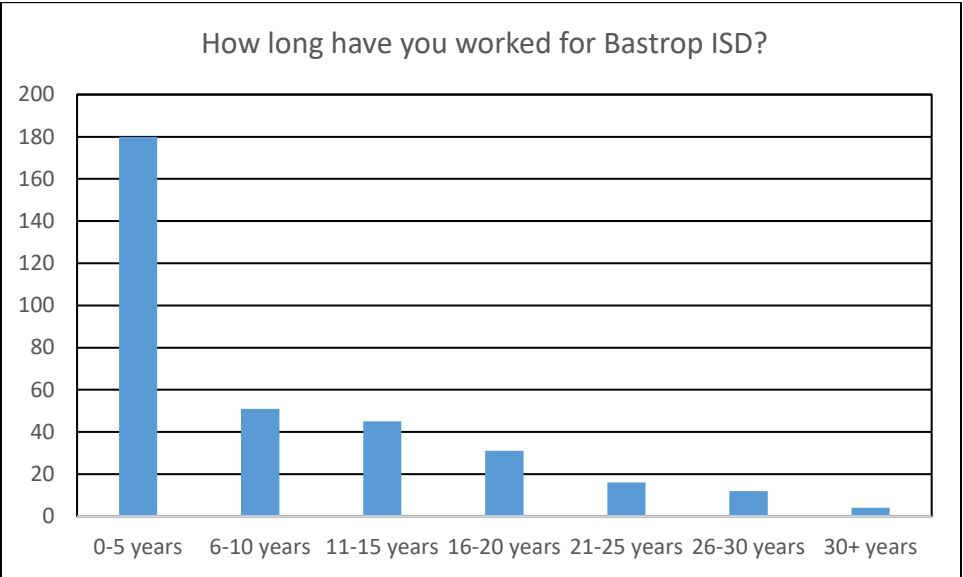
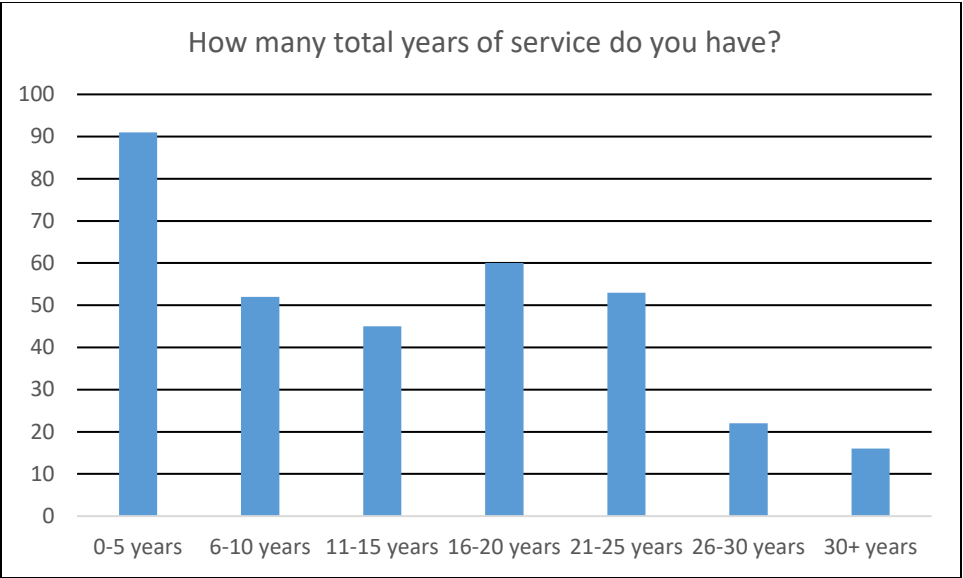
Additionally, morale is described as "poor" at several campuses, and dissatisfaction with salary and benefits seems to have intensified.

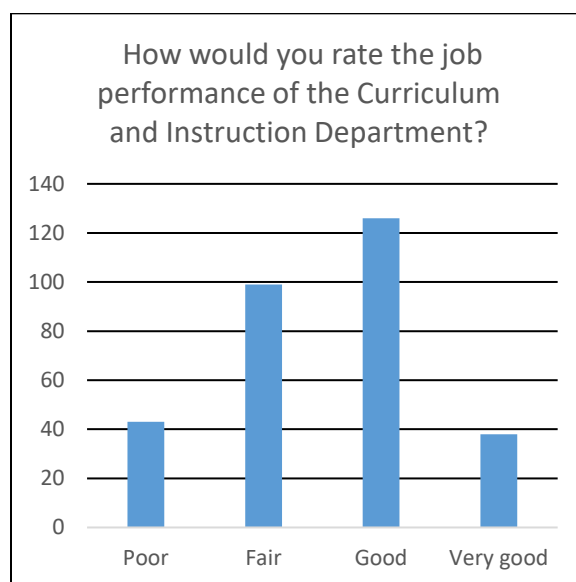
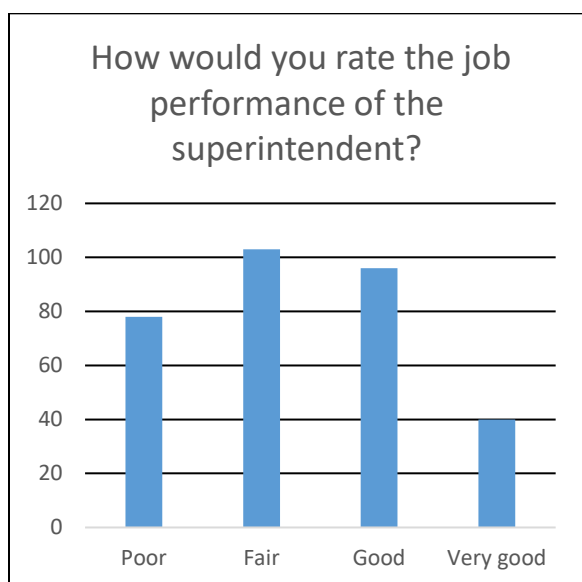
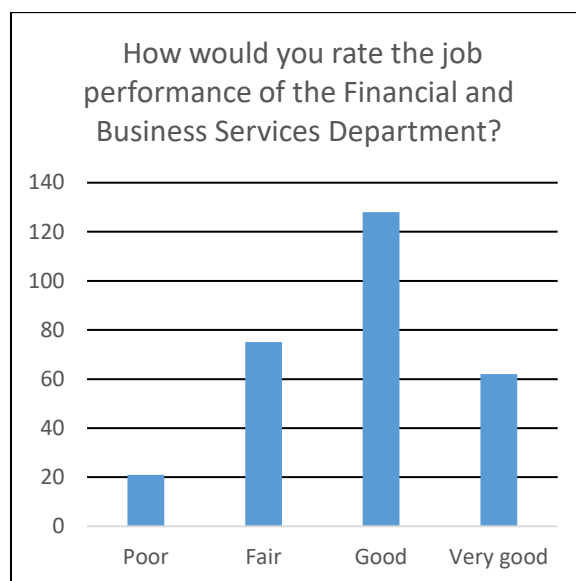
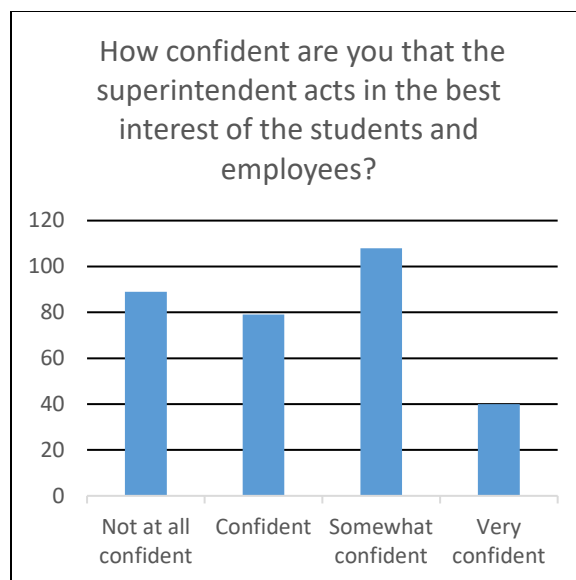
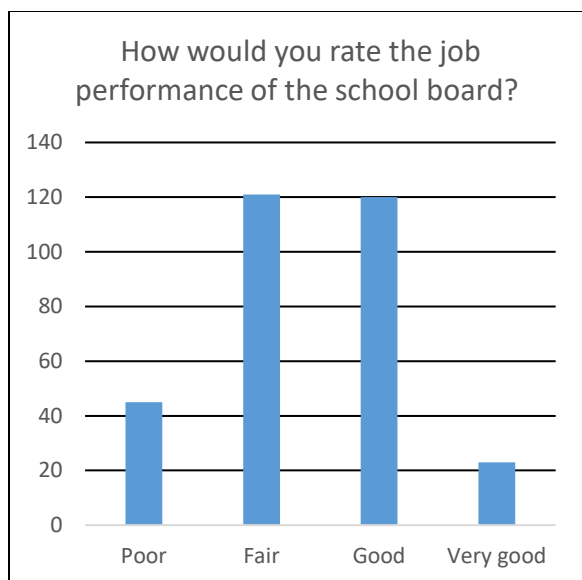
We recommend that the board instruct district administrators to immediately address these issues to improve working conditions in BISD.

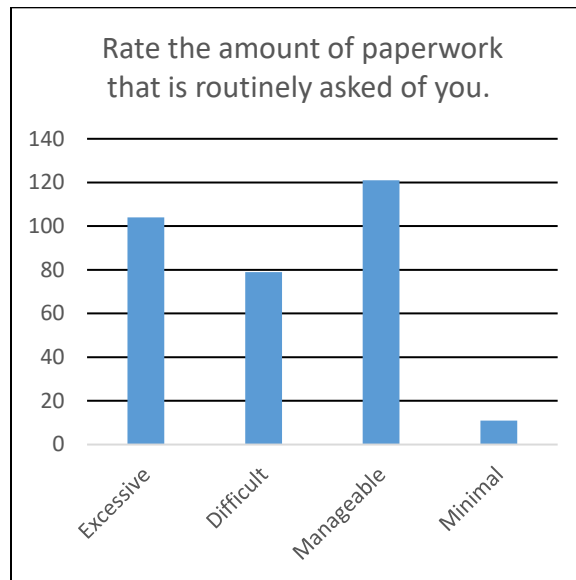
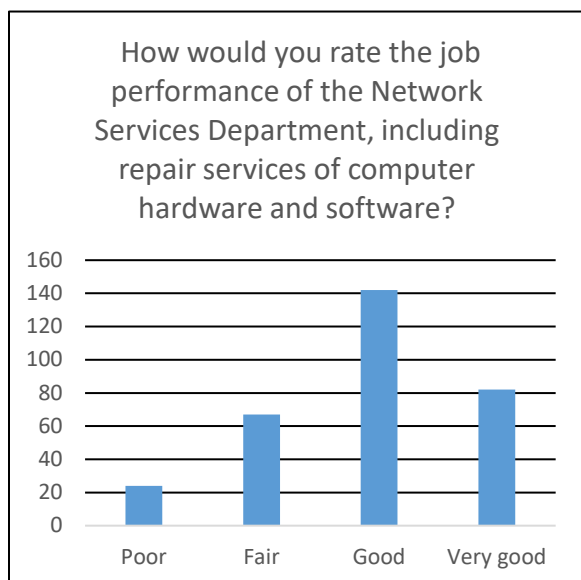
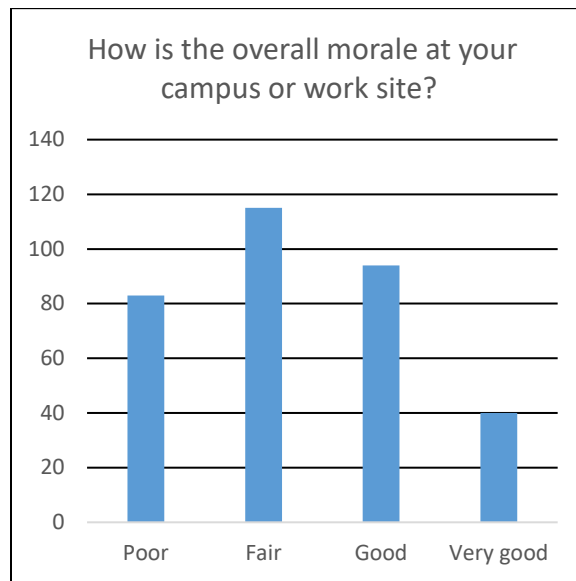
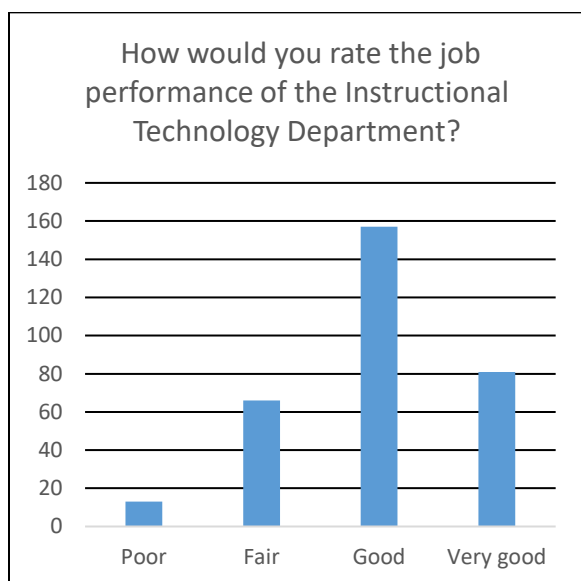
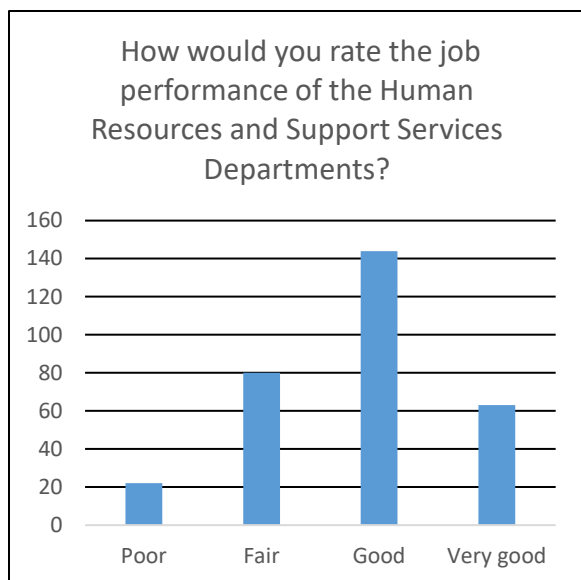
Questions about the survey should be directed to Kim Chapman, [kchapman@bisdtx.org](mailto:kchapman@bisdtx.org).

## BASTROP ISD



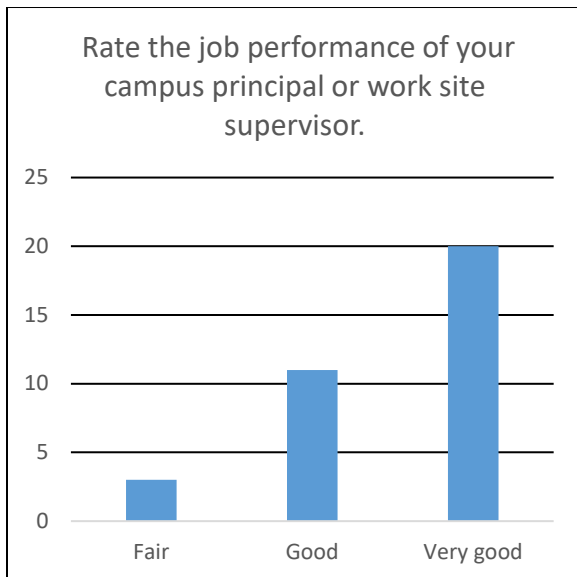


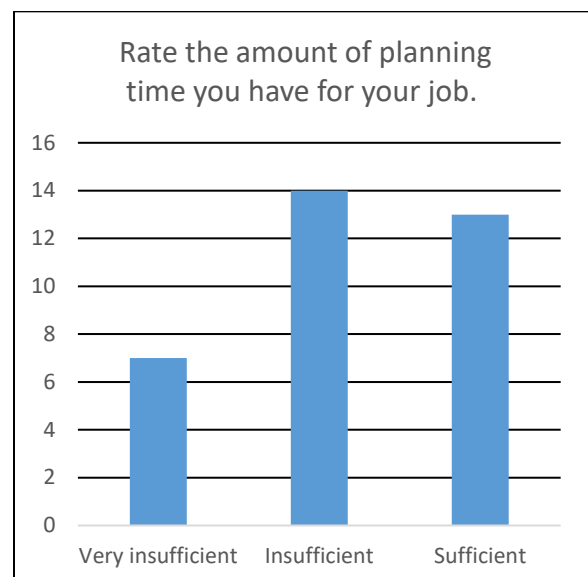
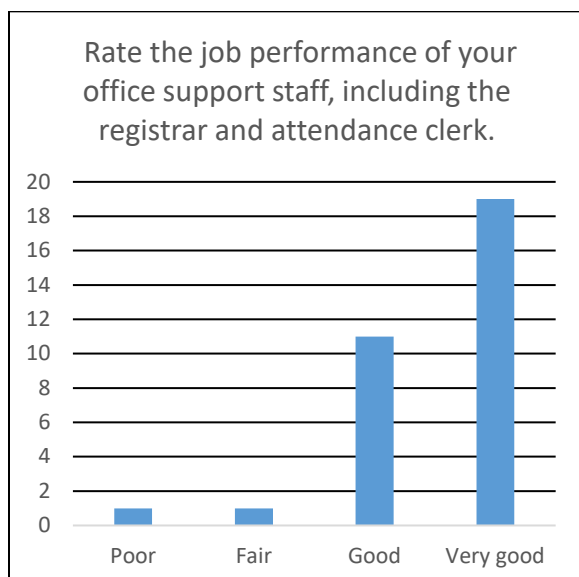
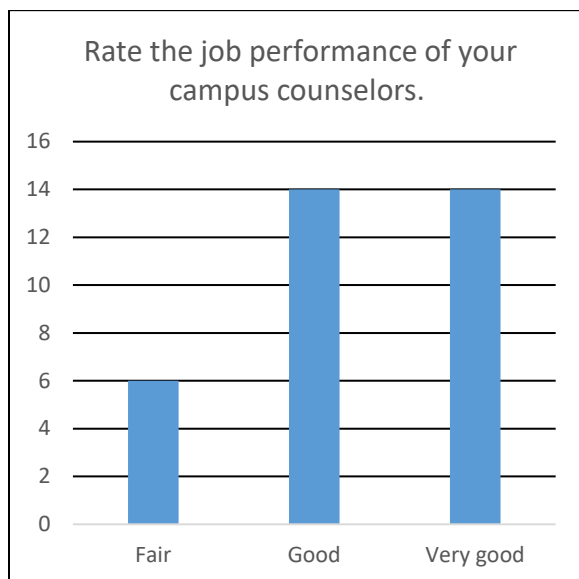
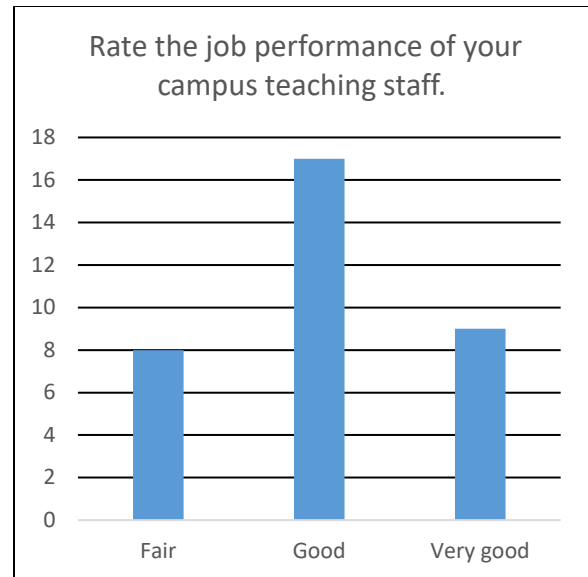
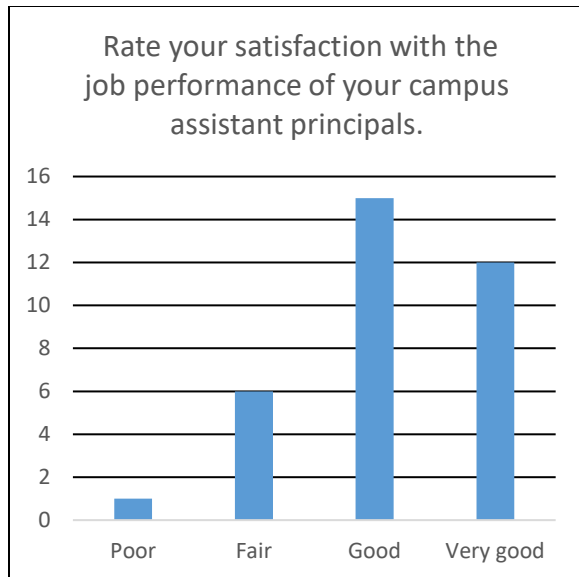


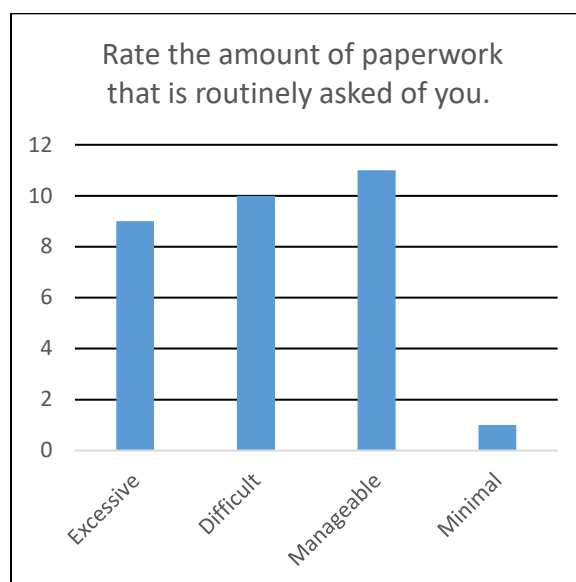
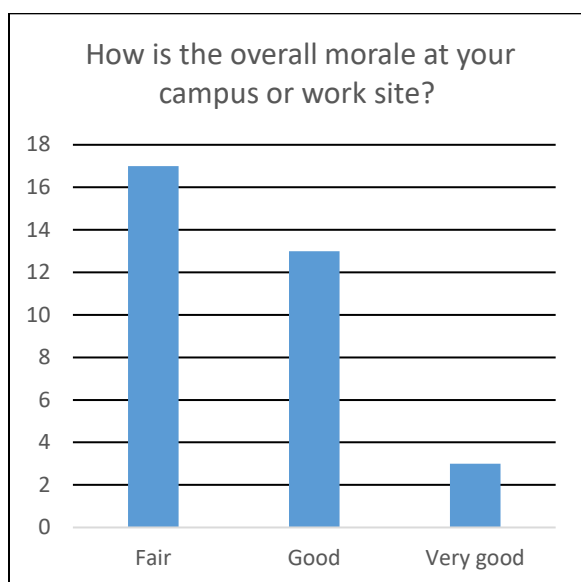
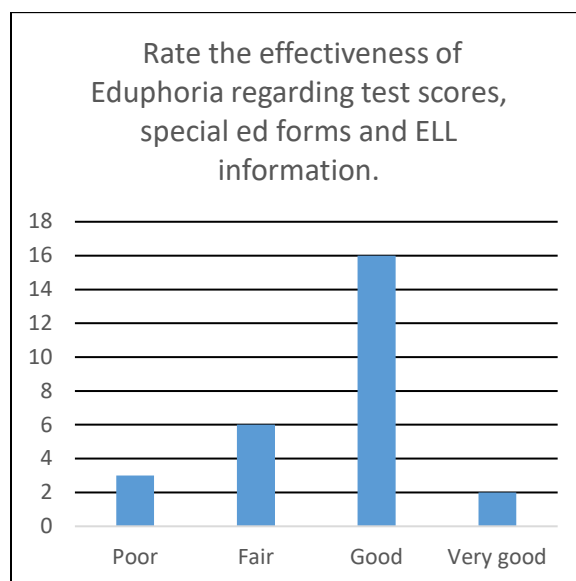
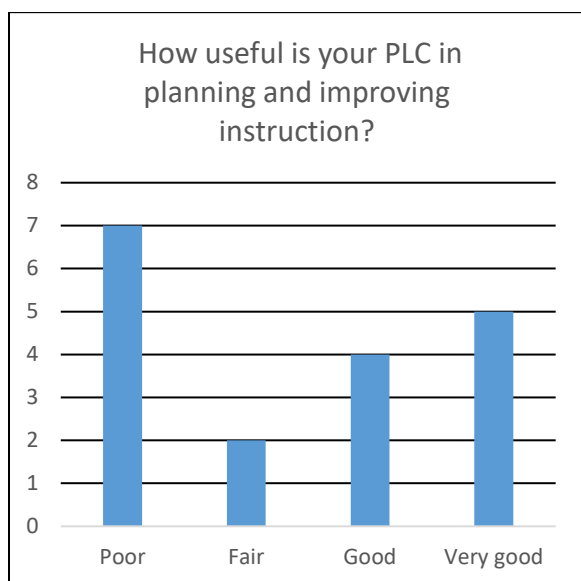
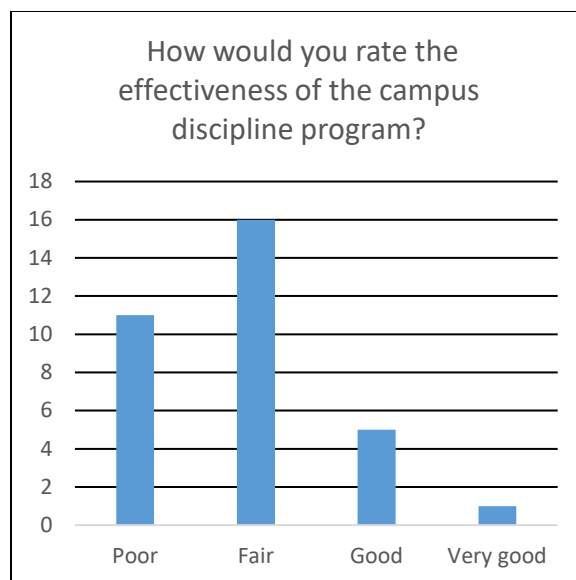
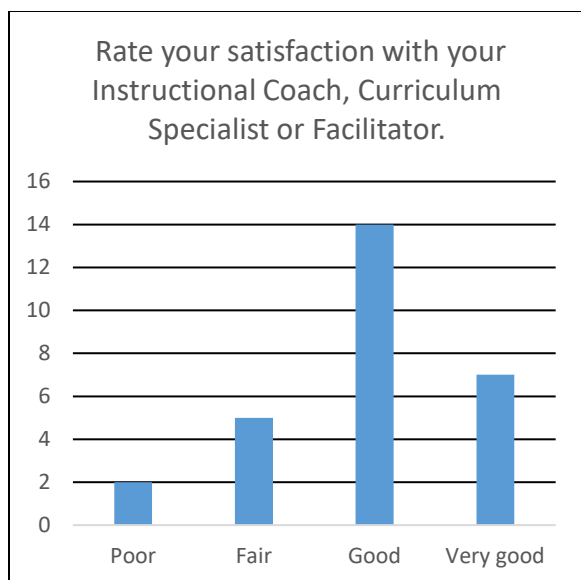




**BASTROP HIGH SCHOOL**

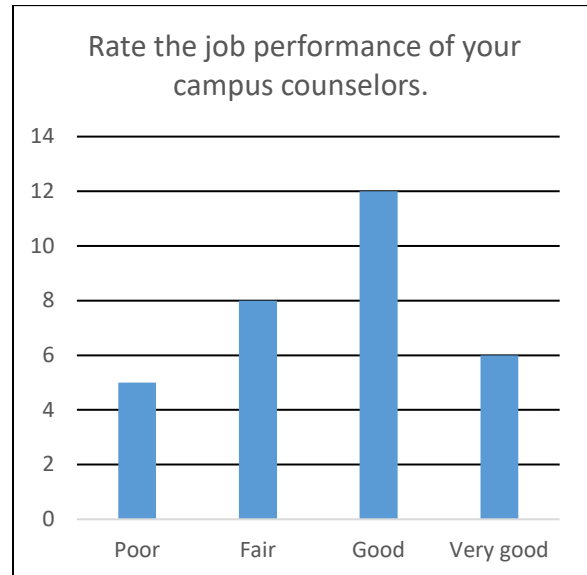
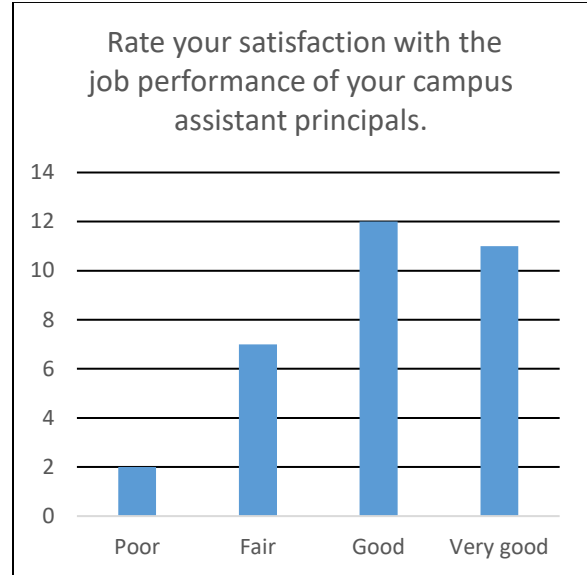
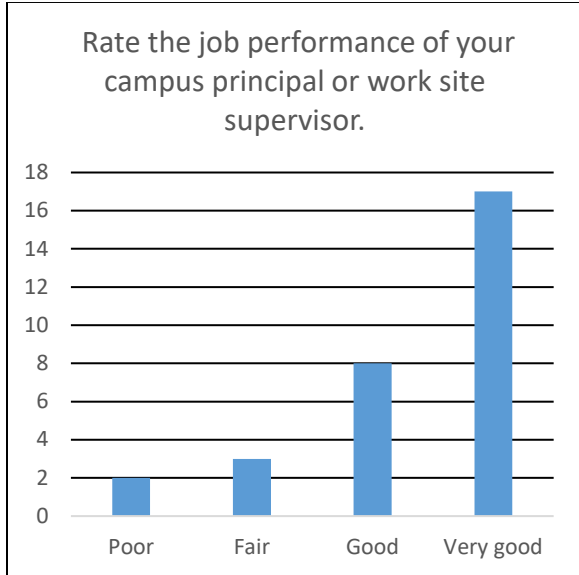


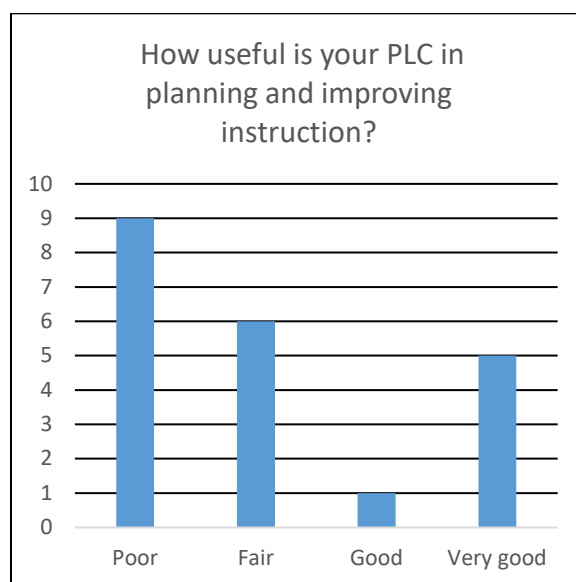
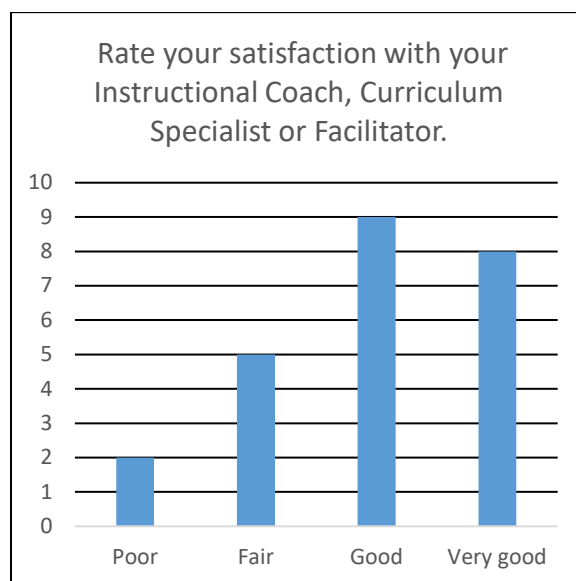
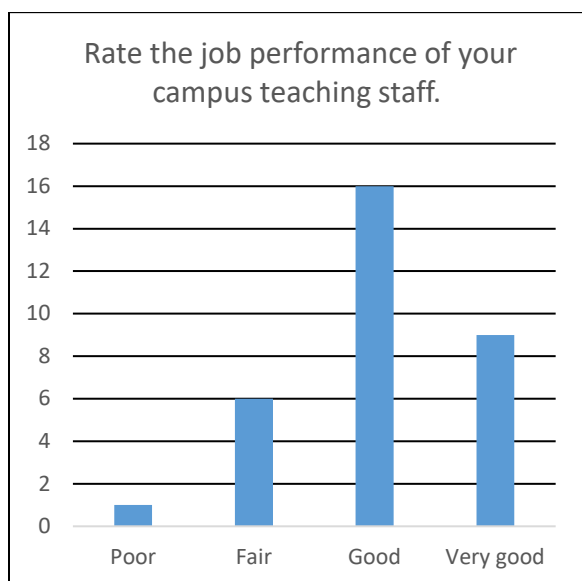
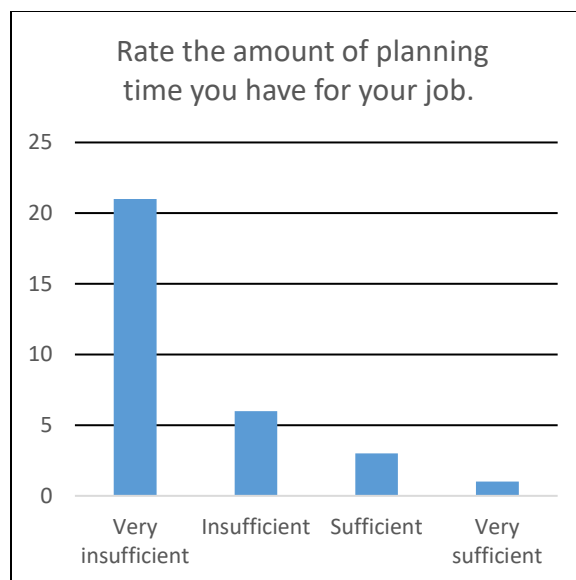
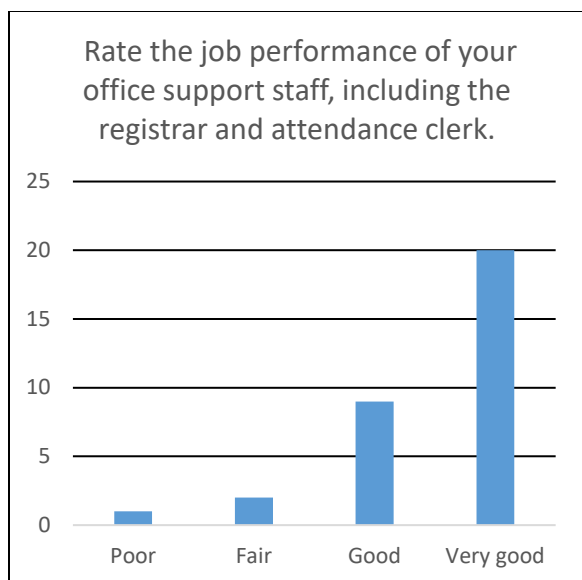


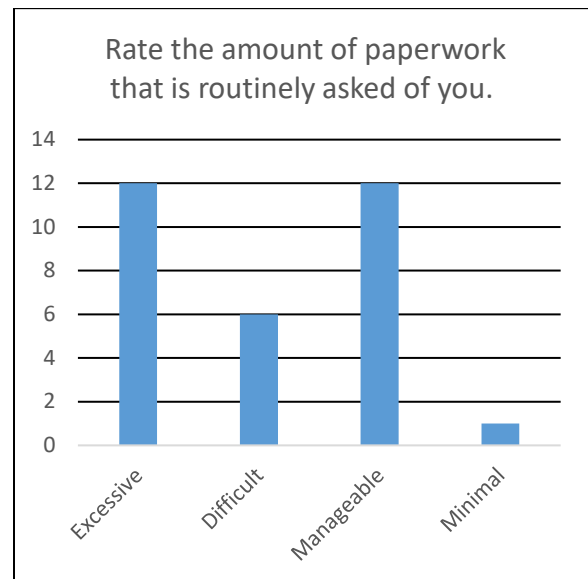
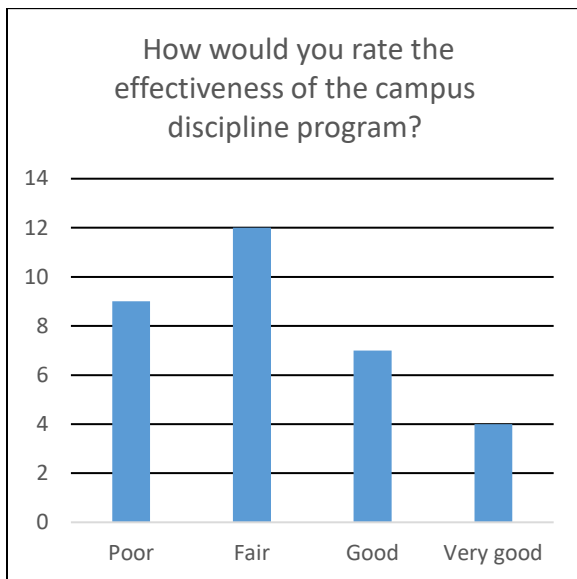
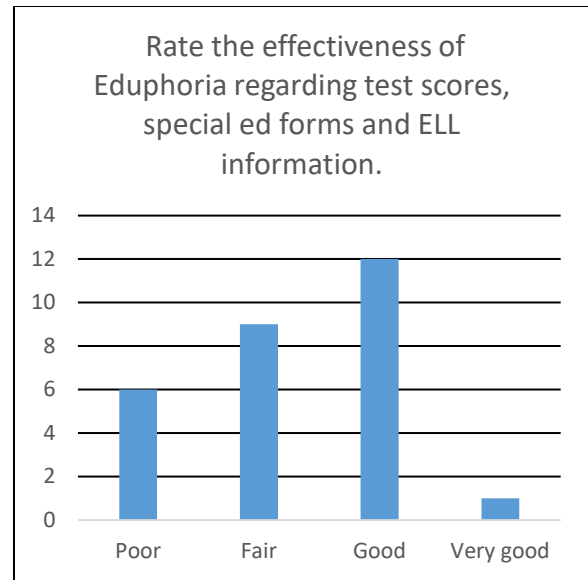
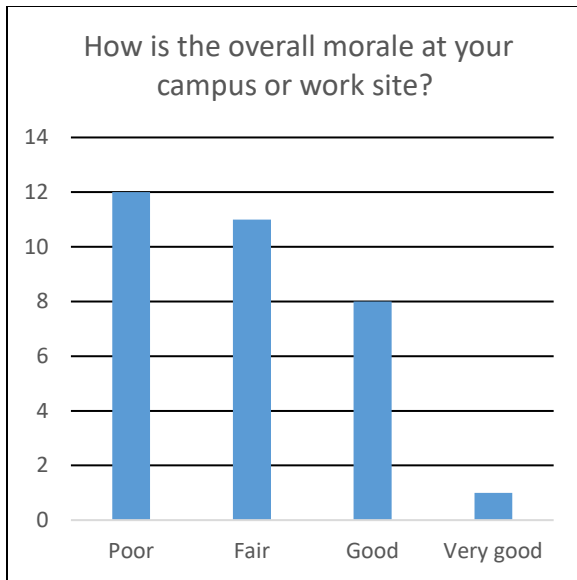




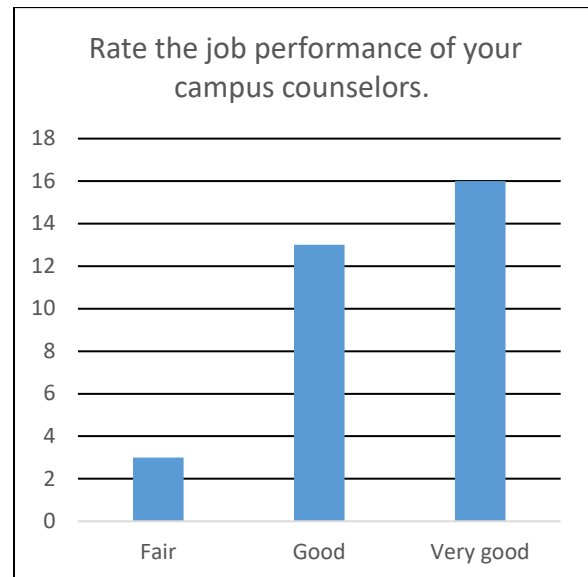
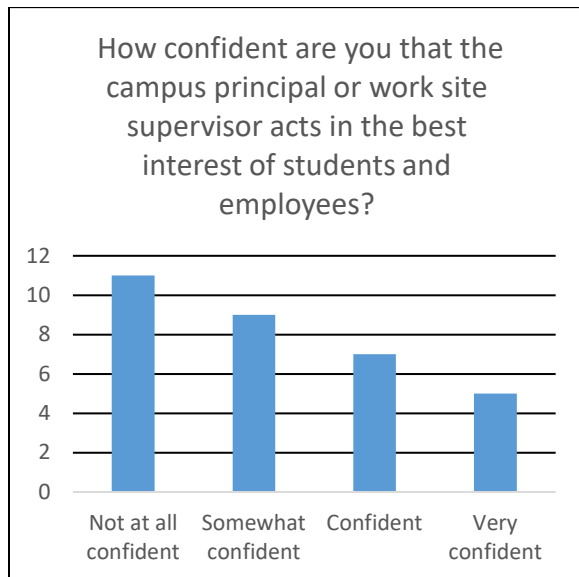
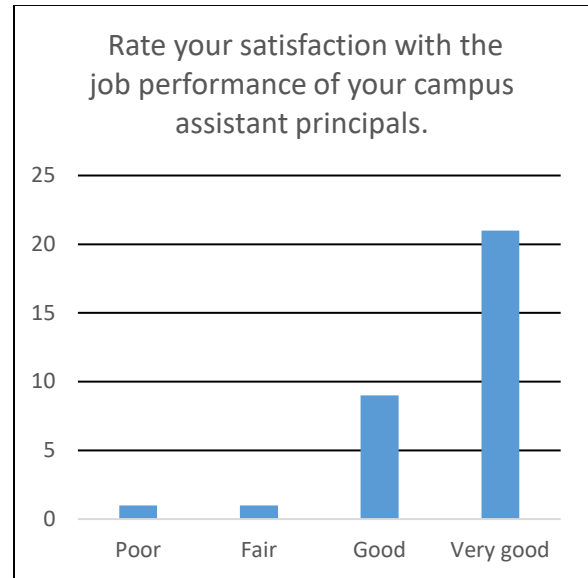
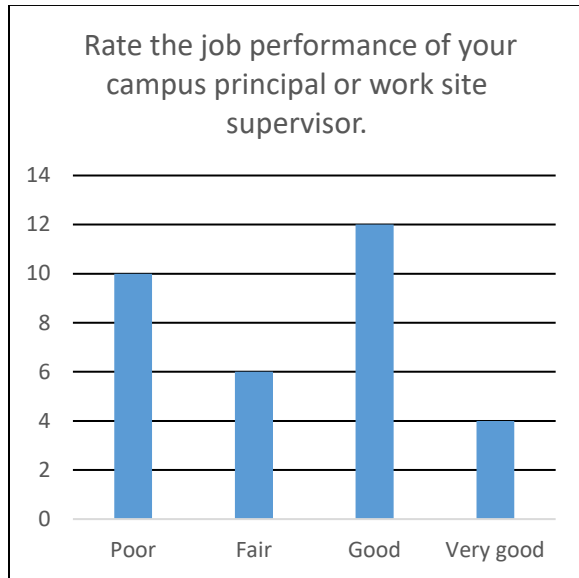
## CEDAR CREEK HIGH SCHOOL

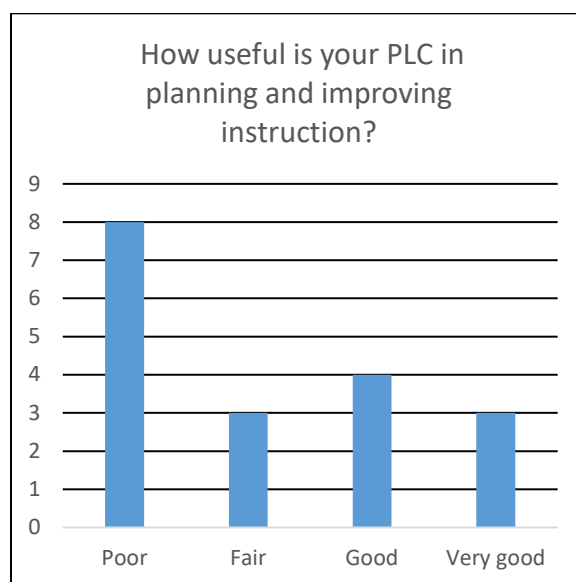
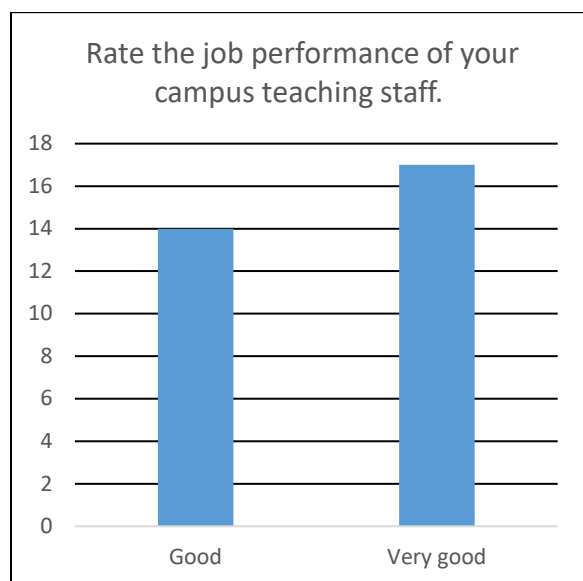
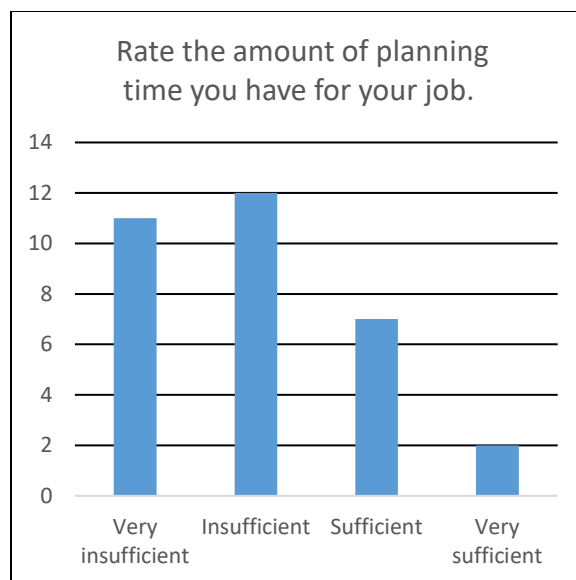
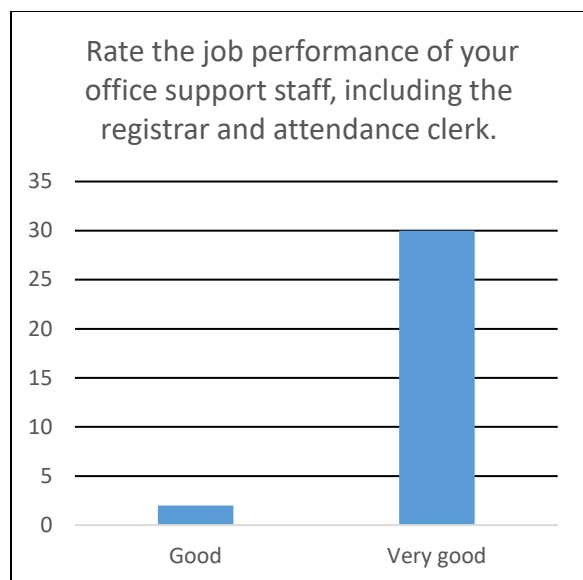


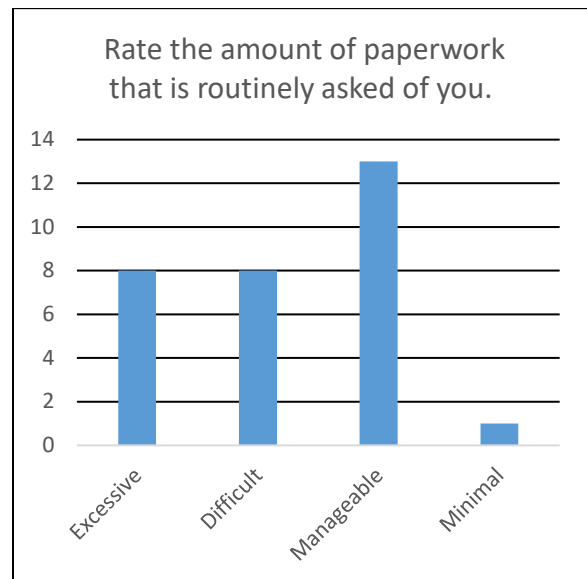
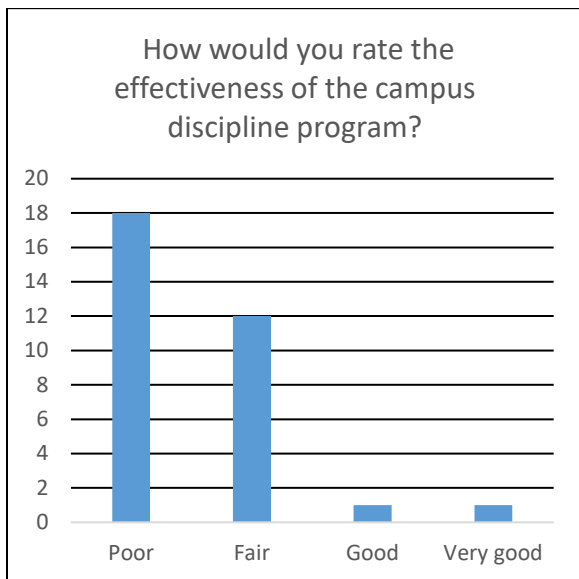
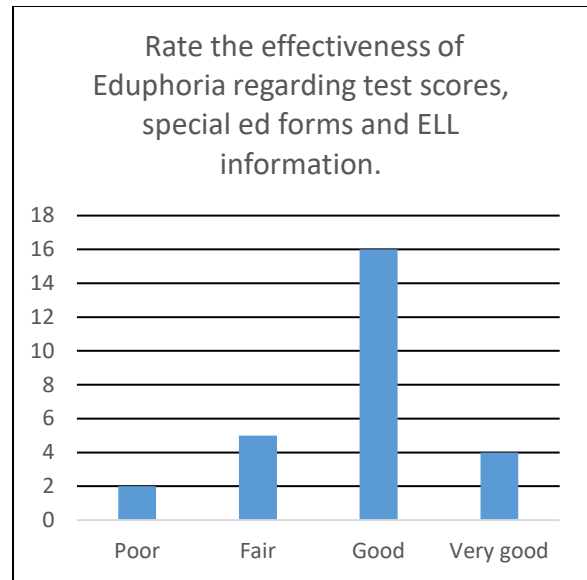
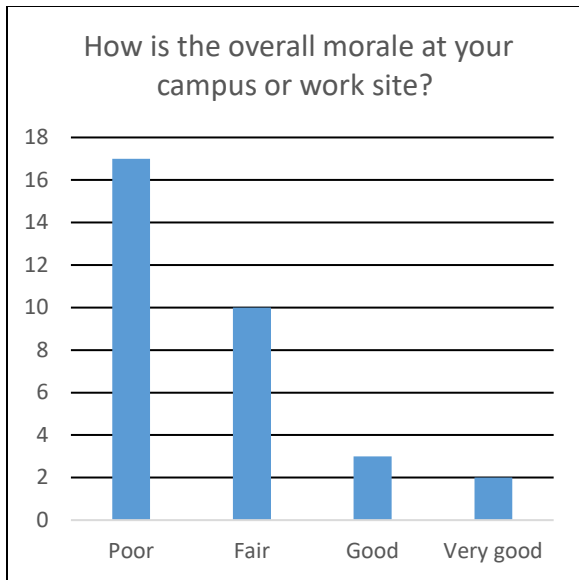




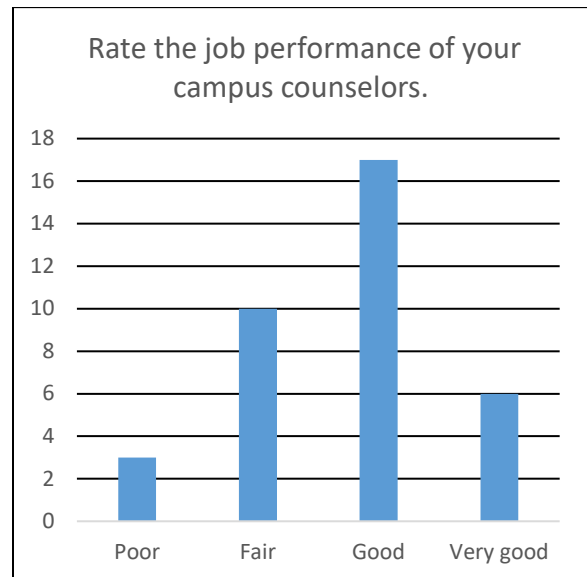
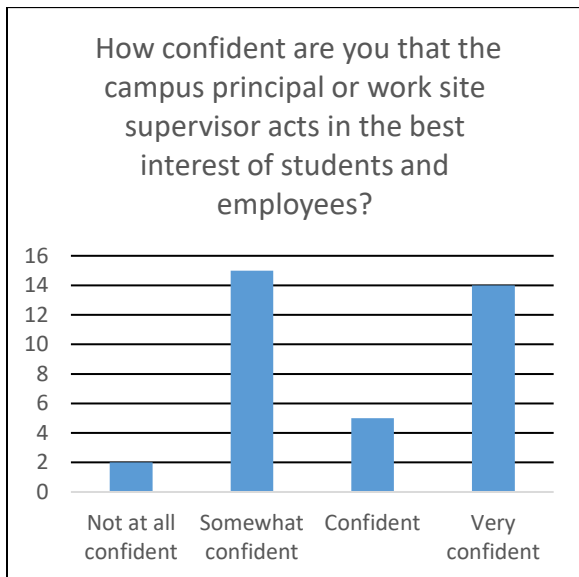
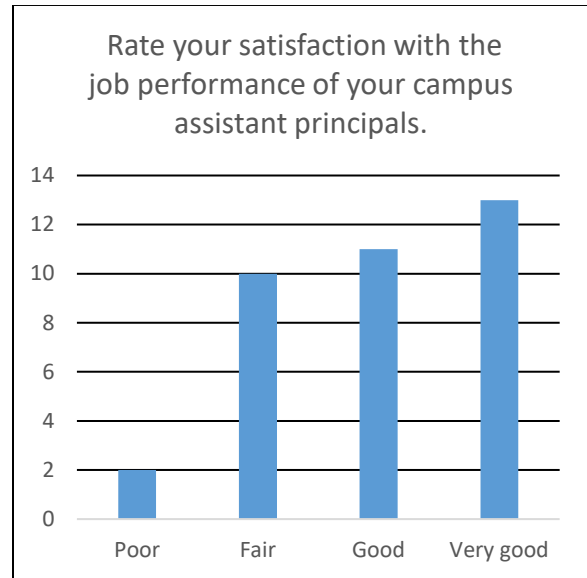
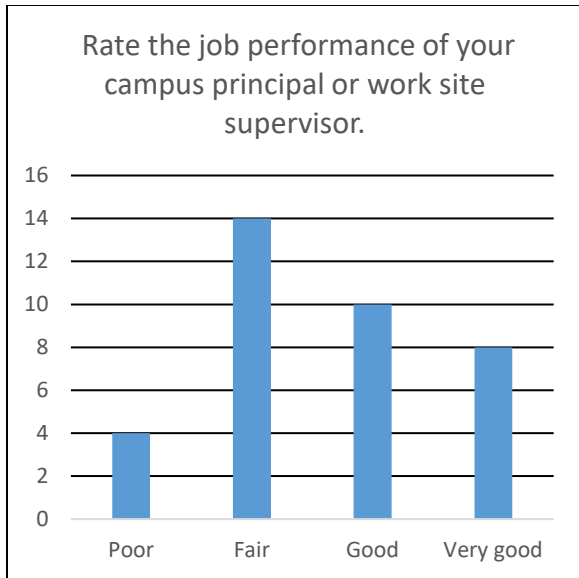
## BASTROP MIDDLE SCHOOL

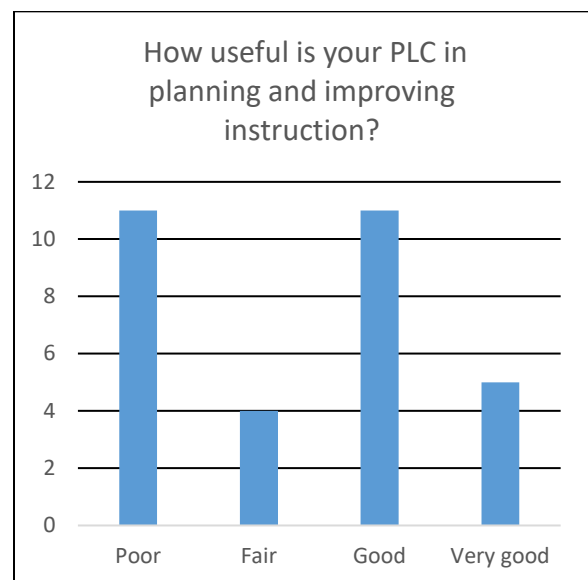
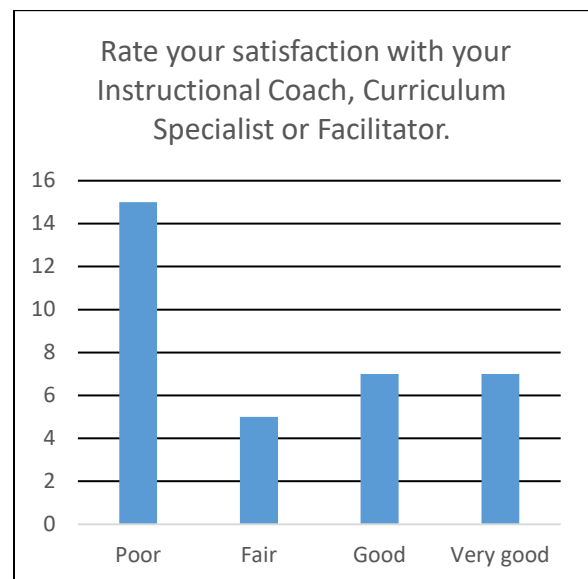
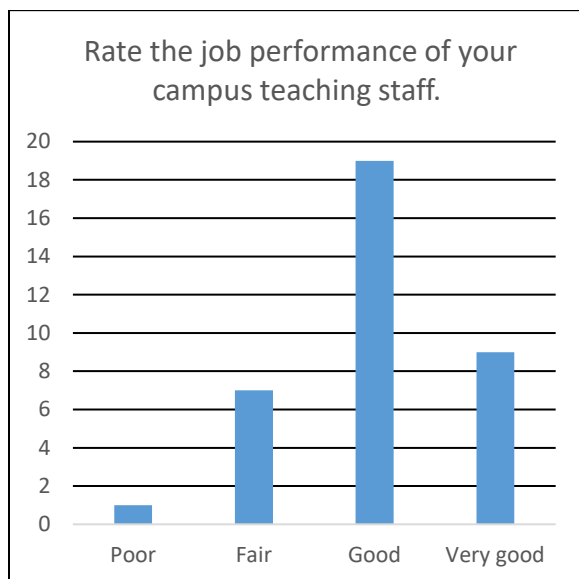
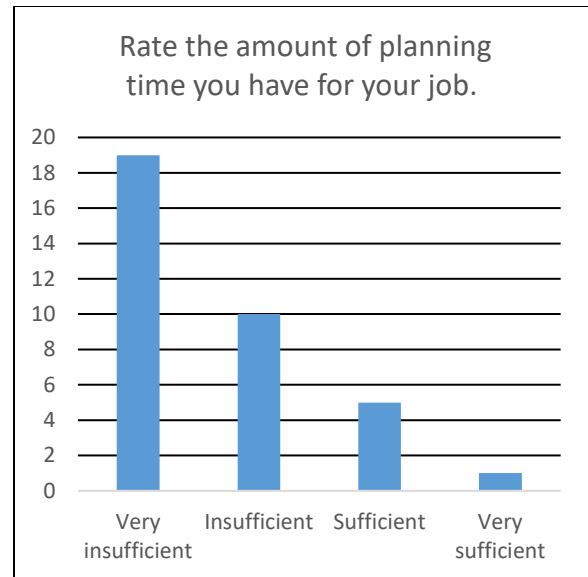
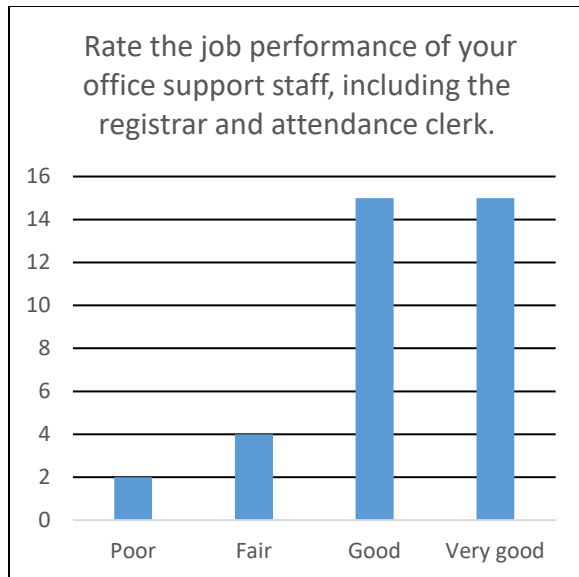




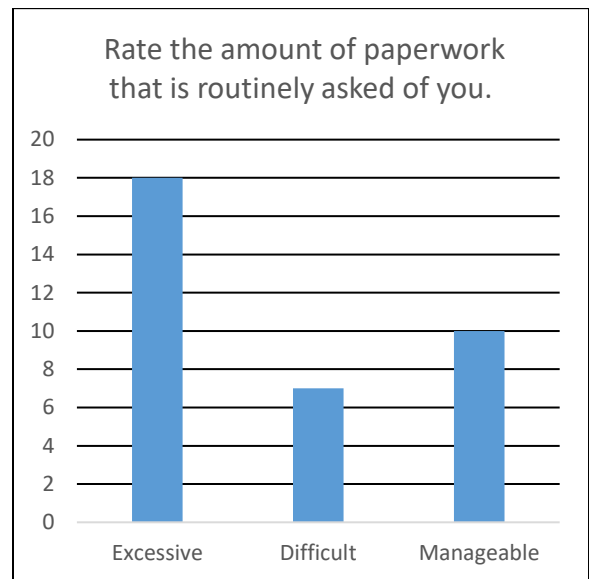
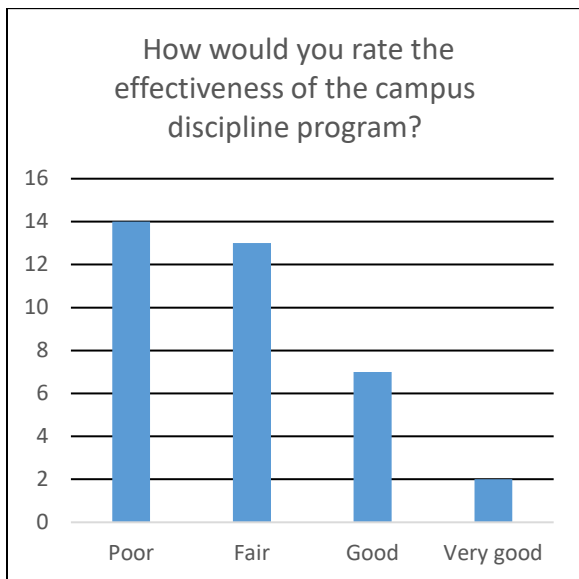
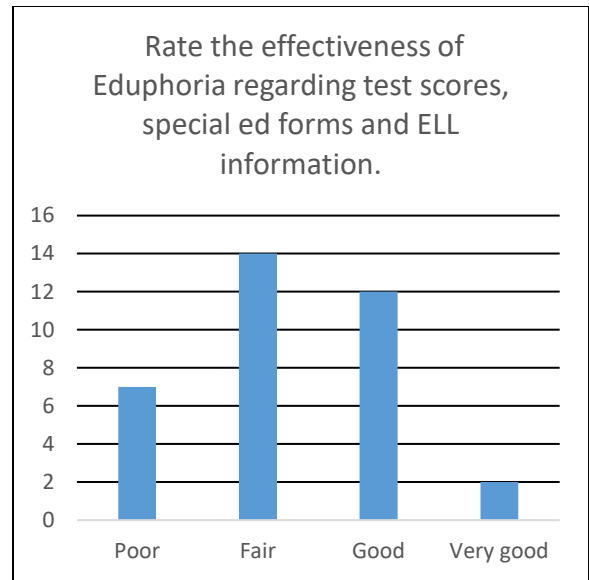
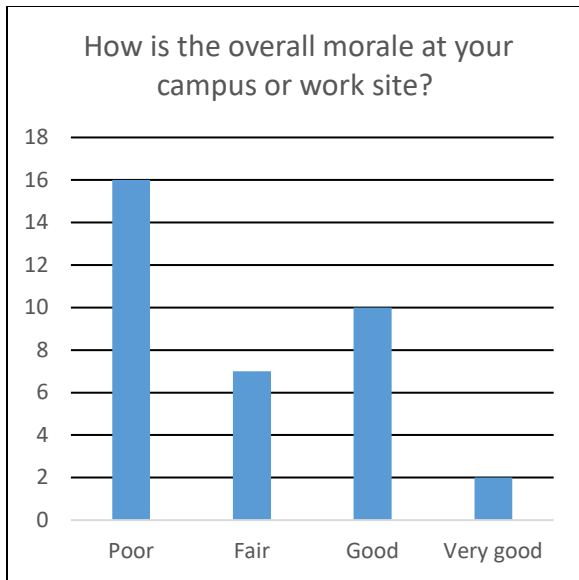


## CEDAR CREEK INTERMEDIATE SCHOOL

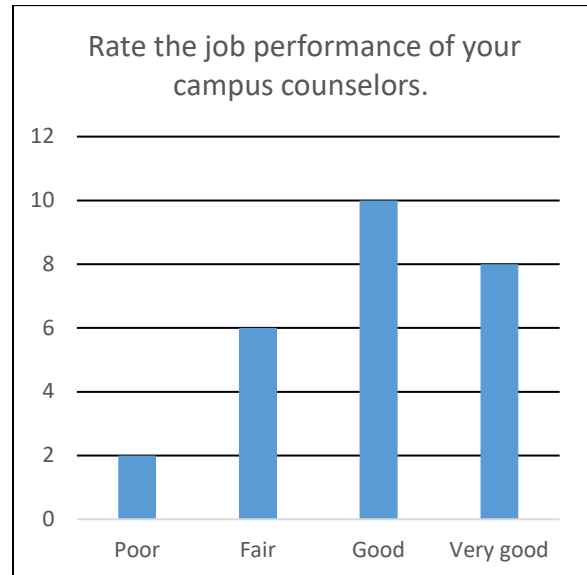
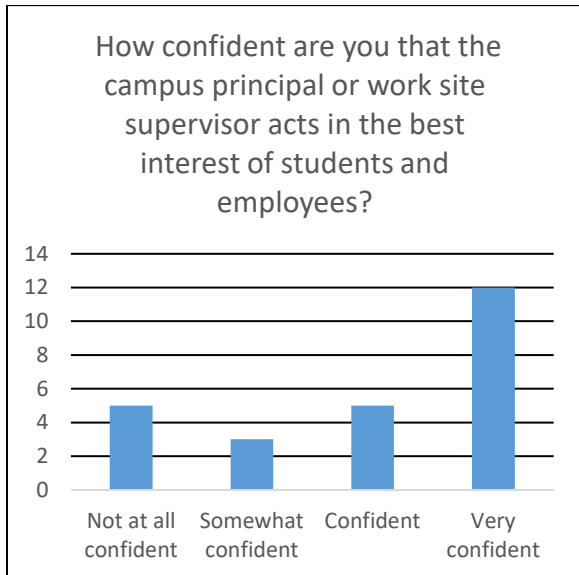
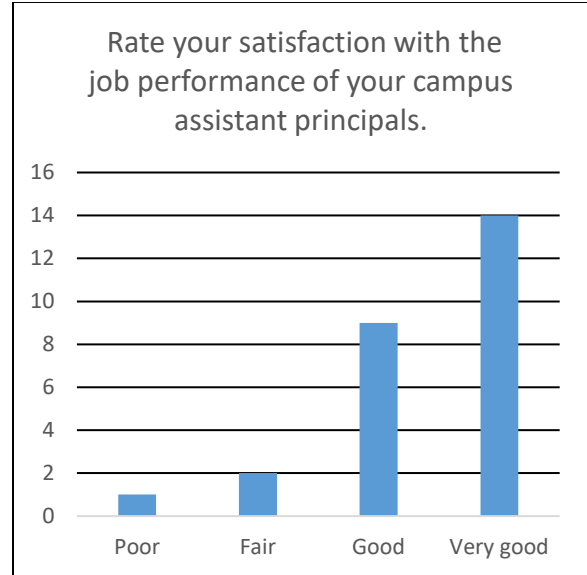
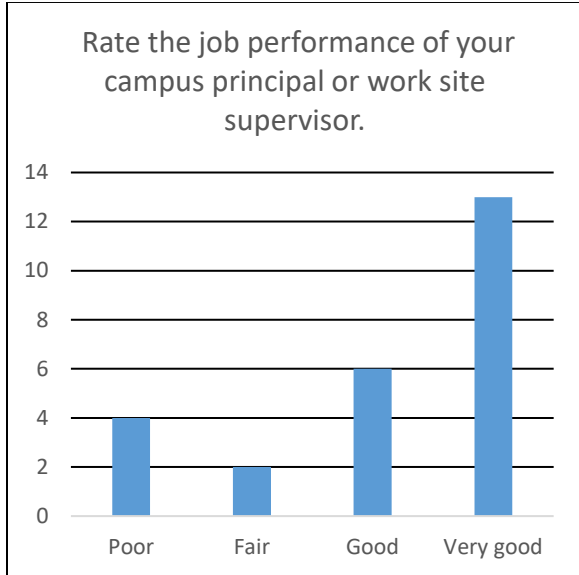


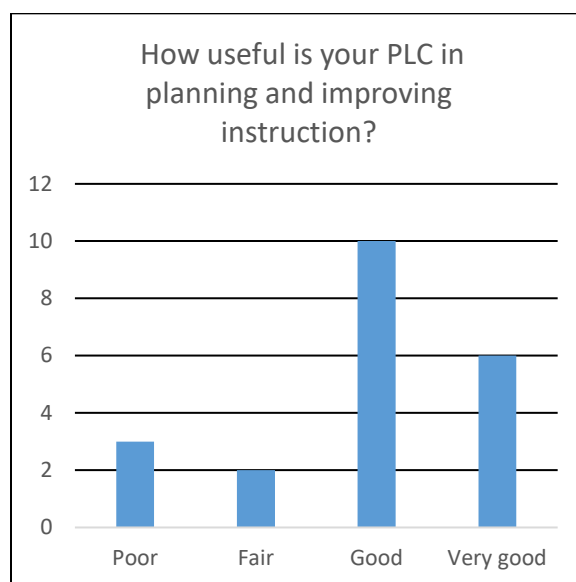
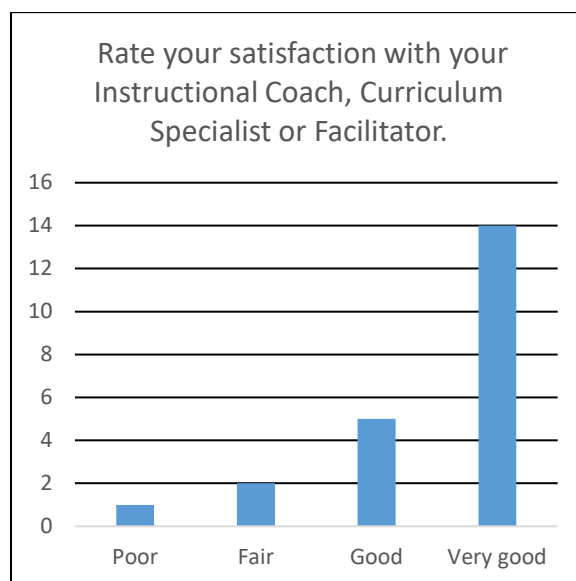
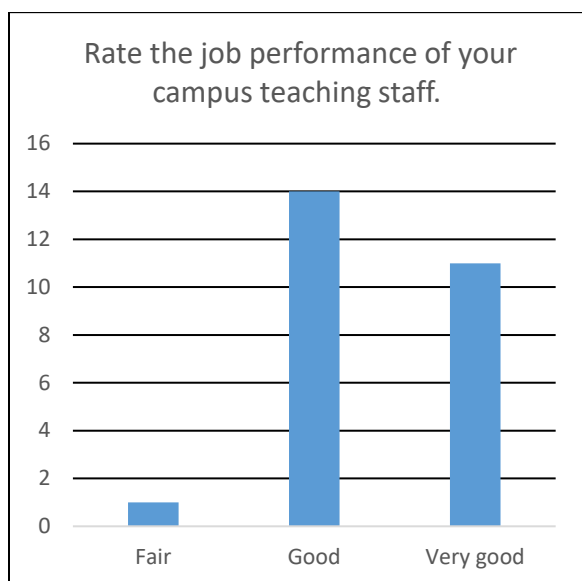
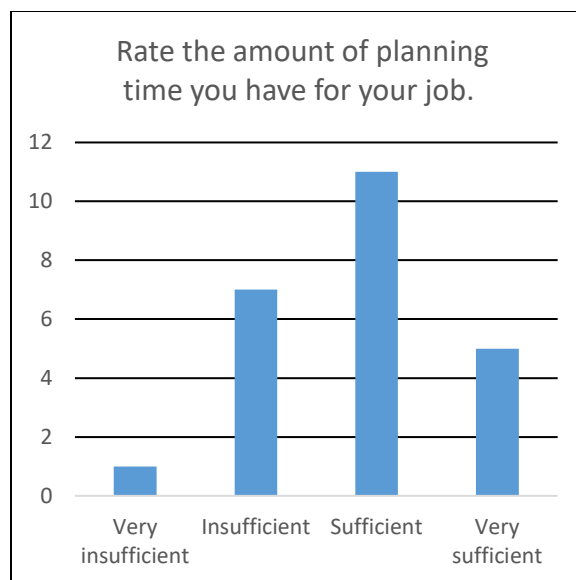
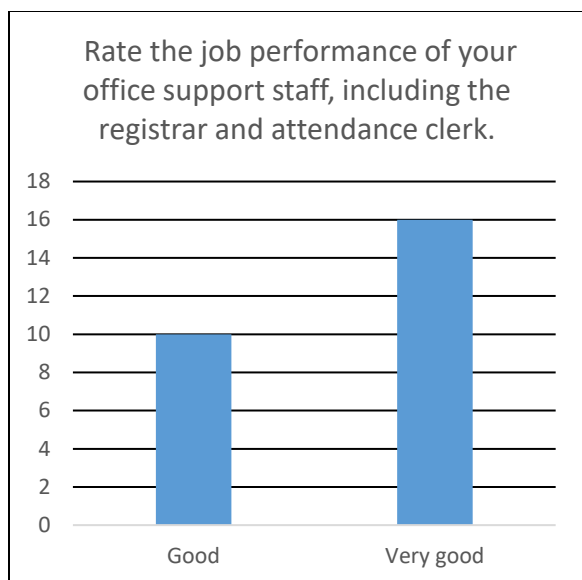


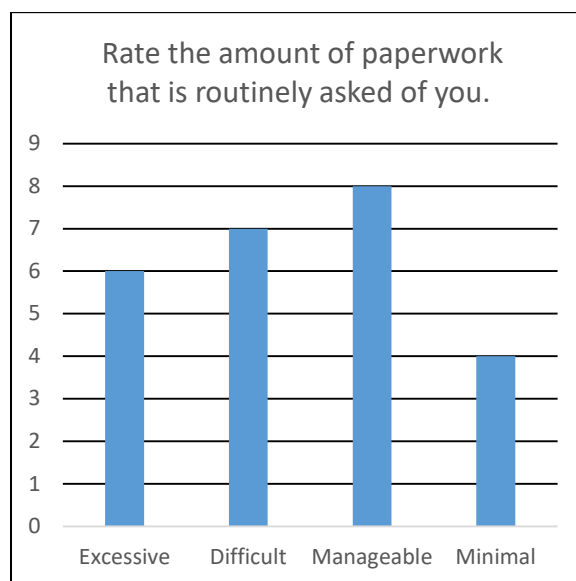
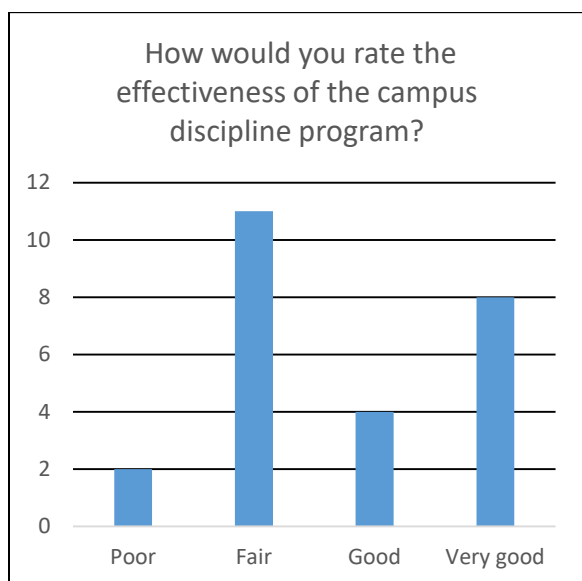
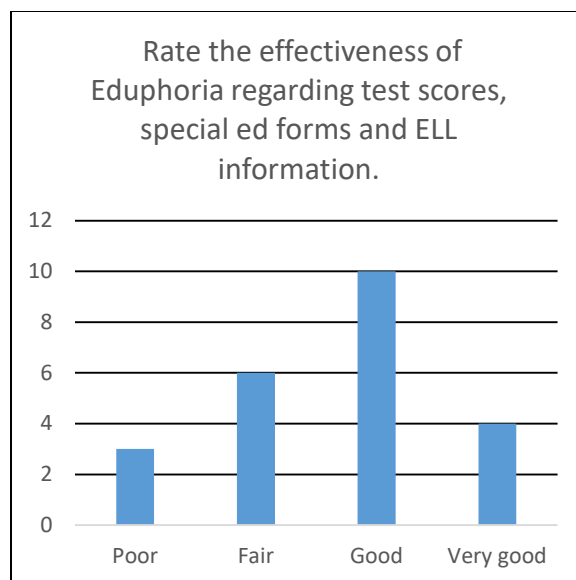
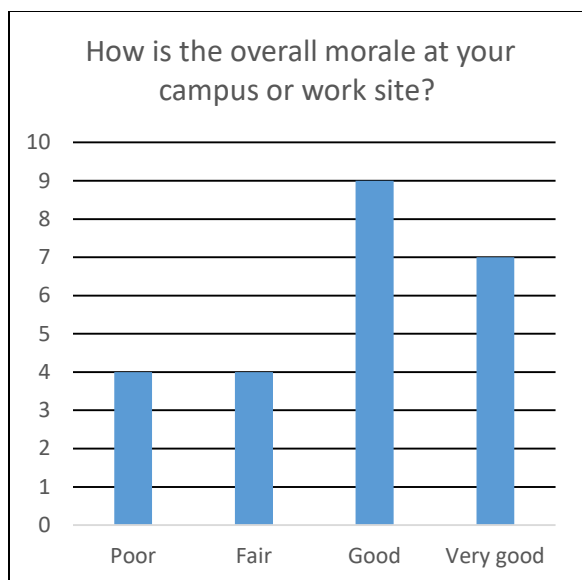




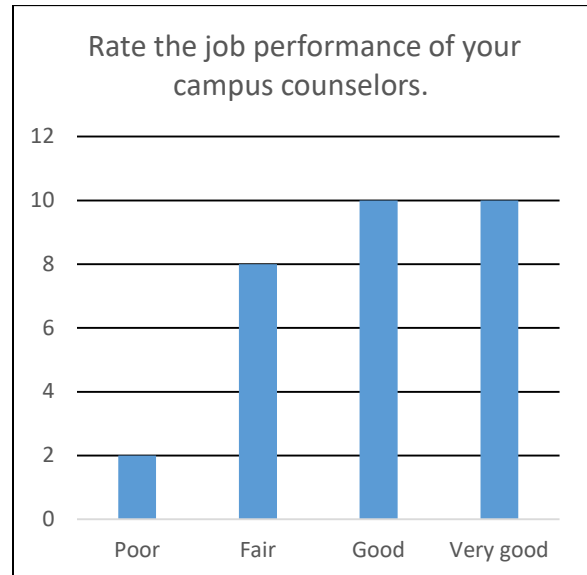
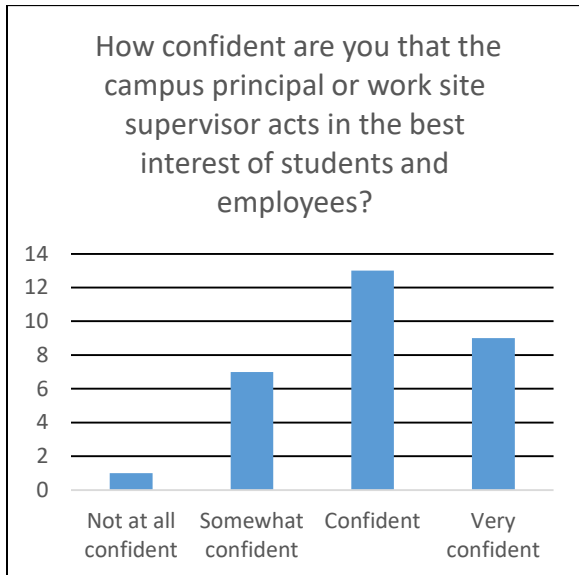
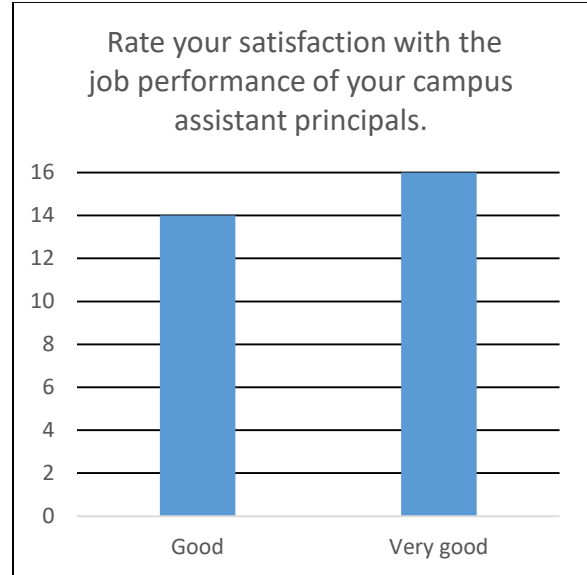
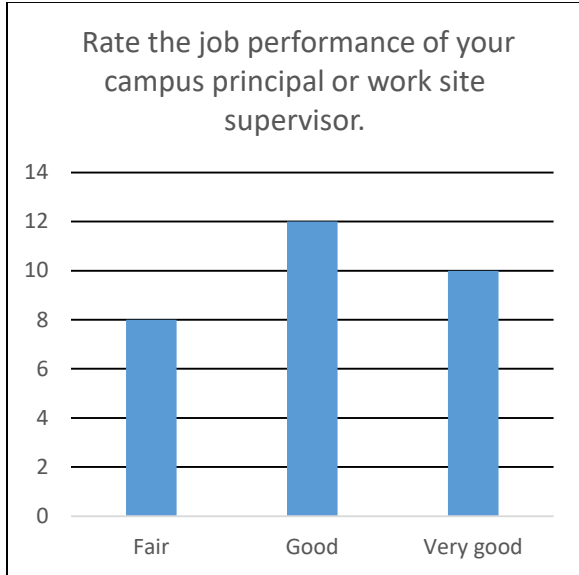
## CEDAR CREEK ELEMENTARY SCHOOL

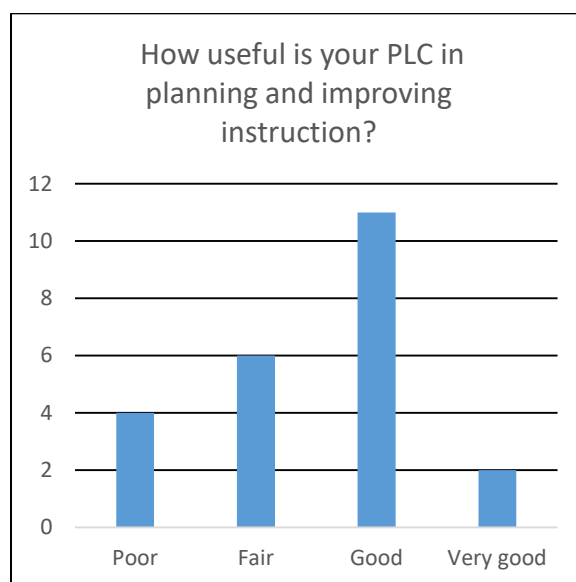
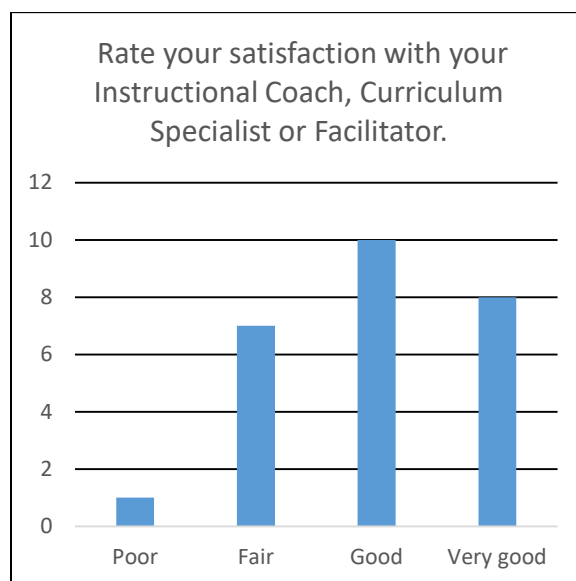
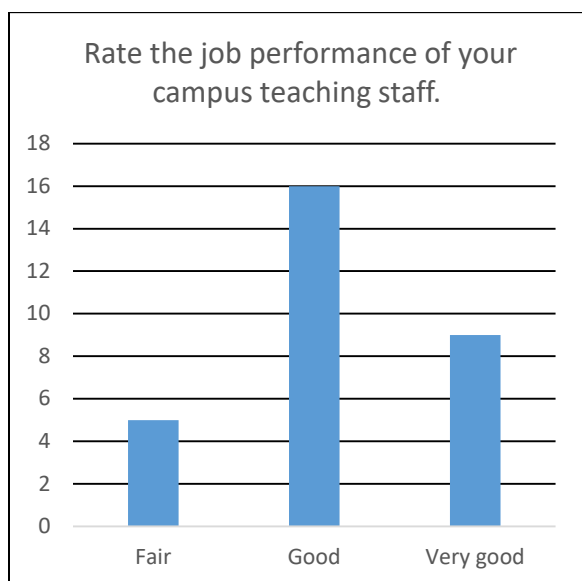
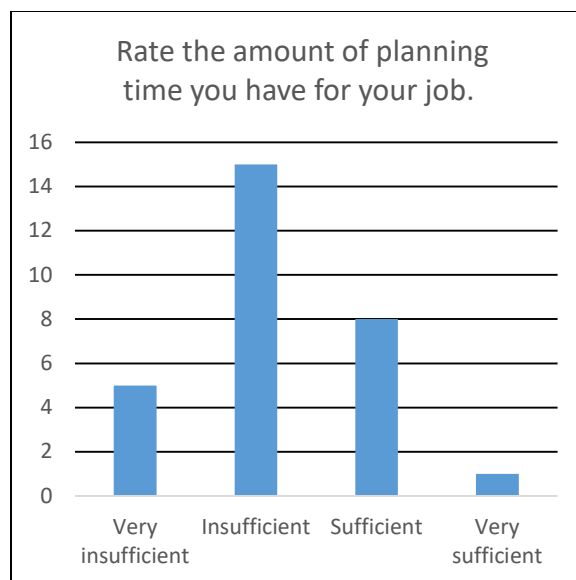
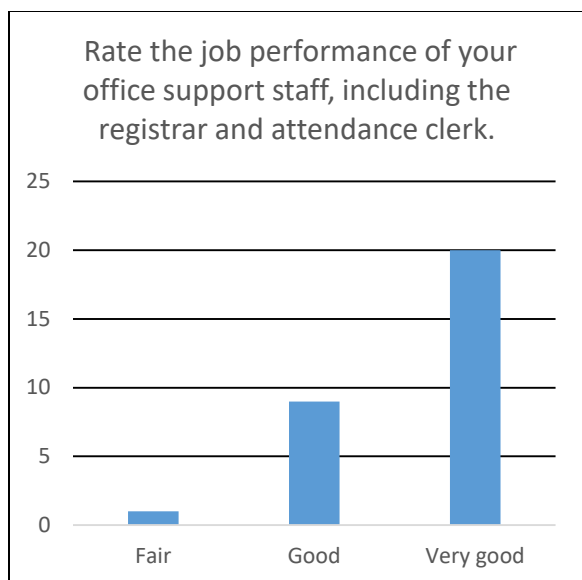


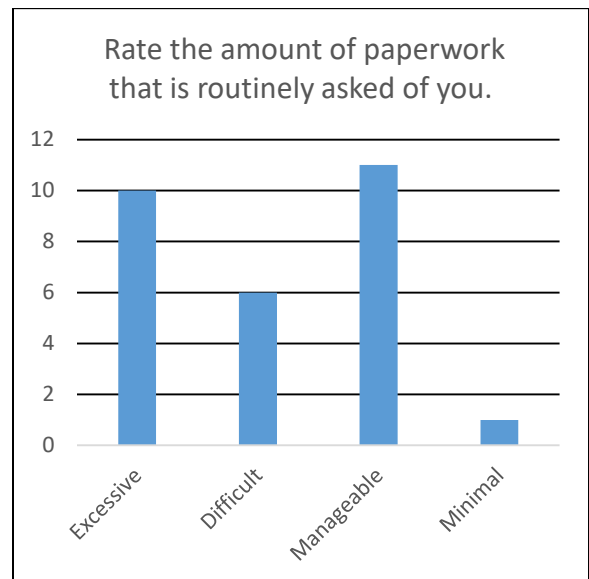
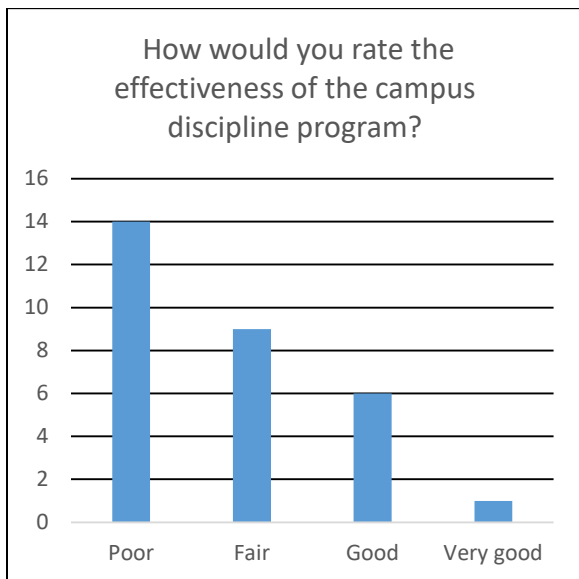
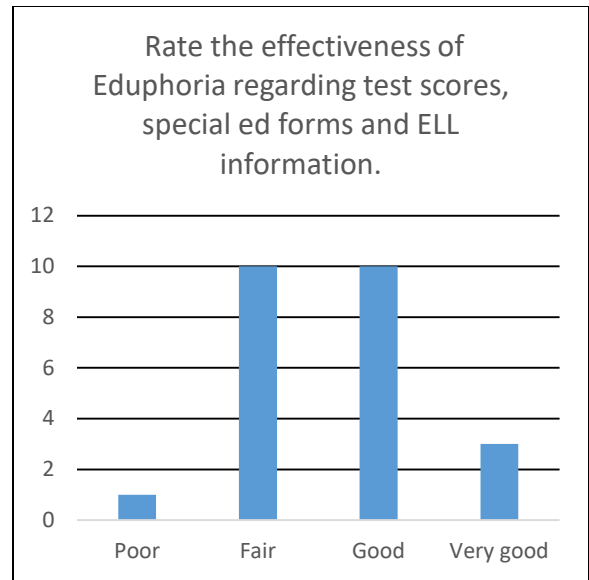
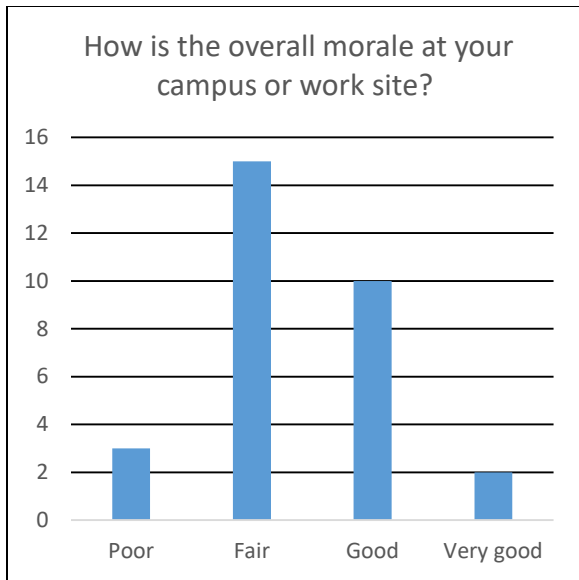




## EMILE ELEMENTARY SCHOOL







**Please explain any of your answers or add other comments, feedback, or suggestions.**

Planning time should be allotted based on the number of unique courses for which a teacher is asked to plan. Someone with the same course all day and 5 people to plan with should not be afforded them same planning time as those teachers with 3, 4, and 5 preparations to make.

No other high school counselors in the state of Texas work on a year round basis.....???? Please address this....

My job is hard because we can't fill the teaching positions. The district needs to do something to attract and retain math and science teachers. I am very weary of helping subs teach classes when I have my own class to teach. I suggest a stipend for science and math on the grounds that most teachers live in Austin and it is very hard to find housing in Bastrop at certain times of year. The kids are hurting for real teachers and all we can seem to do is fill positions with subs.

The school board doesn't care about the teachers but more so pleasing the neighborhood or people in the neighborhood who don't teach. The superintendent may be doing his best, but I think he needs to be more in the schools such as actually seeing what teachers need and how hard their job is. The technology could be a lot better, especially the computers, which have many problems and needing new computers.

Don't think the salary is commensurate with the time and effort I put into educating the students here at Bastrop.

PLC planning periods no longer exist. Planning is done through a teacher's conference period. Teachers also picked up an additional period of teaching to take the place of losing the PLC planning period (6 out of 7 class periods)  
Paperwork for Special Ed Accommodations and ELL Accommodations has increased when justifying why a student failed a class. Grade changes are being suggested if teachers do not provide adequate Accommodations Met paperwork.

Our PLC planning period was eliminated this year. We're required to spend 1 personal planning period per week as a PLC. Doesn't work and is unfair!!!

Health insurance cost continues to rise as benefits go down.

Due to the large amount of mental illness and lack of parental support in today's society, I feel I need additional training.

Four adults to chase after one student. Inclusion for all (emotionally disturbed) is not in the best interest for the child, other children or the adults. We have several broken windows from students. Other students are shown that it is okay to cuss out a teacher, yell, scream, attack (teachers and students), and disrupt classes.

I am unhappy that teachers are paid so little for the amount of work/service they provide AND the expectations put on us. It's unfair.

Overall, I am very satisfied with the overall effort and ability of the staff in BISD. I believe that from top down, they act in the best interest of our students. However the current Intermediate school set up is not set up for success. I agree with what the bond set out to correct, and I hope that the district continues to pursue a bond with similar plans to spend that money.

The Superintendent does not seem to have the best interest of students at heart but is more focused on the public view of Bastrop Independent School District.



Very concerned about behavior program implemented across district. It is not at all effective. Several out-of-control students are in the regular ed. classroom and daily interrupt the learning process. Our entire school has been shut down on several occasions due to this problem. So have other schools.

My principal is new and is learning. He has been placed in a very difficult position. The students and parents are conditioned to believe they run this school. The students are rude, disrespectful, belligerent, and in some cases dangerous. We all feel helpless and hopeless. Many of my peers cry on a daily basis. I believe that there are things that can be done.

1. Separate 5th from 6th grade for PE. 6th can go 1st-3rd. The classes would be the same size. Then 6th could go to electives 5th-7th. Leaving the coaches with 8th period off. Or 5th have PE in the morning and electives in the evening.

2. We can have 5 electives for 5th grade. Make one of the computer classes keyboarding and the other class robotics or advanced level. Then truly level the classes. Some class have 20 while others have up to 40 students at a time. Plus make the grades, attendance and student location match the current teacher. Teachers have to know where the students originally started at the beginning of the year. Locate that class and take attendance and input grades. The problem is that some students change 4th schedule but are still in the roster the originally started at. This confuses parents when they check their student's grade. This confuses the office when they are looking for a student.

3. Intervention is a joke. Put that time back into a longer reading or math class or provide consistent and daily instruction.

4. The children need recess daily. They are like caged animals. They are restless and vicious to one another. They need a release to run, play and socialize. Every 2 to 3 weeks is insufficient. I like the payday idea in addition to daily recess. What about the kid who may only have one good day every 2 weeks. That child never gets outside to play and they need it the most. Correct me if I'm wrong but kids are supposed to have daily recess.

5. Some teachers see their students 3 periods a day, sometimes back to back. Bear time, intervention, and their regular class.

6. The classes need to be leveled. 9 in one class and 28 in another.

7. There needs to be one campus DAEP for repeat offenders.

8. Students should not be allowed to curse you out and return to class without a consequence. This would stop some of the disrespect.

9. What happened to content mastery where students could get help reading their test? Where students could go to take a test or make up work if they were absent? Why not add some portables since we will not be expanding. Then they would have a consistent location.

11. Students who physically assault a teacher should be automatically removed from campus for a period of time. [Allowing them to remain on campus] sends the wrong message.

I believe that these things could be implemented next semester. Admit that there are growing pains and change mid-course.

I love my job, but I feel like quitting on a daily basis. I definitely feel like not coming back after Christmas. I will not quit. But my mind is already made up not to return next year.

I have years of experience and I've never dealt with students that behave in such disrespectful manner.

The superintendent's salary/benefits are way too high! He doesn't even have a doctorate! Teachers only got 1 minimal raise during his tenure. Insurance costs went up.

I have major concerns and do not feel that I can talk with my principal. Due to comments made towards me and actions, I have lost trust. Morale around the campus is low and I am afraid to say anything. I know my area and have worked with students for over 20 years and have never felt like this before.

There have been incidents where I have written a referral for a student, and nothing happened to that student more than just a lunch detention. I felt that the student should have spent at least 3 days of ISS and possibly OSS.

We no longer have a designated PLC. This time WAS critical to planning for the department. Since it was removed many departments are no longer moving forward as one whole. The principal does not give sufficient time to plan on planning days to attempt to make up for this removal of PLC. Discipline is weak. The behavior program is not working on this campus. The "behavior kids" run amok and several adults spend their time just chasing them. Class disruptions are excessive.

Micromanaging creates a very unpleasant working environment for the staff.

PLC time did a great deal to ensure that our department was working together and putting real thought into developing new and engaging curriculum. The removal of this time period has been a major adjustment and makes it very difficult to truly work together to expand and develop great curriculum. The current system for PLC time does not give us the time we need to really accomplish a lot together. It has created a 'divide and conquer' mentality towards the work load vs. a true collaborative team effort. This has also led to the increase in the number of meetings needed outside the normal work hours. Time is valuable. People are frustrated. Morale is down.

Health insurance is very expensive and the benefits aren't very good. Concerns about students have been brought to our campus principal and he doesn't seem to care.

I feel that teacher morale at our campus has deteriorated beyond recognition. Our principal treats us like sheep, overloads us with unattainable campus goals, excessive meetings, and has little respect for our time (which is very little). We have been continuously asked to do more with less. Our teachers are pitted against each other and are so tired and stressed that we are snapping at each other instead of offering support and comfort. Some have resigned mid-year and many are actively looking for other positions, including myself. I have never felt this way in my entire working life and it saddens me. As a result of the loss of a planning period and increased work load, I feel our team's planning has become disjointed at best. We plan in the hallways, during lunch, and at our duty stations. We cover each other's classes so that we can go to the bathroom and/or make copies of materials. We are not able to find the time to plan our lessons cohesively. The results are poor test scores and student as well as teacher apathy. I regularly spend 3 nights per week at home planning and grading and at least 5 hours every weekend. I look for completion of the work and score it accordingly. The grades are not a true reflection of the student's mastery or lack of effort. I have my TTESS coming up soon, so I spent some time looking at the different domains and reflecting on my goals in order to prepare my lesson for that day. On a whim, I looked at how principals are evaluated. I was amazed to see that their evaluations are heavily structured on their ability to be the instructional leaders of their campuses. It was very interesting because it opened my eyes into the "why" of what is happening on our campus. Our principal will be able to demonstrate to his evaluator with great success how his initiatives are designed to improve teacher practice. The trouble is that it's just too much. We don't need to spend hours away from our classes studying other teachers' classes to know that we are not asking enough higher order thinking questions and that our students cannot speak or write at a high level. We don't need to spend our teacher work days looking at this data. We already know it and we are all working hard to improve the level of student responses with the little time we have. I think we have wasted enough time talking about instructional rounds. I feel that we are being used as pawns to help our principal complete his agenda so that he can move up the ladder. He does not care about our personal or professional goals and this is reflected in the way he treats us and his disrespect for our time and capabilities. We have morning meetings and after school meetings weekly! We can stop being asked to participate in extra meetings both on and off campus. We can stop being asked to extra read books and articles. We can stop being asked to take on additional students to monitor and fill out paper work for. We can stop

being asked to give up our conference periods to meet. We can stop being asked to cover for other teachers because the sub did not show. We can stop being voluntold to accept another responsibility. I also resent the fact that I am asked to spend time in staff meetings writing thank you notes to other teachers. Those teachers know that I love and care about them. I am not an elementary school student who needs to be told to make a card for their parents. I practice gratitude on a daily basis as do most of my co-workers, but I did it anyway because I am a good sheep.

No PLC planning time. Have to use conference time to plan. All staff days are filled with training and no time for department planning.

As far as the principal goes, a lot of my colleagues and I do not trust him. I feel that he is out for himself, to try and angle for a position as a Superintendent somewhere. I feel that he would run us all over if that was the easiest path to get where he wants to be. He puts on a smile and acts, yet we have all caught him in some sort of lie to either make himself look better, or back-peddle from a mistake or decision he has made. There was a situation between us last year, where he told me one thing, I took it to human resources, where they advised me he couldn't do what he was trying to do, and that they would talk to him. I also talked to ATPE, who put me in touch with a lawyer, I informed them that if human resources couldn't help me then I would take legal action. A few weeks later he comes up to me and feeds me a whole load of crap, trying to make it sound like he was the one who came up with the solution, when I already knew the truth. Of course my colleagues and I never say anything, but we all know better than to trust him. We all loved our old principal, she definitely looked out for the teachers and had their best interest at heart as well as for the students. It is just sad that people act this way to try and further themselves.

Many of the issues are systemic, in a community that doesn't give a [care] about its schools. Two words: Trump voters. Also, when at football games and I hear where students want to go to college, I'm not hearing names like Rice, or Harvard, or Yale--mostly students want to attend second-tier schools. An occasional "Texas" or "Texas A&M" is good, but we need more kids attending top tier schools. Do we have an IB program? Would be interested to see the overall percentage of kids who go FINISH college or trade school from BISD.

Teachers, along with myself, are stretched too thin. I do not have enough time to do my job to the best of my abilities unless I choose to work during my free time every night. I have 4 preps every day and only one off period. Nobody seems to be enjoying this year and I think the main reason is we do not have enough teachers so everyone is stretched. To go with this, we have extra assignments to do from our administration. Morale on campus is low because we have so much work and so little time to take care of it. Administration does not seem like they care to change it for us.

Discipline on this campus worries me. I am afraid a child will get hurt because of lack of supervision in my building. Discipline is too easy on students. Repetition of PBIS is not enough, so students think they can get away with everything. They are always tardy, using their phones. Walking the halls unsupervised, disrespectful of adults, bad behavior in the cafeteria at breakfast and lunch. Students are running around constantly without any idea of the proper way to behave, because we haven't given them any guidelines and repeated them and drilled them at every turn. They do not see we are a unified front. So, as children will, they take advantage and run amok. Then, teachers like myself end up being the bad guy because we are trying to discipline them.

Interactions with principal have been poor due to lack of communication over varying topics, like when ESL certification had to be completed. For example, during the 2016-2017 school year, at no point was it mentioned that all English teachers had to be ESL certified by the district before the school year started for 2017-2018. Therefore, a great deal of stress was put on English teachers as a result and students were forced to move classrooms because their teachers weren't or couldn't be certified at the

time in order to make it so we were in compliance. This is just one of several instances in a lack of communication.

Regarding PLC time, anytime our principal makes himself involved in planning, what gets planned often gets scrapped because what the principal thinks is best doesn't align with what the students need or how it needs to be taught in a meaningful way. This makes it so PLC time is wasted, granted if we get it, which we did not on the first 1/2 day in-service when all other schools were allowed PLC.

The morale of our campus has diminished tremendously this year. Our principal's insight of how to reach the students and make connections has caused him to lose control of discipline.

We need support with SpEd students and behavior support.

I am sure that BISD has very little control over this, but one of my biggest frustrations is that each year we get a bit of a "raise" or a step up in pay but it never fails that insurance goes up and every year my paycheck gets a little bit (or some years a lot) smaller. I am a single mom (no one's fault but my own) and it is near impossible to support myself and my son and this one source of income. And you know that teachers spend so much of their own money for their classrooms and their students. My paycheck is one of the only reasons I contemplate ever doing anything else for a living.

BISD or our campus tends to require redundant data. Every time data is needed, teachers are asked to put the same data into another location. There is a lot of delegation from admin that gets placed onto teachers as their responsibility. Also, instructional time is not guarded. We get calls and announcements made all the time during instructional time that could be handled in emails. We are also now required to find our own subs (even in emergency situations) and if we are unable, our class must be split because nobody in the office does this anymore.

Surveys are a cowardish way to back stab others. We like to put others down and make that public. Surveys are also related to how ONE feels at the moment of responding and do not take into account other phases. We are doing an amazing job at our school. If people are not satisfied with what they encounter, it is UP TO THEM to change their environment, not bash others.

Thankful that I have my husband's health care or I would not have much of a paycheck!

I am very happy at my job and enjoy coming to work. New demands are manageable and VERY beneficial to our campus and kids.

Admin has implemented a series of new initiatives. At first I thought, -oh, one more thing to do- but it actually is helping us. We are also provided support such as subs to test or for make-n-take activities. Overall, I feel supported and that our school is going in a good direction.

I receive most of my benefits through my husband's employer.

Other Central TX bonds passed because they were well written and offered updates that focused on their students. I don't believe people really trusted in the BISD bonds message. Shuffling students around campuses and not offering any type of beneficial improvements for the students or teachers does not create a successful bond.

The ever changing bilingual program and expectations can be a bit overwhelming to bilingual teachers.

I don't feel as though I can approach my principal with a problem or concern. My principal's reactions are not appropriate (gets visibly irritated and rude over small things). There is a sense on my campus of being afraid of getting in trouble and many employees feel they have to avoid administration

out of fear of being a target. I think the health insurance could be better. I am paying heavily out of pocket for small doctor's visits.

I love my job!

As a teacher, I always feel overworked, 50-60 hours a week, and underpaid. ESPECIALLY with how expensive our insurance and benefits are... it's ridiculous!

Also, I just signed my salary paperwork and the dollar amount listed was LESS than what the website said I would get for experience and years served. That's ridiculous.

You want us to come to work every day for the best interest of the students, but our district is NOT willing to pay me for all of my dedication and hard work over my 38 years of working here! Our district should be reimbursing me for my unused personal days; or allowing me to take those days off and be paid.

With the PLC planning period going away at the end of last year, teachers, like me, are struggling to justify BISD as a teaching option when other options closer to where we live open up.

The lack of Planning time mixed with the amount of extra work that has come from having more classes has led to me having to let tasks fall by the wayside. Between grading, planning, preparing for class and paper work I have little to no time to contact parents in a timely manner.

Need more affordable insurance that doesn't have a sky high deductible. Increased duties should be compensated since they always require extra time and days. There should not be any different treatment/expectations between a core class teacher and a CTE teacher. In fact, CTE teachers are vital for the student's pathway and should be given PLC time just like a core class teacher because they are equally important.

The substitute program here is awful and oftentimes classes go without subs and classes are to be combined with other teachers. I have never seen a school have such a sub problem.

The Eduphoria system of requesting time off is time consuming and different and even more time consuming for CTE teachers.

Having classes with 33 or more students is impossible to manage. Not enough desks or chairs. It is exhausting to teach 180 students every day with only 50 minutes to plan, grade, read essays, evaluate own teaching and complete all required paperwork. Not enough substitutes when other teachers are absent and we have to sacrifice our own planning period to cover them and/or add more students in our classroom. Teacher's family and life quality is non-existent.

We are required to complete a vast amount of work. We're given little to no time to do it and we are severely underpaid. It's demoralizing.

I know the district just lost a bond election, but I think that, as someone who came from a district that had PLC's and paid teachers to tutor after school, it would give teacher's more time to work every day with their team. The fact that you try to have us make up that time by taking half days is a joke, for teachers and students. Basically students see the point of showing up for 25 minute classes (and who could blame them?), and teachers struggle with using that time consistently, mostly because they get asked to go to other PD, trainings, etc. I think instructional coaching would be more effective as well because you could get people to come during actual PLC's to go over and model expectations. I feel very rushed to get things done in just 7 periods, and usually end up staying late or coming in early to make up that extra time. I love my school, but to be honest, I would have not picked Bastrop. I chose Bastrop because of the sense of community, because I see myself buying a house out here and growing as an individual and as a teacher. But if we don't have PLC's consistently every day, then I don't know if I'll be able to work here again next year. As a teacher with experience, it is hard to juggle and do everything

that we have to do, but I can't imagine how a new teacher would feel with 160 + students, there's no way that that is enough time to plan. And yes we utilize our PLC's every few days, but then that takes away one of our conference periods, which technically is breaking the law if we don't get that time back. Great school, just need more time.

One of our assistant principals, Doc Washington, is fantastic about backing teachers up and making students and teachers follow the rules and follow dress code. Our principal and associate principal are too worried about what parents think or whether our students' feelings are hurt after being told that they are breaking a rule. We have a big turn over in staff every year because teachers think they have to put up with mean students who make fun of them openly. One of our teachers left last year, his students were making fun of him because he was homosexual. He thought laughing at their jokes was the way to appease them. Instead it made things worse. Then he left. Character Strong may be one way to address these behavior problems, but getting tough on discipline and training new teachers on what is in the dress code, and classroom management would be more beneficial. Also, stop letting parents yell at teachers in parent/principal/teacher meetings! Principals need to stand up to these bullying parents and learn how to be leaders, then teachers will follow!

There is a lack of communication and the processes we have to follow to obtain books and supplies for our classroom and courses is cumbersome and fragmented. I often have to use my conference time to follow up on questions or trying to find books and or supplies. Then there is little time for planning curriculum, meeting with students, grading papers or any of the "teacher/student" responsibilities. There is also no time to develop community involvement with our programs. The program is then at risk for becoming stagnant and or have low student involvement. It is not acceptable that the unspoken expectation is that teachers spend many hours before, after school and on weekends doing all the "extra" stuff...grading papers, writing lessons etc. I love teaching students...the system just doesn't allow for me to do it to the best of my ability.

I think taking away PLC periods has negatively affected campus morale and is leading to earlier/more frequent burnout. I'm worried about whether teachers will stay after this year. I believe my campus administrators do the best within their constraints and are constantly looking for ways to improve conditions for teachers and students. I am disheartened that the bond didn't pass, and I'm not sure how to move forward with that knowledge. The proposal seemed modest and reasonable, so it felt like a vote of no confidence in the schools from the community. That hurt.

The loss of PLCs on our campus has had a significant impact on stress levels of our teachers and staff members. There was no "give" in the equation--no less paperwork or documentation is being asked of our staff; nothing has come off our collective plates. More students per instructional day; more preps for teachers in most cases; but less time in which to get it all done well. We need a better support solution if PLCs will continue to be a non-thing. I suggest bringing back department ICs, at least at the secondary campuses. There is too much to be done for one person to support all four content areas well.

We teachers are not given enough time during the school day to grade assignments, quizzes, tests, etc. I spend most of my weekends grading, which should not be the case. Much of what is covered in faculty meetings could be sent out by email communication. The IT department has been understaffed ever since I arrived here at Cedar Creek H.S. over six years ago. They try their best, but the service is inadequate.

I do not like the fact that the district expects us to work more than 40 hours a week. Our regular work hours total 40 hours; however, when we have parent conferences, staff meetings, open houses, etc. before or after school (beyond our 40 hours), we are not compensated for our time. This is stealing. I am tired of being expected to show up outside of the school day when I am already working during the

evening and weekends to grade assignments and to prep lessons. I already put in 10-12 hours extra per week. This problem needs to be addressed.

Teachers need a raise. BISD needs to be competitive with surrounding ISD's. CCIS admin is much better than in previous years. Grateful for this. Admin really takes teacher suggestions and works through the issues at hand. They do work really hard for the school. Instructional coach not so much. IC is not visible in classrooms, at least not in mine. Never available when needing help. Not sure what the purpose or focus of IC is on our campus.

The SIM program at CCI is terrible and should be eliminated rather than expanded upon. The district should not ask for money from tax payers when they spend money on poor programs such as SIM. The time involved in putting SIM together is taxing on the teachers. There is not enough time in the classroom to use all SIM tools the way they are supposed to be used but our implementation of them is still formally judged.

Instructional coaches judge teachers "in writing" based on how well this NEW program is being implemented in the classroom. SIM consultants are paid by the district to come in and insult the teachers and judge their TEACHING if it does not CONFORM to SIM.

One hour of PLC time each week is not sufficient. We are expected to be at school exactly on time each day, but no thought is ever given to the extra time that we are asked to stay after our contract day. We are expected to stay late for staff meetings, meet the teacher, open house, and meeting with parents. No thought is given to the extra time when we are in need of a few minutes at the end of the day. Also ARD facilitators pick and choose the mods/accom that our students are given, often without any input from teachers. Our department does not need or use scientific calculators, formula charts, or blank graphic organizers, and the ARD facilitator has put them on our students' paperwork because she used them in a higher grade. It is very frustrating to try to get these things fixed. Please trust us as a child's teacher to make the best decision for that child, at least until it is proven that we are unable to do that. We are adults who chose to be in the classroom, mostly because we enjoy teaching..... please let us do that!! We don't want to have to choose between our "kids" at school and our families at home every week or weekend.

I appreciate the support from admin. With difficult students. Instructional coaches are ready to listen and provide options for things to try out. Pay is decent but benefits such as healthcare are on the expensive side.

The SIM program is not conducive to student learning. I feel that my role as a teacher is minimized by being required to put my lessons into this format. I have a BA degree and a Master's Degree, requiring that I put my lessons into a cookie cutter format is like saying that all of my education means nothing and I need to be told how to teach. I am also shocked by the number of walk-throughs and feedback I receive on a weekly basis. I have never worked in a school that micro-manages its teachers at this level of scrutiny. A large number of staff will not be back next year because of the feeling of not being supported or valued. My walk-throughs and feedback have mostly been positive but I still feel that it is too much. There is also no planning time with my PLC. Most of the PLCs are taken by RTI, vetting, test prep, etc.

Salary doesn't compare with how many hours are put in for being a teacher. Yearly raises do not happen consistently, percentages are not very high, and when we do receive a raise it is eaten up by health insurance premiums. Defeats the purpose of a raise.

Communication is very poor and things are not spelled out clearly as far as duties and expectations and yet some are still held accountable. Things are too abrupt as far as communication and the admin is too critical and negative. Morale overall is very poor. Discipline is getting worse and students are not

held accountable and speak rudely to teachers. The admin need to build positive morale with the teachers and encourage and be more positive and appreciative of their teachers.

I really love my job and the work I do with my students. However, all of the outside influences that come into play affect the productivity I am able to have with my students. I feel that those who have been out of the classroom have gotten out of touch with the realities of the classroom. The expectations are too high and the pay is not enough.

I have been in education for many years and this is the worst of them all with all of the expectations we have been asked. Our classes are shortened, our class sizes are huge, paperwork is excessive, changes are different and consistency isn't there.

As far as those in the district level, I feel they are not in sync with what teachers go through on a daily basis. There is no communication among the different departments with their expectations of us. One department wants one thing and another wants something else. How can we be successful if we have no idea what is expected of us?? Or have too many and we don't know which to choose??

We need to spend our money on more teachers and less on district level salaries and creating new positions.

This is the third school district I have been a teacher of record in, and within my first 2 months I had already decided I won't be returning next school year. Many days I am tempted to break my contract early and quit. I have never been in any position with any company or organization where I have felt less valued, respected and supported by my superiors (teaching is my 3rd career). My campus principal has made me feel incompetent at my job by constant criticism and negative feedback, with only one positive comment that I can remember so far this year. That compliment came after I made changes 3 times to something I was doing, and I finally did it the way she would do it. She micromanages far too much. I have been told where I should post things in my room and how I should present lessons (not in a constructive criticism way, like here's a suggestion, but more like, "This is how you need to do it.")

On almost a daily basis I have to deal with equipment that doesn't work (copier, laminator, printer, computer, etc.), supplies that have run out or just aren't available, and to my understanding, there is no budget for purchasing anything for my classes. In every other school I have ever worked in, there are funds for purchasing things needed for lessons, classroom, etc. But I am limited to what is in the supply closet, or what I'm willing to pay for out of my own pocket. This is completely unacceptable, as necessities for teaching are neglected, while we have state of the art, multi-million dollar, "best in the state" facilities for fine arts and sports. If we can afford those, we can afford a new copy machine!

Administrative demands here are RIDICULOUS!!! I spend many times more of my day inputting data and filling out paperwork and going to meetings than I do actually planning lessons. There is literally not enough time in my day to do all that is required of me, even if I had no personal life outside of school. I just have to choose which items I will neglect this time to try to avoid the criticism of my boss. I have a planning period each day, but I rarely get an entire period for planning. Several times a week I have a meeting or ARD or have to get together with my team to sign yellow folders or something else.

I feel like this district focuses WAY too much on the STAAR test. Almost every planning meeting I go to, we talk about how this is going to affect our scores, how we can raise scores, how we can close the gap on scores, how this will best prepare students for the STAAR, etc. The students have been so indoctrinated with this that one of the only ways I have found to actually motivate them to try learning something is if I tell them it will help them do better on the STAAR. What about preparing them for life? What about teaching academic skills that will serve them in all areas, not just taking a multiple choice test? And the thing that bothers me most about all this is that we are constantly being hounded about our teaching strategies, etc. so we can improve our scores...there's a LOT of pressure about this...that



we are doing all this data digging and accountability record keeping and everything, that we don't actually have any time to plan quality lessons that would actually be the thing to help the kids!

SIM is the biggest waste of time and money scam there is! Who thought this was a good idea?! I have yet to meet a teacher that thinks it does any good in the classroom. We all feel like it's annoying and takes away useful teaching time.

Why have we never had one word of training on safety and security?! Other districts I have been in have given large portions of training time to lock down and lock out and inclement weather procedures, as well as safety in interacting with strangers in the building, locking doors, fire hazards, social media use, etc. I have been told that we will eventually have some training on this, but a third of the school year has passed already. I'd like to know what to do if a shooter gets into the building! But we've had extensive training on things that are much, much less important! I lock my door on a regular basis, and people think I'm weird. They need to know that this is a standard procedure in schools across America, and that it's the best way to save lives in a shooting situation.

I really like the teachers I work with, but we are all worn ragged. I see very few faces that aren't sad, grumpy, or just plain exhausted. The morale at our school is horrible. We do our best each day but don't seem to be valued at all for our efforts. On top of that, pretty much everyone I work with in every team, PLC, etc. is new here this year. So getting help with anything is ridiculously difficult. It's just a miserable, awful job that I hope I can tolerate till the end of my contract. MANY, MANY changes need to be made, or turnover will continue to be high!!!

We are given more and more to do during PLC's that occur twice a week after school that we simply cannot accomplish, and by the same token, we are given more and more kids with less and less time to teach them and any time we had to grade papers, work with kids, and or communicate with parents is significantly restricted given the amount of duty we have and the number of students we serve. Conceptually teaching math to 111 10 year olds in 57-minute segments is unreasonable and will produce students who struggle in math in the upper grades. And yet all I hear is how scores need to increase with no time to truly plan with the math department or provide tutorials to my students. In the 27 years I have been in education, I have never been so frustrated and am currently seeking employment elsewhere or looking at retirement. For a teacher who consistently produces high test scores and students who feel confident and capable in math.....this is FRUSTRATING!!!!!!!!!!!!!!

Counselors should be rated separately. Rating PLC's should have two questions, one for length of time able to spend in PLC time and two for how much is actually accomplished.

I have a higher level degree in education. I am a professional. Trust me to do my job, based on my degree, experience and knowledge of best practices. Use the resources (experienced teachers) that you have and appreciate their input. I frequently feel overwhelmed, stressed and discouraged. It's hard to stay positive and focus on the good things about my job when I only hear what I am doing wrong. Please remember, individual positive comments works as well on teachers as it does on students!

I feel that the amount of micro-managing is excessive. I went to college, got a degree in education, and have almost 20 years of experience, and feel that I am not being trusted to do my job. While I understand that things can always be improved upon, the constant change and new requirements are getting to be overwhelming. I feel that I am spending most of my time trying to meet all of administration's requirements and too little time on things that will benefit my students.

Micromanagement from administration is increasing stress levels of staff. I fear that this will trickle down to students and affect student performance

Salary is not commensurate with years of experience. The district does not give bilingual stipends for counselors who are asked to translate important meetings on campus, speaking with parents, calling for discipline because there is no bilingual administration, instructional coaches and very few bilingual teachers. Bilingual teachers and aides are not comfortable in translating important meetings therefore falling to the bilingual counselors.

Our medical benefits are poor considering that we don't make that much money. Either we need a higher salary or better medical benefits to stay healthy and serve our students to the best of our abilities.

This district needs much improvement. The failing of the bond is very unfortunate. We need better facilities and more space. Our campus is already overcrowded and getting worse. I don't know about the future of this district but I'm sure there will be a lot of turnover this year. It seems that many of the teachers on our campus dread coming to school each day. Our teacher attendance for the second six weeks was 82%. I've never heard of teacher attendance being that low at a school. Substitutes usually don't come back after they work on our campus for a day, and some of them don't make it through the day. The morale on our campus is also very low.

Benefits are ridiculous. The amount we are asked to pay is exceedingly high and the coverage is terrible. I would have thought with over 1000 employees we could have gotten a better deal with insurance???

There were numerous changes at the beginning of the year from numerous teacher and student schedule changes (the entire student body), taking away teacher-given lunch detentions, more paperwork/ online forms for lesson plans and documentation that we cannot keep up with the expectations and there is no real consequences that can be given for bad behavior that our campus has become an extremely stressful place to work.

Every time the teachers get a raise it goes to insurance. The student behavior is out of hand with zero to no accountability. What will our future look like?

Our administration lacks effective communication skills, follow through, and does not hold all accountable. The morale at our campus is very low, so much so that teacher attendance is in the 80% range. This has a negative effect on those left to pick up the slack and more importantly, our students. Our master schedule was a mess, and our students and staff are still feeling the effects. Unfortunately, we have amazing teachers that are ready to look for jobs at other districts or campuses within our district. It is a very frustrating situation.

CCMS is struggling. Behavior management seems nonexistent. Students are running off substitutes permanently with no consequences or it even being addressed by admin. Restorative conferences are happening without the affected teachers, our CBS staff is pushed past the max. I have called the office for assistance with no answer or no one showing up, I have been cussed out by students who receive no consequence and are back in my class next day. We do not have enough hours in the day, literally, do all we are being asked to, and get very little planning that we had to fight for. The teams system attempted this year is a disaster, and scheduling has been a nightmare. I have a class with over 5 high needs 504 students with little or no support. Class sizes are ridiculous. Most of any of the power teachers could have in their classrooms has been stripped by admin, yet we get no support. The expectations have changed enough times so far this year that I have not been able to keep up with them. And there is little or no communication from our principal about what we can expect or what is happening, or why. There is almost no accountability, and as a teacher, that makes it very hard to maintain a structure in my classroom for students learn in.

Campus morale is noticeably low. It is routine to see teachers crying in their classrooms. Teachers are verbally abused by students, and in some cases physically abused. These students are not receiving

adequate consequences for their actions, and as a result, it is emboldening them to behave worse and worse. SOAR time, which is a time that teachers and students are supposed to build relationships, is a joke to our students. The amount of paperwork we have to complete to document their behavior each day is putting a strain on many teacher's mental and physical health, which causes teachers to call in sick. When teachers call in sick, the administration pulls inclusion teachers out of their inclusion classrooms on a daily basis to cover for the sick teacher. I just had a substitute attend my class for 3 days while at a conference and on a field trip, and each day my substitute quit when they were supposed to remain for the next day because of the student's behavior and the lack of support they felt when they called the office for assistance and no one showed. It is a daily occurrence for the students to curse at teachers and call them names. I have never felt more disrespected and unsupported in my life as I do when I step foot on this campus each and every day.

Teachers who are dedicated, work extremely hard, and try to maintain a positive attitude are often rewarded with more work because they do not complain while it seems that those that complain and act childish (especially in emails to the whole campus) are often given all of the attention just like our behavior students. There are other teachers on this campus who are not professional but still remain and spread their negativity throughout the campus. Student discipline is not consistent and it is a shame when visiting teachers (substitutes) do not want to return to our campus. Principal Rincon is trying to make changes but seems to have to contend with a group of teachers who again are not professional, point fingers at others, and often leave their classroom full of students to go complain to other teachers. These teachers should be disciplined and either change or move on. Morale and communication are low. Our APs are polar opposites-one is "friends" with students and the other tries to handle all of the discipline. Again, we have groups of students and other teachers who consistently break the rules but nothing seems to happen to either which breaks the spirit of those of us that do. Department heads are often prima donnas who seem unable to handle their jobs and dump their work onto us, the teachers. Our scheduling is a mess and was at the beginning of the year. We have to change it for next year because it is not working. We are also trying to do too many initiatives which is resulting in each getting a bit of time versus choosing 1 or 2 to really focus on with fidelity.

Everything asked of me would be possible if I had time, but the biggest problem is that from 8-4:30 almost all of a teacher's time is spent with students. We have the 51 minutes of conference to do all the other parts of the job, and we have about that much time again for PLC 2 times a week. The planning, the paperwork, the calling parents, the documenting that we called parents, the grading, the copying, etc.--all that is supposed to happen in the very short conference we have or during PLC (planning) 2 times a week. The days we don't have PLC, we are teaching SOAR classes.

I get to work at 7 each morning and work non-stop during conference, lunch, and every moment of the day, and I cannot do my job well. I can't complete all the tasks. I cannot plan great lessons and have to settle for what I can do in the time I have. I work from 7-4:30 nonstop every day of the week. That's 9.5 hours a day which equates to 47.5 hours a week and then I work a few more hours on the weekend. So I work 50 hours a week, and I cannot do a good job. In order to be able to keep doing a job that is difficult and exhausting, we need to know we are doing a good job to keep us encouraged. Please help!

Pay is a little low for industry standards especially with the cost of living in Bastrop skyrocketing. Benefits are good...just seem to not cover as much unless you pay a tremendous amount. This may be across the board...either way it could stand some improvement.

For being a veteran teacher and considering this district has longer hours than most of the surrounding areas, I feel like we should have a higher salary. Teachers already put in extra hours on their own accord, yet in Bastrop our schedule is from 7:15-3:45, and even sometimes 7:00 if a teacher has

morning duty. T.A.'s should have that kind of duty, not professional staff. Other districts such as Del Valle and Austin ISD hours are from 7:30-3:30, having other duties delegated to paraprofessional staff.

Benefits are outrageous for families. It is very sad!

Our CBS personnel are wonderful, but their caseload is too big. More personnel needs to be hired for the program to be successful.

We have an abundance of students with severe behavioral needs and not enough behavior support staff to meet those needs. We have many students who receive services from special education but do not have the staff to support them.

The state needs to be held accountable for all of the lackluster responses in this survey. Proper funding and respect for teachers as a whole has long been ignored by lawmakers and business making money related to teachers from insurance to retirement and everything in between. We need to be represented as professionals.

Thanks for listening

Discipline issues seem to be the cause of the low morale on campus.

The Behavior Intervention staff here are amazing!

We have new administration on campus, and they were hired on late in the summer. They are coming onto a campus with already low morale, so they are working hard to work with that. Previous admin had not addressed some serious concerns, so current admin is having to address those situations.

Projected planning on the part of the school board is lacking. While the finance dept., Sandra Callahan does an excellent job, she is directed by the board. I cannot tell that they have done anything proactive to get us out of debt and get support from the community to get anything done. They are not trusted by the community, which is evident in their efforts to get the bond passed. The board leadership needs to go! Maybe that, and with Murray's departure, we can get some positive things accomplished in the district. The community has no faith in the board.

Overcrowding in school is a huge problem at some schools, while some sit with empty classrooms. This is bad planning on the part of the board and HR. Teachers are in closets or teaching in hallways.

There has to be more concern and more pertinent people involved and experience valued for the individual student needs rather than covering paperwork. Definitely more personnel should be a goal for campuses, especially in the special needs areas of academic placement.

We need more and better computers for the students on our campus, in the computer lab, integration lab and in classrooms to help struggling writers.

Summer school pay, UIL coach, team lead stipend, etc. have not increased in the last several years.

The inclusion program needs to be revised. Students who are not ready to be mainstreamed should be placed in a gradual release program geared to helping students slowly acclimate into the gen ed classroom. Placing students who are not ready in a regular classroom creates an unsafe environment riddled with interruptions. These interruptions frequently take the form of outbursts that are sometimes violent. School employees and students have the right to a safe environment. Placing these violent and/or disruptive students in the regular classroom creates working conditions that are not safe for teachers. No teacher should have to report to work knowing that at some point he or she is likely to be bitten, scratched, hit, or cursed at. No teacher should have to be concerned that the things he or she has purchased will be destroyed, or that there will be a mess to clean up after the outburst subsides. Teachers should not be placed in a daily situation to where protecting innocent children from a violent student is always at the forefront. But most of all nonviolent students who are trying to gain an

education should not be deprived of such. Their mental and physical health should be of concern to the adults that insist that they be subjected to the violent and anti-social behavior of students who have proven that they will not hesitate to attack students, teachers, administrators and paras.

Not all sped children who are in reg ed classrooms are violent or disruptive. Inclusion is working for them. For those that are unable or unwilling to behave civilly, there should be an alternative. Those children need much, much, more than a regular ed teacher can give them. It is unfair, unsafe and stressful to all involved.

Curriculum demands are not adjusted for the teacher who spends half of his or her day diffusing disruptive students. Teachers who have been placed in this situation have been set up to fail, and students who have been placed in these classrooms have been set up to fail.

It is a safe bet that students who might have chosen teaching as a profession will not do so when they consider what teachers are subjected to in today's classrooms.

PBIS system needs to be looked at. It doesn't always work. Students need consequences not just rewards.

Low morale on campus due to the excessive number of special needs students sent to our campus without the additional staff needed for the ones needing one-on-one [instruction.] This keeps our staff from being able to effectively serve the other students who do not demand attention. Our police officers are very good at giving support but they are not stationed at our campus. Transportation is needed for the students sent to our campus and it is not provided by the district. This is an issue due to the large BISD service area and students' parents who have problems providing transportation due to their work schedules conflicting. Insurance coverage has become so expensive and the deductibles so high that it is out of reach for the lower paid employees, especially those with families.

The DAEP staff should receive an additional stipend for working on the DAEP campus with the high risk populations. Benefits packages are very expensive.

Recommendation for campus administrator: communication and management training, improve campus's poor working environment, improve discipline on campus, learn to complete her job responsibilities and not delegate them to all the Gateway staff. Principal needs to establish a working environment that encourages her staff to feel comfortable with telling her honestly how they feel about the campus instead of being fearful of their jobs. The staff will share among themselves but they are afraid to be honest with her about the campus working environment. Only a few staff feel comfortable about being honest with her.

This environment has existed for three years without much change. Grievances have been made against the administrator but she remains on the campus.

The teachers and counselor should receive a DAEP stipend for working with the at-risk students on the DAEP campus. The campus administrator has been present the request for three years. She does not support us enough to recommend this for her staff. The least she could do for us since we are all doing parts of her job.

The campus goals are goals that all the staff are striving to attain for the campus. Instead the administrator seeks to place them on individual staff to accomplish. For example, increase student participation in the voluntary afterschool groups. She feels that this responsibility lies with counselor. The Gateway staff can only encourage students and parents to participate in the afterschool groups.

The medication expectations for students have been assigned to the staff. These responsibilities have continued to increase since school started. Non-medical staff do not feel comfortable with these responsibilities. A nurse should be assigned to the campus to perform these duties at the breakfast and

lunch.

The campus administrator needs to provide discipline on the campus. The students' [disruptive] behaviors have continued to increase with little to no support from the campus administrator. The supporting admins have been more supportive during her absences. In the principal's absence the campus is governed through text or phone calls through a novice teacher if Service [Center] is not aware of her absences. This is safety issue.

Stiffer consequences for students who continue to disrupt class and interfere with the learning of others.

The amount that we are paying for health insurance is very high.

I am unhappy of the amount of the stipend that has been agreed upon between ACC and BISD for teachers teaching ACC dual credit courses. The additional ACC paperwork, ACC training, planning, grading, teaching of non-BISD (or traditional) ACC students, and extra days of work (for example, the first three days of Thanksgiving break) creates more hours of work than are compensated for in this stipend (\$500 per course.) Because of the nature of our school as an early college high school, teachers do not really get a choice whether to take on this additional duty.

I am also unhappy with the lack of a stipend (or other comparable compensation) for time spent tutoring students after school. Staying to 6 pm at least once per week is an expectation for our teachers, and several teachers, myself included, find that the student's needs lead to having to stay to 6 pm at least 3 or 4 days per week.

For the fourth year in a row, I do not really have a raise because the cost of insurance keeps going up. I cannot afford to add supplemental policies because the cost is too great. A veteran teacher should not have to work a second job to keep up with the cost of living.

Insurance premiums keep going up. I had to go down on my insurance plan in order to receive an increase in pay.

I feel that at our school a lot of the things that are going on is because of the behavior we have at our school. It needs to be managed better by everyone, starting with support from administration. Our school also needs support from our Superintendent with our students' behavior. I see our administrators being supportive for 1 teacher but not others. There needs to be consistency when dealing with behaviors. Teachers should not be getting hit by students or get called horrible names and the students stay in class and don't receive any consequences. As teachers we have to protect students but what about teachers being protected and supported?

Behavior is a huge concern and the lack of adequate intervention provided. It seems that monies and staff are provided at the secondary level but not at the elementary level. It seems that it would be important to address these issues early on, instead of just 'passing' these students on. Teachers are also not provided with adequate resources and use a lot of their own money. I know that the Foundation provides a lot of grant money, but some of the things teachers are asking for are things that the district should already be providing for us. The lack of technology devices is inadequate and something needs to be done to correct this.

It's come to the point that I dread going to work based on what is going on in my campus. The behavior issues we have are sometimes overlooked. Students are not held accountable for their behavior issues and it frustrates me because they continue to do it because they know there won't be any consequences. We have absolutely NO support from our principal. She is constantly worried about making our campus look good instead of focusing on the issues going on in our campus. I have not heard once from her this school year how I'm doing and she has yet to visit my students or my classroom, even

the hallway I belong to. I want a supportive principal that listens to our issues instead of pushing them aside. I want a principal that doesn't spring professional developments onto us without confirming we don't have something important going on in our classrooms that would make it difficult to attend. It's come to the point where I don't want to come back to this campus next school year, maybe even the district. I have a huge class size and it's continuing to grow because it grows every other week. My classroom is too small for the amount of students I have but the district is refusing to hire another teacher or an aide to help us. I'm completely drained and it's making me not want to continue in this profession. I came into this profession wanting to focus on my students' performance to help them grow but I feel like my campus and principal makes it difficult for me to do that because the focus is elsewhere.

1. I am concerned about my safety and the safety of all of the other staff and students because of some of the violent and aggressive CBS students that are on campus. They have hit, kicked, spit on staff and one has full on attacked one of the CBS staff members. There is inadequate staff in CBS to deal with the problems. I understand that there are laws to protect children with disabilities, etc., but what laws are in place to protect staff and students from violent students. There are so many disruptions in the classroom due to behavior that it is difficult to teach well and for students to focus and learn. I have been kicked and hit, called names, my room torn up, my own personal school supplies that I have bought for the room destroyed and I was told it's all part of the profession now days. We are not told about incidents on campus, i.e. a child bringing a knife to school. I am totally frustrated, mentally exhausted and am becoming physically ill due to stress that should not be in our classroom or schools. Our students and staff should not be afraid of coming to school or of certain children in their classrooms. What happened to providing a safe environment for our children? I'm saddened and disheartened.

I belong to the union in case I need a lawyer which is sad. I know the union tries to help, but those at the government levels, etc. or clueless and I don't think they care. They should come and be with us for a week and see what we do. I feel overworked, underpaid, unappreciated. Sorry, I feel defeated and beat down. I feel like the life is being sucked out of me.

The benefits are too expensive. I usually work 12 hours every day and always take work home on the weekends.

CBS and discipline needs to be looked at. The amount and severity of behavior students is out of control.

Poor ratings are all due to the horrible direction that this district is taking to serve its bilingual students with the new focus being on early exit and pushing the use of English over the attainment of literacy skills in the dominant Spanish language which is sound pedagogy for learning language. The need for a respectable and responsible bilingual program is way overdue in this district.

Our admin team is the perfect blend of love and leadership. They embody everything expected of us and then some. Their love for their students and their respect for their staff is evident in every detail of their decision making.

Mina is a great place to work with supportive administration.

Can't we find affordable healthcare that we can use locally?

I think all teachers and TA's don't get paid for what they work for. Without teachers and TA's today's high paying jobs would be empty because of people not being able to read, write or calculate mathematics correctly.

I believe the school board members have been there too long and they just go along with management. It's time for a change. We need to elect new members that want our students to succeed. And our turnover rate is too high, we need to offer our teachers a better plan along with affordable health care.

The department... "Network services" was removed back in 2006 it's called ITS (Information Technology Services)

I am not a paraprofessional but I work with and rely on several. Paraprofessional pay is abysmal and shameful in this district; their treatment in pay and job security disrespects the critical- and for the most part- high quality work they perform.

Do not feel like a valued employee

How are salaries of employees in the step system calculated? How that is someone with 20+ years in education is not even at the mid-point of the pay scale? Why is it not black and white like with teacher salaries? (I was told that salaries for administration positions are based on years in education.) There should be more transparency in the Pay Families salary scale.

Very difficult to teach children with the resources that are given to the teaching staff. There is a lack of space, creating close quarters for many of the students who are disabled or easily distracted. Teachers do not have common planning time with the support staff. When students are scheduled for special education or other support services, they are grouped in classes sharing physical space and an environment that is not conducive to learning. The campus and special education administrators have changed the support staff's schedule several times this year and still cannot accommodate all students. The answers that the teachers are getting, is that they have to serve students this way in order to be in compliance. Not sure the minutes that the students are being taught are in compliance. Physical space is limited creating students to be in the halls taking tests, or in the office halls being disciplined. The staff morale is not good.

Insurance coverage seems to get worse every year.

I do not feel that our campus is supported with adequate staffing for bilingual classes in Kinder and has not been for a while.

The restoration of the entire week for Thanksgiving was a positive move for the district and employee satisfaction.

The added 1/2 days have helped but elementary still struggles with sufficient planning and PLC time.

BFT...Thank you so much for the opportunity to be heard!

I appreciate the school Board's countless hours spent working for our children.

I do not agree with the Board's decision only allowing 5 days of personal leave to be used each year without being docked. There are certain situations which arise that may call for using more than 5 days per year and those personal days have been accumulated so they should be allowed to be used. We are trying to retain staff and this is not a very staff friendly decision.

It is utterly shameful the lack of support our district has provided our (RRE) bilingual Kindergarten children. These bilingual Kinder children who come to us are the most at risk for academic failure and yet our class sizes have grown with no additional teacher in sight. This would never have been allowed to continue for years in our monolingual classes. It makes me question the motives of our Board to allow such a situation to continue for years.

2014-15 Teacher A 18 children Teacher B 19 children and Teacher C 14 children (51 total children)

2015-16 Teacher A 24 children Teacher B 24 children (48 total children)

2016-17 Teacher A 26 children Teacher B 26 children (52 total children)



2017-18 Teacher A 23 children Teacher B 23 children (46 total children) \* as of November 28, 2017

In 2016-17 there was an aide hired towards the end of the year (a few months before the end of school) who was split between both classes.) This is not a sufficient solution. Would such a band-aid solution have been presented for monolingual classes? Is it any wonder that a significant number of our bilingual Kinder children from the 2016-17 school year did not master all their Kinder learning objectives?

I do not feel that the Board members have a clear understanding of school needs. Perhaps invite school board members to visit with principals and teachers and not just the superintendent and service center staff. A case in point is the recent bond issue. I work for the district and live in the district and I could not in good conscience vote for either of the bond proposals. We have real needs- roofing, staffing, etc..., but not \$88.5 million worth. My voting had absolutely nothing to do with an increase in my property tax, but rather what the money was going to be used for. According to an Austin-American Statesman article, our district is in debt over \$300 million. We as a district are not in a position to pay for non-essentials. Can we alleviate some overcrowding at CCE by realigning attendance zones?

I am saddened by our district's proposal to try and move 5th grade back to elementary school at such a substantial cost. A former principal shared that the driving force behind this realignment is to help our TEA accountability scores. It was explained that in Texas, there are fewer elementary schools which are comprised of Pre-K-4th grades. As that is our configuration, our scores are compared to that small number of Texas schools. Since we are being compared to a very small number of schools, our scores show in the lower half. If we realign to Pre-K-5th grade, we will be compared to many more schools which will most likely mean our scores will not look as bad. I was so very saddened to hear this. Rather than truly try and help our teachers teach and help our children learn, we are trying to make our scores look better than they really are without addressing the underlying problem.

Thank you again BFT for allowing us a voice.

I plan to retire this year, and after thirty years of service feel that I have the right to either take all my days off that I have saved or be paid for them. It is upsetting that I will lose my eight weeks of leave coming to me!! On our campus we have to fill out a leave request as well as going on AESOP. The administration then decides if you may have that day off. We have several days that are "campus black out" which means you may not even ask off. I also feel that it was wrong of the school board to limit the number of days that we can take as personal days. I have saved my days for emergencies and am now being punished by not being allowed to take them!!

We are spending too much time in PLC meetings making lesson plans that very few teachers use as written. Most of my team writes them again in a more user friendly format. We do not need the extra work.

What are our working hours?? I know I have to be here by 7:15, but is there a set time that I am allowed to go home? We are in meetings long after an eight hour workday. We are often here at meetings after 4:30. That is a long day. We should not be asked to put in such long hours.

We have a great divide between office staff and teaching staff. The school secretary will tell you she is the principal's secretary. Most of the office staff give very little support to the classroom teachers.

The FIVE color discipline method DOES NOT WORK!! I refuse to send my problem students to another teacher's classroom when they are on orange! This method was made up by administration who do not

want to support the classroom teacher with discipline problems. I have never seen data that proves that our PBIS system has lasting results in changing students with poor behavior.

I don't feel I need to expand on my poor rating of the superintendent since he is leaving of district. I am hoping for a highly qualified replacement who is not centered on himself, but focused on improving our district. Our salary & benefits are not keeping up with neighboring districts. Amount of detail required in lesson plans is excessive. What we are required to complete each week is what should be developed by the C&I department and then our personal lesson plans could be brief notes.

Planning time is used to fill out a Lesson Plan form that it more for admins and not teachers. Admins bring students with behavior issues into PLC time, which is not professional at all and teachers are unable to talk about students/issues because another student was in attendance. We are asked to produce lesson plans that are not teacher friendly. Admin expect [all teachers] to be on the exact same objective, asking the exact same questions that are listed on said lesson plans. That does not work for all teachers, some of us have more experience and know what our class needs versus general questions that we thought up over a week ago. And some classes/students are not ready to move on to something more. We are not trusted to do our jobs and that is an insult. TTESS evaluation does not coincide with our goals for the year, and that is what our evaluation is based on. We are expected to use too many programs and too many curriculums and not on the one that the state has purchased for us to use. When someone new is hired at the Service Center, we are expected to jump on their bandwagon and not use the resources from the previous person that works for our children. We have entirely too many teachers that do not have a degree in teaching. Too many non-educators are running our education system. It looks too much like a business and not a school. There isn't anyone with an Early Childhood degree in charge of Early Childhood at BISD. (I am referring to Kinder and Pre-K) All classes are expected to look the same. A kinder classroom should not look like a 4th grade classroom. A Kinder lesson plan should not have to look like a 4th grade lesson plan. The discipline system is perpetuating bad behavior. Students with behavior issues are not held accountable for their actions, it is like they are running our school. Their behavior takes the admins away for extended times.