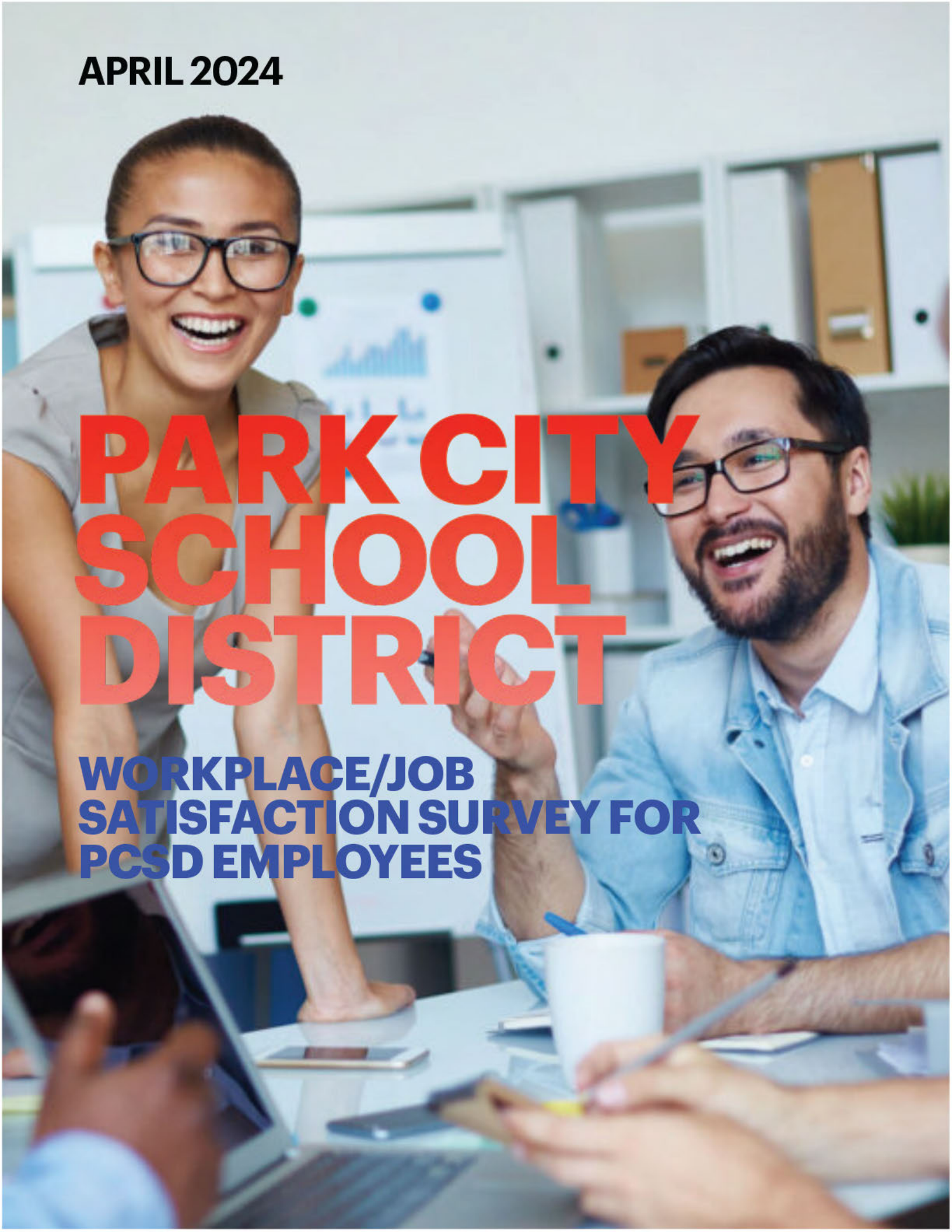


APRIL 2024

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 Education Advocates 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 4/5/2024 to the end of business on Friday, 4/12/2024.

PURPOSE

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

To share results with PCSD stakeholders to better the PCSD workplace, jobs, and climate for all.

RESPONSE RATE

Out of 453 PCSD employees we emailed, 297 opened the survey email. Forty-six respondents completed the survey. Using the number of those who opened the email, we had a 16 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 or verbal warnings to employees discouraging participation or urging employees to use caution, which we believe had significant impact in survey participation.

SURVEY TOPICS

The topics included in this survey covered:

✘ Job Satisfaction

✘ Workplace Satisfaction

- Supervisors/Principal/Assistant Principal Evaluation
- Superintendent Evaluation
- Board of Education Evaluation
- Students Evaluation
- Students' Parents Evaluation

SURVEY QUESTIONS

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

1 = Strongly Disagree

5 = Strongly Agree

3 = 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 in a positive way.
- My job is too stressful.
- I have mutually respectful relationships with my peers.
- I have mutually respectful relationships with my supervisor(s).
- 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 in pay and benefits for the work I do.
- I am satisfied with my work-life balance.
- Workplace conflicts are addressed promptly and professionally.
- My workplace environment is physically and emotionally safe for me.

- I am given reasonable opportunities for growth and advancement in my job.
- Work is fairly distributed among my peers.
- I am well-informed with school-wide communication that is timely and transparent.
- I am well-informed with district-wide communication that is timely and transparent.
- PCSD administration, staff, students, and parents seem to be on the same page regularly (sharing a common understanding).
- Serious issues, such as bullying, hate speech, and discriminatory behavior are addressed quickly, fairly, and professionally in my workplace.
- I am motivated in positive ways to remain employed with PCSD.
- Comments:

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

1 = Strongly Disagree

5 = Strongly Agree

3 = N/A or Neither Agree Nor Disagree

- My Board members understand my needs as a PCSD employee.
- My Board members are easily accessible for questions/concerns and follow through with answers.
- My Board members foster professional relationships of mutual trust and respect.
- My Board members ensure that I have the training, support, and tools I need to do my best work.
- My Board members give feedback that is fair and constructive.
- My Board members handle serious issues promptly, professionally, and equitably.
- My Board members communicate openly and transparently, keeping me well informed.
- My Board members are well-informed about my school's functions and issues.
- My Board members seek my input before making decisions that impact me.
- My Board members keep their promises and commitments.
- The district policies that impact my job are reasonable.

- My Board members know and adhere to education laws, codes, guidelines, and rules.
- My Board members know and adhere to district policies.
- My Board members effectively supervise the Superintendent.
- My Board members effectively oversee and manage the district.
- My Board members demonstrate strong leadership skills.
- 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:

1 = Strongly Disagree

5 = Strongly Agree

3 = N/A or Neither Agree Nor Disagree

- My Superintendent understands my needs as a PCSD employee.
- My Superintendent is easily accessible for questions/concerns and follows through with answers.
- My Superintendent fosters professional relationships of mutual trust and respect.
- My Superintendent ensures that I have the training, support, and tools I need to do my best work.
- My Superintendent gives feedback that is fair and constructive.
- My Superintendent handles serious issues promptly, professionally, and equitably.
- My Superintendent communicates openly and transparently, keeping me well informed.
- My Superintendent is well-informed about my school's functions and issues.
- My Superintendent seeks my input before making decisions that impact me.
- My Superintendent keeps her promises and commitments.
- My Superintendent knows and adheres to education laws, codes, guidelines, and rules.
- My Superintendent knows and adheres to district policies.
- My Superintendent effectively supervises management staff.

- My Superintendent effectively oversees and manages the district.
- My Superintendent demonstrates strong leadership skills.
- I am satisfied with my Superintendent's job performance.
- Comments:

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

1 = Strongly Disagree

5 = Strongly Agree

3 = 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.
- My Principal fosters professional relationships of mutual trust and respect.
- My Principal ensures that I have the training, support, and tools I need to do my best work.
- My Principal handles conflicts with professionalism.
- My Principal addresses serious issues promptly and equitably.
- 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 keeps promises and commitments.
- My Principal seeks my input before making decisions that impact me.
- My Principal knows and adheres to education laws, codes, guidelines, and rules.
- My Principal adheres to district policies.
- My Principal effectively supervises staff.
- My Principal effectively oversees and manages my school.
- My Principal demonstrates strong leadership skills.
- I am satisfied with my Principal's performance.
- Comments:

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

1 = Strongly Disagree

5 = Strongly Agree

3 = N/A or Neither Agree Nor Disagree

- My Assistant Principal is easily accessible for questions/concerns and follows through with answers.
- My Assistant Principal understands my needs as a PCSD employee.
- My Assistant Principal fosters professional relationships of mutual trust and respect.
- My Assistant Principal ensures that I have the training, support, and tools I need to do my best work.
- My Assistant Principal handles conflicts with professionalism.
- My Assistant Principal addresses serious issues promptly and equitably.
- My Assistant Principal gives feedback that is fair, constructive, and consistent.
- My Assistant Principal communicates openly and transparently.
- My Assistant Principal keeps me well-informed in areas that impact me in my job.
- My Assistant Principal keeps promises and commitments.
- My Assistant Principal seeks my input before making decisions that impact me.
- My Assistant Principal knows and adheres to education laws, codes, guidelines, and rules.
- My Assistant Principal adheres to district policies.
- My Assistant Principal effectively supervises staff.
- My Assistant Principal effectively oversees and manages my school.
- My Assistant Principal demonstrates strong leadership skills.
- I am satisfied with my Assistant Principal's performance.
- Comments:

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

1 = Strongly Disagree

5 = Strongly Agree

3 = 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.
- My students are safe in our school environment.
- Comments:

Q7: Please indicate how much you agree with the following statements about the parents of your students:

1 = Strongly Disagree

5 = Strongly Agree

3 = 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.
- When issues arise with parents, PCSD administration staff handle the issues consistently, fairly, and professionally.
- Comments:

Q8: What could be improved to make your job or workplace more satisfying?

Open-ended field.

Q9: PCSD's organizational structure could best be described as:

Please explain your answer. Be specific about areas that need more or less staff and the job skills needed

- Top heavy
- Just right
- Needs more staff
- Needs less staff
- Comments: (Open-ended field)

Q10: Select the general K-12 level in which you work.

- Elementary School
- Middle School
- Junior High School
- High School
- District Office

Q11: About how long have you have been employed by PCSD: (Choose one.)

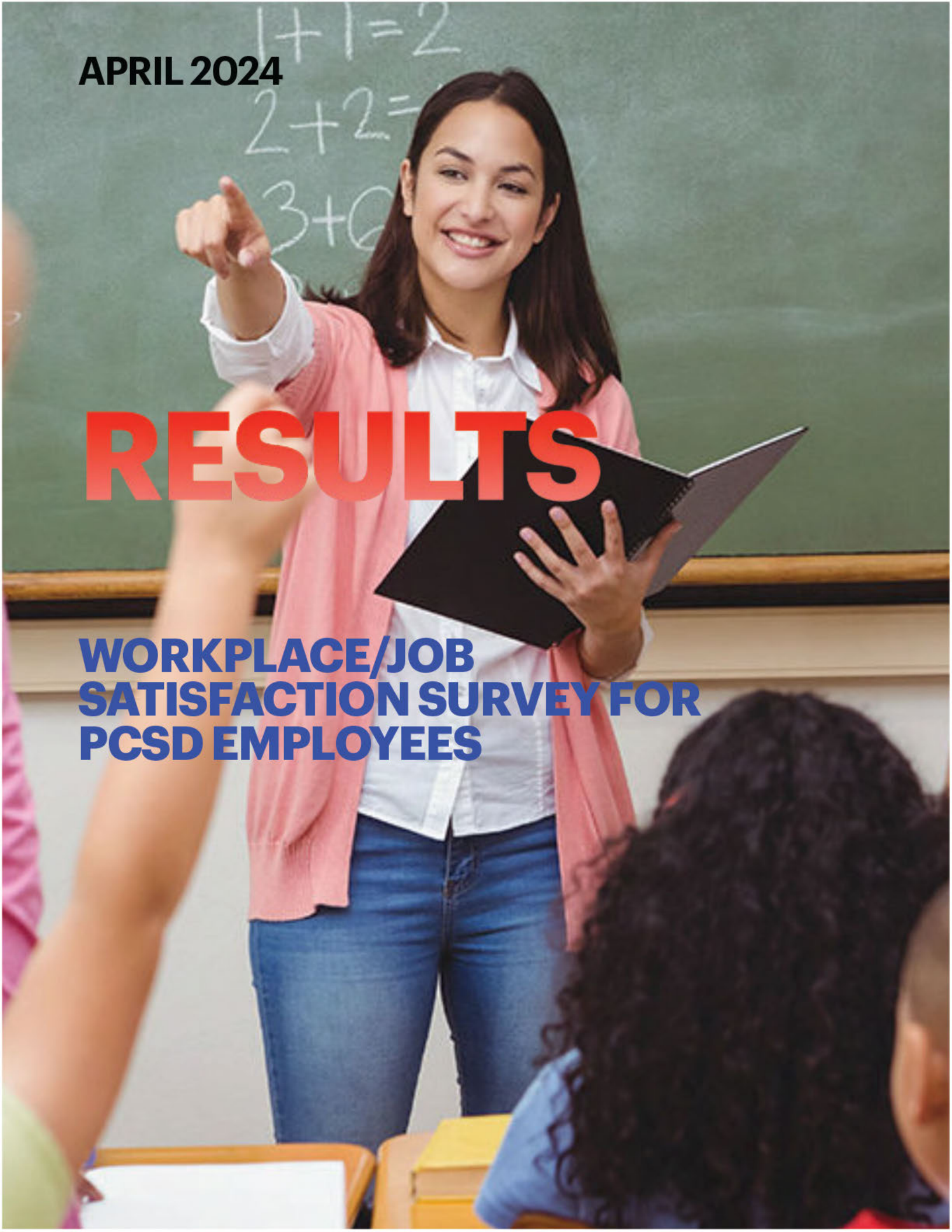
- 0 - 2 years
- 2 - 5 years
- 5 - 10 years
- > 10 years

Q12: If PCSD administration were to conduct this comprehensive survey on an annual basis, would you be more or less inclined to participate? Why?

APRIL 2024

RESULTS

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



THE FAVORABLE

- Principals scored better than the Superintendent in all areas.
- Assistant Principals scored the best among leadership in all areas.
- Students and parents scored generally well in all areas surveyed.

THE UNFAVORABLE

- Board members scored very poorly in all areas surveyed.
- The Superintendent scored poorly in all areas.
- 41% of participants find their jobs too stressful.
- Only 32% of participants have the resources and tools they need to work effectively.
- 38% of participants disagree or strongly disagree that they are reasonably compensated in pay and benefits for their work.
- 38% of participants are not satisfied with their work-life balance.
- *64% of participants either don't know, disagree or strongly disagree that workplace conflicts are addressed promptly and professionally.*
- Only 51% of participants believe their workplace environment is physically and emotionally safe.
- 35% of participants disagree that work is fairly distributed.
- 47% of participants either don't know or disagree that they are well-informed through school-wide communication that is timely and transparent.
- 42% of participants either don't know or disagree that they are well-informed through district-wide communication that is timely and transparent.
- 58% of participants either don't know or disagree that PCSD administration, staff, students, and parents seem to be on the same page regularly (sharing a common understanding.)
- 48% of participants either don't know or disagree that serious issues, such as bullying, hate speech, and discriminatory behavior are addressed quickly, fairly, and professionally in the workplace.
- 36% of participants disagree or strongly disagree that they are motivated positively to remain employed with PCSD.

- 46% of participants view PCSD's organizational structure as top heavy.

NOTEWORTHY OPPORTUNITIES FOR IMPROVEMENT

Based on employee feedback, this is a list of opportunities for leaders to improve employee satisfaction and the workplace environment in our schools. All these opportunities involve open communication and input from employees without fear of retribution from leadership. Improving Board member performance across all areas requires the public to elect strong leaders with the skills needed to perform well in these areas. Opportunities presented through this survey:

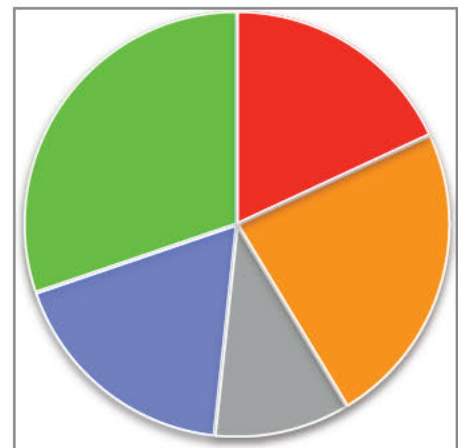
- Reduce the workload for employees or hire more support for them and distribute the work more fairly.
- Listen to employees' ideas about their level of work stress and implement their ideas to reduce stress.
- Provide the resources and tools employees need. Vet software tools properly and ensure their functionality prior to incorporating them into the workflow. Hire appropriate staff to support educators in the classroom and around the halls. This is critical for teacher effectiveness, student safety, and fostering the educational environment.
- Evaluate and provide proper compensation and benefits for employees. Talk to employees, understand their workloads, ensure the work is spread evenly among staff, and compensate them appropriately.
- Provide better, more effective training, tools, and means to address conflicts that arise in the workplace. Begin with training in leadership roles. Provide consistent policies and procedures surrounding conflict, with input from all employees, and abide by them.
- Improve physical and emotional safety in meaningful ways in the workplace. Collect and act upon employee input and feedback to ensure the goals in this area are met. This critical component impacts the learning environment for students and employees. It cannot be ignored.
- Improve all communication (district-wide, school-wide, and community-wide) about events, activities, and information that impacts stakeholders. Increase and improve transparency to ensure all stakeholders in the district are on the same page.

- Do better to ensure all serious issues, such as bullying, hate speech, and discriminatory behavior are addressed quickly, fairly, and professionally.
- Identify and implement improvements for employees that will motivate them to want to stay employed in our district.
- Elect Board members who are capable of performing better in all areas addressed in this survey.
- Hire a Superintendent who can perform better in all areas addressed in this survey.
- Allow employees to regularly evaluate their bosses' performance (Board members, Superintendent, Principals, Directors, Assistant Principals, and supervisors) to identify the job responsibilities done well and to identify areas for improvement. Set employment goals based on feedback and hold anyone with oversight responsibilities accountable to those goals.
- Re-evaluate the need for top-tier positions, consolidate responsibilities where possible, and eliminate unneeded positions. Perform regular performance evaluations and apply proper accountability. Highly paid top-tier employees carry expectations that need to be met through accountability goals and procedures.

SURVEY RESULTS GRAPHICS

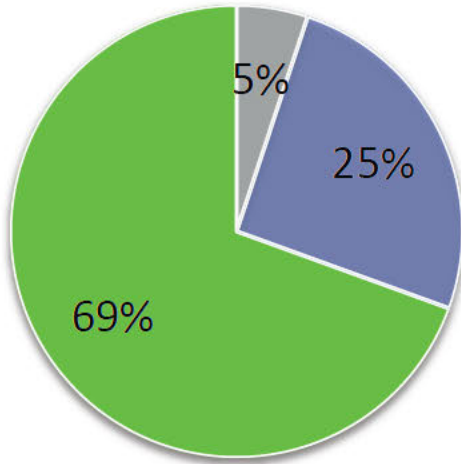
LEGEND

- Strongly Disagree
- Disagree
- Neutral, Don't know, Neither Agree nor Disagree
- Agree
- Strongly Agree

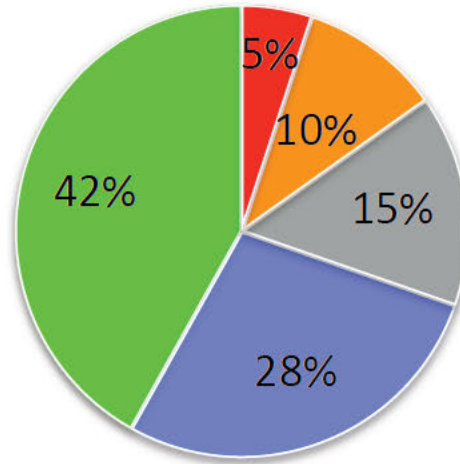


QUESTIONS AND RESULTS - THE JOB

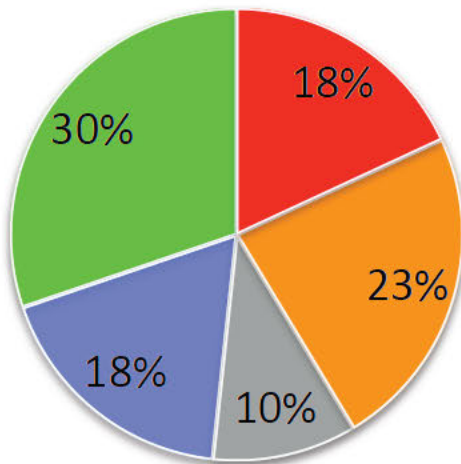
My job is meaningful to me.



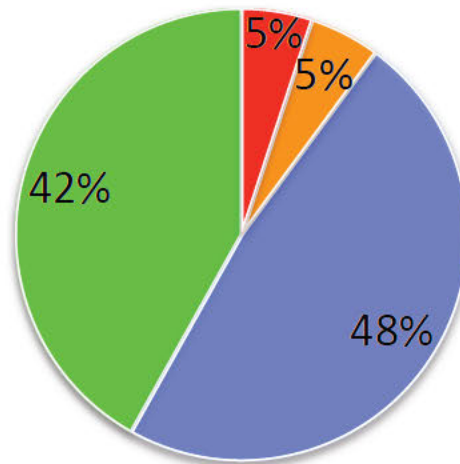
My job is challenging in a positive way.



My job is too stressful.

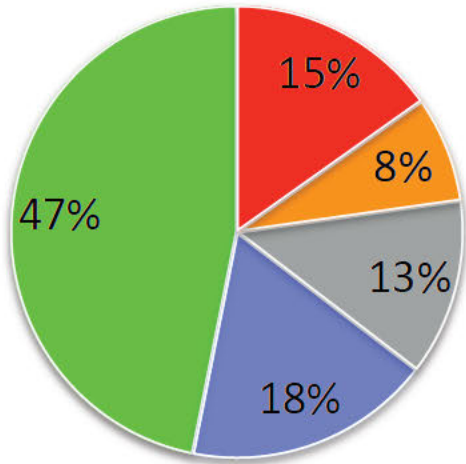


I have mutually respectful relationships with my peers.

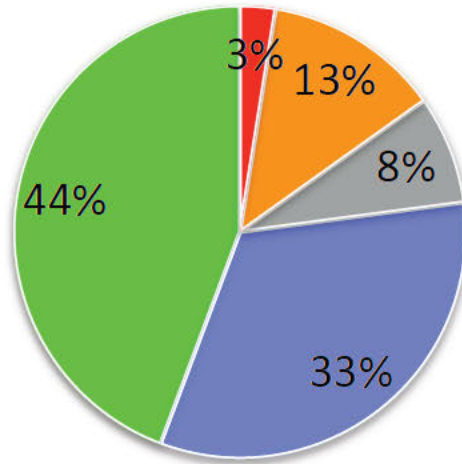


● Strongly Disagree ● Disagree ● Neither Agree Nor Disagree/Don't Know. ● Agree. ● Strongly Agree

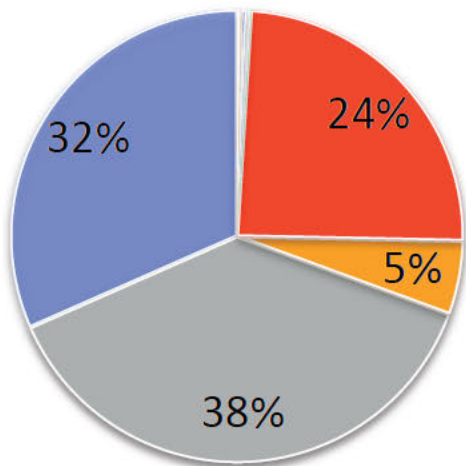
I have a mutually respectful relationships with my supervisor(s).



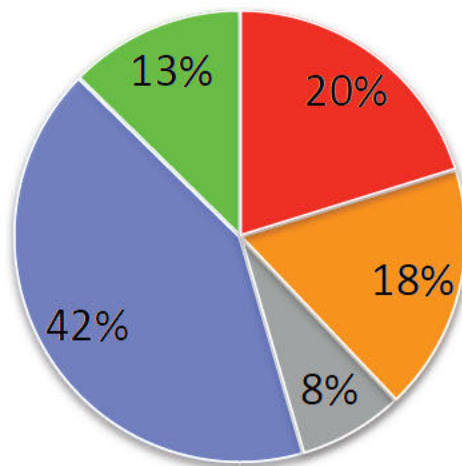
My skills and abilities are put to good use in my job.



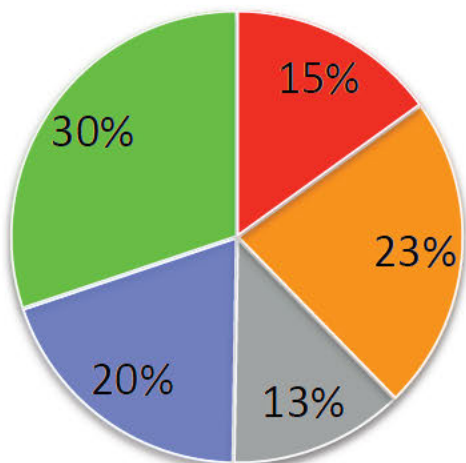
I have the resources and tools I need to work effectively.



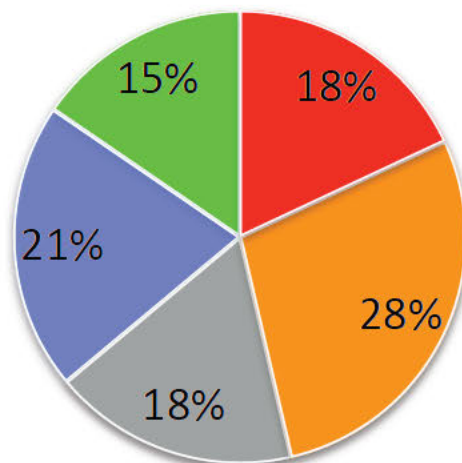
I am reasonably compensated in pay and benefits for the work I do.



I am satisfied with my work-life balance.

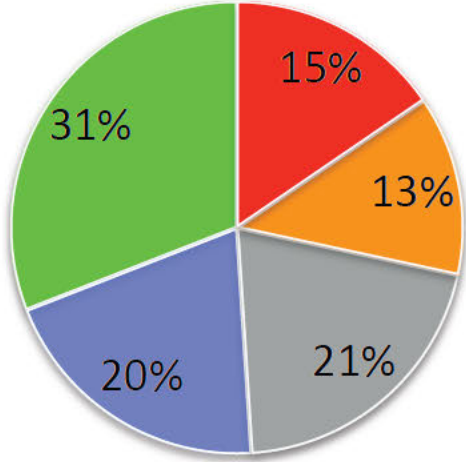


Workplace conflicts are addressed promptly and professionally.

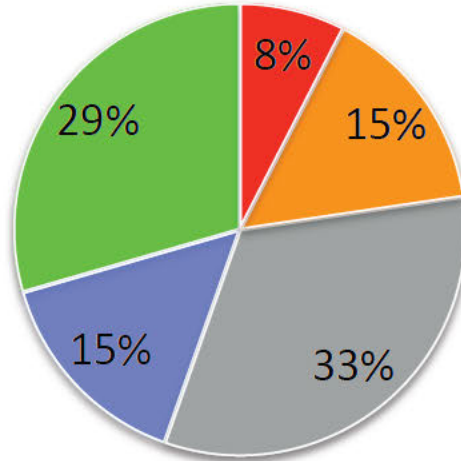


● Strongly Disagree ● Disagree ● Neither Agree Nor Disagree/Don't Know. ● Agree. ● Strongly Agree

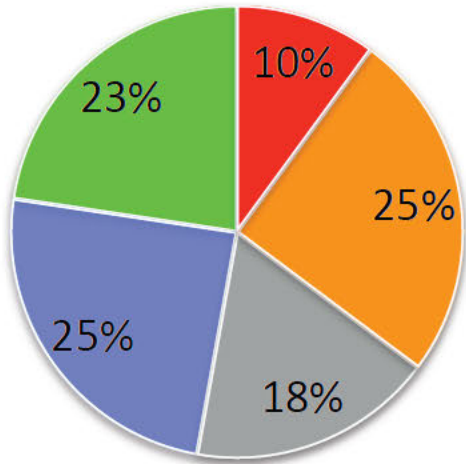
My workplace environment is physically and emotionally safe for me.



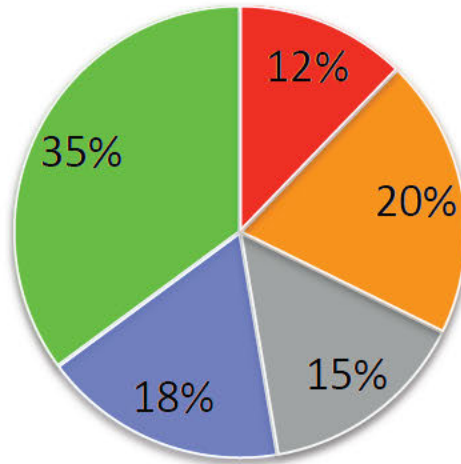
I am given reasonable opportunities for growth and advancement in my job.



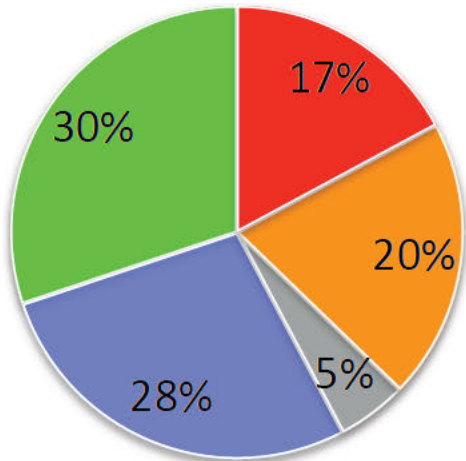
Work is fairly distributed among my peers.



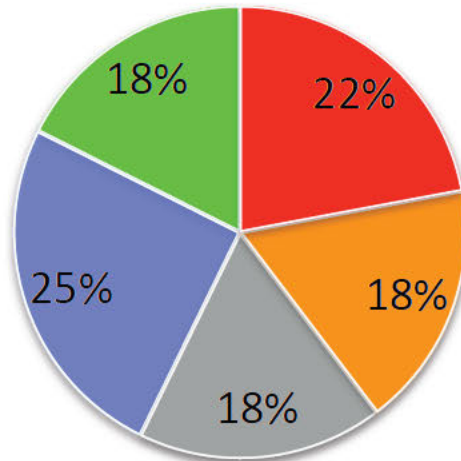
I am well-informed with school-wide communication that is timely and transparent.



I am well-informed with district-wide communication that is timely and transparent.

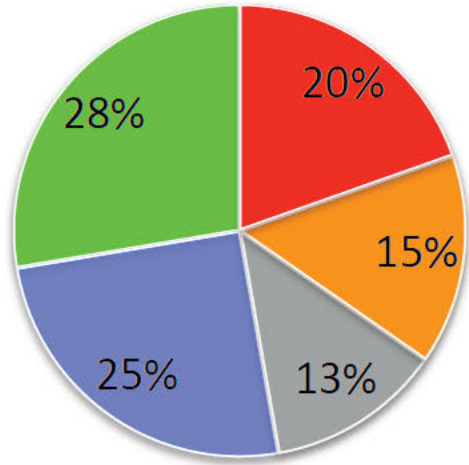


PCSD administration, staff, students, and parents seem to be on the same page regularly (sharing a common understanding.)

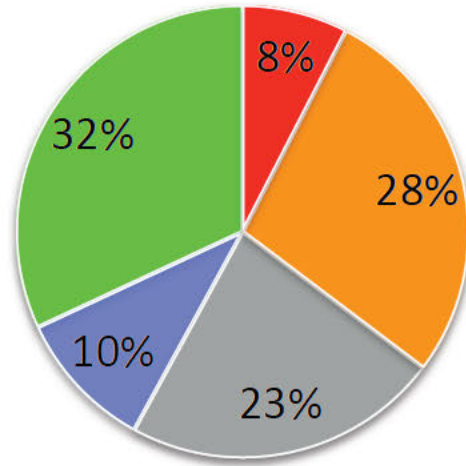


● Strongly Disagree ● Disagree ● Neither Agree Nor Disagree/Don't Know. ● Agree. ● Strongly Agree

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



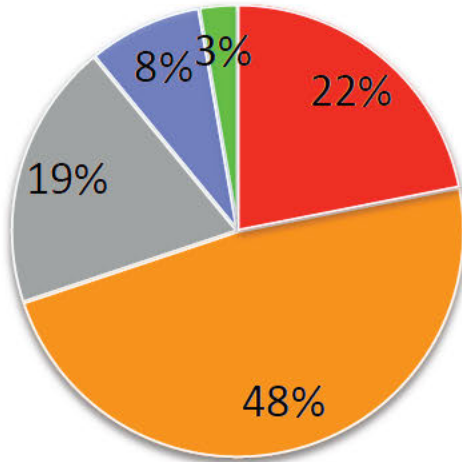
I am motivated in positive ways to remain employed with PCSD.



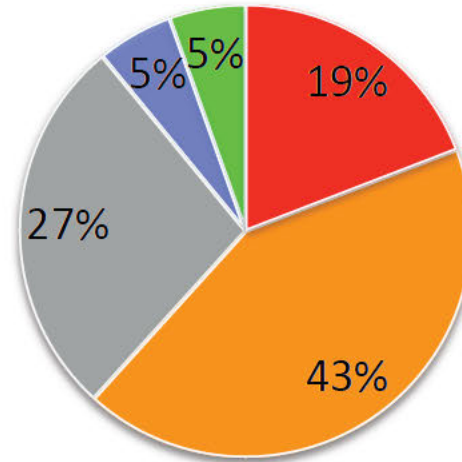
● Strongly Disagree ● Disagree ● Neither Agree Nor Disagree/Don't Know. ● Agree. ● Strongly Agree

QUESTIONS AND RESULTS - BOARD OF EDUCATION

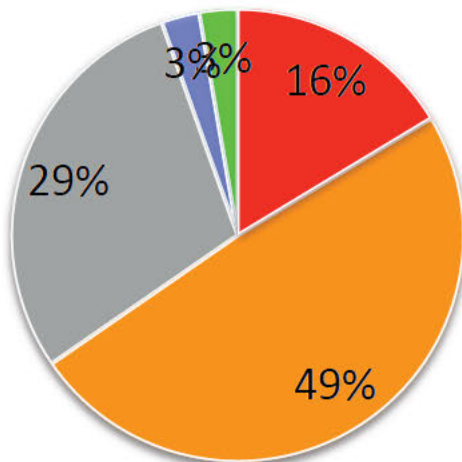
My Board members understand my needs as a PCSD employee.



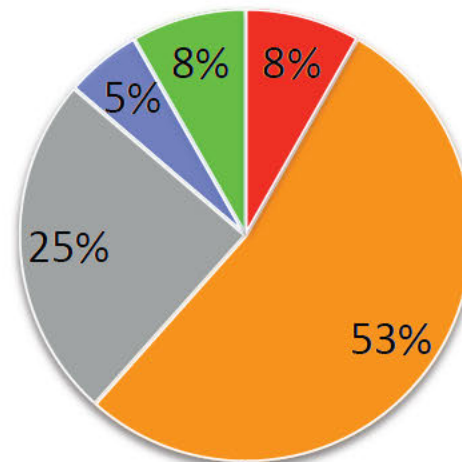
My Board members are easily accessible for questions/ concerns and follow through with answers.



My Board members foster professional relationships of mutual trust and respect.

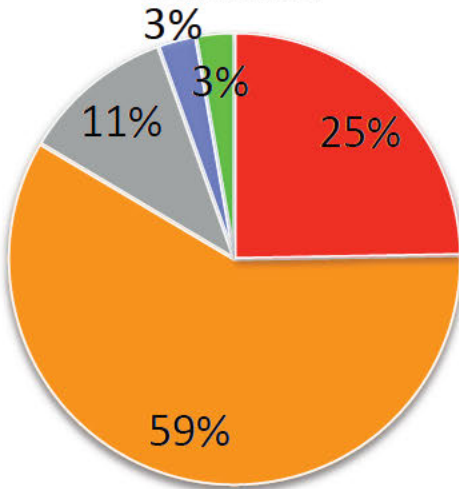


My Board members ensure that I have the training, support, and tools I need to do my best work.

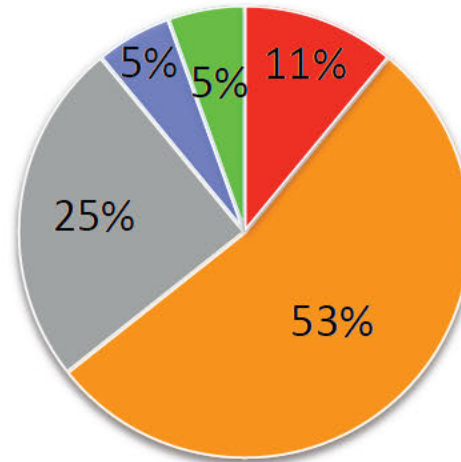


● Strongly Disagree ● Disagree ● Neither Agree Nor Disagree/Don't Know. ● Agree. ● Strongly Agree

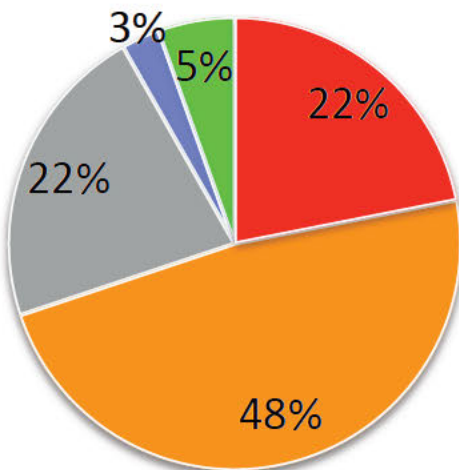
My Board members give feedback that is fair and constructive.



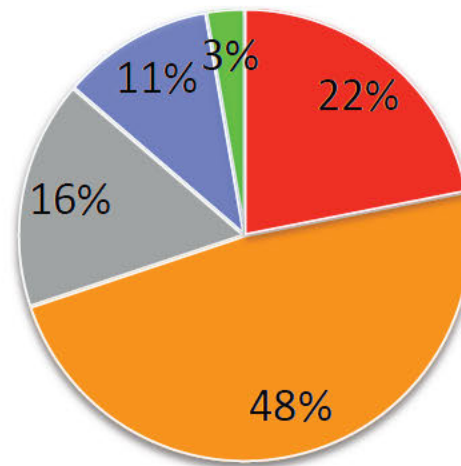
My Board members handle serious issues promptly, professionally, and equitably.



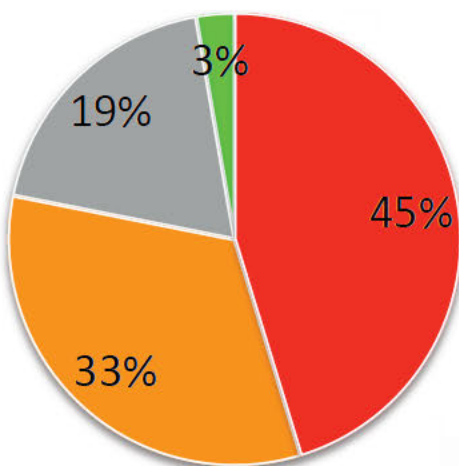
My Board members communicate openly and transparently, keeping me well informed.



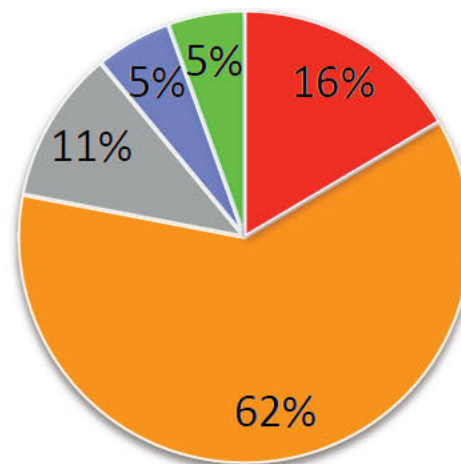
My Board members are well-informed about my school's functions and issues.



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

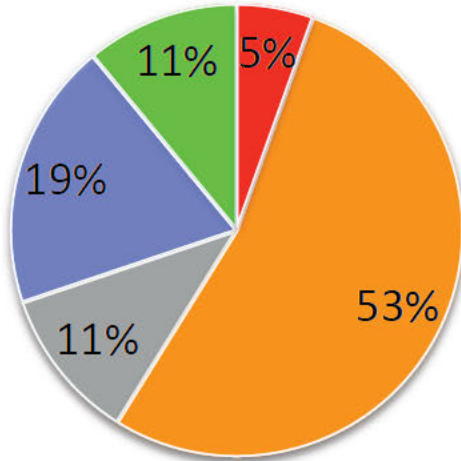


My Board members keep their promises and commitments.

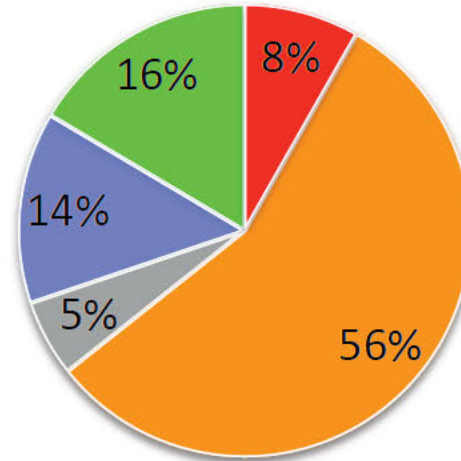


● Strongly Disagree
 ● Disagree
 ● Neither Agree Nor Disagree/Don't Know.
 ● Agree.
 ● Strongly Agree

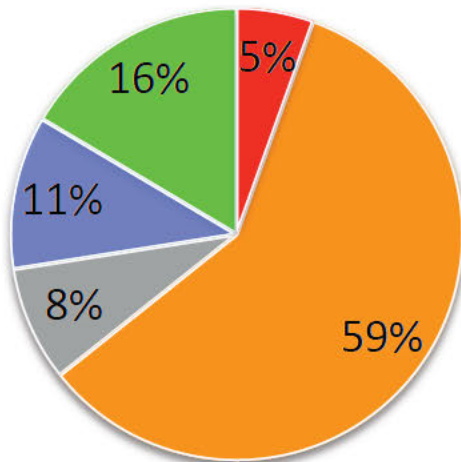
The district policies that impact my job are reasonable.



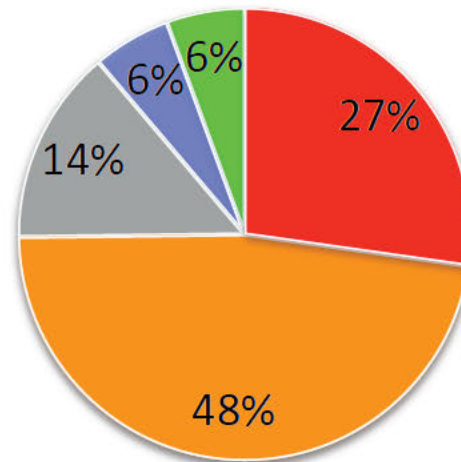
My Board members know and adhere to education laws, codes, guidelines, and rules.



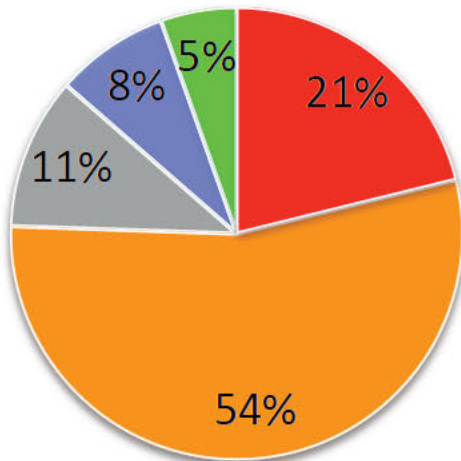
My Board members know and adhere to district policies.



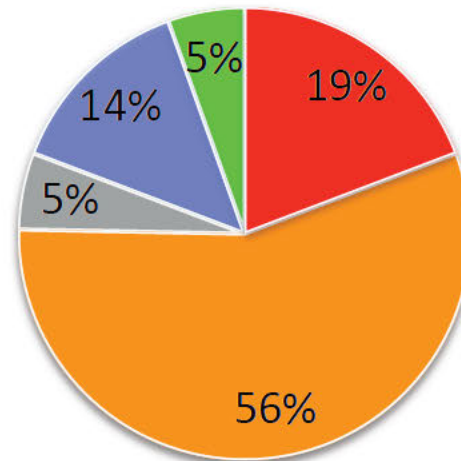
My Board members effectively supervise the Superintendent.



My Board members effectively oversee and manage the district.

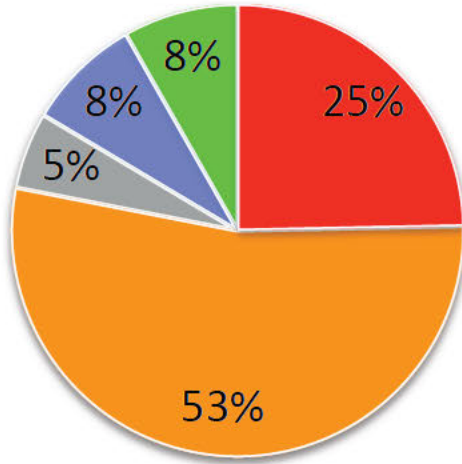


My Board members demonstrate strong leadership skills.



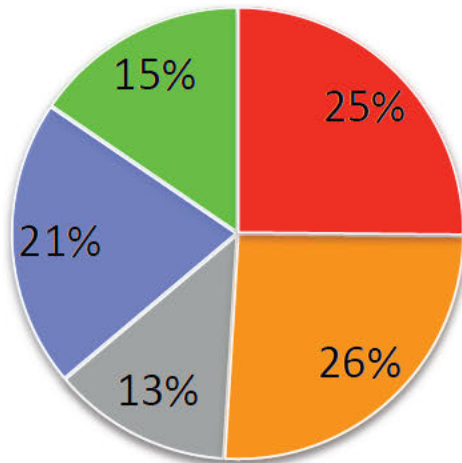
● Strongly Disagree
 ● Disagree
 ● Neither Agree Nor Disagree/Don't Know.
 ● Agree.
 ● Strongly Agree

I am satisfied with the performance of my Board members.

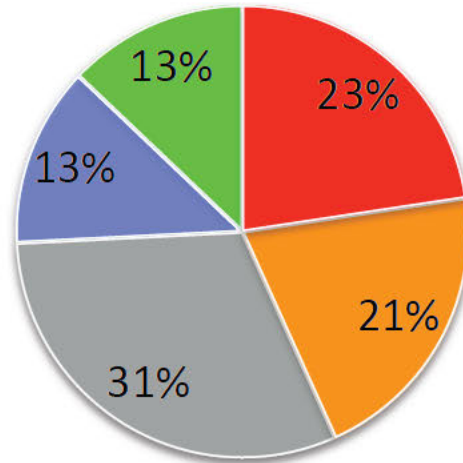


QUESTIONS AND RESULTS - SUPERINTENDENT

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

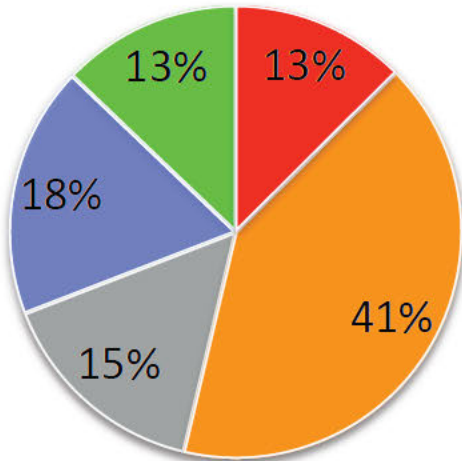


My Superintendent understands my needs as a PCSD employee.

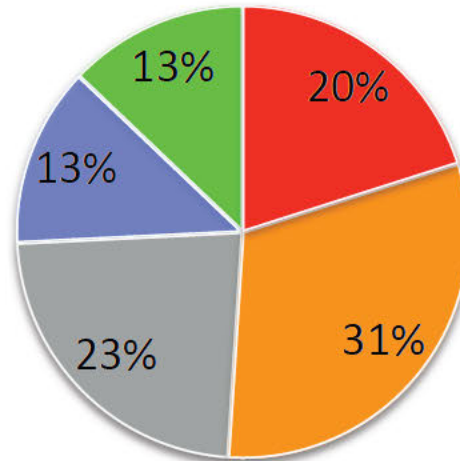


● Strongly Disagree ● Disagree ● Neither Agree Nor Disagree/Don't Know ● Agree ● Strongly Agree

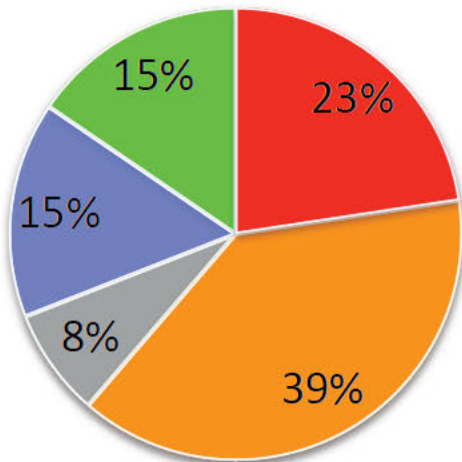
My Superintendent ensures that I have the training, support, and tools I need to do my best work.



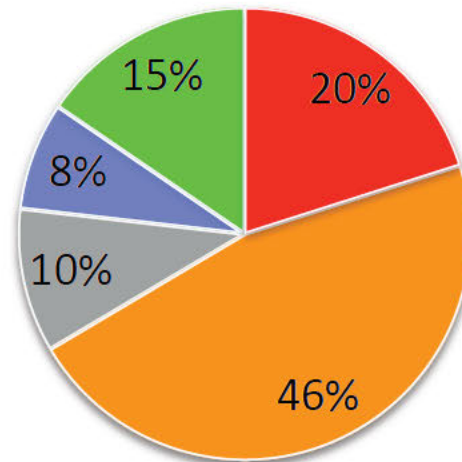
My Superintendent fosters professional relationships of mutual trust and respect.



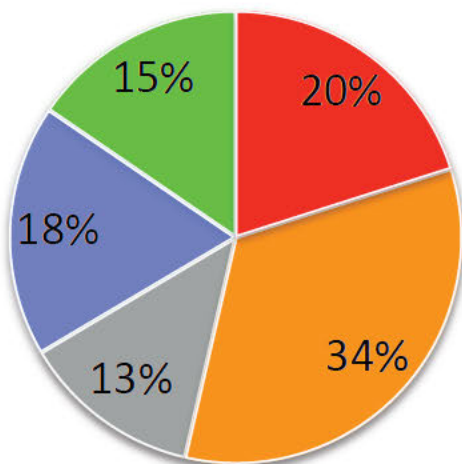
My Superintendent handles serious issues promptly, professionally, and equitably.



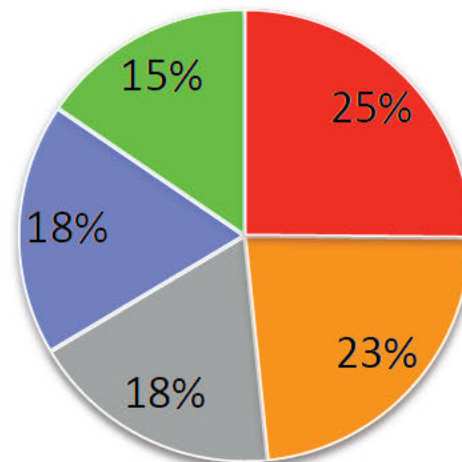
My Superintendent gives feedback that is fair and constructive.



My Superintendent is well-informed about my school's functions and issues.

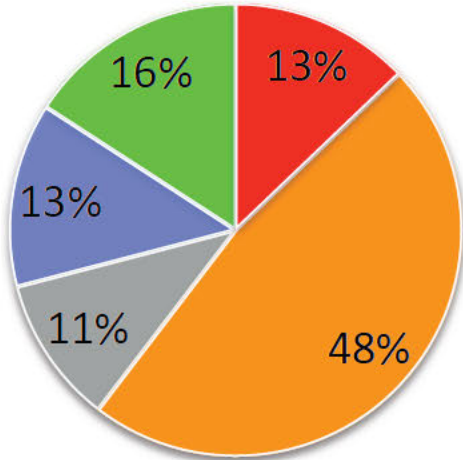


My Superintendent communicates openly and transparently, keeping me well informed.

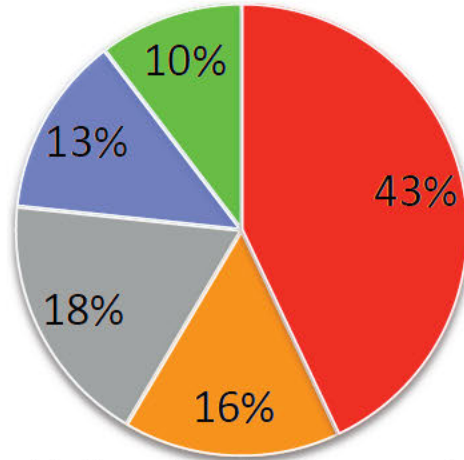


● Strongly Disagree ● Disagree ● Neither Agree Nor Disagree/Don't Know. ● Agree. ● Strongly Agree

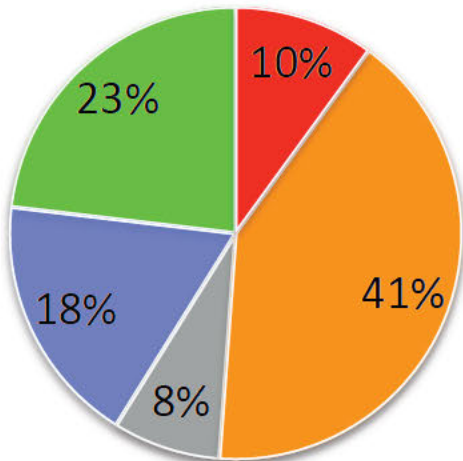
My Superintendent keeps her promises and commitments.



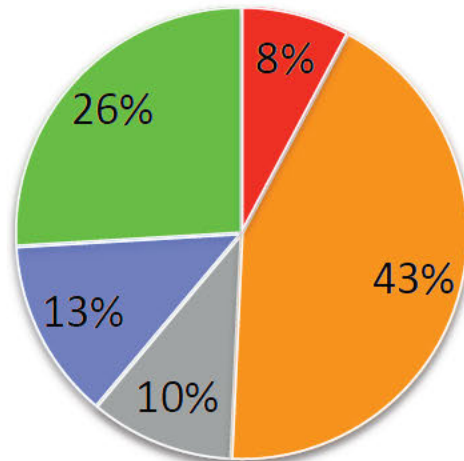
My Superintendent seeks my input before making decisions that impact me.



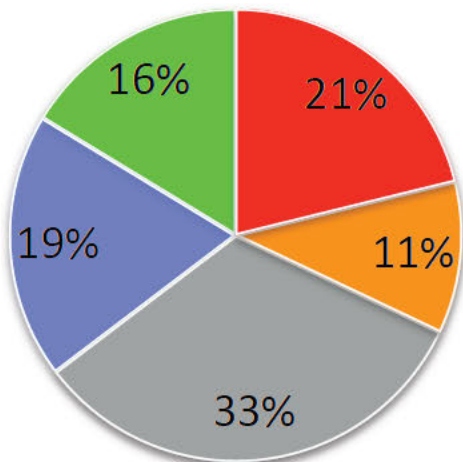
My Superintendent knows and adheres to district policies.



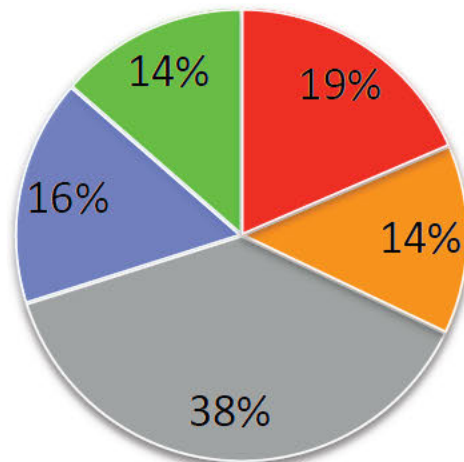
My Superintendent knows and adheres to education laws, codes, guidelines, and rules.



My Superintendent effectively oversees and manages the district.

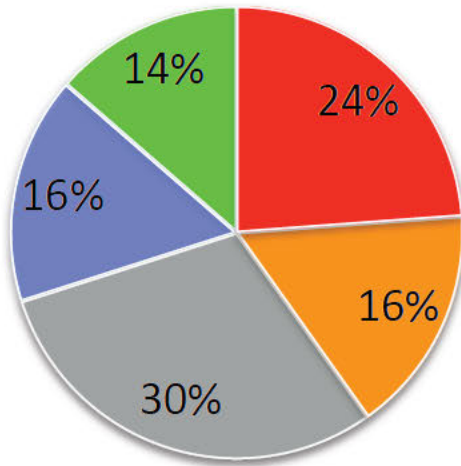


My Superintendent effectively supervises management staff.

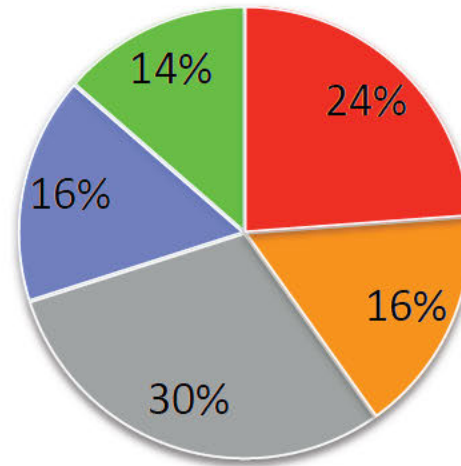


● Strongly Disagree
 ● Disagree
 ● Neither Agree Nor Disagree/Don't Know.
 ● Agree.
 ● Strongly Agree

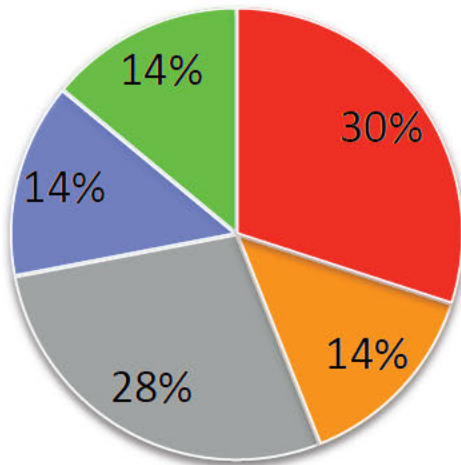
My Superintendent demonstrates strong leadership skills.



I am satisfied with my Superintendent's job performance.



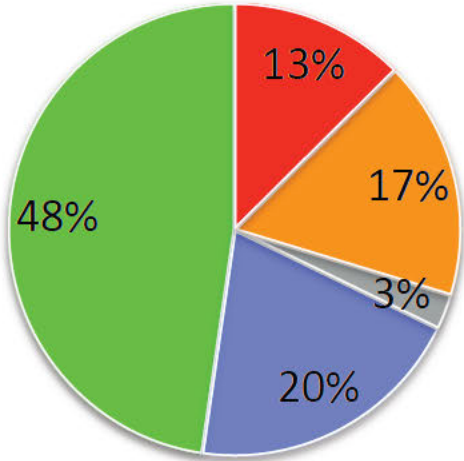
I am satisfied with my Superintendent's job performance.



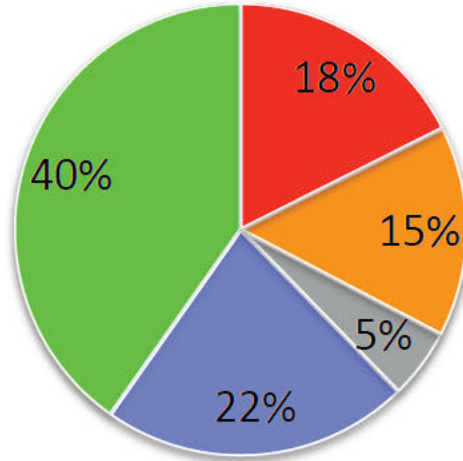
● Strongly Disagree ● Disagree ● Neither Agree Nor Disagree/Don't Know ● Agree ● Strongly Agree

QUESTIONS AND RESULTS - PRINCIPAL

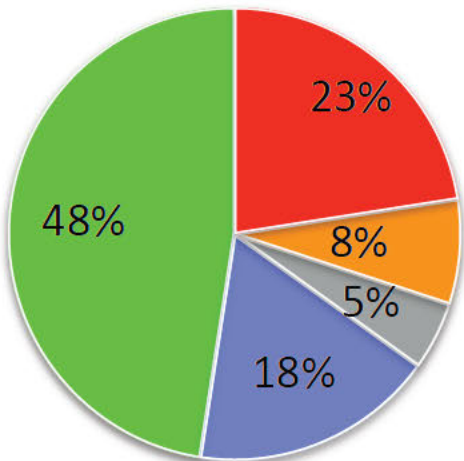
My Principal is easily accessible for questions/concerns and follows through with answers.



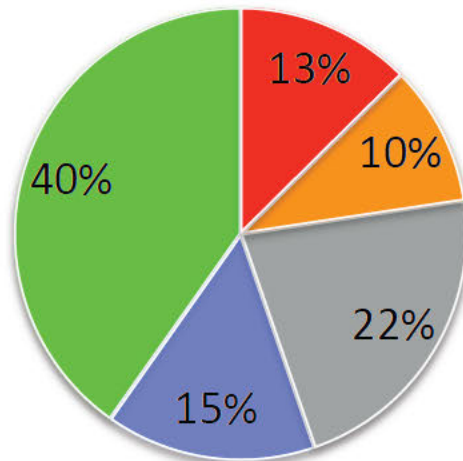
My Principal understands my needs as a PCSD employee.



My Principal fosters professional relationships of mutual trust and respect.

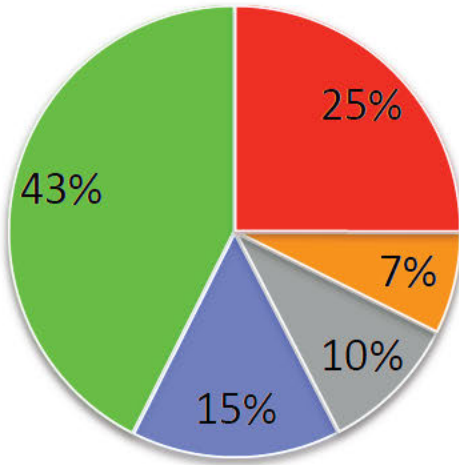


My Principal ensures that I have the training, support, and tools I need to do my best work.

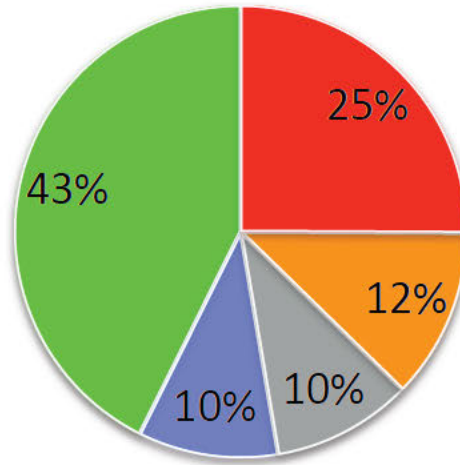


● Strongly Disagree ● Disagree ● Neither Agree Nor Disagree/Don't Know. ● Agree. ● Strongly Agree

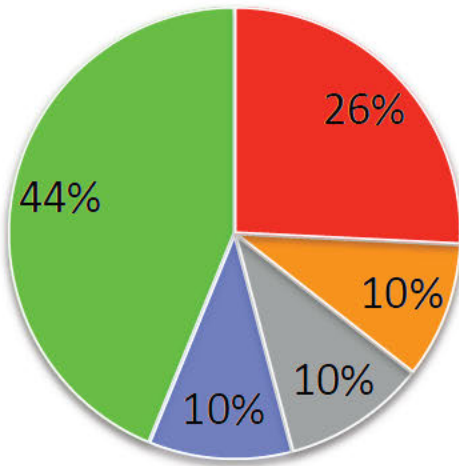
My Principal handles conflicts with professionalism.



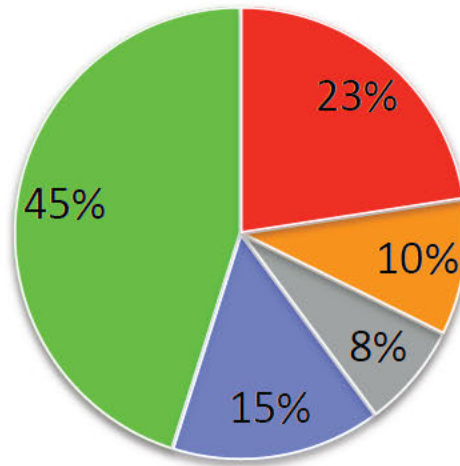
My Principal addresses serious issues promptly and equitably.



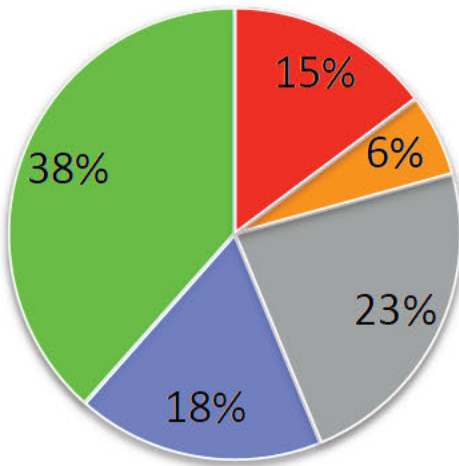
My Principal communicates openly and transparently.



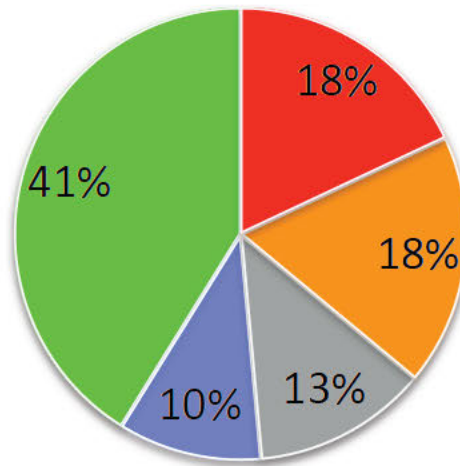
My Principal gives feedback that is fair, constructive, and consistent.



My Principal keeps promises and commitments.

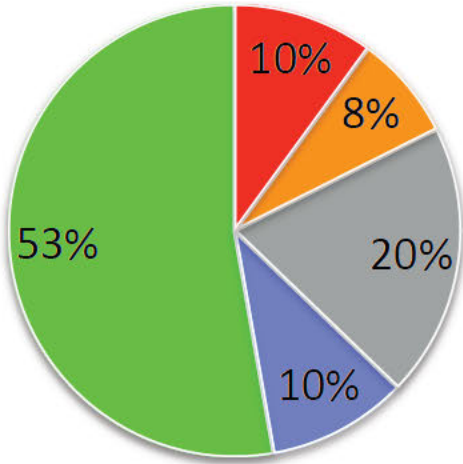


My Principal keeps me well-informed in areas that impact me in my job.

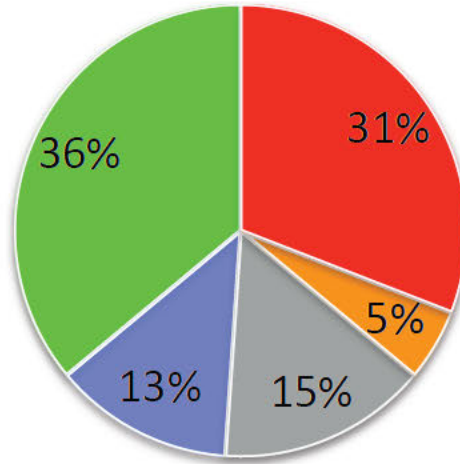


● Strongly Disagree ● Disagree ● Neither Agree Nor Disagree/Don't Know ● Agree ● Strongly Agree

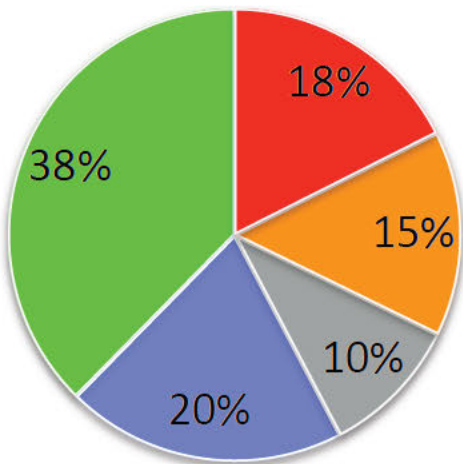
My Principal knows and adheres to education laws, codes, guidelines, and rules.



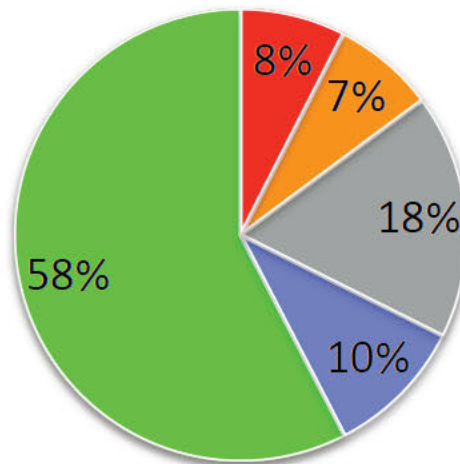
My Principal seeks my input before making decisions that impact me.



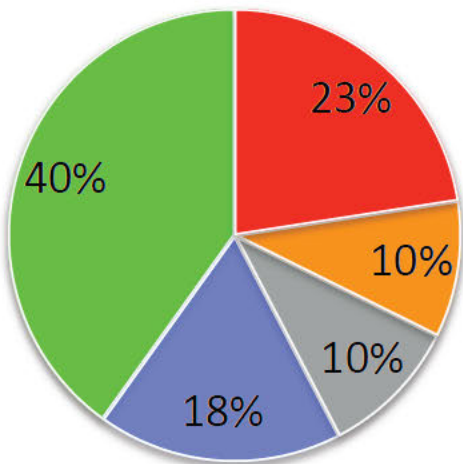
My Principal effectively supervises staff.



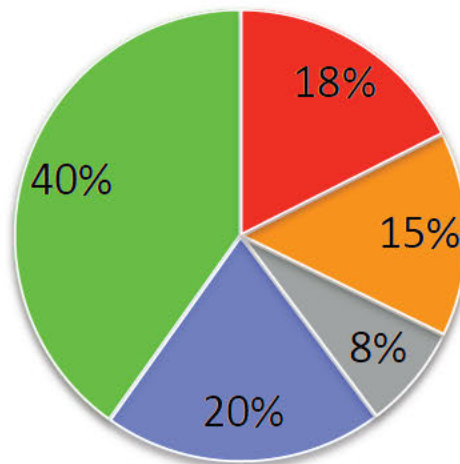
My Principal adheres to district policies.



My Principal demonstrates strong leadership skills.

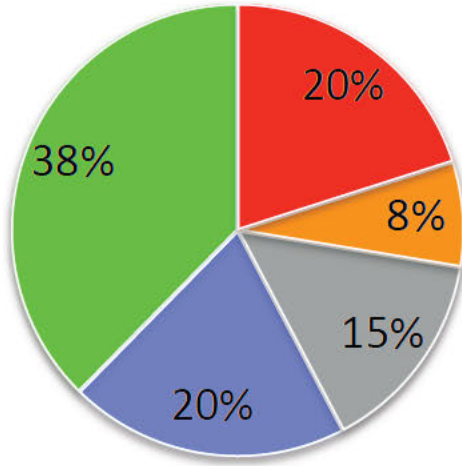


My Principal effectively oversees and manages my school.



● Strongly Disagree ● Disagree ● Neither Agree Nor Disagree/Don't Know ● Agree ● Strongly Agree

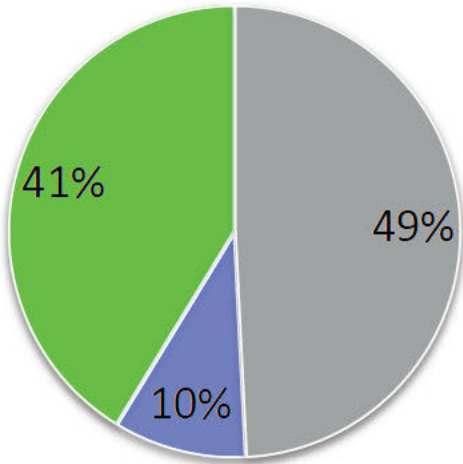
I am satisfied with my
Principal's performance.



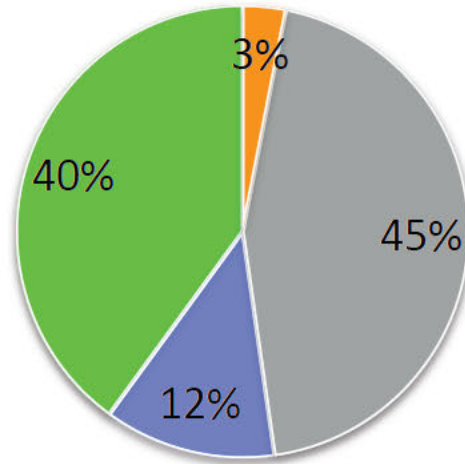
● Strongly Disagree ● Disagree ● Neither Agree Nor Disagree/Don't Know ● Agree ● Strongly Agree

QUESTIONS AND RESULTS - ASSISTANT PRINCIPAL

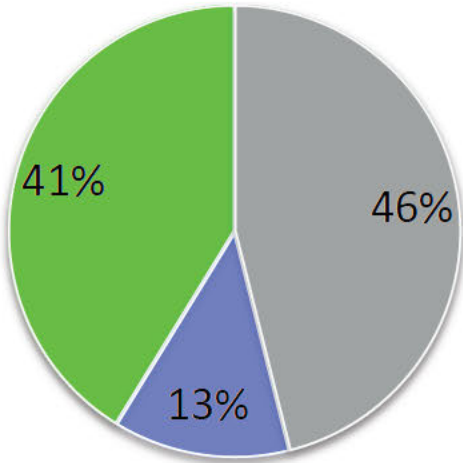
My Assistant Principal is easily accessible for questions/concerns and follows through with answers.



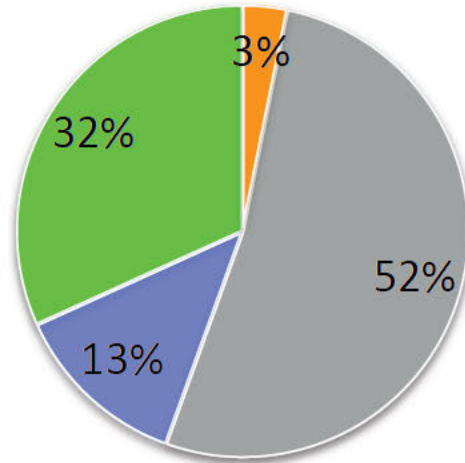
My Assistant Principal understands my needs as a PCSD employee.



My Assistant Principal fosters professional relationships of mutual trust and respect.

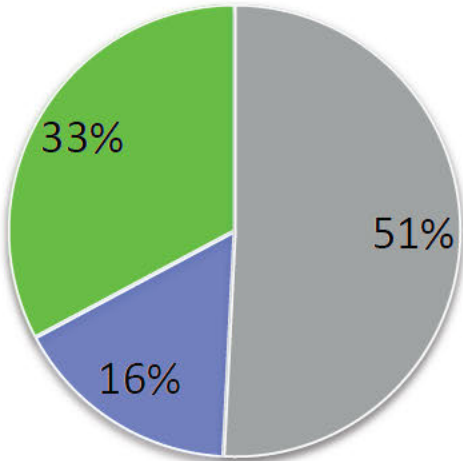


My Assistant Principal ensures that I have the training, support, and tools I need to do my best work.

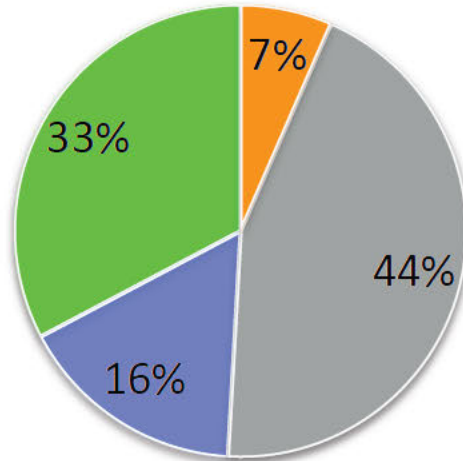


● Strongly Disagree ● Disagree ● Neither Agree Nor Disagree/Don't Know. ● Agree. ● Strongly Agree

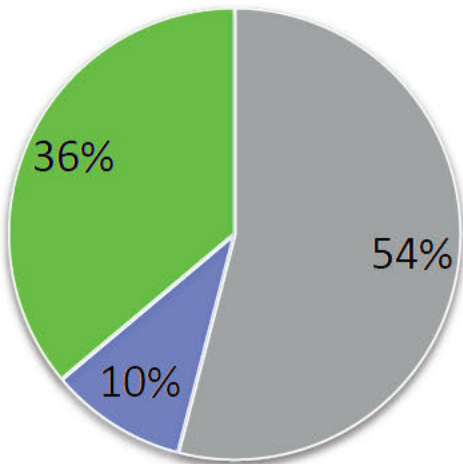
My Assistant Principal handles conflicts with professionalism.



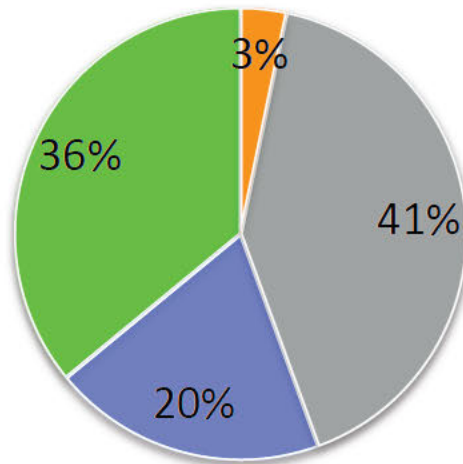
My Assistant Principal addresses serious issues promptly and equitably.



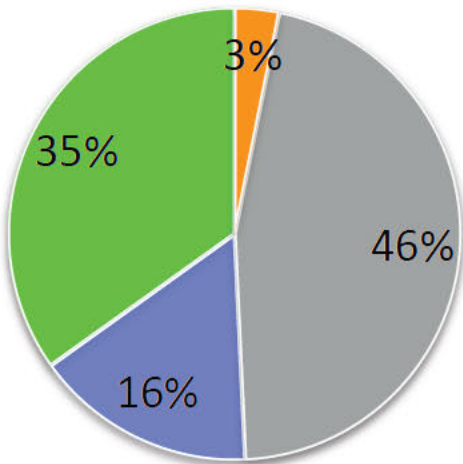
My Assistant Principal gives feedback that is fair, constructive, and consistent.



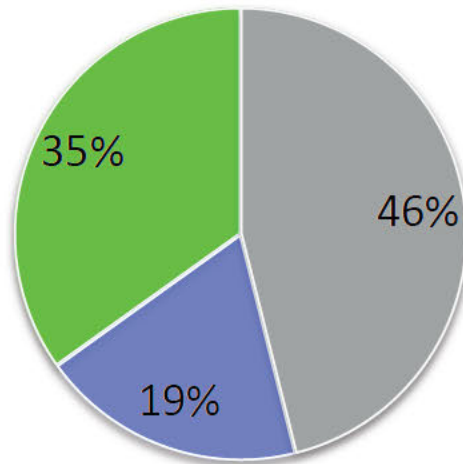
My Assistant Principal communicates openly and transparently.



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

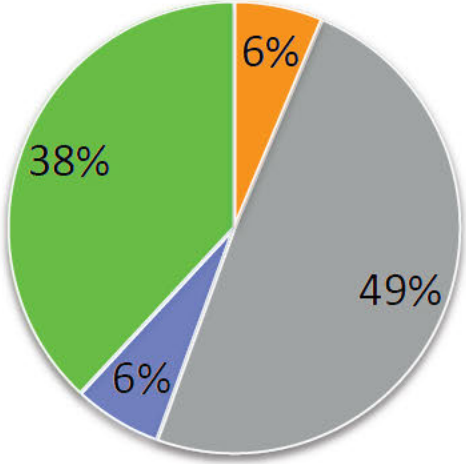


My Assistant Principal keeps promises and commitments.

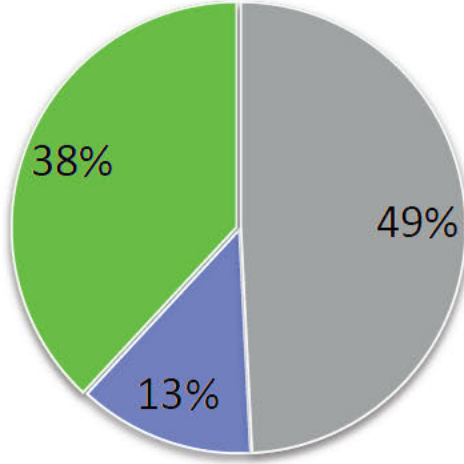


● Strongly Disagree ● Disagree ● Neither Agree Nor Disagree/Don't Know. ● Agree. ● Strongly Agree

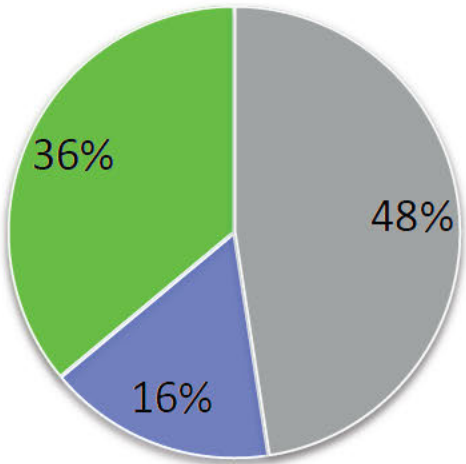
My Assistant Principal seeks my input before making decisions that impact me.



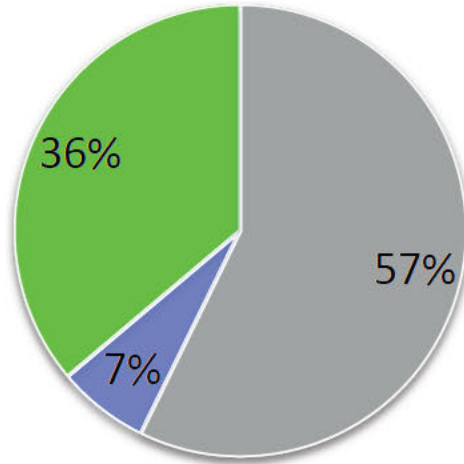
My Assistant Principal knows and adheres to education laws, codes, guidelines, and rules.



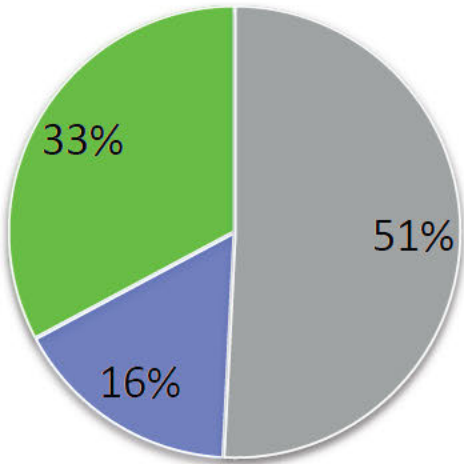
My Assistant Principal adheres to district policies.



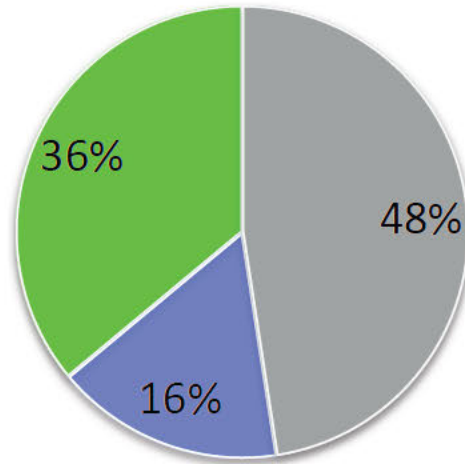
My Assistant Principal effectively supervises staff.



My Assistant Principal effectively oversees and manages my school.

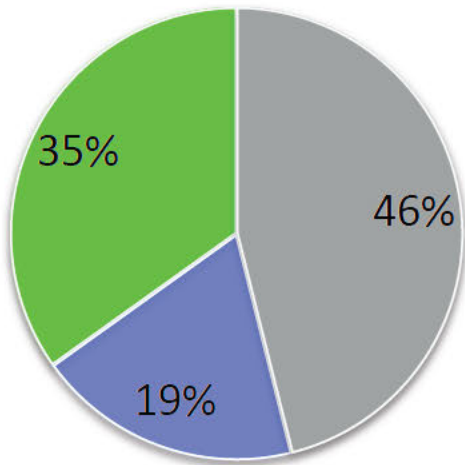


My Assistant Principal demonstrates strong leadership skills.



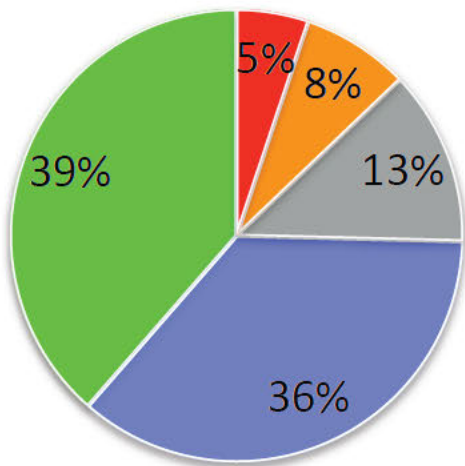
● Strongly Disagree ● Disagree ● Neither Agree Nor Disagree/Don't Know ● Agree ● Strongly Agree

I am satisfied with my Assistant Principal's performance.

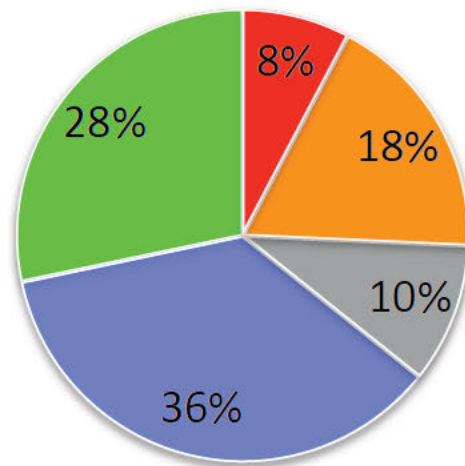


QUESTIONS AND RESULTS - STUDENTS

My students value me.

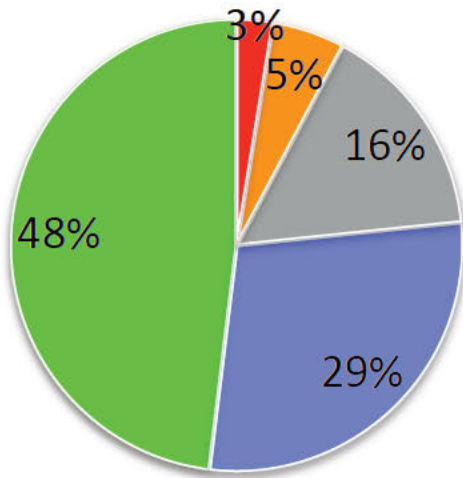


My students treat me with respect.

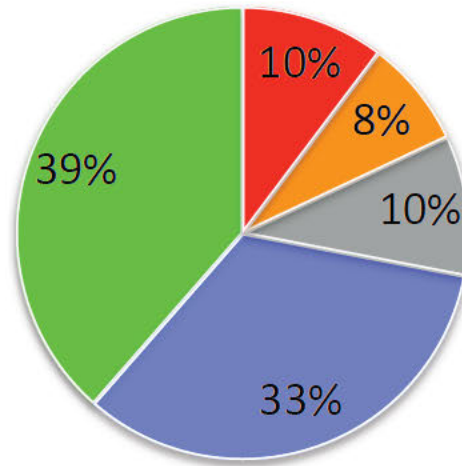


● Strongly Disagree ● Disagree ● Neither Agree Nor Disagree/Don't Know. ● Agree. ● Strongly Agree

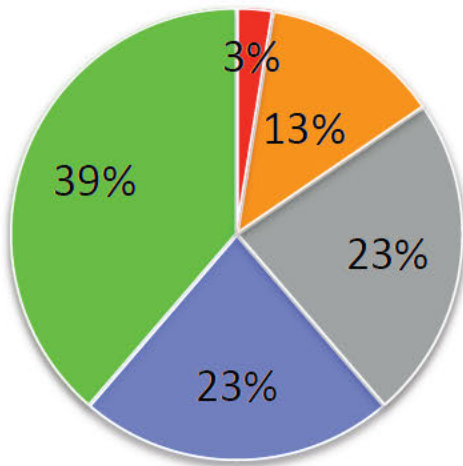
My students are well-informed about school-wide activities and events.



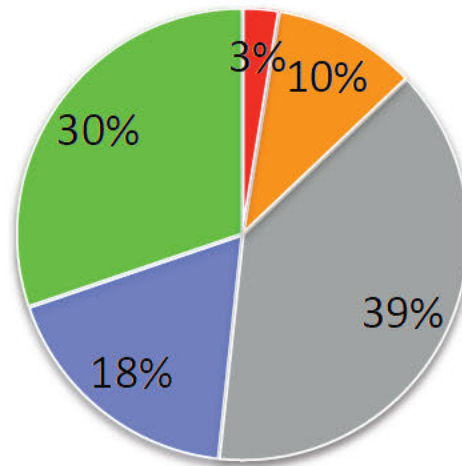
My students listen to me.



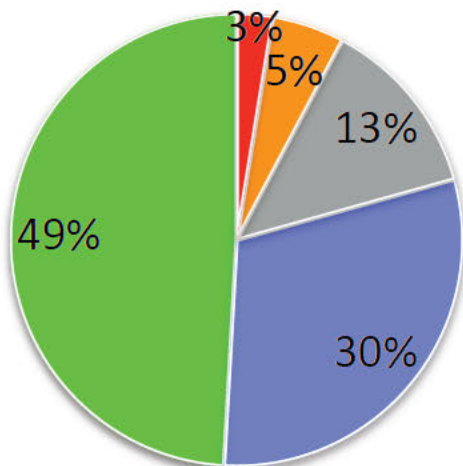
My class sizes are ideal for my students and me.



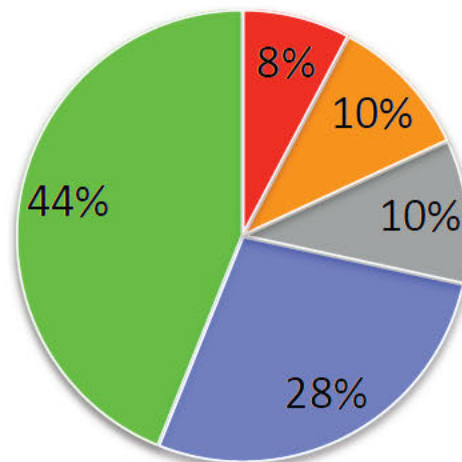
My students are well-informed about district-wide activities and events.



My students are given adequate resources for learning.



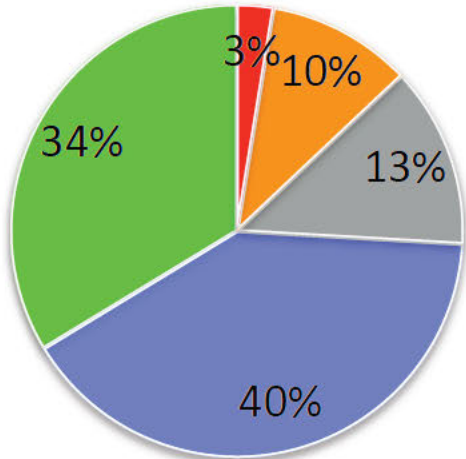
My students feel safe in our school environment.



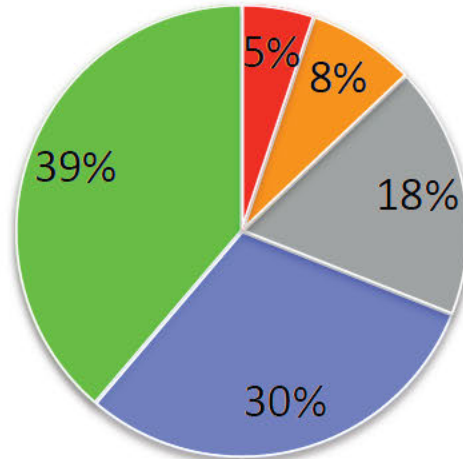
● Strongly Disagree
 ● Disagree
 ● Neither Agree Nor Disagree/Don't Know.
 ● Agree.
 ● Strongly Agree

QUESTIONS AND RESULTS - STUDENTS' PARENTS

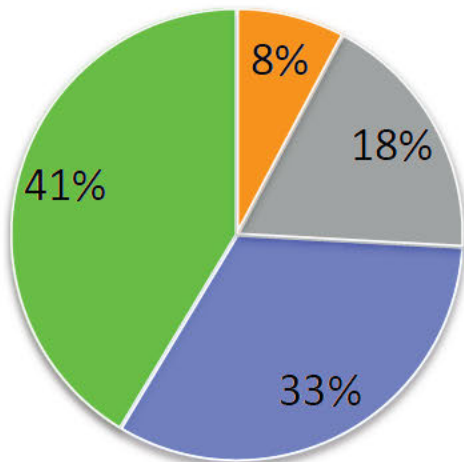
My students' parents treat me with respect.



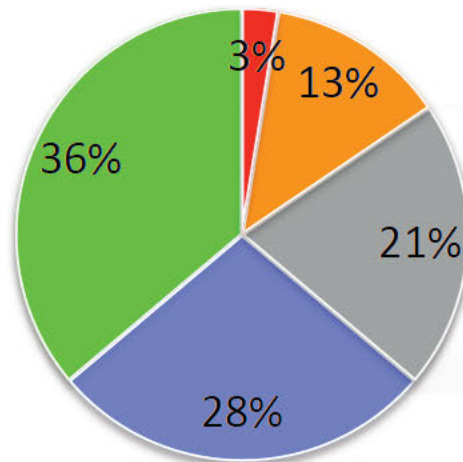
My students' parents value me.



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

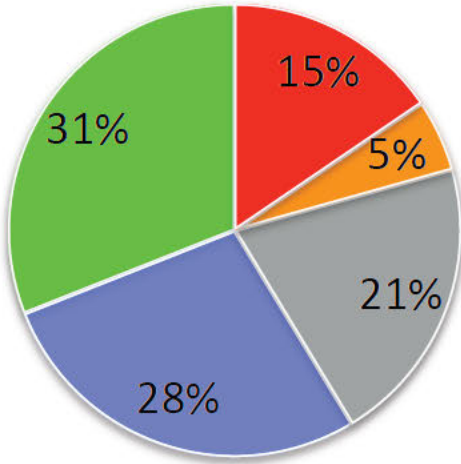


My students' parents listen to me.

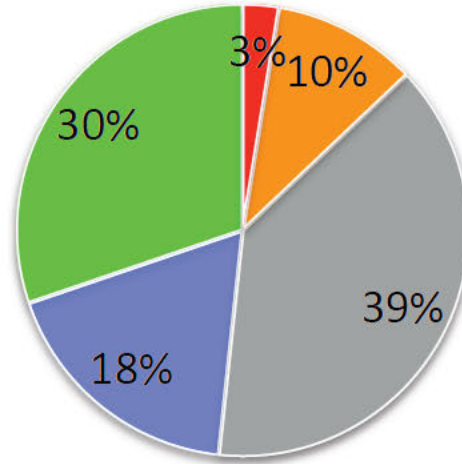


● Strongly Disagree
 ● Disagree
 ● Neither Agree Nor Disagree/Don't Know.
 ● Agree.
 ● Strongly Agree

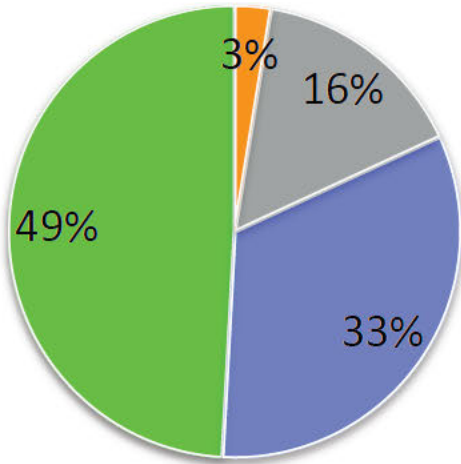
When issues arise with parents, PCSD administration staff handle the issues consistently, fairly, and professionally.



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



Overall, I have good relationships with my students' parents.



● Strongly Disagree ● Disagree ● Neither Agree Nor Disagree/Don't Know ● Agree ● Strongly Agree

Comments About The Job

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

- I love my work because it is meaningful. I am able to do my job effectively for many reasons, one being that I am under no delusion that I can take the place of a parent and raise all of the students in my building. I do the best I can with pure intent to teach my students content ,in a way, that is engaging. I continue learn to be exceptional in my content area . The part of the job that makes it tough or less than desirable are unrealistic expectations changes with students and their use of technology. We do not need an additional decade to see what impact it is having on students. It is the elephant in the room and needs to be addressed. It impacts job satisfaction from all aspects. I am wildly grateful for the opportunity to work for PCSD and understand the importance of doing the best I can.
- Working for [REDACTED] and his admin staff has been a positive and rewarding experience. I have also received meaningful support and guidance from [REDACTED] and the rest of the district office staff. Thank you for supporting us. What we do is hard, but there is no occupation that I would view as more important.
- Teacher wellness is not considered in our school. I am not heard or supported.
- So much lack of professionalism & follow-up plus mis-communication. No one "has our backs." I'm truly saddened by it because our jobs should be all about the children and families we service.
- I enjoy my students and the staff I work closely with. In my situation I have a director and not a principal.
- Communication from the District & administration is not only not transparent, but is often more of an attempt to cover up inappropriate actions,
- I really, really appreciate the recent pay raise, and that is the only thing keeping me from getting another job, although I look for and apply for other jobs weekly/monthly (they just don't pay well enough to leave).

The stress of this career has changed dramatically over the last 5-10 years, and teachers keep getting more and more things added to their plates, with nothing taken off. (more trainings, more meetings that aren't productive or that could be an email, more micromanaging at every level, less classroom time to teach, but more standards to teach (because general ed students are coming in without the necessary foundational skills) and higher expectations of test results/teaching/class management/behavior trackers/small groups etc.)

We are overwhelmed, stressed, and don't feel like we have good support from parents or admin concerning behavior and disrespectful students. It isn't the BIG behaviors that we are worried about (usually), it is the constant disrespect and lack of grit/perseverance from students that isn't addressed to the point where it makes a difference.

- I am very happy to be a teacher in Park City School District. It has been incredibly stressful with the expectations increasing.
- I feel that certain departments get more notice and recognition than others. The lunch staff seems to be treated as the bottom of the barrel. We are seen that we are less important.
- I don't think any school has enough money or resources. Not just the PCSD. All education needs more funding for better outcomes.
- I just wish that there was a bit more support with software programs such as canvas. It becomes challenging at times learning through trial and error.

Comments Related to the Board of Education

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

- No direct contact. Would love to see board members visiting schools and classrooms in person.
- I don't even know who is in my board member.
- Feel completely detached & nonexistent from our board.
- I have not had direct contact with the board.
- The Board & District often work outside of employment laws & ethical guidelines. There is a long history of empty promises, misinformation & outright lies. We shall see if the superintendent holds to her commitment that “there is a place for all current employees after realignment “. Many of those employees don’t even know where they will be placed or IF they will really have a comparable job. The District has prioritized new outside hires rather than transitioning current staff to open positions.
- This board does not demonstrate any oversight for this superintendent. This board is out of touch with the PCSD with regard to what actually goes on in the classroom. The board president is particularly awful and discriminatory.
- Some of these questions were confusing
- I'm not certain I have enough experience with the board to effectively answer these questions.
- I have no idea who the board members are.

Comments Related to the Superintendent

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

- I have reached out to the Superintendent a few times and always feel heard, valued, and supported. I would love to see her more in the building as I would love her to see our innovation in action, but I understand that she has so much on her plate... I can only imagine what her world is like operating on the top of this pyramid...
- Disappointed in the leadership of supt and board. Does not get feedback from staff before implementing some new, sweeping changes.
- Lack of integrity & ethics at the district level. Over staffing at the District office while schools are sorely understaffed. Individuals who failed as principals are not only retained but then moved to District positions at higher pay (██████████, ██████████). People in positions that are supposed to be communications spokespeople (██████████, ██████████) are not utilized, instead the superintendents secretary handles communications and has no formal training to do so. Communications are sent out to the public and the media with no name and no contact information. District staff naively demand media publish complete statements, which demonstrates a desire to manipulate the story instead of being straightforward.
- The district office is top heavy. All we keep doing is hiring more people to do small jobs.
- I have worked for this district since the early 90's, and this is the worst superintendent we've had. She is invisible and has overstaffed the District Office at huge expense to the tax payer. All these positions that she has created do nothing to enhance my job as a teacher. The previous superintendent "cleaned house" and eliminated the excess positions, which was notable and wise. This superintendent has not only restaffed so many eliminated positions but created so many more erroneous positions. Gildea even hired ██████████ to be her spokesperson because she can't seem to handle the public. ██████████ should simply be the superintendent. Given her salary, benefits and perks (house, car, etc...), one would think she would be more visible and effective. She has no oversight abilities.

- I don't have much interaction with the superintendent but I think that's how it should be? I'm not an admin or a PCEA rep so I'm glad I don't have the superintendent giving me direct feedback....
- District leadership is doing as well as they can managing things with a lot of people trying to make things more difficult for their own selfish needs.

Comments Related to Principals

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

- [REDACTED] is amazing!
 - very aggressive with approaches, doesn't listen to staff, reactive
- I don't feel safe to discuss anything for fear or retaliation and handled differently. (this has happened)
- I have been in education 25+ years and worked for many principals. [REDACTED] is by far the most inspiring and influential admin that I have worked for. He makes me want to be better and do more.
 - My position as a teacher is unique as I answer to an administrator vs. a "school principal". Meaning, the school principal at the school I work at does a very good job but is not my "boss" so this survey is answered/based only my experience with my director: No transparency, no followup, no professionalism.
 - The reason I am leaving after seven years.
 - My answers are based on my interaction with our Director and not a principal. If i were answering about the principal in one of the buildings i work in I would have very different answers. I actually haven't met some of the principals.
 - There is favoritism district wide and conflicts across faculty & staff are not encouraged to be handled directly among the parties, rather the method causes more conflict &

exhibits favoritism. School culture is a direct representation of the administration. Take a look at the schools cited in the OCR complaints and you'll see staff who are mistreated by the administration.

- I am a preschool employee so this evaluation is for the preschool supervisor.
- I appreciate my principal and their support of me and other teachers in general. Communication and timeliness of communication could be better.
- Our principal needs to work on building wide communication and clarity. The principal is not a terrific big picture thinker, and "they" should stand up to the superintendent more.
- My principal is currently the best administrator I have had the pleasure of working for/with.

Comments Related to Assistant Principals

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

- [REDACTED] is exceptional in her role as Assistant Principal. Our district needs more leaders that are able to lead like [REDACTED]. She is dedicated to the students of this community, firstly. Her effective management of the many unplanned interruptions in a day is remarkable and all the while staying committed to finishing the foundational aspects of running our building. Her grace under pressure is not only what makes her stand out in this role but it is her constant and relenting effort to build, culture, community, and connection around our faculty. She intrinsically understands and values people first. People work hard and are committed to leaders who value them, entirely. That is [REDACTED], a leader who is committed to all of the people in her building and community and models the work ethic everyone should aspire to.
- Do not have an assistant principal. The closest thing we have is the dean of students that feels like an assistant principal stretched across two schools.

- Does not apply to me.
- Isaiah and Ben are great... They are always in the halls, in the classroom, and meeting with students. They work so hard!
- They are over worked
- They don't have the autonomy that the principal has.
- We do not have an assistant principal at our school.
- Elementary schools do not have an assistant principal.
- No AP at my site

Comments Related to Students

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

- Students can be disrespectful and teachers are constantly redirecting them. It would be super helpful if parents would address this at home and also model respect towards teachers.
- When I am feeling stress at work and I take a look at my calendar... I almost always realize that I am not spending enough time with my students. My students fill me with meaning and purpose.
- I love my job, students and families that I work for & with.
- Drugs, bullying, violent & sexist threats & discrimination are rampant. There is a lack of respect among students because they are not treated respectfully or listened too and more importantly there are no real meaningful consequences for misbehavior or tardiness, cheating or absenteeism or school refusal.

- Students do not respect teachers, except for a VERY few. They consistently talk back. When you ask them to stop doing something, they don't care and will just keep doing it, if you give them a reasonable consequence for their poor choice, parents complain or get angry and believe the student's story instead of the teacher's perspective (teaching/parenting one student/child is a lot different than having to teach/parent 15-25 students and teach at the same time, even if they don't want to learn it). The students struggle with being respectful to each other and are lacking basic social skills.
- Today's students have changed. Respect and appreciation seem to be a "thing of the past" for so many. I believe this is a reflection of many parents demonstrating a lack of respect, appreciation, and ability to model appropriate behavior. Parents clearly demonstrate a lack of commitment to having their child attend school regularly, so why should the students care? Attendance is incredibly inconsistent, yet most parents expect their child to be "A" students. The students that are worried about their grades are worried due to unrealistic parental pressure.

Comments Related to Students' Parents

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

- I pride myself regarding this aspect of my work. I make it a practice to always remember I work for the parents and students I serve. I am not the expert on their child and always communicate with transparency and humility. I communicate often and am accessible to parents.
- I feel like I am in a partnership with my parents. Sometimes we need to have hard conversations, but I enjoy working with them and advocating for their families.
- We were told to stop using dojo as a communication tool and were told a new tool would be implemented. That has not happened. Parents miss that communication.
- I enjoy All students and parents.

- Parents could be well informed about the weekly going ons through our weekly teacher emails/newsletters that are sent home every week, but SO many of them do not read the emails or information you send home. Some parents are really good at reading them and responding if/when necessary, but most don't, and have admitted they just don't have time to read them.
- Respect and appreciation seem to be a "thing of the past" for so many. I believe this is a reflection of many parents demonstrating a lack of respect, appreciation, and ability to model appropriate behavior. Parents clearly demonstrate a lack of commitment to having their child attend school regularly, so why should the students care? Attendance is incredibly inconsistent, yet most parents expect their child to be "A" students. The students that are worried about their grades are worried due to unrealistic parental pressure. While I do work with and communicate positively with a good number of parents, overall, parent expectations are unrealistic. We've become a concierge school district. Every parent wants what they want, and demonstrate a complete lack of understanding as to what the choices they make do to negatively impact their own children. It's sad.
- I do not interact with parents unless their child as an allergic to certain food(s)
- I think parents are ultimately the hardest part of the job. They can be great and they can also be absolutely ridiculous and ignorant.

Question: What could be improved to make your job or workplace more satisfying?

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

- Music in the hallways - something calming and peaceful.
- more pay for physically aggressive students
- Opportunities for professional development and peer communities for para-educators.

- I feel that we as a system cater to those who resist change. This is why we have seen so little change to our education practices in my 25+ years in education. We can do sooo much more. We have the knowledge. We have example schools. We have the skills. We have the talent... We need to do it. What are we waiting for?
- REally check in on teachers when you have a tough group.
- For the district to not jump so quickly at something new and shiny but to ask staff (their most valuable asset) for input before just jumping in with large changes. People (esp. parents and students) do matter! We can be a "leader" for other districts without sacrificing key values.
- Offer better benefits to support staff.
- I would love to have better and more clear and honest communication with our director.
- This survey seems highly suspect.
- Adhere to employment laws, encourage staff to resolve there differences directly rather than reward tattle taling. Honesty & transparency.
- Less stress, more teaching time in the classroom, better behavior from students
- Where do I start? If you're reading my comments in each section, then you have a small idea. Get a superintendent that can straighten things out and not simply be a figure head. This superintendent has been known to complain personally about how hard her job is to anyone who listens, including my colleagues. I don't understand how her job is hard when she has surrounded herself with a bloated district office of personnel.
- My job would be more satisfying if I had less meetings and data graphs to fill out. I need more time to create and personalize lessons.
- Obviously more money is always great but I'm actually pretty happy with our recent pay raise

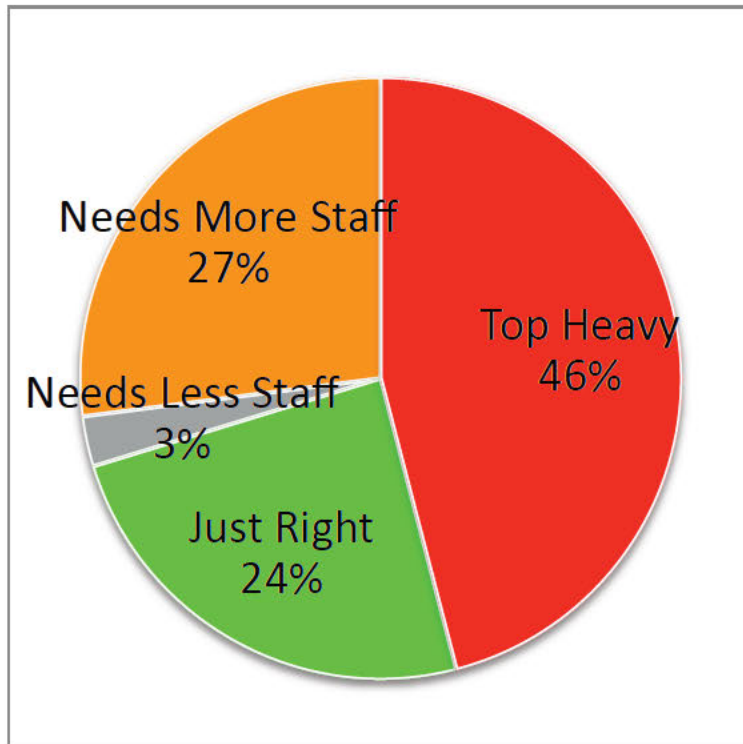
- Seems like our numbers are dwindling as a district, yet our district office keeps getting bigger. Also, we need to have guaranteed 4 classes per grade level - no matter the size. Makes it more fair to split classes. Two for dli and two traditional.
- The biggest thing would be to recognized by our students and peers (not just for one day out of the year, National Cafeteria Workers Day). We are seen as not important to our school because we do not "teach" anything (which is very untrue). There are guidelines and rules that we have to follow as well (We can not just "give out a free lunch/snack"). I think it is unfair that, if we are recognized, we only get some kind of kitchen tool (such as a spatula, hot pads, ect) and maybe a \$5.00 gift card to amazon or Starbucks. While others get thank you cards, flowers, tumblers, chocolates, gifts from parents and appreciation all day. I also feel as if our peers do not really know us. Our likes and dislikes.
- It would be helpful if the admin team had more defined and more frequent availability to faculty members. Sometimes, I struggle to find one to discuss an issue with.

Sometime, I feel like ideas I bring up that would help students more easily succeed in difficult AP subjects are just shot down without due consideration, when there would be an additional cost involved. These ideas have always been programs that other public school districts in Utah conduct and pay for.

- There needs to be leadership in the building and not people pretending to be the principal and fulfilling principal duties, giving them a sense of entitlement.
- I'm living the dream
- Respect from peers.
- transparency, finding out news from leadership not from the newspaper/online forums. Continuity in behavioral issues/discipline issues. Support from admin for teachers especially when dealing with parents and students. LESS additional tasks/agenda items and Friday meetings and MORE WORK time and student work time.

Question: PCSD's organizational structure could best be described as:

Possible choices were **Needs More Staff**, **Needs Less Staff**, **Top Heavy**, and **Just Right**.



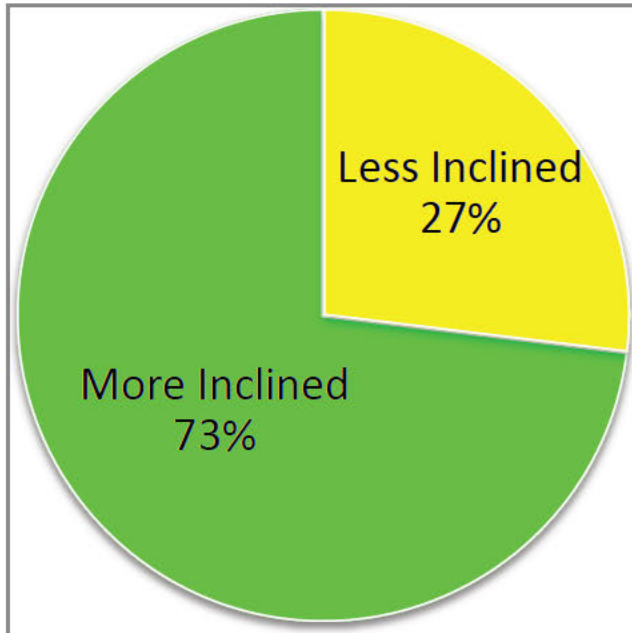
Comments Related to Organizational Structure

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

- I feel like our group would benefit from some more specialized staff in speech, music, and PE etc in the future.
- More support during recess times so teachers can focus on instruction.
- We could all benefit from more instructional assistants.

- I feel like we're always short of help. We need to figure out why we don't have enough substitutes and remedy the situation. There are emails every week asking us to cover classes and duties often during our prep time.
- I love how example schools house directors and decision makers in the building with students. This allows them to stay in touch with the pattern and practices that are happening and perhaps even participate in PLCs with educators. I do not have any problem with the numbers...
- More input from staff on large changes. Even if large changes are going to be implemented, it is good to get feedback from "boots on the ground" beforehand and maybe implement changes over the course of a year or two. There is so much wonderful, educated experience in staff yet that is overlooked. This can cause widespread distrust due to lack of communication/transparency about upcoming changes.
- There are WAY too many district jobs for such a small district, and most are getting paid WAY too much for what they are doing/not doing. I feel as though the top district admins do not have accountability, and when something isn't done right, it is simply excuse after excuse, lie after lie to cover their backs, but they don't seem to do a whole lot, or pass the buck or the blame to others. Where is THEIR accountability?
- I've already commented quite a bit on this! PCSD is not only top heavy, it's top heavy with people that don't directly impact the children in our district. It's so frustrating, and the community should be alarmed.
- I mean, I'm not truly and fully informed here... But, I don't understand what some roles in the district office really do. I have little to no visibility to the output of the individuals in those job positions, and the district level staff seems almost as large as districts that are 3-4 times the size of this one.
- EXTREMELY top heavy. Most, if not all, admin is completely disconnected from our day-to-day work. Most policies are inconsistent with school needs and reality. Most teachers feel talked at, not talked with.

Question: If PCSD administration were to conduct this comprehensive survey on an annual basis, would you be more or less inclined to participate? Why?



Comments Related to Surveying Employees

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

- We do surveys and nothing changes.
- it is not anonymous
- Lack of trust. Look at the fact that they tried to shut this one down!
- Feedback (when received) is valuable.
- if growth is to happen positive feedback is necessary to understand if growth is happening. It's important to have positive or constructive feedback.

- I think that the loudest voices are getting the attention and driving decision making. This would allow for all voices to be heard.
- I would but there also needs to be annual review of principals, directors, etc. I have not seen one yet for my director and that is disappointing. There doesn't seem to be a way to communicate with anyone about my feelings of this person's performance so it is a feeling of apathy and powerlessness. I just focus my energies in my amazing classroom.
- I think as long as it is anonymous people would participate more. A lot of teachers in the district won't speak up, because they are concerned about retribution/getting in trouble, not being a team player, or being labeled as a "problem". There are a lot of unhappy, stressed, teachers in the district that are too scared to speak up because they feel it doesn't make a difference anyway (meaning they are not heard, or brushed off)
- give feedback to help improve the school district.

Additional Note

The questions pertaining to the school grade in which an employee worked and the number of years worked had too few participant responses to include in our results. This could be associated with a fear that anonymity would be jeopardized in answering.



CONCLUSION

Following our introduction, PCSD employee job satisfaction, morale, insights, and ideas are key to PCSD's success for all stakeholders desiring excellence in education in Park City. It is incumbent upon the Park City School District's administrative team to attend to these survey results and to take action to improve the school and job environment for our employees. Our employees help create the learning environment for our community's children. The health and well-being of our public Park City school system remain problematic. Many of the same issues mentioned in these survey results were discussed in the PCSD Employee Job and Workplace Satisfaction Survey in 2022. Problems identified two years ago have been allowed to persist to the extent that we now have an Office of Civil Rights investigation underway for inconsistent handling of reports of student-to-student bullying and discrimination.

Workplace satisfaction surveys generate valuable insight that any administration should welcome, embrace, and use as a basis for improvement action items and projects.

Comprehensive satisfaction surveys that allow employees to anonymously provide feedback to all administrative roles 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.

*'Employee engagement surveys can be good predictors of behavior HBR have found that employees who choose not to participate in engagement surveys still provide meaningful, albeit indirect, engagement data. In HBR's experience, people who don't respond are 2.6 times more likely than those who do, to leave the organization within six months– why would someone bother to respond, anyway, when they're not invested in the company any longer (or to begin with)? That is not to say that all staff who don't respond will leave the organization or that they are necessarily disengaged; however, lack of participation might offer some valuable insights.'*¹

Quickly after this survey was distributed to employees, PCSD leadership personnel communicated to employees verbally and in writing that the survey source was not to be trusted and in some cases, employees were told to delete the survey email altogether. These messages from leadership impacted participants and their decisions to participate or not to participate. Nevertheless, participant anonymity was protected through this survey and our group of stakeholders (education advocates) remains dedicated to hearing employees. We strive to improve our education system and school environments.

Our introduction identified favorable and unfavorable takeaways and improvement opportunities for PCSD. The raw data and comments participants wrote throughout the survey speak for themselves. Participants' comments are as critical as the rated responses to understand and assimilate. The candid nature of comments often speaks to acute or chronic needs and distinct praises. They provide details about the ratings.

Quantitative results are key to determining areas to focus on, whether for improvement or praise. In this survey, Assistant Principals received high ratings in all areas. It would be beneficial to tap into their leadership behavior, views, and insights for the purpose of spreading or duplicating the activities and job responsibilities done well into roles where leadership is lacking.

¹ <https://blog.ezzely.com/employee-surveys-still-one-of-the-best-ways-to-measure-employee-engagement/>

*'The research is clear: when school districts use staff surveys to seek input and respond to feedback in a meaningful way, employees are more likely to stay in their roles.'*²

We thank all PCSD employee participants and hope all stakeholders in our public education system are interested in the success of our children's education. We ask for community participation to effect the changes our education system needs. This request is not about volunteerism, generally, but about caring for the health and well-being of our school environments and how they are managed, electing responsible leaders to Board positions, holding all positions of leadership accountable for all aspects of the system in which we place our children each and every day.

The aim for any public school district should be to be one with the community, to operate cooperatively and symbiotically and in close communication with stakeholders and the public served. If the workplace environment for our public school employees is not ideal; if trust in leadership is minimal at best, then we are not educating our students in an ideal environment. Happy, respected teachers foster happier students and a healthier educational environment.

² <https://www.tasb.org/news-insights/the-importance-of-staff-surveys#:~:text=The%20research%20is%20clear%3A%20when,to%20stay%20in%20their%20roles.>