

Washington State Auditor's Office

10 Largest Districts Performance Audit

Edmonds

Of the 277 surveys received, 97 provided a response to Question 102. These are organized by staff type below. No changes have been made to these responses—they are reported verbatim. The only exceptions to this are obvious spelling errors, profanity, and comments that single out specific staff members. As verbatim comments, they should be considered unsubstantiated opinions of individual district staff members.

K. GENERAL QUESTIONS

102. This performance audit is focused on district administrative and overhead costs, defined as general administration, supervision, and other support services necessary for management and administrative control of the district. Please provide any comments or ideas you have to improve the overall efficiency and effectiveness of your district in these areas.

| Central Office Administrators – 7 comments |
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| Our district does a very good job with the administration of existing resources. Staff and members of the community are very involved in setting fiscal priorities and in the refinement/focus of the use of resources. Our greatest challenge is a lack of adequacy of state funding to the district for K-12 public education. Right now to do more in one area means taking resources from another area in our district. So, part of this performance audit needs to focus on inadequate resources from the state to districts to accomplish all of the educational expectations for students. Please be sure your report to the state includes legislative and public accountability to more adequately and amply fund public schools. |
| To be honest, and this is anonymous, I am ashamed to work for [deleted]. |
| Budgeting and open transparent decision making is slipping away in Edmonds. The strong collective bargaining or Draft 5 approach to problem solving and decision making has disappeared in the last 3 years. Memorandums of Understanding are not being honored in word or spirit, so the administrative trust is shrinking. In order to keep the numbers looking good, budget folks are hiding the truth from managers and staff who are trying to maximize our resources. As likeable as they are individually, the HR department gives us so many surprises and cannot develop a systemic solution to data management. With all of our late hiring there should be no vacations in HR for anyone until the fall. Everyone, principals, teachers, and classified staff are scrambling to pick up the pieces when HR finally goes back to work. The substitute issue for professional development is critical. Without additional release time for professional development the system is close to imploding. The PEC (Professional Excellence Committee) is a shining star in the collaborative efforts to support teachers, staff, and administrators. |
| Edmonds School District is run effectively and has systems in place for effective communication and interactions from parents and staff. It is one of the most efficient districts I have seen in all my years in education. |
| The district needs to care about its employees and treat them with respect. Not all employees are treated the same, it depends who you work for or who you know. |
| Often too much time is spent processing information in large committees. It would be more efficient if some of the decisions could be made quickly by a smaller group. |
| We simply do not have enough resources to support the needs of our district work. We don't pay teachers enough to attract the best. We need money to hire more Instructional Coaches to work directly with teachers in classrooms -- that is the best way to provide professional development. Because of lack of funds, we use a student information system (Skyward) that is not user friendly and not efficient. And then to save more money, we are stuck with the low quality products that are |

compatible with Skyward. Our Superintendent has good business sense, but does not really understand instruction. He thinks it is far simpler than it is; if it were as simple as he thinks, all our students would be meeting standard. Our HR department takes their vacations in the summer, which is a huge bottleneck to our principals being able to fill positions. HR staff should take vacations only after school has opened and staffing is stable!

School Administrators – 3 comments

Human Resources is the area of greatest need and ASAP. Maintenance dept. needs new leadership and accountability for getting things done in a timely manner. The school grounds need more budget and attention. Transportation is doing a great job with some very tight restrictions. There are serious, wide-spread concerns about the superintendent and his leadership. Secondary curriculum, graduation requirements and district-wide math need attention ASAP.

Improve instructional materials, reduce size of sup. staff, Make quality hires at district level, embrace diverse thinking

There are a lot of inequities here. People play "favorites" and Human Resources is definitely NOT YOUR FRIEND.

[deleted]. We have gotten heavier at the top and more demanding of technical staff and teachers.

Professional Support Staff (guidance counselor, nurse, media specialist, etc.) – 17 comments

NCLB has been implemented as required by law but has been disruptive to quality instruction, efficient classroom management, and appropriate learning focus for children at all levels. Implementation of NCLB at the special education level has lead to a tremendous waste of time and resources to provide standardized, customized special testing to children who are severely and profoundly disabled in multiple categories and lack the ability or need for such testing. Compliance with NCLB has taken special education teachers away from much higher learning priorities for this student population. We do not put preschoolers in standardized testing-- why put children whose functional levels are LOWER than preschool in the same situation?

Per research on adolescent development, start high schools one hour later. Later start will mean a reduction in cost to light & heat schools, and data indicates that students will have better attendance with a late start, raising graduation rates and income from attendance. End school bussing of high school students which will result in students taking public transportation & reduction of cost to the school district. Open ELL programs in each high school to end bussing of ELL students and reduce student enrollment triggers for extra support per the new bargaining agreement.

I wish I could take more technology courses through the state, district without it costing me thousands. I have had to buy my computer at home to do some of my work and parent communication because I did not get a laptop. Our only option for speed was a desktop computer.

None

The administration in this district is asked to "wear too many hats". There needs to be more administrators. We are asking for water from a stone.

Way too many administrators and they are paid way too much. Reduce middle management and take greater care not to waste precious resources.

The Washington Legislature seems to be 'asleep at the wheel' when it comes to fully funding education for our students and teachers. Teacher salaries are \$30,000 per year behind in cost of living and/ or inflation rate since the early 1970's. This national average is a travesty. Washington teachers have a miserable retirement plan. Many teachers find after retirement that they must come back to work in order to maintain a healthy life style (i.e. medical insurance). The comparable degreed professional earns \$25,000 per year more than a teacher this is a constant reminder that again teachers are not valued for choosing the teaching profession. WE have patiently waited for real raises for years. Our retirement plan is not equal to other state employed workers which is a

fairness issue. Adequate SPACE is an enormous problem. The school district builds a beautiful building on the first day it becomes too small for all the programs and community use. Many classrooms especially in the newer buildings are incredibly inadequate for all the teaching aids and materials storage; and cooperative groups usage. Students crammed into a small space is most difficult for the over stimulated students to be comfortable and work easily everyday. There is a belief that the 3 R's are the only thing our students need. They also need the arts to help them develop into enriched, creative, cooperative, self-disciplined, and compassionate human beings. The soul longs to be a part of the whole community. It's 'money honey'! Our schools need more FTE per student load. This would allow schools to tailor the extra support for special needs. Schools need more space. Parents could be utilized to work with students if there were space. Students could easily work in smaller groups if they did not need to work in the hall or closet. The Edmonds School District No. 15 created an Professional Excellence Committee that is composed of teachers, administrators, and district central office employees. This committee serves as a profound visionary blended committee to work for the greater good for all. Their work and recommendations are utilized in the decision making process.

Reduce the number of administrators and stop wasting money during the summer break.

the district has gotten worse in every category in recent years - about the time Nick arrived.

No Comment it would take too long!

While I believe this district is fairly efficient, I see some inadequacies in the area of professional development and curriculum development. I feel like it comes down to money and priorities. The technology department seems to have many people working on offering classes and training. While this is good, there is very little that has been offered in math over the past 7 years. While the district is in the process of adopting new curriculum for math, the budget for math has been cut. The timeline for adding TOSAs this year was postponed. Most professional development feels like it is offered after school with no pay. Grade level conversations have been cut. Math needs to have a clear direction, professional development and funding. I believe the district also needs to improve in the acquisition of grants for the district, schools and individuals. Our school is losing its after school program this year. There is nothing to replace it. Individual teachers don't have the time to get grants for their schools. It would be great if there was more support at the district level for after school programs. I believe Edmonds district is doing a fairly good job, given the financial restraints. THE STATE NEEDS TO INCREASE FUNDING FOR STUDENTS, CURRICULUM, CLASS SIZE AND SALARIES. I WOULD LIKE TO SEE AN AUDIT OF WHAT THE STATE LEGISLATURE AND OSPI IS DOING TO ADEQUATELY SUPPORT EDUCATION. How much are we spending to print, give, ship, and score the WASL every year for every student in the state? Is this an efficient way to test children for the NCLB requirements? Wouldn't that money be better spent for extra help for students who need it?

The state constitution states that it is the state's "paramount duty" to "amply" fund the state's public schools. If this were true, local school districts would not have to run local M&O levies, technology and transportation levies, and school construction bonds to pay for what is considered basic education. Basic is not amply. How can you dare ask questions about technology and support for technology when technology isn't mentioned in the Basic Education Act of the late 1970s. This has to be picked up by local levies that require 60% to pass. Do you even know how schools are funded in the state of Washington?

Nurses need a person who can train them in the use of the technology who is paid to do this job. One nurse has been expected to do this job and is not compensated for this. We need training from the technology department on how to use tools that are provided and not expected to use our own time to figure out how they work without a manual or instruction provided by the district. Wages for nurses should be equitable to what they can receive in the market place, like the hospital. We put in a lot of hours and should be compensated appropriately to attract and retain nurses.

Too many administrator, managers, etc.

The Edmonds School District needs a new school board and administration. The current one is too corrupt to repair.

FUNDING! The teachers can't teach without the appropriate funding. In our rush to reform education, we have forgotten a simple truth: reform will never be achieved by renewing

appropriations, restructuring schools, rewriting curricula, and revising texts if we continue to demean and dishearten the human resource called the teacher on whom so much depends. Teachers must be better compensated, freed from bureaucratic harassment, given a role in academic governance, and provided with the best possible methods and materials.

The Edmonds School District has once again become top-heavy. In the most recent round of budget cutting, personnel reductions focused almost exclusively on cutting classroom teacher positions while the number of district administrators remained constant, despite a projected decline in student enrollment. The overabundance of central district administrators would be more palatable if they provided some kind of tangible leadership, but the Edmonds School District nominally practices site-based management, leaving difficult decisions to building-level leadership, while central district managers control the funds. This arrangement makes no sense fiscally or educationally. At the central district level, Edmonds is full to the brim with managers, but sorely lacking in leaders. District administrators assiduously avoid facing difficult facts or accepting responsibility for the few meaningful decisions they have made, such as the IEP Online boondoggle. And no one in a district leadership position would ever suggest an administrative shake-up or downsizing, which is what the district desperately needs. Finally, the school board's too-cozy relationship with district administration has thwarted its proper role providing financial and educational oversight. Although Washington state's chronic under-funding of basic education caused the educational crisis we find ourselves in, district-level mismanagement exacerbates it.

Classroom Teachers (and Instructional Assistants) – 50 comments

The district should spend its money on resources for students first, not themselves first. The district office is one of the nicest and newest in the district and they are getting a new building. There are too many administrators and the HR department is horrible.

This district is very responsive to teacher and student needs. Two areas of concern are that we need more student support services for English Language Learners (professional development; translation services for community outreach, etc.). The other area of concern is the hot breakfast and lunch program is not quality food. I would love to see more fresh packaged salad and sandwiches available.

The state should adopt online school management software so students could move from district to district without any problem.

The building has not done a good job of supporting teachers. Often times the benefit of the doubt when any issue arises is given to students and their (enabling) parents, and little consideration is given to what the teacher has to say.

Put a "Search" option onto the District website. Build schools in order that every teacher can have a classroom of their own.

Our district is way to top heavy with district level administrators, psychs, counselors etc. They need to put more money into reducing class size and allowing teachers to do a more effective job teaching.

My District could probably do better if the State stepped up and funded education appropriately. Teacher salaries and especially Paraprofessionals salaries are the lowest on the west coast. Our large class size negatively impacts the teaching and learning in the classroom. Students come to us with a variety of skills and abilities. With such large class sizes, it is difficult to accommodate the individual student. Special education is not being funded to the level needed to meet the many categories of needs. The money must be taken from general education. We are robbing Peter to pay Paul. And finally, IEP on-line has been very frustrating, time consuming and has many problems. We are at the whims of the company where we purchased this lousy program.

The state needs to adequately fund education. Our district does an incredible job of managing the inadequate funds and non funded mandates that are handed down by the state. I know that some of the requirements are a result of federal laws but our state does not adequately fund basic education.

Better training of new teachers at each school. It should be part of the orientation to take the new people around and make sure they know how to operate copy machines and other devices available

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| to them. |
| We need more money. The administrators do a good job at managing what we do have, and pinching pennies. |
| I don't have anything specific, other than math text/materials adoptions have not been as useful as I'd like to see. Teachers regularly have to make copies for student use. |
| How many assistant superintendents does a large district need? I wonder what the average is and how the money could better be spent? |
| Administrative performance is not visible to teachers. Technology integration needs to continue to provide frequent training, especially now focusing on the more experienced user as implementation takes root. |
| I think we need to make changes to become more energy efficient. It seems that we are making fewer and fewer site-based decisions. We still have too many students in most classrooms to really effectively educate each and every student. I wish there were more support for kids who can't handle the typical classroom. |
| I feel that in the past five years there has been a big shift in the way decisions are made in this district. We have gone from buildings being allowed to make decisions to decisions being made at the district level. I feel that there are many administrators at the district office compared to years past. The decisions that have been made are not made with classroom teacher input, we're just told that this is the new model and to make it work. (I'm referring to our ELL and Special Education/Title 1 services.) A great deal of money is being spent on these administrative salaries and support staff salaries and that is money and resources that is being deducted from our students. I feel that building principals are being asked to do way more than they've had to in the past as far as instructional leadership and I don't think that they've had much training with this role. Additionally, elementary principals have all the other traditional issues as well (discipline, staff meetings, communication with parents, budget etc.) With this new educational leadership role, what has been taken from their plate? |
| I do not believe that the organization in the Teaching and Learning dept. is effective in providing support for teachers. The TOSAs are spread too thinly to be able to do a really good job. The technology training that is available is focused on specific application software packages and their use in classrooms, rather than on the general application of technology to teaching and teaching in specific subjects. The awarding of student credit at the high school level for career and technology courses seems to be determined by the pocket out of which the teacher is paid and not the course the student passes. This is not fair to the students, say, who take a class from a certificated teacher who was a professional in a technical or career field other than teaching. The super and assist. supers provide good support to schools and their staff. |
| There is a lack of equity in school facility use. Some of the schools are over crowded and have classroom filled to capacity while others have empty classrooms and small class size. There needs to be a greater shift when rezoning occurs. Several years ago a very small shift was made with little impact. |
| In the last three years our district administration has become top heavy, with many new positions that had been delegated to one or two assistant superintendents mushrooming into assistant superintendentships of their own. This is incredibly expensive! At the same time we were told that we could no longer expect the same level of classroom support from our various Educational Assistants, and their hours were cut dramatically this year. Cuts also came heavily in our alternative education programs, squeezing our options for students who need the most support and face time with an adult. In my particular high school, the student enrollment neared an all time high at the same time. The students will suffer from this dynamic. |
| Changes in administrative personnel often result in change of curriculum/teaching strategies, leaving teachers having to change what they teach without ever getting comfortable with the curriculum before something different comes along. |
| Contract with Community Transit to provide transportation of staff and students to our campus (schools). |
| I teach in an elementary classroom with 32 children and 11 IEPs and am continuing to feel pressure to insure that my students pass the WASL. I cannot realistically do that with the number of |

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| students I have, and I know my district would hire more teachers if they had adequate funding from the state. They are pinching pennies right now, and it's cheaper to pay me an extra \$1200 a trimester than hire a new teacher because they feel financially trapped. The children's educational best interest and my employee morale are clearly not the priority! |
| A lot of the processes seem quite inefficient. Much of the paperwork required could be computerized somehow. Teachers and other staff are inundated almost daily with paperwork and extra tasks from the district with no time given to complete all of it. |
| Our superintendent regularly visits schools to keep us updated on how the district spends levy/bond monies. He has excellent ideas/plans to keep costs down, while promoting what's best for students and for keeping us current with educational research/practices. |
| We need more technology support, a teaching assistant who can troubleshoot. |
| First year teachers should not receive CC until they have taught for a year. There are too many inexperienced teachers with CC and there are teachers who have taught for over five years with superior evaluations who still have NCC. The contract process needs to be seriously looked at to ensure not losing great and experienced teachers as I have seen at my school. |
| Fiscal management seems to have taken a back seat to administrative overloading when a half-time assistant superintendent position is replaced by a full-time one. |
| More focus on teachers and kids and less focus on roads, potholes and the Seattle commute!!!! I NEED A RAISE!!!! \$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$ |
| There is very little tech support at our building. The computers often do not work. The printers often do not work. |
| It would be helpful to have a written document that outlines district supervisory/administrative personnel (perhaps it already exists and I don't know it) and their roles. There seems to be a significant amount of overlap, but perhaps not. |
| I would like an itemized description of my pay check so that I am not guessing each month as what each grouping of funds may be (specifically, when I turn in a time sheet with extra hours) |
| As compared to other districts in other states (especially the east coast), we are very far behind in the amount of money we spend on the education of our children. It is a shame that Washington lags behind. When will the leaders of our state sit up straight, use their backbone, and really, truly meet the needs of education? Our future as the great state of Washington depends on it. |
| It seems like we have lots of managers, directors, etc. that work at the ESC. As new people come on board at the ESC, I, as a teacher, would like to know how their positions are funded. With class size increasing, it seems unconscionable that we would be increasing personnel at the district level. We may not be, but this needs to be communicated clearly to school staff and we need to understand how these positions are funded: be it grants, student enrollment or whatever. Please keep the school staffs in the loop about what is happening personnel-wise at the district. It doesn't matter how many coaches are available to help me in literacy and math if I can't take advantage of their expertise because I'm so absorbed with my own class' needs and size that I can't spend time away from my class and/or it is too overwhelming to prepare lessons plans to attend a training. |
| Our district has been well-managed for years and yet financially our needs have grown faster than our resources. I know this is a good district to work in and yet I feel the tension of the administrators trying to provide the increasing services with fewer resources. |
| I strongly feel our district is very administrative heavy. I teach in a title school with 28 [elementary students]. Many of my students do not speak English. I have many kids far below grade level and I am expected to meet the needs of all kids in my classroom with no pull out for ELL and very little learning support. This year I will not have a regular paraeducator in my classroom. It is very difficult to spread myself that thin. Lowering class size alone would have a tremendous effect on my classroom. I am a highly energized, creative and effective teacher, but I am beginning to wear down. I am also incredibly under paid. I came to this job with [many] years of teaching behind me, but because I was teaching family ed for a hospital none of my time in service was considered even though that experience seriously impacts the effectiveness of my teaching today. My starting salary 6 years ago was \$26,000. It's very disturbing that many of our state officials receive 10-13% pay raises and teachers in our district receive 3.7%. Teachers are incredibly under valued in our state. And for the record--I LOVE teaching and give 200%. |

There is never enough money for copier costs! We can not seem to find a math curriculum that meets the needs of problem solving, algorithms and other math strands all in one. Many more students seem to come to the middle elementary grades unable to read at all or very little each year. Class sizes are growing, not shrinking. More and more ELL kids with no training for teachers in the larger classroom in how to best help them.

The computer infrastructure is overloaded and crashes often. This is frustrating as teachers are expected to do more on-line each year--individual SWIFT website, grades, attendance, club websites--and it seems the amount of system down time is increasing.

I don't know about budget/financial information. I'm sure it's out there but perhaps the district could be more explicit and provide resources for those interested in learning how moneys are distributed.

[Superintendent] has provided outstanding leadership. The recent selection of [deleted] to assist with curriculum development etc. seems a great addition.

I think that our district needs to keep the class sizes smaller, and when the state computes class size the specialists and other staff who are not classroom teachers should not be counted when figuring the ratio of students to teacher.

The district is trapped by the generally underfunded state budget for education. The district must cut services and raise the number of students in the classroom because the state doesn't provide enough funds.

Can someone please explain to me - like I'm a 10 year old - why we just gave raises to administrators when: 1. We are in a budget crisis. 2. Our graduation rate stinks. 3. Our Math scores are terrible. 4. We just cut teachers.

Our test scores, our energies, our attitudes and our overall ability to do our jobs well would improve greatly by simply lowering class size. In the long run, we would save money in remedial interventions. It's so obvious and yet we went up in class size this year and the WASL trend shows scores will go down each time this happens. You can't increase class size with higher and higher needs kids and just expect that somehow teachers will simply handle it. Class size is the biggest single factor that could be addressed for the biggest positive results in all areas.

I feel that some administrators and state people are so removed from the reality of teaching that they make decisions based on past knowledge and not current information. In a perfect world everyone would be equal and nobody would be fearful or impoverished. but reality being what it is hands us children who are in very bad situations or are extreme behavior problems etc. To me, we have too many people dictate what our job is and how we do it with little or no regard to the student population or any other obstacles that teachers encounter.

better and bigger budget from state!

I do not understand the need for so many assistant superintendents. When we're cutting staffing and tightening budgets at the building level, it's difficult to explain to parents why there are more administrators at the district office. The CTE staff at the district is AMAZING. They should be commended for getting the most bang for the buck of any folks I work with at the district level. I am terribly frustrated that the small schools at my high school was never embraced by district administrators. We teachers stuck our necks out for the benefit of our students and we were penalized for doing so. There really was no attempt at working collaboratively on making our program work. It is also exceedingly frustrating to see the move to nearly lock-step conformity across the district. I feel like I know what's best for my students, but I'm often told what I have to do so that it's the same as what goes on at the other high schools. Why? Sure, that might make some things more efficient, but it isn't always what's best for teaching and learning. Finally, the additional pressures and demands put on students and teachers because of NCLB and WASL have us at the breaking point. Elective programs are being cut, time is incredibly limited, there's pressure to teach to the test rather than make sure kids are learning, etc. And, besides, who is the WASL for? It certainly isn't for students and teachers. We don't have access to the WASL data in a timely manner so that we could - if we were allowed to - adjust curriculum to fit the needs of our students and the talents of our staff. Finally, the amount of money paid in stipend to our advisers and coaches is a joke and an insult. Compared to other districts across the country, ours is at the low end of the spectrum. It's no wonder that many of our advisers and coaches are now coming

from the community instead of from instructional staff. It simply isn't worth our time when the compensation is so low and the demands are so great. Thanks for asking.

Many of the questions I felt very neutral on because, for example, while there are opportunities available for teaching and learning or technology they are often a one time offering with no follow-up. Most people who learn things need repetition so a series of opportunities instead of a one-time offering would be better. We also need TIME, TIME, TIME to work on implementation. I have been to several trainings where I have learned good information but have rarely had the time to then meet with colleagues or to work by myself on putting the practices to work. So, my offerings of "solutions" would be to offer not more, but better planned trainings and then time to put them into use. Thank you.

The Edmonds School District does a fine job, other than the societal pressures to not provide/utilize funds for education in general that results in class sizes that are too large.

Per pupil funding must be increased for us to do an effective job in educating our student population.

This survey did not focus on the most important elements our school system is lacking. First, the biggest obstacle to doing my job effectively is the lack of education funding. Teacher turnover and issues with students are problems because we do not ADEQUATELY fund public education. The state needs to stop wasting money on surveys like this one and start funding schools. Also, student to teacher ratios need to be a priority. Because of the lack of funding to schools, my average class has 30 high school students. The focus on testing, unfunded mandates and increasing requirements from the state interferes more with my job performance than anything my district or building is doing. Make funding and class sizes a priority and student results will follow.

The budgets for teaching staff may be seen as equitable from school to school based on student numbers, but in reality, some schools are so highly impacted by students with high needs (poverty, ELL and behavior issues) that they should be getting more support and more staff, and not experiencing the same cuts and growing class sizes that the other, more "balanced" (family supported) schools get. It is very frustrating to have such high class sizes in primary and intermediate grades, with little aide time, when so many students cannot read at grade level and cannot get support from home.

Classified Staff (secretary, bus driver, food service worker, etc.) – 18 comments

There is very little relevant development opportunities for classified staff. Review process of classified positions (PDQ) is outdated and administered very poorly. There seems to be huge issues with suggesting ways the processes can be better...the statement "we've ALWAYS done it that way" is the way of thought in several departments. There are inconsistencies with hiring process. There is no security in the payroll area where sensitive information could be taken by anyone walking through the department. There are no published business practices or business expectation (an employee handbook per se)...so, rules change often and unexpectedly.

I feel this District has a need for more disciplinary action against teachers who are not doing a good job. There are many teachers that have been complained about, reported to HR, meetings w/principals and teacher, letter written, etc. and these teachers continue to teach in our schools because the process to remove someone is so difficult and time consuming. Teachers who are disrespectful to students, yell at students, use sarcasm, and are condescending should not be allowed in our classrooms any longer.

I would like the District to adopt a merit-based pay schedule. Too many sub-standard employees do not improve their efficiencies as there is no pay incentive, or consequences.

We have several high paid supervisory people who were placed into positions (in violation of Fair Hiring practices) they were unqualified for and their performances have shown they are incapable of efficiently handling the responsibility of or acquiring the skills for management. The administrators responsible do not make them accountable for their lack of competence. The overall negative affect has been a devaluation and lack of respect of employees, collectively very low morale & turnover in addition to this obvious waste of funds. In many cases these Supervisors are superfluous and only negatively affect the daily routine of business. Decisions are constantly made

throughout the District without input from those most affected which also inhibits effectiveness in productivity. Most specifically the Business Services Dept @ the Edmonds School District should have a very thorough scrutiny, with an eye to Property Management & Payroll/HR.

My supervision has very little knowledge about what I do in general, and almost none about what I'm doing at any particular time. I'm buried with programming work that I know should be done that would save tens of thousands of dollars in energy costs, yet spend many hours pulling wire.

(1) The district needs more administrative support staff to provide quality services in support of important work undertaken by administrators and teachers. (2) Classified compensation is below market for many positions; the PDQ process does not effectively address systematic and historic inadequacies in compensation. (3) Energy management should include staff behavioral modifications; the district has remained silent on this issue, even in this age of global warming, when individuals NEED to modify their behavior!

The District is too diversified in its support requirements; Even though it now says its a single platform (PC Only) District; the fact of the matter is that there is a large number of Macs and other PC's that are out of date but schools aren't being forced to discard them. In some areas they are still allowed to buy NEW Macs; where there is no longer any educationally compelling reason. This means that the support time is still split and we are not getting many of the benefits of being single platform, because bottom line until the other platforms go away the District is expected to support it. Not only are these old machines and non-conforming machines a support burden they are a burden on our Power Consumption and restrict our growth for putting CURRENT technology out in the schools.

We spend a lot of money on technology, but it is not evenly distributed among the schools or the classrooms. Some classrooms have 12 computers, some have 1. I consider that a waste of services.

Because property deals do not fall under general funds, and I guess the State does not care if a District pays too much for property or sells property for less than its value; I think there should be more checks and balances in property dealing. I, as a tax payer, am extremely frustrated and highly concerned with the property deals the Edmonds School District has done in the past three years. I don't believe a private business would get away with it; they are required to answer to the stock holders, we, on the other hand, have the board whom do not really know what is going on. They listen to the "suggestions" and then vote on the way the presenter wants them to. I am a very disappointed tax payer.

Our district has recently been going through budget cuts at most levels. I say most levels because every level seems to have been cut but the administration. On top of that most administrators have received performance based raises. I do not understand why in times of budget reductions, staffing cuts, and student population reductions why the administrators can justify such a large salary increase. On the other hand the cost of living increase for the "average workers" is up in the air.

The Edmonds School District is too top heavy with management, and laden with ineffective practices and policies; this causes unnecessary expenditures which result in a net reduction of service at the student level. Employee morale is in the basement and it shows.

Far too much administration - more than surrounding districts which are much larger. This cost hurts children.

it would be beneficial, to our schools and our students, to have a sufficient budget to allow for more assistants (or more hours for our current assistants) in the schools. They are such a valuable asset. Also ideally, it would be wonderful to have a Family Advocate in every school (elementary through High School)

We have six Assistant Superintendents making \$125,000/year. Is this necessary for this size of a school district? The Human Resource Department could use a complete overhaul, starting at the top first. It is the worst I have dealt with in my over 35 years of employment history, which includes major corporations and small companies. They are just plain bad for employee morale in my opinion. They hire incompetent people that seem to be friends or relatives of existing management or Human Resource Department employees. In-house, more deserving people are passed over. They also seem to make up rules as they go, never in the employees favor, unless they are "in". Many administrators are not qualified for their positions and never will be. Many administrators think it is okay to be late for meetings constantly, work less than 40 hours a week and basically take the attitude "do what I say, not what I do". In the corporate world these "slackers" would all be

canned by now. How can you respect administrators that can't follow their own rules, but expect you to?

would like more available technology, such as printers and computers that actually work.

Salary levels for the Superintendent, Assistant Superintendents, and Managers are too high. Look at the support staff who do the majority of the work in the district to help support the teaching staff accomplish their jobs. Those individuals are not being paid their worth. Without support staff, the district would be in a world of hurt. Negotiating salaries for support staff is like pulling teeth. One wonders, does management get paid the larger salaries to "keep down the cost" of support staff wages? I like what I do in my position and I enjoy supporting my fellow co-workers, but I also must make a living and support a family, no different then my superiors must do.

Reevaluate classified Office Personal to increase their pay for what they are doing.

Capital Projects Office Manager creates requisitions, performs purchase order adjustments, cancels purchase orders and ok's payment of purchase orders. Is this a conflict of interest? [deleted] Human Resource/Benefits/Payroll what a joke. [deleted] There are a lot of purchase orders paid way over amount it was written for, without any back-up paperwork to support the increases. Some Principals are spending building money for personal things that they want and allow their schools to do without. Principals have professional development money that they can use and not take from the buildings. Home School programs really needs an audit done.

Other Staff – 2 comments

The business services area lacks performance measures to effectively and efficiently measure progress. We should be looking for ways to improve. The department is dysfunctional and decision making is not effectively managed.

Computer programming classes for middle & high school students added to curriculum English classes are too subjective