



South San Francisco Unified School District Governance Handbook

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EFFECTIVE GOVERNANCE

Unity of Purpose, Roles, Responsibilities, Norms and Protocols

*This document reflects the governance team's work on the creation of a framework for effective governance. This process involves **ongoing** discussions and agreements about unity of purpose, roles, responsibilities, norms, and protocols that enable the governance team to continue to perform its responsibilities in a way that best benefits all children.*

On October 24, 2015, May 14, 2016, December 17, 2016, August 23 & 24, 2017, April 7, 2018, June 2, 2018, February 5 & 6, 2019, May 18, 2019, October 26, 2019, December 15 & 16, 2020, June 5, 2021, July 16, 2022, February 25, 2023, June 3, 2023, May 11, 2024, May 10, 2025, and May 2, 2026, South San Francisco Unified School District Board of Trustees and Superintendent participated in workshops on Effective Governance with the California School Boards Association. This document reflects the governance team's discussions about developing and sustaining a framework for effective governance. The notes reflect highlights of their ongoing conversations about unity of purpose, roles, responsibilities, norms, and protocols that enable the governance team to continue to perform its responsibilities in a way that best serves all students.

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UNITY OF PURPOSE

I Became a Board Member/Superintendent Because I...

- Care for my community.
- Wanted to make the district a better district with equity for all.
- Believe in public education; it makes us a better society, and I love the district and wanted to help move it forward.
- Have a deep desire and commitment to lead and serve and to empower others. I believe in equity for all students and want to capitalize on talents for all.
- Wanted to help kids like mine succeed.
- Believe that all children deserve an amazingly rich experience.
- Wanted to represent a part of the community that has been underrepresented for years.
- Have been called to do this work, working in deference to children, especially, system-dependent children. I have a deep desire and belief that staff and the community, all of us, have the capability and talent to shape the future for our students and leave a positive imprint on their lives.

UNITY OF PURPOSE

What We Believe and Value about Public Education and the Children We Serve:

- Everybody should be served and provided with a great, excellent education – it makes us a better society.
- Every child should learn at high levels.
- Education is our society's greatest equalizer.
- All children matter.
- The sky is the limit.
- All of the above!

UNITY OF PURPOSE

What We Are Most Proud of About this District:

- Leadership:
 - ✓ Our great Superintendent and cabinet provide strong administrative leadership for the district by developing unity and collaborative teamwork.
 - ✓ The overall passion and commitment of our leadership team for and to our students
 - ✓ We do our best to focus on our students.
 - ✓ Our leadership and programs focus on the students.
 - ✓ The creativity and dedication of all
- Its success and diversity
- Our students and staff
- The partnerships that we have with the biotech industry, educational institutions, the cities within our jurisdiction and businesses in South San Francisco.
- The ongoing professional development of the Board and staff in support of our students
- The Board's cohesive, collaborative approach

UNITY OF PURPOSE

What We Hope to Accomplish:

- Build and strengthen an equity focused culture on behalf of the students of the district. Model and communicate our expectations of working together, respect, collaboration, and professionalism because it will truly help to raise morale, the culture, and communication which will overall, raise student achievement and learning.
- Eliminate disparities between peer groups and create opportunities to make all of our children college and career ready.
- Close opportunity gaps by creating opportunities to thrive.
- Provide an excellent education for all students in order to close the achievement gap.
- Put in place policies that allow our students to share their tremendous abilities with our community.
- Work together to effectively become a high-performing, highly skilled, high-functioning, equity-focused district.
- Improve and increase district enrollment.

- Develop unity as a team and as a district: Board – Schools –Students. Give the students of our district a sense of belonging while empowering them to believe in themselves by providing resources and support.
- Acceptance and respect for each other. Communicate to our students that they are our priority.
- Build an open, creative, comprehensive, and effective leadership team.
- Promote creative ideas resulting in better education for our students and making this a good place to learn, work and play.
- Provide a safe and healthy environment with a culture of moving forward for all of our students.
- Recruit, support, and retain high-quality staff in a fiscally responsible way in order to better serve all of our students.
- We need to ensure that we are all driving in the same direction in order to make a positive impact on our students and their learning - “**CAR:**” Communication, Achievement, Relationships –Creating a culture of excellence for all!

UNITY OF PURPOSE

We Believe that a Strong, Effective Governance Team Is...

(Each person responded to this prompt. Their individual responses are listed below:)

- United by a shared purpose, our students are grounded in trust, values, colleagues, staff, and community. Listens and is well informed.
- Communicative, aligned, cohesive, collaborative, rational and has a strong sense of purpose, unity, efficacy with a laser-like focus on students.
- Kind, open, values each other’s opinions, self-reflective, minimizes ego, continuously improves, and has trust. “We do not always have to be right.”
- Follows roles, and the norms, and protocols it has set for itself and comes to meetings prepared.
- One that understands and respects the norms we have established and believes that we are all doing our best to achieve our goals.
- One that puts children at the core of every decision and everything they do. One who works with their Governance Team using one voice...as a unit. There may be disagreements, but they move forward and support the majority opinion/vote. They are respectful of and kind to their colleagues and assume positive intent.

South San Francisco Unified School District

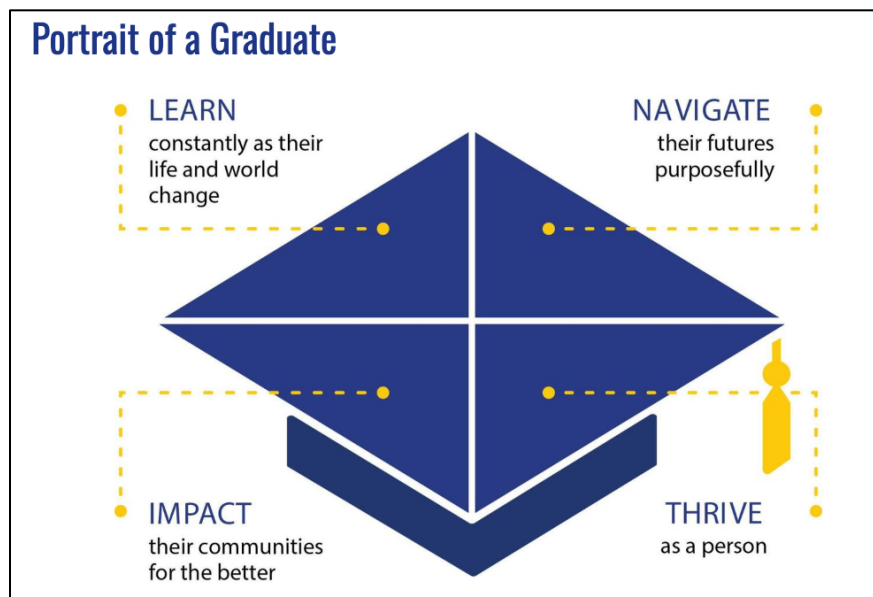
MISSION STATEMENT

“Laying the Foundation for a Lifetime of Learning”

In partnership with our community, South San Francisco Unified School District (SSFUSD) will provide exceptional instruction, engaging experiences, and equitable and accessible opportunities and resources to further support our diverse student body, so that students are equipped to learn, thrive, and navigate their future with purpose and impact their community.

As an educational community united in our commitment to equity, we work together to build relationships and ensure that every graduate has the essential academic and social-emotional skills, knowledge, and habits to:

GRADUATE AIM	CHARACTERISTIC	DESCRIPTION
LEARN constantly as their life and world change	Intellectual curiosity and critical thinking Academic excellence Creativity and resourcefulness	<ul style="list-style-type: none"> Embraces a growth mindset and love of learning by seeking understanding, asking questions, and using data and evidence Demonstrates mastery of all academic disciplines needed for post-secondary success Explores their creativity and finds new and innovative ways to solve problems
THRIVE as a person	Self-awareness Wellness Real-world readiness	<ul style="list-style-type: none"> Confidently embraces their identities and understands their values, intentions, and impact on others Lives a healthy lifestyle that promotes their physical, mental, and emotional well-being Uses life skills including time management, goal setting, self-discipline, motivation, and self-advocacy to navigate day-to-day responsibilities, overcome obstacles, and feel successful
NAVIGATE their future purposefully	Career and/or college readiness Technology skills Financial literacy	<ul style="list-style-type: none"> Understands their options after high school (education, careers, entrepreneurship), and is prepared for success in whatever path they choose Uses current technologies fluently to meet their needs and solve problems Understands the importance of money management and has the skills to make informed short and long-term financial decisions
IMPACT their community for the better	Collaboration Community service and engagement	<ul style="list-style-type: none"> Demonstrates empathy, compassion, kindness, teamwork, effective communication, and respect to collaborate effectively toward a common goal Finds opportunities to support others and be involved in their communities



OUR CORE VALUES

As we work toward this vision, we commit to operating in alignment with these values:

C

Community is our strength. We recognize that our success relies on collective agency. Thus, we empower students and staff to set growth goals and actively involve families in the educational journey. We value everyone's voice, and we ensure that perspectives are heard and respected in decision-making processes. By fostering a sense of purpose and engagement, we enable all members of our community to feel empowered and inspired.

A

Authentic relationships matter. We value authenticity and provide an environment where people can be their true selves. We acknowledge and respect different cultures and identities, and also strive to build cultural competence within our community. We recognize that relationships are crucial for growth and belonging. We foster empathy, mentorship, connection, a sense of belonging, love, and care within our community.

R

Resilience propels us forward. We believe that students, staff, and families must cultivate resilience and perseverance. Holding ourselves accountable, we practice continuous improvement, maintain positive attitudes, and nurture a growth mindset. We understand the significance of experiencing both comfort and productive struggle as we navigate change in the face of adversity. We learn from mistakes and embrace imperfection.

E

Equity is our north star. We have an unwavering belief in our students' potential to learn and excel, and we hold all students to high expectations. We recognize the importance of adapting to their individual needs, acknowledging that a one-size-fits-all approach falls short. We continually analyze and reflect on our systems to identify and break down barriers that hinder our ability to support all students. We remain flexible and take calculated risks in pursuit of excellence, particularly in addressing the needs of our most marginalized students.

Board Priorities

OUR PRIORITIES

PRIORITY
1

Exceptional Instruction

Every student experiences exceptional instruction that is aligned with our Portrait of a Graduate

PRIORITY
2

Engaged Students

Every student is a holistically-supported, self-directed learner

PRIORITY
3

Purposeful Partnerships

Every student benefits from trusting, high-impact partnerships with families and community in support of realizing our Portrait of a Graduate

PRIORITY
4

Empowered Educators

SSFUSD is the Bay Area's leading organization for mission-driven educators

PRIORITY
5

Equity-Centered Systems

Our decisions, actions, and resources reflect SSFUSD's commitment to equity

GAINING CLARITY ON ROLES AND RESPONSIBILITIES

The Role of the Board and Superintendent - CSBA:

School Board “Trustees” are the representatives of the people, elected to ensure the district schools educate the students in consideration of the interests of the local community. The role of the School Board is to govern the school district.

The superintendent is hired by the school board to provide the professional expertise in the day-to-day operations of the district. The role of the Superintendent is:

1. To work with the school board to develop an effective governance leadership team.
2. To serve as the chief administrative officer for the school district.
3. Recommend and implement Board approved policies.

Performing Board Responsibilities - CSBA:

We **Set the Direction** for the community’s schools by:

- Focusing on student learning.
- Understanding district needs/utilizing baseline data.
- Generating, reviewing, and revising directional documents: (beliefs, vision, priorities, strategic goals, success indicators)
- Ensuring an appropriate inclusive process is used to develop these documents.
- Ensuring these documents are the driving force for all district efforts.

We **establish an effective and efficient Structure** for the school district by:

- Focusing on the needs of the student.
- Employing the Superintendent.
- Setting policy for hiring of other personnel.
- Setting policies.
- Setting direction for and adopting the curriculum.
- Establishing budget priorities and adopting the budget.
- Overseeing facilities issues.
- Providing direction for and voting to accept collective bargaining agreements.

Performing Board Responsibilities – CSBA (*continued*):

We Provide Support through our behavior and actions by:

- Modeling professionalism and appropriate communication for our students.
- Acting with a professional demeanor that models the district's beliefs and vision.
- Making decisions and providing resources that support mutually agreed upon priorities and goals.
- Upholding Board approved district policies.
- Ensuring a positive personnel climate exists.
- Being knowledgeable about district efforts and able to explain them to the public.
- Working collaboratively with the Superintendent to ensure District success.

We Ensure Accountability to the public by:

- Welcoming student voice through Board Meeting participation.
- Evaluating the Superintendent and ourselves
- Monitoring, reviewing, and revising policies.
- Serving as a judicial and appeals body.
- Monitoring student achievement and program effectiveness and requiring program changes as indicated.
- Monitoring and adjusting district finances.
- Reviewing facilities issues
- Monitoring the collective bargaining process

We Act as Community Leaders by:

- Soliciting feedback from students.
- Speaking with a common voice about district priorities, goals, and issues.
- Engaging and involving the community in district schools and activities.
- Communicating clear information about policies, programs, and fiscal conditions of the district.
- Educating the community and the media about issues facing the district and public education.
- Advocating for students, district programs and public education to the general public, community, and local, state, and national leaders.

GAINING CLARITY ON ROLES AND RESPONSIBILITIES AND ENHANCING TEAM COMMUNICATION:

What the Board Needs from the Superintendent:

- Effective, open, honest, timely communication
- Trust
- Respect
- Time, commitment, and dedication
- Feedback
- Empathy and understanding
- Support and reassurance
- Emailing the Board, as soon as possible, regarding communication with the city, and providing necessary additional information in the Friday update.
- Paraphrasing to ensure understanding.
- Getting clarification from the whole Board on requests from individual Board Members. Put the item on the agenda in order to get Board direction before taking action.
- Scheduling one-on-ones.
- Acknowledging Board directives, action items, timelines, as appropriate, and providing updates on where we are on various processes/issues.
- Only share information regarding Board work with the Board, editing out opinions as that may cause a Brown Act violation and anything that may disrupt Board unity.

What the Superintendent Needs from the Board:

- Clear descriptive goals and direction from the Board, not from individuals
- Ensure that direction is given to the Superintendent by the Board as a whole, not by individual Board Members.
- Board Members may share new ideas or request information and/or future agenda items in writing to the Superintendent or at the meeting under “Good and Welfare” and “Future Agenda Items.” Pending consensus of the Board, the Superintendent and Board President will confer as to appropriate response to the request, possibly providing the information in the *Friday Update* and/or placement on a future agenda, per BB 9322, *Agenda/ Meeting Materials*.
- Effective, open, honest, timely communication
- Trust

What the Superintendent Needs from the Board (*continued*):

- Respect
- Time, commitment, and dedication
- Feedback
- Being open-minded and flexible
- Empathy and understanding
- Support and reassurance
- Trusting her judgment on the selection of the appropriate communication processes regarding issues and “hot topics.”
- Using the term, “Broken bones, gushing blood,” to signify a true emergency when communicating with her. Otherwise, assume that she will get back to you as soon as she is able.
- Telling her the source of the information you are sharing.
- Judging the source of information
- Paraphrasing for understanding
- Scheduling time to meet with the Superintendent and pertinent Cabinet Members.
- Being mindful of social media use
- If an issue or conflict arises between any two members of the team, they will resolve it privately and not involve anyone else on the team.
- State questions clearly and provide the “why”/context in a separate statement.

What Board Members Need from Each Other:

- Effective, open, honest, timely communication
- Trust
- Respect
- Time, commitment, and dedication
- Feedback
- Empathy and understanding
- Support and reassurance
- Paraphrasing for understanding
- Sharing new ideas during “Good and Welfare” or “Future Agenda Items.”
- Supporting new Board Members and Student Board Members
- Welcoming student voice through Board Meeting participation.
- If an issue or conflict arises between any two members of the team, they will resolve it privately and not involve anyone else on the team.

South San Francisco Unified School District Governance Team

AGREEMENTS TO FACILITATE GOVERNANCE LEADERSHIP

Governance Team Norms and Protocols:

The Board of Education for the South San Francisco Unified School District is entrusted by the community to uphold the Constitutions of California and the United States, to protect the public's interest in schools, and to ensure a high-quality education is provided to each student. To effectively meet district challenges, the Board and Superintendent must function together as a governance leadership team. Agreed upon behaviors or norms, and operating procedures or protocols, support consistent behavior and actions among team members. The purpose of the South San Francisco Unified School District governance team agreements is to ensure a positive and productive working relationship among Board Members, the Superintendent, district staff, students, and the community. Norms and protocols are developed by and for the members of the governance team and may be modified over time as needed.

Our Agreements to Facilitate Governance Leadership:

South San Francisco Unified School District Norms

Our Governance Team wishes to create a culture that demonstrates ...

- ✓ Equity
- ✓ Inclusion
- ✓ Respect
- ✓ Trust
- ✓ Open, Honest Communication
- ✓ Empathy and Understanding
- ✓ Professional Behavior
- ✓ Collaboration
- ✓ Patience
- ✓ Kindness
- ✓ Assuming Positive Intent
- ✓ Keeping confidential information confidential

In support of these norms, we have adopted the following meeting guidelines:

Governance Team Meeting Guidelines

The Governing Board believes its primary responsibility is to act in the best interests of every student in the district. The Board also has major commitments to parents/guardians, all members of the community, employees, the state of California, laws pertaining to public education, and established policies of the district. To maximize Board effectiveness and public confidence in district governance, Board Members are expected to govern responsibly and hold themselves to the highest standards of ethical conduct.

Therefore, we agree to:

- Focus on the best interests of our students.
- Respect differences, show respect and kindness and never dismiss or devalue others.
- Be supportive and respectful of classified, certificated, and administrative staff, for the benefit of all students.
- Stay focused on our agenda, goals and priorities and avoid getting sidetracked.
- Work to make sure there are no hidden agendas. No one can act unilaterally so all issues and concerns will be addressed openly by all members.
- Ensure that there are **“no surprises”** – We will let people know about questions or concerns ahead of time.
- Build effective relationships, respect one another - be prompt, listen, follow through on governance agreements and assume positive intent.
- Remember the importance of actively listening: We will wait to speak, keep our remarks brief, on topic, and to the point, so all opinions can be heard.
- Build upon the ideas of others, look for common ground and paraphrase for understanding.
- Be professional when there is a difference of opinion by addressing the process, seeking to understand by addressing the process and debating the facts and not personalities.
- Communicate in ways that are not prohibited by confidentiality.
- Promote a transparent and open public process so that every trustee has the opportunity to publicly deliberate.
- Be responsible for using meeting time wisely; we will start meetings on time, return from breaks promptly and avoid unnecessary interruptions.
- Work toward the future, learning from the past.

Protocols STRUCTURE AND PROCESS

Effective governance teams discuss and agree upon the formal structures and processes, or protocols, used by the Board and Superintendent in their functioning as a team. These structures and processes guide the operation of the governance team and determine how they do business. Protocols are the agreements that ensure that all members of the team are operating within their agreed upon roles. The following protocols were developed at our Governance Workshops.

Protocols to Facilitate Governance Leadership:

SSFUSD Governance Team Communication Protocols

The South San Francisco Unified School District Governance Team (Governing Board Members, Superintendent, and Cabinet Level Staff) believes effective communication is vital to ensuring the success of the school district and to keeping team members well-informed. The governance team agrees to practice effective communication through the following protocols:

Topic:	Protocol:
Basic Understandings Regarding Communication	<p><u>Rationale:</u></p> <ul style="list-style-type: none">• We are ambassadors for the district and want to build public confidence in the school district.• We want to keep people in the present, not the past and positively informed about current district achievements. <p><u>We agree to the following:</u></p> <ul style="list-style-type: none">• No surprises• An atmosphere of clear, open communication will be fostered.• A welcoming and inclusive culture will be the expectation for all sites and the District Office.• The Superintendent will be in charge of day-to-day operations of the district.• Board Members will be very clear with constituents and staff that a defined process will be used to address complaints/concerns.

	<ul style="list-style-type: none"> • When Board Members receive concerns/complaints, they will share them with the Superintendent. • Board Members will support the Superintendent's decisions. If individual Board Members disagree with the Superintendent, they will let the Superintendent know privately rather than in public or via the press. • When an issue or conflict arises between any two members of the Governance Team, the two individuals will discuss the matter and work through it directly and outside of the meeting. They will not involve an intermediary. • When making statements in public, such as to the media or other public entities, etc., we will: <ul style="list-style-type: none"> ✓ Speak in a respectful, professional, nonconfrontational manner as ambassadors/representatives of South San Francisco Unified School District. ✓ Not repeating negatives. ✓ State our name and clarify when we are speaking as an individual or as a Member of the Board. ✓ Develop and state a limited number of clear, concise speaking points. ✓ When appropriate, utilize speaking points developed by the Superintendent. ✓ Not go off message. ✓ Never say, "no comment," but instead direct the individual to the appropriate person in the district.
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Topic:	Protocol:
Communication among Board Members	<u>We agree to the following:</u> <ul style="list-style-type: none"> • Individual Board Members will be open, honest, and professional with each other. • When individual Board Members have relevant information pertaining to the district, they will share that information with the Superintendent who will then inform the rest of the board. • When an issue or conflict arises between any two members of the Governance Team, the two individuals will discuss the matter and

	work through it directly and outside of the meeting. They will not involve an intermediary.
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Topic:	Protocol:
Communication with Community & Staff Members	<p><u>We agree to the following:</u></p> <ul style="list-style-type: none"> • If a community member contacts all members of the Board about a complaint or concern, the Board President will acknowledge receipt on behalf of the Board and will then forward the matter to the Superintendent. • If a community member contacts an individual Board Member, the Board Member will acknowledge the contact and will refer the matter to the Superintendent. • The Superintendent or designee will respond to the individual(s) involved in a timely and thorough manner and will keep the Board informed regarding the situation and response, as applicable and appropriate. • Board Members will support the Superintendent's decisions. If individual Board Members disagree with the Superintendent, they will let the Superintendent know privately rather than in public or via the press. • If Board Members receive concerns from staff, they will notify the Superintendent. • The above procedures apply to contact through social media, as well as other forms of communication. • When receiving a verbal complaint/concern, Board Members must remember to redirect constituents back into the system at the appropriate level. Board Members will also then inform the Superintendent about the situation. Board Members will refrain from hearing/discussing issues that may come before them in their judiciary role.

Topic:	Protocol:
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Email Response Templates

Rationale: We wish to be consistent in our responses and adhere to the principles outlined in BB 9200, *Limits of Board member Authority*.

Therefore, we agree to use the following templates when responding to emails:

Communication Templates - Responding to Community:

General:

Board president responses should include four key elements and should carefully balance honoring the person who spoke up while not committing the board or district to any specific action as decisions are only made in board meetings when the members of the board can deliberate. The typical response includes:

1. A thank you

❖ For example: Thank you for reaching out.

2. Validation for the person communicating with the board. Typically, it is helpful to join the validation with a value shared by the board and Superintendent.

❖ For example: I really appreciate your sharing your concerns about field use. Ensuring students have access to fields to support their physical, social, and emotional development is a key priority for the school board and Superintendent.

3. An appropriate next step if one is applicable

- ❖ For example: I have included the superintendent in this response so that she may direct the appropriate staff to follow up with you to develop a better understanding of the factors contributing toward this challenge.
- ❖ For example: I have included the superintendent in this response so that she is informed that this is a particular challenge that has been shared with the Board.

4. A statement about the board communication protocol

- ❖ For example: Per board protocol, only the Board President will respond to communications to keep the School Board in compliance with the Brown Act, but all Board Members do read all communications, so thank you for reaching out about this matter!

Employee/Personnel/Staffing Matters:

Thank you for your email. The Board, Superintendent and staff strive to ensure that every student in SSFUSD has a positive, enriching school experience and your input is critical to helping us ensure that we reach this goal. Given the strict confidentiality laws related to any personnel matter, I am not at liberty to discuss any staffing matter, and I appreciate your understanding regarding the confidentiality of the matter. While I cannot comment on personnel matters, I do want to communicate that I highly value your reaching out about the concern you raised, and I will forward your communication to the Superintendent so that she or the staff member she designates can look into the matter further. Per board protocol, only the Board President will respond to communications to keep the School Board in compliance with the Brown Act, but all Board Members do read all communications, so thank you for reaching out about this matter!

Negotiations:

Thank you for your email. The Board and Superintendent highly value all members of the staff within South San Francisco Unified School District, and we really appreciate your thoughts. We appreciate that the staff of South San Francisco Unified School District is absolutely essential in ensuring that every child thrives. Negotiations are highly confidential, so I am not at liberty to discuss collective bargaining, and I appreciate your understanding regarding the confidentiality of the matter. While I cannot comment on negotiations, I do want to communicate that I highly value your reaching out as it helps inform the Board's and Superintendent's thinking as we move through the negotiations process. I have included the Superintendent in my

response so that she is aware of these thoughts. Per board protocol, only the Board President will respond to communications to keep the School Board in compliance with the Brown Act, but all Board Members do read all communications, so thank you for reaching out!

School Safety:

Thank you for your email. Please know that safety of our students is our highest priority for the South San Francisco Unified School District. Children need to feel safe to learn and we strive to ensure all students attending our schools feel safe and can focus on learning, free from any type of distractions. I have included the Superintendent in this communication so that she or the staff member she designates can look into the matter further. Per board protocol, only the Board President will respond to communications to keep the School Board in compliance with the Brown Act, but all Board Members do read all communications. Thank you for your communication as we all recognize and place a high value on keeping all students safe in SSFUSD.

School Traffic:

Thank you for your email! Ensuring students get to and from school safely so that they can focus on learning while they are in class and arrive home safely is a definite priority for the Board and Superintendent. Children need to feel safe in order to learn. I have included the Superintendent in this communication so that she or the staff member she designates can look into the matter further. As appropriate, they will work in partnership with law enforcement. Per board protocol, only the Board President will respond to communications to keep the School Board in compliance with the Brown Act, but all Board Members do read all communications. Thank you for your communication as we all recognize and place a high value on keeping all students safe in SSFUSD.

Culture and Climate:

Thank you for your email. Creating a positive, inclusive, and welcoming climate at every school within South San Francisco Unified

is a key priority for the board and Superintendent. The board and Superintendent recognize that staff, students, and families thrive when they feel welcomed and valued. I have included the Superintendent in this communication so that she or the staff member she designates can look into the matter further. Per board protocol, only the Board President will respond to communications to keep the School Board in compliance with the Brown Act, but all Board Members do read all communications, so thank you for reaching out about this matter! Thank you so much!

Community Concerns (Fields and Childcare):

Thank you for your email. The South San Francisco Unified School District Board of Trustees and Superintendent want to ensure that every student thrives. As such, we firmly believe in supporting the social, emotional, cognitive, and physical development of students. We appreciate that access to (INSERT appropriate general category (field or childcare) is a critical component of supporting the development of our students. Our school district works in partnership with the city to make progress toward achieving this goal. I have included the Superintendent in this communication so that she or the staff member she designates can follow up with additional information as appropriate. Per board protocol, only the Board President will respond to communications to keep the School Board in compliance with the Brown Act, but all Board Members do read all communications, so thank you for reaching out about this matter! Thank you so much!

Topic:	Protocol:
<p>Statements on Social Media Platforms</p>	<p><u>Rationale:</u> We wish to adhere to the guiding principles that:</p> <ul style="list-style-type: none"> • We speak with one voice. • There are “no surprises.” • We all receive the same information. <p><u>Therefore, we agree to the following:</u></p> <ul style="list-style-type: none"> • Statements made on social media by any Board Member will not make assumptions about the opinions of other Board Members or

	<p>the District unless the Board has taken formal action on that item or issue.</p> <ul style="list-style-type: none"> • We will proceed with caution because people assume that we speak for the Board. • We will be mindful of politically charged and polarizing issues/situations and be very cautious in these situations. • All individual statements will include a disclaimer stating clearly that this is a personal opinion, and not the opinion of the Board. • We will never post statements that might possibly be a Brown Act violation.
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Topic:	Protocol:
Communication with the Press Both Oral and Written	<p><u>We agree to the following:</u></p> <ul style="list-style-type: none"> • If the press contacts a Board Member, in most cases, the Board Member will refer the individual to the Board President and Superintendent who will then respond. • During a crisis, Board Members will always refer the reporter to the Superintendent, as she will have the most up-to-date information. • If a Board Member experiences an unexpected impromptu interaction with a member of the press, the Board Member will not make assumptions about the opinions of other Board Members or the District, unless the Board has taken formal action on that item or issue. • The Board Member may comment on approved Board actions but will refrain from commenting on pending items and/or items that may come before the Board in the future. • When asked about non-District matters, Board Members will be clear that they are speaking as an individual and not as a Board Member and that the opinions expressed are theirs and theirs alone. Board Members will never make assumptions about the opinions of other Board Members or the District unless the Board has taken formal action on that item or issue. • Closed session deliberations will not be discussed outside of closed session.

	<ul style="list-style-type: none"> • The Superintendent, Board President or designee will be proactive in providing information to the press, especially in times of an emergency or controversy.
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Topic:	Protocol:
Scheduling Meetings with Staff Members	<p><u>We agree to the following:</u></p> <ul style="list-style-type: none"> • If a Board Member wants to meet with cabinet members or site administrators, the Board Member will notify the Superintendent in advance. • Board Members acknowledge the importance of respecting staff time constraints.

Topic:	Protocol:
Committee Appointments	<p>Rationale: It is important to have a protocol on this topic, because...</p> <ul style="list-style-type: none"> • This procedure will give everyone a chance to serve on various committees and... • It will prevent confusion. <p><u>Therefore, we agree to the following committee composition:</u></p> <ul style="list-style-type: none"> • The Board President and a returning member (preferably the Clerk) will sit on the <u>City/School Subcommittee</u>. The Vice President will serve as the alternate. • The Vice President and another Board Member (preferably a new Member) will serve on the Bylaws Committee. • The final Trustee and the Vice President or Clerk will serve on the <u>Facilities Committee</u>. • Additional appointments will be decided upon by a vote of the Board. • As a guideline, it is recommended that service on any one committee will be limited to two years.

	<p>Committee Reports to the Board:</p> <ul style="list-style-type: none"> • Committee reports will be added to the agenda, • The Bond Director will provide periodic reports. • Board Members will provide informal reports on the committee meetings to which they are assigned.
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Topic:	Protocol:
<p>One-on-One Meetings with the Superintendent</p>	<p><u>Rationale:</u> We wish to clarify the purpose and what transpires at those meetings.</p> <p><u>Purpose of One-on-One Meetings:</u> The purpose of these meetings is to check-in, answer clarifying questions, provide updates, as needed and to keep the Superintendent informed about “hot topics” that are brewing in the community.</p> <p><u>We agree to the following regarding our One-on-One Meetings:</u></p> <p><u>DO’S:</u></p> <ul style="list-style-type: none"> • Utilize the time to check-in with each other with statements, such as, “How are you?” • Board Members will share information that they are hearing out in the community, especially regarding “hot topics.” • Board Members will ask clarifying questions. • We will remember to send those questions to the Superintendent in advance, whenever possible, so that she has the information available for us at the time of our meeting. • Email, “Google Docs” and “Meeting Memos” are acceptable forms of communication.

	<ul style="list-style-type: none"> • Notify the Superintendent in advance if we have questions regarding other departments so that she can invite those individuals to the meeting. • The Superintendent will provide updates to Board Members. • Board Members will be aware of staff time required to answer questions and whether or not the item is relevant to current goals and issues/programs or projects. • Meeting time will be limited to 30 minutes to an hour. <p><u>DON'TS:</u></p> <ul style="list-style-type: none"> • Individual Board Members will refrain from giving the Superintendent or any other staff members direction during these meetings or at any other time. That is the domain of the entire Board, as stated in BB 9200, <i>Limits of Board Member Authority</i>. Board Members will take all such requests to Board Meetings and raise the issues during “Future Agenda Items” for the consideration of the entire Board. This includes requests that have been given to the Superintendent in the past.
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Topic:	Protocol:
Board Meeting Management – Effective Deliberation, Public Comment	<p>Rationale:</p> <ul style="list-style-type: none"> • The Board Meeting is a meeting to conduct district business in public. • We honor people’s opinions, but an appropriate process must be in place in order to have orderly meetings. <p>Therefore:</p> <ul style="list-style-type: none"> • The Board President facilitates the Board discussion and manages public input. • When opening public comment, the Board President will refer to the public input guidelines on the board meeting agenda, as stated in BB 9323. • Each item will have a 20-minute time limit for public comment and will be timed by the Vice President. Three minutes are allotted per person. • The Board President may ask the public to limit their comments to new information.

	<ul style="list-style-type: none"> • Board Members will direct their questions/comments to the Board President and not communicate directly with members of the public. • A timer will be used to monitor the length of individual speakers' comments. • When a speaker's time is up, the President will say, "Thank you for your comments. Your time is up. Can you please wrap-up your remarks?" • The Board President has discretion to add time to the discussion if the majority of the Board agrees. <p style="text-align: center;">Managing Action items:</p> <p>Step 1. The Board President will introduce the item. The Board President may call for a motion and a second at this time or they may follow the order of events listed below.</p> <p>Step 2. The Superintendent or other staff will provide a presentation of background information and a recommendation, if necessary.</p> <p>Step 3. Board Members may ask questions for clarification.</p> <p>Step 4. The Board President will open the issue for public comment.</p> <p>Step 5. After public comment is complete, the Board President will close public comment.</p> <p>Step 6. The Board will discuss the item and vote.</p>
Topic:	Protocol:
Site Visits	<p>Rationale: It is important to have a protocol on this topic...</p> <ul style="list-style-type: none"> • To ensure that there are "no surprises" to the principals or the Superintendent. • So that we are all aware of the procedures and expectations to create clarity. • To serve as a reminder that site visits help us stay informed about the schools and programs. They validate the good work that is happening in the district. They are not evaluative in nature and should not be disruptive. <p>Therefore, we agree that...</p>

	<ul style="list-style-type: none"> • Formal site visits will be organized by the Superintendent, and we all agree to adhere to the following procedures: <ul style="list-style-type: none"> - A master calendar will be developed and shared with the Board and administration to ensure that everyone is aware of the schedule. - Board Members will respond to the invitations so that the Superintendent and principals are aware of who will be in attendance. - Reminders about upcoming visits will be sent out in advance. - The Team will meet with the principal, who will share highlights about the school and items that are a source of pride. - The Superintendent will ask Board Members what they would like to see. • Board Members will inform the Superintendent when they wish to make individual site visits, and she will inform the principals. • During all site visits: <ul style="list-style-type: none"> - The Governance Team will arrive at the school wearing their badges. - Everyone will sign in at the office. - All members of the Team will ensure that interactions with teachers and students do not disrupt instruction.
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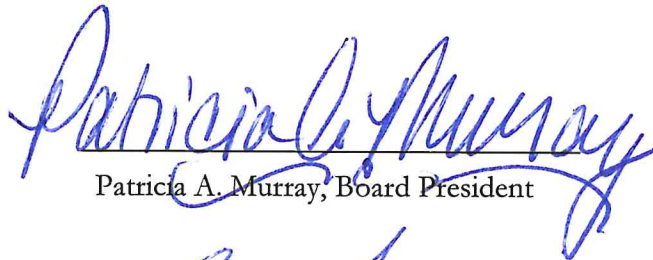
Topic:	Protocol:
Adding Items to the Agenda	<p><u>Rationale:</u> A clear, consistent procedure is needed so that all Board Members understand the process and have the ability to add items to the agenda, including resolutions.</p> <p>Therefore, we agree that:</p> <ul style="list-style-type: none"> • Any Board member may request that a matter within the jurisdiction of the Board be placed on the agenda of a regular meeting. • Board Members may share new ideas or request information and/or future agenda items in writing to the Superintendent or at

the meeting under “Good and Welfare” and “Future Agenda Items.”

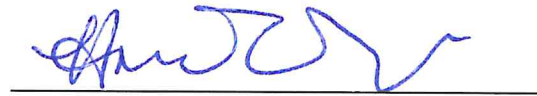
- **Pending consensus of the Board**, the Superintendent and Board President will confer as to appropriate response to the request, possibly providing the information in the Friday Update and/or placement on a future agenda, per BB 9322, *Agenda/Meeting Materials*.
- Items not within the subject matter jurisdiction of the Board may not be placed on the agenda.
- The Board President and Superintendent shall decide whether an agenda item is appropriate for discussion in open or closed session, and whether the item should be an action item subject to Board vote, an information item that does not require immediate action, or a consent item that is routine in nature and for which no discussion is anticipated.
- Board Members will consider the following when adding an item to a future agenda:
 - The impact that the item will have on district resources, and staff time and workload.
 - The impact the item will have on achieving Board adopted district/LCAP goals.
- The Board President and Superintendent will determine when each Board approved new item will be agendized.

We have reviewed and agree to follow the aforementioned governance team norms and protocols in order to support a positive and productive working relationship among the South San Francisco Unified School District Board of Trustees, Superintendent, staff, students, and the community. We shall renew this agreement annually.

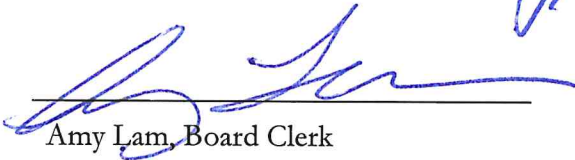
Amended on this 11th day of June 2026.



Patricia A. Murray, Board President



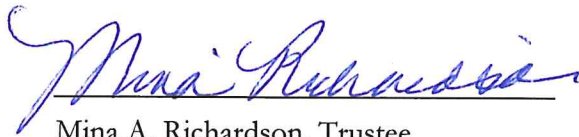
Dr. Chialin Hsieh, Vice President



Amy Lam, Board Clerk



Amanda Anthony, Trustee



Mina A. Richardson, Trustee



Dr. Shawnterra Moore, Superintendent