CRAIG CITY SCHOOLS
COMMUNICATIONS EVALUATION

Communications Evaluation Survey results and recommendations
Prepared for Craig City Schools
Attn: Superintendent Chris Reitan

Prepared by SERRC - Alaska's Educational Resource Center
Communications Director Melissa Griffiths

CONTENTS

INTRODUCTION

SERRC was contracted to conduct a communications evaluation survey for Craig City Schools. The survey was used to guage staff satisfaction and perceptions of efficacy, as well as to better understand staff expectations of communications from the districts and schools, and from staff to leadership. The survey was open January 24 through February 7, 2023 and received 28 responses of 77 possible, a response rate of 36.4 percent. This report contains summaries of data, data visualizations, raw data and recommendations for strategies intended to increase efficacy of communications. This report is not an objective review of district and school communications practices; it is a review of respondents' experiences with district and school communications.

METHODOLOGY

The survey was developed based on input from district leadership and school board members, as well as communications best practices. Questions and prompts were designed to collect both quantitative and qualitative data about respondent satisfaction with communications and perception of efficacy. The open-ended prompts were meant to elucidate expectations for communications and identify areas for improvement.

Respondents were asked to select all methods of communications by which they had received or delivered communications.

Respondents were asked to rate satisfaction on a scale of one to five, with one being dissatisfied and five being satisfied. They were asked to rate effectiveness of communications methods on the same scale, with one being ineffective and five being effective. For quantitative data, mean (average), median (middle score, with 50 percent of responses falling above or below) and mode (most frequent response) have been calculated.

Google Forms was used to collect the data. Only the survey developer has had access to the data collected. Twenty-eight form submissions were received of all possible respondents. Data was processed manually and using Google Sheets tools to calculate data summaries and develop data visualizations.

To ensure respondents were employees or stakeholders of Craig City Schools and to prevent duplicate submissions, email addresses were collected and only responses with a Craig City Schools associated email address were accepted. To protect respondents' identities and to encourage open, honest communication, results have been aggregated and anonymized; identifying information will not be shared with Craig City Schools. Email addresses have been stripped from the data set and all data has been sorted or otherwise processed such that no row corresponds with any one individual.
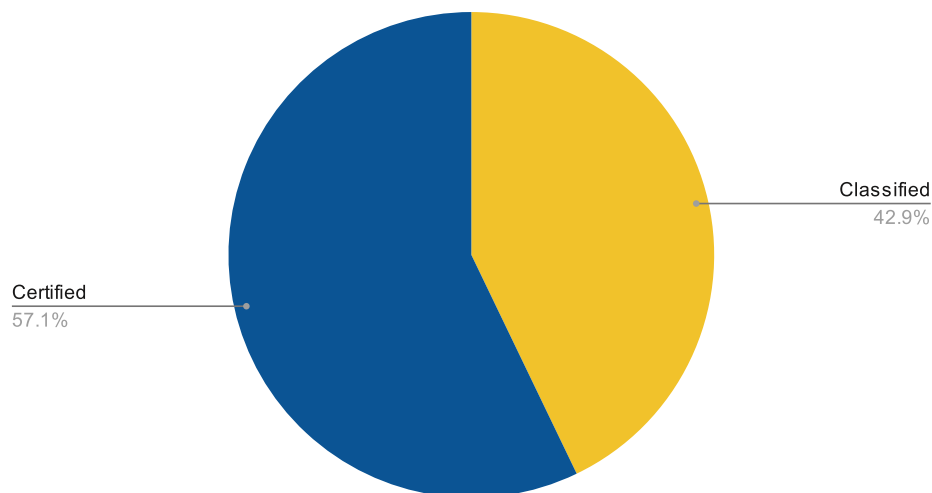
Specificity of deliverer and receiver of communications was attempted as much as possible, but for the sake of brevity, "staff" has been used to refer to all receiving communications from district or school leadership and administration or delivering communications to district or school leadership and administration. "Leadership and administration" refers to executive or management level employees of the district or schools or any employee communicating as the district or school as an entity. "Respondents" refers to all who responded to the survey, without differentiating by role within the district.

DEMOGRAPHICS

Demographic information collected included respondents' role within district, location within district and length of time with district.
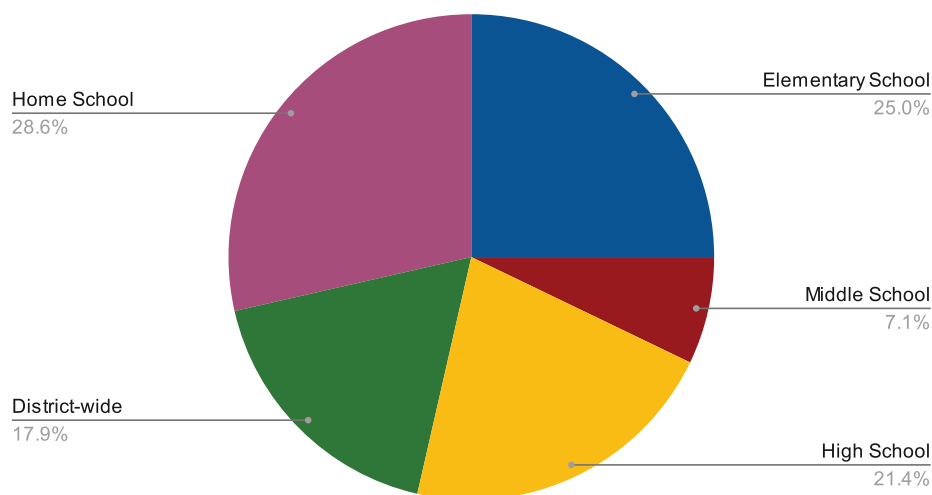
RESPONDENT ROLE WITHIN DISTRICT
Certified: 16 | Classified: 12

Classified
42.9%

Certified
57.1%

RESPONDENT LOCATION WITHIN DISTRICT
Elementary: 12 | Middle: 2 | High: 6 | Home: 8 | District: 5

Home School
28.6%

Elementary School
25.0%

Middle School
7.1%

District-wide
17.9%

High School
21.4%

TIME WITH DISTRICT
Mean: 8 years | Median: 5 years | Mode: 4 years | Least: 1 year | Most: 28 years

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DISTRICT & ADMINISTRATION TO STAFF

This section asked respondents to provide feedback on communications received from the school district, administration and leadership, focused more on mass communications than one-on-one communications.

Method	Total Count	Mean rating	Median rating	Mode rating
Email	28	4.7	5	5
Printed correspondence	11	3.1	3	3
Notices to bulletin boards or in workrooms	11	2.7	3	3
Automated text messages	5	3	3	3
Social media	7	2.7	2.5	1
School board meetings	18	3.3	3	3
Staff meetings	21	-	-	-
Committee meetings	15	3.3	4	4
In-services	24	3.9	4	5
Individual meetings with district leadership/administration	21	4.3	5	5
Word of mouth	11	2.8	3	3
Other (Phone)	2	-	-	-

METHODS BY WHICH DISTRICT COMMUNICATES WITH STAFF AS A WHOLE

Chart: Respondents were asked to report methods by which they receive communications from the District sent to staff as a whole.
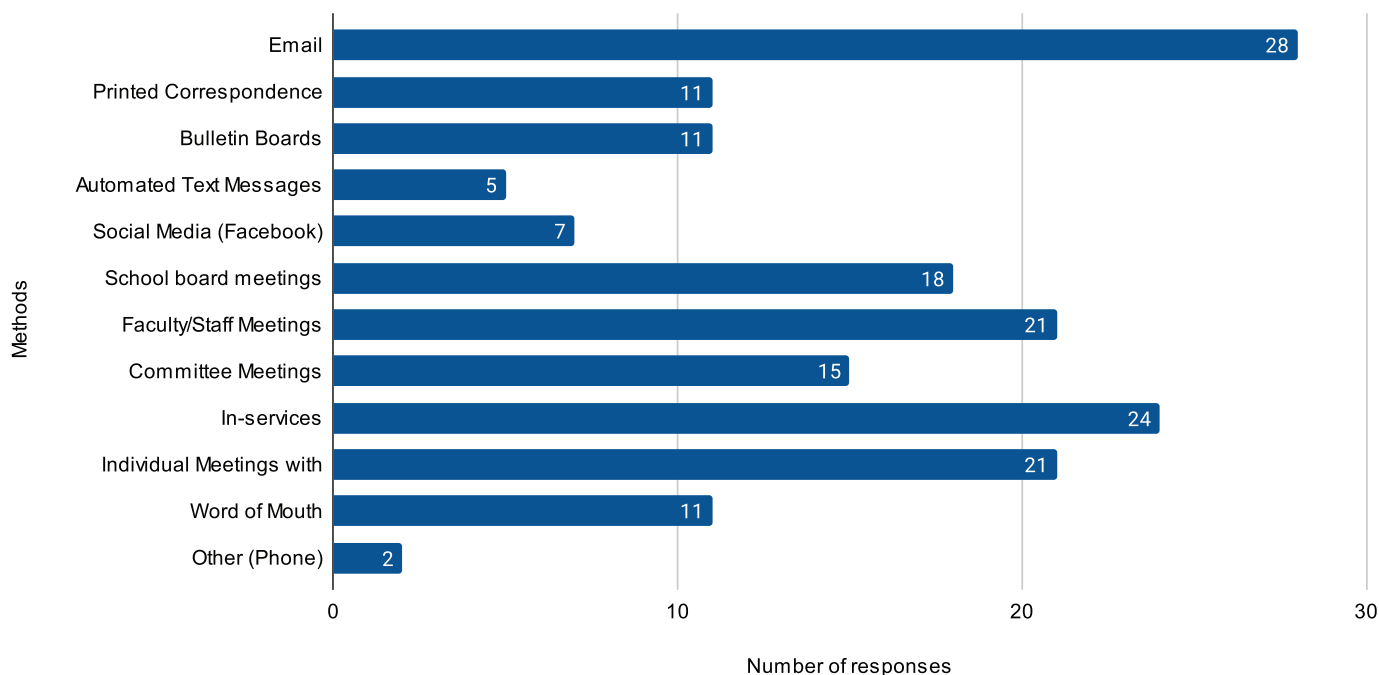

Note: Staff meetings were unintentionally omitted from the rating grid in the survey. One could extrapolate a similar rating to similar in-person meetings.

RATING OF METHODS

Charts: Respondents were asked to rate effectiveness of methods of communication on a scale of 1 to 5, with 1 being ineffective and 5 being effective. Response N/A was converted to 0.
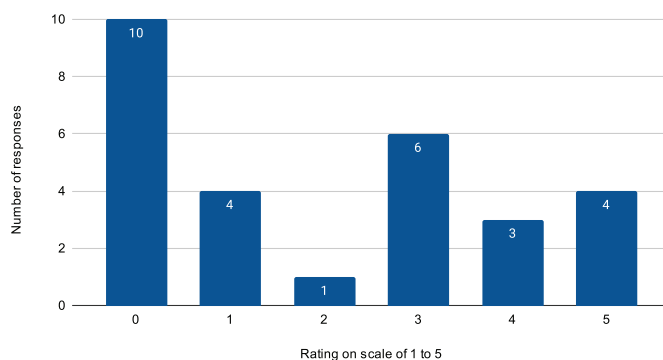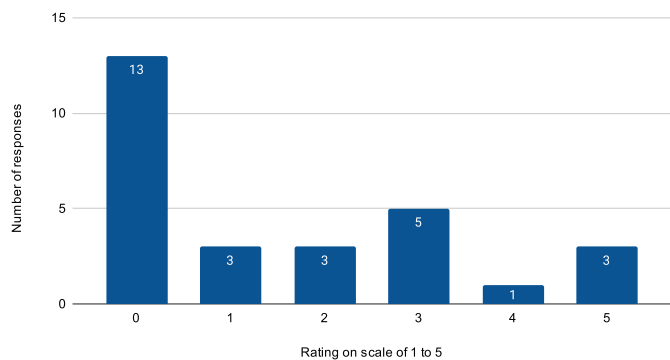
Email
District to staff communications
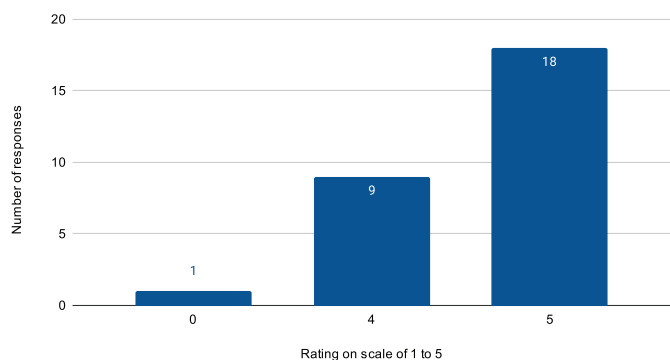
Printed correspondence
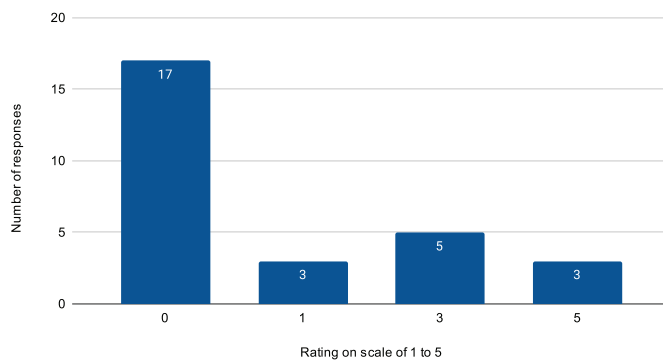District to staff communications

Notices to bulletin boards or in workrooms
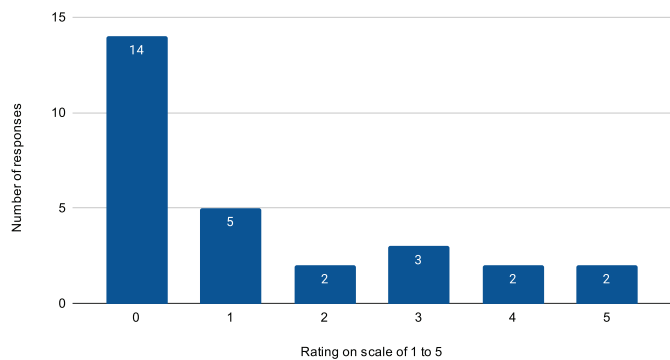District to staff communications

Automated text messages
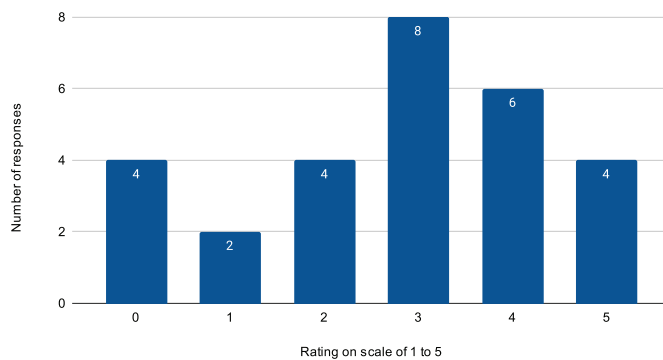District to staff communications

Social Media
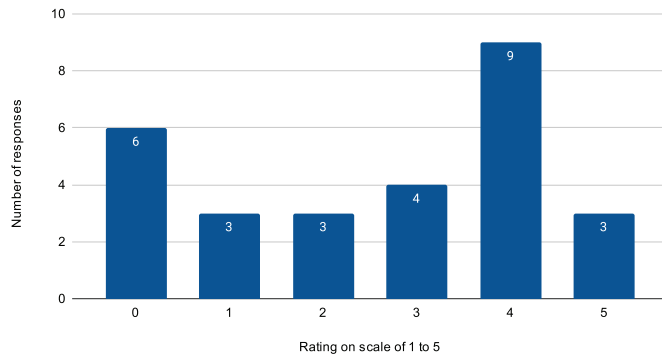District to staff communications

School board meetings
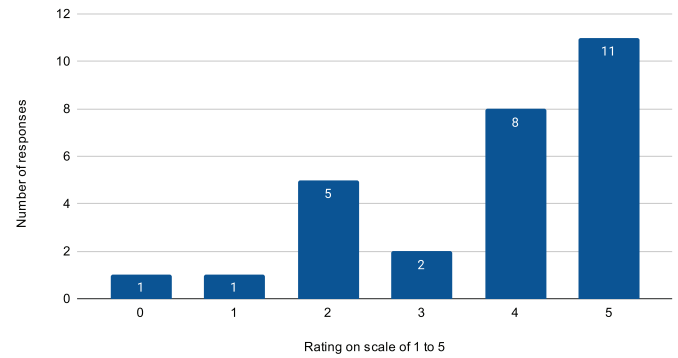District to staff communications

Committee meetings
District to staff communications

Number of responses vs. Rating on scale of 1 to 5

Rating	0	1	2	3	4	5
Responses	6	3	3	4	9	3

In-services
District to staff communications

Number of responses vs. Rating on scale of 1 to 5

Rating	0	1	2	3	4	5
Responses	1	1	5	2	8	11

Individual meetings
District to staff communications

Number of responses vs. Rating on scale of 1 to 5

Rating	0	1	2	3	4	5
Responses	3	1	2	3	2	17
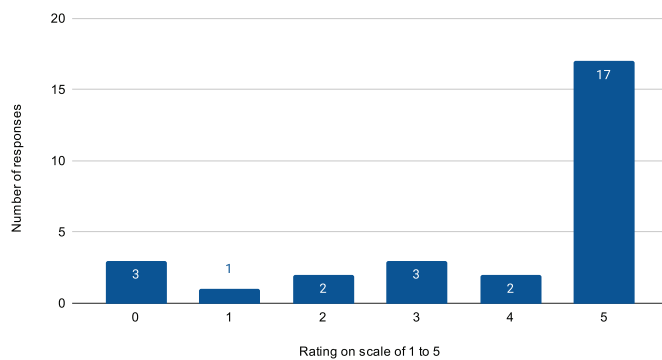
Word of mouth
District to staff communications

Number of responses vs. Rating on scale of 1 to 5

Rating	0	1	2	3	4	5
Responses	11	3	3	7	2	2
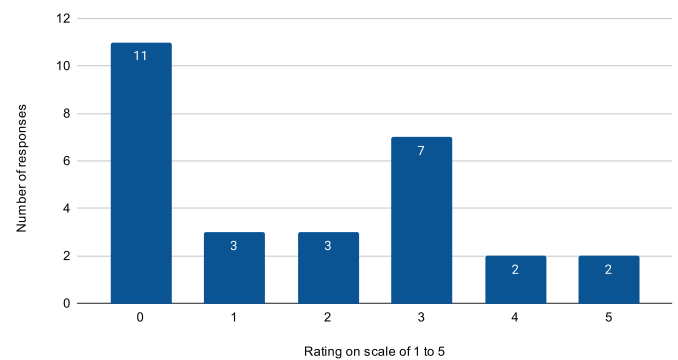
SCHOOL TO STAFF

This section asked respondents to provide feedback on communications received from the respondent's school, focused more on mass communications than one-on-one communications.

Method	Total Count	Mean rating	Median rating	Mode rating
Email	28	4.5	5	5
Printed correspondence	10	3.4	4	5
Notices to bulletin boards or in workrooms	11	2.8	3	3
Automated text messages	5	3	3	1
Social media	7	3	3	4
School board meetings	18	3.4	3	3
Staff meetings	21	-	-	-
Committee meetings	15	3.3	3.5	4
In-services	24	3.9	4	5
Individual meetings with district leadership/administration	21	4.5	5	5
Word of mouth	11	3.2	3	3

METHODS BY WHICH SCHOOL COMMUNICATES WITH STAFF AS A WHOLE

Chart: Respondents were asked to report methods by which they receive communications from the School sent to staff as a whole.

Number of responses

Note: Staff meetings were unintentionally omitted from the rating grid in the survey. One could extrapolate a similar rating to similar in-person meetings.

RATING OF METHODS

Charts: Respondents were asked to rate effectiveness of methods of communication on a scale of 1 to 5, with 1 being ineffective and 5 being effective. Response N/A was converted to 0.

Email
School to staff communications

Printed correspondence
School to staff communications

Notices to bulletin boards
School to staff communications

Automated text messages
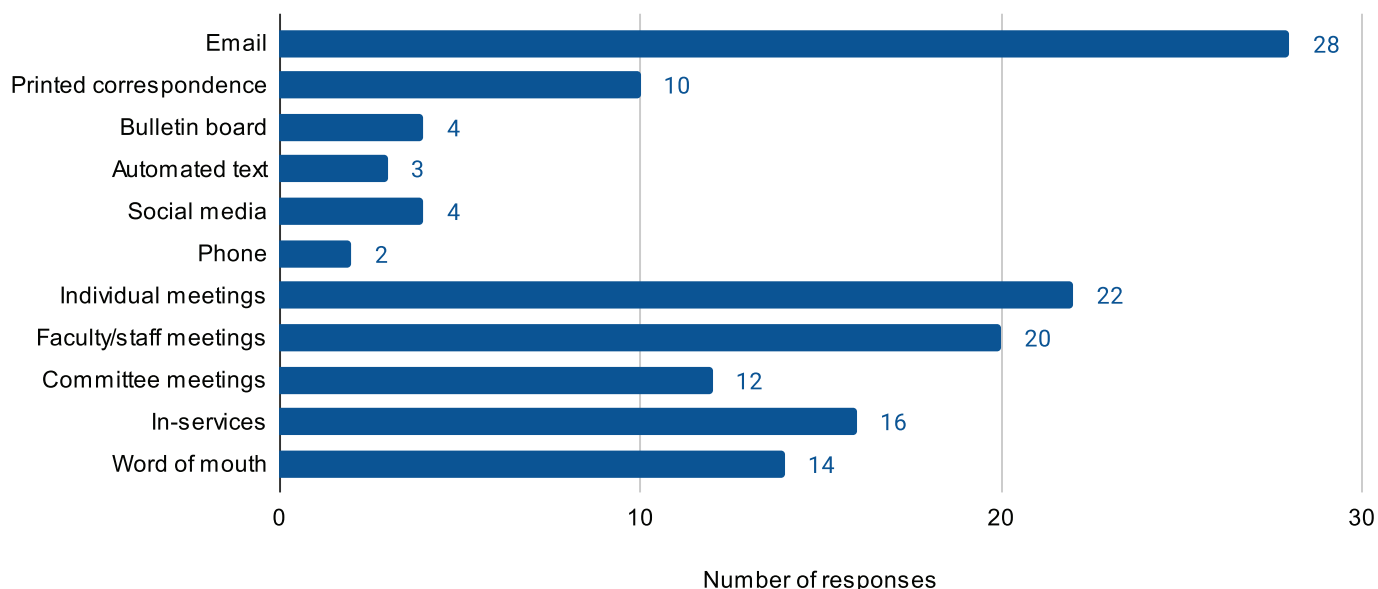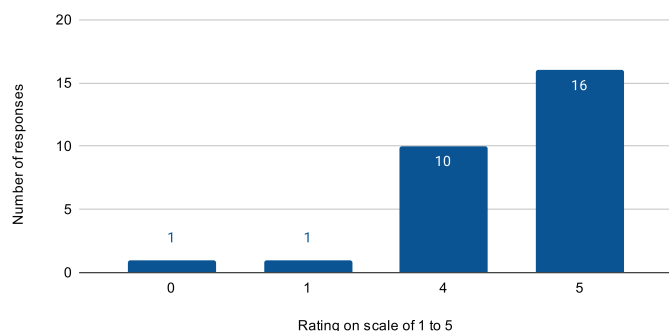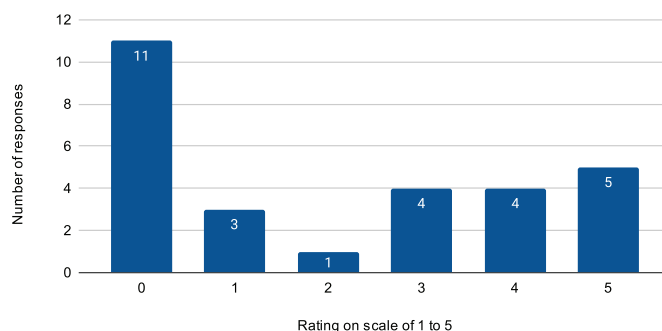School to staff communications
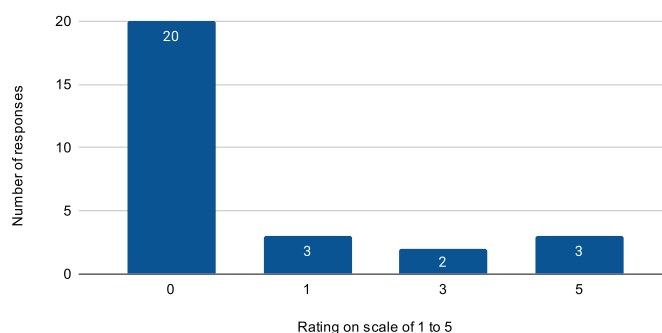
Social media
School to staff communications

School board meetings
School to staff communications

Committee meetings

School to staff communications

Individual meetings

School to staff communications
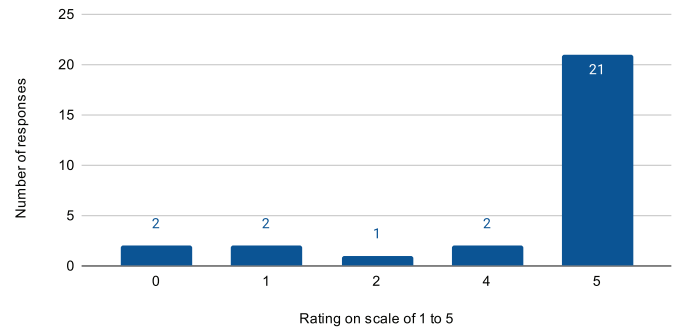
In-services

School to staff communications
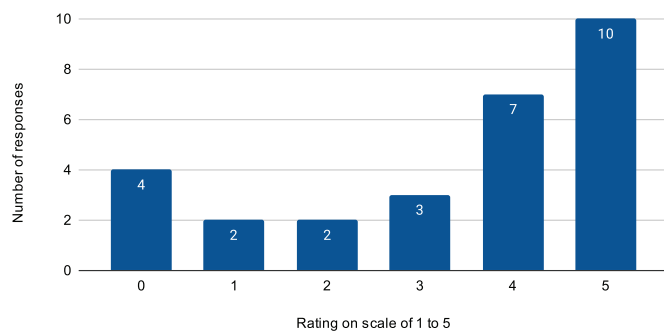
Word of mouth

School to staff communications
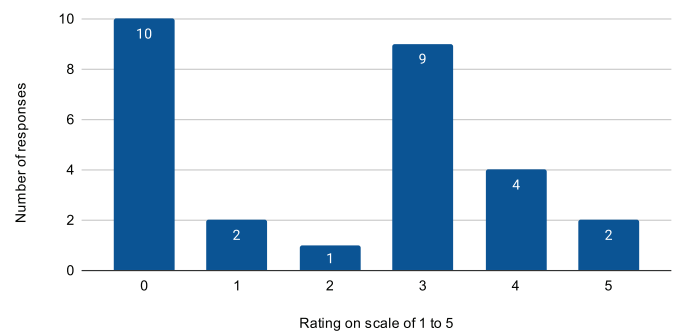
INDIVIDUAL COMMUNICATIONS

This section asked respondents to provide feedback on one-on-one communications from district or school leadership and administration to individual staff.

Method	Total Count	Mean rating	Median rating	Mode rating
Individual meetings	24	4.8	5	5
Email	27	4.5	5	5
Printed correspondence	9	3.5	4	5
Phone calls	14	3.8	4	5
Text messages	10	3.8	4	4
Video conference	11	3.7	4	5
N/A	1	-	-	-

METHODS BY WHICH STAFF RECEIVE INDIVIDUAL COMMUNICATIONS

Chart: Respondents were asked to report the methods of individual communications they receive from district or school leadership or administration. This is not an accounting of actual practices, but an accounting of receipt of communications. A comparison with actual practices should provide insight to possible barriers to delivery.
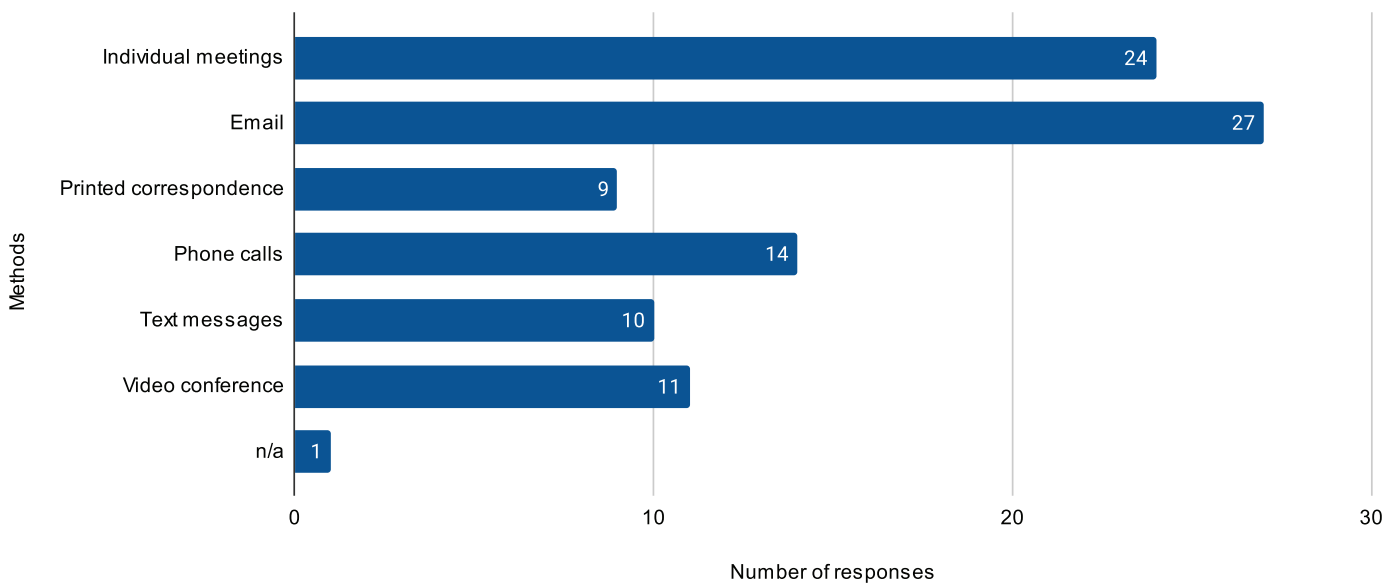
RATING OF METHODS

Charts: Respondents were asked to rate effectiveness of methods of communication on a scale of 1 to 5, with 1 being ineffective and 5 being effective. Response N/A was converted to 0.
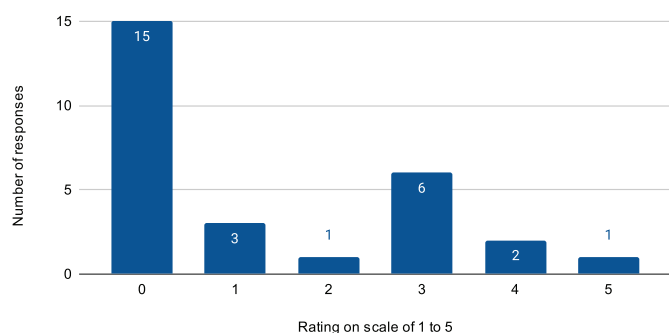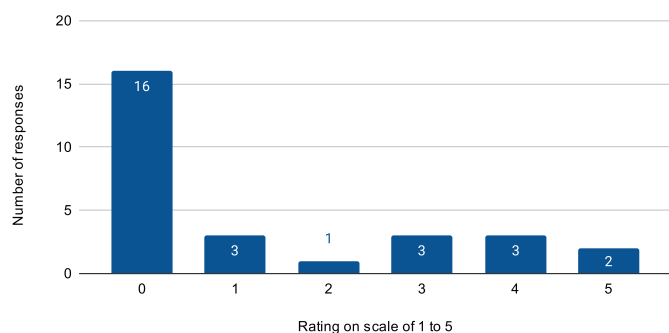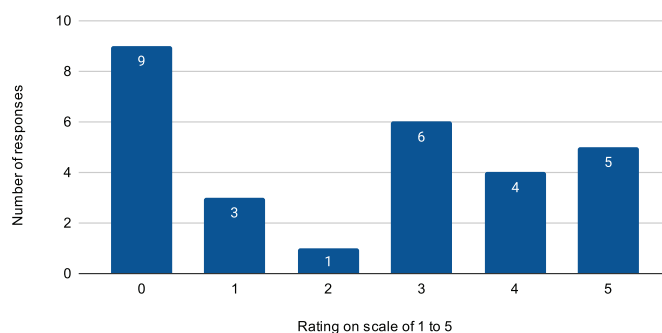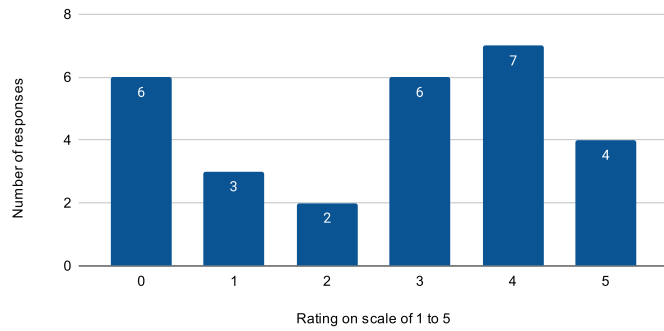
Individual Meetings
Individual communications to staff
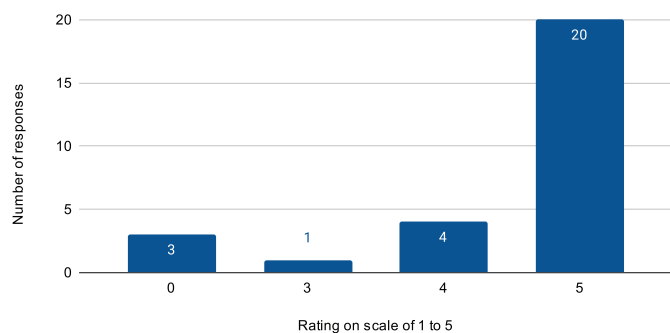
Email
Individual communications to staff

Printed correspondence
Individual communications to staff
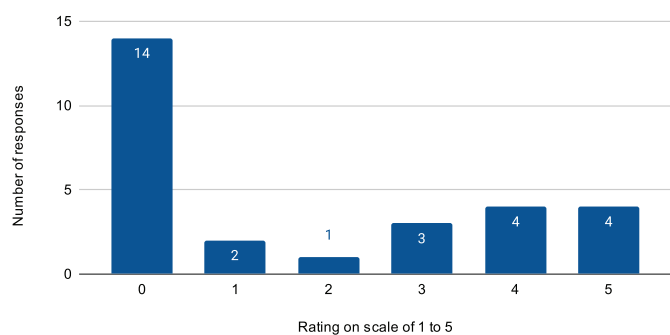
Phone calls
Individual communications to staff
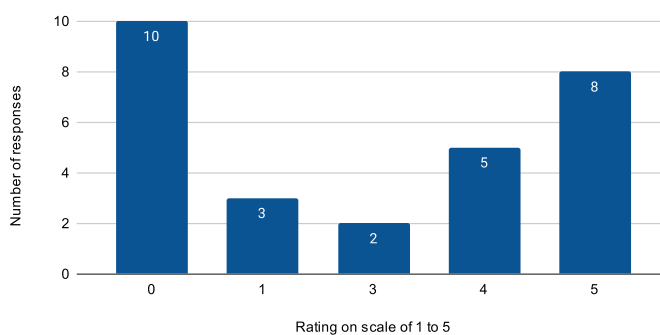
Text messages
Individual communications to staff
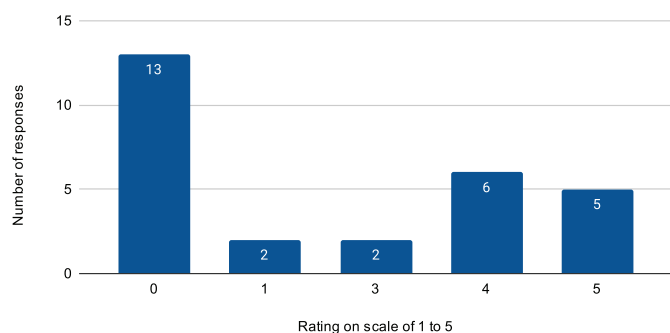
Video conference
Individual communications to staff
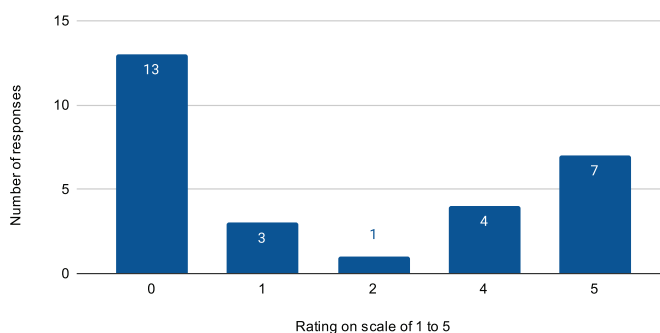
STAFF TO DISTRICT & SCHOOL

This section asked respondents to provide feedback on their experience communicating with leadership and administration at the district and school levels.

Method	Total Count	Mean rating	Median rating	Mode rating
Individual meetings superintendent, principal or supervisor	26	4.7	5	5
Email	27	4.4	4	5
Printed correspondence	6	3.6	3	3
Phone calls	17	4.1	4	5
Text messages	18	4.1	4	4
Video conference	12	4.3	5	5
Staff meetings	18	4.1	4	4
Committee meetings	13	3.7	4	3
In-services	15	3.9	4	4
N/A	1	-	-	-

Methods by which respondents deliver individual communications

Chart: Respondents were asked to report the methods of individual communications they use to deliver communications to the district or school.
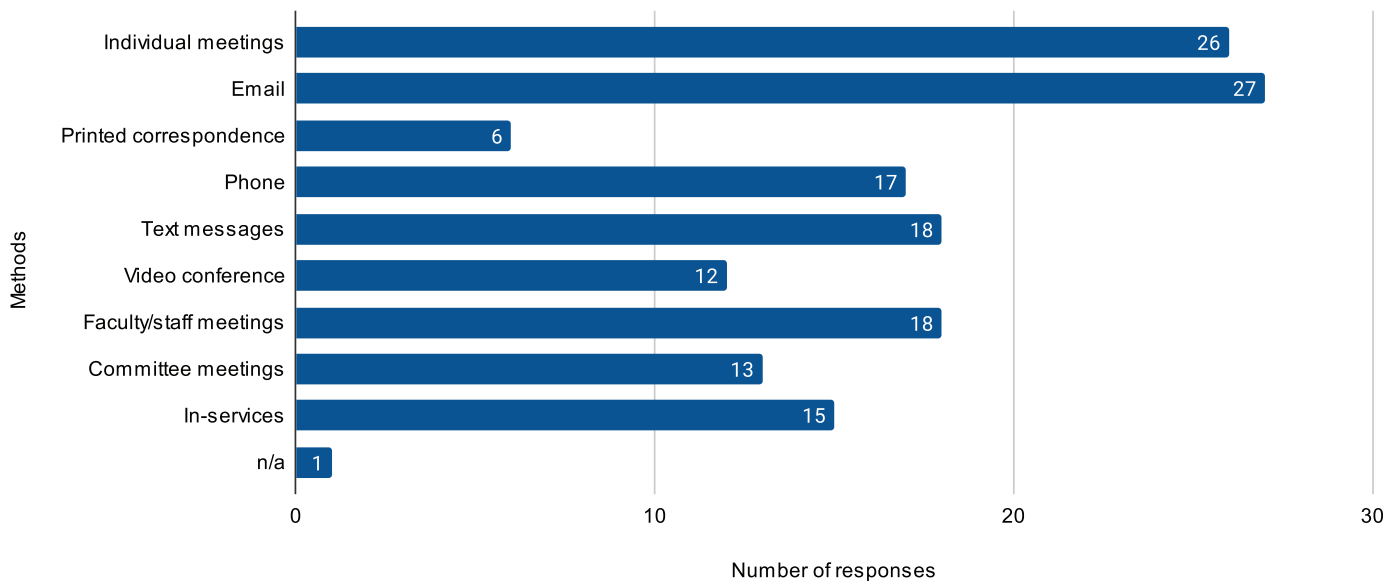
RATING OF METHODS

Charts: Respondents were asked to rate effectiveness of methods of communication on a scale of 1 to 5, with 1 being ineffective and 5 being effective. Response N/A was converted to 0.
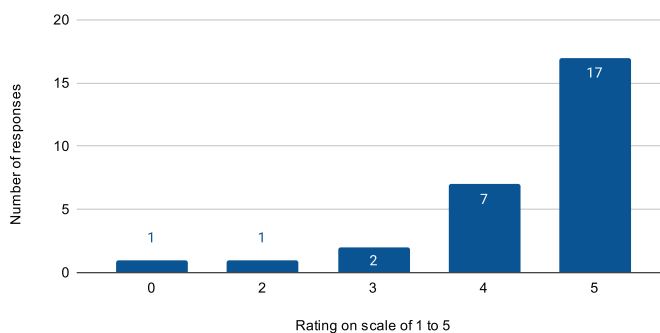
Individual meetings
Individual communications delivered by staff
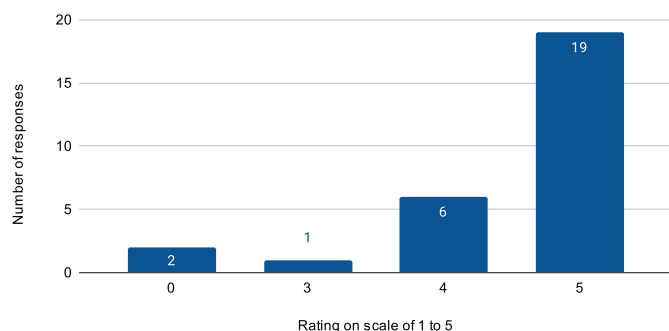
Email
Individual communications delivered by staff
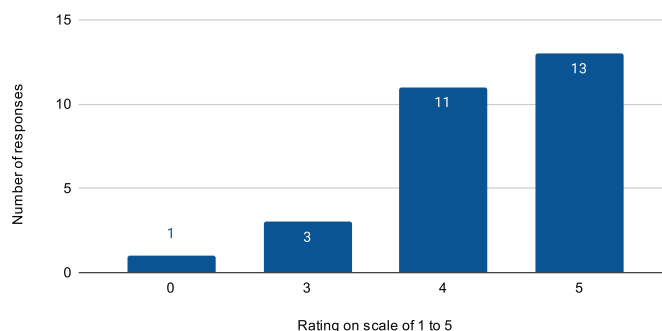
Printed correspondence
Individual communications delivered by staff
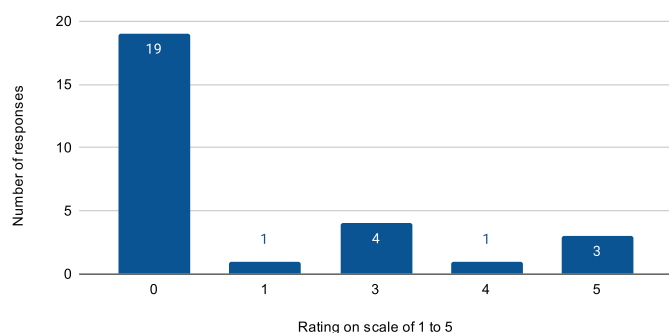
Phone
Individual communications delivered by staff
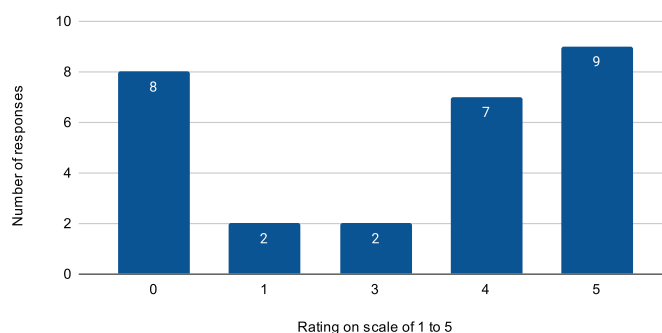
Text messages
Individual communications delivered by staff

Video conference
Individual communications delivered by staff

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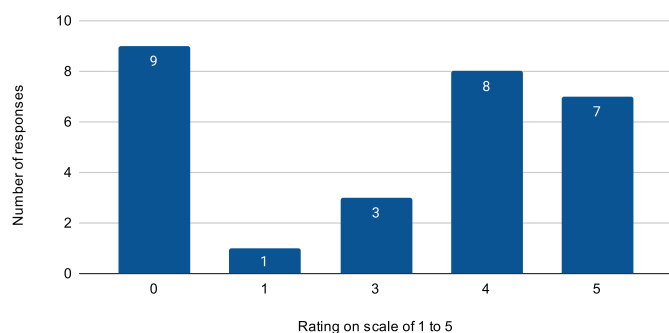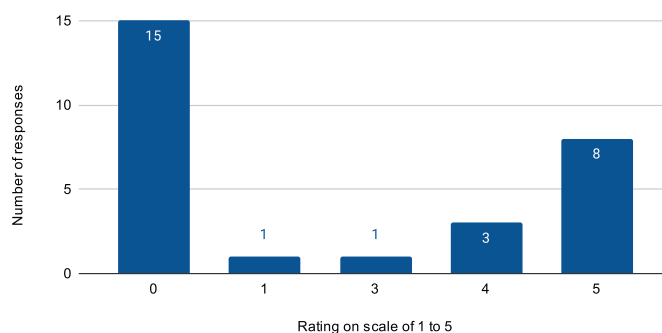
Faculty/staff meetings

Individual communications delivered by staff
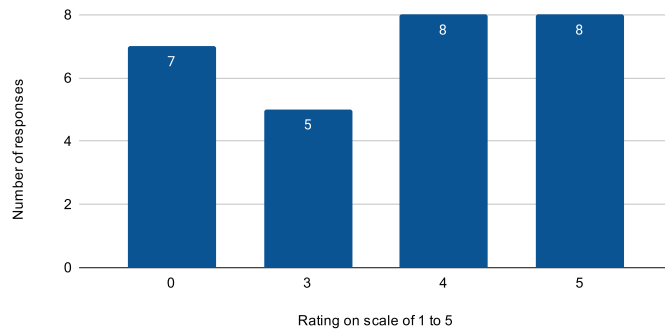
Committee meetings

Individual communications delivered by staff
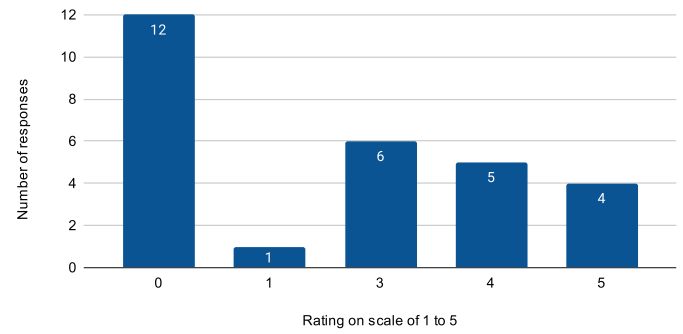
In-services

Individual communications delivered by staff
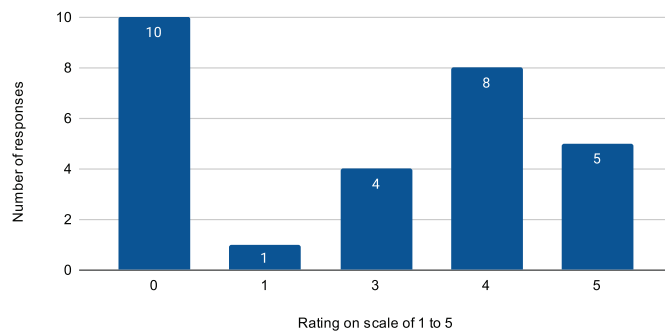
OVERALL RATINGS

This section compiles the rating of general effectiveness and overall satisfaction.

RATING GENERAL EFFECTIVENESS OF COMMUNICATIONS

Respondents were asked to rate general effectiveness of district and school communications on a scale of one to five, with one being ineffective and five being effective.
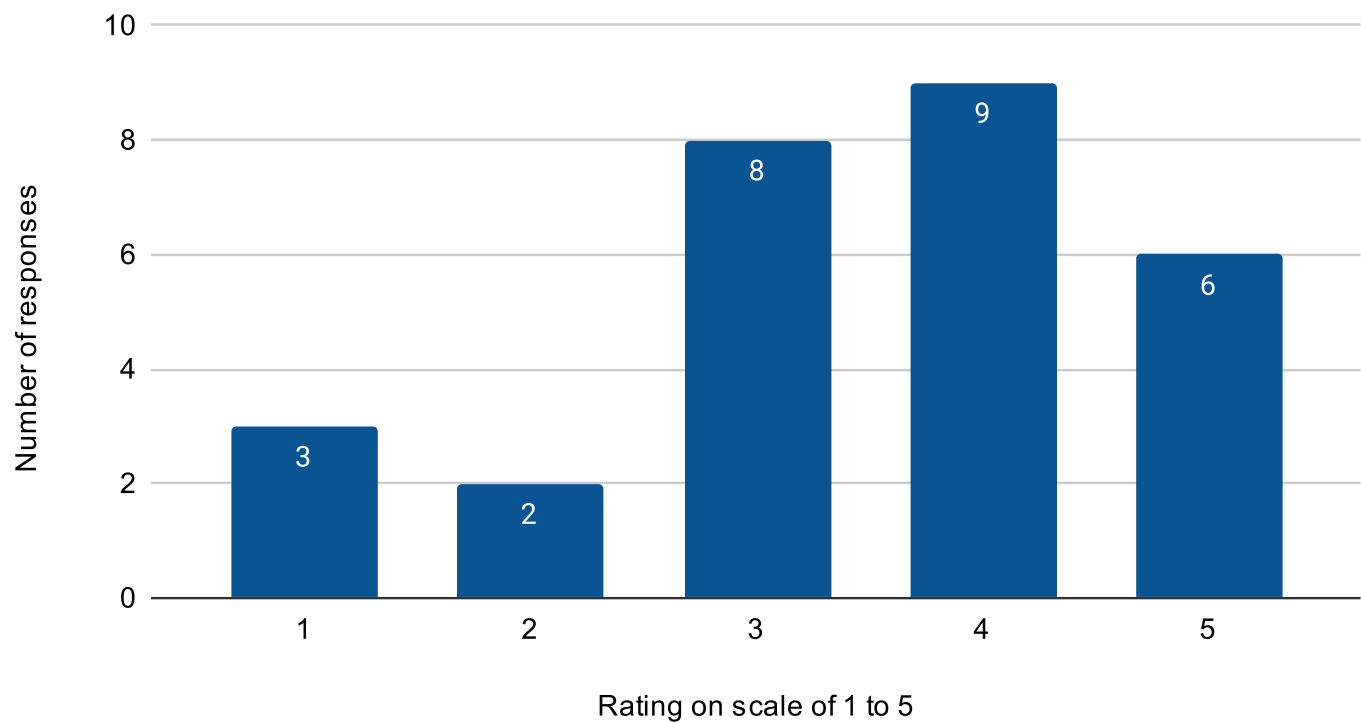
	Mean rating	Median rating	Mode rating
General effectiveness of district and school communications	3.5	4	4

RATING SATISFACTION WITH COMMUNICATIONS

Respondents were asked to rate their satisfaction with district to staff, school to staff, individual communications and their own experience delivering communications to the district or schools.

Overall satisfaction with district to staff communications
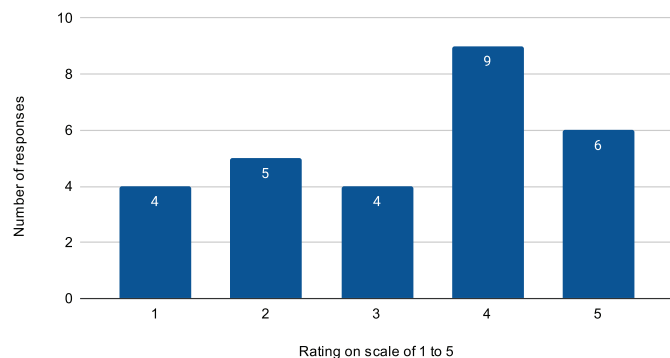
Overall satisfaction with school to staff communications
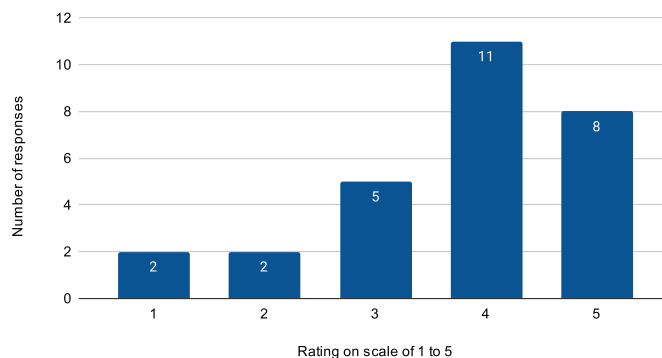
Overall satisfaction with individual communications to staff

Overall satisfaction with individual delivery of communications

Communications delivered from staff to district or school leadership and administration
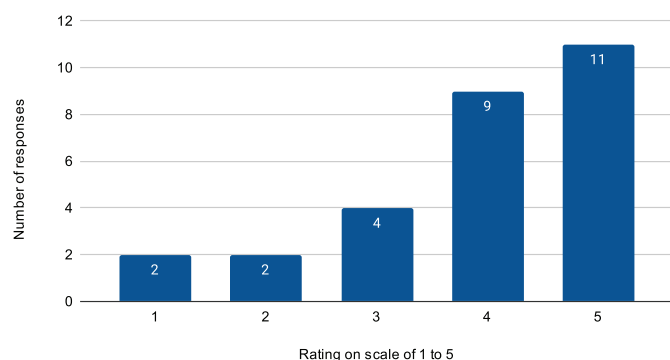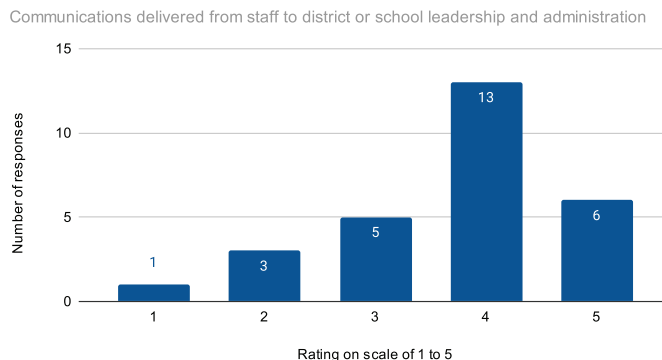
	Mean rating	Median rating	Mode rating
Overall satisfaction with district to staff communications	3.3	4	4
Overall satisfaction with school to staff communications	3.8	4	4
Overall satisfaction with individual communications to staff	3.9	4	5
Overall satisfaction with individual delivery of communications	3.7	4	4

ELEMENTS OF COMMUNICATION

This section examines specific elements of communication.

Respondents were asked to rate their satisfaction, on a scale of one to five, with one being dissatisfied and five being satisfied, with district and school performance in cultural proficiency and sensitivity, clarity and ease of understanding, timeliness, trust and transparency, and responsiveness of communications.

Elements of communication	Mean rating	Median rating	Mode rating
Cultural proficiency and sensitivity	3.9	4	4
Clarity and ease of understanding	3.7	4	5
Timeliness of communications	3.7	4	5
Trust and transparency	3.3	4	5
Responsiveness	3.9	4	4

RATING SATISFACTION WITH ELEMENTS OF COMMUNICATION
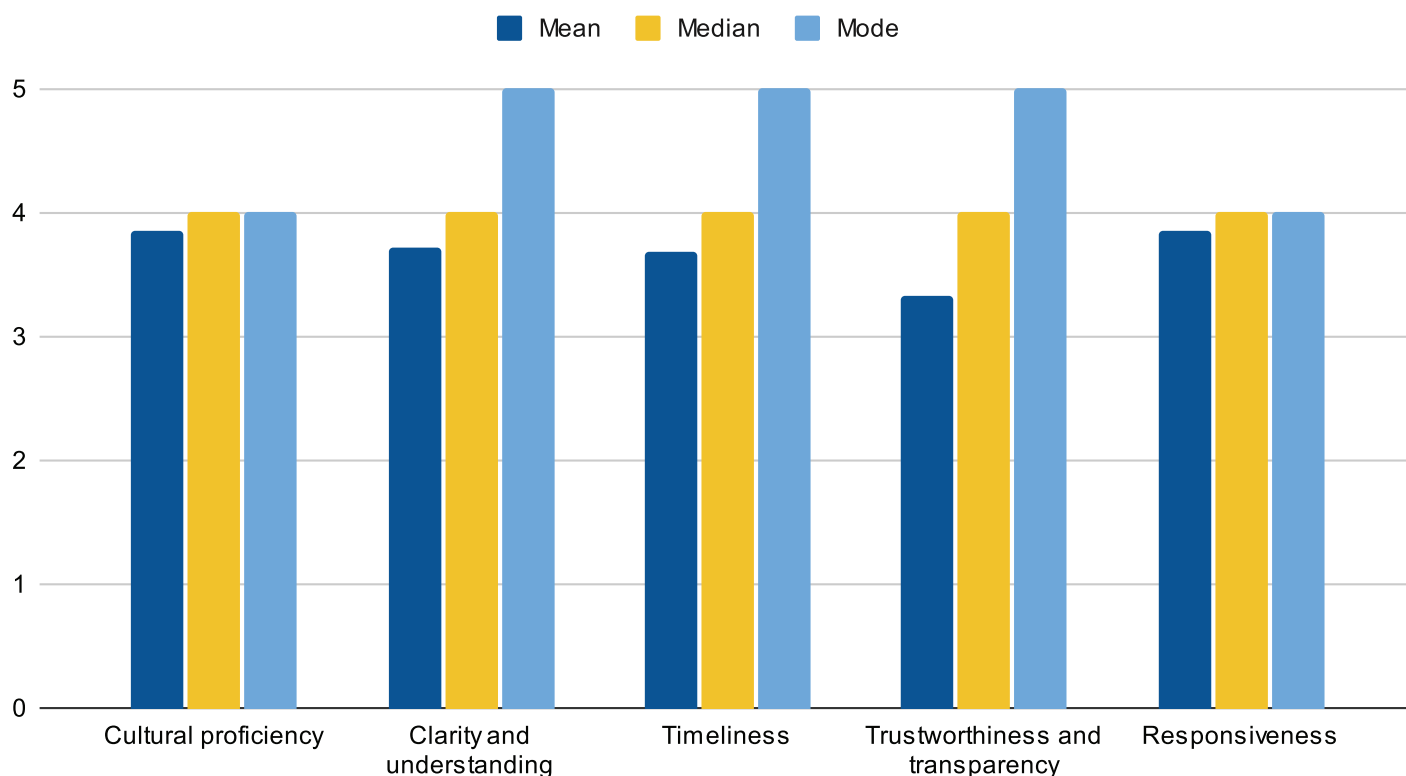
EDUCATION POLICY COMMUNICATIONS

This section identifies how respondents access information about education policy and its impact on Craig City Schools.

EFFECTIVENESS

Respondents were asked to rate effectiveness of communication about policy impact on a scale of one to five, with one being dissatisfied and five being satisfied.

SOURCES

Respondents were asked to identify the sources from which they receive information about education policy at the local, state and national levels.

DELIVERY

Respondents were asked how they personally communicate with policy makers.

Effectiveness of communication about policy impact
Communications from district and schools to staff about federal, state or local policy
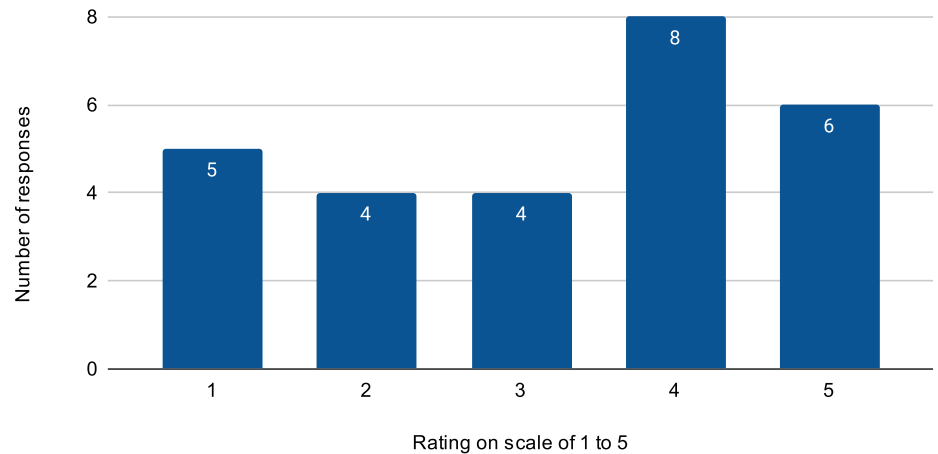
	Mean rating	Median rating	Mode rating
Effectiveness of policy communications	3.2	4	4

Access to local education policy information
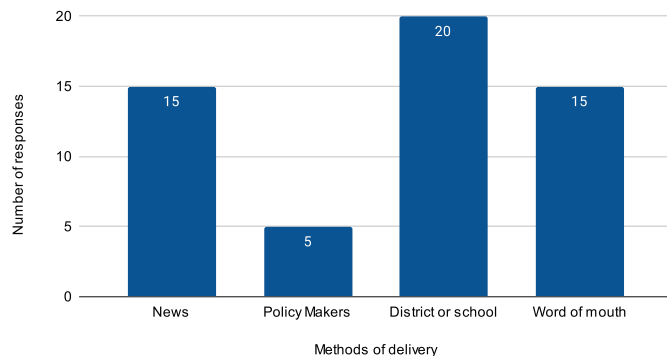
Access to statewide education policy information
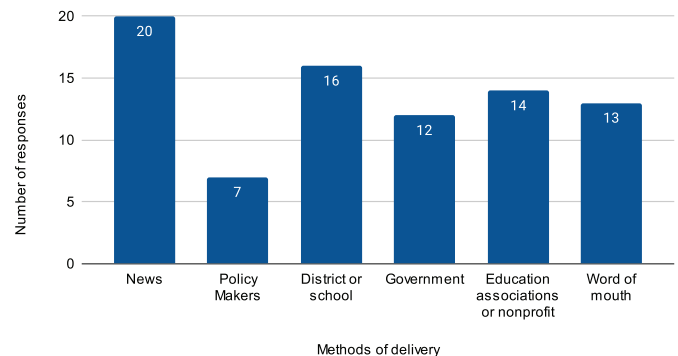
Access to national education policy information
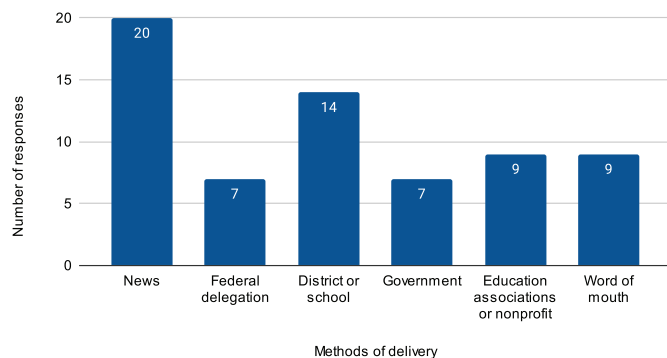
Communication with policy makers
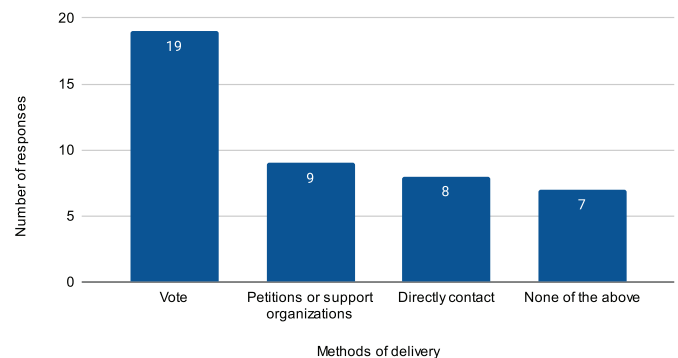
RECOMMENDATIONS

1. This report contains a significant amount of data, both quantitative and qualitative; the first recommendation is to read it in full — even the raw data in the linked spreadsheet. The summary data and visualizations are useful, but the extremes and outliers also contribute to a holistic understanding of attitudes around communications within the district.

2. Develop communications plans rooted in district and school goals. The purpose of the communications plan is to identify which communications tools and strategies will support those broader goals. Develop a communications calendar that complements the communications plan and traditional school calendar. The communications calendar should identify time dedicated to communications tasks and deadlines for communications about known events and milestones. It may serve an editorial function as well.

3. Conduct an internal communications review at the district and school levels. Look at methods, quantity and quality of communications and compare to the results here. Inventory communications tools, analyzing usage and effectiveness. Identify and close gaps or cut ineffective tools or strategies. Review and update contact lists and refine procedures for maintaining lists from time of hire through transitions. Identify and address technical challenges, including spam filters, poor cellular and data service, Internet access, etc. Build in redundancies to ensure essential communications reach all staff.

4. Clarify or develop communications policies, procedures and guidelines and make them easily accessible. As much as possible, standardize practices. Examples include: determining whether information is essential or optional, and to what audiences; listing methods of communication to be used and creating strategic redundancies; and drafting thorough, clear procedures for handling communications from staff to school and district leadership and administration, including guidance for responses that not only acknowledge receipt of the communication, but also outline the actions that will be taken. Be clear about expectations and accountability.

5. Manage mass communications strategically. Prioritize essential information and timely delivery. Be mindful of frequency of communications and amount of content. Communications should have a clear purpose and be appropriate for the audience. If possible and as appropriate, consider giving employees more autonomy in managing the communications they receive, both in delivery and content.

6. Work to strengthen trust and transparency in the district. In addition to clear policies, procedures and expectations, provide progress updates on goals, deadlines and milestones. Consider inviting more face-to-face and individual communications through staff meetings, open office hours or scheduling one-on-one or small group meetings, facilitated as needed by a third party. Ensure meetings are productive and invite collaboration toward identified and aligned goals, showing staff you value their time and input.

OPEN-ENDED RESPONSES (UNEDITED)

Please provide any additional feedback about communications to staff as a whole from the school district, leadership and administration. Your response will be presented anonymously.

Admins and staff all make a greater than average effort to communicate clearly, and in a timely manner, as far issues that concern me.

"*com·mu·ni·ca·tion*
/kəmyo͞onəͩkāSH(ə)n/
Learn to pronounce
noun
1. the imparting or exchanging of information or news.
I looked up communication and this is the definition I found. Within CCSD there is no exchange of information, it is delivered from the top and trickled down. If you are lucky enough to be in the 'inner circle' with the admins and superintendent you might be in the know most of the time. If you are not in the 'inner circle' you will likely know very little of what is going on the district and in the building within you work. Here is the frustration! If communication is truly an exchange as the definition states, we are failing miserably. There is no exchange of info, in fact there are times when there is no information given at all. Example: I arrived to work on a Monday morning to find that a sports team was occupying the building, I had no idea they were even due to arrive/nor stay for 3 nights. Now, let's talk about exchanging information… that would require collaboration and time/energy for a common purpose. These are not values that I see in our current leadership. Instead, they send out a survey and call that collaboration even though their decisions were made long before the survey went out. "

Communication is good, especially in PACE. At district committee meetings not so much, a coworkers from CMS can be insulting, belittling and condescending to talk to.

Communication seems to be from the top down in our district. This has created many broken relationships, mistrust and loss of valuable input from the people that serve the district everyday. Being transparent and communicating with your team is an important tool in gauging staff satisfaction and gaining useful information. CCSD has lost faith in their leadership and struggles to maintain the high standard of learning that we all expect from this district.

Communication within the district has caused a major divide within staff. Some members get some information, others get other information, and staff have to piece things together a lot. When staff bring up any issues they can be dismissed or not listened to. While the main communication method within the district is to use email, that has become a drudgery as inboxes are flooded and emails/information can be easily overlooked. Some information is displayed through social media, but not all staff members have social media. I would also say a lot of information is also just told to staff where historically staff would have been involved in the decision making process.

Complaints or concerns aren't dealt with appropriately. Classified staff are never included in staff meetings.

I feel like complaints aren't taken as serious as they need to be.

I have found consistent, clear communication from the top down.

I think communication is an area that can always improve. This year communication has been very last minute. It is difficult to plan ahead when we are not notified of meeting/events in a timely manner. I think people rely on social media to be an area of communication however some people do not use social media and are left out of communication. In a professional environment I think communication should happen in advance time so staff can plan ahead in order to be apart of events or meetings. It seems as if we are all over the place with communication and I would

benefit from communication improving across the board.

It ok. It could get better.

NA

The communication from building level staff is mostly very good. I sometimes get confused and overwhelmed by the number of emails coming from district admin. Sometimes important information is buried after information that is not pertinent to my particular job.

The communication to staff as a whole from the school district, district leadership and administration is wonderful in my opinion. I previously worked in a much larger school district and barely heard or knew what the superintendent and district leadership was doing. I receive feedback from our leadership through meetings and emails regularly and feel like they are all involved in our day to day as well as our inservices and staff meetings. I also believe that my place as a teacher is to build a relationship with my principal and that is my chain of command so I do not in any way expect the superintendent or district leadership to have a rapport with me. However, that is not the case here at Craig City Schools. The district leadership and I have a rapport that is great and I speak with some of them and my principal on a regular basis. I don't always get the result I may want but the result is always in the best interest of the school district as a whole.

The email communication has been very informative and arrives in a timely manner.

The majority of district communication is fine as far as I can tell

"The question doesn't get to the crux of the issue. Mr. Reitan communicates often and well. The information he communicates is so often focused on things that simply don't matter. For months at a time, the big takeaway in his communications are PACE-centric. PACE is a part of the district, but his audience, when publishing his email in the Island Post, is Island residents.

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Most of us are concerned with the Brick and Mortar. When we communicate with Mr. Reitan in person and we ask about something he disagrees with, we get an ""ok…"" and a blank stare. There is no willingness to continue the discussion or find common ground. Mr. Reitan communicates in a one-way manner. There is no followthrough with surveys - in fact he will only conduct surveys when he feels the responses will tend toward the positive. I have asked about surveys for poorly organized professional developments and I received an answer of, ""yeah, we usually do surveys."" It is very frustrating.

While Mr. Reitan communicates regularly, he does not communicate information I feel in important to me. I actually feel that he communicates information solely based on making himself look good in the eyes of the school board. We do not talk about morale and we make no efforts to address it at the district admin level."

The Superintendent has more than effectively communicated with all staff continuously since he began working for the district. The level of communication has been greatly improved over previous administrators.

There will always be people who have issues with communication style. We have a variety of preferences regarding communication and how its delivered- some want face-to-face, others electronic, etc. So satisfaction cannot always be 100%. That being said, most teaching staff communicate while at work through electronic means thus I feel email is a wonderful medium. But, to be effective, staff must actually read electronic correspondence. That does not happen and its not solely with district leadership. This happens between staff communication as well as with principals, athletic directors, etc. To complain that one person does not communicate well when this is a problem with all staff doesnt make sense.

"We are in need of collaborative communication on many levels. Sometimes top-down emails are appropriate. For example, last minute changes in schedules or upcoming community events.

I am concerned that decisions are make without a dialogue from stakeholders. Instead of a conversation (or meeting), a survey is sent and then results of a decision are announced and imposed. There have been times in my building where the staff has met and discussed a challenge. People share information and ideas back and forth, supporting any suggestions with reasons. Most times the dialogue results in people changing their initial position. Sometimes a new option is developed that is agreeable to everyone. At the end of this process, everyone is heard, and everyone feels valued. Even if the decision doesn't go your way, you fully understand the rationale.

At present, this does not happen enough, particularly at the district level."

We need to do a better job reading our emails.

Please provide any additional feedback about communications from your individual school, school leadership and administration to staff as a whole. Your response will be presented anonymously.

Classified not included in staff meetings unless volunteer without pay

"com·mu·ni·ca·tion
/kᵊmyo͞oonᵻˌkāSH(ᵊ)n/
Learn to pronounce
noun
1.the imparting or exchanging of information or news.
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arrived to work on a Monday morning to find that a sports team was occupying the building, I had no idea they were even due to arrive/nor stay for 3 nights. Now, let's talk about exchanging information… that would require collaboration and time/energy for a common purpose. These are not values that I see in our current leadership. Instead, they send out a survey and call that collaboration even though their decisions were made long before the survey went out. "

Communication could improve across the board. Many things have slipped between the cracks due to limited communication. I feel this is continue to be an area we need to work on as a district.

Communication within our program has been very good. The administration has been great at making sure our staff is well informed and has open lines of communication.

Great communication from the Superintendent and Principals!

He listens well but I feel like he's got his hands tied when it comes to certain situations,

More than adequate communication, regarding things that concern me.

"Mr. Harris is an impressively poor communicator. His comments consist of ""I statements"" with no interest in how his staff feels. His lack of organization comes through in his communications. Emails are brief and lack important data - such as the times we will be meeting. Often emails are sent moments before the teaching staff is expected to entertain classroom guests or attend an assembly. Printed correspondence, limited to the letter in the student handbook, is again filled with I statements. There are no expectations set forth.

Mr. Harris's school board reports are the least thoughtful reports I have seen since I have worked here. He spends no time on them and develops no narrative. Board members have no clear idea of what is going on in the schools - positive initiatives or negative struggles.

Mr. Harris conducts himself at committee

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meetings similarly to his communication elsewhere. He has many I statements and makes comments that are in direct violation of our negotiated agreement, and show no awareness of CCSD board policy or the student handbook.

Individually, Mr. Harris is a very nice man. He is more concerned with being nice than with doing the job on an administrator. He lacks preparation in his staff meetings, printing full-page agendas for 3-4 bulleted phrases. He never has an overall gameplan, rather he relies on his staff to support him and keep him from abject failure."

My principal is always available to talk to and bounce ideas off of or to bring a concern to most any time. I have no problems voicing concerns and talking through ideas and solutions to anything that may arise.

NA

Telecommunication in my line of work at the district be improved

The majority of information that gets disseminated is fine. The biggest issue I see at the building level is in the day to day events lacking communication and proper planning. The events are not spontaneous, they're on someone's calendar or in an email but that's as far as the planning went until someone in the know realizes that not everyone was informed and that could have a major impact on not just that event but any plans those people had that day, be it a few staff or any number of teachers and their plans for students at that time. Of course it is important to be flexible but this kind of situation has been a recurring theme, unfortunately the result is chaos and occasionally a sub par event by comparison to the same event in previous years.

We do great work when we make the time to meet. Lately, there have been few meetings because people are so busy. This results in word-of-mouth being too important, and hard feelings result. I end up feeling alone in my struggles. There are challenging situations and students that affect us all. We should set aside regular time to work on these challenges, then brainstorm and implement solutions. This

way we can present a united front and work as a cohesive whole.

We need to do a better job reading our emails and paying attention to communications.

Please provide any additional feedback about one-on-one communication from district and school leadership and administration. Your response will be presented anonymously.

1:1 communication happens frequently and is an easy, positive way to communicate with all members within CHS.

As stated before if you are not in the 'inner circle' the communication one-on-one is next to nothing.

Emails and letters are the primary communication for administration

I don't have much need for most forms of communication with the district and school leadership and administration. My principal and I talk often but the need for me to correspond individually with leadership higher than that is limited and my chain of command hasn't failed me. I have had a few instances where I may need clarification and my principal wasn't available that day and therefore I would ask other leadership.All of my interactions have been helpful and I've ended them feeling like my questions were answered or were being considered.

I satisfied when meeting with my principal. At the end of the meeting, I feel heard and know I am part of a team. With email, especially district emails, I sometimes feel out-of-the-loop. I am occasionally frustrated, and even angry about decisions that have been made that I don't understand and don't believe to be in the best interest of the school. When this happens, the decision has already been made and I feel like any input is not valued and would be too late.

It is apparent that one-on-one communications feel threatening to all parties. Staff and admin avoid them. When we do meet there is always a feeling of an elephant in the room. Staff does not feel

that they are heard or that their concerns are taken seriously in 1:1 meetings. There is no record of our concerns when we meet in person.

More than adequate.

NA

One-to-One communication is better than staff-wide communication. Our principal does a nice job with one-to-one communication.

The one-on-one communication has been effective.

Please provide any additional feedback about your experience communicating with district and school leadership and administration, including response to your communications. Your response will be presented anonymously.

All administration have effectively listened.

Communicating with leadership is frustrating at best. I do not feel as if my concerns are heard. I have been told by admin that they understand and then the same frustrating things happen the very next day. I communicate regularly with administration because I feel that so much is being let go in our district. Unfortunately, because of the volume of communications I create, I feel that my concerns are not seen as being valid. Those who work to prop up our inadequate admin are rewarded with conferences, (the RTI conference wasn't even offered to anyone outside of our CEA leadership) while those of us who have been here for decades and express concerns with the downward spiral of the district are relegated to the quiet time corner.

I feel like we talk but nothing gets dealt with. Like it's a waste of our time. Like we don't matter.

I find it easy to communicate.

I have received a timely response any time I have needed communication from the leadership including superintendent, principal or otherwise. As I said before, the answer isn't always what I want as an outcome but it is the answer that is good for the district.

I would suspect any issues with communication I initiate would be that there is too much information which often leads to a meeting or call to discuss further. Typically I get a response but there have been a couple occasions where there has been no response and forgotten until it might resurface later.

NA

should be across the board with contacting everybody every week

We have to use our personal phones often for communication.

We need to meet more regularly so there is communication… exchange of ideas and information so that we can remain proactive and not reactive!

Please comment on the general effectiveness of district and school communications.

At times when I email the entire staff or a good proportion of staff members there is very little response or acknowledgement that the email was read or acknowledgement that it was received.

Communications exist to make the superintendent look good. He only reports on those things that he feels make him indispensable. Too PACE-centric for local communications.

Communications from the top down have always been clear and consistent in my experience. Communication within schools is getting better in that regard.

Doors are open for communication. No need for appointments. Emails can be sent and text or calls easily given.

I feel like I know what is going on in my school. Communication between the schools - principals and staff could definitely be better to encourage working together cohesively.

I think that because we get so much information each day, somethings that are important get lost.

More face to face meeting would help

My school has excellent communication with staff & administration

People are frustrated. As a result, too much

communication is word-of-mouth and on social media.

Read emails!

Room for improvement

There is room for improvement, what that is or looks like, I don't know.

We don't get listened to

We should be on one page at the district

Please comment on cultural proficiency and sensitivity in district and school communications.

Admin are better at this than staff

Communications are professional and appropriate.

Culturally I think the school does okay, sensitivity wise is where I hear that the communication is abrasive, accusatory, and leaves staff members not feeling good about working here.

I have no idea

I think we do a great job taking care of our cultural needs in this district

Na

NA

Not sure what to make of this. I'm sure more could be done but attempts are being made.

Nothing to comment on.

The Indigenous Education Committee has become much more active. There appears to be greater collaboration with our Alaska Native government entities (Shaan Seet, inc, Craig Tribal Association, and Tlingit Haida.

This simply doesn't exist outside of scheduling Native Peoples Committee meetings.

Please comment on clarity and ease of understanding of district and school communications.

All communication is outlined and easily understood. If anyone has difficulty understanding, all administrators are available and willing to help.

As I have said before, I think a lot of information gets buried in the bulk of

correspondance.

Easy to understand.

I don't recall any time that I didn't understand a piece of communication from the district or school but feel confident that if I had any follow up questions they would be answered effectively if I were to ask.

If you know who to ask then yes, but the district doesn't make it easy. Sometimes the information is written in an unclear way and getting clarification can take many people.

Mr. Reitan is a fine writer.

NA

Often communication is very unclear and often causes misunderstandings.

Policies very confusing

Questions and comments are welcomed for feedback and explanation is given when asked.

read emails

Regular emails on results of meetings is clear and helpful. Communication around resolving challenges is difficult.

The district shares a lot of information via daily bulletins, Facebook posts on our school and district Facebook pages, regular email notices about committee meetings, regular email notices regarding Board meetings, a summary of Board meetings is provided after each CCSD School Board meeting, etc. Information is easy to read and understand.

Please comment on timeliness of district and school communications.

80% of communication happens the day of

Announcements are very time

Concerns don't get dealt with on a timely manner

District business is regularly communicated to all CCSD staff members.

District communications are typically timely with the exception of bus run cancellations but thats not so predictable. School communications are typically timely with the exception of how events are planned and that planning or lack of is communicated to everyone involved.

Events are planned and shared on calendars.

I feel like I receive communication in a timely manner anytime that I have asked for information.

Major notifications and information is shared quickly and repeated as needed.

Mr. Reitan publishes things that don't really relate to me. Mr. Harris emails after the fact.

NA

Should have a open line communication twice a week to stay on the same page in the district to to boost morale, and if they have complaints, the principles can take it to the superintendent.

The only issues I have had with timeliness of communication is when it comes from CEA. A survey had been sent out but I was not included in the original email. A second email was sent out that included me but the survey was due that same day. I didn't have a chance to look at the email until the next day, which by then was too late. I have had a few emails that have had very short deadlines due to not being included in the original email.

Very appropriate

With parents they do a great job, with staff while I think most things are in a timely enough manner there is still lots of room for improvement.

Please comment on trustworthiness and transparency of district and school communications.

All information is factually based

Concerns are often not taken seriously or dealt with professionally

I don't have reason to doubt information shared.

I think some aspects of the school business is manipulated and not addressed.

Mr. Reitan only communicates things that cast him in a good light. Mr. Harris just smiles and waits for others to defend his incompetence.

NA I feel like this question will lead to perception and not truth

No comment

No comments

Not much trust.

Some staff feel that transparency is not practiced, but I disagree. The current administration has been extremely transparent and also abides by rules/policies.

There is little to no trust with district superintendent and HS admin.

There's no communication, then it would look like that

This is a bullshit question

Too often, rationale is not shared and rumors take over (at the district level).

We go over our growth and expectations throughout the year and I feel like the transparency on what my job includes and what is needed form me is outlined quite well.

While I believe this has changed recently to be better, the district has created a sense of non-trustworthiness and lack of transparency that will take either major changes or a long time to establish with their staff again.

Please comment on responsiveness of district and school to your communications.

Anytime I have needed something the district has been very helpful and timely in getting back to me.

Fill out a survey and then being notified of results and/or decisions, does not feel like responsiveness. Dialogue is needed.

I am not ignored if that is what you are asking me

I feel that when I have a question or concern, I am heard by whomever I bring it to and it Is discussed then for options and then taken to further entities as needed for discussion and consideration.

If something happened in the school I think we're really quick to respond to the public

Principal - Quick Response (via text)

Replies are typically quick

Responses are timely.

very appropriate

When receiving responses, they are typically, thank you for your communication.

Are there other means of communication you would like to see Craig City Schools employ?

A text message system for warning about dangers in the school, inclement weather, etc.

Any communication is fine as long as it is two-way. It is unproductive to not be able to discuss issues. We are an excellent staff. We have great ideas. Top down communications and ideas are stifling.

Besides carrier pigeon I don't know what we could be missing? Messenger at your door?

I can't think of any

I have no idea

More face-to-face collaborative decision-making is needed.

N/A

no

No. I believe they have it all covered.

Posted bulletins in offices/staff rooms, quick bulleted points from superintendent about issues coming up/goings on etc.

What we are using works well.

How does communication factor into your satisfaction with your employment with Craig City Schools?

A lot. I will not return to beat my head against the wall of these administrators. I would stay if someone competent were to replace them. This should be alarming in an environment where we can't find teachers.

Communication is very important with any relationship whether that is personal or professional.

Critically. Lack of planning and communication are deeply dissatisfying.

I am very satisfied.

I do consider how communication is handled with I think about renewing my

contract every year.

I feel heard and acknowledged and understand I won't always have my way

I feel supported in my job and listened to when needed. That is a huge factor in satisfaction in employment for me.

I have been very satisfied with the communication and my employment with CCSD.

I like to be aware of issues that can impact my teaching, especially with regard to students. That helps me to be better prepared and satisfied with my ability to teach.

If I am not equipped with simple information to better serve students and I see that it is due to ineffective leadership, I will eventually leave due to poor leadership.

It has a great effect. If communication is poor, every aspect of employment suffers.

It is a big factor

Personally I have very few complaints, but I know that is not the case with my fellow employees and that creates tension. If this does cause them to leave, it significantly raises my workload.

Sometimes the lack of communication is a really frustrating part of our job.

The last one to know everything

The positive experiences I've had with communication (both district-wide and individually) strongly factor into my job satisfaction and desire to continue working in my position.

Tired of not being seen, heard or taken seriously

Very highly.

Very little. As noted previously it would be good to hear back from staff members when they are emailed

Would be nice to feel like were important and we matter.

With regard to communications, what improvements could be made to increase your satisfaction with your employment with Craig City Schools?

A plan of action when we come to admin with a concern or complaint.

All CCSD staff members could be more attentive to responding to email and requests made via email.

Better phone system - the ones we have now are too quiet to hear. An intercom system where I can call the office if needing help in my classroom with students

Call me or text me email is the last place I look

Can think of none.

Hire from within. Quit hiring people with no connection to our community. We have qualified people on staff. Reinstate first preference for qualified local candidates. Hiring committees should DISCUSS CANDIDATES. Individual ratings that are compiled by the superintendent are asinine. Replace the superintendent. Replace the CEMS and CHS principals. Move away from the customer service model being pushed by the superintendent. But goo duck getting that genie back in the bottle.

I don't know how to articulate what I want to say and I don't trust the claims of "ambiguous" when my email was captured and also re-entered so I will choose not to say anything on this form.

I think a clear expectation of everyone's job duties communicated by supervisors would be a great place to start with improving communication.

I would like to see fewer emails, or maybe consolidated emails. We get so many each day it can sometimes be hard to find the time to really read them and attend to the information they contain.

I'm very happy with my employment.

If something is happening that might impact staff, give them as much notice as possible so they can plan accordingly. If it is a long time away, occasionally send reminders as it is approaching.

More face-to-face collaborative decision-making is needed.

NA

NA

Plan of action

staff need to read emails.

The only thing that comes to mind is more information/education on how the schools can work together to create a more cohesive work force.

Transparency and integrity in leadership.

Describe what it means to you to be heard.

Actions speak louder than words

Being able to present any concerns, issues or problems to my principal or administration and having that concern addressed. That may include asking for clarification or collaboration on a solution. I also recognize that I may not get the result that I desire, but knowing that the issue was given careful and thoughtful consideration is important.

Being heard is easy. Being regarded as a priority is more difficult to achieve.

Being heard means taking the time to understand where someone is coming from. It does not mean that you agree with a person. It means that you can put yourself in their shoes and understand their concerns. It means if the person's views are faulty because a lack of information - provide the information. It means making the time for people to express themselves and being actively receptive to concerns.

Conversation about why I think the way I do and not being disregarded for my beliefs. Maybe also not being made to alter my beliefs so that someone else isn't offended. When it just offends me to make them accepted. I feel like it would make me feel unheard or valued less than the other party.

Haven't had a problem being heard but it usually means less frustration for me and a better experience for others impacted by my work.

"I feel heard if I have a discussion in a group or one-on-one about an issue.

I need to hear that the other person/people fully understand my perspective and are taking it into consideration.

I need to have major decisions not just announced, but explained in a way that indicates my opinions/ideas were considered."

Listening to ideas and not dismissing them right away, acting on things that I/someone have said are an issue.

My concerns, and questions are answered,I know someone is paying attention and considers what I have to say.

Not only listening well but responding to what I say. If I ask for change - how can we move forward? If I ask for things to stay the same - how can we make that happen? Working together to find solutions instead of being given them with no consideration to how decisions may affect things as a whole.

PACE has never had a voice in the district, even though it has the most students. When PACE was added to the community newsletter, brick and motor staff got upset. 2 district coworkers are currently suing the Department of Education Director over a correspondence schools.

Safety of the well-being of the students

Something gets done with my concern not just hear NOTED and nothing gets done.

That every employee is provided the opportunity to share their experiences, thoughts, and feelings about school or

district initiatives to help develop the best educational programs for students

That I am acknowledged and validated.

To be answered in some way even if that is just acknowledgement of something being said.

To be heard for me means that I have undivided attention from the person I am speaking with and they are actively hearing what I am saying and asking questions as the conversation progresses. In turn, afterwards, they spend time processing and deciding what is the best next step for the greater good of the entire group.I am not someone who like people to placate me or tell me what I want to hear and then do what they want.

To be heard means, some one validates what was heard and tried to address the issue. To be heard, someone also doesn't assume they understand my perspective but ask.

To be included in the process...

To have your ideas/thoughts shared with others. Sometimes we share ideas and it is overlooked for long periods of time.

to hear and understand what I am saying. You dont have to agree with me or take my side but understand why something is important to me.

Are there ways Craig City Schools'

communication about the impacts of education policy could be improved?

Conduct communication through leaders, such as the principles twice a week to report to the superintendent

I don't really know or have a comment.

I feel like I hear about education policy when it affects the topic at the moment. I do understand that it would be almost a full time job to continually update the district on any changes to local, state, and federal education policy changes. However, the policies are explained when they are in conjunction with the topic at hand during the moment.

More timely information about deliberations at the Alaska legislature level could be shared with CCSD staff members

NA

no. And if the district payed for someone to make this survey it was a waste of money

State the policy clearly. Share directly how it impacts. Pretty straightforward.

This might be something the district could maybe have a news letter with important policies and things happening. I do not attend policy meetings so this could all so be me making myself more aware.

We could dedicate some time at inservice to truly explain these issues and make sure to revisit them again at a later date.