

NEVADA DEPARTMENT OF EDUCATION  
REGULATION MEETING  
April 6, 2018

**Meeting Locations:**

<b>Office</b>	<b>Address</b>	<b>City</b>	<b>Meeting Room</b>
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  
Christy McGill, Director, Safe and Respectful Learning

**In Las Vegas**

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

**LEGAL STAFF PRESENT**

**In Carson City**

Greg Ott, Deputy Attorney General

**AUDIENCE IN ATTENDANCE:**

**In Las Vegas:**

Jesse Welsh, Clark County School District  
Tammy Malich, Clark County School District  
Jenn Blackhurst, HOPE  
Stephen Augspurger, CCASA

**In Carson City:**

Dawn Huckaby, Washoe County School District  
Mary Pierczynski, Nevada Association of School Superintendents  
Kelly Gardner, Crowley and Ferrato, Public Affairs

**Call to Order;**

The meeting was called to order at 10:00 a.m.

**Public Comment #1**

There was no public comment.

**Workshop to solicit comments on proposed amendments to NAC 387.120, relating to the creation, submission, and approval of school calendars**

The workshop opened at 10:04 a.m.

Steve Canavero, Superintendent of Public Instruction, explained that prior to this year, Clark County School District (CCSD) was afforded the opportunity to use minutes for professional development. Clark County School district has approximately five school calendars with five days for the delivery of professional development. Those five days add up to a specific amount of minutes that are then banked. The minutes are accounted for through professional development activities in schools and across the district. Those days are translated to minutes, then the minutes are banked and professional development activities occur throughout the school year. The minutes post against the banked time.

NAC 387.131 provides for the minutes in a day to be considered for a school day in session. If regulations continue to support CCSD delivery of professional development through the banking, it needs to be clear that a day must equal the number of minutes that are provided in NAC. For example, a day in a fifth grade class that is identified for professional development, would equal 300 minutes of professional development activities. A day that is claimed on the calendar for professional development would need to translate to the minutes in NAC 381.131.

Under NAC 381.120, number 4 language is included for professional development convened by the board of trustees of a school district or a school. Language would need to be added that balances the central delivery of professional development and also honors local school delivery of professional development with not more than five days for teacher conferences. The equivalency would need to be included for the number of minutes. That would allow a school or district calendar to indicate five days for professional development. Those five days would equal 1500 minutes in this example, of professional development. The district would then indicate how many of those minutes would be district wide and how many of the minutes would be granted at the local school.

Dena Durish, Deputy Superintendent, Educator Effectiveness and Family Engagement, asked for further clarification. Superintendent Canavero responded that specific to CCSD, the intent for the regulation under number four is: *that any day organized for a teacher's conference or professional development convened by the board of trustees of a school district*, and then consider new language that included the school. Schools under the reorganization would be able to provide professional development to their teachers with not more than five days for teacher conferences. Language would need to be added or an equivalent number of minutes may be convened by a school district in any school year.

Superintendent Canavero re-stated that school districts will submit a calendar, and it will identify five days for professional development. In the past, those five days when teachers would receive professional development was on a day identified by the district. Under the new model, those five days identified on the calendar translate to minutes per NAC 385.131 which identifies how many minutes equal a school day. The five days, if 300 minutes for a fifth grade class, would be 1500 minutes for professional development activities throughout the school year. There would be a provision allowing districts to claim a certain number of minutes, or estimate the number of minutes, that would be provided for professional development for the uniform professional development under the reorganization to which they are responsible. That would enable the NDE to approve the calendar, with the days and minutes.

The intent is not to have 600 school calendars that need to be approved by the NDE. Superintendent Canavero is uncertain whether language needs to be changed in NAC 387.120 number 1. The intent is to not fundamentally change the number of calendars submitted to the NDE.

Deputy Durish noted section 1, specifies if one calendar does not apply to all schools the district shall submit as many calendars as are necessary for application to all its schools. In section 1, if that does not need to be changed and a school is going to do something different, how is that reconciled. Superintendent Canavero said presently the calendars are submitted, the days for professional development are identified, but professional development does not necessarily occur on that day. It is a way to meet the requirements of the regulation and the accounting purposes for NDE. The days must be identified. Currently, there is not a direct link between the day on the calendar that is identified for professional development and the delivery for professional development. The days of professional development translate into hours that are banked at which point professional development is delivered against that time throughout the year rather than on that day.

The intention is to keep it simple for accounting and identification of the professional development days and expand the ability to translate the days to minutes and bank them. A day of professional development counts as a school day in session and a school day in session must be a certain number of minutes in order for the day to be counted.

Deputy Durish noted that when historically those days were assigned the professional development occurred on those days. If there were four days scheduled, that is date when the professional development occurred. (audio difficulties) Superintendent Canavero said instructional time is not diminished outside of the professional development days in order to deliver professional development as well, unless it is built into the calendar.

### **Workshop Public Comment**

Andre Long, Chief Human Resources Officer, CCSD, said what the regulation proposes is exactly what they are looking for. When they began utilizing the site based collaboration time for professional development days, they were listed on the calendar for students and families on assigned days. There were designated days on the calendars full days that actually said professional development, but those minutes are spread throughout the year depending at an individual school how they utilize those minutes. What is proposed is appropriate. He confirmed that everyone uses the same amount of minutes for the school day. That is 6 hours and 11 minutes for students, which may be more than what is listed. All the professional development at each grade level is based on that. In addition, he suggested flexibility if the district decided to do some professional development and would prefer to not be that specific.

Dr. Jesse Welch echoed Mr. Long. (audio difficulties)

Deputy Durish inquired about NAC 391.065 regarding licensure renewal. Recommendations from S.B. 474 from the 2015 Legislative Session were made to the Commission on Professional Standards (COPS) to revisit renewal requirements. A workgroup meeting held yesterday was related to evidence of professional development, but not the six semester credits times 15 hours. Districts and associations brought up that somewhere the professional development reference is back to the NAC that requires professional development to be aligned with the new professional development standards. She questioned whether it was an additional 6, but all professional development provided by districts (audio difficulties). Superintendent Canavero noted Deputy Durish's audio cut out, but he agreed with the intent. Where it falls, it can be referenced with an arrow to include a link between the professional development that is being provided and the standards which govern the quality of professional development. The two can be linked in this regulation.

The workshop closed at 10:31 A.M.

**Workshop to Solicit Comments on proposed regulations in NAC 392.XXX, which concern the choice that must be offered to a pupil to attend another public school, including**, without limitation, a charter school, if the pupil is enrolled in a persistently dangerous school or is the victim of a violent offense while at school or on the grounds of the school in which the pupil is enrolled. The regulations must include the criteria for identifying a school as persistently dangerous

The workshop was opened at 10:31 A.M.

Christy McGill, Director, Safe and Respectful Learning, explained this regulation is in response to NRS 392.017 and federal law. The State Educational Agency (SEA) identifies a list of persistently dangerous schools they are to work with to create indicators on the list. For schools on the list, there is support to reduce that with a corrective plan. The Local Education Agency (LEAs) are required to have alternate placements for children once they are on the list. There are two ways children can request a transfer, either the school is on a persistently dangerous school list, or the student has been a victim of a violent crime

Superintendent Canavero asked to clarify that the obligation of the SEA is to identify persistently dangerous schools, support those schools to reduce the incidence then earn them a place on that list. The LEA is required to provide alternative placements for pupils enrolled in persistently dangerous schools and the LEA is required to provide an alternative placement for a student regardless of where they attend school if they are a victim of a violent crime. Director McGill confirmed the regulation requires that the SEA define what a persistently dangerous school is.

Superintendent Canavero asked if the regulation has requirements about the alternative placement and how students are notified that they are eligible for alternative placement, and where that may be. Ms. McGill responded the regulation specifies that at a minimum the LEA must notify parents of each student attending the school that the state has identified the school as persistently dangerous, must offer students the opportunity to transfer and must accept the offer and complete the transfer. The definition of what a violent crime is still needs to be established.

### **Workshop Public Comment**

Tammy Malich, Assistant Superintendent, CCSD, commented that they have persistently dangerous indicators already identified. Annually, every district is required to prepare a report for the state by November. It outlines what qualifies as persistently dangerous. If the process is going to be different, she asked that it remains the same. She asked whether there is funding for the corrective action plan or assisting schools if they are found to be persistently dangerous.

Superintendent Canavero said there would be a single definition rather than multiple definitions. Director McGill said they want to ensure the definition aligns with the districts. They are putting school safety into Title 4a. If a school goes on the watch list, there will be priority funding that can be applied for. More money is going into Title 4a for that specific purpose.

Ms. Malich said this reminds her of No Child Left Behind when Title I schools found themselves on the list of needs improvement, and parents got the post card. (audio difficulty)

The workshop closed at 10:47 a.m.

**Workshop to Solicit Comments on Proposed Amendments/additions to NAC Chapter 391.xxx relating to the statewide performance evaluation system for school-level administrators and teachers;** including but not limited to, prescribing requirements relating to the Nevada Educator Performance Framework Protocols and Student Learning Goals.

The workshop was opened at 10:47 a.m.

Kathleen Galland-Collins, Education Programs Professional, provided some background for this regulation. A.B. 320 from the 2017 Legislative Session allows for the Board to adopt additional regulations regarding the student learning goals (SLG) that within the Nevada Educator Performance Framework (NEPF). The Teachers and Leaders Council (TLC) drafted recommendations regarding (audio difficulties) They decided that because of the protocols, they did not need to provide additional regulations regarding SLGs. The Board responded they would like business rules to help clarify issues concerning SLGs.

The TLC revisited the issue at a January meeting and proposed that all evaluators must annually verify at the beginning of each school year that all educators for whom they provide supervision have received or have been provided access to the following:

- Current NEPF Protocols document;
- A complete set of role-specific Rubrics specific to the person they are supervising (teacher, school administrator, teacher-librarian, school counselor etc.);
- NEPF Tools (Self-Assessment, Pre/Post Observation Conference, Goal Setting and Planning, Educator Assistance Plan, Observation/Evidence Review, and the Summative Evaluation Rating Tool).

When developing and measuring an SLG, evaluators shall:

- Collaborate with educators throughout the entire process;
- Consider the characteristics and attributes of students in their respective classrooms/schools;
- Use the NEPF Protocols and the criteria embedded within the Goal Setting and Planning Tool to identify and define the following
  - Student population.

- Standard(s) and content
- Assessments to measure student performance,
- Performance targets and rationale discuss progress toward SLG and revise as necessary.

The TLC recommended the above at the March 15, 2018 State Board of Education meeting. The board agreed to move the recommendations forward to this workshop today.

Superintendent Canavero asked to clarify including school level administrators and teachers and the concepts provided. Ms. Galland-Collins said the language in the protocols defines evaluators as anyone who provides supervision of another individual. It would be a principal or administrator supervisor (audio difficulties) Educators are both teachers and school level administrators, evaluators are those evaluating someone using the NEPF as the tool.

Superintendent Canavero asked if there is a process by which the SLGs are approved by the evaluator, or if they are developed by the teacher without any formal approval. Ms. Galland-Collins responded there is no specific method for approval of the NEPF protocols. There is a step-by-step process for development and what they need to be based on. In the goal setting and planning tool the criteria to which they should be compared to is listed within the tool. It is a case by case basis, a decision made between and with the educator and evaluator.

#### **Workshop Public Comment**

There was no public comment

The workshop closed at 10:56 a.m.

#### **Public Comment #2**

There was no public comment

The meeting adjourned at 10:57 a.m.