

FEBRUARY 28, 2022

PARK CITY SCHOOL DISTRICT

**WORKPLACE/JOB
SATISFACTION SURVEY FOR
PCSD EMPLOYEES**

THE SURVEY

Park City School District (PCSD) employees are important assets and stakeholders in Park City's K-12 public education system. Employee job satisfaction, morale, insights, and ideas are key to PCSD's success.

According to International Survey Associates in an article titled, 'Why Schools Should Conduct Surveys for Teachers', 'By conducting surveys of teachers and other staff members, schools can evaluate teacher satisfaction and determine where they can improve. By conducting teacher surveys, schools give teachers a voice, which is a major positive factor in influencing teachers to stay with a school. In fact, one of the biggest reasons that teachers leave a school system – or even the profession as a whole – is the fact that “they have no say in decisions that will ultimately affect their teaching.” Unfortunately, fewer than half of teachers feel that their voices are heard and less than a fifth believe that their opinions are taken into consideration when administrators make decisions.'

That's why a varied group of anonymous PCSD Stakeholders prepared this professional survey after consulting with the Utah State Board of Education and UEA. In order to conduct a fair and equitable survey with ample opportunity to explore both positive and negative feedback on a wide variety of PCSD topics that affect employees, we worked closely with an outside firm. To encourage participation, this survey was not issued by or through PCSD's District Office and all participants remained anonymous. Those who chose to participate were asked to do so outside of work hours. Participants were neither coerced to participate in this survey, nor influenced to provide answers or comments by any member of the Stakeholder group that created this survey opportunity. Responses were candid.

A complete and comprehensive explanation of this survey preceded the survey questions, along with an explanation of developer and participant anonymity. No identification data were captured during this survey. Participants were identified with

numbers in the order in which surveys were submitted, along with the word, 'anonymous,' for each individual.

This survey was open for submission from February 14, 2022 through February 18, 2022.

PURPOSE

To learn the needs, experiences, insights, and job satisfaction indicators of all PCSD employees.

To share results with PCSD Stakeholders for the sole purpose of bettering the PCSD workplace, jobs, and climate for all.

RESPONSE RATE

Out of 431 PCSD employees emailed (those publicly available through PCSD minus those emails returned as 'undeliverable'), we had 79 respondents. This external survey had an 18 percent return rate. This rate is below the desired response rate for an employee satisfaction survey. However, within hours of survey delivery to employees, the PCSD District Office and Principals issued emails to employees discouraging participation, including such language as: *'I wanted to let you know that you may have received an email to complete a survey from pcsdstakeholders@gmail.com', Please ignore the email at this time. I am not sure where the email is coming from or where the data from the survey is going.'*, which we believe had significant impact.

SURVEY TOPICS

The topics included in this survey covered:

✘ Job Satisfaction

- ✘ Workplace Satisfaction
- ✘ Supervisors/Principal Assessment
- ✘ Superintendent Assessment
- ✘ Board of Education Assessment
- ✘ Students Assessment
- ✘ Students' Parents Assessment

SURVEY QUESTIONS

Q1: Please indicate how much you agree with the following statements about your job:

A rating of 5 is Strongly Agree; a rating of 1 is Strongly Disagree; a rating of 3 can mean either N/A or Neither Agree Nor Disagree.

For example:

	1	2	3	4	5
My job is meaningful to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- My job is meaningful to me.
- My job is challenging.
- My job is stressful.
- My job is stressful.
- I have mutually respectful relationships with my co-workers.
- I have mutually respectful relationships with my supervisors.
- My skills and abilities are put to good use in my job.
- I have the resources and tools that I need to work effectively.
- I am reasonably compensated for the work that I do at my job.

- Conflicts are addressed promptly and professionally at my job.
- I am satisfied with the benefits that PCSD offers.
- My workplace environment is a safe place for me.
- My workplace environment is a safe place for students.
- I am satisfied with the balance between my work life and home life.
- I have opportunities for growth and advancement in my current job.
- Work is fairly distributed among those who have similar positions.
- My rate of pay is commensurate with the amount of work I do.
- School-wide communication is timely and transparent, which helps inform me in my job.
- District-wide communication is timely and transparent, which helps inform me in my job.
- Issues such as bullying, hate speech, and discriminatory behavior are addressed quickly, fairly, and professionally in my workplace.
- The Park City community values me in the job I do.
- I enjoy my job and remain motivated.
- In my experience with PCSD, everyone seems to be on the same page (share a common understanding).
- Comments:

Q2: Please indicate how much you agree with the following statements about the PCSD Board of Education:

A rating of 5 is Strongly Agree; a rating of 1 is Strongly Disagree; a rating of 3 can mean either N/A or Neither Agree Nor Disagree.

- My Board members are easily accessible for questions/concerns and follow through with answers.
- MyBoard members understand my needs as a PCSD employee.
- I trust my Board members.
- My Board members trust me.

- My Board members ensure that I have the training and support I need to do my best work.
- My Board members handle conflicts with professionalism.
- My Board members address issues promptly and equitably.
- My Board members react to others' mistakes with empathy.
- My Board members give feedback that is fair, constructive, and consistent.
- My Board members communicate openly and transparently.
- My Board members keep me well-informed in areas that impact me in my job.
- My Board members keep their promises and commitments.
- My Board members seek my input before making decisions that impact me.
- The administrative policies at my job are reasonable.
- I am satisfied with the performance of my Board members.
- Comments:

Q3: Please indicate how much you agree with the following statements about your Superintendent:

A rating of 5 is Strongly Agree; a rating of 1 is Strongly Disagree; a rating of 3 can mean either N/A or Neither Agree Nor Disagree.

- My Superintendent is easily accessible for questions/concerns and follows through with answers.
- My Superintendent understands my needs as a PCSD employee.
- I trust my Superintendent.
- My Superintendent trusts me.
- My Superintendent ensures that I have the training and support I need to do my best work.
- My Superintendent ensures that I have the software tools I need to do my job well and that they are fully functioning.
- My Superintendent handles conflicts with professionalism.
- My Superintendent addresses issues promptly and equitably.
- My Superintendent reacts to others' mistakes with empathy.

- My Superintendent gives feedback that is fair, constructive, and consistent.
- My Superintendent communicates openly and transparently.
- My Superintendent keeps me well-informed in areas that impact me in my job.
- My Superintendent is competent in the role of Superintendent.
- My Superintendent keeps promises and commitments.
- My Superintendent seeks my input before making decisions that impact me.
- I am satisfied with the performance of my Superintendent.
- Comments:

Q4: Please indicate how much you agree with the following statements about your Principal:

A rating of 5 is Strongly Agree; a rating of 1 is Strongly Disagree; a rating of 3 can mean either N/A or Neither Agree Nor Disagree.

- My Principal is easily accessible for questions/concerns and follows through with answers.
- My Principal understands my needs as a PCSD employee.
- I trust my Principal.
- My Principal trusts me.
- My Principal ensures that I have the training and support I need to do my best work.
- My Principal ensures that I have the software tools I need to do my job well and that they are fully functioning.
- My Principal handles conflicts with professionalism.
- My Principal addresses issues promptly and equitably.
- My Principal reacts to others' mistakes with empathy.
- My Principal gives feedback that is fair, constructive, and consistent.
- My Principal communicates openly and transparently.
- My Principal keeps me well-informed in areas that impact me in my job.
- My Principal seeks my input before making decisions that impact me.
- I am satisfied with the performance of my Principal.
- Comments:

Q5: Please indicate how much you agree with the following statements about your students:

A rating of 5 is Strongly Agree; a rating of 1 is Strongly Disagree; a rating of 3 can mean either N/A or Neither Agree Nor Disagree.

- My students treat me with respect.
- My students value me.
- My students listen to me.
- My students are well-informed about school-wide activities and events.
- My students are well-informed about district-wide activities and events.
- My class sizes are ideal for my students and me.
- My students are given adequate resources for learning.
- Comments:

Q6: Please indicate how much you agree with the following statements about the parents of your students:

A rating of 5 is Strongly Agree; a rating of 1 is Strongly Disagree; a rating of 3 can mean either N/A or Neither Agree Nor Disagree.

- My students' parents treat me with respect.
- My students' parents value me.
- My students' parents listen to me.
- My students' parents are well-informed about school-wide activities and events.
- My students' parents are well-informed about district-wide activities and events.
- Comments:

Q7: This is an excerpt from the Professional Agreement between the Park City Board of Education and the Park City Education Association of the Park City School District July 1, 2021– June 30, 2024

'Except as otherwise specifically provided in this Agreement, the BOARD retains and reserves unto itself the sole and exclusive right to the executive management and

administrative control of the school system, along with all other rights, powers, authority, duties and responsibilities conferred upon and vested in it by the laws and constitution of the State of Utah and the United States, including, but not limited to, the following rights and responsibilities:

- ***To determine and administer policy.***
- ***To establish courses of instruction, including special programs, and to provide for athletic, recreational, and social events for students.***
- ***To hire all educators and, subject to the provisions of law, to determine their qualifications and the conditions for their continued employment, or their dismissal or demotion, and to promote and transfer all such employees.***
- ***To determine the responsibilities and assignments of educators.***
- ***To make and enforce all needful rules and regulations for the control and management of the public schools of the DISTRICT.***
- ***To do all things needful for the maintenance, prosperity and success of the schools, and the promotion of education.***

The BOARD recognizes the role of professional educators in determining and providing for the educational needs of students. Therefore, the BOARD will provide opportunities for the involvement and participation of educators individually and through the ASSOCIATION in planning and developing the best possible programs for students and educators.'

In your experience, has our current PCSD Board of Education fulfilled these commitments?:

- Yes or No
- Comments:

Q8: This is an excerpt from the Superintendent's Employment Agreement with the PCSD Board of Education:

'4. Duties. The Superintendent shall perform the specific duties designated by statute, together with responsibilities assigned by the Board from time to time.

— The Superintendent shall serve as the chief executive officer of the Board and as the supervisor of all staff and activities of the District.

—The Superintendent is responsible to direct the work of all employees and volunteers of the District, including the business administrator, any assistant superintendents and office staff, together with all school administrators, teachers, and employees.’

In your experience, has the PCSD Superintendent fulfilled these responsibilities?

- Yes or No.
- Comments:

Q9: According to the Superintendent’s Employment Agreement, the Board shall evaluate the Superintendent’s performance at least once per year. The evaluation may include academic progress of students in the District, the District’s performance against budget, the morale and good will of the employees of the District and satisfaction and good will of the patrons of the District.

In your experience, how has the PCSD Superintendent performed in the last two years? (Please rate.)

- Yes or No.
- Comments:

Q10: What could be improved upon to make your job or workplace more satisfying to you? (Open-ended)

Q11: In your experience, PCSD’s organizational structure could best be described as: (Choose one.)

- Top heavy (If selected, Q12 followed.)
- Just right—effective as is (If selected, Q15 followed.)
- Needs more staff (If selected, Q13 followed.)
- Needs less staff (If selected, Q14 followed.)

Q12: Please explain:

Q13: Please specify what type of staff you feel should be added:

Q14: Please specify what type of staff you feel is not needed:

Q15: In what manner, if at all, did the Covid-19 pandemic influence your answers today? (Open-ended)

Q16: Remaining anonymous, what best describes the K-12 school level where you work? (Choose one.)

- Elementary
- Middle
- Junior
- High
- District

Q17: Remaining anonymous, you have been employed by PCSD for: (Choose one.)

- 0 - 2 years
- 2 - 5 years
- 5 - 10 years
- > 10 years

Q18: Final question: When was the last time you were offered a PCSD employee workplace or job satisfaction survey? (Open-ended)

A smiling female teacher with long dark hair, wearing a pink cardigan over a white shirt and blue jeans, stands in a classroom. She is pointing her right index finger towards a chalkboard. The chalkboard has three math problems written on it: $1+1=2$, $2+2=$, and $3+0$. She is holding a black spiral-bound notebook in her left hand. In the foreground, the back of a student's head with dark curly hair is visible, and another student's arm is partially visible on the left. The teacher is looking towards the camera with a friendly expression.

FEBRUARY 28, 2022

RESULTS

**WORKPLACE/JOB
SATISFACTION SURVEY FOR
PCSD EMPLOYEES**

SUMMARY

Based on the results of this survey's research, this Stakeholder group respectfully submits a summary of favorable and unfavorable findings among PCSD employees based upon the raw data: ratings and answers. We submit open-ended comments as they were written by the employees themselves within the graphic portion of this document.

Participant demographics help determine whether or not one section of employment is under- or over-represented. Participants spanned all school levels and district office, with elementary school staff composing almost 50% of all respondents. With four elementary schools and one of each, middle, junior high, and high school, we expect to see a greater percentage from the elementary level. Additionally, Thirty-one percent of participants have been employed under five years, while 24% have been employed for five to ten years and 45% for over ten years. We believe this survey provides a fair cross-section of respondents demographically.

CONCLUSIONS

Survey feedback, whether favorable, unfavorable, or noteworthy (where there are opportunities for improvement), drives the general conclusions below.

FAVORABLE

- Most participants find their jobs challenging and meaningful.
- Participants seem to have the tools they need to work effectively.
- Participants believe their skills are put to good use.
- They have mutually respectful relationships with co-workers and supervisors.
- They are satisfied with the benefits PCSD offers.

- PCSD Principals, students, and parents received favorable ratings in most areas covered.

UNFAVORABLE

- Most participants either did not recall an employee satisfaction survey while employed with PCSD or have not had one in recent history.
- Most participants find their jobs stressful and are not reasonably compensated for the work they do, nor satisfied with their salaries. The nuanced assumption is that they are doing more work than their salaries reflect. Their work-life balance is undesirable. They do not have opportunities for growth and advancement.
- It is largely felt that conflicts in the workplace are not addressed promptly and professionally.
- District-wide communication is not timely and transparent.
- Serious issues (bullying, hate speech, etc.) are not addressed quickly, fairly, and professionally.
- PCSD employees do not feel valued by the Park City community.
- There is little experience that everyone is on the same page in PCSD, sharing a common understanding.
- Employees overwhelmingly rated their PCSD Board members and Superintendent poorly in every category.
- Most employees believe PCSD's organizational structure is top-heavy, with the need for additional support staff in classrooms.

NOTEWORTHY OPPORTUNITIES FOR IMPROVEMENT

- There is room for improvement in workplace safety for employees and students.
- Work could be distributed more fairly among those with similar positions.
- School-wide communication could be more timely and transparent to help inform employees in their jobs. Only 40% felt it was timely and transparent.
- Job motivation is not strong.

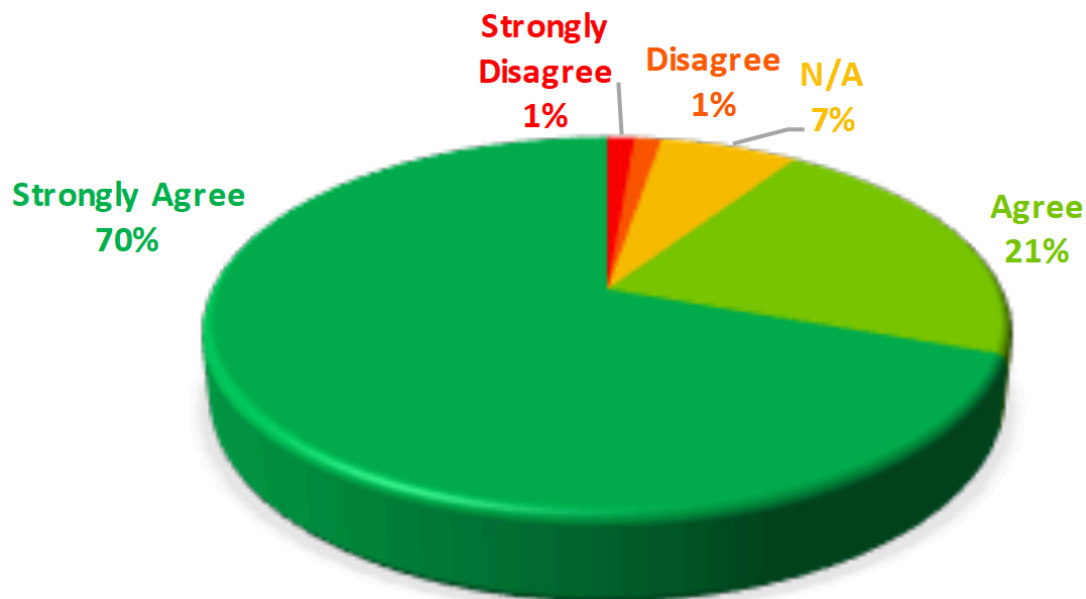
- For Principals, there is room for improvement in the areas of training and support for their employees, open and transparent communication, seeking input from their employees before making decisions that impact them
- There is room for improvement for students and students' parents to be better informed about district-wide activities and events.
- There is room for improvement in the area of class sizes.

RESULTS DATA & COMMENTS

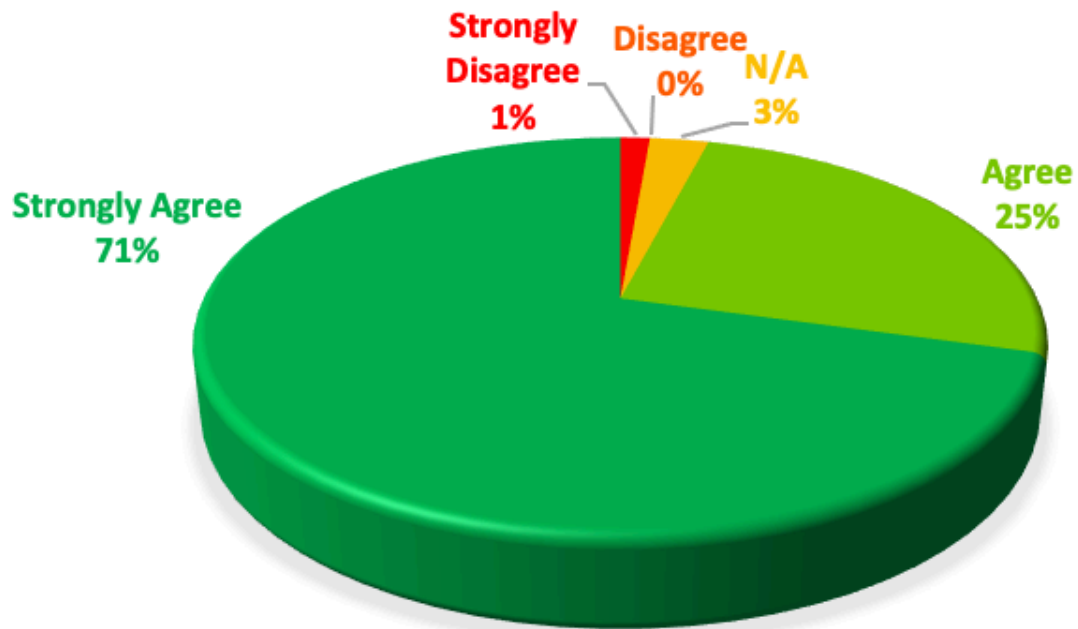
Following are results from each question and sub-question in graphic format. Raw comments follow each question where they were submitted. Grammatical errors from respondents were not corrected.

Q1: Please indicate how much you agree with the following statements about your job: A rating of 5 is Strongly Agree; a rating of 1 is Strongly Disagree; a rating of 3 can mean either N/A or Neither Agree Nor Disagree.

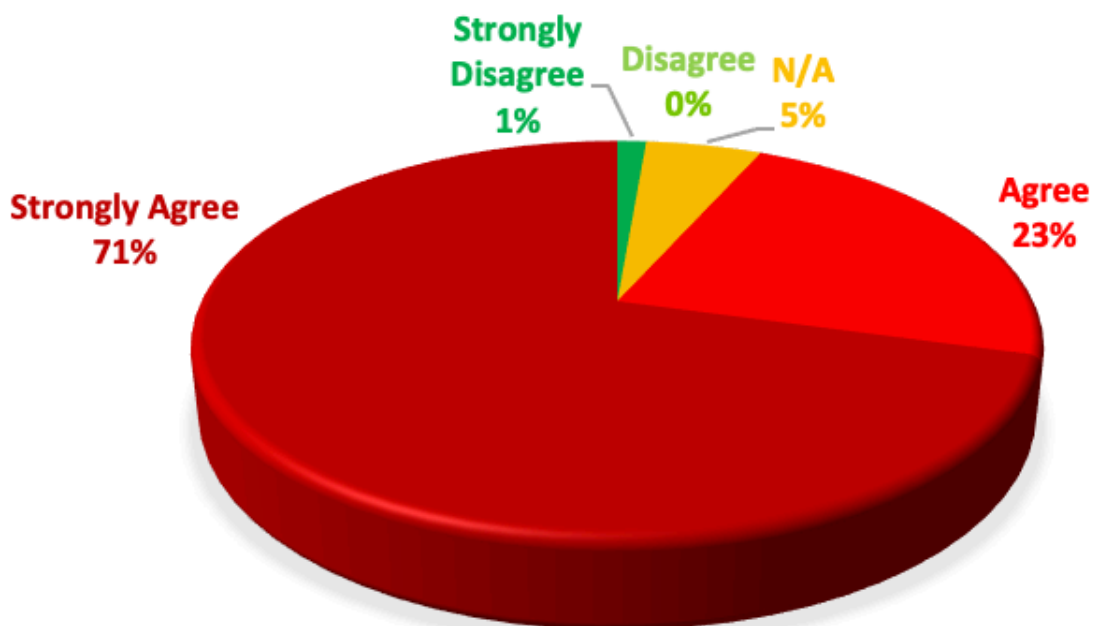
My job is meaningful to me.



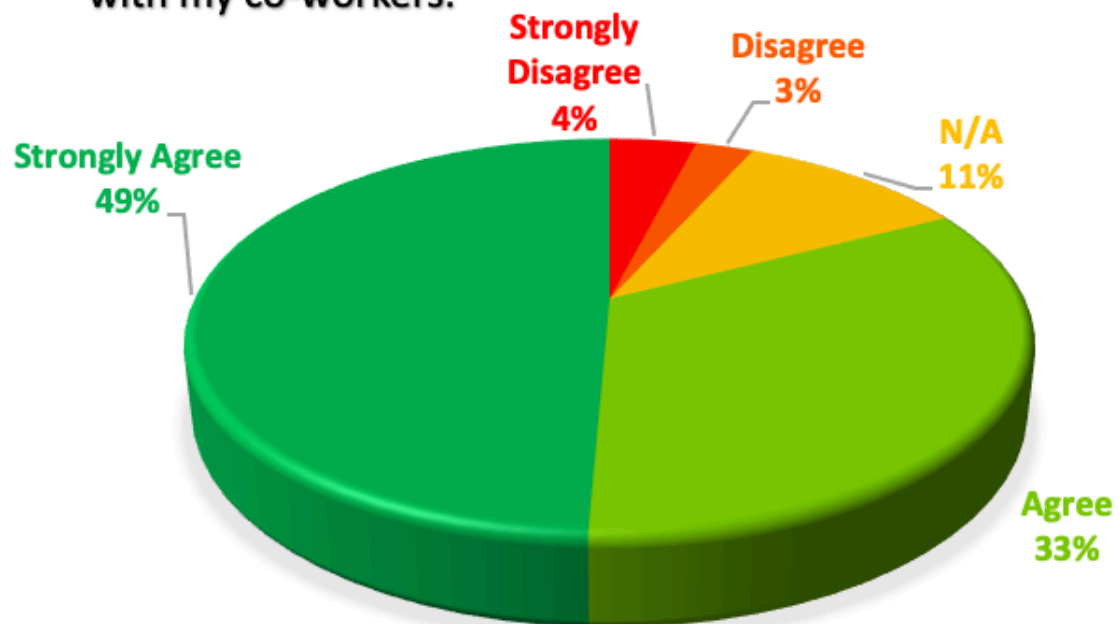
My job is challenging.



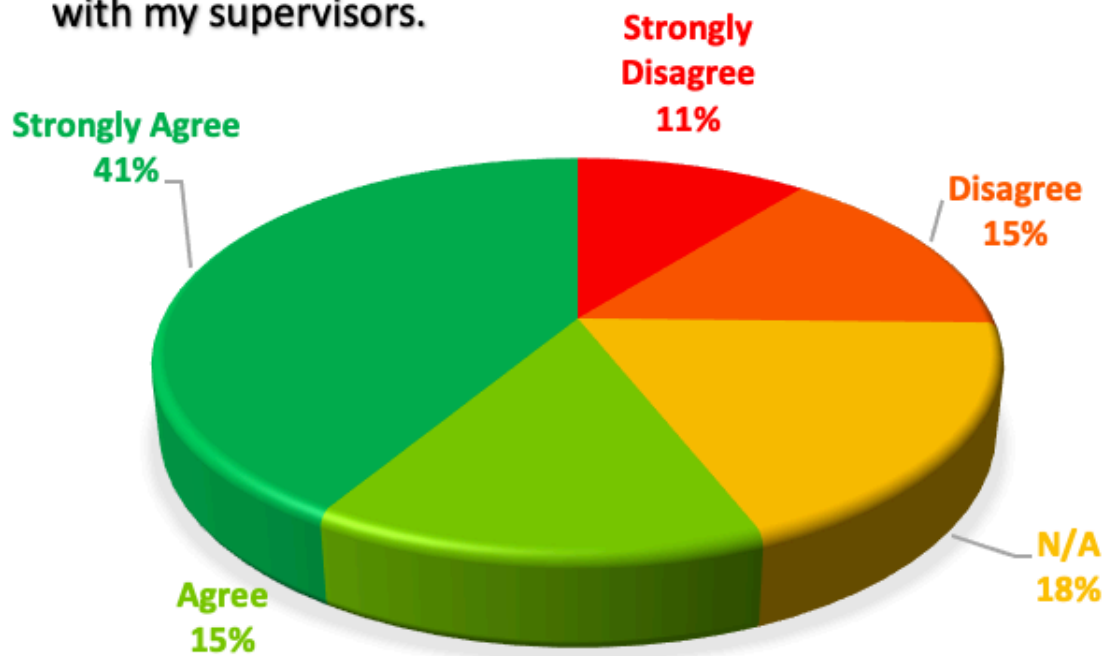
My job is stressful.



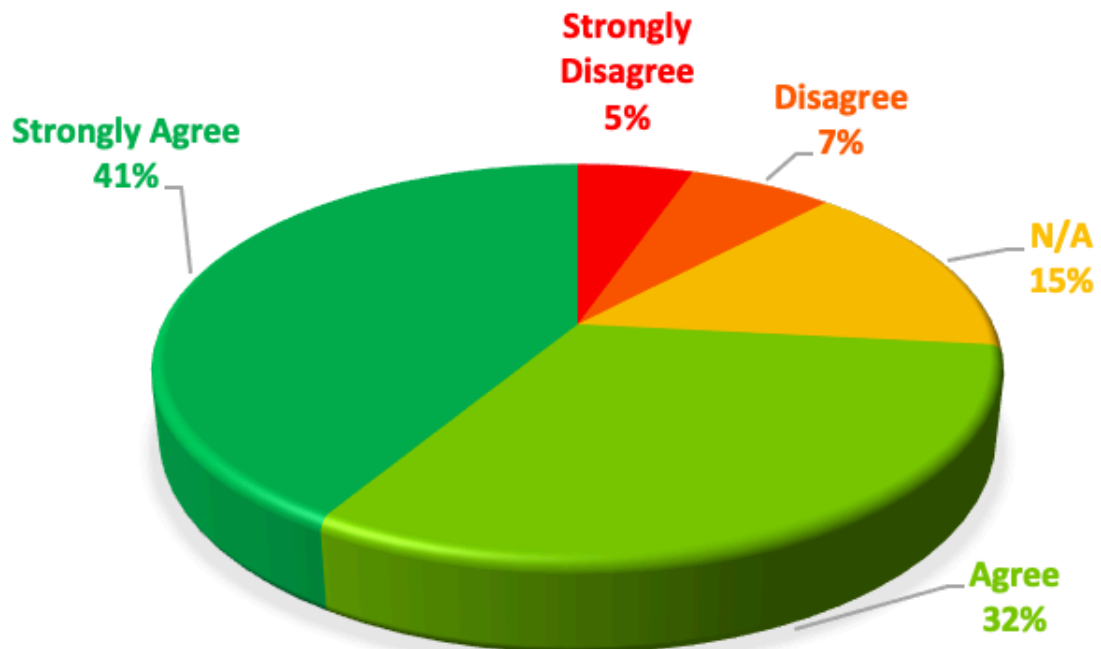
I have mutually respectful relationships
with my co-workers.



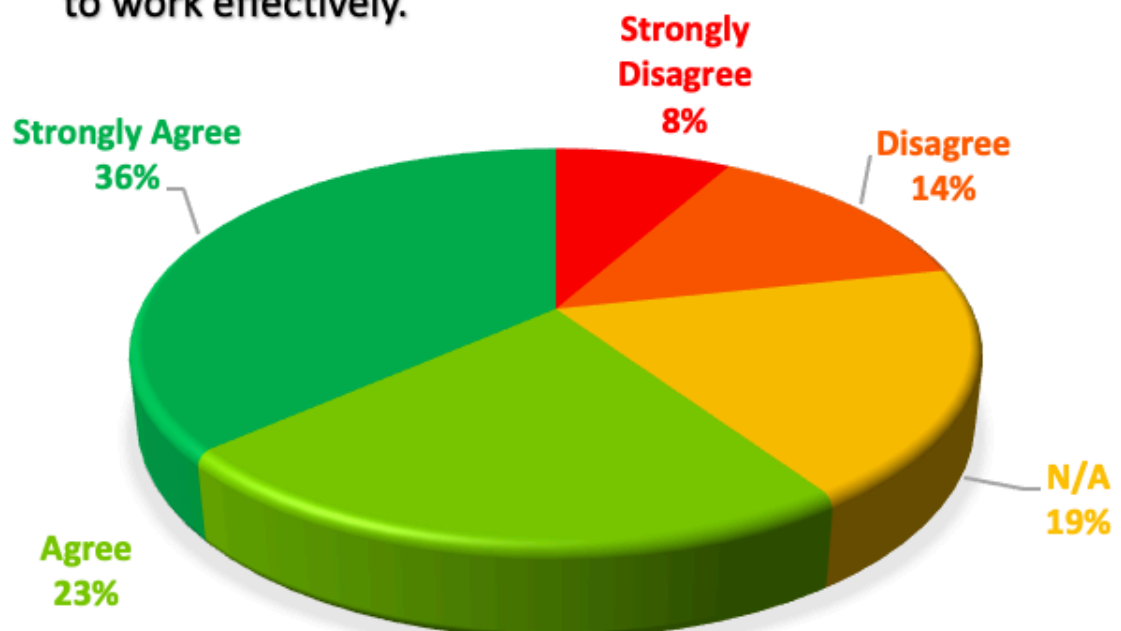
I have mutually respectful relationships
with my supervisors.



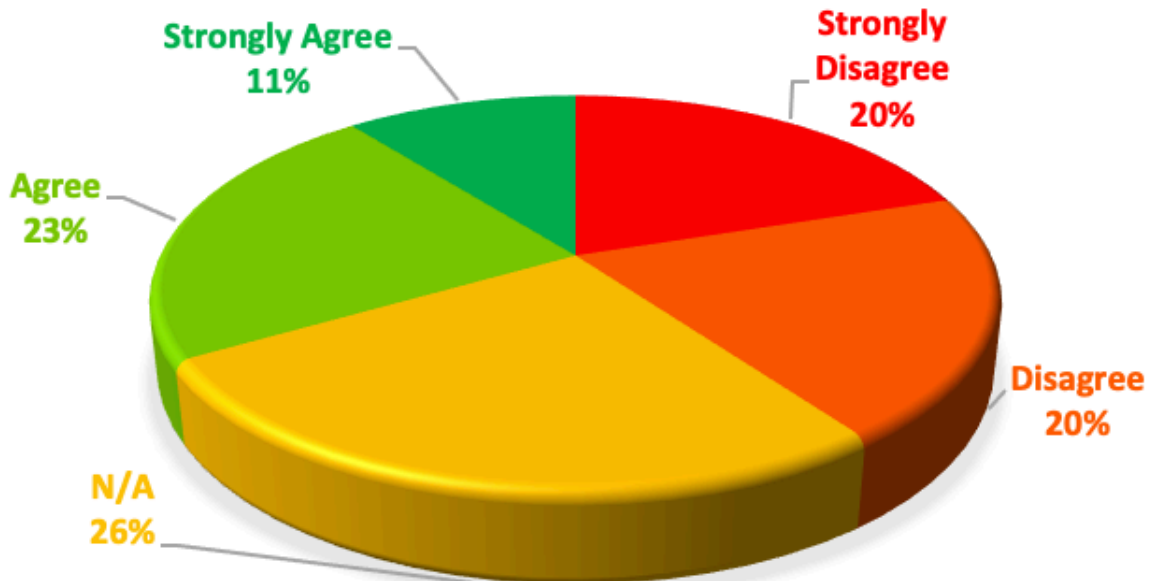
My skills and abilities are put to good use in my job.



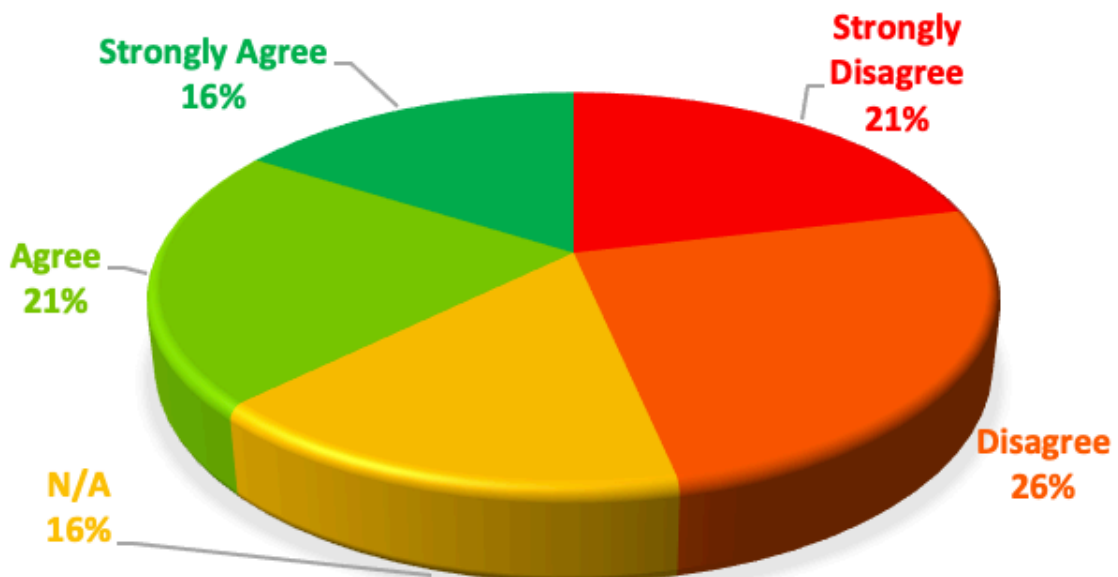
I have the resources and tools that I need to work effectively.



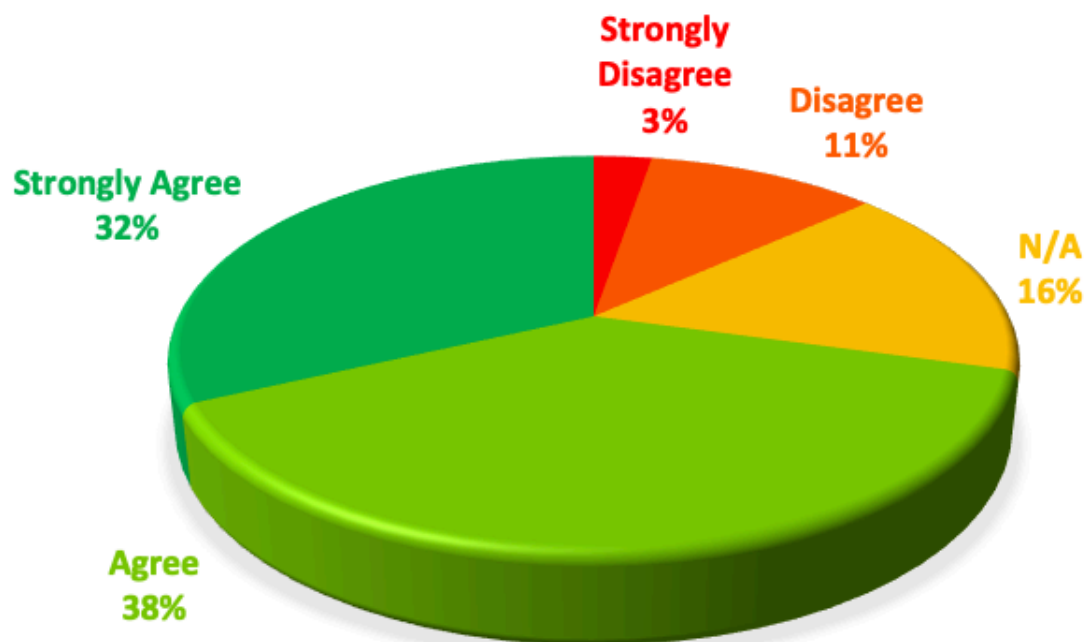
I am reasonably compensated for the work that I do in my job.



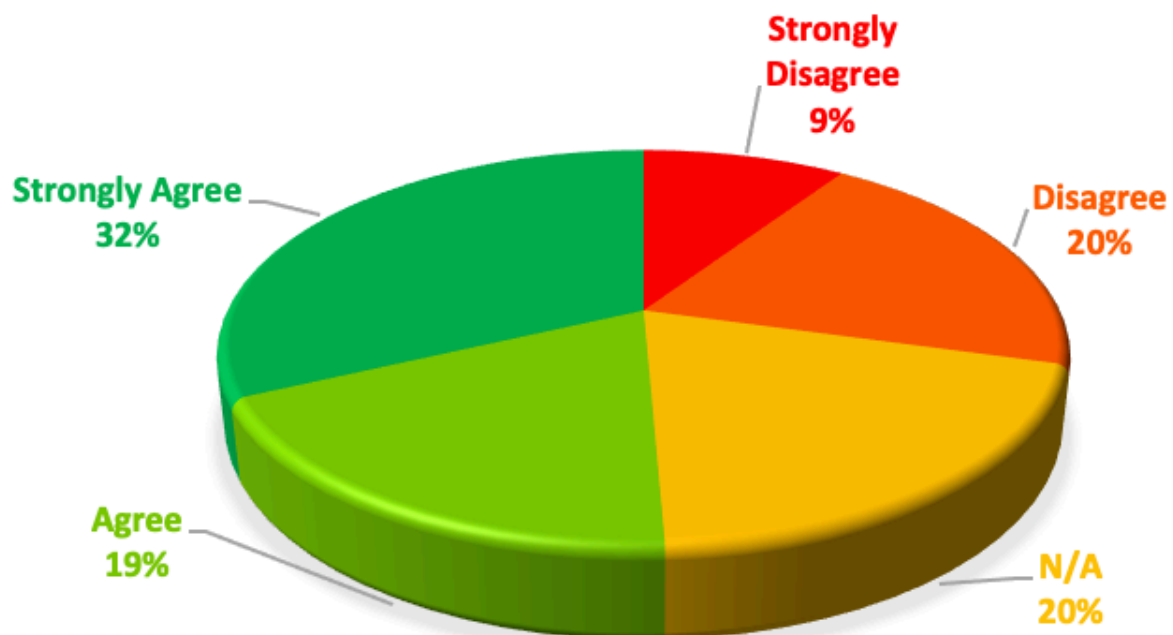
Conflicts are addressed promptly and professionally at my job.



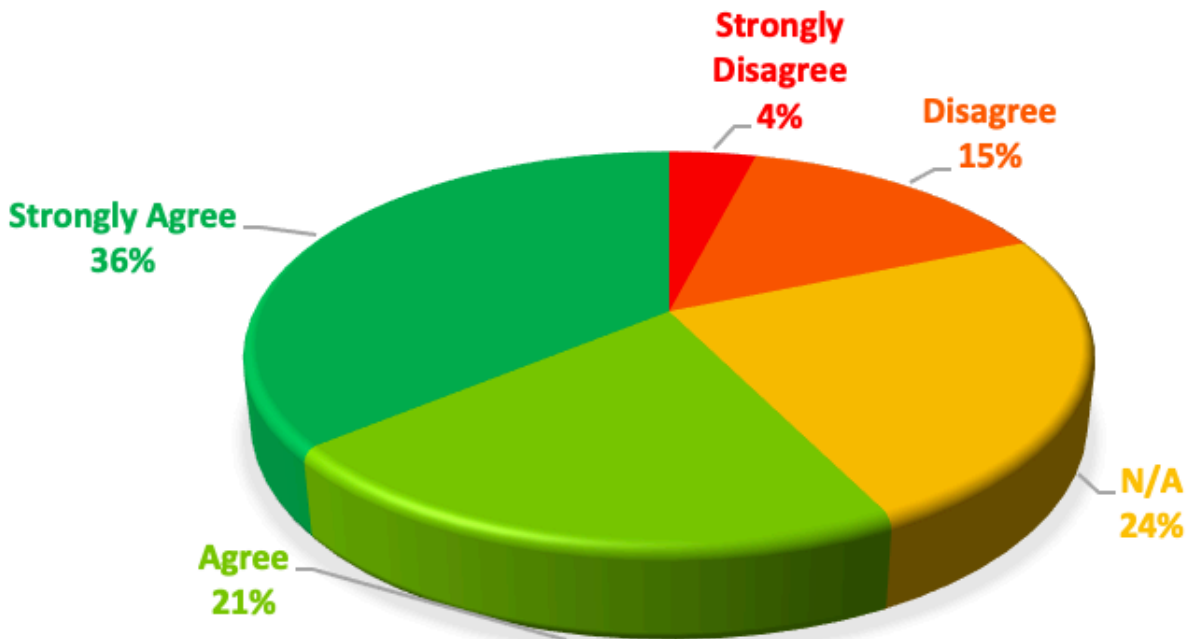
I am satisfied with the benefits that PCSD offers.



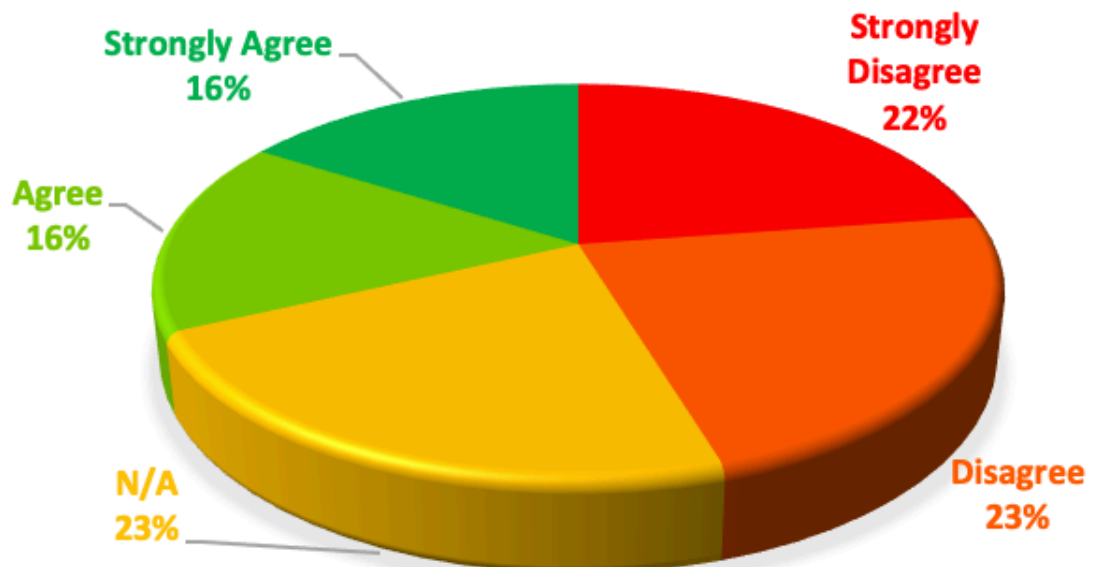
My workplace environment is a safe place for me.



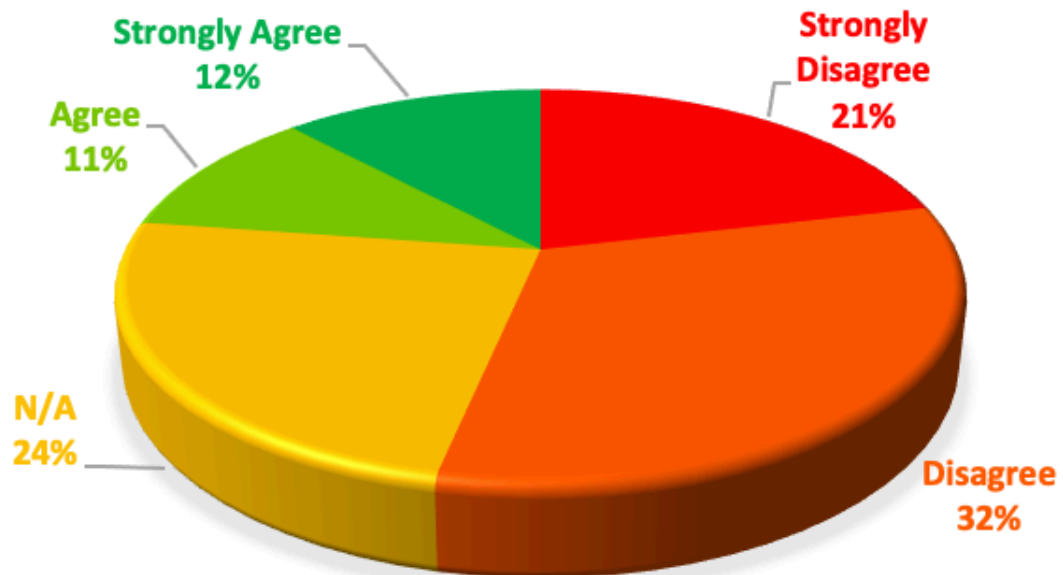
My workplace environment is a safe place for students.



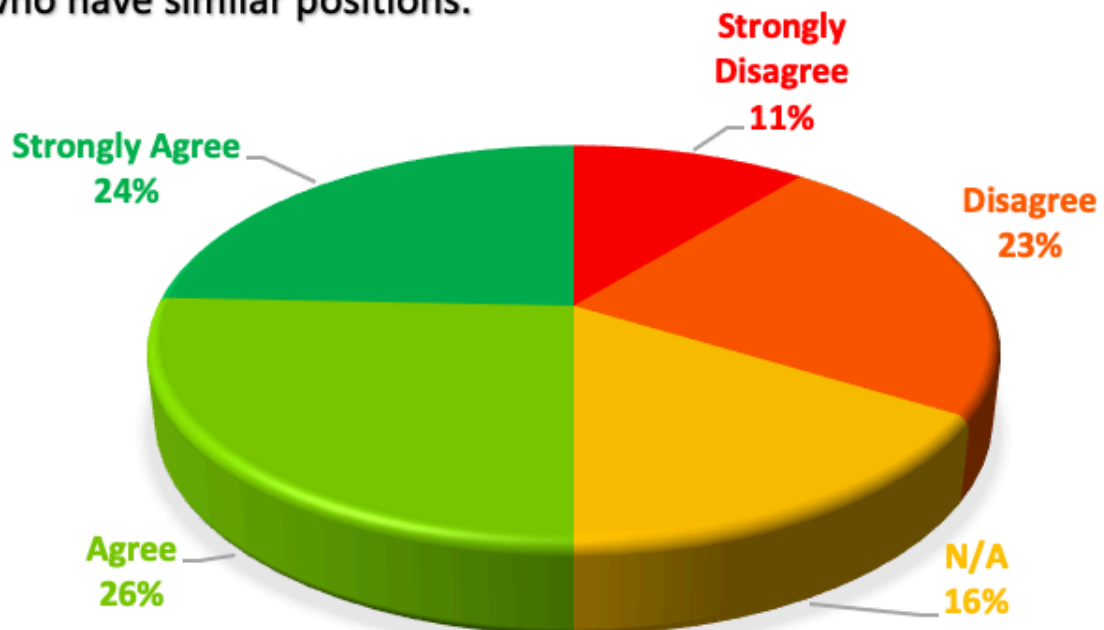
I am satisfied with the balance between my work life and home life.



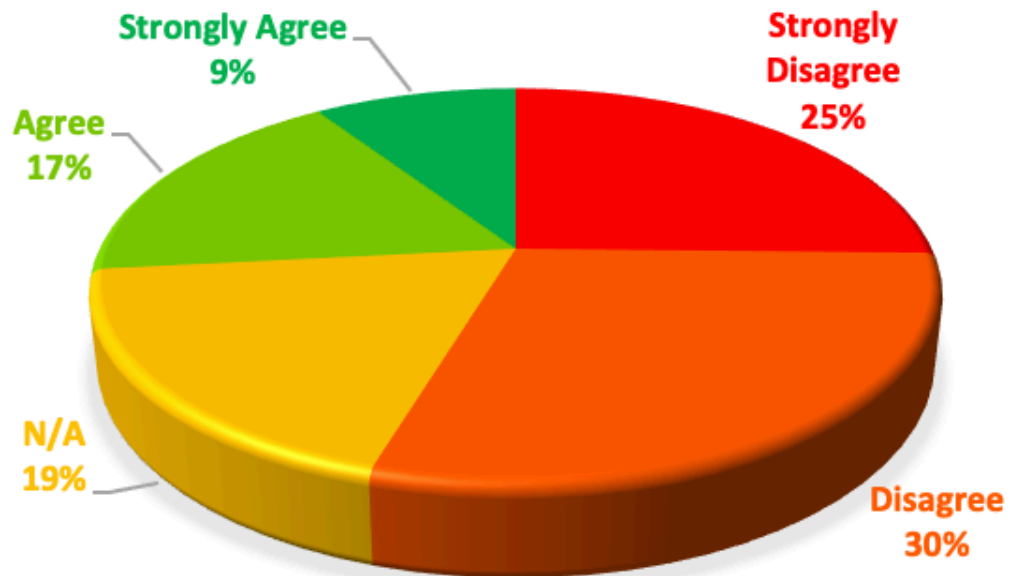
I have opportunities for growth and advancement in my current job.



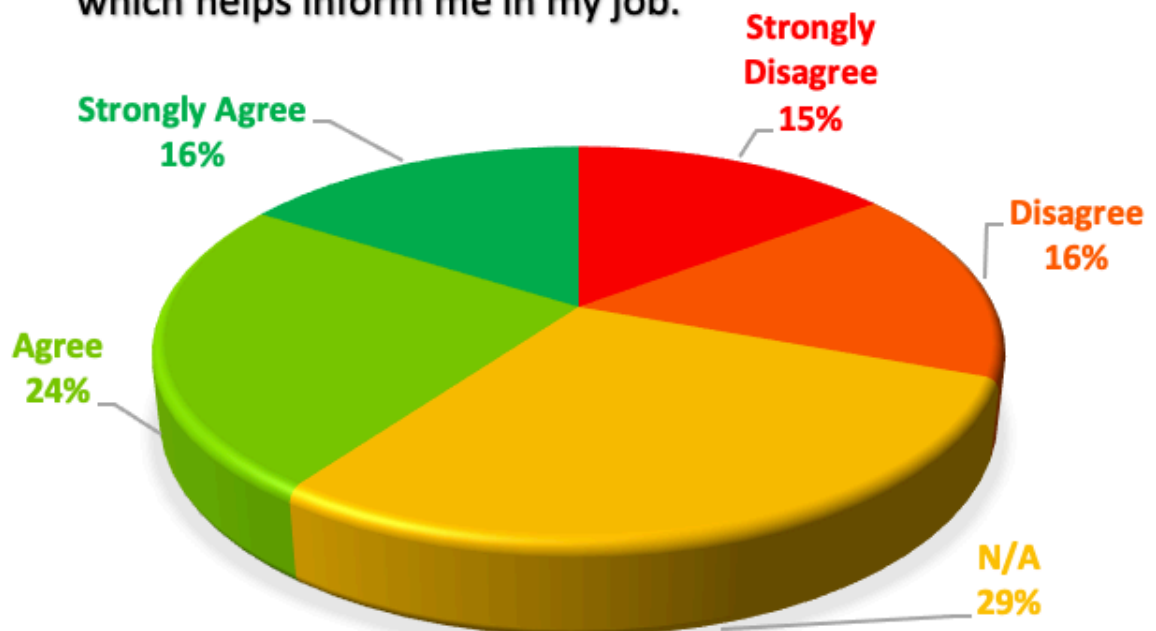
Work is fairly distributed among those who have similar positions.



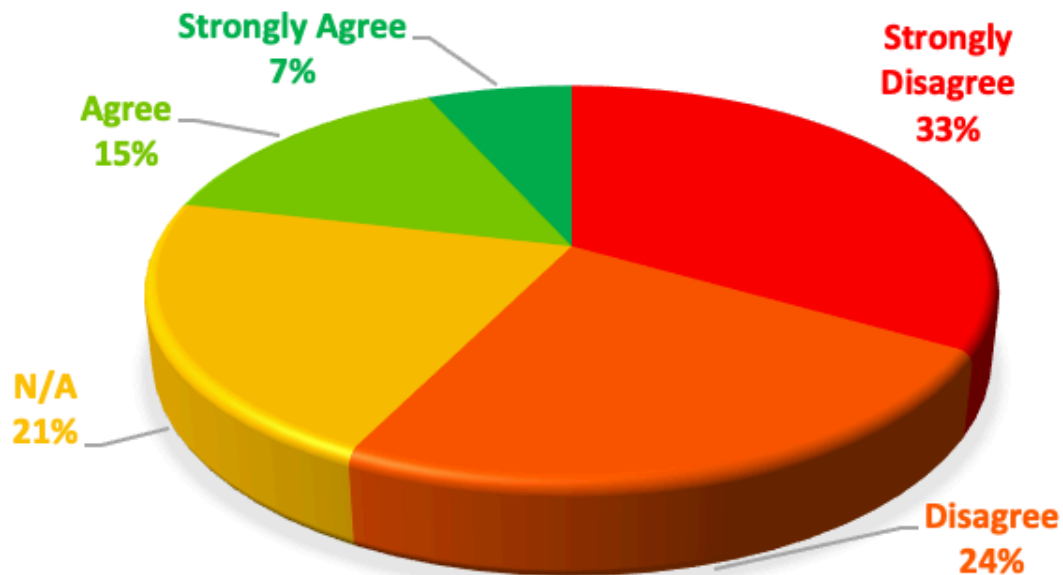
My rate of pay is commensurate with the amount of work I do.



School-wide communication is timely and transparent, which helps inform me in my job.



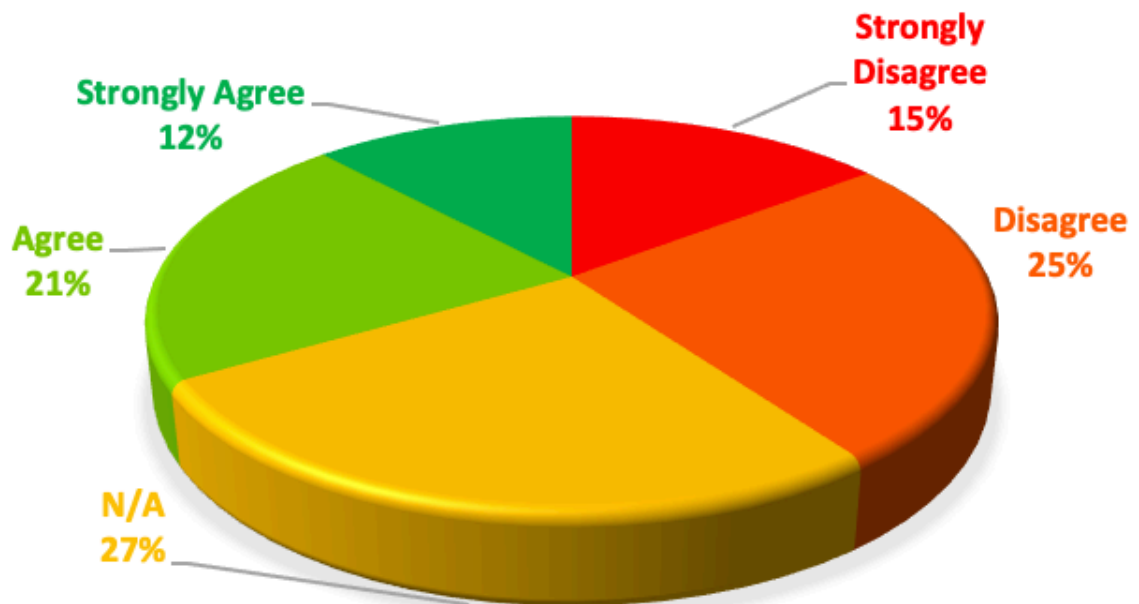
District-wide communication is timely and transparent,
which helps inform me in my job.



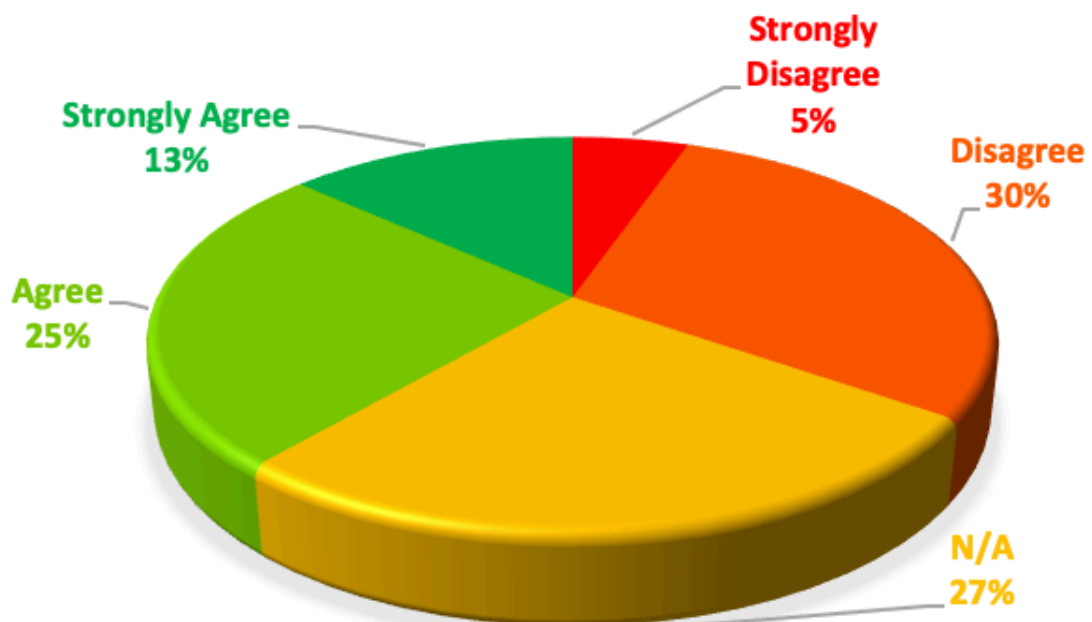
Issues such as bullying, hate speech, and discriminatory
behavior are addressed quickly, fairly, and
professionally in my workplace.



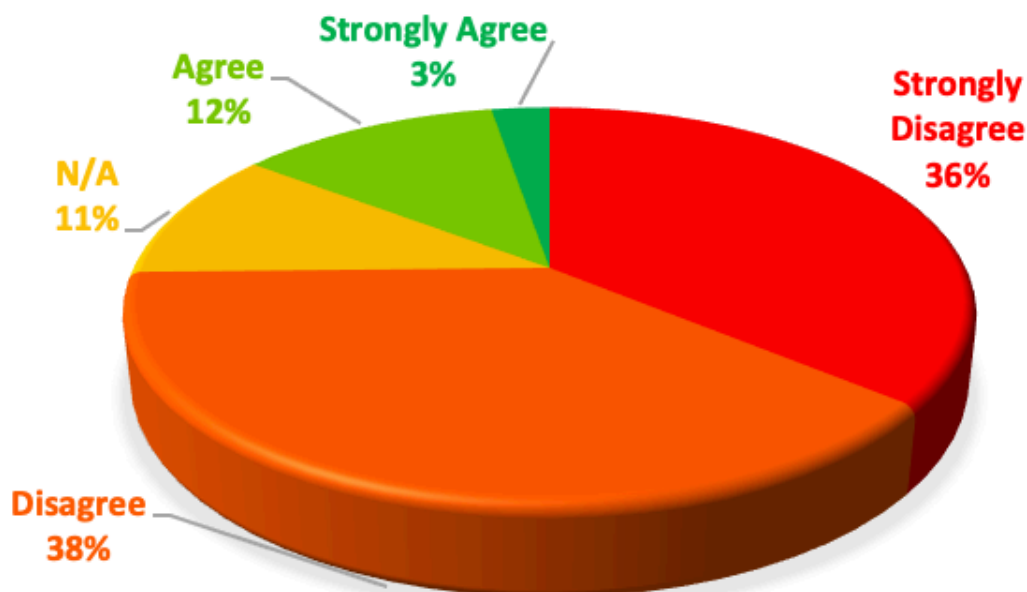
The Park City community values me in the job I do.



I enjoy my job and remain motivated.



In my experience with PCSD, everyone seems to be on the same page (share a common understanding).



Q1 COMMENTS

Each bullet marks a complete comment by a unique PCSD Employee participant.

- Employees are not treated equitable and issues are never addressed.
- In my 18 years in education I have never experienced a school district that is so top heavy. The people in the district office seem to have little knowledge of what happens in the schools. Also, I feel very undervalued and under appreciate daily by my superior. I am currently seeking other job opportunities and leaving the profession altogether, mainly because of my experience here this year.
- I love my admin team. Hats off to Caleb, Sam, and Claustina:)
- Suggestions are mostly ignored and employees workloads are very much ignored and not appreciated

- There is little to no recognition for staff achievements, advancements, awards, etc. by supervisors. I often feel I am entirely disposable and they might even prefer to replace me because they could pay someone less experienced and less educated less money.
- I have many mutually respectful relationship with colleagues, unfortunately their have been other relationships that were extremely negative and led to undue stress at work. It seems that some staff members are always involved in bigger decision making process and others never are, shouldn't it be equitable.
We do a good job of managing student bullying, how are we managing teacher bullying?
- I am very dissatisfied with the professionalism and management style of the new principal at Trailside.
- I have to question if staying is in my best interest & that of my family. I am broken hearted at the possibility of not staying, but the stresses and expectations are exacerbated by the limited time for prep, planning, grading, research to stay up on fun & cool things to keep kids engaged, using 2 different grading platforms, another data platform for student behavior/counseling, posting of lessons on-line, PLC meetings, committee meetings, pre/post evaluations, parent communications, behavior management outside of class (follow-up with parents, admin, etc) monitoring of computers, etc, iTime prep & evaluation of students as well as prep for assisting students in need of academic intervention. All of this is needed and valid, but keeps getting loaded on. Pressures at home with the amount of work and lack of commensurate pay are happening as well.
- I am curious as to why a "pcsdstakeholders@gmail" is authoring this survey. We participate in professional surveys annually.
- Not everyone is in the same page
- I love my job. My students are combative and argumentative. It is exhausting as all I seem to teach is kindness. Test scores have become unimportant to me. Emotional safety of my students has become #1.
- Our school is great, it is the DO I am not happy with.
- I love my job and find my work very meaningful. I have a ton of respect for my principal and my immediate administrator. I do not necessarily feel a connection to the administration above the Director level in this district. Higher admin are very out of touch with what is happening in the actual schools, across campuses. I feel safe and

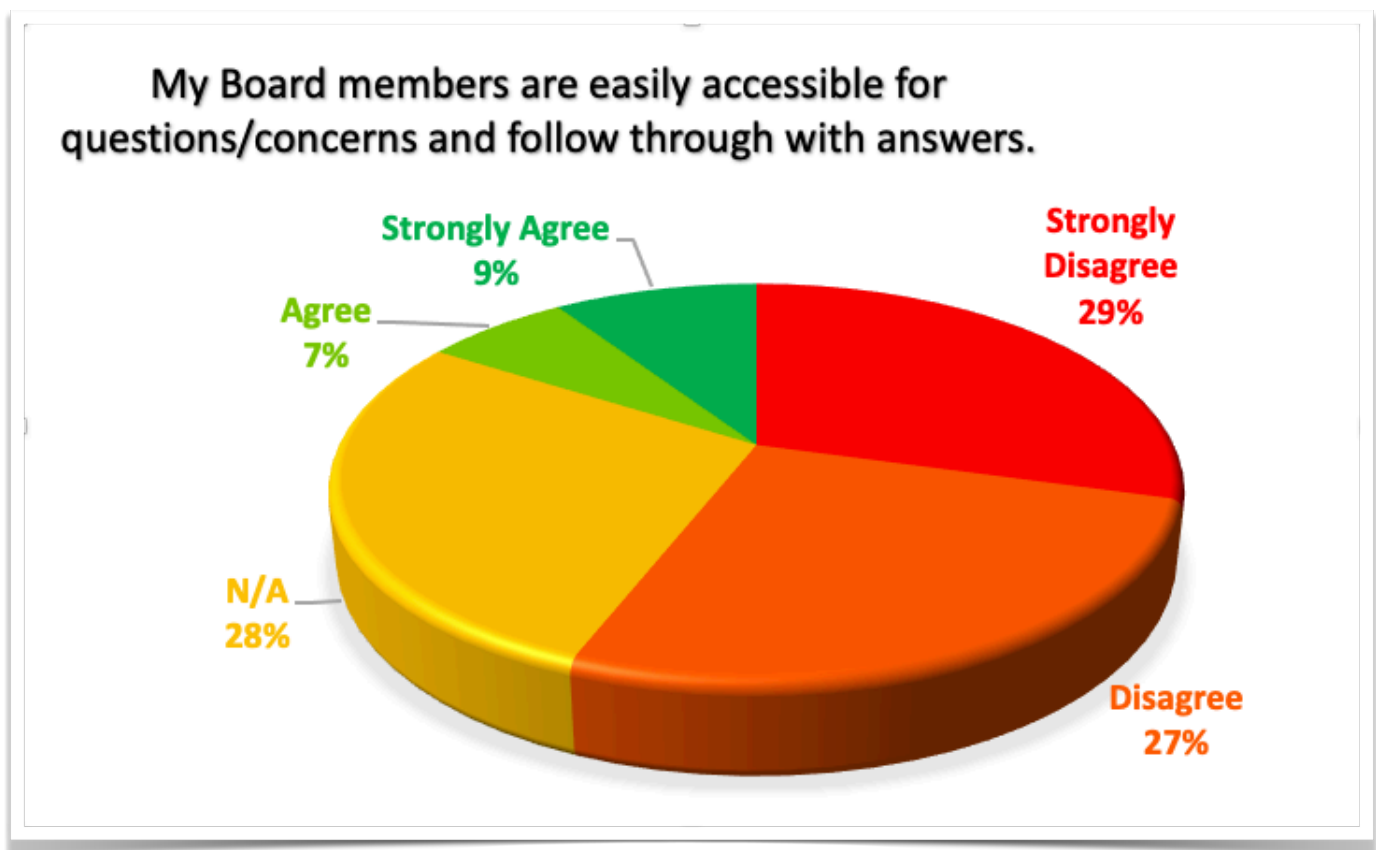
feel the students are safe with the exception reports of a small fraction of parents who are very adversarial and verbally abusive. This is when I become unmotivated and feel the community does not value me in my job. For the pay, I spend too much time outside of work attempting to get caught up. There is always a hoop to jump through at the state or district level. This is not the case in my building. If feel the expectations are very meaningful and fair. Communication is also prompt and meaningful. However, I often find the district communication without context, vague and confusing (i.e., the letter re hate speech/race). There is an absolute disconnect between elementary and secondary when it comes to views, policies and procedures. The district often attempts to blanket issues with one policy and the voice at the secondary level often trumps the elementary voice.

- PCSD is a fantastic place to work.
- Everyone being on the same page is a joke. I am not valued AT ALL. Having ideas that are different from the administration's immediately puts you on a watch list. There is no space for innovation. The board seems to be clueless as to what it is actually like to be teaching in a school in this district right now. Their job is to hold the superintendent accountable, and instead they seem to believe every line she feeds them.
- The most uncomfortable part of working in education is the beliefs surrounding covid. Some teachers are attacking others, singling others out, engaging in micro aggressions, and generally allowing the stress of the times to serve as an excuse for being cruel, engaging in the hive-mind, and making life terrible for people who don't align with their values. Administrators are the biggest bullies.
- I absolutely love working in this district and my students and their families have been so wonderful and supportive year after year. Our school is a incredible place with teachers and students that work hard and support one another each day. The issue I am having is that our new principal is disrespectful and unprofessional, he is not understanding what students need to make growth and many of them are not receiving the services they deserve. This is not okay and makes all of us extremely unhappy and stressed. After decades of doing a job that I love and take such pride in, I actually want to quit. That is how horribly our school is feeling. I know of at least 25 other teachers that feel the same way or worse. Something needs to be done. Please.
- I value my job and enjoy teaching in PCSD.

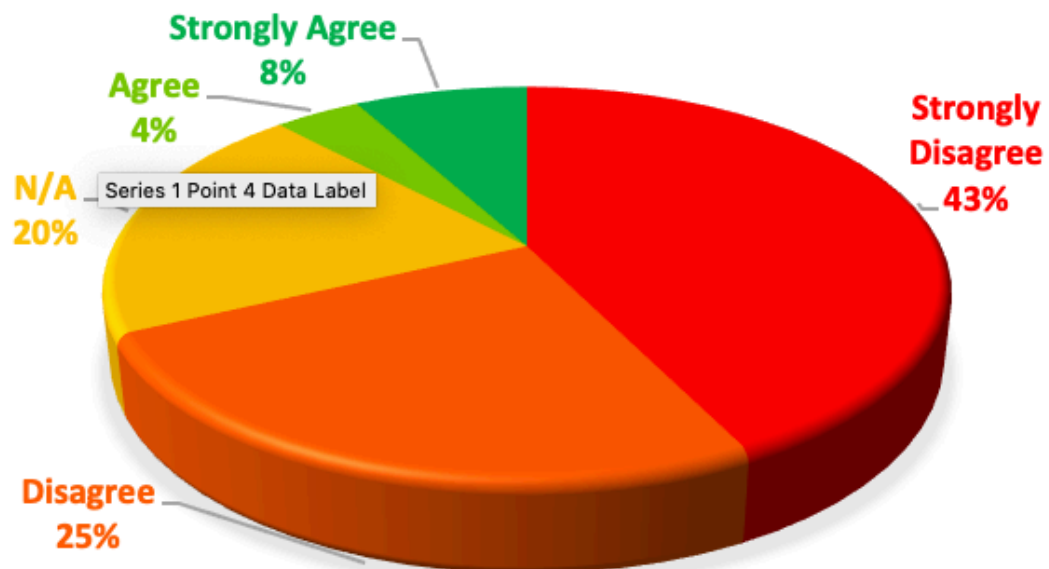
- The overall expectation about education from the district personnel and parents is "just make sure the kids are happy, don't push them to work hard."
- My work/life balance is increasingly becoming more skewed towards work. Teaching has always been a passion of mine, but now I feel it is not a sustainable profession for me. More is being required of us as teachers and we have less and less time for the things we need to do in order to support our students.
- In conversations that I have had with numerous teachers at the high school, I feel we generally feel okay with a minority expressing frustrations loudly. If there is stress at our level, it is caused by a small group of parents and students having unrealistic expectations of how prepared the students are to do the work they are asked to do. There are still too many students that think they should get all A's and if they don't they cannot get to college.
- I want to clarify that "supervisor" means my building admin. I do not feel respected by most of the top DO Admin.
- While I know and have experienced supportive parents, I do not feel valued by the community as a whole.
- I feel valued by the Park City community in the work I do; I DO NOT feel valued by the PCSD School Board and Superintendent.
- I have been in the district for almost 20 years and over the last 6-8 years the district leadership has been less than honest. There is no transparency, and while they have recently been trying to support teachers, it's a little too late to trust they have the best interest of both teachers and students at the heart of their decisions.
- There are hidden agendas, and preferential positions exist based on those who cover issues of discrimination, or disservice. There isn't a real willingness to expect change so that all students have the opportunities to learn, equity is used as a label not a practice. The best teachers are not recognized with leadership positions. Data and results should guide leadership not people who will cover unethical practices.
- At the school level PCHS, our leadership is strong. At the district level it is a total disaster. They have allowed hate speech, bullying and intolerance to run wild. Indeed, they are complicit.
Teachers do excellent work, but have been handcuffed by the state and our own DO. Though I am a leader in the school and the district community my job grows less attractive by the day. I am considering leaving and have applied to other jobs.

- I was terribly mistreated by colleagues who made false accusations against me and blamed me for their lack of job satisfaction. The district did nothing to help.
- I think that the principals try to communicate effectively but they seem to have gag orders on them at times. District communication has been poor.
- I felt an outpouring of love and kindness from my fellow staff, admin excluded, and parents in the community. I can confidently say that I would have remained within the PCSD system had it not been for the poor leadership both within my designated school and upper admin. The lack of transparency was concerning.

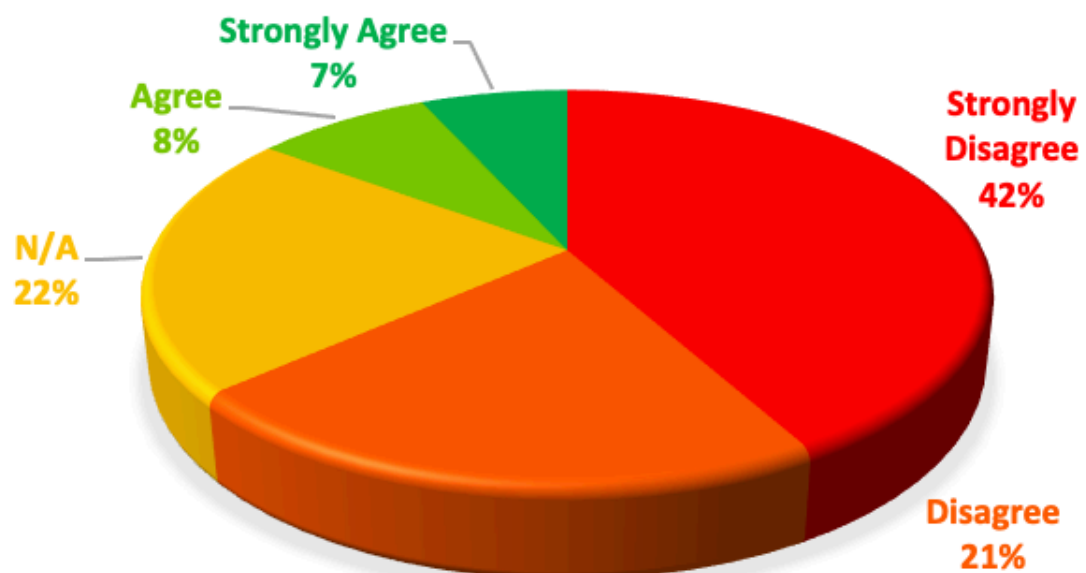
Q2: Please indicate how much you agree with the following statements about the PCSD Board of Education: A rating of 5 is Strongly Agree; a rating of 1 is Strongly Disagree; a rating of 3 can mean either N/A or Neither Agree Nor Disagree.



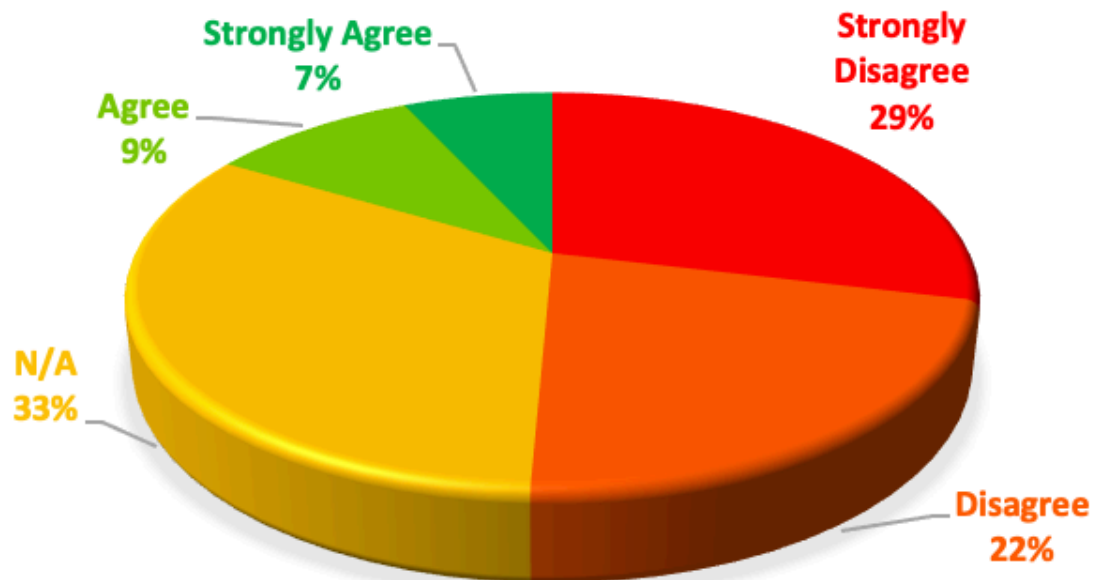
**My Board members understand my needs
as a PCSD employee.**



I trust my Board members.



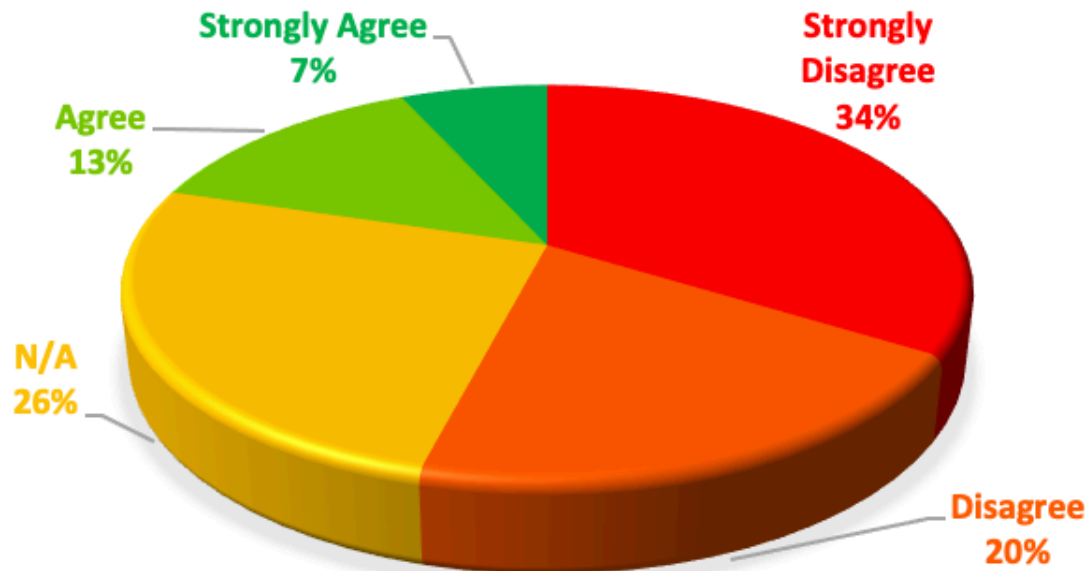
My Board members trust me.



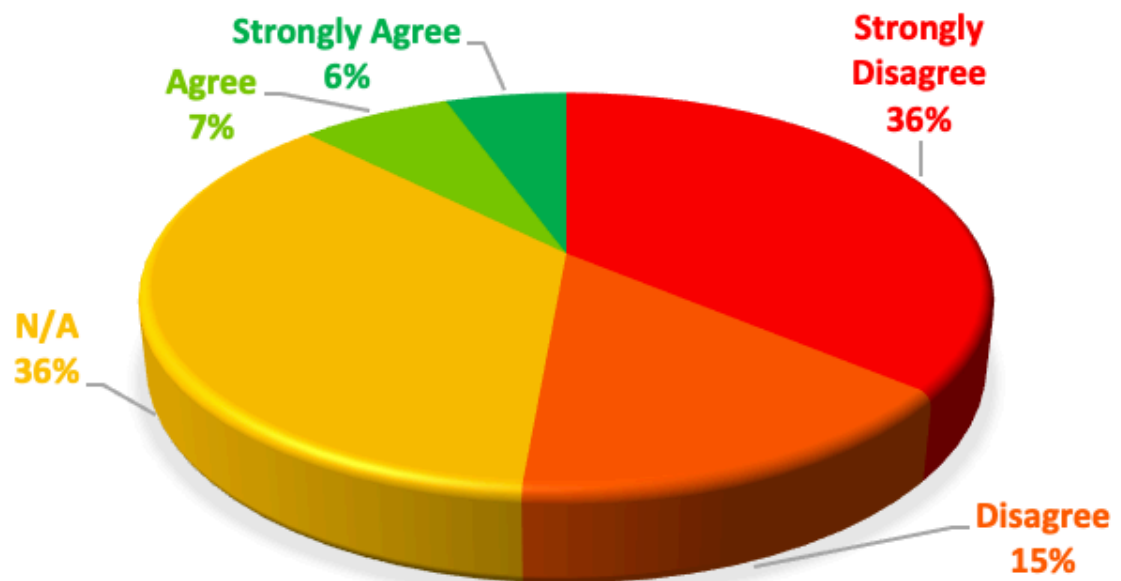
My Board members ensure that I have the training and support I need to do my best work.



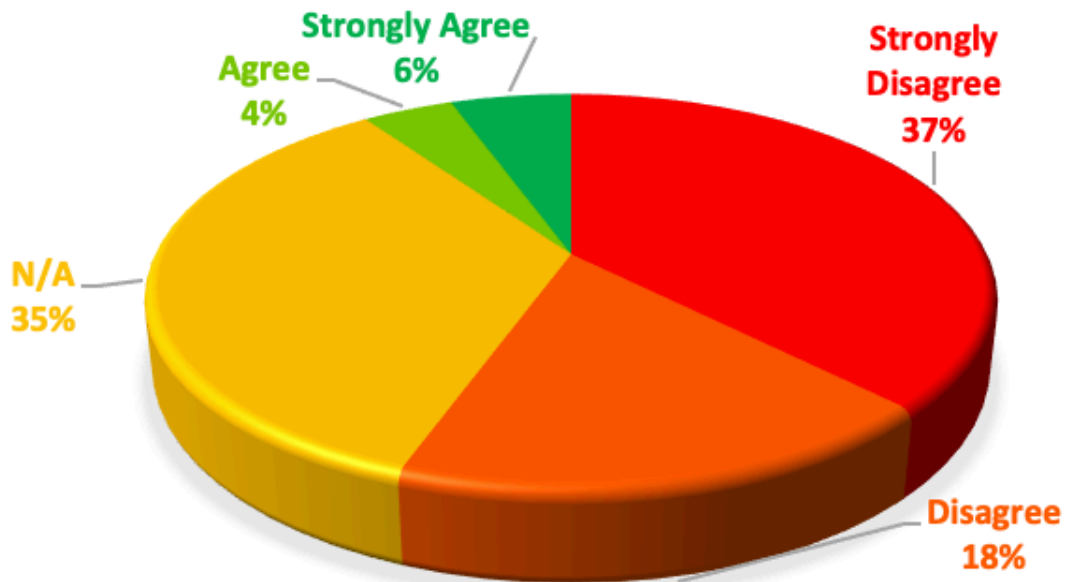
My Board members address issues promptly and equitably.



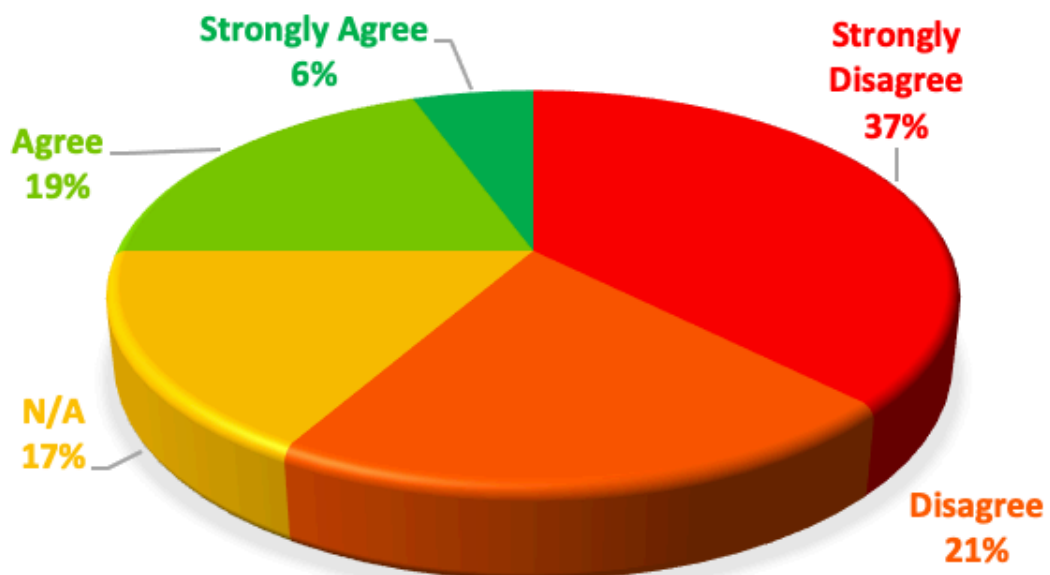
My Board members react to others' mistakes with empathy.



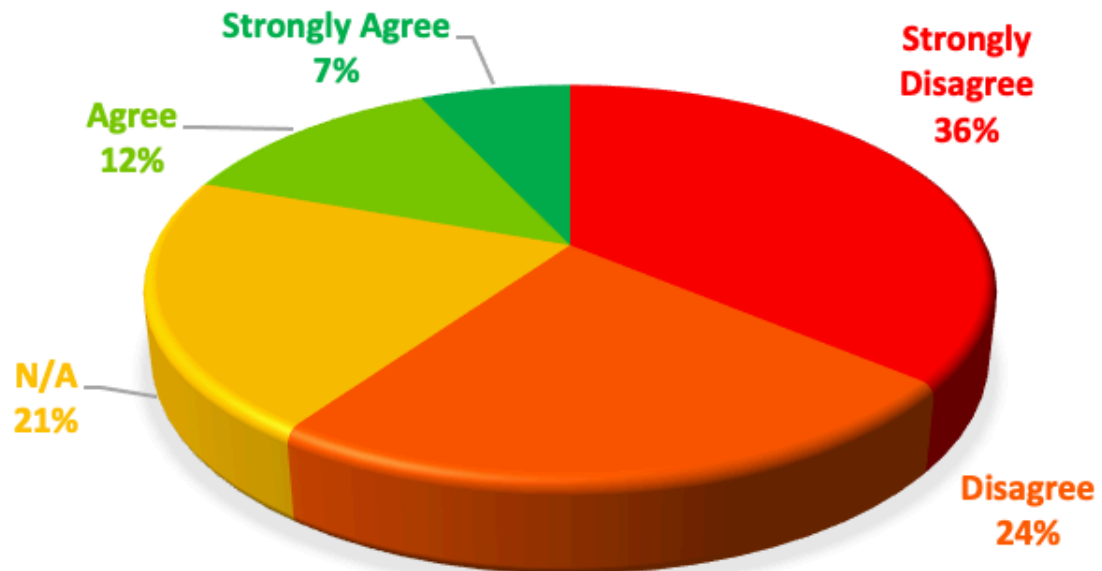
My Board members give feedback that is fair, constructive, and consistent.



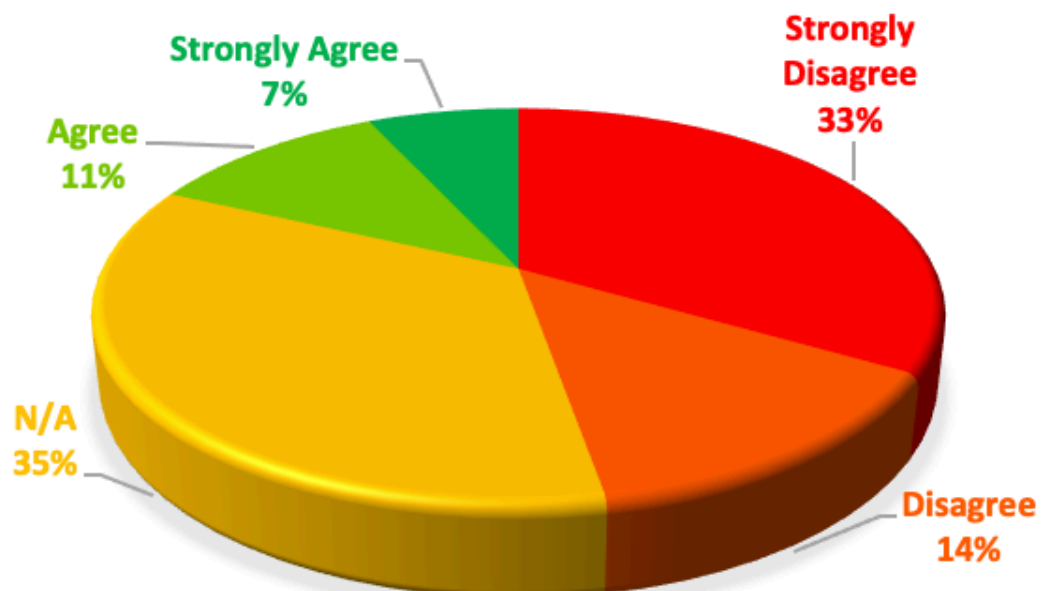
My Board members communicate openly and transparently.



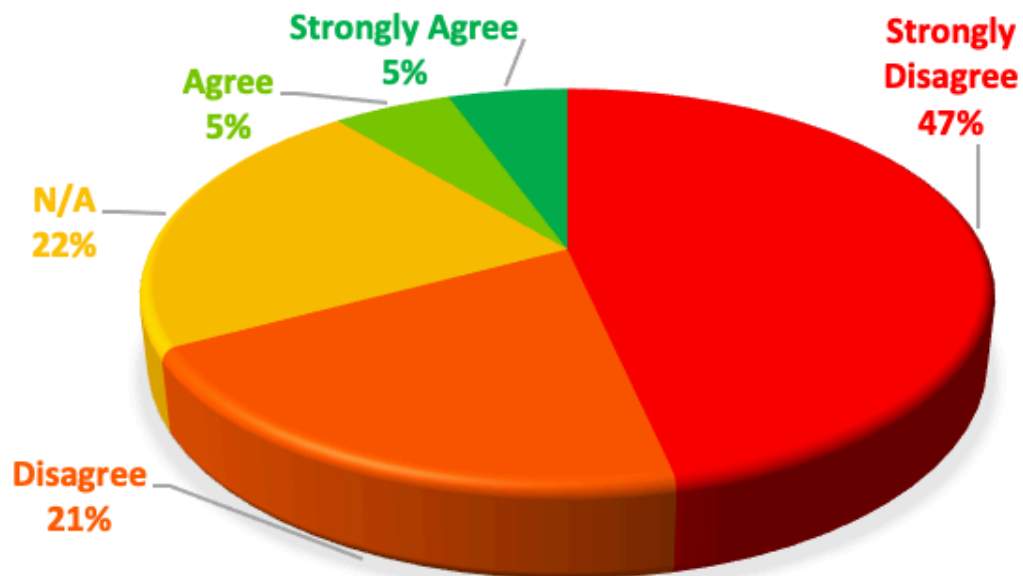
My Board members keep me well-informed in areas that impact me in my job.



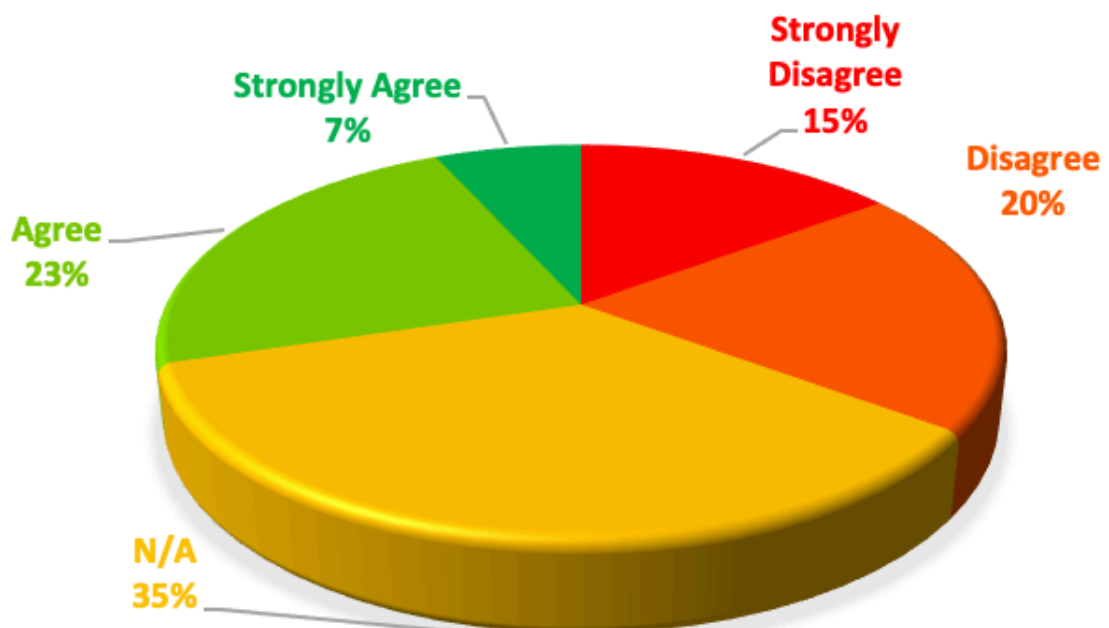
My Board members keep their promises and commitments.



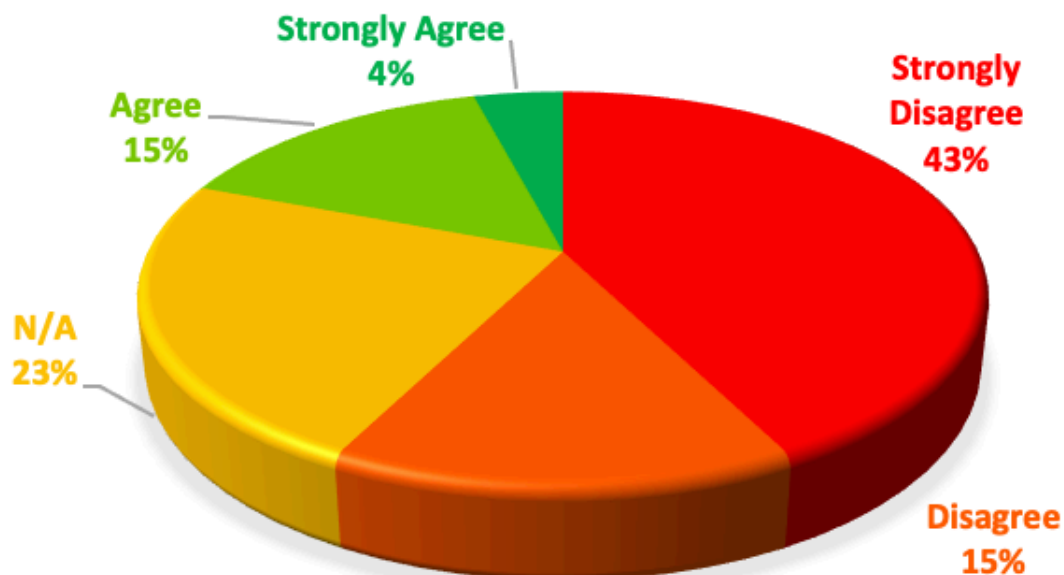
My Board members seek my input before making decisions that impact me.



The administrative policies at my job are reasonable.



I am satisfied with the performance of my Board members.



Q2 COMMENTS

Each bullet marks a complete comment by a unique PCSD Employee participant.

- I have seen Board members in my school and feel like they understand me.
- We never consulted about making Friday a half. We should go back to full day Friday's ASAP!
- I often feel the Board members are at odds with the teachers. When teachers expressed legitimate concerns about COVID, masks, etc. - they were met with a "slap-on-the-hand" email basically saying we should never contact them directly or individually (even as their constituents), but only through the PCEA.
- I'm not in contact with my school board member or the entire school board enough to respond to many of the questions.

- Where is Kara Hendrickson? She seems to not be actively involved in decisions of the board.
Come visit my classroom.
If the board is committed to transparency why do they refuse to do interviews on KPCW?
- I have sincerely never seen an adult handle himself with less professionalism than Andrew Caplan.
- I do not have enough involvement or visibility to Board Member involvement to comment on most.
- As an elected body, the BOE serves as an arm of the state ensuring compliance with federal and state regulations.
- Board members do not respond to emails, concerns, or complaints. They may seek my input on issues, but they rarely act on it. From their actions, it appears that they respond in fear of particularly litigious group of parents, or in their own political self interests.
- I am grateful for the board members.
- I think the board does a good job
- I believe they are doing the best they can.
- All the board wanted was to get the bond passed
- I think the Board has the hardest job. I appreciate and respect the time and effort that they give. I don't think they intentionally ever mean to come off as non-transparent or unprofessional. They deal with complicated and confidential issues. I do feel the board acts within the boundaries of professionalism most of the time and know when something is taken out of context and reported. I do feel that if I ever had an issue, I could go to a board member. I have actually gone to Mr. Kaplan years ago for an issue and was treated with respect and a reasonable outcome achieved. I feel the Board has really improved their rapport and do care about us as teachers. I only lack trust in our Board because I don't have full trust our Superintendent.
- Our Board members work tirelessly to support teachers.
- Board members are completely out of touch, even the ones who are educators. It is very disappointing. Andrew caplan and Erin Grady behave extremely unprofessionally. Andrew Caplan has repeatedly shown he has no problem with outright lies from the

administration and has zero ability to admit mistakes or wrongdoing. There is a complete and system lack of accountability in the board and DO. As board chair, Erin Grady spread malicious rumors about staff in the community - that is utterly morally repulsive and wholly unprofessional. Her close relationship with Gildea likewise calls into question her ability/interest in executing her duties as a board member.

- The failure of leadership from the board the past two years has been staggering. I have never witnessed such a disrespectful, dishonest, unapproachable, and unresponsive group as the current PCSD school board. Fear and intimidation seem to be their guiding principles. Their unanimous votes demonstrate the lack of thoughtful discourse on challenging issues and decision making. We needed their support more than ever the past two years and were repeatedly ignored. They allowed the pandemic to be politicized while gaslighting teachers and parents expressing concerns. I have never worked so hard and never felt so under appreciated or valued as an employee.
- I am not familiar with the board members or what they do.
- In 6 years, I have never met a board member. Or, seen one in my classroom.
- Again, not every current board member deserves a "strongly disagree" rating; however, I'm super disappointed with this board as an entity. I feel like a nobody in their eyes, and I've been in this district for more than 20 years! They are extremely impersonal, in my opinion, toward teachers & staff.
- I don't even know who the Board members are and what they do specifically for me.
- The board is a disaster, watch the last meeting and you will see their incompetence. They felt that they were the ones under attack and compared their plight with the kids who endure hatred on a daily basis due to their poor oversight of Amy hunt and Jill Gildea.
- I approached the board president with a question regarding errors in the implementation of the open enrollment policy with regard to employee's children and was brushed off, lied to, and accused of "accosting her in the street."
This board also wrote an extremely hostile letter to employees early in the 2020-2021 school year threatening not to pass the negotiated contract if we did not stop reporting our lack of preparation for starting the year in-person in a pandemic and requesting a modified schedule to decrease the number of children in the buildings. In general, raising any issue results in either a hostile overreaction, a run-around

response, or outright lies. Board members, county officials, and the upper-level district administration all point the finger toward one another. No one takes true accountability.

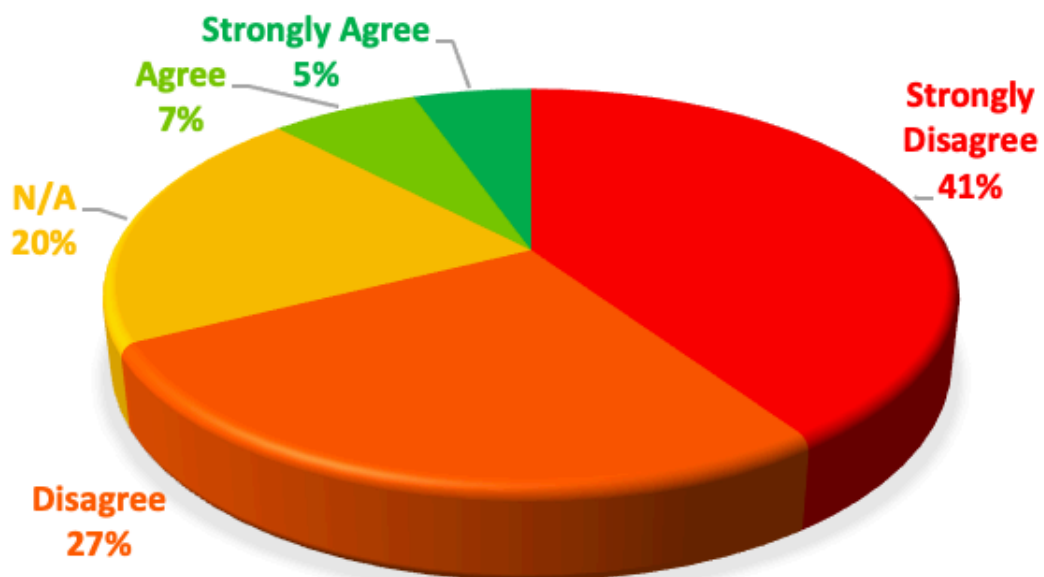
Children of employees WERE denied placement in their parent's schools, despite claims to the contrary. We were woefully unprepared to begin the 2020-2021 school year, despite claims to the contrary.

- I have been appalled at the lies coming from the board in a variety of issues, from employee children enrollment to these latest crises impacting the district. Additionally, I have heard one particular board member lie and gossip about multiple employees in the district. I wonder how she can objectively supervise the superintendent when there is a close personal friendship. The professionalism is lacking.

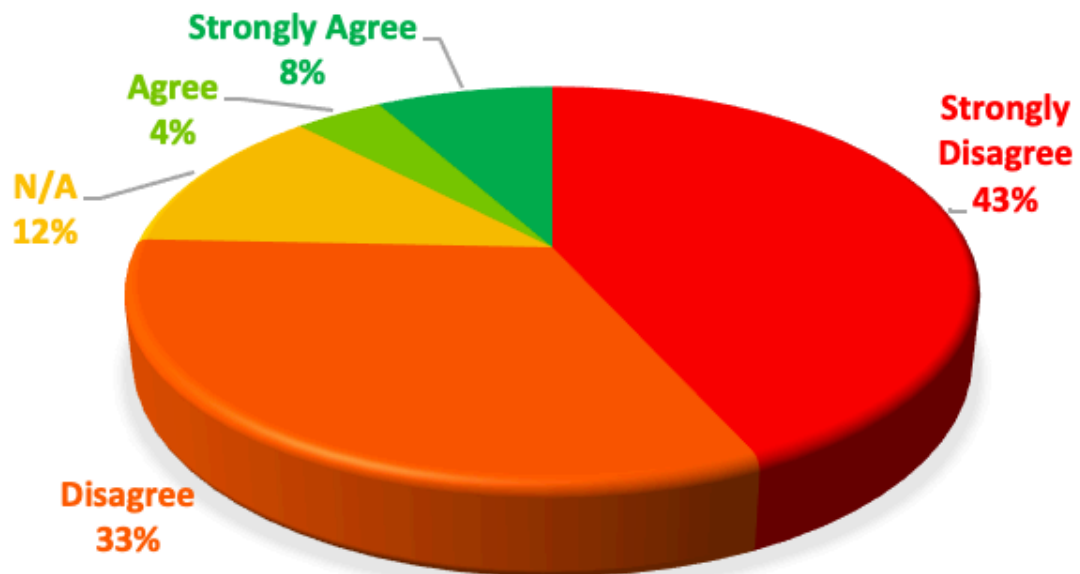
Q3: Please indicate how much you agree with the following statements about your

Superintendent: A rating of 5 is Strongly Agree; a rating of 1 is Strongly Disagree; a rating of 3 can mean either N/A or Neither Agree Nor Disagree.

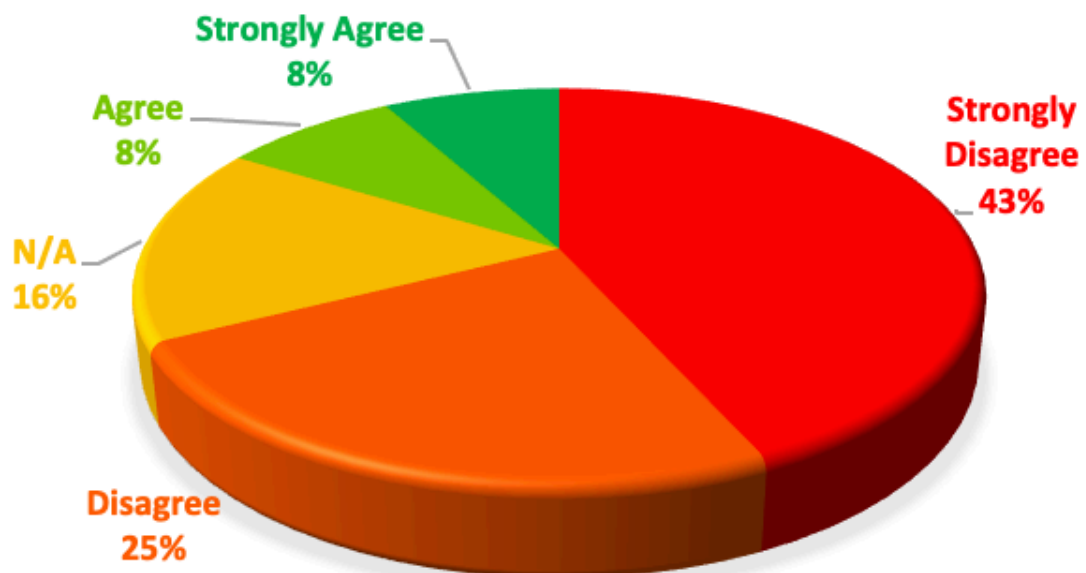
My Superintendent is easily accessible for questions/concerns and follows through with answers.



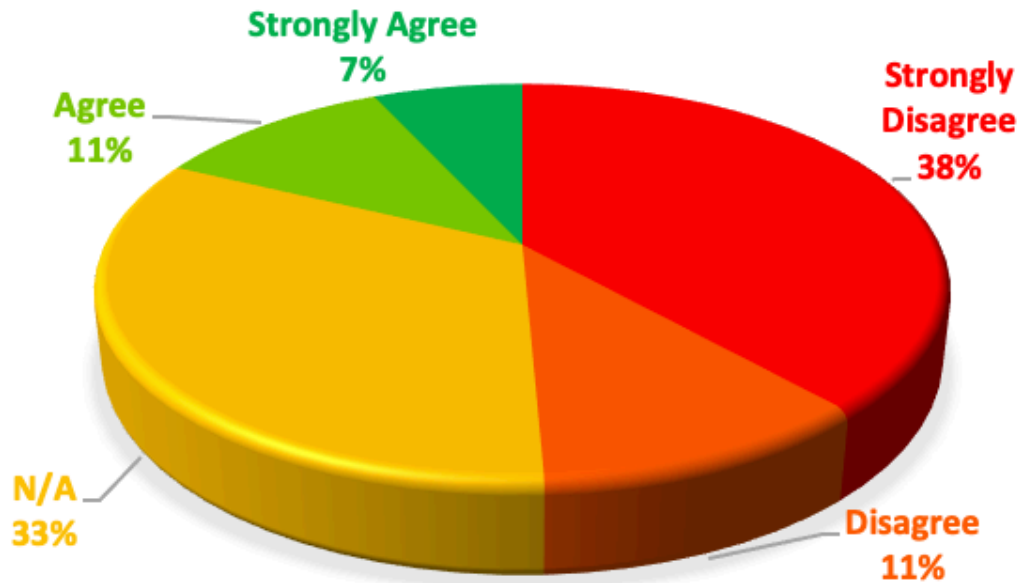
**My Superintendent understands my needs
as a PCSD employee.**



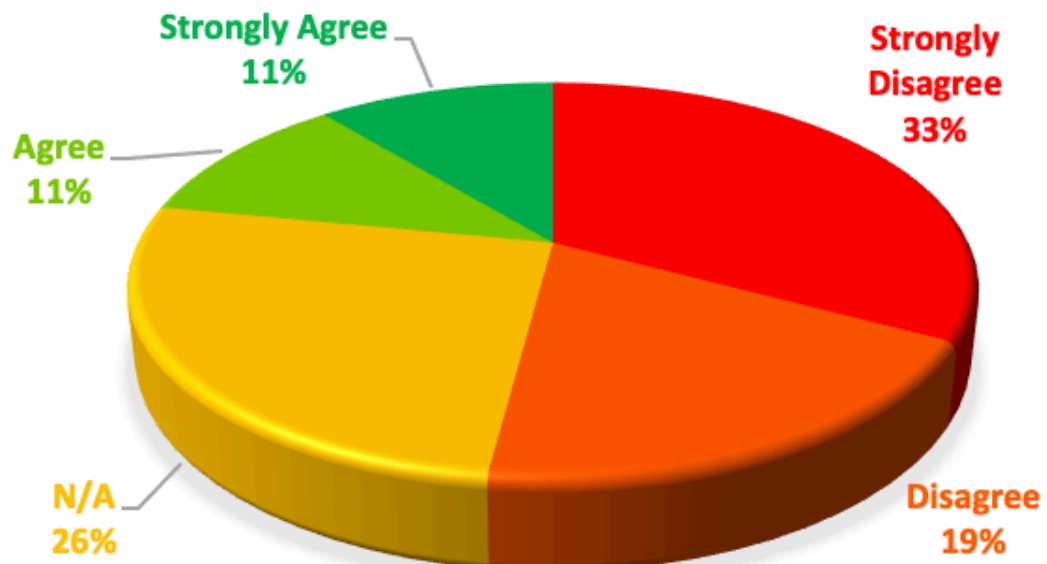
I trust my Superintendent.



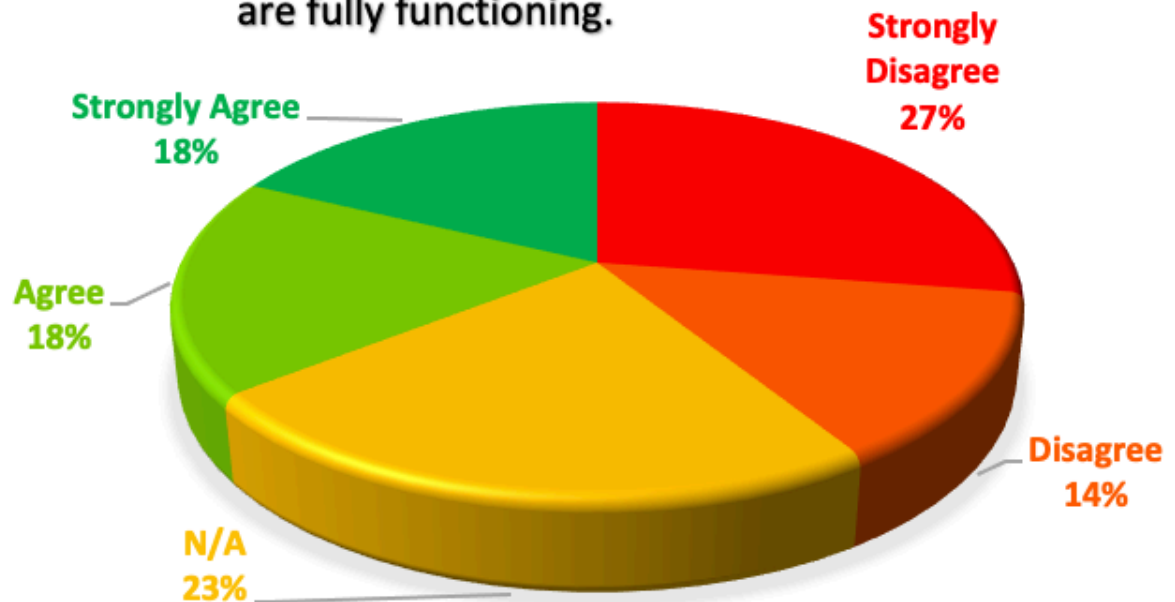
My Superintendent trusts me.



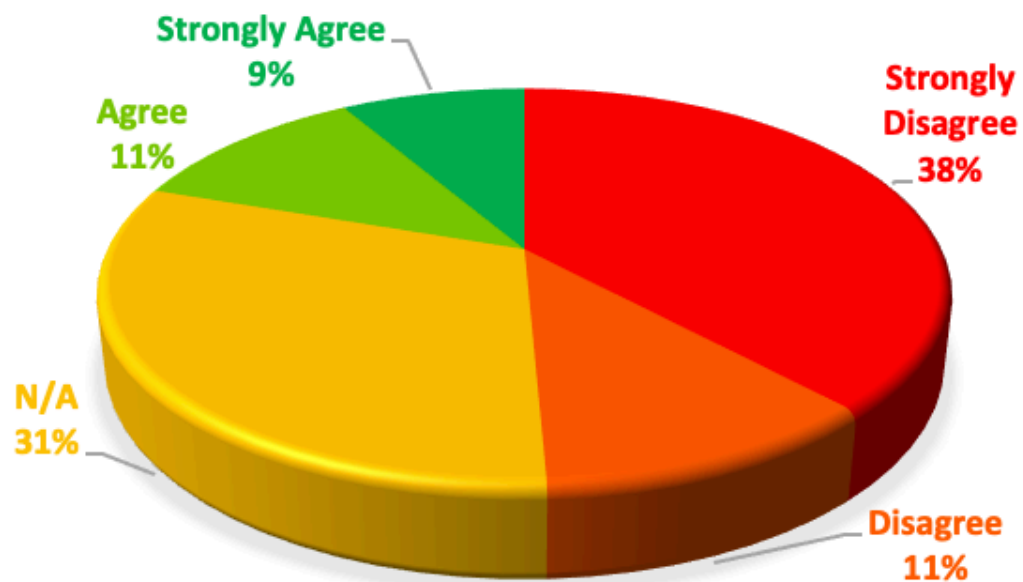
My Superintendent ensures that I have the training and support I need to do my best work.



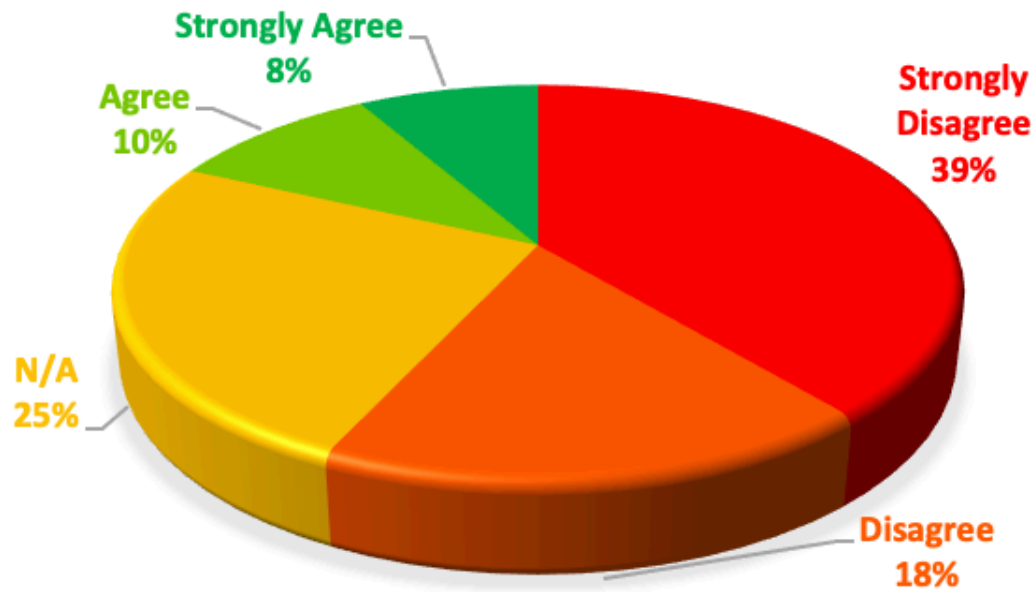
**My Superintendent ensures that I have the software tools
I need to do my job well and that they
are fully functioning.**



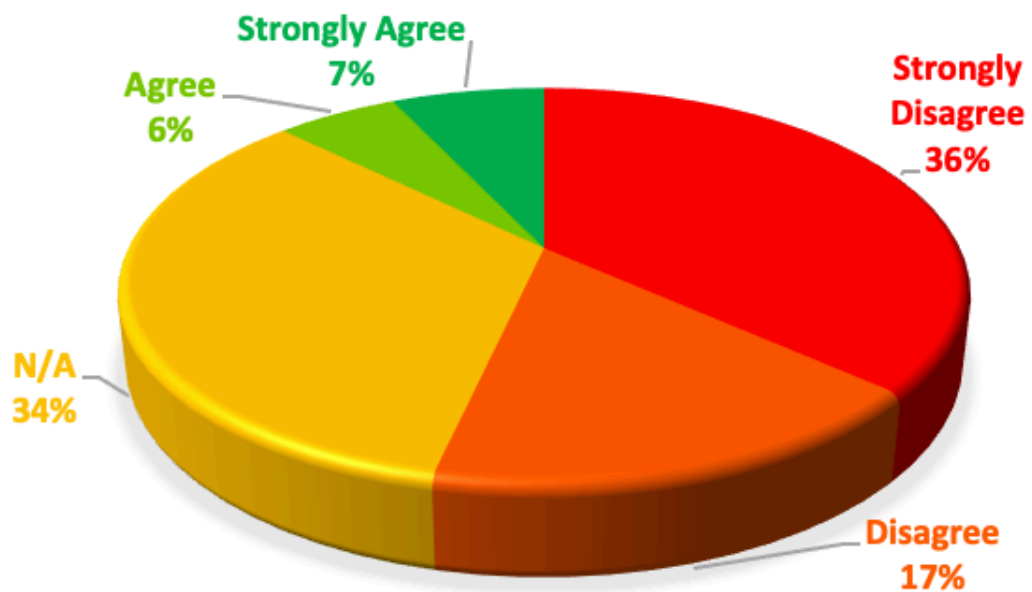
**My Superintendent handles conflicts
with professionalism.**



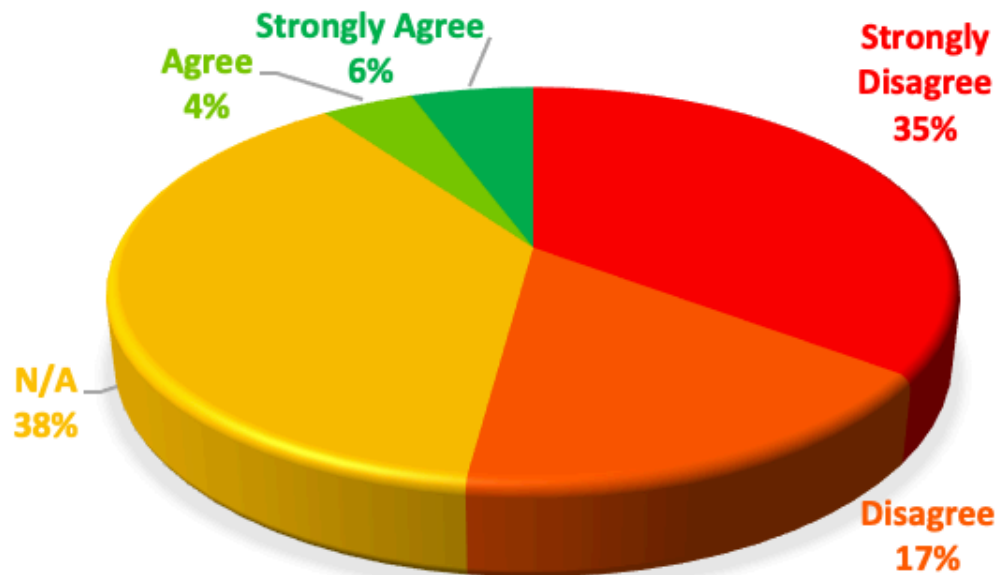
My Superintendent addresses issues promptly and equitably.



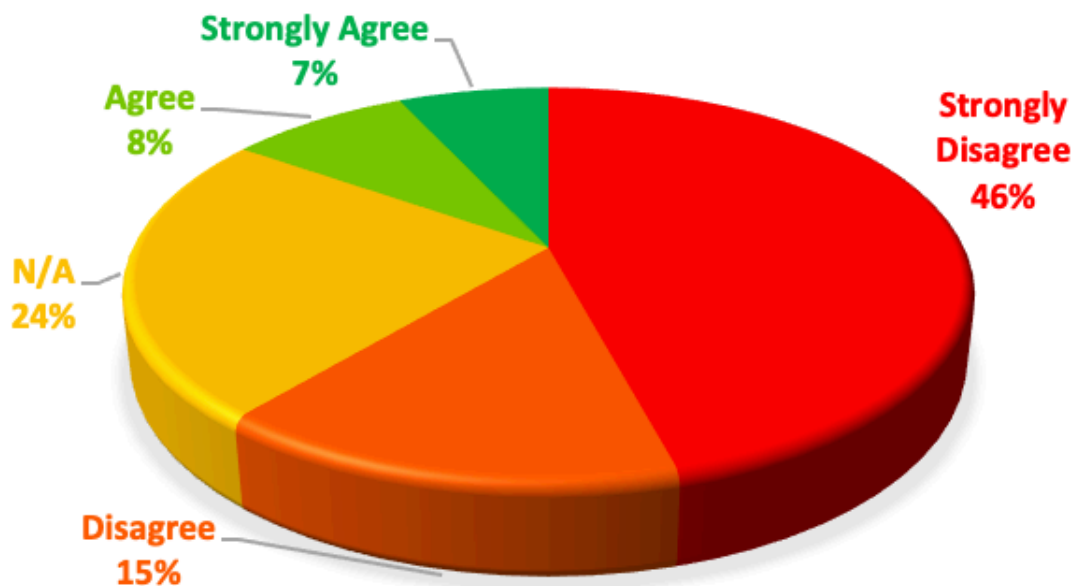
My Superintendent reacts to others' mistakes with empathy.



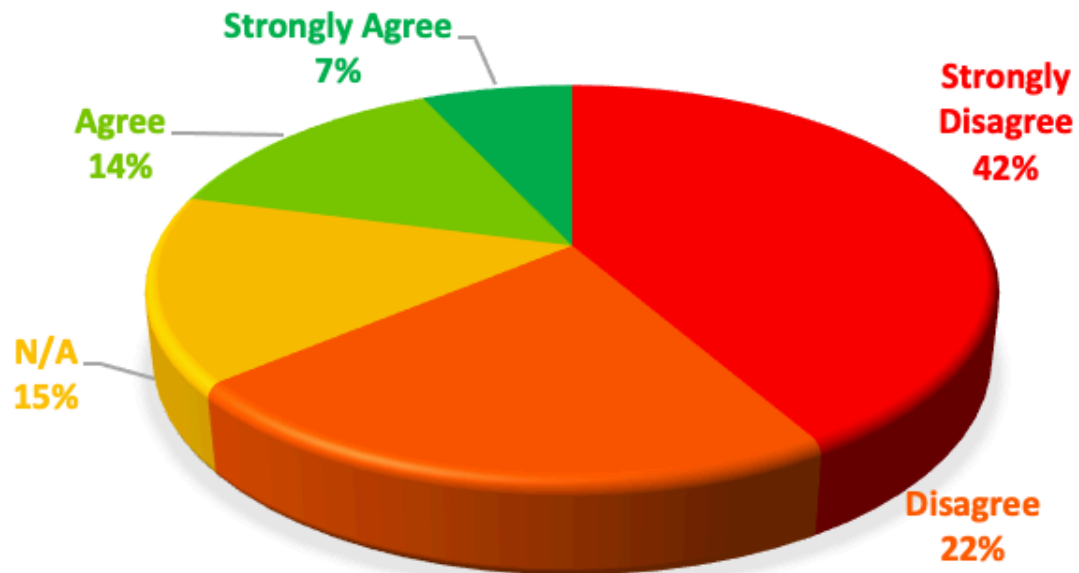
My Superintendent gives feedback that is fair, constructive, and consistent.



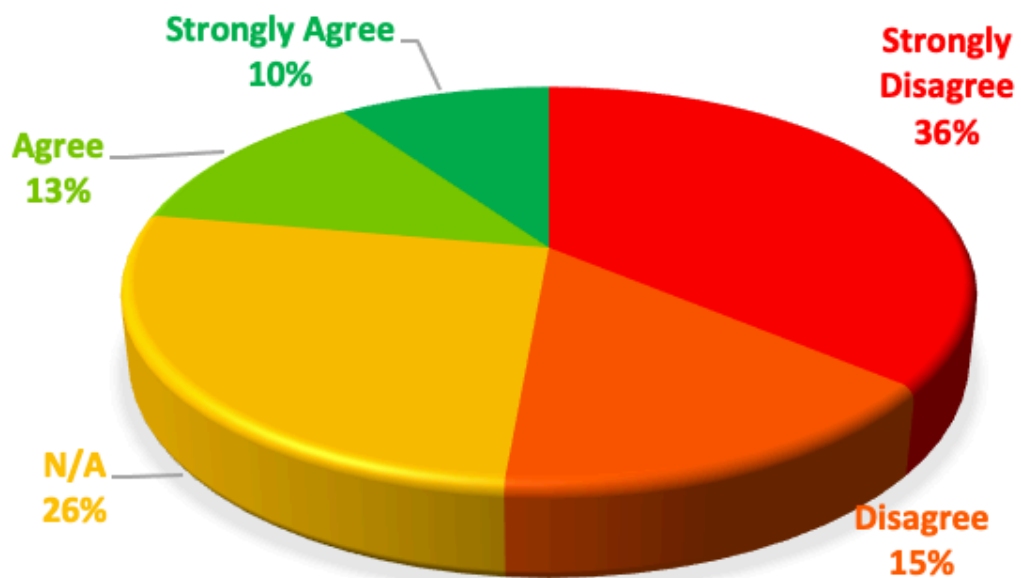
My Superintendent communicates openly and transparently.



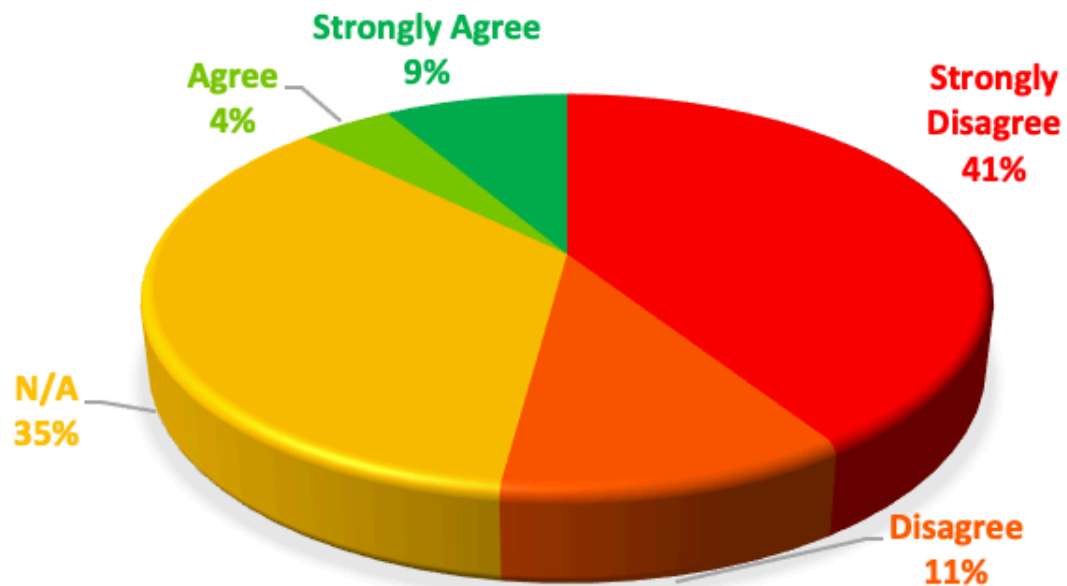
My Superintendent keeps me well-informed in areas that impact me in my job.



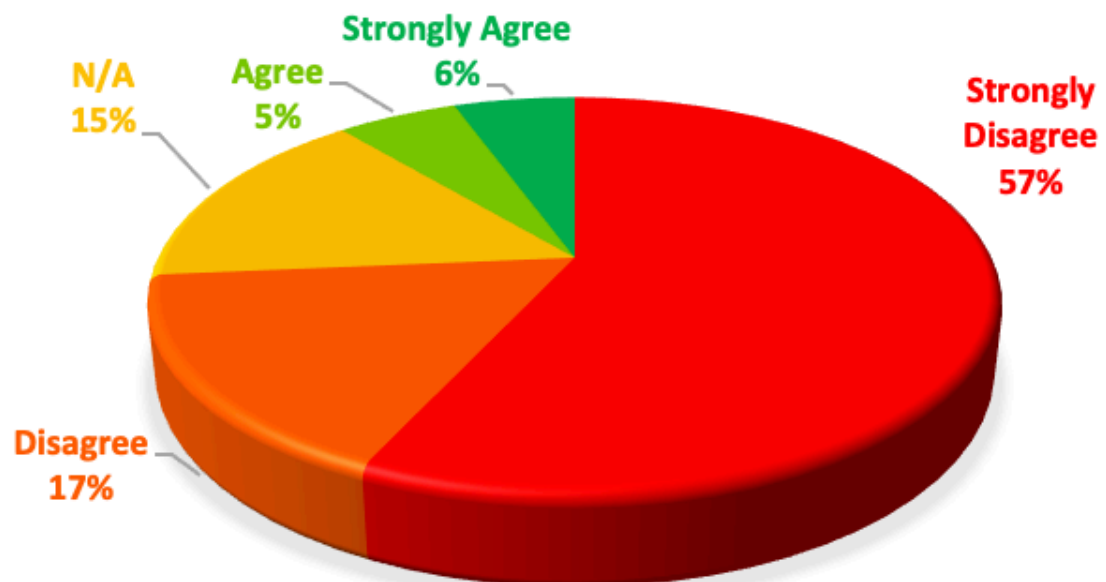
My Superintendent is competent in the role of Superintendent.



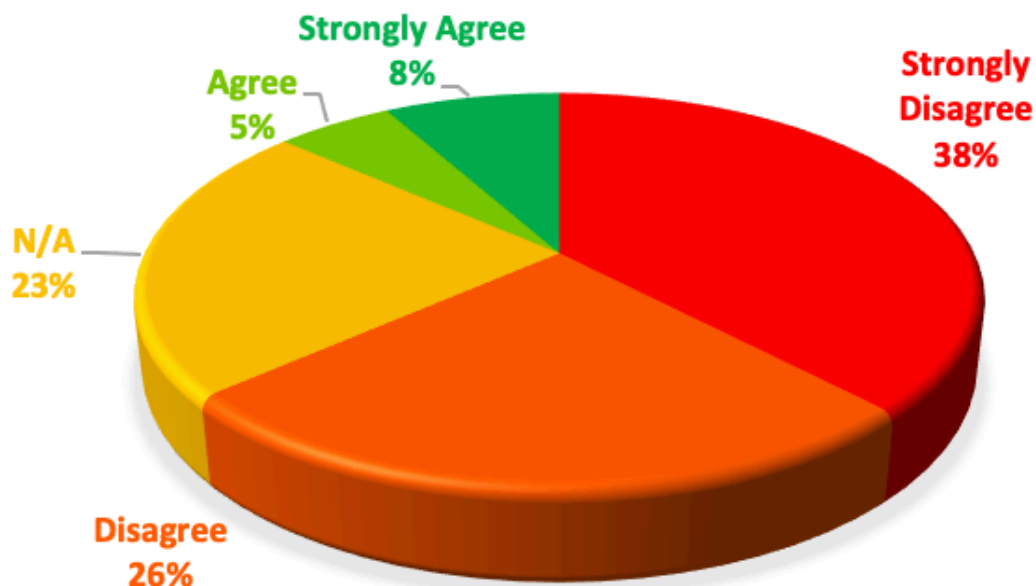
My Superintendent keeps promises and commitments.



My Superintendent seeks my input before making decisions that impact me.



I am satisfied with the performance of my Superintendent.



Q3 COMMENTS

Each bullet marks a complete comment by a unique PCSD Employee participant.

- Every interaction with Jill has been positive. I see her in my school and I think she understands what we are going through as they look at moving our school during realignment...
- The word equity does not exist at PCSD
- Again, when were teachers asked about making Friday's a half day? This was a huge mistake and loss of instruction time.
- She is doing her best, despite often having her hands tied by the Board and the parents.
- Why not appear on KPCW and simply answer the questions as asked?
When mistakes are made at the district or board level we are asked to extend them

grace and understand the difficult circumstances. When we make mistakes we are referred to a policy and told what the consequences are.

- I am extremely dissatisfied with the superintendent's job performance. I do not feel respected or taken seriously by the superintendent. I have witnessed acts of apparent retaliation and general disrespect by the superintendent, especially towards employees with children. That makes me think I probably don't have a future in the district if I have a family. I feel that the superintendent has no understanding or empathy for what it is like to work in a classroom or survive on teacher wages especially since she does not even pay rent or upkeep on her own home. I am also very dissatisfied with the recent hiring practices. We need more and better paid people working directly with kids and promotion of longtime and well qualified internal employees. We do not need more district office employees drawing salaries many times larger than those of people actually working with kids. Nor should we be hiring/promoting candidates who are widely feared and disliked by their former employees.
- Software tools question....I answered 3 only because we have software tools.....but they are not the best or well integrated. We do double & triple the work to accomplish simple needs (using multiple systems)
- Very unhappy with her leadership.
- As I am not in the role of Superintendent, I can only imagine how stressful these past years have been.
- What does Gildea do? Seems to me Amy Hunt runs the district. Gildea is not present in our schools. I have seen her twice since she taken office. Seems to me all she does is keep administration at the DO when they are needed at school.
- My Superintendent is completely hands off. We are not used to that in Park City. We have a history of a tight knit school community. I have seen her in person twice since her tenure. There is very little trust. The only positive feedback is through the union, they do say she is quite supportive of us when it comes to negotiations and figuring out Covid issues. If I did not get this report, I would have no idea. I do appreciate her email letters. That is the extent of communication. After the bond, it's been pretty quiet.
- We are fortunate to have Dr. Gildea.
- Gildea's tenure as superintendent has been characterized by incompetence, intimidation, retaliation, and malfeasance. She lies, violates the law, treats teachers

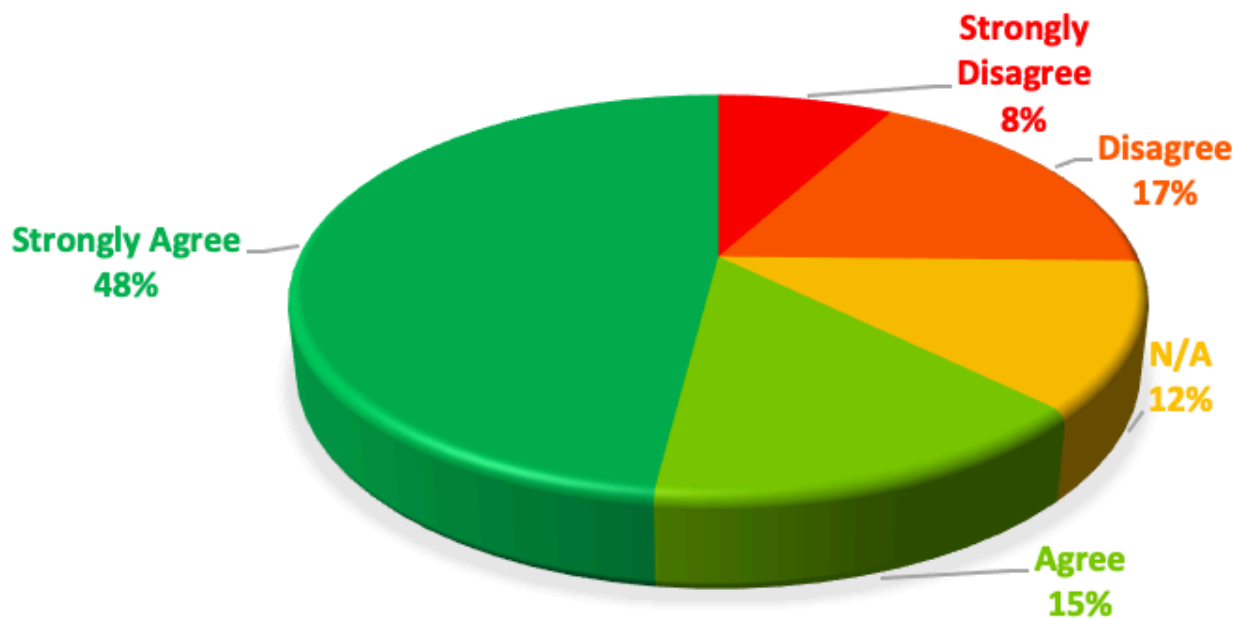
with an utter lack of respect, is often incoherent, regularly misses interviews, spends her time trolling social media, and has filled the DO with cronies. Her goal seems to be to drive out all experienced and excellent teachers to keep down salaries and dissent. This is no way to run any organization, let alone a school district.

- The superintendent appears to act out of fear for her job rather than in the best interests of students and staff. She micromanages her principals, making them ineffective leaders in their schools and fearful of their jobs. She has been dishonest in her communication to PCSD employees and the public. The challenges in her time as superintendent have been tremendous, there is no doubt. But her failure of leadership to stand up to the board and support students and staff in a time of crisis are inexcusable. In addition, her failure to communicate openly and honestly with the community have eroded all trust.
- We never see or hear from her. I believe she wants the best for us but teachers wonder if she knows what it is that we need to be successful..?
- The superintendent was present in schools during COVID but this year she has disappeared. She also has the attitude of low academic expectations for our students - as long as they are happy, don't push them.
- All communications have been rude and unprofessional. She doesn't respond when questions get difficult.
- Having worked for this district through multiple superintendents, I am dumbstruck by how invisible Gildea is. She has no clue who I am. Hardly anyone recognizes her. She has been in front of our faculty once since she started. Her public presence is horrible.
- I also can't understand how she has been allowed to stack the DO with high paying admin jobs again. Ember Connolly was no saint, but she did thin out the DO jobs and get rid of excess. Gildea just made us top heavy again at a huge expense. I believe this is her way of delegating work, so she doesn't have to do much. What's going to happen when Amy Hunt leaves? It is widely believed that it's actually Amy running the district!
- I have never felt so out of touch with a superintendent as I do with Jill Gildea! She's conniving, untrustworthy, out of touch with reality, never visits her schools and never attends meetings at the DO that I'm involved in. She's purely a figurehead and has no idea what teachers and students need. She needs to go!
- I truly don't know how involved in the schools the Superintendent is.

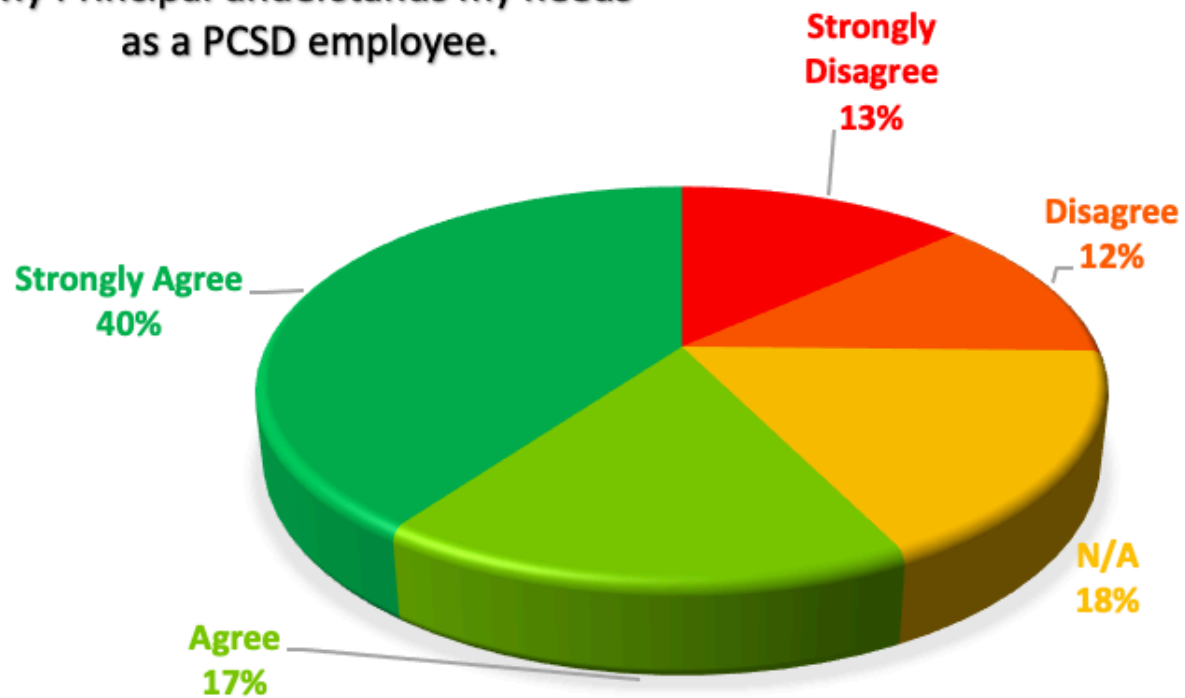
- When hate speech was left in my classroom the superintendent never once reached out to me, nor anyone from the DO. She has committed criminal acts surrounding the mask mandate situation and she has been negligent in dealing with the hate speech and hate crimes in our schools. She is never present and a detriment to our community.
- Unfortunately, the superintendent has made a number of mistakes:
 - Lying about open enrollment and the placement of employee's children
 - Starting school in Fall 2020 without adequate COVID19 Mitigation
 - Making discriminatory decisions against LGBT students
 - Insisting on interviewing each job candidate personally even after a site-level team had suggested the hire
 - Implementing an "Idea Plan" process that stifles employee creativity and provides little to no feedback
 - Centralizing power unnecessarily, crippling our building leaders ability to manage and lead effectively
 - Failing to resolve and in fact exacerbating morale and cultural issues
 - Not taking accountability or apologizing for any of the above
- I think that neither she trusts the majority of staff while the majority of staff don't trust her in return. There's a culture of protectionism created by her. She has been caught in multiple lies...yet remains.

Q4: Please indicate how much you agree with the following statements about your Principal: A rating of 5 is Strongly Agree; a rating of 1 is Strongly Disagree; a rating of 3 can mean either N/A or Neither Agree Nor Disagree.

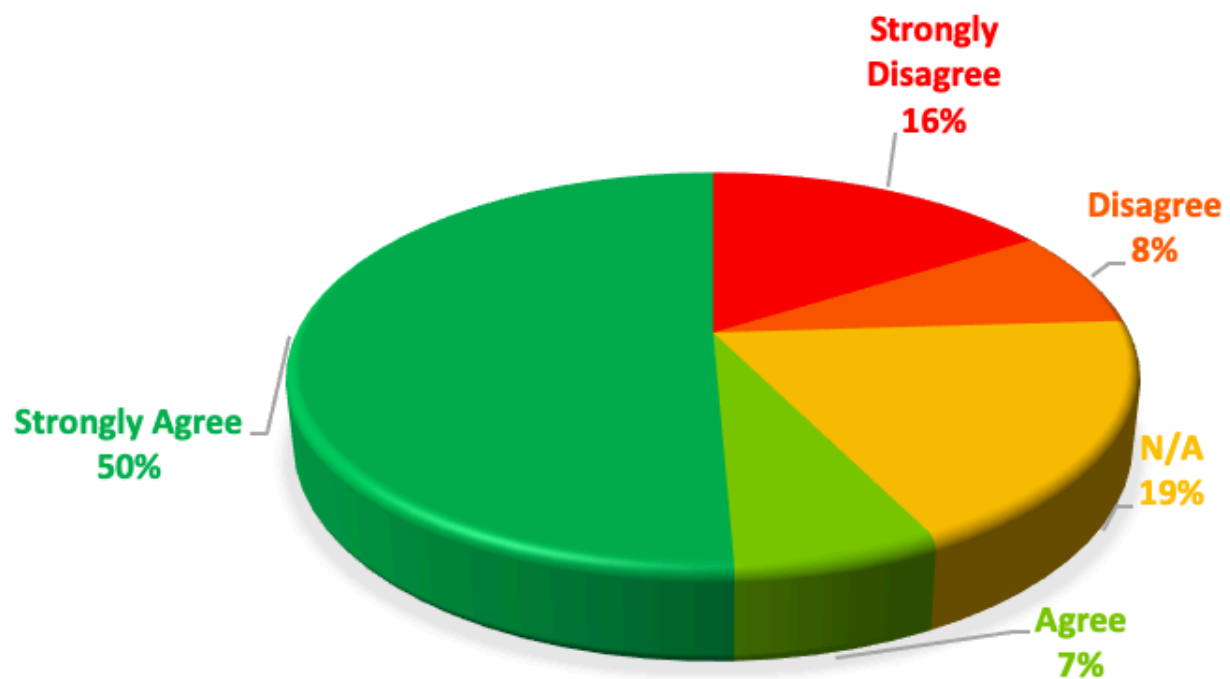
My Principal is easily accessible for questions/concerns and follows through with answers.



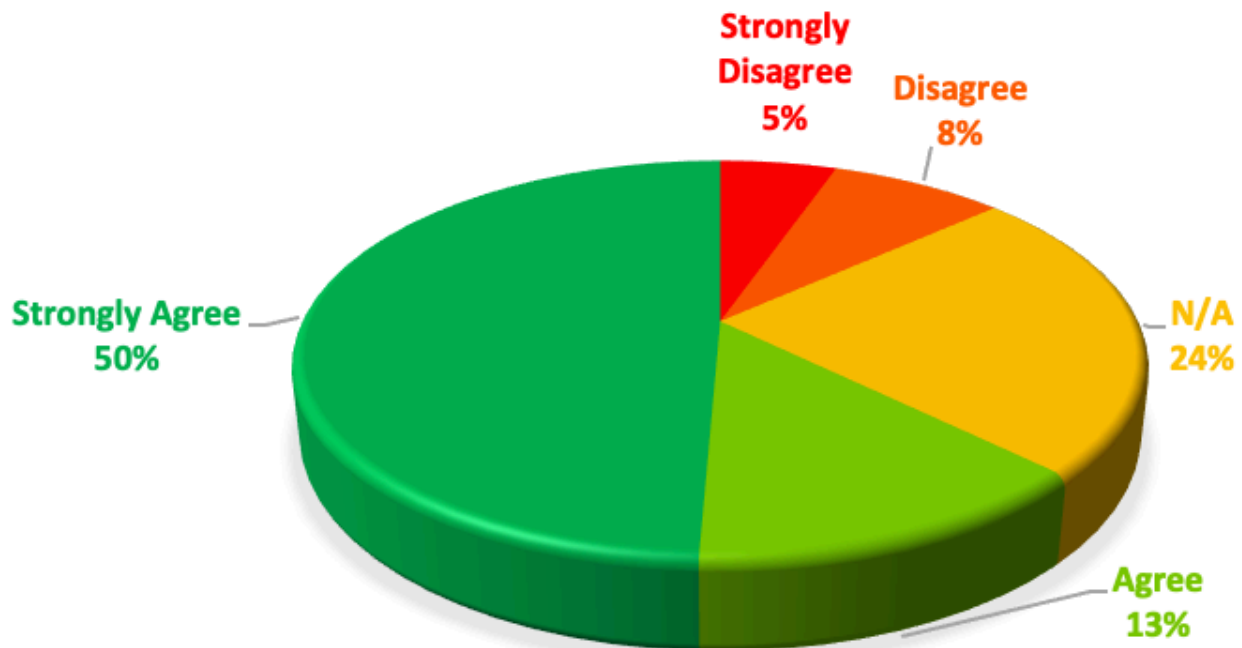
My Principal understands my needs
as a PCSD employee.



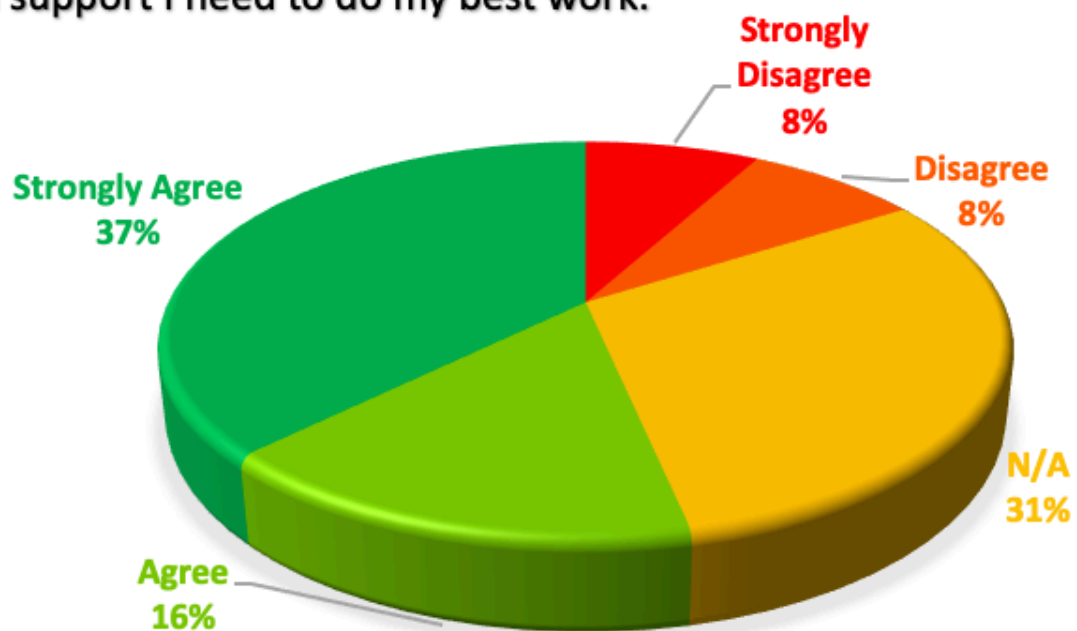
I trust my Principal.



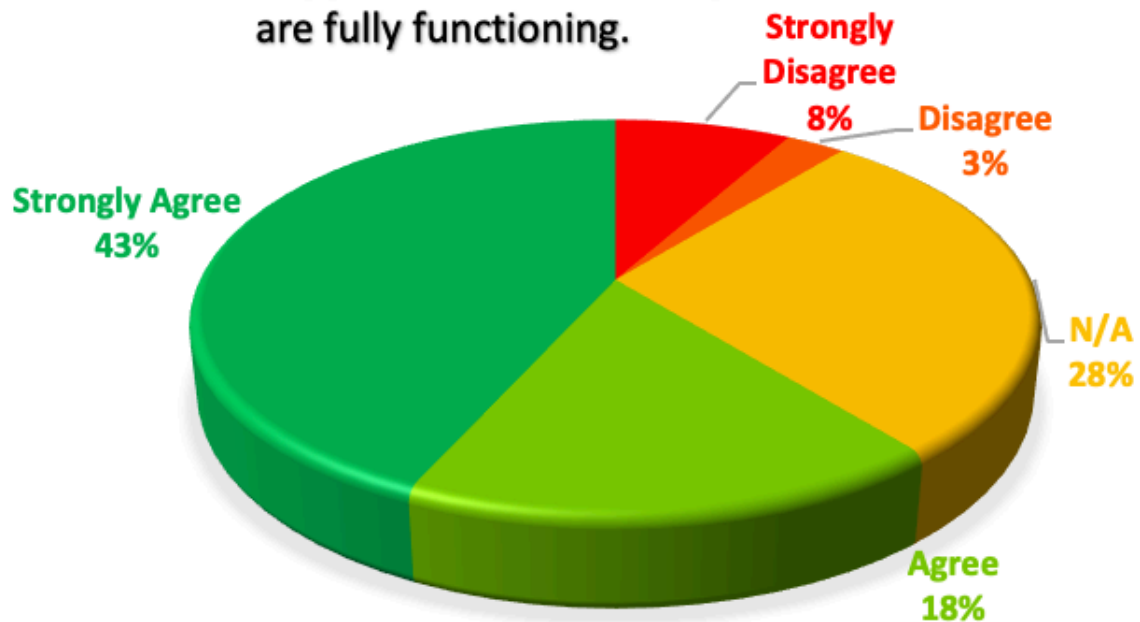
My Principal trusts me.



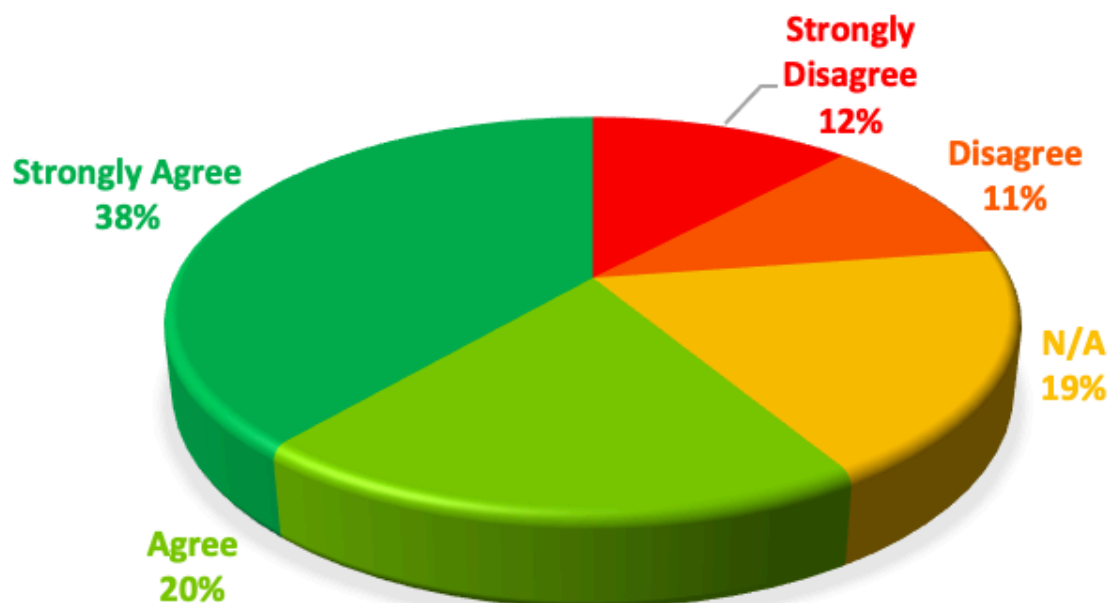
My Principal ensures that I have the training and support I need to do my best work.



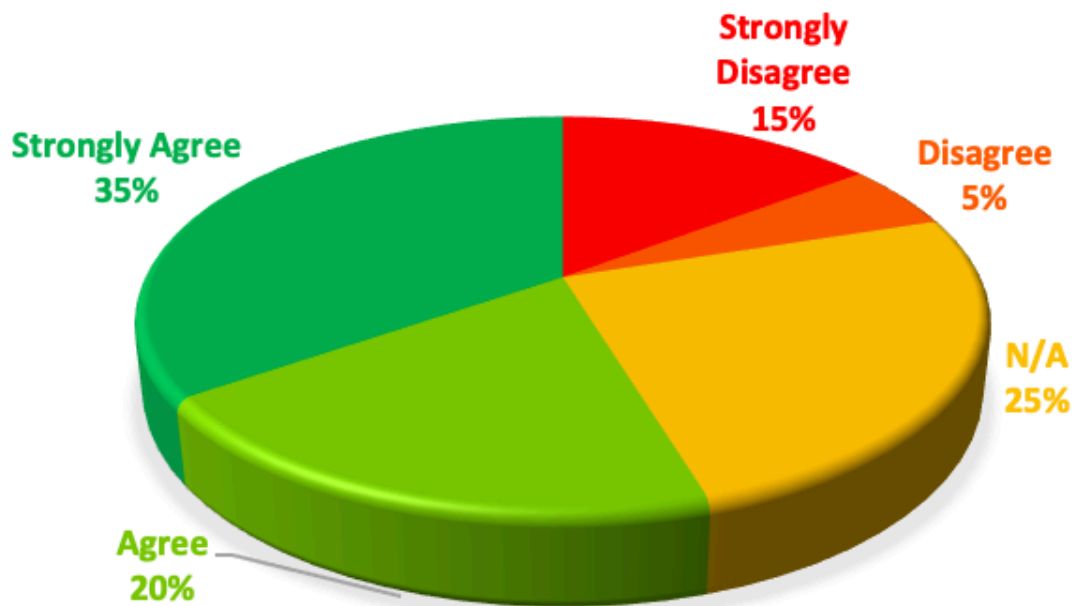
My Principal ensures that I have the software tools I need to do my job well and that they are fully functioning.



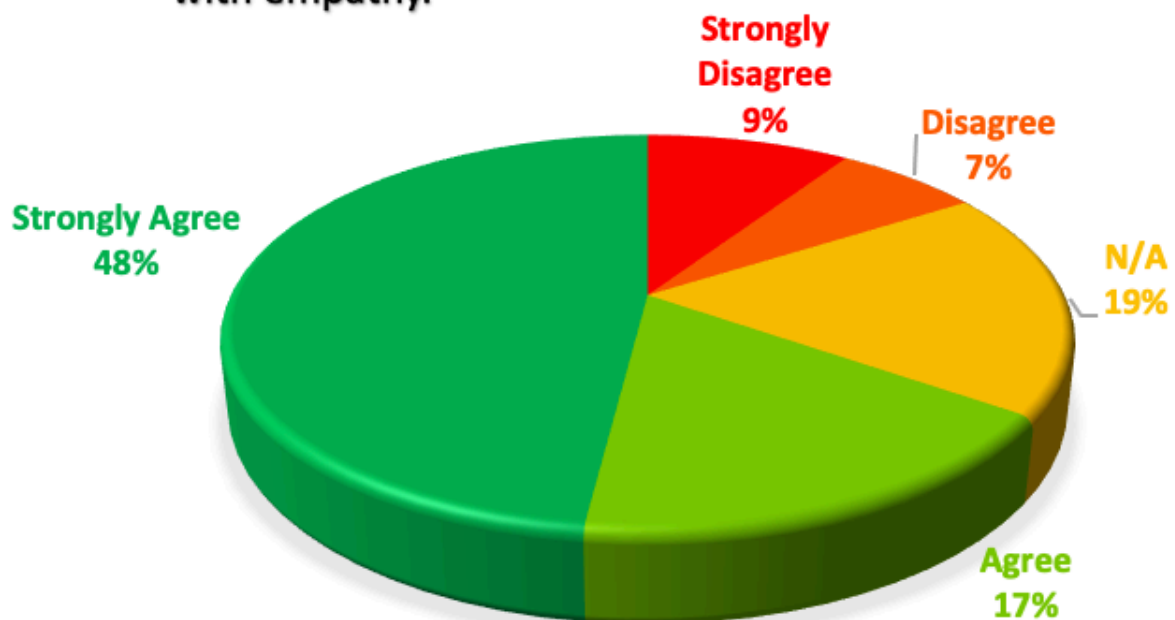
My Principal handles conflicts with professionalism.



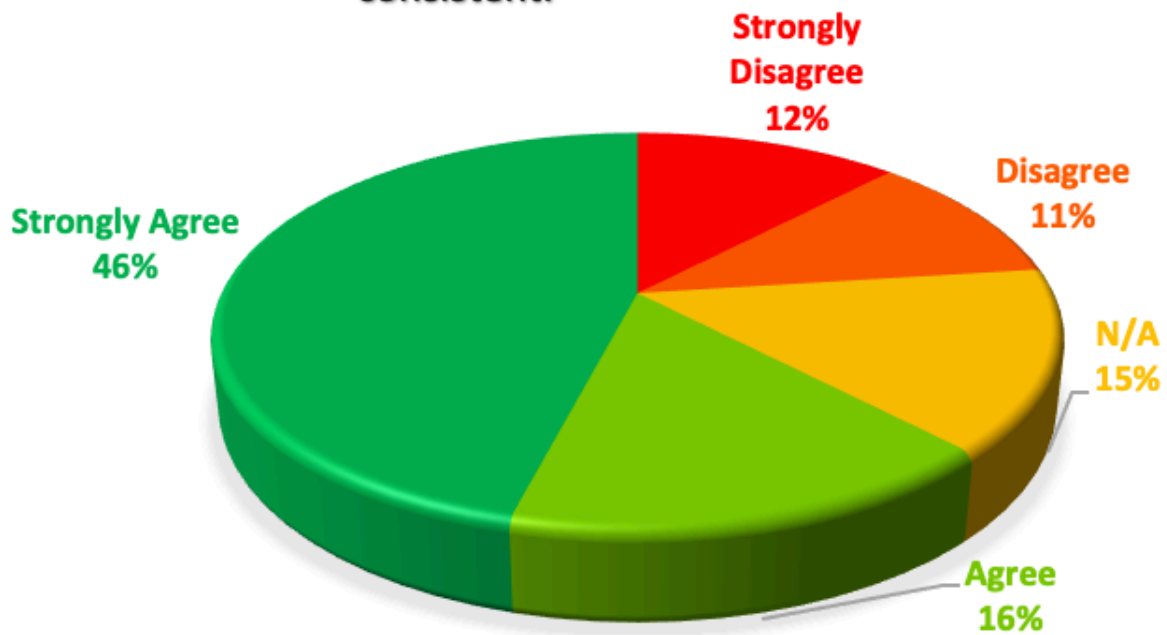
My Principal addresses issues promptly and equitably.



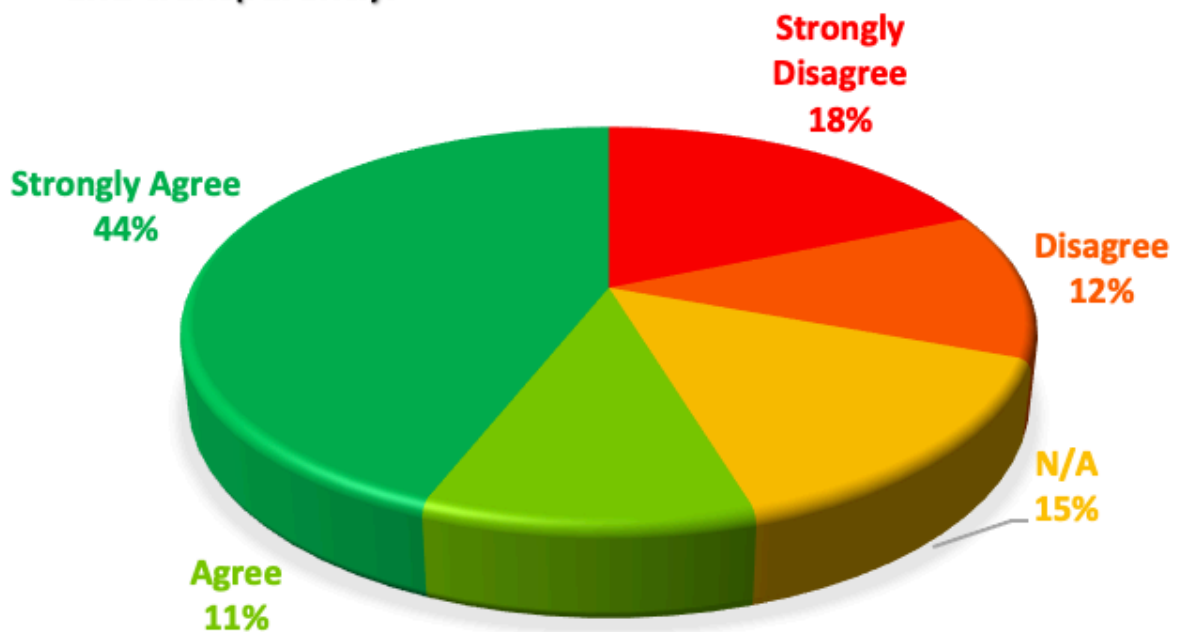
My Principal reacts to others' mistakes with empathy.



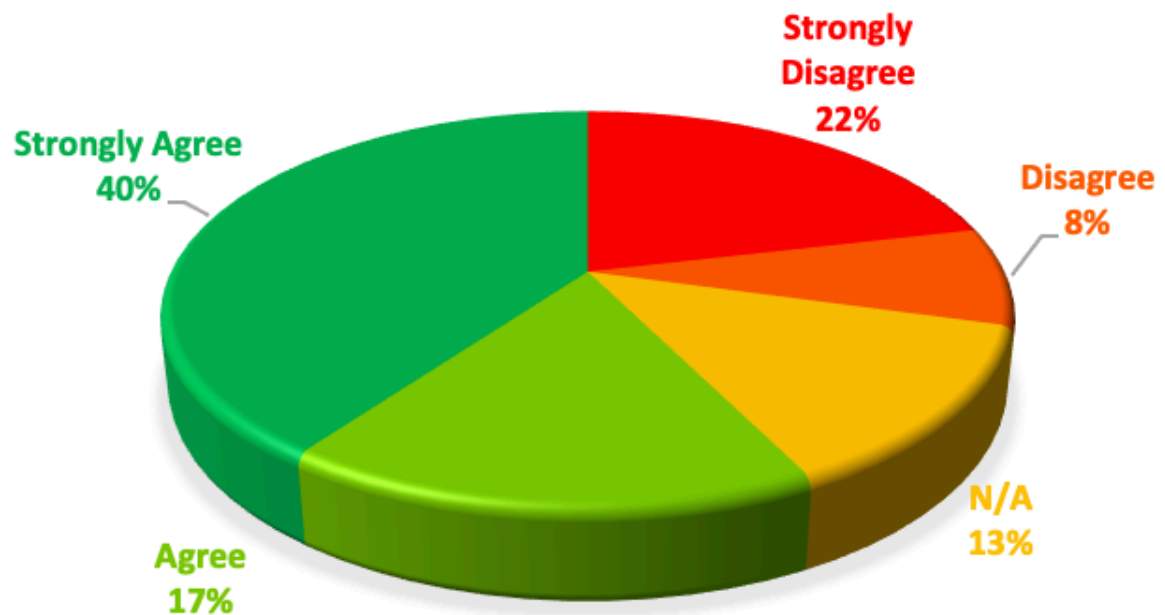
My Principal gives feedback that is fair, constructive, and consistent.



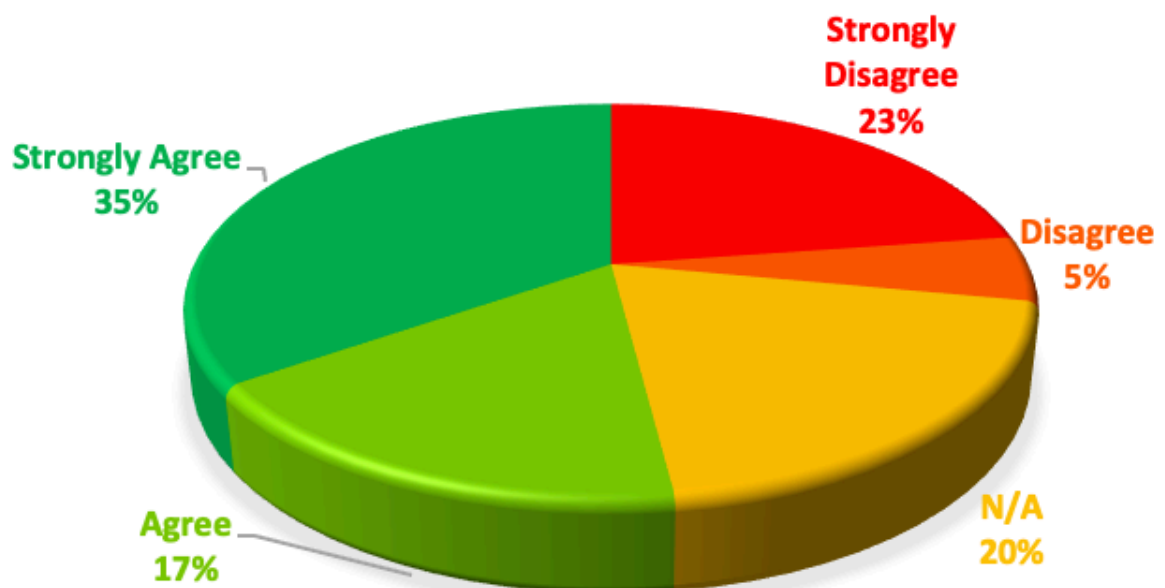
My Principal communicates openly and transparently.



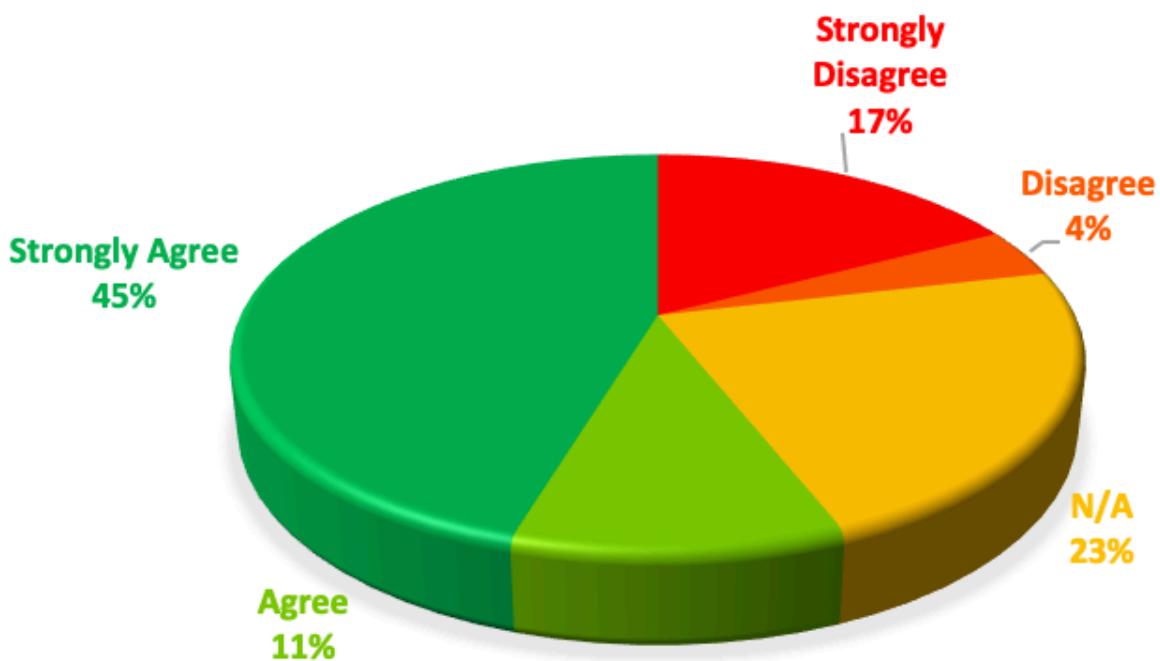
My Principal keeps me well-informed in areas that impact me in my job.



My Principal seeks my input before making decisions that impact me.



I am satisfied with the performance of my Principal.



Q4 COMMENTS

Each bullet marks a complete comment by a unique PCSD Employee participant.

- Bob has had teachers' backs throughout this pandemic and has gone above and beyond to support both teachers and students.
- I love Caleb. I hope I get to work with him after realignment. He puts students first while treating his faculty like he would like us to treat our students. He is the best principal that I have worked with in my 24 years as educator.
- The lack of communication between the Principal and teachers regarding FTE, schedules, job security, etc. is. . . terrible.
- Several instances in the past two years I felt undermined by the Principal, either to students or parents or both, without my involvement or inclusion in meetings or decisions.

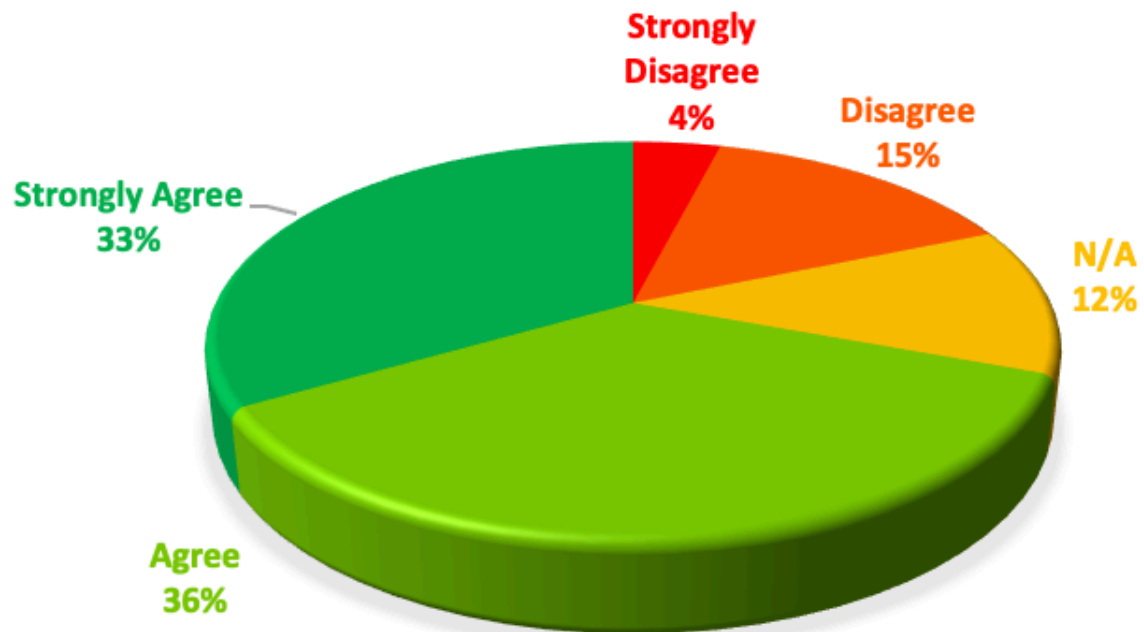
- Sometimes takes more time than I'd like, but truly tries to address my concerns or questions.
- I work at multiple worksites so I cannot complete this section as written. For the purposes of anonymity, I will give an overall rating of each principal to the best of my ability. PCHS 4, TMJH 4, EHMS 4, MPES 4, PPES 1, JRES 5, TSES 1
- My principal and asst team are outstanding and one of the things that really help keep me here as things are exceptionally challenging. They are a fantastic support.
- Very unhappy with my building administrator's ability to lead.
- Is there a reason for this query?
- Our principal is fair and always has his staff's interest at heart. He is compassionate even when other staff members throw him under the bus. It is hard to be a principal where a district implements a lot of forward, positive change and staff members are some staff are resistant to change.
- Caleb Fine is a great principal
- Bob Edmiston is a stellar human. He is passionate and does what is BEST for kids. He has held his staff together during this pandemic. He makes you want to be your BEST. He deserves to be commended for his incredible empathy, support, and kindness during the most difficult time of all of our lives. He takes care of us and often forgets himself. His students love him. He knows every one of their names and they all think they are the most important kid in the building. If they are in his space, they are. Nobody really knows how much he cares and how hard he works to keep his students, staff and community safe and loved.
- We have great Admin.
- The current PPES principal is a puppet of the DO. She does not advocate for the people and needs of our school. Two elementary schools in the district are functioning well, and two are utter disasters. The schools that have kept their principals for many years have someone that can advocate and shield the school from the capriciousness of the DO. PPES and TSES are circling the drain. The former TSES principal (Carolyn Synan) was universally reviled by teachers and parents, and then she was promoted. Her replacement comes at her recommendation. The cronyism is pervasive.
- Last school year, pre-vaccines, when cases began to spike, when confronted by teacher concerns, our principal said his number one priority was to keep his job. Not the safety or well being of students and staff in his school but his job. That was

obvious by his actions but none the less disappointing to hear. He is not a bad man but clearly lead by fear from the district and unable to best support the people in his school in a time of crisis.

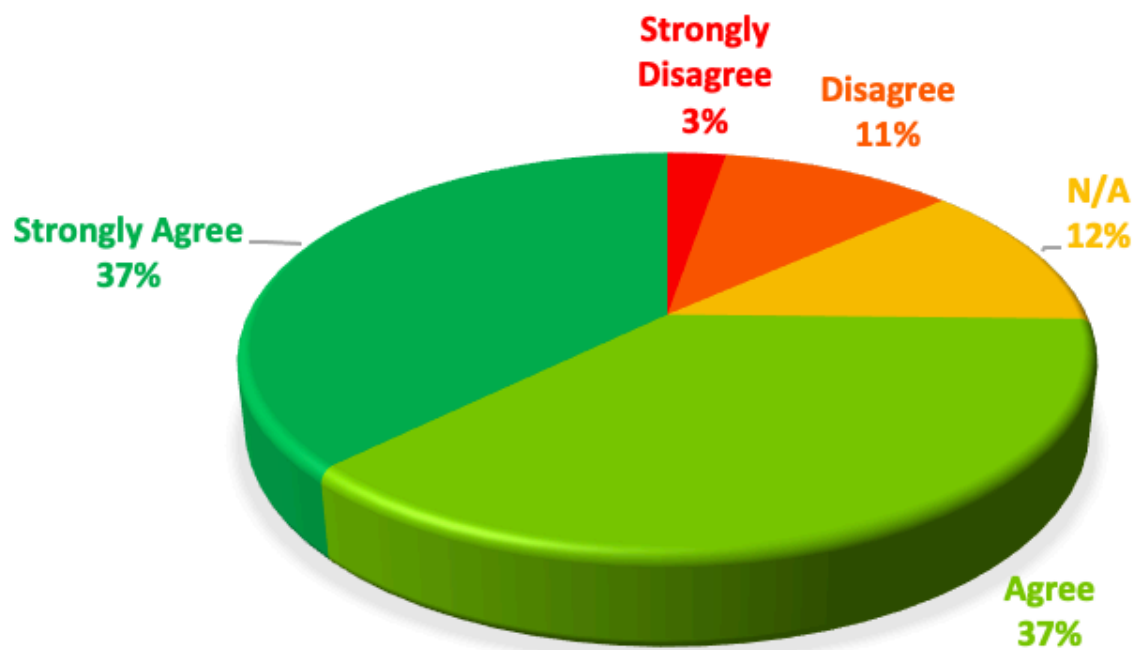
- This principal needs A LOT of support. They do not understand the programs we teach, the history of our district, and refuse to listen to the staff we we are trying to always do what is best for the students. This principal has verbally accused and abused staff members in each and every meeting we hold in front of everyone. They are working through fear and shame to motivate us and it is back firing big time. This needs to be remedied ASAP.
- He is awesome!
- My principal is the only reason I haven't quit this year. She is amazing and I'm just hanging on because I believe in her and her vision for our school.
- It can be difficult at times to get a response or meet with my principal.
- I think my Principal does as well as can be expected with his DO administration being so ineffective.
- My principal is very supportive. She has a strong skill set. She has been a principal for many years as well as a coach, interventionist, teacher and curriculum trainer. She has empathy for struggling students and spends time with them to try and get them the help they need. We're lucky to have her.
- Only a few people have input in the school and they may not have the knowledge or expertise to make the best decisions. The coaching in the school is not effective, and decisions are not based on what is best for students.
- I LOVE my principal! They work so hard to make sure that my colleagues and I are well taken care of and they are very supportive and understanding.
- This is with regards to the current principal at Parley's Park.
- Mr Arbabi has been excellent. I trust him implicitly. Though he needs better direction from his bosses.
- I think my building principal is a trustworthy and supportive leader. However, they have strangle holds and mandates put upon them that has prevented them from effectively doing their jobs. I feel like there is a culture of fear among the principals based on district control and retaliation. I hope that all of them can be led by a district that supports them and the good work they do.

Q5: Please indicate how much you agree with the following statements about your **students:** A rating of 5 is Strongly Agree; a rating of 1 is Strongly Disagree; a rating of 3 can mean either N/A or Neither Agree Nor Disagree.

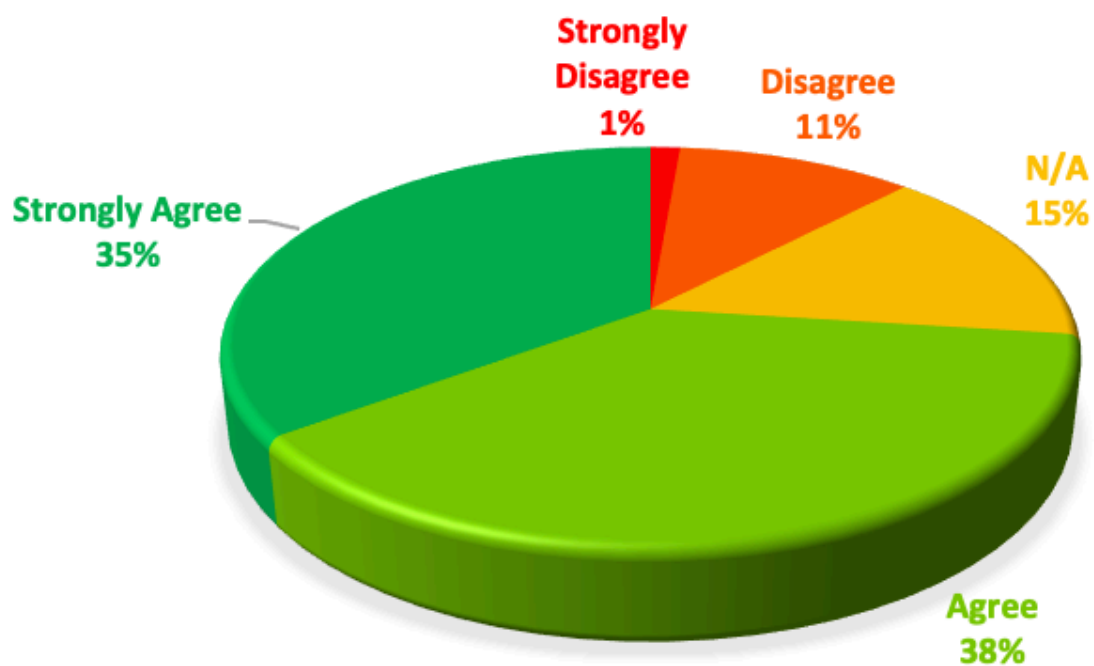
My students treat me with respect.



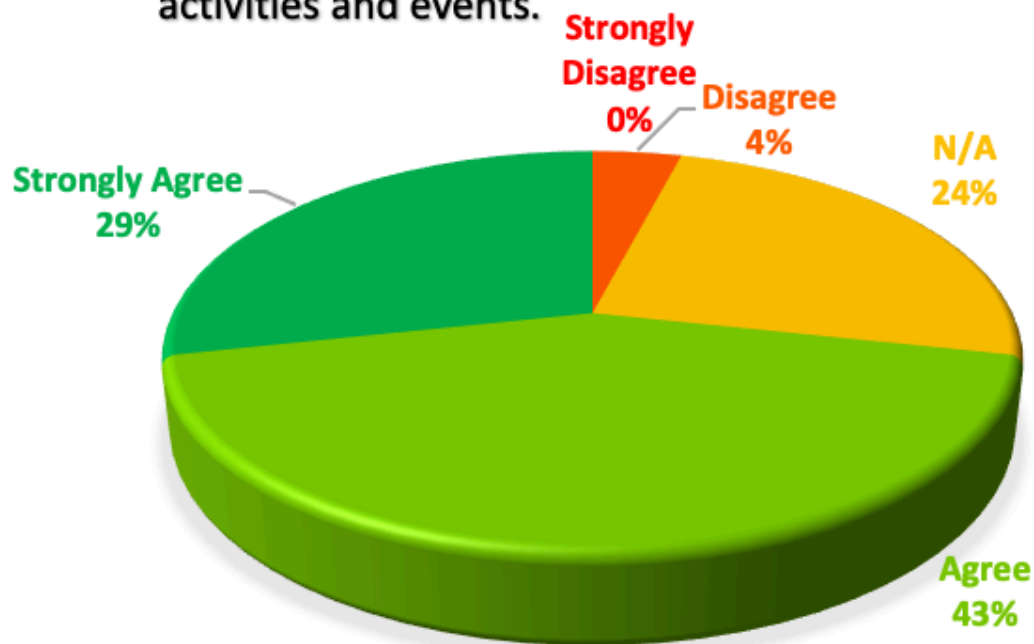
My students value me.



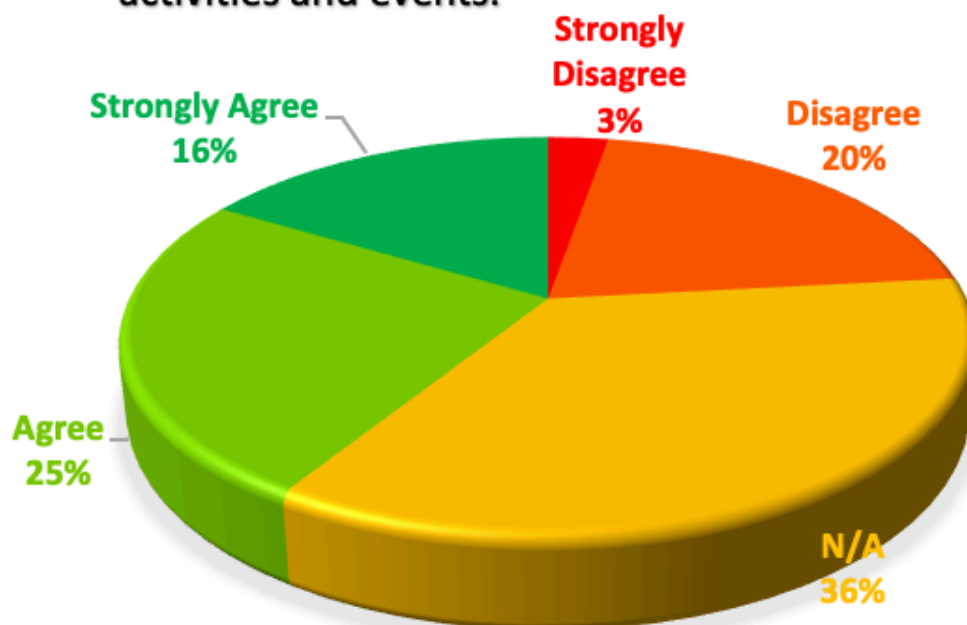
My students listen to me.



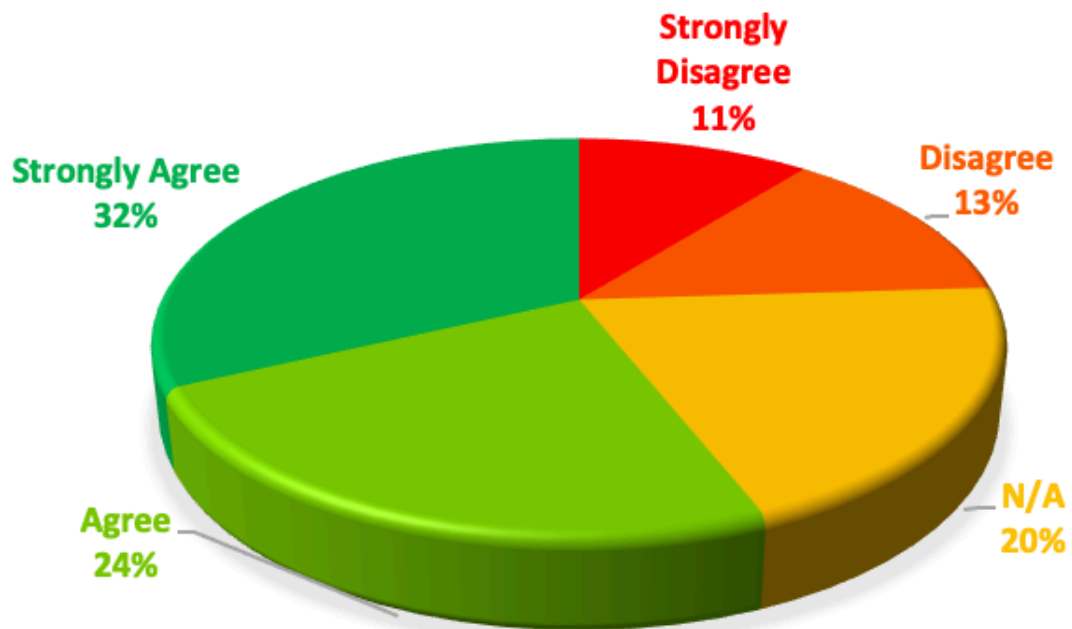
My students are well-informed about school-wide activities and events.



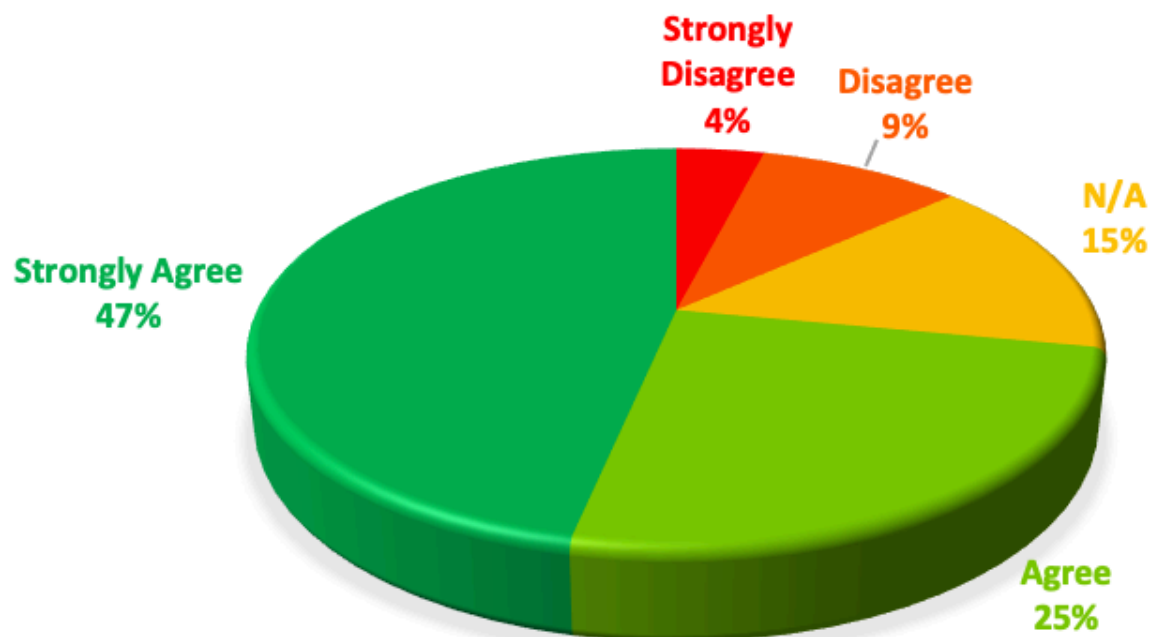
My students are well-informed about district-wide activities and events.



My class sizes are ideal for my students and me.



My students are given adequate resources for learning.



Q5 COMMENTS

Each bullet marks a complete comment by a unique PCSD Employee participant.

- Our students are great. They make mistakes and they are slow to trust, but if we take the time to show them that we care about them, they treat us with respect and kindness. The faculty and staff that struggle with students in our building start with wanting students to respect them because they are teachers or educators. When educators model the respect first, the students will come around every time. The difficulty is that today's adolescence have many reasons not to trust adults and authority figures, and we have to take the first step to break down those barriers and build that trust. I can think of several educators in our building that struggle with wanting students to respect them because that is what they are "supposed" to do, and it is an uphill battle for them. I am working to encourage these educators the importance of building relationships with students so they can experience how great these students are when they put down their defenses... Sure some of our students are hard, but the hardest ones are that way for a reason.
- PCSD give students more opportunities and resources than most districts in Utah or anywhere.
- PCSD students are generally a pleasure to have in class. I feel PCSD could better serve all students in two specific ways. Our district should have more options for alternative placement for behavior that is a danger to self and others or otherwise highly detrimental to the group learning environment. Our district should have specific ESL programs. After the age of 5, children aren't just going to pick up a new language. They need dedicated instruction.
- The best part of my job is being with my students. They are wonderful.
- The overwhelming majority of my students are respectful to me, but students who I don't know or I don't have a personal relationship are rude, entitled, and disrespectful. I think we need to emphasize being kind, empathetic human beings.
- Behaviors this year are over the top crazy. Students pretty much run the school as they no there are no consequences
- The #1 reason I stay!
- Students are the focus.

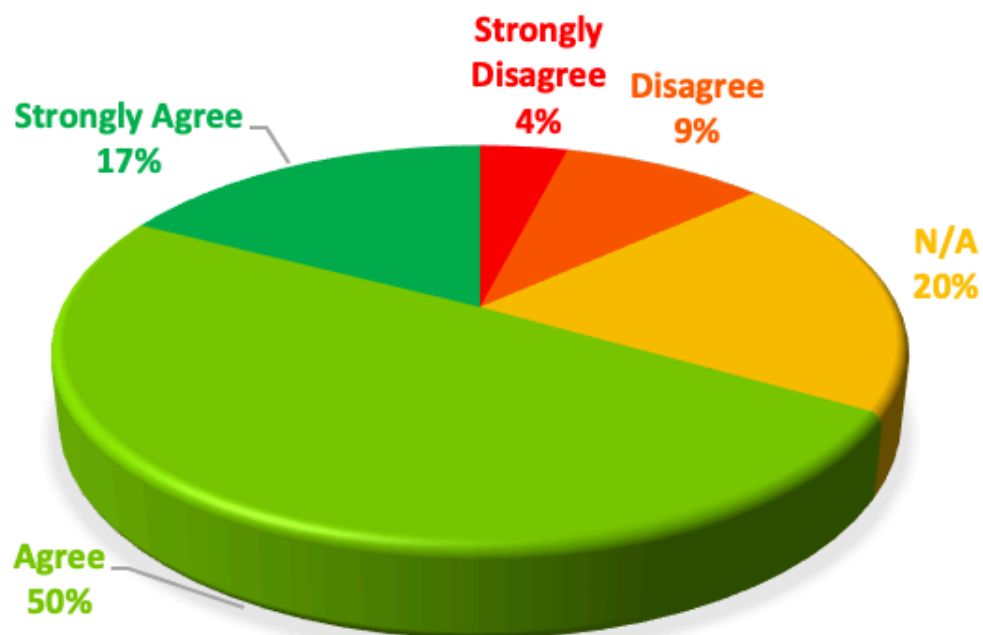
- The lack of lower elementary curriculum is appalling. The district has repeatedly failed to get a K-2 ELA curriculum, but you also aren't allowed to buy one either your own or at the grade-level team or school level. Teachers are left to piece something together. It is inexcusable.
- I love my students and seriously worry about their mental health. They are not getting the support they need when their teachers and counselors are stretched so thin and utterly burnt out. I feel like we did them a major disservice by not addressing the seriousness of the pandemic. They were constantly getting mixed messages and no additional support this year. The past two years were a missed opportunity to teach valuable life lessons about coming together and supporting one another instead it feels like they're more divided, anxious, stressed, and isolated than ever. My heart breaks for them. They are the only reason I am still teaching this year.
- The kids are the reason we all keep showing up.
- The students are incredible and so are the families we work with. Best part of our day is learning together. :)
- My students are the best!
- The students at my school are rude, disrespectful, and entitled. Even though we work hard to change this, without parent support, it is nearly impossible.
- Caseloads are becoming increasingly larger and unmanageable. It is becoming challenging to give students the attention they need and meet all requirements. Meetings are also becoming overwhelming.
- My classes are slightly too large. Setting a cap of 24 students per class would be ideal (not an average). That may require hiring more teachers and providing more classrooms (portables?) at the high school.
- Again, having taught for 20+ years in this district, I have NEVER experienced such overwhelming rude & disgusting behavior among students in recent years. Naturally, we have some wonderful, polite, and respectful students, but they even get overwhelmed by the horrible behaviors of their classmates. The defiance on the part of many students has been impossible to handle.
I'm also tired of seeing the way they handle their laptops. 90% of the students have zero appreciation for what they are given. It's appalling. They drop them, throw them, write on them, step on them, carry them around by the screen, etc...

- My students are the reason I am still teaching. I love teaching and I feel that I am effective at making sure All Students Learn.
- Class sizes are generally too big for what is best for students.
- I am a popular teacher. Unfortunately decisions made at the district level are seriously hurting my ability to be effective.and pushing me out. Their response to COVID played Russian roulette with our lives and that of our families. Our class sizes have increased dramatically, which seriously hampers our ability to be effective and build relationships. We are struggling mightily and are getting no help from our leaders.
- We have needed additional classrooms (ie, portables) and staffing for a long time.
- The kids are wonderful. We are fortunate to have such amazing students!

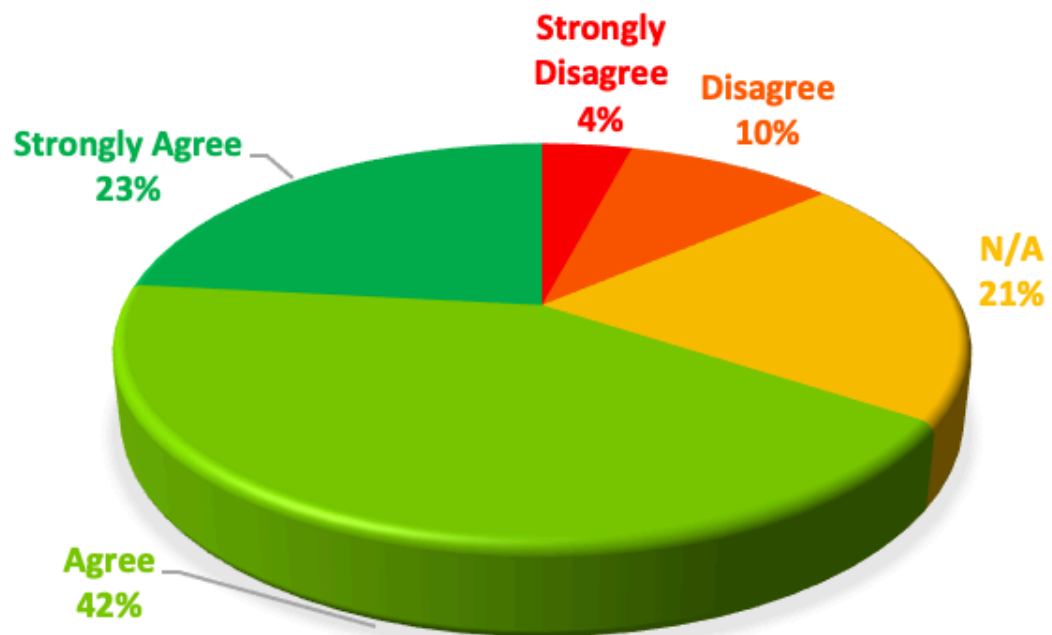
Q6: Please indicate how much you agree with the following statements about the parents of your students:

A rating of 5 is Strongly Agree; a rating of 1 is Strongly Disagree; a rating of 3 can mean either N/A or Neither Agree Nor Disagree.

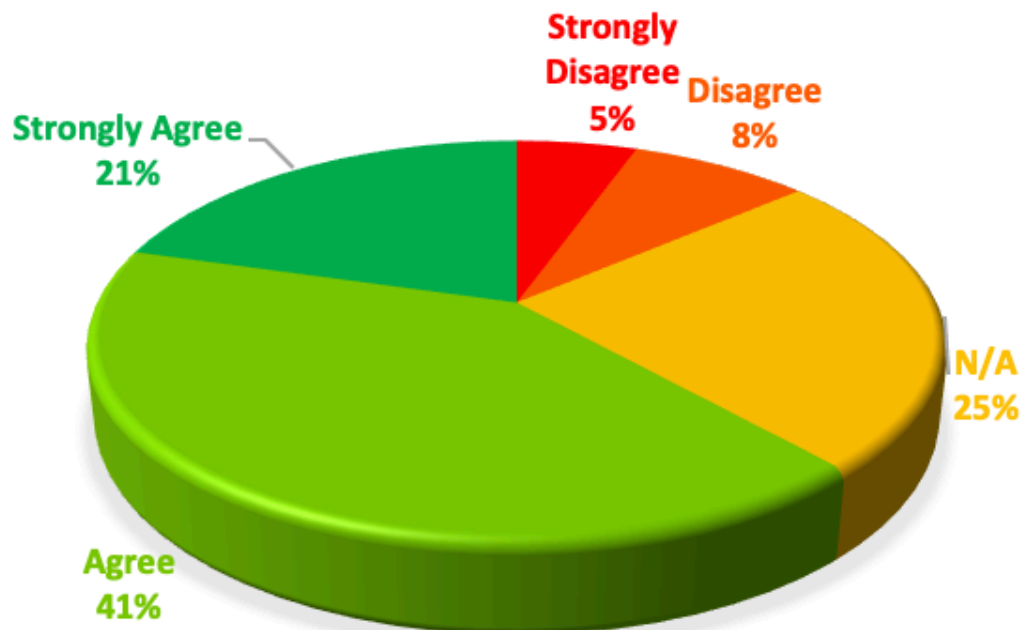
My students' parents treat me with respect.



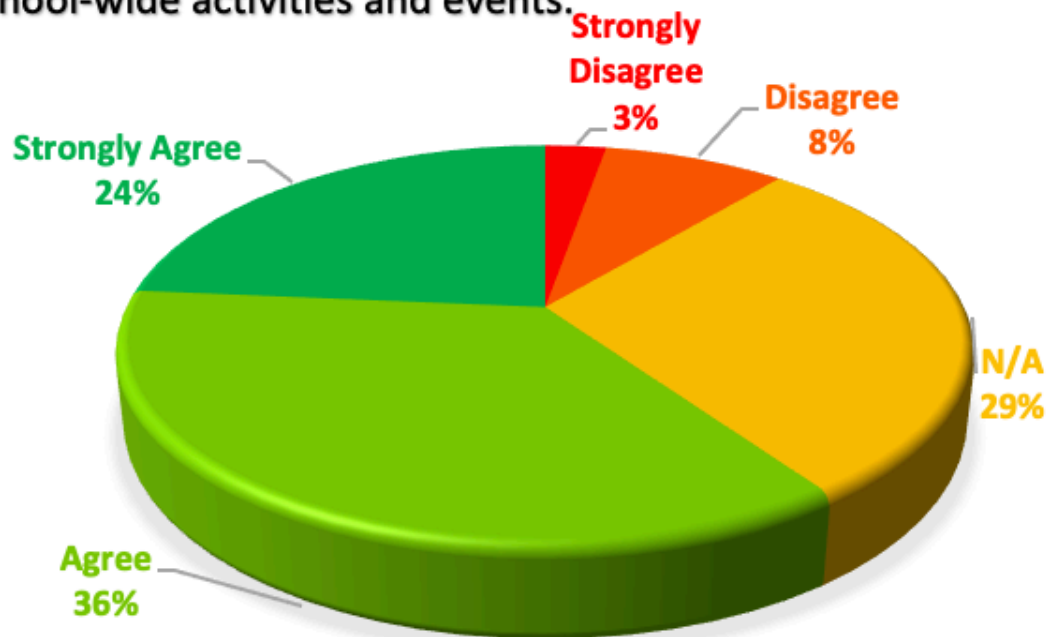
My students' parents value me.



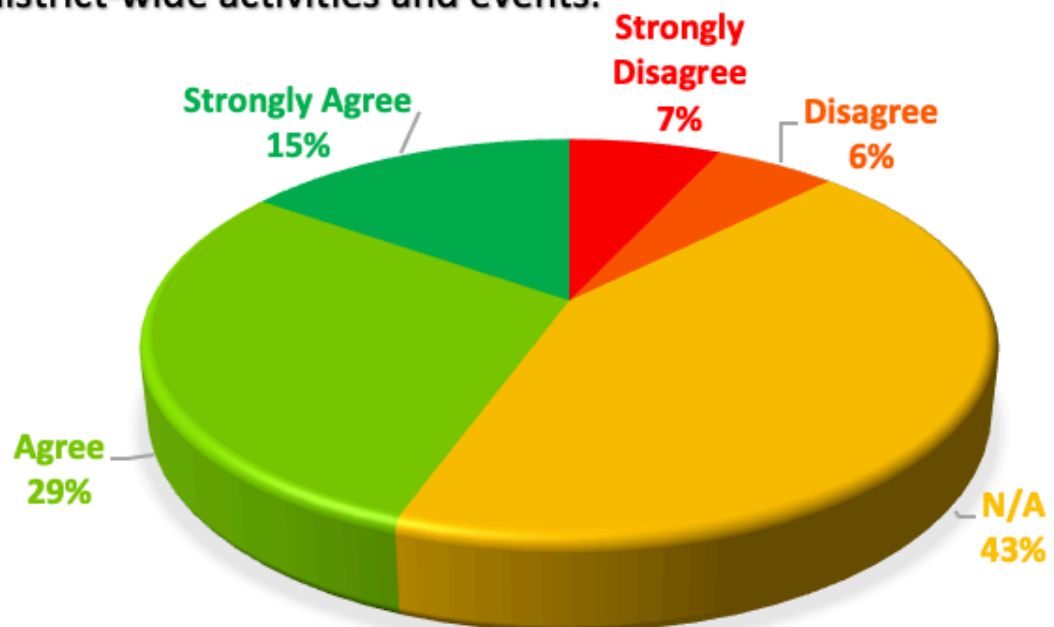
My students' parents listen to me.



My students' parents are well-informed about school-wide activities and events.



My students' parents are well-informed about district-wide activities and events.



Q6 COMMENTS

Each bullet marks a complete comment by a unique PCSD Employee participant.

- We are very fortunate that we have parents that want to be involved in their kids education. I have worked in a district where this was not the case. Sure it can be hard with the parents evaluating how we are serving their kids, and the information that the students bring home is not ever going to communicate the whole story, but if we take the time to talk with the families that we serve, get to know what their family needs are, and join them as teammates in helping their students thrive... they will have our backs. Those of us who struggle with parents in our district are not the ones who make an effort to reach out to families on a daily basis. If we reach out to families everyday (2-5 a day) and invite them to join us in the process of developing a plan for their kids growth... Park City parents will be an asset, and moreover... they will support us as educators. We need to shift how we work with families... it is not us and them... it is just us.
- Most of the parents are on board with PCSD programs and communications.
- Parents can be well informed if they read the emails sent to them and check the PCSD website. There is a lot of communication.
- There will always be exceptions, but most parents are great!
- Since this is authored by a parent/stakeholder, do you expect we'd respond differently?
- To my face they value and respect me, but there are groups of parents who clearly don't trust my experience. I feel like I am under scrutiny and under attack by some parents. When students are coached to record teachers in order to "catch them" showing bias or making a mistake, then no, I don't feel respected or valued. I feel like an expendable cog in someone else's political game.
- A good number of parents back their kids no matter their poor behavior
- The parents seem to be getting more demanding, fearful and reactive as the pandemic lingers on. There is also a growing mistrust in district administration that seems to be spilling over into our school settings. I would typically rate a 5 but I have had a few parents in the last 2 years that have moved to the area with expectations that are beyond the capabilities of public education.

- We have a very supportive community.
- I haven't had the time to reach out to parents as much as I'd like but for the most part I'd say they've been respectful. I would say parents seem more frustrated with the district and board than I've ever seen but supportive of teachers. Many want to help but don't know how.
- Fantastic care and support from families. :)
- My students' parents tell me how to teach my class.
- Parents at this school question every lesson I do and every interaction I have with their child with the attitude of "my child would never do that." Many of the parents at this school have gotten away with disrespectful and bullying behaviors due to previous administration who enabled these behaviors.
- I believe that parents could be better informed about the Tiered interventions available to students and the MTSS process.
- In a normal year, there are very few frustrating interactions with parents, but those few can take a toll.
- Entitlement, non stop.
- Some parents are respectful, some are not, and some are simply disconnected. I have not had bullying, unpleasant issues, but my colleagues tell me horror stories. Colleagues have also shared unbelievably rude correspondences that they've received. I've also witnessed how some students interact with their parents, and it becomes quite clear why they're rude to their teachers.
- The majority of my parents treat me with respect and value me and my work. A minority of parents definitely DO NOT value my time, expertise, or experience.
- I think Latino parents could have more knowledge about the school, and intergrade them better in the educational experience of their children, without segregating them.
- Sometimes, I feel like my students' parents think I work for them in how they sometimes demand things from me.
- Teachers are being disrespected more and more. Parents are a big part of the problem, though I have little opportunity to communicate with them. Those that I do speak with are mostly kind and grateful.
- Parents were by an large not helpful in protecting teacher's interests.

- The high majority of families are kind and supportive!
- With the exception of a few of the newer transplants, those parents who knew me were incredibly kind and respectful.

Q7: This is an excerpt from the Professional Agreement between the Park City Board of Education and the Park City Education Association of the Park City School District July 1, 2021– June 30, 2024

‘Except as otherwise specifically provided in this Agreement, the BOARD retains and reserves unto itself the sole and exclusive right to the executive management and administrative control of the school system, along with all other rights, powers, authority, duties and responsibilities conferred upon and vested in it by the laws and constitution of the State of Utah and the United States, including, but not limited to, the following rights and responsibilities:

- ***To determine and administer policy.***
- ***To establish courses of instruction, including special programs, and to provide for athletic, recreational, and social events for students.***
- ***To hire all educators and, subject to the provisions of law, to determine their qualifications and the conditions for their continued employment, or their dismissal or demotion, and to promote and transfer all such employees.***
- ***To determine the responsibilities and assignments of educators.***
- ***To make and enforce all needful rules and regulations for the control and management of the public schools of the DISTRICT.***
- ***To do all things needful for the maintenance, prosperity and success of the schools, and the promotion of education.***

The BOARD recognizes the role of professional educators in determining and providing for the educational needs of students. Therefore, the BOARD will provide opportunities for the involvement and participation of educators individually and through the ASSOCIATION in planning and developing the best possible programs for students and educators.’

In your experience, has our current PCSD Board of Education fulfilled these commitments?:

In your experience, has our current PCSD Board of Education fulfilled these commitments?*



Q7 COMMENTS

Each bullet marks a complete comment by a unique PCSD Employee participant.

- But I don't think they're listening to teacher input
- The board has a tough job... I appreciate the fact that this board takes the time to hear us out as educators and Park City families. They work to bring us all together to find solutions to the difficult problems that we have been facing. Can we second guess the decisions that were made... Sure, but most of the topics that we disagree on do not have an easy solution... Quite the opposite really. Good job and go team:)
- This is all just hugely misplaced. Half these responsibilities should be vested in and trusted to be done correctly by the Superintendent and/or building administrators. Every time I've asked for professional development approval it has been denied.

- Board does not see teachers as stakeholders but as expendable employees.
- Yes, we meet monthly and see members often... weekly since the pandemic began.
- Teachers have been asking for a comprehensive research based language arts curriculum for years. Without it, students learning is suffering, instruction is inconsistent and misaligned, and teachers are spending too much time, money and energy finding their own resources.
- To the best of their ability given the current circumstances.
- The board has handed the majority of their responsibilities to the administration. They have repeatedly said they don't get involved in personnel issues which is a huge part of what they are supposed to do. They are the check on the administration and they are utterly failing in that role.
- The board does not involve individual teachers, only PCEA leadership. This relationship has become increasingly manipulative and lead to PCEAs inability to adequately represent its members.
- I feel that the board and superintendent has put my life in jeopardy trying to get to school on time in inclement weather. Please call 2 hour delays more frequently and organize a productive bus system required to do so.
- Not sure they have fulfilled all of these
- I believe that as a district we could improve upon the hiring process. It feels like more administrative positions are being created while students could benefit from more classroom positions being created and filled. If administrators are needed, it feels more important at a building level rather than at a district office level.
- I believe the DO Admin handles everything listed.
- They have not fulfilled this commitment:
 "To do all things needful for the maintenance, prosperity and success of the schools, and the promotion of education."
 It seems their main priority has been to satisfy the wishes of vocal and litigious parents in our district.
- This board needs to go
- There are issues of concern in this district and that the school level. Hiring and promotion of people with planned hidden agendas is a common practice. There are people who hire individuals before "jobs are posted". The practice requires key people

in the hiring committees to ensure the "person chosen gets hired". There are also promotions given to people who are not qualified. The other issue is that student needs should guide the school's schedule, but at Ecker that is not the priority. Staffing and programs are based on the "easiest way to make the schedule and covering teaching positions". While I understand that everyone needs a job, there are certain programs that don't have qualified teachers in the content area. That to me is not acceptable. Teaching assignments should be based on excellent teaching results to guarantee a good education. Lastly, not all students have opportunities to be successful in school. There are programs that are not valued, and there is too much emphasis on Math. Students need to see diverse paths to succeed. The last item is the Social Emotional concern I have for students. I have seen my school become a place where proficiency is the only thing that matters. The love for learning and the happiness students felt is gone. Although I continue to have that lens in my classes, I feel bad that many students don't have fun, socialize, interact and laugh at school. There are student who don't come to school because it is a stressful place and if they have difficulty learning, it is a punitive atmosphere. I know students who go to their classes, get called for re-teaching interventions during I-Time, get called for "Lunch Bunch" (school work at lunch) and go to after school for Homework Club. They spend all day reinforcing their lack of aptitud, and never feel they can have healthy interactions with their peers. There is no balance for students who struggle. This can be very detrimental for their emotional wellbeing.

- The board is out of touch and has actively thwarted our ability to communicate with them.
- The Board has failed to adequately address the needs of teachers and students ("... the maintenance, prosperity, and success of schools, and the promotion of education"). The President is too close to the Superintendent and this has created a lack of accountability or transparency.

Q8: This is an excerpt from the Superintendent's Employment Agreement with the PCSD Board of Education:

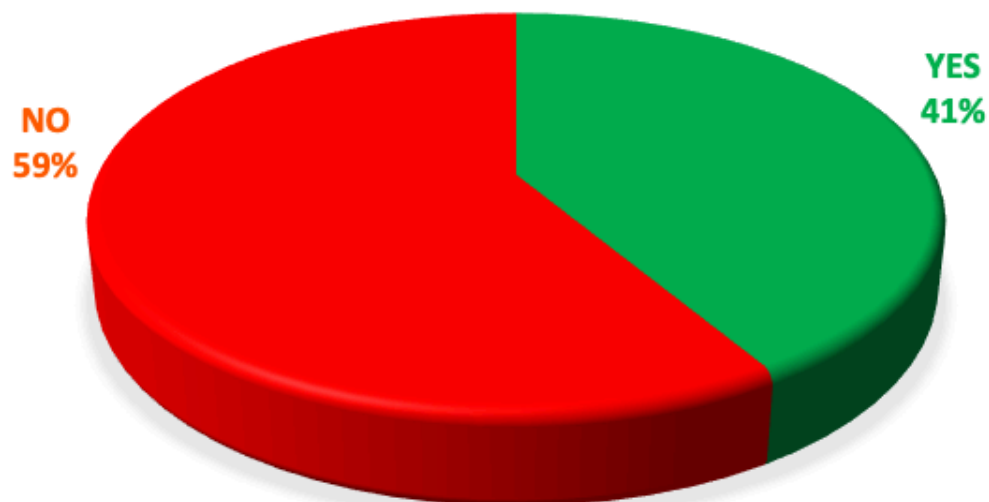
'4. Duties. The Superintendent shall perform the specific duties designated by statute, together with responsibilities assigned by the Board from time to time.

— The Superintendent shall serve as the chief executive officer of the Board and as the supervisor of all staff and activities of the District.

—The Superintendent is responsible to direct the work of all employees and volunteers of the District, including the business administrator, any assistant superintendents and office staff, together with all school administrators, teachers, and employees.'

In your experience, has the PCSD Superintendent fulfilled these responsibilities?

In your experience, has the PCSD Superintendent fulfilled these responsibilities?*



Q8 COMMENTS

Each bullet marks a complete comment by a unique PCSD Employee participant.

- I wouldn't know her if she walked into my classroom
- Jill has done a great job during a difficult time. She has a good foundation, is centered with values that support students, and understands that people are the most important resource that we have as a district. /salute
- Standards based grading is an utter failure. It's time scrap it altogether.
- I think she has, but so much is done behind closed doors that I don't know.
- "Perform specific duties designated by statute." The superintendent should have stepped down as soon as the news broke that she directed Principal Howe not to enforce the mask mandate.
- I think that there is a serious conflict of interest when the Board is her boss and owner of her home and car. She is completely beholden to them. What does "chief executive officer of the Board" mean? Sounds like she should have more power than she really does. But at the same time I would not trust her to wield it well.
- That is a very vague job description and should be clarified and specified with specific details. For example, the superintendent currently interviews every job position in the district including inter-school transfers. I'm not sure how that's an effective use of the superintendent's time nor a display of trust in the site principals.
- No Amy Hunt does her job. She is too busy teaching administration and interviewing every employee
- Not knowing, I am going to say yes to give the benefit of doubt.
- Gildea has hired many employees to execute her duties for her. At this point I don't know what she actually does besides patronize employees, miss meetings and interviews, and troll social media. The DO has become bloated to the point of nonfunctional bureaucracy. We need people in the SCHOOLS, not more district administrators.
- The superintendent is a micro-managing Oz-like figure head who no one sees unless it's a direct hire. She's costs us some good candidates with her inappropriate questions about people's families and futures which aren't a part of interviewing. She's also very dismissive of people who haven't forked over thousands of dollars to be

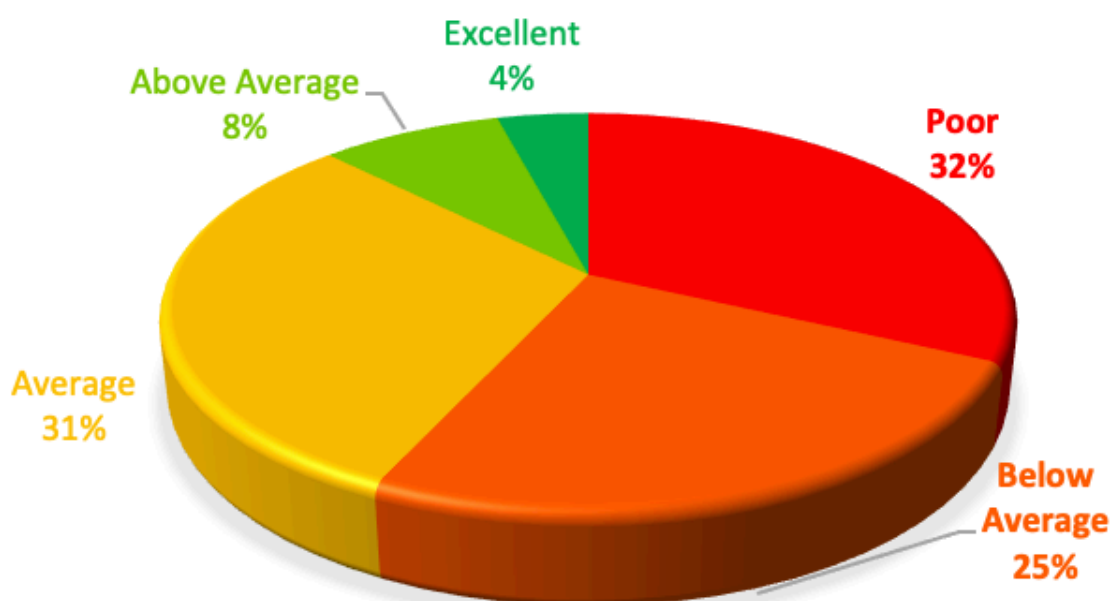
called doctor. I've actually "met" her a couple of times because she can't remember anyone and replied, "To bad your not a math teacher." No one likes our superintendent and no one really knows what she's doing besides writing useless letters about covoid. We've had a space issue district wide since almost forever and we have kids working out of old closets. It's ridiculous...all while her and the district goons talk about how they want to design learning spaces. It's an absolute joke.

- Although, my personal opinion on matters value very little.
- Dr. Hunt has been the one responsible for directing the work of all employees. Who knows what will happen when she leaves.
- I can't figure out what she does, except get a high paying wage, live in a home rent free, and call DO maintenance to take care of every little thing at her home.
- Dr. Hunt runs this district. Dr. Gildea is never present at schools or connects with employees in any way possible unless there is a public relations piece she needs to manage, then we hear from her but usually through the board or in a very generic letter.
- The superintendent has been derelict of duty. She has built a wall of bureaucracy around herself to shield her from controversy. She never comes to our school site and needs to be replaced. She is absolutely inaccessible.
- The superintendent has delegated too much authority to the CAO.
- With a culture of deceit, how can you fulfill these?

Q9: According to the Superintendent's Employment Agreement, the Board shall evaluate the Superintendent's performance at least once per year. The evaluation may include academic progress of students in the District, the District's performance against budget, the morale and good will of the employees of the District and satisfaction and good will of the patrons of the District.

In your experience, how has the PCSD Superintendent performed in the last two years? (Please rate.)

In your experience, how has the PCSD Superintendent performed in the last two years?



Q9 COMMENTS

Each bullet marks a complete comment by a unique PCSD Employee participant.

- I have been through a few superintendents in PCSD and Jill is the best that we have had by far. She works behind the scenes to improve student learning, she is there when we need her, and she is not when we don't. That is something that I have not seen in the previous superintendents that I have worked with. Thanks Jill!

- Morale at the district is the lowest I've seen it, at least at the district office.
- She's better than the last two. . .
- Given her incredibly generous compensation package, there is room for improvement. She is the highest paid superintendent in Utah, are we the best performing district?
- As an employee, I am extremely dissatisfied and demoralized by the board and central office administration. The vast majority of employees I interact with across buildings feel the same.
- I have been grateful for her leadership and communication in this very difficult 2 year pandemic period
- How would Board member know how well she does her job to be able to effectively evaluate her? Teachers and district employees are in a much better position to do that.
There is no need for the layers of bureaucracy she had implemented.
- What does she do for that salary and house? INVISIBLE
- She cares not a wit for the "morale and good will of the employees of the District and satisfaction and good will of the patrons of the District." She lies and breaks the law. She is an absolute disgrace to education.
- The morale of the employees is suffering at each building. The academic expectations are very low and not addressed. The focus is on making sure the kids are happy.
- Way better than what the previous superintendent did. We are allowed to teach and express our opinions about things we are working on. We are also given time to work (not just hourly time, but year to year).
- The superintendent is not in the schools has never seen any of the programs I'm involved with. There is a lack of involvement within the school buildings.
- She must be replaced immediately for criminal conduct, negligence in the face of rampant discrimination, and dereliction of duty.
- Good people are leaving, and more will follow. When the head of the organization lies, how can the rest of the organization not feel that? It's pulling everyone down.

Q10: What could be improved upon to make your job or workplace more satisfying to you? (Open-ended)

- Treat people fairly.
- Feeling respected and valued from the district administration, school board, and state legislature.
- Students need consistent boundaries. I feel that my workplace would improve if consistent boundaries and consequences existed throughout the school.
- Job security (it seems that the district retains teachers due to tenure) and undervalues new teachers from other districts.
 Smaller class sizes
 Proper training related to district adopted programs, platforms, interventions for new teachers
 Utilize funds more appropriately- hire more teachers, interventionists, Special Educators
 Properly train paraprofessionals
 Recognize and positively reinforce teachers with praise and simple ways to show gratitude
 Engage in shared leadership.
 Less meetings and committees- value teachers time and expertise and coach teachers that are senior and have a fixed mindset.
- Given the technical advancement of the last 20 years, it seems strange classrooms haven't made many advancements in the last 150 years. Hybrid classes and work from home opportunities for students and teachers make sense given our society today. Everyone wants flexibility, and technology is making that a reality. Hybrid and work from home opportunities will better prepare our students for the world they about to enter. It also makes sense given PCSD's unique situation of having most of its teachers having to drive far distance to get to work.
- Teacher salary is not keeping pace with inflation.
- Respect and listen to teacher concerns, include them in decision making, stop adding things only to drop them before we get a chance to be proficient.
- There is too much emphasis on testing. While testing is important, it should not be the sole indicator of a student's ability nor should a teacher only be gaged on

effectiveness from test scores only. Teachers should be given more time to plan during the workday/work week so that they do not feel the need to take work home or to come in on the weekends.

- If the teachers with the loudest voices weren't constantly provided the megaphone. Too many teachers believe they have too much power in this district and are poor employees, are blatantly disrespectful and insubordinate to their supervisors, and undermine the confidentiality inherent to this position by sharing privileged communications with members of the media.
It would also be nice if cabinet level members at the DO trusted their building level administrators to make decisions that are in the best interest of the staff. The principals at the building have the pulse of what the teachers and staff need, yet they are constantly overridden and undermined by the cabinet. It has become public knowledge that head of the Teaching and Learning Department has a personal vendetta to see the principal of PCHS dismissed from his duties, yet the head of T&L spends no time talking to the actual teachers at PCHS about what is going right and why the principal truly has their best interest in mind at all times, even if he isn't filling out every form correctly, or forwarding every email correctly - he is without a doubt the most competent and professional PCHS principal in the past 15 years.
- Help our wages keep up with inflation... Other than that I love our district wide team and I love the innovation that I am seeing with the Find Your Summit initiative and the direction that I see that our leadership is taking us.
- More equity, more compassion, more understanding. All the money stays at the top (administrators) and is not dealt equally among district employees. Some employees have received massive raises or special contracts, while others get scraps. Moral cannot improve until equity exists.
- Better curriculum and materials
- Better communication and support from the district office administrators and the superintendent.
- As I mentioned, get rid of Friday half days AND standards based grading.
- The building administrators need to be given the autonomy to run their buildings and manage their staff. They are so afraid of losing their jobs or not playing by the DO rules that they can't even answer a single question or sign a single piece of paper in a timely manner. The answer is always "I'm not sure," or "let me check on this," or "let me get

back to you.” ..

A head Principal shouldn't need to check every little decision and signature by the DO or Board. It is cumbersome, not time efficient, and deteriorates the trust between teachers and admin.

All teachers of electives, fine arts, and some CTE classes just wait in fear EVERY SINGLE SPRING to see if they will have the same FTE the next year. Teachers need SOME kind of job security and reassurance for these teachers. We need to know our programs, 'singletons,' and unique variety of offerings are valued and wanted here. I miss BOC, who would do what he knew was best for his building and his teachers.

- Let us teach! Remove all of the busy work that takes time away from our ability to develop meaningful, enriching lessons for our students.
- Our vice principals have been sub par this year. Behavior is out of control and nothing is done to help. I am resigning from PCSD because of behavior and our vice principal in charge of 8th graders who does not do anything to support me.
- ALL teachers need to be heard and see evidence that they are heard.
While we appreciate the coffee cart, morning bagels, and other little signs of gratitude. True gratitude is shown in paying us, and providing benefits, that acknowledge the experienced and committed professionals we are.
- More money, both in compensation and classroom budget.
A moratorium on new initiatives to be implemented by employees.
More prep time. We cannot actually do all our duties during the work day.
More and better paid aides and paras. The idea of cutting/eliminating aides is frankly self destructive at the school(s) where that has been proposed or implemented. Don't be surprised when people start to quit.
The superintendent should immediately stop the practice of interviewing every hire. It's strange and controlling and more important delays the process to the point that people say never mind.
Sell the house. The district does not need to be in the landlord business. Invest the 3 mil and put the returns into teacher/support staff salaries, classroom budgets, or a means scaled employee housing assistance trust.
- Increased paid compensation (bonuses too?) and better communication between administration (district office) and staff are two areas to improve upon. Also, let teachers make the decisions on curriculum resources/companies to use. For example,

elementary teachers were overwhelmingly against iReady being chosen as the District math text for grades 3-5. Nevertheless, iReady was chosen via political means.

- Smaller class size
more time dedicated to preparation and planning (without meetings)
part-time employment that is part time pay and benefits should be looked at because pay is reduced to .5, but responsibilities are not (PLC, mtgs, MTSS, team, etc.). I understand the need for them, but compensation should be commensurate-- it all takes from the ability to plan and prepare and hence brings the equivalent hourly wage to below minimum wage (literally!). .5 teaching and easily working 50+ hours per week.
- Competent leaders who put teachers and students first.
- Ensuring that the community (parents, stakeholders) TRUST the work of the schools and district. The veiled undermining is exhausting for all who work here.
- More planning time. Like most teachers, I get to work early, stay late, and work an average of 8 hours on the weekends. This type of schedule is not conducive to my mental health and my limited family time. I do feel like non-meaningful meetings have lessened this year, but there are still too many thrown at us last minute that suck up valuable planning time. This question has been asked many times over the years and the majority of teachers have said the same thing over and over: more planning time please.
Also, please trust our professionalism. Flex Friday felt like a slap in the face. I think it's great that we were "allowed" to leave early one Friday, but what if that is always the case? If we need to leave early after kids are dismissed, we should just be able to. We still have to get our work done. It just means that we will allocate another time to work. Dentist appointments are easiest on a Friday afternoons, we shouldn't have to use personal time for that.
- Transparency and communication are paramount to improving relationships and workplace.
- Morale amongst the staff. The negative Nellie's are getting very annoying.
- Parents believing you when you share issues with their child
- Some of the things that could be improved upon to make my job more satisfying to me include:
 1. Taking the health of the teachers and students seriously by implementing the

appropriate safety measures when the school is exploding with COVID cases.

2. Fixing the lack of substitutes so that I don't continually lose my prep time

3. Compensating me for the entire amount of prep lost without a cap

4. Providing more instructional assistants and interventionists to help with the many students who qualify for these services

5. The District Admin and School Board taking actions that would show that they actually trust, appreciate, and respect us as teachers.

- Less Canvas for elementary schools. It takes too much time and isn't utilized.
- Increase in trust, autonomy and respect. Asking for and valuing out advice and professional opinions before decisions are made. Informing teachers before parents. Giving us curriculum resources necessary for a high standard of education.
- I just want to be able to teach without more stuff we need to do from the DO. Administration to take care off discipline prolems. I am tired of having to take the time to constantly deal with disruptive behaviors that takes the learning time away from others. They know they can get away with it as there are no solid consequences.
- Updating facilities will help with substandard office spaces for support staff. Employee Work Space is inequitable across the district.
Improve access to early intervention preschool for all students.
Compensation for preschool teachers.
Re-evaluate the Dual Immersion Program across the District. There are systematic issues that are impeding student progress.
Address Subtractive Bilingualism, inadequate ELL support hindering language development.
Address the sub system and allow for parent volunteers to transition back into school settings
- Weighing teachers' opinions more heavily and more often regarding well being during a pandemic to take care of our mental health. More flex Fridays and less meetings. Clear communication from the district office. Smaller class sizes has made a huge positive difference!
- I would like to be treated as a valuable and thinking member of a team. My opinions should matter. Students should be more than numbers to the DO.
- Greater opportunity, non-mandated, for professional development & a clear and understandable process for referring students to Special education.

- Time to do my job. Flexibility wherever possible. Trust to do my job as a professional. Respect. Support when the state tries to undermine public health or curriculum. Smaller class sizes so we can actually get to know our students and provide meaningful feedback. More taken off our plates right now not more added. Now is not the time to implement SBG at the high school. We're exhausted and don't have the bandwidth to take on something new that we're not all on board with. Substitutes to cover when teachers are out so we don't have to. Remote days to catch up on planning and grading. Fewer meetings, more email communication we can refer back to. More prep time and say in our schedules. Appreciation. Flex time in the summer to prepare for the year. A later start time at the high school. Boundaries for students that are defined, fair, and enforced. A voice and seat at the table. Support for our ideas and personal-professional goals. More mental health support for students and staff. Paid maternity/ paternity leave. A Covid bonus. Procedures for dealing with bullying/ hate speech. Open and honest communication. Constructive feedback. More support staff. Unstructured PD, time to be creative. Buses to take students on field trips. Regular from the community and to the community. A break.
- Increased compensation, more time to prepare for my students, less time assessing and taking useless data (not all data is useless, but we are required to take multiple forms of data for similar measures)
- It is extremely challenging to lead during such a difficult time. I acknowledge that there are situations that would have unforeseen consequences. My feedback has nothing to do with mistakes that are due to the implications of Covid-even though that has made teaching much more difficult. For my work to be more satisfying, I need a superintendent who doesn't lie. Gildea has no problems lying to police, the community, parents and teachers. I have seen this numerous times. She has surrounded herself with personnel who should be doing the job earlier described. But when called to be accountable, she will blame others. Her job is to improve education and ultimately the lives of our children, and she does nothing to better our current system.
- -Stronger HR policies and equal enforcement with consequences of those policies
 -District-level (District-office) administrator evaluations completed by all staff (teachers included) and consequences for poor evaluations
 -More presence, transparency, and listening from district-level staff

- The job environment would be more satisfying if our HR department held trainings and advised teams on how to be professional. It's a chronic problem in PC and why our parents are so angry all the time. Our staff do not speak from data, understanding of their building systems, and lack the critical thinking required to solve school-based problems. District wide our administrators continue to stay and we lose good teachers every year. Their poor leadership, lack of professionalism, and lack of accountability continue to tax the teacher's and put them face to face with unhappy parents. When will administrators ever be held accountable for the lack of work and appropriate change needed in the day to day systems of our schools. We are tired of charismatic leaders, we want leaders who set us up for success this year and the years to come.
- A curriculum for ELA to make it cohesive across the grade levels. Also have teachers on more than just a one year contract so that teachers can feel invested in and supported.
- We need a leader with experience and compassion. We want to work with our administrator to create the most supportive and engaging environment for the students. We need communication in a professional way and we need explicit ideas from the admin when we are continuously told what we are doing and everything we have been trained and educated to do for this district is wrong. We need someone who wants to continue to build the school each day and trusts and respects the experience and expertise of our dedicated staff.
- Safety courses for educators when a harmful situation arises in our school.
- Allow SEL PD, Equity PD, Trauma PD. Any PD that is related to any type of student services or mental health professional would be great. Currently, we have NONE.
- Meaningful Consequences for tardiness, misbehaving in the classroom/hallways. It feels like kids are getting away with anything they do and it is very frustrating because the students KNOW that they can get away with anything.
- Specialists teachers having the respect of their coworkers and administration
- I believe we need more focus on the special education department, services, and personnel in order to make sure that all employees have the supports they need to best serve students.
- Students coming to the high school with a better understanding of what they are capable of instead of thinking that most of the students are ready for higher level classes at 10th grade. Many need to allow themselves the time to become more

educational mature for higher level classes. Too many are not waiting until senior year and are complaining about how hard the work is, yet they do not do the work they are asked to do to succeed. They also need to more accepting of the reality that not all students get A's and B's.

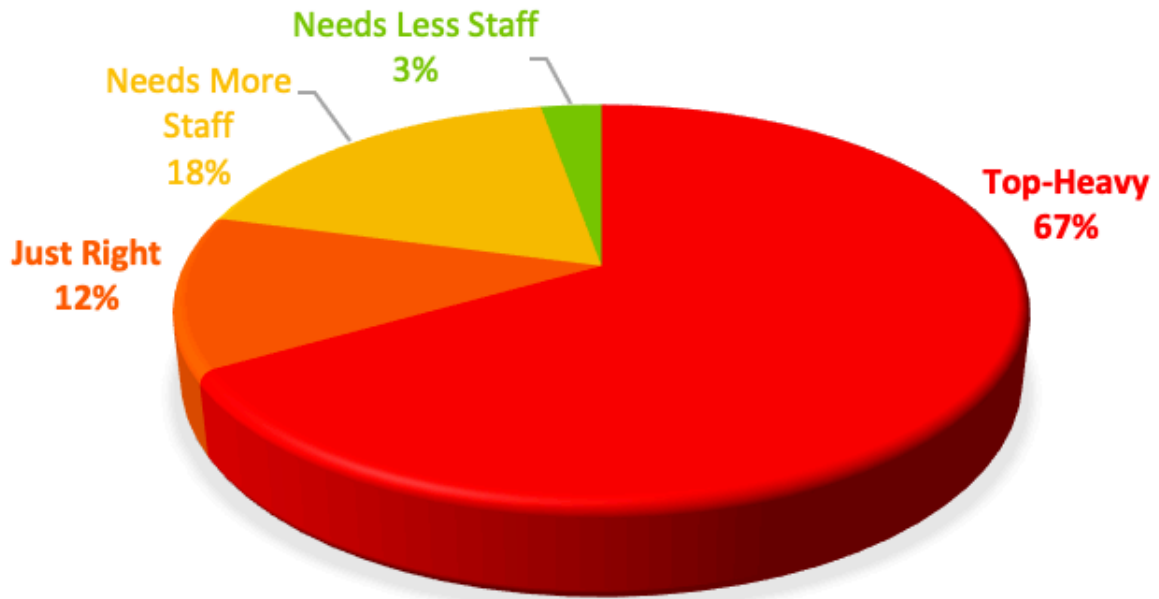
- Support teachers and staff with respect in a manner afforded to anyone who excels professionally as a result of training and expertise. Even our government officials are demeaning to educators. I'm tired of fighting for respect.
- These past two years have been incredibly difficult, but our concerns and questions and suggestions have been met with either silence, indifference, hostility, gaslighting, or toxic cheerleading.
- If the PCSD Board and Superintendent had done nothing more than made it a priority to consistently, constantly be in our hallways and classrooms, to engage with us and our students, to personally encourage us with the real, heart-felt sentiment, "We know this work is so difficult right now. You can do this. We will help. How can we help?", we would have felt seen and valued and hopeful.
- Feeling valued, and having a voice for my department on what is best for students in my area of expertise. I think there is a lack of knowledge related to language acquisition, and a fear of having high expectations for all staff and students. I am in this business for students, and I want them to come first.
- Protect teachers and push back on attacks from the legislature and parents by supporting consistent safety mitigation. Push back against and benefit structures that force teachers into 30 years of unrewarding servitude. The pay and benefits are nowhere near commensurate with the risk, responsibility, commitment, mental and physical stress. It has become the most toxic environment I have ever worked in.
- It would be valuable to me if class sizes were reduced.
- An actual connection between the vision and mission of this district and the actual execution with students and staff. There is a complete disconnect. The administrative team, specifically the superintendent and the board, is out of touch with what actually occurs in classrooms, the struggles students and teachers face and the lack of support and belief in the staff.
- We need to replace most of the leadership at the top, at the board level, and the district level. We must decrease class sizes and eliminate discrimination and bigotry in our district.

- 1. The board president should step down or be voted out due to a conflict of interest in her relationship to the superintendent; she is unable to objectively review the performance of the superintendent.
 - 2. The board should exercise its authority over the superintendent to demand ethical, honest, and fair practices.
 - 3. The board should replace the superintendent and CAO with individuals whose values and practices are consistent with the needs of teachers, students, and the community.
 - 4. HR and district leadership need to be accountable for the culture and climate of schools and not allow for the discriminatory harassment against individual employees, including when one employee has created a toxic workplace for another.
 - 5. The district needs to place people before programming; while some teachers do complain unnecessarily or refuse to grow, most are willing and excited to participate in equitable and ethical solutions.
- My time at PPES is bad due to the principal; rather, the district allows for unprofessional staff members to scapegoat and harass me, creating a workplace that is not just toxic for me, but untenable for others including students. Too many of these staff members have close relationships with board members. It is no wonder that there is so much turnover- the board and superintendent, being bullies themselves, side with and enable the bullies in the school, pushing out many dedicated, ethical, and qualified people.
- Board and district leadership that listen to the employees; that allow them to do the great work that they do; that respects and honors employees in both word and deed.
 - The concerns of the staff and families would have been heard and responded too swiftly.

Q11: In your experience, PCSD's organizational structure could best be described as:

Q12: Please explain: (If you chose Top heavy)

In your experience, PCSD's organizational structure could best be described as:



- I believe there are more people employed at the District office than at my own school. It seems that the people that work the hardest are given the heavier tasks and make the least amount of money and the ones at the top are compensated better for doing very little. Also, I think that very little attention is given to the most underserved population, students who are language learners. Our so called "highly qualified" ESOL certified teachers are lacking in current pedagogical practices to meet their needs. The two dual French schools do not adequately allow for language transfer from a students L1 to their L2 because they are wrongly encouraged to go into Dual French, denying them opportunities for translanguaging. The interventionists are pulled in way too many directions and when teachers ask for help they have multiple hoops to jump through before they are given support. The UT system as a whole seems way behind as far as meeting the diverse needs of our students in Special Education, language acquisition, and the evaluation process for determining a disability, using the very controversial discrepancy model, which is banned in many states.
- Decisions seem to come from the DO without sufficient teacher input.

- It seems that we are having more and more administrative positions created. In addition, it seems that many of these administrators are out of touch as to the realities of the daily classroom.
- Too many chiefs delegating and the worker bees are overloaded.
- Just calculate the ratio of admin including the DO to all other districts.
- There seems to be a lot of Employees at the district office "top heavy". The BOE and DO have showed supported for teachers. Which they deserve. But the front office, nurses, kitchen, custodians, and bus drivers have all had to adjust their workloads and have had little support from the district. Having a couple of no meeting weeks and early out Fridays does not support or help all of the district employees.
- The DO and Board are trying to micro-manage everything, and it is just ineffective. We need much more autonomy for administrators and teachers at the building levels. Also, why do all the major leadership positions turn over every few years? How many of the following have been "new" to their assignment in the last 2 - 4 years: Superintendent, Head Principals, Assistant Principals, HR Director, Curriculum Director, Student Wellness Director . . . what's with all the turn over? Why can't we keep anyone in leadership roles long enough for them to learn and do their job??
- The district office has a lot of high paying positions and schools are understaffed and underpaid.
- Years ago an audir of the D.O. was conducted. Several positions were removed and a job realignment consolidated some positions. Since then there are way more positions at the D.O. Time for another audit?
- We have two vice principals but neither one will handle behavior issues. It's really gotten out of control. Coaches are having to do their work.
- There are too many district office employees who I never see, but make decisions that affect me. They are also very well compensated, but our students don't know who they are, they know who I am, aren't we here for the kids?
- The superintendent makes half a mil in total comp. That is 10x the starting salary for a teacher and astronomically more than hourly employees. In the last 4 years the DO has invented multiple high paying positions but done nothing to meaningfully raise the pay of support staff who make a tangible practical contribution to student learning and well being. We need fewer people behind desks in the DO and more people in classrooms with kids.

- We are a small district yet new positions are added yearly. Do we really need a communications person in charge of social media??? How many people work for the DO? What do they do? What percentage of employee salaries do theirs make up?
- Everything from superintendent hire-interviews to policy's about teacher kids not going to teacher schools feels like we are being micromanaged.
- Tooooo many people at the district and it just keeps growing. 504 coordinator mass coordinator outreach coordinator... I've lost track
- The District Office has a lot of employees that make huge salaries, but I'm not sure that they are all needed.
- PCSD feels like a dictatorship in which the board and the superintendent dictate to teachers to do what's best for parents and the community, not what's best for students and teachers.
- How many district office positions are there? I have looked at the website and there are positions that are not needed. There are assistants to the assistants. This needs to be evaluated. A former principal was promoted to a high DO position when in fact she was a source of problems among the staff. I have seen her this year be very condescending to other employees in schools.
- Outsourcing sub system third-party educational staffing company
- Communications Company
- The addition of numerous positions at district and director level, including specialist who work as administrators but paid as teachers.
- The DO has bloated in size recently - way to many unnecessary administrators, while also not outing enough people in the schools. Each school should have a full time social worker and a counselor. Schools need aides and those aides should be valued. More control should be given BACK to the school-level administrators, because they know the needs of the school best - as long as they are competent, which is definitely not the case at PPES and TSES.
- We need more support staff (not teacher coaches but aids, tech, kitchen, custodian, bud drivers, office support) and teachers. Too many people at the top coming up with things we need to do when we already have too much. We need help with our current workload not another position that needs ti justify their job with more data.

- There are more and more positions added to the DO each year. Many of them grossly under qualified. I can think of 3 instances where I have been asked to explain, write official plans and documents for them! I'm talking stuff they were hired to know and do!
- All decisions made at the building level have to be approved by the district office, which slows the process considerably and creates helplessness among the building leaders. School processes and procedures are scrutinized by the district office, which again slows the process, creates animosity, and creates helplessness among staff in the buildings.
- Too many cooks in the kitchen that are not needed
- It feels like more positions are beings created or are already filled at a district level. I do not feel the impact or support of the administrators at the district office. I often do not know who the people are that are emailing me, what their position is, how they are supposed to be helping me. I believe that if more administrative jobs are needed, it would be at an elementary vice principal level. Mainly I believe that more TEACHERS would help create smaller class sizes, stronger Tier I instructional support, and ultimately less students with Tier III needs. At the very least, more staff would help better meet the needs of our general education teachers and all students.
- I've already pointed out that Gildea created a myriad of jobs at the DO that cost so much \$\$ and are unnecessary.
- Too many people who are out of touch with its constituents and schools.
- There needs to be more teachers in classrooms helping with differentiation. I teach to 22-40 student ratio is not effective and is unsustainable with the diverse levels of learning. If it is about the kids, prioritize budget to put more able bodied teachers in the classroom. One lead teacher mentoring, 1-2 more teachers supporting and being mentored, supporting the diverse learning needs of the students. Currently, the prioritization is how to get the most out a very drained and exhausted teaching resource with no effort towards support. It is not sustainable over a 30 career, it is not sustainable over 5 years.
- In the last few years, administrative roles have been added in the DO but less resources are available within school buildings. Students are struggling academically and staff are burnt out. Decisions have been made to silence certain teachers or subs who were making an impact, but fear of information about decisions within school

buildings being “leaked” to the public have influenced the DO to make poor decisions. There has been no transparency by the board or the superintendent. It is time this changes.

Q13: Please specify what type of staff you feel should be added:

- Psychological support for students
- There needs to be 'middle-management' similar to the role Lyndsay Huntsman fills, but for all major content areas. A secondary curriculum specialist in ELA, History, Science, Math, Fine Arts, Foreign Language and PE/Health would go a long way to making sure that all teachers have effective PD, have a voice in all discussions, and have their content best interests advocated for at every level. The building admin are great at advocating for teachers, but don't always know the ins and out of the content.
- ESL teachers
- Very hard to say one area as it feels like we have thinned out in so many areas that all needs a bit more. We are all so stretched! I would love to have help where things like technology is monitored by staff or tech team so that is not on the teacher and we can focus on the teaching. We could have staff focused on ways to identify challenges that teachers and others in the school run into and solve for challenges strategically- they would be measured on the even small improvements that they could make for the many/all teachers.
- Everything...permanent substitutes, curriculum coordinators, ensure low class sizes, etc.
- Aids, permanent subs, subs, assistant principal
- Instructional support staff. Aides to help with reading for students that may need additional support
- Curriculum staff and Student Services staff
- Teachers
- Teacher input needs to come from effective teachers not those who will make administration look good. We need real advocates for students. The district needs to be more involved in the schools, and needs to be transparent. When jobs open all applicants need to have an opportunity to get the position to have the most qualified

staff. We need effective coaches or a good mentoring program for new teachers that is not about navigating the school only, but learning effective instruction strategies. Lastly, there needs to be a District Latino Committee to ensure education is equitable and improve educational parent involvement.

- We need more teachers and support staff. Many of the support positions at my school are currently being filled by full-time teachers who already have so much on their plate.
- -Substitutes (who should be given benefits)
- -Aides (who should be given benefits)
- -Behavior technicians (SPED and non-SPED)
- -Assistant Principals at the elementary school level
- Assistant principals, teacher's aides, health leadership, completely new board and superintendent's office. We should also look closely at the interview process, nepotism and role assignments as it relates to interpersonal relationships at the administrative level.

Q14: Please specify what type of staff you feel is not needed:

- People in positions that create more work for teachers so that they have something to do. We are incredibly busy and challenged each day. We would also love professional learning and development that is differentiated and purposeful for everyone.

Q15: In what manner, if at all, did the Covid-19 pandemic influence your answers today? (Open-ended)

- None
- The Covid-19 pandemic played a large role in my answers.
- Somewhat. My influence is that I have moved here from another state that seems to have a lot more knowledge in diverse populations. Also, it seems to me that the way money is allocated here needs to be regulated better for admin type positions. For example: super intensely has free housing.
- NA

- The pandemic response has influenced my answers.
- Somewhat, we are all absolutely exhausted from the pressures and requirements that are expected of us from this year.
- none
- Not at all, so can we please move on. We need to treat COVID-19 as endemic in our district response and treat it the same way we do other respiratory diseases. It's no longer 2020, and we no longer need to be scared of a virus that the county health director has said we are ready to move on from.
- Not at all... I mean, I suppose that that I respect the fact that our leadership and staff have worked through hard times and has been faced with difficult decisions. In the end, we have grown as a district wide team because of covid and we are better for needing to work through these difficulties...
- Not very much
- None
- Somewhat, the board and superintendent have had to address a lot of issues with Covid and not able to address other issues
- It influenced my answers almost 100%. Most of my experience has been during the pandemic.
- None.
- I'm exhausted. We are all exhausted. I literally asked three other staff/teachers how they were doing today and the answers were:
 "I'm not thriving."
 "We're all just hanging on by a thread, aren't we?" and
 "This year's been tough."
- NO ONE here is thriving. EVERYONE'S morale is in the trash; even the people who used to be the perky, happy, 'cheerleaders' on the faculty are floating like zombies through the halls and just doing what they have to to get to the next day, hour, class period. . .
- No
- A lot.
- A small amount.
- Not at all.

- Very little. The pandemic has made problems around staffing and management more urgent but the problems were not created by covid, only revealed more clearly.
- Looking back (and still dealing) with the Covid-19 pandemic, spot bonuses and increased salaries could have been and should be highly considered even in non-contract negotiation years. PCSD is falling behind other districts in regard to compensation. PCSD has an antiquated salary schedule (25 steps - benefits the District's bottom line) and offers no incentives for late-career teachers to leave early and early to mid-career to stay in teaching. Morale is poor across the District. Inequalities between secondary and elementary teachers (prep-time) are getting worse. The chatter around the "water cooler" is that of leaving PCSD for other districts, such as SLCSD, Wasatch, South Summit, or moving to the private sector.
- Some only in that I feel that the stresses are higher for everyone in schools (staff, teachers, students, etc)
- But I feel that the pandemic is bringing to light many issues that have already been here and made harder for teachers to grin and bare it.
- There were problems before the pandemic, it just exacerbated them. In times of crisis people look to their leaders. It's been truly alarming to see how poor district and building leaders have responded. Failure of leadership across the board.
- A great deal....the past three school years have been incredibly challenging...
- Influenced my principal evaluation: once again, he showed so much empathy, professionalism and thoroughness when handling COVID issues. I wouldn't say it had much influence on the overall survey.
- Somewhat. I am really disappointed that the Board did not value students and staff to protect us when our numbers were surging. It is more about general distrust and unease that is influencing my comments.
- It was present in my mind because at times I needed to ask for additional resources or help over the past two years.
-
- Additional comment not directly related to the question. I try to make my decisions based on what is best for students and sometimes that means what is best for me as an educator comes second. Please continue to help keep kids in school. The students who come from a lower economic background are disproportionately affected by the

pandemic. They need school. We all need school. We can find ways to be safe at school.

- Not at all
- The COVID-19 pandemic has strongly influenced my answers today. This has been an incredibly hard time to be in education and has made the lack of regard that our School Board and District Office personnel have for us as educators.
- It definitely shed light on what's most important to the board and admin, which is not teachers. It is said that people show their true colors in the worst of times...during Covid, the board and admin have shown their true colors and it is not a district I feel respected or valued in.
- NONE
- 100% Covid-19 made working here a lot worse. Micromanagement exploded during the shutdown and during teaching the pandemic. Teachers aren't trusted to teach anymore.
- Good Question. How can the pandemic not influence answers? Some of these issues were here beforehand. If there were solid systems in place much of the chaos could have been avoided.
- A lot.
- The admin has repeatedly used COVID as an excuse to do whatever they want. That is just not acceptable. My job also got A LOT harder since COVID and there seems to be very little appreciation for that by the admin.
- None really. However, I am extremely frustrated with trying to teach non-native speakers how to read while wearing a mask. I would like the districts 'strongly suggesting' all staff to wear a mask to become a staff members choice- although I understand there is no mandate, it still seems frowned upon for staff to not wear one.
- The pandemic only highlighted the shortcomings in PCSD and education in general. It made our already challenging jobs impossible. Many of us had to set serious work boundaries just to maintain our sanity and won't go back to the way things were. Especially not after being treated like we were expendable. Our work has suffered not putting in the extreme hours we did before the pandemic and it doesn't feel good to not feel like the best teacher you can be. That's why many are choosing to leave the profession. It's an unsustainable career under the current conditions and keeps getting worse not better.

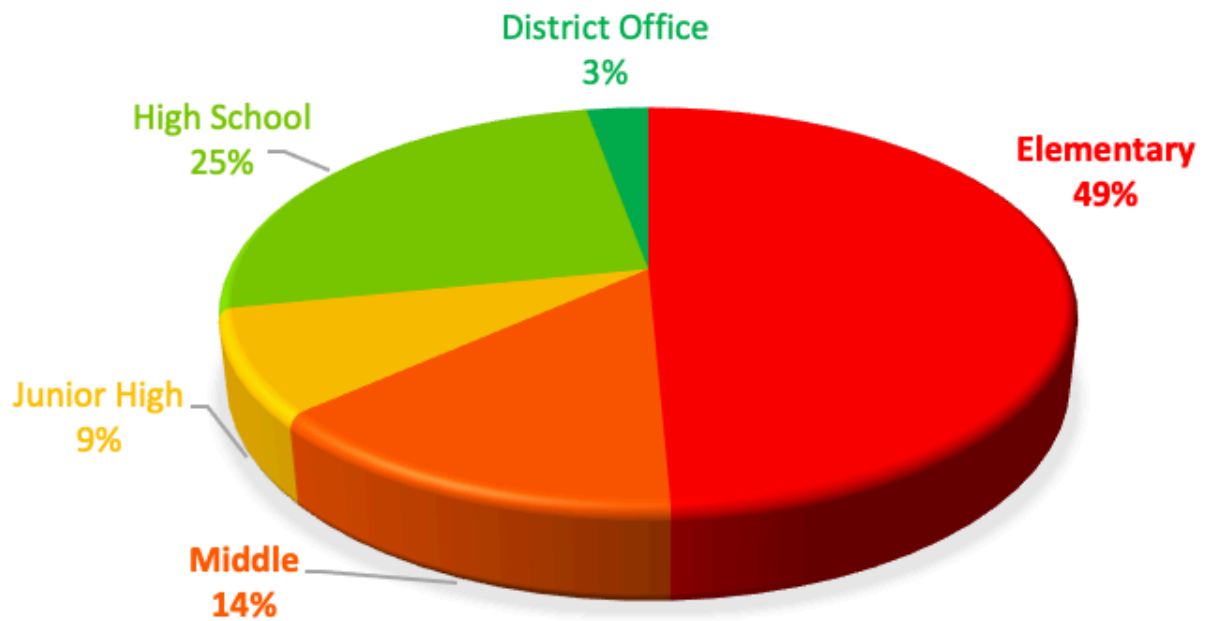
- None. I have given the benefit of the doubt to the district and thrown out any of my opinions that may have been caused by Covid.
- None
- A LOT
- none
- None.
- High impact, while other districts took precaution our educators feel that our families took the brunt of careless decisions that brutally impacted our personal lives in a negative manner.
- None
- Yes
- While I do believe many issues have been made worse with covid, what is truly demoralizing it that I do not feel like the difficulties I face are related to covid issues. Therefore I do not see any help or end in sight. That is what is truly disconcerting.
- No influence. We are all doing the best we can with what we have. Again, there is a loud minority but many of us are doing what we need to help students do the best they can.
- The pandemic created all kinds of issues in education, but it also created issues world-wide. I thought we handled it fairly well. Again, having taught 20+ years, Covid-19 is one of many hiccups I've experienced. It was/is intense, but I was ok through it.
- The pandemic exposed the true lack of organization, intelligent planning, and good human resource management practices that existed below the surface during less taxing times.
- Not much
- None
- Covid has revealed PCSD is failing at supporting the published mission statements towards socially responsible citizens, such as, ""inspiring and supporting all students equitably to achieve academic and social potential",
"providing all students the opportunity to grow as college and career ready citizens of the world",
"empowering students to reach their full potential in a diverse and dynamic world",

"motivating sixth and seventh grade students to become socially and academically responsible citizens". So it has influenced answers, as it has shown that these claims hold no integrity or tangible value.

- Because of the pandemic, there are fewer subs despite more teachers needing to take time off to recover from sicknesses or take care of their families.
- The manner in which mandates were implemented (or not when legally bound to do so). This superintendent has demonstrated complete lack of integrity. How can someone like this be leading a school district? What role model are we providing our children? She needs to go.
- COVID has had a big impact, but is no excuse for the greater failures and issues plaguing the district.
- The pandemic did not influence my answers, but the district's handling of it certainly did.
- Little, if at all - the problems associated with the district are ethical ones, not physical ones.
- The COVID epidemics shone light on the lack of transparency throughout the district. It afforded admin a scapegoat when making poor decisions.

Q16: Remaining anonymous, what best describes the K-12 school level where you work?

What best describes the K-12 school level where you work?



Q17: Remaining anonymous, you have been employed by PCSD for:

You have been employed by PCSD for:

**Q18: Final question: When was the last time you were offered a PCSD employee workplace or job satisfaction survey? (Open-ended)**

- Probably 10-15 years ago
- I don't remember.
- This is my first.
- I don't know
- I don't remember receiving one in the last several years
- Never. This is the first time.
- Unknown
- I do not remember... Sorry.

- Maybe 4 years ago. There have been attempts for employee morale training, however, equity must first exist to begin the path of better morale. High morale workplaces have happier workers, and happy workers accomplish more work and provide better customer service.
- I don't know
- Not sure
- Not sure
- I have never been offered one before.
- I was once asked what were the most important issues to educators by the PCEA; that was the closest thing.
- I don't remember.
- I don't recall ever filling out this type of survey.
Administration evaluations are yearly but not a job satisfaction survey unless the association sends one out."
- Never.
- I can't remember.
- Never. This is the first time.
- this year, I think?
- I think we were given on 3-4years ago but I'm not sure it was a workplace satisfaction survey. We were never given the results. Rumor has it that it cost \$10,000.
- Annually - sometimes twice a year.
- NEVER
- I don't recall.
- ?
- I cannot remember the last time I was offered a job satisfaction survey.
- Never
- I think about a year ago.
- Last year
- Never

- cannot remember
- never
- Last year
- First time.
- Never, that I can recall. Even if I were offered one administered by the district, I would not trust that I would remain anonymous.
- Unsure
- I don't recall having taken one before. None this thorough anyway. I feel like any survey I've done with the district was very specific and elicited what they wanted to hear. No room for comment and left you feeling unrepresented after. This survey feels very different.
- Never
- Never
- Never
- NEVER
- I can't remember if we ever have been offered one.
- Yearly, during our interviews from being observed as educators.
- Never
- Never
- Never
- Never.
- I do not know
- I am not sure.
- My opinions are solicited often in informal ways. The current administration is very open to having me express my opinions and I do not feel at risk to do so. This is not how it was under previous leadership.
- Dont know
- Probably last year
- One year ago

- Don't remember.... It's been too long
- Never before.
- I can't ever remember one.
- Last spring
- Last year
- Never.
- I recall various climate surveys and principal effectiveness surveys, but I do not recall a specific PCSD employee workplace/job satisfaction survey.
- Can't remember, if that says anything.
- I do not recall



IN CONCLUSION

Harkening back to our introduction, PCSD employee job satisfaction, morale, insights, and ideas are key to PCSD's success for all stakeholders who desire excellence in education in Park City. To learn the needs, experiences, insights, and job satisfaction indicators of all PCSD employees is pivotal for progress toward excellence. Satisfaction surveys should be conducted at regular intervals (usually no less than annually is recommended). They give employees a sense that an organization values employee feedback and ideas. Results can be the impetus for change, identify flaws in the system that must be addressed, and allow the organization to correct course as needed.

The results of this research with PCSD Stakeholders for the sole purpose of bettering the PCSD workplace, jobs, and climate for all.

We thank all PCSD employee participants and look to all stakeholders to take an interest in the success of our children's education.