

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
Minutes of the Board of Trustees' Regular Meeting of November 13, 2025

Baden High School - Gymnasium
825 Southwood Drive, South San Francisco, California

SSFUSD Equity Definition

Equity, in SSFUSD, is defined as giving students what they need, when they need it to fulfill their potential.

OPEN SESSION — 6:00 p.m.

A. CALL TO ORDER

CLOSED SESSION – 6:00 p.m.

1. To consider the approval for the return of a student from expelled status.
2. CONFERENCE WITH LABOR NEGOTIATORS (Government Code § 54957.6)
 - a. Agency Designated Representative: Assistant Superintendent of Human Resources
 - b. Employee Organization: South San Francisco Federation of Adult Educators, AFT Local 6179
3. CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION (Government Code § 54956.9, Subdivision (d)(2))

RECONVENE INTO OPEN SESSION – 7:00 p.m.

B. ROLL CALL

Board Members: Ms. Amanda Anthony – Present
Mrs. Amy Lam – Present
Dr. Chialin Hsieh – Present
Mrs. Patricia Murray – Present
Mrs. Mina Richardson – Present

Cabinet Members: Dr. Shawnterra Moore, Superintendent – Present
Mr. J. Marwan Hannon, Assistant Superintendent,
Human Resources – Present
Dr. Marcos Garcia, Assistant Superintendent,
Student & Family Services – Present
Dr. Nia Campbell, Assistant Superintendent,
Teaching & Learning – Absent
Mr. Ted O, Assistant Superintendent, Business
Services – Present

- C. PLEDGE OF ALLEGIANCE** was led by Ponderosa ES 5th grader Josephine Ko aka Jojo. Principal Erskine shared that Jojo is an active participant in her school community and an advocate for herself and others. She is an office and classroom helper with a positive attitude.

D. LAND ACKNOWLEDGEMENT STATEMENT

We acknowledge that the South San Francisco Unified School District is located on the unceded ancestral homeland of the Ramaytush Ohlone peoples who are the original inhabitants of the San Francisco Peninsula.

We wish to pay our respects by acknowledging the Ancestors, Elders, and relatives of the Ramaytush Community and by affirming their sovereign rights as First Peoples.

E. REPORTING OUT FROM CLOSED SESSION

Assistant Superintendent Hannon reported on item number one, to consider the approval for the return of a student from expelled status. The board took action to approve the return of student A-01 to the regular program at Baden High School. The motion was made by Trustee Hsieh, seconded by Trustee Murray, and carried by a vote of five ayes and zero nays.

In regard to item number three, conference with legal counsel anticipated litigation, the board took action to approve a settlement agreement between the South San Francisco Unified School District and Julia Rapoza in the amount of \$35,000. The motion was made by Trustee Hsieh, seconded by Trustee Murray, and carried by a vote of five ayes and zero nays.

- F. REVIEW OF AGENDA** – None

G. PTA COUNCIL REMARKS

Natalie Long addressed the board and greeted President Anthony, the trustees, Superintendent Moore, members of the cabinet, and members of the community. She introduced herself as the president of the Ponderosa PTA, noting that this is her third-year volunteering in the PTA and her first year serving as president. She shared upcoming events happening around the district, including the Martin Elementary PTA hosting the Ruby Bridges Walk to School event on November 14, 2025. On November 15, the Buri Buri Elementary PTA will hold a garden workday and a restaurant fundraiser at Red Robin, and the South San Francisco High PTSA will host their South City High holiday bazaar from 10:00 a.m. to 2:00 p.m. Later in the month, on November 25, the Martin Elementary PTA will hold their annual Turkey Trot. She added that on December 6, 2025, the Westborough Middle School PTSA will host the WMS Holiday Bazaar.

H. STAFF ASSOCIATION REPRESENTATIVES' REMARKS

South San Francisco Federation of Adult Educators – Elizabeth Bales-Stutes, President of South San Francisco Federation of Adult Educators greeted the board, the cabinet, Superintendent Moore, and the school community. She explained that she was unable to attend in person. She thanked Daudi Muli and Nathan Sundaram from Technology Services for enabling her remote participation, and she thanked Marwan Hannon for facilitating communication.

She stated that life in the United States has been extremely eventful this year and that the current social and political climate presents many challenges for South City educators and the students and families they serve. She emphasized the weight of the administration's actions on the school population and noted that, in her work with immigrants, she sees the stresses they face. She described how workers and families nationwide are under strain due to cuts to SNAP and WIC, job loss, reduced hours, and decreased buying power. She shared that her favorite Starbucks closed with less than 24 hours' notice, one of many closures, and stated that collective action is the only solution.

She noted that in response to mass ICE deployment in the Bay Area, the California Federation of Teachers joined Bay Resistance in protest, and on October 18 an estimated 7 million people participated in No Kings rallies nationwide. She added that the Starbucks employee union, Starbucks Workers United, picketed stores in 41 cities today to call for a fair contract on Red Cup Day. She closed by urging those who wish to support workers not to patronize Starbucks while the strike continues and thanked the board for their attention.

South San Francisco Classroom Teachers Association – Shari Giusti, President of SSFCTA greeted the trustees, cabinet members, and community. She shared that teacher representatives reported positive news during October, noting successful Halloween celebrations and fall events. Skyline highlighted a very positive parent community and a successful trunk-or-treat event, and Monte Verde had a great fall carnival despite questionable weather. Martin Elementary reported that their instructional coach was very helpful with academics and behaviors.

She said that since Dr. Moore is encouraging teachers to share positive news, she wanted to mention the incredible work of Monte Verde teacher Mary Musallam, who once again implemented a wonderful fall carnival event, even though it was a struggle to secure enough parent volunteers this year. She explained that the event benefits the school tremendously because teachers donate their time to host events for an auction, where families bid for opportunities that give students quality time with teachers outside of school while also raising funds for the school.

She reported that Monte Verde, along with many other school sites, will participate in the annual Ruby Bridges Walk to School Day to honor the courage of a young girl who entered a newly desegregated school while facing a crowd of protesters. She reflected on reading the story of Martin Luther King Jr. to her first graders as part of the Wonders curriculum theme “Make It Better.” She shared that her students were shocked to learn there was a time when people were judged by the color of their skin, and although she loves that they believe this could not happen today, she worries when she sees the current political climate and the fragility of government systems. She expressed that she does not want her students to grow up in a country where they must fight so hard for equality again, and emphasized the importance of standing together and speaking up when things are not right. She said students need to know they can affect change and that this must be taught, hoping all will have the courage to do so.

She acknowledged the work that SSFCTA and SSFUSD have been doing behind the scenes to build trust, be responsive, and work together to meet goals, while also continuing to address areas where growth is needed. She brought forward one request on behalf of teachers, asking for reconsideration of the early cutoff for completing report cards. She explained that access to Infinite Campus is being closed a week before report cards are sent home, whereas in previous years school sites set their own windows and teachers had more time to add comments or input grades for students who had been absent. She noted that the window closes tomorrow even though report cards will not be distributed until next Friday or Monday. She asked for more time, stating that the perception among teachers is that the early cutoff is about control, and if that is not the case, she asked that it be changed or explained. She added that this trimester teachers did not even get a weekend to finish report cards and that they would be very thankful for extra time. She ended by wishing everyone a wonderful Thanksgiving.

California School Employees Association Chapter 197 – None

I. PERSONNEL COMMISSION

Mr. Hannon announced that the next Personnel Commission meeting will take place on Monday, November 17, 2025, at 5:00 p.m. in the district office boardroom.

J. ITEMS FROM THE BOARD – None

K. SUPERINTENDENT’S REPORT

- a. Introduction of New Colleagues** – Dr. Moore stated that at each board meeting it is customary in South San Francisco Unified to introduce new members of the leadership team to the board and the community. She

shared that tonight they were pleased to welcome four new South San Francisco Unified School District team members, each of whom would take a brief moment to introduce themselves and share a little about their background.

1. Vincent Chandler, Expanded Learning Opportunities Program Coordinator, shared that he has been in youth education for over 20 years and thanked the board, noting he was very excited and nervous to be there. He said he is originally from East Los Angeles and relocated to San Francisco 26 years ago. His first job was at an all-girls charter continuation high school, which he described as a phenomenal experience. He later moved into university instruction, lecturing, and then teaching middle college students at Skyline College in San Bruno. After 20 years in higher education, he wanted to do something different and was fortunate to find the position of ELOP coordinator. He shared that he started on July 1 and that the experience has been phenomenal, working with wonderful people and stellar students. He said he feels fortunate, blessed, and lucky to be here and thanked the board.
2. Allison Chow, HR Director of Talent Strategy, shared that she joined the district in July after previously consulting with the HR team on special projects. She explained that before that, she served as chief of staff to the CBO at Belmont-Redwood Shores School District, where she led strategic initiatives in the business services department. As she has gotten to know the South City community more deeply in her new role, she said she has been struck by how tight-knit the community is. She noted meeting many educators who are also parents of current students, alums of the schools, or related to other educators at different sites or departments. She said these connections make the district community special and help build a shared sense of commitment to students and families. She expressed excitement to join the community and hopes to contribute to strengthening it by building talent pipelines that ensure SSFUSD grows its own and becomes a leading destination for mission-driven educators committed to excellent outcomes for students. She thanked the board for welcoming her.
3. Roxanna Villasenor, Director of School Leadership, shared that she has been in education for over 25 years, primarily in the Sacramento area. Her career began as a high school, middle school, and science and math teacher, and she has since served in various site and district leadership roles. She emphasized her commitment to equity and access, creating opportunities for

students, and working with teams to build systems and develop leaders with balance, competence, purpose, and dedication to education. She said she was drawn to the South San Francisco community because of its strong sense of community. In her brief time in the district, she has been honored to witness the level of community support and respect both in and out of classrooms. She recognized the commitment to excellence and the drive among teams and leaders to provide the best education and opportunities for students. She expressed excitement to collaborate, listen, and be responsive to the needs of the community, and said she feels honored by the welcome she has received and looks forward to building more relationships.

4. Christelle Del Rosario, Director of Data, Ed Tech, and Accountability, shared that she has been in public education for more than 10 years, serving as a classroom teacher and as a district office leader in departments such as HR, technology, and curriculum and instruction. She described her return to teaching and learning as a homecoming and expressed excitement about building reliable data infrastructure to promote data literacy across the system. She said she aims to support new instructional and operational practices enhanced by technology, reduce ambiguity around accountability and success measures, and tell the story of the student experience in the schools. She concluded by expressing enthusiasm for the opportunity to contribute to schools where students can thrive and fulfill the promise of the Portrait of a Graduate and thanked the board for having her.

b. 2025 Career & College ePortfolio (C2E2) Competition –Awardees –

Dr. Moore shared that SSFUSD had the highest number of ePortfolio completions and award recipients in San Mateo County this year. She explained that the C2E2 Competition celebrates high school students' creativity, career readiness, and innovation through digital portfolios highlighting their skills, experiences, and goals. This year, more than 3,200 students participated, with \$5,000 in prizes awarded to the top entries.

SSFUSD students earned recognition across several categories, including Health Science & Medical Technology, Biotech, Culinary, and Art, Media & Entertainment. Dr. Moore noted that these accomplishments reflect the outstanding leadership of the CTE team, led by Jennifer Rockett, and the dedication and talent of the students.

- c. Fire Prevention Poster Contest Winners –** Dr. Moore reported that in October, the City of South San Francisco announced the winners of the

2025 Fire Prevention Month Poster Contest, which encouraged creativity and safety awareness among elementary students. The winning students were recognized with certificates at the City Council meeting on October 22, and their posters were displayed at the Linden Park Recreation Building.

She extended appreciation to the City of South San Francisco for celebrating the students' achievements and supporting fire safety education in the schools. Dr. Moore expressed pride in the students for their creativity and engagement, noting that their efforts exemplify Strategic Priority 2: Engaged Students, demonstrating how learning connects to community involvement and real-world awareness.

- d. **SSFUSD and CTA Collaboration** – Dr. Moore acknowledged the partnership between the South San Francisco Unified School District Cabinet and the CTA. She noted that, as President Giusti shared, the district has been intentionally working to strengthen collaboration with CTA colleagues based on feedback received from staff. To support this, quarterly meetings have been scheduled to reflect on successes, challenges, and opportunities to co-create new pathways collaboratively and inclusively.

She highlighted progress and positive momentum from the most recent meeting at the end of October. The meeting was open, honest, and solutions-oriented, reflecting a shared commitment to deepening communication, collaboration, and trust. Both CTA and district leaders noted progress in increasing visibility of cabinet members at school sites and during district events, improved responsiveness in some areas, and a stronger sense of partnership through regular meetings and open dialogue. District and union leaders agreed that these shifts are helping foster a culture of accessibility and shared purpose while acknowledging there is more work to do.

Dr. Moore shared that discussions included celebrating staff, sharing the rationale behind district initiatives to increase transparency, coordinating joint messaging, leveraging existing structures for problem-solving, ensuring timely and transparent communication, and emphasizing reciprocity listening, adapting, and making shifts to strengthen the organization to better serve students. She described the conversations as constructive and forward-thinking, leaving participants with feelings of hope, calm, and commitment. She thanked President Giusti and the CTA executive board for their partnership, openness, and dedication to advancing the district's goals, priorities, and mission.

She also highlighted new communication efforts, including launching two

monthly newsletters featuring multiple schools with at least 50% of content drawn directly from student or staff voices. Engagement trends will be tracked and reader feedback gathered to ensure all schools are meaningfully represented. Additionally, the cabinet is working with site leaders on opportunities to connect with staff at school sites through lunch visits or attending lessons and activities. Dr. Moore concluded by noting that these efforts continue to build relationships, strengthen capacity, and keep lines of communication open, and she expressed pride in the work being done.

L. STUDENT TRUSTEE REPORTS

1. Jaimelyn Ochoa, Fall Student Trustee and ASB President SSFHS began with updates on recent school events and activities. On October 25, the drama department hosted their annual haunted house with activities including face painting and cookie decorating. On October 31, ASB hosted the annual fall fest during lunch, featuring a Halloween costume contest, games, goodie bags, a pie-eating contest, and a cookie decorating station, which included opportunities to pie ASB executive officers and several teachers. She noted that despite the messy fun, the event successfully brought the school community together.

On October 29, Earth Club held their annual “Dinner in the Dark” in the SSFHS outdoor learning space for the fifth consecutive year, with a Halloween theme. Community members attended in costume, enjoyed Italian food prepared by club members, a jazz performance, a stamp rally, tabletop games, and other festivities.

During the week of November 3–7, ASB’s rally commission organized a bell game spirit week and a quad rally to boost school spirit for the 63rd annual bell game on November 8 at El Camino High School. She congratulated both the JV and Varsity football teams for defeating their rival school for the third year in a row, keeping the bell, and praised the school community for their spirited support and new bell game merchandise. She noted that the football team’s successes have elevated school spirit and community connection as they advance to CCS, with the next away game against Terra Nova in the CCS quarterfinals at 7:00 p.m.

Ochoa acknowledged all student-athletes for their dedication throughout fall sports and previewed winter sports, including wrestling, girls and boys’ basketball, and soccer. She also highlighted the folklorico classes’ performances in early November in celebration of Día de los Muertos, which allowed students of all cultures to learn, celebrate, and enjoy food and drinks. The classes also performed at Sunshine Gardens and Junipero Serra Elementary Schools.

2. Isabelle “Izzy” Ruiz, Spring Student Trustee and ASB President ECHS provided updates on recent and upcoming school events. In October, the school hosted the annual fall festival, Filipino American History Month activities, and Red Ribbon Week. The fall festival welcomed community members for a “spooktacular” evening, made possible by the school’s clubs, sponsors, and commissions under ASB chairperson. For Filipino American History Month, the ECHS Barkada Filipino Culture Club visited Makibaka, a museum at YBCA highlighting Filipino American stories and contributions. Peer counselors organized lunchtime activities and spirit days for Red Ribbon Week, including a “Say Boo to Drugs” activity where students wore Halloween costumes and wrote pledges to be drug-free.

Looking ahead, the fall musical, *Once Upon a Mattress*, will be performed from November 20–23, and the senior class is fundraising for prom with a BJ’s fundraiser on November 18 and a car wash on December 7 during the Fungi Festival. The counseling team continues to support seniors with college applications through PIQ workshops and the Flex Your Future speaker series featuring professionals from various careers.

Ruiz also highlighted a canned food drive organized by the service leadership commission in partnership with the Pacifica Resource Center, with collection bins open through November 25. She recognized all 68 seniors who completed their final fall sports season and noted standout achievements by the ECHS flag football team, including their inaugural El Camino versus South City game and a second-place league finish. She congratulated the South City Warriors for winning the bell game and wished them luck in the upcoming playoff game against Terra Nova.

She concluded by acknowledging leadership team members, showcasing new school merchandise, including leadership jerseys, and thanked everyone for attending and supporting events, noting that the jerseys were designed to keep warm in the South City weather. She offered to provide flyers and answer questions, ending her report with well wishes for a safe drive home.

M. PUBLIC COMMENTS

Julia Rapoza addressed the board, expressing her gratitude for the settlement and support for labor during challenging times. She spoke about the difficulties educators face in discussing topics like diversity and inclusion, questioning what alternative language such as community, embrace, or warmth might be appropriate. She highlighted the dark history of the constitutional loyalty oath, referencing its origins in the Levering Act of the 1950s and its requirement for reporting suspected communists, drawing parallels to current governmental pressures on ideas.

Rapoza urged the board to consider language in alternative oaths that supports a broad range of beliefs and practices, including religious, ethical, and cultural diversity, so all individuals feel they belong and can participate in the community without compromising their conscience. She emphasized the importance of creating space for everyone to feel included, even if the word “inclusive” cannot be used, and thanked the board for their courage and dedication to supporting educators during a difficult time.

Jace Marzan greeted the board, cabinet, and community and introduced himself as a wellness counselor at Los Cerritos, noting his previous role as a school counselor at Westborough Middle School. He reflected on his experiences at Westborough, sharing how the quote “Once a Wildcat, always a Wildcat” has stayed with him through promotion ceremonies and continues to resonate.

He described reconnecting with wellness counselors, staff, and his former principal, Dr. Loraine Rossi De Campos, highlighting the support and encouragement he received. Marzan shared examples of the meaningful impact students have on him, including a drawing taped to his door, student expressions of comfort and encouragement, and feedback from a counseling survey expressing that they want the counselor to enjoy his role. He noted former students now volunteering with him at Los Cerritos and emphasized the mutual learning that occurs between staff and students.

Marzan concluded by reflecting on the importance of kindness, referencing World Kindness Day and quoting posters from Westborough Middle School: “In a world where you can be anything, be kind” and “An act of kindness, no matter how small, is never wasted.” He thanked the board and community and wished everyone a good evening.

N. INFORMATION ONLY PRESENTATIONS

1. TEACHING & LEARNING

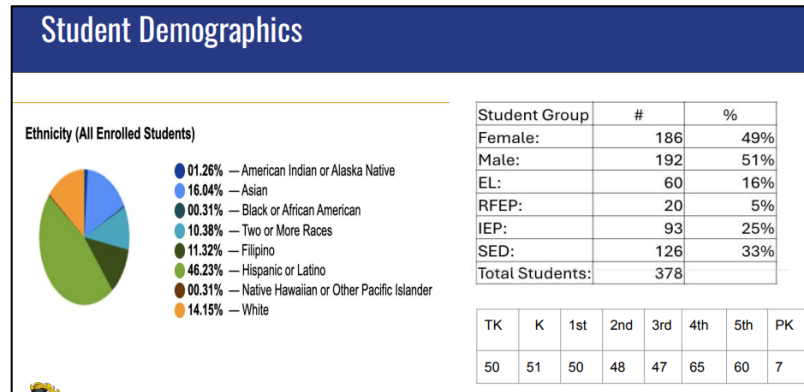
a. Teaching and learning presentation: Ponderosa Elementary School

Dr. Moore introduced Principal Julie Erskine who presented the educational priorities and programs at Ponderosa Elementary School.

Introduction/Student Demographics

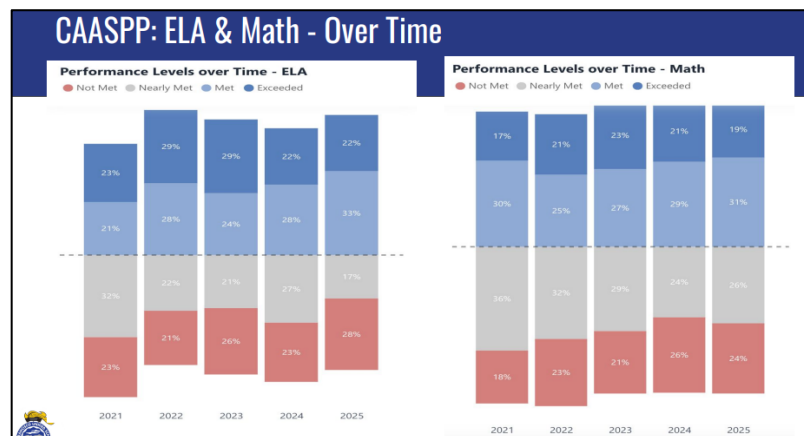
Principal Erskine addressed the board, highlighting how Ponderosa Elementary School demonstrates the district’s core values, strategic priorities particularly exceptional instruction and engaged students and the graduate aims

outlined in the Portrait of a Graduate. She shared that this year the school added an additional TK classroom as well as a pre-K TK special education classroom.

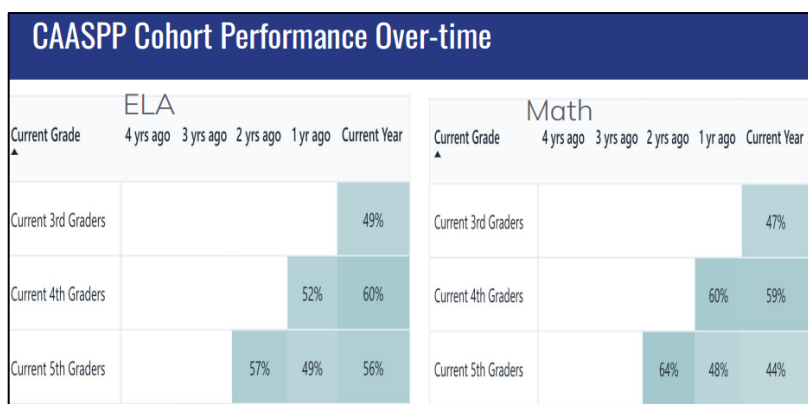


CAASPP Assessments

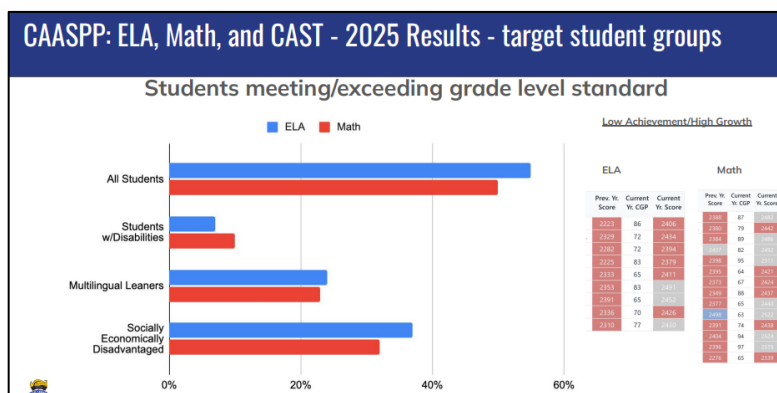
She reported that approximately 55% of students are meeting or exceeding standards in ELA and around 50% in math.



She also shared a cohort analysis of students over time, based on the previous year's test scores.

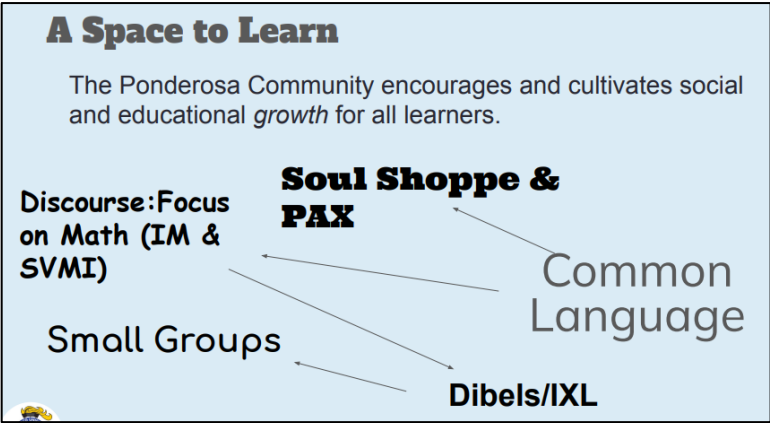


Principal Erskine explained that Ponderosa Elementary is continually working to better support target student groups, specifically students with disabilities, multilingual learners, and socioeconomically disadvantaged students. She emphasized the importance of recognizing student progress, highlighting several low-performing students who have made significant gains.



Mission & Goals

Ponderosa Elementary aims to create a space for learning, guided by the school's mission to encourage and cultivate educational growth for all learners. She noted that the school has established common agreements aligned with district priorities, using shared language for both social-emotional learning and academics. In mathematics and ELA, they implement small group instruction to support both belonging and academic growth, and they utilize DIBELS and IXL as common assessments driving this year's goals.



Attendance – Belonging

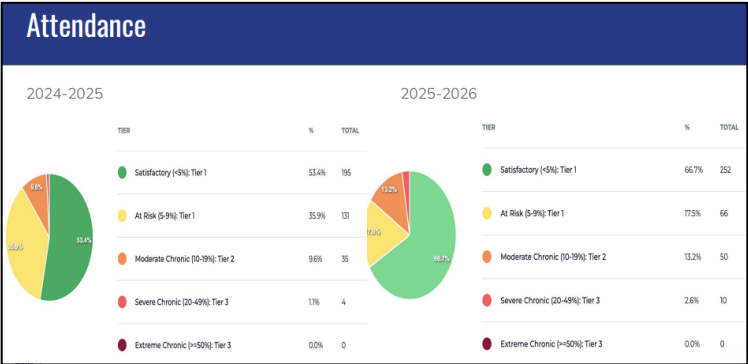
Principal Erskine explained that the school has chosen attendance as a measure of belonging, aiming for 97% satisfactory attendance. She highlighted common agreements that support and encourage students’ desire to attend school.

SPSA Belonging & Well-being

By May 2026, school attendance will increase to 97% satisfactory

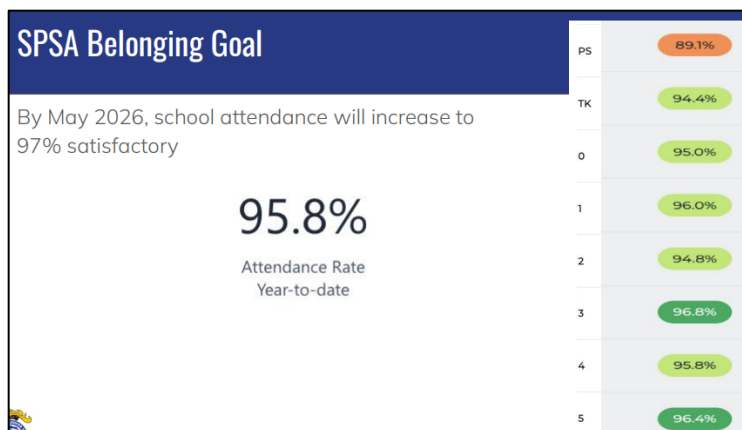
- **Soul Shoppe**
- **PAX**
- **Common Language**

Ponderosa Elementary has made gains in attendance over the past few years, particularly over the last three years. Principal Erskine emphasized the school’s ongoing commitment to daily attendance, encouraging students to come to school even if late, with the message that all students are always welcome.



The current attendance rate at Ponderosa Elementary is approximately 95.8% daily, noting that there is still room for

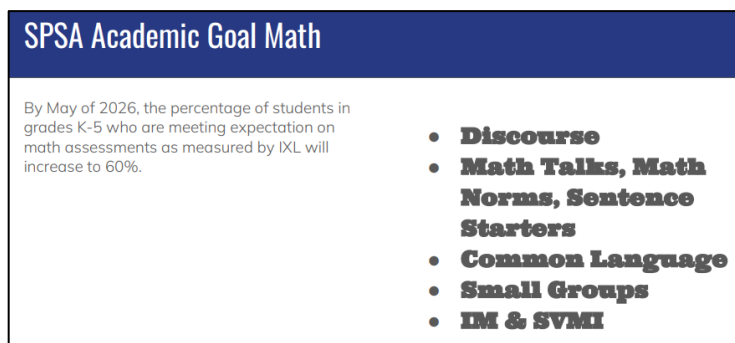
improvement, particularly among preschool students.



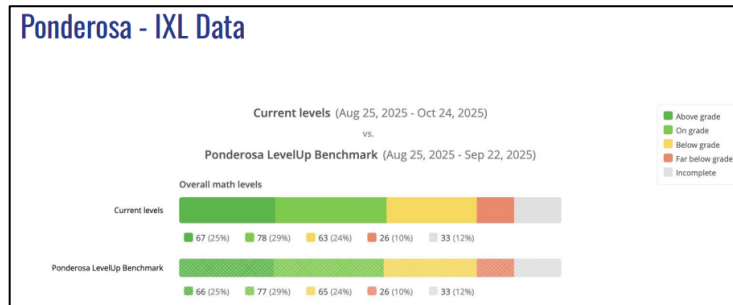
Principal Erskine described how Ponderosa Elementary fosters a sense of belonging, highlighting practices such as recognizing students for positive behavior, hosting Soul Shop workshops to guide grade levels on making things right with students, and maintaining PAX classrooms where students understand how to create a positive classroom environment. She also noted engaging activities, field trips, and community visits that contribute to making Ponderosa a welcoming place to learn.

Academic Goal – Math

Principal Erskine shared that Ponderosa Elementary's academic goal for math is for 60% of students to meet standards based on IXL. She highlighted common agreements and noted the use of IM practices in grades 3 through 5 and SVMI practices in kindergarten through grade 2.



The current math performance data indicates students are very close to meeting state standards and closely align with prior state test results.



Principal Erskine described math instruction at Ponderosa, noting students work in partners using IM, participate in math talks, and engage in science-related activities on the playground that reflect common teaching practices. She highlighted the use of math norms, math-focused language during Math Night, and small group instruction.



Academic Goal – Reading

Ponderosa's reading goal for DIBELS is for 68% of students to meet or exceed standards. Principal Erskine highlighted common instructional practices, noting that kindergarten through second-grade students participate in UFLI, all teachers have been trained, and kindergarten through third-grade teachers have received Orton-Gillingham training.

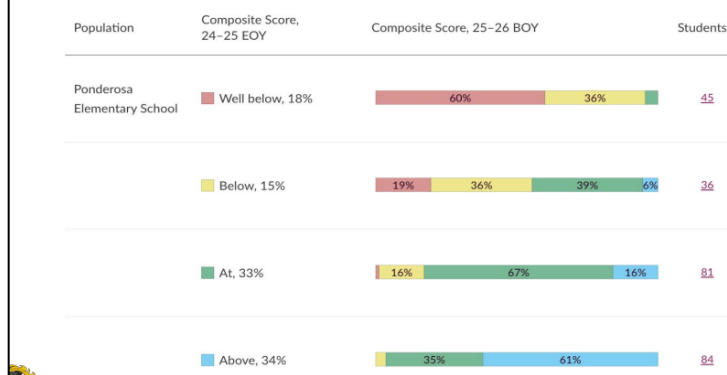
SPSA Academic Goal Reading

By May of 2026, the percentage of students in grade K-5 who are meeting expectation on reading assessments as measured by Dibels will increase to 68%

- **Discourse**
- **Common Language**
- **UFLI & Orton-Gillingham**
- **Small Groups**

Principal Erskine presented DIBELS data, comparing last year's end-of-year goals to the start of the current school year. She highlighted students who were performing well below grade level and their performance at the beginning of this school year.

Ponderosa - Dibels Data



She described literacy instruction noting that students participate in UFLI small group instruction, engage in Walkthrough California activities, and interact with community visitors who share about their jobs, with students responding to questions.

Partnerships

Principal Erskine emphasized the importance of partnerships as a core value at Ponderosa. She expressed gratitude for parents who actively participate and share their culture, and for South City students and alumni who contribute their volunteer talents to the school community.



Principal Erskine acknowledged the critical role of volunteers at Ponderosa, offering special thanks to the PTA and naming Natalie Long, Margarita Chenoweth, Jackie Chin, Heather Hefner, Danielle Langit, Nicole Longa, and Geoffrey Mitchell for their dedicated support at events.



Ponderosa team is comprised of about 60 members, including certificated and classified staff. Principal Erskine expressed gratitude for their daily partnership and camaraderie.



Trustee Richardson praised Ponderosa, describing it as a “country school” with a joyful atmosphere, noting the high attendance rate and the unique way the school celebrates its students. She acknowledged its popularity as a choice school in the district and expressed appreciation for the staff’s efforts.

Trustee Lam expressed appreciation for Principal Erskine, sharing how much she enjoyed visiting Ponderosa during back-to-school day. She praised the school’s positive atmosphere, noted the principal’s familiarity with students, and expressed gratitude for the tour and her opportunity to learn more about the school community.

Trustee Hsieh praised Principal Erskine’s presentation, highlighting the clear organization of goals, strategies, and outcomes for belonging, math, and English. She appreciated the logical structure of the slides and acknowledged the support of the Ponderosa community in helping achieve these goals.

Trustee Murray expressed appreciation for Principal Erskine and the Ponderosa community, noting the school’s strong community, well-organized presentation, and clearly defined goals set for May 2026. She also thanked the community for supporting the school.

President Anthony echoed her colleagues, praising Ponderosa’s strong community, PTA, family network, teachers, and staff. She expressed gratitude for the school’s unified efforts and highlighted the meaningful impact of the Soul Shoppe program.

O. PRESENTATION WITH POTENTIAL ACTION – None

P. CONSENT AGENDA:

Trustee Richardson commented on item 1a. regarding the minutes on page 28, noting that while the board approved Trustee Murray’s absence that day, the reason for the absence “illness” was not explicitly stated in the minutes. She mentioned that she didn’t recall saying it aloud but remembered that in the past, Nalani, who previously prepared the minutes, always included “illness” as the reason for absences. Dr. Moore responded that the language indicating illness was included in the approved resolution. Trustee Richardson acknowledged this explanation and agreed to let it go, while noting the past

practice of including the reason for an absence in the minutes.

MOTION #86 (Murray/Hsieh) to approve items: 1a. Minutes of the October 9, 2025 Regular Board meeting; 1b. Minutes of the October 23, 2025 Community Forum; 2a. Permission for ECHS Cross Country Student to travel to Fresno, CA November 28 – 29, 2025; 2b. Permission for SSFHS Wrestling Team students to travel to Roseville, CA, December 19 – 20, 2025; 2c. Permission for SSFHS Wrestling Team students to travel to Aptos, CA, December 26 – 27, 2025; 2d. Permission for SSFHS Wrestling Team students to travel to Napa, CA, January 9 – 10, 2026; 2e. Permission for SSFHS Wrestling Team students to travel to Norwalk, CA, January 15 – 18, 2026; 2f. Permission for SSFHS Wrestling Team students to travel to Gilroy, CA, January 23 – 24, 2026; 2g. Permission for staff to attend the California School Nurses Organization (CSNO) in Monterey, CA, February 12 – 15, 2026; 2h. Permission for Westborough Advanced Music students to travel to Southern California areas, March 12 – 15, 2026; 2i. Permission for staff to attend the National Science Teachers Association (NTSA) in Anaheim, CA, April 15 – 18, 2026; 3a. Certificated Personnel Assignment Order; 3b. Classified Personnel Assignment Order; 4a. Permission for staff to attend the National School Counseling Leadership Conference in San Diego, CA, February 24 – 26, 2026; 4b. Permission for staff to attend the California Association for Bilingual Education (CABE) Conference in San Francisco, CA, March 4 – 7, 2026; 4c. Permission for Expanded Learning Opportunities Program (ELO-P) Coordinator to attend Professional Development Conferences in Long Beach, CA; National Harbor, MD; and Palm Springs, CA (February – May 2026); 5a. Purchase Order Listing, August 2025; 5b. Purchase Order Listing, September 2025; 5c. Warrant Register, August 2025; 5d. Warrant Register, September 2025; 5e. Cash Receipts, August 2025; 5f. Cash Receipts, September 2025; 5g. Gifts to the District, October 2025; 5h. Fundraising events for the 2025-26 school year; 5i. Professional services agreements under \$25,000; 5j. Approval of Proposal from Producers Dairy

PUBLIC HEARING

President Anthony outlined the process for labor negotiations in accordance with California Government Code Section 3547. She explained that prior to commencing negotiations, all initial proposals from exclusive representatives and public-school employers related to matters within the scope of representation must be presented at a public meeting and then maintained as public records. She noted that the South San Francisco Unified School District and the South San Francisco Federation of Adult Educators (SSFFAE) will be negotiating a successor collective bargaining agreement for the 2025–2028 term. At the October 9th public meeting, the district submitted its initial proposal to the board. At the current meeting, the SSFFAE will submit its initial proposal, followed by a public hearing to allow members of the public to comment on the SSFFAE's proposal.

SSFFAE Initial Proposal

Elizabeth Bales-Stutes summarized the SSFFAE's initial proposals for the upcoming 2025–2028 collective bargaining agreement, noting that submissions had been made for Article 11 (Leaves), Article 12 (Compensation), Article 13 (Benefits), and Article 19 (Assignments).

A public hearing provided an opportunity for members of the public to comment on the SSFFAE proposal.

The Board meeting was suspended to open a public hearing at 8:02 p.m.; The public hearing was closed and the Board meeting resumed at 8:02 p.m.

INFORMATION/DISCUSSION

1. STUDENT & FAMILY SERVICES

a. Update on Safe School Plans

Dr. Garcia introduced Director Ryan Sebers who shared updates to the Board on the 2025-26 Safe School Plans for the District.

Director Sebers addressed the board on the critical topic of school safety, emphasizing its foundational role in supporting the district's vision, values, and strategic priorities. He connected safety to the Portrait of a Graduate competencies Learn, Navigate, Impact, Thrive highlighting that students' ability to engage with these goals depends on a secure and trusting environment. She further linked safety to the district's core values, including community, authentic relationships, resilience, and equity, noting that trust, communication, and connectivity underpin a safe environment. Sebers also explained that safety is essential to the district's three strategic priorities for the year academic discourse, math, and belonging/well-being underscoring that students must feel physically and mentally secure to fully participate and achieve academically.

The safety of our students, staff,
and community is our **top priority**



Director Sebers outlined several concrete steps the district is taking to strengthen safety across school sites. He explained that all district safety plans are built on the San Mateo County Office of Education's "Big Five" emergency response protocols, which provide a standardized framework for how schools respond to various incidents. These protocols guide staff and students through clear, consistent actions depending on the level and type of emergency. He noted that the Big Five serve as the backbone for campus safety planning and preparedness, helping ensure that every site follows aligned procedures and enters the appropriate state of readiness when needed.

Safety Measures: San Mateo County's "The Big Five"

San Mateo County's "The Big Five" is a set of **standardized emergency response protocols** used by all county schools, including SSFUSD, to ensure the safety of students and staff

Developed in collaboration with local law enforcement and emergency services, "The Big Five" provides **clear actions for different types of emergencies**:

DROP, COVER, AND HOLD ON

EVACUATION

SHELTER IN PLACE

LOCKDOWN/BARRICADE

SECURE CAMPUS

For more information on "The Big Five," please refer to the San Mateo County Office of Education's website: <https://www.smcocoe.org/about/coalition-for-safe-schools-and-communities/the-big-five.html>

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Director Sebers explained the Big Five states of readiness that guide all district emergency procedures:

1. Drop, Cover, and Hold – Used primarily for earthquakes or any situation where falling debris is possible and students and staff need to take cover and stabilize themselves.
2. Evacuation – Activated when being outside is safer than remaining indoors.
3. Shelter in Place – Used when staying inside is safer than going outdoors, but without an immediate or imminent

threat on campus.

4. Lockdown/Barricade – The most urgent response, used when there is an immediate threat of danger on campus, requiring doors to be secured and spaces barricaded.
5. Secure Campus – Implemented when there is a potential external threat near campus. This action limits access and movement while instruction continues.

He noted that these five actions form the foundation for how all other emergency responses and site safety procedures are built and implemented.

"The Big Five": Key Actions by Emergency Type	
ACTION	DESCRIPTION
DROP, COVER & HOLD ON	During an earthquake or explosion to protect building occupants from flying and falling debris
EVACUATION	When conditions outside the building or off-site are safer than inside or on-site, orderly movement to a predetermined safe location
SHELTER IN PLACE	Isolate students and staff from the outdoor environment to provide greater protection from harmful contaminants
BARRICADE	IMMEDIATE threat of danger; no one is allowed to enter or exit rooms for any reason unless directed by law enforcement
SECURE CAMPUS	POTENTIAL threat of danger in the surrounding community; all classroom / office doors are locked, but instruction continues as planned

San Mateo County Office of Education's "The Big Five" community information packets are available in [English](#), [Spanish](#), [Chinese](#), and [Tagalog](#). [ssfusd.org](#) 11

The district's safety work is based on the San Mateo County Office of Education's Big Five emergency protocols, which are incorporated into the District Emergency Management Handbook covering all major emergency procedures. Schools then use this to create their own annually updated Comprehensive Safe School Plans (CSSPs).

Safety Measures: District & Site Emergency Response Plans

"The Big Five" response protocol is at the core of SSFUSD's **Emergency Management Handbook**

This district handbook is included in each school's **Comprehensive Safe School Plan**, which school leaders update annually to comply with national, state, and county standards & review with their staff

SSFUSD's Student Services department & San Mateo County's Safe & Supportive Schools team **review each plan to verify content & make recommendations for improvement**



The district reviews these each year to ensure compliance with national, state, and county standards, as well as Education Code and board policy.

Safety Measures: District & Site Emergency Response Plans

All CSSP's adhere to **national, state, and county compliance standards**, including:

- **National Incident Management System (NIMS)** – Federal Emergency Management Agency (FEMA), US Dept. of Homeland Security
- **CA Standardized Emergency Management System (SEMS)** – CA Governor's Office of Emergency Services
- **CA Education Code § 32290-32289.5**
- **San Mateo County Office of Education** standardization of plan components in Document Tracking System (DTS)
- **SSFUSD Board Policy and Admin Regulation 0450**

Director Sebers explained that each school updates its Safe School Plan with a site safety committee, which reviews past data, identifies improvements, and collaborates with law enforcement and emergency responders. The team updates two sections, public and internal, and submits everything through the Document Tracking System (DTS) to ensure consistency across all district and county plans.

Safe School Plans: Development Process

Each SSFUSD school updates their **Comprehensive Safe School Plans** annually

- Plans are developed in **collaboration** with our local Police & Fire Departments and include Site Safety Committee input & Site Council approval
- Each plan includes **two (2) primary sections**
 - (1) Public
 - (2) Internal
- All plans are entered into the **Document Tracking System (DTS) platform**

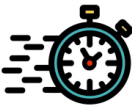


The public section of each Safe School Plan now includes 43 modules which expanded due to new legislative requirements. This section covers districtwide protocols such as student threat assessment, suicide prevention, and child abuse reporting.

The internal section, made up of eight modules, contains site-specific details on how each school responds to emergencies. This includes evacuation locations, assigned roles and responsibilities, and the location of emergency supplies, building on the districtwide emergency handbook.

Safe School Plans: Section Content Highlights	
Public section (22 modules)	Internal section (8 modules)
- District-wide policies, protocols & processes: - Student threat assessment - Suicide prevention - Child abuse reporting - Anti-bullying - Discrimination - Sexual harassment "Big Five" procedures - School discipline policies & guidelines - Positive school climate policies - Naloxone toolkit procedures	- Planning committee representatives & meeting dates - Drill schedules - Key emergency agency contact info, district & site contacts - Incident command & team roles - Site maps, utilities locations & shut-off procedures - First aid & emergency supplies locations - On-site & off-site evacuation locations / alternatives - Ingress / egress & site access info

The district not only develops detailed safety plans but also reinforces them through regular drills and practiced procedures. During any crisis, staff focus first on the immediate response, securing the school, assessing needs, and activating the appropriate state of readiness. They then implement the incident command structure, follow established communication protocols, and, when appropriate, begin re-engagement processes to return the school to normal operations.

SSFUSD Response Plan: Immediate Response	
Immediate Response: - Secure school site / campus - Determine need for medical or emergency agency response - Engage appropriate state of readiness ("The Big Five") - Engage incident command & applicable site team members (i.e. Threat Assessment, Crisis Response teams) - Communicate with law enforcement, district & site staff, community - SchoolMessenger - ParentSquare - Press releases (in coordination with law enforcement) - SSFUSD website - Determine if re-engagement process is needed	

Director Sebers noted that once an incident has occurred, the district shifts into post-crisis management, which includes conducting debriefs, holding staff meetings, and ensuring mental health supports for students and employees. The district also reviews incidents with law enforcement and emergency responders to identify areas of improvement. He emphasized that safety plans are living documents, continuously reviewed, revised, and strengthened based on what is learned after each event.

SSFUSD Response Plan: After-incident Response

After Incident Response:

- Conduct an emergency staff meeting
- Determine if mental health supports are needed in the future
- Conduct a debrief session (site / district)
- Conduct debriefs with law enforcement & emergency response agencies as applicable



Even with extensive protocols, no one can memorize every detail, which is why regular practice is essential. Each site follows a districtwide drill schedule, including state-required drills: Drop, Cover, and Hold, Evacuation, and at least one Lockdown/Barricade each year. Schools also conduct Shelter-in-Place and Secure Campus drills to ensure students and staff clearly understand the differences among all five states of readiness.

“The Big Five”: Regular Emergency Drills

1. Drop, Cover, & Hold (Earthquake)

- Elementary & Middle: 1x per quarter
- High School: 1x per semester

2. Evacuation (Fire)

- Elementary: 1x per month
- Middle: 1x per quarter
- High School: 1x per semester

3. Shelter in Place: All sites: 1x per school year

4. Lockdown / Barricade: All sites: 1x per semester

5. Secure Campus: All sites: 1 per school year



Director Sebers explained that the district also regularly tests its emergency broadcast system and communication protocols. This includes practicing crisis messaging through SchoolMessenger, ParentSquare, and the district website, and coordinating public information statements with law enforcement. The district also ensures that medical equipment, such as AEDs, is properly maintained and continues to strengthen partnerships with local law enforcement and emergency response agencies.

Safety Measures: Training, Communications & Partnerships

- Ongoing annual emergency broadcast system tests
- Communications processes, crisis communication messaging:
 - SchoolMessenger
 - ParentSquare
 - District website & Superintendent community updates
 - School site parent notifications
- AED Devices at all sites & AED / CPR Training
- Partnership & collaboration with South San Francisco, Daly City & San Bruno Police and Fire Departments
 - SSFPD School Resource Officer
 - Every 15 Minutes
 - YES Program

AED = Automated external defibrillator; CPR = Cardiopulmonary resuscitation

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Although the district is called South San Francisco Unified, it also includes parts of Daly City and San Bruno. Because of this, safety coordination is more complex and requires working with multiple agencies, including Daly City PD and Fire, San Bruno PD and Fire, South San Francisco PD and Fire, the San Mateo County Sheriff's Office, BART Police, County Probation, and several others.



The district works closely with the San Mateo County Office of Education (SMCOE) for support in safety planning. SMCOE provides guidance on policies, procedures, and model practices through initiatives like the Coalition for Safe Schools and Communities and the Safe and Supportive Schools Division. The district also uses SMCOE's Safe Schools Framework as a reference for future health- or safety-related crises.

Safety Measures: San Mateo County Partnerships

- **San Mateo County Coalition for Safe Schools & Communities**
 - "Big Five" updates & improvements
 - San Mateo County Office of Education "Big 5" Training Series
- **San Mateo County Office of Education Safe & Supportive Schools**
 - Student Threat Assessment Protocol
 - Suicide Prevention Toolkit
 - Naloxone for Schools Program
 - STOPit Anonymous Reporting Program
- **SMCOE Safe Schools Framework**
 - Developed in consultation with San Mateo County Health (SMCH), this reflects California Department of Public Health (CDPH) & other relevant guidance for schools

Director Sebers shared several district initiatives to enhance student safety and well-being:

- **Expansion of restorative practices:** Multi-year approach to support social-emotional growth and positive student behavior.
- **Substance education program:** Introduced through Effective School Solutions, complementing school counseling services.
- **Student and Family Services team:** Under Dr. Garcia, the team is optimizing delivery of counseling and support, integrating wellness and academic counselors for more comprehensive services.
- **Wellness and family resource centers:** Progressing toward a wellness center model, with a Family Resource Center already implemented at South San Francisco High School.

These efforts aim to provide holistic support for students alongside safety protocols.

As a district, we are taking the following **next steps**

-  **Continued expansion of restorative practices** to help students repair harm, improve self-regulation & make thoughtful decisions when conflicts arise
-  **Increasing education-based supports for substance education & providing more tools for conflict resolution** to equip students with the knowledge and skills they need to navigate challenges
-  **Optimizing and training our student support team** by integrating our collective expertise to ensure a well-rounded, multi-tiered system of care that addresses the diverse needs of all students
-  **Implementing school-based Wellness Centers & a Family Resource Center** to create safe, supportive spaces where students & other community members can easily access wellness / mental health resources

Director Sebers outlined additional staff training and support initiatives to strengthen student well-being. These efforts focus on preventive and responsive strategies to support

students' social-emotional and behavioral growth.

Next Steps: Training

SSFUSD will continue to provide staff with training & resources in the following areas:

- Restorative Practices (including chats & circles)
- Positive Behavioral Interventions & Supports (PBIS)
- Alternatives to Suspension (ATS), emphasizing site-based solutions
- Substance Education
- Brief Intervention Program
- Customized solutions for serious ongoing misconduct
- Conflict mediation
- Multi-tiered Systems of Support (MTSS)
- Improved Student Study Team (SST) process and supports

Director Sebers highlighted the new STOPit anonymous reporting program, now active at all sites for grades 4–12.

- Students can report concerns electronically via web or mobile app if they feel uncomfortable speaking directly to an adult.
- The system encourages students to connect with trusted adults and illustrates how reporting can improve safety for themselves and their peers.
- Support structures have been established to respond effectively to reports.
- The program has proven to be a valuable tool for enhancing school safety and promoting student well-being.

We've added a new safety reporting platform

STOPit Anonymous Reporting Program:

- New online reporting tool designed to deter and mitigate bullying, cyber abuse, and other inappropriate behaviors
- 4th-12th grade students have access to the STOPit mobile app or web login
- Helps students to:
 - Recognize the signs of at-risk behaviors
 - Report concerning situations anonymously and connect with trusted adults for help
 - Proactively inform staff about issues and risks early, before they escalate



For more information please see the following website:
<https://www.stopitsolutions.com>

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The district is exploring additional safety technologies, including Centegix, BluePoint Alert, and Raptor Technologies. These platforms have significantly updated their capabilities since last reviewed. The focus will be on evaluating district needs and integration, ensuring any new

technology adds real value to existing programs.

We are also evaluating additional safety & mental health resources

Supplemental crisis & response systems:

- **Centegix:**
 - Staff badge alert systems and enhanced campus mapping
- **Blue Point Alert Solutions:**
 - Emergency pulldowns for police & medical alerts
- **Raptor Technologies:**
 - Volunteer and visitor management and screening

For more information please see the following websites:
<https://www.stopitsolutions.com/> <https://www.centegix.com/> <https://bluepointalert.com/> <https://raptortech.com/> school.org 26

Director Sebers reminded families that emergency preparedness extends beyond schools. He encouraged families to familiarize themselves with the “Big Five” and referenced resources available on the district website, the San Mateo County Office of Education, and Ready.gov for creating home emergency plans, kits, and checklists.

Emergency Preparedness for Families at Home

SMCOE Safe Schools and Communities

- [The Big Five](#) – Community overview and packet
- [SSFUSD.org Emergency Procedures](#)

Emergency Readiness for Families at Home ([Ready.gov](#))

- [Building a family plan](#)

How to Build an Emergency Supply Kit ([Ready.gov](#))

- [Checklist](#) and [Resources](#)

Trustee Hsieh thanked Director Sebers for the comprehensive safety plan and asked about the STOPit program and drill scheduling. Director Sebers explained that STOPit is primarily directed at students and families, with staff assisting in monitoring only by agreement with site leaders, while employees have other reporting and support systems such as the EAP. Regarding drills, he noted that legally required drills, drop, cover, and hold; evacuation; and lockdown, follow state-mandated timelines, while additional drills are planned by site leaders using an emergency drill log to track outcomes and optimize scheduling. Drills are scheduled individually by each school, not district-wide, but must comply with state requirements and be reported before

the summer. Sebers emphasized the importance of consistency, advance planning, and using data to guide scheduling decisions.

Trustee Murray expressed appreciation for Director Sebers' presentation, noting the thoroughness of the safety overview. She acknowledged the scope of his work, agreeing that students cannot learn without feeling safe, and thanked him for the comprehensive efforts and detail provided.

Trustee Richardson raised concerns about students texting parents during incidents and asked how the district manages that. Director Sebers explained that while devices are ubiquitous, the district manages phone use through rules and emphasizes trust in the communication process, ensuring families receive accurate updates, which reduces panic and unnecessary messaging. Richardson also asked about changes in positive school climate and discipline policies over the past five years. Sebers noted a shift toward mental health support and restorative practices, with suspension and expulsion used as a last resort, and highlighted that anti-bullying, anti-discrimination, and fair instructional practices are embedded in policy. Richardson asked if these changes are effective; Sebers shared data showing an 80% reduction in suspensions over 15 years and near-zero expulsions in the past four years. Richardson acknowledged the district's progress, noting that the work is ongoing, and Sebers credited teachers' instructional strategies and classroom engagement for preventing issues that lead to office referrals and disciplinary actions.

The Board recessed at 8:30 p.m. and reconvened at 8:40 p.m.; Student Trustee Ochoa left the meeting at 8:30 p.m.

Trustee Murray asked whether all schools have Narcan on site. Director Sebers confirmed that every school health office is equipped with Narcan and that the district's emergency handbooks include detailed procedures for recognizing symptoms and administering naloxone.

Trustee Lam asked about how the district's safety procedures have been applied during actual incidents, including a prior intruder situation at South City High. Director Sebers explained that each unique event provides lessons that can be applied more broadly. In the intruder case, the district

strengthened campus vigilance, supervision during periods like lunch, and communication with law enforcement. Procedures were refined to ensure timely notifications, proper sequencing of calls, and effective coordination between staff and agencies, particularly highlighting South City PD's responsiveness.

Trustee Lam also asked about the district's communication with parents and students through platforms like Remind and the upcoming transition to ParentSquare. Sebers noted that multiple layers of communication are used, including the district website and school messenger, and that promotion and encouragement efforts are embedded within departments to ensure families receive and read messages.

President Anthony thanked Director Sebers for the school plans and update, expressing her distress that lockdown and barricade drills are necessary in American schools and emphasized the importance of advocating for stronger gun control laws. Sebers responded by noting that the district implements a trauma-informed approach to these drills.

ACTION

1. ADMINISTRATION

a. Online Public Comments

Dr. Moore introduced the discussion on the future of public comments at board meetings, emphasizing that under the Brown Act, the public has a guaranteed right to comment, but the board can regulate the time, place, and manner of comments. The decision before the board was whether the temporary online portal should continue now that in-person public comment has fully resumed. President Anthony acknowledged a recent public comment that was unkind and opened the floor for discussion.

Trustee Hsieh expressed support for discontinuing the online portal, arguing that the board's role is governance and policy, not a frontline customer service desk. She noted that the online system is ineffective for complex issues and can give a false sense of engagement. Hsieh clarified that this recommendation does not limit public participation, as citizens can still comment in person, email the board,

contact district leadership, or schedule meetings for complex matters. She also emphasized reinforcing communication channels, reaffirming the board's anti-retaliation position in public comment instructions, and explained why other options, continuing the portal or suspending it for modification were less desirable.

Trustee Lam expressed an opposing view to Trustee Hsieh's, and advocated for keeping the online public comment option. She acknowledged the drawbacks but emphasized that public comment serves transparency, accountability, and community connection. Lam noted that while not legally required, the online portal has become part of the district's civic culture and provides accessibility for those who cannot attend meetings in person, such as parents with childcare obligations. She recognized that some comments may be negative or unproductive, but overall, she believes the portal has been beneficial and should be retained.

Trustee Murray stated she supports Option B, discontinuing the temporary online public comment feature. She clarified that while she values community feedback and is not afraid of criticism, the online comments are often anonymous, making it unclear whether they come from students, staff, or community members. She noted that some comments are repeated multiple times and questioned the credibility of the platform. She expressed that she would rather receive substantive feedback via email, which is more transparent and accountable.

Trustee Richardson expressed that she wants to balance allowing public input with protecting staff from unkind or harmful comments. She suggested keeping the online comment option but having someone review submissions and route them appropriately, HR for personnel issues or the relevant bargaining group for teacher concerns, focusing on the message rather than the anonymous sender. She emphasized that the goal is to respond to legitimate concerns without letting negativity dominate. She supports Option C, suspending the portal temporarily while a subcommittee or district leadership explores potential modifications, viewing it as a compromise that maintains public input but allows for improvements.

Trustee Murray responded that having someone review and

redirect comments before they reach the board is problematic. She noted that if someone intends to communicate directly with the board, a third party deciding where it should go undermines the process.

Trustee Lam clarified that while she supports keeping the online public comment option and believe some modifications could be made, she is not in favor of suspending it while changes are discussed. She expressed concern that suspending it could erode trust and create uncertainty about whether the form would return, so the board should decide either to keep it (with tweaks) or discontinue it.

President Anthony expressed strong concern about the tone of many anonymous public comments, describing them as inflammatory, unkind, and often venting rather than problem-solving. She emphasized that while public comments should highlight concerns or issues, disparaging anonymous remarks about colleagues are unproductive and contrary to the district's values of respect, teamwork, and effective communication. She noted that there are multiple other ways for the public to engage meaningfully, such as emailing the board or attending meetings in person. Anthony also disagreed with the idea that anonymous comments strengthen transparency or trust, arguing instead that they can undermine both. She voiced support for Option B, discontinuing the temporary online anonymous public comment portal.

Trustee Richardson asked for clarification on what "temporary online" meant, and President Anthony explained that it refers to the Google Form currently used to collect online public comments.

MOTION #87 (Murray/Hsieh) to proceed with Option B, Discontinuing the temporary online, written public comment feature, effective December 11, 2025, thereby returning to the district's pre-pandemic, standard procedure of in-person public comment as the established method for addressing the Board. (AYES: Hsieh, Murray, Anthony; NOES: Richardson, Lam). Motion Carried 3-2.

2. TEACHING & LEARNING

a. **Approval of the South San Francisco Adult Education (SSFAE) Courses for 2024-25 and 2025-26**

Trustee Richardson asked if the courses would receive A–G credit. Director Villasenor explained that adult education courses are generally designed for English language learners, job skills, or high school diploma completion, so college dual credit or advanced placement does not apply. The course catalog simply lists approved courses available for adult students to take within the program.

MOTION #88 (Hsieh/Murray) to approve the SSFAE courses as listed for the 2024–25 and 2025–26 school years. Motion Carried. (Unanimous)

b. **Approval of Physical Education Credit for Dance Courses**

MOTION #89 (Murray/Hsieh) to approve the elective Dance courses, eligible for Physical Education credit (pending required conditions), for the 2025–2026 school year and future school years. Motion Carried. (Unanimous)

c. **Approval of New Course – AP Psychology**

MOTION #90 (Murray/Hsieh) to approve the AP Psychology course for implementation at South San Francisco and El Camino High Schools. Motion Carried. (Unanimous)

d. **Approval of New Course – Technical Theatre I**

Trustee Lam expressed excitement about the new technical theater courses, noting the interdisciplinary nature with elements like design, construction, and art, and likening them to her work at the Exploratorium. Trustee Richardson agreed, emphasizing the value of students learning skills like makeup for high school drama productions, and asked about the duration of the course. Dr. Moore clarified that it is a year-long course for grades 9–12 and counts as a fine arts course under the A–G requirements. Trustee Richardson appreciated that students gain hands-on experience, such as sewing curtains, and mentioned her involvement in school productions. President Anthony added that it's exciting to see students have opportunities

like this, which weren't available when she was in high school.

MOTION #91 (Richardson/Lam) to approve the Technical Theatre I course for implementation at South San Francisco and El Camino High Schools. Motion Carried. (Unanimous)

e. Approval of New Course – Technical Theatre 2

MOTION #92 (Lam/Murray) to approve the Technical Theatre 2 course for implementation at South San Francisco and El Camino High Schools. Motion Carried. (Unanimous)

f. Approval of the SSFUSD Program Planning Handbook

MOTION #93 (Hsieh/Murray) to approve the 2025-26 SSFUSD High School Program Planning Handbook. Motion Carried. (Unanimous)

g. Approval of Personal Services Agreement and Interim Assignment MOUs

MOTION #94 (Murray/Hsieh) to approve the Personal Services Agreement with Carla Crenshaw, retired Director of Special Education, and the MOUs with Jonathan Berg, current Program Specialist, and Luca Tirapelle, MTSS Coordinator, to provide interim Special Education Program Specialist support from November 14, 2025, through June 15, 2026, or until the position is permanently filled, whichever occurs first. Motion Carried. (Unanimous)

3. HUMAN RESOURCES

a. Approval of the Contract with Peninsula Conflict Resolution Center (PCRC)

MOTION #95 (Lam/Murray) to approve the contract with the PCRC to provide consultative services in support of building a positive school climate at Los Cerritos Elementary School during the 2025–2026 school year. Motion Carried. (Unanimous)

4. STUDENT & FAMILY SERVICES

a. Approval of the Expanded Learning Opportunities Program (ELO-P) Plan

MOTION #96 (Hsieh/Lam) to approve the ELO-P Plan for the 2025–2026 school year and authorization to post the approved plan on the District website within 30 days of Board approval. Motion Carried. (Unanimous)

5. BUSINESS SERVICES

a. Approval of Denial of Claim

MOTION #97 (Hsieh/Murray) to approve the denial of the claim and referral to the District's insurance carrier. Motion Carried. (Unanimous)

b. Approval of Amendment #2 with Project Support Services, Inc.

Trustee Richardson asked about the status and impact of legacy bond projects, noting she had seen some completed work, like the bridge at El Camino High School, but was unclear about the other projects. Director Shelton explained that some projects date back as far as 1999 and remain uncertified by the Division of State Architects (DSA). The current amendment involves nine projects that require additional work, including inspections, to ensure proper certification. Shelton emphasized that completing these projects is necessary to avoid blocking future bond and facilities projects, like those under Measure T. Most of the legacy projects are already completed physically but remain uncertified, and the consultant will guide the district through closing them out. Richardson sought clarification about “close out,” noting the DSA could still require additional work, and Shelton confirmed that possibility exists. Mr. O added that failing to close these older projects could jeopardize approval for new projects.

MOTION #98 (Murray/Lam) to approve amendment No. 2 to the independent consultant agreement with Project Support Services, Inc. for phase II legacy DSA project close-out services, in the amount of \$134,465. Motion Carried. (Unanimous)

c. Approval of Agreement with Cornerstone Earth Group for Junipero Serra TK Classroom Project

MOTION #99 (Hsieh/Murray) to approve the agreement with Cornerstone Earth Group for geotechnical services for the new TK Classroom Project at Junipero Serra Elementary School, in the amount of \$35,450. Motion Carried. (Unanimous)

d. Approval of Agreement with Cornerstone Earth Group for El Camino High School Athletic Field Restroom Project

MOTION #100 (Richardson/Murray) to approve the agreement with Cornerstone Earth Group for Geotechnical Services for the El Camino High School Athletic Field Restroom Project, in the amount of \$39,545. Motion Carried. (Unanimous)

e. Approval of Contract with Joseph Cumisky Construction Corporation for the District Office Maintenance Painting Project

MOTION #101 (Murray/Hsieh) to approve the contract with Joseph Cumisky Construction Corporation for the patching and painting of the District Corp Yard Maintenance Building at the District Office, in the amount of \$65,790. Motion Carried. (Unanimous)

f. Approval of Contract with Casey Construction, Inc. for Alta Loma Middle School

President Anthony commented that Alta Loma has had ongoing issues, and she was glad to see efforts last year and hopes the current work will address the problems. Trustee Richardson expressed skepticism, saying she has given up on fully fixing recurring locker and moisture issues, while President Anthony remained hopeful that this project might resolve them.

MOTION #102 (Murray/Hsieh) to award a contract to the lowest responsive and responsible bidder, Casey Construction, Inc., for the Partial Storm Drain Replacement (Project 06-25) at Alta Loma Middle School, in the amount of \$138,700. Motion Carried. (Unanimous)

g. Approval of Change Order No. 2 with McGuire and Hester for Westborough MS Field & Pavement Project

Trustee Lam asked for clarification on the timeline for completing painting and asphalt work on the front half of the paved area. Mr. O confirmed the work is expected after the school year, likely around March or April. Director Shelton added that finishing the painting and curing will take 2–3 weeks, making the end of the school year the only feasible window since spring break is too short and the area must remain available for drop-off. Trustee Lam then asked about the field, noting the anticipated February completion has been delayed. Director Shelton explained additional work is required, pushing completion to around April, and mentioned a change order is being prepared for the December board meeting.

MOTION #103 (Richardson/Murray) to approve Change Order No. 2 to the contract with McGuire & Hester for the Westborough Middle School Field and Pavement Improvements Project, in the amount of \$93,576. Motion Carried. (Unanimous)

REVIEW OF FUTURE AGENDA ITEMS AND MEETINGS (*subject to change*)

President Anthony noted that there will be one and a half meetings in December, including a regular business meeting and a special meeting for reorganization.

December 11, 2025

- Presentation Teaching and Learning – Sunshine Gardens ES
- Presentation Update on Strategic Plan Priorities
- Presentation and approval of First interim budget report “positive certification”
- Attendance Update
- Multilingual Learner Master Plan
- Approval of San Mateo Co. QRIS block grant for 2025-26
- Resolution for School Board Recognition Month
- CSBA Delegate Assembly nomination(s)
- Approval of the Effectiveness Educator Block Grant
- LCAP Public Budget Forum

December 16, 2025 - Reorganization meeting

- Board of Trustees reorganization
- Resolution honoring outgoing Board President
- Selection of Trustees to District sub-committees/committees

January 22, 2026

- Presentation Teaching and Learning – South San Francisco HS
- Presentation Teaching and Learning – LCAP Report – CA Dashboard
- Presentation audited actuals report for the fiscal year ended June 30, 2025
- Approval of Migrant Ed MOU
- Recognition for outgoing Fall Student Trustee Ochoa
- Resolution honoring African American History Month (February)
- Williams report for 2nd quarter ending 12/31/25

February 12, 2026

- Presentation Teaching and Learning – Spruce Elementary
- Presentation Teaching and Learning – Multilingual Language Learners
- Report on Expanded Learning Opportunities Program (ELOP)
- Update on Governor's 2026-27 budget proposal
- Introduction of new Spring Student Trustee Ruiz
- Approval of DTS contract for 2026-27
- Approval of 2026 Young Audiences Professional Development MOU
- Approval of MOU w/ SVEF Elevate Math - 2026 Summer School Programs

February 26, 2026

- Presentation Teaching and Learning – Alta Loma Middle School
- Presentation Teaching and Learning – Special Education
- Presentation on supplement to the annual LCAP update for 2026-27
- Resolution for Women's History Month (March)
- Resolution for Red Cross Month (March)
- 2026 CSBA Delegate Assembly election
- Approval of declaration of need for fully qualified educators, 2026-27

SUMMARY OF BOARD DIRECTIVES – None**GOOD AND WELFARE**

Trustee Lam expressed appreciation for the dedication of Skyline Elementary and Junipero Elementary staff, highlighting their support for students' diverse needs, mental health resources, and leadership opportunities. She described observing students deeply engaging in math, noting the experience as inspiring and illustrative of the district's learning vision.

Trustee Lam also attended several community events: the Project READ fundraiser supporting adult literacy, the Bell Game highlighting school spirit and alumni engagement, and noted local efforts addressing food insecurity during the federal shutdown, praising district staff, PTAs, students, and the City Council for their support. She concluded by noting upcoming celebrations for Ruby Bridges, the CSBA conference, and the holidays, wishing everyone a happy Thanksgiving.

Trustee Richardson shared she attended the Falling in Love with Reading program, where parents are encouraged to read to their babies to foster early literacy. She mentioned she attended the community forum. She also participated in the ATP Student Coffee Event at the district office, enjoying interacting with students serving coffee. She also attended the Día de los Muertos celebration at South San Francisco High School, noting student engagement, cultural education, and festive displays.

She mentioned upcoming holiday events after the December CSBA conference and reflected on the annual Bell Game, observing alumni and school community participation. She also participated in a San Mateo County ICE Response event, led by a county attorney, focused on school protocols regarding ICE. Additionally, she attended the groundbreaking ceremony for the Boys and Girls Club's new two-story building, highlighting the inclusion of high school students and community donors. She concluded with confirming her attendance at the Ruby Bridges Day event the following morning.

Trustee Hsieh wished the community, cabinet, staff, and board a happy and safe Thanksgiving holiday.

Trustee Murray extended wishes of love and togetherness to the community for a happy Thanksgiving.

President Anthony announced that SSFUSD's litigation with USS Cal has been resolved. The litigation, which began in December 2016 over payment disputes related to 16 school facility modernization projects starting in 2013, involved more than eight years of legal proceedings with over 60 parties, numerous motions, and multiple mediation sessions. The district successfully disputed USS Cal's claims for additional compensation and ultimately reached a settlement with all parties, resulting in a financial recovery to support remediation of modernization work defects. President Anthony expressed satisfaction in concluding the dispute and looks forward to managing current and future school facility upgrade projects, and concluded by wishing everyone a happy Thanksgiving and noting the Ruby Bridges event the following morning.

ADJOURNMENT – 9:38 p.m.