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October 14, 2026, Board Meeting Trustee Agenda Item Questions & Answers

Q: How many employees were promoted or laterally transferred without a current evaluation, defined as an evaluation within the last two years? How is the guardrail applied when an employee does not have a current evaluation?

A: Data will be provided showing the number and percentage of employees promoted/laterally transferred with and without a current evaluation.

Q: Are we measuring the right things to determine whether the Effective Staffing Guardrail is actually being implemented? Specifically, should we be measuring training completion, or should we be showing outcomes such as the evaluation status of employees who were promoted or transferred?

A: The presentation will incorporate outcome data related to actual promotions/laterals and evaluation history. Future consideration may also be given to whether the interim measures should be revised.

Q: Why is ES1 at 2.1%? Are employees progressing through the individual training requirements even though they have not completed the entire required set?

A: The 2.1% represents employees who met the complete ES1 requirement across all required training areas. Additional data shows progress within the individual training categories, including 31% meeting the Supervision & Evaluation training threshold.

Q: Should employees who have not completed their required training be eligible for promotion?

A: This was raised as a potential additional control for employment decisions and will require further consideration.

Q: How should employee conduct be incorporated into decisions about promotions, laterals, hiring, and other employment opportunities? How can conduct be separated from performance?

A: Conduct is currently considered separately from the performance-evaluation measure. Additional review will occur regarding how conduct could be more explicitly incorporated into these processes and/or the guardrail.

Q: If conduct is incorporated, what level of conduct should affect eligibility? For example, should a Memo of Concern be sufficient, or should the threshold involve more serious or repeated conduct?

A: No specific threshold was established during the session. Further work is needed to determine a consistent and defensible standard.

Q: Why are previously completed monitoring actions still written in future tense, and how will the Board know which actions have actually been completed?

A: The language was retained from the original monitoring report to preserve the actions as originally stated. The presentation will clarify the evidence of implementation and completion status.

Q: Why wait until 2027–28 to launch the leadership training? Can it begin earlier if it is ready?

A: Yes. The intent is to launch the leadership training as soon as the full program is ready; it will not be held until 2027–28 simply because that is the identified implementation year.

Q: How does implementing social emotional learning (SEL) curriculum contribute to or address health and wellness for students?

A: Implementing SEL curriculum strengthens health and wellness by equipping students with the skills to manage emotions, build positive relationships, make responsible decisions, and navigate challenges. These skills promote resilience, a stronger sense of belonging, improved mental well-being, safer school environments, and greater academic engagement, creating conditions for students to thrive both in school and in life.

SEL fosters a strong sense of belonging and connection to school by nurturing empathy, communication, and healthy relationships with peers and trusted adults. When students feel seen, valued, and supported, they are more likely to engage in learning, seek help when needed, and contribute positively to their school community. These experiences promote emotional well-being and help create safe, inclusive, and welcoming learning environments for all students.

Q: What student outcomes would we see with implementing social emotional learning curriculum that contributes to health and wellness?

A: When schools implement SEL instruction consistently, they can expect improvements in student well-being, behavior, school connectedness, and overall school climate.

These outcomes are reflected in reductions in student suspensions, suggesting that students are developing stronger self-regulation, problem-solving, and conflict-resolution skills. Positive responses on the Student Climate and Culture Survey, particularly in areas related to school connectedness, well-being and mental health, and school environment, further demonstrate these gains.

Additionally, students scored within the strength or typical range on the social-emotional behavior assessment, indicating healthy social-emotional development across the student population.

Q: How does a supervisor know which required trainings they need to complete under ES1? When someone becomes a supervisor, are they informed of these requirements and how are they tracked?

A: Yes. Supervisors are informed of the required trainings, and completion/progress is actively tracked. David showcased the tracking by each required training component and discussed the increased communication to employees regarding their status and whether they are on track.

Q: How do supervisors and employees know when it is time for an evaluation and what the evaluation timelines and expectations are?

A: Evaluation timelines and expectations are communicated to supervisors and employees. David shared that HR has increased communication this year, including identifying who is due for evaluation, communicating status and timelines, and providing information about whether individuals are on track.

Q: Does the social emotional learning curriculum have lessons on social media etiquette?

A: Yes, both Second Step and School Connect include lessons on digital literacy. Second Step Digital Citizenship Module: Healthy Habits, Privacy and Safety, Digital Footprint & Identity, Relationships & Communication, Cyberbullying & Online Harms, and Information & Media Literacy.

School Connect Module: Teen Guide to Surviving a Tech World, including lessons on navigating social media, Outsmarting Ad Campaigns, Avoiding Message Regret, Considering Cheating (AI), and Extinguishing Cyberbullying.

Q: How does SEL support student behavior and discipline that impacts the school culture?

A: SEL supports positive student behavior and discipline by teaching students the skills needed to manage emotions, regulate their behavior, solve problems, resolve conflicts, and make responsible decisions. When students develop these competencies, they are better equipped to respond to challenges constructively, resulting in fewer behavioral incidents and disciplinary referrals.

By providing all students with explicit instruction in self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, SEL helps create a proactive approach to behavior support rather than relying solely on reactive disciplinary measures. As students strengthen these skills, schools often see decreases in disruptive behavior, conflict, and suspensions.

Effective Staff — ES1

Q: Does the 2.1% represent where we are now?

A: Yes. The 2.1% represents where we were as of June 2026. It reflects supervisory employees who had completed the full set of required trainings.

Q: Where should we have been?

A: The target was 30%. The district anticipated being able to offer the trainings and have employees complete them at a faster rate. The full requirement includes multiple training areas and approximately 12–15 modules, some requiring one to four hours each.

Q: Would it be useful to remove people who are not currently supervising? Would that change the numbers?

A: It would change the numbers somewhat, but it would not change the overall status of the guardrail. The district included employees who could potentially supervise in the future because they are in management classifications. HR has also looked specifically at employees who are currently supervising and evaluating, and the overall completion rate remains around 2%.

Q: When did we start implementing this particular guardrail?

A: The guardrail was approved in January 2025. The district then developed the training modules and began delivering them in July 2025, during the 2025/26 school year.

Q: Are these employees represented by CBAs, or are they primarily salaried/non-hourly employees?

A: There are some supervisory classifications that are hourly employees, but approximately 98% of the employees included are salaried, exempt management employees.

Q: Is all of this training in person?

A: Primarily, but not exclusively. The district has also developed some online/Teams-based modules and can explore expanding those options to increase participation and completion.

Q: What are the most critical steps you're taking to make sure that, no matter how many years someone has been a supervisor, they meet all of the requirements of this interim guardrail?

A: For new supervisors, the district is developing a one-week Leadership Training Seminar that must be completed before an employee begins supervising or evaluating staff. For existing supervisors, HR is monitoring required training by employee and course in real time, scheduling training throughout the year, consolidating CBA training where content overlaps, and developing asynchronous options. Management hiring has also been centralized through Leadership Development to strengthen tracking and training requirements.

Q: When do you expect the one-week Leadership Training Seminar to be in place?

A: July 1, 2027. The initial response mistakenly referenced 2028 and was corrected during the meeting.

Q: What is the plan specifically for supervisors who were already supervisors before this guardrail was established?

A: The district is monitoring each employee's completion of every required training area and providing training opportunities throughout the year. HR has also consolidated overlapping CBA training and is developing asynchronous training opportunities. The district acknowledged that it needs to be more strategic about accelerating completion among existing supervisors.

Q: Is there an incentive or consequence—essentially a “carrot or stick”—for supervisors who don't complete the required training?

A: Not currently. The district acknowledged that it has not established a specific consequence for failing to complete the training within a required timeframe. Based on the Board's feedback, leadership committed to developing and putting an accountability mechanism in place.

Q: Where is the Saturday training option for principals or other supervisors who have difficulty leaving their sites during the workweek?

A: Saturday training was raised as a potential way to make training more accessible. Leadership acknowledged the concern, but a specific Saturday training schedule or commitment was not established during the discussion.

Q: If we're holding staff accountable through evaluations and limiting promotions or hiring when they don't meet requirements, shouldn't supervisors be held accountable too?

A: Yes. Leadership agreed with the concern and acknowledged the need for greater accountability for supervisors completing required training.

Effective Staff — ES2

Q: Are we measuring the percentage of staff who receive feedback when they're rated Does Not Meet Standard?

A: Yes. ES2 measures whether employees rated Does Not Meet Standard receive documented, actionable feedback and support for improvement. The percentage increased from a 27.8% baseline in June 2025 to 57.5% in June 2026.

Q: The guardrail also says employees shouldn't be hired, promoted, or moved laterally if they're not meeting standards. Are we tracking that?

- A: Yes, but that is measured under ES3 rather than ES2. ES1 focuses on training supervisors; ES2 focuses on the quality and actionability of evaluation feedback; and ES3 focuses on using evaluations to make employment decisions.

Effective Staff — ES3

Q: Are evaluations actually being used when making hiring and promotion decisions?

- A: Yes. For management applications, candidates are required to provide their most recent evaluation, which is reviewed as part of the hiring process. Leadership provided an example of an external vice principal candidate whose evaluation technically showed “Meets Standards,” but whose written evaluation contained significant concerns. After reviewing the actual content, the district chose not to advance the candidate.

Q: Does ES3 apply only to regular hiring and promotions?

- A: No. The district expanded its approach beyond management, classified, and certificated employment to include supplemental assignments, extra-pay work, internships, and similar employment opportunities.

Q: Will the district be able to reach 100% compliance with using evaluations for these decisions?

- A: Possibly not. Some collective bargaining agreements and MOUs contain provisions requiring certain placements or lateral movements. The district must comply with those agreements even when they conflict with the intent of the guardrail. Leadership indicated that 90%+ may therefore be a more realistic operational outcome while the district continues negotiating relevant provisions with its labor partners.

Infor / New HR System

Q: Why did we make what appears to have been a knee-jerk decision to move to this new system when it wasn't ready?

- A: Leadership acknowledged the frustration and agreed that HR, IT, and Fiscal Services have experienced significant challenges with the implementation. A complete explanation of the original decision-making process was not provided during the meeting.

Q: Why was it so important to implement the system around July 1 and at the beginning of the school year when we were actively trying to hire people?

- A: Leadership did not provide a definitive answer during the meeting. David committed to working with IT and Fiscal Services to provide the Board with information explaining the decision-making process and why the district proceeded with the July 1 implementation.

Q: Are we losing potential employees because the new system isn't allowing us to hire people quickly enough?

A: The concern was acknowledged. The trustee cited examples of applicants who could not wait for Fresno Unified's process and went to Central instead. Leadership acknowledged the system implementation challenges and the frustration they have caused.

Q: What is HR doing in the meantime while the system isn't fully functioning?

A: HR has established interim processes, controls, and "gates" to capture necessary information and ensure evaluations are considered in employment decisions. HR is also implementing these controls in phases, including for supplemental contracts, and auditing the resulting decisions to identify additional areas requiring intervention or work with labor partners.

HEALTH AND WELLNESS

Q: Can the data be shared by student group?

A: Usage data is collected by site. It cannot be aggregated by specific student group.

Q: Who did we start with first in regard to professional learning?

A: We started with principals, and we will next provide learning to Climate and Culture Teams (CCTs). The goal is to gradually build system capacity by leveraging CCTs to provide learning at their site. Climate and Culture Specialist will provide support as needed.

Q: What contributed to achieving the 65% target?

A: Providing quarterly data to sites supported monitoring progress more frequently. Climate and Culture Specialist then used that data to provide targeted support.

Q: Noticed that the Family Climate and Culture Survey has questions related to SEL and family awareness. How do we know or support families in having this knowledge?

A: Students share what they learn, which includes learning SEL skills. For example, talking about problem-solving skills or how they are learning to manage conflict or emotions. Additionally, it provides perception data, so if families are rating this domain low, it lets us know to increase awareness. Historically, we have seen positive ratings in this domain. However, there is always an opportunity to increase awareness. The curriculum has resources that support sites in doing this that can be reinforced with sites.