

August 22, 2016

**NEVADA DEPARTMENT OF EDUCATION
REGULATION WORKSHOP
MONDAY, AUGUST, 22, 2016**

Meeting Locations:

Office	Address	City	Meeting Room
Department of Education	9890 S. Maryland Pkwy	Las, Vegas	Board Room (2 nd Floor)
Department of Education	700 E. Fifth St	Carson City	Board Room

**SUMMARY MINUTES
(Video Conferenced)**

STATE BOARD MEMBERS PRESENT:

In Las Vegas

Mark Newburn

Felicia

DEPARTMENT STAFF PRESENT:

In Las Vegas

Steve Canavero, Superintendent of Public Instruction

Kimberly Bennett, Administrative Assistant

In Carson City

Karen Johansen, Assistant to the State Board of Education

Shawn Osborne, IT Technician

LEGAL STAFF PRESENT

In Carson City

Greg Ott, Deputy Attorney General

AUDIENCE IN ATTENDANCE:

In Las Vegas:

Vikki Courtney, Clark County Education Association

Theo Small, Clark County Education Association

Dave Berns, Nevada Succeeds

Nicole Rourke, Clark County School District

Carlos McDade, Clark County School District

Stephen Augspurger, CCASAPE

Guillermo Vazquez, Nevada State Education Association

Sylvia Lazos, Educate Nevada Now

Amanda Morgan, Education Nevada Now

Brian Lee, Nevada State Education Association

Charity Varnado, Clark County School District

Autumn Tamps, Clark County School District

Justin Harrison, Las Vegas Metro Chamber

David Cherry, City of Henderson

Lindsay Dalley, Moapa Valley Community Education Advisory Board

Ruben Murillo, Nevada State Education Association

August 22, 2016

Carson City:

Karolyn O’Krent, Legal Division, Legislative Council Bureau
Gabby McGregor, The Ferraro Group
Jaimaine Dagdagan, Legislative Council Bureau
Bryn Lapenta, Washoe County School District

Call to Order;

The meeting was called to order at 2:02 P.M. Dr. Steve Canavero, superintendent of public instruction, explained the Department of Education/State Board of Education workshop and public hearing regulation process.

Public Comment #1

Autumn Tampa, Clark County School District (CCSD), stated she has been an employee of the school district for 18 years. She [listed changes and suggestions](#) that evolved from conversations from her years of working at CCSD, and expressed concern for the support staff with the reorganization of CCSD.

Annette Dawson Owens, parent and 20 year teacher in CCSD, stated she formed a group called Breakfree CCSD that has been part of the reorganization process. She appreciates that the money follows the student directly to their school and that every school can decide with is best for the community with their local boards. She is excited about the reorganization of CCSD and will help to support and move it forward.

Deanna Wright, CCSD trustee; Carolyn Edwards, CCSD trustee; Nicole Rourke, interim associate superintendent, Community and Government Relations, CCSD provided comments. Trustee Edwards stated the updated draft regulation regarding the CCSD reorganization was provided on August 19, 2016. As a result, the district had a week-end to review the revised draft regulation. The Board of Trustees has not had an opportunity to meet and discuss the regulation as a board prior to today’s workshop. The CCSD Board was provided an updated version of the draft regulation from the Legislative Committee to Reorganize the Clark County School District on August 11, 2016. The district reviewed the regulation prior to the Advisory Legislative Committee meeting. At that meeting a board representative made public comment that the board’s position on the draft regulation still does not resolve some of the board’s concerns regarding student achievement, equitable funding, student equity, legal financial and employment issues. Ms. Wright commented about the draft regulation dated August 11, 2016, and copies of the Board’s motions regarding the S.B. 394 process from previous board meetings on August 3 and 11, 2016.

Trustee Wright said the CCSD Board continues to be concerned that the process of developing this regulation is proceeding too quickly to allow for careful review and consideration of the implementation. [Several concerns](#) with the Legislative Committees proposed regulations were listed.

Ms. Rourke reiterated the trustees have not had a chance to meet and contemplate the recent version of the regulation. She anticipates there will be additional material after their August 25 board meeting that will be sent to the State Board for their consideration at the September 1 public hearing.

Sylvia Lazos, policy director, Educate Nevada Now (ENN), sympathized about having complicated regulation language dropped on a Friday afternoon to comment on Monday at 2:00 P.M. It is a strain, even for lawyers such as her. She expressed concern about parental engagement in this process. She has observed that parents do not understand what the process entails or the legal regulation language. It is difficult for a normal person to digest this information and it does not instill confidence that the community understands what is happening with the CCSD reorg. She suggested the Department of Parental Engagement is brought into the discussion to reassess what the CCSD reorg means.

Ms. Lazos suggested that parental leadership is important on a few levels. What will happen after the regulations are in place, and who will monitor the principals at the 357 schools? She said this is

August 22, 2016

something the parents should do. It needs to be community leadership coming forward to participate in discussions. She listed some of [her concerns](#):

- There is an assumption that there is a well-functioning PTA in every school, especially in poverty and minority schools. She suggested the language of having only PTAs and PTOs is too restrictive and should include alternative parent group.
- Qualified principals should lead precincts
- Average versus actual cost

Ms. Lazos recommended a monitoring process that includes the NDE and the State Board, which is constitutionally responsible for monitoring issues such as equity and compliance with civil rights law and, include parents in the monitoring process.

Lindsey Dalley, Moapa Valley Community Education Advisory Board Task Force, informed that the task force was organized to address A.B. 394. He pointed out that for the first time parental and community involvement is codified in the regulation. He said the community advisory board has been working for 14 years trying to get the CCSD to be responsive to the community in Moapa Valley. Their culture is different than Las Vegas. He stated the Task Force supports the regulation and would like to see it go further and distribute autonomy. He asked that what is best for the children should be kept in mind.

Workshop to Solicit Comments on Proposed Amendments to NAC Chapter 388G regarding the reorganization of the Clark County School District and to provide for the contents and procedures for the revisions required per Assembly Bill 394 and other matters necessary to carry out the provisions of the bill.

The workshop was opened at 2:33 P.M. There were 4 individuals present in Carson City and 16 individuals present in Las Vegas.

Dr. Canavero said Senator Roberson will provide information about the revised language from the Advisory Committee to Develop a Plan to Reorganize the Clark County School District.

Michael Roberson, State Senator District 20 informed that he serves as the chair of the A.B. 394 Legislative Advisory Committee. Assembly Bill 394 was passed by the 2015 Legislature, and the bill called for the establishment of an advisory committee to develop a plan to reorganize CCSD. The bill created a technical advisory committee to provide the advisory committee with technical expertise, input, advice and assistance. Assembly Bill 394 also required the advisory committee to enter into a contract with a qualified independent consultant to study the school district and help develop a plan. Those two committees have met a total of 18 times to develop a plan to reorganize CCSD. The advisory committee listened to testimony from various people and considered different options to address some of the concerns raised regarding the school district. In addition, the CCSD commissioners held eight town hall meetings in various locations to answer questions and gather information from the community.

This plan does not fix every problem, but it addresses the issue by bringing the decisions closer to home so that parents, teachers and administrators can work together to decide what is best for the children at their school. In March the advisory committee hired a consultant to develop a plan that helped move the school district towards site based decision making at schools, similar to the empowerment schools that had piloted in the school district until 2011. Under the proposed new model, individual schools are provided more autonomy to make decisions for the school. The regulation workshop today was developed to carry out the plan that was suggested by the consultant and the subsequent plan based recommendations developed and approved unanimously by the advisory committee.

While the regulation does not create complete autonomy at schools, it transfers the authority for site based decision making at schools and provides a framework upon which the school district may continue to build. As for the proposed regulation, RP142-16, it is largely the same version that was considered at

August 22, 2016

the advisory committee on Tuesday, August 16, 2016. The only changes made are primarily the changes made by the committee at that hearing verbally and on the record. There should be no surprises. Details of the regulation include:

1. The regulation makes each public school in the CCSD, except charter schools and university schools for profoundly gifted pupils, into a local school precinct operating under site based management beginning in the 2017-2018 school year. Each local school precinct will receive an allocation of money that is determined based upon the number of pupils attending the school and weighted to provide additional funding for certain types of pupils. At a minimum, the local school precincts will be able to make their own staffing decisions. Each year there will be a determination whether a local school precinct will be provided more authority to carry out additional responsibilities at the school level.
2. The regulation requires local school precincts to hire licensed teachers if they are available. However, if there are not enough licensed teachers, any budgetary savings from hiring substitute teachers will remain with the local school precincts so they can seek additional services equipment or supplies to benefit the pupils at that school.
3. Each local school precinct will have a principal. The principal must establish an organizational team for the local school precinct that is made up of teachers, other licensed and unlicensed staff and parents. Up to fifty percent of the organizational team members may be parents. The principal acts as a non-voting member and there is a student who is also a non-voting member at middle schools, junior high schools and high schools. The organizational team assists the principal in the development of a plan of operation for the local school precinct which includes a plan for the academic achievement of pupils at the local school precinct and a budget for the use of the money that has been allocated to the precinct. Each year when a new plan of operation is developed the principal must present it at a public meeting held at the local school precinct.
4. At the CCSD central administration things get streamlined as well. A new position of school associate superintendent is created, and each person in that position will be assigned to oversee at the 25 local school precincts. The school associate superintendent trains and supervises the principal and is generally responsible to ensure the performance of each local school precinct to which he or she is assigned. In addition, the school associate superintendent must approve the plan of operation of the local school precincts that he/she oversees. In this way the school associate superintendent is a direct link to the school district for each local school precinct.
5. The CCSD central administration remains responsible for any tasks not assigned to the local school precincts.
6. The regulations further require a greater deal of transparency than is currently existent by requiring various financial reports and other reports concerning the operation of the local school precincts, all of which must be made public. The regulations acknowledge that legislative oversight must continue during implementation. They further require that the NDE is to determine whether principals at local precincts require additional training or should have a different type of endorsement on their license. In addition, the NDE agrees to review the manner in which budgeting is done at the local school precincts at the first year to determine whether changes should be made. On August 16, 2016 the Advisory Committee held a meeting to discuss the plan, recommendations and proposed regulations. During that meeting the Advisory Committee unanimously approved the proposed regulations. It was a bipartisan effort which moves the CCSD in the right direction

Dr. Canavero asked clarifying questions.

August 22, 2016

Member Ortiz said she appreciated the suggestion of having other family members, if the parents are not willing and able to participate, involved in the school and the voice for the parents. Would this regulation preclude them from being involved because they are not parents? Senator Roberson said no; the language specifies that the association of parents for the school, if there is one, must establish a process for nominating. If there is not an association then the principal must inform all parents and legal guardians. They wanted to be inclusive because there could be new groups formed to be an association for parents. There is no preclusion intended from community groups.

Member Ortiz said a concern is that some of the schools she visited have parents who do not necessarily know what it takes to be on an organizational team and they might not have ever set budgets. She asked if there is training, possibly through the family engagement, to teach parents how to be an effective member. Senator Roberson said there is no parental training in the regulations. It was discussed at the committee level, it could possibly be looked at down the road, but currently they are focused on training principals, teachers and school employees are trained for this dramatic reform of the school district. Member Ortiz suggested community groups might offer training.

Member Ortiz asked that with principals having autonomy to potentially select curriculum would they still be held to the state standards? Senator Roberson replied absolutely, that was discussed at length in committee.

Public Comment

Guillermo Vazquez, Executive Director, Education Support Employees Association, stated he is representing the 11, 579 school support professionals that work for CCSD. He highlighted five areas of concern to his organization:

1. There are some job departments that are omitted from the list provided. The big one omitted is the Student Threat Evaluation and Crisis Response Service. This is a vital service provided to the school district and students. They assist students that are in need, and he said it needs to be added. The other major department omitted is the HR department, especially the employee management and relations department. He heard if they are not itemized they are still included, however they would be more comfortable knowing that there is professionalism overseeing all the HR oversight with all the respective school principals and management throughout all the departments.
2. Also omitted is the inclusion of a procedure that allows for oversight to track and keep metrics of services being outsourced? There is a wide opening for services to be outsourced. He is concerned that if the district cannot staff personal in a respective department, then the district uses every procedure they can to hire the person needed within the respective departments. If not, there will continue to be a proliferation of outsourcing. These employees provide custodial, food, maintenance or clerical services and are dedicated employees to the district and the students of CCSD. They go beyond the call of duty from sometimes using money out of their pocket to help a child pay for their meal, provide extra hugs, and they are the ones that invest heartily and know the parents and students. They should be taken care of as a major resource that helps students succeed.
3. There is nothing in regulation that specifies what would happen if employees are outsourced or transferred elsewhere.
4. Rights of employees are not defined and they are asking that all their collective bargaining rights be well stated, with federal and state laws being included as projections within the provisions.
5. Section 14.2c, the procurement of equipment services and supplies should be removed entirely. The people that provide services to the district are doing an exceptional job at saving the school district money. If they lose purchasing power they currently provide by purchasing in bulk, they

August 22, 2016

will waste taxpayer money. The procurement department is a vital source of saving every penny for the instructional needs of their students. Having that circumvented by allowing organizational teams to purchase product elsewhere at a higher price is a waste and a detriment to the students in CCSD. He said they do not have a problem ensuring services are provided when the district does not have the personal to do it. But that should be a secondary option. There is language in the last revision of the regulation that allows for that. If an AC is down at a school, the organizational team should have the leeway to immediately provide the service to the school, students and personnel.

Mr. Vazquez asked that these considerations are revised in the final regulations. Dr. Canavero referenced section 14c, related to the procurement, and noted the last part of the sentence specifies, *carried out in accordance with the applicable policies of the school district*. He said the concern was brought up and the regulations had evolved over time to incorporate, so people were buying paper on a master contract. Mr. Vazquez responded there are procedures in place for that to occur. But that needs to be delineated to follow the NRS regulations on procurement. Without that, there could be problems not getting the best bang for the buck.

Courtney Sweetin, Parent Group, Break Free CCSD, said her group has been involved with the process from the beginning and they are excited to be at this stage. She is a parent, former teacher and has been working so that parents and people in the communities are aware of what is going on. She conducted meetings at her house to educate friends and community members about each step of this plan and has attended all 18 meetings. There is more that needs to be done with parent engagement, but as soon as parents understand this they are excited. It is a big change. They want to get involved because it is a drastic change, and they are excited the plan. She said CCSD has great parents and community members, but have a broken system that does not allow for parent engagement in a meaningful way. She said Nicole Rourke from CCSD has reached out to meet with community groups and provide training for parents. There have been comments about slowing the process down, but from a parent's perspective she said it cannot happen fast enough. If it is put off for another three years that is equal to a student's middle school experience or half of the high school experience. She has a four year old who will be in kindergarten in 2017 and she is happy this is the only type of school he will know, that the people closest to him will be making the decisions for him and his classmates regarding education.

Dr. Canavero asked Ms. Sweetin in her interaction with families and parents to summarize the fear and hope families have. Ms. Sweetin said the biggest fear was that this is not going to be real, that it will just look like reform and would anything actually be different. There has been talk since she was in school about things changing and getting away from dead last in the country, but it has not materialized. Parents are hopeful that they will be able to go to their kids schools and make change.

Theo Small, teacher, CCSD, and on a leave of absence serving as the vice president of the Clark County Education Association (CCES), said the CCEA represents over 18,000 teachers and licensed professionals such as nurses and psychologists. Last weekend he met with his board and NSEA representatives to discuss A.B. 394. He said there is fear that the voices of teachers, licensed professionals and practitioners that work with children every day will be stifled. Part of the power of these regulations is that they are general enough so the needs of the students can be addressed. He added we know we have the most vacancies in the highest needs schools with eighty percent of those vacancies in the toughest schools. He asked how can they attract and retain people at that level. There are schools that for multiple years have not filled vacancies, but this year they are finally staffed. This is because of changes made at a local level. Professionals working with the district attracted teachers and licensed professionals from the suburbs to come work in these areas. If there is a discussion about low parent involvement schools, parents are apt to become more involved at the school level. This is a chance to engage parents at that local level. He said the regulations are flexible and broad enough to work; and he does not want to stifle innovation at the school level.

August 22, 2016

Steve Augspurger, executive director, Clark County Association of School Administrators and Professional Technical Employees (CCASAPE), said anytime there is significant reform, until the process is done, people are uncertain of what it will look like. In response to a CCSD trustee who said a few principals are concerned about A.B. 394, Mr. Augspurger asked, are they concerned about, the additional authority and autonomy that they will have at the school site, authority and autonomy that will allow them to make decisions in concert with staff for what is best for children at their school site, are they concerned about having a weighted formula budget that is going to give them additional funding in areas students on free and reduced price lunch, ELL students, special education and gifted and talented students so they can earmark money to address specific issues for children in those categories?

Principals see this as a breath of fresh air. Their context is what they are currently doing is not working or responsive; this gives the greatest hope to do things we know we need to do. The principal is a non-voting member of the school organizational team. This work is going to dramatically change how a principal conducts business at school. No longer will there be the days where someone can issue edicts from on high. The role will be to lead, guide and lift, to expand thinking and look at alternatives. People will see greater transparency, decision will be done in a more public venue, and people will begin to work together in a synergistic way. Only good will come from this, it is not perfect but will evolve over time and there is resounding support for this reform.

Vikki Courtney, president, leave of absence serving as the president of the CCSD education association representing 18,000 licensed professionals, said that for 36 years she has worked with shared decision making with parents, educators and the community for kids to succeed. This regulation will give people the opportunity to do what is necessary. There is fear but people have a strong desire to make this work.

Autumn Tampa, CCSD employee, said she is overwhelmed by the hard work and dedication that so many people have put into this plan. She expressed concern that the support staff has been left out of the process, and they are a large diversified group of 11,579 employees. They do not know what is going on. The CCSD support staff is afraid and it would be helpful to include them in the plan. She said the timeline is moving too fast and there has been a lack of communication. She asked, how can the budget be cut 50 percent and still keep the services intact?

Brent Husson, president, Nevada Succeeds, explained that Nevada Succeeds is a business advocacy organization for K-12 policy. He has been involved in this regulation from the beginning, and the most critical piece of implementation is the training of the principals, and the associate superintendents. They need to understand how to operate and what it means to lead in this environment in a 21st century manner. Currently, across the country, human talent is underutilized and it is not efficient. Assembly Bill 394 provides an opportunity to change the system and put leaders in a position to make decisions that are in the best interest of those that they lead. It also allows for collaboration to provide answers necessary at the school level. This will maximize the human talent in the system. The ultimate goal of A.B. 394 was to develop a new delivery system that maximizes human talent.

John Vellard, executive director, CCEA, said that this plan must be coupled with looking at the weighted funding formula, S.B. 508, which has a timeline that is not in alignment with the implementation of A.B. 394. There should be an effort to accelerate that. Every member of the advisory committee has spoken to that issue.

Originally the discussion was to consolidate the current centralized system and both the advisory committee and the technical advisory committee heard experiences nationwide about what deconsolidation mean. The discussions focused on decentralization, and why not make the new hub of delivery, that is centered on student outcomes, the classroom, and buildings, modeled around that. When a system is developed like that and buildings and front line educators in collaboration with other members of the team are empowered, including a good leader and for the first time involving parents, nothing but good can come out of it. But a lot still needs to be done.

August 22, 2016

There are partners in the process. This regulation involves local municipalities, unincorporated areas of Clark County, and the rural districts which have a unique and distinct set of issues when it comes to educating the kids. This involves partnering with parents and getting the business community involved. In the end, there are sections of the regulation that could be improved, and in some cases go too far and are too prescriptive which may kill some innovation or flexibility. But the appropriate questions have been asked and modified. He said he sat through 8 advisory committee meetings, 10 technical advisory committee meetings, 8 community meetings and other engagements. It has been a process that was not just started and in the 11th hour, there is a 20 page document. This is a product of a year's work with many stakeholders and much input has been contributed.

Mr. Vellard observed that the more affluent areas have more parental involvement. We heard representatives from poor working class communities during these hearings about what they thought they should see in new school system that would give their kids an opportunity to learn better. This is significant in the sense that the team which has parental representation will need to ensure that parents are engaged. A.B. 394 gives parents choice with control, which means parents have a choice in their school so their kids get the best education possible. He added that he would like to see a presentation from CCSD about a transition plan because this is significant.

The workshop closed at 3:56 P.M.

Public Comment #2

There was no further public comment.

The meeting adjourned at 3:56 P.M.