



Clark County School District
Reorganization of the Clark County School District
Training and Resources

The content within this document has been developed by the Clark County School District for approval by the Nevada Department of Education as required by the Adopted Regulation of The State Board of Education [LCB File No. R063-22](#). The content has been approved by the Nevada Department of Education for the 2023-2024 school year.

Delivery of the content may be provided to required recipients via web modules and/or videos, in-person sessions, and independent review.

Modules will be delivered with the following recommended participation:

Overview and General Information	Recommended for all stakeholders to engage in the content thoroughly.
Information related to School Organizational Teams	Recommended for Principals, SOT Members, and principal supervisors to engage in the content thoroughly. Recommended for all other stakeholders to engage in the content briefly.
Specific Processes and Procedures	Recommended for all stakeholders to engage in the content briefly and for any stakeholders to engage in the content thoroughly when needed to implement a process or procedure.

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Overview

What is "The Reorganization?"

"The reorganization" is a series of changes that were made to the structure and function of the Clark County School District as a result of a series of laws and regulations adopted by the Nevada Legislature, the Nevada State Board of Education, and the Clark County School District Board of School Trustees.

Primary sources of information that define the Reorganization and serve as the source for these training modules include:

Legal and Regulatory Sources

Nevada Revised Statutes (NRG) 388G.500 through 810

NRS 388G.500 through 810 outlines the requirements for the "Organization of Large School Districts." As the statute applies only to school districts with over 100,000 students, the Clark County School District is the only district for which the statute applies.

The statute explains legislative findings and declarations related to the impact of large school districts and decentralization of decision making. The statute includes the following sections:

- NRS 388G.500 through 590 - General Provisions
- NRS 388G.600 through 630 - Formation of Local School Precincts
- NRS 388G.650 through 690 - Financial Determinations and Considerations for Local School Precincts
- NRS 388G.700 through 760 - Management and Operation of Local School Precincts
- NRS 388G.800 through 810 - Monitoring Effectiveness of Local School Precincts

These sections will be discussed and broken down throughout the remaining modules of this training.

Nevada Academic Code (NAC) 388G.100 through 140

The State Board of Nevada is authorized under Nevada law to "establish policies to govern the administration of all functions of the State relating to supervision, management and control of public schools not conferred by law on some other agency" (NRS 385.075). In addition, NRS 388G.590 requires the Nevada State Board of Education to "adopt such regulations as it deems necessary and appropriate to carry out the provisions of NRS 388G.500 to 388G.810, inclusive."

Those regulations become codified into NAC, beginning at chapter 388G.100. NAC 388G.100 through 140 outlines additional requirements and clarifications for the "Organization of Large School District."

Currently, the NAC includes regulations related to dispute resolution, service level agreements, and allocation of funds to schools.

[Adopted Regulation of the State Board of Education LCB File No. R063-22](#)

During 2022, the Nevada State Board of Education adopted a regulation that can be identified by its LCB number, R063-22. The regulation has not yet been codified into the Nevada Administrative Code, but is still enforceable. The regulation provided additional requirements and clarification related to training on the Reorganization, selection of teachers, and dispute resolution.

[Clark County School District Regulation 2130 - District Regulation](#)

The Clark County School District Board of Trustees is given under Nevada law "such reasonable and necessary powers, not conflicting with the Constitution and the laws of the State of Nevada, as may be requisite to attain the ends for which the public schools, excluding charter schools and university schools for profoundly gifted pupils, are established and to promote the welfare of school children, including the establishment and operation of schools and classes deemed necessary and desirable" (NRS 386.350) The Board of Trustees adopted CCSD Regulation 2130 to combine the legal requirements in Nevada law and administrative requirements in the Nevada Administrative Code with additional detail or local requirements in as plain language as possible and to avoid adding any additional ambiguities.

Additional Resources

More about Nevada Revised Statutes

The Nevada Revised Statutes (NRS) are the current codified laws of the State of Nevada. The Statutes of Nevada are a compilation of all legislation passed by the Nevada Legislature during a particular Legislative Session. (Source: [Nevada Law Library](#))

Text of all Nevada Revised Statutes can be accessed via the [Nevada Law Library](#).

For more information, see "[The Structure of Government in Nevada](#)" (PDF) from the [Nevada State Website](#).

More about the Nevada Administrative Code

The Nevada Administrative Code (NAC) is the codified, administrative regulations of the Executive Branch. The Nevada Register is a compilation of proposed, adopted, emergency and temporary administrative regulations, notices of intent and informational statements. (Source: [Nevada Law Library](#))

Education regulations are developed by the Nevada Department of Education and Adopted into the Nevada Administrative Code by the Nevada State Board of Education, part of the Executive Branch.

The Nevada Department of Education (NDE) is an executive state agency that works to provide comprehensive pre-K-12 programs and supports. NDE develops and implements education policy, conducts educator licensure, and supports students, families, schools, educators, and districts via programmatic and technical supports. This work supports our mission to improve student achievement and educator effectiveness by ensuring opportunities, facilitating learning, and promoting excellence.

The Nevada State Board of Education acts as the North Star of the Nevada education system, developing the vision and policy goals for student achievement. The Board sets policy standards to ensure that all students receive equal and equitable access to a high-quality education in a safe, respectful, and culturally responsive environment. They review and approve program outcomes, achievement data, assessments, opportunity gaps, and more to ensure students have the tools they need to graduate career-ready and globally prepared.

The State Board of Education is composed of eleven members; four members are elected from the four congressional districts in Nevada, and seven members are appointed. The Board is authorized under Nevada Revised Statute (NRS) 385.021.

(Sources: [State of Nevada Department of Education: About the Department](#), [State of Nevada Department of Education: Nevada State Board of Education](#))

For more information, see "[The Structure of Government in Nevada](#)" (PDF) from the [Nevada State Website](#) or [Regulation Workshops and Public Hearings](#) from the [Nevada Department of Education Website](#).

Adopted regulations that have not yet been codified into the Nevada Administrative Code can be found in the Nevada Register via the [Nevada Law Library](#).

More about CCSD Policies and Regulations

The purpose of [CCSD] Policies and Regulations is to provide directions regarding the details of District operations. Policies are more general principles, while Regulations contain specific details and procedures. They are effective as of the indicated policy governance review date, which is the date that they are approved by the Board of School Trustees, and remain in effect until canceled or revised.
(Source: [CCSD Policy 0101 - Introduction to Policies and Regulations](#))

Implementation and Monitoring

Generally, the Clark County School District Superintendent is responsible for carrying out the provisions of the Reorganization, but there are specific responsibilities laid out for for the Board of School Trustees, Central Office, School Supervisors, Principals, members of School Organizational Teams, the Nevada Superintendent of Public Instruction, and the Nevada State Board of Education. These responsibilities are introduced in the next module: Roles and Responsibilities within the Reorganization.



Monitoring of the Reorganization has several pieces:

- The Districtwide survey and the Central Services survey are conducted each year to determine stakeholders' satisfaction with the schools, and with central services employees' satisfaction with their ability to serve schools.
- A report with information related to the implementation of the Reorganization and operating under the Reorganization is prepared annually and provided to the Governor, Superintendent of Public Instruction, and Director of the Legislative Counsel Bureau for transmission to the members of the Legislature.
- A report with information related to legal and regulatory compliance is prepared annually and made available on the CCSD website.
- Links to specific reports of information required by law or regulation are maintained at reorg.ccsd.net.

Balancing Authority and Responsibility

Decentralization and Balancing Authority

Much of the reorganization law is dedicated to delineating the balance of authority and responsibility between the District, or central office, led by the Superintendent, and schools, or school precincts, led by the principal.

In compliance with state law and regulations, each school operates using site-based decision-making in which certain authority to carry out responsibilities is transferred from the District to the school as set forth in NRS 388G.610.

School Authorities and Responsibilities	District Authorities and Responsibilities
<ul style="list-style-type: none">● Selection and supervision of employees who are assigned to the school, evaluated by the principal or a designee of the principal, and who are not members of central services, in alignment with appropriate negotiated agreements, district policies and regulations, and state and federal law.● Consultation on the assignment of central services staff to schools.● Development and submission of a plan of operation, which consists of the school performance plan and the school budget, in accordance with NRS 388G.700 through NRS 388G.710 and District administrative guidelines, directives, and timelines.● Carrying out the school plan of operation, including:<ul style="list-style-type: none">● The purchase of equipment, services, and supplies the principal requires to carry out the school plan of operation as defined by NRS 388G.545, in alignment with district purchasing policies and regulations and the limitations set forth in NRS 388G.610(3).● Paying for and carrying out any specific responsibility transferred to the school by the Board of School Trustees, according to the	<p>All responsibilities necessary for the operation of the schools and the District not specifically transferred to principals, and:</p> <ul style="list-style-type: none">● Negotiating the salaries, benefits and other conditions of employment of administrators, teachers and other staff necessary for the operation of the local school precinct;● Transportation services;● Food services;● Risk management services;● Financial services, including payroll services;● Qualifying employees for any position within the large school district;● Services to promote and ensure equity and diversity;● Services to ensure compliance with all laws relating to civil rights;● Identification, evaluation, program placement, pupil assignment and other services provided to pupils pursuant to the Individuals with Disabilities Education Act, 20 U.S.C. §§ 1400 et seq., and the regulations adopted pursuant thereto, or pursuant to section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794, and the regulations adopted pursuant thereto;● Legal services;

<p>specific terms provided in the approved transfer of responsibility.</p> <ul style="list-style-type: none"> ● Specifically planning for and use of carryforward dollars toward meeting the goals established in the plan of operation. ● Ensuring that funds are used purposefully with a focus on student outcomes, in alignment with the school performance plan. 	<ul style="list-style-type: none"> ● Maintenance and repair of buildings; ● Maintenance of the grounds of the local school precinct; ● Custodial services; ● Implementation of the master plan developed for English learners; ● Internal audits; ● Information technology services; ● Police services; ● Emergency management services; ● Carrying out state mandated assessments and accountability reports; ● Capital projects; and ● Utilities. ● Selection, placement, reassignment, and other employment decisions related to School Associate Superintendents.
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Under the reorganization, principals in CCSD have a high level of autonomy, but that autonomy is limited. All authority granted to the Superintendent and to principals is bound by compliance with federal and state law, District policies and regulations, and collective bargaining agreements.

Funding the Balance of Authority

Schools are budgeted using the State per-pupil funding model in accordance with Nevada law. Within that allocation, at least 85% of the District's unrestricted funds are allocated directly to schools. Allocations are shared with principals and posted on the District website annually. Also, any funds left unspent by schools at the end of the school year are carried forward in the school budget to the next year.

In later modules, you will learn about the budgeting cycle and how that interacts with the school performance plan cycle to form the school Plan of Operation.

Transfer of Responsibilities

Additional responsibilities may be considered for transfer between central services and schools, if recommended by the Superintendent and approved by the Board of School Trustees. The Superintendent has sole discretion on developing recommendations to transfer additional responsibilities to schools, if all of the following are true:

- The Superintendent determines the transfer of responsibility will serve the best interest of students.

- The responsibility is not otherwise required by law to be carried out by someone other than the school principal.
- Principals, SOT members, Region Superintendents, and School Associate Superintendents were consulted regarding the specific transfer of responsibility being recommended.
- Funds that would be transferred to schools to support the transferred responsibility can be calculated at a per-pupil, per-school, or per-unit cost using financial data.
- The transfer of responsibility will not conflict with collective bargaining agreements.

If a responsibility is transferred, the amount that is estimated the District would spend on the responsibility in the coming school year shall be transferred to schools in accordance with NRS 388G.610, utilizing an allocation methodology determined by the Business and Finance Unit to be the most accurate and appropriate.

Service Level Agreements

The Superintendent has the authority under NAC 388G.120 to determine annually which District services will be made available by the District for purchase by principals via service level agreements. In such cases, a service level agreement shall be drafted in accordance with NAC 388G. Service level agreements may be developed to govern services related to a responsibility transferred from central office to schools or newly provided services unrelated to a transfer of responsibility.

Roles and Responsibilities

The balance of authority and specific requirements of the law result in some specific responsibilities and authorities for individuals and groups of stakeholders. Though generally discussed in later modules, it can be helpful to have most responsibilities and authorities listed together. Below are the responsibilities and authorities for the Board of School Trustees, the Superintendent, the School Supervisor, the Principal, and the School Organizational Teams.

Responsibility and Authority of the Board of School Trustees

The Board of School Trustees has general authority under Nevada Law to establish and operate schools, as long as their actions do not conflict with the Nevada Constitution and the laws of the State of Nevada (NRS 386.350). Specific responsibilities and authority related to the Reorganization includes:

- Approval of recommendation to reduce the size of any specialty school or convert a specialty school into any other type of school if not already otherwise provided by law (NRS 388G.600).
- Approval of the Superintendent's recommendation for the transfer of additional authorities from central services to schools, within a specified timeframe (NRS 388G.610).
- Establishment of a dispute resolution process for issues relating to issues relating to retaliation and reprisal as a result of the performance of duties as a member of a school organizational team (NAC 388G.100).
- Submission of a Plan of Corrective Action if requested by the Superintendent of Public Instruction related compliance with the requirements of the Reorganization. (NAC 388G.100, R063-22).

Responsibility and Authority of the Superintendent

The Superintendent has general authority and accountability for achieving student achievement results within the policies established by the Board of School Trustees. Specific responsibilities and authority related to the Reorganization includes:

Related to Authority of Schools

- Development of a recommendation to reduce the size of any specialty school or convert a specialty school into any other type of school if not already otherwise provided by law (NRS 388G.600).
- The transfer to schools the authority to select and supervise staff for the school, purchase equipment, services and supplies the school deems necessary or advisable to carry out the school's plan of operation in accordance with the applicable District policies, develop a balanced school budget and any other responsibility transferred from central office to schools (NRS 388G.610).

- Ensuring administrative procedures are established to ensure principals select teachers who are licensed and in good standing before selecting substitutes to teach in schools, as required by NRS 388G.610 (CCSD Regulation 2130 Section IX).
- Ensuring that a unit, division, or department that funds and supervises an employee assigned to schools provides principals with a mechanism to provide feedback on the assignment and a mechanism to request a change in assignment of employees assigned to schools (CCSD Regulation 2130 Section X).
- Ensuring responsibilities are transferred in such a manner as to ensure that principals are able to make meaningful decisions regarding the responsibilities and control and discretion with respect to the use of funds allocated for the purpose of carrying out the responsibility in the best interest of students, and within the limits established by federal and state law, District policies and regulations, and collective bargaining agreements (CCSD Regulation 2130 Section I).
- Ensuring the development of administrative guidelines necessary for principals to define the limits to the authority of principals in order to ensure compliance with federal and state law, District policies and regulations, and collective bargaining agreements (CCSD Regulation 2130 Section I).
- Responsibility for paying for and carrying out all responsibilities necessary for the operation of the schools and the District not specifically transferred to principals and as enumerated in NRS 388G.610(3) (CCSD Regulation 2130 Section I).
- Determination and recommendation to the Board of School Trustees of additional authority that should be transferred from central services to schools if it will serve the best interests of pupils (NRS 388G.610).
- Determination of responsibilities to be offered for purchase by schools and publication to principals of draft service level agreements for those responsibilities, annually (NAC 388G.120).
- Final decision authority on an appeal of the method for allocation of funds transferred to schools as required when additional responsibility is transferred (CCSD Regulation 2130 Section V).

Related to Selection, Assignment, and Reassignment of Staff

- Final selection, assignment, and reassignment of school associate superintendent candidate hiring after engaging in the requirements of the process for hiring school associate superintendents (NRS 388G.620).
- Assign duties to school associate superintendents at his or her own discretion (NRS 288G.630) and implement an operating structure that ensures School Associate Superintendents fulfill the responsibilities enumerated in NRS 388G.630 (CCSD Regulation 2130 Section XII).
- Provide a list of staff eligible for selection by a school principal (NRS 388G.700).
- Final selection, assignment, and reassignment of principal candidate hiring after engaging in the requirements of the process for hiring principals (NRS 388G.740).

Related to Allocation of Funds to Schools

- Ensuring that schools are funded utilizing the State per-pupil funding model in accordance with Nevada law (CCSD Regulation 2130 Section XVII), and that the use of carryforward dollars is monitored (CCSD Regulation 2130 Section XIX).
- Establish and make public information related to allocation of funds to schools, by January 15 annually (NRS 388G.660).
- Development of administrative guidelines for principals (CCSD Regulation 2130 Section XXXI) and inform schools the estimated amount of money that will be allocated the next year, by January 15 annually (NRS 388G.680).
- Determine and make public information related to allocation of funds to schools, vacant positions at schools, and the use of funds for salary and benefits of teachers and other employees (NRS 388G.690).
- Provide necessary maintenance or repair of a school in a timely manner, or if unable to do so, procure any equipment, services and supplies necessary from another entity or business to provide such maintenance or repair (NRS 388G.610).

Related to School Organizational Teams

- Receipt and public posting of information provided by principals related to the process for electing parents to school organizational teams (NRS 388G.720).
- Ensuring that processes are carried out annually to support the election and training of members of School Organizational Teams (CCSD Regulation 2130 Section XXII, XXIV) and that school organizational team meeting materials are posted publicly (CCSD Regulation 2130 Section XXIV).
- Final consideration and decision of an appeal related to the approval of a school plan of operation (NRS 388G.750).

Related to Implementation of the Reorganization

- Implementation of dispute resolution and compliance recommendation processes (CCSD Regulation 2130 Sections XXVII, XXVIII, XXIX).
- Implementation of a survey to all stakeholders to measure their satisfaction with schools and a survey to central services to measure satisfaction with their ability to serve schools, by May 1 annually (NRS 388G.800).
- Preparation of a report with information related to the implementation of the Reorganization and operating under the Reorganization is prepared annually and provided to the Governor, Superintendent of Public Instruction, and Director of the Legislative Counsel Bureau for transmittal to the members of the Legislature, by October 1 annually (NRS 388G.810).
- Development of a report with information related to legal and regulatory compliance is prepared annually and made available on the CCSD website, by October 1 annually (CCSD Regulation 2130 Section XXXIV).

- Fulfillment of all public posting requirements of Nevada law related to the Reorganization CCSD Regulation 2130 Section XXXV).

Responsibility and Authority of the School Supervisor

School Associate Superintendents are required to and Region Superintendents fulfill requirements to:

Regarding Supervised Schools

- Consult with the Superintendent regarding the selection of a candidate to fill a vacant principal position (NRS 388G.740), and provide training to and supervise the principal of the local school precinct (NRS 388G.630).
- Review and approve the plan of operation for the local school precinct and assist the principal of the local school precinct in making any necessary revisions to the plan (NRS 388G.630, NRS 388G.750).
- Ensure that each local school precinct to which he or she is assigned to oversee remains in compliance with all applicable federal, state and local laws (NRS 388G.630).
- Provide a report in person, not less than quarterly, to the governing body of each city and county within which a local school precinct to which he or she is assigned to oversee is located and, if created pursuant to NRS 388G.760, to the Community Education Advisory Board (NRS 388G.630).
- Carry out any other duties assigned by the superintendent at his or her discretion or after approval by the superintendent of a request made by the local school precinct (NRS 388G.630).
- Participate in a survey to central services to measure satisfaction with their ability to serve schools, by May 1 annually (NRS 388G.800).
- Receive input regarding the principal from the school organizational team not more than two times each school year (NRS 388G.740).
- Meet with principals to review draft service level agreements provided by the Superintendent and compile and provide to the Superintendent a report of comments received from principals.(NAC 388G.120).

Responsibility and Authority of the Principal

Principals have the responsibility to establish systems and structures to implement the plan of operation at a school, including:

Regarding Use of Funds and the Plan of Operation

- Developing a balanced school budget and any other responsibility transferred from central office to schools (NRS 388G.610, NRS 388G.700, CCSD Regulation 2130 Section IX).

- Opportunity to request a review of the methodology by which funds are allocated to schools with an additional responsibility transferred from central services (CCSD Regulation 2130 Section V).
- Principals shall make final decisions regarding the content of the school plan of operation informed by: the principal's experience and expertise as an educator and school leader in meeting the needs of students; District policies, regulations, and administrative guidelines; District priorities and guidance from the principal's supervisor; and the advice and assistance of the school organizational team as it relates to the development of the school budget and school performance plan (CCSD Regulation 2130 Section XIII).
- Submission of the proposed plan of operation for the local school precinct to the school associate superintendent for approval (NRS 388G.700).
- Carrying out the school plan of operation, including:
 - The purchase of equipment, services, and supplies the principal requires to carry out the school plan of operation as defined by NRS 388G.545, in alignment with district purchasing policies and regulations and the limitations set forth in NRS 388G.610(3).
 - Paying for and carrying out any specific responsibility transferred to the school by the Board of School Trustees, according to the specific terms provided in the approved transfer of responsibility.
 - Specifically planning for and use of carryforward dollars toward meeting the goals established in the plan of operation.
 - Ensuring that funds are used purposefully with a focused on student outcomes, in alignment with the school performance plan (CCSD Regulation 2130 Section XIV), in the best interest of students, and within the limits established by federal and state law, District policies and regulations, and collective bargaining agreements (CCSD Regulation 2130 Section I).
 - Development of the proposed plan of operation for the local school precinct for the next school year with the assistance and advice of the organizational team (NRS 388G.700, NRS 388G.710).
- Review with the School Associate Superintendent any draft service level agreements provided by the Superintendent (NAC 388G.120) and negotiate specific terms of a service level agreement (NAC 388G. 130), as long as the terms of the agreement are agreeable to both the principal and the District (CCSD Regulation 2130 Section VI).

Regarding Selection of Staff

- The authority to select and supervise staff for the school from a list provided by the Superintendent, purchase equipment, services and supplies the school deems necessary or advisable to carry out the school's plan of operation in accordance with the applicable District policies (NRS 388G.610, NRS 388G.700, CCSD Regulation 2130 Section IX).
- The responsibility to select teachers who are licensed and in good standing before selecting substitutes to teach at the local school precinct (NRS 388G.610, R063-22 Sec. 3).

- The authority to consult with central services on the assignment and performance evaluation of central services staff to schools and with the superintendent on additional responsibilities to be transferred from central services to schools (NRS 388G.610, CCSD Regulation 2130 Section X).
- Representation on the committee to interview candidates for vacant School Associate Superintendent positions (NRS 388G.620).

Regarding the School Organizational Team

- Establishment and implementation of an organizational team for the local school precinct consisting of the members described in NRS 388G.720 on or before October 1 of each school year (NRS 388G.700, NRS 388G.720-750 CCSD Regulation 2130 Section XXI-XXIII).
- Carry out specific activities during meetings of the school organizational team and ensure that the activities are documented in meeting agendas and minutes (CCSD Regulation 2130 Section XXIV).
- Serve as the primary contact for the District for the school organizational team (CCSD Regulation 2130 Section XXVI).

Regarding Implementation of the Reorganization

- Participate in a survey to schools to measure their satisfaction with schools and satisfaction with the ability of central services to serve schools, by May 1 annually (NRS 388G.800).
- Submit a recommendation for implementation of the Reorganization to the Superintendent (CCSD Regulation 2130 Section XXIX).

Principals do not have the authority to:

- Operate outside of State or Federal law or District policies and regulations, including procurement systems and structures.
- Act as the signatory for contracts that obligate District funds, including funds allocated to school budgets.
- Authorize the sharing of student information or provide access to district data systems.

Responsibility and Authority of the School Organizational Team

A school organizational team is a group of members of a school community that serves as an advisory body to the school principal by providing advice and assistance to the principal as it relates to the development and carrying out of the School Plan of Operation in accordance with NRS 388G.540 through NRS 388G.760. The School Organizational Team is responsible for:

- Providing assistance and advice to the principal regarding the development of the School Plan of Operation (NRS 388G.740).

- Providing continued assistance and advice to the principal in carrying out the School Plan of Operation (NRS 388G.740).
- Assisting in the discussion of any additional authority to be transferred to the school to carry out responsibilities.
- Assisting with the selection of the next principal when a principal vacancy occurs (NRS 388G.740).

In addition, the school organizational team has the authority to, upon a majority vote of a quorum of the voting members:

- Consult with the principal in an effort to ensure that effective licensed teachers are employed at the school (NRS 388G.610).
- Provide input regarding the principal of the local school precinct to the school associate superintendent not more than two times each school year (NRS 388G.740).
- Appeal the plan of operation to the school associate superintendents (NRS 388G.750).
- Request a review of the methodology by which funds are allocated to schools with an additional responsibility transferred from central services (CCSD Regulation 2130 Section V).
- Select a community member to serve as a nonvoting member of the school organizational team, in accordance with NRS 388G.720(4) (CCSD Regulation 2130 Section XXV).
- Establish and facilitate meeting procedures and norms (CCSD Regulation 2130 Section XXV).
- Formalize recommendations related to requests for use of school funds made by employees of the school (CCSD Regulation 2130 Section XXV).
- Seek input or hearing concerns from members of the school community and formalize recommendations related to those concerns (CCSD Regulation 2130 Section XXV).
- Initiate an investigation by the Board of School Trustees pursuant to NRS 391A.383 concerning parent and family engagement and school culture (NRS 391A.383, CCSD Regulation 2130 Section XXV).
- Submit a recommendation regarding implementation of the Reorganization in writing to the Superintendent (CCSD Regulation 2130 Section XXIX).

School organizational teams are encouraged to communicate directly with and/or through the principal or, if necessary, the supervising region superintendent or school associate superintendent (CCSD Regulation 2130 Section XXV).

The school organizational team does not have the authority to:

- Make decisions for the school or the district (CCSD Regulation 2130 Section XXVI).
- Act as the custodian of records, respond to requests for public records, or release information protected by FERPA or other federal or state law to third parties (CCSD Regulation 2130 Section XXVI).

Authority of Individual Members of the School Organizational Team

Individual members of the school organizational team do not have the authority to speak on behalf of the school organizational team as a whole (CCSD Regulation 2130 Section XXVI). However, individual members do have the authority to submit a complaint alleging retaliation or reprisal by any District employee as a result of the performance of duties as a member of an organizational team, as long as the member is not an employee of the district (CCSD Regulation 2130 Section XXVII).

Responsibility and Authority of the Nevada State Board of Education

The Nevada State Board of Education has general authority under Nevada Law to "establish policies that govern the administration of all functions of the State relating to supervision, management and control of public schools not conferred by law on some other agency" ([NRS 385.075](#)). Specific responsibilities and authority related to the Reorganization includes:

- Adopt such regulations as it deems necessary and appropriate to carry out the provisions of NRS 388G.500 to 388G.810, inclusive (NRS 388G.590)

Responsibility and Authority of the Nevada Superintendent of Public Instruction

Nevada Law establishes the Superintendent of Public Instruction as the educational leader for the system of K-12 public education in this State. Also referred to as the "State Superintendent," the Superintendent serves as the executive leader of the Nevada Department of Education. Generally, the State Superintendent carries out and enforces policies prescribed by the State Board of Education ([NRS 385.175](#)).

Specific responsibilities and authority related to the Reorganization includes taking such actions as deemed necessary and appropriate to ensure that the District carries out the reorganization according to Nevada law and regulations (NRS 388G.590).

About the School Organizational Team (SOT)

What is a School Organizational Team?

A school organizational team is a group of members of a school community that serves as an advisory body to the school principal by providing advice and assistance to the principal as it relates to the development and carrying out of the School Plan of Operation in accordance with NRS 388G.540 through NRS 388G.760.

Each year, the principal determines the size of the school organizational team (from three possibilities) for the following term beginning October 1 of each year.

<p>School organizational teams consist of 6 to 12 voting members, in one of three possible combinations:</p> <ul style="list-style-type: none">● 2 licensed staff members, 1 educational support professional, and 3 parents.● 3 licensed staff members, 1 educational support professional, and 4 parents.● 4 licensed staff members, 2 educational support professionals, and 6 parents.	<p>School organizational teams also include non-voting members:</p> <ul style="list-style-type: none">● The school principal● 1 student representative in secondary schools (middle, junior high, and high schools)● 1 or more community members (optional)
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In a later module, you'll learn about how members are elected to serve on the SOT.

Primary Functions of the School Organizational Team

1. Provide assistance and advice to the principal regarding the School Plan of Operation

The SOT's primary function is to provide advice and assistance to the principal regarding the development and carrying out of the school plan of operation.

The school plan of operation is developed by the principal and consists of (1) the school performance plan, which is developed using specific protocols and templates of Nevada's School-Level Continuous Improvement Process (CIP), with guidance from the Nevada Department of Education and (2) the school budget, which is developed utilizing CCSD tools, templates, and guidance.

In a later module, you will learn more details about how the plan of operation is developed, reviewed, approved, and shared with the school community.

2. Assist with the selection of the next principal

Another major function of the SOT is assisting with the selection of a new principal for the school in the case of a vacancy. The SOT is able to participate throughout the hiring process.

In a later module, you will learn more details about that participation.

3. Provide input regarding the principal

The third major function of the SOT is providing feedback on the principal to his or her supervisor, a School Associate Superintendent or Region Superintendent. The SOT can vote to provide feedback as a group two times per year at their discretion. However, individuals within the school community, including individual members of the SOT, may reach out at any time.

In a later module, you will learn how SOTs formalize actions like these.

Additional Functions of the School Organizational Team

Any action carried out by the school organizational team requires a vote. A majority of the voting members of the organizational team, excluding vacancies, constitutes a quorum for purposes of voting. A majority vote of the quorum is required to take action with respect to any matter.

School organizational team actions may, but are not required to include:

- Selection of a community member to serve as a nonvoting member of the school organizational team, in accordance with NRS 388G.720(4).
- Establishing and facilitating meeting procedures and norms.
- Formalizing advice and assistance to the principal regarding the development or carrying out of the school plan of operation, ensuring that effective licensed teachers are employed at the school, or discussion of any additional authority to be recommended for transfer from central office to schools.
- Objection to any part of the plan of operation submitted by the principal and submission of that objection to the School Associate Superintendent or Region Superintendent, and further objection and submission to the Superintendent, in accordance with NRS 388G.750.
- Providing input regarding the principal to the School Associate Superintendent or Region Superintendent during any part of but no more than two times each school year.
- Participation in the process established by the Superintendent or designee for selecting a new principal in the case of a vacancy in accordance with NRS 388G.740, including identifying a list of desirable qualifications for principal, identifying one recommended candidate, and selecting a representative of the school organizational team to participate in an interview with the Superintendent.
- Formalizing recommendations related to requests for use of school funds made by employees of the school.
- Seeking input or hearing concerns from members of the school community and formalizing recommendations related to those concerns.
- Initiating an investigation by the Board of School Trustees pursuant to NRS 391A.383 concerning parent and family engagement and school culture.
- Formalizing a recommendation to the Superintendent related to how the District carries out obligations under NRS 388G.500-820, aligned administrative regulations codified in the Nevada Administrative Code.
- Formalizing a recommendation to the principal of a magnet school, career and technical academy, special school, or alternative education program related to the reduction in size or conversion of the school into another type of school.

Principals are required by Nevada law and District Regulations to carry out certain activities related to the SOT:

- Schedule the first meeting and act as the chair of the team until a chair is selected.
- Inform members of the school organizational team serving as parent representatives that their participation on the team does not mean that they are an employee of the school or the district and that if they are not otherwise employed by the district, they are immune from liability for civil damages as a result of an act or omission in performing any of the duties of the organizational team, in accordance with NRS 388G.720(7).
- Train all members of the school organizational team utilizing materials and resources provided by the District and reporting the training utilizing a process established by the Superintendent or designee.
- Seek advice and assistance from the school organizational team regarding development of the school plan of operation, which consists of the school budget and school performance plan, including amendments and adjustments after the initial approval of the plan.
- Seek advice and assistance from the school organizational team regarding implementation of improvement strategies and action steps and progress toward intended outcomes within the school performance plan and the use of the school budget, including carryforward and supply dollars, to improve student outcomes.
- Seek advice and assistance from the school organizational team regarding fees, contributions, or purchase requested or required of parents, in consideration of the school budget, including carryforward and supply dollars.
- Seek advice and assistance from the school organizational team regarding ensuring that effective licensed teachers are employed at the school.
- Seek advice and assistance from the school organizational team regarding discussion of any additional authority to be recommended for transfer from central office to schools.
- Ensure school organizational team meeting materials are posted on the school website and the district website through a process established by the Superintendent or designee.
- Review, collect, and submit feedback on District policies and regulations under consideration by the superintendent for adoption, amendment, or repeal, as posted on the District website.

Limits to SOT Authority and Liability

When taking action, SOT members should consider:

- The school organizational team does not have the authority to make decisions for the school or the district.
- The school organizational team does not have the authority to act as the custodian of records, respond to requests for public records, or release information protected by FERPA or other federal or state law to third parties.

- Individual members of the school organizational team do not have the authority to speak on behalf of the school organizational team as a whole.
- Election to the SOT does not make a person an employee of the local school precinct or the large school district.
- Except as otherwise provided in NRS 388G.720, an organizational team and its members who are not employees of the large school district are immune from liability for civil damages as a result of an act or omission in performing any of the duties of the organizational team as set forth in NRS 388G.700 to 388G.750, inclusive.

SOT Authority Changes implemented during the 2023 Legislative Session

In 2023, the Nevada Legislature passed [SB282](#), which includes legislation that adjusts the limitations of authority for certain activities of the SOT. The requirements are effective July 1, 2024, so are not applicable for the 2023–2024 school year. Information will be updated to align with SB282 in an appropriate future guidance and information.

SOT Communication Guidance

Unless specified in CCSD regulation or state law, school organizational teams are encouraged to communicate directly with and/or through the principal or, if necessary, the supervising region superintendent or school associate superintendent.

Any communication received from the school organizational team to any employee of the district other than the principal or supervising region superintendent or school associate superintendent will be referred to the principal or the region superintendent or school associate superintendent for consideration and reply.

How to form SOTs

How to Form School Organizational Teams

This video is a three-minute overview of the requirements for forming School Organizational Teams. The information is provided in detail with resources below.

SOT Size and Membership

School Organizational Teams must consist of the following:

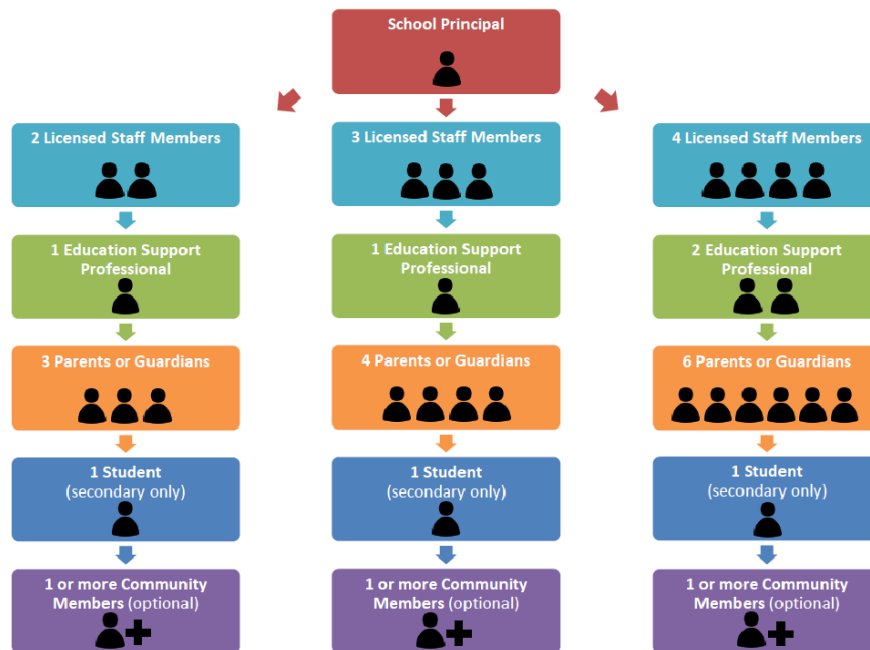
Voting Members

- 2 to 4 licensed staff members
- 1 or 2 educational support professionals
- 3, 4, or 6 parents, representing 50% of the total number of voting members

Non-Voting Members

- School principal
- 1 student representative in secondary schools (middle, junior high, and high schools)
- 1 or more community members (optional)

Principals will decide the size of the SOT. The diagram below indicates possible team compositions.



SOT Membership Requirements and Elections

School Organizational Team members serve one-year terms from October 1 through September 30 with no term limits.



Licensed Staff Membership Requirements

- 2 to 4 licensed staff members, number to be determined by the school principal.
- Membership on the Team must be open to all licensed staff at the school.
- Elected by a vote of all licensed staff at the school.
- At least 50% of those elected must be CCEA members.
- Election process established and conducted by CCEA.
- Contact CCEA at 394@ccea-nv.org or visit leadtheway394.org.

Licensed Staff Member Election

- According to state law, The Clark County Education Association (CCEA) is responsible for the process for nominating and electing licensed staff to School Organizational Teams.
- More information about the election process can be found at www.changenv.org. If you have further questions, email CCEA at changenv@ccea-nv.org.

Vacancies in Licensed Staff Member Positions

Principals shall ensure that any vacancy on the school organizational team is filled within 30 days by collaborating with the organizations responsible for carrying out the individual elections under NRS 388G.720. If the vacancy occurs with the end of the school year, it shall be filled within 30 days of the start of the following school year.

An employee member of the school organizational team becomes ineligible and shall vacate the position on the school organizational team if:

- The employee is no longer employed by the school.
- The employee was elected as a teacher or other licensed employee and the employee moves to a position other than a teacher or other licensed employee.
- The employee was elected as an employee other than a teacher or other licensed employee and the employee moves into a teacher or other licensed position.



Education Support Professionals Membership Requirements

- 1 education support professional or 2 educational support professionals if there are 4 licensed staff members on the Team.
- Membership on Team is open to all education support professionals at the school who are members of ESEA.
- Elected by a vote of all education support professionals at the school.
- Election process established and conducted by ESEA.
- Contact ESEA at (702)794-2537 or visit eseavoice.org.

Education Support Professionals Member Election

- According to state law, the Education Support Employees Association (ESEA) is responsible for the process for nominating and electing education support professionals to School Organizational Teams.
- More information about the election process can be found at www.esea-nv.org. If you have further questions, call ESEA at 702-794-2537.

Vacancies in Education Support Professionals Member Positions

Principals shall ensure that any vacancy on the school organizational team is filled within 30 days by collaborating with the organizations responsible for carrying out the individual elections under NRS 388G.720. If the vacancy occurs with the end of the school year, it shall be filled within 30 days of the start of the following school year.

An employee member of the school organizational team becomes ineligible and shall vacate the position on the school organizational team if:

- The employee is no longer employed by the school.
- The employee was elected as a teacher or other licensed employee and the employee moves to a position other than a teacher or other licensed employee.
- The employee was elected as an employee other than a teacher or other licensed employee and the employee moves into a teacher or other licensed position.



Parent or Guardian Member Requirements

- 3 to 6 parents or guardians, representing 50% of the total number of voting members.
- Employees at the school are not eligible.
- If the school has a parent organization, they will establish the process for electing parent/guardian members.
- If no parent organization exists, the principal will run the process.
- Parents and guardians must be notified of the opportunity to serve on the Team, how to be placed on the ballot, and when the vote will occur.
- Contact the Nevada PTA at (702)258-7885 or FACES at (702)799-0303.

Parent or Guardian Member Election

- Parents and legal guardians are eligible to be members of the SOT at the schools where their children are currently enrolled.
- CCSD employees cannot serve as the parent/guardian members of the SOT if their child attends the school at which they work. However, those employees may serve as a licensed or support staff member of the SOT at that school. CCSD employees may also serve as a parent/guardian member of a SOT if their child attends a school different from their work location.
- According to state law, if a parent organization (PTA) currently exists at a school, they will establish and run the election process for parents. For schools without a parent organization, the school principal will run the election process.

Parent Election Process for Schools with a PTA

- The school PTA will send out a nomination form for parents/legal guardians. Parents can nominate themselves or another parent/guardian at the school.
- A ballot will be created based on the nominations received.
- Elections will take place during a meeting at the school (date and time TBD by each school's PTA and principal).
- All parents, regardless of PTA membership, can vote for their representatives on the SOT.
- Contact Nevada PTA at 702-258-7885 or office@nevadapta.org with questions.
- Sample letters (in English and Spanish) have been provided for schools with current PTAs to send home informing parents about the election process at their school.

[W 06a-PTA Parent Letter.docx](#)

[W 06b-PTA Parent Letter_SPANISH.docx](#)

- These documents have spaces for schools to insert information specific to their school.

Process for Schools without a PTA

The school principal is responsible for overseeing the parent/guardian election process at schools with no current PTA. Please see [W 07-Parent Election Process.docx](#) for requirements and a sample process principals may wish to utilize.

Sample letters (in English and Spanish) have been provided for principals without current PTAs to send home informing parents about the election process at their school.

[W 08a-SOT Parent Letter \(If No PTA\).docx](#)

[W 08b-SOT Parent Letter Spanish \(If No PTA\).docx](#)

These documents have spaces for schools to insert information specific to their school.

Vacancies in Parent or Guardian Member Positions

Principals shall ensure that any vacancy on the school organizational team is filled within 30 days by collaborating with the organizations responsible for carrying out the individual elections under NRS 388G.720. If the vacancy occurs with the end of the school year, it shall be filled within 30 days of the start of the following school year.

A parent member of the school organizational team becomes ineligible and shall vacate the position on the school organizational team if:

- The student of the parent member of the school organizational team matriculates to another school at the end of the school year.
- The student of the parent member of the school organizational team transfers to another school during or at the end of the school year.
- The parent becomes employed by the school.



Student Membership Requirements (Secondary Schools Only)

If the school enrolls students in grades 6 through 12, the School Organizational Team must have one member who is a student at the school. The student will be a non-voting member, but will provide assistance and advice.

Students are the most important stakeholders we serve, and their voices can bring valuable awareness to the challenges and issues that are most important to them.

- 1 non-voting student, secondary schools only.
- Membership on the Team open to all students at the school. Any student can request to be placed on the ballot.
- Can be nominated by a teacher or administrator if a student agrees to nomination.
- Elected by a vote of the entire student body through a confidential ballot.
- May provide assistance and advice regarding the plan of operation.

Student Member Election

- The principal will determine how and when elections for the student member of the SOT will take place.
- Student members must be elected by a vote of all students enrolled at a school. The student receiving the most votes will serve on the SOT.
- Any student who attends a school may request to be placed on the SOT ballot.
- Teachers or administrators may nominate students, but the student must agree before their name is placed on the ballot.
- Principals may want to consider requiring parent or guardian permission for a student to be included on the ballot.

Vacancies in Student Member Positions

Principals shall ensure that any vacancy on the school organizational team is filled within 30 days by collaborating with the organizations responsible for carrying out the individual elections under NRS 388G.720. If the vacancy occurs with the end of the school year, it shall be filled within 30 days of the start of the following school year.

A student member of the school organizational team becomes ineligible and shall vacate the position on the school organizational team if:

- The student matriculates to another school at the end of the school year.
- The student transfers to another school during or at the end of the school year.



Community Members (Optional)

- 1 or more non-voting community members, optional.
- Once formed, the Team will decide if they will add one or more community members.
- Cannot otherwise qualify to serve as a parent, licensed, or education support staff member.
- Assists the Team and provides input from the community.

Selection of Community Members

Once established, the School Organizational Team will have the option of selecting one or more community representatives to serve as non-voting advisory members. Community members can add a unique perspective and create a bridge between the school and what is important to students outside the school. A leader in the community may have contact with many students, families, and other community residents and therefore be able to share a broad view of the community's needs. They also bring valuable skills that can help with school organization, management, and budgeting. They may even be a resource for other community connections that could benefit students and families.

As a School Organizational Team, think about members of your community who could add value to your team. If your school has existing community partnerships, you may want to consider representatives from these organizations as members of your team.

Vacancies in Community Member Positions

A nonvoting community advisory member becomes ineligible and shall vacate the position on the school organizational team if:

- The community member becomes eligible to serve as an employee member by being employed by the school.
- The community member becomes eligible to serve as a parent member because a child of the community member matriculates into or transfers into the school.
- The school organizational team votes to remove the member from the school organizational team.

How SOTs Function

Special note to SOT Members


For those of you who have just been elected to serve on your School Organizational Teams, congratulations! You were elected because of the leadership potential others saw in you, and your voice will help guide decisions made at your school.

The information in this section is meant to prepare your team to run its first meeting, and to plan for other meetings throughout the year. By viewing the videos and materials in this section, you will learn required steps to running a meeting and other best practices to follow such as developing norms and procedures to guide future work.



How SOTs Function: The First Meeting

The first meeting of the School Organizational Team will be conducted a bit differently than subsequent meetings. Because regular meeting procedures will not have been established yet, the principal will need to take the lead on planning the first meeting.


 [How SOTs Function - The First Meeting](#)


This video is a three-minute overview of the requirements and recommendations unique to the first meeting of the School Organizational Team each year. The information is provided in detail and with resources below.

Principal responsibilities for the first SOT meeting



- The principal must set the time and location for the first meeting. The meeting must occur outside of licensed and support staff contract time, and be held in a location large enough for the Team and members of the public.
- The principal must set the agenda for the first meeting. A sample first meeting agenda has been provided below. The agenda contains items required by law in addition to suggested best practices to ensure the Team functions effectively.
- The principal must post the meeting time, location, and agenda on the school's website at least 3 working days prior to the meeting.

Checklist and guide for Teams to use when planning and conducting first meeting (available in English and Spanish)

 [02a-First Meeting of the SOT.pdf](#)

 [02b-First Meeting of the SOT_SPANISH.pdf](#)

Agenda items for the first SOT Meeting

- The first item of business is to select a Chair and Vice Chair from among Team members.
- The Principal will act as Chair until one is selected, but the principal CANNOT serve as the Chair or Vice Chair.
- The Team will decide if they wish to include one or more community members on the Team and suggest candidates to invite.
- It is suggested that the Team select someone to record minutes. Sample minutes and a customizable template have been provided.
 -  [07-SOT Minutes Template.docx](#)
 -  [08-SOT Sample Minutes.docx](#)
- The Team should determine who will create agendas for future meetings. It is suggested that the Team Chair and principal work together to create agendas.

- The Team should discuss future meeting dates and times. Consider member schedules as well as providing for parent and public access.
- The Team should decide who will be responsible for posting meeting announcements and agendas to the school website. These must be posted at least 3 working days prior to each meeting.
- Members must understand the duties and function of the School Organizational Team. These training modules should be shared with SOT Members beginning with the first meeting.
- Teams should also spend time setting norms and procedures for future meetings.

[W 03-First Meeting Agenda Template.docx](#)

Sample first meeting agenda (customizable)

Determining Norms

Norms establish the behaviors and practices that are agreeable and acceptable for the group. Norms help ensure that Teams work purposefully, respectfully, and that members of the team feel they are in a safe place to dialogue and use time effectively. The document below (available in Spanish and English) can be used by SOTs in order to aid in establishing norms.

[▶ How SOTs Function - Determining Group Norms](#)

This video is a three-minute overview of how a School Organizational Team may begin to determine group norms and commit to working toward consensus. Resources are included below.

[W 05a-Establishing Norms Handout.docx](#)

[W 05b-Establishing Norms Handout_SPANISH.docx](#)

Establishing Procedures

In order for School Organizational Teams to run smoothly and effectively, Teams have to have procedures in place in addition to norms. Procedures refer to the structures that are in place to guide meeting processes such as discussion, voting, and addressing agenda items.


No matter what process your Team adopts, the most important thing is to have procedures that all members are comfortable with and will follow on a regular basis.


[\(Video link\)](#)

This three-minute video provides an overview of how School Organizational Teams may implement procedures for carrying out meetings. Resources are included below.

Parliamentary Procedure

Parliamentary Procedure refers to using a set of rules and procedures for formal meetings. Whatever specific rules a Team decides to use, the same set of procedures should be used for all meetings so that members of the public and the Team know what to expect. Refer to the document below (available in Spanish and English) for guidance on establishing the basics of Parliamentary Procedure.


 [06a-Parliamentary Procedure Guide.pdf](#)

 [06b-Parliamentary Procedure Guide_SPANISH.pdf](#)

A more formal system for running meetings is called "Robert's Rules of Order." Visit www.robertsrules.com for more information.

Public Comment Guidelines


School Organizational Team meetings are required to be open to the public, and include a time for public comment. This means that at every School Organizational Team meeting, the public should be given an opportunity to comment on each agenda item, as well as on any other matter that falls within the Team's advisory authority, even if the matter is not on the agenda.

 [How SOTs Function - Public Comment Guidelines](#)

This three-minute video provides guidance on providing the required opportunity for public comment at School Organizational Team Meetings. Resources are included below.

It is suggested that Teams provide the public information on the guidelines for public comment they establish, so that people wishing to speak know what to expect.

The document below (available in Spanish and English) provides a sample, customizable template for a Public Comment Guide.

 [09a-Public Comment Guidelines For SOTs.docx](#)

 [09b-Public Comment Guidelines For SOTs_SPANISH.docx](#)

How SOTs Function: Monthly Meetings

Many of the considerations from the first School Organizational Team meeting will become ongoing requirements or best practices for all future Team meetings. These crucial elements will ensure all schools follow the same practices and guidelines and will provide consistency throughout the District.

How SOTs Function Monthly Meetings

This video is a three-minute overview of the requirements and recommendations of the monthly meetings of the School Organizational Team each year. The information is provided in detail and with resources below.

Requirements for All SOT Meetings

- The SOT must meet monthly while school is in session.
- Meetings must occur outside of licensed and support staff contract time.
- The date, time, location, and meeting agenda must be posted on the school website at least 3 working days in advance.
- All meetings must be open to the public and include time for public comment.
- In accordance with the Federal Educational Rights and Privacy Act of 1974 (FERPA), confidential student information should never be shared publicly.
- A quorum is required in order to vote to take action on an item.
 - A **quorum** means that the majority of *voting* SOT members are present.
 - An **action** is any recommendation the SOT makes to the school principal regarding the Plan of Operation.
- The SOT should consider how to meet the needs of non-English speaking parents and community members during the meeting.

Sample Agenda for a future meeting

The sample agenda below provides an example of the items that might be discussed at a typical SOT meeting. The example items on the agenda are for reference only; agenda items will vary greatly depending on the needs of your school.


11-Meeting Agenda Template.docx

Posting of SOT Meeting Materials

Notice of SOT meetings must be shared at least 3 days in advance of the meeting. In addition, SOT meeting agendas and minutes must be posted on the school website and shared with the District to be posted on the [District website](#). The school principal is responsible for ensuring the SOT meeting materials are posted appropriately.

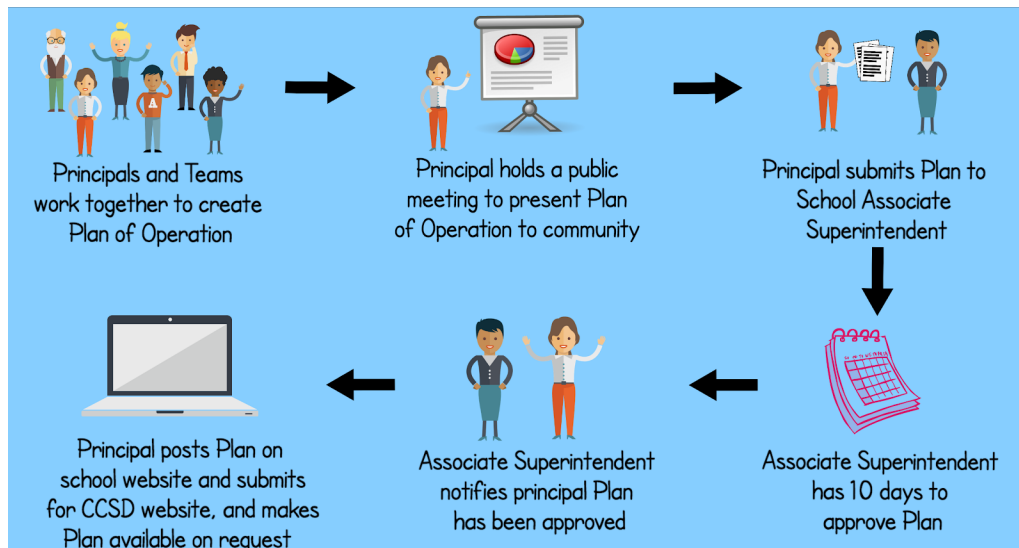
How SOTs Function: Approval of the Plan of Operation

Principals and Teams will work together to create the Plan of Operation for their school. The Plan of Operation includes the strategic budget and the School Performance Plan. It may take Teams more than one meeting to assist and advise the principal with the plan.

 [How SOTs Function - The Plan of Operation](#)

This video is a three-minute overview of the School Organizational Team's role in the development of a school's Plan of Operation and how that plan is developed and approved. The information is provided in detail with resources below.

Approval Process for the plan of operation





Appeal Process for the Plan of Operation

If the plan is not approved, the Region or School Associate Superintendent must:

- Notify the principal of the reasons for not approving the Plan.
- Post these reasons to the school and CCSD website and make the Plan available upon request.
- Work with the principal to revise the Plan, which will then be presented by the principal at an additional public meeting and be resubmitted for approval.

If a School Organizational Team objects to all or part of the School Plan of Operation, they may submit a request to the Region or School Associate Superintendent to consider revising the Plan in accordance with their recommendations. The document below (available in English and Spanish) outlines the appeal process.

 [13a-Appeal Process.pdf](#)  [13b-Appeal Process_SPANISH.pdf](#)

How SOTs Function: Consensus Building

School Organizational Teams will have many opportunities to assist and advise on important issues in their schools. This page provides resources that Teams can use in order to better understand the value of diverse perspectives and establish common goals in order to build consensus. Strategies and resources that can be used in order to build consensus are also shared.

Consensus Building in School Organizational Teams

This video is a four-minute overview of guidance and tips related to consensus building for CCSD School Organizational Teams. The information is provided in detail with resources below.

Consensus Building: Three Foundational Pieces

School Organizational Teams create the conditions in which stakeholders can talk about what will be best for students. However, the formation of the team does not ensure that all stakeholders will be actively engaged or that student performance will improve.

To maximize the benefits of School Organizational Teams, it is critical to talk about consensus-building and shared decision-making. As you begin your term on the SOT, we hope that you will take time as a group to reflect on collaborative practices that have been successful at your school in the past and then plan for how you will ensure effective consensus-building and shared decision-making. This video can help provide some structure to those conversations.

Shared decision-making is a process that provides an opportunity for members of a school community to collaborate in solving problems, defining a course of action, and shaping direction for the individual school.

Consensus-building is a creative and dynamic way of reaching agreement between all members of a group. Instead of simply voting for an item and having the majority of the group getting their way, a group using consensus is committed to finding solutions that everyone actively supports or at least can live with.

Understanding Diverse Perspectives

Diverse Perspectives Within the SOT

Understanding diverse perspectives is crucial to the success of SOTs, as consensus building and shared decision making are most effective when all members are appreciated and heard.

In order to understand diverse perspectives and ensure all members of the SOT feel valued, Teams should:


- Create an environment of trust and respect.
- Ensure everyone has an opportunity to speak.
- Address all ideas and concerns.
- Allow processing and response time.
- Ask for clarification.


Teams should think of ways these guidelines can be incorporated into their norms so that the Team always operates with these in mind.


Diverse Perspectives Among School Stakeholders

Beyond a consideration of how Teams will embrace diverse perspectives among themselves, they must consider how they will gather input from various stakeholders in their school and how that information will be used to make decisions that benefit students.

Watch the videos below to hear firsthand why having opportunities to provide input is important for students, school staff, and parents.


 [Parent Interviews Regarding Collaboration and Consensus Building at Schools](#)


 [School Staff Interviews Regarding Collaboration and Consensus Building at Schools](#)

 [Student Interviews Regarding Collaboration and Consensus Building at Schools](#)

Schools should have many strategies to ensure all perspectives are heard. Other stakeholder groups, such as PACs or grade level teams, should continue to operate to inform the School Organizational Team's work and other school decision making. Principals may also choose to ask other members of the school community to come to School Organizational Team meetings to present or share their perspective. The School Organizational Team should be only one of multiple structures to include stakeholder input.

Guiding questions regarding valuing diverse perspectives can be found on the "Reflection and Planning Guide," provided below in English and Spanish. This guide can be used by Teams to reflect on their experiences and plan ahead. Teams should consider the way input is currently gathered from stakeholders, and come up with a plan to ensure that they have actionable ways to gather and consider input.

 [Consensus Building Handout.docx](#)

 [Consensus Building Handout _SPANISH.docx](#)

Establishing Common Goals

Establishing common goals is a critical component of creating the School Plan of Operation. The Plan of Operation will take the perspectives of all stakeholders into consideration and will drive the work of the team throughout the year.

In order to establish common goals, Teams should consider the following:

- Goals should be based on student data and needs.
- Advise and assist on the Plan of Operation keeping all stakeholders in mind.
- Establish norms to ensure meetings are focused on implementing goals.
- Build consensus so that everyone can support decisions and understand how they align with common goals.

Guiding questions regarding establishing common goals can be found on the "Reflection and Planning Guide," provided above in English and Spanish. Teams can use this guide to reflect on their experiences and plan ahead. Teams should consider how stakeholder needs and perspectives can guide goal-setting, and how they will hold themselves accountable to stay on track to meet goals.

Using Strategies for Consensus

In order for Teams to be successful, Team members must come together to create a common purpose to guide the group's decision-making. Consensus building is a creative and dynamic way of reaching agreement between all members of a group. Instead of simply voting for an item and having the majority of the group getting their way, a group using consensus is committed to finding solutions that everyone actively supports, or can at least live with.

Remember – consensus building is not automatic; it takes time and requires the participation of all members.

Easing into Consensus Building

It can be helpful for Teams to participate in a low-stakes activity before embarking on more complex projects that require consensus building and shared decision making. The following activities are a great way for members to get to know one another and work together to solve problems during one of the first Team meetings.

Marshmallow Challenge

In this activity, groups have 18 minutes to build the tallest free-standing structure using spaghetti, tape, string, and a marshmallow. Multiple themes can be explored using this challenge, such as:

- Prototyping matters
- Diverse skills matter
- Incentives maximize outcomes
- The hidden assumptions of a project

The Team can work as one group or break up into smaller groups of 3-6, depending on how many members there are. Groups have 18 minutes to build the tallest free-standing structure using spaghetti, tape, string, and a marshmallow.

The Marshmallow Challenge was developed by Tom Wujec. Click [here](#) to view instructions and materials needed for the challenge. The TED talk accompanying the instructions may be useful to show once the challenge is completed, as it elaborates further on what can be learned by studying the groups that are most successful compared with those that were least successful.

Lost at Sea



In this activity, the group must pretend that they've been shipwrecked and are stranded on a lifeboat. Each group has a box of matches and other items that they've salvaged from the ship. Members must agree on which items are the most important for survival. The Team can work as one group or break up into smaller groups of 3-6, depending on how many members there are.

Click [here](#) to view instructions and printable resources for this activity. Many variations of this activity exist and Teams may want to search for other versions as well.

Consensus Building Strategies

There are multiple strategies that can be used to facilitate the consensus building process. Below are five strategies that your team may choose to use. This is not an exhaustive list, and Teams are encouraged to use strategies that they find to be most effective.

Guiding questions regarding consensus building strategies can be found on the "Reflection and Planning Guide," provided below in English and Spanish. Teams can use this guide to reflect on their experiences and plan for incorporating consensus building strategies.

 [Strategies for Building Consensus.pdf](#)  [Strategies for Building Consensus_SPANISH.pdf](#)

Processes and Procedures


Selection of School Associate Superintendents

1. **Position Advertising and Internal Screening.** The position will be posted and applicants will undergo an internal screening process.
2. **Interview with Stakeholders.** The Human Resources Division schedules interviews and invites stakeholders to participate, including:
 - At least one, but not more than two representatives of the principals of the local school precincts overseen by the vacant position must be allowed to participate in interviewing candidates for the vacant position.
 - A representative appointed by the governing body of a city or county within which most of the schools that are overseen by the vacant position are located.A Human Resources Division leader will ensure that each person who participates in interviewing candidates is aware of and complies with all laws that apply to an employer when making a decision about employment.
3. **Final Interview with Superintendent and Candidate Selection.** The Superintendent, Deputy Superintendent, and Region Superintendent (if applicable), will interview the candidate finalists.
4. **Selection and Introduction of School Associate Superintendent/Region Superintendent.** Before the superintendent makes a final determination about which candidate to hire, the superintendent notifies the governing body of the city or the board of county commissioners for the county, as applicable, regarding the candidate whom the superintendent intends to hire.

After receiving such notice, the governing body of the city or the board of county commissioners, as applicable, may hold a public meeting within 10 days to question the superintendent and the candidate for the vacant position and receive public input. After any such meeting or, if no such meeting is held, after 10 days, the superintendent shall, in his or her sole discretion, hire a candidate for the vacant position.

Selection of Principals

One of the functions of the School Organizational Team is to assist with the selection of a new principal in the event of a vacancy. Region Superintendents and School Associate Superintendents will work with SOTs throughout the selection process and are available to answer questions the SOT may have.

 Jara SOT Principal Hiring Intro.mp4

This video is a short overview of the SOT role in the principal hiring process.

1. **SOT Identifies Desirable Qualifications**

The Region Superintendent or School Associate Superintendent will schedule a meeting with the SOT to identify desirable qualifications for the principal position.

- a. Notice of the SOT Meeting must be posted on the school's Web site three days in advance of the meeting. The SOT may use their standard agenda format with the item titled "Desirable Qualifications for Principal Candidates."
- b. The SOT must vote to approve the desirable qualifications for the principal position. NRS 388G.730(2): "A majority of the voting members of the organizational team constitutes a quorum for purposes of voting. A majority vote of the quorum is required to take action with respect to any matter."

2. **Position Advertising and Internal Screening**

The position will be posted and applicants will undergo an internal screening process. The pool of applicants will be narrowed to a list of three to five candidates.

3. **SOT Interviews**

Working with the SOT chair, the Region Superintendent/School Associate Superintendent schedules SOT interviews with the SOT. The Region Superintendent/School Associate Superintendent will guide the SOT through the interview process.

4. **SOT Candidate Recommendation**

After the interviews, the SOT will recommend one candidate for a final interview. The Region Superintendent/School Associate Superintendent will inform the SOT that their recommended candidate will be considered among other candidates, and the Superintendent has the final hiring authority.

5. **Final Interview with Superintendent and Candidate Selection**

The Superintendent, Deputy Superintendent, Region Superintendent, and one member of the SOT chosen by the Team will interview the recommended candidate. Additional candidates may

be included in these interviews. The Superintendent will make the final hiring decision.

6. Introduction of New Principal

The Region Superintendent/School Associate Superintendent may invite the SOT representative and the selected candidate to the appropriate Board of School Trustees Meeting for the introduction of the new principal.

Disputes and Recommendations

The Clark County District provides three options for certain individuals and groups to seek resolution for a variety of experiences related to the reorganization.

1. A **Dispute Resolution** process, for any SOT member who believes they are experiencing retaliation as a result of their actions as a member of the SOT.
2. A **Compliance Dispute** process, for any individual who believes that the District is not carrying out its obligations under the Reorganization.
3. An **Implementation Recommendation** process, for principals and School Organizational Teams who believe that the District could improve how it carries out any of its obligations of the reorganization.

Each process is outlined below.

Dispute Resolution

It is important that SOT members are able to provide input freely without fear of retaliation or reprisal. The Dispute Resolution process is intended to provide for the investigation and correction of any alleged retaliation against SOT members as a result of their action as a member of the SOT.

Eligibility

A parent member of a school organizational team, a student member of an organizational team, the parent/guardian of a student member of an organizational team, or the community member of an organizational team may submit a complaint alleging retaliation or reprisal by any District employee as a result of the performance of duties as a member of an organizational team for a local school precinct established pursuant to NRS 388G.700.

As employee members of organizational teams may seek reprisal from alleged retaliation through processes established in collective bargaining agreements pursuant to Nevada law, employee members of organizational teams are not entitled to participate in the dispute resolution process described below

Process

1. **The complaint alleging retaliation or reprisal shall be submitted in writing to the Superintendent.**
 - No discussion or action of the school organizational team is required for a member to submit a complaint.
 - The school organizational team does not have the authority to submit a complaint on behalf of an individual member of the school organizational team without the consent of the alleged victim of retaliation.
 - To facilitate a thorough investigation, a complaint shall include:

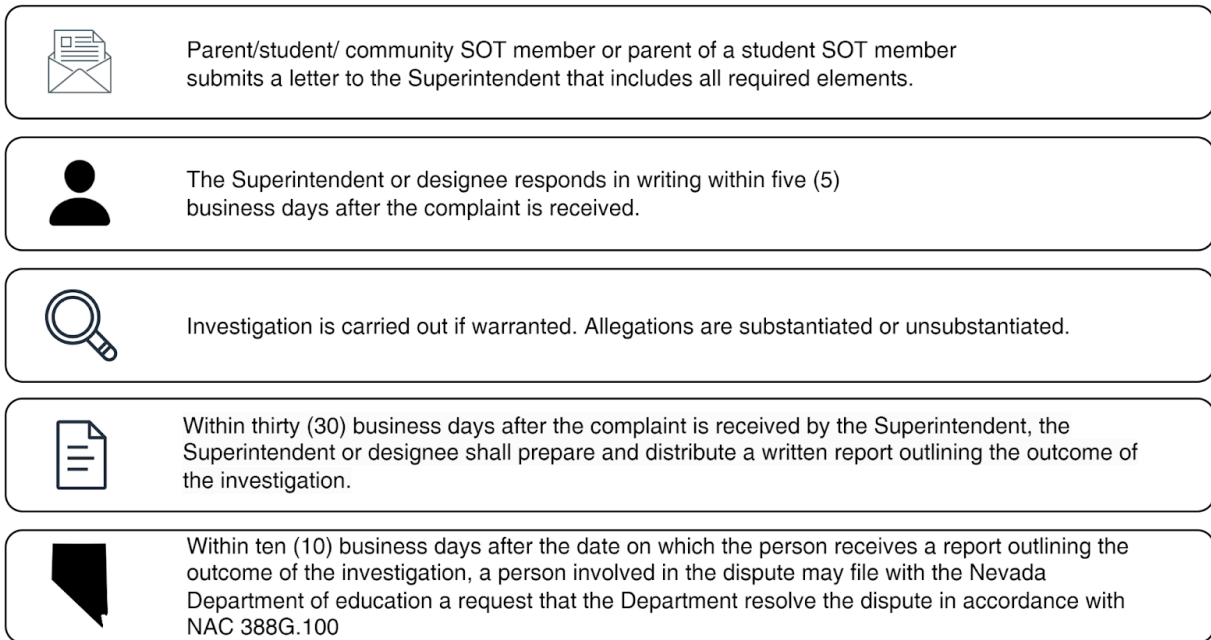
- The name, role on the school organizational team, and contact information of the alleged victim of retaliation or reprisal.
- The name, role, and contact information of the person submitting the complaint, if that person is the parent/guardian of a student member of the school organizational team.
- The name and title of the District employee who has allegedly engaged in retaliation or reprisal against the member of the school organizational team.
- A description of the retaliation or reprisal and a causal link to the service as a member of the school organizational team that allegedly led to the retaliation or reprisal.
- Additional names of District employees involved and the nature of their involvement.
- If applicable, any prior related involvement of or reports to law enforcement.

2. Upon receipt of the complaint, the Superintendent or designee shall respond in writing within five (5) business days after the complaint is received.

- If the complaint alleges that **a parent or student member of a school organizational team is the alleged victim of retaliation or reprisal**, the written response shall include:
 - The name and role of the person who submitted the complaint.
 - The name and position on the school organizational team of the alleged victim of retaliation or reprisal.
 - The date the complaint was received by the Superintendent.
 - The date the initial response is required to be sent, which is 5 business days after the date the complaint was received by the Superintendent.
 - A statement that indicates that **an investigation will be carried out** and identifies who will carry out the investigation.
 - The date that a written report will be provided to the person who submitted the complaint, which is 15 days after the complaint was received by the Superintendent.
- If the report alleges that **a person other than a parent or student member of a school organizational team is the alleged victim of retaliation or reprisal**, the written response shall include:
 - The name and role of the person who submitted the complaint.
 - The name and position on the school organizational team of the alleged victim of retaliation or reprisal.
 - The date the complaint was received by the Superintendent.
 - The date the initial response is required to be sent, which is 5 business days after the date the complaint was received by the Superintendent.

- A statement that indicates that **the complaint is not subject to the process outlined in this regulation or in NAC 388G.100 and will not be investigated as such.**
 - Any available guidance for the appropriate path for the individual who submitted the complaint to seek a remedy to their complaint.
- 3. **If an investigation is warranted per CCSD regulation 2130, the superintendent or designee shall carry out an investigation and determine if the allegations are substantiated or unsubstantiated.**
- 4. **Within thirty (30) business days after the complaint is received by the Superintendent, the Superintendent or designee shall prepare a written report outlining the outcome of the investigation, send the report to the person who submitted the complaint, provide a copy of the report to the Board of School Trustees, and publish the report on the District website with the redaction of any information that could be used to identify the parties involved.**
- 5. **Within ten (10) business days after the date on which the person receives a report outlining the outcome of the investigation, a person involved in the dispute may file with the Nevada Department of education a request that the Department resolve the dispute in accordance with NAC 388G.100**

Dispute Resolution Process



Compliance Dispute

An individual who believes that the District has failed to carry out any of its obligations under NRS 388G.500-820, aligned administrative regulations codified in the Nevada Administrative Code, and CCSD Regulation 2130 may submit a compliance dispute claim in writing to the Superintendent.

Eligibility

Any individual.

Process

- 1. An individual who believes that the District has failed to carry out any of its obligations under NRS 388G.500-820, aligned administrative regulations codified in the Nevada Administrative Code, and CCSD regulation 2130 may submit a compliance dispute claim in writing to the Superintendent.** To facilitate a thorough investigation, a complaint shall include:
 - The name, role, and contact information of the person submitting the claim.
 - Identification and legal reference of the obligation that the District is allegedly not carrying out.
 - A description of how the District is allegedly not carrying out the obligation.
- 2. Upon receipt of the claim, the Superintendent or designee shall confirm response of the claim in writing within five (5) business days after the claim is received.** The response shall include:
 - The name and role of the person who submitted the claim.
 - The date the claim was received by the Superintendent.
 - The date the initial response is required to be sent, which is 5 business days after the date the claim was received by the Superintendent.
 - A statement that indicates that an investigation will be carried out and identifies who will carry out the investigation.
 - The date that a written report will be provided to the person who submitted the claim, which is 15 days after the claim was received by the Superintendent.
- 3. The Superintendent or designee shall carry out an investigation into the alleged area of non-compliance to determine if the allegations are substantiated or unsubstantiated.**
- 4. Within thirty (30) business days after the claim is received by the Superintendent, the Superintendent or designee shall prepare a written report outlining the outcome of the investigation, send the report to the person who submitted the claim, provide a copy of the report to the Board of School Trustees, and publish the report on the District website with the redaction of any information that could be used to identify the parties involved.**
- 5. Within ten (10) business days after the date on which the person receives a report outlining the outcome of the investigation, a person involved in the dispute may file with the Nevada**

Department of education a request that the Department resolve the dispute in accordance with NAC 388G.100.

Compliance Dispute Claim Process



An individual submits a letter to the Superintendent that includes all required elements.



The Superintendent or designee responds in writing within five (5) business days after the complaint is received.



Investigation is carried out.



Within thirty (30) business days after the complaint is received by the Superintendent, the Superintendent or designee shall prepare and distribute a written report outlining the outcome of the investigation.



Within ten (10) business days after the date on which the person receives a report outlining the outcome of the investigation, a person involved in the dispute may file with the Nevada Department of education a request that the Department resolve the dispute in accordance with NAC 388G.100

Implementation Recommendation

Eligibility

A principal or school organizational team who believes that the District could improve how it carries out any of its obligations under NRS 388G.500-820, aligned administrative regulations codified in the Nevada Administrative Code, and CCSD Regulation 2130 may submit a recommendation in writing to the Superintendent. (Remember, actions taken by a school organizational team require a majority vote of the quorum.)

Process

- 1. Upon receipt of the claim, the Superintendent or designee shall confirm receipt of the recommendation in writing within five (5) business days after the recommendation is received.**
- 2. The Superintendent or designee shall carry out an investigation to determine if the recommendation will lead to an improvement in how the District carries out any of its obligations under NRS 388G.500-820, aligned administrative regulations codified in the Nevada Administrative Code, and this regulation.**
- 3. Within thirty (30) business days after the recommendation is received by the Superintendent, the Superintendent or designee shall prepare a written report outlining the outcome of the investigation, send the report to the person who submitted the recommendation, provide a copy of the report to the Board of School Trustees, and publish the report on the District website with the redaction of any information that could be used to identify the parties involved.**

Improvement Recommendation Process



A principal or school organizational team submits a letter to the Superintendent.



The Superintendent or designee responds in writing within five (5) business days after the complaint is received to confirm receipt.



Investigation is carried out to determine if the recommendation will lead to an improvement in how the District carries out any of its obligations.



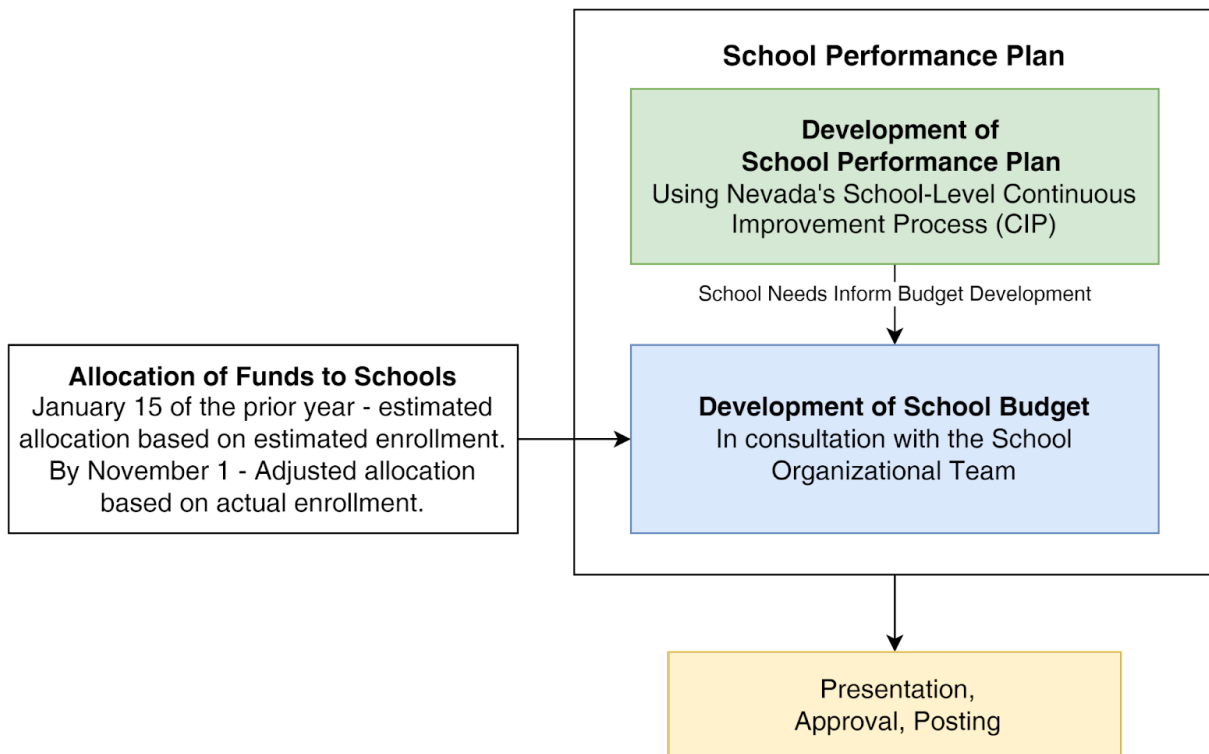
Within thirty (30) business days after the complaint is received by the Superintendent, the Superintendent or designee shall prepare and distribute a written report outlining the outcome of the investigation.

Plan of Operation Cycles

As described in earlier modules, the School Plan of Operation includes the School Performance Plan and the School Budget. Development cycles for the School Performance Plan and the School Budget overlap, but are not quite the same. Both cycles are driven by Nevada law and regulations.

The School Performance Plan is developed in the summer and updated through a series of status checks. The process steps are called "Acts." (For more information see [Nevada's School Level Continuous Improvement Process \(CIP\) and Resources Overview video.](#))

The steps in developing the school budget are driven by requirements in Nevada Law that determine when schools must be provided with estimated and updated allocations each year.

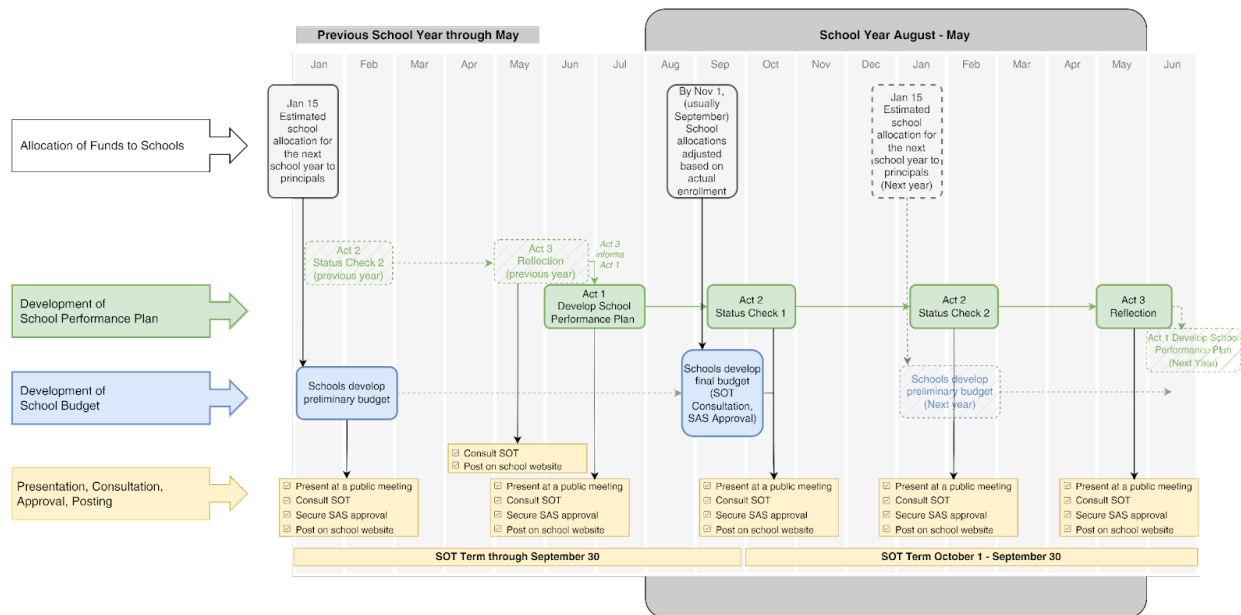


Major steps for the development of the Plan of Operation

- 1. Estimated allocations to schools.** By January 15 each year, schools are provided with estimated allocations based on projected enrollment. This usually takes place on or just before January 15.
- 2. Preliminary School Budget Development.** Using estimated allocations and their School Performance Plan, principals develop their preliminary budget. The preliminary budget is used to staff and prepare for the upcoming school year.

3. **School Performance Plan Development.** At the end of the school year, Continuous Improvement Teams use information from the previous year's school performance plan ("Act 3") to inform the development of the School Performance Plan for the upcoming school year ("Act 1"). The new School Performance Plan is presented to the SOT for approval when school resumes in August.
4. **Adjusted allocations to schools.** By November 1, schools are provided with adjusted allocations based on the actual enrollment of students in the school. This usually takes place in September.
5. **School Budget Revision.** Using adjusted allocations, and the new School Performance Plan, principals revise their budget for the school year.
6. **School Performance Plan Continuous Improvement.** Throughout the year, the principal engages in Continuous Improvement activities as part of Nevada's Continuous Improvement Process ("Act 2" and "Act 3").

The diagram below illustrates the 18-month process and how it overlaps each year.



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