

**SCHOOL CULTURE SURVEY- STAFF**  
**School Year 2018-2019**  
**178 responded**

<b>This School.....</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>NA</b>
sets high standards for academic performance for all students	29.21%	61.24%	8.43%	1.12%
emphasizes helping students when they need it.	44.38%	51.69%	3.37%	.56%
provides adequate counseling and support services for students.	25.71%	52.57%	20%	1.71%
promotes trust and collegiality among staff.	22.86%	56.57%	19.43%	1.14%
provides the materials, resources, and training (PD) needed to do your job effectively with all students.	23.30%	65.34%	9.66%	1.70%
encourages opportunities for student choice.	23.86%	63.64%	8.52%	3.98%
is inclusive of and responsive to all students regardless of student background.	50.57%	43.18%	4.55%	1.70%
clearly communicates to students the consequences of breaking school rules.	23.16%	49.72%	25.99%	1.13%
handles discipline problems fairly.	15.91%	55.68%	26.70%	1.70%
is welcoming to and facilitates parent involvement.	37.29%	57.06%	3.39%	2.26%
uses objective data such as surveys truancy counts, and test scores in making school improvement decisions.	25.71%	60%	8.57%	5.71%
has teachers that make it clear to students that bullying is not tolerated.	41.48%	51.70%	5.68%	1.14%
has staff that takes parents' concerns seriously.	43.75%	53.41%	1.14%	1.70%
creates a fun learning environment for students.	31.82%	62.50%	5.11%	.57%
<b>How many adults at this school.....</b>	<b>All adults</b>	<b>Some adults</b>	<b>No adults</b>	
really care about every students?	58.76%	41.24%	0%	
acknowledge and pay attention to students?	60.80%	39.20%	0%	
want every student to do their best?	71.59%	28.41%	0%	
treat all students respect?	51.41%	48.59%	0%	
have close professional relationships with one another?	31.25%	68.75%	0%	
support and treat each other with respect?	42.61%	56.82%	.57%	
feel a responsibility to improve this school?	38.42%	61.02%	.56%	
work hard to ensure a safe and supportive learning environment?	61.93%	38.07%	0%	
<b>I feel.....</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>NA</b>
like I belong at this school.	52.54%	39.55%	6.78%	1.13%
like I am recognized for good work.	35.03%	48.02%	15.25%	1.69%
like I am treated with respect.	45.20%	41.81%	11.86%	1.13%
supported in my work with students.	38.42%	49.15%	10.17%	2.26%
I have the opportunity to develop my skills	38.98%	50.28%	8.47%	2.26%
I enjoy working at this school.	52.54%	36.98%	6.78%	1.69%
morale is high on the part of the staff.	13.07%	51.70%	34.09%	1.14%
Staff wellness is promoted	30.11%	47.16%	20.45%	2.27%

School Culture Survey - Staff (2019)

Q5 Comment(s) Optional:

Answered: 44 Skipped: 134

#	RESPONSES	DATE
1	I feel that it isn't really the "school" that's the problem. I LOVE my work. I feel that all of the jumping through hoops to constantly prove myself wastes time and forces me to wonder if I am found as a valuable, trustworthy professional. Many of us have advanced degrees yet we must fill out exit slips and wait until 3:15 sharp to receive certificates for PD. Other places of employment simply do not do this. I am a teacher not a student or a child. I deserve respect and courtesy from the district for I am serving not only for a paycheck, but to impact the lives of those who hold our future in their hands. Working in an atmosphere of mistrust, fear and lack of genuine support and recognition can begin to crush even the fiercest of spirits.	5/31/2019 4:58 PM
2	There is a growing concern about the level of aggression the students are displaying towards peers and staff	5/30/2019 7:30 PM
3	It's been a tough year, especially the last half. The morale has really taken a nose dive. I sincerely hope our new director can help with that.	5/28/2019 10:15 AM
4	The school could be so much better than it is if we'd raise our standards and hold students accountable. We are not consistent. Student school spirit and involvement is poor and has gotten worse and I believe it is due to junior/senior privileges. Students do not get involved in activities if they don't have to be in the building. This affects course sign-ups, clubs and extracurricular activities involvement, and academic effort.	5/24/2019 4:21 PM
5	Bullet points for my Disagree comments: *Students do not receive much in the area of counseling services. There claims to be "groups" and students may attend one or two "sessions" but that's it, if that even occurs. There is a huge need for social/friendship groups, several of them, and even though there claims to be groups organized, it does not appear to be regular (aside from the rare case) and/or classroom teachers (several) all agree it doesn't happen - kids are never taken for this (or "maybe" it's true that ALL of them are being taken during lunch). Social stories for some of our younger students are crucial and also never developed. There are no other groups that are noticeable: divorce, etc.. Also, in my own personal experience when mentioned if a student could get counseling because they are depressed, I've been told, "no can't do that." They are not "therapists" and that child needs therapy. They "touch and go/treat", a few weeks, so then What??? these kids get nothing! Unless they are the lucky ones who get the KBH person. *Handles discipline problems fairly..... the area of need here is that after getting 10 process room slips maybe the student should get something else? If we are truly going to decrease or eliminate issues, process room over and over isn't going to do it. Also, there never seems to be an increase (maybe there shouldn't be??) but if a child has a physical altercation lets say for the 4th time or very inappropriate language or other mean behavior, shouldn't it be more than 1 process room again??? Maybe the current system is too fair.... *Parent involvement: could be better. In particular, student of the month awards parents aren't even welcomed to be here. *Wellness: I'm honestly not sure why this is even a question. There isn't a single thing the school does for wellness and very little the district does (except offer a cycling class, or mindfulness/yoga type sessions on the workshop day). I've worked at another district that had a lot of wellness activities and a portion of time at every workshop for either information to be given and/or activity. Hussey used to offer a Sweat (exercise) class a couple of evenings, that's gone. Also, used to have a massage person come in for a 10 min. chair massage during day for \$10 during prep time. I'm not sure if there is a "wellness team" or if there is a stipend for it. But if so, it's not worth it. I just wanted to add additional clarification for the disagree comments. Overall, Hussey is an amazing school to work at with wonderful staff, administration, and students. There are a lot of things that do work very well, and truly only a few concerns. Thank you for soliciting feedback from staff.	5/24/2019 3:47 PM
6	A few teachers/staff with bad attitudes can effect an entire building...	5/24/2019 2:35 PM
7	I don't feel this building is a healthy environment. The air systems is not constant in the place, hot, cold etc. Even though we are told what they do to help our school., I would like to see the students do an air quality test.	5/24/2019 9:10 AM

## School Culture Survey - Staff (2019)

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| 8  | <p>This has been a transitional year with some inconsistencies with behaviors. Hoping this is just growing pains, feel that some staff do not feel supported and am eager to get full time dean back next year. Overall I am happy to be in this school and staff is caring &amp; professional in general.</p>   | 5/24/2019 8:38 AM |
| 9  | <p>I feel that there is more we could be doing to prevent lives lost in the event of a school shooting. With the office being on the 2nd floor, there is less visibility for the office staff. The doors into the student classroom hallways are always open and unlocked during the day. When Farrington started locking the doors to the hallway, there was security in knowing that it would slow down, if not stop, a would be shooter. Yes, locking the door created some inconvenience but after a while, it was routine. I think we could be doing more to protect our kids. To make a change after lives are lost is too late.</p>   | 5/24/2019 7:48 AM |
| 10 | <p>Our staff has concerns with job descriptions, expectations and follow through especially with the guidance, social worker and dean positions. The dean's position focuses on RTI and truancy. Both have been addressed very well this year, is this the extent to the expected use of a part-time dean position? How do other schools utilize these positions? Guidance/Social Worker Clarification needed: 1. What are the curriculum standards required by our district for guidance classes/lessons that each grade-level is expected to receive? All teachers are scheduled in September for a weekly guidance lesson. These lessons may happen 4-5 times per year but oftentimes, the counselor arrives late or doesn't arrive at all- no notification to the teacher of their absence or tardiness is provided. There is no attempt to reschedule. This is a constant frustration in our building. 2. When a teacher in our school asks the social worker (SW) for help with a student, it appears the SW has to go through the guidance counselor to acquire "permission" whether they can address the concern with that student/family or not. The guidance counselor's directive is based on her past relationship with these students &amp; their families. This overseeing of the social worker schedule affects their ability to follow through with concerns brought to them. Staff is often frustrated as we have no knowledge or past experience of protocol or hierarchy. Maybe the guidance counselors are indeed the "gatekeepers." This makes it especially difficult for a teacher to get support (in a timely manner, or at all) for their students. Oftentimes the guidance counselor will tell the SW that they will see the particular student but follow through is inconsistent. They will verbally agree to see a student and address issues, but it often doesn't happen because it is forgotten/overlooked or brushed off as not important. Maybe a solution might be in the form of written requests which would be emailed (by the teacher) to the guidance counselor, social worker, or their supervisor to allow for documentation and better follow through. 3. Sharing a social worker between two buildings doesn't seem to be providing each school with equitable hours of service. If Farrington has the social worker from 8:20 a.m. 12:00 p.m. (often later), then reports to Hussey, this leaves little time to provide adequate student support for our students. Our SW typically (upon arrival) has lunch with our guidance counselor which cuts into our already limited time with students. Maybe lunch could be eaten at Farrington so that their 2.5 hours/day @ Hussey are used solely to support our neediest of students. I am sure that positions could be used much more efficiently if the job expectations are clear to them, the teachers, support staff, administrators, etc. I think it is a lot to ask our already overburdened administrators to figure this out on their own. The job expectations for our guidance department, social workers, and deans need to be determined, documented and shared with everyone involved in order to best utilize the specific services we now have access to. The more organized we are the better. Thank you for allowing us the opportunity to share our opinion. People have said that our input won't make a difference but I am a firm believer that when we work together, we are always more successful.</p> | 5/23/2019 8:58 PM |
| 11 | <p>I could not feel less appreciated by my administrators and colleague. I come to school for my students and they are the only reason I remain at this job. My craft is not taken serious or respected. I am treated like a less teacher because of the subject I teach. The Cony administrators could not do less to help me and my students.</p>  | 5/23/2019 8:40 PM |
| 12 | <p>Morale is not high partially due to high class sizes, high student social/emotional/academic needs, and lesser pay than other area schools, which are all district level issues. More time to talk as a staff about how to provide consistent, vertically aligned, curriculum based social skills lessons might help with behavior in our school. Spending more time as a staff looking at MEA data/question examples and school wide data could help improve student performance.</p>  | 5/23/2019 8:30 PM |
| 13 | <p>I really needed a spot to somewhat agree with some of the questions. I don't necessarily disagree but did not feel comfortable putting agree!</p>   | 5/23/2019 4:17 PM |
| 14 | <p>The students are coming in with more and more academic, social, and emotional needs we need to look at the resources we have. Do we have adequate resources to handle all that is in our classrooms with large class sizes?</p>   | 5/23/2019 4:06 PM |

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15	It is understandable that administration and Cony staff whom have attended 4 or more years of college and work in the education field perceive formal education as the only true pathway to success and therefore believe career and technical education to be less. CTE programs contain both relevance and rigor and are mostly restricted in achievement by the caliber of students sent by the sending schools. For a large part smart students don't want to attend the "dummy school" anyway. Maybe we could model successful states that value CTE education and foster relationships with employers.	5/23/2019 3:07 PM
16	There are always people who disagree with others. These people are never truly happy all the time, they will always find fault with what is being done or what is said. I feel that the majority of the staff in this building like the way things are done.	5/23/2019 2:14 PM
17	The Admin does not care to truly support or hear the staff. They make up their minds before, ask for the sake or asking to say they are supportive or getting feedback and blow off what we say or suggest to promote their own agenda. Whatever data makes them look good is the direction we go.	5/23/2019 1:54 PM
18	Overall the environment at Hussey School is positive and beneficial to the majority. Two strong concerns linger with me. I feel that at times students' consequences as a result of extreme behaviors, such as bullying and inappropriate sexual language, are not serious enough. My other concern is the guidance schedule and follow through. The amount of social and emotional struggles children are coming to school with is increasing and the amount of guidance support offered seems to be decreasing. Initially the addition of a social worker was amazing! However, as the year progressed the social worker and guidance roles seemed to overlap and it became confusing to other staff members who to seek for support for our students and when. I feel that the students who I sought assistance for at the beginning of the year, and who still clearly need additional support beyond the classroom teacher, are no longer being followed up with by either the social worker or guidance counselor and this dismissal was never communicated.	5/23/2019 1:28 PM
19	Cony does not feel I like a good place to work right now. Staff distrust of admin is very high. It feels like the expectations of students are getting lower with each passing year. Meanwhile there are more and more things for staff to do. There will soon be a tipping point where you will be losing staff that are great, but don't want to put up with the BS anymore.	5/23/2019 12:45 PM
20	I wish there had been a somewhat agree or a somewhat disagree category- if I don't agree-disagree is the only option-so this feels very negative when in actuality it should indicate that there are some areas in which I have concerns- the survey feels like it is written in a way to impact the results- 2 choices to show agree yet only one option for disagree-It feels like the message is agree-or not interested in what you have to say.	5/23/2019 12:09 PM
21	Our staff is split this year and does not work well together - some teachers have difficult classes/students and other don't, those that don't, don't seem to recognize or sympathize with those that do, thus creating a divide. We also have a principal that is inconsistent, confusing, doesn't follow through and does NOT address student problems efficiently.	5/23/2019 12:03 PM
22	This year was very challenging without Sandy working at Farrington full time. RTI did not work effectively and our students are struggling without proper support.	5/23/2019 11:25 AM
23	Respect for staff from children is needed in this school.	5/23/2019 11:16 AM
24	Although I have honestly answered this survey and give Cony high marks, more resources are needed to serve the numerous mental health and trauma issues students bring to Cony. We also need resources to serve the underachieving students in ELA and Math. ELL resources need expanding, as well. Would like to see an 'After School Bus' so more students can stay for after school help, athletics, clubs and activities.	5/23/2019 11:03 AM
25	Need time to do some team building as there has been a lot of turn over in the past few years. Also need to have the opportunity to do some wellness events/activities as a staff	5/23/2019 10:51 AM

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- 26 I feel the school has been left to somewhat 'float' along at the same level for a few years. 'No trouble is good news...everything must be going good' type of feeling. Individual programs move ahead with great new equipment, but everything else seems to stay fairly the same. The building is well maintained, but could use updates to make it more inviting and appealing for students (Exp: See UTC in Bangor). I notice many instructors struggling with technology basics. No training on using the programs they are expected to utilize with creating lesson plans and differentiated learning activities leads to discouraged and frustrated individuals. Many do not even understand the basics of the google suite of products such as drive, docs, classroom, sheets etc. If we are to thrive as a school, I believe there needs to be a plan to increase not only the quality of equipment, but also the quality of instructors by encouraging professional development in individual fields to keep knowledge and skills up to date. We need to choose a look and feel for our school, one that will welcome and encourage new students while motivating current students. The school really could improve its visual and community appeal by utilizing the programs they have available to their advantage. Many call us the 'best kept secret'. This irritates me. CATC should not be a secret. We should have a big enough part in the surrounding communities that people should recognize the type of education we can provide. Teachers at sending schools should all know what is available here and be able to recommend good fit students. Parents should be informed of the changes in 'technical education' vs. their 'vocational school' of long ago and that the types of students that benefit from a career based learning have changed from 'that' student to all students. I feel that while we provide excellent education to students and work hard to help them succeed in college and the work force...this school could be so much more than it is. 5/23/2019 10:40 AM
- 27 I answered "some" on all the questions in number 3 because there was not a category that said "most" In reality, it is most of the adults that do these things. Lincoln is a great school to work at because we have professional staff and administration that are willing to work together for the betterment of the students. There is always room to improve and I feel like we are always striving to do better for our school and our community. I believe we have a tough population and it would be impossible to reach every family, but we come up with a variety of options for every student, to meet their needs. As students come to school with an increasing amount of trauma history, I believe that Lincoln provides a safe happy place for them to feel valued. 5/23/2019 10:06 AM
- 28 With the student population at Farrington, it is difficult to manage student discipline without a full time Dean of Students. I believe moving the Dean of Students to half time has had a negative impact on our school. 5/23/2019 10:00 AM
- 29 Unfortunately some staff do have negative attitudes and no matter what is done, they still remain negative. It is impossible to satisfy them. In terms of discipline, we all try really hard but it is difficult with only a half time dean of students. 5/23/2019 9:57 AM
- 30 Some students in this building are not held to the same expectations as others are. These students are in student support rooms and I have observed a few teachers not correcting behavior from these students because the child is not respectful. Regardless of their attitude, every student should be held responsible for not following school rules. 5/23/2019 9:55 AM
- 31 I do not feel that the current Cony administration values the education provided at CATC. I believe they feel the "traditional" classroom is more important than the classes being taught here. Students are often late to CATC because of a class meeting or something similar, and the two schools alternate early release days. If the only students in our classrooms were from Cony, it would not be a problem. However, the students from the other sending schools are negatively impacted by these types of things. The majority of CATC students come from Cony, so the impact of disruptions is much greater than most other schools. 5/23/2019 9:54 AM
- 32 The lack of discipline has been a serious problem. A full time dean of students is necessary to the success of students. K-2 class sizes should be smaller because of the needs of the students during that time in their life. 5/23/2019 9:49 AM
- 33 The majority of the staff are respectful and caring people. Unfortunately, there are always those who are unhappy about everything. They do not seem to feel that part of their job is to have positive attitude. 5/23/2019 9:22 AM

### School Culture Survey - Staff (2019)

34	It is difficult to motivate students to do work at times and when a student is failing or multiple are failing I feel that it is immediately put on the teacher for having students fail or having too many fail. As teachers we can't force students to do their work and it is becoming more challenging each year with the lack of work ethic and studying habits. I don't feel that teacher's are always supported when it comes to students failing, it shouldn't fall on the teacher when the teacher has documented in web2school the several things they have done for the student. Some teachers get stressed when they have students failing for they are told they will be put on a plan if they have too many fail. The students become aware of this and thus each year more and more do less work knowing they will just be passed on. This lowers the academic standards and performance for and of students.	5/23/2019 9:18 AM
35	It is difficult to have high standards for students academically. Students do not pass work in in a timely manner and if I gave strict deadlines a large amount of students will fail. But it is also difficult to get students to care if they fail since they will be moved on anyway.	5/23/2019 9:08 AM
36	A good year- thanks for your support after the director's leaving!	5/23/2019 9:08 AM
37	Another awesome year at CATC!	5/23/2019 9:07 AM
38	A little more give and take and a lot less micromanaging would be a nice goal for the future.	5/23/2019 9:02 AM
39	I feel staff morale has declined considerably this year. Our principle has created a tone of disrespect and many staff do not feel supported or their view considered.	5/23/2019 8:53 AM
40	For the I feel... section (section 4) my answers would have been "agree" if we were talking about just the teachers at the school. There are others in this school who have made this entire year very difficult to handle. I use to feel safe, respected, and supported at this school but no longer do. I use enjoy working at this school but no longer do. Morale use to be high at this school but no longer is due to the disrespect we have been shown and lack of support we have been given. Things have changed in our school climate this year and it has turned my strongly agrees and agrees to disagree.	5/23/2019 8:53 AM
41	Teachers are becoming increasingly micromanaged and are not allowed to have reasonable autonomy in the daily operations of their classrooms. There never seems to be an "appropriate time" to discuss concerns. When concerns are brought up, it seems like there is a general feeling of defensiveness. It comes from all levels of admin, not just at our building. Teachers are being given more and more chores to do that do not directly impact student education, without our input. It makes me sad and frustrated because I love my job and I love my school. I just want an opportunity for teachers to be heard so we can improve the education and learning environment for ALL people in our district.	5/23/2019 8:49 AM
42	I think that a lot of stuff gets put on teachers. If the cafeteria sees themselves as too busy, work is asked of us. If the janitor feels their job is difficult, more work gets put on us. If other teachers feel our classes are not well behaved, they complain to us. It seems unfair that more is put on teachers every time someone has an issue. I don't know if they know it, but we are really busy too. I think that is my only issue with the climate of our school. It would be nice if every little thing wasn't brought back to us.	5/23/2019 8:46 AM
43	This has been an especially difficult year in special education and I would have rated many of the safety and support standards higher in previous years.	5/23/2019 8:42 AM
44	There are some concerns not addressed in this survey. Central office relationship with staff is a concern and creates a morale issue.	5/23/2019 8:39 AM