

NEVADA DEPARTMENT OF EDUCATION  
REGULATION MEETING  
OCTOBER 26, 2017

**Meeting Locations:**

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

SUMMARY MINUTES OF THE REGULATION MEETING

*(Video Conferenced)*

**DEPARTMENT STAFF PRESENT:**

**In Carson City**

Steve Canavero, Superintendent of Public Instruction  
Brett Barley, Deputy Superintendent, Student Achievement  
Kris Nelson, Director, Career Readiness, Adult learning and Education Options  
Andre DeLeon, Education Programs Professional  
Lisa Ford, Education Programs Professional  
Dave Brancamp, Director, Standards and Instructional Support  
Karen Johansen, Assistant to the State Board of Education  
Shawn Osborne, IT Technician

**In Las Vegas**

Dena Durish, Deputy Superintendent, Educator Effectiveness and Family Engagement  
Kathleen Galland-Collins, Education Programs Professional  
Kim Bennett, Administrative Assistant

**LEGAL STAFF PRESENT**

**In Carson City**

Greg Ott, Deputy Attorney General

**AUDIENCE IN ATTENDANCE:**

**In Las Vegas:**

Deb Hegna, Clark County School District  
Becca Meyer, Clark County School District  
Jesse Welsh, Clark County School District  
Greg Cole, Clark County School District  
Tina Statuck, Clark County School District  
Stephen Augspurger, CCASA  
Darren Sweikort, Clark County School District  
Bill Garis, CCASA  
Michael Vannozzi, TSC2  
Yvonne Penkalski, Nevada PeP  
Ana Zeh, Clark County School District,  
Kathy Mead, Clark County School District  
Anna Slightings, HOPE  
James Kuzma, Clark County School District  
R. O'Donnell, Clark County Education Association  
Nicole Rourke, Clark County School District  
Jenn Blackhurst, HOPE

Caryne Shea, HOPE  
Jana Lavin, Opportunity 180

**In Carson City:**

Bryn Lapenta, Washoe County School District  
Jeannine Bell, Washoe County School District  
Anna Savala, Washoe County School District  
Ray Bacon, Nevada Manufactures Association  
Lindsay Anderson, Washoe County School District  
Allison Combs, Nevada System of Higher Education  
Mary Pierczynski, Nevada Association of School Superintendents

**Call to Order;**

The meeting was called to order at 9:02 a.m.

**Public Comment**

There was no public comment.

**Workshop to solicit comments on proposed amendments to NAC Chapter 389, relating to the passage of A.B. 7 (2017), Section 52, which requires that the State Board of Education adopt regulation that prescribe the criteria for a pupil to receive a standard high school diploma, which must include the requirements that:** (1) A pupil enrolled in grade 11 take the college and career readiness assessment administered pursuant to NRS 390.610; and, (2) Commencing with the graduating class of 2022 and each graduating class thereafter, a pupil successful complete a course of study designed to prepare the pupil for graduating from high school and for readiness for college and career. (Chapter 390, *Statutes of Nevada*, 2017)

The workshop opened at 9:05 a.m. There were eight individuals in attendance in Carson City and 20 individuals in attendance in Las Vegas.

Kris Nelson, Director, Career Readiness, Adult Learning and Education Options, informed that the draft regulation language was made in consultation with the Nevada System of Higher Education (NSHE), representatives from Washoe County School District (WCSD), Clark County School District (CCSD), the Governor's Office of Workforce Innovation (OWINN) and the Governor's Office of Economic Development, national representatives including the Council of Chief State School Officers (CCSSO) and business and industry representatives.

These draft regulations were presented at the High School Graduation Committee on August 29, 2017. Responses and recommendations made at the meeting were incorporated into the regulatory draft language. The proposed revisions are based on lifting the rigor and academic exposure of content for pupils without the GPA requirement of the advanced diploma. The intent is to do no harm by creating something that is unattainable for pupils, rather the intent is to expose students to additional rigor to help facilitate them graduating college and career ready.

Ms. Nelson listed specifics in the regulation:

- The Board shall adopt regulations that prescribe the criteria for a pupil to receive a standard high school diploma which must include:
  - a. A pupil enrolled in grade 11 take the college and career readiness assessment administered pursuant to NRS 390.610; and
  - b. Commencing with the graduating class of 2022 and each graduating class thereafter, a pupil successfully complete a course of study designed to prepare the pupil for graduation from high school and for readiness for college and career.

- The results of a pupil on the college and career readiness assessment:
  - a. Must not be used in the determination of whether the pupil satisfied the requirement for receipt of a standard high school diploma
  - b. May be used in the determination of whether the pupil satisfies the requirements for receipt of a college and career ready high school diploma.

Details and specifics in this regulatory draft language include clean-up language with the addition in section 1, and additional changes in subsection 3 to include adding the following units of credit. That includes changing the mathematic requirements of the standard diploma from 3 to 4 credits, changing the standard units of credit for science from 2 to 3, reducing the number of elective courses from 7 ½ to 5 and adding the addition of the social studies units of 1 credit. The social studies credit is required for the Guinn Millennial Scholarship.

Superintendent Canavero said based upon remedial rates for the standard diploma, it is nearly two times that of the advance diploma earners, which is why there is a proposal to increase rigor of the standard diploma. The new standard diploma is being matched to the advanced diploma minus the GPA requirement. The standard high school diploma requires 22 ½ units of credit. The advanced high school diploma requires 24 units of credit with 6 units of elective credits. The new proposed standard high school diploma increases the total credit requirement by ½ credit, and 5 units of elective credits.

Superintendent Canavero asked if Algebra II is required to be one of the math courses a student must take to earn the proposed standard high school diploma. Ms. Nelson said that was the original proposal, but further discussion removed that requirement. In response to questioning from Superintendent Canavero, Ms. Nelson stated her recollection from the High School Graduation Committee discussions was that the committee questioned 24 units and why have the advanced diploma and the standard diploma if the intent is not to get rid of the advanced diploma. The question arose whether pupils are being asked to complete too much and is it attainable for pupils. The recommendation from the High School Graduation Committee was to reduce the proposed 24 units to 23. The initial proposal was to introduce leave the math and science credits at 3 and 2 units, and then add the addition of a toggle credit in math or science where pupils could choose to increase math to 4 units or science to 3 units. The proposal today includes recent discussions with the 3 and 4 requirements.

Superintendent Canavero clarified that the proposed standard high school diploma discussion includes 4 units of math, 3 units of science and 1 unit in social studies and is consistent with the High School Graduation Committee of the Board's recommendation. Ms. Nelson concurred.

### **Workshop Public Comment**

Lindsay Anderson, WCSD, stated WCSD brought the original recommendation of increasing the requirement to either and additional math or a science credit because of concerns about the ability of their students to have equitable access to what they need in order to get a standard diploma. A student that has failed a semester of a math course is now going to be in the position of being some kind of before or after credit recovery program. Equity and access are big reasons the additional math or science credit was suggested. Ms. Anderson said the district expected that recommendation today and has not had an opportunity to vet the current proposal of an additional credit for both math and science.

Another concern of adding both the math and science credit is the ability to hire math and science teachers is a big challenge. As a requirement for the class of 2022, kids will be starting high school in August. This will have a serious impact on their master scheduling and their human resources hiring program, which occurs in the spring. This could change the way WCSD does business in a very short period of time. Another concern is the difference between the advanced and the standard diploma. If it is really the same except for the GPA requirement, it will cause confusion. Often the term elective has a "fluff" associated with it, but courses such as world languages are electives and those are courses students are encouraged to take. Also, career and technical education classes are often part of the elective program. With the emphasis on career and tech kids are encouraged to get those classes into their schedule. Electives are

often what keeps kids coming to school and they do not want to limit access to those types of courses.

Superintendent Canavero restated that Ms. Anderson suggested that 2022 may be too soon, and asked what would be a better timeframe. Ms. Anderson said at least a year, in particularly regarding budget planning. They are already in the middle of preparing the budget for 2022 and it will be developed in the spring. Master scheduling and hiring is also a concern. She requested at least a year to anticipate the changes needed from a Human Resources budgeting perspective. Superintendent Canavero asked how quickly Ms. Anderson could conduct a review of the existing course work, and what would reconcile to a math or science credit.

Debbie Biersdorff, Chief Academic Officer, WCSD introduced herself and informed that recently she was the principal at Wooster High School. Her new responsibilities include supervision of the Career Tech Ed programing, their Signature Academy programing, as well as curriculum and instruction. She concurred with Ms. Anderson re-stating they need a year to look at the proposal to learn what they could do to add to the curriculum and current courses. She added that WCSD has worked hard to ensure seniors are enrolled in a full day of school. However, there are budget and Human Resource implications that must be considered.

Ray Bacon, Nevada Manufactures Association, said he still has serious concerns that there are so many credits required in the mandatory schedule that the CTE programs will be short changed. At this stage, unless the day is increased to 7 periods which is financially unfeasible for most schools, we cannot get to a student who wants to be enrolled in two CTE programs. There are many CTE programs that fit together that create the workforce Nevada needs in the future. He suggested other consolidations such as combining history and government, or government and English classes. He noted those fundamental courses are locked and cannot move, but at the same time kids that want viable careers that are the future of this state, are short changed. Mr. Bacon recognized that Nevada has never produced an adequate supply of math and science teachers, which is why CCSD has a shortage every year. He approves of fundamentally phasing out the standard diploma at some point in time, but there is not a practical way to get there that preserves where Nevada needs to be as a state. Until Nevada can prove that it has readers in third grade that can read; the 2022 timeframe is not realistic.

Jesse Welch, Assistant Superintendent, CCSD, echoed comments from WCSD. Clark County School District was amenable to the proposed language posted prior to the changes discussed this morning. He strongly disagreed that 4 years of math are required for students to be college and career ready. As a former math teacher he said there are areas where four years of math are not a requisite. The 23 credits are possible, but it will be a challenge because they will lose some students. It makes it tighter. Most high schools are on a six period day. When considering the opportunity to earn 24 credits in a four year high school career, that allows just one time to fail. Looking at national research, if Nevada is at 23 units, it is at or above the requirements of 36 out of 50 states, which is among the leaders of the highest credit requirements in the nation.

Mr. Welch said CCSD was amenable to the toggle discussed for the additional credit of math or science. He is not in support of a four year math or a three year science credit. There are serious implications with students being able to pursue other course work. When considering the 24 credits that students have available to them, and there are so many prescribed, there are only five elective credits. That eliminates the arts for students. Children will be forced to choose the arts over going to college. Additionally, students are being forced to choose whether they want to pursue a three year CTE pathway over a language or the arts. He said the toggle is a fine balance between meeting needs and raising rigor. The increase of requirements is also a concern because there will need to be an increase in math and science teachers while eliminating arts teachers. With the toggle option, because it would allow for the one additional credit, it would allow for students to have potentially a four year arts sequence and a two year language, or even a three year art sequence and a three year CTE sequence. That one extra credit creates a tipping point. If adding a math or science course for every student that is graduating, then taking away one fine arts credit from every kid in high school, every high school would lose one to two teacher positions.

Trent Day, Principal, Centennial High School, CCSD, advocated for students that come from difficult areas and backgrounds because those extended recommendations would make it impossible for them to graduate from high school. He suggested considering those students who are looking to enter the job force, get their high school diploma, and move forward. One miss-step, maybe in the ninth grade, could damage their chances for receiving their diploma will drastically impact them. It is important to understand that the number of high school math and science openings for teachers that still exists in CCSD and across the nation will impact staff at schools. If another math course was added at his school it would force some kids to decide not to take CTE courses. He suggested being cognizant of not just the high fliers but also students who struggle to manage their lives in today's economic society and life and trying to get through high school at the same time. In response to comments from Superintendent Canavero, Mr. Day said he wants to be cautious of what the courses would look like so that the children would have the ability for a miss-step or two. On a six-period day there is little room for error. There are many things that happen in children's lives including violence at home, bad neighborhoods, students with English as a second language, students from other countries, graduating is important. He suggested it is extremely important to review the types of courses added and if there can be cross over there may be a way to mitigate the 23 credits.

James Kuzma, Principal, Rancho High School, stated that many opportunities and experiences for students will be eliminated if the number of math and science credits is increased. He is a math and science teacher, majoring in math and minored in chemistry. He was a principal of a math and science middle school magnet and he is a principal at Rancho High School which is a magnet for medical and aviation for the last nine years. They went to a seven period day and with a 52 percent graduation rate they were the first school in Nevada that was a turnaround high school. They now have a 91 percent graduation rate.

Mr. Kuzma took a different approach by expanding the performing arts and all the CTE programs. At this time he has 2,000 students in the performing arts classes, the marching band has 300 students, and their CTE classes have 1900 students. He informed that 50 percent of students nationwide fail Algebra I the first time. If a student fails Algebra the first time, now the student is taking five math classes because they have to retake Algebra I. Some students are taking two math classes in their senior year because of mistakes they made during their freshman year. Mr. Kuzma said he is an adjunct math professor at CSN, and their K-12 math curriculum and the math needed at CSN is a disconnect, it is not needed. What is being proposed is doable but will require a seven period day, minimum, and will require five percent more staffing. If the state can figure out a way to find a seven-period day for the entire state for all the students, then it can be done.

Kerry Pope, Principal, Southeast Career Tech Academy, CCSD, said her school is relatively small with 1700 students. One unit addition of math will mean 12 sections for seniors, which means an additional two and a half teachers. That is two and a half math teachers where she has a long term substitute in a math position. That one unit equals a very unreasonable amount of sections at this point as far as finding a qualified teacher. This is also assuming a student never fails a class.

She has a 99 percent graduation rate, and every year at this time she looks at the first quarter grades. There are 200 ninth graders who have failed at least one class in the first quarter. It is being assumed that in a six or seven period day a student never fails a chance, and has a chance to recover. There must be an ability to recover. This increase is not raising the floor for students rather it pulls it out for many students. Seventy percent of her seniors had jobs last year to help with family expenses. These students want a job and an ability to pay for themselves and a family. When that ability is taken away from them, the ability to go to college is taken away from them. If they do not work, they do not have the ability to go to school. At least fifty percent of her Hispanic students do not have the ability to get financial aid. Without these career pathways they are not able to go to college. The livable wage concerns for her students are purely finances. Those 12 sections she is going to need in math would mean that there will not be fine arts on her campus. There needs to be funding for all schools and students in the state.

Superintendent Canavero asked Ms. Pope what she thought about the toggle credit. Ms. Pope said she is not a fan. When considering kids taking the fourth year of math, these are college bound students. Most of them are taking five years of math. Students on that track are taking an honors math class in eighth grade and getting credit. She prefers being able to offer dual credit math classes so senior year kids can take courses that are going to count for college credit should they chose to take that as a fourth or fifth year math class. For career bound students looking to get that job at TESLA or move into the construction trades she would like to see them have the ability to take a course load where they are getting the training they need but take course work at the community colleges towards their career path.

Yvonne Penkalski, Nevada PeP parent representative, echoed remarks made from principals. As a parent of a student who has participated in special education programs since the second grade, she suggested looking at clarity (audio difficulties). There are many different needs and struggles students have every day, and for a student with disabilities to think about an extra math or science class that would make they miss out on a fine arts class is a challenge.

Superintendent Canavero suggested more information is needed by capturing additional data to further understand the tradeoffs with CTE and fine arts. He is interested in CTE and the math and science tradeoff by eliminating CTE for the addition of math and science.

Ms. Nelson responded that she will begin to collect the data for a crosswalk from CTE programs of study with math and science.

The workshop closed at 10:08 a.m.

**Workshop to solicit comments on proposed changes to NAC 389.0355 Art Definition; NAC 389.042, NAC 389.043 Visual Arts definition; NAC 389.021, NAC 389.022 Drama Definition; NAC 389.443 Elective Courses of Study Sixth through Eighth Grade; NAC 389. 541 Elective Courses of Study High School: Add new sections NAC 389.XXX Dance Definition; NAC 389.XXX Media Arts Definition; NAC 389.XXX Kindergarten through Fifth Grade Arts: Delete the following: NAC 389.272 Third Grade Arts; NAC 389.2949 Fifth Grade Arts;**

The workshop opened at 10:07 a.m. There were eight individuals present in Carson City and 20 individuals present in Las Vegas.

Lisa Ford, Education Programs Professional, provided an overview of revisions to the fine art standards. The changes related to visual and media arts, dance and theatre were substantive. Committees with representation from districts and private industry reviewed the standards. They concluded the standards did not reflect the knowledge skills and abilities that students need to be college ready in the 21<sup>st</sup> century. The substantive changes would move standards from a strictly skill based process in 2000, and take them to a process and skills based orientation that allows for more integration with STEM and STEAM education. The Board has viewed and approved the draft for school use version of the standards so schools can begin to prepare for changes as the regulatory process moves forward.

#### **Public Comment**

There was no public comment

The workshop closed at 10:12 a.m.

**Workshop to Solicit Comments on Proposed New Regulations to NAC 391.xxx pertaining to New and Transfer Teacher Incentives pursuant to Assembly Bill 434 passed during the 2017 79<sup>th</sup> Legislative Session.**

The workshop opened at 10:12 a.m. There were eight individuals in attendance in Carson City and 20 individuals in attendance in Las Vegas.

Dena Durish, Deputy Superintendent, Educator Effectiveness and Family Engagement, stated A.B. 434 from the 2017 Legislative Session appropriated two sections/funds. The first section/fund is for incentives for new teachers (title I or Underperforming) \$2.5M/year. The second section/fund is for incentives for transfer teachers (Title q or Underperforming) \$2.5M/year.

Deputy Durish informed about the incentives for new teachers in the first section. She proposed that regulations are adopted to allow use of the remaining funds from S. B. 511 from the 2015 Legislative session along with \$2.5 million. The regulations would include:

- \$5,000 maximum per teacher
- Two lowest possible NSPF ratings
- Alignment of incentives to “performance pay and enhanced compensation for the recruitment and retention of licensed teachers and administrators
- Professional development provided to teachers by district

The funds would not be subject to negotiations with an employee organization.

Deputy Durish informed about funds for section 2 which provides \$2.5 million. There are no additional funds to combine with this amount. She explained how districts will not know how many openings they will have at their schools and are unable to predict how many teachers would be interested in the opportunity. Many teachers will qualify for this small pot of funds. After meeting with stakeholder groups she presented their recommendations:

- Clarify that the funds will be competitively awarded to districts and/or charter schools for distribution rather than to specific educators.
- Minimum/maximum awards amounts per teacher based on district recommendations.
- Limit to specific grade levels or subject areas based on high-needs or shortages. Clarify funds are for classroom teachers only and not other licensed personnel.
- Only teachers with previous ratings of Effective or Highly Effective for three are eligible to transfer to a school
- Fully-state certified in teaching assignment area.
- Incentives aligned to program of performance pay and enhanced compensation program established by the districts.

Discussions regarding other considerations for the regulation include:

- Incentive only for the initial year in which the teacher transfers, or eligible in subsequent years
- Require teacher to remain at a Title I underperforming school for consecutive years prior to receiving funds or return funds if they leave the school
- When the incentive is distributed
- Begin with spring 2018 transfers for 2018-19 school year

### **Public Comment**

Lindsay Anderson, WCSD, asked to clarify section 1, is it being assumed that all of the new teacher incentives will be used in school year 2018-19, or is there an expectation that districts will receive the funds mid-way through the year then distribute to teachers hired in the middle of the year. In section 2, she likes allowing districts to use the existing process they have to distribute funds because they have a well thought out plan in process. Ms. Anderson said they may want to prioritize the funds for highly effective teachers and not open it to all effective and highly effective teachers. If they have a limited amount of funds, they want to prioritize their highly effective teachers.

Anna Savala, Human Resources, WCSD informed that they handled funds for S.B. 511 by providing half of the payment in December and the other half in June. This plan would be part of the application submitted to the state. Ms. Savala requested the distribution of the money is left for the districts to decide.

The workshop closed at 10:44 a.m.

**Workshop to solicit comments on proposed amendments to NAC Chapter 388G relating to the establishment of a respectful and safe environment to ensure staff and stakeholders may freely engage in discourse and decision-making without fear of relation or reprisal;** establishing service level agreements between district and local school precincts and their use; clarifying timelines for school budgets; making a distinction between rural and small rural schools; and clarifying the term allocate as used in Assembly Bill 469.

The workshop opened at 10:44 a.m. There were eight individuals in attendance in Carson City and 20 individuals in attendance in Las Vegas.

Superintendent Canavero stated there are five general topics in this regulation:

- Extend or clarify protections of individuals against retaliation or reprisal. The intent is to encourage a free and open exchange of ideas absent any retaliation or reprisal for participants in the discussion.
- Establish service level agreements (SLA), terms and conditions and when an SLA is required. The service level agreement under this framework is a contract between the district and a school.
- Establish what is in the service level agreements, including the purpose, rules, directives, roles and responsibilities, and the fee for the service.
- Aspect of service level agreement related to the autonomy and authority of the principal.
- Services for which responsibility is not transferred to local precincts.

Superintendent Canavero discussed the timing of the precinct budget amendments; before Oct 1 and any staffing changes before November 1. Included is defining a small rural school as well as clarifying the term allocate.

### **Public Comment**

Nicole Rourke, CCSD, provided comments on behalf of CCSD. She expressed appreciation for comments regarding retaliation and clarified that they only address issues as they pertain to the role of the school organizational team (SOT) within the plan of operation. A conflict resolution process is being developed with the sub-committee of the Re-org Advisory Committee led by Senator Harris. Ms. Rourke advised to be careful about not conflicting with the collective bargaining agreement and to understand it is the process CCSD must follow with employees. Establishing service level agreements is a complex part of this process. The CCSD school board is considering an item on their agenda this evening regarding transfer of responsibilities of two functions as they begin to pilot this. Over the next year with that pilot they will learn many things and want to ensure regulation language is not too restrictive. (inaudible).

Ms. Rourke clarified that only districts can enter into a professional service agreement with a qualified outside vendor. Schools are not independent legal entities and she recommended that principals select from an approved list of vendors with the purchasing process. Ms. Rourke expressed concern about the time under this pilot to look at the SLGs and the items that have been initially transferred. The dates in the section proposing the budget of October 1 and November 1 clarifies the timing of the local budget precinct amendments but are a concern. She has a recommendation from principals to back-up their surplus date as it impacts student learning (Inaudible).

Superintendent Canavero suggested using clarifying language that does not conflict with the collective bargaining agreement. Ms. Rourke agreed they would need to follow the requirements in the collective bargaining agreement as an employee making a claim under retaliation with their supervisor. The collective bargaining agreement is the overarching legal authority. Ms. Rourke said CCSD is working on a definition of small rural schools. Superintendent Canavero noted it is important that the regulation acknowledges there is such a thing as a small rural school.

In the section that clarifies the term to allocate, Ms. Rourke requested an addition that includes it is allocated to schools as a direct service to those schools. There are services that need to be budgeted centrally for certain reasons. (Inaudible) Considering how a service is directly provided to schools as a person working in schools every day, in multiple schools. Another circumstance is a case where there is a

high regulatory exposure with compliance and certain things must happen yet those services are directly provided in schools and to the students. Another situation would be where a bus driver is working to deliver kids to and from school every day; they are not a central service such as accounting. This is a complex issue.

Steve Augspurger, Clark County Association of School Administrators and Professional Technical Employees, stated much work has been done on this process. He noted there have been many meetings with CCSD. He expresses concern when people begin to talk about meeting offline for further discussion because there are many groups interested in this process. Final decisions made on these regulations will provide clear guidance to schools and the district about how to move forward, other constituent groups cannot be ignored. If it is only CCSD that is working offline to develop this, he hopes the groups are broadened so every party is at the table. There are diverse interests.

When this process started, the interesting part for schools, teachers, and parents who have thought about being part of a school organizational team (SOT), was the idea of greater autonomy and more money. The autonomies listed in the regulation that were clear to be implemented immediately, were autonomies for principals and SOTs dealing with staffing, the procurement of equipment supplies and greater control over employees in terms of employee discipline.

Unfortunately none of that was addressed during the two years that has passed since A.B. 394 was first passed. We are still in situation where principals hire new teachers every year, they have control over that. But they do not have control about who is placed in their school by central administration. There are a number of contract provisions that must be worked through. That is going to be an important piece of moving forward to make this work.

A commitment has been made for changes in their contracts to ensure that the staffing economy is protected for the principal. It is hoped that similar changes will be made in other employee contracts because it is paramount. Teachers and principals cannot be held accountable for student achievement when poorly performing employees from all bargaining groups are continually transferred to those schools, and it is done against the will of the principal. That must be addressed and that practice must be stopped. We cannot continue to skirt around that issue and work on the edge.

When discussing budget and allocation, he agreed the money needs to be applied to that schools strategic budget. Once it is in that budget, those schools and that SOT has control over how that money is to be spent. The sad fact is that principals and those SOTs were expected to have additional funds so they could specifically work with children in their building to increase student achievement. That did not happen this year. The pot of the money that should have gone to the schools is labeled by CCSD as attrition and that is the difference between a substitute teacher and a licensed teacher. Any time a teacher cannot be employed and a substitute is hired, the difference between those two dollar amounts is about \$60,000. The CCSD has 400 teacher vacancies and about 500 support staff vacancies this year. Not all are in schools, but the large percentage belongs in schools. That attrition amount in the budget this year is \$65 million. Dividing that money by the 351 schools, it is about \$185,000. If agreed that half of the money belongs to schools, it is still slightly less than \$100,000. That is real money that SOTs and principals can do something with to improve programing for kids. (inaudible)

He said he is looking forward to working with Dr. Canavero and staff at the NDE to ensure this law is implemented with fidelity so the law achieves what it is intended to do, which is the CCSD becomes a central services organization. The purchasing policy should be written to benefit the school, not CCSD. He agreed that CCSD is the legal entity, but when drafting policy to implement practices it should always benefit school needs, not the convenience of the school district.

Renisha O'Donnell, SOT Project Coordinator with Clark County Education Association, said she works with schools across the district to link them with resources so they can have efforts to ensure the re-org process and the intent of the law is collaborative and successful in the first year of implementation. The

type of engagement that makes the greatest impact on student achievement is one that values all perspectives of each stakeholder and SOT member in a safe environment without fear of retaliation. They provide training to SOT members across the district that ensures there are resources for the implementation to be successful. On November 2 they have a training that will focus on school climate. She offered feedback they have received from stakeholders.

Ed Gonzales said he worked for former Assemblyman David Gardner who wrote the original reorganization bill. He noted the strategic budget was the intent of the legislature and that the 80 percent split should be in the strategic budget. In the last five weeks he has attended about 35 different SOTs to see how the process is going. (inaudible) There are teachers who are concerned about the perception and would feel comfort with having some protections for retaliation and reprisal.

Caryne Shea, Honoring Our Public Education (HOPE) stated the organization has followed the evolution of the CCSD reorganization effort since the 2015 legislative session, and offered some perspectives:

- Providing protections from retaliation is essential,
- Training SOT members, principals and SASs is imperative.

Ms. Shea shared anecdotal evidence to highlight the need for continued training of SOTs and noted that some principals and associate superintendents lack clarity or a general understanding of the law. Lack of training and poor communication has been evident at several schools. It has been assumed that four and five star schools were already generally successful in engaging parents and would require very little change to incorporate the reorganization elements. However, feedback received indicated that is not the case. Four and five-star schools need just as much training as any other school.

Anna Slighting, HOPE, stated many SOTs are accomplishing good, positive things for the success of their school and students but have a long way to go for all districts SOTs to be effective. It is her understanding that CCSD leadership training is heavy on instructions, and HOPE agrees that is important adding that training and accountability should also touch on the NEPF Protocols for Educator Evaluation.

She listed additional issues for the NDE to consider:

- The purpose of the SOT is to have members elected by their peers based on leadership, not membership. Given that, why are 100 percent of support staff still being elected based on union membership?
- Clarity of parent terms; does the parent stay until Oct 1 of the subsequent year after elected, or vacate the seat if their child is no longer enrolled at the school for any reason, even when their child matriculated from 5<sup>th</sup> and 8<sup>th</sup> grade or 12<sup>th</sup> grade graduation.
- Suggestion for future consideration, the arbitrary assignment of the 80/20 split between money to school and money at central services.

The workshop closed at 11:40 a.m.

**Workshop to Solicit Comments on Proposed Amendments to adopted, but not yet codified language in NAC Chapter 391.XXX and NAC 391.571, 391.574, and 391.578 relating to the statewide performance evaluation system for school-level administrators and teachers; including, but not limited to, prescribing requirements relating to peer evaluations of teachers and revision of Department prescribed data used to measure performance.**

The workshop opened at 11:40 a.m. There were eight individuals in attendance in Carson City and 20 individuals in attendance in Las Vegas.

Kathleen Galland-Collins, Education Programs Professional, stated the proposed changes to regulations R021-16 are simple, and she provided a brief summary to update language consistent with the new law. Some of the changes are routine with peer evaluator and evaluations to peer observer and observations based on A.B. 320, and changing what was previously known as minimally effective to developing. In addition, there are changes in NAC regarding student outcomes portion of the evaluation system by

changing the percentages and the make-up of the information. All references to the statewide assessment data used in the evaluations is deleted and instead uses the language of performance based on progress. It makes for the 2017-18 school year that percentage of 20 percent and for the 2018 school year and thereafter at 40 percent

**Public Comment**

There was no public comment

The public hearing closed at 11:51 a.m.

**Workshop to solicit comments on proposed amendments to NAC Chapter 389, relating to the standards of instruction in the content area of health. The proposed amendments revise the language in NAC 389.2423 Grades Pre-Kindergarten through 2nd grade, NAC 389.2938 Grades 3 through 5, NAC 389.381 Grades 6 through 8, NAC 389.455 Grades 9 through 12, to reflect the inclusion of instruction in cardiopulmonary resuscitation and the use of an automated external defibrillator Students, as required in Assembly Bill 85 (Chapter 389, Statutes of Nevada, 2017)**

The workshop opened at 11:51 a.m. There were eight individuals in attendance in Carson City and 20 individuals in attendance in Las Vegas.

Andre DeLeon, Education Programs Professional, said this legislation is to improve previous legislation to bring course instruction on use of AED defibrillator machines, and CPR procedures into the classroom. This version has struck out language of “resources are available” and replaced it by making it mandatory.

Jesse Welch, Assistant Superintendent, CCSD asked about references to NAC 389.2423, which is Pre K-2 as well as NAC 389.2938, 3<sup>rd</sup> through 5<sup>th</sup> grades. He asked to clarify the law to ensure nothing was missed related to changes at the elementary level he was unaware of. In addition, on the CPR, it says establish submission of planned training requirements of plan. He is aware that currently exists in law and wants to be certain nothing new is added other than to ensure they are in accordance with the law for the secondaries.

Mr. DeLeon responded it is basically the same language and training through the standards. It just removes language that says “if resources are available”. There is awareness at the K-2, 3-5 with more awareness and training at the junior high level than high school with the actual training.

The workshop closed at 11:55 a.m.

**Public Comment #2**

There was no public comment

The meeting adjourned at 11:57 a.m.