



Fremont County School District #1 Climate Survey Feedback Report

Purpose. Fremont County School District #1 (FCSD #1) is seeking to better understand what is working well and where there are opportunities to improve, particularly with respect to the climate of the district. The district's board of trustees enlisted the Wyoming School Boards Association (WSBA) to assist with the collection and analysis of the feedback data, which was provided through an online survey.

Participation in the survey was anonymous to encourage honest responses.

Questions. The survey was administered in October 2025 during the district's staff development days. Most of the survey questions were presented on a Likert scale¹ and covered seven themes related to school climate and culture including job responsibilities, work environment, safety and security, operations and procedures, chain of communication, support for learning, and overall satisfaction. The Likert items measured each participant's level of agreement ranging from "strongly agree" to "strongly disagree" based on specific statements about FCSD #1. The full list of questions can be found in Appendix A of this report.

Participants. All staff members were invited to participate in the survey. A total of 219 individuals responded, including 157 certified/professional staff (72%) and 62 classified/support staff (28%). Sixty-six of the certified staff who took the survey have served in the district for over 10 years (42%), with 13% indicating they've been with FCSD #1 more than 20 years. The longevity of classified staff was significantly less with nearly 79% having no more than 10 years of tenure in the district. The charts in Appendix B provide a more detailed description of the survey participants.

RESULTS²

Likert Items. The first part of the survey directed participants to indicate their level of agreement with the statements outlined Appendix A. All Likert items were required, and participants did not have the option to skip these items. The charts below illustrate the count of responses in each of the scale categories (*strongly agree*, *agree*, *neutral*, *disagree*, and *strongly disagree*). The survey responses are presented using a stacked bar chart, with the colors green and blue representing positive perceptions, yellow representing neutral perceptions, and orange and red representing negative perceptions. There is one exception to this pattern to be aware of:

□ **Safety & Security:** *Student behavior on campus presents a safety hazard to myself or others.*

In the case of this specific question, colors blue and green represent negative perceptions – meaning the respondent agrees with this statement, while orange and red represent positive perceptions – meaning the respondent disagrees with this statement. This item is notated with an asterisk in the charts to prevent misinterpretation.

Note: The following charts show district-level data. Building-level data can be found in Appendix C.

¹ A Likert scale is a survey tool used to measure a continuum of perspectives and attitudes about specific topics.

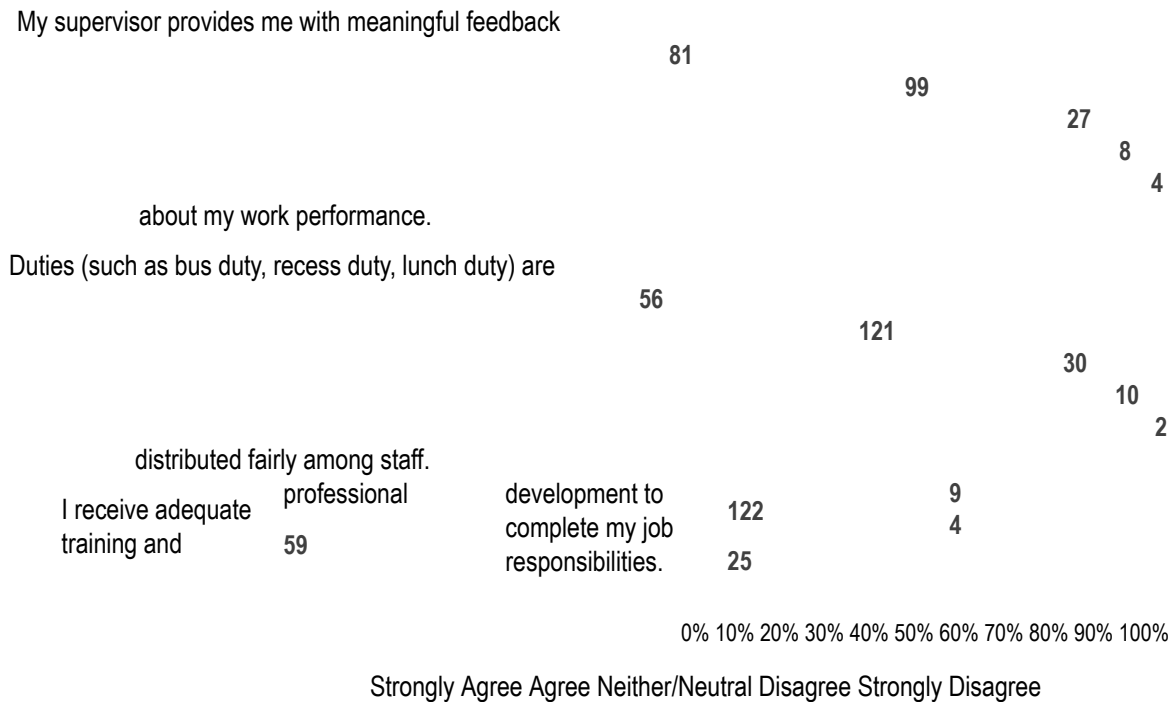
² In all cases, zero values are excluded from the data.



Likert Items. Participants were first asked to share their perspectives about seven themes. Responses were generally positive. The following charts illustrate staff perceptions about Fremont County School District #1:

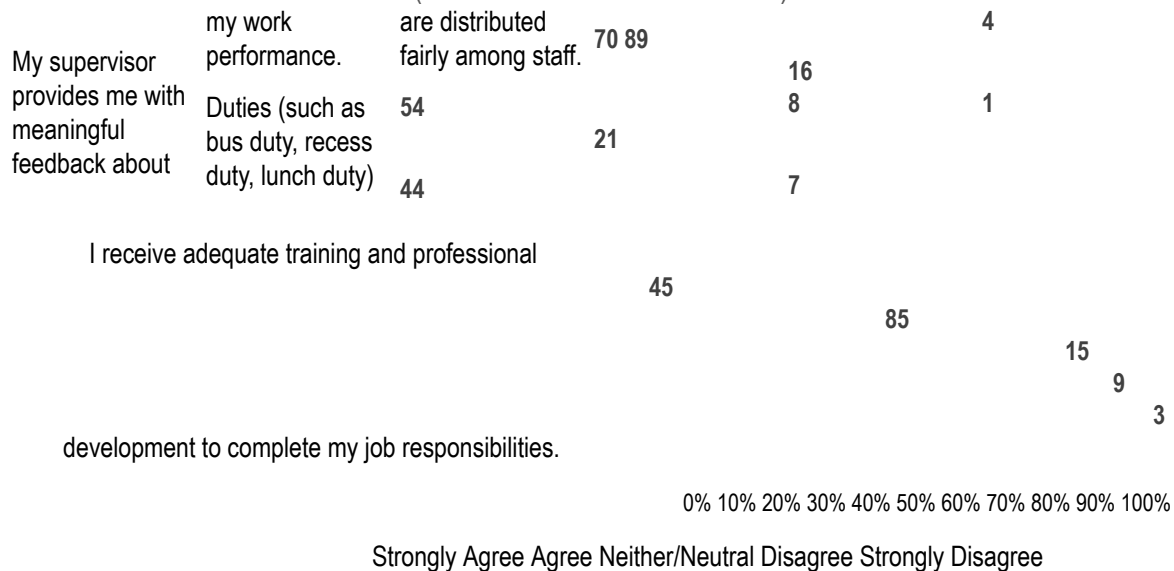
Job Responsibilities

(Distinct Counts - All Staff)



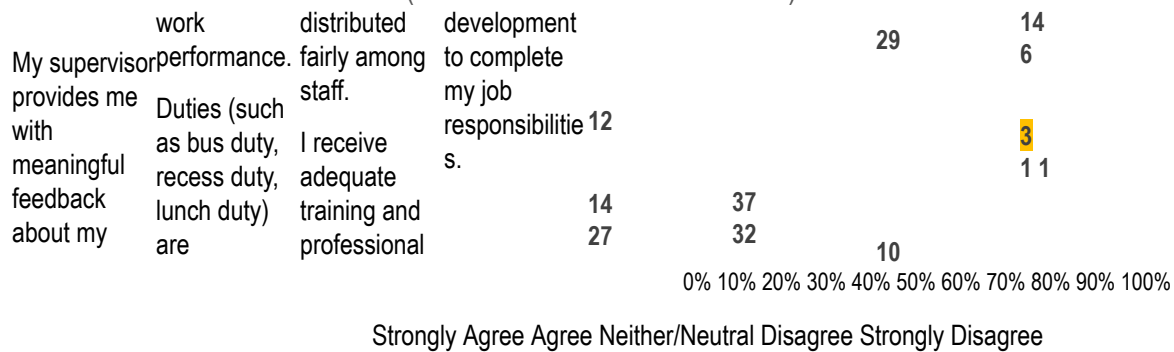
Job Responsibilities

(Distinct Counts - Certified Staff)



Job Responsibilities

(Distinct Counts - Classified Staff)



2



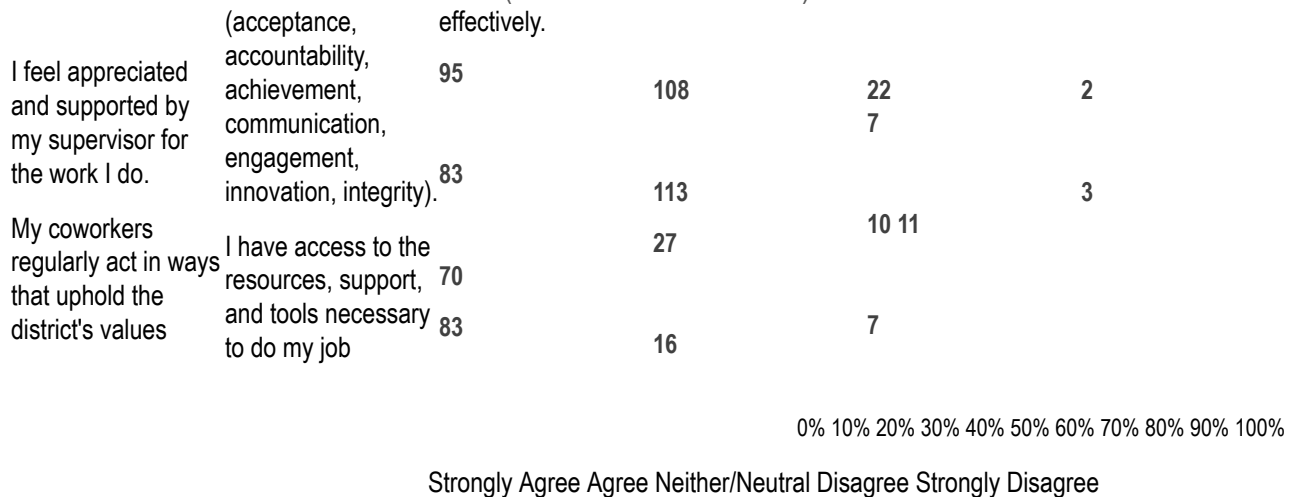
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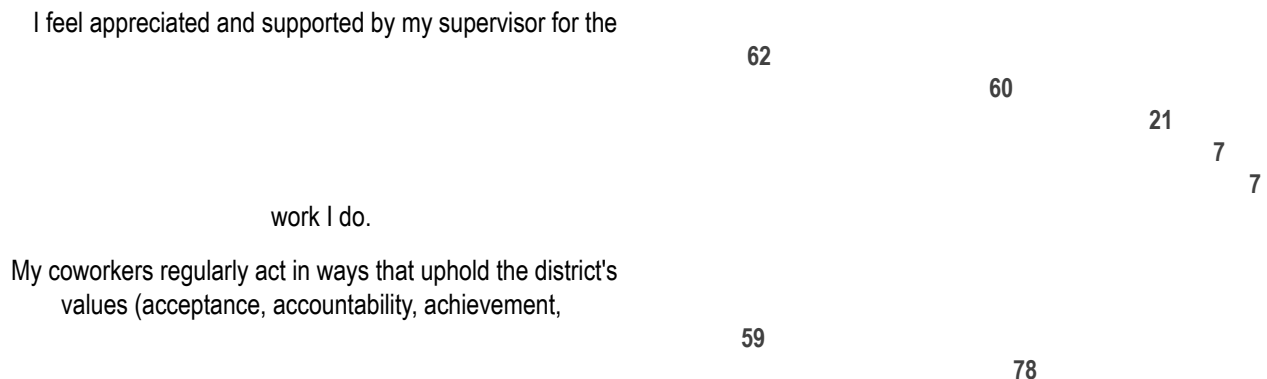
Work Environment

(Distinct Counts - All Staff)



Work Environment

(Distinct Counts - Certified Staff)



communication, engagement, innovation, integrity).

I have access to the resources, support, and tools

45

81

17

11

3

necessary to do my job effectively.

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Strongly Agree Agree Neither/Neutral Disagree Strongly Disagree

Work Environment

(Distinct Counts - Classified Staff)

I feel appreciated and supported by my supervisor for the

24

32

3

6

33
work I do.

communication, engagement, innovation, integrity).

My coworkers regularly act in ways that uphold the district's values (acceptance, accountability, achievement,

I have access to the resources, support, and tools

25

necessary to do my job effectively.

3 2 5

23

30

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Strongly Agree Agree Neither/Neutral Disagree Strongly Disagree

3



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Safety & Security

(Distinct Counts - All Staff)

Student supervision is adequate in all settings at my district (i.e. before etc.). on campus

55

school, after

presents a safety

school, hallways,

hazard to 8

67

41

parking lots, bus,

Student behavior

myself or others.* 27

76

12

playgrounds,

121

29

2

work.
106
91
15
5
I feel safe at 2

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Strongly Agree Agree Neither/Neutral Disagree Strongly Disagree

Safety & Security

(Distinct Counts - Certified Staff)

Student supervision is adequate in all settings at my district
(i.e. before school, after school, hallways, parking lots, bus, playgrounds, etc.).
Student behavior on campus presents a safety hazard to 4 myself or others.

others. 90 7 5
23 66 19
74 28 1 2
10 56
40 46

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Strongly Agree Agree Neither/Neutral Disagree Strongly Disagree

Safety & Security

(Distinct Counts - Classified Staff)

Student supervision is adequate in all settings at my district
(i.e. before school, after school, hallways, parking lots, bus, playgrounds, etc.).

15 31 10 5 1

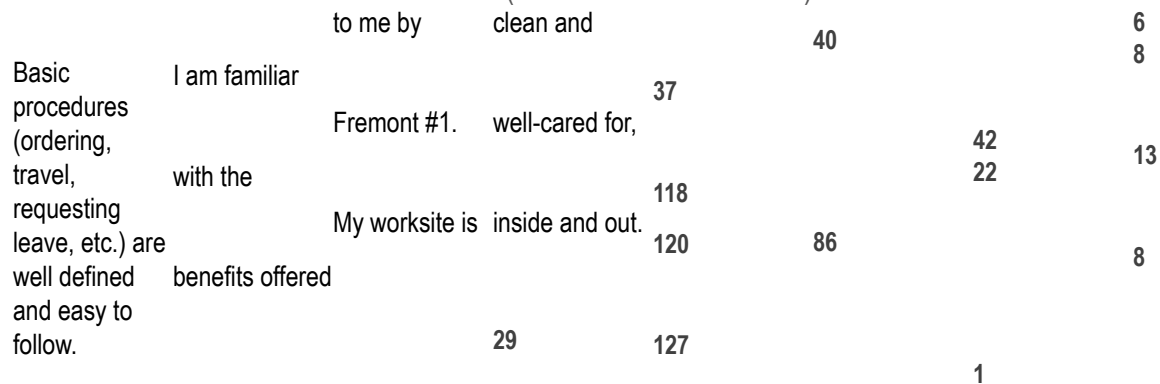
Student behavior on campus presents a safety hazard to
myself or others.

4 4 21 20 13
I feel safe at work. 32 25 5

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

**Operations & Procedures**

(Distinct Counts - All Staff)

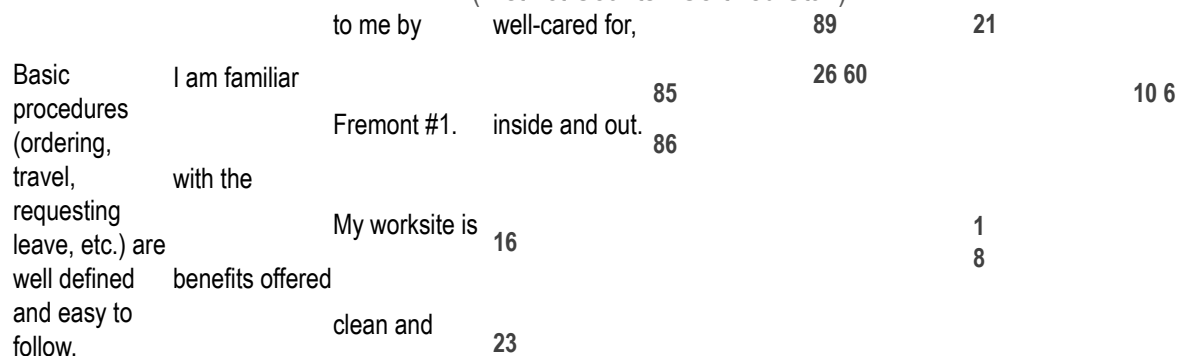


0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Strongly Agree Agree Neither/Neutral Disagree Strongly Disagree

Operations & Procedures

(Distinct Counts - Certified Staff)



0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Strongly Agree Agree Neither/Neutral Disagree Strongly Disagree

Operations & Procedures

(Distinct Counts - Classified Staff)

Basic procedures (ordering, travel, requesting leave, etc.)

13

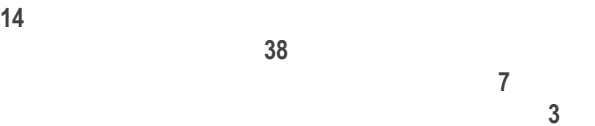
34

14

1

are well defined and easy to follow.

I am familiar with the benefits offered to me by Fremont #1.



My worksite is clean and well-cared for, inside and out.



0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Strongly Agree Agree Neither/Neutral Disagree Strongly Disagree

5



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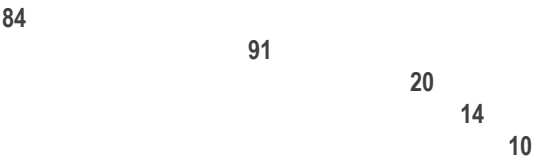
Chain of Communication
(Distinct Counts - All Staff)

My supervisor listens to me and follows up on issues or



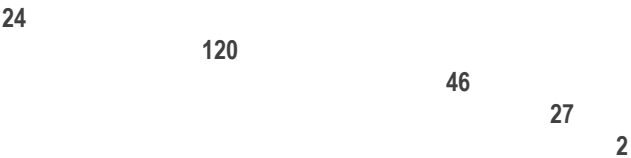
concerns that I bring forward.

I feel comfortable approaching my supervisor to discuss work-related issues, even when the topic is controversial or



difficult.

I receive adequate information about what's happening in



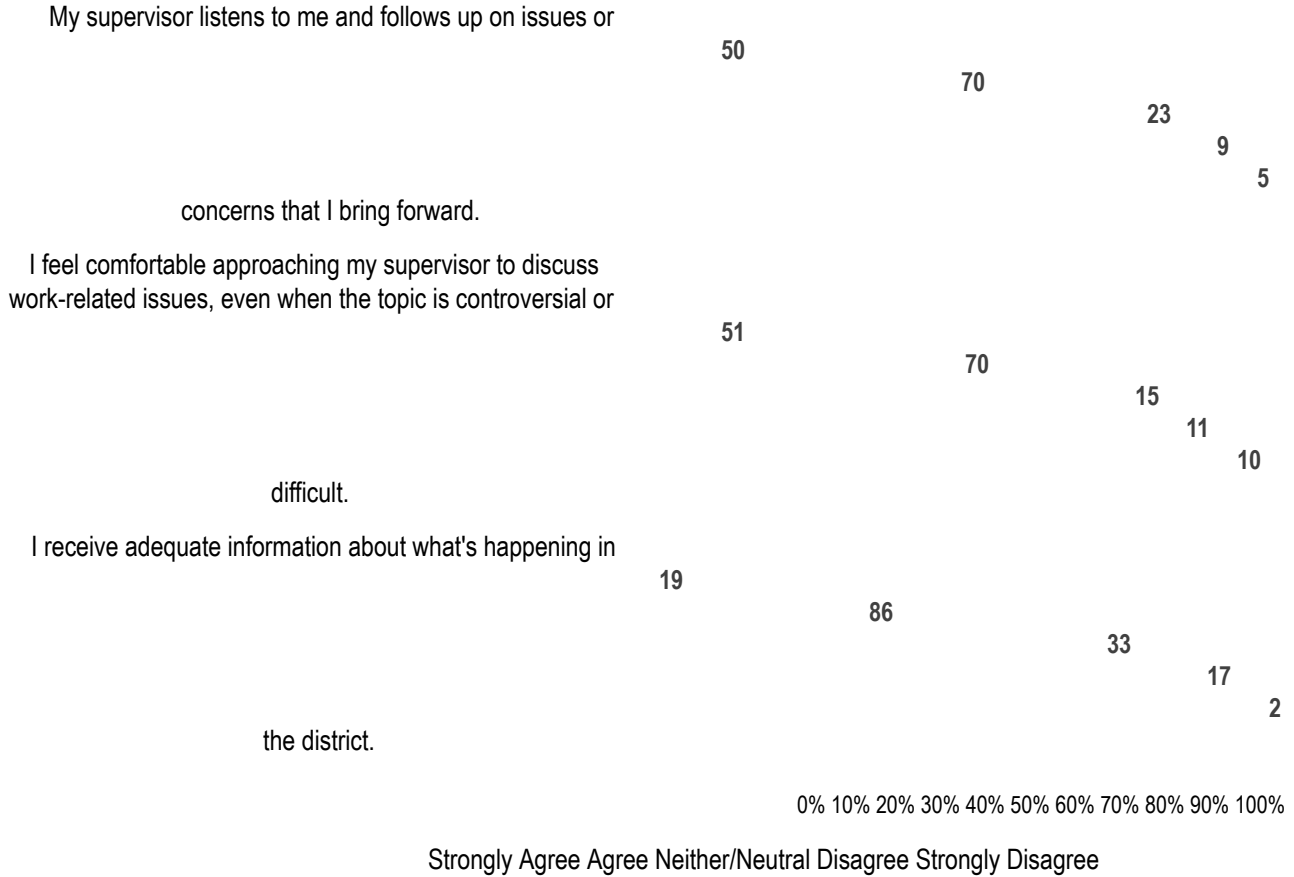
the district.

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Strongly Agree Agree Neither/Neutral Disagree Strongly Disagree

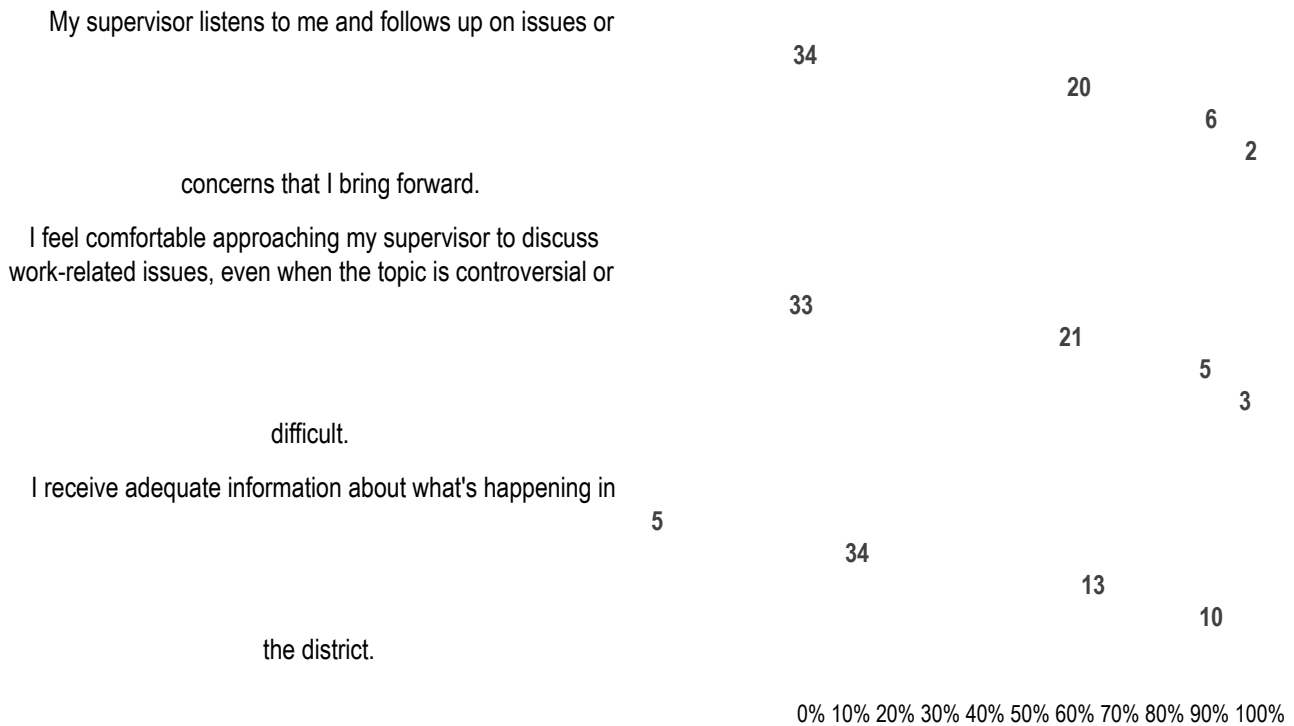
Chain of Communication

(Distinct Counts - Certified Staff)



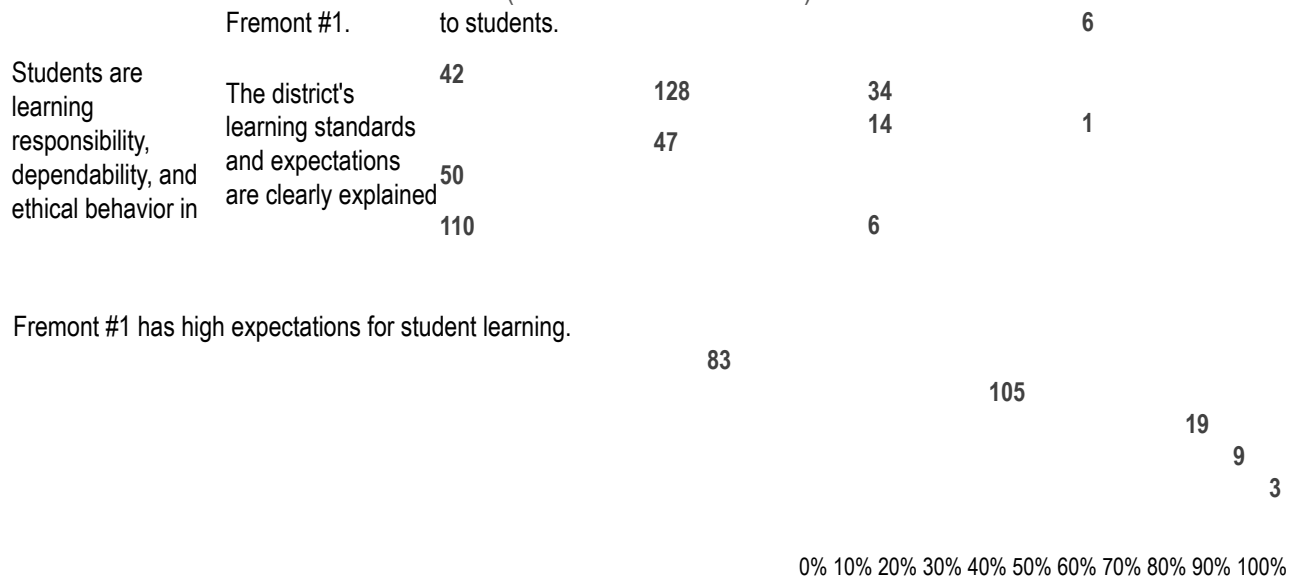
Chain of Communication

(Distinct Counts - Classified Staff)



**Support for Learning**

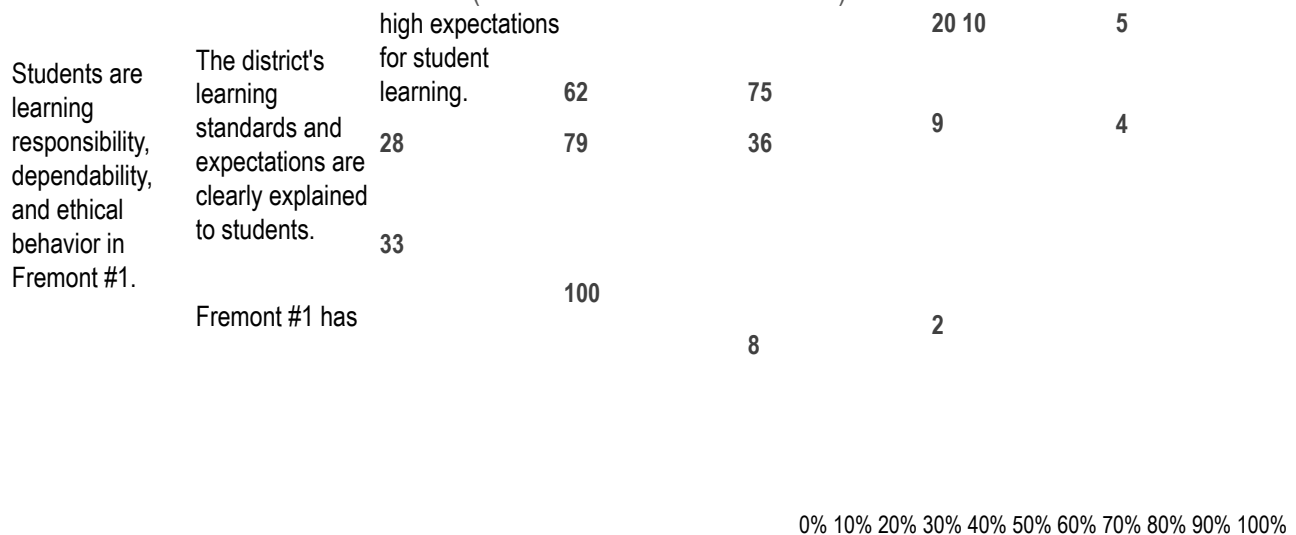
(Distinct Counts - All Staff)



Strongly Agree Agree Neither/Neutral Disagree Strongly Disagree

Support for Learning

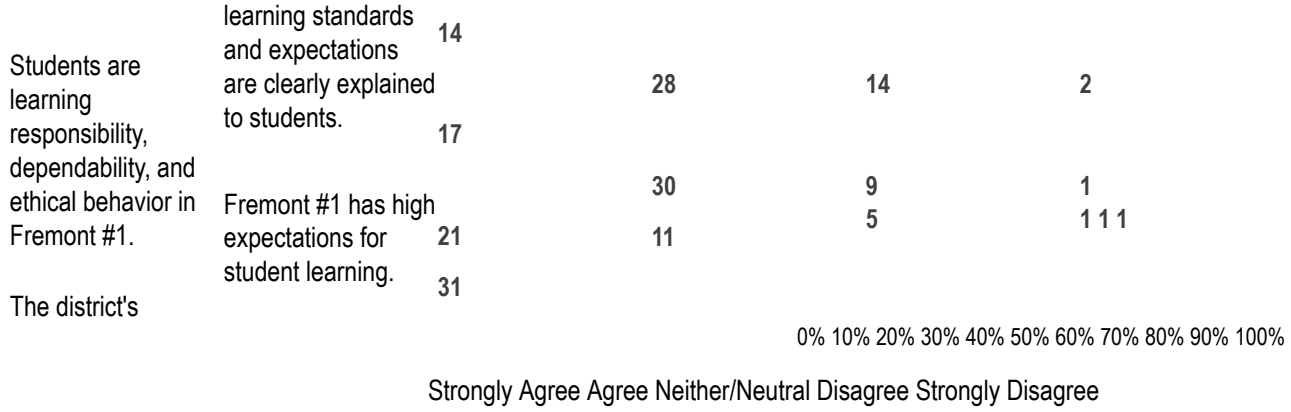
(Distinct Counts - Certified Staff)



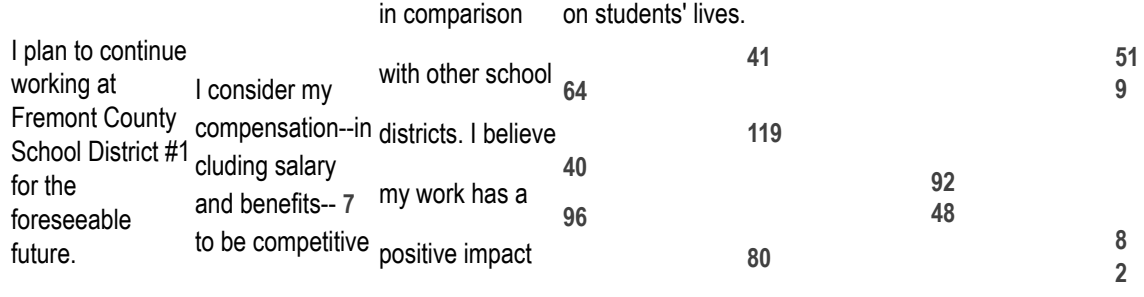
Strongly Agree Agree Neither/Neutral Disagree Strongly Disagree

Support for Learning

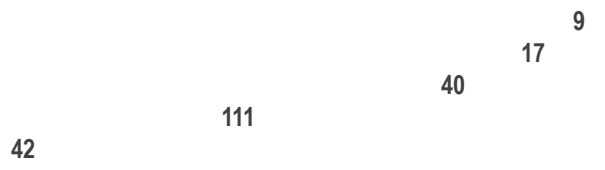
(Distinct Counts - Classified Staff)



Overall Satisfaction
(Distinct Counts - All Staff)



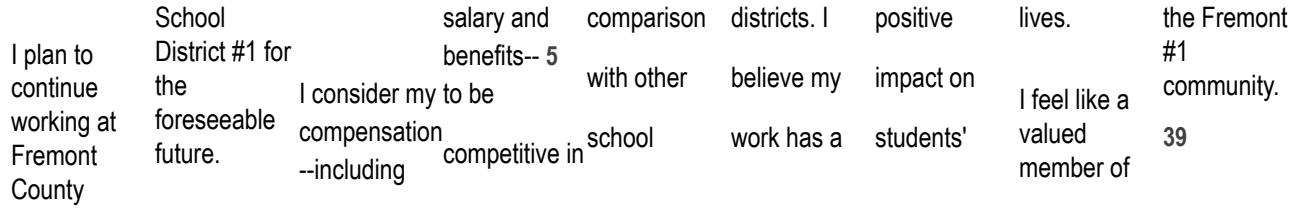
I feel like a valued member of the Fremont #1 community.



0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Strongly Agree Agree Neither/Neutral Disagree Strongly Disagree

Overall Satisfaction
(Distinct Counts - Certified Staff)



23

7

2

23

44 64 32

89

42

0

0

29

67

76

62

4

13

7

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Strongly Agree Agree Neither/Neutral Disagree Strongly Disagree

Overall Satisfaction

(Distinct Counts - Classified Staff)

and benefits-- 2 lives.	#1 community. 13	18		
I plan to continue to be competitive working at	25	28		
Fremont County in comparison				
School District #1 with other school	17	35 29	6	4
for the foreseeable future.				
districts. I believe	30	7	2	
my work has a				
I consider my positive impact	I feel like a			
valued member	18	4		
compensation--in on students'		2		
cluding salary of the Fremont				
	8			

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Strongly Agree Agree Neither/Neutral Disagree Strongly Disagree

8

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Strengths and Challenges. In addition to the Likert questions above, both certified and classified respondents were asked to identify the strengths of FCSD #1 as well as opportunities for improvement through open-ended questions. Specifically, district staff were asked to identify the best parts of working for the district as well as some ways the district could improve.

Note: Data from the open-ended questions are coded and assigned a theme that is defined by the actual responses. Definitions for each of these themes are provided throughout this section of the report where applicable.

Strengths. Certified staff consistently highlighted the people – both colleagues and students – as the

strongest aspect of working in FCSD #1. Employees described their coworkers as kind, supportive, and collaborative, and they emphasized the strong relationships that contribute to the district’s culture. Students were also cited as a major strength of the district, with staff describing the joy they find in seeing the students grow and succeed. These themes reflect a workplace grounded in meaningful connections and a shared commitment to student success.

Staff also frequently mentioned the district’s supportive environment, effective leadership, and strong sense of community. Participants appreciated approachable administrators, a welcoming atmosphere, and the family-oriented, community-minded nature of the district. Additional strengths highlighted in the responses included the opportunities for collaboration, and, in some cases, favorable schedules and alignment with district values. Overall, the feedback from certified staff portrays FCSD #1 as a place where positive relationships, supportive structures, and a cohesive community contribute significantly to job satisfaction for certified staff.

The charts below illustrate the top five strengths identified by certified staff.

Data presented on next page

Theme Definition Excerpts from Survey

Leadership

Staff

Work Environment Community

Students

Factors related to staff n
attributes, collegialit
collaboration.

Factors related to personal experience	Factors related to relationships and interactions with students and colleagues	"The students keep me coming back every year!" "I feel very supported by my team." "The staff are welcoming and always willing to help each other."
Factors related to professional relationships		"A supportive environment focused on doing our best for kids." "The community is supportive of the schools." "Living in our Lander community."
Factor related to family engagement		"I love the people I work with—they make even the tough days enjoyable." "Our community is wonderful for families." "My supervisor listens to me and follows up on concerns."
		"Everyone works together to support students." "The kids make this job worth it every single day." "We have strong leadership that supports staff." "Administrators are approachable and care about staff success."

	83
Staff	
	61
Students	
	45
Work Environment Community	
	29
Leadership	
Strengths of FCSD #1	28
(Count of Mentions - Certified Staff)	

0 10 20 30 40 50 60 70 80 90

10



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Classified staff echoed many of the same positive trends as the certified staff, highlighting two primary strengths of working in FCSD #1: the students and colleagues. Employees frequently mentioned the kids as the most rewarding part of their work, emphasizing that they look forward to daily interactions with them. Staff also spoke highly of their co-workers, describing them as friendly, welcoming, and supportive. These relationships create a strong sense of teamwork and make the workplace enjoyable. Together, these themes reflect a culture where relationships serve as a foundation for overall job

satisfaction.

Participants additionally pointed to a generally positive and respectful work environment with supportive supervisors, good building culture, and a sense of mutual respect among teams. Several staff also appreciate the stability and predictability of their schedules, as well as timely pay. While mentioned less frequently, these factors contribute to a workplace that feels stable, respectful, and aligned with employees’ personal and professional needs. Overall, the feedback illustrates a district where strong relationships, a pleasant work atmosphere, and supportive leadership play a significant role in creating a positive experience for classified employees.

The charts below illustrate the top five strengths identified by classified staff.

Theme Definition Excerpts from Survey

Students Staff

Factors related to
Factors related to relationships a

Factors related to students valued, staff respect	“The students make the job fun and rewarding.” “Watching the kids learn and get excited is the best part.”
Factors related to relationships with supervisors and administrators	“My coworkers make the day better.” “There is a level of respect amongst my team members.”
Factors related to predictability in schedule	

Work Environment “People are helpful when I need assistance.” “It’s a good place to come to work each day.”

Leadership “My supervisor is respectful and supportive.” “I have good leadership at my building.”

Work-Life Balance “The schedule works well for me.” “I work good hours that fit my lifestyle.”



Students	11
Staff	4
Work Environment Work-Life Balance Leadership	4

27

23

0 5 10 15 20 25 30

Challenges. Certified staff identified several key areas where they believe FCSD #1 could strengthen its systems and supports. The most frequently mentioned concerns relate to compensation and benefits, with many employees indicating that salaries lag behind neighboring districts and that insurance costs are prohibitively high. Staff also expressed a strong desire for improved approaches to student behavior and discipline, citing inconsistency, limited follow-through, and a need for clearer expectations across buildings. Many respondents additionally highlighted workload challenges, particularly the need for more planning time, reduced competing initiatives, and reasonable expectations that support instructional effectiveness.

Beyond these central themes, employees referenced opportunities for growth in administrative support, staffing levels, and communication practices. Comments reflected a desire for more responsive and visible leadership, additional personnel to meet student needs, as well as clearer communication and transparency in decision-making. A smaller group of respondents also noted that strengthening workplace culture, morale, and access to adequate resources would contribute positively to their experience. Overall, these perspectives point to a desire for greater consistency, clarity, and support throughout the district to better meet the needs of both staff and students.

The charts below illustrate the top five challenges identified by certified staff.

Data presented on next page



Compensation/Benefits Consistent

Workload

Fact
and

Staffing

Challenges in FCSD #1

(Count of Mentions - Certified Staff)

Expectations

"Salary competitive with surrounding districts."
"Insurance I can afford to have."
"Better wages that reflect the work we do."

Comms/Transparency

"More accountability for student behavior."
"Consistent discipline across buildings." "Improved support when dealing with disruptive students." **37**
"Improved communication and visibility from admin." **34**

Workload

"More transparency in decision making." **30**
"Clearer communication from the district office."
"More time to meet/work together as an elective teacher group." **16**

Staffing

"Reduce workload—there are too many initiatives added at once."
in: "More prep time during the school day." **63**
"Hire more paras—class sizes and needs are too high."

Factor: "Better staffing levels across buildings." "More available substitutes."

Fa
visi
trans

Compensation/Benefits Consistent

Fact: Expectations
workload

Communication/Transparency



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Classified staff identified compensation and staffing as the most pressing areas for improvement in FCSD #1. Many employees expressed concerns about wages not keeping pace with rising costs, and several mentioned insurance premiums have become increasingly difficult to afford. Respondents also pointed to understaffing across buildings, emphasizing that additional personnel are needed to better support daily operations and student needs. Gaps in communication were also mentioned, with staff expressing a desire for more consistent updates and clearer information.

In addition to these central themes, employees raised concerns about administrative visibility and support, highlighting a need for more engaged and responsive leadership. A smaller number of respondents pointed to issues with employee accountability and its impact on workplace climate. While these themes appeared less frequently, they reflect important concerns about consistency, fairness, and the overall health of the district's work environment. Together, these perspectives suggest that improvements in pay, staffing levels, communication, and leadership support would positively impact the experience of classified employees.

The charts below illustrate the top five challenges identified by classified staff.

Theme Definition Excerpts from Survey

Compensation/Benefits Staffing

Factors
living,

Factors related to c
expectations and f

Communication

Factors r
the nee

Administrative Support

“Insurance premiums are too
Facexpensive.” “Our wages aren’t
comrkeeping up with everything else
going up.”

Consistent
Expectations

Factors
visib

“We need more help in the buildings.” “Hire more people to meet student needs.”

“Communication—never enough.”
“We need clearer and more timely information.”

“Admin engagement—rarely see them out in buildings.”

“Leadership needs to be more involved.” “Some employees are not held to the same expectations.”
Make people accountable for their actions including teachers!!!”

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Challenges in FCSD #1 (Count of Mentions - Classified Staff)

Compensation/Benefits

20

Staffing

11

Communication

6

Administrative Support

5

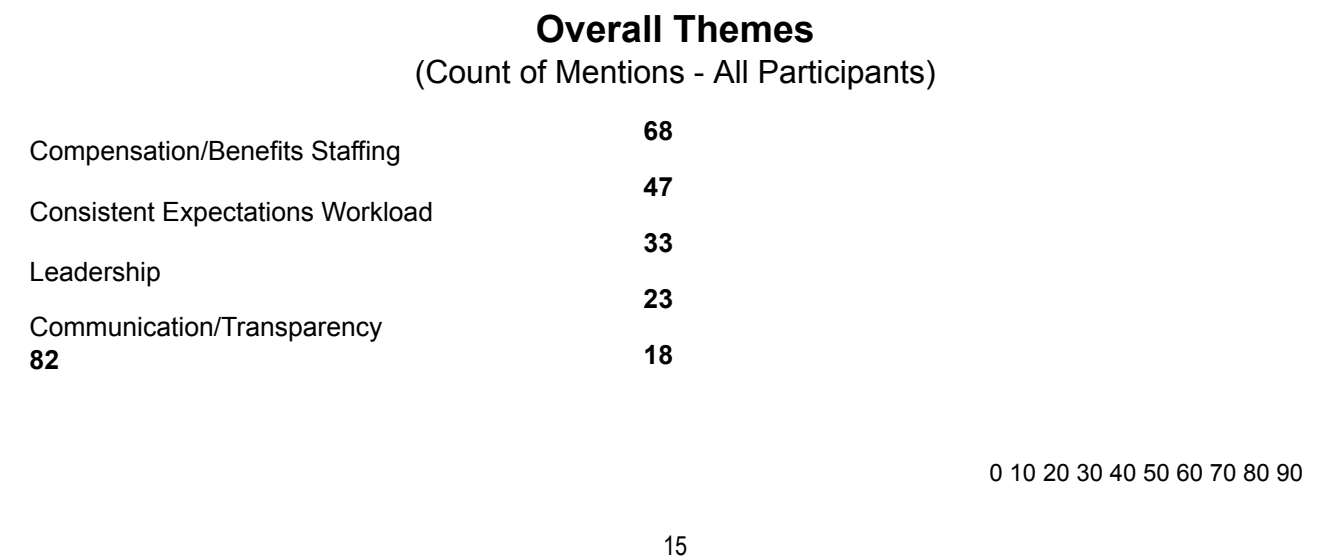
Consistent Expectations

4

0 5 10 15 20 25

Additional Comments. All staff members were invited to provide additional comments, whether positive or negative, about their general perceptions of the district. Across all respondents, a clear picture emerges: FCSD #1 has a committed workforce that appreciates their colleagues, their students, and many aspects of their work environment. At the same time, staff also feel constrained by several barriers that limit their effectiveness and wellbeing. Many responses acknowledge positive experiences or explicitly state that there is “nothing” the district needs to improve, suggesting a baseline of satisfaction among employees. However, some comments – at times strongly worded – point to

recurring themes such as compensation and benefits, consistent expectations for students and staff, workload and planning time, communication, and staffing shortages. These areas of concern do not erase the good, but they do signal that the district’s strengths coexist alongside some friction points that affect day-to day work. The following chart illustrates the top six themes from this open-ended question, regardless of the positivity or negativity of the comment.



- Basic procedures (ordering, travel, requesting leave, etc.) are well defined and easy to follow.

CHAIN OF COMMUNICATION

- I receive adequate information about what's happening in the district.
- I feel comfortable approaching my supervisor to discuss work-related issues, even when the topic is controversial or difficult.
- My supervisor listens to me and follows up on issues or concerns that I bring forward.

SUPPORT FOR LEARNING

- Fremont #1 has high expectations for student learning.
- The district's learning standards and expectations are clearly explained to students. •

Students are learning responsibility, dependability, and ethical behavior in Fremont #1.

OVERALL SATISFACTION

- I feel like a valued member of the Fremont #1 community.
- I believe my work has a positive impact on students' lives.
- I consider my compensation--including salary and benefits--to be competitive in comparison with other school districts.
- I plan to continue working at Fremont County School District #1 for the foreseeable future.

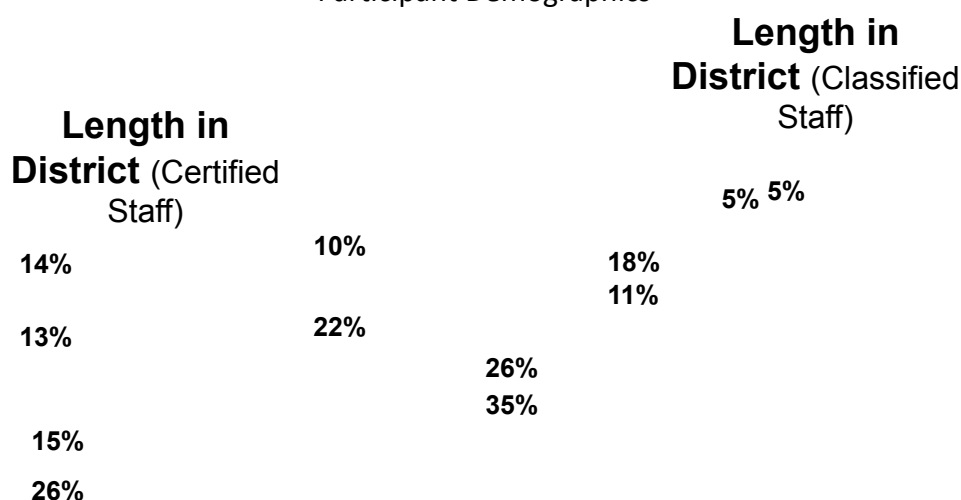
OPEN RESPONSE

- Some of the best parts of working at Fremont #1 are:
- Some ways Fremont #1 could improve are:
- If desired, please provide any additional comments about what is working well and what could be improved in Fremont County School District #1.

16



Appendix B Participant Demographics

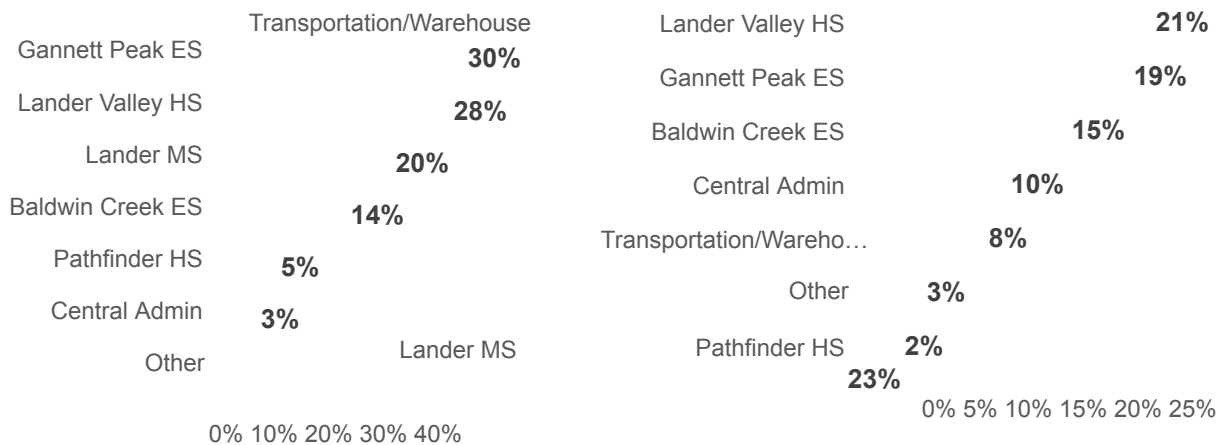


Primary Location (Certified Staff)

<1 yr >1 yr < 5 yrs >5 yrs < 10 yrs >10 yrs < 15 yrs
>15 yrs < 20 yrs >20 yrs

<1 yr >1 yr < 5 yrs >5 yrs < 10 yrs >10 yrs < 15 yrs
>15 yrs < 20 yrs >20 yrs

Primary Location



17



Appendix C
Building-Level Charts³

Job Responsibilities

(Distinct Counts - Baldwin Creek ES)



Job Responsibilities

(Distinct Counts - Central Office)

My supervisor provides me with meaningful development to complete my job responsibilities. 5

5 feedback about my work performance. 5

Duties (such as bus duty, recess duty, lunch duty) 5 1 2

1

3 are distributed fairly among staff.

I receive adequate training and professional



Job Responsibilities

(Distinct Counts - Gannett Peak ES)

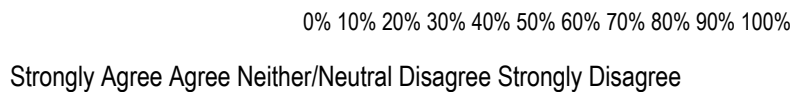
My supervisor provides me with meaningful feedback about my work performance. 23 37

Duties (such as bus duty, recess duty, lunch duty) 11

I receive adequate training and professional development to complete my job responsibilities. 15 7 3 3 1 1

34 4 8

27

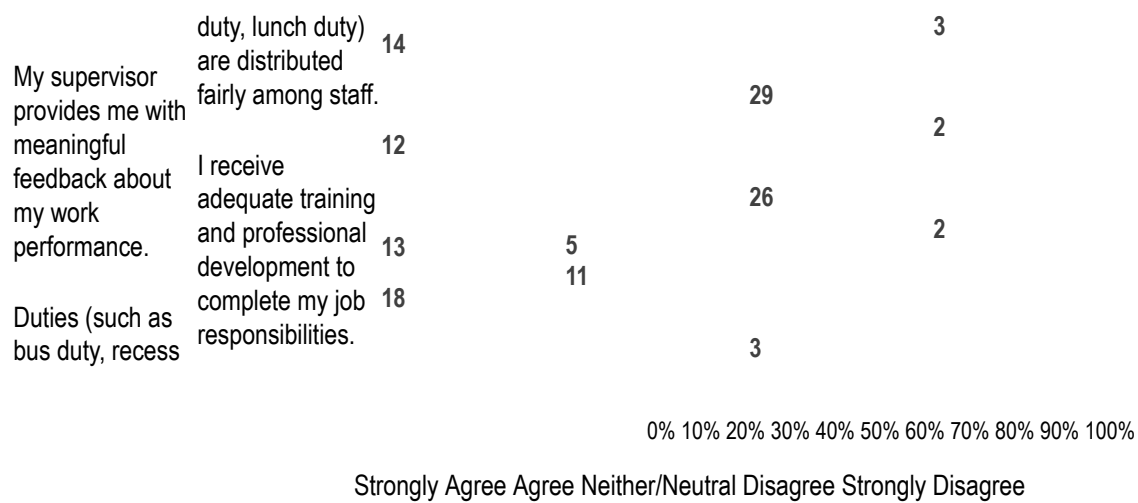


³ Themed charts presented alphabetically by building. Pathfinder is combined with "Other" to protect anonymity. Transportation/Warehouse data is suppressed to protect anonymity.

18

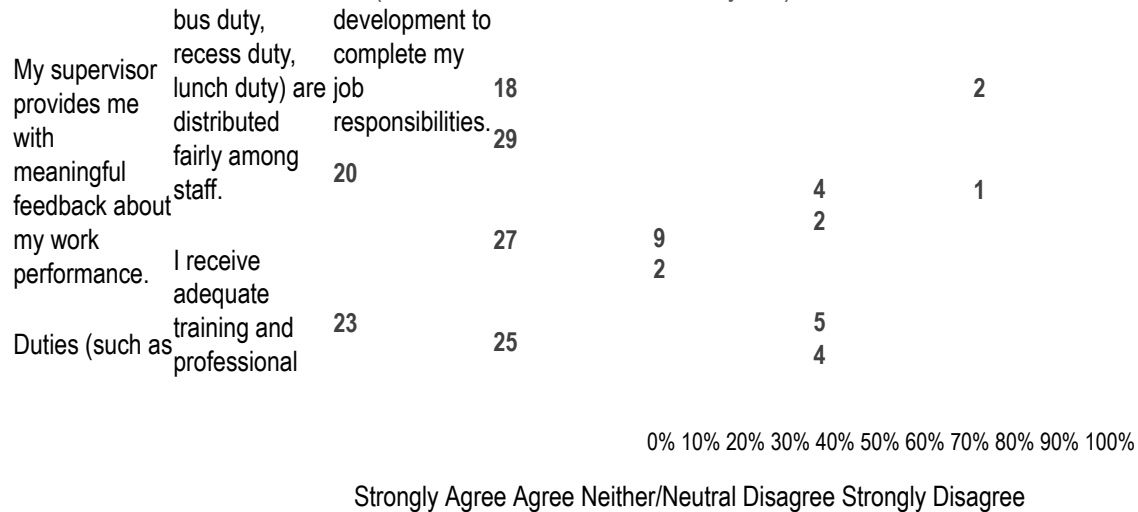


Job Responsibilities
(Distinct Counts - Lander MS)



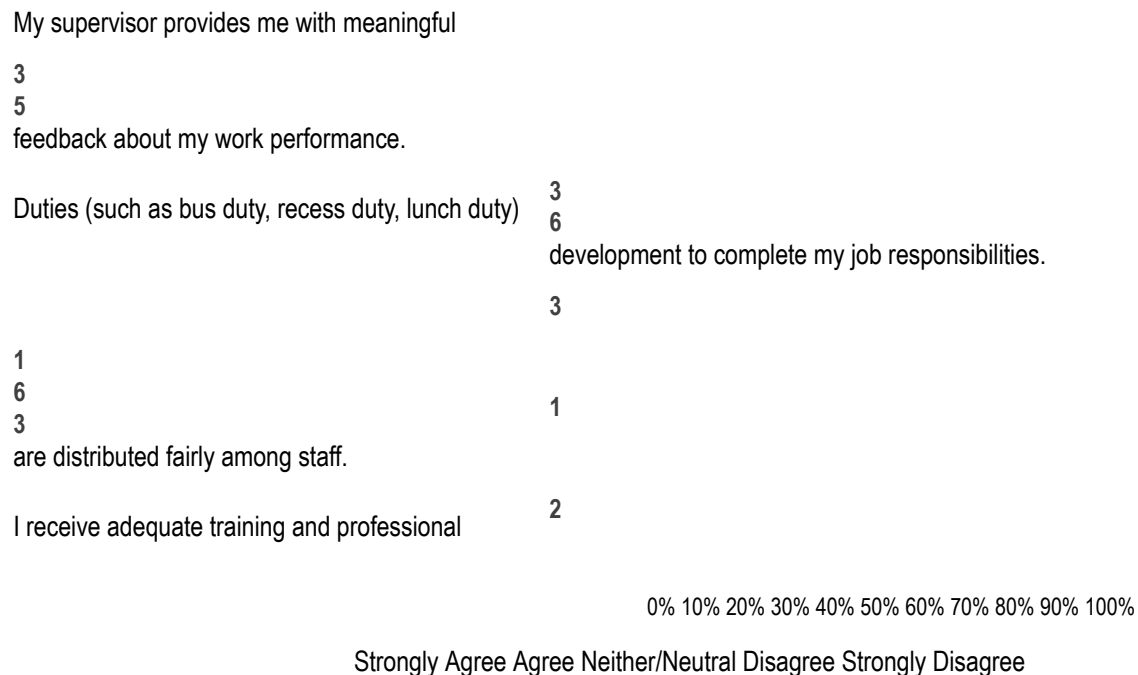
Job Responsibilities

(Distinct Counts - Lander Valley HS)



Job Responsibilities

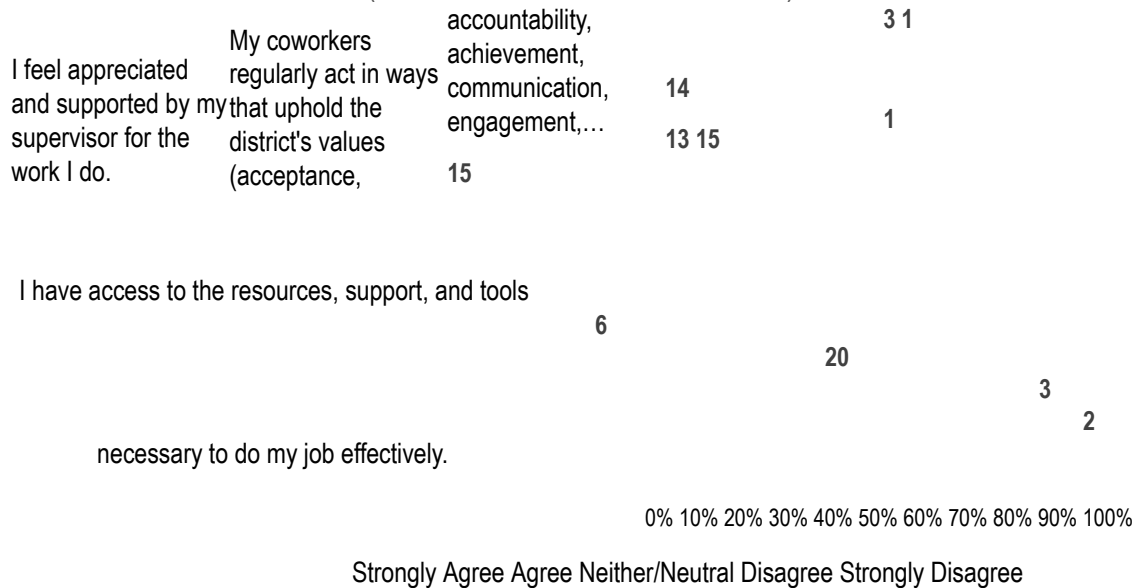
(Distinct Counts - Pathfinder HS/Other)





Work Environment

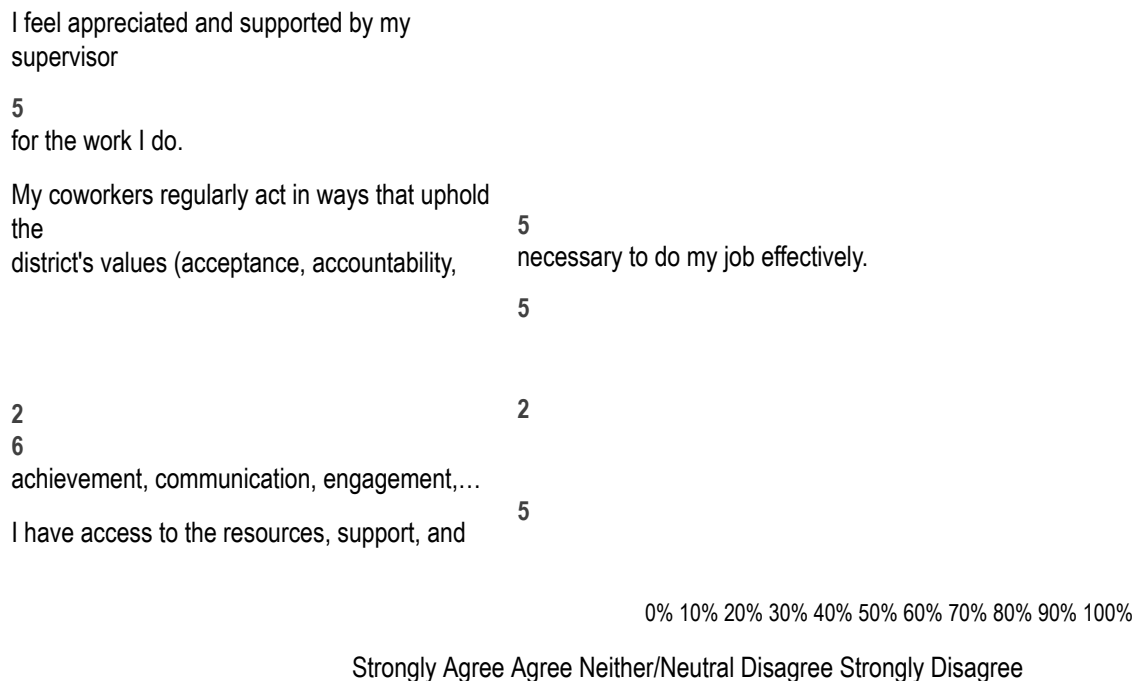
(Distinct Counts - Baldwin Creek ES)



Work Environment

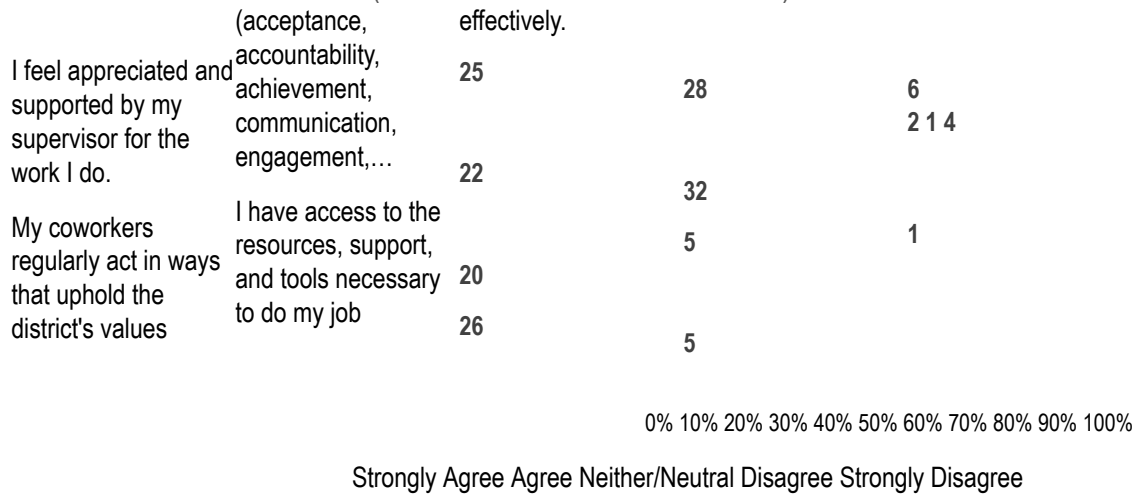
(Distinct Counts - Central Office)

tools



Work Environment

(Distinct Counts - Gannett Peak ES)

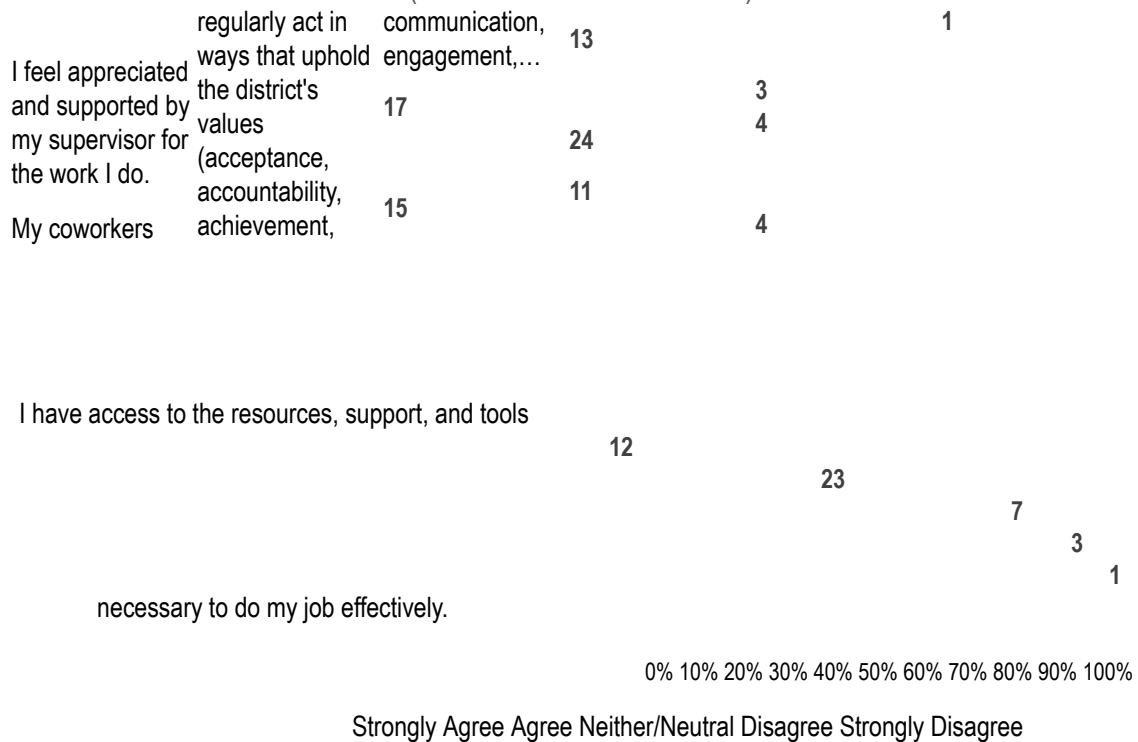


20



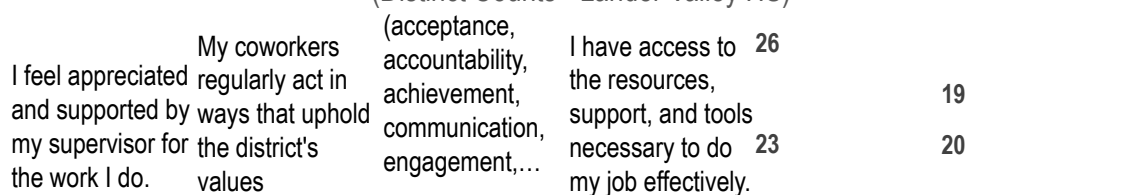
Work Environment

(Distinct Counts - Lander MS)



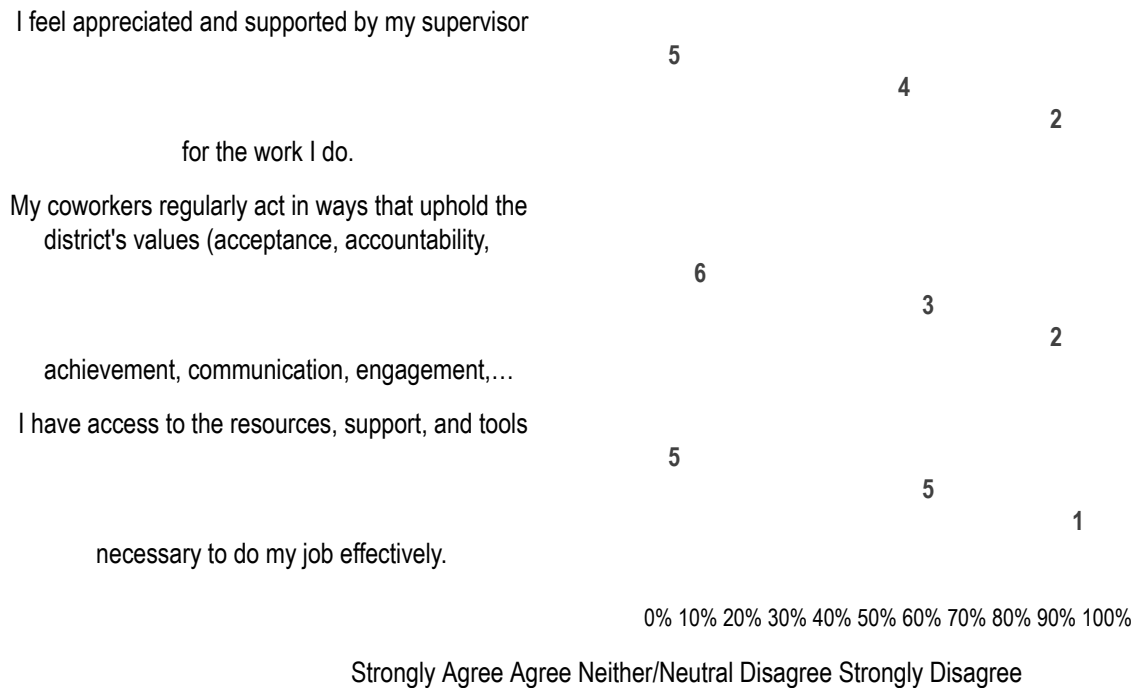
Work Environment

(Distinct Counts - Lander Valley HS)





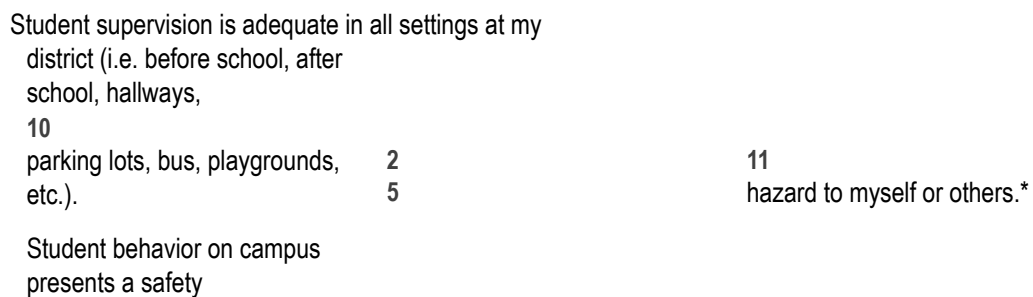
Work Environment
(Distinct Counts - Pathfinder HS/Other)



21



Safety & Security
(Distinct Counts - Baldwin Creek ES)



I feel safe at work.

1
4

8 5 11

19

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Strongly Agree Agree Neither/Neutral Disagree Strongly Disagree

Safety & Security

(Distinct Counts - Central Office)

Student supervision is adequate in all settings at my

district (i.e. on campus

before school, presents a safety

after school, hazard to myself

hallways, parking or others.*

4

3

lots, bus,

3

playgrounds,

6

etc.).

I feel safe at

4

work.

4

3

Student behavior

2

1

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Strongly Agree Agree Neither/Neutral Disagree Strongly Disagree

Safety & Security

(Distinct Counts - Gannett Peak ES)

Student supervision is adequate in all settings at my

district (i.e. before school, after

school, hallways,

20

hazard to myself or others.*

26

2

29

1

parking lots, bus, playgrounds,

7

etc.).

11

2

Student behavior on campus

presents a safety

20

work.

29

23

6

1

I feel safe at

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Strongly Agree Agree Neither/Neutral Disagree Strongly Disagree

22



Safety & Security

(Distinct Counts - Lander MS)

Student supervision is adequate in all settings at my
district (i.e. before school, after school, hallways, parking lots, bus, playgrounds, etc.).

Student behavior on campus presents a safety hazard to myself or others.*

1	1
21	5
14	
4	7
20	21
32	2

I feel safe at

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Strongly Agree Agree Neither/Neutral Disagree Strongly Disagree

Safety & Security

(Distinct Counts - Lander Valley HS)

Student supervision is adequate in all settings at my
district (i.e. before school, after school, hallways, parking lots, bus, playgrounds, etc.).

Student behavior on campus presents a safety hazard to myself or others.*

11				
	25			
13	11			
10	31			
		2	12	3
		20	4	1
26				

I feel safe at

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Strongly Agree Agree Neither/Neutral Disagree Strongly Disagree

Safety & Security

(Distinct Counts - Pathfinder HS/Other)

Student supervision is adequate in all settings at my district (i.e. before school, after school, hallways, parking lots, bus, playgrounds, etc.).

1

4

3

2

Student behavior on campus presents a safety hazard to myself or others.*

I feel safe at work.

3

6

7

2

1

1

1

1

1

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Strongly Agree Agree Neither/Neutral Disagree Strongly Disagree

23



Operations & Procedures

(Distinct Counts - Baldwin Creek ES)

3

Basic procedures (ordering, travel, requesting leave, etc.) are well defined and easy to follow.

7 1

6

14

I am familiar with the benefits offered to me by

4

21

4

2

Fremont #1.

My worksite is clean and well-cared for, inside and

14

14

1

2

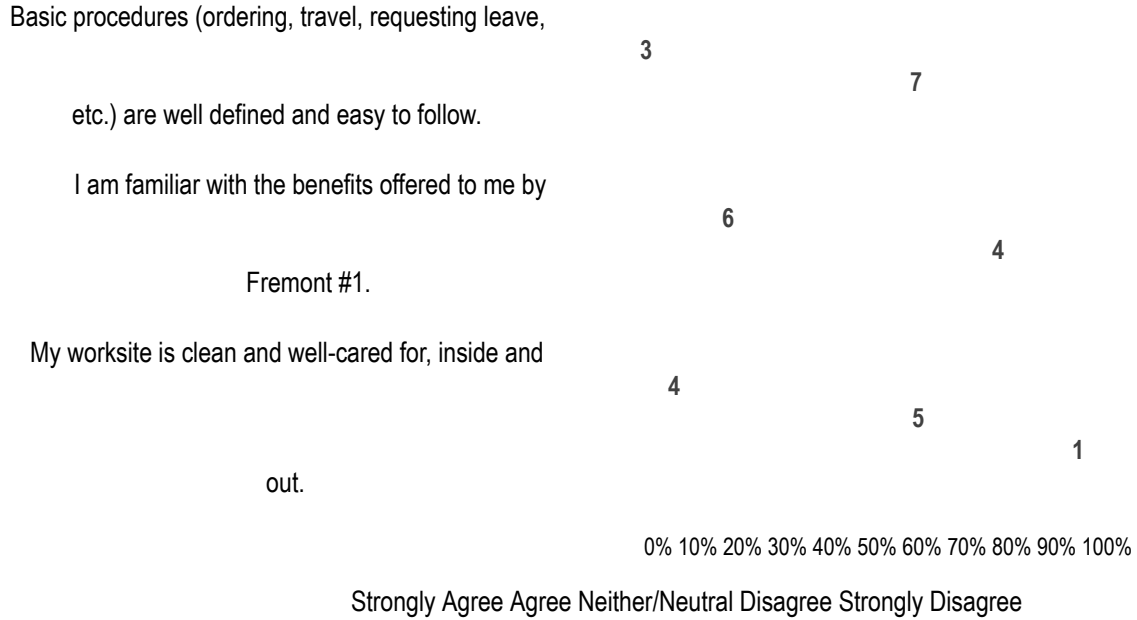
out.

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Strongly Agree Agree Neither/Neutral Disagree Strongly Disagree

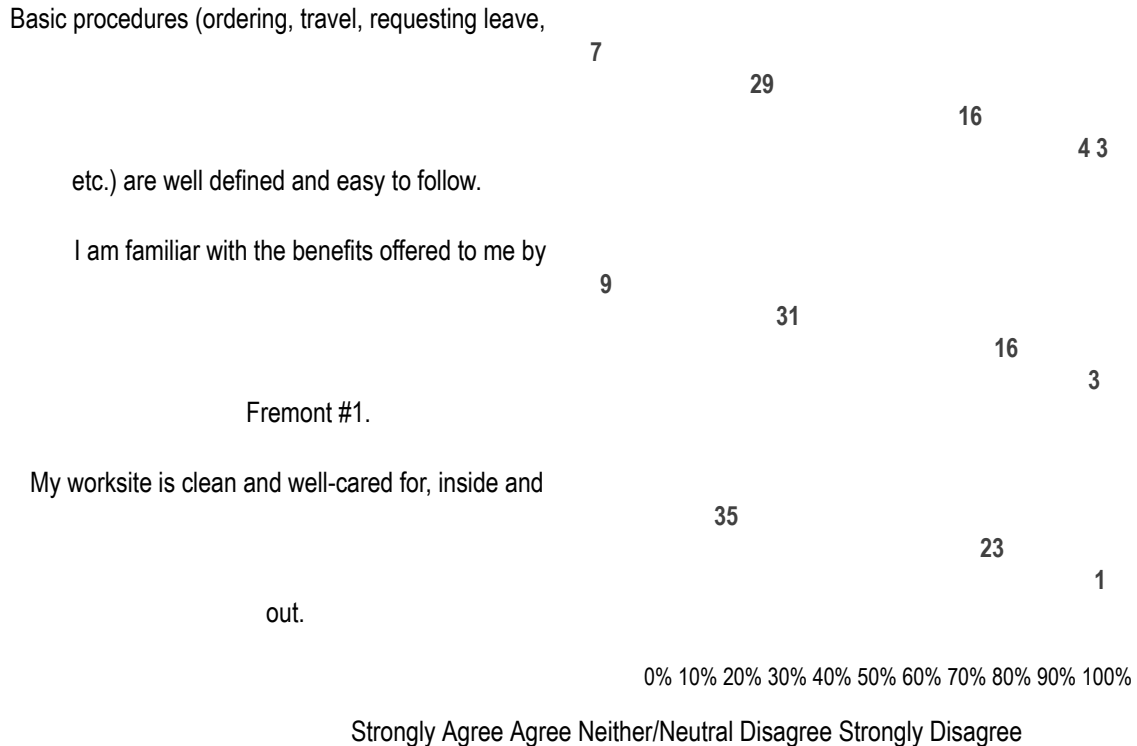
Operations & Procedures

(Distinct Counts - Central Office)



Operations & Procedures

(Distinct Counts - Gannett Peak ES)



(Distinct Counts - Lander MS)

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

(Distinct Counts - Lander Valley HS)

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

(Distinct Counts - Pathfinder HS/Other)

1

5
out.

9
1
1
1

8
1
1

3
1

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Strongly Agree Agree Neither/Neutral Disagree Strongly Disagree

25



Chain of Communication

(Distinct Counts - Baldwin Creek ES)

My supervisor listens to me and follows up on issues

17

12

1
1

or concerns that I bring forward.

I feel comfortable approaching my supervisor to
discuss work-related issues, even when the topic is

18

9

2
1
1

controversial or difficult.

I receive adequate information about what's

2

22

4

2
1

happening in the district.

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Strongly Agree Agree Neither/Neutral Disagree Strongly Disagree

Chain of Communication

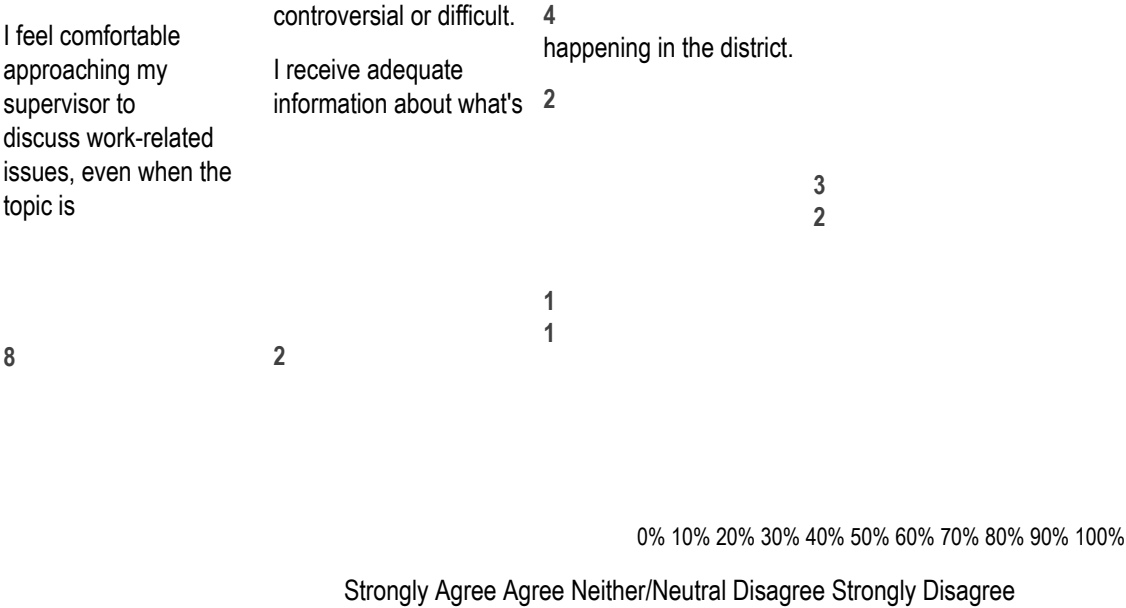
(Distinct Counts - Central Office)

My supervisor listens to
me and follows up on
issues

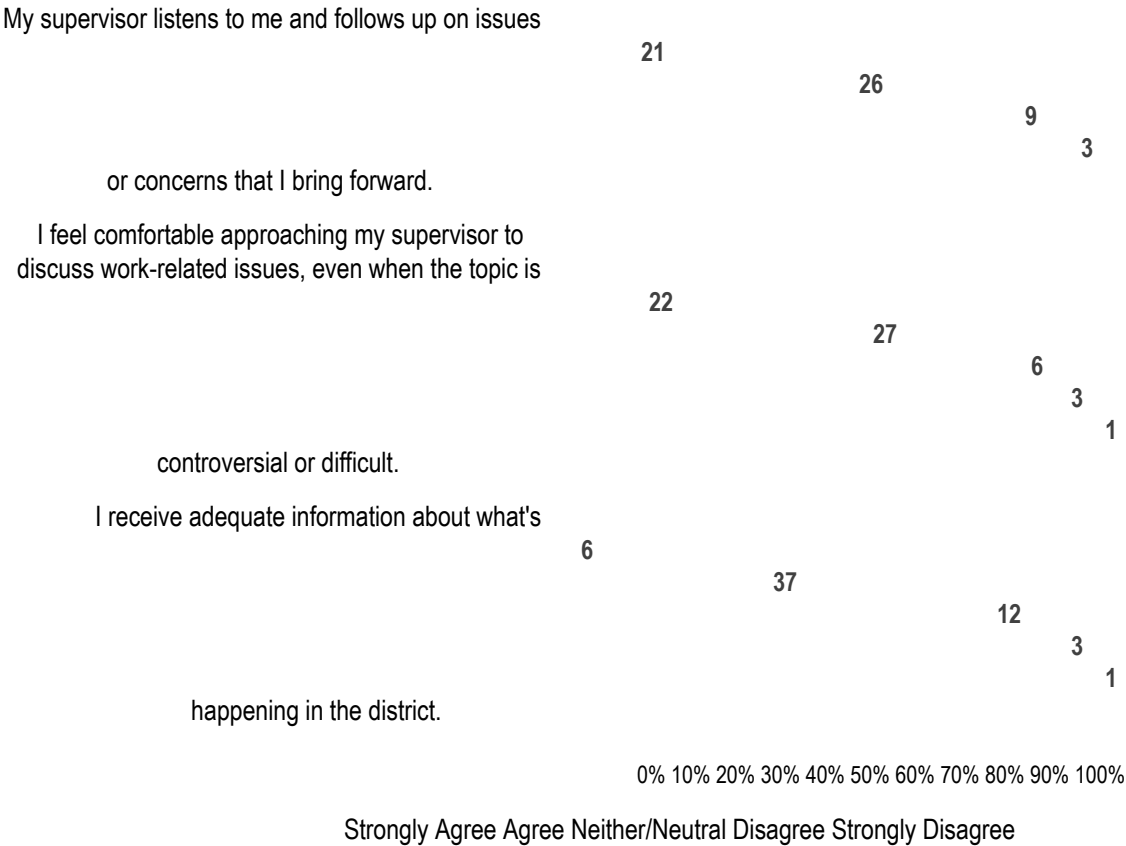
7

forward.

or concerns that I bring



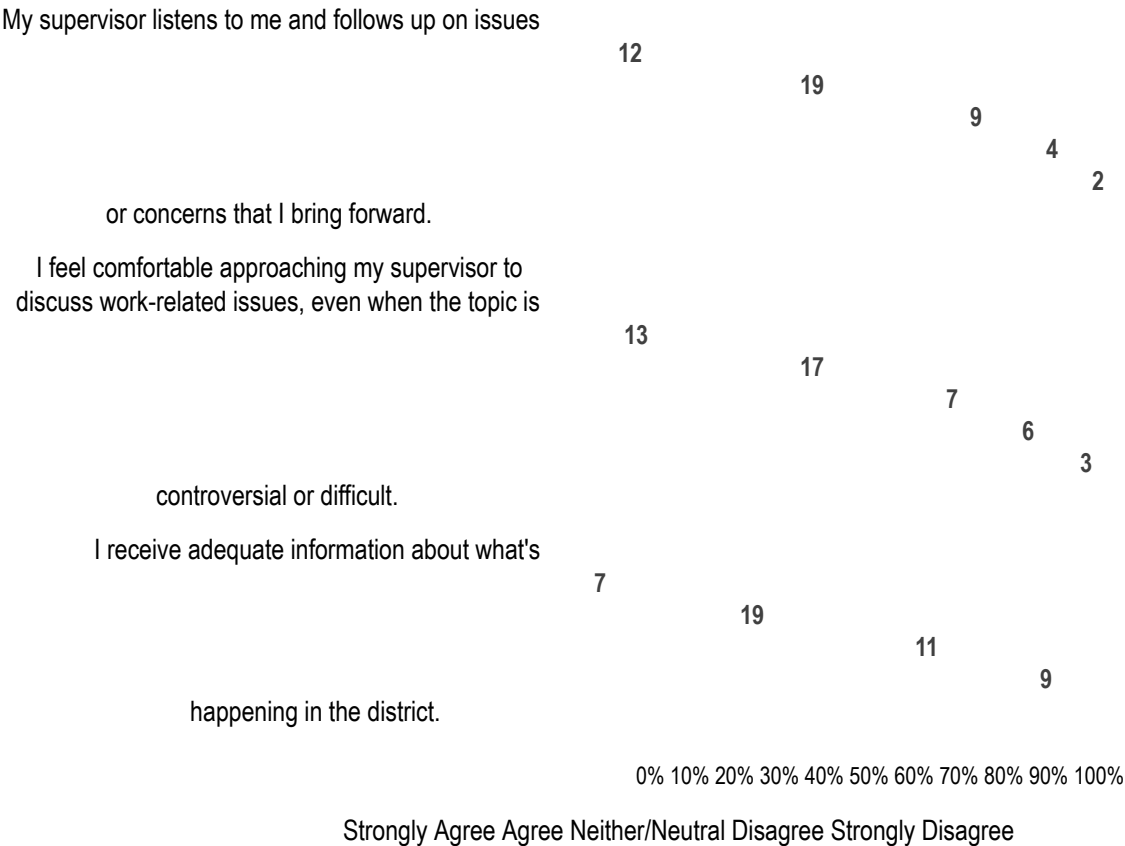
Chain of Communication
(Distinct Counts - Gannett Peak ES)



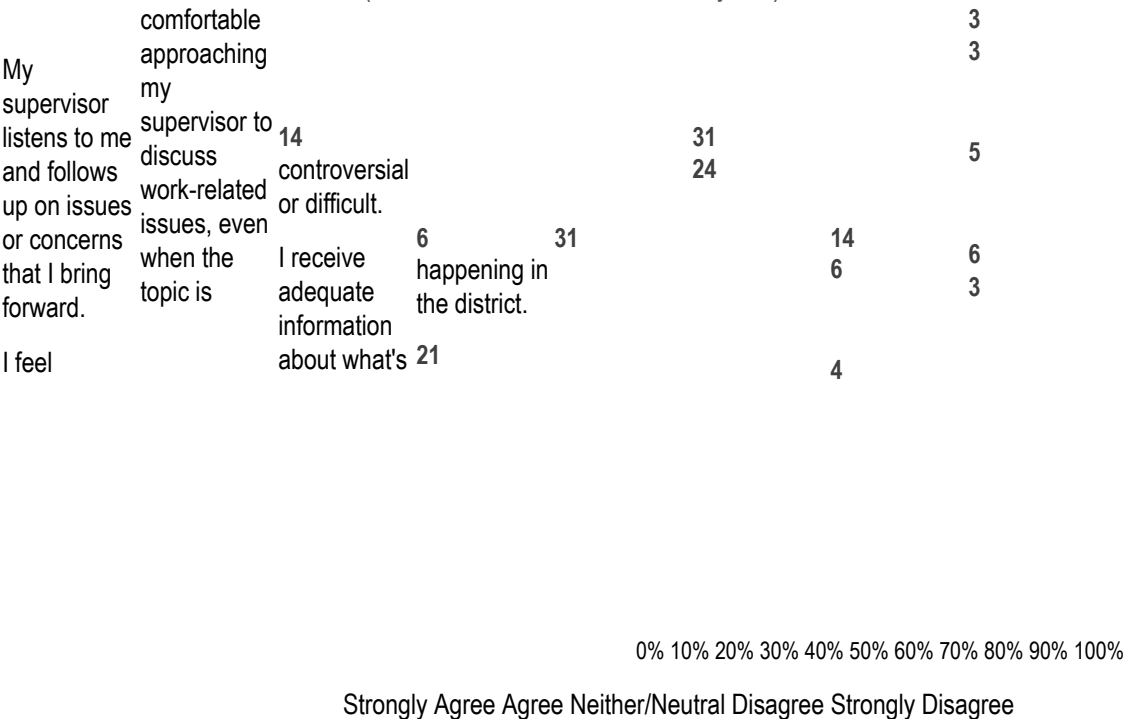
26



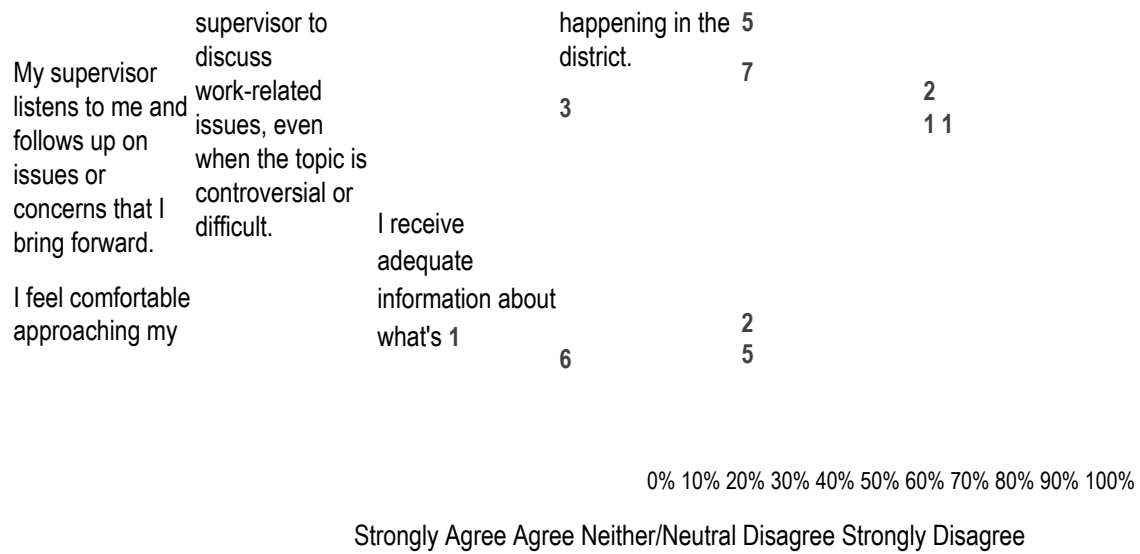
Chain of Communication
(Distinct Counts - Lander MS)



Chain of Communication
(Distinct Counts - Lander Valley HS)



Chain of Communication
(Distinct Counts - Pathfinder HS/Other)

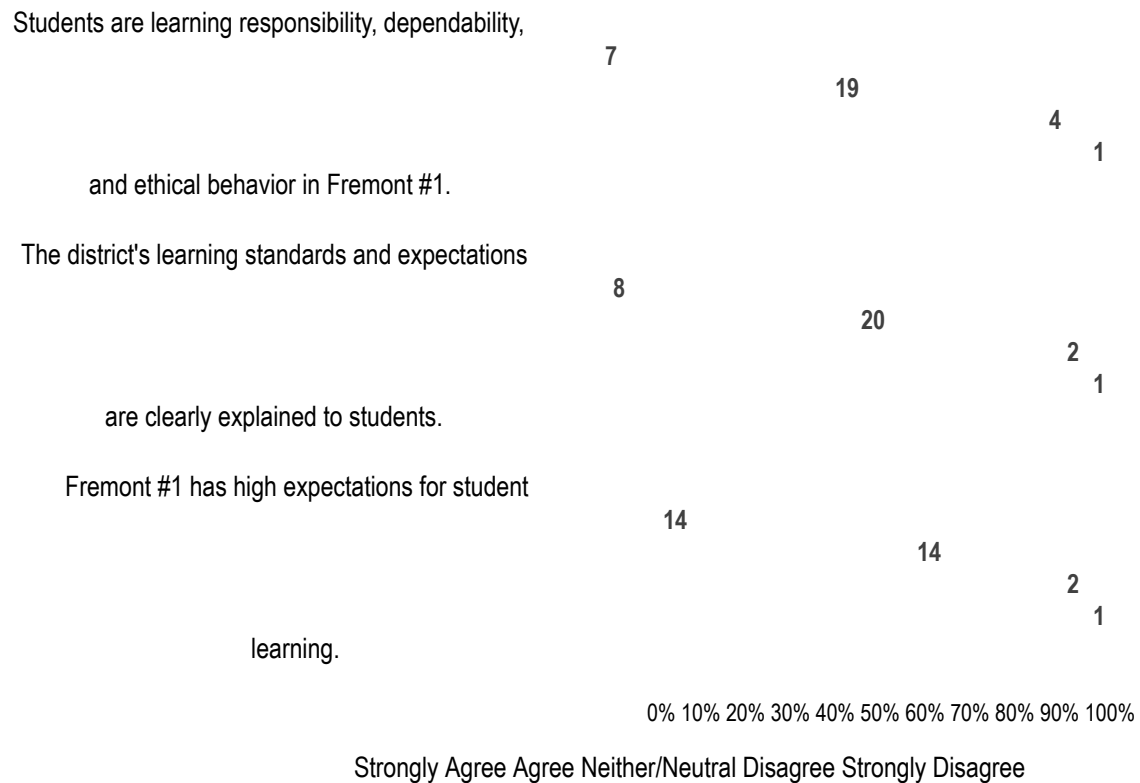


27



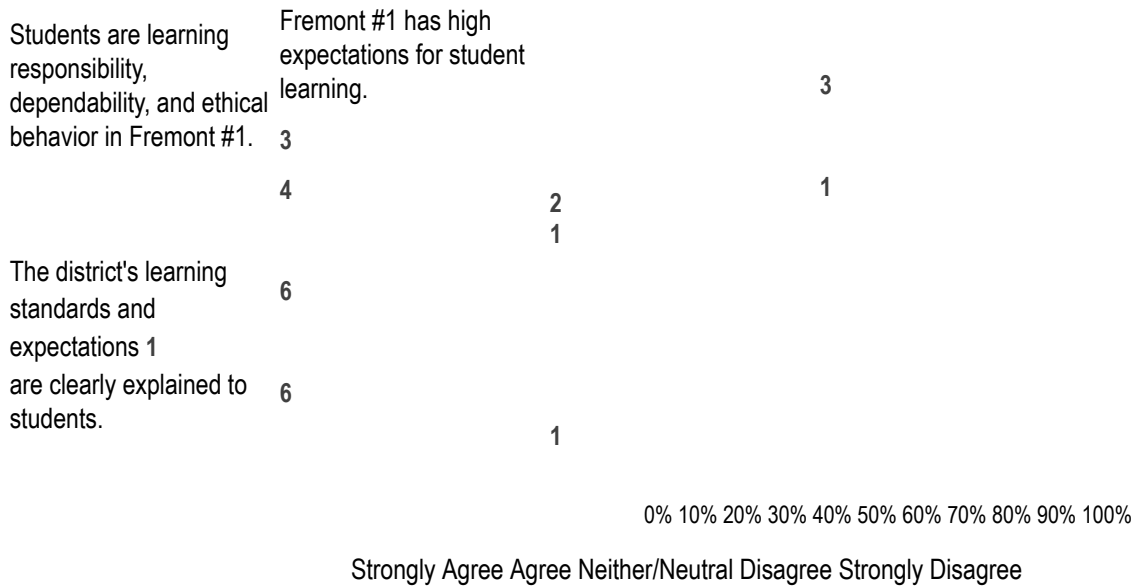
Support for Learning

(Distinct Counts - Baldwin Creek ES)

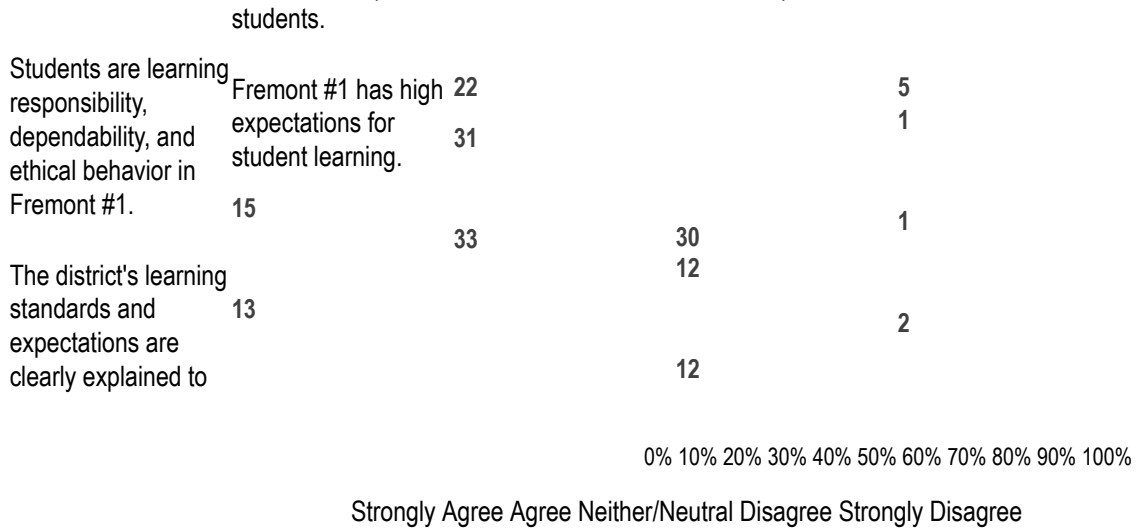


Support for Learning

(Distinct Counts - Central Office)



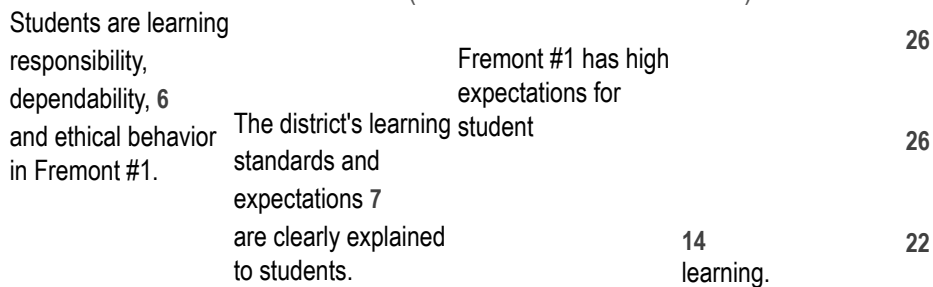
Support for Learning (Distinct Counts - Gannett Peak ES)



28



Support for Learning (Distinct Counts - Lander MS)



9

2

8

1

3

2

11

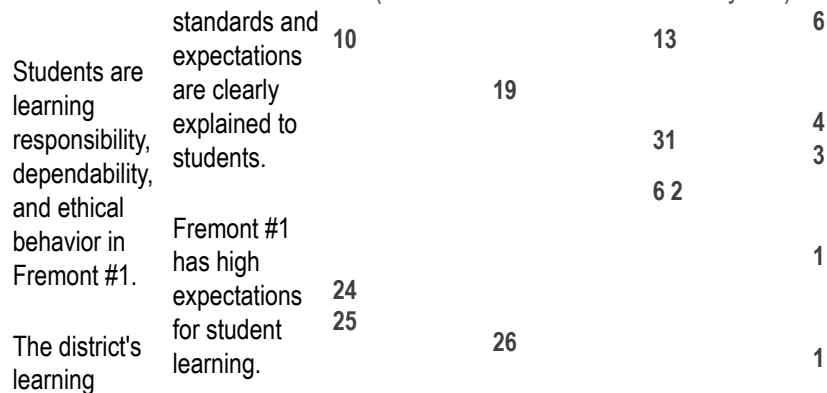
1

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Strongly Agree Agree Neither/Neutral Disagree Strongly Disagree

Support for Learning

(Distinct Counts - Lander Valley HS)



0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Strongly Agree Agree Neither/Neutral Disagree Strongly Disagree

Support for Learning

(Distinct Counts - Pathfinder HS/Other)

Students are learning responsibility, dependability, and ethical behavior in Fremont #1.

4 6

The district's learning standards and expectations are clearly explained to students.

8 1

10

Fremont #1 has high expectations for student

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Strongly Agree Agree Neither/Neutral Disagree Strongly Disagree



Overall Satisfaction

(Distinct Counts - Baldwin Creek ES)

I plan to continue working at Fremont County School District #1 for the foreseeable future.	benefits--to be competitive in comparison with...	12	5
	I believe my work has a positive impact on students' lives.	19	2
	I feel like a valued member of the Fremont #1 4 community.	14	1
I consider my compensation--including salary and 4		10	1
		5	1
		5	
		20	
			1

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Strongly Agree Agree Neither/Neutral Disagree Strongly Disagree

Overall Satisfaction

(Distinct Counts - Central Office)

I plan to continue working at Fremont County School District #1 for the foreseeable future.	with...	1
	I believe my work has a positive impact on students'	3
		5
I consider my compensation--including salary and 4		3
		1
	4	
	lives.	6
	I feel like a valued member of the Fremont #1	1
5		
2		
benefits--to be competitive in comparison		2
		1

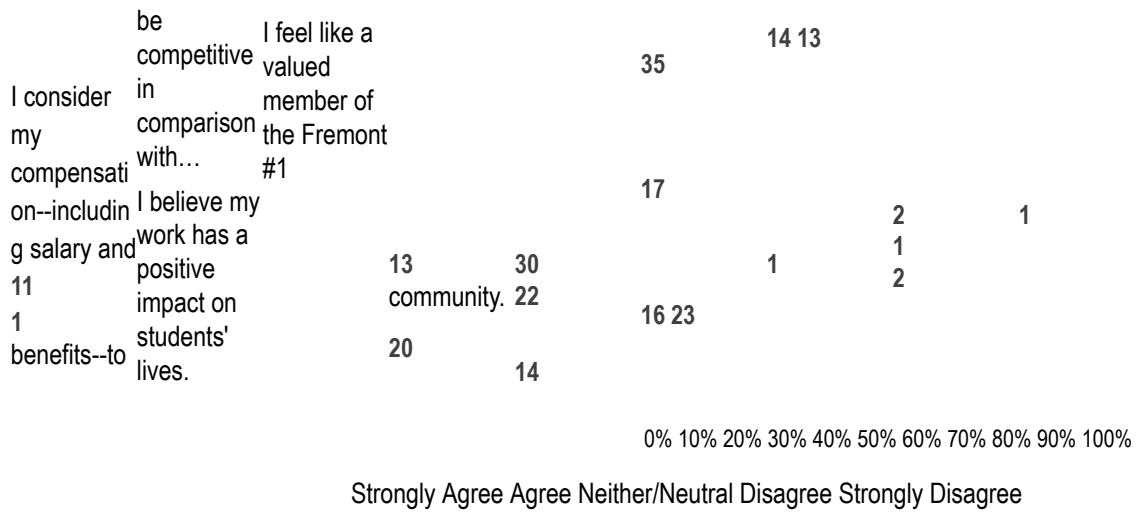
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Strongly Agree Agree Neither/Neutral Disagree Strongly Disagree

Overall Satisfaction

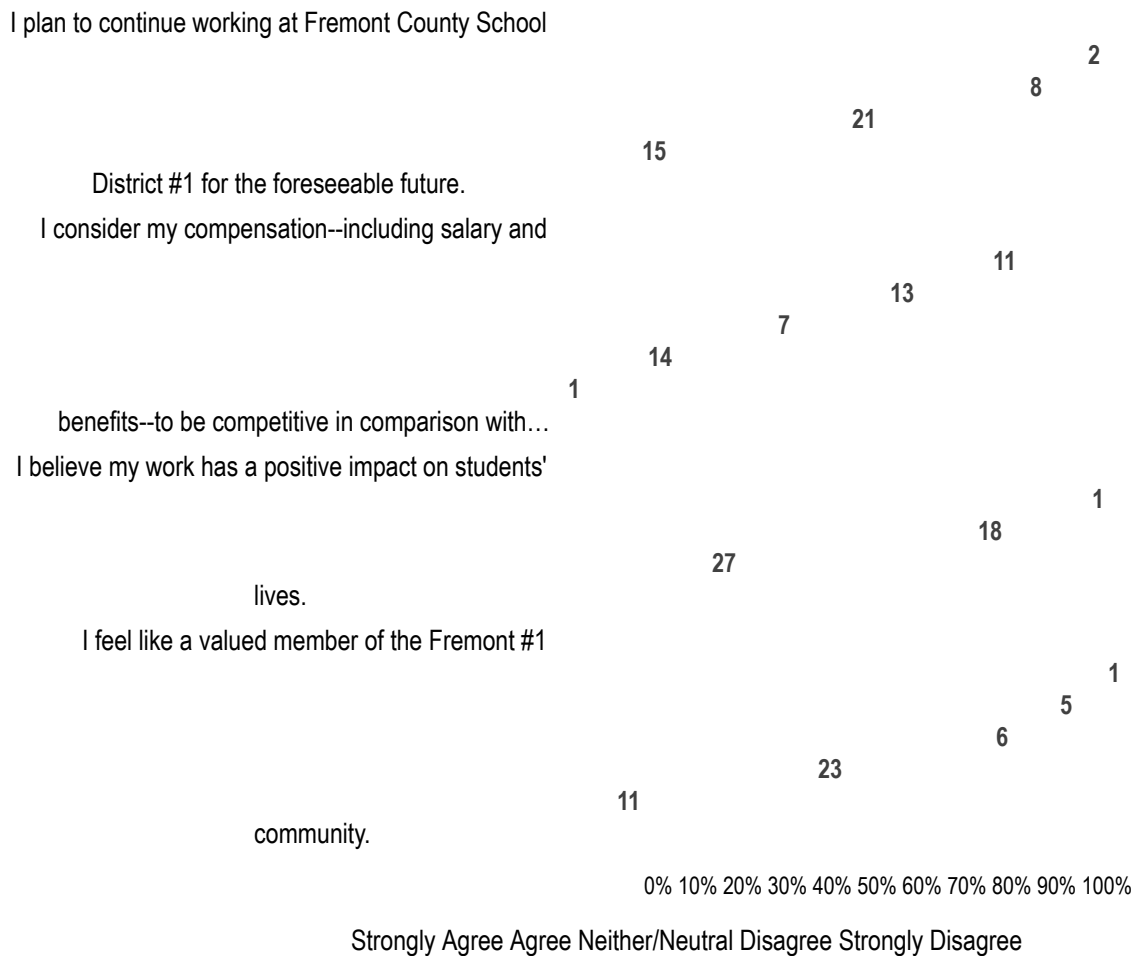
(Distinct Counts - Gannett Peak ES)

I plan to continue working at Fremont County School District #1 for the foreseeable future.



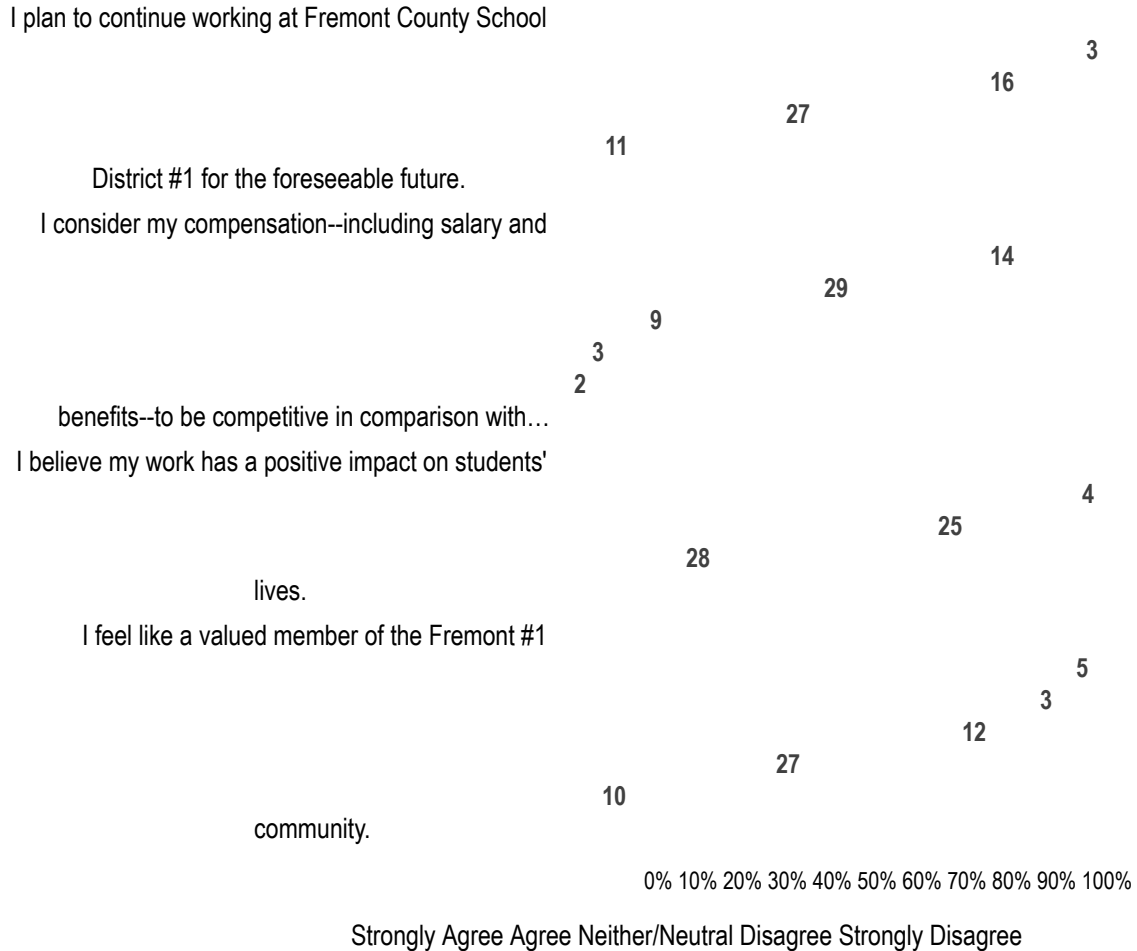
Overall Satisfaction

(Distinct Counts - Lander MS)



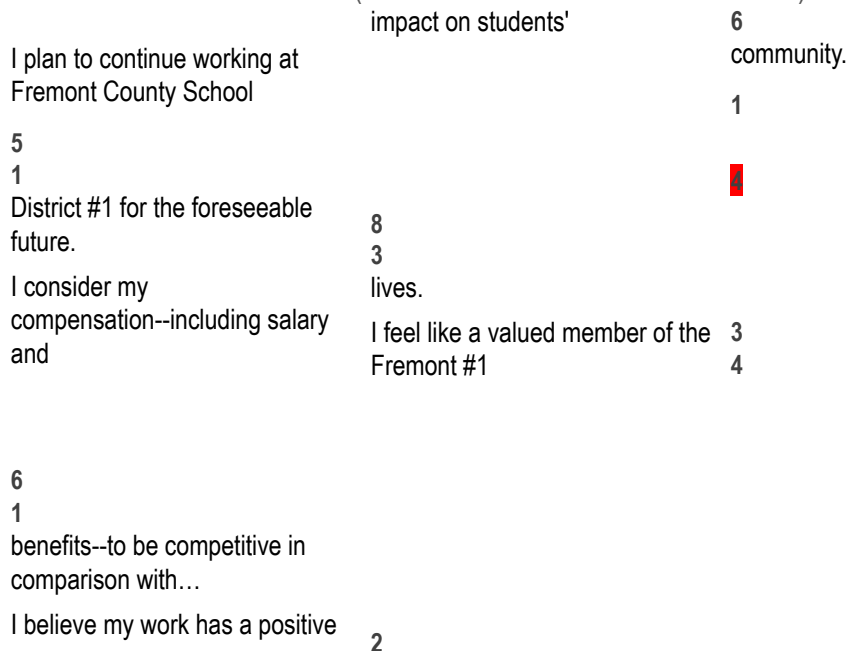
Overall Satisfaction

(Distinct Counts - Lander Valley HS)



Overall Satisfaction

(Distinct Counts - Pathfinder HS/Other)



0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Strongly Agree Agree Neither/Neutral Disagree Strongly Disagree