



FOCUS AREA 1

The Governance Role of the Board

The governance team, comprised of the governing board and the superintendent, will be responsible for making decisions regarding the re-opening of school in 2020–21. Broadly, as described by the California School Boards Association in the Masters in Governance Program, the board's role in governance for the district includes: setting the direction; establishing the structure; creating a supportive environment; ensuring accountability; and providing community leadership. Accordingly, the governance focus area provides guidance on how the governing board may make decisions about the what, when, who, and how of the plan for re-opening the district's schools.

EQUITY CONSIDERATION

It is essential for Governing Boards and Superintendents to review policies and practices that could be allowing for inequality to persist within their LEAs. It is important to understand some of the dilemmas that families may be facing during this time, which may need some flexibility on certain decisions, actions, and plans that are created when considering your equity lens within your sphere of influence.

1. ESSENTIAL QUESTION: What should the Board look for in order to make decisions about re-opening schools and offices?

Implementation, Recommendations, and Considerations

The Board should expect a detailed, comprehensive plan of options that addresses timelines, student and staff safety, including social/emotional support; instructional models/options; technology, facilities, transportation, communication; students with special needs, including SWD, EL, students experiencing homelessness, foster youth; and personnel/human resources.

The Board may have to make decisions without all of the information and certainty it would like, because of the dynamic nature of this situation.

The Board will want to consider local health officials' directives/guidance, as well as state and national directives/guidance.

The CDC cautioned that the recommendations should be applied in a way that is "feasible, practical, acceptable, and tailored to the needs of each community." This is just one factor leaders will consider, alongside issues like advice from state health authorities and the severity of spread in their areas.

Resources

- ["Blueprint for Back to School"](#)
- [Center for Disease Control and Prevention \(CDC\), Schools During the COVID-19 Pandemic](#)
- [ACSA School Re-opening Planning Group, Final Report: May 28, 2020](#)
- [SEAC Checklist for Opening School](#)
- [CASBO Guidance for Re-opening Schools Resources > COVID-19 Resources](#)

2. ESSENTIAL QUESTION: What are the governance and leadership considerations for the Board?

Implementation, Recommendations, and Considerations

As the elected leaders of the school district, Board members represent the community and they represent the district.

As representatives elected to make informed decisions on behalf of the community, Board members may consider methods for soliciting and receiving input from the community, through parent and community surveys, holding public study sessions, communicating with Board colleagues from neighboring districts, and providing easy access for the community to provide input to public Board meetings.

As representatives of the district, Board members may consider establishing/maintaining ongoing communication with local, state, and national political leaders, as well as local civic, business, faith-based, parent groups, and other stakeholder leaders.

Resources

- [CSBA Masters In Governance \(MIG\) The Board's Responsibilities in Governance](#)
- [Sample parent survey](#)
- [Atkinson, Andelson, Loya, Ruud & Romo \(AALRR\) Brown Act Alert](#)

FOCUS AREA 2

Legal Considerations: Board Policies and Administrative Regulations and Items Subject to Bargaining

The governing Board is responsible for overseeing the development and adoption of policies for the district and for setting parameters for negotiations with employee organizations as well as ratifying collective bargaining agreements and memoranda of understanding. The complex matter of re-opening schools in 2020–21 has significant implications for the development of new or revised policies and many considerations that require negotiations and reaching agreement with the district’s labor partners. The policies and collective bargaining focus area provides guidance and resources to assist the Board with identifying and preparing for the many matters of policy and labor relations that will come before them.

1. ESSENTIAL QUESTION: What are the new or revised board policies that may be needed for re-opening schools and offices?

Implementation, Recommendations, and Considerations

There are numerous Board policies that the Board may want to consider adopting or revising, including infectious diseases, technology use, distance learning/teaching, safety, leaves, travel, flexible schedules and graduation requirements.

- Some policies may be handled as resolutions, if they are going to be temporary or short-term.
- Some policies will be subject to collective bargaining.

Resources

- [CSBA GAMUT](#)
- [Board Policies and Regulations Sub-Committee Checklist](#)
- [Sample Policy for H1N1](#)

2. ESSENTIAL QUESTION: What are the collective bargaining implications of re-opening schools and offices?

Implementation, Recommendations, and Considerations

All matters pertaining to wages, hours of employment, and terms and conditions of employment are within the scope of bargaining, so engaging with the labor unions early is critical. Temporary measures may be handled with memorandums of understanding, rather than changes to the collective bargaining agreements. Completion of bargaining with CSEA units may require additional time to get through the “610” process and ratification.

Resources

- [Collective Bargaining Considerations Sub-Committee Checklist](#)
- [Atkinson, Andelson, Loya, Ruud & Romo \(AALRR\) Alert COVID-19: Bargaining the Impacts and Effects with Your Education Employee Unions - 03.20.20](#)

