

**MINUTES OF THE
COMMUNITY IMPLEMENTATION COUNCIL**

April 12, 2017

The meeting of the Community Implementation Council was called to order by Chair Glenn Christenson at 1:04 p.m. at the Nevada System of Higher Education Building, Room 102, 4300 South Maryland Parkway, Las Vegas, Nevada, and via videoconference at the Western Nevada College, Reynolds Building, Room 101, 2201 West College Parkway, Carson City, Nevada. Exhibit A is the Agenda and Exhibit B is the Attendance Roster. All exhibits are available and on file in the Research Library of the Legislative Counsel Bureau.

COMMITTEE MEMBERS PRESENT:

Glenn Christenson, Chair
Brent Husson, President, Nevada Succeeds; Vice Chair
Felicia Ortiz, Member, State Board of Education, Congressional District 3; Vice Chair
Vikki Courtney, President, Clark County Education Association
Erin Cranor, Member, Clark County School District Board of School Trustees, District G
Verenice Flores, Senior Accountant, Fair, Anderson & Langerman
Ken Evans, President, Urban Chamber of Commerce
Ryan Woodward, Area Manager, JPMorgan Chase; Member, Las Vegas Metro Chamber of Commerce

COMMITTEE MEMBERS ABSENT:

Nora Luna, Director of Diversity and Grant Funding, Nathan Adelson Hospice

STAFF MEMBERS

Risa Lang, Chief Deputy Legislative Counsel, Legal Division, Legislative Counsel Bureau
Mindy Martini, Principal Research Analyst, Research Division, Legislative Counsel Bureau
Angela Hartzler, Secretary, Legal Division, Legislative Counsel Bureau
Jordan Haas, Interim Secretary, Legal Division, Legislative Counsel Bureau

OTHERS PRESENT:

Michael Vannozzi, Vice President of Creative Strategy, TSC² Group
Brenda Pearson, Director of Professional Learning, Clark County Education Association
Dr. Olivia Egemba, Principal, Jack Dailey Elementary School
Maria Perez, School Organizational Team Member, Jack Dailey Elementary School
Claudia Nava, School Organizational Team Member, Valley High School
Carrie Phillips, School Organizational Team Member, Berkeley Bunker Elementary School
Annette Dawson Owens, School Organizational Team Member, Glen Taylor Elementary School, Coronado High School
Jonathan Ullman, School Organizational Team Member, Western Career Technical Academy

Brian Knudsen, Senior Associate for Analysis, BP2 Solutions
Andrew Doughman, Vice President of Policy and Communication, TSC² Group
Nathan Harper, Chair, School Organizational Team, Newton Elementary School

Glenn Christenson (Chair):

I will now open the fifth meeting of the Community Implementation Council (CIC). Welcome, everyone.

Nice to see everyone today. I was looking to see if we had any of the other Trustees with us, and I don't see them. Everybody has the week off in the District today, except for all the people that are here working very hard, so thank you for that.

We will go ahead then and start the meeting with agenda item II, which is public comment.

Why don't we start then with Carson City.

Angela Hartzler (Secretary, Legal Division, Legislative Counsel Bureau):

There's no public comment in Carson City.

Mr. Christenson:

All right, well thank you for that then. Is there anyone here that would like to participate in the public comment? Okay, seeing none, then we'll close that item on the agenda.

The next item on the agenda is agenda item III, the Chair's remarks. I want to thank the committee members for being here today, and I know that—as I mentioned earlier—for the district employees, this is spring break, and we really appreciate the extra effort that you're putting in being with us today, and all the sacrifices that you're making during the spring break. It appears that we are at an important inflection point in our work with the Clark County Schools Achieve initiative. Just to recap the work that has been done thus far, our consultants have finished the initial assessment of the status of the Clark County Schools Achieve initiative, and also issued their first implementation report. We will hear the latest status report from our consultants later on this afternoon. There have been some important organizational changes that have been made. A chief operating officer has been appointed, the school associate superintendents—all 16 of them—have been identified and put into those positions, the principles of organization have been approved, the school plans have all been approved for 350-plus schools, the initial budgets have been set for those schools, the school organizational teams (SOTs) have been appointed, and I think that we can all agree that a lot of work has been done and accomplished thus far.

I think it's fair to say that circumstances are beginning to change. After several long months now, the District leadership and many of the Trustees are beginning to be a lot more open to the effort and embracing the reorganization. A bipartisan group of legislative leaders is now working on a way to codify the regulation into state law, which governs the Clark County School District (CCSD) reorganization, and you'll hear more about that today in the

consultant's report. This new state law could be passed by the Legislature as early as today or tomorrow. The Trustees' lawsuit continues to provide several challenges to the effort, but hopefully the codification of the regulations will make many of these challenges moot, and we can begin working even more cooperatively together going forward. As of a couple weeks ago, the District has invited our consultant team to be physically present in the main office and allowing them to more fully assist the District with certain aspects of the reorganization.

All of these are positive signs and point to real progress in the reorganization. However, I don't want to give you the impression that we are anywhere remotely done in this effort or that we don't still have major challenges still ahead of us. We have issues around training, communication both internal and external, of central services, and the 80-20 rule implementation, getting the human capital management system acquired, without which the Clark County Schools Achieve initiative will not reach its full potential. And finally, the weighted funding formula needs to be determined, among other challenges that we have. But we're starting to see progress in the team building required if the Clark County Schools Achieve initiative is to realize its full potential. We're optimistic about that.

Today you'll hear from two groups of people; first, you'll hear from a sampling of SOT members who asked to provide some input on the process. They will be joined by Dr. Brenda Pearson, who has been conducting a great deal of outreach to SOTs in her role with the Clark County Education Association (CCEA). Second, you'll hear from the consultant team, who will give a status report on the progress being made, both of things that are being done, as well as things that are not being done in order to comply with the regulation—and presumably the law, if Assembly Bill (A.B.) 469 passes through the Legislature and is signed by the Governor.

So with that, we'll go on to agenda item IV, which is approval of the minutes from the meeting of February 15 ([Exhibit C](#)). So, I would entertain a motion to approve those minutes.

MS. CRANOR MOVED TO APPROVE THE MINUTES OF THE APRIL 12, 2017 MEETING

MS. ORTIZ SECONDED THE MOTION.

THE MOTION CARRIED UNANIMOUSLY.

Agenda item V is the presentation by members of the SOTs concerning the progress of the plan and recommendations to reorganize CCSD. I'm very pleased to have these folks with us here today. One of the primary goals and reasons to go through all the effort to implement the Clark County Schools Achieve initiative is to ensure that parents, teachers and community members have more participation in the decision-making at our schools, so we've been anxious to hear from this group. With that, I'd like to call Brenda Pearson and Michael Vannozzi from our consultant team to the table.

Mr. Vannozzi:

I just want to open briefly by introducing Brenda Pearson, who we've had the pleasure of working with for some time now, and she's going to go into the types of things that CCEA has been able to do to leverage outreach and training to SOT members, and a little bit of what their roles and responsibilities have been so far, and then you're going to hear from six individuals who—five of whom serve on an SOT, and we have a principal here as well who accompanied her SOT member, and I'll let them introduce themselves, but just wanted to set the stage. Should be a good discussion, and with that, I'll leave and let Brenda take it from here.

Brenda Pearson (Director of Professional Learning, Clark County Education Association):

I wanted to share with you really what CCEA has been doing to support the SOTs. So we were tasked with designing trainings to meet the needs of all stakeholders, so not only are we working with educators, licensed professionals, but we're also working with parents, community members and support staff members. So, we have collaboratively designed trainings with CCSD and Kim Mangino's group in order to meet the needs of these stakeholders. So, we have designed three separate trainings. They're offered at six different locations across the District, and that's including Mesquite and Moapa. So, we travel out there once a month, during March, April and May, to make sure that we're really meeting the needs of these folks. So, what our trainings initially were designed to do was to share the roles and responsibilities, and kind of get to the nitty-gritty of what these SOTs are doing. What they have developed into is more of our own little SOT meeting. So what we do is we kind of go through some resources that are available at schools, what kind of knowledge do we have, what does every stakeholder bring to the table, and how can we add value to what we do within our schools. So, it's a lot about sharing best practices and some of the speed bumps that are going on right now.

So, I wanted to share a little bit—first, I'm going to give you a summary of the three different trainings that we have, and then I'll go ahead and share some of our outcomes that we've had. The first training was really about leveraging those community resources and what we have within our schools. We've gained knowledge on what these resources are and how we can use them within our schools, and these are all resources that don't have a financial impact, so that's really important to these teams when we're sitting and working in these small groups, because a lot of the money isn't there. What can we do to really leverage what we have within our schools? The second training is really about the gaps in relationship building, and that's been a commonality that's been across all of our trainings. We've conducted five so far, and at each of these trainings it's really about community building, so whether we're hearing this from the parents, saying "we're not tapped as much as we need to be," or the support staff saying "we have a perspective of students that no other group has," we need to make sure that community building and relationship building is what we focus on. So, the third session is really about those unexpected challenges, so what do you do when those hard decisions come to the table, how can you make sure you listen to each stakeholder and value their opinions and know what their concerns and solutions might be?

So, we have had, like I said, five trainings so far. We have had over 150 people in attendance. Like I said again, we've had parents, community members, support staff, administrators and teachers present. We've had teachers from Sandy Valley, Boulder City, Laughlin—we've had a team of 12 teachers from Laughlin drive in together, which was amazing. And each of them has their own sets of concerns and successes. So, licensed professionals really are concerned about what creative solutions we have for this team. So what about low budgets and what about low parental engagement—how can we really, really focus on improving that? So our parents have really stated that they've become the untapped resource, and they named themselves in one of our sessions, because they really think that the school is not asking them about their students and their children enough. Support professionals really need role clarification, from what we have heard. They want to know how they can contribute as an SOT member, and how they can really make a difference within their school. Community members really just want to be involved with the solutions for local school changes and challenges. I think that was something we heard over and over again at the Summerlin location, where they just said, "we want to be involved but we don't know how."

So, we have decided to develop a forum to share best practices. That way, we can have some type of a foundation for these best practices that are happening within schools so that we can understand how people creatively use budgeting situations or personnel solutions, so we have also shared community resources that are, again, not a financial or fiscal impact to the schools, and we have curricular resources that are available, such as Desert Research Institute's Green Boxes that are available for everyone. We have some partners who have worked with us, like I said, CCSD, but we also have the library district, City of Henderson, Innovations and the library system, who've really helped us, and have hosted our sessions.

Mr. Christenson:

Next we have Dr. Egemba. If you'd introduce yourself.

Dr. Olivia Egemba (Principal, Jack Dailey Elementary School):

I am the principal at Jack Dailey Elementary School, a first-year principal, and ever since we started the SOT, the one question in mind of course, as they have mentioned, is how do we involve the parents even more. We already have the parents involved, but it's like the same parents all the time, so we want to be sure that we engage the whole community so that any responses or any survey we send out there is a representation of what do our parents want and how can we help them, now can we work as a team to make sure that the students are being successful? And as far as the topics that we've talked about so far, were the generic topics that were given to all schools, which was your school performance plan, so that is the first thing that we addressed. Also, the school budget, and then of course through the selection of who is going to be in our SOT. We meet once a month, but the area we need to work on is how do we bring more parents into our meetings.

Maria Perez (School Organizational Team Member, Jack Dailey Elementary School):

I am a parent at Jack Dailey, and we're on the same SOT. It has been an incredible experience, because finally we're building a bridge between the school, community and parents. That bridge was really needed, because there was a little wall between both. I think that it is so important that we get more involved in the education of our kids, and in that way we have been able to participate in most of the planning of so many things around school, when before it was something that we didn't really know how it was working in our kids' school. We just knew how it was working in class, but not really how the organization of the school worked. It has been an incredible, very amazing experience to be part of this team, and we discuss, like Dr. Egemba said, how we need more participation from the parents, but we think that we are taking very good steps in that direction. We are really working on it, and it's incredible. It's a very good experience.

Claudia Nava (School Organizational Team Member, Valley High School):

I'm very happy to be part of the SOT, because now, like she said, it's more open, and we know how everything in the School District is working. And for me, it's a new opportunity to see how I can do better in my daughter's education, but I'm not the only one. We have two more parents, and we are so happy to have our chairman, who is one of the students from Valley. Every meeting is like a new thing for us to see how we can do better for our kids' education, and I'm really happy to see these changes in the School District.

Carrie Phillips (School Organizational Team Member, Berkeley Bunker Elementary School):

I'm the president of our SOT team at Bunker Elementary School. I also serve as support staff. I'm the clerk, so I do have the relationships with the parents as well as with the students, and now also as well with administration. So, serving on the SOT, I agree with these ladies that spoke before me, it was a lot of—I came from inside of the classroom as a teacher assistant for autism, so I was able to have 7 years of experience with working with kids with special needs. Now I work with parents and I'm also working closely with the administration as well. So, before, when I first started working with CCSD, there were a lot of things that I did not understand, and some complaints came forward, but now that I get to see the background and inner workings of how the decisions that people do have to make and how they affect us as a whole, it gives me a better understanding of how to evaluate things that are not going well and things that are going well. So I just thank you guys for this opportunity.

Annette Dawson Owens (School Organizational Team Member, Glen Taylor Elementary School, Coronado High School):

I'm probably going to tell you a little bit about the good, the bad and the ugly, but not too much bad and ugly. The good is, in our communities we're hearing a lot more voice. People are uniting through these SOTs, and through the CCSD Applications, through CCEA, and it's a good thing that we find people are reaching out. I know that I'm also involved with Break Free CCSD, a parent group, and because of the questions we had—we had a little

training that we did or a little video, and had 10,000 views and people will call me and ask about meeting and ask about questions. I've met with people all around the valley as these SOTs have been formed. We really think it helps teachers. We've found that the teachers now feel like they can come and have a resource to talk to, and we feel like that's a great thing, that there's more transparency there. As there are problems, they can come and talk about that and implement change. We find that we're able to talk about change within the school. Teacher-led change is very powerful and the parents are involved in that as well. We find that it's very open. I know that in one of our last SOTs they talked about surveys, and I think surveys are really great because a lot comes out in the survey about what needs to change. People can voice their opinions, kids, parents, teachers, everybody, principals, they all can complete a survey. I know we utilize that at my school and find that very helpful, so that was a positive thing that in the next SOT meeting we'll be talking about maybe doing some surveys for the kids as well, to see what they want at their school.

Questions and concerns that we've had, one question that comes up is how do we merge these new SOTs with the current Parent Teacher Association, Parent Teacher Organization and Parent Advisory Committee meeting, those kind of things, so that parents are most effective. We don't want them pulled in so many directions, so that's a little bit of a challenge. We've added something new, and then there's some other things going on. How do we kind of merge those and make the most use of our parents with their limited time? Another concern is everybody keeps asking what exactly is the principal hiring procedure, what is that exactly, what is the role with that. There have been some concerns about the way that's been and some parents have really, honestly wanted to take control over that, the hiring and firing, asking if that's possible, and that's kind of some of the bad that I can say that we've seen that people have been disappointed. It's kind of like you've been handed the keys to start driving and then they're taken back a little bit, and people are not real happy, at least in my area with some of the procedures being followed for those principal hirings, so they're asking about that and they're asking why they can't have more input into that, saying that in other companies they've been on they've been able to ask questions, been able to have a little more voice in that instead of just—so that's a concern. They're also concerned about sometimes as we do these plans and budgets, as they come forward that they don't have time to maybe research the issues, that they're just brought forward and then they're voting on them right there, and they would like to get up to speed. They don't know all the education lingo and jargon, so they'd like those maybe presented a little bit ahead of time so they could—and I know we've been under a time crunch, so all this is kind of new, we're grateful for everything that's happening and the changes that we see. One other concern that we heard a lot was about with the staffing cuts, and a little more, which is money related, I know that, but they were concerned about that and losing some of their staff and then having to just hire them back later. I appreciate you having us here and having the opportunity. I think the good things we're seeing far outweigh the challenges. I know we're going to continue to have them, but thank you.

Jonathan Ullman (School Organizational Team Member, Western Career Technical Academy):

Just for some background on what motivated me to get involved, I just want to start off by saying that I'm an ardent supporter of public education. I'm a product of public schools and

a state university system. My wife and I have three children in the Clark County school system: a third grader at Ober Elementary, and a seventh grader at Cashman Middle School in the magnet program, and a ninth grader at WCTA. I also want to just say that, while I imagine that much of the discussion that takes place around this table and other meetings like this centers around what does not work properly in CCSD, I believe that there is an awful lot of good that happens here. In fact, one of the reasons that I sought to be part of the SOT is that I am proud of this school. I'm very proud of WCTA, and I think that's a common thread that runs through the WCTA parent group. We are excited to see a learning environment that in many ways vastly exceeds the opportunities that we had in our own youth: extraordinarily specialized program areas, excellent administrators and educators, intensive training with very practical learning applications, and a remarkable campus environment. We're fortunate at this particular school; we joined not with the attitude that the school was fundamentally broken and needed fixing, rather that there are, of course, always shortcomings to address and opportunities to leverage, and that our participation could help elevate the game.

Now, while the SOTs, in my opinion, have absolutely been a very positive step, I do fear that we, the parent group, that is, have been unable thus far to add much in the way of value. I can't discern the weighting of the reasons for that, how much of it is because of inefficiencies of the team, or a lack of understanding of where and how to insert ourselves in the process, or the school's representatives' unwillingness or inability to confront big ideas, or perhaps, I think one reality really is that when you're deciding how to divvy up scant resources, there just aren't enough ways to do that that warrant meaningful conversation. I'm very happy to elaborate on some of these challenges in more detail, but I also just want to be careful not to go over my time.

Mr. Christenson:

Ms. Pearson, if you could come up, and Mr. Vannozzi as well, that might be helpful. I know that I have a number of questions, but I'm sure others do, so I'll let you go first.

Ryan Woodward (Area Manager, JPMorgan Chase; Member, Las Vegas Metro Chamber of Commerce):

So Mr. Ullman, you mentioned about the value factor of the SOT. Help me understand—so you said that you don't feel like it's adding value. What would help add more value? What could the school do to help—what could the District do to help with that?

Mr. Ullman:

I just want to be careful in saying that the point I was making was that I'm not certain that the parents have been able to add much value to the process, so it's not necessarily to state that the SOT is valueless—I absolutely don't think that that is the case. In fact, there's value in merely getting these folks together in one place. I think for the parents, there are a number of challenges. First, there's an extremely steep learning curve coming into this. No parent comes in—I don't think, at least, no ordinary parent, maybe there's some super parents that are highly engaged, but most of us don't come in understanding what a prep

buy-out is or what is meant by floating a position. The vernacular is foreign to us, the acronyms are foreign to us, the policies and procedures of the Central Office are foreign to us. It takes a great deal of time also to make sense of the performance metrics that we're given so we all start with the accountability reports, we get reports on performance, in the ACTs, the CREs, but being able to interpret what's going on. So, for example, is a decrease in the CRE pass rate indicative of a challenge with instruction, is it reflective of a change of participation in a program area, or is it a change in the tests at the state level? Being able to process all of this takes a great deal of time, and then to make the leap between these very high level goals and the actionable items that need to be defined for the budget is just an enormous gap to cross, so we start off at this 30,000-foot view, and then most of the work sessions ultimately come down to things like debating whether or not we should add a Spanish teacher or an English teacher or more tables or more Chromebooks, trying to close that gap on which of those decisions or action items are truly going to impact the overall performance. That's a lot for parents to be able to process, and I don't think it's insurmountable, but it is a different dynamic. The principal, the administrators, the educators, they are there on a daily basis; they continue to interact with one another in the days and weeks that go by in between meetings. It is very difficult for the parents to come in and out of that process and be able to add value to those discussions.

Mr. Woodward:

Thank you for your response. I'd ask any other members of an SOT to share their thoughts on the value that you've been able to bring to the table, how you feel it's going so far for you individually.

Ms. Phillips:

I think that it's going well for us, and we also had that type of discussion as where the parents didn't understand some of the jargon and understand what's going on. So our first meeting, we just basically said we're just going to—"if you have a question, ask it, no matter if you think that it's small or big, just ask the question if it's something you don't understand, ask it," and the people that are part of the team, our administration, the teachers that are part of it, they are patient enough to break it down to where we can understand what's going on. A lot of the parents that are part of the SOT, they fortunately are able to come into the school and volunteer a lot more often than parents who work, so the parents that are part of it, they don't have jobs. They are basically stay at home moms or stay at home dads, or maybe they work graveyard, so they have added their time on campus so that they're able to see what's going on and able to understand some of the lingo that we are talking in the meetings.

Dr. Egemba:

I would have to say that we had a similar situation in our first meeting. As we were talking, the parents were like, "wait, what is that, what does that mean," and so forth, and so we said the same thing, "stop us when you feel like we're speaking a foreign language," and I think that the value that the parent brings into the SOT is enormous, because when you take a look at—we're all looking at the end result, which is the student achievement, and so

you take a look—what's the missing piece of the puzzle here, and it's the parents, so you do want to get them involved, regardless of where you start. You have to meet them where they're at because at every school it's going to be different, so I think—and I think that our parents feel—that they probably are the most valuable, because we might already have our decisions or ideas, yet when they bring their ideas to the table, it gets visited, so it just opens up the spectrum to what ideas are out there where we could improve.

Mr. Christenson:

Just so you feel a little better, I've been at this over 3 years and I still don't get all the jargon. They should put you through some kind of class. Describing it as a foreign language is probably pretty fair. Mr. Ullman, obviously you have a business background. I'm curious as to the other SOTs, if there are people with business backgrounds that are members of your teams.

Ms. Nava:

Yes, I am in the construction field, and in my experience, Ms. Esparza—she's our principal, she's trying to be more open, and we can come to see the administration and staff. They answer our questions, and for me, I'm more thankful to Ms. Esparza, because definitely she's trying to be very open with all of us, and we don't have any issue with that.

Ms. Pearson:

I just wanted to let you know how CCEA and the SOTs are really trying to support this value-added portion of this. We've heard a lot about the vernacular and that type of language that we inundate parents with, but also for every person who's at the table, but what I think is really happening and what we've heard from the teachers and stakeholders who come to these trainings, is we're really focusing on these micro-decisions, like should we have a prep buy-out or should we have this position, instead of looking really at these macro-solutions. So, for example, a macro-solution could be the high school graduation, but looking at high school graduation, what is really stopping these kids from graduating? Is it because they have doubled up for reading because they didn't do well in reading one year, or is it because the school doesn't have the culture and climate that really needs to be looked at, so looking at these—those are the conversations that most parents can really dig their teeth into, and stakeholders can dig their teeth into, because we really want to impact the culture and climate, but what happens is these SOTs are making decisions around what programs should we use, should we have this computer, should we have these Chromebooks, how many should we buy, instead of really looking at—which I believe, the crux of the SOT, the value that they bring—how can we change the culture and climate of the school to make sure everybody's welcome so everybody's points of views are heard.

Ms. Perez:

After I hear everything that we have been talking about, something comes to my mind. When we think, for example in special education, about developing individualized education

plans for the kids, we include the parents as a team member. That's very valuable for the child, because who knows the child better than the parents? I think that this is the same thing that is happening right now. We finally realize that, in the process of education, the parents are a very important part. I think we are finally including them in all the processes that are happening now in real schools around the District, and who knows better about a child than us as parents, and what we want to work for them. We want to see how the school is doing, what they are doing for our child, how we can help, how we can bring our concerns, how we can bring help for the teachers and the administration about our concerns, and this is a better way that the community can understand how the school works and be part of that team. As a parent, be part of the team. I think that is very grateful, that we are now in that position. It's a very big step that the School District finally realized.

Ken Evans (President, Urban Chamber of Commerce):

I wanted to follow up and tie something together. Based on everyone's input so far, several individuals have mentioned the fact that all the acronyms or some of the information can be a bit daunting or unfamiliar. What I'm wondering is, as well as one on the panelists mentioned, the fact that there's parent teacher organizations, parent advisory committees and other groups as well. What I've sitting here wondering is two things that I'd like some input on. Number one, does the District have a parent orientation process where they break down some of the acronyms, some of the basic systems that parents need to be aware of in order to fully participate with a particular school, and then number two, what I'm wondering is, long term, are there any plans or provisions, and this may go to Mr. Vannozzi and his team, that for long term we can have some kind of orientation or ongoing engagement to address the culture issue that was just described by one of the panelists? So, first question is, is there an existing parent orientation process, and then the second follow-up question is, is there any thought being given to an ongoing effort?

Mr. Vannozzi:

I guess I'll take that one. Trustee Cranor, feel free to interrupt me if I say anything incorrectly.

Erin Cranor (Member, Clark County School District Board of School Trustees, District G):

Actually, before you do that, maybe just so we're not putting him on the spot, the people who have actually put those together are in the room, so maybe if we give them a second to gather their thoughts they could answer?

Mr. Vannozzi:

This panel is about getting feedback from parents in order to inform some of the discussions that are going on. I will say along with Ms. Pearson, Kim Mangino and her team, Jennifer Bronson and Alexandra Bossert, Kellie Ballard, Kim Wooden, Rick Neal, Rosa Reynolds—these people are involved on a daily basis thinking about these sorts of things. I didn't want to put them on the spot personally to try and answer some of these questions, because

honestly, a lot of this conversation is happening now, but the purpose of this panel is to get some feedback from people who are actually on SOTs to give the CIC and the public and, quite frankly, people who work in the District some feedback as to what people should be thinking about.

Vikki Courtney (President, Clark County Education Association):

Ms. Pearson, you invite parents to attend the SOT trainings, so it's open to them as much as you can. Is that a direct invitation or is that through teacher members of the SOTs, or how does that process work?

Ms. Pearson:

So, that's been a slight hiccup that we've had. We have struggled to get the word out to parents. We don't have a list of the SOT members who are parents. We only have teachers, so we can't send out a blast saying "please come," so what we've done is we've worked with other entities across the School District to get the communication out there. So, we have asked every parent to come, anybody who's interested or serving currently on an SOT, so it's a pretty broad invitation, but sadly, we've had, in five trainings, 150 teachers, licensed professionals, parents, support staff.

Verenice Flores (Senior Accountant, Fair, Anderson & Langerman):

This question is for the members of the SOTs. What do you guys think Clark County could do to make your expectations as to what your team should be doing, and also how could your school principal help your SOT be more successful?

Ms. Phillips:

For the SOT to be more effective, we have to start by changing the perception of what the school is in the community. A lot of our parents that live in my school community, they have had bad experiences with school, with principals, so they already come into the front office thinking that it's going to be a bad visit. And this comes from growing up. It's not just that we call their house because a child is acting up, but it's just an experience that they've had in school. So, we have to first start by changing their perception of what the school is. And when I first got hired at Bunker Elementary School, my principal stated that she wanted it to be a hub of the community, so that means that if we have new parents that have come into CCSD from a different state and they're looking for work, I try to have resources for them to find jobs. That opens a door for them to change their perspective of how the school operates so that when they're called to the school for volunteer work, they don't have a problem, they don't have a negative perception. Once you change their perception, then you can implement an expectation. When you put your expectation out and a person's perception doesn't match it, you're going to get a negative result. When they understand what the expectation is and their perception is positive about the school, then you can move forward. So, it really helps that I'm part of the front office, building a relationship with the parents, and building that trust so that when they do get a phone call or a survey is sent out, they don't feel threatened to send the survey back and really answer it honestly. So, that

helps our SOT, and the expectation level is just changing the perception of the environment that your school is in.

Mr. Ullman:

I think that's a great question, and I have a few thoughts about it. One, just very practical, not only do we need more training, but I think it behooves all of us to have longer terms for the parent members on the team, because I do fear that, as these folks start to understand the system, they will term out almost immediately and then you're going to be back at square one. So, that's just one very practical item I would suggest. I think it also would have been beneficial for us to get from the principal, and I also just want to pause and say that I think the world of our principal at WCTA, so she's driving the bus, and at the end of the day, we are very deferential to her because we trust her judgement, and she is fantastic. I do think that the team would have benefitted from not just getting the high level performance indicators and the high level goals, but an actual needs assessment that was prioritized that could then be responded to by the teachers and that the parents could then weigh in and help move that discussion forward. Some participation from the Central Office—I don't know what that looks like, but I know that, in many of the discussions that our SOT has found itself mired in comes down to some confounding—well, confounding to us, I'm sure there's a logic behind it—but rules around things like how positions can be filled, such that it's very unusual to someone like myself coming in from the outside to see decisions around where we should be recruiting be based on who do we know out there that we can be fairly assured of will apply for the job because we don't want to risk floating the job for some applicant that may not be the best applicant and then we're stuck with it or we don't fill it and that we end up making decisions rather than trying to find a Spanish teacher because the Spanish classes are so overcrowded, instead looking for a social studies teacher because we know that there's a good one out there and we think that the Spanish teachers are in such short supply that we don't want to make the mistake of floating a position and not getting somebody, so instead let's get more tables for the crowded classrooms. Those are just not—the logic behind those types of decisions is just, again, escapes many of us, and it's difficult for us to understand to what degree do these informal practices that are taking place within the school—are we truly constrained by procedures that are imposed by the Central Office, do we have any ability to provide feedback back to the Central Office, or are these just rules of the game? These are somewhat mystifying to us.

I would just piggyback on top of that concept—we have never been able to cross out into the realm of larger ideas, and I don't know—again, because it's just too hard, but when we start discussing where we need additional educators in the classrooms and members of the parent group suggest exploring things like, well what about a summer session of that subject, or what about, are there good Spanish teachers that could be available in neighboring schools, or other types of what we think could be good solutions. For all we know, there are very good reasons why they're not good solutions, but we have been unable to get into those types of problem solving discussions.

Mr. Christenson:

A couple things occur to me. One of the reasons that we broke down into 16 different districts is so the associate superintendents could have a smaller pool of schools to work with. I really liked what Ms. Pearson was talking about, at looking at the macro piece of this, and it seems to me a real opportunity is getting the associate superintendents, the principal and the SOTs thinking about those things, because in my own mind, I think of the SOT like a public company board of directors. Sit on a board—it's not our job to tell the CEO to hire this person or fire this person, or do—it's where are we taking this organization, what is it we're trying to accomplish, and how can we help you achieve those goals, so I think that goal setting process is really important. It sounds like that's an area that we still have some work to do in.

Brent Husson (President, Nevada Succeeds; Vice Chair):

That's a question I want to pose to each one of you, because it's really, to me, probably the most germane part of this discussion. Do you feel that you have the liberty to ask those questions in those meetings, and if you have the liberty, do you feel like the people at those meetings can answer those questions—in other words, the representatives of your school, your principal or your whoever's there for your school? And if you were the one that wanted to drive the conversation about the agenda, would that be possible in these meetings, because for me, the whole point of moving this down to the precinct level was so that these organizations would act that way, because you're going to get the best results ultimately if you have a group of people familiar with the building having discussions about what has to happen in that building, but if you never get to those discussions, making employment decisions all day long is not what we signed up for in this. You guys need to be talking about what your school should be doing long term, and how to get it there. So, my question to each one of you is—and I don't expect that you would necessarily have had those discussions yet, you're only, what 3 months old, I suppose, and so it takes some times for team to come together and to really hammer out some of the details, but what I'm curious about is the culture of your small teams. Does it seem like you'll be able to get to those conversations, and if not, why not? So, anyone of you that can answer that, or all of you, please.

Ms. Dawson Owens:

I will say that on both of my SOTs that we have been able to target some of those macro areas a little bit more. One of them at the high school was a group of students that were not engaged, and how we can get those students engaged, and at the elementary, it was the community and getting that going. I had written down before Mr. Christenson responded the same thing about our school associate superintendents. I think that one thing is for us to feel like, in all these SOTs, that they are listening and being responsive, that they know—they have 25 schools and they know those schools inside and out, so that when a hiring decision comes up, they really know that school. And I know that, like I said, in our area, there's been some disappointment with the parents feeling like "why am I serving if I'm not making a difference," "I'm not having any impact on the plan, the budget or the principal hiring, my three responsibilities," so I think that's something we still need to move. I know a

lot of people I've met with don't feel comfortable necessarily quite yet in talking to the principal and making suggestions, but that is something I think that will maybe come with time, but I do feel like we will get there. It's a process, and I think if we're open and listen and responsive the feedback that we hear, that we can make those changes.

Dr. Egemba:

One of the things that I did when I first arrived at Jack Dailey Elementary School—first of all it's in the southeast, and for my kids—we have four children, and they went to school in the northwest, which is very, very different as we compare the two when we talk about the demographics of the school. They have no idea how their parents grew up in, or in the areas, or as far as the school associate superintendents, or even the culture, other than what they know now. They are now adults and college graduates or college students, and when I told them I'm looking for a promotion, but I'm looking for a place where the demographics is more to where I came from, and as I arrived to Jack Dailey and I walk before school or after school around the campus area, first of all I was shocked to see what I saw out there, because I felt like I was in my childhood again. I saw the vendors and the parents there, and so I would stop, and the students would be like—I mean, it's almost like the opening of the red sea, is like, "there's the principal," they're telling their parents, and I'm looking like "yeah, I'm here," and then I would introduce myself to them in their language, and then I would tell them about "come to the school, we have these meetings, I want to hear from you," and so forth, and so they felt like right away, they felt welcome and that they could come in, and that they could voice whatever their concerns were. And so when we started having the meetings, we usually have a table where there's a coffee pot, and some pastries, and it was a small pot and a little bit of pastries, and I told our staff there, "I think we need a bigger pot and more pastries," I said, "because we're going to have a lot more parents," and it was like, "no, we usually have our regular five." I said, "no, you should expect like 75," and they're like, "we don't have a bigger pot and we don't have more pastries." Well, let's get them. And so we did, and they were very, very surprised to see all of the parents come in. And the question was, as a principal, what can your principal do to make sure that this SOT is successful. That was one thing—I had to go out there and make the parents feel that they can come in and that they're welcome, and that we are truly concerned about the same concerns that they have, because we're a team, and we're going to prepare our students in elementary on for higher education, not just for the next grade level, but for higher ed. That's our duty, and the best way to do it is with the parents also part of the team.

Mr. Christenson:

One question that I had—you mentioned language and something that we had talked about in one of our earlier meetings is, are there enough people that could communicate in Spanish? Do they have folks there, and I'm curious if you have them at your school, or if they're translators? What are you hearing about translators in other schools?

Dr. Egemba:

One of the things that I saw first—I thought, I’m going to hold the meeting in Spanish, because as I look at the parents, like I said, probably 70 are Spanish speakers. They’re not bilingual, and five are English speakers. And so everybody has the headphones and you have someone translating. Even though I feel like there’s lost in translation, I asked my five parents, “Do you mind if I go back and forth in English and Spanish? I’m saying the same message, but I want them to hear it from me in their language,” and they so much appreciate that, and our English speaking parents feel like “wow, we’re not alone anymore. They are actually participating and interested,” and now we really are a team for Jack Dailey.

Mr. Christenson:

We’re not just talking about Spanish. I went to some classes the other day where they’re teaching the parents so they can be able to do a better job of teaching their kids. There was a Farsi speaker in there, Urdu, Portuguese, I mean, several different dialects of Spanish. It’s an issue, and we’ve talked about translators, and I’m just trying to get some understanding of where we are in that process, and are we able to effectively communicate with these SOTs?

Mr. Vannozzi:

I won’t speak for CCSD, but in previous testimony and in pre-reports, we’ve pointed out that there is some guidance available on reorg.ccsd.net for the availability of translators. The Family and Community Engagement Services Department within the central services arm of the School District has limited access to translation resources. But yes, as we’ve pointed out, just systemically, this is an issue that our city, as we see here as representative of the parents who serve on SOTs—our city is a very diverse place. Our city is a place where there are a lot of languages spoken, there are a lot of people that participate at every level of government. If I may express an opinion, this is very encouraging, to see so much participation at the grass-roots-roots-roots level, and it’s an opportunity for CCSD, if they are able to get this right, to really have a different conversation with their parents that could really, really help boost student achievement. And I think that that’s the hope here.

Mr. Christenson:

What I really want to know is, is it effective though? To have a website is not the exact same thing as an effective process, and maybe you can come back to us later with your thoughts around that.

Mr. Ullman:

So, I think your original question was about focusing on higher-level decisions making?

Mr. Husson:

Yeah, but specifically whether or not you all feel empowered to bring issues to the table and have them addressed in a serious way, because ultimately these groups—maybe not today because they're so brand new and everybody is getting their feet wet, but in pretty short order we need to have these groups driving decision making at that school, and that's going to come from people like the parents, not from people who are in the schools all day, every day. Now, they should be good teams and work together real well, but parents are the ones who are going to have to take the ownership of this, because quite frankly, that's what'll move change at school. You can't have the Central Office dictate to 351 schools how all this is going to get done. Just for example, the one example you all have brought up, communicating how to understand education-ese. Well, that needs to be training that's done in your very first meeting by you. You guys know you need it, get it done, right? Don't look to the Central Office to provide training for your SOT on the language. Say, "Hey guys, this is an issue that we all have; we don't know these words, let's get a primer for the next meeting so we can all have a common understanding of the language." That's the kind of activity we're looking to see come out of your organizations, and it's going to take leaders like you guys to make that happen, and maybe some help with expectations from people like us. But anyway, sorry, that's the long-winded version. I wanted to know if you thought that at your school.

Mr. Ullman:

Maybe. I think that there isn't space for it—in our team, at the moment—and I think that some of that may be the balance of the representation on the team. Again, it's challenging for parents who come in, go away for several weeks and then come back and have the issues that are being debated by the teachers and the principal ongoing, and I would—as one of the other parents on the team described it at one point, he said that sometimes it feels like we are sitting in on labor management negotiations, and there are times in these meetings where the parents sit there and look at one another while the teachers—and part of this is due to the public format of the meetings as well, because other teachers will come in and state their case for getting additional teachers hired in their program area, or needs that they have, and then other teachers will speak on behalf of those teachers, and I feel that we get so bogged down in those debates over which positions to fill, which programs to support, and that there is such a frankly obvious tension there that exists between the principal and the teachers—and I don't want any misinterpretation because we always feel welcome in these meetings, and we feel that it's very cordial, and I do feel that we can say anything. There are no repercussions for bringing anything up. There just isn't the ability for the group to tackle any larger ideas.

Ms. Perez:

As parents, as part of the SOT, I totally agree with what he's talking about, and I think that, as a parent, we need to have more training about the school and how it works, what we can do, because I feel free to ask any question on the SOT, but we don't know the school how the teachers and administration know the school, and we really need more orientation about how we can support the work, how we can express out concerns, what we can do, how we

can agree about some kind of things that we don't really know how they work because that's just part of the teachers and administration. I think that that's what we need to work on, more training for the parents to be ready to be part of the SOT and make decisions as part of the team.

Mr. Ullman:

Just one follow-up to my previous answer, I do believe that the principal would be receptive to that guidance and that type of input, and I think that we could get there over time, advising her and working with her, if she was not caught in this challenging spot of being the administrator in a room that has multiple teachers and staff members and also a parent constituency. It's just, she's doing a lot of balancing, and I don't believe the team is really structured for her to be leaning and guiding as the leader of the school.

Ms. Pearson:

I'd like to add to that, if I can. I think the situation is kind of two-fold. So I think that how we structure these decisions that these SOTs are making really focused on these micro decisions, so the amount of knowledge the parent has to venture into this conversation is limited, so it gives the teachers that power, the principal that power, to make these decisions and to have these conversations, whereas the parents and the support staff might have this deficit of knowledge to actually really contribute to these conversations. So if we're able to kind of spin that around to make sure that we're discussing things that everybody can have a bite at, have an option to discuss, for example engagement or getting students to really enjoy learning and hearing about what students bring to the table, that might be a different situation. But the second part of it really is there hasn't been a lot of training, from what I can see and what I've heard, to support the parents in this. So we've offered this to parents, but really, it's about changing human behavior. We're really trying to have these teachers view parents, support staff, everybody as equal partners. Everybody has an equal voice, and that's really, when you have these decisions that are made that are not equal, for example on a program, how much would I have to say about a chemistry program? Not a whole lot, but the teachers would probably have a lot more, so I would have that automatic deficit to contribute to the conversation.

Mr. Christenson:

What occurs to me, though, is that the Trustees and the District have set up these guiding principles, and they should envision that you're following—those things need to be driven down and into the individual precinct, and it just seems to me that that's an area that we need to continue to function, so that we're all going in the same direction, so that your school is doing—the broader vision is the same as her school. So, somehow or another, we need to get that push between the organization.

Ms. Cranor:

I think we probably better elaborate on that conversation a little bit, because of the paradigm under which we've been operating. So, to let you know how that vision and the strategic

imperatives were developed, those four high level priorities for the District were formed with community input, so when we were doing our superintendent search as we were preparing to hire somebody when Dwight Jones left, there was a lot of community engagement. We took advantage of that, we found the four things that bubbled to the top, and we put them into words and into our strategic imperatives to be the guiding principle for the superintendent. We then commissioned him and tasked him with showing us with his professional educator background, how do you translate what the community is asking for into actionable targets, and that is how he developed the pledge of achievement, which is where those big level District student achievement targets are. That's where they sit, and we actually put those into our ends policy as an appendix after he wrote the pledge of achievement, and we basically accepted it and made it into part of the target. We have been careful—the paradigm we've been operating under is that we are not to drive anything down to the precincts, that that would fundamentally not be what the reorganization is about, and so, for instance, when our staff who are here put together the seven trainings that they made available—and actually brought in lots of community members and parents to make the videos very interactive and friendly and not just some CCSD central office person delivering info—those seven trainings are available widely. They're just on reorg.ccsd.net and they're available for the SOTs, however, we did not mandate that the SOTs—we don't feel like we are in the right place or in the role that we're supposed to be playing if we try to tell the SOTs they have to do the trainings, or if we try to tell the SOTs they have to do anything, so I think maybe we need to elaborate a little on that concept of trying to get every precinct on the same page using the strategic imperatives and the pledge of achievement, and how do we fit that into the paradigm, or how do we perhaps correct the paradigm that we were under as far as whether or not we should be mandating that the SOTs do anything in particular.

Mr. Christenson:

I guess what I was thinking of was some north star for the entire organization, not necessarily telling a school what they should or should not be doing, but just what direction are we going to and what are we trying to accomplish, and it sounds like we need to maybe focus on that a little bit.

Mr. Vannozzi:

Trustee Cranor, to partially address some of the things that you said, these are conversations that we think the consultant team, thanks to our working relationship, and the CCSD administration have on a very regular basis—I think that one aspect of the decentralized model, an empowered model, is to give people as much space as they need to do to make their decisions and not be very nitpicky about the decisions they make. But another one though is, absent that, there really does need to be a set north star, if you will, to Chair Christenson's comment, and I think that it's the balance that many of the central administrators I see and I work with every day personally, and our team, are struggling with on a daily basis, is where's that balance. I will say to the SOT members that are here today, I think that there are a lot of people who are working in good will to try to address these things as they're coming up, and it is a work in progress to try to address those things, but there is one way of doing something, which is a mandate, which is like using a hammer on a

nail, but to use an overused phrase, if all you have is a hammer, everything looks like a nail. There are different tools, like the SOTs, like the Parent Advisory Committee meetings which we all have already, like the Trustee-parent meetings, and the school associate superintendents and their new relationship, that we can actually drive different outcomes, rather than just a compliance outcome of watch this video on this day and report back to us that you did outcome, which I think we're working cooperatively to explore those ways where we can engage people at this table to get an outcome that is preferable to everyone.

Mr. Husson:

So I want to ask a question again of the panel real quick, but before I do, I want to make a comment about this last discussion. I'm starting to get a theme here at this meeting and then in particular meetings with personnel at the District, there seems to be a bit of confusion when people are trying to determine what their appropriate role is. I can't think of a more appropriate role for the Board of Trustees than to set the vision for the District, and if that's under the phrase pledge of achievement, then that's what it is. So the question I have is for each of you on an SOT, have any of you in that capacity—I know that you've probably heard of it in other ways—but as a member of your SOT, have you discussed the District's pledge of achievement in any of your meetings? I'm seeing all nos. Nobody can say that they have? So that's interesting to me. If I were a principal of a school, that'd be the first meeting. I'd say "hey guys, this is what our District says we're going to be trying to accomplish over the next—this is the vision for the District, this is what we all have to buy into," and then the differentiation starts to come after that point. It is the appropriate role for the Board of Trustees to say, "this is the vision for the School District," it is the appropriate role of the Superintendent to say "here's the tools that we have available to us to carry that vision out." It's not necessary for them to micromanage everything that you do at the school level, and so what I'm hearing though is something that we can all work with to help do our job better, because there needs to be something done with the administration to help understand more clearly what their appropriate roles are, and how far that reaches down, and when to say to a principal "here's what we can give you, now the rest is yours." It's not always easy, but it's not rocket science either.

Ms. Cranor:

Just to let you know, the training videos that were developed—that already were made available, not mandated, but all of the SOTs could have viewed them and used them as a training experience together—do set the north star as the strategic imperatives, and the how to get it done or the targets as the pledge of achievement.

Mr. Christenson:

That's right. This gets to some of the challenges that we have both internally and externally in terms of communication to get people to understand it. I'd be curious if we had the 16 associate superintendents up here if they would have an understanding of the pledge of achievement and how those works and how they are going to be driving those north star directions to folks within their district.

Ms. Cranor:

And I would be curious as to that too, as a Trustee, but not darkly analytical about it, because actually when the Trustees were in the process of hiring Superintendent Skorkowsky is actually when we first developed—it is actually new, relatively new, 3 and 4 years old, for the School District to have a set of strategic imperatives, and it has been a heavy lift to have that cultural shift. As most people are probably aware, creating a cultural shift towards strategic thinking from compliance thinking in an organization that is 40,000 employees strong, which as I like to mention, would make it not the smallest country on the planet, is a heavy lift, and that lift has been going on for several years now, and I think there's a ways to go before the entire population at the District and the entire workforce of the District has gone from the compliance mentality that people used to be raised in in public service settings to the strategic thinking that the Trustees and Superintendent Skorkowsky have been leading.

Ms. Pearson:

If I can add to that, I can tell you that our trainings, because we have developed these collaboratively with CCSD, that has been what we've communicated out. In any communication we have had with any SOT member, the north star is always impacting and improving student outcomes. But looking at those imperatives is incredibly important, and especially their two broad areas, the teachers, the SOTs, and communicating about the budget and the school performance plan, and those two things, although they're very large, they're very large umbrellas, underneath those, that's where the creativity lies. That's how we can really find those solutions for the individual schools, and that's what looks different at each and every school. And that's what needs to be communicated out.

Mr. Husson:

And so, what we have through Assembly Bill (A.B.) 394 or the Clark County Achieves is the structure with which to inform more people of what those strategic imperatives are. You said it was a heavy lift for 4 years. I would say it's because we didn't have a structure in place that allowed for that information to be disseminated effectively. I would say we do now. You've got your associate superintendents, they're 1 of 16, they all have 25 principals, the principals have their school teams. If it's driven from the Superintendent to the associates to the principals to the teachers, and at each level they all understand the appropriate oversight at each level, and then the appropriate amount of autonomy at each level—and again, that sounds vague, but when you get it into practice it's not that tough to figure out. Then we have both the imperatives set by the Board with all the right process in place because they did it with the community, everybody was bought in when we did it, and we have the structure in place with which to disseminate that and actually hold it, but if we're not doing that, right now, at the SOT level, if principals aren't using that as a tool, we're missing the boat, because we're going to get into these conversations about floating and everything else.

Ms. Cranor:

This is a little bit like the telephone game, since the people who developed these are having to text me to help me understand how to word my perspectives on this. The initial shot that was taken at translating the pledge into like an actionable tool is the school accountability guide that Mr. Ullman referenced. So that was—and I keep getting texts: “We really appreciate this feedback,” “We really appreciate this dialogue,” they had asked for something like this, and appreciating kind of finding out how well the tool is working or not working and what kind of refinements might get us to where it’s actually fairly obvious or evident that the school accountability guide that SOTs use as their structure for planning is actually a translation of the pledge of achievement into a school level tool.

Ms. Pearson:

I wanted to say that the imperatives that were written then, it’s a nice transition, so the teachers on the SOTs or all teachers should know then about the videos, and then the working groups that we put together really have them look at it at the nitty-gritty to see really what they can do to, across schools and across great bands, to make it really impactful for their own school and creative for their own school.

Mr. Ullman:

So I recall looking at the videos, and we did begin with the accountability plan and the high-level goals for the school. I don’t question that, from the principal’s perspective, there was a cascading of goals from the District imperatives to the school level to what we ultimately ended up discussing for the budget, but ultimately that discussion was about—what the team was tasked with was building a single-year operating budget. If we’re contemplating how do we make long-term meaningful plans for the school, you can’t do that within the confines of a single-operating-year budget that has a nominal increase built into it and not get mired in those other—what we may think are those minutiae discussions, but are the very real needs that the principal has to figure out how to handle, how to address in a given year’s operating budget of which positions to fill, and what other resources to replace. If we’re looking at a multi-year plan, if it’s a multi-year operating budget or capital budget, and thinking about where do we want to be down the road 3 years from now, 5 years from now, 7 years from now, that is a different type of conversation, and I think if those are the parameters you set for the team, you could have a meaningful conversation, and you certainly could have that meaningful conversation between the parents and the principal. There’s no doubt in my mind that that could happen. I do think—and this is not in any way to detract from the value of the educators at the school, who are incredible, and are a pleasure to work with, and I think take their jobs enormously seriously, and do them very well, but if you’re going to get into conversations about do we truly want to maintain this program, or do we want to forego this specialized area for another one, that is a very difficult discussion to have, again, in that setting, in the dynamic that we’ve created by how we’ve comprised these teams.

Ms. Dawson Owens:

I don't know—am I allowed to make a kind of question or suggestion, or not? Not really?

Mr. Christenson:

Please do.

Ms. Dawson Owens:

My question was just if those videos might be available online, since only 150 people attended, that might be helpful. My other question is about the communication. I think communication is key, and I'm not sure why you aren't able to get a list—you don't have to answer necessarily, but of the SOT members, because it seems to me that if the Superintendent is aware of something, he gives it to the school associate superintendents (SASs), who give it to the principals, who give it to the team. And maybe it can go the other way up. If the team knows about something that's awesome, they give it to their principal and tell him, and they tell it to their SASs, and I think that communication is critical for it to go both ways so that we're all working together with all the great resources that we have. And then my other question is going back to the principal hiring, and this is a struggle, and hopefully we can address some of those issues maybe with the principal hiring and what that is exactly and what the role is of the SOT members, because I think they're concerned about that, and wanting to have input as a community, wanting to have two or three great options that they'd be happy with, whatever, but I know that there's still some constraints there, so those are just my three things. The communication, maybe the videos online, and then that principal hiring be addressed a little bit.

Felicia Ortiz (Member, State Board of Education, Congressional District 3; Vice Chair):

So, I don't know where to begin. I've been trying to get in for a while now. So, first and foremost, to follow up on the latest discussion coming from the State Board level, the State's goal—so the Nevada plan that was just submitted to the United States Department of Education states that Nevada's goal for the next 5 years is to become the fastest improving state in the nation. So that is the state goal. We want to make that our north star. So every school district in Nevada should be working towards that, we're the fastest improving state in the nation. Back to other topics that were covered, I have a couple of specific questions. We talked a lot about surveys and stuff that you guys are doing within your SOTs and getting feedback from parents and from your community. What forums are you—or how are you getting those surveys? Are you doing them on paper, are you doing them online, and how can we as a community potentially help you do that smarter, and then also be aware of the feedback you're getting so that, as you just said, trickles back up, and then we can also make more global decisions based on that information as well. So if I could get a little bit of feedback on the survey stuff, and then to tack on to that, are you guys, as SOTs, developing like, lessons learned, best practices that you can pass on from team 2017-2018 to team 2018-2019? I think that that's—if you're not, that's a really

important thing to be considering. So if I could get some feedback on those, and then I've got more.

Ms. Dawson Owens:

Since I brought up the surveys—you know, honestly, our SOT at the high school is very open, and so you talked about surveys, you bring it next meeting, so I've got to come up with what I'm bringing on Thursday to the meeting. But I've seen some surveys at my old school, and sometimes they're very simple. The students, sometimes you give them a paper, they fill it out. We have them already in their District where they can go online. I tried to get my own kids to fill them out. They're kind of long and lengthy. They looked at them and wouldn't really do it, but sometimes when you just hand every kid a paper in the class and you write down what do you love about your school, what would you like changed, what club would you like to have, whatever, they'll pop it in, hand it to their teachers as they leave the door, so I don't know 100 percent what we're doing, but I know that I love the fact that that school is open to that, and that, like I said, every teacher, every parent, every student can fill one out. It can be paper, it can be online, it can be both, it can be everything, it can be on the website, so it's always there, and then you can immediately change something. You see that we didn't like this, we got really bad response back from this, the school wants this, we need this at our school, let's make that change.

Ms. Ortiz:

Okay, so if I could suggest considering text polls. So, it gives you immediate feedback, and you get the results and you're able to save it, so—there's a cost associated if you do it with so many people, but that's another good—it's a tool and so that you don't have to have somebody compiling all the results. There are online surveys, Survey Monkey, various other tools that you can use. I know that the cost is sometimes prohibitive, but consider that as another option, because it gives you real time results and then not having the labor to have to compile stuff.

Ms. Cranor:

Just for your information, at the central level, the team is here, has planned a listening tour, so they're going to be going to listen to kind of this sort of thing, but a whole bunch more SOT members, and they're developing what they're calling the idea depot, which is going to be sort of a central repository for SOTs or SOT members to put lessons learned, and just trying to figure out a way to make it searchable or something, so they'll be able to—so, I guess, not necessarily one SOT sharing within their own successors, but sort of a central idea depot. That's what they're calling it.

Ms. Ortiz:

Okay, yeah, it was mentioned earlier about a forum for best practice. My question was what is that forum and is it accessible to people? And I think to piggyback on a couple people mentioned the learning curve. I took on the State Board position last year and yeah, I totally get it. And so having a glossary of terms or like a “this is an education dictionary for all of

the vernacular that we hear and the acronyms,” because acronyms vary from industry to industry. In the construction industry, we’re going to say something, and it may mean something totally different in education. So, I think that that’s another good tool that we could start creating out there, and maybe just submitting it through that idea depot, like “here’s the term that I heard that I didn’t know the definition of,” or what does it really mean, but we also might, in that process, discover that it means different things to different people, and so that becomes a training tool for the District as a whole as well, to make sure that we understand what it means to float a position, because floating a position to one person might mean something versus somebody else. To Mr. Ullman’s point that sometimes there’s these procedures, and maybe they’re informal or maybe they’re just passed on from person to person, that maybe don’t make sense, but it’ll kind of filter some of that out, hopefully. So, for the parents, if I could ask a question about what is the most important nugget of information you’ve learned so far in being part of this SOT, because that’s—I want to hear, what is the most important piece of how the school is run or whatever that you’ve learned or during this brief period that you’ve been part of the SOT, and do you plan on continuing next year if your child is still going to be in the school?

Mr. Evans:

We’d definitely like to hear from every single one of you, please.

Ms. Perez:

As a parent, as part of the SOT, I have been learning a lot about the budget. I was totally off about how the school was working even though I’m a CCSD employee, but as a parent too, I don’t know about the budget at my son’s school, and now I learned a lot about it, and I can bring some points to the table too, how they can use another way better than the other one, and really how we can help give our ideas on some of the stuff that the school is doing for helping about getting some extra money for other activities at a school. We are giving more ideas about some organization in the school, and what we like about how the meeting has been running. We are giving ideas about how many minutes, how the people can participate, how we can expose the ideas for all the parents, how we want everybody to know about the meetings. So many ideas—we are giving so many ideas on the SOT. Anyway, I’m in an amazing school. I’m really proud of Jack Dailey.

Ms. Nava:

For me, it is the same. I’m learning about how they make the budget, and I was very surprised how they have to be very careful about what they’re doing with the money and how the school works, and every department that comes, for example the teachers, how they have to go through all the rules—there are a lot of rules. I am very impressed with how careful you can be to do all the stuff, and definitely, I’m planning to be part of the SOT for the next year.

Ms. Phillips:

The nuggets that I've gotten from being a part of the SOT—one of the major ones is how many kids are in the classroom for that one teacher, and what we have to do in order to relieve some of that pressure, to spread out some of those kids, so that they can get the attention that they need and relieve the teacher as well. That was amazing to me, that the number that they projected for our fourth grade was extremely high, and I do have kids in the District. I have a kindergartener and a second grader, and if I'm looking at those projected numbers now, I can just imagine what they're going to be when my child gets to be fourth and fifth grade. So in order to finagle those and see where we can—and how much teachers cost. I didn't know any of that. Now I know how much they cost, and when you take them out of the budget, it's like, oh goodness, that's all your money is teachers, but that's good, we need teachers. We need more in the fourth and fifth grade. The numbers are just getting higher and higher every year. So those things I learned, and we also learned how to solve those problems as well, so it wasn't just a problem left on the table, we figured out a solution to it, which was great, but those things I would have never learned had that SOT not been presented to us. I can't answer if I'm going to be a part of it next year. I don't know—it's new. So we'll see how it goes.

Ms. Dawson Owens:

Sorry, I'm going to go back to the survey for one second, because I made it sound a little too simplistic obviously, but Strembitsky talked about his surveys, and they're things like "do you feel safe at school," even questions like "is your principal nice to you," "do you like your principal," "is the front office staff nice to you?" there are all kinds of questions like that so it's not as simplistic as I made it sound. And then, yes, I would love to serve on SOTs. If I had a middle schooler, I'd serve on there too. It's great experience, but one of the things that I thought was really neat is that focusing on those middle kids that kind of get lost. We focus sometimes on the high fliers that get a lot of attention, we focus on the kids that are kind of on the verge of not graduating, failing out, but what about our middle ones that are kind of aren't engaged? That was kind of a really neat concept to think what can we do for all of our kids, every individual one so that they are meeting their potential and achieving.

Mr. Ullman:

I think in terms of nuggets and takeaways, on the positive side, the most pleasing discovery for me of the process is just how phenomenal our principal is. I have tremendous confidence in her and feel that at the end of the day, our school's in pretty good hands, so that's been on the upside. I think in terms of—conversely, I'm utterly mystified by the employment practices, and the kind of informal nature of how that transpires. I think that there's nothing more important than putting quality teachers in the classrooms. What is more important than that, and for us to be making decisions because we don't have confidence that we will be able to recruit a good teacher and at the same time there is limited ability for us at the level of the school to go out and recruit, leaves us in a very bad place, so that's very disconcerting for me. As far as continuing to participate, I don't know. I honestly don't know. I think certainly if the principal encouraged me to do it again, I would absolutely be there, because I want to do anything I can to support her in her efforts, but I

think as the team is currently construed, it's not—somebody else having a turn is not a bad thing either.

Ms. Ortiz:

How about just a little overlap, maybe? I know this is a totally new concept, but just so that there's some continuity and some knowledge share?

Mr. Ullman:

To your earlier comment, we have not been maintaining any best practices or leave-behinds for the next class. I think I would encourage you strongly to somehow change this from being a single year—both a single-year term as well as a single-year focused exercise. It's to somehow give this the long-term continuity and the ability to influence long-term vision.

Mr. Evans:

Ma'am, did you have a nugget and do you plan to—

Ms. Pearson:

I'm doing the training, so I don't really have a nugget. I can tell you what I've heard. I have lots of nuggets, yes. One thing that I really would like to say though is we focus a lot about what's going on with the SOTs and with this small group. I do question the communication reach that this group is having with the larger school community. So for example, are these parents communicating what they hear and what they feel to other parents and community members within their schools, and then how is that that we're going to recruit more wonderful parents to be part of these SOTs if the knowledge is kept sacred to this group. So we need to make sure that that communication reach stretches to as far as we can.

Ms. Courtney:

So, you've heard a little discussion here about kind of intentions of what the SOT maybe should be doing or shouldn't be doing. Do you feel all empowered to go back and say, "I think we need to have a bigger discussion about where we want to be in 5 years?" Do you think that that's something you could put on the table? Do you feel like you can own that and be as parents, support staff, say something like that at your next meeting? I have no idea what's on your agenda for the next meeting, but the budget's done, and that was really a big piece of it, and then those school plans, well that's done, so I don't know what you're doing next, and so maybe you already know what's on the plan for next month when you go back to meet again on your agenda, but it'd be interesting to me, what is on the agenda for next month, or the next months until the budget comes around again, because, well, I'm not going to say because until after I hear from you. I would love to hear though if you know what's coming up on your agenda and also if you would feel "boy, I should go back and say we should talk about the next 5 years and where we want to be and why do we want to do that and how does that fit in with helping our school to improve and our kids to get where we want them to be."

Ms. Phillips:

At the beginning of the SOT meeting, when we had our first meeting, the vision was very clear as to the route we were taking and where we wanted to be. So I think that it's what helped us be able to communicate with each other and stay on task. The vision was presented, we all agreed that this is where we want our students to be, and now every question that comes revolves around that vision, is that what's going to get our students where they need to be? So, as far as seeing in 5 years, I don't really know what that looks like. I know what I want it to be. We want our students to always be successful, but it's the next year that is very important to us, because we know if we do what we plan to do and it works the next year, then it has a high potential to work year after year after year. So, we're just getting it hard for this coming up year, and hopefully that will give us the successes that we're looking for. Our next meeting, I know we're almost done with our budgeting. I think there's some numbers in there that's coming out soon that we need to discuss, and then we also had a cultural diversity training, which was part of the reason why I got pulled into SOT is because I was asked hard questions. I had never been asked those questions before ever in any career. I worked for the casino—they ever asked me about cultural diversity, they never asked me about me and how I grew up, never, and at this school, they asked me about that. And I had to be very honest, they wanted 100 percent honesty, however that sounded, so when you ask the question about do we feel comfortable talking about hard things, yes, because I wasn't a part of SOT when they asked me those hard questions about my background, and how I grew up, so that kind of opened the door for me to be able to talk to my principal and administration, because they actually cared about me. So now, I pass that on to everybody else. If you open a door and you actually care about your parents and about people and about kids individually, don't try to put them all in a group, then it'll work, because everybody's different.

Ms. Dawson Owens:

Talking about that turnover a little bit and going back with your vision for 5 years, I think I do feel comfortable going there and saying that. One thing I will say is just to be honest, sorry, but there's confusion, I think. There was some talk about us being on until January, which didn't make sense to me, because kids—and if you have a kid that graduates, or a student that graduates, and then you can't. It seems to me like it would be better fall-to-fall, so I'm not even sure actually when our term ends exactly or when the next reelection will be, because we've not been in a whole year. Is it this September that you're going to do another reelection? So we haven't even been on a full year really, so we'd have to do that again. And then it will go September to September? Okay, that makes sense sorry. And then also with the staff, there's been some change too, because sometimes people with leadership will want to get on to those positions, so I know that in our SOT that two of our staff is new, so this idea of the little longer terms might be a good thing. That's it, sorry.

Mr. Ullman:

I think that's a great question. I do think that we could force that discussion, and I think that this is probably not a bad idea for the parents to take responsibility for pushing that forward. It would require a little bit more self-organizing on behalf of the parents. I think we would

probably have to have some—get ourselves on the same page at least about wanting to move that forward because it would not happen naturally. It would not happen otherwise. It is slightly awkward having an impending ending term for the parent group and to be, in the kind of latter stage of that term, pushing forward conversation about long term vision for the school, but I think it's probably a very healthy thing for us to be doing.

Ms. Ortiz:

What are you guys using to communicate within the SOTs? Email, text messaging, and is it effective, because there's all these awesome tools out there nowadays to use that maybe you ought to consider. I'm just curious.

Ms. Phillips:

We are using email so far. But when we come into our meetings, we don't discuss a whole lot of things. There's just like maybe one thing that's very important so that we can maximize our time, and then the parents or the other members if they have questions regarding what we had just discussed, they can email anytime and it goes right to me as the president.

Ms. Perez:

We use email as well to communicate about the meetings, and when the meeting is done we create—everything that has been discussed in the meeting, we have a folder at the school that every parent can check any time about every meeting that we do.

Ms. Nava:

Yes, we use emails, and actually our meetings are open for the public. Everybody that wants to, they can come and ask some questions. There is an agenda, there are some minutes, they can just participate.

Ms. Dawson Owens:

Same. Website, emails.

Mr. Ullman:

We keep all the documents on a Google drive that's shared among the team, and email each other.

Mr. Evans:

Synthesized a few things here. First of all, I heard the message about avoiding personality dependent human resources decisions as we move forward. I'm putting some things in the parking lot for Mr. Vannozzi and the rest of my colleagues. The next one for the parking lot is, as we move forward, I realize—and I'd heard the number 50,000, you mentioned 40,000,

but I'd heard the number 50,000 employees, so we're a 50,000-employee corporation. The danger with corporations sometimes is your focus is not necessarily on the students, it's on policies and systems, and then the other thing is we need to make sure that if we want parental engagement, we need to be parent-centric with our processes and our systems, so the last thing to that point, and it weaves into the question is a couple of you mentioned the fact that you're frustrated at the lack of the ability, or the perceived lack of ability, to make certain decisions that, to you, seem pretty common sense or practical, but then there's laws and rules and regulations. Those regulations come ultimately from legislative action, so what I would ask or suggest is the next step or one of the next steps is to get your SOT and other parents involved in the legislative process, because ultimately, it's bodies like our government operations committees at the State Legislature that impact the state rules, which impact the Board of Trustees and so on.

Mr. Christenson:

Thank you, I'm glad you did that. Appreciate it. We want to be very respectful of your time, and we want to thank you for being here today. Understand that you have a very loud microphone today, because you're not only speaking to people here who are very passionate about education and our community, you have representatives of the Trustees here, literally the senior leadership of the School District, you have the press here. There are a lot of things going on, so your comments today were very helpful. We appreciate that, and thank you so much for your testimony. I would encourage you, as you have thoughts and ideas that you think would be important in the implementation of this, work its way back up through the organization, to feel free to contact Mr. Vannozzi, who's helping as part of our consulting team with this, but make sure those good ideas get heard. Thank you again for your testimony today.

Ms. Cranor:

During the transition, just to let you know the District's had a—the School District put together that glossary that we were talking about around 2006, and I just got a text that they're going to link it in to the reorganization website so that it's easy to find specifically for SOTs. As you probably already picked up on, that glossary is not a fixed document because somebody invents a long worded procedure like, daily, so that means there's a new acronym every day, so you might want to just check back on the glossary every time you sit down together.

Mr. Christenson:

Okay, the next item on the agenda, as part of continuing this, I guess, is Mr. Vannozzi talking about the update report on the implementation. Is everybody okay to continue this?

Mr. Vannozzi:

Thank you very much, Chair Christenson. With your indulgence, I've asked my colleagues Andrew Doughman and Brian Knudsen to come up as well. I'm going to go through a presentation, just an oral presentation for you that follows along with the memorandum that

was submitted as part of agenda item VI ([Exhibit D](#)), and the additional item as part of agenda item VI ([Exhibit E](#)). So, in reference to agenda item VI, which I think we've moved on to in the Robert's Rules, is the ability of the consultant team to conduct its work has improved dramatically since the last meeting of the CIC ([Exhibit D](#)). And a number of internal and external forces have allowed this to happen. As was mentioned earlier, all four of the leaders of the Nevada Legislature came together to sponsor A.B. 469, which essentially codifies the regulations, with a few small tweaks along the way, but for the most part codifies the regulations exactly. But before that, however, thanks to the leadership of the School District and the Trustees, there now exists a memorandum to the Trustees which was provided as a communication ([Exhibit E](#)). We included that as an attachment to agenda item VI that facilitates direct work between the consultant team and CCSD, and we'll go into more of that in the presentation. Before we get into the report, just a reminder of what we're contracted to do during Phase 3. One, work with CCSD to develop and carry out action plans to ensure local school precincts are successful; two, continue to provide tactical and strategic support to the Superintendent and senior management; three, continue to provide management support to CCSD and work with the CIC to provide outreach to the community, and you saw a little bit of that demonstrated today; four, provide the assistance to the Nevada Department of Education regarding the implementation; five, assist CCSD in designing and carrying out new transitional responsibilities that become necessary such as one, a vacancy occurs in the position of principal or school associate superintendent. We will also work with CCSD to come up with a final report delivered September 1 to the CIC and the Advisory Committee. The consultant team's contract runs through October 31, 2017.

During the past 30 days, the consultant team has been able to meet with CCSD on a mostly daily basis to provide assistance in carrying out the Clark County Schools Achieve framework. Our work at CCSD follows a communication that was delivered to the Board approximately 30 days ago ([Exhibit E](#)), and includes working on ways to create processes to expand local school authority over School District functions, and then assisting the District in obtaining and implementing a new human capital management system. The daily work generally follows these categories: communications and outreach, including the development of Clark County Schools Achieve branding and communications materials to raise awareness and increase stakeholder engagement and development of communications plans and materials for internal and external education and outreach. Just as an aside, in communications it's critically clear to be clear on the audience and the message, and we're working with that at CCSD on several different levels. I want to extend a special thanks to a lot of the people that are here today, Kellie Ballard, Melinda Malone, Kori Kloberdanz, Rosa Reynolds, Kim Mangino, Jennifer Bronson, Alexandra Bossert, who we basically meet with on a near daily basis, and then all the comps team, all of the executive team also that we meet fairly regularly with. We're making progress on that communications front, which is good because we have heard many reports, including here, that some people are foggy about the expectations around certain aspects of the reorganization, and that is an issue. To set expectations for the broader community, the District must begin to change the way that it communicates in this arena, and I think that you're going to see, hopefully in the next couple of weeks, the District and the community leading an effort toward greater communication in this area.

The second big area that we're working on cooperatively with CCSD is the transition to central services. The School District, as we've already gone over, has changed its administrative structure. It has changed its principles of organization, it has begun to set the cultural expectation of customer service among its central service staff, but the transition to a central services paradigm is one of the bigger fundamental tasks ahead of CCSD in the next year. So, questions that we are contemplating on a daily basis with CCSD administrators, what does it mean to be customer service oriented, what does it mean to empower local schools? It's not just budget authority, it's decision making responsibility. What's the responsibility of central services and what are the responsibilities of schools? You heard a little bit of that in the SOT presentation. Even things as simple as what does authority mean at a local school level, how can we make field trips easier, as Kim said to me earlier today, what is the paperwork that can be eliminated, what processes are no longer needed or can be transferred to the local school level so that they have the responsibility for something. These are the things that CCSD and the consultant team are thinking through right now. We're involved in regular meetings with District staff to help create these processes and think through these processes. This is best seen as an ongoing process that will continue with CCSD well after the consultant team completes its terms of the contract.

The third big thing that we're working on is the participation of the human capital management system project. This team is also assisting with the ongoing project—the request for proposal for that human capital management system has been released. The final responses are due at the end of April. Major caveat however is the funding, which is still pending at the legislature. The legislature needs to make this decision, but from the consultant's point of view, this investment is about efficiency, accountability and transparency in this new decentralized system. With this system, CCSD will be able to better track dollars and resources spent at both the central service and the local school level in alignment with the State's reorganization guidance and the regulation.

And then the fourth thing that we're really working on and collaborating with in regards to those activities is training and cultural change. The District is currently embarking on large-scale training initiatives for central services personnel and you've heard some of the efforts that have been put forward aimed at the local school level. Training aids like videos are being created to talk about norms and policies, but there is still a great deal of work to be done around the rollout and then the measurement of these trainings. We also, per February's reports, made consultation and training a priority in this segment, in partnership with the Simmons Group, we have worked with the Central Office administrators and key personnel to give them access to resources that not only are inside the District, but also resources from outside the District. And we're working with those people, those Simmons Group folks are available, and we're working on the next level of their engagement. And then, of course, outside groups like CCEA, as you heard from Brenda Pearson, and the Public Education Foundation continue to offer and give outside training to CCSD folks and SOT members and those are really, really valuable. While activity around training has been consistent, reports from internal and external stakeholders have expressed concerns about whether they're addressing the right things, how effective they are, and these sorts of things are things that we will be working on in consultation with the administrators in the future. The Clark County School District is really putting together some good work, but many

stakeholders agree that more focus needs to be put on stuff like training the trainers and the human interaction for the training. The videos are great, and they provide a lot of background information, but I think it's the human interaction that we need to ensure happens to really drive the enculturation of the District.

Now I want to move on just briefly to—a lot of good things are happening, and a lot of things are happening in consultation with the consultant and that is very, very big progress. What's not happening with the consultant team and CCSD—I just want to point out some things that are not currently happening. While CCSD is cooperating in several aspects, it has not made significant public progress towards the 80-20 provision that is in the regulation. Indeed, the District's latest budget presentation doesn't make mention of the 80-20, but I know that, just personally, a lot of people are thinking about this and how things are moving and what the process for doing that is. As an aside, the District desperately needs to hire a permanent chief financial officer, who can help to lead these discussions through the budgetary transition. In addition, CCSD—another thing that I think we have worked with for a long time, but ultimately is not necessarily happening at this moment in the District, is changes that were prepared for the weighted student funding formula, and that would ensure that resources really follow the student to the local school level. And again, the consultant team has done a lot of work in this area, and I know that a lot of people are thinking about this sort of thing, but these are two very key elements of the regulation that the District has not been able to move forward on in the way that I think people would have expected.

In addition, just for the consultant's sake and for the CIC's knowledge, CCSD has been moving forward as it has needed to on these certain transitional responsibilities, but in consultation with the consultant team, we really haven't gotten the green light, per say, to assist in these things. For example, I think we all read about in the paper, Newton Elementary School's SOT was—some members of the SOT, some members of the parent community were unhappy with a human resources decision that was made. There are things that central administration and the consultant and others can assist the District think through on these things when decisions like those have to be made. There are communications that can be pushed out, about the role of the SOT in those sort of decisions, just to be clear about their advising role, and the limited nature on that, but there are other things that we can continue to work with CCSD on, to think through policies and procedures and things like that. They have also just declined to work with the consultant on assistance with developing possible changes to the regulation with the Nevada Department of Education. Again, that's in our contractual charge, working with the CIC and the Advisory Committee, but that point may be moot, however, with the advent of A.B. 469.

At this point, that's kind of what they are and are not doing, and that's what we're doing. There are other general updates related to the Clark County Schools Achieve that you may or may not know. We can go into A.B. 469, which I think should get an Assembly vote today at 4:00 p.m. in the Assembly floor session, but really, I think that if we were to say anything, there are things that the District is doing and they are cooperating and they are working very, very well with us. We're really appreciative of the partnership there, but there are a couple things that I think the District needs to think through of how they are going to approach them in the next 6 months, and we stand ready to help with those things, as we

move forward. And with that, my colleagues and I are available to answer questions that you may have about our experience and what the next steps are.

Mr. Evans:

I guess my first question would be, how long has the chief financial officer position been vacant? Is there an interim person, or how are things being handled right now?

Mr. Vannozzi:

The chief financial officer position I believe has been vacant for about—I'd have to check on the exact timing. I want to say about probably 60 days. And interim, there are other people stepping in. Rick Neal, Dr. Eva White, others that are stepping into these to fill the needed responsibilities in the short term.

Ms. Ortiz:

So, Mr. Vannozzi, if you could elaborate a little bit on the training that the Simmons Group is performing and who the audience is, and then what the feedback has been on that training. Some of the feedback I've gotten from people out in the field is that they're worried that the culture of the organization isn't going to change and this is all just going to fall to the wayside later on, so I want to know what the feedback in on that training.

Brian Knudsen (Senior Associate for Analysis, BP2 Solutions):

That was also our feedback as we talked with District employees, that the culture is something that may fade, and so we, working with Member Husson, worked with the Simmons Group, who's an outside consulting firm who does culture training for multiple organizations, not only locally, statewide, but nationally and internationally as well. Most of their work is in the casino industry. And so we talked with them about providing culture training at the leadership level with the school associate superintendents and with the Superintendent's staff direct reports. Our concept with them is that we'd work through management culture training such as Patrick Lencioni, and making sure that that enculturation process starts with the five-member leadership team at the top, working through school superintendents as well. The Simmons Group has worked with CCSD on one occasion for 3 hours, and they're working on scheduling follow up trainings with them so that that process can continue. I don't know if, Brent, you want to add anything.

Mr. Husson:

Yeah, so we, as Brian described—the Simmons Group was brought in to kind of augment our ability to provide that high level kind of training. The initial intention was to do a 3 day workshop type training, which is really what is their wheelhouse, it's what they're good at, and it's what would have been the most effective and efficient kind of training for the District. However, there was some scheduling that, for the leadership team, proved to be incredibly difficult based on their schedules and ability to get together for that amount of time. So as a compromise, what we did is we—the Simmons Group went and talked to Superintendent

Skorkowsky and a couple of his folks, and they talked about what they do, and they came to a conclusion that they could get together for 3 hours with the Superintendency and try to walk through a specific training with them to get an idea of what kind of value that could bring. The feedback I've received on that was that it was fine for what it was, but specifically some of the associate superintendents said it wasn't clear to them what they gained from it—not that it wasn't okay training or that it couldn't have been, but that it seemed like it wasn't enough time to get through what they were trying to get through, which made sense to me, because it's not designed to be done in 3 hours, it was an accommodation made because of scheduling. So, the reality is the Simmons Group is a resource that could and should be tapped into by the District. There are the hours that they would spend with them that they would see returned back to them times 10 because of what they would learn from them. But, in the day to day operation of a district where you're spending 15, 16, 17 hours a day at work, sometimes it's really difficult to find where you're going to come up with 2 or 3 days, and so I'm sensitive to that, but they remain as a resource though, and they are a good one, and I would encourage, and I have encouraged, everybody at the associate superintendent level to take advantage of that resource, to have them come in, interview them, ask them what they do and whether or not they could use their services in working with their principals, and their leadership teams, and if they felt like it was something that they could use, then maybe avail themselves of their services or not. So that's where it sits today. My hope is that as we get further down the road and much of these cultural changes start taking place and we start to identify more clearly some of the challenges with getting departments switched over, the obvious benefit of having a third party to perform that role will become—what might be an obvious benefit to me—more clear to those who would make that decision.

Mr. Evans:

I definitely want to follow up on this, and I think we had some discussion about this early on when we were forming this counsel. My concern is based on what my colleagues just said and what Mr. Knudsen just said, is things sticking for the long term, especially since I 'm assuming we all agree we need to have a forward focused 5-year focus to what we're doing. That being the case, we have to impact the culture in the client, and I've been trying to hold back on the military reference, but I'm going to bring it out now. I can tell you I was in the Air Force Reserve environment where we went through total quality management, and for what it's worth, there were two buzzwords: cascade training and train the trainer. So I'm sitting here wondering, has there been any discussion about long term train the trainer and cascade training to make sure that we enculturate things?

Mr. Knudsen:

To Mr. Husson's point, they work really long hours, and I think it's been challenging to help them prioritize train the trainer and spending a significant amount of time focusing on culture. They have limited resources, limited staffing, and the day to day fires that come up for them, I think, are challenging and significant in and of themselves, and so to the extent that we're able to help them prioritize enculturation training, train the trainer, and long term strategy around developing a culture that supports it, I think we can continue to push down that road.

Mr. Evans:

Forgive me, Mr. Chair, because if we don't, here's what I'll suggest, and I do want to put this on the record. We'll be on a hamster wheel and we'll be having some of the same discussions 3, 5, 10 years from now, and I'm going to go on the record, 28-year resident, I agree with the State's goal to move education forward and be the fastest improving, partially selfishly because I come from the business community, our workforce depends on it, our economic development objectives depend on it, so candidly, I really hope we figure this out and I'll pledge publicly, I'm willing to be part of the solution.

Mr. Husson:

To add just a little more to that though, so the Simmons Group is there and available, and we're working with the leadership team to get more of that training to happen, but there are other things that are happening that are on the very positive side of all this, for instance the Public Education Foundation training for the associate superintendents, the initial meetings were—we weren't getting a lot of great feedback about the initial meetings, not that they were necessarily unproductive, but that they didn't see how—just for those of you that don't know, the central curriculum is they bring in experts that have some kind of area that they want to talk about, and they go through an hour and a half or two and give them some really good mind opening analogies and information. But they weren't sure how to translate that into what they were trying to accomplish that day, and then how it was going to help them do their job with their folks immediately. The great news is that they were able to give that feedback back to Jeremy Hauser, the guy that was training them, and they were able to incorporate that into the future trainings, and so now the last couple, at least from the feedback I've been given personally by the school associate superintendents (SASs), is that it's gone really well, and they feel like they're attacking problems of practice in a concrete way, they leave with real tangible results. So while we designed the training, we may not have had a clear understanding of what it needed to be, it has evolved to become what they want it to be, and I think that's the hallmark of any successful program is they've got the flexibility and adaptability to make it work for them, and I have the same expectation for the Simmons Group, quite frankly. The 3-day training, maybe that's not what we needed. Superintendent Skorkowsky and his team are a pretty cohesive unit at this point. I had a couple conversations with a couple of his leaders the other day. Maybe them going through a 3-day training isn't what's necessary, but I do believe working with them and understating that they know where we're going with all of this and where they want to be in 4 or 5 years, that they will see that resource as what is it and they will utilize it eventually. I have the utmost faith in the team, and I don't mean for any of my remarks to come across otherwise, because working with them individually, they're all pros and they know what they're doing. They're under incredible time constraints, that's no excuse, and I don't think any of them would use that as an excuse, but sometimes it just takes time to have something become as clear as what it is for people that are outside, but once they see it as a resource and an opportunity to save hours in the day, then I think that that's where we'll see the benefit from it.

Mr. Woodward:

Trustee Cranor, you may want to add SAS to the glossary. Thank you, I'm glad that you're moving forward on the human capital management structure proposal, getting that going. I hope the Legislature approves that, I think we need it. I have questions around the weighted formula. It seems that a lot of this that we're trying to do can't go forward without that being defined, and it seems to be a hot potato, nobody wants to hold on to it. What do you, in the conversations that you're having, what do you think needs to happen in order for somebody to define that so then we can move forward with an 80-20, we can move forward with setting the budgets for each of these schools, so now the SOTs can be engaged in an actual number conversation that can help these schools to be successful. I'm stuck on the weighted formula. Who's going to pick it up, and when are we going to see the...

Mr. Vannozzi:

The short answer is that the Legislature needs to make some moves here, and if they do not, the District has in place a way of allocating resources to schools in the strategic budgeting system. That allocates them based on what is currently in statute and regulation. What tends to happen in the School District is that there are different banded grade levels of student that get differentiated resources, as we discussed in that February meeting. A weighted funding formula would add a layer of that distinction by saying the populations that need extra resources, like English language learner populations with English language instruction needs, or at risk populations, or gifted populations, or special education populations to the extent that actually anything would change, because CCSD already funds special education far more than the State does. Those would get additional resources in those strategic budgets. Absent that weighted funding formula, I think there's work to be done with CCSD to prepare the system for the day when a shift is made from a categorical way of doing things in those for those targeted student populations to a way of doing things that it has a lot more discretion in it. So, currently, the State funds, categorically, pots of money that are given to schools, sub-granted to schools, aimed at providing services for certain populations, until the State makes this shift from that categorical to a place where the budgets can actually be formed in a discretionary fashion with earmarked funds for student populations. That will just continue to happen. There are ways that CCSD can start to prepare for that day. That day may come this year, in this Legislature at some point, it may come in the next legislature, or the legislature after, but I think that the Governor has made a commitment to that, the State Department of Education has also made a commitment to that, and it is law passed in the 2015 session, and I think that there are lots of things that the Central Office can do to start to prepare. Now, as Brian pointed out, a lot of people are working very, very hard on the—and they are necessarily distracted by the bumps, the crisis of the day, and it becomes very difficult to work on some of these longer term things when they do not appear to be happening right away, but I do think that, especially with the consultant and the CIC's skills added, that we can provide some good guidance for CCSD as they take on this challenge.

Andrew Doughman (Vice President of Policy and Communication, TSC² Group):

It should also be added that, in the absence of a consensus around weights or the establishment of weights and the funding of a weighed funding formula, the most practical situation that would happen in that instance is the deregulation and the law. The bill that's being considered at the Legislature now, A.B. 469 does provide for a variance process, so in other words, the train will just not automatically leave the station. There is some mechanism for a variance while that gets worked out.

Mr. Husson:

Also, just to your point, the weighted funding is important, but it doesn't hold up any of the rest of the work. There's nothing that stops you from doing an 80-20 split by not having the weighted funding formula, there's nothing that stops you from pushing autonomy down to schools, so from my point of view, the weighted funding formula is incredibly important for the long term success of the District period, because I think it's how we appropriate resources correctly, but it's not a break on everything else we're doing, and probably the answer is going to be either in A.B. 178—there's an effort underway right now to do a slow transition from now until 2022. So in law right now, in 2022 we'll weighed funding because the State Department's mandated to do it, but in the meantime the districts can, especially Clark, through their regulations, they can start to implement weighted funding. Assembly Bill 178 is asking for new money to begin that transfer, so you don't change any of the categoricals that exist, but new money comes in and starts going towards weights. That would be a more—probably a better way to do it over a longer period of time if you want to actually make good policy changes internally. But beyond that, the 80-20 split isn't affected, so I want you to finish with this question, but then I'd like to get to the 80-20 and find what's at the nut of that problem, because I've stayed out of that question for a while now, but I don't understand anymore why we're not able to get to that, so if you guys can help me with that, I'd appreciate it.

Mr. Knudsen:

So I think that's the most difficult question to answer, and what I would suggest is, I think getting to the 80-20 is incredibly challenging without an effective human capital management system. And so I think that is a really critical first step, is ensuring that the School District is able to purchase and implement successfully the human capital management system. That'll allow them to be transparent and track data and money in a way that gets them closer to 80-20. I also would suggest that, even though that is the goal written in the law, I think the intention really should be around providing more autonomy to principals. As I've seen over the last several weeks working more closely with the School District, they're putting considerable energy into making sure that they're compliant with the law and providing autonomy to principals, so they have great leaders, and I would suggest that right now is the right leadership team and the right time to have these kinds of conversations. So they're looking at all kinds of services that CCSD provides from a central perspective, and identifying how they can move that into a school level in a way that's respectful of the principal in a way that helps that principal make better decisions, and in a way that effectively moves money and gets closer to the 80-20. I still think it's a difficult

challenge—it's a pickle, it's a really tough pickle from a government perspective, that's my technical term. I think it's really difficult, and I've been in and around government for a long time. It's a really difficult transition, going from a centralized to decentralized, but more importantly, providing the sources and the autonomy principals to make good decisions.

Mr. Christenson:

There's no way that we can do this in any effective way at all without proper management tools. We can keep talking about it and talking about it, but the man-hours that are spent trying to put these things together is staggering. I don't understand it. It really needs to be one of the highest priorities that the Legislature gives to this whole effort.

Mr. Evans:

I wanted to follow up on that thought. I'm just asking, not from a policy standpoint, just from a technical standpoint, specifically, and information technology systems standpoint, are there corporations or other entities out there that have had to deal with this situation, and if so, are there products or systems out there that could help us solve this situation? Just technically, I'm not talking from a policy or a procurement standpoint.

Ms. Ortiz:

Member Ortiz, resident geek in the house. So yes, that's the obvious answer is yes. There are a thousand different tools out there that could accomplish what we're trying to accomplish, and yes, the District does have some anomalies in the way that they handle payroll, and what they've accomplished with the mainframe is nothing less than a miracle in that they're able to process payroll with all their anomalies with very little error. Like, their margin of error is less than one percent, it's pretty phenomenal. So that's hard to beat. Now, could they—there's multiple ways they could attack that. There's buying the off the shelf systems like the SAP system that they currently use for finance. They could put those modules in place. They tried that back in 2004, so the challenge that they ran into in deploying SAP for human resources and payroll was—particularly there were two things. So with the human resources side, it was that their procedures weren't clearly defined and the department wasn't well organized. From the payroll side, it was that they were so prescriptive about how they wanted payroll run because of how they'd been running it for so long, and the fact that it's working in their current mainframe system that SAP couldn't replicate that successfully, and at the very same time as we were trying, the Los Angeles Unified School District deployed it, big bang, and it fell on its face in a really public, really nasty manner, and so CCSD did the right thing in pulling back and not continuing that deployment. However, we're out to bid again. The request for proposal is out, it's being floated out there. The feedback I've gotten from companies that are reviewing the request for proposal is that, again, it's super prescriptive. There are 1500 requirements in their list of requirements, and so you're going to get high dollar responses because it's so prescriptive. Instead of saying "hey, this is the long term big picture of what we need to accomplish, how can you help us get there," it's saying "we want this exact thing," and so that's the challenge that we're running into. It's if you need this exact thing for what you do today versus this is what we need to do long term,

Mr. Evans:

One of my other ventures is putting in a project control system that accounted for both direct and indirect costs. Two fundamental principles, examine all your business practices. Number two, don't automate bad business practices, so I'm not throwing stones or anything, I'm just hoping that we analyze and do this the best way possible considering we're going to have to live with this system for some time to come.

Ms. Ortiz:

Ditto.

Mr. Husson:

What are the conversations right now with political leadership and what's the likelihood that they're going to fund something?

Mr. Vannozzi:

Well, I would defer to the political leadership as far as what they wish to do, but all we can say from the consultant's point of view, this consultant to the CIC, that we are articulating the issue. We have been asked, and we have been engaged, by CCSD to help them articulate some of the issues around these things. It is a challenge, to put it bluntly.

Mr. Doughman:

Just, will add by way of background, that there is, in A.B. 469, again, that bill that codifies the regulation implementing the reorganization, there is a fiscal note that the District has submitted onto that bill requesting \$17,000,000 for a human capital management system. Where that is in the political process... but perhaps it's a better question towards CCSD's government affairs.

Mr. Vannozzi:

But to answer your earlier question, Member Husson, and while we're on this, what the status of the 80-20 is, the human capital management is an important part of this, but it's only a part. There are things that the local schools currently have going on in their buildings that they don't necessarily have budgetary control over. They don't have a responsible control over. And I think that the District is thinking about ways that they can move toward a process of getting that more taken care of. The goal from the District's point of view is expanding local school authority and transferring responsibility where appropriate to get the right balance between the autonomy of the local school and not putting too, too much on the principal's plate, while at the same time protecting the taxpayer resources at CCSD. So, it's a complex endeavor, and it's a complex process that they and our team are thinking through, but I can say that they are attempting to move a process right now that will hopefully result in the eventual reaching of that goal of 80-20, but it is something that there's

a lot of considerations that the District is working through, and we're helping them think through a lot of those things.

Mr. Husson:

It occurs to me that a lot of that is going to be determined not by super smart people in the District, but by the principals and their SOTs. If they had their budgets and they had them line-itemed and they understood where the dollars were going now, whether they had control over them or not, they're the ones that are going to come up with the great ideas about how to do it, because then you have access to 1,600-plus people thinking about it rather than 5 or 6, and that's the beauty of this model is to have more people thinking about problems, not fewer, and I think the only roadblock to that is getting people the budgets where they're line-itemed and they can see what they're spending it on. Doesn't mean anything changes between yesterday and tomorrow about their authority to spend, but just seeing what they're spending on their electric bill for example—hey, right now none of them know. They don't have any clue what they're paying for electricity, so you might not think that getting that on as a line item on their bill or on their budget would make a big difference, but I guarantee you if they have a line item of everything that they spend money on, you'll start to get some people talking about how they could do it different.

Mr. Vannozzi:

Thank you very much, Member Husson, and I think those are some of the conversations that are being had. There are other conversations about different responsibilities that the District has that don't necessarily mete out to "this is the electric bill for Jack Dailey Elementary School because it's an x number of year old school with these issues." There are those operational and fixed and actually predictable costs, and then there are other costs that are far less predictable, so when you're providing human services, special education services, for example, that make up a very, very significant portion of CCSD's budget and you don't know from year to year who's going to be where, what resources are going to be allocated, you do know based on an individualized education plan of what needs to happen, but that's going to be a lagging indicator of what actually will happen when an SOT looks at a budget and says "alright, what do we do?" So, all told, there's a large portion of the budget that is a general fund budget that is cut in many different ways on programs and people and utility bills and fixed costs and other things like that, but there are other portions that are far more complex as to meting out what is what and where things go. That's part of the human capital management conversation of who's spending time where and what does that cost when your budget is 90 percent people, but that's not all of it, and I think there is significant work that can be done, and that is starting to happen with CCSD right now, we'll think through, alright, what is the process, what do we need to consider, how do we protect the taxpayer funding, how do we set up processes to ensure that we aren't going down a road that's not sustainable, what happens if... what happens if... what happens if... These sorts of conversations are happening right now, I would say just—we're about 30 days into these conversations, hot and heavy. They have been going on, I think, internally, for some time, but we are, as part of our charge as laid out in that memo to the Trustees, we're trying to help them think through some of these processes right now.

Mr. Christenson:

One of my continuing concerns is around all this training, and some of it we were talking about today, and I'm all for leveraging resources. We've got the Teachers' Association doing things with the SOTs, we've got the Public Education Foundation doing things with the SASs, and hopefully going deeper into the organization. So my question is, do we have a good handle on who in the organization, the District, is overseeing these things happening, that we know who's getting training, what's in the curriculum, and that they're getting what they actually need to perform in their roles, because to me, is a very complicated matrix of different types of training that needs to happen here, and some of it kind of came through, I thought, in the testimony that we heard earlier.

Mr. Vannozzi:

So, one of the most frequent engagements that we have with CCSD nowadays is what we call the Daily Functional Meeting. That meeting includes Kim Mangino and her team, Kellie Ballard and other people, Kori Kloberdanz and Melinda Malone and Rosa Reynolds, who are routinely going through a process of putting out material for training purposes and tracking the penetration of that material in ways that they can. The general plan stated that the training had to happen from person to person in a pyramidal nature. So a supervisor trains their group, who trains their group, who trains their group. That was the original plan, and I think that there's some room to revisit some of those things. The training the trainers conversation I think is very apt here, but to answer your question directly, there are a group of people who are producing materials and tracking where they're going, and they do have a good idea of how far it's penetrating.

Mr. Christenson:

But who's responsible, I guess, or do you know who's responsible? I don't necessarily know who it is, but if the training isn't effective at the end of the day, is there a person whose ultimate responsibility is to make sure that all these different levels of training are in place? That's the question I'm asking.

Mr. Vannozzi:

So, the people who are in charge of that training are Kim Mangino and her team, supervised by Kim Wooden, but I would defer to the District as far as what actual responsibility and what they're going to do if they feel that's a judgement they're making.

Ms. Ortiz:

To kind of piggyback on that question, at what point are we going to evaluate the effectiveness of not only the training, but the folks that are getting it, so that we can either put additional supports in, whether it's like peer to peer training, so our rock star principals are training other principals to manage their SOTs effectively and manage their schools well, or worst case scenario, we're getting them out of there and putting somebody effective in. And I know everybody hates to talk about that piece of it, but at the end of the day, the

principal is such an integral piece of making this successful, if we have ineffective principals, then we need to cut loose and find somebody else and make it work. But how—is that being talked about? Are we talking about, “okay, we’ve had these trainings, and we notice that x, y, and z principal are sitting in the back falling asleep. We need to address them personally, and/or figure out if they’re ineffective and get them out of here.”

Mr. Vannozzi:

With the Committee’s indulgence, I’d actually like to huddle with CCSD and then come back to you all with a more complete picture of that and see if we can answer some of these questions, so with the Committee’s indulgence, I would like to ask that these questions that you’re asking about training and how it’s coming and who is doing it and what are the effective—what’s the entire sort of picture on it, send those to perhaps the Chair, so that he can share those with us and provide a report in the next meeting.

Mr. Christenson:

Very good. Okay, are there any other questions for Mr. Vannozzi or his team?

Mr. Evans:

No question, but I think we’re setting the tone and planting seeds, for Member Ortiz. I think mission accomplished.

Mr. Christenson:

Okay, if there are no other questions, then, thank you for your report. We’ll accept it, we don’t need to vote on anything here today, but we appreciate it. The next item on the agenda is public comment.

Nathan Harper (Chair, School Organizational Team, Newton Elementary School):

My name is Nathan Harper, and I am the chair of the Ulis Newton SOT. You’ve heard reference from Mr. Vannozzi to some of our issues that we’ve had to deal with there at Newton. I know that Trustee Cranor is aware of it, and Ms. Courtney as well, have seen some of what we’ve been having to deal with at Ulis Newton as an SOT. I’m hearing some very positive things from the testimony here from other members of other SOTs. Our experience is not nearly as positive, I would say. In fact, it’s been quite a disappointment. Little background on Newton Elementary, we’ve had seven different administrators in the past 2 years. Part of that stems from an issue where we had an embezzlement scandal that happened in the front office, not only building funds but also Parent Teacher Association funds. That left the school in quite a bit of disarray. Because of the transition between the seven different administrators, principals, vice-principals, over the last 2 years, there wasn’t a lot of confidence in the school. There was a lot of positive movement with our students, with our test scores. In the past year, the day before the 2017-2018 School Year began, we were assigned an acting principal. In the 6 short months that acting principal was there, he essentially turned the place around. Teachers say he’s the best administrator they’ve ever

had. Students love this man. The parents are very, very positive in their interactions with this person. Now, because he was an acting principal, as an SOT, in our second meeting, we had to do principal interviews. And, in the interviews, it was very clear who the frontrunner was. It was the acting principal who we had in our building, who had stabilized us, who had essentially saved us and walked us out of the wilderness. The District thought otherwise, and chose somebody else. Parents were up in arms, students were crying, teachers were crying, very upset. Now, as front line sort of boots on the ground people in a school like this, why not use the knowledge that's brought by the SOT? Why not use the information and what we've seen with an acting principal in our school? Why would the District reject our thoughts, concerns? Now, a few weeks after that, we were able to express our concerns. We expressed our concerns in a Board of Trustees' meeting, we had a community meeting where we had 80-plus parents there with our associate superintendent for performance zone 13. Ms. Courtney was there for that meeting as well. It didn't go well. There's a lot of trust that's been lost, and in fact, there's a gap in trust between our school and our associate superintendent. They've brought in another principal now, and I'm sure she's a fine educator, but she's not right for our school, for our culture and our climate. We already had somebody who was working for us. So, it's a bit disturbing also to hear some comments from Superintendent Skorkowsky recently in his testimony for A.B. 469 saying that they're considering removing the principal hiring part of the SOT's responsibilities out of that bill, and that's tough, because we know that an organization reflects their leadership from the top down, and we had some fantastic leadership in our school. And so, to sort of cut parents out and cut community out and cut the teachers out and the SOT out of that process, is a bit disturbing.

Now, my concern also is when you read some of the draft language for A.B. 469, there's an appeal process there. There's an appeal process for the operational plan, there's an appeal process for the strategic plan. There's not an appeal process for hiring, and we understand that there's some situations there that are very sensitive, human resources issues with that. But perhaps instead of completely scrapping SOT involvement in principal hiring, perhaps they should still consider a third party appeal process. The way the appeal process works now is if you don't like a decision that the Superintendent might make on your operation plan or your strategic budget, you appeal to the associate superintendent. If the associate superintendent doesn't agree with the SOT, then you can appeal to the Superintendent, so you're just appealing up the line. That doesn't really sound like an appeal process to me, and it certainly doesn't sound like you're going to get a result that's going to match what the local community might want. It's possible, if we consider perhaps third party appeals, particularly even as it relates to hiring practices—I don't know if perhaps unions could be involved on that, or not, but we should really consider how we can directly address community concerns when CCSD's goals don't necessarily meet those of the local community. Thank you very much.

Mr. Christenson:

Thank you for your testimony. I would note that the next meeting for the CIC will be May 10 at 1:00 p.m. We still need to determine a location; that probably will be in this building.

THE MEETING WAS ADJOURNED AT 3:55 P.M.

RESPECTFULLY SUBMITTED:

Jordan Haas, Interim Secretary

APPROVED BY:

Glenn Christenson, Chair

Date: _____

Exhibit	Witness/Agency	Description
A		Agenda
B		Attendance Roster
C	Jordan Haas, Interim Secretary	Draft Minutes of the February 15, 2017 Meeting
D	Michael Vannozzi, TSC ² Group	Update on Consultant Activities
E	Pat Skorkowsky, CCSD Superintendent	Memorandum to School Board of Trustees