

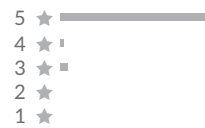
# FALL 2023 STAFF THOUGHTEXCHANGE DATA

## San Ramon Valley Unified School District



**Q1** What concrete actions or strategies would you suggest we use in order to improve in these two areas (respond to the needs of staff/make decisions that support staff)?

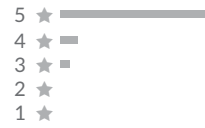
**Support us with more flexibility for our days off, making more or all discretionary usage.**  
Having summer break doesn't mean we don't have any need for personal days in the year. 2 discretionary days isn't enough & PN has excessive parameters

4.7  (38 )  
Ranked #1 of 457




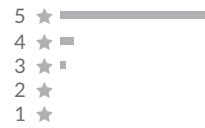
**Listen to what all levels of teachers need, not just a few** Things that HS, MS, and Elementary teachers need are different. Work day placements, PD, etc. may affect people at different levels in different ways.

4.6  (45 )  
Ranked #2 of 457



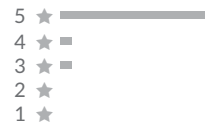
**Teachers should not be hit by students.**  
Teachers have the right to be safe at work.

4.6  (45 )  
Ranked #3 of 457



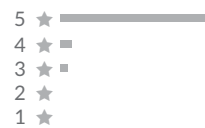
**We should be able to use our sick leave however we like.** Like other places of employment, teachers should also be able to take time off as they please.

4.6  (42 )  
Ranked #4 of 457



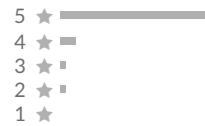
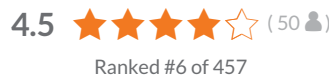
**Change to a Paid Time off structure instead of the ridiculous categories that no one understands. Stop denying time off & asking invasive questions.** We should be treated like professionals.

4.6  (40 )  
Ranked #5 of 457

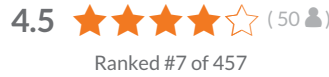


**SMALLER CLASS SIZES...UNSUSTAINABLE!!!**

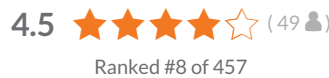
Not sustainable to have 26 kids in k-3 when 1/3 have IEPs, 504s, 1/3 have behavior issues & every student needs their individual learning needs met



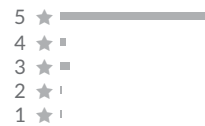
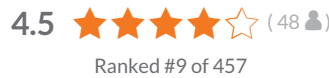
**Teachers need smaller class sizes in order to make meaningful connections with all students and give meaningful feedback.** Students deserve to get more out of their education. We should be a learning community.



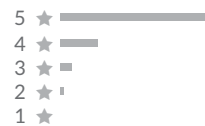
**Teachers are in the trenches with the students. Ask them about subscriptions or curriculum that should be kept or gotten rid of BEFORE doing that.** Too many times, we are not given notice and come to find out a curriculum or subscription or something has just been cancelled or taken away.



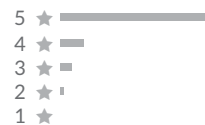
**Increase salaries.** SRVUSD teachers are underpaid for the workload. Information: Santa Clara Unified's Step 1, Class 1 salary=\$89,152 and Step 24, Class 3=\$159,773.



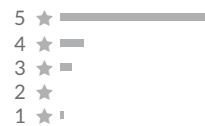
**Student-teacher ratio** California has 20.9 students per teacher, compared to a national average of 15.5. ✓ How many students in our classrooms???



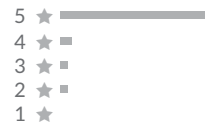
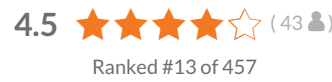
**Increase teacher salaries to support the cost of living in the Bay Area.** We are living under the poverty level with our salaries.



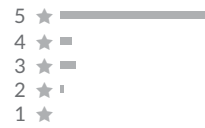
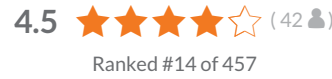
**Smaller class sizes!** Putting a cap on our students does not lower class size, you must actually LOWER the ratio of teacher to student, which involves hiring MORE staff!



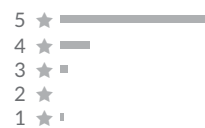
**Smaller class sizes** Smaller class sizes mean more individualized instruction for diverse learners



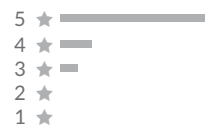
**Communicate decisions or changes after getting staff members' professional input. Trust those of us who have direct contact with students and parents.** Asking for our input feels like a technicality. Management makes changes they want anyway. Let us know you hear & support us by actions/communication.



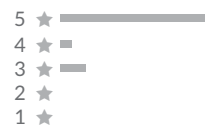
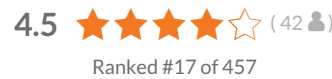
**Integrity and Respect** When SPED admin allows a parent to "fire" staff, they should not expect staff to then work with any siblings or the same student at a later date.



**Smaller class sizes** Personalized Attention Increased Participation Improved Assessment and Feedback Reduced Distractions Enhanced Classroom Management Building Relationships



**Smaller class sizes.** So we can focus on student engagement and learning goals.





**Support staff in feeling safe from unfounded/falsified parent/student complaints. What are the consequences for parents/students?** the climate created by this is making teachers feel unsafe bc students can say what they want about us without consequences

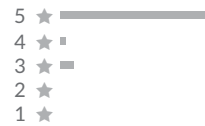


**I would hope that the district and schools would not be scared of the parents and students. I feel there is no discipline at our schools** Showing our students that there are no consequences allows them and others to disrupt the learning and makes the environment negative for all.





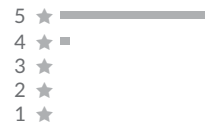
**Set annual pay increases based upon a cost of living index (COLA).** We are all subject to inflation. This removes a large part of annual negotiations.

4.5  (23   
Ranked #20 of 457





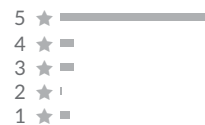
**The work load for teachers keeps getting heavier and heavier. We need some relief.**  
Burn out

4.5  (15   
Ranked #21 of 457



**Smaller Class sizes** In order to give students effective and timely feedback, there needs to be less students in the class.

4.4  (52   
Ranked #22 of 457



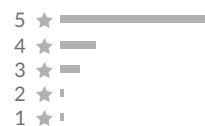
**Before making decisions, reach out to school sites to see what the unforeseen implications might be.** There are often ripple effects that those at the sites see coming, while those who do not spend much time at sites may miss.

4.4  (51   
Ranked #23 of 457



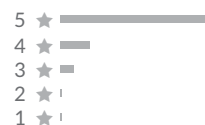
**Stop making us meet just to meet. Have a goal and a solid plan. Do not just read slides to us and waste our time!**

4.4  (51   
Ranked #24 of 457



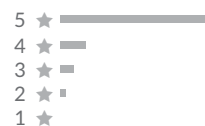
**Stop micromanaging our devices** We need to have the ability to update our devices, and organize our applications, without the district forcing a one-size-fits-all.

4.4  (51   
Ranked #25 of 457



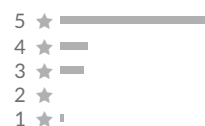
**Actually ask staff what THEY feel is needed** It seems those making decisions about our jobs don't know our jobs and most changes make our process/job worse.

4.4  (50   
Ranked #26 of 457

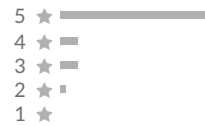
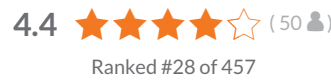


**Clearer communication with all district staff when incidents of note happen at other sites in the district, particularly feeder patterns.** Many of our students are impacted by events at the high school because of siblings and friends that go there.

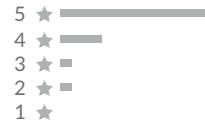
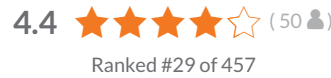
4.4  (50   
Ranked #27 of 457



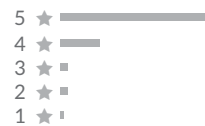
**Lower class size and increase pay: So many teachers are tutoring to make ends meet.**  
Lower class size; teachers can support their students and reduce the need for tutoring, paying teachers a livable wage so they don't have to tutor.



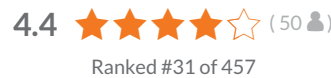
**More tech support is needed for students on site, especially at the beginning of the year.**  
Having students wait days for help, especially new students does not reflect a culture of responsiveness.



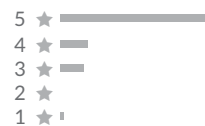
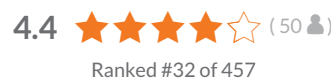
**More trust from the top down and less micromanaging. The DO is overstepping by trying to control too much.** The DO controls each school's bells, each classroom's thermostat, etc. Trust each school and professional to handle site decisions like these.



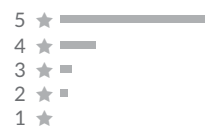
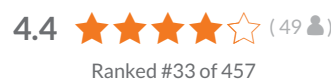
**Stop preventing us from accessing curriculum**  
We've been encouraged to include multimedia texts in our lessons but can't show videos from Youtube or TedEd b/c of IT blocks.





**We need a nurse at the middle school level more than one day a week** We have students with serious medical issues and a nurse that's barely here.

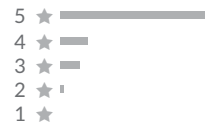


**Be able to tell parents no and mean it. If a reasonable person would say no, we should be able to do that too.** The perception is we give in. Teachers/staff need to feel supported. Instead they feel like they are at risk of losing their jobs every time there is the smallest disagreement.





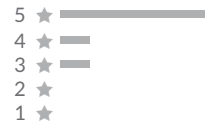
**High level Management needs to go, in person, to meet with staff who have been negatively affected by DO decisions and they need to listen and rectify** There is a broken community caused by double talk, lack of accountability, lack of transparency, and outright lying and you must accept responsibility

4.4  (49   
Ranked #34 of 457





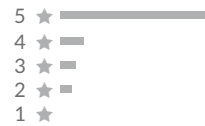
**Listen when teachers tell you that something isn't working. For example, teachers from across the district have indicated that the PLI is not working** As Dr. Malloy said in his video introduction, we have the expertise and experience to know when an initiative is good for students and when it's not.

4.4  (48   
Ranked #35 of 457





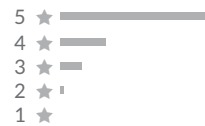
**Put your foot down with parents who are vengeful and damaging to our community. There needs to be behavior expectations for parents.** District's more concerned w/ avoiding bad press than doing what's right for staff & students. Teachers get blamed, harassed & district turns blind eye

4.4  (48   
Ranked #36 of 457




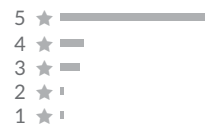
**Be proactive, not reactive. The abrupt changes the last few years have been a direct reaction to parent complaints/isolated incidents. Ripple effect.** Parents complain>District makes sudden changes>New expectations added to EVERYONE'S plates>Constant pivoting>inconsistent teaching>parents complain...

4.4  (47   
Ranked #37 of 457




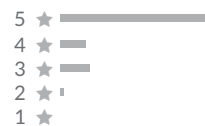
**Unacceptable Parent Behavior** We need the support of district to let parents know that we are not their paid employees. Some parents have no boundaries which is a lack of respect

4.4  (47   
Ranked #38 of 457



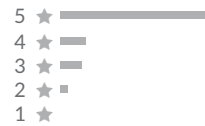
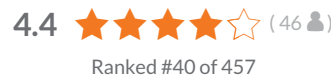
**Better tech training for new staff. Never taught Schoology or IC.** Op new staff day: couldn't log in. Mand new staff day: selling us Prov CU & The Standard. No tech liaisons. IT can't help with usage.

4.4  (46   
Ranked #39 of 457

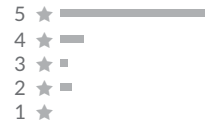
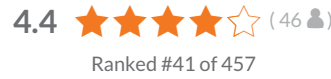


**Having a Caseload cap for School**

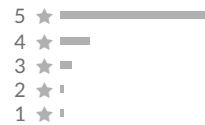
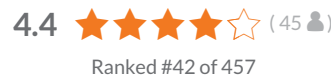
**Psychologists** We cannot function without School Psychologists



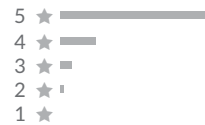
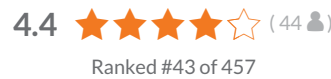
**Renegotiate sick leave** We should be able to have PTO with no explanation required. Period. The current language/sick leave rules are horrendous and demeaning.



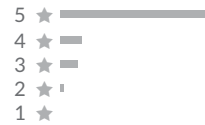
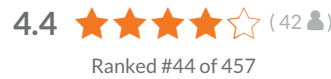
**Smaller classes**



**Allow stakeholders (teachers, all staff) to give input & be respected when they have ideas, and voice concerns. Professional courtesy matters.** It's important that staff feel validated for their insights and contributions. Shared Leadership means engaging in the behavior.



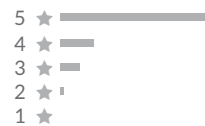
**Consider cost of living for our staff. Many of us cannot afford to live in the area we teach. Support us by paying us livable wages**



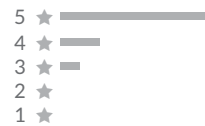
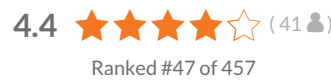
**Bring staff in on planning PD Buy-in**





**INCREASE PAY WE SAVE LIVES**

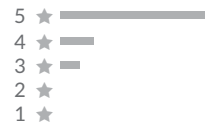


**Support the staff when being harassed by students and parents.** It's important because teachers are made to feel like they are guilty or at fault.





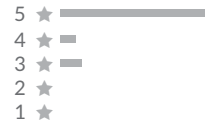
**Communicate your response to this thought exchange. Follow through. Communicate. Make changes.** We take surveys, give feedback & never hear about them again. Is the point just to say you asked for our input w/ no intention of supporting us?

4.4  (40   
Ranked #48 of 457





**Apologize when you're wrong. That's true leadership.** Stop talking in circles to defend poor administrative choices. Be brave and courageous. It's okay to not be perfect.

4.4  (32   
Ranked #49 of 457



**Please involve staff in decision making for things like tutorial** Sometimes administration implements new strategies without adequate pilot testing. We should continually assess what is best for the students.

4.4  (32   
Ranked #50 of 457



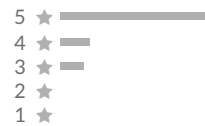
**Treat us as professionals who can make our own decisions about when and where we get our work done by not restricting our access to work sites.** Teachers need access to classrooms and I've had the experience of being unable to enter a work site on weekends because of locked gates, etc.

4.4  (32   
Ranked #51 of 457



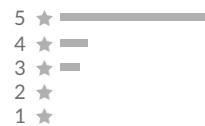
**We need to restructure our "leave" to make us feel more valued and like actual adults, capable of managing our lives.** I've had many times now where my need to be out has been questioned b/c it's not "sick leave". Caring for my child = leave without pay?

4.4  (32   
Ranked #52 of 457



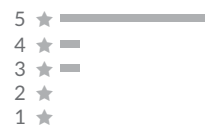
**For important issues, survey all relevant staff.** Staff who tend to volunteer as representatives for district committees or who are "loudest" may not represent all views, or even the majority view

4.4  (27   
Ranked #53 of 457



**Increase wages for teachers** I was making more money than I currently make 5+ years ago in another district as a new teacher than I do w/ more experience and cleared credential

4.4  (26   
Ranked #54 of 457





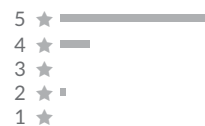
**Listen to staff** We are on the front lines so to speak.



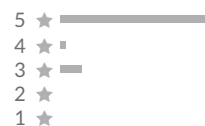
**I feel the District would be responding to my work/life balance if every time we added a new responsibility, we took one off the table.** A lot is added to our requirements, but it's hard to try & keep up. Eliminating something every time we add, will help all of us. What is essential?



**Ask teachers for their opinions before making decisions. Teachers are first in line with students.** It is important to hear our input because any decisions made impact teachers and students the most. Teachers can help guide to the right decision.



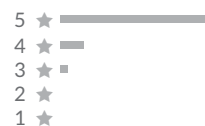
**pull staff from DO when a site has on-going un-filled positions (principal and AP can't get to regular responsibilities bc continually filling in)** It is important for DO admin to truly experience what is happening at the site. Find ways to make it better vs putting it all on site admin/staff



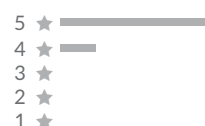
**PTO. Show your staff you respect them as adults who can choose how to spend their time off without having to justify or straight up lie.** Plus, time saved having to verify every request.





**Support staff when parents are out of line.** When a parent is harassing, it is difficult for staff to do their jobs.

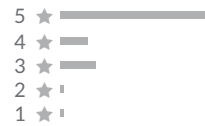


**Stop using all our collaboration time for Admin pet projects.** i watch an everyone is disconnected and you have people forced to be at PD that is totally not related to what they do . Trust your people.





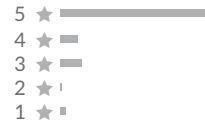
**Pay more to experienced class room paras**  
We lead other paras at school with assistance and are vital key parts of a classroom. Please recognize our importance through higher compensation.

4.3  (53   
Ranked #62 of 457



**Increase pay rate for paras. Paras are the teachers right hand person. We do things/get things done on the fly. No time to think, just do it.**

4.3  (52   
Ranked #63 of 457



**Increase teacher pay, and cut bloated District level positions. Teachers are the crucial component of education.**

4.3  (52   
Ranked #64 of 457



**Allow more autonomy for teachers on their devices** Having to request programs to be added to devices, and then being denied is very frustrating. I was told NO for most of the free EL apps I requested.

4.3  (51   
Ranked #65 of 457




**Allow site admin to apply appropriate disciplinary consequences for students without interference.** Rescinding suspensions and disciplinary consequences, undermines admin at each site, which in turn, undermines district teachers. Consequences matter

4.3  (51   
Ranked #66 of 457



**LOWER CLASS SIZES. Students (& parents) are not the same as before Covid. We need to manage terrible behavior & work closer w/students to be effective** Like really lower class sizes. Lower elementary 20 max, upper elementary 24 max, etc. It's too much and we are beyond burnt out.

4.3  (51   
Ranked #67 of 457





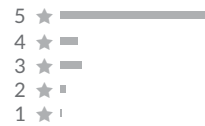
**Notifying staff, especially school sites, of changes that are being implemented.** This is important so that we can prepare.

4.3  (51   
Ranked #68 of 457





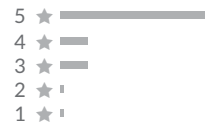
**Solicit input from school sites for decisions that impact school sites.** School sites have firsthand experience and knowledge and can provide valuable input.

4.3  (51   
Ranked #69 of 457





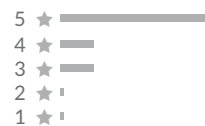
**Stop the administrative bloat on the District level. Stop adding positions that are not in a single classroom every day. Focus on the classroom.** Once added these positions are hard to get rid of, and create unnecessary "programs" to justify their continued existence.

4.3  (51   
Ranked #70 of 457





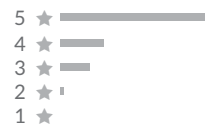
**When District Leadership makes a decision, please communicate to the public that it was not the site leadership who made the decision.** These actions undermine site based leadership through scapegoating. People respect leaders who own their decisions rather than dodging responsibility

4.3  (51   
Ranked #71 of 457



**When implementing initiatives, have a clear action plan, allocated time, and resources available so that the can be implemented successfully.** When the action plan is not clear, time is not provided, and resources are not available.. it creates confusion and frustration.

4.3  (51   
Ranked #72 of 457



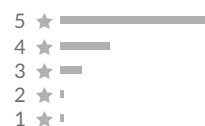
**District staff made the decision to make changes to our day without teacher input at all. If you want our input, and ask for it, then listen to it.** If you value us, as you say you do, then listen to our needs before making drastic top-down changes.

4.3  (50   
Ranked #73 of 457





**Firmer follow through with discipline issues.** There are students who are greatly affecting the learning environment in all grade levels. There are very little disciplinary actions taking place.

4.3  (50   
Ranked #74 of 457



**Stop punishing all for the lack of training of a few.** If admin has a problem with a few teachers not taking attendance correctly or a particular grading practice, speak to that person or people directly.

4.3  (50   
Ranked #75 of 457





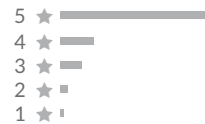
**Support us when crazy parents make unfounded complaints against us or students use complaints as a way to "get us"** There is an emotional toll that is not being addressed; our mental health is important and it seems nothing is being done to protect us.

4.3  (50   
Ranked #76 of 457





**Control the parent groups!!! The online community is making it very difficult for teachers to stay in SRVUSD.** Many of us would like to be where we feel supported rather than harassed. Some parents are downright dangerous and we don't feel our families are safe

4.3  (49   
Ranked #77 of 457



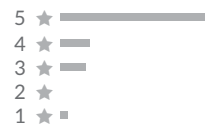
**Empower administrators to tell bullying parents they are wrong. Protect teachers from harassment.** If admin doesn't think the district will back them up, they can offer no help to staff who are harassed.

4.3  (49   
Ranked #78 of 457



**Reduce elementary class sizes. Give all elementary teachers one prep period per day.** Smaller class size=attention to children's increasing needs. One prep/day=time to plan for population w/increasing neurodiversity, SEL, health issues.

4.3  (48   
Ranked #79 of 457



**Ask staff their opinion on topics that affect us.** This is important because it makes us feel valued and like the community cares about the staff.

4.3  (47   
Ranked #80 of 457





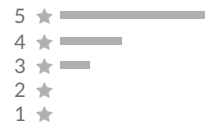
**Consult staff directly on site** to hear what each staff needs, from the staff themselves

4.3  (47   
Ranked #81 of 457





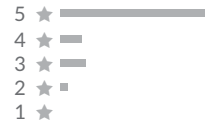
**Support staff actively supporting teachers.**  
Teachers need more support with such large class sizes so that they are able to meet the needs of all students as best they can.

4.3  (46 )  
Ranked #82 of 457





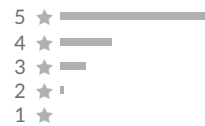
**Back up educators who are doing the work that is asked. Stop catering so much to the noisy parents, and instead look at the community and the KIDS.** Being told not to do things for fear of parents hurts our morale and kids. We are supposed to value diversity and equity. The DO should act like it.

4.3  (45 )  
Ranked #83 of 457



**Have some kind of disciplinary process against parents who behave inappropriately.** Some parents are extremely disrespectful to teachers and admin, but we just have to sit there and take it. That's not right.

4.3  (44 )  
Ranked #84 of 457



**Ask Staff for input.**

4.3  (43 )  
Ranked #85 of 457





**Ask for input on what staff needs.** Staff members need to feel their voice in heard.

4.3  (43 )  
Ranked #86 of 457



**Give us input on what PD we'd like to have instead of setting agenda for our PD days without our input** when the majority of PD time is filled with district-mandated topics, admin can't make agendas that reflect the true needs of their teachers

4.3  (43 )  
Ranked #87 of 457





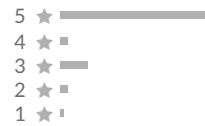
**Teachers should not be blind sided by new curriculum/removed curriculum.** Proper training and a "why" should be provided to teachers to roll out new curriculum. 1-3 hour trainings is not enough to roll out a program.

4.3  (43 )  
Ranked #88 of 457





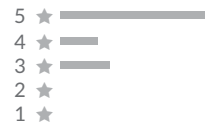
**More prep time** We don't have enough time in our day to respond to emails, correct papers and plan exciting/innovative lessons.

4.3  (42   
Ranked #89 of 457



**Really listen to site needs. The top down approach is not working. We are all different.** Because each site has different student needs.

4.3  (42   
Ranked #90 of 457




**Take staff feedback for curriculum seriously. Use a wider audience to provide feedback.** When rolling out new curriculum, provide the appropriate training necessary for teaching the curriculum.

4.3  (42   
Ranked #91 of 457



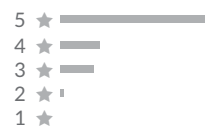
**smaller class sizes** too many students in class!!

4.3  (41   
Ranked #92 of 457



**Mental health issues with students have increased significantly. We need more school counselors, social workers, therapists, etc.**

4.3  (39   
Ranked #93 of 457



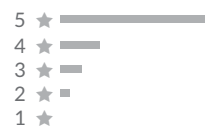
**Smaller class sizes** It helps teachers get to know their students better - both academically and soc/emotionally

4.3  (38   
Ranked #94 of 457

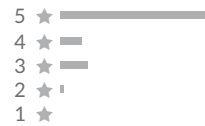
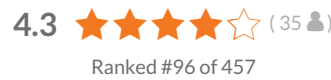


**The Special Education Department has seen a number of people leave or go virtual. Those of us here are not being appropriately compensated given ...** increased salaries of contracted workers and the cost of living in the Bay Area. How are we working to attract and retain experienced staff members?

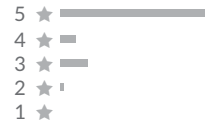
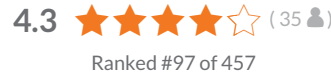
4.3  (38   
Ranked #95 of 457



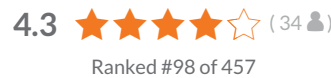
**Be transparent with teachers about district plans, goals and motives** It creates distrust when teachers find out there was a motive or plan that was not revealed until after something was decided or implemented



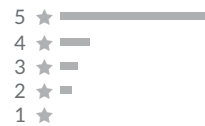
**Beginning of the school year PD. Limit this PD to the essential items. Teachers need time in their classrooms before school starts.** Our priority is getting ready for our students. Unless something is critical for our safety etc, please do it later.



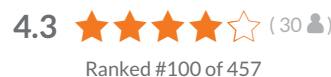
**Have an elementary (especially TK-1) behavior intervention support team for general education students that can act quickly, be present consistently.** At the elementary site level, we are "surprised" by new/incoming students with significant behaviors that are concerning for both student/peer safety.



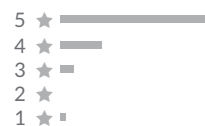
**Is there a way that when we decide as a district to implement a new program, that we actually get trained in it?** If we are using programs like Morpheme Magic, we should be trained, not just given a book. (Some teachers still do not even have the books)





**We need CONTINUITY in reading, writing and phonics in K-5.** Our students need curriculum that is consistent from year to year.



**Evenly distribute student demographics and needs among multiple classrooms and teachers. Make classroom environments more sustainable.** Some Gen Ed teachers are assigned many IEP/504/ELL students in their classes while others have none. Teacher becomes spread thin with so much need.





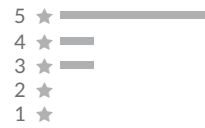
**Ask for our opinions and get our feedback before making decisions.** We should all have a say in what we feel is important.

4.3  (28 )  
Ranked #102 of 457





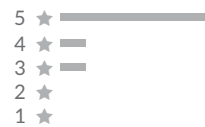
**Respond swiftly to requests, give resources, ask staff what they need**

4.3  (25 )  
Ranked #103 of 457





**I feel that district decisions support me when there are initiatives that do not add more responsibilities to my job or when there is balance and with new requirements there is a subtraction somewhere else, so that it is possible for me to do all that is asked of me.**

4.3  (22 )  
Ranked #104 of 457





**Ask staff for input and implement ideas.** This is important because I feel that the district wastes valuable time but more importantly MONEY on what they think is important.

4.3  (17 )  
Ranked #105 of 457





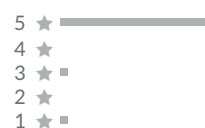
**Respond to the actual staff needs, not what the district perceives the needs to be.** It's diminishing when the district makes decisions that they think are best, without first checking with the people who actually perform the jobs.

4.3  (17 )  
Ranked #106 of 457





**Stop making us jump through hoops to take a day off. We know what we need to balance our lives.** Don't make us lie . You give more grace to our students than you do to us

4.3  (17 )  
Ranked #107 of 457





**smaller class sizes**

4.3  (13 )  
Ranked #108 of 457



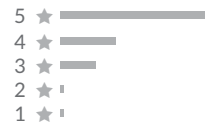
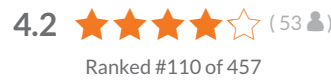
**If you value teachers, support annual raises based on annual cost of living increases/inflation.**

4.3  (9 )  
Ranked #109 of 457

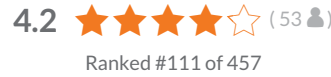




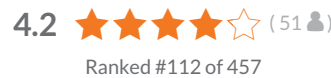
**Allow us to become good at one initiative, strategy, or curriculum before introducing something new.** This will allow us time to learn and become good at the first thing before being asked to do something more, or new.



**Experienced sped paraeducators are the backbones of the classroom and yet I feel they are often underpaid and overworked .** It is important to support and value our sped paraeducators as they are pivotal for the success of our students with special needs.



**Active Listening and mirroring** It's important to know that our voices are heard, not for PR, but because it's important to the work we do as educators.



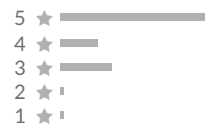
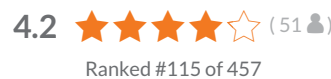
**Surveys are good; but when we use Google they frequently are NOT anonymous. We need one that IS or you'll never get everyone's true input.** We need to be able share our feelings openly without any "weird" feelings between Leadership/staff (not every site has a collaborative team)



**Treat us with respect and professionalism and remember that we are human with families and lives outside of the district.** It seems that in the chaos of every day operations of the district office, those of us on the front lines are forgotten or treated less than.



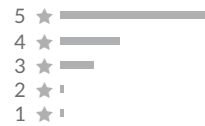
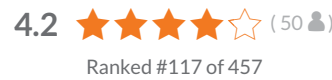
**We are inundated with meetings before and after school. Most are about issues that can be addressed via email.** Trust us to read emails and staff updates.



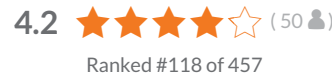
**Actually follow through with staff requests** staff are under supported and stressed



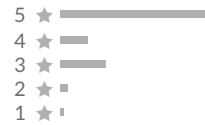
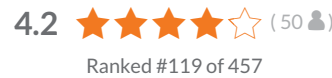
**Be aware of what sites are asking of staff when you also ask staff to do, respond to, or change a practice already being implement.** This will help avoid the feelings of overwhelm and having too many demands put upon us at once.



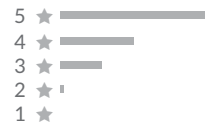
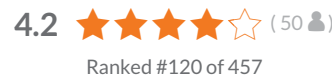
**Early and frequent communication of planned district events/ training that impact teachers and staff is ideal. Last minute planning is difficult.** If a training is being planned and known before the start of school, let teachers know, even if the exact dates are not concrete. Show courtesy.



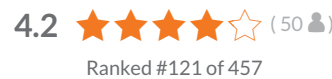
**New curriculum** New curriculum is always important, especially phonics. However, I don't find it useful/respectful when it is thrown at us 24 hrs before school starts



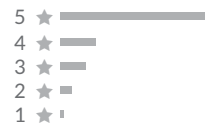
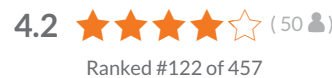
**Offer real support when teachers are struggling. Listen to their needs with empathy. Do not judge, punish, or treat teachers who show their emotions** Teaching is highly emotional job and teachers should be given the same empathy that admin preach about giving to our students.



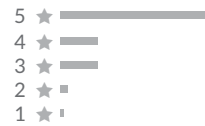
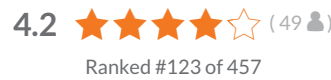
**Payroll must pay workers on time.** Staff who work beyond a 1.0 deserve to be paid for their work in Aug. - not OK to say it's not a priority. Delayed \$ says you don't care about my need



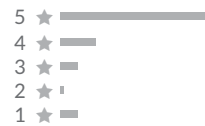
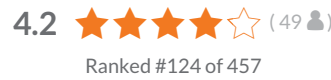
**When you visit schools, you need to see the good, the bad, & the ugly. It seems superintendent visits are only to show off great things to post on fb.** If you are only looking at & communicating w/the academically high students, you're not seeing our daily reality.



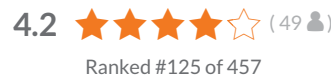
**8 superintendents, 5 principals, 36 VP's, countless other district admin, with no real legacy. Why should we buy into another PLI, Deep Learning, etc** New programs don't make us better when they're abandoned 5 years later when the next leader brings in their new program.



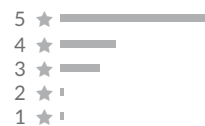
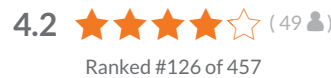
**Hire full time APs at EVERY elementary school, no matter their population or number of SDC classes. Principals are constantly dealing with problems.** More than ever, every school needs more admin. Principals are being bombarded with behavior issues and parent complaints. They need support too.



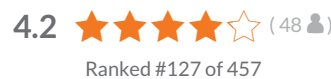
**Provide more paid, unstructured time (think: teacher prep periods, but for classified and expanded time for certificated)** This would provide staff with much-needed time to request the help needed and/or to organize in such a way as to preclude the need for help.



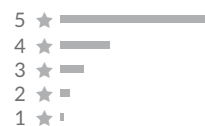
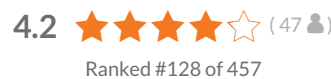
**Replace outdated technology in a timely manner - like projectors!** Teachers are waiting YEARS for replaced projectors - which we use daily! District says they're "on a list." A years long list??





**Keep tech resources updated and efficient.** Rolling out new tech at the beginning of the school year with VERY LIMITED support only adds to our workload.



**Actually engage with teachers and staff who are having challenges with families and tell them that you believe in them.** When those at the highest levels recognize us specifically, we can continue our work. Without this support, we either give in to lower standards or





**Listen to our suggestions, and treat us the same as teachers. Could we allocate similar ratio in terms to workload similar to Teacher to Student Ratio** Classified Employees are as important as Certificated Staff too. Thank you!

4.2  (47   
Ranked #129 of 457





**Stop adding random curriculum in the middle of the school year.** Elementary - morpheme magic the day before school starts. CKLA in upper grades- no training. Phonemic awareness appears in our boxes. Frustrating.

4.2  (47   
Ranked #130 of 457





**Better communication/rationale for decisions that get made.**

4.2  (46   
Ranked #131 of 457





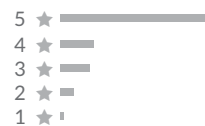
**The DO is controlling teacher technology too much. We need to jump through hoops just to download educational programs onto our computers.** Limiting access to non-students on IC when you serve more than just your students is inhibiting. We can't even change the timer for our screen saver!

4.2  (46   
Ranked #132 of 457





**The parents and students love and trust their teachers. You should try doing that.** We are trained professionals doing the best we can; it is insulting when those far less qualified than us try to tell us what to do.

4.2  (46   
Ranked #133 of 457





**Preps Each Day** Having a prep each and every day would help give time to grade papers, create lessons, get together things for small group activities, and more.

4.2  (45   
Ranked #134 of 457




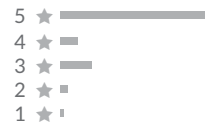
**Schools need a psychologist.** Zooming with a psychologist for middle schoolers is ridiculous! Please give us a school psych!

4.2  (45   
Ranked #135 of 457




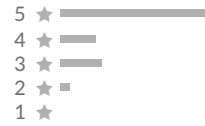
**When making changes, provided us with a clear summary of the change being made and provide ALL the reasons for the change with data or research. When leadership gives staff all the information up front, it feels transparent and builds trust.**

4.2  (45)   
 Ranked #136 of 457




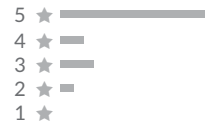
**Need clear behavior expectations & consequences for students/parents. Then stick to them & follow through. Stop sweeping bad behavior under the rug. Do you support inclusion or not? Equity or not? No tolerance for hate crimes & bullying or not? Support students/staff or not?It's all smoke & mirrors**

4.2  (44)   
 Ranked #137 of 457




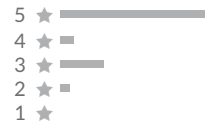
**We need more teachers, especially Special Education teachers It is a spiral (domino) effect, if we don't have enough of them it affects the entire school in terms of having support to get our jobs done to help**

4.2  (44)   
 Ranked #138 of 457




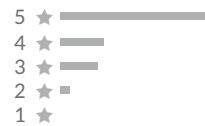
**Get staff input- like you are doing**

4.2  (43)   
 Ranked #139 of 457




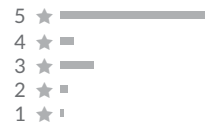
**Regarding students who are in need of Special Education in TK, where is a SPED classroom for them? In the meantime, where is the support for teachers? We need more parent/caregiver classes available- to support grown ups with discipline at home and academic tools to help their learner.**

4.2  (43)   
 Ranked #140 of 457




**daily prep for elementary we need to be ready**

4.2  (43)   
 Ranked #141 of 457





**Ask staff what they need Send out surveys to staff about needs and respond to them**

4.2  (42)   
 Ranked #142 of 457





**Support staff when issues of equity are at stake, and when staff are victims of racism by students / families.** Because you have passed Board Resolutions committing yourselves to doing this. So do it!

4.2  (40   
Ranked #143 of 457





**We need more admins!! Our admins are over worked and have WAY too many responsibilities on their plates. We need at least 1 more AP at our site.** So that teachers can have better support and students can be disciplined appropriately. When everyone is overwhelmed, things slip through the cracks.

4.2  (38   
Ranked #144 of 457





**Support and pay for differentiated training.** Just like students, we don't all need the same thing.

4.2  (37   
Ranked #145 of 457





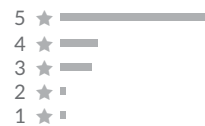
**Teachers need time to contact parents and last year's teachers after the rosters are live.** Instead of 2 days of training before school starts, we need time a little later.

4.2  (37   
Ranked #146 of 457





**Stop dehumanizing teachers. Siding with aggressive community members to avoid pushback, has consequences for teachers. Management needs to trust us.** When you say things like "it needs to be age appropriate." We agree. Since when are the majority of teachers not teaching age appropriate materials??

4.2  (35   
Ranked #147 of 457





**Shift the cost of MTSS to hiring more teachers for smaller class sizes.** The scheduling of pull out supports is disruptive. The highest risk students need the support of a certificated teacher.

4.2  (34   
Ranked #148 of 457

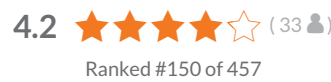


**Better onboarding that is more welcoming and informational so you are responding to the needs of new staff.** When I started I didn't get any really clear info. I had to search it out myself. Helping new staff will help the rest of us too.

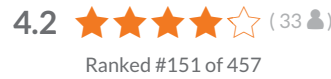
4.2  (33   
Ranked #149 of 457



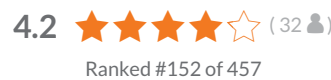
**Eliminate elementary combo classes or at least don't have consecutive combo (ie, 1/2 and a 2/3)** It's not best for students or teachers. It's not helping students achieve and it causes teacher burnout.



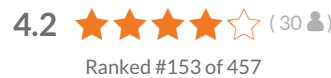
**Respond with action and thoughtfulness, ask staff what they need in their specific area, don't just assume and make decisions high up** So many people just pass along a staff concern to someone else instead of dealing with it, and then it never gets dealt with.



**Talk to all staff or allow for all staff to have input, do not just consult with curriculum leaders.** Because some department members do not trust their curriculum leaders or have very different points of view which get edited by their leaders



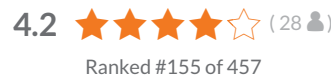
**Speak to teachers about their technology needs, don't just do what is least expensive or comes with a deal.** Teachers have valid input. Google platforms are not the best for everyone and do not mimic what students will use in the real world



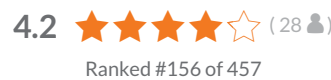
**Share action plans to make changes, this will allow the entire team to have input on changes.** It's important because the employees are the one experiencing the day to day challenges that may need to be addressed.





**Trust teachers to have administrator passwords for technology if they are running a computer lab** Reduces frustration when you can not get tech support in a timely fashion for an update or student user account.

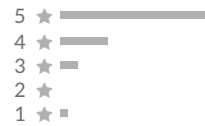


**Use feedback provided from staff to guide decision making.** Its important that everyone feels like we are on the same team and that our voices matter.





**Support staff against the very vocal minority of parents who are angry with our efforts of inclusion. And diverse points of view . It creates censorship because teachers are making choices to avoid conflict**

4.2  (23   
Ranked #157 of 457



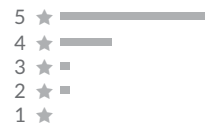
**Work creatively to fill vacant positions** This impacts responsiveness and supports for students

4.2  (23   
Ranked #158 of 457





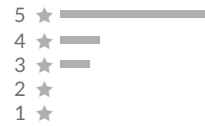
**Include teachers in the decision making process.** We are the ones who have to implement most of the changes.

4.2  (21   
Ranked #159 of 457





**use staff input to drive district-level decisions rather than engaging teachers via committees in district-directed decisions that override our input.** Agency from trained professionals in the classroom means students and staff win.

4.2  (21   
Ranked #160 of 457





**One size does not fit all - stop having meetings that are irrelevant to half the room.** We all have soooooo much to do. Stop wasting my time

4.2  (15   
Ranked #161 of 457





**ISC needs a redo. It is insane that 3 days notice can be given for a 10 day absence for example.** Be responsive by setting reasonable terms

4.2  (14   
Ranked #162 of 457





**Update course materials for my classroom. Textbooks for World Geo and US History are the same ones I had as a student in the district in 2004.** This has placed the burden on teachers to find relevant, age appropriate, and reliable instructional materials online without access restrictions.

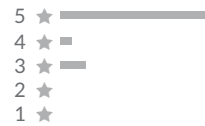
4.2  (14   
Ranked #163 of 457







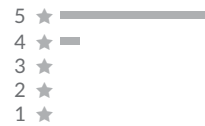
**We are not getting appropriate support from the SPED department** Student support, safety & compliance

4.2  (14   
Ranked #164 of 457





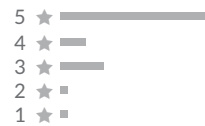
**On minimum days please give staff more time to work in classrooms rather than constant scheduled meetings.** Most stay longer after school to grade, prepare lessons for days/weeks, etc. If we had more opportunities on min. days without meetings that helps.

4.2  (8   
Ranked #165 of 457





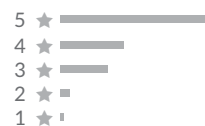
**One of my needs is to be paid a much higher wage that enables me to live in the city I teach in.** It's important because I want to be a part of the community in which I teach.

4.1  (53   
Ranked #166 of 457





**Be authentic.** Dismissing or minimizing concerns by giving them lip service without concrete change is patronizing. If something can't be done, say that.

4.1  (51   
Ranked #167 of 457





**Please respect the professionals in the classroom to use essential standards developed years ago rather than asking us to reinvent the wheel.** Micromanaging collaboration time on mandated Strategic Directions undermines the training, experience, and professionalism of educators.

4.1  (51   
Ranked #168 of 457





**Require management to sub or teach classes throughout the year. When is the last time management taught in a classroom?** You can't make changes w/out understanding the impact. Get in the classrooms, teach the curriculum, give feedback on work, upload grades, lesson plan.

4.1  (51   
Ranked #169 of 457





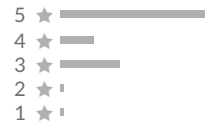
**Curriculum director should work on communication skills. Former director used to send weekly newsletters with curriculum tips, motivation, updates etc** There's an imbalance. We are bombarded with changes but there is zero communication from management. Stop making admin or mtss communicate everything.

4.1  (50 )  
Ranked #170 of 457





**Leadership must become more familiar with what is actually happening in the classroom: with teachers and students. This data set will inform leaders** When leaders have data about what is happening "on the ground" with teachers and students, informed & transformative decisions can be made to help all

4.1  (50 )  
Ranked #171 of 457





**Pay early career educators a wage that allows better quality of living conditions** We need to attract educators who will make the district their career location; not just train them to have them leave 2-3 years later.

4.1  (50 )  
Ranked #172 of 457





**Provide authentic shared leadership model where solutions to issues are co-developed with representative groups who are impacted by the decision.** Buy in to solutions will increase; voices are heard and honored.

4.1  (50 )  
Ranked #173 of 457



**Staff needs more paid time to collaborate without being required to produce deliverables or receive training.** We teachers have very little common planning time to do things like align curriculum and calibrate assessments. We need more paid time.

4.1  (50 )  
Ranked #174 of 457





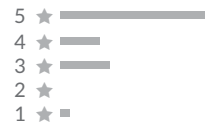
**Elementary combo classes have got to go. It is not best practice for students to have a teacher who is stressed and short on time.** You shouldn't expect a teacher to work two full time jobs for one salary...they are doing twice the work for each subject level.

4.1  (49 )  
Ranked #175 of 457





**Our counseling staff is overrun!** During conference week we discussed a student needing to see a counselor one day a week but don't think the counselors have any time

4.1  (49   
Ranked #176 of 457





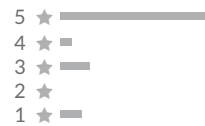
**We love having the support of classified instructional staff but we need to provide them with more training opportunities.** Better trained staff means better achieving students!

4.1  (49   
Ranked #177 of 457



**Because the DO is terrified of right-wing activists, admin knows they will be thrown under the bus. Stop being afraid and stand up for what's right.** Look at the election results in SRVUSD: parents (+ voters) do not support Moms 4 Liberty or book bans. When you cave we can't trust you on anything.

4.1  (48   
Ranked #178 of 457




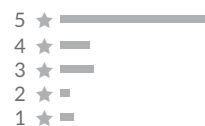
**District and Admin are out of touch with teaching practices. Much of your job wastes out time by trying to teach us what we already know.** Equity and respect come from understanding what we do daily. Stop making our jobs about more than what we should be doing. The rest is up to you.

4.1  (48   
Ranked #179 of 457



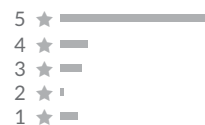
**Change ISC policies** Teachers are expected to put in a lot of additional work to prepare these contracts, but are not being compensated.

4.1  (47   
Ranked #180 of 457





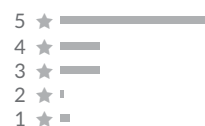
**District policies must be followed in order to protect staff from parents with a political motive** Just because a parent lies on Facebook and a School Board meeting should not mean that District policies and Strategic Directives are ignored

4.1  (47   
Ranked #181 of 457





**I think if you want true feedback, stop asking for the site, job title, cert, or class. This way staff can give input without being identified** I am hearing that staff are not filling out these surveys as they do not feel they are anonymous with the specific site, job title etc.

4.1  (47   
Ranked #182 of 457





**Talk to staff and gather input before deciding on changes** Let schools do what is best for them as a site. This should not be mandated by the bus system,

4.1  (47   
Ranked #183 of 457





**When challenged by people like M4L, support staff investment and efforts in DEI that were directed by district management in the first place.** Staff have a hard time investing in leadership due to high turnover. If we invest in you, you better back us up other wise you will lose support.

4.1  (47   
Ranked #184 of 457





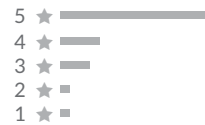
**Get rid of the me too policy for district admin** District admin gets paid enough.

4.1  (46   
Ranked #185 of 457




**Stop hiring virtual teachers for positions you can't fill.** How is an sdc teacher in another state going to be effective?

4.1  (46   
Ranked #186 of 457





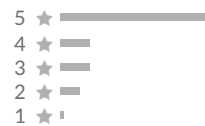
**Stop wasting money on Fastbridge** It doesn't provide accurate data for anyone with accommodations, removes a week of instructional time a year, costs money, + doesn't align w/standards

4.1  (46   
Ranked #187 of 457



**Teachers should be asked for input about Instructional calendars. We used to be able to vote on two options.** The calendars directly affect us.

4.1  (46   
Ranked #188 of 457





**There needs to be more pay equity for overtime teachers between MS and HS.** Currently HS teachers working overtime earn 20% extra while MS working overtime earn 16% extra even though both are working a 7 hour day.

4.1  (46   
Ranked #189 of 457





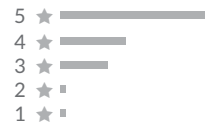
**Collect feedback from staff** Ask staff what they need

4.1  (45   
Ranked #190 of 457





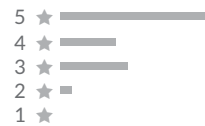
**TK teachers need more support with special educations students** TK is a gateway to public education system. Providing teachers with more support helps reducing problems and setting right expectations.

4.1  (45   
Ranked #191 of 457





**The PLI's need to go. They have caused more stress on students, more hours on staff, and caused more inequity among students (those who can pay...)**

4.1  (45   
Ranked #192 of 457




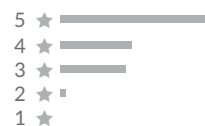
**District management could investigate issues brought up by staff members rather than ignore them. We need to discuss issues in order to solve problems.**

4.1  (44   
Ranked #193 of 457





**I think admin should ask us what are the classroom needs that we have. For example, I am in need of newer chairs and I don't want to write a grant. It's important because the students should feel more comfortable sitting in the classroom and not have wobbly chairs that are of poor quality.**

4.1  (44   
Ranked #194 of 457



**more relevant trainings for new curriculum** will give support and guidance

4.1  (44   
Ranked #195 of 457





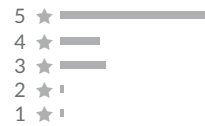
**Pay custodians and maintenance employees competitively. Our schools are NOT as clean or hygienic as they should be. Clean and well maintained schools keep kids and staff healthy and safe.**

4.1  (43   
Ranked #196 of 457





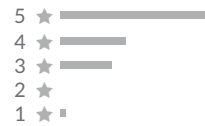
**Extra para support for each grade** Having dedicated paras to our grade benefits more number of students on a daily basis for longer chunks of time.

4.1  (42   
Ranked #197 of 457





**Calendar all the teacher tasks - small things, emailed tasks, grades due, tasks in mailboxes - everything.** Minimize tasks being foisted on teachers when other things are already due.

4.1  (41   
Ranked #198 of 457





**Consider you itinerate staff when making decisions such as psych, speech, OT, PT, Nurses.** This group of staff cover all students across the district and all grade ranges. This survey itself did not give me a choice to choose multiple levels

4.1  (41   
Ranked #199 of 457





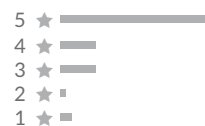
**Provide opportunities often for staff to make suggestions or share ideas with you.** Please communicate important known information to teachers and principals about students that may be entering your classroom later in the school year.

4.1  (40   
Ranked #200 of 457




**Stop with PD that isn't ready to roll out. Ex: Morpheme Magic. I still don't have a book, the promised notebooks never came.** The time needed to set up classrooms the day before school is very valuable. The program isn't mandatory, wasn't provided to everyone, why did go?

4.1  (39   
Ranked #201 of 457





**Don't jump to conclusions with parent complaints.** You didn't learn your lesson and history is repeating itself. Admit mistakes. Lead by example.

4.1  (34   
Ranked #202 of 457





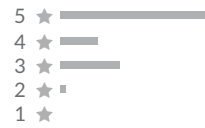
**When staff come to the DO with a concern that has already been brought to the attention of the principal, help instead of putting it back on the site** The DO needs to support admin & staff. Very often it feels like DO management is looking for a scapegoat that's not them.

4.1  (34   
Ranked #203 of 457





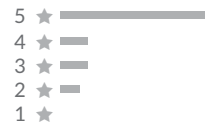
**Ask different grade level teachers what is important.** Different grade levels and sites have different needs.

4.1  (33 )  
Ranked #204 of 457





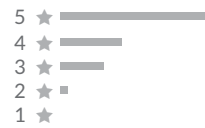
**Allocate funds for conferences** Oftentimes there is not money in budget to go to conferences. I think these are great opportunities for members of staff to do learn new strategies

4.1  (31 )  
Ranked #205 of 457





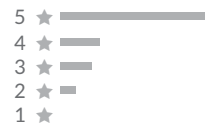
**District administration needs to set clear and consistent limits with wildly unreasonable parents, especially when special education is involved.**

4.1  (29 )  
Ranked #206 of 457





**More admin support on site on a daily basis**  
To support more teachers and students as needed

4.1  (29 )  
Ranked #207 of 457





**Make Counseling more Equitable district wide. Many schools have students on counseling waitlist, while other Counselors have nothing to do. Use data to drive our staffing of Counselors, so that our high need students receive support!**

4.1  (25 )  
Ranked #208 of 457





**Ask questions, talk to staff at lunch- listen to our daily stories. listen to both sides of a story- parents can be skewed by their children & emotion** Perspective on both sides

4.1  (22 )  
Ranked #209 of 457





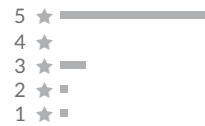
**At times things are good in theory but when put into actually practice at the school site that is not always the case. Response to this is lacking. I feel the school site gets brushed off with simple PR statements.**

4.1  (21 )  
Ranked #210 of 457





**For every additional task that administration/DO adds, take away one!**~ We are here to teach/lesson plan. Ever increasing tasks (crappy Schoology, Friday attendance we have already taken, etc) take away time from teaching

4.1  (21 )  
Ranked #211 of 457





**I would feel that the district is including us if they asked for our feedback about calendar decisions, especially middle school conferences.** MS conferences should either 1 be cancelled and/or 2 delayed till after 1st quarter. We also have so many random days off, extending our school year.

4.1  (19 )  
Ranked #212 of 457





**As classified office staff it it hard these days to deal with students who are rude & disrespectful and fair consequences can't be given.** Students need to learn to be accountable for their actions to grow into mature adults. It's fine to circle feeling charts but it doesn't seem to work.

4.1  (16 )  
Ranked #213 of 457





**Cut District staff/ "Liasons" etc.** Put money into classroom teachers.

4.1  (12 )  
Ranked #214 of 457




**I would feel that the district is responding to my needs if my SpEd department was fully staffed.** Not having a speech path or para educators makes for IEPs being out of compliance in many ways and can cause danger many.

4.1  (12 )  
Ranked #215 of 457





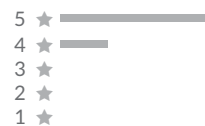
**Ask more questions about what we need** So that our needs are clear, and we feel better supports.

4.1  (11 )  
Ranked #216 of 457





**Get rid of Schoology.** Schoology is clunky, and if our goal is to allow students to turn in late work, give us a program that makes it easy to revise scores.

4.1  (8 )  
Ranked #217 of 457







**Increase teacher pay to match inflation ANNUALLY. Use COLA for annual increases.** Because this is fair/economic reality.

4.1  (8   
Ranked #218 of 457





**Lower class sizes** When a teacher has a smaller class size she can respond to each student's needs in a meaningful way. He/she builds relationships. It's better for all

4.1  (6   
Ranked #219 of 457





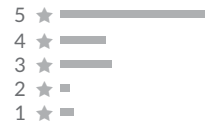
**Take away categories for leave days (e.g. sick leave, family leave).** Allow staff to be professional and use leave as they need, without feeling like it has to fit into a certain category.

4.1  (6   
Ranked #220 of 457





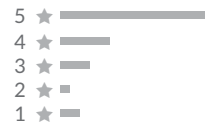
**Share intent/rationale for your decision making.** It's sometimes ambiguous why actions are made, or what the desired outcome is.

4.0  (52   
Ranked #221 of 457





**Pay your district staff more = less turn overs.** better customer services, more productive, moral will be better

4.0  (51   
Ranked #222 of 457





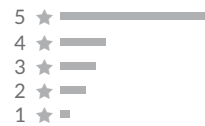
**Share information at upper management so you are all aware of what each other is asking the sites to do. There seems to be a disconnect between depts.** There is continuity and understanding when "asks". When upper level management says, "what is that?" to a district program, it's frustrating.

4.0  (51   
Ranked #223 of 457



**We need release days.** Our preps are not enough for the amount of work we have to do.

4.0  (51   
Ranked #224 of 457





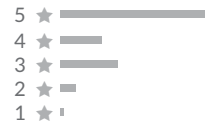
**Ask teachers why we have the preference or decision we have. It may. be due to our knowledge of how best to support struggling students.**

4.0  (50   
Ranked #225 of 457





reach out more to see how things are going/ask for feedback or suggestions share what is coming up so we can add input prior to decisions being made

4.0  (50   
Ranked #226 of 457





Be more transparent when asking school site staff to gather data. At the HS level, what is the district doing with the Fastbridge screener data? Teachers would be more likely to buy into something they're being asked to do if they can see the benefits and/or rationale.

4.0  (49   
Ranked #227 of 457





Allow our site admins to make decisions regarding schedules, release times, based on what is best for the staff/students DO Management is forcing sites to follow the same schedules (i.e. block) which don't work for certain age groups.

4.0  (48   
Ranked #228 of 457





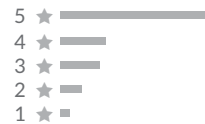
Stop allowing social media to drive punitive actions against personnel The use of the agreed upon processes for handling concerns not only shows respect but limits the divisive, angry minority voice

4.0  (48   
Ranked #229 of 457





Lower superintendent pay, or he needs to actually stand up to parents. They come in, make changes, and retire with a huge pension leaving a mess.

4.0  (46   
Ranked #230 of 457





raise pay for special education teachers, demand parents understand there is a shortage, send admin from the district to "experience" what it is like This will help admin understand the helpless we feelsometimes

4.0  (45   
Ranked #231 of 457

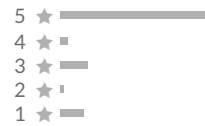
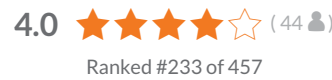


Ask staff in a survey before a change is made. Every voice is heard.

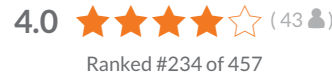
4.0  (44   
Ranked #232 of 457



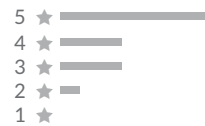
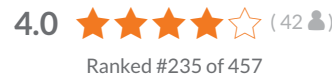
**Middle school teachers should be paid the same as high school teachers**



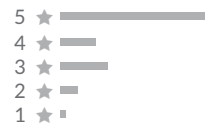
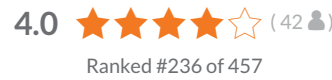
**More paras and other support for assessments/MTSS** There are many student needs that have to be overlooked because we don't have enough support in the classroom to assist with assmts, MTSS groups, etc.



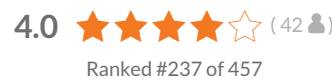
**Back up staff on Policy and Procedure** Too many times, parents call and complain when policy if followed, and administrators over ride policy for the parent. Its frustrating.



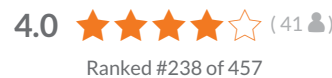
**Have more personalized SITE surveys given to teachers.** That's obvious.



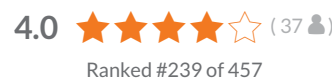
**Send out surveys to find out concrete, doable things that will help support staff.** It is important for retention and work satisfaction that staff are heard.



**We continue using inefficient processes. Kids who need interventions one year, usually don't have support plans that follow them to the next year.** We have to fill out all new forms instead of continuing an existing form.



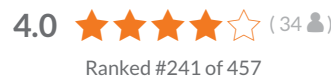
**Resource teachers's case loads should be based on amount of services and type of services(push in/pull out) for each student.** Because the amount of paper work and changing service schedules is very time consuming



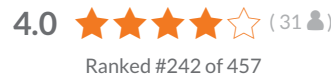
**Let principal's actually lead.** The need to "check with the DO" before doing anything is stupid and a waste of time. They're supposed to be leaders not middle management.



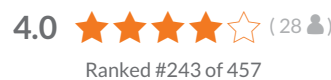
**Involve all types of staff.** Smaller employee groups/are overlooked frequently, and decisions that heavily impact them are not considered before negative impacts. It's exhausting.



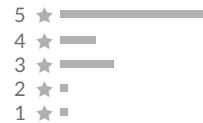
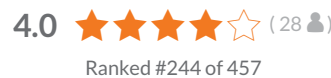
**Implement more effective transition plans and trainings when moving into new roles.** It is imperative to create an environment/avenues an employee will have success. In order to facilitate, there should be dedicated time for trainings.



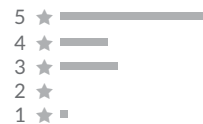
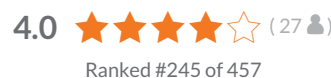
**Ask teachers and get their feedback before censoring student access to websites and apps** Some teachers are using platforms for blogs and websites and need paid software due to the changes. Google everything is not "Real World"



**At the HS level, the student:teacher ratio is too high** There are too many students:teacher ratio. In girl scouts the ratio depends on age, but for HS age students it should be about 15people: 1 leader



**As a classified employee, I feel uncomfortable and underpaid to deal with behavior issues from kids who are disrespectful and rude to adults to others** Not trained or paid to cope with this



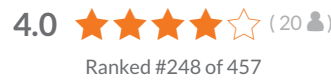
**provide IN PERSON, entire level (k-1, 2-3, etc), hands on, interactive PD for new curriculum** teachers are struggling to buy in, adopt, implement curriculum



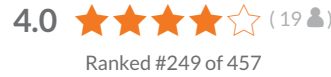
**I feel that district decisions support me when it does not mandate my attendance for "math training" that was useless. You made my job more difficult** My students lost instructional minutes and there was \*nothing\* new that was presented at the training. Maybe ask teachers what training they want?



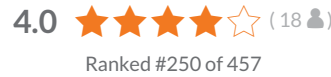
**Stop with all the individual day offs. Either change the contract to have us end before Memorial day, give us a week in the Fall, or Ski week** These days just disrupt the learning and no one is refreshed



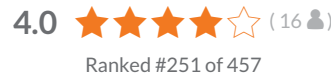
**It would be helpful if you brought back tech liaisons. IT is overwhelmed.** Tech requests for small, short tasks should not need a tech request in order to get an answer. That position was a loss for our site.



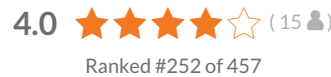
**Directors need to be more transparent. Upper management makes choices about curriculum without asking teachers.** It is important because they have a plan but won't tell educators until the last minute and then they don't like it when we ask questions.



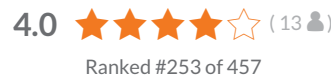
**quicker response times** often times, we call/email and no one answers and/or does not get back in a timely manner on issues, questions or concerns



**I would feel that the district is responding to my needs if they considered teacher input when implementing state directives.** Subject-specific teachers can provide the best insight when it comes to appropriate grade-level and prerequisites when implementing new courses.



**The most important thing that someone can do is to listen to staff. Sometimes it feels like people are not listening.** It is important because even one example of voices being heard will give teachers the idea that their opinions matter and that admin/district cares.



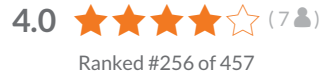
**Share with teachers background information about students, when they have a history of violence and/or aggression. SAFETY** of teachers and other students.



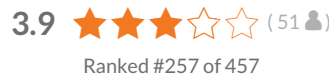
**Allowing time on inservice days for staff to work on individual needs (e.g. planning, grading, etc) some of the time.** There's not enough time to get all "behind the scenes" stuff done within normal school days. Especially when ends of quarters/semesters approach.



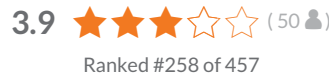
**Secondary teachers should only have to hand enter grades in IC 4 times per year NOT 8 times per year.** Since the integration between IC and Schoology has never been figured out, please take away hand entering in grades 8 times per year. It is too much!



**End of year staff surveys are not truly anonymous.** In order to feel comfortable giving feedback, surveys should not require us to identify level and role which makes us easily identifiable.



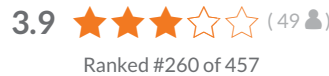
**Grade/Dept Level Leaders need to have time to discuss matters with cohorts before speaking on behalf of everyone to Leadership** Communication needs to come from everyone; not just the "leaders" in a school. Does everyone have a voice?





**Stop wasting time with repackaged learning models like deep learning etc... Cred.** programs teach 4 educational models/theories that get repackaged and recycled. Let us do our job, get out of our way.



**Adopt a K-3 and 4-5 Science of Reading-based ELA program and make sure principals are requiring teachers to teach it with fidelity.** SRVUSD has taken a band-aid approach to literacy. Stop giving us partial programs and zero training. This is NOT good for students.





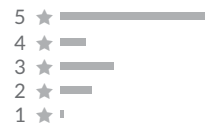
**Believe the articulated needs are real. Actually respond to them. Do not explain why a given need can't be met & consider it a response.** A "response" can be understood as an explanation as to why a need cannot be met. Try to eliminate that as a go-to example of "response" & take action.

3.9  (49   
Ranked #261 of 457





**Show by your actions that you respond to our needs and make good decisions by having the superintendent actually talk to staff.** He swings by the school clearly just for a photo op and doesn't really care to hear from staff ever.

3.9  (49   
Ranked #262 of 457





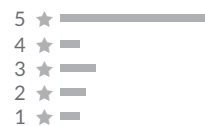
**Allow staff more flexibility due to their expertise and direct experience with students to decide what direction curricular instruction should take.** It feels like programs are pushed upon classroom teachers by people who are not in the classroom and certainly are not in 'your' classroom.

3.9  (48   
Ranked #263 of 457





**Stop closing IT tickets before they are actually solved** IT staff are not confirming with teachers that the problem is solved. They are instead marking it closed as "that's all we can do"

3.9  (48   
Ranked #264 of 457




**Educate administration on the importance of interpersonal relatedness.** Years spent developing and nurturing relationships at a school should be taken seriously when changing itinerant staff assignments.

3.9  (47   
Ranked #265 of 457




**Instead of announcing district visits and telling everyone to be on their best behavior, let them see what a 'normal' day looks like.**

3.9  (47   
Ranked #266 of 457




**Over FTE should be the same. 7 periods (middle) vs 6 periods (high) should be 0.2 FTE instead of middle getting paid less for the same hours of work.** It is not logical or fair that MS teachers who teach every period get paid less than HS teachers who teach every period when it is the same # hours

3.9  (47)   
 Ranked #267 of 457




**Providing feedback when requested** When someone reaches out to get feedback, they are expressing their desire to grow as a professional. We should be jumping on those opportunities.

3.9  (47)   
 Ranked #268 of 457




**We need to start hiring executives that are skilled in the functionality that they are hired to support.** Management needs to understand the vocations that they support instead of considering their importance upon how good they can Google a concept.

3.9  (47)   
 Ranked #269 of 457




**We have enough acronyms, diagrams, and models** Stop giving us posters to hang in our rooms. GIVE US ACTUAL TRAINING and release time to achieve these ideals

3.9  (46)   
 Ranked #270 of 457




**I think special education pd days would be helpful** So we all hear the same instructions and are implementing them the same way

3.9  (45)   
 Ranked #271 of 457



**Support an IEP team that is in disagreement of student placement differing from the parents' thoughts for the student.** A team that has the best interest of the student may have less bias than parents of the student.

3.9  (42)   
 Ranked #272 of 457





**Response time for reimbursement requests from the DO, field maintenance, and other issues needs to be quicker.** We don't feel valued as staff when important issues are not addressed by the district office.

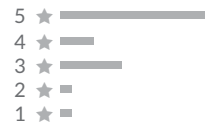
3.9  (40)   
 Ranked #273 of 457







**Middle school who work 1.2 FTE are not paid the same as high school who work 1.2 FTE even though both work through their prep.** Middle school working a full day, no prep get 1.67 salary while H.S. get 1.2. It is not equitable

3.9  (39   
Ranked #274 of 457





**Do not just send out emails all the time that we have to take the time to read and respond when we do not have time for these things.** The amount of paperwork and demands of these communications takes away from teachers' jobs of putting our students first.

3.9  (38   
Ranked #275 of 457





**Have a training with HR personnel about response time and email etiquette.** I've felt dismissed and not supported by certain responses by email from HR staff in significant roles (payroll, benefits, etc.)

3.9  (32   
Ranked #276 of 457





**Follow through on action plans to ensure changes are being made.** It is important because it reflects care and attention to the concerns of employees.

3.9  (31   
Ranked #277 of 457





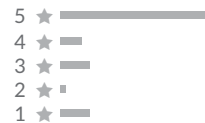
**Perhaps we reduce the school days, or actual teaching days. Start late in August. We are teaching two weeks over the required minutes.** Unfair to have middle school teachers in contact with students 6000+ minutes. Add longer lunch or brunch time, or minimum days. Same at each school.

3.9  (31   
Ranked #278 of 457





**You say equity is important but this district is not always a safe space for BIPOC teachers or BIPOC students. If equity is important stand up for it.** You can't attract & retain teachers of color if they don't feel safe. When it comes to racism we need to say it's unacceptable for everyone & mean it.

3.9  (31   
Ranked #279 of 457





**Approve curriculum and texts that align with our diversity and equity initiatives.** The teachers are worried about push back from parents and no support from admin, especially if they are probationary/temp

3.9  (30   
Ranked #280 of 457





**Policies and forms need to be organized better.** Forms need numbers and dates, and a policy manual with locations of forms should exist. There is too much compartmentalization of working knowledge.

3.9  (30   
Ranked #281 of 457





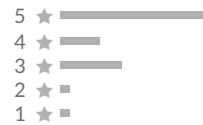
**We need to not get rid of geography and still had ethnic studies.** Students need to learn about other cultures and countries so they are knowledgeable about the world and at least have some background for history

3.9  (28   
Ranked #282 of 457



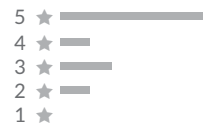
**I feel that the district would be supporting me if they would approve new texts for secondary English that are engaging, diverse, and literary and not have restrictions like "age level" appropriate - limiting HS to YA novels which is insufficient to prep for college.**

3.9  (26   
Ranked #283 of 457





**Emotional and Mental Health Support: Offer counseling and resources to help teachers manage stress and maintain their well-being.** Teachers who are mentally and emotionally well are more effective in the classroom. They can manage stress and maintain a positive attitude.

3.9  (25   
Ranked #284 of 457





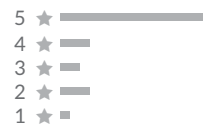
**I would feel that the district is responding to my needs if it would stop doing Thought Exchange and pretend like it is listening.** There are never any thoughtful responses by the staff. I have only ever seen a one minute response at the board meeting without follow up ... ever.

3.9  (24   
Ranked #285 of 457





**I feel the District supports me, when they admit when they are wrong or make mistakes.** We all make mistakes, but modeling how to own your mistakes helps build trust. Admin to staff to students, and the reverse.

3.9  (23   
Ranked #286 of 457





**Moderate Severe para educators should be separate pay scales. Severe paras have to do so much more for the students in the classroom than a moderate para.** If I had a choice and could move I would work in moderate, less chances of getting hit, acusted, and having to change 18 year old boys diapers.

3.9  (22   
Ranked #287 of 457





**Give actual opportunities to have thoughts shared and voices heard (more so than these thought exchanges)** Can't respond to what you don't hear. Thought exchange can feel like giving the impression of listening without actual follow through

3.9  (17   
Ranked #288 of 457





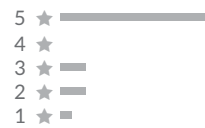
**Asking the staff in a way their response will feel validated** It's more work to ask if you believe you aren't listened to

3.9  (16   
Ranked #289 of 457





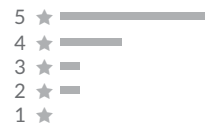
**I would feel that the district is responding to my needs if para educators got benefits.** Providing this vital group of our staff with benefits would help the district get and retain para educators.

3.9  (16   
Ranked #290 of 457





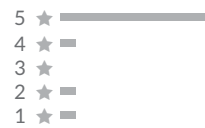
**I would feel that the district is responding to my needs if they offered more meaningful professional development in the physical world.** Now more than ever educators need training on the tools of the modern classroom. Posting links to videos is not meeting this challenge.

3.9  (12   
Ranked #291 of 457





**Take action on equity throughout the district by seeking to balance out the Learning Funds. All schools for example deserve a reading specialist.** If one LF can afford one & a second LF can only afford a half of one that is NOT equal education. Students are discriminated against by income.

3.9  (12   
Ranked #292 of 457





**Administrators should not ask teachers to work over full-time because they haven't hired someone to fill a position. That isn't the teacher's problem.** This leads to burnout/stress and also some teachers don't feel like they are being a "team player" if they don't want to teach OT.

3.9  (11 )  
Ranked #293 of 457





**Bring back Choose Your Own Adventure professional developments led by teachers. I used to brag about our district's PD to non-SRVUSD teachers.** Allows educators to focus on what they need to get better at, builds community, and promotes creativity. Demonstrates trust in staff professionalism.

3.9  (11 )  
Ranked #294 of 457





**Bring back site based IT people especially at the start of each semester.**

3.9  (11 )  
Ranked #295 of 457





**Please allow for teachers to work in their classrooms instead of scheduling meetings. Stop scheduling monthly job alike meetings for SPED.** There is never enough time for any of us to get work done/planning and prep in our classrooms with our colleagues.

3.9  (11 )  
Ranked #296 of 457





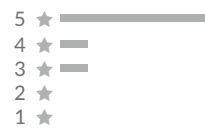
**I would feel that the district is responding to my needs if they laid out reasonable expectations when it comes to teacher communication.** Increase in email traffic has become a burden for educators. The ability to respond to everything is limited by the needs of the physical classroom.

3.9  (10 )  
Ranked #297 of 457





**Continue to offer floating work days in which we have the flexibility to work from home.** Giving us professional freedom and choice has been an effective strategy to lead to greater work productivity.

3.9  (7 )  
Ranked #298 of 457





**Gather quarterly to hear primary concerns in departments at the Ed Center or at sites** Be involved with employees to hear concerns, praise and feedback on a personal level

3.8  (52   
Ranked #299 of 457





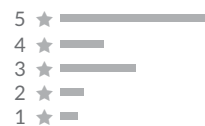
**Could we use this thought exchange differently? It would make sense to have a time to write questions and then later rank them.** If anyone tries to give input, if you aren't one of the first your voice gets lost/deemed unimportant because it wasn't first. A lapse is needed.

3.8  (50   
Ranked #300 of 457





**provide more collaboration time** we need more time with our grade level teams to provide meaningful instruction for our students

3.8  (49   
Ranked #301 of 457





**Communication regarding expectations in curriculum** so that all teachers across the district are teaching consistent curriculum

3.8  (48   
Ranked #302 of 457





**More PD opportunities before the school year starts that is aligned with our specific subject without the option for admin to deny participation** We cannot wait for February for collaboration. Current practice does not support electives teachers. Site PD marginalizes those who already work alone

3.8  (48   
Ranked #303 of 457





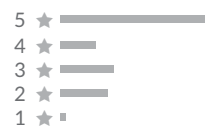
**Reduce what is on our plate. We should only have 6 classes not 7. This reduces points of contact each day more inline with other districts/highschool** Stress and emotional exhaustion, Equity amongst teacher, more focus on students.

3.8  (48   
Ranked #304 of 457





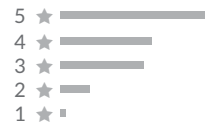
**Stop foisting mandatory training that no one asked for at the end of the quarter with just two weeks notice and on block days that don't match up.** It's tone deaf and disrespectful to the teachers planning and time.

3.8  (48   
Ranked #305 of 457





**There are certain staff members that never reply to direct emails about IC issues.** The lack of responsiveness diminishes trust to the point where no one wants to even try to get help which makes people less effective.

3.8  (47 )  
Ranked #306 of 457





**Equity between schools in funding and support** Many schools have access to more funds, parent support, paras, and other support staff while other schools have little to none.

3.8  (46 )  
Ranked #307 of 457





**Please help us with IC - you open tickets and nothing gets done. In the meantime, the issue is still happening. There is no support with IC.** Please stop assigning specific people to a site or area, ie high, middle, or elementary. The IC team needs more training on how to help people.

3.8  (43 )  
Ranked #308 of 457





**Approve curriculum and texts that align with our diversity and equity initiatives.** Teachers are feeling unsupported. We are afraid that if a parent complains about us teaching diversity and equity, the district won't support us.

3.8  (41 )  
Ranked #309 of 457





**Consistency in word and deed.** SPED adminstraion say "you are the expert" with challenging parents then make back room deals during summer school that throw us under the bus.

3.8  (41 )  
Ranked #310 of 457





**smaller class sizes** discount housing for teachers who can't afford to live here but give our all to the students who live in the houses in the area

3.8  (41 )  
Ranked #311 of 457





**Teachers are put on paid administrative leave for minor issues.** Admin should talk to more student witnesses first.

3.8  (40 )  
Ranked #312 of 457





**Teach admin to talk to teachers BEFORE replying to emails.** Use the 48 hours we're allowed before responding.

3.8  (35 )  
Ranked #313 of 457





**Revise the PLI policy** PLI was well intentioned, but the ripple effects have negatively impacted student mental health, are inequitable, and place additional burden on staff

3.8  (34 )  
Ranked #314 of 457





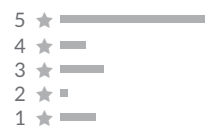
**Stop micromanaging! The district jumps in and forces staff to do things instead of allowing the leaders directly impacted to make good decisions.** District should stop micromanaging or hire different people if you don't trust them to do their job.

3.8  (34 )  
Ranked #315 of 457





**We shouldn't have such low character counts for this survey.** I need at least 250 characters or 100 words to share my thoughts.

3.8  (29 )  
Ranked #316 of 457





**At the high school level, maintain existing site-based autonomy over things like bell schedules.** Sites know their needs best. Every HS in our district has unique needs. What works at one high school might be a disservice to students at another.

3.8  (27 )  
Ranked #317 of 457




**Students need feedback to grow but certain subjects are unfairly burdened by grading. There needs to be more effort to give those subject support.** I have asked good teachers that have left the classroom if they would go back and they all say no because they got their life back when they left

3.8  (26 )  
Ranked #318 of 457





**Admin needs to share documents and information with teachers.** I often have to look through multiple emails, documents, and links when the information should be shared through our school's Google Drive.

3.8  (25 )  
Ranked #319 of 457





**From the top down— Stop throwing your staff under the bus. Back your staff (and if necessary, discuss correction in private). Toxic environment.**

3.8  (23   
Ranked #320 of 457





**I would like to see the district support the needs of MS staff by abiding by the number of teaching minutes required, & make it equitable @ each site. Some middle schools are teaching 6000+ minutes over the required number.**

3.8  (20   
Ranked #321 of 457





**I think more training for classified positions needs to happen. Hands on training, not looking at a power point. IC, Ed Files example...Ad Hoc To do our job effectively we need the right tools; not have to round up people on site to show us what to do.**

3.8  (18   
Ranked #322 of 457





**Visit each site and talk to ALL staff to get direct input in a forum that allows for discussion, follow-up questions and thoughts. Many communication initiatives seem formulaic and full of jargon. Go direct to the source. Then look for common threads as well as site specific needs**

3.8  (18   
Ranked #323 of 457





**Have an annual Admin live like a teacher day. Take home all the grading that core teacher has to do remind you of our workload Maybe it will help you get a reality lesson so that we can work together to stop the madness of additional tasks.**

3.8  (16   
Ranked #324 of 457



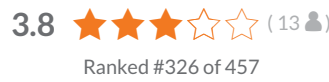
**SDC para coverage, esp. one-on-one SDC para Teacher needs to teach the class and mind student without a para**

3.8  (15   
Ranked #325 of 457

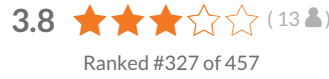




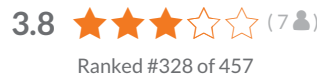
**I would feel that the district is responding to my needs if they create a screening evaluation for incoming TK students.** Age is younger. Let's be proactive in finding out if students require more support in the classroom, esp. toileting, no preschool experience, etc.



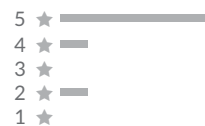
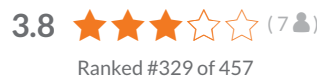
**Please consolidate recess days into an October or Feb break.** So, that teachers and staff can connect with their own children and families. We do not have the luxury of pulling our kids out of school.



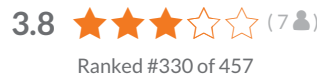
**An over FTE middle school teacher should be paid 1.2 for their 7 hour work day.** It is inequitable that middle school teachers are being paid 1.167 for over FTE when they are working the same number of hours as high school teacher



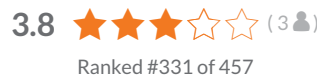
**Less PD** We get something new all the time and no time to collaborate over meaningful implementation.



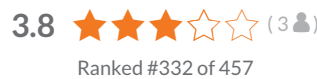
**When looking at caseloads, especially for our school psychologist, school enrollment should not be the only factor.** Mental health need/ learning needs have skyrocketed. More time/psychs are needed to ensure needs are appropriately met for all invested parties.





**Allow sites to choose (or not choose) a block schedule.** Our Wed/Thu are LONG days that students and teachers hate. Too long for our students and brutal with 4 min passing periods. Teachers need a daily prep



**Class Size** We need to go back to the smaller class sizes. 26:1 is too high for K-2.





**No one wants to teach MS. Why is it OK for us to have so many classes/students? We're breaking folks & you can't hire people to replace us. We aren't getting ANY applicants 4 some of our positions. We've been hiring parents and hoping they decide to get credentialed. Insane/Unsustainable!**

3.8  (3   
Ranked #333 of 457





**Teaching over time in MS is ridiculous. We teach too many classes and too many students already & the thanks for teaching over is making less than HS. Teaching over should be 20% for MS and HS. Or maybe just fully staff all sites and this wouldn't be an ongoing issue!**

3.8  (3   
Ranked #334 of 457





**Have district employees come and observe classes. Things may look good on paper, but they can be a disaster in the classroom.**

3.7  (50   
Ranked #335 of 457





**Have site administrators issue feedback surveys that they then report to the district. Our administration hasn't elicited any feedback about how things are going for teachers on our campus.**

3.7  (50   
Ranked #336 of 457





**Develop and implement a curriculum that is inclusive and reflects the diverse experiences, histories, and contributions of all racial and ethnic group We are very homogenous in our curriculum and People of color are not getting representation in our teaching.**

3.7  (48   
Ranked #337 of 457





**Share leadership should be embraced throughout the SRVUSD. This concept should not be reserved for executive management, but the employees. Poor implementation of the shared-leadership concept has bred cynicism throughout the district. Management needs to understand leadership.**

3.7  (48   
Ranked #338 of 457





**Elementary needs a language curriculum (reading and writing). We need an adoption that is all inclusive.** We should not have to pull from various programs (NYRWP, Amplify, Morpheme Magic and Heggerty).

3.7  (47 )  
Ranked #339 of 457





**Stop lying, take responsibility, apologize, make a commitment not to do it again, put in place accountability to ensure that happens.** This is what we teach our children who are learning to be honest adults.

3.7  (45 )  
Ranked #340 of 457





**When doing a survey it should be peer reviewed to gain validity.** Long surveys that people stop before completing only provide an incomplete dataset. The last survey was ridiculously built.

3.7  (45 )  
Ranked #341 of 457





**making a direct contact available so issues can be handled at a faster rate** talk to the staff

3.7  (45 )  
Ranked #342 of 457



**Offer LETRS training for units in addition to pay.** If you want Science of Reading trained teachers, then incentivize it. Create a partnership with UOP.

3.7  (44 )  
Ranked #343 of 457





**Don't force one-size fits all with the bell schedules.** Why do all MS and HS have to have block schedule? Asking an 11-year-old to sustain focus for 80 minute periods is not good practice.

3.7  (43 )  
Ranked #344 of 457




**More prep time for dept. collaboration. 1 hour/ week is not enough. To make progress towards "Deep Learning", teachers need time to collab...** to create/ plan lessons/units/PBL that reflect "Deep Learning". We don't have the time to do what the district expects of us within our work weeks.

3.7  (38 )  
Ranked #345 of 457




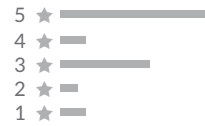
**MS & HS Teachers need equal contacts numbers. With so many kids MS teachers cannot touch base with all of their families/meet student needs. With the same number of contact as HS teachers, MS students can get more individual attention. W/less students, teachers can meet more student needs.**

3.7  (35)   
 Ranked #346 of 457




**Ask for real and concrete evidence, not just feelings** some teachers are over-emotional

3.7  (34)   
 Ranked #347 of 457




**Elementary AP and MTSS role should be roles into 1 full time position so staff can be available to support their site.** The need for administrative support at a site don't align with the PT schedule.

3.7  (33)   
 Ranked #348 of 457




**We get too many emails packed full of information when we don't have time to read them** I would prefer more, shorter emails about specific events or topics. and DON'T send them FRIDAY AFTERNOON

3.7  (33)   
 Ranked #349 of 457




**Include ALL all the populations we serve in administration discussions and serveys.... It is SO Frustrating when time and time again Infant and Preschoo** It gives the impression the district does not value these programs OR the staff that support them. !!

3.7  (32)   
 Ranked #350 of 457




**Provide mental health support This dumb EAP counseling system doesn't help anyone. It just shows you don't really care about our mental health.** Create support groups, allow social workers and counselors to also help staff. If you help staff then we can do a better job for students.

3.7  (31)   
 Ranked #351 of 457



**All the HS do not need to have the same bell schedule** Each school has its own culture, including if it has a block system or non block system



3.7  (27)   
 Ranked #352 of 457



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**Can our MTSS support staff at the district-level be kinder when we ask them questions?**

People are being vulnerable asking for help/support, it would be a "best practice" for kinder responses (I know they're busy, but so are we).


3.7  (26 )  
Ranked #353 of 457



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**Make caseloads caps across professions more equitable! How is it a case load of Perk SLPs is 40 but an OT is asked to take on more at 60-70 equitable**

Again Equality and treating professions with the respect that deserve.... Not just because it's legally required but it's the right thing to do!!!!

3.7  (25 )  
Ranked #354 of 457



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**Organize protocol discussions at the subject, grade-level, or department level. Protocols regarding student results on state, AP, tests.**



We are not in a cycle of continual improvement. We need to formalize reflection on the craft, so student results improve.

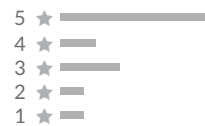
3.7  (24 )  
Ranked #355 of 457



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**There are too many people in administration and the district office.** I believe there can be a reduction of staff in admin. so we can hire more teachers and support staff like paras, special ed teachers, and counselors

3.7  (24 )  
Ranked #356 of 457



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**Have fewer classes a day at the middle school, we currently teach more students and have more work. Or have a decent elective schedule.** So many students still have TA as their elective when they did not want TA as their elective. Some have two "TA" jobs with different labels

3.7  (23 )  
Ranked #357 of 457



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**I would feel that the district is responding to my needs if they provided me with more time for collaboration with my colleagues.**

Collaboration has become increasingly important as educators are learning how to adapt their practices to meet the needs of a modern classroom.

3.7  (14 )  
Ranked #358 of 457





**MS minutes and full time definition should be consistent and equitable with HS minutes. OFTE in middle school should be .20 and not .16.** Middle school teachers are burning out; taking on more electives for less pay. We are exceeding state requirements for minutes, less pay.

3.7  (10 )  
Ranked #359 of 457





**Increase the starting wage for a new teacher by &25K** First year teachers cannot live nearby— a long commute will burn them out of the profession.

3.7  (8 )  
Ranked #360 of 457





**Middle school school day needs to be shortened. Middle school teachers need to NOT be teaching more minutes than high school teachers for the same pay.** Our middle schools have on average 60 minutes longer per week of instructional minutes than our high schools for a full time student.

3.7  (8 )  
Ranked #361 of 457





**Allow sites to get rid of the block schedule.** The block schedule is not working for many of our students, and we should have the choice to get rid of it,

3.7  (6 )  
Ranked #362 of 457




**We need curriculum in 6th grade Core** Lucy is outdated and now dissolved, while History is nonexistent.

3.7  (6 )  
Ranked #363 of 457



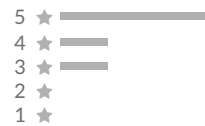
**Survey teachers/staff and ask them to list up to 5 inservice/training wants.** Teachers/staff will then be provided USEFUL PD.

3.7  (5 )  
Ranked #364 of 457





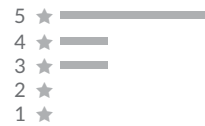
**Prepare and provide the links to the online training PRIOR to the start of school— as in several weeks! Or provide time to complete the hours.** It is seriously maddening to push through the online training modules when trying to simultaneously complete classroom/lesson preparation.

3.7  (5 )  
Ranked #365 of 457





**When a superintendent publicly states that he has "learned his lesson" and won't meet directly with teachers anymore... ....what message does that send to teachers? What happens when we don't actually trust the person he sends in his place to relay things truthfully?**

3.7  (5 )  
Ranked #366 of 457





**If you're considering purchasing software, have teachers test it and recommend it before purchasing.** Since we're the ones using it, this only makes sense. The Defined Learning software is not great. Teachers can make similar & better projects

3.7  (4 )  
Ranked #367 of 457



**Support for Teachers who have Students with Extreme Behaviors in Gen Ed classrooms.** District support personnel need to spend an appropriate amount of time in the class to understand what a teacher is dealing with on a daily basis.

3.7  (4 )  
Ranked #368 of 457




**Implement policies that are district policies or best practices and communicate to all sites instead of sites having to come up with their own.** It helps us to be aligned and unified.

3.6  (50 )  
Ranked #369 of 457





**addressing systemic racism is an ongoing process that requires commitment, persistence, and a willingness to learn and adapt** it takes effort to create a more equitable and inclusive educational system, Start giving effort.

3.6  (49 )  
Ranked #370 of 457

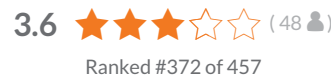


**Stop attempts to water down academic standards, such as nebulous 1-4 grading scales. In fact, stop trying to reinvent a wheel that rolls very well.** There is nothing wrong with the traditional grading scale. It lets students and parents (and colleges) know more precisely what the student has done.

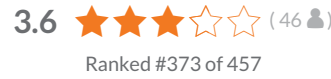
3.6  (48 )  
Ranked #371 of 457



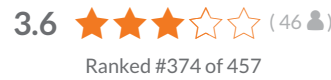
**Stop using thought exchange.** It's exhausting and nothing seems to ever come from it.



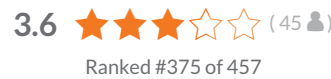
**Promote meritocracy, and the rewarding of excellence, rather than attempting to dumb things down to promote equal outcomes.** High expectations and rewarding excellence is what makes society progress, and creates true self-esteem.



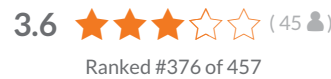
**equalize teaching load/student load with high school. the current schedule is 7 periods when it should be 6.** This give teachers much needed prep time. We have more on our plates than ever. Students do not focus well through a 7 period day.



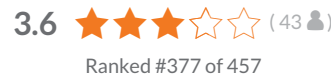
**Hold Staff Town Hall Meetings** You need to know what is happening in the classrooms and the broader community.



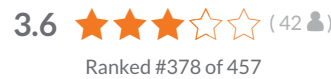
**Implement a clear, strong conference protocol that guarantees the opportunity to report info and to profit from the discussion.** A workable resolution is not possible if all the facts are not brought to bear, if all perspectives are not heard, if expertise is not valued.



**give surveys, in survey give us clear information on examples or how the change with look IRL** it needs to be quick and convenient way to give everyone a chance to share thier thoughts





**Give middle schools the autonomy to set their own bell schedule (no mandate for 2 days block/ week)** Each site determining their bell schedule allows lets us best meet the needs of our students and use instructional time effectively







**Prioritize the voices of educators from impacted groups with regard to curriculum, instruction, and diversity work** Because SRVUSD is chronically terrible at doing so. As a queer teacher, I do not feel safe working here and have made that well known.

3.6  (42   
Ranked #379 of 457





**I don't know what the leadership team does so I have no thoughts.**

3.6  (34   
Ranked #380 of 457





**I would feel that the district is responding to my needs if they paid me for work completed in a timely fashion. e.g. SRVTIP mentor pay delayed**

3.6  (29   
Ranked #381 of 457





**Provide staff with a safe and healthy environment** by installing vape detection so teachers don't ingest harmful toxins from students vaping in the restrooms

3.6  (29   
Ranked #382 of 457





**Provide a list of substitute candidates who enjoy working with Preschoolers, and or have experience in Early Education for when I need a sub.** I always worry when a random substitute comes in and takes over for me because especially this year our preschool at WD is full of young 3 year olds.

3.6  (27   
Ranked #383 of 457





**I think the district should acquire a resident sub pool for clerical classified and train them on all programs. This way they can be utilized for subbing office positions and helping with enrollment and as support staff**

3.6  (19   
Ranked #384 of 457

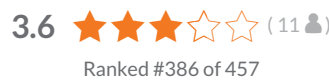


**Fix the computer glitch on the new teacher devices that turns our computers off after two minutes.** It disrupts instruction when you have to wake up your computer, close the ladybug app and turn it back on. Our students deserve better.

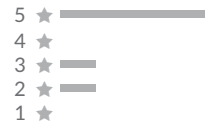
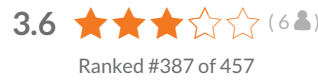
3.6  (15   
Ranked #385 of 457



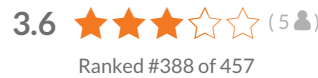
**I would feel that the district is responding to my needs if they didn't eliminate courses and programs that we have worked hard to build for years.** Closing SDAIE courses has been to the detriment of EL learners in the district. SDAIE programs offered community and more personalized instruction.



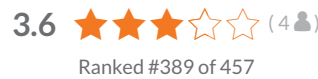
**reduce combination classes. It can sometimes be necessary but having the several combo classes year after year is terrible for students and staff.** Combination classes affect the entire grades, not just the one class. Successive years of the SAME combo classes is draining.



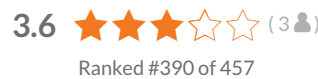
**Where do I insert my needs for staff? Ask teachers for an input before implementing "decisions"**



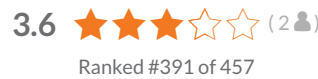
**It is essential to adopt a new Language Arts curriculum for K-8. Since the NY reading & writing project has been disbanded, we have nothing.** We don't have a grammar, vocabulary, reading, or writing materials other than digging into outdated Prentice Hall materials from 2002.





**Implement an electronic voting system where each teacher can vote on important decisions, such as our learning management system, school calendar, etc** Committees are wonderful, yet do not represent a true democratic outcome. Giving input is not the same as casting a vote.

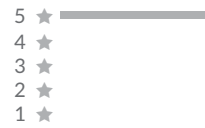


**Hire more paras to help in our SDC and Special Day classes. Also, increase their salary.** They're understaffed and the turnover in these classes is terrible. The kids and teachers are suffering. It is not sustainable.





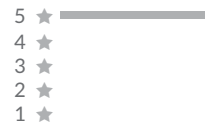
**There should be a VETTED curriculum for middle school English.** It's important if we are expected to work together as teacher teams and to cover the essential standards.

3.6  (2   
Ranked #392 of 457





**We need a more standard approach for MS tutorial/advisory period. Our school has 5 periods - one each day and it is yet another demand on our time.** The 2 days for student intervention are important; maybe there could be one additional day for "homeroom" activities but no more.

3.6  (2   
Ranked #393 of 457





**We need personal time off without all the baloney. The current system is deeply disrespectful. Why is it any of ur business to know my personal deets?** Save HR time & treat your staff as professionals. Let us use our time-off as we see fit (like taking off for a week vacation). Major reason to retire.

3.6  (2   
Ranked #394 of 457




**Offer professional development to learn about anti-racist practices and strategies to create inclusive classrooms.** it is time to do something and stop talking about what we are going to do, You have wasted a year of doing nothing and it shows to all our community.

3.5  (51   
Ranked #395 of 457





**Leave bell schedules alone. PLEASE let us finally spend time refining/improving instruction, working on "grade reform" you claim to care about etc** If I have to go back to spending all my time lesson planning, adapting lessons for a diff.bell schedule I am not going to have time for what matters

3.5  (48   
Ranked #396 of 457

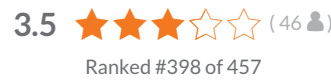


**Stop pushing things like "retakes" that are good sound bites for you but are over stepping & dismissive of the \*entirety\* of my class structure** I dont need to do retakes for things YOU want b/c Ive spent the time over decades thinking ab. weightings, spiraling of info etc. Stop oversimplifying

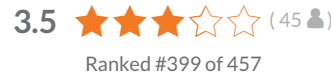
3.5  (46   
Ranked #397 of 457



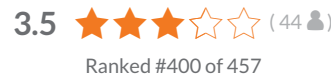
**Weekly communication was better 5 years ago- they were formatted more simply and included important information, trainings, and info around SRVUSD**



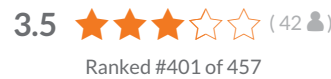
**Improvements should be made at the district office first then we can extend it out to the sites/teachers/staff. Even though we don't work directly with students, we work with staff at each site. Need to improve moral at DO, more trainings and support from mgmt.**



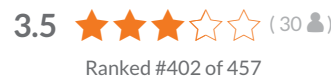
**Please reconsider block scheduling at the middle school level. It is torture for these students who all have age-appropriate and SHORT attention spans Relationships matter but consistency and repetition are essential for learning. It is hard to get repetition when you only meet 3 days a week.**



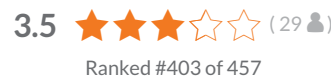
**Could we do a 1-2 time a year meeting with 4-6 schools' cabinet members and the SRVUSD Leadership Team? It might be helpful to hear the concerns of other middle schools in the district and to have an actual conversation, rather than form, about them.**





**Consistent High school bell schedules, and aligned curriculum (content and opportunities). Equitable minutes, practices and education access.**



**Consider a four-day teaching week for grading heavy classes with the 5th day for collaboration and feedback. Use the block schedule to actually help It is time to lead the way - Teacher burn out is costly to students and district**





**Provide more grade level specific alone time for k-1 elementary combo classes where other grade is taken by supporting team.** This time will help provide an equitable education to their peers as K-1 is difficult to combine due to age related skills/stamina and not enough hrs.

3.5  (26 )  
Ranked #404 of 457





**Continue to work on shared leadership through working to hold those in decision making roles accountable** Through better collab between departments we can gain more empathy, understanding and support

3.5  (24 )  
Ranked #405 of 457





**Have a standard bell schedule every day!** We claim to care about underserved students. Single parent, or dual working parents need a consistant schedule!! Stop being hypocritical.

3.5  (23 )  
Ranked #406 of 457





**Reviewing and defining microaggressions.** Well meaning people, engage in demeaning communication.

3.5  (23 )  
Ranked #407 of 457



**The REACH Program at the Del Campus has only 3 teachers covering all of our students high school credit needs. This is very difficult to meet.** Important because we develop tons of curriculum specifically for our program, and I feel we should be able to earn CEU's, even if it is backlogged.

3.5  (18 )  
Ranked #408 of 457





**I would feel that the district is responding to my needs if they invested in the courses we offer rather than letting them falter and be replaced.** Course design takes years to develop. New curriculums should be incorporated into preexisting courses in order to address the needs of students.

3.5  (12 )  
Ranked #409 of 457





**Stop talking about creating equity across the district and start making it happen** Some schools are really struggling but are held to the same expectations

3.5  (7 )  
Ranked #410 of 457





**Pay us or give us pullout days for writing letter of rec at the high schools. Letters can take upto 2 hours each. It's a crazy amount of work.** Teachers are having to limit how many letters they write because we don't have enough time to write all these letters, this hurts students.

3.5  (6   
Ranked #411 of 457





**Value assessment teams' expertise when determining appropriate special education placements and supports.** LRE is essential but when assessment show higher needs than "resource" this should be considered and not dismissed. This promotes student wellbeing.

3.5  (5   
Ranked #412 of 457





**At all levels (site and district) encourage, facilitate, and welcome suggestions and concerns from staff in order to respond to needs.** People need to be included in decisions being made that directly affect their work. Clear communication and clear expectations are essential!

3.5  (3   
Ranked #413 of 457




**MS should have equal or LESS instructional minutes compared to HS. MS already teaches more classes and more students. We are breaking under the load.** We need 5 min (vs 4 min) for passing and 40 min lunches (give students time to eat and play). The time pressure of every day is exhausting.

3.5  (3   
Ranked #414 of 457



**We need after school time Tier 3 intervention for HW. Many underserved students don't get reading/writing/math practice essential for deep learning.** There's a limit to what we can do within the school day; students need the HW support. It currently falls on teachers to do this on their own time.

3.5  (3   
Ranked #415 of 457




**Maybe a Google Doc T-Chart with needs in one column and actions that have been taken in the other column** There's not enough characters available to explain. I apologize. I tried.

3.4  (47   
Ranked #416 of 457



**We need equity in parent donations at each school site. Some schools raise more money than others and it shows. Some communities are more affluent than others. Put all donations into one pot and distribute money per student to each school.**

3.4  (45 )  
Ranked #417 of 457





**Get rid of middle school conferences. Spend time instead teaching parents how to use tech like schoology so they understand the data it gives them. They waste valuable academic minutes. Our surrounding districts have done this as they realize they are not necessary in a digital age.**

3.4  (44 )  
Ranked #418 of 457





**We can't teach students that are not in the classroom. We should push-in more than pull-out. Try moving pull-outs before or after school. Teachers were told that pull-outs would occur during CLT. This does not seem to be true.**

3.4  (43 )  
Ranked #419 of 457





**Get rid of Block schedule in middle school.**

3.4  (42 )  
Ranked #420 of 457



**Adding back minimum days throughout the year and/or more collaboration time To allow staff to collaborate and discuss important areas of focus to give input on decision making**

3.4  (40 )  
Ranked #421 of 457





**Share the same with Classified Employee e.g. Res No. 01/23-24 in Support of National Hispanic Heritage month, 9/15-10/15, we could do potluck/cele To Align with our schools' celebration, we will feel part of the Team.**

3.4  (40 )  
Ranked #422 of 457

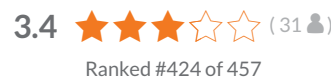


**No block for middle school - or at least a school site decision. It does not make sense for middle school. Middle school kids needs lots of breaks, not longer time in the class period.**

3.4  (39 )  
Ranked #423 of 457

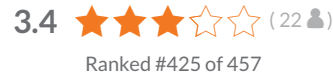


The district isn't doing enough to inform the wider schools and community about Alt ed programs. We have low enrollment # at Alt ed, then the district complains that the staff:student ratio is too high. They need to advertise to parent & counselor

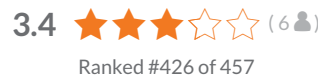


Can we write out words district-wide/all departments \*before\* using acronyms? Example: <https://www.greatschools.org/gk/articles/acronyms-in-education/>

It's embarrassing, and the author is assuming parents/teachers/staff know all when in reality we don't.

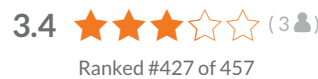


Our school calendar needs teacher input. Teachers would prefer a week long fall break or a ski week in order to more effectively teach our students. 3-4 day weeks disrupt weekly visits to the library & take students out of HW routines. Students also extend those long weekends and have more absences

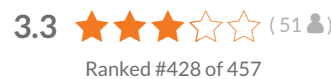


Unilateral decisions on what curriculum and programs are funded by the district have big impacts. Why aren't these discussed?

Donations are down & there are areas where the district has no adopted curriculum (or its 15+ years old). Teachers should NOT be developing curriculum





I think that teachers need to have their curriculum aligned so that all students are getting the same instruction. This needs to come from the top. Currently teachers seem to be able to teach what they want and if students switch classes, they are lost. It's also an equity issue for students.







**provide cultural competency training for administrators, encourage and actively seek a diverse pool of candidates for admin** We seem to only give positions of power to white candidates and our hiring history shows it.

3.3  (49   
Ranked #429 of 457





**Addressing systemic racism perpetuated by school administration and district office agendas, acknowledging the presence of systemic racism in Admin** recognizing the problem no matter how ugly it is, is the beginning in solving the problem

3.3  (47   
Ranked #430 of 457





**The requirement that all secondary schools have some sort of block schedule seems like a one-size-fits-all approach.** Stakeholders at each site should be able to decide what schedule is best for their learning community. Blocking for some subjects does not work well.

3.3  (38   
Ranked #431 of 457





**Not so many random days off and less Mondays off** At the HS block schedule, if you miss a Mon. then it throws the classes behind. Don't need the day after Halloween off, school shouldn't start on Thur

3.3  (32   
Ranked #432 of 457




**Common Bell Schedule among the High Schools.** More options for students and a common thread of teaching periods. Auto, culinary, CTE that are only offered at 1 or 2 places.

3.3  (30   
Ranked #433 of 457




**I would feel the district is responding to my needs if they provided me with culturally relevant information about the students I teach.** It is difficult to be culturally respectful about cultures we have no information about. why do north and south India have issues with the other?

3.3  (26   
Ranked #434 of 457





**We need someone to show us where we can find things on our website, etc (curriculum, essential standards, etc. this is \*not\* clear).** Because we don't know, what we don't know.

3.3  (21   
Ranked #435 of 457





site based give Principal's tools

3.3  (15   
Ranked #436 of 457





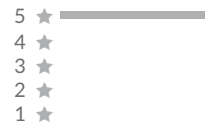
**Create a drop box for out needs without judgment** Create forms for teachers to grade potential "decisions"

3.3  (5   
Ranked #437 of 457





**Admin needs to have more uniformity in how they deal with parents and greater flexibility in determining consequences for poor behaviors.** It's important because kids no longer really "fear" a consequence for anything, resulting in bad behaviors.

3.3  (1   
Ranked #438 of 457





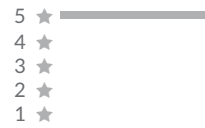
**Provide staff the opportunity to explain when parents are upset. Investigate completely before speaking on the issue.** We often feel as though we are not truly provided support and back up when we do the things the district wants us to do (i.e. promote equity).

3.3  (1   
Ranked #439 of 457





**The leadership team should listen to what the teachers need concerning the work environment so teaching can be more effective.** The space is sometimes too small for the number of kids in the class.

3.3  (1   
Ranked #440 of 457





**There are so many days off for staff development and teacher workdays, etc. The students and teachers loose continuity.**

3.3  (1   
Ranked #441 of 457





**Work to understand and address high turnover in special education administration staff.** High turnover causes breakdown in consistency of information. Each new person has their own interpretation of policy; information is contradictory.

3.3  (1   
Ranked #442 of 457



**Please schedule trainings on Monday Wednesday or Fridays.** MS coaches coach on Tuesdays and Thursdays making us miss district trainings

3.2  (47   
Ranked #443 of 457



**Instructional Calendar** I don't like the fact we start earlier and earlier every year. I would like to go back to starting after Labor Day or go to a Year Round Schedule.

3.2  (45   
Ranked #444 of 457




**Is it at all possible to structure our meeting times to provide collaboration that lasts longer than 1 hour.** Sometimes with only one hour we have other family commitments that mean we can't stay and see the conversation through in full.

3.2  (45   
Ranked #445 of 457





**Really love the weekly communication**

3.1  (48   
Ranked #446 of 457




**Get rid of the block schedule for middle school.**

3.1  (42   
Ranked #447 of 457





**I would feel that the district is responding to my needs if they support new teachers with smaller caseloads and class sizes.** If as a first year teachers were given a 5 student per class reduction it would give them a chance to get more confidence.

3.1  (11   
Ranked #448 of 457





**District wide schools should NOT have the option to have 5 days per week of advisory/tutorial. 3 days per week should be the maximum.** It is excessive and is taking away from deep learning time in the curricular areas when 90 minutes per week is spent on SEL advisory.

3.1  (7   
Ranked #449 of 457





**Classroom management back to basic teaching**

3.1  (6 )  
Ranked #450 of 457





**Montair Elementary has been unable to keep a principal for more than 2 years for the last decade for multiple reasons. This needs to be addressed. The school has become toxic.**

3.0  (1 )  
Ranked #451 of 457





**(This can be deleted; but could you mention the 2 areas in the question; responsiveness and communication?) That way we're making sure we are all discussing the same two areas.**

2.9  (46 )  
Ranked #452 of 457




**March sbell scheduled between high school sites** Each site has a different system & makes it hard for staff to support students between sites, and for students to adjust as well. 4 diff. bell schd??

2.9  (31 )  
Ranked #453 of 457



**Stop programs and trainings that are obsessively focused on race. Focus on education basics and excellence instead.** Such programs are dividing our community (and our country). Let's focus on basic academic excellence.

2.8  (51 )  
Ranked #454 of 457



**What is that PD program where we have to earn points to get tech we need in our classrooms?** It's called a really BAD idea. Also an insulting, ridiculous, patronizing idea. No more of that nonsense please.

2.7  (1 )  
Ranked #455 of 457



**Each classroom should have a poster or display stating the tribal name of the first people to inhabit the area the school sits on.** It is the correct thing to do and it is ignorant not to be able to know the tribal name.

2.6  (11 )  
Ranked #456 of 457



What two areas? The question needs to specify.

2.4 ★★☆☆☆ (43 👤)  
Ranked #457 of 457

