

MINUTES
CLARK COUNTY SCHOOL DISTRICT
SPECIAL MEETING OF THE BOARD OF SCHOOL TRUSTEES
EDWARD A. GREER EDUCATION CENTER, BOARD ROOM
2832 E. FLAMINGO ROAD, LAS VEGAS, NV 89121

WORK SESSION

Wednesday, December 4, 2013

8:01 a.m.

Roll Call: Members Present
Carolyn Edwards, President
Deanna L. Wright, Vice President
Erin E. Cranor, Clerk
Chris Garvey, Member
Patrice Tew, Member
Linda E. Young, Member
Vacant, Member

Pat Skorkowsky, Superintendent of Schools

Also present were: Mary Ann Peterson, Board Counsel, District Attorney's Office; Carlos McDade, General Counsel, Office of the General Counsel; Kim Wooden, Deputy Superintendent, Educational and Operational Excellence Unit; Staci Vesneske, Chief Human Resources Officer, Human Resources Division; Jim McIntosh, Chief Financial Officer, Business and Finance Division; Joyce Haldeman, Associate Superintendent, Community and Government Relations; Elizabeth Carrero, Executive Manager, Office of the Superintendent; Lisa Chrapcynski, Administrative Secretary II, Board Office; Norma Herrera, Administrative Secretary II, Board Office; and Stephanie Gatlin, Transcriber/Recording Secretary, Board Office.

TELECONFERENCE CALL CONNECTED

Teleconference call with Trustee Tew was connected at 8:00 a.m.

ANNOUNCEMENTS

Trustee Edwards stated that since this agenda was developed and posted, the Board has learned that Secretary of Education Arne Duncan is visiting Las Vegas and would be spending time with the Board and visiting schools, so she suggested that the Board may not be able to complete the entire agenda of today's meeting.

FLAG SALUTE

Trustee Cranor led the Pledge of Allegiance.

ADOPT AGENDA

Adopt agenda.

Motion: Cranor Second: Wright Vote: Unanimous

Trustee Young was not present for the vote.

BOARD MEMBER ARRIVES

Trustee Young arrived at the Board meeting at 8:04 a.m.

PUBLIC COMMENT PERIOD

None.

APPROVE BOARD REVIEW OF THE CLARK COUNTY SCHOOL DISTRICT BOARD OF TRUSTEES' GOVERNANCE POLICY E-1: VISION STATEMENT

Approval regarding suggestions for future modifications, additions, language changes, and deletions to E-1: Vision Statement, as requested in Reference 301. By direction of the Board, any changes recommended at this meeting will not be implemented unless adopted by the public policy review process at a regular meeting of the Board of School Trustees.

Trustee Young said she was having some difficulties with the proposed Vision Statement partly because of recent national and international information that has forward.

Trustee Edwards noted that the Board has voted on, approved and agreed to move E-1: Vision Statement forward as a Notice of Intent.

Trustee Young said the Vision Statement should create a vision. She said it should include all students at all grade levels and not be focused only on the secondary level. She suggested that it should be specific about what level the students would graduate from. She said it also does not address education beyond high school. She proposed the language, "All students will meet grade-level skills and standards then graduate from high school prepared to succeed and contribute in a diverse global society."

Trustee Garvey said she has heard differing opinions regarding this language from principals and constituents.

Trustee Cranor said she would like to have a discussion about the difference between the Vision Statement and possibly having a separate place to articulate the finer points of the Vision Statement.

Trustee Wright agreed that the Board could have a Vision Statement that would include all students at all grade levels. She said her thought was that this would be approved today with the understanding that the Board would continue to work on it.

APPROVE BOARD REVIEW OF THE CLARK COUNTY SCHOOL DISTRICT BOARD OF TRUSTEES' GOVERNANCE POLICY E-1: VISION STATEMENT (continued)

Trustee Tew said she believes the Vision Statement does capture what the Board's vision is. She said she sees a redundancy in "...diverse global society..." because "global" encapsulates diversity.

Trustee Edwards agreed that the statement is broad and does not include every grade level. She said that she does believe it should be kept simple and concise.

Trustee Young said the Vision Statement must send the message that engagement needs to take place at all levels from the very beginning and throughout high school for all students.

Superintendent Skorkowsky said in the development of the work streams, goals, objectives, and tactics, all of Trustee Young's concerns are included, and that will become a public document. He said his upcoming State of the District discussion will focus on that document and will specifically address those issues.

Trustee Cranor recommended moving this forward and continuing to work on it. She said a commonly accepted definition in business is that the mission, vision, and value statements are connected and work together, and she suggested that concept may be what has been missing from the governance strategy in the past. She said at this point she would not support a reconsideration of this statement and would recommend continuing forward and viewing this in the context of the other work that is being done with the mission and beliefs and the "workable tactics" that Superintendent Skorkowsky is developing.

Trustee Young said some people will not follow the work streams, and the Vision Statement needs to capture their attention right away.

Trustee Garvey asked if the Board could add a value statement that embraces Trustee Young's concerns of having families engaged.

Superintendent Skorkowsky clarified that the work streams do not determine the Board's vision, but rather reflect staff's interpretation of the vision set by the Board so the work can move forward in accomplishing that vision.

Trustee Edwards said she believes E-2: Academic Achievement and E-2.1: Strategic Imperatives capture what Trustee Young expressed. She said she does not believe those ideas can be captured in a Vision Statement, but perhaps they can be captured in a value statement or strategic imperatives or guiding principles. She suggested that E-1 should include the language from the Guiding Concepts and Foundational Principles in E-2 and then the policy E-2 should be about student achievement and what the Superintendent is evaluated on.

APPROVE BOARD REVIEW OF THE CLARK COUNTY SCHOOL DISTRICT BOARD OF TRUSTEES' GOVERNANCE POLICY E-1: VISION STATEMENT (continued)

Trustee Cranor suggested that maybe there should be an E-1.1 as a mission statement, leaving E-1 a simple and concise standalone statement.

The Board decided to combine Items 3.01 through 3.03 for purposes of the discussion.

APPROVE ITEMS 3.01 THROUGH 3.03

Approval of Items 3.01, 3.02, and 3.03, respectively, a follows:

APPROVE BOARD REVIEW OF THE CLARK COUNTY SCHOOL DISTRICT BOARD OF TRUSTEES' GOVERNANCE POLICY E-1: VISION STATEMENT

Approval regarding suggestions for future modifications, additions, language changes, and deletions to E-1: Vision Statement, as requested in Reference 3.01. By direction of the Board, any changes recommended at this meeting will not be implemented unless adopted by the public policy review process at a regular meeting of the Board of School Trustees.

APPROVE BOARD REVIEW OF THE CLARK COUNTY SCHOOL DISTRICT BOARD OF TRUSTEES' GOVERNANCE POLICY E-2: ACADEMIC ACHIEVEMENT

Approval regarding suggestions for future modifications, additions, language changes, and deletions to E-2: Academic Achievement, as requested in Reference 3.02. By direction of the Board, any changes recommended at this meeting will not be implemented unless adopted by the public policy review process at a regular meeting of the Board of School Trustees.

APPROVE BOARD REVIEW OF THE CLARK COUNTY SCHOOL DISTRICT BOARD OF TRUSTEES' PROPOSED POLICY E-2.1: STRATEGIC IMPERATIVES

Approval regarding suggestions for future modifications, additions, language changes, and deletions to the proposed policy E-2.1: Strategic Imperatives, as requested in Reference 3.03. By direction of the Board, any changes recommended at this meeting will not be implemented unless adopted by the public policy review process at a regular meeting of the Board of School Trustees.

Trustee Edwards said she does not believe that the Guiding Concepts and the Foundational Principles in E-2 are student achievement. She said they are also difficult to monitor the Superintendent on, but that they are extremely important concepts. She recommended placing these concepts on one page with the Vision Statement. She suggested separating the two sentences in item f under Guiding Concepts by adding an item g, perhaps placing the sentence "Students have a shared responsibility for their own learning" between items c and d. She suggested adding language to finish the first paragraph under Guiding Concepts, defining what students will contribute to.

Trustee Wright agreed that the language in E-2 should be in E-1, and she agreed with separating the two sentences in item f. She disagreed that what an individual would contribute needed to be defined because different people contribute in different ways.

APPROVE ITEMS 3.01 THROUGH 3.03 (continued)

With regard to the Academic Achievement policy, Trustee Wright said she would like to review past monitoring reports to see what was used to gather that data and then use that information to craft the language for the policy in order to be more specific in terms of what the Superintendent is being evaluated on.

Trustee Cranor agreed with moving the language in E-2 to E-1. She agreed with suggestions made by Trustee Wright. She suggested that one way to put that concept into a working strategy is outlined in E-2.1 under Evaluation where the Superintendent is directed to develop what he would be measured on, and those guidelines are adopted as an Appendix once agreed upon by the Board, which would be a process that would happen at each evaluation cycle, which would be an identified length of time.

Trustee Young agreed with the suggestions made by the other Board members. She suggested placing the second sentence in item f between items c and d. She proposed adding the statement to come first under Foundational Principles, "Equity and diversity must be incorporated in the classroom, school, and District levels for student and staff achievement and success because we do value equity, and we value diversity." She proposed adding the language to item e under Foundational Principles, "...accountable to the public with appropriate Board oversight." With regard to E-2.1, Strategic Imperatives, she suggested changing the heading "School Support" to "School and District Support," and changing the language under the heading to read, "Improve support, preparation, training and resources for staff in the schools and District." She said she also wanted to include "equity and diversity" in that sentence. She suggested adding another bullet point under Evaluation to read, "implement equity and diversity strategies at all levels of school and District operations."

Trustee Edwards agreed with Trustee Young's suggestions. She wondered about possibly having one Strategic Imperative tied to every work stream so they are aligned to one another. She said she thinks "purpose" is the wrong title for what is listed there in Strategic Imperatives. She suggested perhaps "transparency" or "return on investment" instead. She suggested that accountability and transparency for the Board should be included also. With relation to Trustee Young's suggestion of item e under Foundational Principles, adding "...with appropriate Board oversight, she suggested that concept should be tied to the entire document, not just one item, and she suggested making that a statement and placing it before item a or under Guiding Concepts.

Trustee Edwards did not agree with the concept under Evaluation because she interprets that language as saying the Board would be asking the Superintendent what he wants to be evaluated on and then evaluating him on that instead of the Board deciding how the Superintendent will be evaluated and what he will be evaluated on. She said she does believe that the Board ought to articulate a starting point for what the Superintendent is to accomplish, which she sees in the Strategic Imperatives. She suggested that the language may need to be clarified so it cannot be misinterpreted.

APPROVE ITEMS 3.01 THROUGH 3.03 (continued)

Trustee Cranor agreed that if that is the way the language is being interpreted, then it should be rewritten and clarified. She suggested that perhaps it needs to include a process by which the governance team works together and arrives at what will be measured and what the evaluation cycle will be.

Trustee Tew offered the language for E-2, under Guiding Concepts, "All students acquire the knowledge, skills, attitudes and beliefs necessary to successfully reach their full potential to contribute to society." She agreed with separating item f under Foundational Principles and raising that second sentence. She suggested that item a could be raised to a more prominent another place and could include item b under Guiding Concepts because she believes "uniqueness of each student" in item b speaks to diversity. She recommended defining "equity." She said she feels that items b and c under Foundational Principles are awkwardly written because one talks about valuing every employee, and the other identifies only teachers that the Board believes in listening to. She suggested separating what she sees as two concepts in item c under Foundational Principles, one being listening to all employees, and the other being translating classroom successes into innovation.

Trustee Edwards asked for clarification of Trustee Tew's suggestion regarding not separating employees in item b but then separating teachers in item c.

Trustee Tew suggested broadening the language to say "best practices of all employees."

With regard to item c under Foundational Principles, Trustee Edwards suggested removing the commas and changing the language to read, "...innovation that can be scaled across the school District to improve student achievement," however the sentence begins.

Trustee Tew proposed the language for item b under Foundational Principles, "We value every employee as a partner and encourage a culture of communication and dialogue to help as we partner in student achievement." She agreed with Trustee Young's comments regarding equity and diversity and suggested having language that recognizes each concept and the role they play.

Trustee Edwards suggested that the Trustees provide their suggestions to staff. She proposed that E-2.1 should become E-2, maybe changing it to "Strategic Imperatives," and what is being proposed as E-2 here should go into E-1.

Trustee Cranor suggested that the title for the policy E-2 should remain "Academic Achievement" or "Student Achievement," as decided by the Board previously, in case the Board decides it wants to change the name of those concepts from "Strategic Imperatives."

The Board decided to schedule a future meeting to discuss Items 3.04 through 3.06

APPROVE ITEMS 3.01 THROUGH 3.03 (continued)

Public Hearing

Stephen Augspurger, speaking on Item 3.02, offered the language for item c under Foundational Principles, "We believe in listening to our teachers and school administrators and translating their classroom and school successes....," making it more reflective of the collective effort toward student achievement.

The Trustees agreed to consider Mr. Augspurger's suggested language.

AGENDA PLANNING: ITEMS FOR FUTURE AGENDAS

None.

DISCUSSION AND REQUEST FOR SPECIAL MEETINGS

The Board set a special meeting for Thursday, December 19, 2013, in the Administrative Center at 8:00 a.m. to discuss Items 3.04, 3.05, and 3.06.

PUBLIC COMMENT PERIOD

None.

ADJOURN: 9:55 a.m.

Motion: Wright Second: Young Vote: Unanimous