

PLACER COUNTY BOARD OF EDUCATION ADVOCACY

The Placer County Board of Education (BOE) is aware of legislation that may affect public education in our county. As such, the BOE may want to use their collective voice to express support or opposition of a particular piece of legislation.

In order to do this work effectively there needs to be thoughtful consideration of legislative proposals. As one elective body, the BOE must first determine if the piece of legislation fits the *criteria* to take a position, recognizing that there are many bills that will not rise to the interest of the BOE for a formal position.

Another step is determining a *process* for the collective elected body of the BOE to take a position. The BOE recognizes that members may not hold the same philosophies and beliefs, or that there are differences in how issues may be approached. With that, the Placer County Board of Education has developed a tool to guide these discussions so that any action taken by the Placer County Board of Education is made by being well-informed and persuasive.

As such, the Placer County Board of Education has identified **Five Pillars of Advocacy** as follows:

Pillar 1: Prioritizing the Students Enrolled in County Office Programs

Advocate for students that are enrolled in Placer County Office of Education's Court School and Pathways Charter School to ensure that they have the resources and support to advance academically and socially towards being school, college and career ready.

Pillar 2: County Board of Education Authority

Advocate for clearly defined and respected authority of the County Board of Education. This includes ensuring the Board retains its statutory powers to make decisions within their role as outlined by relevant Education Codes and Board Bylaw 9000.

Pillar 3: Role of the County Office of Education

In conjunction with the county superintendent, advocate to support the role of the county office of education and the unique role to support the local school districts, schools and students and families of the community.

Pillar 4: Local Control

In conjunction with the county superintendent, advocate for preserving and strengthening local control over educational policies and programs of the county office.

Pillar 5: Placer County Issues

Advocate for the need to respond to one-size-fits-all policies and legislation that does not reflect the unique characteristics of rural and suburban schools and districts in Placer County.

Advocacy at the BOE level consists of two different elements. One, is merely **monitoring** what education related legislative bills are being introduced in the California State Legislature and monitoring the development of those bills as they move through the two houses with periodic updates to the entire Board as necessary.

A second track is a process by which there are 3-5 legislative bills identified by the BOE to not only monitor, but conduct an initial **analysis** of each of those bills to determine if: 1. Those bills fall under the scope of the five pillars listed above, 2. Through the use of the Board Advocacy Analysis Tool, determine if the legislation rises to the level where the Advocacy Liaisons wish to propose to the full BOE take action through an advocacy letter.

Process I: Monitoring of Education Related Legislation

The California State Legislature's legislative cycle is a two-year process that begins on the first Monday in December of an even-numbered year and ends on November 30 of the next uneven-numbered year. The California Senate and Assembly make up the two houses of the legislature. The Secretary of State sets the legislative calendar each year, which includes important dates for the legislature's activities. The legislature can set its own calendar of meetings and recesses within the constitutionally prescribed dates for convening and adjourning the session

The California legislative session has many important dates, including deadlines for bills, the budget, and elections

January 3: The legislature reconvenes for the second year of the 2023-2024 session

January 10: The Governor must submit a balanced budget to the legislature for approval

February 16: The final deadline to introduce bills

End of February: Hold Advocacy Liaison Meeting

March 21: Spring recess begins

April 10: The legislature reconvenes from spring recess

Mid to late April: Hold Advocacy Liaison Meeting

June 15: The budget bill must be passed by midnight

June 27: The last day for a legislative measure to qualify for the November 5 General Election ballot

August 16: The last day for fiscal committees to meet and report bills

August: Hold Advocacy Liaison Meeting

August 23: The last day to amend bills on the floor

August 31: The last day for each house to pass bills

September 30: The last day for the Governor to sign or veto bills

As such, at the March, April and September BOE Meetings, the BOE will be provided a tool listing the updates and status of certain educational related pieces of legislation for awareness purposes.

Process II: Bill Analysis and Active Advocacy

Placer County BOE Advocacy Liaisons hold meetings with the County Superintendent, her lobbyist and possible joint legal counsel to review potential pieces of legislation that the BOE may actively engage in advocacy efforts. Once possible legislation has been identified, the County Superintendent, her lobbyist and the joint legal counsel will prepare the Board Advocacy Analysis Tool. Once this tool has been completed for the selected pieces of legislation (not to exceed 3-5 pieces of legislation per year), a subsequent Advocacy Liaison meeting will be held to review. Once held, the Advocacy Liaisons will decide what pieces of legislation should move to the entire BOE for discussion and possible action.

Should there be a need to fast-track this process to respond to an urgent need, at the request of an advocacy liaison, the board president may put an action item on the next board meeting agenda should there be sufficient information and reason to expedite the BOE Advocacy process. The advocacy liaison needs to make a case for the need for timeliness and this process should only be used sparingly and not as an end-around.

Given that the BOE are elected officials and may want to personally advocate for legislation that is not aligned with one of the Five pillars, has not been selected as one of the 3-5 pieces of legislation to analyze and possibly act on, or is outside the education field, this process does not limit individual Board members from writing their own advocacy letters. However, if a board member chooses to do this, they may do so as an individual, on their own stationary, write letters to advocate for specific piece of legislation. However, it must include a statement that the individual is speaking for themselves and not for the entire Placer County Board of Education.

Board Advocacy Analysis Tool

Title: _____
(please attach draft bill language)

Falls under which of the Five Pillars of Advocacy: _____

Impact on County Office Operations

(Questions to consider: How will this legislation affect our day-to-day operations? Does the legislation require changes to our current policies or procedures? What are the potential impacts on student learning and achievement? How will this legislation affect PCOE staff, including hiring, training, or workload?)

Financial Considerations

(Questions to consider: What are the financial implications of this legislation for our county office? Will we need additional funding or resources to comply with this legislation? Are there any unfunded mandates associated with this legislation?)

Legal and Compliance Issues

(Questions to consider: What are the legal requirements of this legislation, and are we currently in compliance? Are there potential legal risks or liabilities if we fail to comply? Does this legislation conflict with existing local, state, or federal laws?)

Stakeholder Impact

(Questions to consider: How will this legislation affect PCOE students, teachers, and staff? What impact might this have on our relationships with parents and the community? Have we consulted with key stakeholders to gather their input on this legislation?)

Implementation and Timing

(Questions to consider: What is the timeline for implementation, and are we prepared to meet it? What challenges might we face in implementing this legislation? Do we have a clear plan and the necessary resources to implement the required changes?)

Long-Term Considerations

(Questions to consider: How does this legislation align with our county office's long-term goals? What are the potential long-term benefits or drawbacks of this legislation? Could this legislation set a precedent for future laws that could impact our county office?)

Advocacy and Alternatives

(Questions to consider: Is there an opportunity for us to advocate for amendments or changes to the legislation? Are there alternative approaches that might achieve the same goals with less impact on the county office? How are our county school districts responding to this legislation, and can we learn from their experiences?)

Communication and Transparency

(Questions to consider: How will we communicate the implications of this legislation to our stakeholders? What is our plan for informing the public about how this legislation will affect the county office? How will we ensure transparency and accountability in how we respond to this legislation?)