

**MINUTES OF THE
COMMUNITY IMPLEMENTATION COUNCIL**

OCTOBER 26, 2016

The meeting of the Community Implementation Council was called to order by Chair Glenn Christenson at 1:03 p.m. at the Grant Sawyer Building, Room 4412, 555 East Washington Avenue, Las Vegas, Nevada, and via videoconference at the Legislative Building, 401 South Carson Street, Room 2134, 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 (LAS VEGAS):

Glenn Christenson, Chair
Brent Husson, President, Nevada Succeeds; Vice Chair
Ken Evans, President, Urban Chamber of Commerce
Nora Luna, Hispanic/Latino Program Manager, Nathan Adelson Hospice
Verenice Flores, Senior Accountant, Fair, Anderson & Langerman
Vicki Courtney, President, Clark County Education Association
Felicia Ortiz, Member, State Board of Education, Congressional District 3; Vice Chair
Erin Cranor, Member, Clark County School District Board of School Trustees, District G

COMMITTEE MEMBERS ABSENT:

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

STAFF MEMBERS PRESENT:

Karly O'Krent, Senior Deputy Counsel, Legal Division, Legislative Counsel Bureau
Risa Lang, Chief Deputy Legislative Counsel, Legal Division, Legislative Counsel Bureau
Angela Hartzler, Secretary, Legal Division, Legislative Counsel Bureau
Linda Hiller, Interim Secretary, Legal Division, Legislative Counsel Bureau

OTHERS PRESENT:

Caryne Shea, Vice President, Honoring our Public Education (HOPE)
Tom Skancke, President, CEO, TSC² Group
Pat Skorkowsky, Superintendent, Clark County School District
Lisa Mayo-Deriso, Break Free CCSD

Glenn Christenson:

I will open the first meeting of the Community Implementation Council (CIC) with agenda item II, public comment.

Caryne Shea (Vice President, Honoring our Public Education (HOPE))

As we move forward with the reorganization of the Clark County School District (CCSD), many changes will need to be made. For this to be truly successful, it must have the support of the parents. Given the emphasis placed on having parents involved in every school organizational team, we feel it is imperative to have at least one parent representative on this Council. We have been engaged in the reorganization from the start and we have attended every single meeting pertaining to this process. We have provided testimony on behalf of HOPE as well as survey results and information to Nevada Legislators from CCSD parents across 41 zip codes. We meet weekly with parent groups throughout the District. Members of the HOPE Executive Board are eager and willing to fill such a position on this Council.

Chair Christenson:

I will now open agenda item III. The primary purpose of the Community Implementation Council (CIC) and the management consultant that works with the CIC is to provide guidance and assistance to the Clark County School District (CCSD) in the transition from a central administration to a central services model, in accordance with regulation LCB File No. R142-16. This CIC is a public body that reports to the Advisory Committee to Reorganize the Clark County School District, a committee that was created by Assembly Bill (A.B.) 394 from the 2015 Legislative Session.

The CIC is made up of a group of experts and stakeholders and each member has skill sets and experience that are applicable to the reorganization of the CCSD. I would like to invite each member to introduce themselves to the Council and the community.

Vicki Courtney (President, Clark County Education Association):

I have been a teacher in the CCSD for 36 years, mostly as a classroom teacher and partly working with the Teaching and Learning Collaborative that worked with teachers and administrators to do site-based decision making, shared decision making and work on culture and climate. I am a parent of students who attended school in this District and I have one grandchild who will begin school next year.

Ken Evans (President, Urban Chamber of Commerce):

My mom raised three boys as a single mother in the California public school system. She produced three engineers, so I will warn you I have a bit of a science, technology, engineering and mathematics (STEM) focus. I have been in Las Vegas for 27 years and served on a multicultural curriculum committee for the CCSD and the bond oversight committee when we went from the 10th largest to the 5th largest school district in the U.S. I have also been a substitute teacher and an adjunct math professor at the

community college, so education is very important to me. I think we should make our best effort to tie business to education.

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

I am a member of the CCSD Board of School Trustees. My understanding is that is the role I am going to play on this Council. I have a letter I will read into the record from Carlos McDade who is General Counsel for CCSD (Agenda Item III). It introduces the position of the CCSD Board of Trustees on this subject, including its concern that the Advisory Committee to Develop a Plan to Reorganize the Clark County School District may have exceeded the limited authority granted to it by the Legislature because nothing in A.B. 394 gives the Advisory Committee the power to manage the transition. In particular, the requirement that CCSD pay the transition consultant's nearly \$1.2 million fee out of existing funds is contrary to the Legislature's original intent.

We realize that many details regarding the CIC's role have yet to be determined. We look forward to hearing the CIC's vision for how it will interact with CCSD and to bring that information to the Board of School Trustees in a public meeting. That letter is for the moment the appropriate introduction for me to make of myself as a trustee on the Council.

Chair Christenson:

Thank you for the letter. I apologize to the Council because I did not realize this was coming until shortly after I got here. We will post the letter and have made it available to all members and the public (Agenda Item III).

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

I am member of the State Board of Education representing Congressional District 3. I am also an active member of community in several organizations—Latino Leadership Council, Latina Network of Southern Nevada, Create A Change Now and others. In my spare time, I run a software consulting business where I implement project management software and change management for large projects. That is the professional expertise I bring to the table. The State Board of Education took many long hours in the consideration of this regulation, eventually passing it. It is important to me to see it successfully implemented and see that our schools are improved.

Brent Husson (President, Nevada Succeeds):

There are three areas where I probably bring some expertise. First, I am the father of three CCSD students: a junior, a first grader and a kindergartener. Second, for the last 20 to 25 years I have been developing businesses for others and for myself from the ground up. The management experience I have gained from that is relevant in a transformational role for CCSD because I have seen what it takes to turn a small struggling business into a larger, successful business. I have also seen what it takes to change a medium-sized business into more successful medium-sized business and we manage those kinds of processes.

Part of the letter that Ms. Cranor just read (Agenda Item III), said they did not see any K-12 management experience on the Council. I think the important thing there is that the K-12 management experience already exists within CCSD system. We will be working with them to help them transform what they do daily. The acknowledgement here is that they do not have the expertise necessarily to transform their systems and manage their usual, day-to-day activities. We are just an add-on. Finally, I have been involved with education issues here for the last 10 years. Nevada Succeeds has been around for 4 years as a K-12 education policy organization. I think I bring a good perspective in being able to talk to business folks and education folks, helping them understand one another.

Nora Luna (Hispanic/Latino Program Manager, Nathan Adelson Hospice):

I graduated from Las Vegas High School, so I am a CCSD graduate. I worked for University of Nevada, Reno (UNR) for 13 years, 3 of those years at the Cooperative Extension in Las Vegas. I did a high school dropout prevention program and have worked with some of the people in this room. Currently, I work at Nathan Adelson Hospice in the diversity and grant funding foundation area. I have a background in working with the community with both a parent and student perspective.

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

I am a Certified Public Accountant, so my background is in business and accounting. Personally, education is very important to me. I came here from Mexico in 1998 and was an English as Second Language (ESL) student. I am the first one in my family to graduate. I graduated from Valley High School and attended College of Southern Nevada and UNLV.

Chair Christenson:

I have lived in Las Vegas for 44 years. The first third of my career I was with the accounting firm now known as Deloitte & Touche LLP, ultimately becoming a partner with the firm. In the second third of my career, I was the executive vice president, chief financial officer and chief administrative officer for Station Casinos. During the last third of my career, I have been focused on community development. I was involved with the transition of the Nevada Development Authority into what is now known as the Las Vegas Global Economic Alliance (LVGEA). I currently serve as the Vice Chair of the Spending and Government Efficiency (SAGE) Commission for K-12 public education, and Co-Chair of the CCSD Superintendent's Executive Advisory Group.

I will now open agenda item V, a presentation on the Open Meeting Law.

Karly O'Krent (Senior Deputy Counsel, Legal Division, Legislative Counsel Bureau):

The Open Meeting Law (OML) is a shorthand name for Chapter 241 of the *Nevada Revised Statutes* which places certain requirements on public bodies. The

purpose of the OML is to ensure that the actions and deliberations of public bodies are conducted in a public manner.

The OML applies to meetings at which a quorum is present to deliberate toward a decision or take action. A quorum of a public body means a simple majority of the membership. This Council has nine members, so a quorum would be five members. Therefore, the OML applies to meetings at which five or more of you are present. In the absence of a quorum, members of the Council can privately discuss public issues or even lobby for votes. However, if a quorum is present, or is gathered by “serial communications” such as texting, emailing, faxing or calling other members, the Council must deliberate and actually vote on a matter in a public meeting. This is because communication of this kind invites abuse of the OML if it is used to accumulate a secret consensus or vote of the members of the body.

The OML does not regulate or restrict attendance at purely social functions as long as members do not deliberate toward a decision or take action on any matter over which this Council has supervision, control, jurisdiction, or advisory power. If you find yourself at a social function at which more than four of you are present, we would suggest you not get together as a clump and that you avoid talking about anything that could come before this Council, which could mean anything relating to the Clark County School District (CCSD).

Additionally, the OML does not apply to conversations myself or Ms. Risa Lang might have with you as a group regarding certain legal issues should they arise. The OML does, however, extend to informal sessions, luncheons or conferences designed for the discussion of public business. The OML requires that each meeting of this Council be agendaized, and that each agenda include a clear and complete statement of the topics scheduled to be considered during the meeting. Agenda topics must be specific to alert the public to topics that will be discussed at a meeting. If something is not on the agenda, the Council cannot discuss it. However, members of the public may testify regarding items not listed on the agenda during public comment. Additionally, items on which action may be taken must clearly denote that action may be taken.

The OML requires that all persons must be permitted to attend a meeting, and periods of public comment must be taken at each meeting. The OML is enforced by the Attorney General. Any action taken in violation of the OML is void. Additionally, there are criminal and civil penalties for noncompliance with the OML if a violation is found to occur. If you have questions in the future, we are happy to assist you to make sure that you stay in compliance with the OML. I have submitted a reference handout ([Agenda Item V](#)).

Chair Christenson:

I will now open agenda item IV, a discussion of the organization of the Community Implementation Council (CIC). I am honored to have been appointed Chair of this Council by the Advisory Committee. I think it will be beneficial to have some additional

leadership as we get into the issues so I will appoint two Vice Chairs who will be asked to take on some added responsibility to help us work more efficiently—Felicia Ortiz and Brent Husson.

The CIC is subordinate to the Legislature's Advisory Committee to Reorganize the Clark County School District (CCSD). We will work with CCSD's administration and other stakeholders to help facilitate the technical and cultural change from a central administration to a central services model. Our work will inform the effort needed to affect the massive overhaul in law and regulation as prescribed by A.B. 394 in a one-year assignment. You have my commitment that this will be a transparent process that is narrowly tailored.

At the last meeting of the Advisory Committee, we heard some Legislators say we need more community involvement in this process, especially parent involvement. While many of us on the CIC have or have had children in the District, we totally understand the need for parent and other community stakeholder involvement in this process and that is one reason this group was named the Community Implementation Council (CIC).

While the scope of our task is to effectuate the management and cultural shift, we cannot take our eye off the end goal—to develop a school district with a culture that embodies a kids-first approach. The whole idea behind the decentralization of the Clark County School District (CCSD) is to put the needs of the kids above the needs of the adults. Too often in our system, we put our own politics ahead of the real needs of kids. By reorganizing our school system so that resource allocation begins with the child at the local school, we can begin to take adult needs out of the loop and put the needs of our kids first. We will be reaching out to many parents and parent groups to contribute to this effort. We want to see parents testifying at future hearings, and we would like parental input on how CCSD can design central office systems that drive resources to kids in their local schools.

I also want to make a few comments about another issue that has come up, which is the size of the contract awarded to the consultant engaged by the Advisory Committee. In section 33, paragraph 4 of the regulations (Agenda Item VI A), it states that, "If the Advisory Committee employs a consultant to oversee the transition required by this regulation, the Clark County School District shall reimburse the Advisory Committee for the cost of the consultant." As we all know, these regulations have the force of law.

Accordingly, the Advisory Committee decided that a consultant was necessary to help implement these regulations so they appropriated up to \$1,188,000 over the next year to the TSC² Group to assist with the implementation. That appropriation does not mean all the money will be spent; it simply authorizes that amount of money for costs associated with the transition. The money can be spent on transition management, implementation manual development, administration, and also financial services related to the implementation of the regulations.

Some may say that is a lot of money and it is, but an organization the size of CCSD is very complex. In my business career, I have been a part of turnarounds and reorganizations that cost far more than this. To put it in perspective, CCSD has more revenue than Boyd Gaming has with 22 casino properties in 7 states—in 2015, CCSD had \$2.4 billion in revenue while Boyd had \$2.2 billion in revenue. Additionally, CCSD has more than twice the number of locations as Optum-United Healthcare has in the U.S.—CCSD has 357 locations while Optum has 150 locations. Finally, CCSD has more employees than Anthem Blue Cross and Blue Shield has nationwide—CCSD has more than 40,000 employees while Anthem has 37,000 employees.

Remember also that the State, through CCSD, is not the only one putting resources into the reorganization of CCSD—the Clark County Education Association (CCEA) will spend \$2 million on costs related to training and implementation of these regulations over the next few years and through a partnership with the Public Education Foundation and the Las Vegas Sands, another \$400,000 has been committed to training related to this reorganization effort. As we get rolling, our hope is that many more organizations will step up to help make this work for our community. People all over the community want to make the implementation of A.B. 394 a success and we need and welcome monetary, human, and intellectual capital from the community to effectuate this effort.

Tom Skancke (President, CEO, TSC² Group):

I am here to explain the role of the TSC² Group in this reorganization process. My team includes Michael Vannozzi, Vice President of Creative Services, who will lead as the project manager and program manager and Andrew Doughman, who is the Vice President of Policy and Communications. Both these men worked for me at the Las Vegas Global Economic Alliance (LVGEA) and both have substantial backgrounds in education and education policy.

We are all very excited to have the opportunity to assist you and the executive team of CCSD to implement this regulation with equity and fidelity. As implementers and change agents, we have been following this process very closely over the past year. We are all starting to discover that there are many challenges involved, especially around the transition of the central administration to a central service model. As Superintendent Skorkowsky said at the last CCSD Advisory Committee on October 18, there are a lot of unknown unknowns here. Our TSC² Group works for you, the CIC, and you work for the Advisory Committee. Each of you has a day job, we know, and many other important responsibilities. As the management consultant, our primary purpose is to assist the CCSD in the transition of the central service administration to a central services model, and particularly to a customer service organization. We are your doers and we will also assist in the gathering of information and provide recommendations to the Advisory Committee.

We draw on decades of experience in organizational management and turnarounds, communications and public policy. We will employ a strategic process designed to fully

inspect and identify problems and to develop and deploy transformational solutions. I understand that implementing these regulations will be a difficult task as there are a lot of moving pieces both inside the District at a technical level and outside the District at a stakeholder engagement level. As management consultants, TSC² will bring on experts as needed and other team members necessary to complete our tasks. As your management consultant, you have my commitment that we will do this work on time and on budget. We will not be distracted by adult politics.

As we move through these phases, we anticipate consistent and frequent interaction between us as the consultant and you as the Council. You will ensure that we do our job correctly and properly. The whole purpose is to improve service delivery to educators so the teachers, administrators, support staff and parents can focus on student achievement. It is not the business community's place to tell teachers how to teach, but it is appropriate, I think, for the business community to help develop budgeting and purchasing systems that provide more fiscal accountability, responsibility and transparency. That will be the main purpose of our work. If we can help the central office ensure that the District can provide teachers, parents, principals and staff with the tools they need to be successful, we will all be successful.

Success requires change. For decades, everybody has been talking about wanting a big change in our school district. I have lived here for 28 years and I have heard it for that long. The same people talking about change have not been able to make change because talking about change and actually making change are two different things. Some people just like to talk, and then that turns into complaining and that turns into no action and then the cycle repeats itself. Making change requires implementers and doers. That is what we do. Think tanks think and do tanks do. We are a do tank.

Now that change has arrived, there is a lot of uncertainty and fear about this process that we have never tried before. We need to address the fear by letting the CIC and our team do our work. I promise you, we will build consensus and try to bring everyone to the table. We will work with everyone, including our critics. Change is difficult, scary and risky, but this work is extremely important for our community and our economy. We will be here as your team to ensure that this results in what we all want, which is empowered teachers, empowered parents, empowered principals, empowered staff and community members working with a school district that has reached new heights of student achievement.

Finally, I hope we can give this a chance to work. Too often, people want immediate change, but I hope we will give this effort a chance to be implemented and to succeed over the next several years. As a community, let us try to work together for better student achievement. This is really about our kids, not our own political or personal agendas. I have no agenda here but to implement the regulations of A.B. 394. Let us put our personal agendas aside and come to the table with open minds and creativity to make this community a better place to live and do business. It is about our children.

Ms. Ortiz:

What is your plan for reporting back to the CIC about what you do, what you spend, etc.?

Mr. Skancke:

That is up to the Chair; we will do whatever the Council asks us to do. My hope would be to report on a regular basis, but I work for you so it will be up to you.

Chair Christenson:

That is a perfect question because this is an organizational meeting. We will have to see how some of these things come together. One thing we will get to shortly is to direct the management company to perform an initial assignment. We were appointed last week and we are running fast right now but I expect we will have a lot more input on some of these things going forward. My intention is that when there is something we need to consider doing, we will bring it to the full CIC and we will also have regularly scheduled meetings.

Mr. Evans:

As you move forward helping us to manage the transformation, do you have any thoughts or focus on how what we do ties into the economic development efforts for the State? From my standpoint, it is very important, given some of the things that are going on, that there be a tie between what we do and how education impacts economic development.

Mr. Skancke:

When I was the CEO of the Las Vegas Global Economic Alliance (LVGEA), we announced that more than 35 percent of the businesses that were not coming to Las Vegas were not coming because of our K-12 education system. That is substantial—one-third of the customers we were talking to were not going to relocate here because they did not feel their own children who would move here with their employees and staff would be getting a quality education. At that time, our board was taking a position on whether or not to support an education agenda. Education and economic development are inextricably linked, in my personal opinion. If we do this and do this right as a community, it sends a strong message to the business world globally, regionally and locally that we are taking K-12 education, both funding and policy, very seriously here. The headlines seen around the country after the 2015 Legislature passed the funding bill and the Governor signed that bill, were a message that Nevada is taking education very seriously. This is the next step in what the Legislature and the Governor did last Session and it helps our economic development and is part of the reason why I want to be a part of this effort.

Mr. Husson:

How do you think we should organize the community engagement piece? How are we going to get the groups together and make their impact meaningful, giving them all real

opportunities for input? Personally, our group, Nevada Succeeds, takes that kind of work seriously because we understand the impact it has on ultimate outcomes, even if at the beginning it might not be totally apparent. It is important to me that we do that well.

Mr. Skancke:

That may be the million dollar question of the day. In fact, we have a meeting tomorrow to go through how we are going to do the community engagement. I do not have that figured out yet, but my team and I will be going through the who and the what tomorrow. Many people have contacted us via email and there has been a lot of online communication. We have had input from parents at school meetings, one of which had 500 parents show up to talk about an issue at their school. I do not think community involvement is going to be our problem at all. I am happy to take suggestions on what you all think that should be and who should be involved.

My experience with community outreach comes from the campaign approach as well as what we did with the LVGEA where we sat in a room at the University of Nevada, Las Vegas (UNLV) with 400 people, having a conversation about how we implement economic development in this community. I had never seen that kind of response before. Again, I am happy to take suggestions from any of you on who you think those groups should be. We will need assistance with that, but it will probably be through traditional outreach and we will also have an aggressive communication strategy with the public. My intent is not to exclude anyone from the conversation.

Ms. Luna:

Can you address some of the issues in the letter submitted by Trustee Cranor (Agenda Item III)? Do you see any barriers to our tasks because of those concerns?

Mr. Skancke:

I am going to defer to counsel on that because I just saw the letter briefly before this meeting, so I am not able to comment on any of those issues at this time. My personal hope would be that the community can come together to work on this.

Ms. O'Krent:

We have provided copies of the letter to the Council members for their consideration. They are also available for the public.

Chair Christenson:

The only thing I would say is that it is critically important that this community get behind this effort. I recognize there are those with differences of opinion about how this process should work and I think we need to figure that out. The CIC is comprised of volunteers giving their time and expertise, trying to help effectuate what is possibly the most important thing this community has ever done. I hope we can get those concerns resolved because it is too important to our kids.

Mr. Evans:

I have been a leader in the public, in the military sector of larger organizations and I have been part of change in organizational transformation efforts, so what I am interested in is how you see your team helping to manage change. You need change agents and individuals who can make sure that people are okay with change and realize that it results in personal and professional growth versus paralysis because of fear of change.

Mr. Skancke:

Part of the way we work is to have that necessary interaction with the executive team at CCSD. It is imperative that we have the ability to work with them to sit down collectively as a group and walk through the places where I think we can do the best work based on our scope of work and what we have been directed to do. This is not going to be easy because we are changing a culture and people's perceptions and how things have been done here for decades. We did it with economic development and I have done it with other organizations. Just trying to change a messaging strategy within an organization that is different than what people have done historically is a challenge. But I think you have to hit it head-on and it will not be easy.

Additionally, you have to be extremely transparent. If you come to the table with an agenda, especially if it is counter to the implementation of the regulations from A.B. 394, then it will be very difficult. A year from now we do not want to be lamenting the fact that we tried and it did not work. That would not work for me. We want to instead be looking back and saying we tried and we did it. We need to keep our eyes on the end result, which is how to best improve the culture for student achievement. That is what everyone wants. I am hoping we can overcome some people's fears so they will embrace change.

I have received several emails in the last week from people who are afraid of losing their jobs and layoffs, etc. I do not even have a contract, but I do not think anyone is going to be laid off or fired in this process. The goal is to improve student achievement. It is scary and unpredictable. Hopefully, we can work with the community and work with these individuals so they can build a level of trust and see that all of us want the same outcome. My experience has been that when people come to the table with multiple agendas counter to the goal, it makes it difficult to get things done. If that happens, I guarantee that in a year we will be saying, "That was fun, but we missed." I have known Glenn Christenson for 25 years and that is not how he works and I do not think that is how anyone on this Council works either. You all would not be here if you were not interested in the same end result. The goal should be to get everyone on the same page.

Chair Christenson:

I will now open agenda item VI, an update from Superintendent Skorkowsky on the implementation of LCB File No. R142-16 (Agenda Item VI A).

Pat Skorkowsky (Superintendent, Clark County School District):

Before we begin, I want to say to Verenice Flores that you make me proud. Coming here as a product of CCSD to where you are today is what we are all about. Thank you for your commitment to education and to giving back to the community. I greatly appreciate you being a part of this.

We want to make sure that this Community Implementation Council (CIC) and the public are aware of all the information we have been posting on our CCSD website. Since the regulation went into effect, we have tried to make substantial inroads to the reorganization. I give regular updates to the CCSD Board of School Trustees about where we are in the reorganization process and that will continue. It is important to recognize that this transition is going to be tough. It is extremely hard work to transform an organization of this size. We understand the challenges and in my 28 years with the District, we have experienced several reorganizations. However, we have not had one of this extreme magnitude that is so complex with so many moving parts.

Going forward, through the work of this CIC and approval by the Board of School Trustees, my hope is that we can focus in on student achievement gains, protecting the civil rights of our students and establishing an environment where every student can receive all the skills necessary for the workplace and for higher education to ensure their success.

We will work cooperatively with the CCSD Board of School Trustees, principals, teachers, support staff, parents, community members and our executive team in the transition of central services. That is the structure we have to focus in on—our central service model. We are working hard on the education piece, preparing our schools to be ready for the January 15, 2017, implementation date where we will start the work of the school organizational teams. We have said it many times, but this is for the kids; for students to have the opportunity to have the success as exemplified by Verenice Flores on this Council.

My presentation includes the new A.B. 394 webpage we created, ab394.ccsd.net, within our CCSD website, ccsd.net. On the front page of the A.B. 394 webpage, you can see the young student in the hard hat front and center, and that is who we have to focus in on because we want to be a successful organization for that young man and the young men and young women who will come after him. What we have done so far has been focused on training and communications. The A.B. 394 webpage includes sections, many of which are in both English and Spanish languages, about the bill as well as about training, documents, families, etc.

We also produced a video that is an overview of the reorganization and we sent it out to as many stakeholders as possible. That video is approximately 23 minutes long and was taken from a presentation that I gave eight times in one week to various stakeholder groups internally in the District. We also produced it so it can be shared

outside the District and viewed by anyone. It has been viewed by people across the country, as well as some overseas viewers according to our web tracking information.

We published the first three of many updates for principals, seen past the “Training” tab on the front page of the [A.B. 394](#) webpage. Each update—September 29, October 7 and October 20—goes through a very specific section of where the principals should be under three areas—participate, share and expect. There are answers to frequently asked questions and potential training calendars and family guides on those updates.

We have made presentations to parent advisory committees and published a family guide that is in English and Spanish ([Agenda Item VI B](#)). We are sharing this document with our parent groups and getting it out to as many people in the community as possible to ensure that parents know how they can engage in the process. Our Department of Family and Community Engagement Services (FACES) is working with our principals and we are working with the Nevada PTA and Nevada Honoring Our Public Education (HOPE) to ensure we are reaching out to every school community stakeholder. We have worked with some faith-based groups as well. We continue to update the webpage almost daily. This is all thanks to an amazing team that has come together to ensure that our internal stakeholders, trustees and everyone in the community is aware of what is going on with this process.

All of you can help us get this information out to the community by creating links to our website from your websites to show families and community stakeholders where they can engage in the work and find information. The frequently asked questions (FAQ) page on our website consists of questions from our CCSD employees and from school community stakeholders that we will be updating on a regular basis.

We have been working extremely hard on the training side. On the [A.B. 394](#) webpage, there is a forward-looking training calendar with timelines for training sessions, future trainings and all the documentation from trainings that have been conducted and posted so anyone can view those materials. The video on that page lays out the introduction and overview phase. We have also completed strategic budget training, one of the most challenging pieces of the training. It is not aimed at how to complete a strategic budget workbook, but how to utilize the different pots of money available for education. Because certain money can only be used for certain purposes, it is important for principals and planners to know this.

For example, categorical funds can only be used for those categorical areas as prescribed by the State Department of Education and the Legislature. Federal grants also have specific purposes and goals as well as do federal dollars for Title programs, which can only be used for specific purposes. We cannot supplant those dollars with General Fund dollars. These are all difficult concepts, not only for school administrators, but also for teachers, support staff, parents and community members to grasp and understand. We are trying to make it as simple as possible so school organizational

teams will know what pots of money are available and what they can and cannot be used for.

We formed a “How to Form School Organizational Teams” video with informational documents on the webpage. We worked with the Clark County Education Association (CCEA) to come up with a format explaining how their members are to be elected to the school organizational teams. We worked with the Education Support Employees Association (ESEA) and their component is on the webpage. We did a how-to so they can understand how to form this organizational team and how we can ensure that the public is aware of ways to do that. We are working on a parent link and announcement that will go out to every parent in the system in both English and Spanish, encouraging their participation and also encouraging them to contact their school for more information and to inform them of opportunities.

We are working on climate and culture in every school, one of the most important things in this process. We must create a climate and culture in each school so every stakeholder has access to communication and understands the work being done by the school organizational team. It is not easy to do this in a short timeframe, but we are working hard with a joint committee that has expanded. It started with CCEA and CCSD and the National Education Association and now has expanded to include membership of all stakeholder groups to work on making sure culture and climate is a priority.

The remaining three parts of the site will cover consensus-building. How do you determine consensus and norms for behavior of the school organizational teams? Shared decision making is included in that, but how do you ensure that everyone has a voice and that communication goes both up and down that strategic organizational team? Developing those norms is important so that in a time of conflict you have established how to come to a resolution. Following Robert’s Rules of Order for small boards ensures that everyone has the opportunity for public input so they can have a voice in the process.

The last part is using data to inform school improvement planning. Each of these topics will be updated as necessary on the [A.B. 394](#) webpage. We had a large team come together to look at what we need to do to ensure that every school’s organizational team and stakeholders have a basic understanding for that January 15 implementation date. After that date, we will work closely with our building principals and school organizational teams to determine the trainings that need to take place at a higher level in the future. Our team has worked with the amazing staff at Vegas PBS to help us put together all these videos.

Over the past couple of weeks, we have been working on the organizational sites of the transitions. We started the interview process for the school associate superintendents in partnership with the cities of Las Vegas, North Las Vegas and Henderson. We have conducted, with principals and municipalities, 30 interviews with 6 more interviews

tomorrow. The implementation guideline shows November 2 as the date to notify the public entities of the finalists for each performance zone. We are on target to meet that date and there are then 10 days afterward in which a public meeting may be held for community members to ask questions of the candidates.

Some of the biggest issues organizationally are actually somewhat related. The first is the 80/20 percent split we are required to do. Of our General Funds, which do not include categorical, federal or state funds earmarked for special allocations, 80 percent of our general budget is scheduled to go out to schools when they receive their strategic budgets on January 15, 2017. One of the biggest challenges is determining how those dollars will be allocated within the schools. As the A.B. 394 regulation requires (Agenda Item VI A), it is through a weighted student funding formula. We are working closely with the State Department of Education trying to establish a procedure for being able to use that. The challenge is that there are no new dollars during this biennium so any weights would have to be established within the current general dollars we receive which is the 80 percent designated to go to the schools.

We are also determining how our school performance plan process will change into a school operation. Currently, every school is required to conduct a school improvement plan process. We are now adapting that process to include all aspects of the school underneath the school organizational team, ensuring that we have our preliminary draft projections in that January 15, 2017 school budget book that goes out to schools. We need to make sure we have all the Title dollars allocated, so they know what monies could potentially be available through categoricals. The challenge is that all the categoricals expire on June 30, 2017, so we cannot necessarily include those dollars in the school budget workbooks because we do not know how they will be treated in the 2017 Session of the Legislature.

Another challenge is the teacher hiring process. For the past 2 years, we had the benefit of Senate Bill (S.B.) 511, which is an incentive program for our teachers at our most at-risk schools.

This is going to make recruiting teachers this year very difficult because we do not know the status of those funds. At the beginning of the year, we were able to get down to 319 teacher vacancies, compared to more than 800 last year, and this may impact our recruiting. Over the next few weeks, we will start more of the operational aspects of the transition, moving significant portions of central administration to a central services department. This will be difficult, because for decades this District has worked as a service delivery model with a specific focus on providing those services to schools in certain priority orders and other methodologies. That will now change and it will require work related to developing new budget models, contract vehicles and fee schedules, always ensuring that we are in compliance with both Nevada and CCSD policies and regulations regarding purchasing agreements.

We also have to establish common levels of service, which will require us to revamp services to accommodate varying levels of participation by precincts, ensuring we do not maintain certain levels that are central-focused and instead pushing them out to school-focused models. That is a big shift, not only in procedures, but also in a mindset for all our central office employees. In the near future, we will need to look at how we are organized within the central office to better support this work. Some of the work we will do in the future will require some reorganization of central services to pull services together and put them into that model with some specific supervision operations on shifting those departments and divisions to that customer service model.

We have participated in presentations and meetings with a wide variety of stakeholders. We continue to receive questions that remain unanswered. Some of the concerns are those that our Board of School Trustees has expressed. We are still navigating this and may require aid from the State Board of Education as we proceed. One requirement, having the school organizational teams meet monthly, can be difficult in the months of December, June and July since many of our families are on a 9-month school schedule. We will have to look at how to schedule those meetings and ensure that we are meeting those needs. Another common concern is the idea of the principal being a non-voting member and how that will work in the process. We are working through those issues.

There is also a quarterly meeting requirement for meeting with the municipalities which is a daunting scheduling task. Sometimes it may require a school associate superintendent to have two meetings in the same month with different information presented, so we are working through that. There are also two major challenges—the first is that the way our current budgeting and human capital management systems are working is a great hindrance to being able to identify that 80 percent to 20 percent split.

Many of our certain budget functions are worked on in a completely different accounting model, so there are large groups of line items that cannot have multiple uses within that specific line item. We are literally having to go through our departments and divisions with our finance staff almost line by line to determine which of these functions are actually school based where the individual goes to that school and reports to the school and supports that school, and which are truly central services that have been provided to the schools that they do not have control over those dollars.

One of the tasks I have had ever since we started this work is the budgetary allotment of the monies to provide a human capital management (HCM) system that is aligned. Our HCM system is 25 years old and based on five Common Business Oriented Language (COBOL) programmers in a room trying to keep it up. Its lifetime service went out 10 to 15 years ago and we have had to keep it going because of the substantial cost for a replacement which we have not been able to come up with.

Ms. Cranor:

We think we may have five of the existing seven COBOL programmers remaining on the planet doing that work.

Mr. Skorkowsky:

And we treat them like royalty. Unfortunately, COBOL programmers are almost nonexistent in the world today so we try to hang to on the ones we have so we can keep our system afloat. We are also currently working with the State Department of Education and waiting for the weighted student funding piece. I have expressed to them that I must have that information by December 1 because I have to create by hand 351 strategic budget workbooks and each has to be adjusted by hand to ensure we have the right amount. It is a daunting task and in this age of technology, it is something we should not be doing by hand. It should not take this long to actually create these systems and structures. Once the weighted funding formula is determined, we then have to make sure how we implement that from the state and put it into the strategic budget workbooks, getting them ready, done and tested by January 15, 2017, when the school organizational teams must begin their work to create that school operation plan that is due the end of February 2017.

We are working hard to try to implement this. It is a great deal of work done by an amazing team with support from our Board of School Trustees, many of whom have participated in some of our video presentations and some of the actual work. We have team members both inside the District and stakeholders who have come to the table to assist us. We have done an intense amount of work in a short period of time. We know that clock is still ticking and we feel it every day. We have updates to ensure we are building the best system possible to increase student achievement for our students while still ensuring their success and the protection of their rights.

Mr. Evans:

You mentioned that every school will have a school improvement plan. How is that process coming along and how it is being received both internally and externally?

Mr. Skorkowsky:

Schools are used to creating a school improvement plan. The current 2016-2017 school year is the first year that every school has worked with a strategic budget. We have had 180 schools do that in the past year, so we now have all our schools on that. The challenge is making sure we understand how the school improvement plan or the plan of operation, as it will be called in the future, aligns all our resources to the actual needs of our students within that school. That is part of the training we are doing now. We will struggle in some schools this first year because for many of our schools, this is a new process, having everything aligned at once, including the Title I dollars, categorical dollars, etc. Many of our schools are already doing this and understand it, but it will take some intensive differentiated training for the school organizational teams starting in February 2017 once we can get this off the ground.

Ms. Ortiz:

I just have to commend you, because what you guys have accomplished in this short amount of time is unbelievable. To you and your team, congratulations, this is phenomenal what you have already accomplished. I was leery of how much you would actually be able to do while still operating the schools, but I am very impressed. Besides the things you mentioned already—specifically the aged HCM system and the weighted funding formula—what else are your major challenges and speedbumps that us as a Council and the consultant can help you overcome?

Mr. Skorkowsky:

Two things come to mind immediately. One is communication of all the work we are doing and making sure the word gets out to all the people in the community. We want them to understand the task we are undertaking, why we are doing it and how it is to benefit those school communities that we all probably grew up in. The second thing is the engagement of various stakeholder groups. In many of our schools, we have some parent engagement, but it is limited. In every school there are probably two or three parents who are just there all the time, participating as much as they possibly can. Many times, it is with their younger kids in tow. We have to increase that so it becomes a team of parents who feel not only welcome at the school but are willing to engage in the process. That is where we are really reaching out to those parent organizations.

The next piece I see as a challenge is one the trustees have talked about—the full implementation of the weighted funding formula. It is going to be imperative that we look at the dollars going into those weights because we have four categories in which we have to apply weights—English Language Learners (ELL), students in poverty, special education students and the gifted and talented students. We are still struggling to identify gifted and talented students in the middle and high schools because they only have the gifted and talented services at the elementary level. The cost to implement the weighted funding formula is projected to cost anywhere from \$1.2 billion to \$1.7 billion, depending on the timeframe the implementation goes forward. The current system is slated to be fully implemented in the 2020-2021 school year, I believe. For us to do this work, we need to accelerate that, letting the dollars follow our students so we can have the impact of this local control initiative at the school level, giving the schools the dollars and resources to make that work for their students.

As we go forward, there are going to be some challenges with our central services model as we try to understand better how we can do that. We have gotten very good at certain parts of our work. Our procurement department wins awards year after year because of the way they run their process. The challenge will be that there are new and different types of requests for proposals (RFP) that we will have to run in the future, so we need to make sure they are written correctly. We have some experience in that with our instructional support materials. We understand people have to go through a rigorous process and we have included those rigorous processes in that RFP, but that will be a challenge.

There are probably 100 other things I do not know at this time. As I said, we sometimes find an “Aha,” or an unknown simply by sitting around talking about the process and someone will say, “Wait, we have to think about this.” Then we almost have to create another project management work plan to address some of these newly discovered concerns.

Ms. Ortiz:

Going back to the training of changing the climate and culture, most of us can agree that is one of the more challenging areas we have to face as a school district. In doing these trainings for existing principals, how are you measuring the implementation’s success? How are you measuring that these principals are “getting it” so they are ready to implement in January?

Mr. Skorkowsky:

Teaching soft skills is one of the most difficult things to measure in any type of data format. We are looking at anecdotal data and accelerating parent, staff and student surveys to a November timeframe. The reason for that is so we can measure climate, culture and how students and families feel about their school so we can have those surveys done early enough so schools can use that data to plan for the next year and incorporate any of the changes to climate and culture for that upcoming school year. School organizational teams will be giving feedback on the school associate superintendents so we can see how they work together. We will also be doing surveys of the schools organizational teams to see how they felt they worked together as a group. All of these pieces will come together, but right now much of our information is anecdotal, which will only get us so far with 351 school implementations. We are working on establishing formalized structures and procedures as we go forward.

Ms. Ortiz:

Are you providing a measurement or rating structure so at the end of, say, this coming year, the principals who do not accomplish can be removed?

Mr. Skorkowsky:

Removing principals is sometimes a very difficult job because contractual obligations and statutes govern that removal process. We are currently determining at what implementation level individual schools will be, based on a self-assessment and also an assessment of what structures, systems and procedures are in place and the overall climate of the school and the data we receive from the surveys. There will be a process of feedback. The regulation (Agenda Item VI A) specifically describes a process for new principals being appointed to the school but it does not go into removal. That is governed by statute and contractual obligations.

We have had conversations with our administrators association, the Clark County Association of School Administrators and Professional-Technical Employees, about how we are going to address those concerns. We are looking at the performance ratings for

each principal via the professional development offerings and we are trying to figure out how to incorporate that. It is in the Nevada Educator Performance Framework (NEPF), so we will be using that tool to determine how well principals are doing that. Climate and culture is also in NEPF and it becomes part of that principal's evaluation. We will be able to use that tool in conjunction with other tools that we develop in the process.

Chair Christenson:

One thing that occurs to me is that we have limited resources in terms of the number of teachers and principals, so there will be some who are not meeting the standard we want them to reach. What are the kinds of things we are putting in place to shore up their skill sets so they can be effective?

Mr. Skorkowsky:

One of the pieces that will begin in February is that of differentiated professional development. We know there are some schools, as many as 180, that will take this system and run with it. This is because these schools already have school organizational teams in place and have been working within this model. It may not be the exact membership that is required by A.B. 394, but we will adjust the membership accordingly. For those schools, we need to look to those professionals because they may be the people who become either the mentors, coaches or the professional developers for those schools that struggle. We know that the best professional development we receive is from our peers because they know what we are dealing with.

We will use our expert principals to develop that professional development and to serve as coaches and mentors for those struggling principals. If the principals are not able to meet the requirements, we go through the evaluation process and we will begin to work on targeted areas. Often, climate and culture can be linked to academic achievement, so we will be looking at all those indicators and how they progress through that evaluator framework and we will work closely with the administrator's association. The professional development will be differentiated and based on school self-assessment and the associate superintendent's assessment of where that school is at. We know the school associate superintendents will be providing levels of service when it comes to professional development training for their own school organizational teams, but we may have to figure out another training model to triage teams that are not able to be successful.

Mr. Evans:

I am a proponent of positive reinforcement and getting people focused on a common vision and mission. Will that be a part of the plan? Is it already part of the plan?

Mr. Skorkowsky:

Yes, it is part of the plan. It is one of the constants we are trying to work on. We instituted what we call the "Push-Pat Principle," where we push individuals to make sure there is a sense of urgency and we also pat them on the back all the way, celebrating

successes as we move forward. It is important that we ensure that every building administrator and every school organizational team member has the skills necessary to be successful. To do that, it will require extensive training. We have not fully developed that training to those levels yet because we are just trying to get everyone to the minimum level now. We will positively reinforce participants and make sure they are trained with the skills necessary to perform the job at the “exceeds” level and when individuals are falling short, we have to address those concerns.

Mr. Evans:

There has been discussion in the past about having performance measures or metrics and tying compensation to those same performance measures. Is that something that can be looked at in the area of positive reinforcement?

Mr. Skorkowsky:

It is definitely something we can look toward in the future. One of the challenges is trying to figure out how we can build that performance system so it is fair and equitable and everyone has access to it.

Mr. Husson:

You are in the middle of undertaking a transformation of a 40,000 plus employee organization. That is unprecedented in this state and in the country. In organizations that have done it in the past, it has been more of the for-profit organizations that have probably reorganized because they decided to do it. How would you characterize the attitude of your leadership team and their level of enthusiasm for this work?

Mr. Skorkowsky:

There is a group of individuals who are not only doing their day jobs, but they are doing the hard work to make this happen. It makes for a lot of hours, sometimes some laughs, sometimes some tears and sometimes some frustration. Kim Wooden, the Deputy Superintendent, is brilliant and has stepped up to the plate, helping to work through systems and structures, an area she knows because she went through all those central services positions as she worked her way up. Dr. Mike Barton with the instructional portion has been working to ensure that our current assistant chiefs and, in the transition, our school associate superintendents understand their new roles and responsibilities in this structure. Rick Neal, Chief of Staff, brings a unique set of outside experiences to CCSD, being a retired U.S. Air Force (USAF) Colonel and having run the service systems of USAF bases, creating the systems there. All of my team at the executive level has been required to work hard. Billie Rayford tried to retire, but I have not let her retire so she can help us get this work done.

We have also engaged some outside expertise. Every year for the past 3 years, I have sent a team to Harvard University to their Public Education Leadership Project. It was established by Harvard for large urban school districts to come with a problem or practice. We benefit from the professors at the College of Education there as well as the

business school. This past summer, they ran through some of the problems we were anticipating with A.B. 394 and its potential implementation. They are going to do a case study on the work we are doing with the reorganization, looking at it from both the education and the business point-of-view. It is a free service they offer us because it will not only benefit us; it will benefit the entire country.

Mr. Husson:

I think I heard you say your leadership team is 10 out of 10 in their excitement level, which is great to hear. The challenge is daunting, no doubt, but there is no better sense of accomplishment than when you accomplish something that initially was thought to be impossible. You should consider yourselves lucky to be in that position to take this on.

A group like this CIC panel or even the consultant team who is charged with coming in to help does not always feel like help when you are the folks trying to do the work. It can be more work to manage that process than the value you get from it. What can we do to ensure that is not the case for us or for the consultant team? The only reason we are empaneled and they are engaged to do this work is to be an added benefit to help you. We are here to make your team's job easier if we can. I encourage you to think about how that can happen rather than us being a burden you have to deal with.

Ms. Cranor:

We have several advisory boards to our Board of School Trustees. We have a group of five audit professionals who volunteer their time as our audit advisory committee and advise our Board. We also have the Attendance Zone Advisory Commission (AZAC). Sometimes we have a joint meeting with an advisory board. It is possible under the OML. We do it at least once a year with our audit advisory committee. I would like to put the idea forward for the CIC to meet with the Board of Trustees, probably sooner rather than later.

Chair Christenson:

We will see if we can make that happen.

Ms. Flores:

The strategic budget will require a complex training. For low income or at-risk schools, is there anything we are doing to ensure that parents understand they are welcome and encouraged to become involved at these schools, especially in that process with the strategic budget?

Mr. Skorkowsky:

That is another big challenge because families sometimes just send their kids to school and trust that we are going to take care of that aspect for them. They do not always feel comfortable or entitled to be engaged in the work because of their own personal feelings about education. Many of our families do not come to school on a regular basis and they do not participate. It is not that they do not love their children; it is just that this

is something they have not done before, or feel competent to do. I believe that our principals, teachers and support staff will have to start building that trust with the community and begin to slowly start educating our parents. It is not going to be easy because sometimes parents are fearful of school, and if the school calls, they instantly think it is something bad. We have to change that mindset, which goes to the culture and climate piece because every one of our schools needs to be a place where any parent with a concern or a need for assistance can feel like the door is open. That is where this CIC and community organizations can help us.

Ms. Cranor:

Something we have tried as trustees that seems to have promise is inviting parents to meet with us. I had several dozen parents engaged last week for a meeting providing information on the school organizational team and the reorganization provided by a panel, rather than just the CCSD. We had an individual present from the Nevada Parent Teacher Association who is a troubleshooter for inner-city schools with those issues regarding parent organizations. She presented ideas on how to get a parent group set up and the District's Department of Family and Community Engagement Services (FACES) presented how to get a different kind of organization set up. We also had Honoring Our Public Education (HOPE) giving their perspective and Deputy Superintendent Kim Wooden also discussed the parent information sheet so parents would know how to use it. We had interpreters there, and it seemed promising. Of course, even if you reach 100 parents in a meeting, there are 320,000 kids in the District, so there are lots more families to reach, even when we reach that many parents from low income schools.

Mr. Skorkowsky:

Our trustees have worked hard to have their parent advisory committee meetings as an information-centered approach so families attend. They move the meetings to different schools in some of the trustee districts so they can reach a larger number of people. We have some that have established regular meeting dates and times so parents are familiar with the locations. Each trustee is working with their individual communities to try and establish a consistent group of individuals. Within our CCSD focus on parent engagement, FACES focuses on a parent advisory forum where we have individuals represented from each of the performance zones. Every school has been focused on getting a parent ambassador who can go to those meetings in the trustee districts and then go back to the school and share that information with the school community. Then one representative from each of the performance zones attends a district-wide meeting where other information can be shared and feedback can be given and received.

Las Vegas is a unique town in that most of our employees in the service industry work the 2 p.m. to 10 p.m. shift, which makes it extremely difficult to have engagement after school hours. Many of those parents have other responsibilities such as family and sometimes second jobs during the daytime hours. We have to be creative and consider that just because a parent may not be able to show up in-person at a school meeting or

be able to be on the school organizational team, it does not mean they are not engaged. Their level of engagement may be monitoring their child's academic and behavioral records. We have to understand varying levels of engagement for our parents since some parents can only do so much because they are focused on family and home.

Chair Christenson:

I apologize to the panel because there have been so many things happening in such a short period of time, but I thought it was important to get this process started. I directed our consultant to begin work on a detailed analysis of the District's capabilities and exactly where we are in the implementation process related to the A.B. 394 regulation, LCB File No. R142-16 (Agenda Item VI A). This analysis will allow this panel, the CIC, to focus on areas that are most critical to accomplish the transition by the next school year. The analysis should take no more than 45 days. We will expect a final report to be delivered at our December 14 meeting.

Some of the following questions should guide the consultant's analysis. What management and other systems does the District have at its disposal to get the necessary changes implemented? What challenges must the District overcome to get the necessary changes implemented? What additional resources, human expertise, technology, time or other organizational resources are needed? What metrics should the CIC and the Advisory Committee look at to ensure the regulations are being implemented with fidelity and equity?

I have submitted a hard copy of this framework for the first 45 days of the CIC (Agenda Item IV). As the Chair, I have the discretion to go forward with this. I hope it meets with your approval. We do not need a vote at this time as we are just directing the consultant to come back with information in December.

Mr. Evans:

It looks like a very good initial implementation strategy, so I am comfortable with it.

Ms. Ortiz:

My only concern is something Mr. Husson mentioned earlier, that this analysis of what the CCSD group is capable of is not going to interfere with what they are already doing or take time away from the implementation they are already working on. I do not think this will be a humongous effort, so as such I will be reviewing the report that way. If we do, as a CIC, get in your way at CCSD, we need to know that, so please be open with us about that.

Chair Christenson:

I echo that. It is important to keep in mind that the Advisory Committee asked us to do this. We have some incredibly talented people at this dais. We have terrific consultants and we can be an important resource to you, Superintendent Skorkowsky. I recognize that there are some sensitivities around all this, but if the public will allow us the

opportunity to get started and show that our intentions really are to be as open, transparent and collaborative as possible, people can get comfortable so we can focus on what is important, helping you and your team get A.B. 394 implemented.

I will now open agenda item VII, public comment.

Lisa Mayo-Deriso (Break Free CCSD):

I have two children at Bonanza High School and am the parent ambassador at that school, also on the parent advisory committee, heading our effort for A.B. 394 from the parent perspective. I am here on a couple issues. I have been involved in this since the bill draft request and I am a great advocate for this process. I have put five children through this education system, some private and some public, and I am adamant that this is the way we need to go to come out from being the last in education in the country to the top 10 percent.

I just came from a meeting at Gibbons Elementary School with CCSD Trustee Patrice Tew with probably 100 other parents. It was very informative. In that meeting, we saw the diagram about how the teams will be made up at the schools. I have heard all the talk about wanting to change the culture and to go from top-down to bottom-up, but this very Community Implementation Council (CIC) does not have a single parent who is not associated with some other bureaucratic or larger group. I understand some of the CIC members have children in CCSD but they are also part of other groups with their own agenda.

We need at least two parents on this CIC whose only agenda is their child and better education for their children; making sure that their school and parents at other schools are engaged in this process. We are saying, "Oh, we want to change the culture and make this all about parents and students," and yet this very Council is exactly the opposite of that. I urge you to put at least two parents on this CIC; parents with children in elementary school and maybe high school that are part of this decision making process. Other than that, it is just a charade. We want you to be involved parents but you cannot be on the decision making committee. I think it is shameful and I would hope you would change that.

Secondly, I want to comment on the concept on transparency. I was shocked when I read the newspaper and a reporter called me last week and said a \$1.2 million dollar contract had been awarded. I know Mr. Skancke very well and I have worked with him over the years and have great respect for him. But there was no request for proposal (RFP) on the \$1.2 million contract. There was no public comment. When the CCSD goes out for anything, the contracts are there, the scope of services, the public comes, and there is openness and transparency. None of that was happening. We did not even know there was going to be this contract awarded.

I agree 100 percent with the letter from CCSD. I support the CCSD and the Board of School Trustees. I know all the parents in my organization do, and I have been talking to parents ever since this came out, and parents, for the most part are very upset that we are spending \$1.2 million and we did not know about it. We are the ones who will have to implement what this team comes up with. I hope you will reconsider, but I do think an RFP was necessary for a decision of this magnitude. That is a very large contract.

Lastly, I want to commend CCSD and Superintendent Skorkowsky on what they have done. They have been amazing. At Bonanza High School, we are using all their documentation and we are recruiting parents; we are well into this process. The way they have stepped up to the plate has been nothing more than spectacular. In saying that, I find it hard to believe that with CCSD's talent level and their expertise that they cannot transition from a central administration to a customer service model using the expertise within the District right now. Look what they have produced already. They know the system and how it works and I do not believe we need an outside consultant. We should tap into what we already have and what we are already paying extremely talented people to do and they are doing it well.

How dedicated are they? At my kids' school, the principals, teachers, administrators, students and all are so excited for this. I can tell you right now that Bonanza High School wants to be the gold star of this process. We are a school that is perfect for that—we are Title I, we have 200 ELL students in our program learning English and we have a very broad and diverse community. We are going to embrace this. I would just ask you to put parents on this Council and reconsider \$1.2 million dollars when I think we have in-house talent to take care of that.

Ms. Cranor:

How would it be communicated if we get a meeting with the CCSD Board of School Trustees?

Chair Christenson:

We would probably do it through the Legislative Counsel Bureau. For some of us, the requirements of the OML represent a new process, so we will be working through that. We will make that happen.

I will now adjourn this meeting at 3:04 p.m.

RESPECTFULLY SUBMITTED:

Linda Hiller, Interim Secretary

APPROVED BY:

Glenn Christenson, Chair

Date: _____

Exhibit	Witness / Agency	Description
A		Agenda
B		Attendance Roster
Agenda Item III	Erin Cranor, CCSD Trustee	Position Letter by Carlos McDade, General Counsel, CCSD
Agenda Item V	Karly O’Krent, LCB Counsel	Open Meeting Law Handout
Agenda Item VI A	Glenn Christenson, Chair	Adopted Regulation of the State Board of Education LCB File No. R142-16
Agenda Item VI B	Pat Skorkowsky, CCSD Superintendent	A Family Guide to the Reorganization of the Clark County School District
Agenda Item IV	Glenn Christenson, Chair	Framework for the First 45 days of the Community Implementation Council