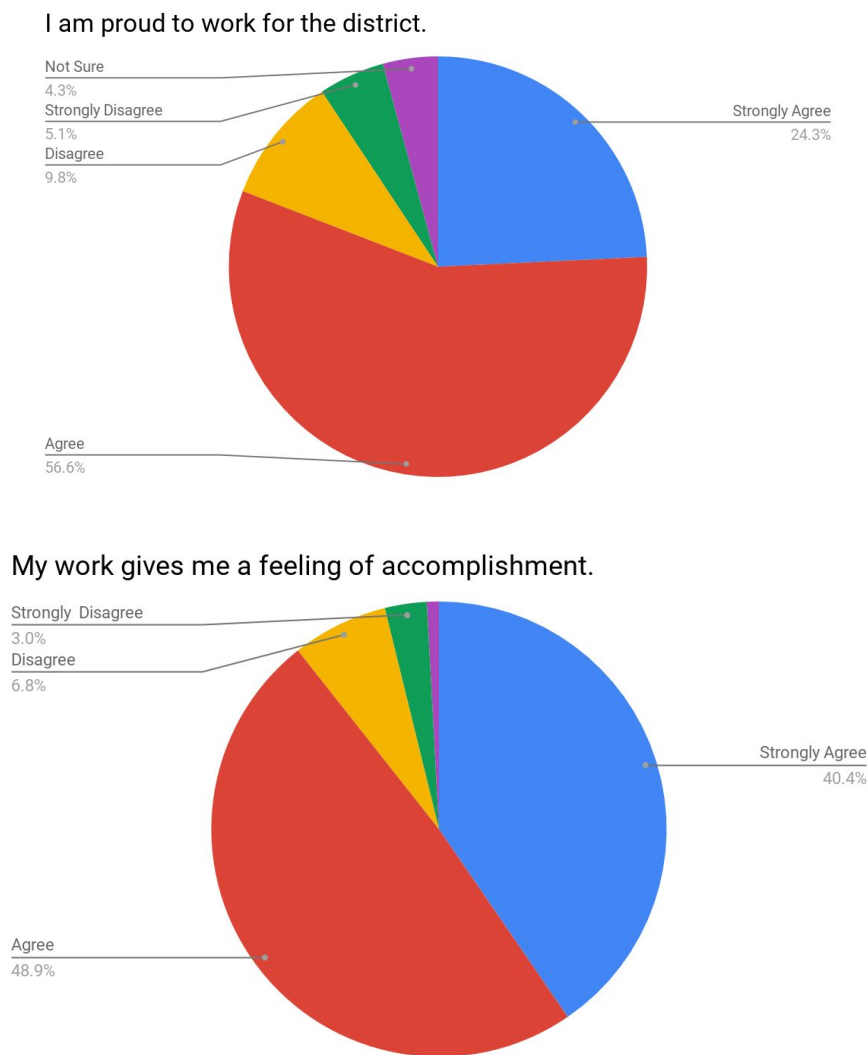# Superintendent Search Staff Survey Analysis
As Presented to the Asheville City Board of Education on September 9, 2019
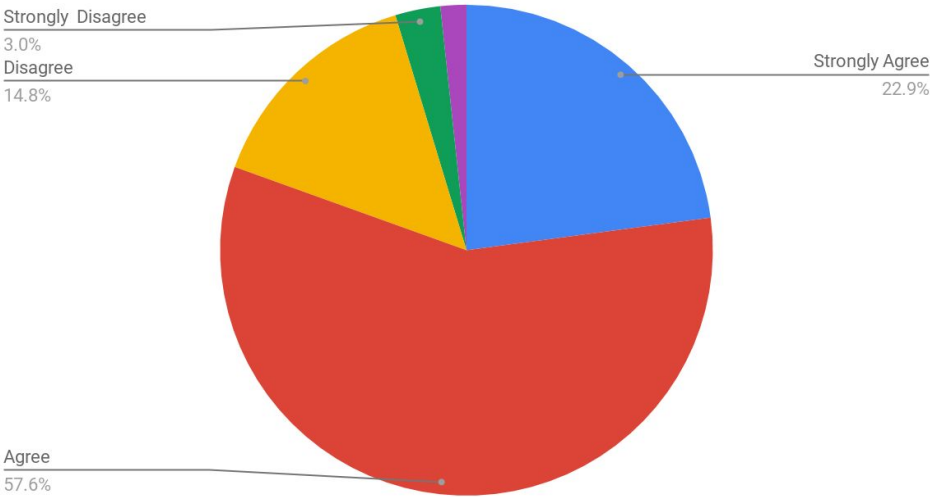
Section 1) General Impressions:

Similar to the Asheville City School Board of Education's Community Survey, we asked staff members to provide input on their general impressions. In addition to answering custom versions of the same questions answered by our community, the staff survey included additional impressions, as our employees have a deeper understanding of the district's inner-workings. Their findings can be found below:
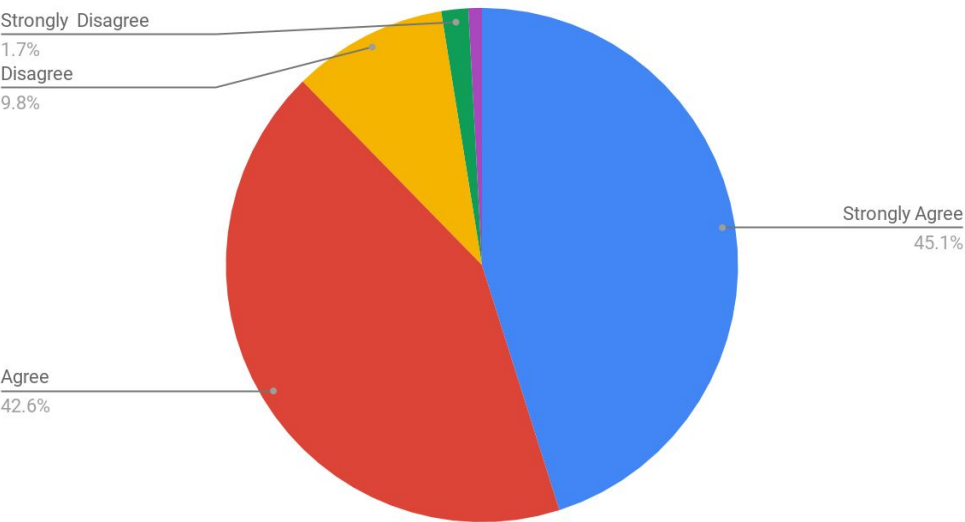
Culture: One thing that's certain is Cougar Pride is certainly making a comeback! When polled as to whether they are proud to work for Asheville City Schools, nearly 81% of surveyed staff members strongly agree or agree, while 80.5% of survey takers strongly agree or agree that their job is satisfying. Additionally, 87.7% of polled staff members say they are motivated to do more than what is expected of them.

I am proud to work for the district.

Not Sure 4.3%
Strongly Disagree 5.1%
Disagree 9.8%
Strongly Agree 24.3%
Agree 56.6%

My work gives me a feeling of accomplishment.

Strongly Disagree 3.0%
Disagree 6.8%
Strongly Agree 40.4%
Agree 48.9%

More often than not, my job is satisfying.

Strongly Disagree
3.0%

Disagree
14.8%

Strongly Agree
22.9%

Agree
57.6%

I am motivated to do more than what is expected of me.

Strongly Disagree
1.7%

Disagree
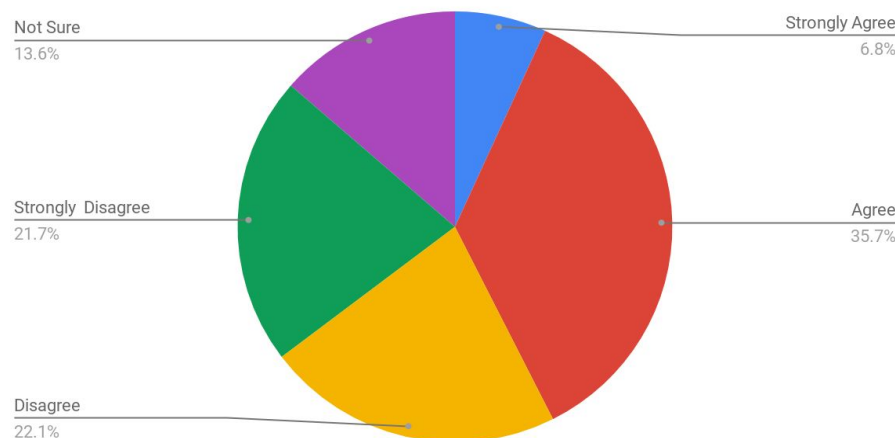9.8%

Strongly Agree
45.1%

Agree
42.6%

Resources: Another note of interest is available resources. Despite the fact that Asheville City Schools is one of the most well-funded districts in the state of North Carolina, only 68.1% of ACS educators believe they have been provided with the resources necessary to do their job well. This is valuable information for not only the Board of Education but district staff as we begin the 2019-2020 school year. Additionally, it should be noted that 43.8% of polled staff members do not believe central office administrators support them in doing their best work. We appreciate our staff members' candor and are dedicated to shrinking this number. We believe our transparency throughout our Superintendent Search is a step in the right direction, for we want our next longterm leader to know that our most important stakeholders are our students and staff. Keeping them informed is vital to decreasing this much too high number.

More often than not, I have been provided with the resources needed to do my job well.

Not Sure
3.0%
Strongly Disagree
8.5%

Disagree
20.4%

Strongly Agree
11.5%

Agree
56.6%
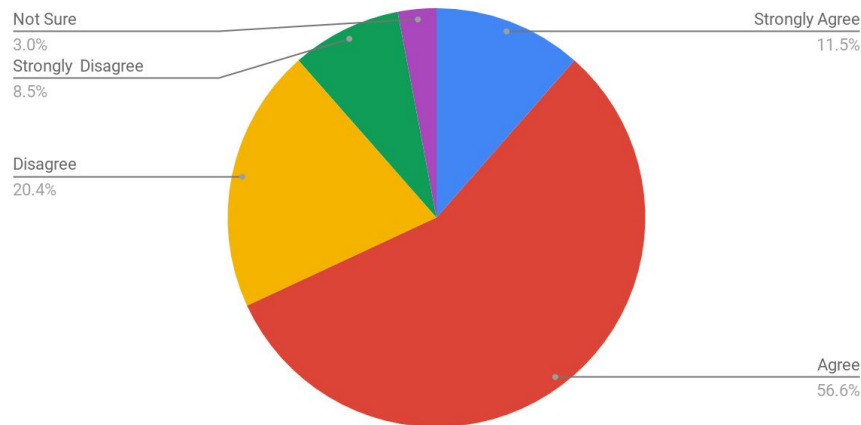
Administrators working in the central office support me doing my best work.

Not Sure
13.6%

Strongly Disagree
21.7%

Disagree
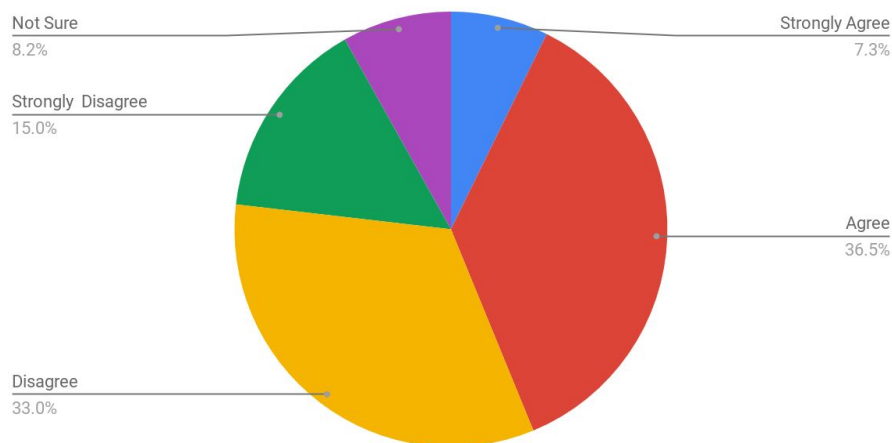22.1%

Strongly Agree
6.8%

Agree
35.7%

<u>Support:</u> Similar to the results of our Superintendent Search Community Survey, it's important to note that nearly 70% of staff members believe community support is strong. We have a robust Volunteer Program comprised of hundreds of individuals, which only aides in our educators' ability to offer differentiated instruction for each student. However, according to our staff, the support our students receive in their classrooms, schools and from the district ranks much lower. Additionally, over 40% of our staff members say they do not know who to go to should a problem arise.

Community support for my district is strong.

Not Sure
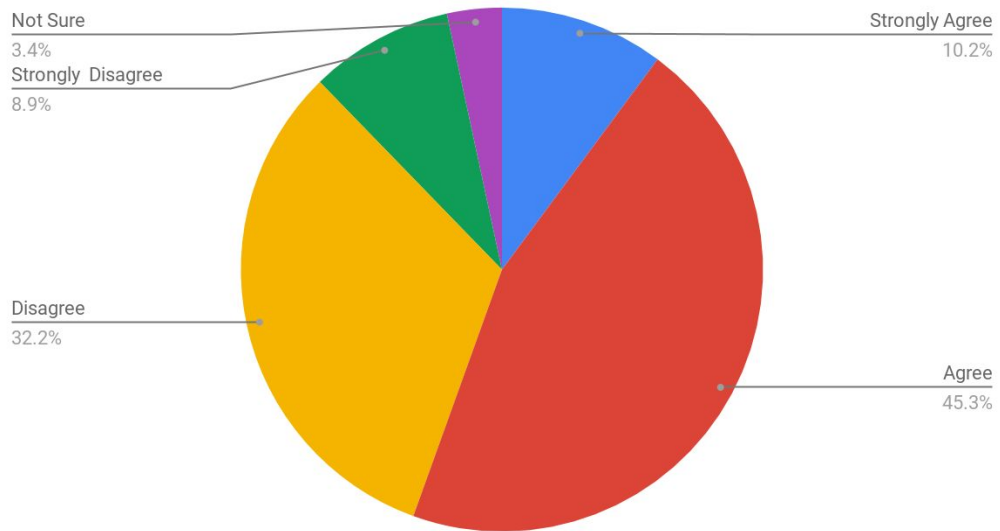8.5%
Strongly Disagree
3.8%
Disagree
18.3%
Strongly Agree
22.6%
Agree
46.8%
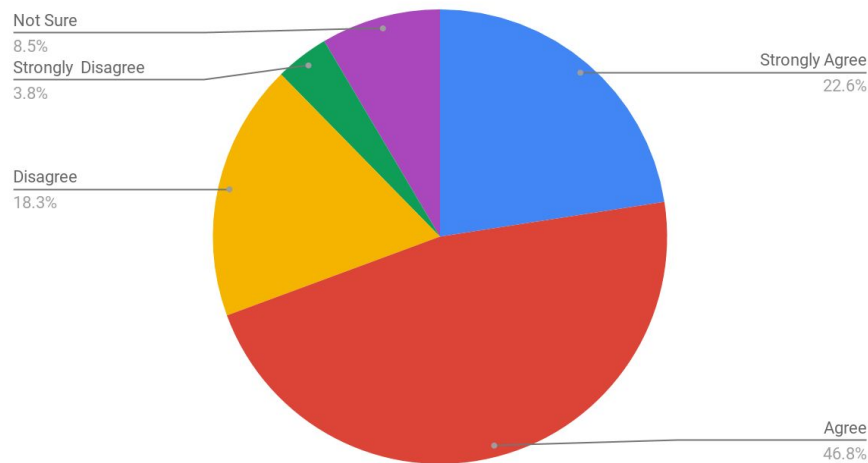
In my classroom or in my school, students are getting the support they need.

Not Sure
8.2%
Strongly Disagree
15.0%
Disagree
33.0%
Strongly Agree
7.3%
Agree
36.5%

Throughout our district, students are getting the support they need.

Strongly Agree — 1.7%
Agree — 25.5%
Disagree — 35.5%
Strongly Disagree — 18.6%
Not Sure — 18.6%
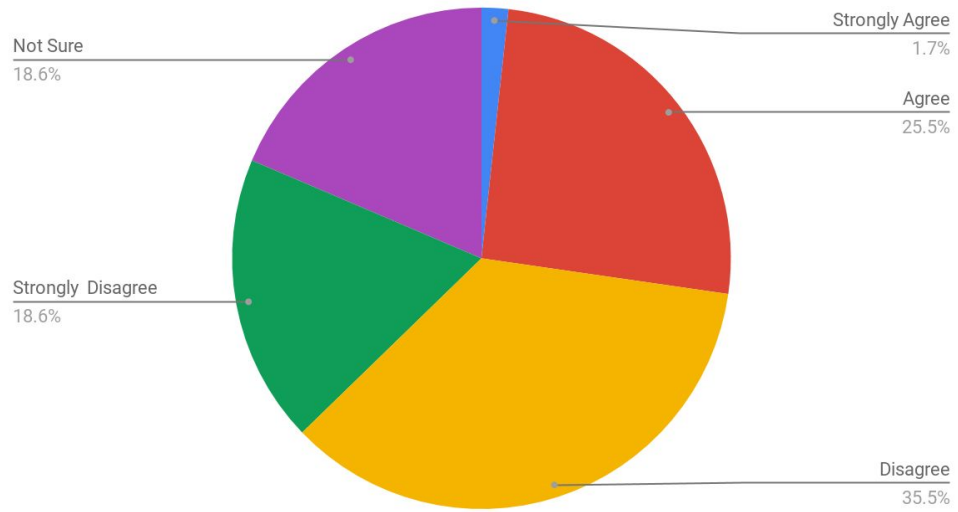
As a staff member, I always know who to ask for help.

Strongly Agree — 10.2%
Agree — 45.3%
Disagree — 32.2%
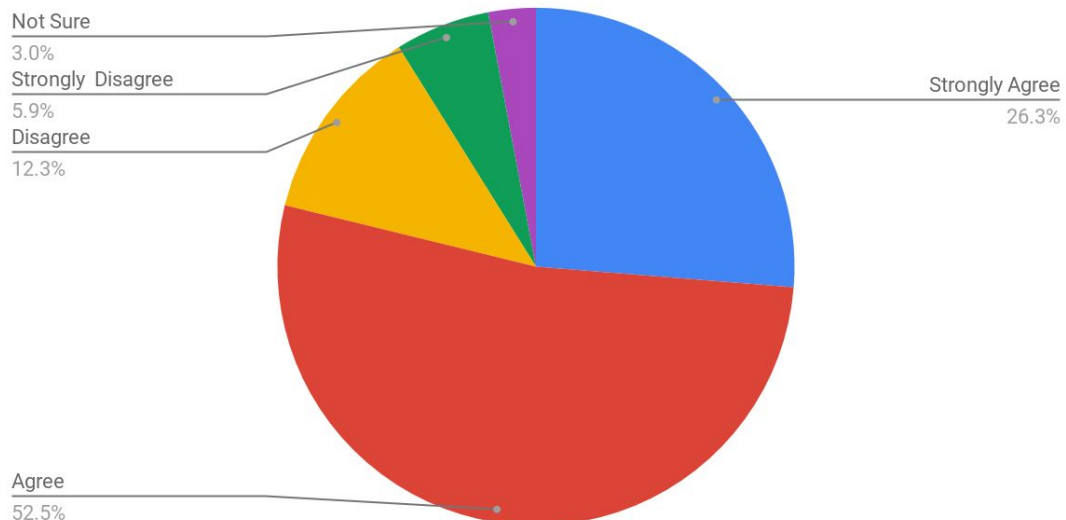Strongly Disagree — 8.9%
Not Sure — 3.4%

<u>New Ideas</u>: In regards to new ideas, at 50.4%, just over half of ACS staff members believe the district is open to new ideas; however, 78.8% believe their school or department is poised to welcome new ideas if it could best serve our students.

As a district, we are open to new ideas for how to serve our students.

Not Sure
10.3%

Strongly Agree
6.8%

Strongly Disagree
12.8%

Agree
43.6%

Disagree
26.5%
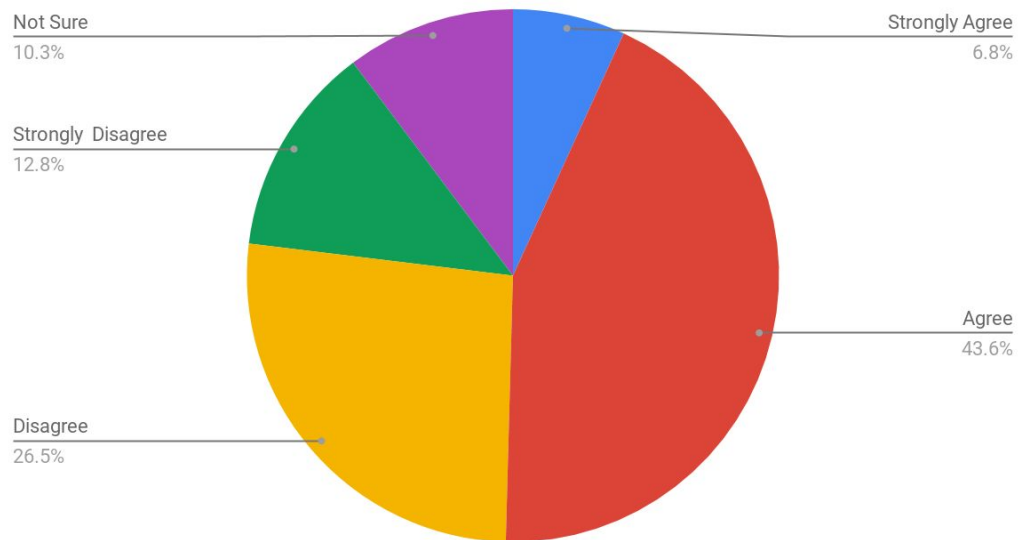
In my school or department, we are open to new ideas for how to better serve our students.

Not Sure
3.0%

Strongly Disagree
5.9%

Disagree
12.3%
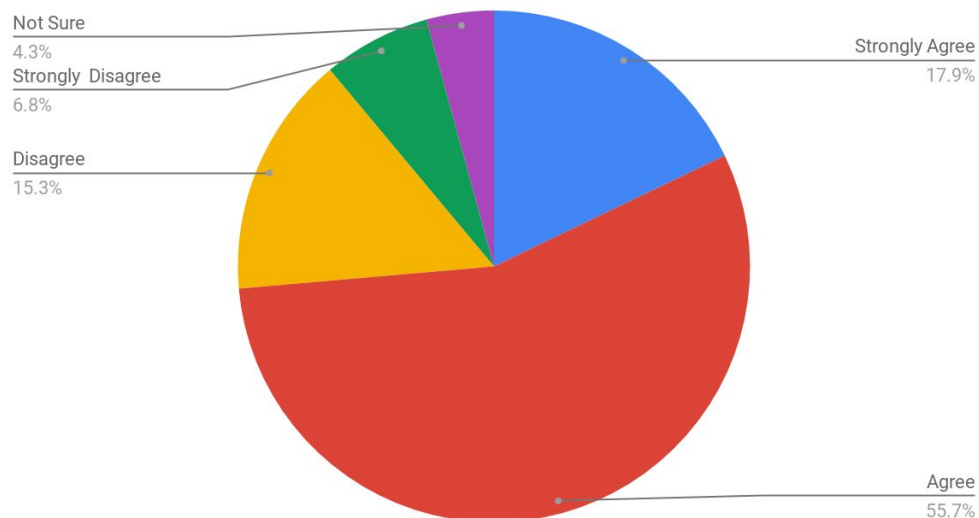
Strongly Agree
26.3%

Agree
52.5%

Work Environment: Although this is certainly not a teacher working conditions survey, we did poll our staff members on their physical work environment. We've just completed a three-year, $25 million renovation of the Asheville High School/SILSA campus as well as installed a new HVAC system at Ira B. Jones Elementary School. Furthermore, our hardworking custodians and Maintenance Department diligently strives to provide a clean, safe environment for each student, staff member, visitor and volunteer who interacts with our campus. The staff survey results mirror their efforts, as 79.2% of staff members believe their physical work environment is comfortable, and 73.6% say their school's physical condition is good.

My physical work environment is comfortable.


Not Sure
1.7%
Strongly Disagree
5.5%
Disagree
13.6%
Strongly Agree
25.0%
Agree
54.2%
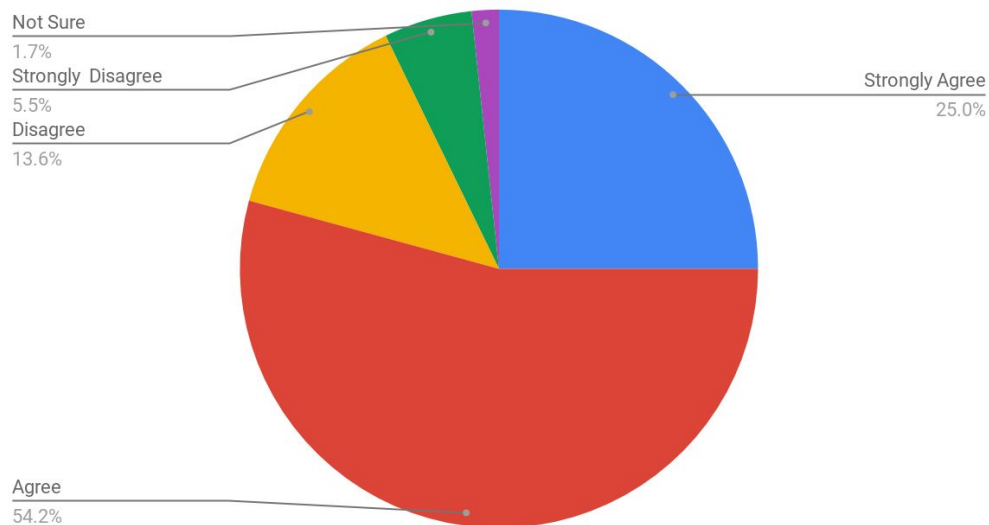
The physical condition of our schools is good.

Not Sure
4.3%
Strongly Disagree
6.8%
Disagree
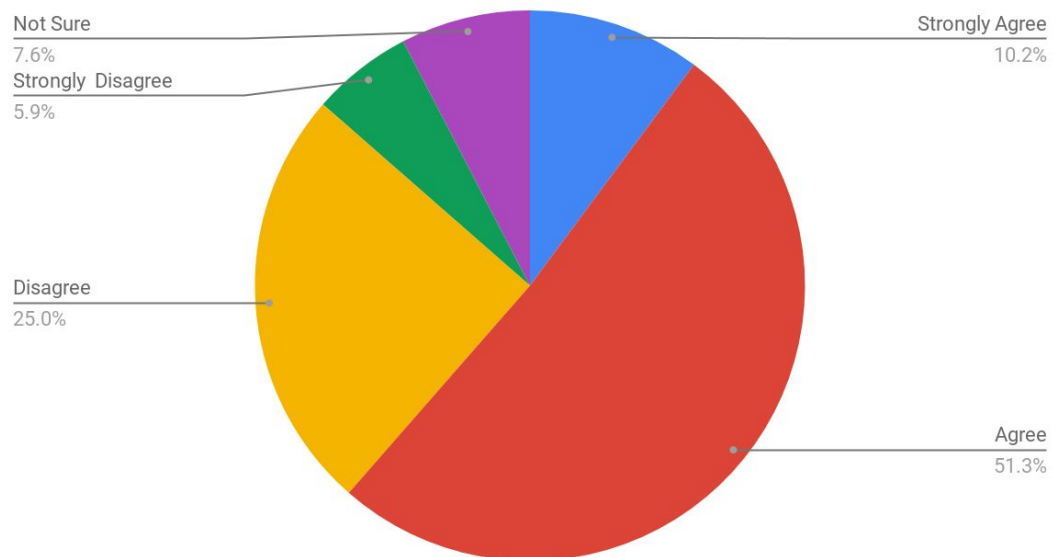15.3%
Strongly Agree
17.9%
Agree
55.7%

Perspective: The Asheville City Board of Education asked these questions to determine current staff perspectives. The district is comprised of about 4400 students and 750 staff members who carry out accomplishments through academia, the arts and athletics each day. These results mean we need to do a better job of ensuring our staff are better informed about what's occurring across our campuses.

What I hear about our schools from students is mostly positive.

Not Sure 8.9%
Strongly Disagree 7.2%
Disagree 21.7%
Strongly Agree 10.6%
Agree 51.5%
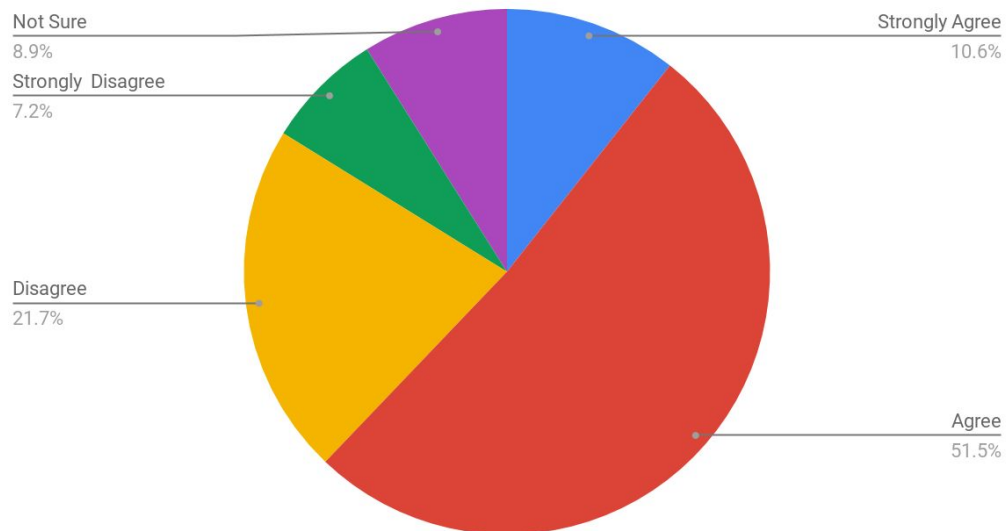
What I hear about our schools from our parents is mostly positive.

Not Sure 7.6%
Strongly Disagree 5.9%
Disagree 25.0%
Strongly Agree 10.2%
Agree 51.3%

What I hear about our schools from my co-workers is mostly positive.

Not Sure
3.8%

Strongly Agree
6.0%

Strongly Disagree
15.3%

Agree
37.4%

Disagree
37.4%
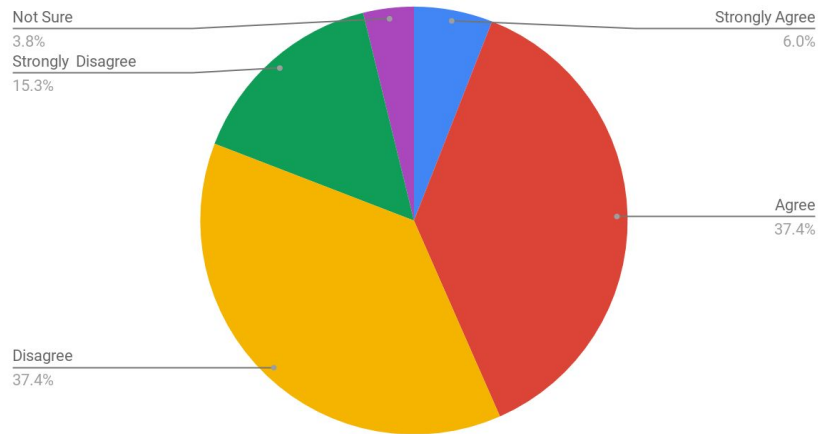
What I hear about our schools from the general public is mostly positive.

Not Sure
10.6%

Strongly Agree
5.5%

Strongly Disagree
14.0%

Agree
37.4%

Disagree
32.3%
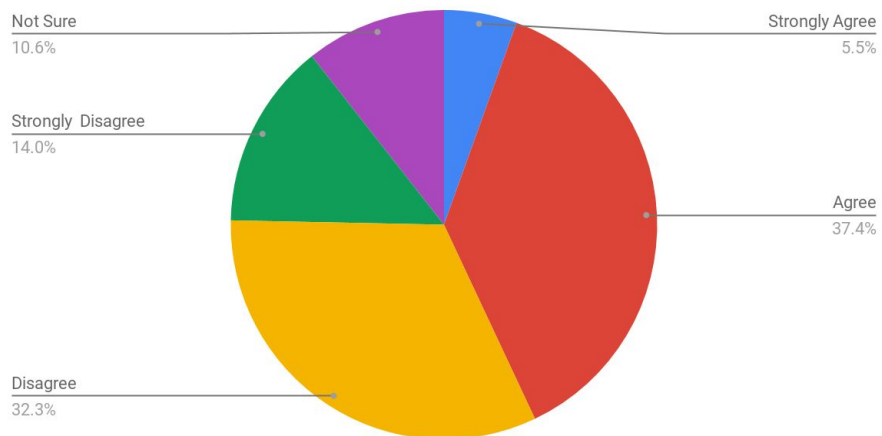
What I hear about our schools from the media is mostly positive.

Not Sure
11.5%

Strongly Agree
4.7%

Strongly Disagree
16.6%

Agree
35.7%

Disagree
31.5%
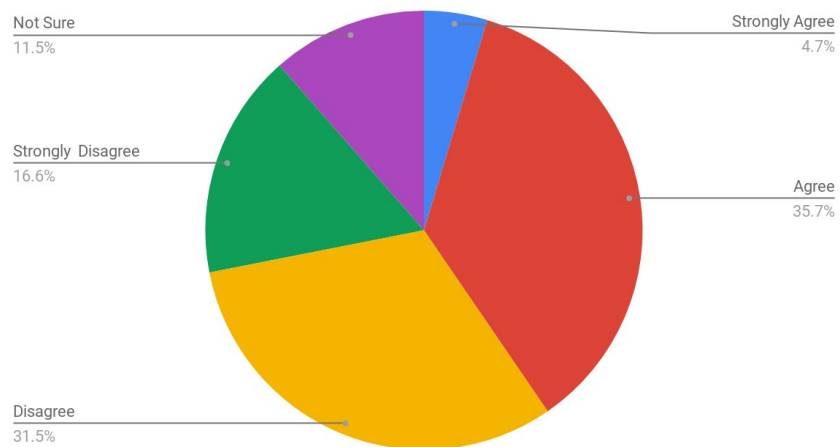
Section 2) Superintendent Skill Set:

The Superintendent Search Staff Survey too asked stakeholders about skill sets they would like our district's next leader to hold. Based on their feedback, the skills most important to our staff members are experiences with: Support Services, Interpersonal Skills and Leadership.

How important is each of these skill sets to you?
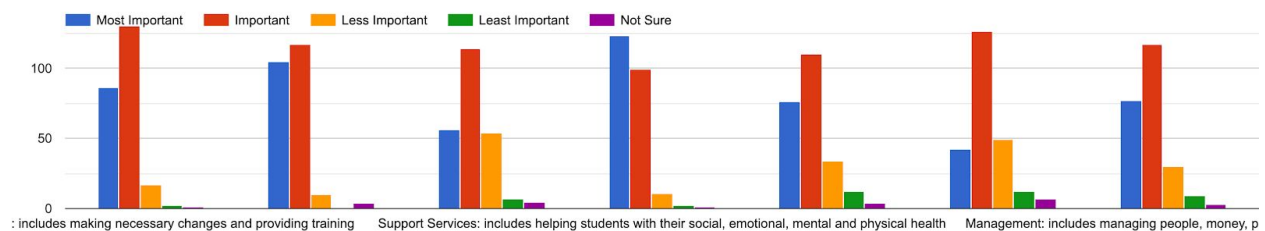
Breaking this down further, results yielded:
- **(Listed 1st, Ranked 3rd) Leadership: includes making necessary changes and providing training**
    - Most Important - **86**
    - Important - **130**
    - Less Important - **17**
    - Least Important - **2**
    - Not Sure - **1**

- **(Listed 2nd, Ranked 2nd) Interpersonal Skills: includes being sensitive to the needs of others**
    - Most Important - **105**
    - Important - **117**
    - Less Important - **10**
    - Least Important - **0**
    - Not Sure - **4**

- **(Listed 3rd, Ranked 6th) Curriculum: includes what we teach and how we teach it**
    - Most Important - **56**
    - Important - **114**
    - Less Important - **54**
    - Least Important - **7**
    - Not Sure - **5**

- **(Listed 4th, Ranked 1st) Support Services: includes helping students with their social, emotional, mental and physical health**
    - Most Important - **123**
    - Important - **99**
    - Less Important - **11**
    - Least Important - **2**
    - Not Sure - **1**

- **(Listed 5th, Ranked 5th) Public Relations: includes building relationships and being an advocate**
    - Most Important - **76**
    - Important - **110**
    - Less Important - **34**
    - Least Important - **12**
    - Not Sure - **4**

- **(Listed 6th, Ranked 7th)Introducing or embracing innovation: includes technology and equity**
    - Most Important - **42**
    - Important - **126**
    - Less Important - **49**
    - Least Important - **12**
    - Not Sure - **7**

- **(Listed 7th, Ranked 4th) Management: includes managing people, money, programs and facilities**
    - Most Important - **77**
    - Important - **117**
    - Less Important - **30**
    - Least Important - **9**
    - Not Sure - **3**

As a reminder, when our community's feedback was presented, they too ranked these same skill sets. A side by side comparison yields:

	Staff	Community
1st	Support Services	Support Services
2nd	Interpersonal Skills	Leadership
3rd	Leadership	Interpersonal Skills
4th	Management	Curriculum
5th	Public Relations	Management
6th	Curriculum	Introducing or embracing innovation
7th	Introducing or embracing innovation	Public Relations

Section 3) Turnover, Vision, Goals and Objectives:

For the third section of their survey, the Asheville City Board of Education asked our staff members to determine how superintent turnover has impacted their job performance and ability to serve students. These questions were not included in the Superintendent Search Community Survey. Based on these results, our staff belief the district's next superintendent should ideally serve for six or more years. Additionally, nearly 90% of staff members agree or strongly agree turnover in the superintendent position has delayed district progress, while 60.4% believe superintendent turnover has impacted their job satisfaction or performance.

Ideally, our next superintendent will serve for
235 responses

Legend:
- 1 - 2 years
- 3 - 5 years
- 6 or more years

65.5%
30.6%
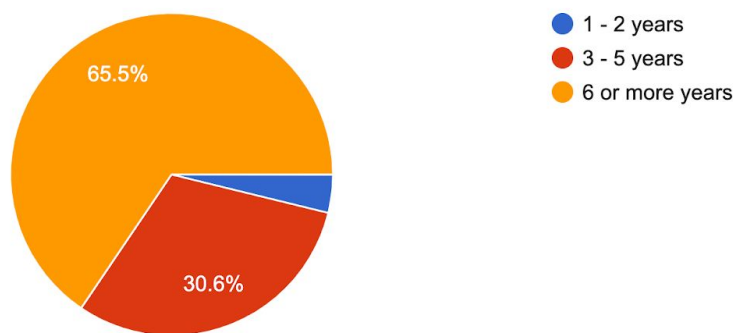
Turnover in the superintendent position has delayed progress on our goals.
235 responses

Legend:
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Not Sure

17.9%
7.7%
71.9%
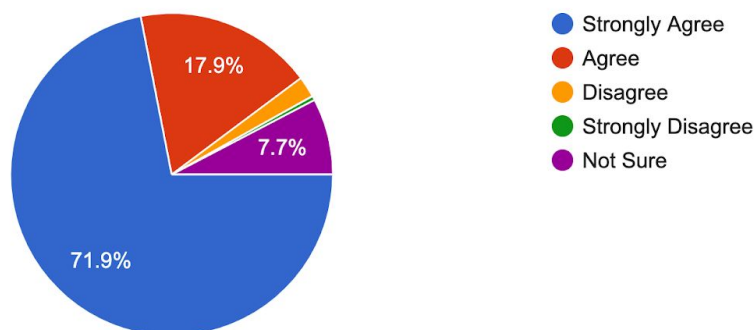
Turnover in the superintendent position has impacted my job satisfaction or performance.

235 responses

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Not Sure

19.1%
16.6%
28.1%
32.3%
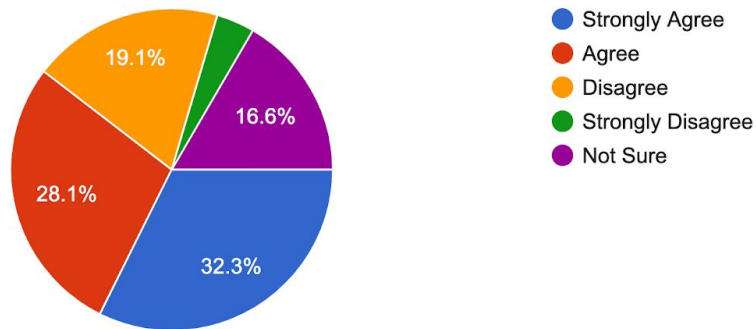
Our district's vision, goal and objectives have been clearly communicated to me.

234 responses

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Not Sure

29.5%
16.7%
9%
39.3%
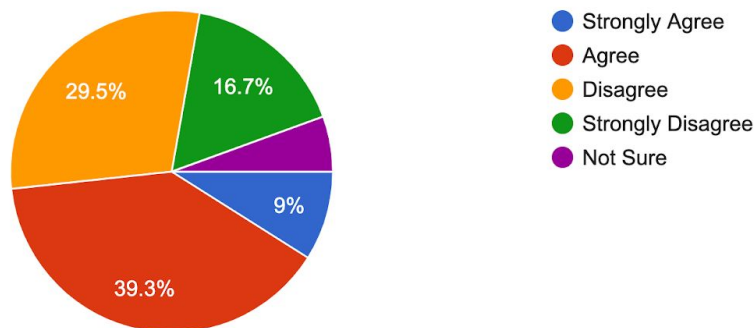
I see how the work I do each day contributes to our goals.

235 responses

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Not Sure

23%
11.5%
15.3%
42.6%
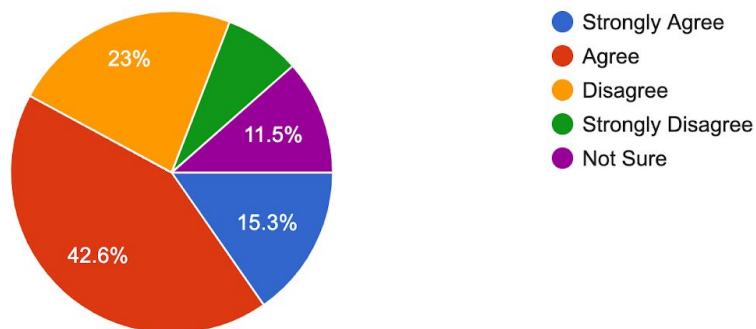
Section 4) Superintendent Characteristics:

For the fourth section of their survey, the Asheville City Board of Education asked our staff to determine which characteristics are most important for our next leader to possess. Based on these results, our next superintendent should be practical and goal-orien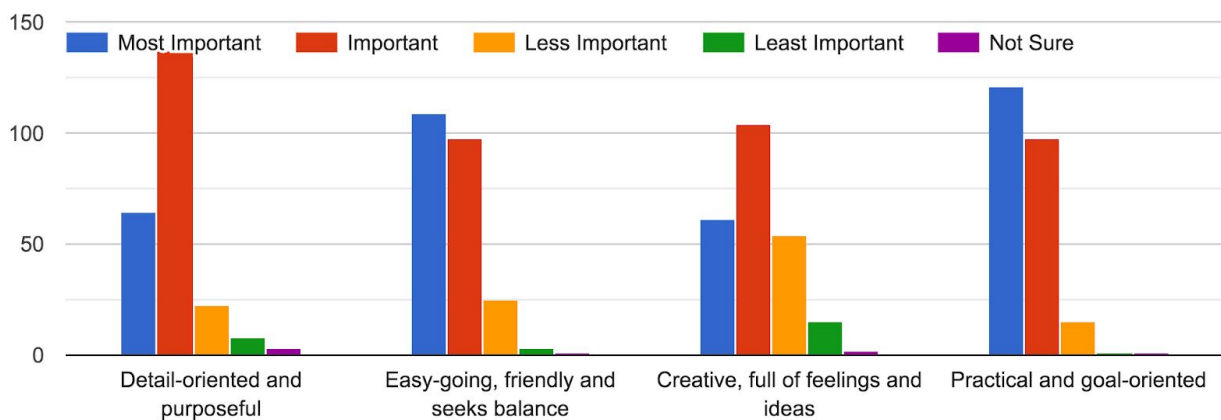ted. When polled, our community too ranked practical and goal-oriented as the most desired characteristic in our next superintendent.

How important is each of these characteristics to you?

Breaking this down further, results yielded:
- **(Listed 1st, Ranked 3rd) Detail-oriented and purposeful**
  - Most Important - 65
  - Important - 137
  - Less Important - 23
  - Least Important - 8
  - Not Sure - 3

- **(Listed 2nd, Ranked 2nd)Easy-going, friendly and seeks balance**
  - Most Important - 109
  - Important - 98
  - Less Important - 25
  - Least Important - 3
  - Not Sure - 1

- **(Listed 3rd, Ranked 4th) Creative, full of feeling and ideas**
  - Most Important - 61
  - Important - 104
  - Less Important - 54
  - Least Important - 15
  - Not Sure - 2

- **(Listed Fourth, Ranked 1st) Practical and goal-oriented**
  - Most Important - 121
  - Important - 98
  - Less Important - 15
  - Least Important - 1
  - Not Sure - 1

As a reminder, when our community's feedback was presented, they ranked these same characteristics. A side by side comparison yields:

	Staff	**Community**
1st	Practical and goal-oriented	Practical and goal-oriented
2nd	Easy-going, friendly and seeks balance	Detail-oriented and purposeful
3rd	Detail-oriented and purposeful	Easy-going, friendly and seeks balance
4th	Creative, full of feeling and ideas	Creative, full of feeling and ideas

Section 5) Superintendent Qualifications:

During the Superintendent Qualifications portion of the Staff Survey, the Asheville City Board of Education named 15 qualifications and asked participants their thoughts. Of the 15, *has worked with students in a school setting* (130) ranked highest, followed by *has served children and adults experiencing poverty* (123), *has lived or worked in Asheville* (90) and *is committed to learning Asheville's history* (88).
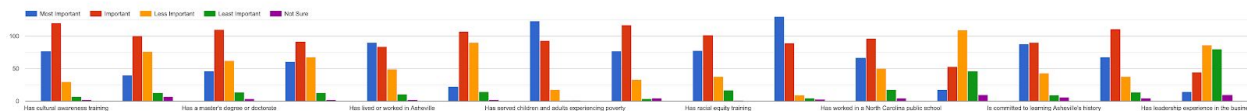
Breaking this down further, results yielded:
- **(Listed 1st, Ranked tied for 6th)Has cultural awareness training**
  - Most Important - 77
  - Important - 120
  - Less Important - 30
  - Least Important - 7
  - Not Sure - 2

- **(Listed 2nd, Ranked 12th)Has implemented major change**
  - Most Important - 40
  - Important - 100
  - Less Important - 76
  - Least Important - 13
  - Not Sure - 7

- **(Listed 3rd, Ranked 11th)Has a master's degree or doctorate**
  - Most Important - 46
  - Important - 110
  - Less Important - 62
  - Least Important - 14
  - Not Sure - 4

- **(Listed 4th, Ranked 10th)Has worked as a Superintendent**
  - Most Important - 61
  - Important - 92
  - Less Important - 68
  - Least Important - 13
  - Not Sure - 2

- **(Listed 5th, Ranked 3rd)Has lived or worked in Asheville**
  - Most Important - 90
  - Important - 84
  - Less Important - 49
  - Least Important - 11
  - Not Sure - 2

- **(Listed 6th, Ranked 13th)Has worked as an Assistant Superintendent**
  - Most Important - 22
  - Important - 107
  - Less Important - 90
  - Least Important - 15
  - Not Sure - 2

- **(Listed 7th, Ranked 2nd)Has served children and adults experiencing poverty**
  - Most Important - 123
  - Important - 93
  - Less Important - 18
  - Least Important - 1
  - Not Sure - 1

- **(Listed 8th, Ranked tied for 6th)Has worked as a principal**
  - Most Important - 77
  - Important - 117
  - Less Important - 33
  - Least Important - 4
  - Not Sure - 5

- **(Listed 9th, Ranked 5th)Has racial equity training**
  - Most Important - 78
  - Important - 102
  - Less Important - 38
  - Least Important - 17
  - Not Sure - 1

- **(Listed 10th, Ranked 1st)Has worked with students in a school setting as a teacher, counselor, behavioral specialist, other**
  - Most Important - 130
  - Important - 89
  - Less Important - 9
  - Least Important - 5
  - Not Sure - 3

- **(Listed 11th, Ranked 9th)Has worked in a North Carolina public school**
  - Most Important - 67
  - Important - 96
  - Less Important - 50
  - Least Important - 18
  - Not Sure - 5

- **(Listed 12th, Ranked 14th) Has public service experiences in social services, public health, the military**
  - Most Important - 18
  - Important - 53
  - Less Important - 109
  - Least Important - 46
  - Not Sure - 10

- **(Listed 13th, Ranked 4th) Is committed to learning Asheville's history**
  - Most Important - 88
  - Important - 90
  - Less Important - 43
  - Least Important - 9
  - Not Sure - 6

- **(Listed 14, Ranked 8th) Has trauma-informed practices training**
  - Most Important - 68
  - Important - 111
  - Less Important - 38
  - Least Important - 15
  - Not Sure - 5

- **(Listed 15th, Ranked 15th) Has leadership experience in the business sector**
  - Most Important - 15
  - Important - 45
  - Less Important - 86
  - Least Important - 80
  - Not Sure - 10

As a reminder, when our community's feedback was presented, they had 13 characteristics to rank. A side by side comparison yields:

	Staff	Community
1st	Has worked with students in a school setting as a teacher, counselor, behavioral specialist, other	Has worked with students in a school setting as a teacher, counselor, behavioral specialist, other
2nd	Has served children and adults experiencing poverty	Has served children and adults experiencing poverty
3rd	Has lived or worked in Asheville	Has racial equity training
4th	Is committed to learning Asheville's history	Has cultural awareness training
5th	Has racial equity training	Is committed to learning Asheville's history
6th	Has worked as a principal/Has cultural awareness training (tied)	Has implemented major change
7th		Has lived or worked in Asheville
8th	Has trauma-informed practices training	Has worked in a North Carolina public school
9th	Has worked in a North Carolina public school	Has a master's degree or doctorate
10th	Has worked as a Superintendent	Has worked as a Superintendent
11th	Has a master's degree or doctorate	Has worked as an Assistant Superintendent
12th	Has implemented major change	Has public service experiences in social services, public health, the military
13th	Has worked as an Assistant Superintendent	Has leadership experience in the business sector
14th	Has public service experiences in social services, public health, the military	
15th	Has leadership experience in the business sector	

Section 6) In Your Own Words:

Section 6 gives staff members the chance to answer "What would you like our next superintendent to know, have accomplished or have as a skill set or trait?" Of the 236 survey takers, we received 180 open-ended responses.

When describing our next superintendent in one or two words, common themes included:

Consistency	Personable	Listener	Calm
Common Sense	Attentive	Transparent	Purposeful
Boots on the Ground	Shows Empathy	Compassionate	Engaged
Keep Students First	Team Player	Committed	Friendly
Servant-Hearted	Approachable	Asks for Input	Shows Up

Desired Characteristics: Additionally, using quotes from community members, the eight most predominant/desired skill sets, experiences and traits included:
1) **Be invested in our community (accounted for ¼ of all responses)**
    a) "I highly recommend hiring from within our community. Hiring someone personally invested in the improvement and success of our community. Someone with children and family members residing and attending school within our district. Someone raised her or with extended family navigating the community experience of a daily basis. Residency within Asheville City should be a requirement."
    b) I want our superintendent to understand where the district has been and has a clear picture for where he/she will take us. Too many superintendents have ignored teachers and/or principals which has clearly not helped ACS. Knowledge of the particulars problems within the Asheville community is essential for this role."
    c) "I think our next superintendent needs to be familiar with the Asheville area and dedicated to the community. It's difficult to come into a system/community that you are not familiar with and try to make changes."
    d) "The next superintendent for Asheville City Schools needs to purchase a home in our school district. It's important to live in the community you serve."

2) Engage with staff and actively seek their valuable input

    a) "I'd love for our superintendent to understand what it's like working as a North Carolina teacher and to be committed to implementing programs fully, with a full rollout plan to the staff. THEY NEED TO KNOW HOW TO SUPPORT TEACHERS."

    b) "Teachers need to feel respected, supported and cared about."

    c) "Our superintendent needs strong interpersonal skills because they will have to earn the trust of our community; especially from teachers and families of color. They need to be willing to take time to learn about our community in authentic ways. In addition to strong interpersonal skills, I would like our next superintendent to have strong experience or training related to trauma-informed practices, culturally responsive teaching and curriculum.

    d) "Know how to listen to the staff and interact with them. Do ride alongs with the bus drivers. Have dinner with the staff at each school."

3) Motivate and Inspire Through Your Leadership Style

    a) "I would like a superintendent that has experience at the high school level."

    b) "I want a leader who knows how to motivate and inspire administrators and teachers to be better and provide support as needed."

    c) "Our new superintendent should have an asset based mindset. We have some glaring issues in our district, but we also have lots to celebrate."

    d) "We are invested in our students, our families and our community. We need a superintendent who will do the same. Get to know us. Talk to us. Be approachable. Build relationships. We are a team. A family. Take us to the next level without beating us down."

4) Be genuine

    a) "I'd like a superintendent who visits classrooms and gets her hands dirty, not just for the photo opportunity. Too many use ACS as a stepping stone."

    b) "Have a service heart."

    c) "People skills and the ability to connect with the staff and students. Not so image drive but more genuine. This person should really care about our staff and students."

5) Address Inequities

    a) "I want to see them focused on students and their mental health, not just focusing on the achievement gap with no actual strategies in place."

    b) "Equity in our district needs to have a clear definition, clear plan and a clear goal that includes ALL children, that all schools need to follow. It needs to be known that if you are a staff member and can't follow this, this may not be the place for you. We need training that shows people what equity looks like."

    c) "Nothing is more important than authentically addressing the achievement gap. Doing so will improve instruction of all students and uplift all our families in the community."

6) Be Visible

    a) "A superintendent that visits schools and introduces themselves to the staff and students, that will hang out and spend time in common areas/classrooms with students."

    b) "We need a superintendent who is visible in our school hallways and classrooms interacting with students. We need someone who takes time to really talk to teachers in our district."

    c) "ACS's next superintendent should enjoy working with and interacting with all students and parents. Get to know the communities that our district serves, The next superintendent should want to come into the classrooms and not make it seem as if its is something they have to do just to make an appearance. Speak to faculty and staff, be inviting to have conversations with, smile, be genuine."

7) Clarify central office roles and responsibilities

    a) "Recently I heard that central office staff is 'interference masquerading as support,' and that's so true. Our district is too top heavy."

    b) "It would be refreshing for our next superintendent to develop a culture of service/support to teaches among central office staff and school admins. There are a few really great CO staff that truly understand this. But, many do not."

    c) I would like oru next superintendent to be able to support and uplift our staff in a way that makes them proud to work in our district and serve our community while striking a balance of accountability for our central services.

8) Empower Schools

    a) "I would love someone that allows the principals to run their own schools and make decisions."

    b) "The most important feature of a new superintendent would be for that person to allow principals to be the leaders of the school without micromanagement. Principals should have control of their physical buildings, should be making hiring decisions and should oversee the academic programs including field trips for their building."

    c) We have multiple CO positions that allow for curriculum, technology, etc. to be delegated to specialists. I do not want the next superintendent to micromanage these areas at the district level or to micromanage the administrators at the school level.

As a reminder, when our community's feedback was presented, they too had eight topics of discussion. A side by side comparison yields:

	Staff	**Community**
1st	Be invested in our community	Is now, or is willing to become…rooted, knowledgeable and invested in our community
2nd	Engage with staff and actively seek their valuable input	Tuned Into Equity
3rd	Motivate and Inspire Through Your Leadership Style	Effective communication and community-building skills
4th	Be genuine	Knowledge and skills to address the opportunity gap
5th	Address Inequities	Proven Track Record/Experience
6th	Be Visible	Believer in school-based management
7th	Clarify central office roles and responsibilities	Versed in effective pedagogy
8th	Empower Schools	Leadership Style

Section 7 and 8) Survey Demographics:

The Superintendent Search Staff Survey was open from June 27th - September 1st. During that time, 236 staff members ensured their voices were heard. As a reminder, Asheville City Schools is crafting separate student surveys with age-appropriate questions to ensure our most important stakeholders, and reasons why we are all ultimately here, are able to share their opinions on what they most desire in our next long-term leader. The Superintendent Search Student Survey window is September 9th - 13th. Therefore, its results will be presented during the September 23rd Board Work Session.

Which of these statements describe you?
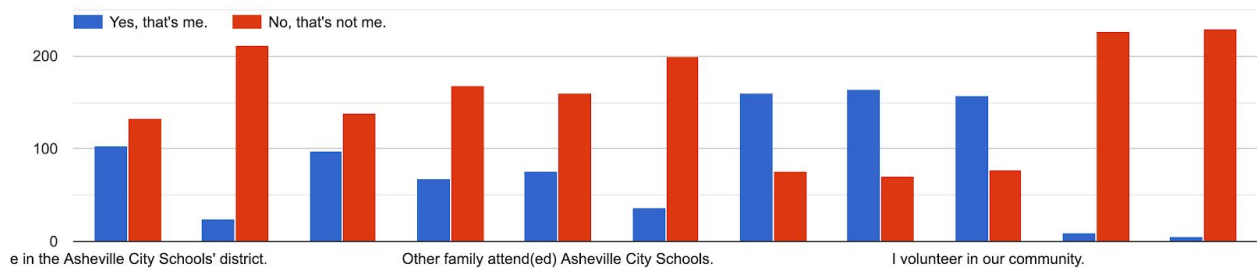
Survey respondents were asked to determine whether a statement described them by answering Yes, that's me. (Blue) or No, that's not me. (Red). Statements included:

- **I live in the Asheville City Schools district.**
    - Yes, that's me. - **103**
    - No, that's not me. - **133**
        - Of our staff members that answered "Yes, that's me," to *Do you live in the Asheville City Schools district*, the survey followed up by asking them how long they've been a resident. Results were pretty even across the board, with the highest percentage saying 0-4 years (12.2%) and the lowest saying 20 - 24 years (7.2%).

If you live in the Asheville City Schools district, how long have you been a resident?
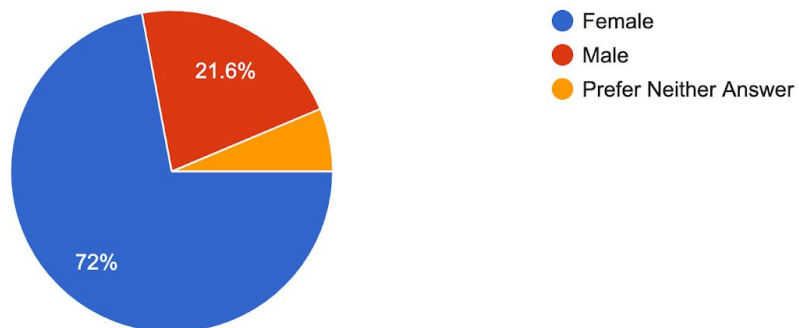222 responses
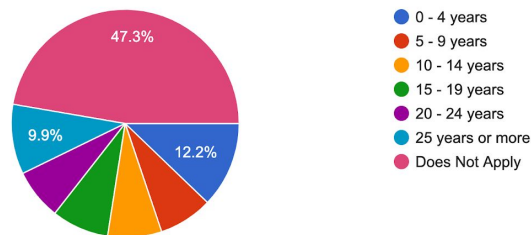
- **I attended Asheville City Schools.**
    - Yes, that's me. - **24**
    - No, that's not me. - **212**

- **I have school-aged children.**
    - Yes, that's me. - **98**
    - No, that's not me. - **138**

- **My child(ren) currently attend(s) Asheville City Schools.**
    - Yes, that's me. - **68**
    - No, that's not me. - **168**

- **Other family attend(ed) Asheville City Schools.**
    - Yes, that's me. - **76**
    - No, that's not me. - **160**

- **My child(ren) currently attend(s) schools other than Asheville City Schools.**
    - Yes, that's me. - **36**
    - No, that's not me. - **200**

- **I am a teacher with Asheville City Schools.**
    - Yes, that's me. - **160**
    - No, that's not me. - **76**

- **I am a staff member with Asheville City Schools.**
    - Yes, that's me. - **165**
    - No, that's not me. - **71**

- **I volunteer in our community.**
    - Yes, that's me. - **158**
    - No, that's not me. - **78**

- **I am elected or appointed official, or I serve on a public board/commission.**
    - Yes, that's me. - **9**
    - No, that's not me. - **227**

- **I employ others in a business I own.**
    - Yes, that's me. - **6**
    - No, that's not me. - **230**

Gender/Age: Additionally, survey respondents were predominantly female at 72.8%, with many falling between the ages of 30 - 50.
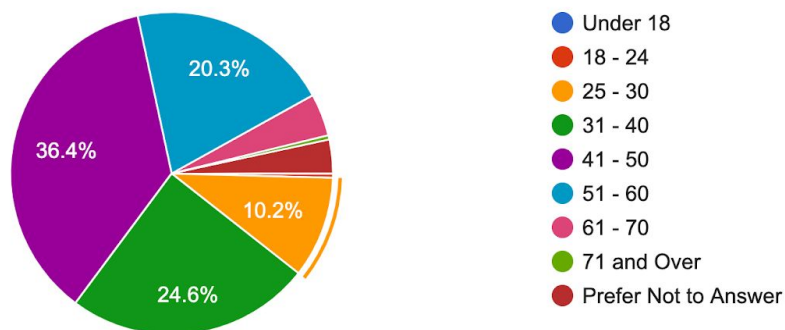
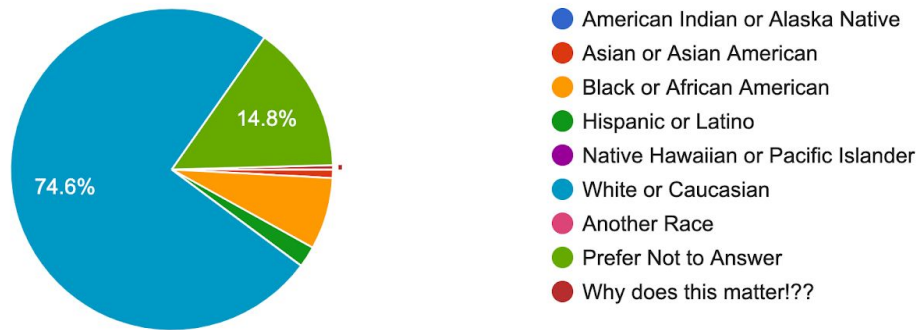## I self-identify as a
236 responses

- Female
- Male
- Prefer Neither Answer

72%
21.6%

My age is
236 responses

- Under 18
- 18 - 24
- 25 - 30
- 31 - 40
- 41 - 50
- 51 - 60
- 61 - 70
- 71 and Over
- Prefer Not to Answer

20.3%
36.4%
24.6%
10.2%

Ethnicity: Additionally, 74.6% of survey respondents identified as White. The second-largest respondent category was Prefered Not to Answer at 14.8%.

My ethnicity is

236 responses

- 🔵 American Indian or Alaska Native
- 🔴 Asian or Asian American
- 🟠 Black or African American
- 🟢 Hispanic or Latino
- 🟣 Native Hawaiian or Pacific Islander
- 🔵 White or Caucasian
- 🩷 Another Race
- 🟢 Prefer Not to Answer
- 🔴 Why does this matter!??

Tell Us More About Your Work: Please also take note that the largest category to respond was elementary school staff members (97 at 42.9%), followed by high school (59 at 26.1%), middle school (31 at 13.7%) and the Exceptional Children Services Department (23 at 10.2%).

I work in the following department(s) and/or at the following school(s)

226 responses