



# Loveland City School District Town Hall Report November 2023

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## Fact Card #1

**Loveland High School Students have the opportunity to take College Credit Plus classes on and off campus. Semester credit hours earned in CCP classes on the Loveland High School campus has risen from 395 hours in 2019 to 1060 hours in 2023.**

### **Do you feel like Loveland offers enough advanced opportunities to students?**

- Responses indicate a positive trend in advanced opportunities, mentioning the increase in Semester Credit Hours in CCP classes.
- Responses speak to the evolving nature of the offerings, including both AP and CCP on and off-campus.

### **Are there any specific new opportunities you think students should have? If so, what are your ideas?**

- Gifted Program: There's a recurring mention of the desire for the return or improvement of the gifted program. One response expresses concerns about communication and identification, emphasizing the need for more options and better communication in the gifted program.
- STEM Opportunities: Responses suggest the implementation of special STEM programs at lower grades. Additionally, there's enthusiasm for a STEM program by Jill Jones.
- Library at Lower Grades: There's a desire to bring the library back at lower grades, highlighting the strain on resources when the media aid splits time among multiple buildings.
- Robotics Fast-Track Program: One response praises the existing robotics program and proposes the introduction of courses that fast-track students into specific university programs, mentioning a similar program in Goshen.

### **Other Comments:**

- Return of Music Programs: The comments indicate curiosity about the return of music programs at younger grades following the passage of levies.
- Diversity in Opportunities: Questions arise about the availability of advanced programs for younger students and the variety of courses that cater to practical skills, including home economics and accounting.
- Emphasis on Trades: There is a highlighted emphasis on the importance of trade-related courses, acknowledging that not every student needs to pursue a traditional college path.

### **Summary:**

**While there's appreciation for existing advanced opportunities, there's a clear call for the improvement and reintroduction of certain programs, especially the gifted program. Responses express a desire for increased communication, a diverse range of advanced offerings, and a focus on practical skills and trades. The feedback highlights a need for continuous evolution and adaptation in the educational offerings to meet the varied needs and interests of students.**

## **Fact Card #2**

**Loveland City School District provides a great return on investment for the community by scoring above average on the Ohio Department of Education's Performance Index and below average on per-student educational costs. When compared to other school districts in Hamilton and Clermont counties, almost no district performs better while spending less per student. Cost per pupil for a Loveland student is \$11,741.06, while the average cost per student in Hamilton and Clermont counties is \$12,599.73.**

**Do you feel like Loveland School District is effective in terms of spending money on students? Explain why or why not.**

- Responses express concern about the sustainability of the current financial approach, emphasizing the need for clear communication about where the money is going. The lack of a supportive business base and the challenge of passing levies are highlighted. Responses appreciate the consistency of tenured staff but question the balance between building maintenance and renovations. They also suggest exploring collaborations with other school districts and county-based approaches to reduce administrative costs.
- Responses acknowledge that Loveland does well in managing money but raise concerns about communication and transparency in past levies. They express worry about the impact of budget cuts on potentially overlooked students. Despite concerns, one respondent believes the school district does a good job with students going to college.

**What questions or concerns do you have about school finance?**

- Several questions and concerns were raised about school finance, including the need for clarity in spending, the impact of levies, the lack of land for businesses, the role of the state in fixing financial issues, and the challenges of maintaining and renovating facilities. They propose exploring collaborations, combining resources, and possibly adopting a county-based approach to reduce administrative costs.
- Responses question the significant increase in administrative costs, constituting one-fifth of instructional costs. They seek clarification on this ratio, indicating a concern about potential administrative bloat over the years.

**Summary:**

Responses express concerns about communication and transparency in past levies, suggesting that better communication could improve community support for future financial initiatives. The need for clear breakdowns of spending and a detailed understanding of where the money goes is a common theme in responses. Collaboration, either through conversations with other school districts or exploring a county-based approach, is mentioned by respondents as a potential strategy to address financial challenges. While there is a general perception that Loveland manages money well, concerns about communication, transparency, and the sustainability of the current financial approach are evident. The respondents share a desire for clear breakdowns of spending and express interest in exploring collaborative solutions to address financial challenges. Balancing building maintenance and renovations, understanding the impact of levies, and evaluating administrative costs are key considerations for the community.

#### **Fact Card #4**

**Loveland City School District is partnered with Great Oaks to provide vocational education opportunities for students. The number of Loveland students attending Great Oaks has risen from 48 in 2019 to 62 in 2023.**

**Do you believe Loveland City School District connects students with vocational education opportunities?**

- Responses express enthusiasm for the increasing emphasis on vocational education, highlighting the belief that college isn't suitable for everyone.
- They appreciate the expansion of paths for students, acknowledging that vocational education is a great option, especially for those who may not thrive in traditional academic settings.
- One response mentions being in DECA himself, and expressed how it was a positive personal experience. The reference to Live Oaks indicates an awareness of different vocational education.

**Summary:**

The feedback suggests a positive perception of how Loveland City School District connects students with vocational education opportunities. Responses appreciate the expanding pathways for students beyond traditional academic settings and see vocational education as a valuable option. The rise in the number of students attending Great Oaks reflects an increased interest and participation in vocational education programs, indicating a positive trend in providing diverse educational opportunities for students.

#### **Fact Card #5**

**Over the last 5 years, our 4-year graduation rate has been as follows:**

**2018 - 94.3%**

**2019 - 95.7%**

**2020 - 98.2%**

**2021 - 97.5%**

**2022 - 98.1%**

**What do you think Loveland has done well to gradually increase graduation rates?**

- Integration of College Prep:
  - There is a positive shift towards integrating college preparation, providing students with a clearer path towards higher education.
- Counseling and Support:
  - Counseling services have played a crucial role in providing support and facilitating open conversations with students and parents.
- Covid-19 Impact:
  - Responses highlight challenges during the COVID-19 pandemic, including issues with online learning, potential soft grading, and the importance of federal lunch programs to address distractions caused by food insecurity.
- Identifying Struggling Students:
  - Concerns are raised about identifying struggling students, especially those facing mental health challenges, and a desire to understand the reasons behind the small percentage that didn't graduate.

### **What possible solutions can you think of to increase graduation rates even more?**

- **Accountability and Consequences:**
  - Implement measures to make students more accountable for their coursework, with consequences for late submissions. This may include setting and enforcing deadlines.
- **Comparison with Surrounding Districts:**
  - Compare graduation rates with surrounding districts to gain insights into areas of improvement and potentially adopt successful strategies from neighboring schools.
- **Broadening Course Offerings:**
  - Expand the range of course offerings to cater to a variety of student interests and provide exposure to different subjects, not solely focused on college credit.
- **Increased Awareness of Resources:**
  - Improve communication and awareness about available programs and resources for students who fall behind. This includes making sure students understand how to access support systems like Apex.
- **One-on-One Support:**
  - Consider implementing more one-on-one support for students, possibly through mentorship programs. Connecting students with mentors, staff members, or community members can provide a supportive network.
- **Early Identification and Intervention:**
  - Focus on early identification of struggling students, possibly as early as kindergarten, and implement interventions to address academic, behavioral, or mental health challenges.
- **Belonging and Supportive Environments:**
  - Address potential home and mental health issues by fostering a sense of belonging and connection among students. Consider mentorship programs and support structures to help students navigate challenges.

### **Summary:**

The responses highlight the importance of a comprehensive approach to understanding and addressing factors influencing graduation rates. Integration of college prep, effective counseling, and support services are already contributing positively. The suggestions for accountability, awareness, and mentorship programs show a commitment to continuous improvement and ensuring the success of all students.

### **Fact Card #6**

#### **We want your feedback...**

#### **When it comes to academic excellence at Loveland School District, what are the changes that you want to see?**

- Responses express a desire for more emphasis on STEM education, especially at the elementary level, along with additional support for the library and gifted services. The response also highlights concerns about communication and support for a student who struggled with a specific math subtest.

#### **What are the particular struggles you think Loveland students face to achieve academic success?**

- Responses identify several challenges faced by students, including potential barriers to getting to school, economic disparities, high fees for AP exams, and issues with school lunch nutrition and

timing. One respondent also raised concerns about hunger and snack availability during the school day.

Do you think Loveland School District should focus more on providing core education (math, reading, writing, etc.) or additional programming to prepare students for the technological changes happening in the world? Or both?

- Responses advocate for a balanced approach, emphasizing both core education (math, reading, writing) and additional programming. The response stresses the importance of including subjects like Home Economics, Shop, Trades, Financial literacy, arts, civics, and geography in the curriculum to provide a well-rounded education. The intent is to advocate for the development of the whole child.
- Acknowledgement of the current integration of technology but emphasizes the importance of a broader exposure to various subjects, allowing students to discover their passions and expanding their worldview.
- Concerns about neglecting trade schools and suggests a shift away from excessive emphasis on reaching benchmarks. Responses advocate for marketing vocational schools better and making non-traditional pathways more viable for students.

### **Summary:**

There is a shared concern about economic disparities and the need to support students from lower-income brackets. There is also a recognition of the importance of a well-rounded education, including exposure to various subjects beyond core academics. Responses call for practical life skills education, including financial literacy and trades. There is also an emphasis on balancing technological education with a broader understanding of the world, including civics and geography. The overall feedback suggests a desire for a holistic approach to education, addressing not only core subjects but also practical life skills, trades, and a diverse range of subjects. There's also a concern for inclusivity and support for students facing economic challenges. Additionally, the importance of a well-rounded education that prepares students for the technological changes while also providing exposure to various fields is emphasized.

### **Fact Card # 7**

**Voters in the Loveland City School District approved a 4.9 mill operating levy in May 2023 - the first new operating levy in 9 years.**

**The levy provides funds to maintain the current level of operations for Loveland City Schools.**

**Do you feel like Loveland School District is focused on fiscal responsibility? Why or why not?**

- Fiscal Responsibility Focus:
  - Responses express the belief that the Loveland School District is focused on fiscal responsibility.
  - Responses strongly agree that the school district is focused on fiscal responsibility and commends their ability to manage with limited resources.
  - Affirmation that the district has displayed transparency, emphasizing the availability of information online.
- Concerns Raised:
  - Responses point out the lack of buses as a potential stressor for families and suggest exploring alternative transportation options like vans / planned carpool programs.

- Asks for accountability regarding administrative costs but acknowledges the complexity of running a school district.
- Questions Raised:
  - Responses inquire about the bussing of private school kids versus high school students and expresses a desire for data on whether private school families support levies.
  - Raised concerns about the altered school schedule and the challenges it poses for families with only one working parent.
- Additional Insights:
  - Responses find it interesting that Loveland spends less per student in the area.
  - Responses highlight the collaborative effort of three individuals in the group to pass the levy.

**Do you feel like Loveland School District displays transparency when it comes to school finance? Why or why not?**

- Transparency Perception:
  - Respondents feel that the recent levy was transparent but suggests that past levies may not have been as clear.
  - Belief that the district is transparent, especially for engaged individuals who actively seek information.
  - Responses highlight efforts to combat misinformation online and the importance of clear communication to impact home values.

**Summary:**

There is a shared sentiment that the Loveland School District is fiscally responsible. Concerns are raised about specific issues, such as the lack of buses, altered school schedules, and the need for transparency in administrative costs. Transparency is perceived positively in recent levies, but past experiences may vary. The responses indicate a desire for accountability and clarity in financial matters, especially in the context of recent levies and ongoing challenges such as altered school schedules.

**Fact Card #9**

**State Report Card data shows Loveland City School District exceeds state standards in every category and provides a high-quality education for students. State data also shows that nearly every public school district in Ohio has a better student-to-teacher ratio than Loveland City School. According to the 2021 Cupp Report Data, Loveland ranks 594 out of 609 public school districts for our student-to-teacher ratio. That means 98% of Ohio public school districts provide more teacher support for every student they serve.**

**Do you find this information to be positive or negative to the district? Why or why not?**

- Negative View:
  - Response expresses a negative view of the high student-to-teacher ratio, highlighting concerns about material and resource use.
  - Questions how the district manages with the given numbers and expresses surprise at the ranking.

- Responders seek transparency in comparing the student-to-teacher ratio across the state.
- Consider the deficit and struggles, questioning the discrepancy between spending and perceived challenges.
- Notes potential benefits of larger class sizes in terms of collaborative learning but raises concerns about class sizes in younger grades.
- Mixed View:
  - Response acknowledges teacher salaries as a significant part of the budget and express concern about the ratio.
  - Regards it as a testament to the quality of teachers and suggests the presence of strong parent helpers.
  - Does not see it as a problem overall.

**What are some possible changes you can think of to address the teacher to student ratio?**

- One response suggests paying teachers less to potentially hire more teachers, though acknowledges discomfort with this option.
- Responses propose alternatives like creating larger classes with additional support solutions, such as study halls or floating teachers in larger class settings.
- Responses recommend exploring flexible support opportunities in other areas.

**Summary:**

The feedback indicates a mixed view of the high student-to-teacher ratio, with concerns about budget allocation, potential impacts on education quality, and the need for transparency. Proposed changes include exploring alternative support solutions, flexible support opportunities, and potential adjustments in teacher pay to address the ratio.

**Fact Card #10**

**Loveland City School District has a strong partnership with the City of Loveland. The District and the City split the cost of our School Resource Officers (SROs) fifty-fifty, which allows the district to have three SROs covering our four campuses.**

**How do you think Loveland School District does at providing security to students and staff?**

- Positive Views:
  - From a student perspective, there is a positive surprise about the security measures, appreciation for timely announcements, and no negative experiences reported.
  - Parents feel confident about the security at Loveland High School, appreciating mental health support like the Hope Squad and teacher involvement.
  - A teacher appreciates security measures like room numbers, badges, and visitor badges.
  - One LIS/LMS parent notes feeling safe even during issues last year but mentions concerns about communication being slow.
- Mixed Views:
  - Responses suggest exploring the Faster Program but expresses opposition to teachers receiving firearm training and carrying concealed weapons.
  - Responses indicate a perception of excessive fire, tornado, and lockdown drills.
  - Overall, parents in the group feel that the schools are safe.

**What changes would you like to see when it comes to school safety?**

- Desired Changes:
  - Responses call for improved communication to address rumors, even if it means stating that details cannot be shared at the moment.
  - Responses suggest creating a repository of information on the website with more detailed updates on security measures and procedures.
  - Expressed concern about active shooter scenarios and suggests providing more upfront information to parents and the community.
  - One participant, with military experience, emphasizes the need for more detailed information about the preparation for active shooter situations.

### **Summary:**

The responses indicate a range of perspectives on school security, with some expressing confidence in the existing measures and others suggesting improvements, particularly in communication and providing more detailed information about security procedures and preparations. Parents appreciate mental health support, security measures like badges, and timely announcements.

### **Fact Card #11**

**The last major renovation to school buildings in Loveland City School District took place in 2000. In the decades that followed, investments have been made in security features like doors, keycard systems, and cameras, but safety standards for schools and buildings have changed significantly since school buildings in the Loveland City School District were last renovated.**

**Currently, trailers are used as music classrooms at Loveland Primary and Elementary Schools because of limited space in the buildings. Trailers are used for art and music classes at Loveland Early Childhood Center.**

### **Do you believe Loveland City School District has sufficient facilities for students?**

- Concerns Raised:
  - Comments describe trailers as a temporary solution with issues such as leaks, holes in the floor, and logistical challenges for students going outside to use the restroom.
  - Responses express concerns about population growth, the potential for larger class sizes, and questions the feasibility of future levies.
  - Consider long-term solutions, land availability for future buildings, and the impact on safety, especially in crowded classrooms.
  - Notes concerns about temperature control in buildings.
- Mixed Views:
  - Responders acknowledge the recent tax increase but raises concerns about the feasibility of passing future levies.
  - Belief that Loveland Elementary School (LES) and Loveland Primary School (LPS) should be replaced, citing issues like internet outages during testing and insufficient room for additional classes.
  - Responders express dissatisfaction with the use of trailers, pointing out logistical challenges and proposing a stipended teacher to monitor trailers for safety.
- Negative View:
  - Based on the information provided, responders express a negative view, stating, "Based on this info- no," and mention shock upon visiting the elementary school.



### **How can Loveland School District better utilize their facilities to provide students with a positive educational experience?**

- Positive Views:
  - Responders commend the district for doing an amazing job with existing facilities and not impacting student learning negatively.
  - Suggests teaching certain subjects in large spaces like cafeterias and media centers.
  - Questions raised about the cost of bussing and emphasizes the need for maintenance.
- Challenges Raised:
  - Raised concerns about financing new buildings, doubts community support, and expresses worries about safety and accessibility in older buildings.
  - Comments highlight issues like buckets on the floor due to leaks and questions the impact of the environment on health in old buildings.

### **Summary:**

The feedback highlights concerns about the sufficiency of current facilities, especially trailers and older buildings. Participants express concerns about safety, logistical challenges, and the feasibility of future levies. Suggestions include optimizing existing spaces, exploring corporate sponsorships, and fostering community support.

### **Fact Card #12**

Loveland City School District has expanded efforts to provide mental health services and support for students. School Counselors and School Psychologists serve each building. Professional therapists from Best Point are available to work with students on-site. Staff receive training to recognize warning signs of students in a mental health crisis, and students are active in the peer-to-peer suicide prevention program, Hope Squad and Jr. Hope Squad.

### **Do you feel like Loveland School District has made mental health of students and staff a priority? Discuss.**

- Positive Experiences:
  - Responses express satisfaction with the district's focus on mental health, citing personal experiences where the school promptly addressed concerns raised by the student.
  - Appreciation of communication and situational handling of mental health issues.
  - Highlighted positive impact of on-campus therapists from Best Point and emphasizes the importance of keeping such resources.
- Mixed Views:
  - Comments acknowledge that kids have issues and they appreciate the help provided by the district.
  - The responsibility needs to be shared, stating that parents are responsible but recognizes the overwhelming mental health needs of the current generation.
  - Comments praise teachers for accessibility and responsiveness, even on weekends.

### **What kind of mental health challenges do you think our students face? Our staff?**

- Student Challenges:

- Comments identify anxiety and depression as common challenges among students.
- Responder shared a personal example of a child dealing with pressure and utilizing 'Best Point Therapy' for support.
- Staff Challenges:
  - Raised concerns about teacher workload, burnout, and lack of resources for staff mental health.
  - Comments suggest that addressing burnout should be part of the conversation, emphasizing the need for support and resources for teachers.
- General Challenges:
  - Comments mention that students are exposed to more information due to technology, leading to mental health struggles.

**What do you think Loveland should do to address these challenges?**

- Focus on Care Providers:
  - Responders recommend more focus on supporting the people providing care, suggesting that better care for staff will translate to better care for students.
  - Comments propose adjusting the timing of certain events, like "Showcase", to be more considerate of the well-being of both students and teachers.
- Early Intervention:
  - Responses recommend helping students develop strong social skills from an early age as a proactive measure.

**Summary:**

The feedback suggests a mixed but generally positive perception of the district's efforts to prioritize mental health. While some praise the accessibility of resources, others express concerns about teacher burnout and workload. Recommendations include focusing on care providers, adjusting event timing, and implementing early intervention strategies.

**Fact Card #13**

Loveland City School District received \$5.2 million in Elementary and Secondary School Emergency Relief (ESSER) funds during the COVID-19 pandemic. These federal funds were earmarked to improve the health and safety of students and assist with pandemic-related learning loss.

Loveland City School District used ESSER funds to supplant existing salaries wherever possible rather than increasing salaries or providing "hero pay" to staff.

Currently, 2.5 teacher positions and 5 aide positions are funded by ESSER through the end of the 2023-24 school year. When those funds run out, Loveland City School District will either need to eliminate those positions or find the necessary funding.

**Do you believe that Loveland City School District has used federal ESSER funding appropriately?**

- Positive Feedback:
  - Comments acknowledge the "awesome" support services put in place during the pandemic.

- Expressed concern about potentially losing those positions and emphasizes the need to find funding to continue support services.
- Responses suggest an internal audit to assess ongoing needs and make informed decisions about retaining staff.
- Specific Usage Mentioned:
  - Comments mention the use of ESSER funds for reading intervention teachers at LPS/LES, particularly for Tier II/Tier III interventions.
  - Responses raise questions about missing data and seek clarity on the time period covered by the funds.
- Detailed Insights:
  - Responders comment on the hiring of reading intervention teachers and their effectiveness in addressing reading loss.
  - Responders ask pertinent questions about the data, including whether ELL (English Language Learners) and high school students were included in the intervention.
  - Comments highlight the impact of the “mask years” on students and the emotional challenges that affected learning.

**What factors should Loveland City School District use to determine whether to continue those positions?**

- Data-Driven Approach:
  - Recommendation of using data, specifically looking at MAP ELC scores and other relevant metrics, to inform the decision.
  - Responders raised concerns about potential negative impacts on students if intervention teachers are taken out of the regular classroom, emphasizing the need for a balanced approach.

**Summary:**

The feedback indicates overall positive sentiments about the use of ESSER funds, with an emphasis on maintaining support services and a call for data-driven decision-making to assess the ongoing need for intervention positions.

**Fact Card #15**

Each day, Loveland City School District transports about 2,300 students to our schools. We also transport 275 students to private and parochial schools because we are required to provide services to those students at the same level as our students. Transportation is provided to students in preschool through grade 8, as high school busing was eliminated in 2020 as a cost-saving measure.

**What strategies could the District use to address transportation challenges?**

- Innovative Solutions:
  - Responses suggest exploring the idea of busing K-12 students on the same bus, especially if neighborhood busing is implemented. This could optimize bus capacity and efficiency.
  - Comments raised questions about bus occupancy and the logistics of private school transportation.

- Responders proposes exploring incentives for carpooling and setting up a bulletin for ride shares.

**Do you think the district provides effective and efficient transportation for students? What changes do you want to see be made?**

- Specific Concerns and Suggestions:
  - Responders advocate reinstating high school busing for Freshmen, especially considering limited parking spots and traffic congestion during pick-up.
  - Comments highlight the traffic issues during pick-up and emphasizes the need to address sidewalk problems.
  - Responses suggest exploring incentives for carpooling and implementing a system to determine whether students need to be picked up at every house.

**Summary:**

The feedback reflects a desire for innovative solutions to address transportation challenges, including optimizing bus capacity, resolving traffic issues, and exploring incentives for carpooling and ride shares. The specific suggestions indicate a focus on efficiency and effectiveness in providing transportation services.

**Fact Card #16**

There are currently more than 30 languages spoken in the homes of our Loveland City School District families. Loveland City School District has a rapidly growing population of students for whom English is not their native language. Under the Every Student Succeeds Act, Ohio must identify English learners, annually assess their English language proficiency, provide reasonable accommodations, and implement accountability systems that include long-term goals and measures of progress. English Language Learners (ELL) receive support to ensure they are overcoming language barriers and finding success in the classroom.

**Are you aware of this growing population in the Loveland City School District?**

- Awareness:
  - Indication of a high level of awareness of the growing ELL population due to working within the district.
  - Specific mention of languages like Usbek and Russian, emphasizing the diverse linguistic landscape.

**Do you believe this population is being appropriately served by the District?**

- Mixed Sentiments:
  - Comments expressed uncertainty about how the ELL population is being served and indicates a lack of awareness of the specific methods and guidelines in place.
  - Responders acknowledge the diversity of Loveland but questions the adequacy of tracking, testing, and guidelines for ELL students.
- Awareness and Diversity:
  - Recognition of the diverse linguistic background of the student population.
  - High awareness due to the responder working within the district.

**Fact Card #17**

**Loveland City School District is a high-performing district with a veteran staff. Because the District is a desirable place to work, and our veteran staff members are willing to mentor and develop new teachers, the District has been able to institute cost-saving hiring practices.**

**When long-serving staff members retire, Loveland City School District works to hire high-quality candidates with the least amount of experience possible. These hiring practices helped the district realize savings of more than \$600,000 in the 22-23 school year and more than \$800,000 for the 23-24 school year.**

### **What are your thoughts on the District's hiring practices?**

- **Cost Savings vs. Concerns:**
  - Acknowledgement of the cost savings but expresses concerns about the readiness of less experienced teachers once veterans retire.
  - Highlights the burden on experienced teachers mentoring newer colleagues.
  - Raises the question of potential loss of top talent if competitive salaries cannot be offered.
  - Appreciates the experienced and highly educated staff and the supportive environment.
- **Value of Experience:**
  - Responses express a preference for experienced teachers, emphasizing the value of their expertise, especially in core courses.
  - Responders acknowledge the enthusiasm and energy of new teachers but stresses the importance of experience in content-heavy subjects.
  - Comments suggest providing more work days for mentors to support new teachers and consider previous work experience valuable.
- **Common Themes:**
  - **Cost Savings vs. Teacher Quality:**
    - Responders recognize the cost-saving benefits of hiring less experienced teachers.
    - Comments express concerns about the potential impact on the quality of education and teacher readiness.
- **Importance of Mentoring:**
  - Comments acknowledge the role of experienced teachers in mentoring and providing a safety net for newer colleagues.

### **Do you feel like the District employs high quality teachers and educators?**

- **Positive Assessment:**
  - Comments affirm that all teachers have been great, caring, and professional.
- **Definite Affirmation:**
  - Strong agreement that the district employs high-quality teachers and educators.

### **Summary:**

**While there is recognition of the cost-saving benefits of hiring less experienced teachers, there are concerns about the readiness of newer teachers and the potential impact on the overall quality of education. The importance of mentoring and the value of experience in certain subject areas are emphasized. However, both respondents express confidence in the district's teachers, describing them as caring, professional, and of high quality.**