



BOARD OF EDUCATION

Valerie F. Davis, President
Genoveva Islas, Clerk
Claudia Cazares
Elizabeth Jonasson Rosas
Andy Levine
Keshia Thomas
Susan Wittrup

SUPERINTENDENT

Mao Misty Her

**November 19, 2025, Board Meeting
Trustee Agenda Item Questions & Answers**

Questions were submitted by all trustees.

Item A-1

Q: Regarding the Williams Act Report - It appears that several of our schools have repairs that seem minor in cost but are needed to ensure student safety. How will these issues be remedied, and what is the timeline for that?

A: Many of the items identified in the Williams Act Report are not emergencies, they are still essential to maintaining safe and functional learning environments. Our Maintenance team is prioritizing these repairs based on safety impact and overall need.

- Minor repairs are assigned directly to Maintenance crew and scheduled according to priority and funding.
- Items requiring specialized work are handled by outside vendors.
 - New installations, such as wheelchair lifts, must go through a formal bid process and require DSA approval, which can take 6–12 months usually part of a modernization and not considered a routine restrict maintenance funded repair.
- Sites receive confirmation once repairs are completed.

Timelines:

- Immediate safety concerns once notified are addressed within 24–72 hours.
- Routine repairs are completed through the regular work order cycle, with true emergencies taking precedence.
- Vendor dependent items are completed based on vendor and parts availability, with additional time required if permitting or procurement is needed.

Item B-1

Regarding ES1

Q: What happened prior to what we are doing now?

A: HR had limited training opportunities that allowed for professional learning prior to supervisors and evaluators taking on the role.

Q: Who will be providing the professional learning?

A: The Assistant Superintendents and Administrators of HR will be responsible for the professional learning.

Q: How will we monitor the completion of training?

A: HR has developed a dashboard that tracks who is required to complete training and what training they've completed.

Q: How is HR going to report back to the Board the outcomes of the number of leaders attending the training?

A: HR has developed a dashboard that tracks who is required to complete training and what training they've completed and this will be included in the regularly scheduled monitoring meetings.

Q: Are principals expected to go into classrooms to observe classified staff at school sites as well as teachers?

A: The site leaders are expected to observe their classified staff in their work environment. They may also ask teachers to provide feedback to the site leaders to complete the evaluation.

Q: Can a principal only go in to observe one standard this week and another standard the following week?

A: The California Standards for the Teaching Profession are designed to reflect how teaching works in practice, which is an integrated process. Each standard is a guidepost that informs the others. The interrelated nature of the standards allows teachers to use them to examine their practice and seek support for continuous improvement across all areas. By understanding how the standards connect, teachers can more effectively plan for student success and their own professional growth

Q: How does a principal evaluate a teacher? Do they go in and evaluate one standard at a time?

A: The California Standards for the Teaching Profession are designed to reflect how teaching works in practice, which is an integrated process. Each standard is a guidepost that informs the others. The interrelated nature of the standards allows teachers to use them to examine their practice and seek support for continuous improvement across all areas. By understanding how the standards connect, teachers can more effectively plan for student success and their own professional growth.

Q: What is the timeline for evaluating a teacher?

A: Teachers are given notice of the evaluation timelines for the year, beginning with Intent to Evaluate, who their evaluator will be, setting goals and formal evaluations dates. There are mid-year and end of year timelines set per their CBA. Teachers, at minimum, must be evaluated at least every other year unless admin and teacher mutually agree upon a Five (5) year cycle.

Q: What if the Formal Evaluation looks good but not everything else?

A: The evaluation cycle consists of formal and informal classroom observations, not the formal only.

Q: Who evaluates the Principals?

A: The Supervisors of Schools evaluate the principals on the CPSELS.

Q: Who evaluates Classified employees?

A: The evaluator is assigned according to the role of the classified employee. At a school site it is one of the site leaders. At a department level it is determined by the head of the department, their organizational chart and scope of work.

Q: When will HR have everyone trained to evaluate?

A: The goal for ES #1 is to have all employees who supervise and evaluate employees trained by June 2028.

Q: When the evaluator give a “Need to Improve” rating, what is the expectation and timeline?

A: The employee is placed on a “work plan” to improve their practice. The timeline is determined by their role, certificated, classified, management, and/or Collective Bargaining Agreement.

Q: Is it really a 0% baseline?

A: We need to be intentional in how we explain 0%... it is because we intentionally set training value for all individuals

Q: Is the one-week training built in-house with best practices from external sources?

A: That is the intent, to utilize best practices noted for HR industry

Q: How are we capturing the data on who has and has not been trained?

A: HR has developed a dashboard that tracks who is required to complete training and what training they've completed. All employees who may supervise are to be attend the professional learning, regardless of prior training so that everyone receives the baseline training.

Q: There appears to be two different trainings, are they truly separate and extensive?

A: No, it is the intent of HR to have a one-week training prior to supervising and evaluating any employee. For now, all currently in the positions are receiving the individual or group professional learning to establish the baseline, a reset if you will.

Q: How are you encouraging attendance and participation in Leadership professional learning with all the other mandated professional learning?

A: Site leaders are asking for more PL, so more sessions are being added, including weekly drop-in sessions provided by HR.

Q: Can we gamify it some more? Competition between departments?

A: That is definitely something we can look into as a team.

Q: How do we know the intended outcomes are meaningful?

A: The professional learning is just the beginning. They are in person, with follow-up meetings that include spot checking the evaluation, trust and verify that there is alignment in writing them with all site and department leaders.

Q: What are the timelines for evaluations for each classification?

A: Teachers are given notice of the evaluation timelines for the year, beginning with Intent to Evaluate, who their evaluator will be, setting goals and formal evaluations dates. There are mid-year and end of year timelines set per their CBA. Teachers, at minimum, must be evaluated at least every other year unless admin and teacher mutually agree upon a Five (5) year cycle. Classified and management employees do not have a required timeline other than those set by HR and completion prior to the end of June.

Q: **How did you get to the root causes?**

A: This question will be addressed during the presentation.

Q: **How many people are in each group for learning?**

A: The class size is limited to 50 unless it is a whole group principal meeting.

Q: **Does this slide show the entire system?**

A: This dashboard shows those who are supervising and those who could supervise.

Q: **This process is new. Will it start over every year?**

A: Yes, it is new. The intent is not to start over but continue with refresher courses for those who complete the current learning.

Q: **Regarding the action steps in slide three (3) concerning training of supervisors and evaluators, two action steps were to have been completed already. Have you had an opportunity to analyze any quick turnaround results and possibly request a modification to the action steps if needed?**

A: At this time, two of the items were completed in design and beginning implementation and will continue to be monitored for consistent implementation. Action steps to fidelity, outcomes and success will determine if a revision will be required. HR does feel it is too new in its design to modify at this time.

Regarding CE1

Q: **Who needs to fill out the form?**

A: The department responsible for the change/ decision.

Q: **Where is the 25% coming from?**

A: From language in interim guardrail CE2

Regarding CE2

Q: How do we know who needs a community engagement plan? Example, Kirk Elementary and a new privacy fence.

A: Since it will impact more than 25% of a specific group, it would need a Community Engagement Plan.

Q: What is considered a “Major Decision?”

A: That language will be drafted by the Board Bylaw Subcommittee at a future subcommittee meeting and be included as a Board Bylaw exhibit for board review and approval.

Q: So, is the goal that by next year we will have a community engagement plan for at least 50% of major decisions?

A: Yes.

Q: Do we have a table illustrating when we do this and when we don't?

A: Not currently, but once the definition of 'major decision' is established, we can create one.

Q: The last response/rationale (on the slide) around teachers and family members becoming advocates reads as if they are not currently advocating... can we change that to read differently?

A: If we can still change it we will, otherwise, Misty will make sure to call it out during the presentation.

Item C-8

Q: Is Bethune Charter Academy a school chartered under FUSD? I thought they were chartered under Fresno County Office of Ed. If so, why are they on our agenda and why are we approving these facility improvements?

A: Fresno Unified owns the building. Edison Bethune Charter Academy will reimburse the district.