

MADERA UNIFIED SCHOOL DISTRICT

Personnel Commission Meeting AGENDA

**Regular Meeting
Wednesday, February 20, 2019
Madera Unified School District Teacher Workshop Room
1902 Howard Road, Madera, CA 93637
5:00 PM – Open Session**

**OUR MISSION
Highest Student Achievement
A Safe and Orderly Learning Environment
Financially Sound and Effective Organization**

1. Pledge of Allegiance, Opening and Acknowledgement of Visitors and Media

2. Adoption of Agenda

Action to add or delete items from any portion of the agenda or to discuss any consent agenda items must be taken prior to adoption of the agenda.

3. Communications

Public Hearing for visitors who wish to speak on a subject not on the Commission agenda. Fifteen minutes of this portion of the meeting are reserved for members of the public to address the Commission on items not listed on the agenda and within the jurisdiction of the Commission. Speakers are limited to three (3) minutes. The Commission is prohibited by law from taking action on matters discussed that are not on the Agenda, and no adverse conclusions should be drawn if the Commission does not respond to public comment at this time. If you wish to address the Commission, come to the podium and state your name and city of residence.

4. Consent Agenda

Items listed under the consent agenda are considered to be routine and are acted on by the Commission in one motion. There is no discussion of these items prior to the Commission's vote unless a member of the Commission, staff or public requests specific items be considered and discussed separately and/or removed from the Consent Agenda prior to the adoption of the Agenda. It is understood that the Administration recommends approval on all consent items. Each item on the consent agenda approved by the Commission shall be deemed to have been considered in full and adopted as recommended.

A. Approval of minutes:

1. Approve minutes from Wednesday, January 23, 2019, Regular Meeting.

B. Consideration and approval of Eligibility Lists for:

1. Paraprofessional Aide

5. New Business

- A. Discuss and approve the revised classified job description, Bus Driver Trainer /Dispatcher
- B. Discuss and approve the revised classified job description, Spanish Translator/Interpreter

6. Information and Reports

- A. Classified/Confidential Survey and Management Survey for Classified Employees
- B. Director's Report
- C. Commissioner's Report

7. Next Regular Personnel Commission Meeting

Wednesday, March 20, 2019 at 5:00 pm
Madera Unified School District Office – Boardroom
1902 Howard Road
Madera, California 93637

8. Suggested Future Agenda Items

9. Adjournment

Board Room Accessibility: The Madera Unified School District encourages those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation to participate in the public meeting, please contact the Personnel Commission office at 559-675-4500 extension 295 at least 48 hours before the scheduled Personnel Commission meeting so that we may make every reasonable effort to accommodate you. (Government code 54954.2)



MADERA UNIFIED SCHOOL DISTRICT PERSONNEL COMMISSION

REGULAR MEETING AGENDA ITEM COVER PAGE

Meeting Date: February 20, 2019

Agenda Item:

Consideration to Approve the Minutes of the Regular Meeting for January 23, 2019.

Agenda Placement:

Consent

Background:

Approval of Minutes from the Regular Meeting for January 23, 2019.

Recommendation:

It is recommended that the Personnel Commission approve the Minutes from the Regular Meeting for January 23, 2019.

Minutes Record of MUSD Personnel Commission
Regular Meeting held on Wednesday, January 23, 2019 at 4:00 PM

The Personnel Commission of the Madera Unified School District convened at their regular Board Meeting at the Child Nutrition Conference Room, 769 South Pine Street, Madera, California on Wednesday, January 23, 2019 at 4:00 PM.

ROLL CALL

Phil Janzen, Personnel Commission Chair
Bruce Koch, Personnel Commission Vice-Chair
Fran Wheat, Personnel Commissioner

Personnel Commission Staff

Isabel Barreras, Director of Classified Human Resources
Sandra Edwards, Human Resources Specialist
Mary Siegl, Human Resources Specialist

Kent Albertson, Chief Human Resource Officer

Cheri Giddens, CSEA President

There were approximately 40 employees in attendance.

.....
1. CALL TO ORDER OF PUBLIC MEETING

Personnel Commissioner Janzen called the meeting to order at 4:00 PM. Commissioner Janzen led the flag salute. There were no members of the media present.

2. ADOPTION OF AGENDA

It was moved by Personnel Commissioner Koch and seconded by Commissioner Wheat to adopt the agenda. MOTION NO. 32- 2018/2019

Ayes:	Commissioners Janzen, Koch, Wheat
Noes:	None
Absent:	None
Abstained:	None

3. COMMUNICATIONS

Amanda Vela, Madera, CA expressed her concerns over the current Personnel Commission meeting time. In order to attend the meeting today, she had to use half an hour of sick time. She would like the Commissioners to consider adjusting the time so that other employees can attend these meetings. She will be following up with an email to Director Barreras and Superintendent Lile.

**Minutes Record of MUSD Personnel Commission
Regular Meeting held on Wednesday, January 23, 2019 at 4:00 PM**

4. ADOPTION OF CONSENT AGENDA

It was moved by Personnel Commissioner Koch and seconded by Commissioner Wheat to adopt the consent agenda. MOTION NO. 33- 2018/2019

Ayes: Commissioners Janzen, Koch, Wheat
Noes: None
Absent: None
Abstained: None

5. NEW BUSINESS

A. Discuss and approve the Child Nutrition Department desk audit findings and salary survey recommendations

Before presenting the desk audit findings and salary survey recommendations, Director Barreras explained the process that was followed by the Personnel Commission. She explained how the salary survey recommendations are prepared and approved by the Personnel Commission. Director Barreras further explained that after PC approval, the CSEA Negotiations team and District Management would negotiate the salary survey recommendations and send for final school board approval. The CN audit is comprised of revised, restructured and new job descriptions. Also moving forward all CN job descriptions will now require a Serve Safe certificate. However, those employees currently working and who do not have a certificate will not have to pass the certification.

Carla Hernandez, CN Manager, stated that there was no flow chart presented for the Central Kitchen department included in the study. She would like to see one created.

Director Barreras stated that a flow chart could be created showing the reporting structure for Central Kitchen.

Wanda Pickett, Madera, CA, asked for clarification regarding the duties on the Delivery Person –CN Food Handler job description. Specifically, do the duties require that the Delivery Person clean the restrooms in the kitchen areas.

Dominique Neri, Madera, CA, questioned why the Child Nutrition Technician position was not recommended for a salary increase. A lot of the duties she performs as a Child Nutrition Technician are Managers duties or Food Handler duties.

Natasha Morales, Madera, CA, stated that the Child Nutrition Assistant I at the

Minutes Record of MUSD Personnel Commission
Regular Meeting held on Wednesday, January 23, 2019 at 4:00 PM

elementary school sites have different duties than the Child Nutrition Assistant I at the high school. In addition, she would like to see more trainings and long training sessions provided for Child Nutrition employees.

It was moved by Commissioner Wheat, seconded by Commissioner Koch to approve the Child Nutrition Department desk audit findings and salary survey recommendations. MOTION NO. 34-2018/2019 DOCUMENT NO. (19-34) 2018/2019

Ayes:	Commissioners Janzen, Koch, Wheat
Noes:	None
Absent:	None
Abstained:	None

B. Discuss and approve revised classified supervisory job description – Business Manager

Director Barreras presented the revised job description.

It was moved by Commissioner Wheat, seconded by Commissioner Koch to approve the revised classified job description Business Manager. MOTION NO. 35-2018/2019 DOCUMENT NO. 28-2018/2019

Ayes:	Commissioners Janzen, Koch, Wheat
Noes:	None
Absent:	None
Abstained:	None

C. Discuss and approve new classified job description, Deaf or Hard of Hearing (DHH) Sign Language/Oral Interpreter and classified salary Recommendation classified range 59, \$34.61 -\$45.08 per hour Assistant Director- Child Nutrition and Classified Supervisory salary range recommendation

Director Barreras presented the new job description.

It was moved by Commissioner Wheat, seconded by Commissioner Koch to approve the new classified job description, Deaf or Hard of Hearing (DHH) Sign Language/Oral Interpreter and classified salary recommendation. MOTION NO. 36-2018/2019 DOCUMENT NO. 29-2018/2019

Ayes:	Commissioners Janzen, Koch, Wheat
Noes:	None
Absent:	None
Abstained:	None

Minutes Record of MUSD Personnel Commission
Regular Meeting held on Wednesday, January 23, 2019 at 4:00 PM

- D. Discuss and approve the revised classified job description for the current Risk Management Technician. The revised title is Risk Management Analyst with a classified salary recommendation range 44 (\$53,172 -\$69,240 per year)**

It was moved by Commissioner Wheat, seconded by Commissioner Koch to approve the revised classified job description, Risk Management Analyst and classified salary recommendation – classified range 44. MOTION NO. 37-2018/2019 DOCUMENT NO. 30-2018/2019

Ayes: Commissioners Janzen, Koch, Wheat
Noes: None
Absent: None
Abstained: None

- E. Discuss and approve the revised classified job description and salary survey for Spanish Translator/ Interpreter**

It was moved by Commissioner Wheat, seconded by Commissioner Koch to approve the revised classified job description, Spanish Translator/ Interpreter and salary survey. MOTION NO. 38- 2018/2019 DOCUMENT NO. 31-2018/2019

Ayes: Commissioners Janzen, Koch, Wheat
Noes: None
Absent: None
Abstained: None

6. INFORMATION AND REPORTS

A. Director's Report

Director Barreras reported that Personnel Commission office has been busy with the new recruitment for Cafeteria Playground Aides, there have been over 80 employees hired into the new classification.

In February, Director Barrera will be discussing the results from the Classified Development survey. Also on February 7-10, 2019 Director Barreras and Commissioner Wheat will be attended the California School Personnel Commissioners Association conference in Anaheim, CA.

B. Commissioner's Report

There were no reports presented.

Minutes Record of MUSD Personnel Commission
Regular Meeting held on Wednesday, January 23, 2019 at 4:00 PM

7. Next Regular Personnel Commission Meeting

Wednesday, February 20, 2019 at 5:00 PM
Madera Unified School District Office – Teacher Workshop Room
1902 Howard Road
Madera, CA 93637

8. Suggested Future Agenda Items

Commissioner Koch suggested that Director Barreras look into the placement of the NEOGOV link on the Madera Unified District website.

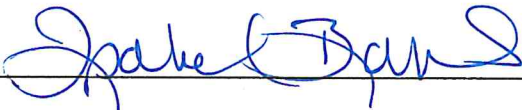
9. Adjournment

Commissioner Janzen adjourned the Public Session at 4:51 PM.



Mary Siegl
Human Resources Specialist

Dated: February 7, 2019



Isabel Barreras
Director of Classified Human Resources

Dated: February 7, 2019



MADERA UNIFIED SCHOOL DISTRICT PERSONNEL COMMISSION

REGULAR MEETING AGENDA ITEM COVER PAGE

Meeting Date: February 20, 2019

Agenda Item:

Consideration to Approve the Eligibility List for: Paraprofessional

Agenda Placement:

Consent

Background:

Eligibility lists have been placed on the agenda as a consent item. If for some reason any Commissioner would like to remove a list, it can be done.

1. Paraprofessional, 2-20-19

Recommendation:

It is recommended that the Personnel Commission approve the Eligibility lists as presented.



MADERA UNIFIED SCHOOL DISTRICT PERSONNEL COMMISSION

REGULAR MEETING AGENDA ITEM COVER PAGE

Meeting Date: February 20, 2019

Agenda Item:

Discuss and approve the revised classified job description for Bus Driver Trainer/Dispatcher.

Agenda Placement:

Action

Background:

The District administration brought forward some revisions to the job description for the Bus Driver Trainer/Dispatcher. Therefore, in reviewing the job description changes have been made in the areas of Clearances, Certificates/Licenses, and Education. These changes will bring the job description up to date.

This is done in accordance per PC Rules 3.2.3.5 and 3.2.3.6 Class Specifications.

Recommendation:

It is recommended that the Personnel Commission approve the revised classified job description of Bus Driver Trainer/Dispatcher as presented.

Madera Unified School District Classified Job Description

Bus Driver Trainer/Dispatcher

Purpose Statement

The job of Bus Driver Trainer Dispatcher was established for the purpose/s of supporting the educational process with specific responsibilities for providing classroom instruction and behind-the-wheel training of applicants and bus drivers; addressing school bus regulations and safety procedures; identifying training requirements; and maintaining required documentation for audit in compliance with state certification and district/state/federal requirements. Persons in this classification are frequently required to perform the functions of a school bus driver.

This job reports to Director of Transportation.

Essential Functions

- Conducts classroom and behind-the-wheel bus driver training for the purpose of presenting, reinforcing and/or developing bus driver skills including state department of education requirements.
- Confer with supervisor regarding dispatching problems.
- Dispatch buses and bus drivers to meet the students transportation needs of the district.
- Evaluates performance of bus drivers and driver applicants for the purpose of ensuring that basic skills levels are met and are in compliance with state certification requirements.
- Informs bus drivers and driver applicants (e.g. rules, regulations, laws, procedures, etc.) for the purpose of providing information, requesting, follow-up action and/or implementing procedures.
- Maintains manual and electronic documents, files and records for the purpose of documenting activities and/or providing an up-to-date reference and audit trail and complete all state mandated reports.
- Oversees bus driver licensing, training requirements and certificate status (e.g. driver's licenses, physicals, drug screenings, CPR/First Aid, etc.) for the purpose of ensuring compliance with regulatory requirements.
- Participates in unit meetings, in-service training and workshops for the purpose of conveying and/or gathering information required to perform job functions.
- Resolve problems that arise from the illness of bus drivers or breakdowns of buses, scheduling of buses and other district vehicles.
- Prepares a variety of documents and reports (e.g. activity reports, training handouts, safety information guidelines, driver evaluations, etc.) for the purpose of providing

information and/or training materials to bus driver, other district personnel and outside agencies as required by established policies and/or regulatory guidelines.

- Schedules training and testing of and/or by non-district personnel for the purpose of ensuring compliance with district policies and established regulatory requirements.
- Other related duties as assigned.

Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple, technical tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: operating standard office equipment; using pertinent software applications; operating heavy and light duty vehicles; and preparing and maintaining accurate records.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read a variety of manuals, write documents following prescribed formats, and/or present information to others; and analyze situations to define issues and draw conclusions. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: safe driving practices; provisions of the motor vehicle code and the education code applicable to the operation of vehicles transporting school students; state licensing requirements; and training techniques for adult learners.

ABILITY is required to schedule a number of activities, meetings, and/or events; gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to work with others in a variety of circumstances; work with data utilizing defined but different processes; and operate equipment using a variety of standardized methods. Ability is also required to work with a diversity of individuals and/or groups; work with similar types of data; and utilize a variety of job-related equipment. Problem solving is required to analyze issues and create action plans. Problem solving with data may require independent interpretation; and problem solving with equipment is moderate. Specific ability-based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; communication with persons of diverse backgrounds/knowledge/skills; mechanical aptitude; teamwork; and working flexible hours.

Responsibility

Responsibilities include: working under limited supervision following standardized practices and/or methods; leading, guiding, and/or coordinating others; and operating within a defined budget. Utilization of some resources from other work units is often required to perform the job's functions. There is a continual opportunity to impact the organization's services.

Working Environment

The usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing, and/or pulling; some climbing and balancing; some stooping, kneeling, crouching, and/or crawling; and significant fine finger

dexterity. Generally the job requires 40% sitting, 35% walking, and 25% standing. The job is performed in a generally hazard free environment and in a clean atmosphere.

Experience Five years experience as a school bus driver.

Education High School diploma or equivalency.

Bus driver training course as required by law.

Equivalence Valid California Department of Education Teaching Credential or specified subject or bus driver instructor course

Possession of, or ability and qualifications to obtain the Licenses and Certificates listed below within 12 months of appointment, and failure to do so will result in termination.

Required Testing

Pre-employment Proficiency Test

Pre-employment Physical exam

Continuing Educ./Training

Maintain as needed

Clearance

Criminal Justice DOJ/FBI

Fingerprint/Background C

Clearance

TB Clearance

Physical Demands (F)

Certificates & Licenses

Valid Class B CDL

Bus Driver's Certificate

Ca.Dept. of Ed.School Bus

Instructor License ~~Certificate~~ or

~~Certified Driver Trainee~~

~~Instructor from CHP Academy~~

(must be completed prior to

Completion of the probationary
Period).

Current Medical Certificate

FLSA Status

Non-Exempt

Approval Date

Salary Range



MADERA UNIFIED SCHOOL DISTRICT PERSONNEL COMMISSION

REGULAR MEETING AGENDA ITEM COVER PAGE

Meeting Date: February 20, 2019

Agenda Item:

Discuss and approve the revised classified job description for Spanish Translator/Interpreter.

Agenda Placement:

Action

Background:

The District administration has informed the PC that this job description no longer requires a specific training. Therefore, in reviewing the job description changes have been made in the following area of Certificates and Licenses. This change will now bring the job description up to date.

This is done in accordance per PC Rule 3.2.3.6 Class Specifications.

Recommendation:

It is recommended that the Personnel Commission approve the revised classified job description for Spanish Translator/Interpreter.

REVISED

Madera Unified School District Classified Job Description

Spanish Translator/Interpreter

Purpose Statement

Work under direct supervision, interpret complex written translation work of various documents and activities into Spanish or English. Performs other related duties, as assigned, for the purpose of ensuring the efficient and effective functioning of the work unit.

This job reports to the Director of Special Services Administrator or Designee.

Essential Functions

- Prepares written translation from English to Spanish for a variety of documents (e.g. letters, information, bulletins, forms, handbooks, brochures, correspondence, legal documents, etc.)
- Translates and verbally interprets, for a variety of formalized meetings such as, IEPs (Individualized Educational Program), 504s, Student Study Teams (SST) etc.
- Reviews and edits translated material for accuracy, context, readability, and style for the purpose of ensuring accuracy of information and complying with established guidelines.
- Recreate and format documents utilizing a variety of word processing tools such as text boxes, headings, etc.
- Serve as an interpreter, for a variety of meetings, workshops, conferences and special events for District personnel, parents, students and provide simultaneous interpretation services;; maintain confidentiality of sensitive and privileged information; translate previously recorded meetings in to English or Spanish.
- Performs clerical duties such as typing, preparing and maintaining records and files utilizing a variety of office equipment including a computer, copier, fax machine and phone.
- Research legal terminology as needed for written translation in reference to Educational, Medical, and Psychological translations.

Other Functions

- Performs other related duties as assigned for ensuring the efficient and effective functioning of the work unit. May be required to work at various school site locations other than District Office work location. Work schedule will be flexible.

Job Requirements:

Skills, Knowledge and Abilities

REVISED

SKILLS are required to perform multiple tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include operating standard office equipment including using job related software applications, preparing and maintaining accurate records.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read a variety of manuals, write documents following prescribed formats, and/or present information to others; and solve practical problems. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include; extensive vocabulary and correct usage, grammar, syntax, spelling and punctuation of English and Spanish. Correct oral and written usage of English and Spanish; simultaneous and consecutive interpretation techniques; operation of standard office equipment including computer and assigned software; modern office practices, equipment and procedures.

ABILITY is required to schedule a number of activities, meeting, and/or events gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a diversity of individuals and/or groups; work with a variety of data; and utilize job-related equipment. Problem solving with data requires independent interpretation of guidelines; and problem solving with equipment is limited to moderate. Specific ability-based competencies required to satisfactorily perform the functions of the job include: Operate a variety of office equipment including a computer and assigned software; communicate effectively both orally and writing; establish and maintain cooperative and effective working relationships with others; type and input data at an acceptable rate of speed; understand and follow oral and written instructions; meet schedules and timelines; maintain records and files; maintain confidentiality of sensitive and privileged information.

Responsibility

Responsibilities include working under direct supervision using standardized routines; providing information and/or advising others; and operating within a defined budget. Utilization of resources from other work units is often required to perform the job's functions. There is a continual opportunity to have some impact on the Organization's services.

Working Environment

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/ or pulling; some stooping, kneeling, crouching, and/crawling; and significant fine finger dexterity. Generally, the job requires 80% sitting, 10% walking, and 10% standing. This job is performed in a generally clean and healthy environment.

Minimum Qualifications

Experience: Two years of experience translating written documents from English to Spanish and providing simultaneous oral interpretation services.

Education: Associate in Arts (A.A.)/ Associate of Science (A.S. degree is required. Bachelors' degree is preferred.

REVISED

Required Testing

Pre-employment Proficiency Test
Pre-employment Physical Exam

Certificates & Licenses

Valid Driver's License with Evidence of insurability may be required.
Typing Certificate 45 (45 words per minute)
Must complete the SEIS (SPECIAL EDUCATION INFORMATION SYSTEM) training within 6 weeks of hire date. Failure to complete training will result in restriction during probationary period.

Continuing Educ. /Training

Maintain as needed

Clearance

DOJ/ FBI
Background Clearance
TB Clearance
Physical Demands (A)

FLSA Status

None Exempt

Approval Date

Salary Range



MADERA UNIFIED SCHOOL DISTRICT PERSONNEL COMMISSION

REGULAR MEETING AGENDA ITEM COVER PAGE

Meeting Date: February 20, 2019

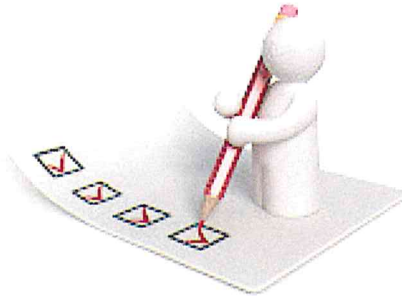
Agenda Item:
Classified/Confidential Survey and Management Survey on Classified Employees

Agenda Placement:
Information and Reports

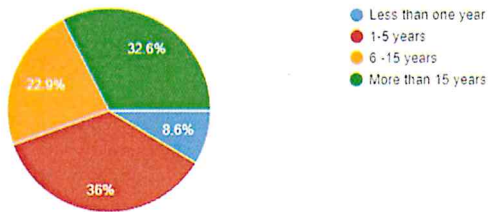
Background:
This information is being presented as an informational item for discussion purposes and to provide the results of the surveys.

Recommendation:
No Action needed.

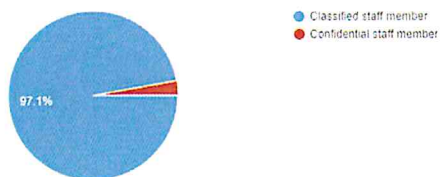
Classified and Confidential Employee Survey



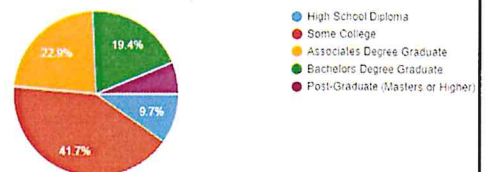
I have been employed at Madera Unified School District:

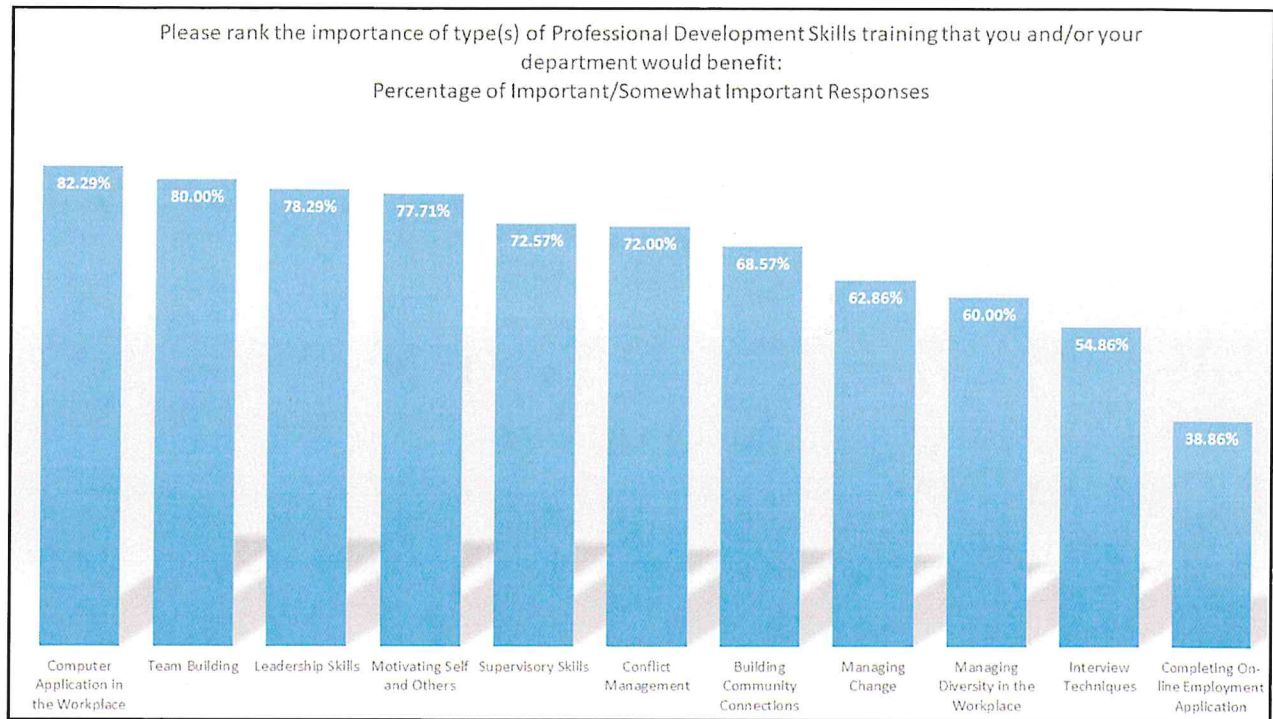


I am a:

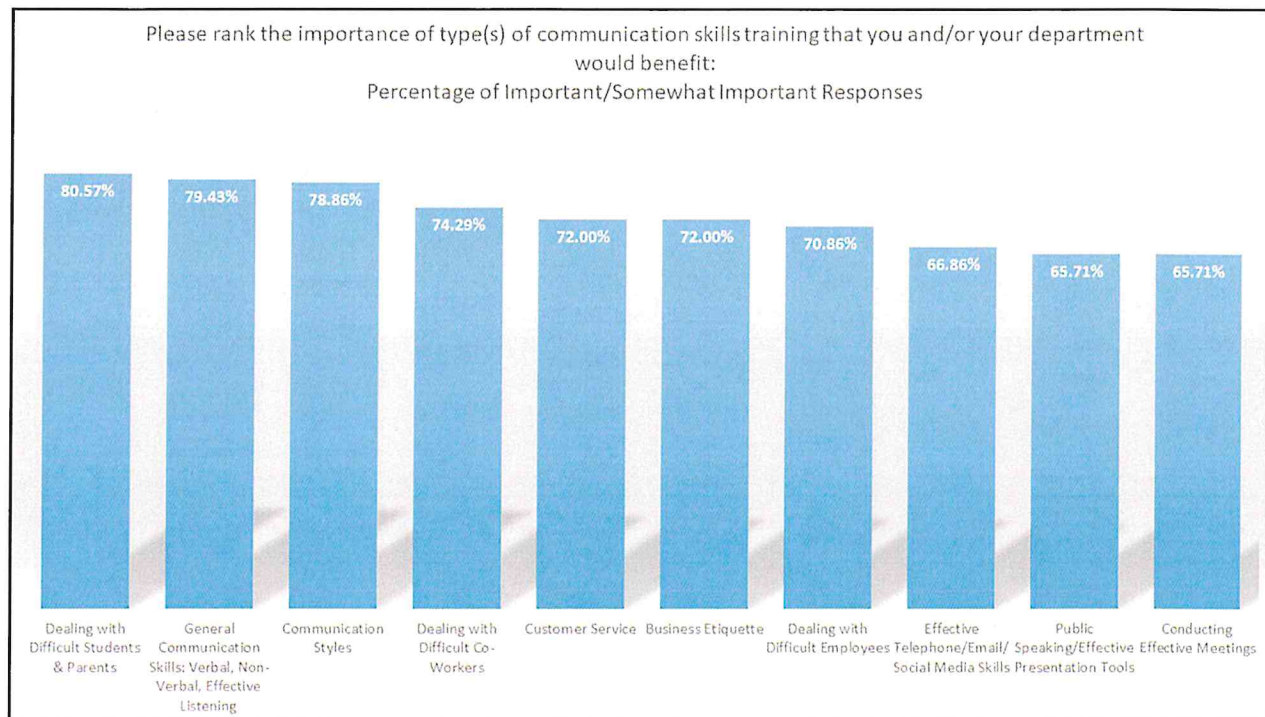


What is your highest level of Education completed?

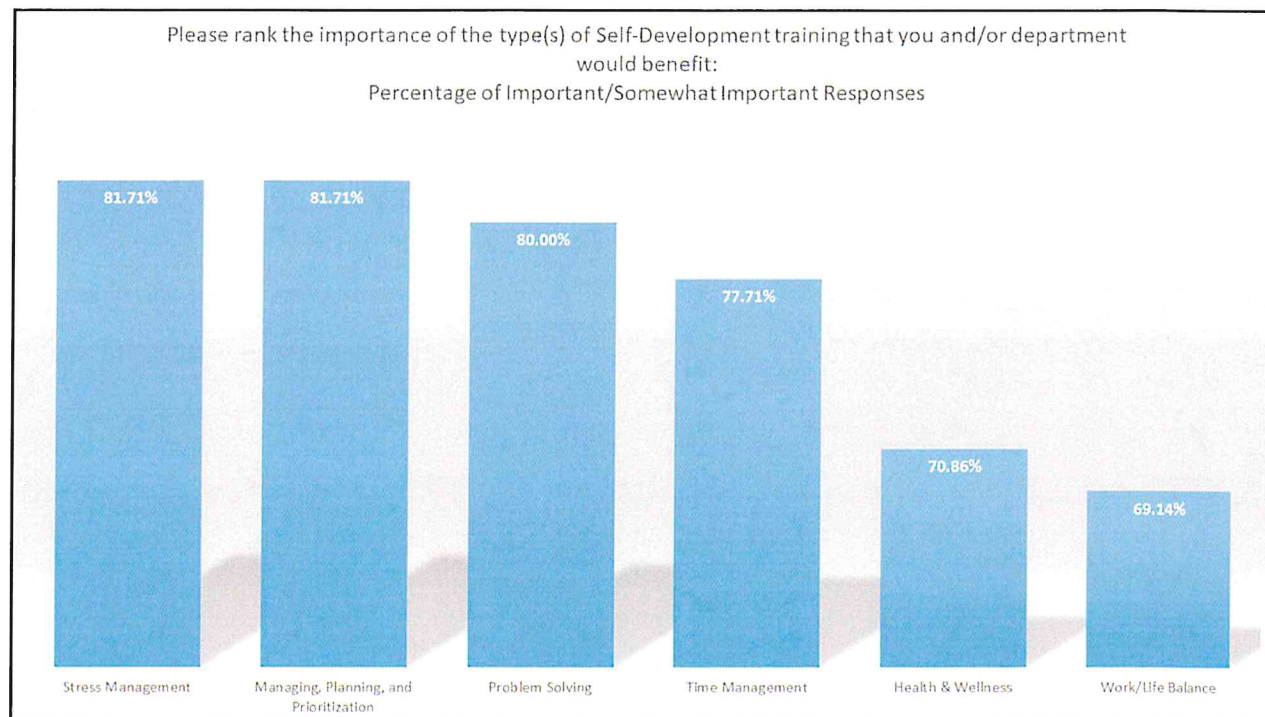




Major Categories of Professional Development Feedback			
Multicultural/Diversity	Spanish/Bilingual	IEP Communication skills	Aeries (Query), Connect-ED, ASB Works
Time management	Team Building	Conflict resolution	Career Mentoring
Microsoft Word, Excel, Google Docs, Powerpoint	Professional Development Training for interpreter/translators	Stress Management	Cross-Departmental Training
Ongoing Software Update Training	Human relations skills; working with others	CPR Classes	Building connections with the community
Helping children cope with frustrations	Enrollment/Registration	Restorative Justice Practices	Uniform procedures for libraries
RSP/SPED/Autism/Therapy/Mental Health Strategies	Absenteeism Strategies	Leadership	Child Nutrition



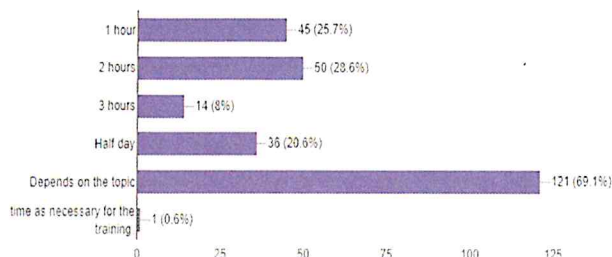
Major Categories of Communication Skills Feedback			
Writing Skills	Conflict Resolution (Internal & External)	Confidentiality Training	Behavior Training
Translation skills English/spanish	Presentation/Public Speaking	Empathy Training	First Aid
Customer Service Skills	Business/Email Etiquette	Dealing with high volumes of people at once	Verbal and nonverbal communication skills
Classroom and computer skills	Anger management	Effective Staff Meetings	



Major Categories of Self-Development Feedback			
Time management	Training in your area of work	Professional problem solving skills	How to create positive work relationships with supervisory staff
Follow-through/Follow-up of training's, meetings, projects and assignments.	Health/Wellness management	Oral Interpreting	Explaining liabilities in workplace
Communicating with other people	Leadership	Query and more on Aeries	Computer applications targeted to your line of work.
Stress Management	CPR/Basic Life Support	Dealing with difficult Students & Parents	

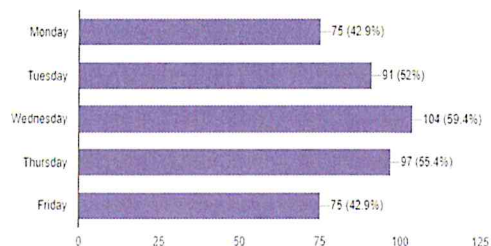
Select your preferred length for training sessions (choose all that apply):

175 responses



Select your preferred day(s) of the week for training sessions (choose all that apply):

175 responses



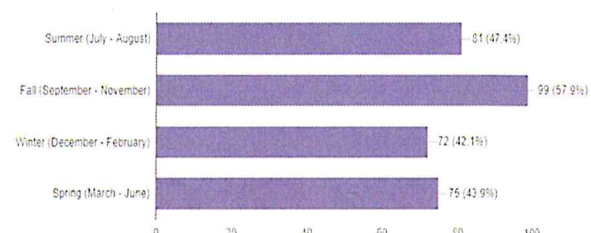
Select your preferred time of the day for training sessions (choose all that apply):

175 responses



Select your preferred training session time frame (choose all that apply):

171 responses



Please provide any additional comments regarding suggested topics, needs, or ideas. If you feel that you would be interested in presenting a topic based on your expertise, include details and your contact information below.

Professional development opportunities based on our current job duties and the students/populations we serve. Opportunities for higher level positions within the district or same benefits as certificated staff who are over qualified in their current positions ie stipends for post graduate degrees

Development of staff skills for their specific roles to do their more efficiently and effective.

More open book classroom aide and communicating with each other

Better working equipment for translations

Better working equipment for translations

Thank you for taking the time to give this survey to classified employees. I would like to see future trainings more specific to the type of job each of classified departments do. For me, I would like to see training on time management, meeting note-taking techniques, coping with every day job related stress.

I would be willing to offer my time to any topics I have expertise in when needed.

I think that if you are offering any of these topics that can help individual employees to better themselves that maybe they get points for any completed so as they grow with the district and apply for future positions they have points that show they are working to better themselves through opportunities MUSD offers.]

Managerial or classified employee training or strategies on Work Culture Rapport.

I feel like classified employee do not get a lot of PD time and we need it as much as certificated employees because we are also working with parents/teachers/employees. Trauma informed practices, Restorative Justice practices, trainings on working with Sped students and their families, etc.

Student Advocate team would benefit from learning more about Mental Health issues, how we can help our students who have mental health issues, what coping skills we can give our students to support them in the classroom and socially.

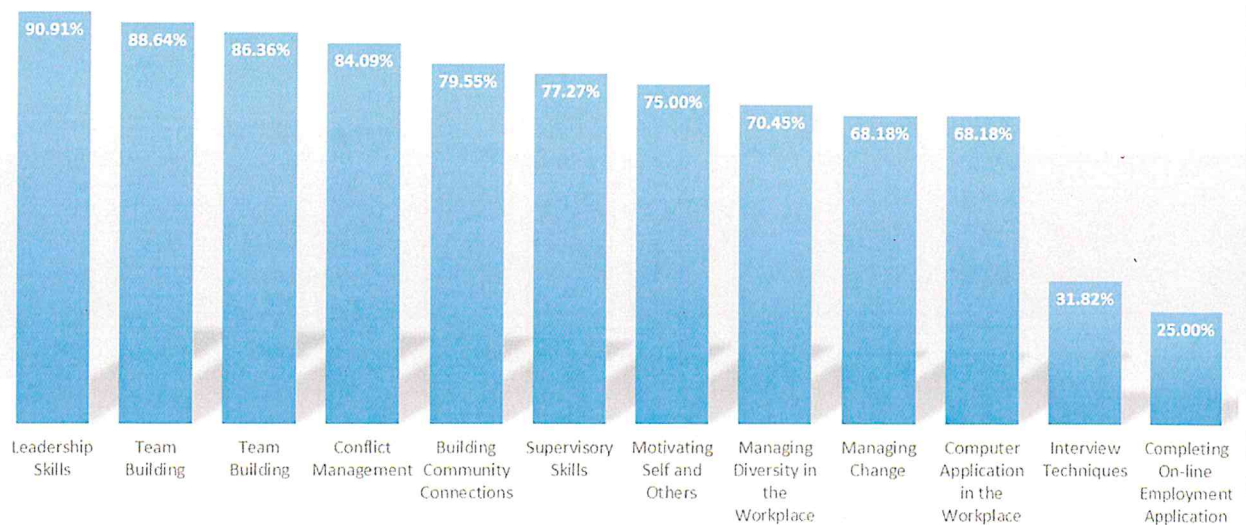
Autism training

More trainings if possible.

Management Survey for Classified Employees



Please rank the importance of type(s) of Professional Development Skills training that your department would benefit:
Percentage of Important/Somewhat Important Responses



Major Categories of Professional Development Feedback

Legal Aspects of Administration

Software training- examples: how to use excel, managing aeries, illuminate, OMS

Political policies

Developing fiscally sound site budgets and ways to anticipate needs

I would like a PD on discipline. I communicate well with my admin team on site, and they have be very good about training me and answering any questions, but there are times when they are unavailable. I build my capacity with each incident, but would appreciate a more comprehensive overview.

Our office staff needs assistance in team building and customer service. Our custodial team needs a greater accountability tool that specifies what each person should know and do every day; leading by example would help our head custodian.

Computer skills

My office staff wants to know more about effective ways to use Google Docs.

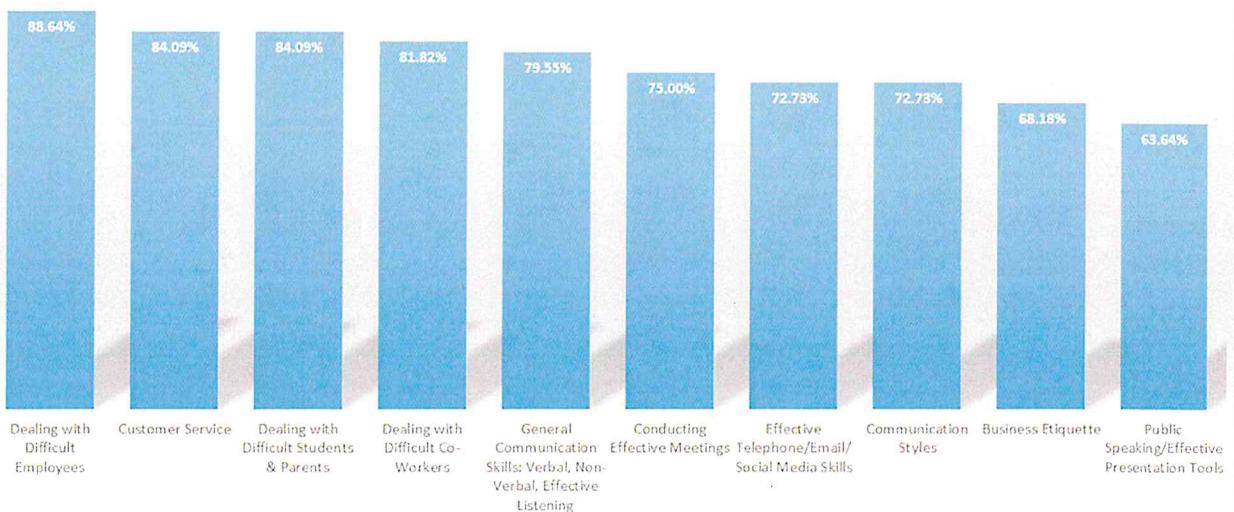
Organizational, prioritizing, and problem solving skills

Applying more computer skills

I think this is great, our industry in Child Nutrition has mandated info that we need to do each year and there is always PD happening

When new classified employees are hired specific training applicable to their new positions. Maybe even a mentor when they begin their new position.

Please rank the importance of type(s) of communication skills training that
your department would benefit:
Percentage of Important/Somewhat Important Responses



Major Categories of Communication Skills Feedback

Managing Staff Conflict with Students and vice versa

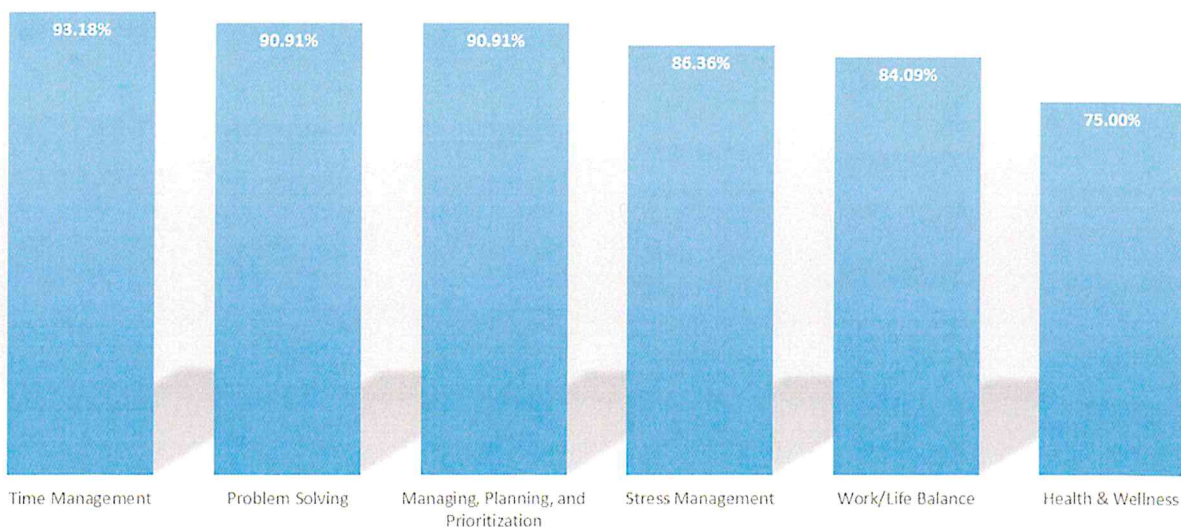
Customer service is critical for the office team. They really need support in this area. Basic language skills for email/phone etiquette, etc. would be useful as well.

Office staff need ways to handle teachers in stress in order to lower their stress not add to it.

How to contend with different scenarios that arise within a typical school day

Please rank the importance of the type(s) of Self-Development training that your department would benefit:

Percentage of Important/Somewhat Important Responses



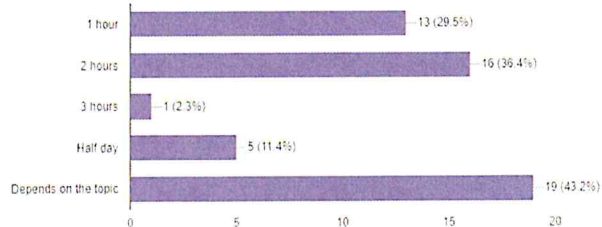
Major Categories of Self-Development Feedback

My staff would also benefit on ways to manage and address adults dealing with "Trauma".

Managing time during the work day

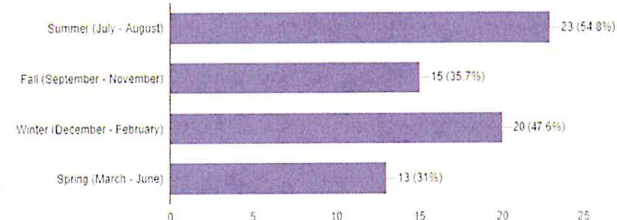
Select your preferred length for training sessions for your department (choose all that apply):

44 responses



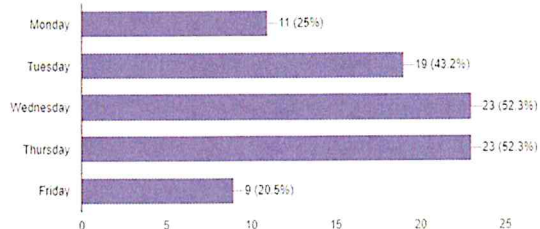
Select your preferred training session time frame for your department (choose all that apply):

42 responses



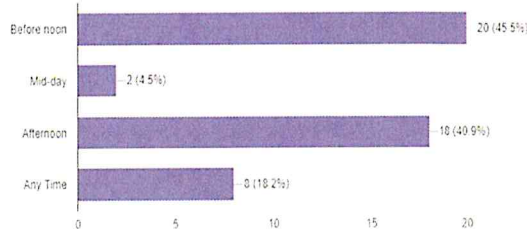
Select your preferred day(s) of the week for training sessions for your department (choose all that apply):

44 responses



Select your preferred time of the day for training sessions for your department (choose all that apply):

44 responses



Please provide any additional comments regarding suggested topics, needs, or ideas. If you feel that you would be interested in presenting a topic based on your expertise, include details and your contact information below.

Interdepartmental collaboration & team work

Anything Google Docs/Sheets. I think that as a district, we need to be moving away from Microsoft products except for specialized/advanced needs. There are only a few people in the district that need the advanced functionality of Microsoft tools. I would wager that 99%+ of our district could function within Google Docs just fine. We just need to push them out of their comfort zone and address their concerns and provide solutions within Google Docs. We need to unify the systems across all school and across all departments in we want to maximize our efficiencies.

Workshop on Bullying in the Workplace and Building Bridges to Better Relationships

This survey was solely based upon my sentiments regarding the capacity of my front office staff and custodial team. All office staff is in dire need of support and training. 3 of my 4 custodians would benefit from further training.

My staff can also benefit training during an early out day-Wednesday.

The difficult part of CN is that there is not a good time for training because of the demand of what we do to feed kids each day. Our staff does not want to stay after work to do training. They barely come to work when they are supposed to during the regular duty day (truth is brutally honest). This makes training very difficult for our department.

These trainings/responses would differ based on the classified employee's job title.

"Training that can occur when no students are on campus are preferred, but, we also need to protect the registration time before school starts.

If you have training where the Admin Assist and Attendance Secretary need to attend, it would be best for the school site if one could start their day at the DO at 7:30 and one could end their day at the DO at 4:30. This is even more important for sites where the school is far away from the DO.

For example, if the morning meeting begins at 8:30, the employee arrives at school at 7:30, works for a short period of time and then has to drive to the DO. We then lose travel time both ways. By starting at 7:30 we avoid one way of travel time.

Also, please consider the timing between the end of the morning session and the beginning of the afternoon session. If there is only an hour, it does not give either participant time for lunch. By ending one session at 11 and starting the next one at 1:00, each participant has the opportunity for lunch. When the end time and start time of the next session are too close, the sites can be left without office coverage or the staff is taking an abbreviated lunch which isn't fair to them."