NORMANDY SCHOOLS
COLLABORATIVE

FALL 2025/2026 – TEACHING / NON-TEACHING CULTURE AND CLIMATE EXECUTIVE SUMMARY

Purpose
Executive Summary: Climate & Culture Surveys (Teaching & Non-Teaching Staff)

Overview: The district conducted two Climate & Culture Surveys to assess employee perceptions of leadership, communication, safety, collaboration, and job satisfaction. Teaching Staff: 144 total responses. Non-Teaching Staff: 143 total responses
Together, these surveys represent 287 staff voices, providing critical insights into workplace morale and organizational culture.

I. Teaching Staff Climate & Culture Survey (144 Responses)

Survey Item % Agree/Strongly Agree Raw Count (out of 144) Summary of Findings

- Principal fosters shared vision/community 95.9% (31.3% + 64.6%) ~138/144 Strong leadership presence and alignment on vision.
- Collaboration among staff 93.7% (45.1% + 48.6%) ~135/144 Positive collegial culture with high collaboration.
- Look forward to each workday 93% (34.7% + 58.3%) ~134/144 Strong engagement and motivation among teachers.
- Open communication with admin/staff/students 85.4% (36.8% + 48.6%) ~123/144 Good communication channels, though transparency could improve.
- Feel supported by colleagues 92.4% (41% + 51.4%) ~133/144 High peer support; collegial trust evident.
- Effective practices for positive behavior 90.3% (43.8% + 46.5%) ~130/144 Positive culture for behavior management.
- Resources for diverse learners 28.4% (8.3% + 20.1%) ~41/144 Major gap—staff need stronger training/resources for multilingual/cultural instruction.
- Parent communication channels 93.1% (49.3% + 43.8%) ~134/144 Strong family engagement structures.
- Parents as partners 90.9% (45.1% + 45.8%) ~129/142 Families perceived as allies in student success.
- Rules for staff self-care/wellbeing 57.6% (20.1% + 37.5%) ~83/144 Wellness policy structure needs reinforcement.
- Staff response to inappropriate behavior 60.4% (12.5% + 47.9%) ~87/144 Discipline consistency improving but uneven.
- Skill to meet all learner needs 93% (33.3% + 59.7%) ~134/144 Strong instructional confidence among teachers.
- Mental health/emergency plan 57.7% (18.1% + 39.6%) ~83/144 Crisis mental health planning requires strengthening.
- Feel safe at school 48.3% (11.2% + 37.1%) ~69/143 Less than half feel safe—urgent safety communication and enforcement needed.
- Recommend district as workplace 59% (14.6% + 44.4%) ~85/144 Job satisfaction moderate—indicates room for cultural rebuilding.

II. Non-Teaching Staff Climate & Culture Survey (143 Responses)

Survey Item % Agree/Strongly Agree Raw Count (out of 143) Summary of Findings

- Feel respected and valued 42.7% (24.5% + 18.2%) ~61/143 Over half feel undervalued—recognition gap.
- Sense of belonging 63.7% (14.7% + 49%) ~91/143 Positive, but not universal cultural inclusion.
- Role understood and appreciated 26.6% (7.7% + 18.9%) ~38/143 Serious disconnect between staff and leadership understanding.
- Receive timely communication 32.2% (24.5% + 7.7%) ~46/143 Communication flow from leadership needs urgent attention.
- Supervisor values input 88.1% (33.6% + 54.5%) ~126/143 Strong supervisor relationships reported.
- Comfortable voicing concerns 56% (14.7% + 41.3%) ~80/143 Half the staff feel heard; others fear reprisal or futility.
- Supervisor provides clear expectations 48.3% (9.8% + 38.5%) ~69/143 Need for clearer guidance and accountability.
- Support from leadership 60.9% (17.5% + 43.4%) ~87/143 Adequate but inconsistent support across sites.
- Leaders model professionalism 63.2% (12.8% + 50.4%) ~90/141 Majority see leadership integrity, though not all.
- Culture of equity/fairness/inclusion 23.8% (14.7% + 9.1%) ~34/143 Major need for equity and inclusion training.
- Access to professional development 66.5% (20.3% + 46.2%) ~95/143 PD valued and relevant; sustain and expand.
- Workload manageable 36.4% (11.2% + 25.2%) ~52/143 Majority feel overworked—reassess staffing ratios.
- Receive feedback for growth 68.5% (15.4% + 53.1%) ~98/143 Strong growth feedback culture emerging.
- Satisfied in current role 85.9% (53.5% + 32.4%) ~122/142 High job satisfaction despite workload stress.
- Recommend district as workplace 45.5% (21% + 24.5%) ~65/143 Less than half would recommend district—trust rebuilding needed.

III. Key Insights Across Both Groups - Domain Teaching Staff Non-Teaching Staff Summary

- Leadership & Vision 96% positive 63% positive Teachers view leadership more favorably than non-teaching staff.
- Communication 85% positive 32% positive Major disconnect between certified and classified communication flow.
- Safety & Wellbeing 48% positive 36% positive Physical and emotional safety concerns across both groups.
- Inclusion & Respect 90% (teachers) 24% (non-teachers) Non-teaching staff feel excluded from recognition and equity efforts.
- Job Satisfaction 59% (teachers) 86% (non-teachers) Teachers less likely to recommend district; likely stress-related.

Conclusion: While the teaching staff express strong confidence in leadership and collaboration, the non-teaching staff voice notable dissatisfaction with communication, inclusion, and recognition. Both groups identify safety, wellness, and transparency as core needs. Addressing these through deliberate communication, equity-driven initiatives, and staff empowerment will directly enhance district climate, retention, and overall performance trajectory.

Climate & Culture Survey – Teaching Staff (TEACHER ONLY)

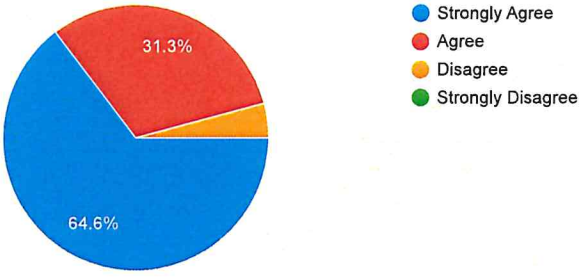
144 responses

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My principal fosters a shared vision and a sense of community and cooperations at this school.

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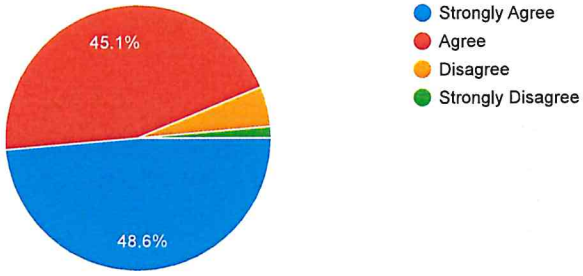
144 responses



There is a collaboration among staff in our school.

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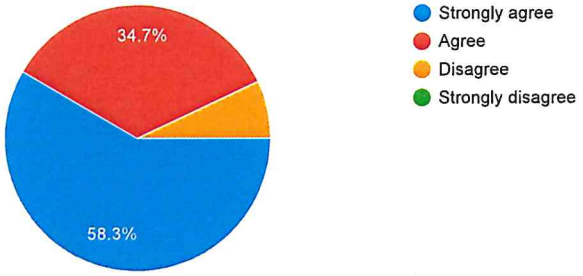
144 responses



I usually look forward to each working day as an educator.

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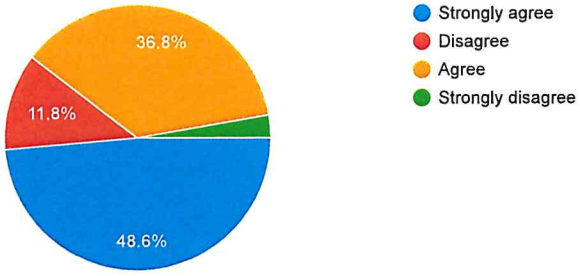
144 responses



There are open channels of communication among students, staff, and administrators.

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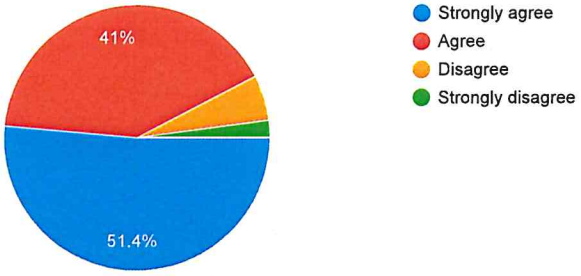
144 responses



I feel supported by the people I work with.

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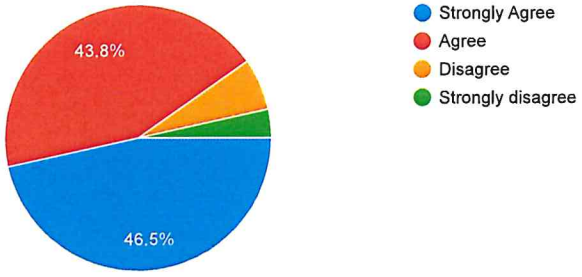
144 responses



Staff use effective practices to promote positive behavior.

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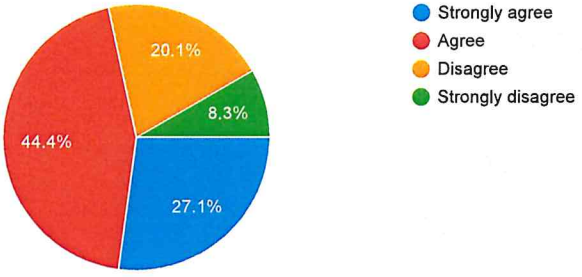
144 responses



Effective resources and traning are provided for teaching students across different languages and cultures.

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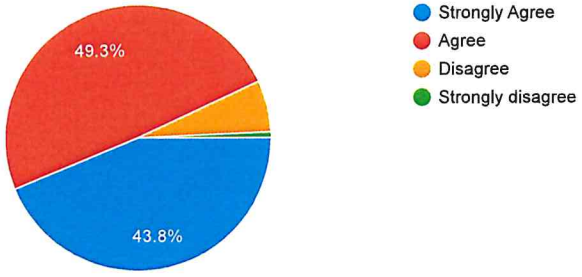
144 responses



Effective channels are in places for parents and community to communicate with the school.

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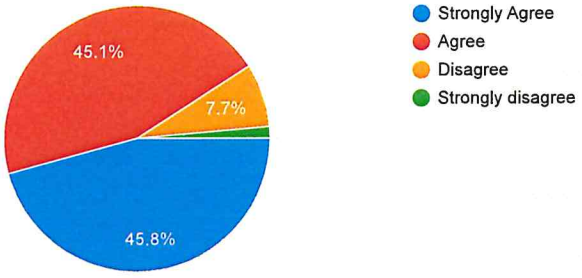
144 responses



Parents are viewed as partners in the educational process at this school.

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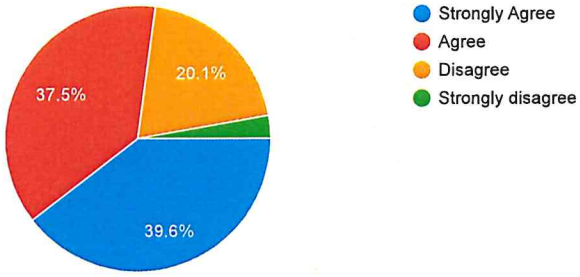
142 responses



There is a clear set of rules to foster self-care and wellbeing among staff.

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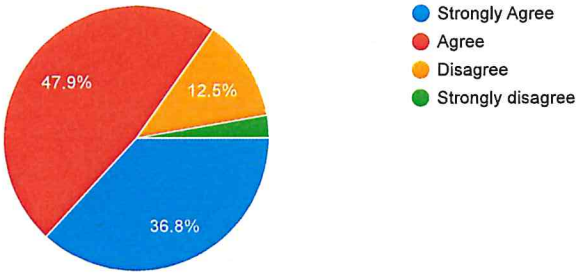
144 responses



Staff in our school respond to inappropraite behaviors quickly and effectively.

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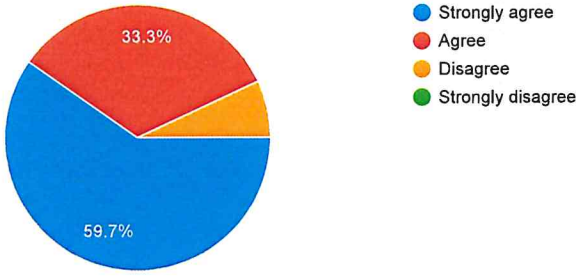
144 responses



I have the skills necessary to meet the needs of all learners in my classroom.

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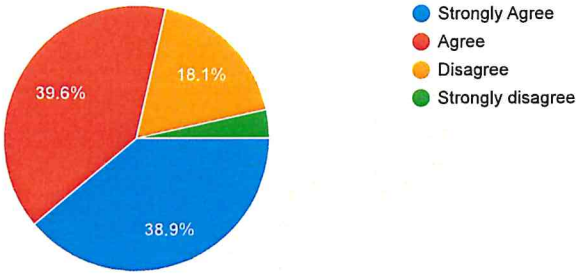
144 responses



There is a school plan to handle emergencies that addresses the mental health needs of students and staff in any crisis.

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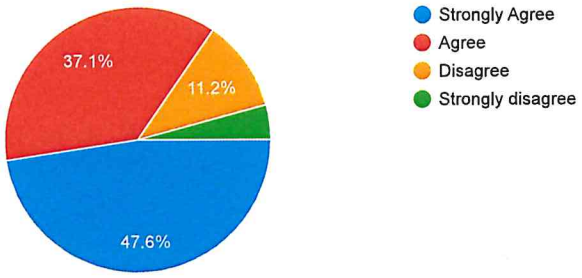
144 responses



I feel safe at this school.

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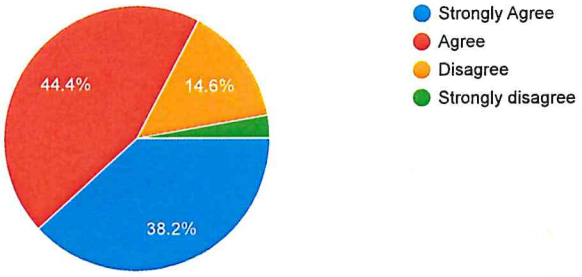
143 responses



I would recommend this district as a great place for professionals to work.

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144 responses



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Climate & Culture Survey – Non-Teaching Staff

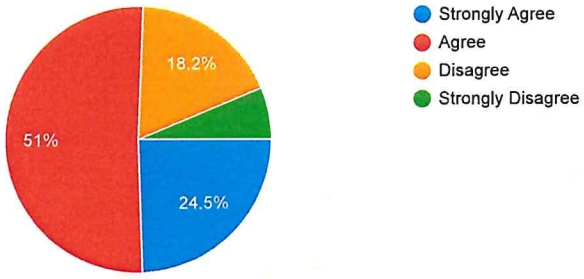
143 responses

Publish analytics

I feel respected and valued as an employee in this district.

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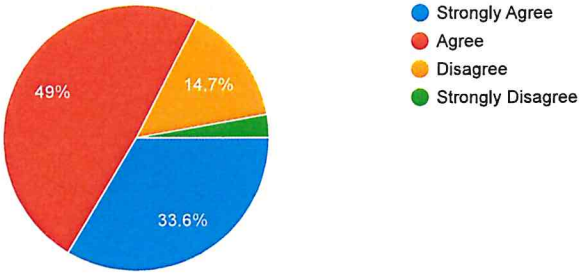
143 responses



I feel a sense of belonging within my school/district team.

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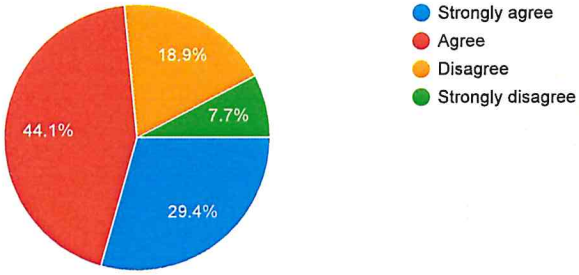
143 responses



My role is understood and appreciated by colleagues and administrators.

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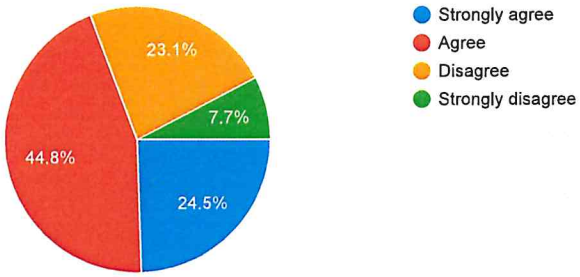
143 responses



I receive timely and accurate communication from leadership.

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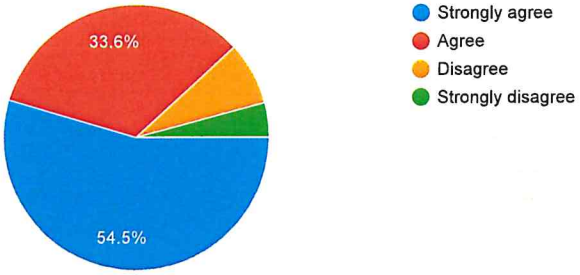
143 responses



My supervisor seeks and values my input when decisions impact my work.

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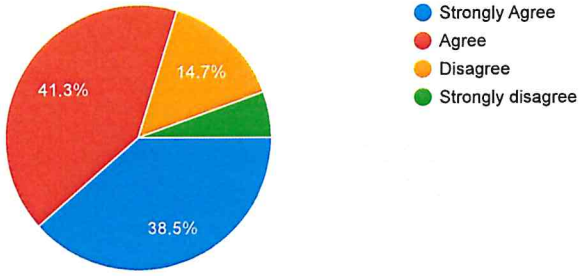
143 responses



I feel comfortable voicing concerns or offering suggestions for improvement.

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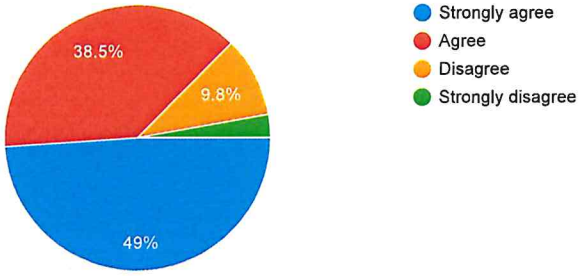
143 responses



My immediate supervisor provides clear expectations and guidance.

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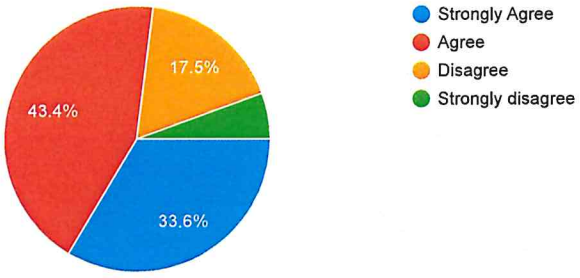
143 responses



I receive the support I need from leadership to perform my role effectively.

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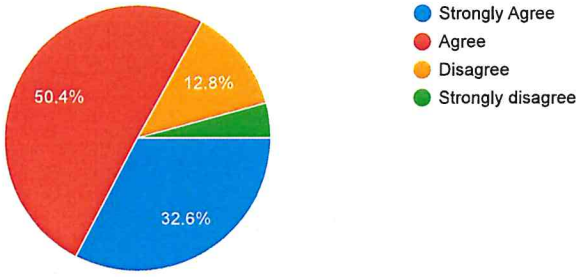
143 responses



Leaders model respect, professionalism, and integrity.

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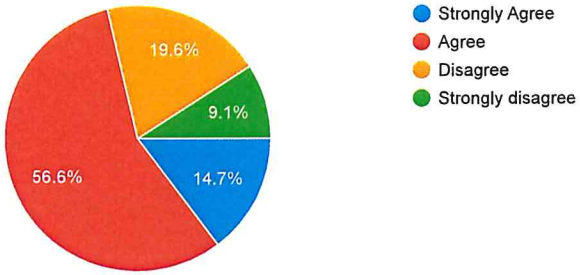
141 responses



The district promotes a culture of equity, fairness, and inclusion.

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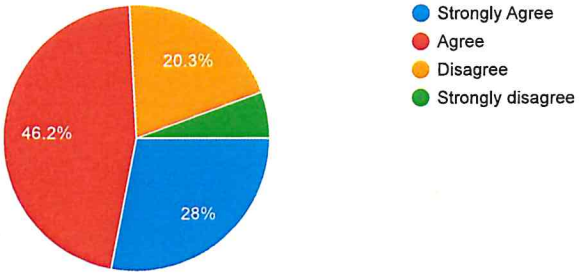
143 responses



I have access to meaningful professional development opportunities relevant to my role.

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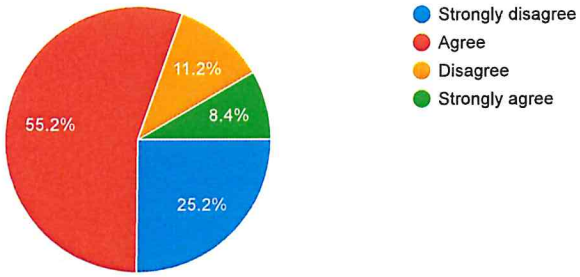
143 responses



My workload and responsibilities are manageable.

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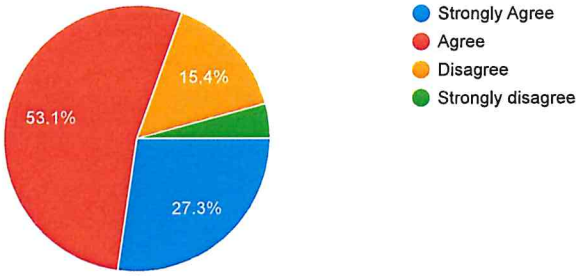
143 responses



I receive feedback that helps me grow in my position.

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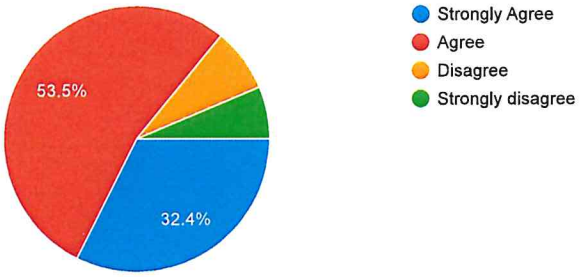
143 responses



I am satisfied with my current role in the district.

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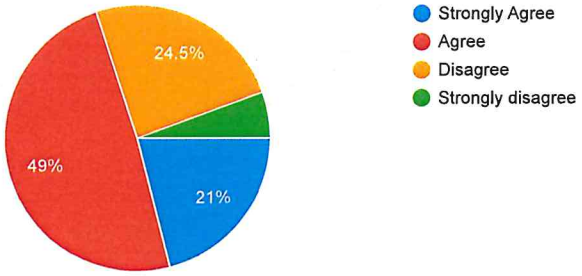
142 responses



I would recommend this district as a great place to work.

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143 responses



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