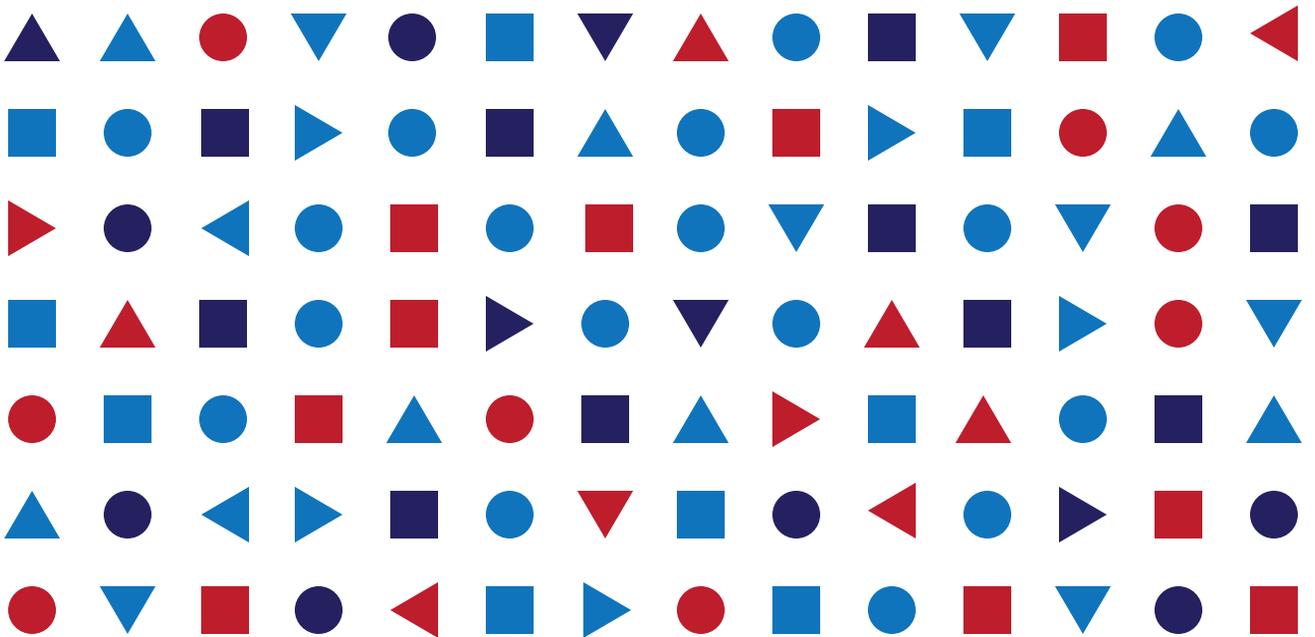
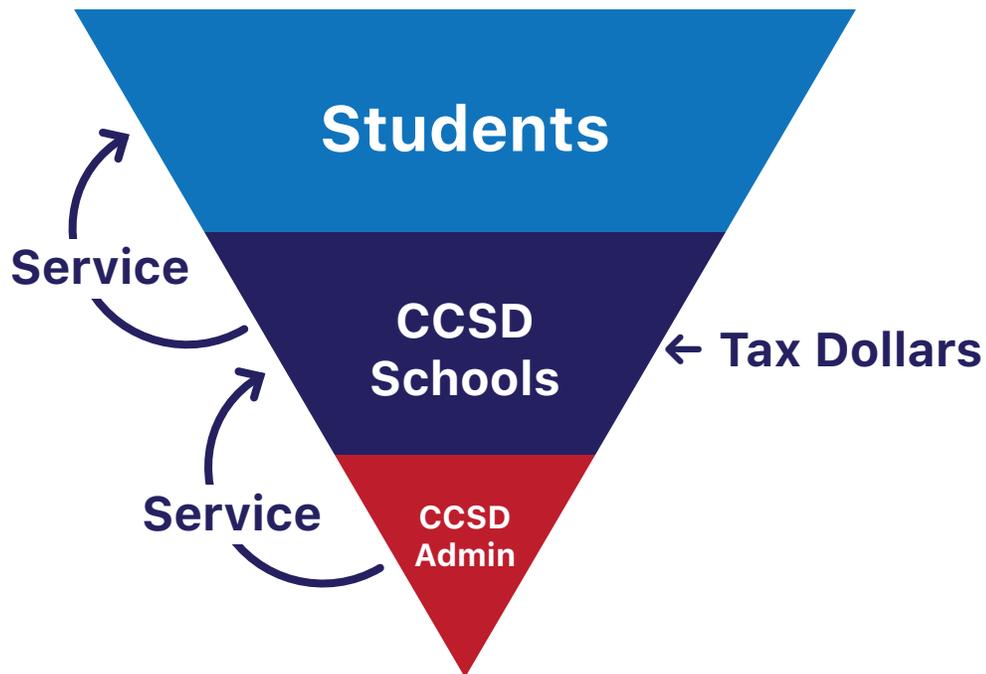


Clark County Education Association

SCHOOL ORGANIZATIONAL TEAMS



New CCSD Reorganization Model



Former CCSD Model

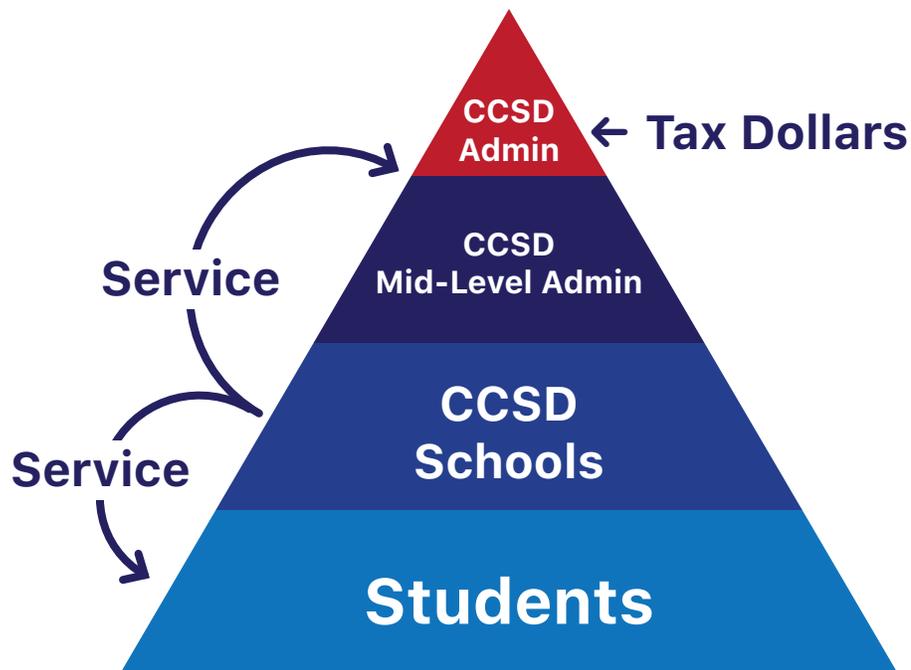
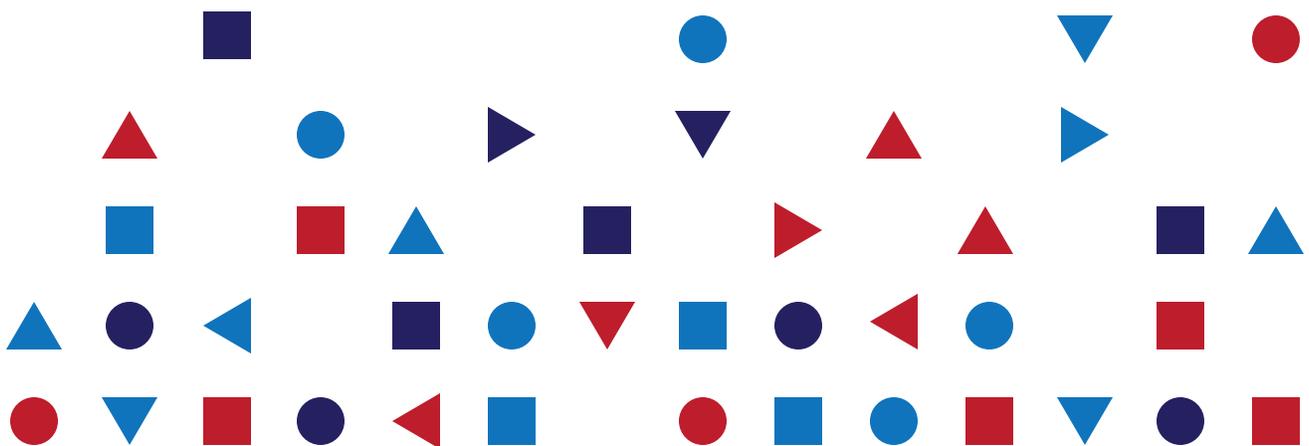


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Clark County Education Association

Who We Are

The Clark County Education Association represents over 18,000 educators and licensed professionals in the Clark County School District.

CCEA is committed to improving and promoting the education profession. We take pride in playing a pivotal role in shaping public education policy in Nevada. We stay on the cutting edge by providing professional development courses that are current, relevant, and make an impact.



Assembly Bill 469: CCSD Reorganization

The Reorganization of the Clark County School District has empowered educators, parents, and community stakeholders to align classroom and building level resources with the individualized needs of our schools.

The Clark County School District has transformed into a decentralized school-based organization. Central administration is converting into a service agency providing services to each school. Each individual school is called a precinct. This new autonomy at the local level is right for students and right for educators.

It is mandated by law that every school precinct has a School Organizational Team who works collaboratively to develop the school's plan of operation and budget. AB 469 places critical decision-making in the hands of the SOT, and a high functioning SOT is key to success. School staff now works with parents and guardians to take control of their students' education. Over 320,000 students will benefit from shifting autonomy and control from CCSD's central office to the schools.

2015

In the 2015 Legislative Session, CCEA worked with legislative leadership and Governor Sandoval to steer the passage of AB 394, the initial CCSD Reorganization bill. CCEA's Executive Director and President were then appointed to serve as part of the AB 394 Technical Advisory Committee. CCEA led the effort in crafting the final regulations.

2017

As a result of this bipartisan legislation, Assembly Bill 469 was introduced in the 2017 Legislative Session and signed by the Governor to formalize the CCSD Reorganization regulations.

2019

In the 2019 Legislative Session, further revisions were made to the Reorganization regulations to refine components of the implementation.



School Organizational Team: Key Responsibilities

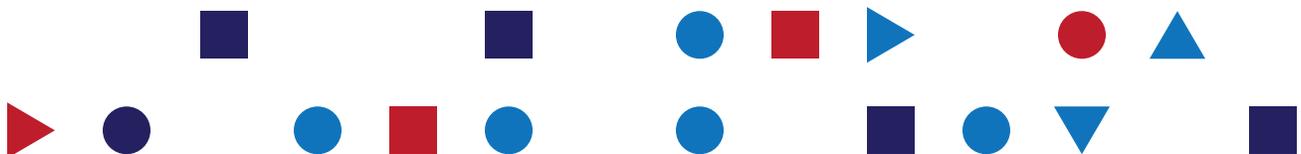
When drafting AB 469, Legislators clearly wanted collaboration at the school site between members of the School Organizational Team and the principal. According to AB 469, Sec. 28.1-28.2, some of the key provisions of the law are SOTs must “provide assistance and advice” to the principal, and the principal must allow for this assistance and advice. Although the principal is a non-voting member on the team, she/he is ultimately responsible for student outcomes.

An organizational team shall provide assistance and advice to the principal regarding:

- The **development of the plan of operation** for the local school precinct.
- The **development of the budget** for the school precinct.
- **Carrying out the ongoing plan of operation and the implementation of the budget** for the local school precinct.

Other key responsibilities include:

- Input regarding principal selection if a vacancy occurs.
- Input regarding the principal not more than two times a year (more details on page 8).

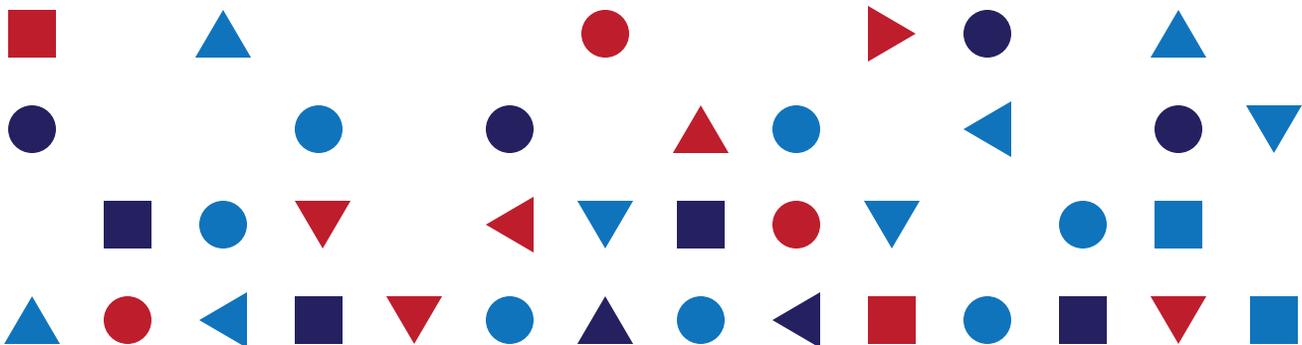


School Organizational Team: Complying with AB 469

The plan of operation for the local school precinct must include, without limitation:

- A plan to improve the achievement of pupils enrolled in the local school precinct, regardless of whether such a plan is required to be prepared pursuant to NRS 385A.650.
- A budget which itemizes the manner in which the local school precinct will use the money allocated to the local school precinct (AB 469, Sec. 24.3).
- The SOT will utilize student and school progress data to inform decisions regarding the development of the budget that the team will use to carry out the School Performance Plan.

Once a plan of operation and budget has been adopted, the SOT will monitor the implementation of the School Performance Plan throughout the school year. Adjustments will be suggested, if needed, after reviewing progress towards these goals and the effective use of the budget. This monitoring can be accomplished during the SOT monthly meetings or during additional scheduled meetings.



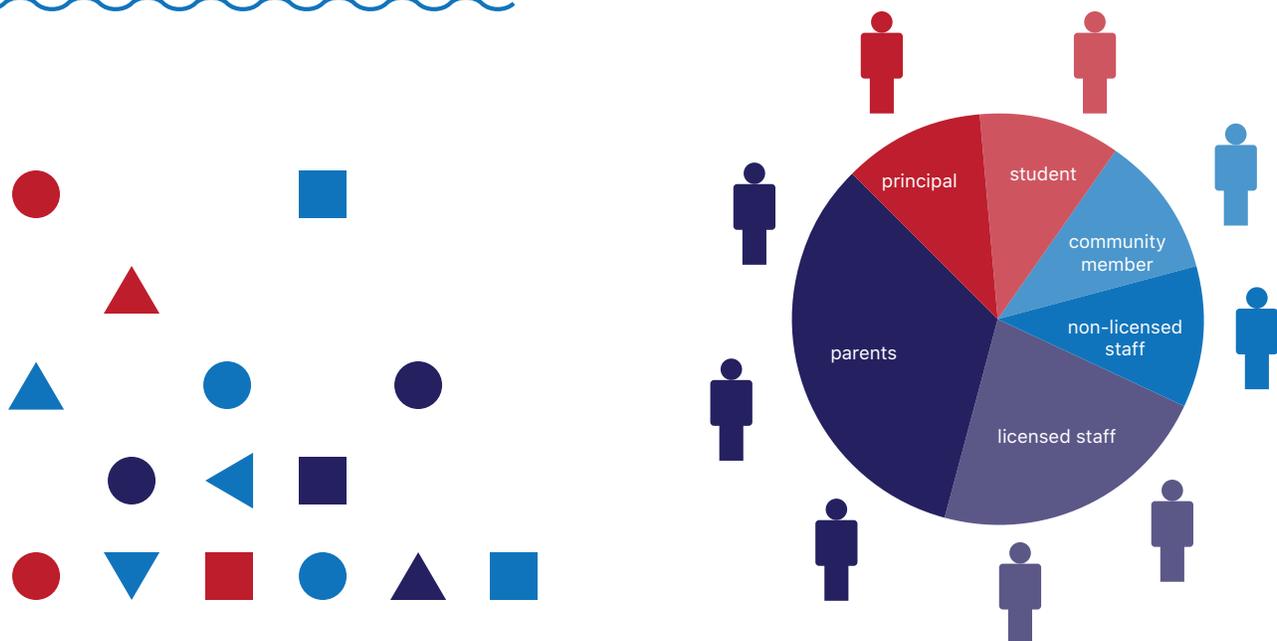
School Organizational Team: Complying with AB 469

The principal and SOT relationship is critical to successful student achievement and school improvement; they must be a team centered around achieving positive student outcomes.

As AB 469 was being developed, the roles and responsibilities of both the principal and the SOT were created to complement each other. This allows the shared decision making process to be most effective with all stakeholders involved, and working toward the same goals. As a whole, the SOT works collaboratively to develop the school plan of operation and the principal has the responsibility to, "Submit the proposed plan of operation for the local school precinct to the School Associate Superintendent for approval" [AB 469, Sec 24.1 (c)].

One of the responsibilities of the SOT members is providing input on any principal vacancy. SOT members establish a list of qualifications that the team determines are desirable for the next principal (AB 469, Sec 28.3). This list should be provided to the School Associate Superintendent. One member of the SOT can participate in the interview process. The SOT will provide a recommendation regarding the principal candidate to the School Associate Superintendent.

An additional responsibility of the SOT members is to provide input regarding the principal's performance. Although this input is not evaluatory by nature, it is key to supporting the growth and development of school precincts.



School Organizational Team: Structure & Elections



The key to a successful School Organizational Team is having the active involvement of all stakeholders including the principal, licensed educators, support professionals, parents/guardians, a student (secondary schools) and community members.

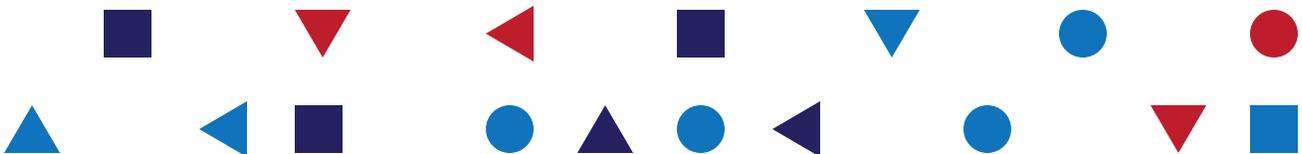
As a team, developing guidelines, meeting format, and a model for consensus building and shared decision making is the foundation for a positive and inclusive educational environment. The principal determines the size of each SOT prior to the election process.

Licensed Educators: CCEA is responsible for developing the nomination and election process for licensed educators. All licensed educators at the school will be able to vote for their choice of licensed educators to serve on the SOT. Note that 50% of licensed educators must be active members of CCEA.

Support Professionals: The support professional association is responsible for the nomination and the election of all support professionals.

Parents/Guardians: The association of parents in the school must establish the process for nominating and electing parents/guardians to serve on the SOT. If there is no association of parents, then the principal of the school precinct must notify all parents of the opportunity to serve on the SOT and provide information about an election process.

Students: Each secondary school will determine the election process for the student representative.



School Organizational Team: Structure & Operation

The organizational team for a local school precinct must consist of (AB 469, Sec. 26):

- The principal serving as a non-voting member.
- A minimum of 2, but not more than 4, licensed educators.
- For magnet schools or school within a school model, 1 licensed educator who works with magnet students must be elected to serve on the SOT.
- 1 support professional, if 2 licensed educators; or 2 support professionals, if 4 licensed educators.
- Parents/guardians that equal 50% of the total number of voting members.
- A student serving as a non-voting member in a secondary school.
- The organizational team may select one or more community members to serve as non-voting members.



Upon Establishment of the School Organizational Team (AB 469, Sec.27):

- Each member serves from October 1st to September 30th of the following year.
- The principal schedules the first meeting and acts as chair.
- The first item of business for the School Organizational Team is the selection of a chair and vice chair from the members.
- Notice of SOT meetings must be posted no less than 3 working days prior to the meeting date.
- Meetings must take place no less than one time a month during the school year.
- Meetings must be public and include a period for public comment.
- If a vacancy occurs, contact the appropriate association to fill the vacancy.
- For licensed educators, contact CCEA at → [changenv.org](https://www.changenv.org)

Consensus

Shared decision making is the foundation of a successful SOT. This shared decision making must:

- **Be collaborative and involve input from all stakeholders.**
- **Represent a shared vision for student achievement and school improvement.**
- **Reach consensus for all decisions being made.**

Some key strategies to reach consensus:

- Agree to a meeting structure, such as Roberts Rules of Order, Quaker Model, etc.
- Work collaboratively to establish and agree upon operating norms for the SOT meetings.
 - Norms should be amendable and reviewed throughout the process.
- During the establishment of the agreed upon norms, the terms of reaching consensus should be determined for voting.
 - Unanimous agreement by all members
 - Simple majority (>50% member agreement)
- Establish a shared vision for the plan of operation of the school precinct.
- Respect and value input from all stakeholders' diverse perspectives.
- Commit to open and honest communication and quick conflict resolution.
- Keep student achievement and school improvement as the focus.
- Remove personal biases or intentions.

Note: A quorum is defined as "A majority of the voting members of the organizational team constitutes a quorum for the purposes of voting." (AB 469 Sec 27.2)

The CCEA Professional Learning Program offers training and workshops to assist your SOT with this shift in decision making practice and ensure the success of the SOT. Request a tailored workshop for your SOT by visiting → [changenv.org](https://www.changenv.org)



Types of Funding

What are unrestricted funds?

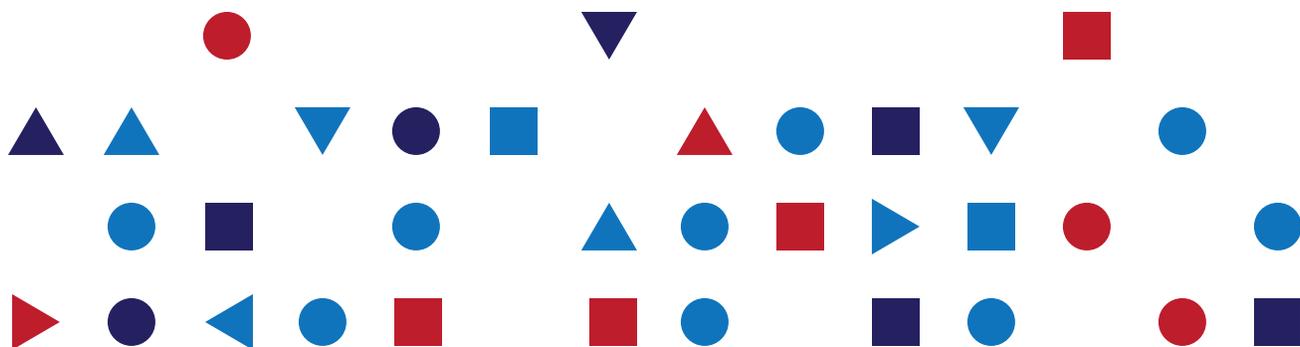
Unrestricted funds can come from a variety of sources, such as Student Generated Funds, facility rental funds, and recycling rebate funds. These funds can be utilized at the discretion of the SOT. The majority of these funds are used for personnel costs. The balance can be creatively used to address the unique needs of each school. For example, a SOT may determine if additional unrestricted funds should be used to hire a reading specialist, library aide, or curriculum.

What are restricted funds?

Restricted funds are federal or state dollars that are designated to be spent in a specific way. For example, Title 1, Special Education, Zoom and Victory funds must be spent on specific items. Other examples are available on Changenv.org.

The Weighted Funding Formula, SB 178, is also an example of restricted funds and was CCEA's number one legislative priority during the 2017 Legislative Session. CCEA introduced the concept of a Universal Weight that targets low proficiency students who are at the bottom 25% of achievement and was central to the passage of the bill.

SB 178 provides \$1,200 additional dollars for English Learners and Free and Reduced Lunch eligible students who are in the bottom 25% of achievement in one and two star schools not receiving Zoom or Victory funding. For a full list of schools that are receiving additional funds visit → changenv.org



Parental Engagement

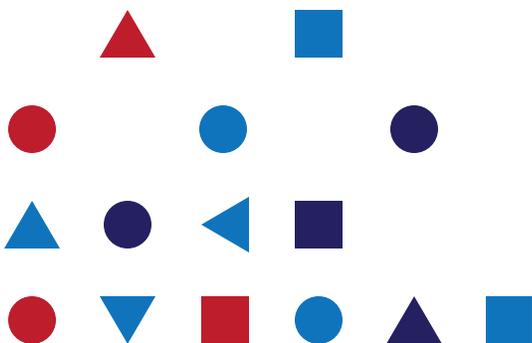
CCEA believes that empowering parents to exercise leadership in schools will result in improved school-based outcomes. Parents who serve as School Organizational Team members offer important perspectives about student experiences, culture and climate, and community involvement.

Parents/guardians make up 50% of the voting members on all School Organizational Teams.

"We have 50 years of research showing that what families do matters. Whether it's loving school, college access, good attendance, or academic success, family engagement has positive correlations with all sorts of indicators."

— Dr. Karen Mapp

CCEA recognizes that increasing parental/guardian engagement may present unique challenges at times and is committed to ensuring that SOTs are successful. Please contact CCEA via changenv.org for assistance with increasing parental engagement at your school.



Parent Experience

"The CCEA training sessions not only helped me fully understand my role and responsibilities as a parent SOT member, they helped me feel more confident in that role. CCEA provided a lot of great suggestions and resources for a wide variety of topics that I was able to take back to the other parents on my team and in our community. I feel like I am more of an asset to my team and the community we serve with the information I have learned in the training."

— Tiffany Leonard, CCSD Parent

Senate Bill 369: Good School Climate Is the Law



CCEA has heard from SOTs who have experienced a positive collaborative climate, and we also have heard from SOTs where the shift in culture has not been a good experience. We recognized how critical good school climate is for the success of each School Organizational Team and the need for recourse. That is why CCEA led on developing bill language during the 2017 Legislative Session that addressed the critical issue of school climate to ensure the success of the reorganization.

SB 369:

- Requires that School Districts ensure that there is a collaborative school climate among educators and the principal.
- Establishes a program of professional development to provide training on working collaboratively to ensure that school environments are productive and collaborative.
- Requires an investigation and professional development to be implemented when 50% of the School Organizational Team, over 50% of school staff, or 5% of parents petition with concerns about school climate.

A school's climate has a tremendous impact on students', parents' and school personnels' experience of school life. School climate reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structure.

→ schoolclimate.org

CCEA is committed to ensuring that there is compliance with this law. Please contact us right away if you see or experience any issues with your school's climate.

CCEA Provides Support, Resources & Training for SOTs

Training

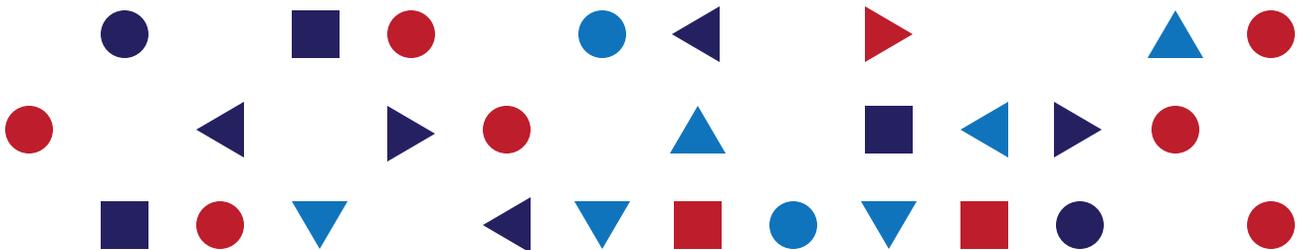
CCEA provides a variety of SOT trainings that are available to your entire SOT team.

We can not stress enough the importance of information and knowledge in order to be successful. These trainings go into depth about topics such as budgeting and understanding your school funds, increasing family engagement, and how to access resources to support your students and families within your school. The trainings are not mandatory, but are strongly encouraged for ALL SOT members.

Professional Development for Educators

CCEA offers a variety of professional development opportunities for educators.

- **National Board Certification** is the most respected professional certification available in education and provides numerous benefits to educators, students and schools.
- **The Nevada Collaboratory** has designed unique professional learning opportunities that match the characteristics recommended by educational research.
- **Micro-credentials** offer educators, principals, support professionals, and parents the opportunity to demonstrate teaching and leadership skills. For more information about our micro-credentials, please visit → changenv.org



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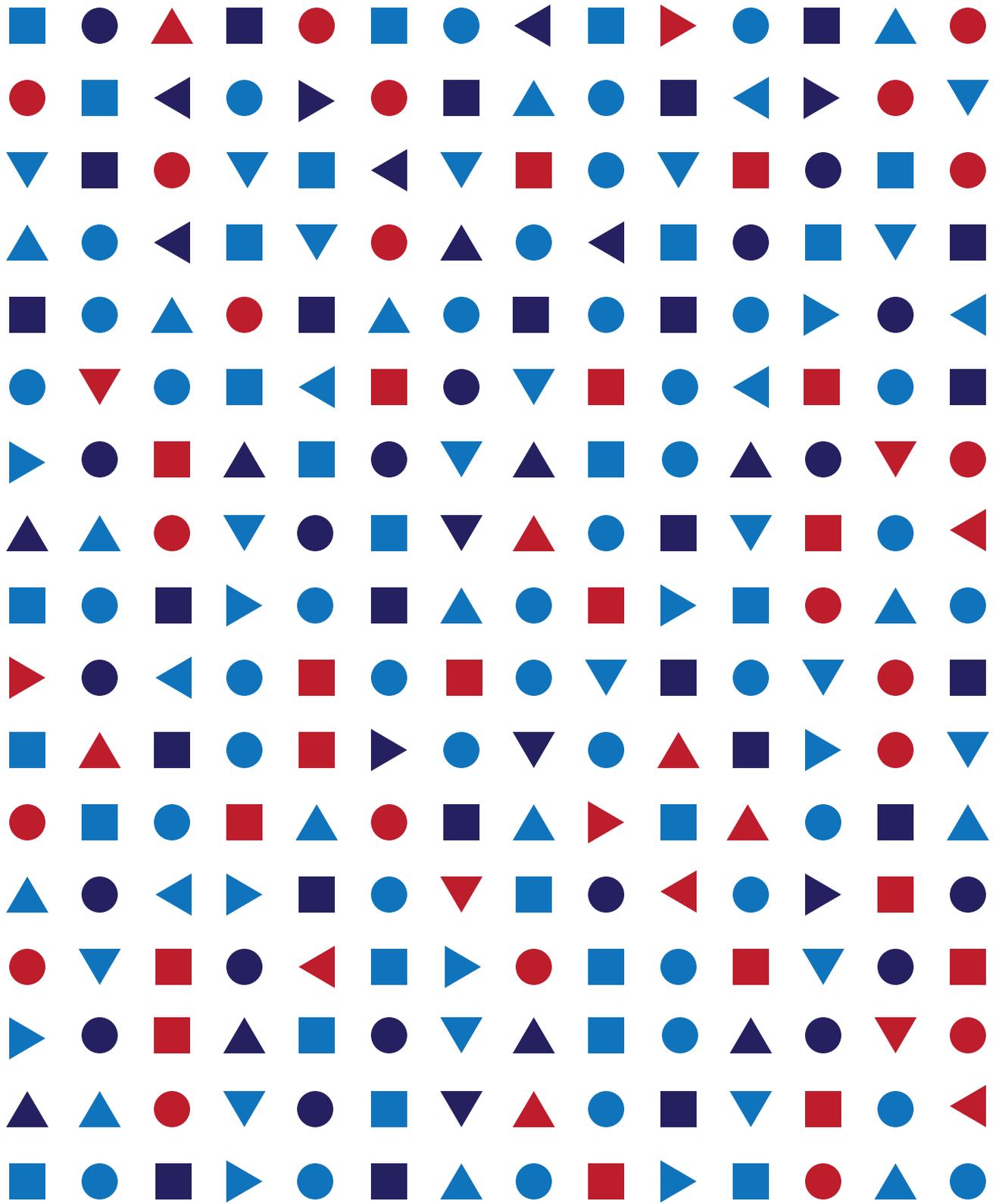


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CCEA

Clark County Education Association

the **union**
of teaching
professionals