

**SUPPORTIVE WORKING CONDITIONS**

Item	Very Important (1)	(2)	Neutral (3)	(4)	Not Important (5)
Fair, equitable and flexible daily work schedule	39 72%	12 22%	3 5%	1 2%	0 0%
	51 94%			1 2%	
Getting paid for all hours worked	32 58%	18 4%	4 7%	1 2%	0 0%
	50 91%			1 2%	
PD opportunities	19 35%	23 42%	12 22%	1 2%	0 0%
	42 76%			1 2%	
Fair evaluation	25 45%	19 35%	9 16%	1 2%	1 2%
	44 80%			2 4%	
Clear job description	33 60%	19 35%	2 4%	1 2%	0 0%
	52 95%			1 2%	
Access to support during time intensive cases/caseload	36 65%	18 33%	1 2%	0 0%	0 0%
	54 98%			0 0%	
Dept vetting of new policies and procedures related to job expectations	30 55%	21 38%	3 5%	1 2%	0 0%
	51 93%			1 2%	
Access to designated confidential workspace/materials/supplies to complete expectations	28 51%	18 33%	9 16%	0 0%	0 0%
	46 84%			0 0%	
Maintain role as LEA	2 5%	10 18%	29 53%	3 5%	11 20%
	12 22%		53%	14 25%	
Clear process/procedures for transfer of assignments	19 35%	28 51%	4 7%	2 4%	2 4%
	47 85%			4 7%	

**TRANSPARENCY, DECISION-MAKING AND DISTRICT CULTURE**

Item	Very Important (1)	(2)	Neutral (3)	(4)	Not Important (5)
Stronger voice in decisions that impact work	45 82%	9 16%	1 2%	0 0%	0 0%
	54 98%			0 0%	
Voice regarding best ways to support students	38 69%	17 31%	0 0%	0 0%	0 0%
	55 100%			0 0%	
Clear process for communicating concerns to admin confidentially	31 56%	18 33%	6 11%	0 0%	0 0%
	49 89%			0 0%	
Space for colleagues to contribute best strategies for supporting diversity and inclusion	32 58%	15 27%	8 15%	0 0%	0 0%
	47 85%			0 0%	
Acknowledgment and/or timely response to concerns	30 55%	19 35%	6 11%	0 0%	0 0%
	49 89%			0 0%	
Transparent process for selecting interview panels and new hires	23 42%	21 38%	11 20%	0 0%	0 0%
	44 80%			0 0%	
Transparent process for selecting mentors and committee members (BCT, ACT, PBIS, SPW, etc.)	27 49%	17 31%	10 18%	1 2%	0 0%
	44 80%			1 2%	

**SALARIES, BENEFITS, and JOB SECURITY**

Item	Very Important (1)	(2)	Neutral (3)	(4)	Not Important (5)
Competitive salary to attract and retain employees	44 80%	10 18%	1 2%	0 0%	0 0%
	54 98%			0 0%	
Benefits for part-time employees	22 40%	15 27%	14 25%	0 0%	4 7%
	37 67%			4 7%	
Improve current healthcare benefits	11 20%	20 36%	22 40%	1 2%	0 0%
	31 56%			1 2%	
Paid family leave	21 38%	24 44%	10 18%	0 0%	0 0%
	45 82%			0 0%	
Increased personal leave	15 27%	23 42%	17 31%	0 0%	0 0%
	38 69%			0 0%	
Fair/transparent process for discipline and/or termination	24 47%	20 36%	11 20%	0 0%	0 0%
	44 80%			0 0%	
Protection from layoffs	33 60%	13 24%	9 16%	0 0%	0 0%
	44 80%			0 0%	
Maintain (\$100,000) life insurance policy	24 47%	18 33%	9 16%	1 2%	3 5%
	42 76%			4 7%	
Maintain current healthcare benefits (MiCare) as they are	38 69%	13 24%	3 5%	1 2%	0
	51 93%			1 2%	

## QUALITATIVE RESPONSES

### What do you like best about working at CUSD, school psych department, special education, and general education?

The support of colleagues, school admin, and supervisors.

Levels of support, variety of roles, self-sufficiency in support for students from qualified staff

I love working with the staff and students.

I feel like our department does a good job of supporting us. Last year there were a few times that I reached out asking for assistance when my caseload was very heavy. Each time I was quickly provided with support which I appreciated. I feel like CUSD as a whole makes careful decisions that are in the best interest of the majority of staff, students and families. At my comprehensive site, I feel like there is a clear understanding of the roles of a school psych and how that applies to general education. This may not be the case for everyone, but I have never felt like my site admin was dumping too much on my plate and asking me to do too many things. At my comprehensive site they are really good about delegating tasks to other admin (GIS, etc.). I am not being constantly pulled to deal with low-level behaviors such as defiance or work refusal. My admin is good about addressing issues when appropriate and deferring to me when their strategies are not working or when they need to consult.

I enjoy being able to support the students and families that I work with. I enjoy that certain educators are open and willing to trying new things to make school a better place for children. I also appreciate that I have requested to move schools and that request was granted as I am much more content in my current working conditions.

Students, first and foremost. Second, my colleagues (Teachers, Speech, OT, Nurse, etc.) Feeling valued and appreciated at my sites, and also feeling as though I am making a meaningful and positive impact in the lives of the students that I work with.

I enjoy working with a team of hard working, competent people. Collaborating with others is the best part of my job. I value having the time to spend developing relationships with my school staff, administration, as well as other psychologists.

I like the peer support both within the psych department and on my school site.

The many layers of support, excellent relationships with colleagues, student-centered focus, work/life balance, amount of resources available to new psychs.

Multiple layers of support for students and staff, work life balance, staff relationships, community resources, staff networking.

Colleagues

Consultation teams (ACT, BCT, PBIS, PSW), wellness staff and resources, MHSPs, additional time allocated to elementary base psych time, flexibility with hours, flexibility to attend children's events, increase in pay, decrease in duty days, access to test kits, access to iPads, tech support from Cy, iPad trainings, PBIS, intervention programs and process at my site, great sped teachers in my programs, being able to stay at my site and programs when not requesting a change, COVID funding for psych materials, Sheri has been a nice addition

The best thing about this job is being able to make an impact in the lives of our kiddos! I love that our district has a variety of programs and resources available in order to best meet the needs of each individual student.

I mostly enjoy the other staff I work with. My fellow school site staff, School Psychologists, and Special Education Teachers are all such incredible individuals that make this job doable. I appreciate the overall attitude that hard work is expected and whining is for babies. I like the city of Clovis. I like working close to home. I enjoy doing things right, not cutting corners, and producing quality work, reports, IEPs, and interventions that do right by kids.

Psych Department: Other psychs are always willing to collaborate with me when I need support and additional support groups (BCT, ACT)

Special Education and General Education: Helping students access education and make social/emotional connections at school

Additional resources/supports, technology, and the people

I have always loved the culture of hard work and strong ethics - We work our tails off, collaborate effectively with our colleagues, and get innovative and creative to help our kids.

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I love my colleagues. I work with an amazing group of intelligent and passionate psychologists.

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I love being a part of early identification and intervention for social emotional needs of all students.

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I like how the psychologists support each other and are there for each other when we need help, advice, or guidance.

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CUSD is great at supporting their staff when personal situation arise (not COVID but general life stuff). I enjoy collaborating with staff and Admin to support our students' needs.

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I love serving my students and families. I greatly appreciate my good fortune to work at a particularly supportive school site and with a collaborative and inspiring group of school psychologists

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The staff at East and atmosphere at East, as for special education as a whole not much to say. I was sad to see Dave and Jon moved from lead psych, the level of supervision and support was amazing when I started in Clovis. Jon was always available to help since I had a difficult site my first year. I appreciate all the psych's who dedicate hours to helping and improving our department as a whole in regards to all our sub committee's.

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Almost everyone is friendly and hardworking. I very much appreciate the opportunity to work part-time (.8), my mental health and ability to persevere in this field are directly affected. I appreciate my colleagues in the psych department for their willingness to collaborate and their variety of expertise. I value our programs in that we are our own SELPA. In most cases, general education teachers are so accepting and willing to embrace mainstreaming students from specialized programs.

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I have mostly very satisfied working in cusd. I appreciate the family atmosphere at most sites I have had the pleasure to serve. Most of the time I feel most all cusd employees tend to reach far beyond minimal expectations and generally strive to go the extra mile supporting kids and their families. Have always felt valued and trusted and that our department leadership has always supported me, although it feels like many aspects of our departmental relationships have really been challenged by covid and differences in opinion on the unionization process. Gen ed always seems appreciative with our efforts to support as many kids as possible at (removed for confidentiality).

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I love the people I work with at my site. I also like that there are quite a few school psychs that I can reach out to for questions and I always get support from them. I do feel we are a united team and I'm happy to be a part of it.

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I love my job at a school site level. The flexibility that my administrators grant me is great. I do not feel micromanaged and they have faith that I will complete my job

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The opportunities to work with students as part of our role with individual counseling, small group counseling, behavior support, and interventions. At my school I feel that all the students whether they are gen. ed. or special ed. are all mine and I can work with any of them as needed. I like that our School Psych department shares a lot of the same values as me regarding LGBTQ and students of color. I get along well with and really like most of my colleagues!

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My position at the Therapeutic Intervention Program which allows me to work with the most high-risk students with mental health issues. To be able to intervene, with my team to help students whose mental health disability severely impacts their ability to be in the educational setting, maintain safety in their homes and make meaningful progress towards restoring balance and growth in their lives.

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I enjoy consulting with my peers and feeling like part of a team.

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My colleagues and students, as well as the positive climate at my school site.

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I enjoy the diversity of this field. There are many roles available for the School Psychologists to experience and possible career change options. I enjoy working in the programs that I have this year. I like that there are mental health support providers to assist and take workload off the psychs.

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I like best about our school psych department is that we are able to work together and support each other. Our group usually gets along. We can call on each other for help in specific areas when help is needed. I like that we are able to come together for one staff member vs being broken up into different groups. I believe our district generally hires good quality people who don't mind working with others. Our team is versatile. We have a lot of talent with different areas of expertise.

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What I like best about CUSD is that CUSD tries to hold onto their employees. They try to provide above average support and services for our students - the needs of students are considered. The district also provides different programs for students and provides amazing facilities for our students to attend. Our district has order to it. Generally, CUSD is ran well when it comes to doing great things for students. I also like that our district provides strong core values for staff and students. I like that CUSD tries to be a school district that is a step above the average. Students are given a good education. We have various things to offer our students such as the (removed for confidentiality) department. Each high school provides some form of CTE.

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What I like about our special education department is that we all know each other. Our district is small enough were most people know one another. Also, I like that we have different types of specialists. We also have different programs for students with different issues. Students are not all combined into one class. I like that our district tries to hire different specialists to meet the needs of students.

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I enjoy being a support person for students and other psychologists. I enjoy having the opportunity to work alongside other educators to develop efficient systems and practices to serve our schools, community, and department.

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At the sites I have been at, I have been really lucky to work with I amazing and supportive administration. I really appreciate that when I need help from my admin, they have an open door policy and collaboration is possible. Within the school psych department, I really have appreciated that my supervisors have been supportive and are there when I am in need of help. I also appreciate my colleagues because we have supported each other through messages, calls, and emails in times of collaboration. As far as with general education, I feel that there are some departments on sites that do not understand or not as supportive of our roles on campus.

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I really enjoy working 1:1 with students. I love having conversations with students and helping them navigate life, school, and/or their emotions. The (removed for confidentiality) is an amazing place to work. The staff is caring, compassionate, and accepting of students and site administration is incredibly supportive. Within the department, I am grateful for many of my colleagues who I am now personal friends with. It's great having a network of people I can contact for personal and/or professional support

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I love the family that I have created amongst some of coworkers (school psychs, MHSPs, and staff at my school site).

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I enjoy and value the opportunity to work with excellent psychologists who I consider high character people. Most of our psychologists consider the best interests of our students in their decision making and they care about their peers.

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I really enjoy working with CUSD staff, students, and families. In general, I find CUSD staff members to be some of the most dedicated professionals I've ever worked with.

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Working with my colleagues

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There is a great level of support here in CUSD and more specifically in the psych department.

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-- The work ethics of my coworkers in psych depart & also at my site.

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-- Individual and district attention to detail, when it occurs.

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-- Clear expectations and procedures, when they occur.

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-- Collaboration between school psychs & MHSP is strong. Everyone is willing to collaborate.

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I love the comradery at my sites. I work some pretty amazing people at my school sites and couldn't do this job or get through this past year and half without them all.

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In recent weeks, I appreciate some of the changes that our district and department has made to support us. I hope this will continue to be develop.

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I love that we are student-focused and every staff member appears to be doing the very best they know how for kids.

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I like being able to do more than just assessments/IEPs as is was in other districts where I've worked. I also appreciate the option of working part time.

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Working with colleagues who share the same passion for servicing kids and our school community.

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I value my compassionate and brilliant group of psychologist peers and the support we give each other. I appreciate the ability to work part-time and that the district is trying to hire people in order for part-timers not to take on sub roles when there are LOAs.

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The support and community among the psych department.

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I value the support from other psychologists. Whenever I reach out to another psych for help or suggestions, they are always more than happy to help. I value the BCT, ACT, and preschool team and support. I like how we have the ability to work part if we choose to.

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Supporting our students, my peers that I get to work alongside, collaborating with many teams and support providers.

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I like the people so far. Most people are kind, encouraging, and helpful.

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Support from administration

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I enjoy the flexibility of being able to work part-time. I have wonderful teams at both of my sites/programs that I enjoy working with and I feel very supported by both my gen-ed and sp-ed teams and teachers.

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Working with my teams; collaboration and support from other psychs; support from my EIAP program specialists; supportive principal (removed for confidentiality); designated/protected time in SDC programs

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I come from a family of retired CUSD educators and I attended CUSD as a student so it has been nice being able to work in an institution for which I have deep roots and connection. I have always valued CUSD's motto of being the best we can be in mind, body, and spirit. I appreciate the district's aim of Maximizing Achievement for ALL students, but I think that's an area we need to get better at. I feel so very blessed to have a supportive, ethical, collaborative, knowledgeable supervisor in David Weber. He is like a mentor to me. I feel very blessed to work along side many talented, hard-working, caring school psychologists and mental health support providers.

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### **What is the most important improvement that could be made within the school psych department?**

What is the most important improvement that could be made within the school psych department?

Competitive salary and a more equitable opportunity for trainings. Not expecting us to beg school admin to pitch in. Confidentiality when communicating with supervisors. No forwarding of emails without consent specially between supervisors and employee.

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Representation

Provide equitable pay compared to nearby districts.

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I think more base time at comprehensive sites would be nice, but again, my admin is great about not overloading me so what we have now is fine.

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There is inequity among programs and teams. There are some teams (such as PSW) that work very hard to provide training, consultation, and resources to all school psychs but they are not funded nor provided time within their schedule to do so.

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Exceeding and uncomfortably rude negativity within our department.

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Ensuring appropriate case loads is vitally important so we have time to connect with staff, collaborate, and be involved in early intervention.

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Greater transparency and respect from School Psych leadership

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Reduce the steps on the pay scale in order to allow newer psychologists to make a competitive wage when compared to other local school districts.

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Additional increases in the pay scale to compare to other local school districts.

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less steps on the pay scale, increasing pay for newer psychologist, creating a competitive salary compared to surrounding districts.

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Morale

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Change in leadership to reflect support of psychs

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Compensation

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Having a proper voice that is heard, carries weight, and gets results. For too long we have not had proper representation to hold the line, filter assignments, and advocate for our needs and wants. We need and deserve a "seat" at the table.

I don't feel like I have been a psych long enough to designate one specific improvement that is the most important. Improvements that come to mind are: supports to implement proper MTSS, establish a mentor/support system for newer and veteran psychs, and 504 evaluation process

The voice of school psychologists driving decisions

It often weighs heavily on me when fellow psychs openly criticize another psych's decision or methodology. I noticed this at almost every pre-COVID psych meeting and I think it is detrimental to that good collaboration we pride ourselves on.

Transparency and equity,

Better advocacy for the overall needs of the collective group. This includes the utilization of general education interventions to reduce the number of referrals for SPED services, considering work loads and responsibilities, and ensuring that our department has a voice with stakeholders who can create positive change.

a real voice when it comes to speaking to district admin about our needs, our role, and adequate pay/compensation for the unique job that we do.

As an MHSP it is really about training our teachers how to deal with mental health issues. To encourage them to take some ownership and call parents when they are concerned. They see students almost every day and are the frontline of service. I would like a streamlined process and direct collaboration with the academic counselors is important across the board. I am blessed to have that but not all school sites are the same.

fair compensation in comparison to our neighbor districts in order to appeal to high quality job applicants and to maintain moral within the district.

Everyone needs to be transparent with there experiences and empathetic to hearing the good the bad and ugly reality of things.

I think good efforts have been made to communicate our role and responsibilities to site admin, I appreciate the ongoing steps it will take to solidify this.

Moving towards agreeing to disagree amongst ourselves, to not allow this department to get swept up in our differences. By the nature of our responsibilities its already hard enough to stay connected, provide support, and receive support with one another, the last thing we need are more divisions.

I think we have stretched ourselves so thin (with regards to duties/responsibilities) that the focus of our job has become blurred and now we are at a point that it will be hard to bring in our focus. We are expected to do it all. It is impossible to live up to everyone's expectations.

I wish we had more representation such as a faculty senate representative to be able to advocate for us.

I think communication and leadership are lacking and I would like us to be able to nominate someone who we think would be an effective leader for us for our lead psych position and take a vote every 2 years.

Leadership that actually listens to and respects the voices of the diverse group of psychologists and advocates for them as professionals and for the students they serve. Allowing more flexibility for psychologists to work towards their strengths and not pushing arbitrary policies on the whole group, especially without their input.

Psych admin/PS support. Timely responses to reaching out for support, more than one word/one phrase answers to questions, more than just referring me to another person or department... would be helpful and more friendly - as brand new to CUSD

Creating area "lead" psychologist that can serve as mentors and point persons.

Within our different areas, a "Lead" psych could be helpful. More opportunity to discuss situations or problems happening on our campuses. Updates on laws, assessments, and more consistency in our department amongst templates, and procedures/ guidelines. A bilingual psychologist. Tier behavior support plans are time consuming and often get passed along without knowing what to do with them. a "roving" school psychologist in the event that there is tension amongst a psych and the team members/family. A roving psych can come in without prior knowledge and biases. Guidelines for the roles of a psych for their programs would be helpful such as our AIP programs.

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The most important improvement that can be made with the school psych department is for school psychologists to have someone that actually represents us and our needs - we need a voice. We need someone that can say when something is not fair or equitable for school psychologists vs making us give in and do what is asked of us when it's not in the best interests of school psychologists or students. I would like to see school psychologists have support. We work hard and we want to feel valued throughout our department.

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Second, to this, I want a supervisor that shows equity and does not only do things for those that he or she likes. I want someone that recognizes and values staff that does their job but are quiet and reliable. I want a supervisor that makes me feel valued and acknowledges my assets and does not make me feel like I might do something unethical or wrong because another employee has done that. I want to be recognized for the years I have in the district when assignments are given out.

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Defining responsibilities and vetting school psych procedures and best practices (504, Behavior/FBA, STAR/Crisis, SCIA, SST involvement).

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I think the most important improvement that can be done would be to raise our payroll to be equal to that of our neighboring districts.

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Leadership. It's difficult to work under leadership that has no respect for you professionally, likely because she is clueless about our duties. We are constantly being given more duties {SSTs, 504s, behavior intervention, counseling, etc.} at the site level, yet there is no district level support to help ease the stress of these duties {i.e., more time, conversations w/site admin about expectations}. Despite increasing responsibilities and the litigious community we work in, our salary continues to be one of the lowest in the valley. Although leadership will blame other factors, we have lost numerous exceptional job candidates to other districts who are better compensated.

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I think the most important improvement within the psych department would be transparency and unity.

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Improved transparency and advocacy from the program specialist. Our psychologists deserve the best!

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Immediate change: A standard of professional conduct that all psychologists adhere to. Having a detailed process in which psychologists can take their concerns without vetting the problem with the entire staff. Codes of conduct for use of email, how to have professional conversations, and skill building on handling disagreements professionally.

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Future Change: School psychs having access to trained aide support (more than just BCT) to help implement intervention plan and lower level behavior interventions.

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I feel strongly about 186 duty days, similar to all other sped team members

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A well defined role.

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Reduce report writing and paperwork. Not sure that's realistic so also.... Clear and consistent procedures for our widely varying roles that apply across CUSD, not just at one school, in one area or in one type of program.

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Working on cohesion and not division

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There is a huge lack of transparency and perceived nepotism with how decisions are being made with regard to selection of psych input and selection of me of PSW, I know why I was selected but my colleagues may not know. I know there were many others with interest in being a part of this team and, while I feel part of it, I know it wasn't transparent for others as to how the selection happened. These types of decisions could cause friction between members of our department. I was selected for more duties or more input than others. It is not equitable for all psychs to be heard and it causes the perception of favoritism. This may not be for speculation.

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Allocating time, space and resources for necessary paperwork would be very helpful to many who work in programs. Improved access to testing materials is also highly important. Having an evaluation process reflective of our job responsibilities would be a long awaited improvement.

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Equitable workload, which is difficult to decipher from site to site, and program to program.

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Clarity or process of how to request/ wait for placement opportunity, selecting mentors, and selecting committee members.

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More psychologists so others aren't spread so thin. It would be nice to see psychs have more time at the elementary level (I am very fortunate at (removed for confidentiality), and I think it would be beneficial to others).

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More time allotted to schools/support teams to be able to support our sites more effectively.

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I would like to attend more trainings. I wish there were more ways to connect as a group. I do not know what this would look like during a typical year because I started during COVID.

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End the division between the psychologists that has been created since the union process was initiated

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I feel like we could do a better job of providing training and professional development of new employees and clarifying systems and processes.

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write reports at work, not at home.

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Continued/more advocacy, support, and collaboration with upper level administration for the betterment of the psych staff and students as a whole.

### **What is the most important improvement that could be made within special education?**

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Increased training for all and guidelines on general procedures. Less of everyone does what they want.

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Effective changes for SPED staff and students such as caseload, transfer of students, etc.

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Have comparable work days as other SPED employee groups (speech, RSP teachers, etc)

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I think that having a few more program specialists so that they are not spread as thinly would be beneficial.

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To feel that we have a say in some of the processes created that directly impact our job. Upper administration create procedures such as STAR re-entry procedure, SCIA assessments, etc. and say that it is a shared responsibility among team leaders but almost all of the responsibility falls on the school psychologist. It would also be beneficial to have consistency among these procedures district wide rather than it depend on area or site discretion.

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Additional support for PIP/new hire Specialized Academic Instructors (RSP, SDC, etc.) teachers in order to prevent burnout.

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I would like my administration to have a better understanding of how much time assessment and other duties require. I would also like the district to invest more resources in pre-referral intervention.

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Greater transparency and respect/recognition from SpEd administration

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Caseload caps for program specialists (to be more available to support students and staff) and caseload caps for RSP teachers (to be more available to provide the specific, individualized student interventions that are not always able to occur).

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lower case loads for program specialists and RSP teachers to increase their availability to adequately support students and staff.

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New leadership

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Additional allocation of time and support with intense caseloads

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Increase time allocations for service providers in various settings (comprehensive, program, etc.)

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Leadership that is authentic, trustworthy, and an expert in the field of Special Education.

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Implementation of a MTSS system would allow for proper special education referrals and would lead to a better teacher understanding of what special education really is

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less focus on program placements when the child has a particular dx and more focus on inclusion.

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I have struggled with some of the directives from upper special education admin because I sometimes feel that guidance comes without truly knowing and understanding the situation. In order to prevent burnout, it's important the special education department understands and identifies common stressors and works to alleviate them. EX: high caseloads, procedures for litigious cases

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## Accountability

Overall transparency and advocacy, greater understanding and awareness of the purpose of special education while ensuring all staff understand systems and protocols.

Special education needs to be a central topic of conversation when it comes to how we measure success in this district. We are so concerned with graduation rates, grades, and sports that we overlook the accomplishments of the students and educators that are in SPED

I'm not SPED but getting students referred when a problem is identified and not always waiting for parents to make a request

Seems there is a need for some long-expressed concerns and issues to be acknowledged, and resolved.

## Respect for all

Respect from higher admin (I think we are generally well respected by our site admin and program specialists), reflected by genuine listening and actions taken to address our concerns.

More training for sped teachers, more opportunities to share and collaborate across like setti

Not just listen to our concerns but work towards changing things within a timely manner. Some changes that are happening recently have been voiced concerns for over the 6 years that I've been in the district and it is my impression that the concerns have been voiced even longer.

Communication with us and really doing what is best for children and not what is best for CUSD. I have had two students that I feel didn't fit into our square boxes of RSP or FLS and I was told under no circumstances could that student do a blended program even though that was what was best for that student.

Appropriate compensation for the roles and responsibilities, increased work load and overall liability of the scope of the work involved. Better understanding and respect for the department and it's role in the serving the students in the district well.

## Transparency

Creating more unison between sped staff and school psychologists with procedures and protocols.

I feel like there is a lack of communication amongst our Psychs and special education teachers. Often around assessments, and knowing which assessments to give. Mild/ moderate SDC programs would be nice as well as Inclusion Autism programs. In the high school level, RSP teachers have student's on their caseload that they never see or have classes with and this is an issue when it comes time for progress monitoring.

The most important improvement would be to have a supervisor/program specialists over psychologists that actually looks into situations and tries to work with psych's to make sure issues are being resolved and that psych's are happy within reason. I want a supervisor that will be confidential and that will not move me from an assignment that I am thriving in to make someone else happy. I want to feel valued by my supervisor. Right now, I don't feel that way.

Having equitable resources/curriculum/evidence based interventions per program/site.

Within special education, I think that we could be more supported with being provided with a stipend to help purchase items that we need for our daily jobs or within programs (i.e. fidgets, toys, etc.).

Leadership {see above}. I have expressed concerns about SPED leadership the past few years on our Climate Assessment to no avail or discussion. I finally gave up and did not complete the Climate Assessment last spring as it's a waste of my time as the data is ignored. I hope unionization will strengthen our QITs as they are also {and have been} worthless. We have had QITs in place the past 5-10 years and nothing has changed. Now QITs are suddenly taking responsibility for a raise and many other "incentives" we all know have come about because of ACE and talk of unionization.

The most important improvement within special education would also be transparency and genuine support for the psychologists

I no longer work in the SPED department but I did for a considerable time. I think there is a serious need to improve the leadership and advocacy from department administrators. Psychologists have not been respected or advocated for over the last five years. Although I am no longer directly in the

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department, I am hopeful that recent conversations will improve the experience of all psychologists. I am also hopeful that future conversations will continue the recent improvement.

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Recruitment of special education IA's. Training, incentives, and program planning to retain aide personnel.

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Better dissemination of information/policies, etc. and be more involved in the decision making process before things are implemented.

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Streamline processes that are used across district in the different areas of IEPs.

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Clear and consistent procedures for our widely varying roles that apply across CUSD, not just at one school, in one area or in one type of program.

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Equity

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There maintains this disconnect between upper admin and those of us "in the field". I am unsure if this due to a lack of transparency as to why certain decisions are being made and we are just not privy to that information or if it is because they don't have the pertinent information to make sounds decisions that impact our day-to-day duties. From my perspective (which admittedly is limited) it appears that they select certain psychs to draw information from but it may not represent the whole. There appears to be nepotism at times and this can pit psychs against each other, which causes friction among our department.

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Appropriate training for sped teachers regarding standardized assessments and consideration/allocation of time necessary for IEP meetings and assessments would improve the sped dept.

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The lack of support for students via staffing. For instance, not enough trained IA's to fill the SCIF positions, leaving other special education staff to fill in for those SCIF roles, including school psychologists.

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Cleaning up processes and expectations for clarity of roles across sped staff and what to do in certain situations.

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Updated salary schedule, changes being made by upper management when they say they will.

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More training opportunities for staff, especially our IA's that work with some of our most challenging students

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Proper sped placements. I think we could benefit from having mild-moderate programs vs. the one size fits all SDC.

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smoother transitions between programs

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Professional development, systems and processes, more base time for comprehensive sites

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reduce burnout. Should not be expected to attend meetings before school (7:00-7:15 start time with an after 5:00pm end time). Should be paid for that additional time.

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I think the QIT has done a great job in trying to collaborate with special education leadership regarding key areas that need improvement...I think these areas should continue to be addressed in hopes that changes will occur

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### **What is the most important improvement that could be made in general education?**

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Increased training and support of special education teachers by both general ed and special ed. administration.

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Support for "in-between" students and a psych voice in decisions that affect gen. education

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Have smaller class sizes

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I think that continued implementation of MTSS (with fidelity) is important for our GE kids. Also, a bigger push for SEL for all kids would also be nice since this will be a significant challenge in the wake of the pandemic.

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General education is desperate for effective, research-based, multi-tiered systems of support in both academics and behavior. But especially academics.

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Need for PBIS and MTSS across all school campuses to support all students.

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I would love to have a greater focus on intervention throughout the grades rather than just in kinder and 1st grade.

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Recognition of School Psych/Mental Health contributions to students/families/staff in school settings. Inclusion with staff and support of physical needs to complete job.

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Very clear tiers of MTSS that are DISTRICT-WIDE expectations.

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MTSS programs!

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True focus on MTSS

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Caseload analysis to determine allocation of time at sites

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Respect from administration. Improved acceptance of sp.ed. students in GE settings. Clear grievance processes when these are not being upheld.

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Balance and neutralize the overwhelming power of parents that request and demand interventions, assessments, meetings, plans, etc. without adequate reason or need. It has become a flood with regards to sheer amounts, congested timelines, and proper resources to stay afloat and within legal parameters.

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Implementation of a MTSS system

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Behavior teacher training and trainings on understand SPED

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Nothing comes to mind - I am fortunate to work at a school where I feel I have a great relationship with my team and a clear understanding of mutual expectations.

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Dismissal of the separation of special education and general education.

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Training, utilization, and implementation of a valid MTSS system across school sites for academics, behavior, and social emotional needs.

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Schools need to have evidence based systems implemented with fidelity to support student social-emotional, behavioral, and academic needs. We are a very reactive district and usually respond to problems rather than establishing systems that prevent kids from needing intensive intervention. MTSS needs to be a priority because everyone (students, teachers, supplemental services, and families) benefit - which means CUSD benefits.

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Better Tier 1 interventions that aren't just offered to the staff but are delivered campus wide.

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Increased focus on MTSS and intervention

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PBIS

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Consistent implementation of MTSS across sites with district requirements for efficacy and mutual respect for special education students' variety of needs.

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I feel very supported at my sites. Site Admin always seems realistic and supportive regarding our psych's role in supporting the gen ed population.

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Improvements in strengthening collab between gen ed support staff and sped support staff could aid in mtss efforts

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Implementation of MTSS across grade levels (elementary and secondary) both academic and social emotional. I still do not believe that gen. ed. finds this to be a priority.

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More intervention support and smaller classroom sizes. I feel that a lot of my behavior support wouldn't be needed if teachers weren't trying to manage outrageous class sizes.

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Shift in focus from competition, achievement, and "results" to providing a safe, supportive, nurturing environment for all students so that they and their teachers and support providers can all succeed.

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MTSS/RTI/SST process

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Creating more supports (aides) to assist with behavior interventions in general education.

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Creating support for monitoring and implementing BIPS, more instructional assistance. 504 coordinators get extra pay, and we are the ones doing the work for 504s. Standards are so high in CUSD that mental health concerns are high and also contributed to this fact. Especially in secondary.

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I think issues surrounding race and discrimination needs to be addressed for all kids (text books, teachers being taught how to address issues regarding race, and teachers being taught how to be aware of their bias).

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Stronger implementation/financial support for MTSS (academic and social-emotional behavior)

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Within general education, one of the most important improvements that can happen would be to help teachers be better educated on our roles within the general education setting and how referrals can be made through other outlets as well.

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Increased student support via MTSS and PBIS. Social-emotional, behavioral, and academic supports are a must for ALL students, not just those in SPED. Based on the lack of supports we currently have, students often end up in a SPED program because there is no other support(s) available.

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An understanding of what our job actually entails (assessment, law, counseling, behavior intervention, PBIS, etc) and support.

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Better advocacy for all staff members, and more transparency with decision making. It is my strong opinion that the pandemic brought many concerns to light.

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More training regarding behavior and tier 1 supports

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Yearly training of general education teachers regarding sped is mandatory

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Basic behavior trainings for teachers to reduce the amount of time we spend supporting.

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A mindset shift toward progress and whole child success. There are lots of teachers who have this and a few admin but mostly it is not the case and there is still such a focus on grades and work completion. Building relationships with the most difficult or stubborn students is so critical and way too often gets missed. A real challenge to this is class size and that teachers' time is limited.

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Implementing systems in place that represent a true MTSS model to help children early and not wait for them to fail and refer to special education. To many assessments due to lack of intervention.

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This area is so dependent on the site admin and the variability of the student population and site resources. This again goes back to upper admin. We put value on student wellness and SEL but there is no accountability and when a site does the bare minimum in regard to student wellness, it reflects in their behavior and discipline. If we are saying that we are emphasizing student wellness then we need to put our money where our mouth is and provide more to staff and resources in this area. This could be a trained behavior support staff at every elementary school, SEL curriculum for every classroom (which appears to have been slowly happening just in the recent years), provide more behavioral/ social-emotional training for general education teachers to build capacity for tier 1 social-emotional support, more funded psych time per elementary school campus to support general education (MTSS), expanding our MHSPs to elementary, consider LCSWs per areas to support tier 3 (not every school has Fresno Co. DBH and even when we do, it isn't always guaranteed we will maintain them).

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Considering all students as general education students, including special education students and recognizing that special education is supposed to be the last, rather than the first resort when a student presents with educational difficulties.

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The resources and knowledge related to general behavior management and behavior modification, and changing the mentality that any behaviors, small or big, requires a psychologist or special education.

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MTSS; clear systems of support for students and processes so teachers also feel supported.

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Behavior training for teachers

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To have social/emotional skills taught throughout the day. I would love to see more of this built in and looked at as an area that is just as important to be taught as academics are.

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This will be my first year working at a comprehensive site. I would say its always important to have good communication between Gen ed. and SPED.

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increased education of general education preschool teachers

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Having better systems in place for academic and behavior intervention, as well as training for teachers.

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MTSS

Equity with regard to race, LGBTQ, etc. for students and staff. Teachers/staff having a voice (compared to parents/community members) and feeling as though they can actually voice their concerns/suggestions without fear of retaliation--being heard by the board and upper level admin

**Please share any specific thoughts/comments/suggestions regarding any of these topics under Supportive Working Conditions that you rated as very important**

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Sometimes colleagues spend time working beyond work hours; expectations vary from site to site...

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Access to support during intensive cases is very important to me. I have always felt supported in this way by our district.

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Clear job expectations is an absolute must. Not just for ourselves but for site administration. There is so much depth and breadth to the role of a school psych and it is impossible to do it all perfectly but that often feels like the expectation. School Psychologists would also like to be a part of that conversation, especially when it comes to vetting new policies and procedures.

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No comment at this time.

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Limited access to confidential workspace.

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Flexibility is one of the most significant reasons I selected to work at CUSD, so I highly value that.

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Pay and time compensation is most important to me. If I work past my duty day, I want to be able to utilize those hours another day.

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Thank you for all that ACE is doing!!!!

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I appreciated having my principal evaluating me this year because he sees me in my day to day duties but it was also a challenge because he doesn't know what my job completely entails. An evaluation done in conjunction with a school psychologist supervisor would be ideal. Consistency with 504 would be great as our roles as psychs seem to vary in this realm of our job. My site has been great with office supplies and materials but it would be nice to continue to receive materials that improve our job performance. It may be helpful to conduct a caseload analysis like the language/speech department does to allocate time to sites and programs accordingly.

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It is very important to me that our district maintains the ability to allow for psychs to work in part time positions.

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Our job is so intense that we cannot afford to do anything until we clearly complete those specific duties that ONLY the School Psychologist can do. Until those job responsibilities are complete nothing else should be added on. In addition, all the additional assessment procedures and additional reports that have recently been "given" to School Psychologists are just drowning us. The STAR, the SCIA, 504s, SSTs, all rely to heavily on the School Psychologists to start, monitor, and complete. These "team" duties are rarely done as a collective group. There must be clearer standards put into place and in the future to stop additional practices and protocols to appear on our plate. Maybe have the School Psychologist contribute with a one page report summary or insight form or something that can be less time intensive yet get across the overall professional insight and opinion required. Everything is turning into 20 page reports...

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As someone who waits to ask for help until it's almost too late, I think it is crucial to ensure there are checks and balances in place to reduce the assessment load and ensure appropriate compensation.

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Assignments are currently based on friendships not merit. The process is not transparent or equitable.

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During my seven years with the district, I have worked with five principals who all had different ideas of what my role looks like and various expectations regarding my responsibilities. It can be challenging to identify these expectations while also adhering to the responsibilities established within the special education department to complete multiple types of assessments that are valid and legally defensible.

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Space is so important. Some admin do not understand that confidentiality isn't merely preferred, it is required.

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Each site is not the same so having a clear understanding of funds to purchase supplies for the psych would be helpful.

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1) Being provided extra support during a time of high caseloads is very important for our employees. Luckily it has been granted whenever I have needed it but I don't think that is the case for everyone.

2) We should have a say in duties that are added to our job.

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I would like the same schedule as the teachers with a paid lunch with the expectation that when I have meetings I need to be in early or stay late for them. When I don't have meetings I would like to go home (usually bringing reports to write once my kids are in bed) and not be the last car in the parking lot everyday!

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I want to have in place a system of how people are placed in specific programs/assignments. I believe people should be placed based on their skills and expertise in an assignment and not based on the area they generally work in.

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I have often wondered why we are contracted to 8 hour work days when other SPED professionals have shorter work days {plus a longer duty work year}.

I agree with all the topics listed above. A supportive working condition also includes treating individuals (including psychologists) with dignity and respect. Our psychologists are some of the highest performing employees in our district, but the advocacy of the SPED Administrator has been deficient and virtually non-existent. The current Program Specialist over Psychologists has clearly violated proper expectations in her negative comments about other psychologists, many others, in situations where leaders should act professionally and show discretion.

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Having someone else required to be LEA would alleviate us playing dual roles at difficult meetings.

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Fair/equitable/flexible wk day: For the most part I have this already at my site. I have had it to some degree at my previous sites as well. However, when I hear of others who get flack for report writing, or emails during program class time or some other work related task that is being done when students are present is beside me. I do not follow the teacher guidelines of being on campus 30 min before school starts bc it is not what works best for my staff. I strongly appreciate having that flexibility to spend more time after school with my staff. So this is a very important topic for me but I recognize that it is already going well for me specifically.

Paid for all time worked: I put in so many more hours every single year and I resent it. I have worked 16 hour days and still felt I needed to get up and get to work on time and have a full day. Of course, I continually work on time management, prioritizing, and saying no but some cases just take up so much time, anticipated or not.

Clear job descriptions/expectations: I always appreciate consistency and clarity in what is expected. I am still so surprised at how different things run in different programs, areas & w/ different program specialists.

Support during intensive cases: I have some psychs I call for support and I think once the connection is made the collaboration is usually great. I absolutely love how the PSW has been structured (office hours, easy to reach, connect within a few days, they clearly ask for what is needed, and the collab is amazing). BCT is similar, not quite as clear cut but behavior just isn't so I get it. Other things, like just complicated cases require what feels like favors and helping out of the goodness of heart. Don't want to loose this but would be good to have designated paid time for this kind of thing.

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These are the topics that impact our day-to-day work lives the most and it is difficult to say any of these aren't as important as the next.

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Access to designated confidential workspace- this is my fist year here at (removed for confidentiality); however, the consensus here is that this has been an ongoing concern here...and something that the team has advocated for years. We truly are in need of a new center to accommodate our team of 30+ staffing and the growing number of families we serve.

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As a new employee I would like to know what paths or opportunities I should look to have a chance of getting certain program placements if there is an opportunity, as well as for committee seats. I have seen some jobs go by seniority in district and experience in field.

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**Please share any specific thoughts/comments/suggestions regarding any of these topics under Transparency, Decision-Making and School Culture that you rated as very important**

I don't have any info on how the latter two are determined

I feel like the district has done a good job at this so far. I have no complaints.

If a competent school psychologist is requesting support it should be acknowledged and provided and this has not always been the case.

No comments at this time.

Too many incidents of "favorites" being chosen for various responsibilities. Not fairly distributed. Concerns not responded to by appropriate leadership.

As I mentioned above, it is vital to have a proper voice that is heard, carries weight, and gets results. For too long we have not had proper representation or leadership to hold the line, filter assignments, and advocate for our needs and wants. We need and deserve a "seat" at the table. A leader must understand our role and what it is and actually looks like. This will help the decisions being made and how matters are approached.

Whether it's the minority or majority voice, I feel very strongly that there should be a clear system for who to reach out to and what to expect in terms of a path to a resolution when there is a concern of any kind (HR, psych-specific, gen ed, etc.). It is so important to ensuring that we all feel safe, respected, and supported to continue doing our jobs to the best of our ability.

My first priority will always lie with my students. Ensuring that they feel safe, cared for, respected, and given a voice is the most important factor for me. I personally feel this is not a department specific concern, I am proud of the hard work many of my colleagues have put into addressing the individual needs of ALL students. This is an area that the district as a whole needs to make greater progress in.

I think transparency as a whole is very important, and all of the topics above should be addressed and improved. The biggest focus, in my opinion, has to do with amplifying psych voice when it comes to advocating for how students can be supported. We work across the board, both in SPED and general education, and usually have great insights into the true functioning of a school site and what students AND teachers may need to excel. We are thoughtful and consider a variety of data sources, input, and perspectives, and tend to see the big picture while also acknowledging the little things that contribute to the larger whole...as a result, we are an outstanding resource when it comes to making decisions about policy, supports, practices, interventions, structured, etc. yet we are not given a strong voice in making changes or how well things are implemented.

School Psychs and MHSPs need to be involved in conversations at the site level. They have expertise that needs to be considered.

I think it would be great if there was more transparency and give opportunity to other psych's who might want to help in committee's but feel intimidated such as myself.

I think the conservative leaning of our Board tends to disregard the needs of historically disenfranchised students. I hope that political and religious beliefs can be put aside by upper admin and the Board to instead listen to those with professional expertise on how to best respect and care for these students.

Along with the transparent process for selecting members also a clear and transparent process for assigning time or not assigning time to these functions.

I would like to see different people utilized and placed in different committees/ mentoring positions. Also, I think our hiring panel should consist of diversity. We need to get away from hiring people that look similar to the hiring panel. Different staff members should be allowed to be on the interview panels. We should not consistently use the same people for the different committees or panels that we have.

It would be great if we had a voice in decision-making as we know our skill set much better than SPED leadership.

Please refer to my previous comments. Future conversations should focus on ensuring that psychologists are treated fairly and professionally and receive the advocacy and respect that is deserved. This should be non-negotiable!

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Commutating concerns to admin: I don't know what the process even is other than talking to Kris and idk what happens after that. Frankly, i rarely have this experience but def want to know what it is and have an anonymous way to address concerns as well.

Strategies for supporting minority groups: This will always be important to me. Again, I rarely come up against this given my current role but would def be good to have a space to go to when needed. & I know this is needed SO much more with older children and teens.

Interview panels: This process seems so incredibly arbitrary. Sat on a panel with 4 candidates only to be told shortly after that we could not pick the one we strongly wanted and ended up being told a transfer from another school was coming to fill the position.

Transparency for mentors/committee members: I think understanding how people are selected for positions is just important. I really hate so much happening behind closed doors. Leads to lots of distrust, even when outcomes are good, the distrust is still there.

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I have felt in the past that my opinion of grad students that I have supervised did not matter when it came to the hiring process. We have had some very good interns that were not hired and I feel that some of what happened was very inappropriate.

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All of these topics are SO important! I can't say any of them are less valuable than the other.

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**Please share any specific thoughts/comments/suggestions regarding any of these topics under Salaries, Benefits and Job Security that you rated as very important**

Having a transparent process for discipline is important in order to maintain accountability and do what is best for our students.

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MiCare is a huge benefit to CUSD!

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No comments at this time.

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Competitive Salaries is a must to attract and retain quality staff. Again, transparency regarding raises and benefits is super important

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Salary is one of the top concerns. I think aiming to reduce the amount of pay steps would significantly benefit newer psychologists. It takes too many years in order to actually reach a competitive salary.

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Competitive pay salary while maintaining current benefit costs and resources.

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I feel like we work hard compared to neighboring districts and don't get compensated to show that. We often deal with difficult parents, advocates, cases, etc. that are unique to our district and feel that we should be compensated for that.

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During my 17 years, CUSD School Psychologists have benefitted from general District salary increases but specifically never has our job and role been examined and granted a raise. Our benefits once included at no cost are now a monthly expense. I do not believe our pay and compensation packages are competitive with the surrounding areas. It becomes frustrating when salary and benefits do not simultaneously increase as our roles, duties and responsibilities do. Many of the perks that distinguished CUSD 17 years ago from other surrounding Districts are gone (full free benefits, less reports, more time with interventions and working in the classrooms, less 504s, less IEP meetings, more autonomy, less behaviors, less lawsuits, lower Sp Ed numbers, etc.).

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I am happy with our current salary, benefits, and leave policies, but feel it's important to have a voice in any future/proposed changes.

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A competitive salary is ESSENTIAL this day and age where there are a lot of districts who have more protections for their educators and offer more support along with a competitive salary. In Clovis, you're expected to be the best, work beyond your contracted hours, AND do it for less than anyone else. It's just not worth it for the mental stress that comes with operating at that level! If we are going to recruit new hires and take care of

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the people we currently have, we need to make sure that they are paid well for what they do, otherwise we will see a decline in the quality and quantity of people applying to work in CUSD. Benefits are included in that compensation.

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I like our health insurance and the recent addition of Micare and telehealth. That has been huge!

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Need a more competitive pay scale for new hires!

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Many of the things rated as Very Important are already established in CUSD in my opinion, such as paid family leave and MiCare. I think it is very important for benefits to continue for part-time employees (as a .8 employee I do receive benefits), as well. I think salary improvements are a reflection of the respect psychologists have in the district; when we are underpaid compared to other districts and especially when compared to other positions within the district, it undermines our professionalism.

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I would add ... A fair and transparent process for approving or rejecting request to work part time.

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When I first applied to CUSD I wanted a 50% contract, but was told that I could not cost-share the difference for the benefits because HR was not in the business of selling insurance. I almost didn't continue with the process of working with CUSD, but Dave Weber smoothed it over and I was increased to 75% to receive full benefits. It was belittling to be told this when I was willing to make up the cost and I needed benefits. As far as MiCare I love the clinic, but I wish it could be improved upon to be an urgent care on Saturdays and after-hours. The increased co-pays for ER visits really hurt families I feel because it is always after-hours when little ones get hurt. I would also like to see MiCare have a pediatrician on duty for urgent-care cases.

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Increased Paid personal leave. The teachers get 5 PTO's I believe?

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Our salaries and benefits are important. I want a salary that is fair and appropriate for what we do in comparison to other school districts. Also, I don't want to be laid off or loose our life insurance policy. The district has previously indicated the importance of keeping employees vs laying them off. I want that to still be a priority. I also, want my co-pay to be kept low. I really don't like the \$25 per doctor's visit. Over the years the district has continued to increase the co-pay.

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I think MiCare is one of the greatest things the district has done!! I would prefer to use MiCare than to pay monthly fees for health benefits or a \$25 copay.

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It is been my opinion for quite some time, that this area would be less critical if our group was treated fairly and respectfully. Because this has been lacking, the focus has moved to compensation, which is both understandable and reasonable. (Basically, if you are going to treat me unfairly and poorly, you are going to pay me.) I do believe our benefit package has eroded over the last few years, and a renewed focus on this is clearly warranted.

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I find it very upsetting that our reduction in the level of benefits was made by a select group and not a vote of every employee. It is a unfair practice and does not represent our district as a whole. Was the money saved in lessening our benefits, given to us for our raise?

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While I do rely on a competitive salary for my family, as I am the primary salary within my household, I feel strongly that this wouldn't be the issue it has become if we were not so underpaid for our expected role and duties. I didn't enter this field for the salary but it is hard to ignore when surrounding districts pay better, especially for the early career psychs.

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I have seen other districts provide a minimum of dental and vision and option to buy medical for part time staff. I think the approval of the salary survey/ research by the board is a good start for a competitive salary.

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To be honest I am do not have a ton of knowledge in this area. I am just happy to have benefits and a salary.

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It is important to me to not only be able to maintain my part-time contract but also maintain benefits. I'm happy with our current benefits.

**Between Federal relief funds and the 2021 State budget, CUSD stands to receive tens of millions of additional educational dollars in coming years. How should CUSD invest these new State and Federal education dollars to help us best address our student needs?**

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Providing more training opportunities that would include general education.

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More programs and support such as behavior IAs, mental health programs, etc.

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Reduce class sizes and provide more SEL support in classrooms

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SEL, professional development for staff, legal updates (Lozano Smith, etc.) to help us prepare for the inevitable legal backlash from the pandemic.

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Multi-Tiered Systems of Support that are effective, research-based, and implemented with fidelity in all schools

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Develop PBIS and MTSS supports across all school campuses. Additionally, hiring and maintaining additional school psychologists and MHSPs on campuses. If we're able to make our workload more manageable, we'd be more available to provide supports for GE students in the form of individual/group counseling, more visibility on campus, CSI participation, etc.

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Pre-referral academic and social-emotional intervention for students.

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Smaller class sizes, increased mental health support for students, adequate facilities for staff.

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Hire additional, qualified staff to support social-emotional-behavioral and academic needs. Examples may include additional academic intervention teachers, counselors, psychologists, behavior support staff, etc.

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Hire additional staff to support social emotional and academic needs. More space/buildings/offices to increase work productivity and student intervention.

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Supporting the non-academic needs of students to help maximize educational outcomes

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Increased funding/allocated time for consultation teams, test kits, resources similar to those provided this year due to COVID, counselors/behavior aides at elementary level

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Building additional classrooms to reduce class sizes; fund additional psych time to increase current allocations across settings; increase access to necessary materials (new laptops, filing cabinets, curriculum, apps, test kits, office supplies/organization/storage).

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Behavior and safety. I spend so much time with serious behavior problems and help classroom staffs that are thin in numbers and not prepared to deal with the students they are assigned. More staff training, staff numbers, and supports (programs? increase BCT? increase ACT? expand NPS supports?) to combat the wave of trauma and behavior that is blowing up classrooms. Decreasing these needs will also directly decrease number of assessments, IEPs, reports, etc.

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By creating a team that goes in and helps schools implement a MTSS system

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More mental health and psychologist staff, additional instructional assistant training and time, and making the playgrounds more accessible to those in wheelchairs and with sensory needs.

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It would be great to consider how we can increase our team of mental health professionals to include elementary counselors and school social workers.

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Reduced class size and increased academic intervention.

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Academic, Behavior, and Social Emotional MTSS: research and evidence-based curriculum for all three tiers, progress monitoring tools, trainings for administrators and teachers. Additional positions for psychologists who specialize in these areas to support the development and implementation at elementary and secondary levels would be highly beneficial.

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Personnel to support social-emotional, behavior, and academic needs district-wide driven by EQUITY and not determined by area superintendents and/or principals. Each site should be given the same access to resources so that no matter what school your child goes to you are guaranteed to access the same supports as another site.

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I know there are restrictions on what the money can be spent on but if they could build mental health/school psychologist centers it would allow for students to get the help they need confidentially. Students will know exactly where to go if they need help.

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They should allocate funds for intervention, implementing PBIS at every site-which is a gen ed function but some how figure this out. Increase salary for psych's and other employee's. Develop a larger team for BCT and aides to support behavior. Send anyone to trainings who is willing to attend.

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Positions that help create an equitable and safe learning environment for all students with the lens of addressing racial, gender, sexual orientation, disability, etc. inequities.

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Positions that make data and research based decisions regarding MTSS and require the implementation of effective strategies across all school sites.

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I have no idea. Poll the department and set priorities based on feedback

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Invest in training all staff on MTSS practices and implementation that will be long lasting in both academic and social emotional.

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Intervention materials and training for staff for SEL curriculum, more classrooms and staff for smaller class sizes, aides for Kindergarten and first grade classrooms, laptops for every student so that if we ever have to pivot again we are ready.

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Salaries, benefits, sponsoring professional growth for employees- paid trainings, including college credits, that allow them to advance professionally within their field and improved infrastructure such as classrooms, offices, counseling offices for mental health providers and psychologists to use, academic intervention rooms, other resources that directly affect student's abilities to access materials that support academic achievement. I.e. enhanced library access, computers, printers, access to internet, updated books and academic materials, etc. More support for the arts programs- especially visual arts.

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Hire RTI teachers, Teachers on Special Assignment for programs/ RSP, fund for more aides for intervention/ small groups, afterschool programs for academic support.

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More RTI teachers, Teachers on special assignments, aids in the classroom to support small groups, Language immersion programs, After school programs for academic support, Apple products/ Macs

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I think our students will need more mental health support.

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MTSS; evidence based academic interventions and training as well as social-emotional curriculum/PBIS and behavioral resources.

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I think that this money should be spent on what is best for students and what students could benefit the most from, such as curriculum, programs, hiring of additional IA's, technology available for special education programs, etc.

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Programs/materials that support SEL. Additional staff or time for psychs to provide social-emotional support (counseling) to students.

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Providing SEL curriculum to ALL schools (k-12) and additional support of mental health relief through either All 4 Youth, CYS, additional psychologists in the MHSP role, and/or additional school counselors in the mental health capacity.

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Fair compensation for employees, improved access to resources, Behavioral IA support, improved benefit package.

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I think they should go toward helping students more individually in their specific areas of need. During the school day in ways that structure school days to maximize the time students are at school instead of doing after school programs. Could be smaller class sizes, more adults in the classroom, more targeted groups, etc.

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Increased mental health therapists for SE support. Increased funding at site level for MTSS and intervention teachers. Increased program specialists for support in order to maintain good special education teachers.

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Because we wouldn't be receiving these funds if it weren't for the effects of the pandemic, I would hope that this money would go to support student wellness. I listed the things, in my opinion, that we could do to support student wellness but mostly I think it needs to be a collective decision and equitable for all the stakeholders because of the variability from site to site. At my site, we have a huge need for facilities update as we have SPED members housed in a shared portable (6 staff sharing 1 portable several days a week). This may not be an issue at every site. The

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important point in this is that every voice needs to be heard and it shouldn't be spent as a one-size-fits-all approach because our needs are different and we need to be able to provide input.

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MTSS at all sites, programs for students like all for youth (and others), salaries, professional development, staffing, test kits, social skill curriculums/ trainings

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Smaller class sizes, enforce social emotional curriculum (scheduled into the day)

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I am not sure.

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providing confidential work space

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PD for psychs/admin/employees, access to more academic/SEL interventions and supports

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increased technology options for SDC programs (iPADS, etc), options to purchase apps (can be done currently but many roadblocks), targeted intervention supports for gen ed students.

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Mandatory trainings, curriculum, programs implemented with regard to equity and social-emotional learning/supports

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**Are there any additional issues important for us to address in our union contract?**

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None. I am very happy.

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Not at this time.

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No comments at this time.

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Ability to share concerns regarding direct leadership (Psych and SpEd) with appropriate responses directed to concerns within a reasonable amount of time.

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I think it is very important that we are able to maintain the current flexibility, benefits, and resources that we do have as CUSD employees. While there is room for improvement, I think it's important to remember that we do have many good things and I would not want to lose those!

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Stipends or repayment for credentials/certifications/CEUs/conferences. Cell phone/driving stipends.

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Not at this time.

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Where does the QIT process fit in? This should be clarified.

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no

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In most categories, I do support the status quo of our job. I appreciate my part-time contract, our fantastic benefits, our supportive site admin, etc. - I recognize that I personally benefit from these things greatly. However, my concern is always about students and I hope that this wonderful district can see how times have changed, how our students have changed, and how WE must change to best address the needs of these precious lives.

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Assess caseloads and determine where additional support is needed.

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Psychs should be included on the All (School Name) Teachers email group. I get left off of many social activities and important items because teachers don't realize I am not in that group. I would like our Psych Meeting agenda five days prior to the meeting and a better system for being excused from the meeting. It seems like some people can get excused from every meeting and when I ask because of something that I deem is professionally necessary I am told no. I would like the Psych Meeting time to be changed to earlier in the day. I only work until 4 everyday for childcare reasons and they often go past our end time of 4:30. I would like my assignment prior to my first duty day back at work (still haven't gotten it this year). I would like to be assigned money at the beginning of the year like teachers do for prizes, materials, printing at the teacher center, office decor, etc. Equitable caseload lists like RSP and Speech have with the following taken into account (Psych service time students, triennial students, avg. initial students, total general education students). I believe NASP recommends 1:700 ratio for psych to general education population. Confidentiality guidelines for admin/lead (people in supervisory roles) that are explicit regarding personal circumstance and health issues of staff.

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Duty day length

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Our length of duty days are high compared to neighboring districts. Decreasing by 30 min our an hour would be nice.

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I feel everything has been covered.

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I appreciate the work DOC and SOC members are offering to our psychologists. It is unfortunate we are in the situation, but this movement clearly is for the benefit of others and those who will follow in our footsteps. This is honorable and courageous work. The fair and professional treatment of psychologists is paramount. We can not allow the dismissive and toxic culture continue to negatively impact our ability to support our students and each other.

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No, I think you captured all concerns in the survey.

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I think this survey covered all major concerns! Thank you for all your time and efforts throughout this process.

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Not at this time.

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I do not support the union

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Define our role/duties; have a say/opportunity to define role/duties when additional duties are added.