

EXECUTIVE SUMMARY  
Staff Survey – Fremont City Schools  
July 3, 2015

***Profile of survey respondents***

<u>Building</u>	<u>Certified Employees</u>	<u>Classified Employees</u>
Ross High School	44	8
Atkinson Elementary	20	6
Croghan Elementary	17	2
Hayes Elementary	12	4
Lutz Elementary	15	2
Otis Elementary	8	7
Stamm Elementary	27	1
Washington Elementary	5	4
Totals	148	34

***Survey Results***

1. In your opinion, how important is it that the problems being generated by the condition of Fremont’s school facilities be addressed?

Extremely important	91 (51%)
Very important	62 (35%)
Somewhat important	19 (11%)
Not very important	6 (6%)

The quotes below represent why the vast majority (86%) of the teachers and non-teaching Staff members believe that it is either extremely or very important that the condition of Fremont’s school facilities be addressed:

“Our school facilities are a platform for learning.”

“The temperatures in our classrooms are often too hot or too cold and technology is frequently unavailable.”

“The water leakage, mold and gas leaks in our buildings are adversely affecting the health and safety of our students.”

“Most of our buildings are older and do not allow for proper ventilation.”

“My classroom prevents me from implementing proven educational strategies that ensure learning for all children.”

“When students are too hot or too cold, they cannot stay on task.”

“Students are losing valuable learning time due to the condition of our buildings.”

“Our buildings are old, out of date and need a lot of upkeep.”

2. Specifically, how is the condition of your building impacting your students?

- The extremes of hot and cold classroom temperatures make it hard for students to concentrate thereby creating a loss of instructional time..... 102 (56%)
- Health and safety concerns which include mold, allergy issues, unsafe carpeting, pungent odors, hallway congestion and lack of proper ventilation and other health and safety concerns..... 29 (16%)
- More and access to technology..... 15 (8%)
- Inadequate classroom space for learning centers, work groups and other teaching and learning strategies..... 12 (7%)
- Inadequate lighting..... 4 (2%)
- Distracting noises from the heating system..... 4 (2%)

3. Which building related problem facing your students most urgently needs to be addressed and why do you feel this way?

- Extremely warm classroom temperatures..... 78 (43%)
- Cold classroom temperatures in the winter.....44 (24%)
- Moisture, mold, allergy issues, breathing problems and poor ventilation..... 27 (15%)
- Wireless internet inconsistency and other technology problems.....15 (8%)
- Inadequate room sizes and lack of space and quiet..... 9 (5%)
- Leaky and drafty windows..... 5 (3%)
- Carpeting issues..... 4 (2%)

- Noise distractions from the heating system..... 3 (2%)
- The need to update the restrooms..... 3 (2%)
- A lack of clear and clean water..... 3 (2%)

4. How much instructional time is lost due to extreme temperatures in your classroom?

While it is difficult for many teachers to assign an exact amount of lost instruction time due to extreme variations in classroom temperatures, more than three out of four feel that it is a significant problem. The scope of the problem ranges from a few minutes a day in some classrooms to more than an hour a day and even the entire day in others. Below is a representative cross section of comments highlighting how extreme variations in classroom temperatures are impacting teaching and learning:

“It depends on the day. Sometimes an entire day can be lost.”

A good portion of the day is spent opening windows or plugging in fans. I’ve had children crying because my room gets so hot and there is no air flow.”

“Twenty percent.”

“Thirty minutes a day.”

“During the warm months, we are likely to lose about 90 minutes of instructional time each day.”

“I lose 50% of instructional time any day that the temperatures are about 75 degrees.”

“Easily on a warm day above 80 degrees I lose a minimum of an hour of instructional time.”

“Probably 30-45 minutes a day when it is hot and humid.”

“On hot and humid days, I still teach but honestly it is a waste of time since most students are so uncomfortable that they cannot pay attention. I would say that these conditions occur 30-plus days per school year.”

***Insights and conclusions***

- A large number of students in the Fremont City School District are being adversely impacted by the condition of the school system’s high school and elementary buildings. When asked how important it is that the problems being generated by the condition of these building be addressed, 86% of the certified staff and classified staff who work in them said “extremely important” or “very important.”

- Clearly, the most serious problem which has been cited by six out of 10 staff members is the inability to control classroom temperatures that, depending upon the time of year and the individual classroom, fluctuate from extremes of hot and cold. These temperature extremes make it hard for students to concentrate and lead to a significant loss of instructional time. This loss of instructional time can range from a few minutes a day in some classrooms to the majority of the day in others.
- In addition to the temperature extremes in many of Fremont's high school and elementary school classrooms, the district's facilities are creating other problems that the certified and classified staff feel need to be addressed. These problems include moisture, mold and allergy issues, breathing problems, poor ventilation, the lack of access to technology and inadequate classroom space for teaching and learning.