

# EDUCATION SUPPORT EMPLOYEES ASSOCIATION



## SCHOOL ORGANIZATIONAL TEAMS

**2019 - 2020**  
**School and Community Engagement**



# EDUCATION SUPPORT EMPLOYEES ASSOCIATION

The Education Support Employees Association (ESEA) is the recognized bargaining agent of Education Support Professionals in Clark County, Nevada's public schools.

ESEA is the largest ESP local in the United States and is a full-service employee association which is an affiliate of the Nevada State Education Association (NSEA) and the National Education Association (NEA), the largest national association representing education employees in the United States.

Education support professionals perform a wide range of essential work, including child nutrition services, instructional assistance and para-educator services, maintenance and operations, library and media assistance, education office services, student transportation, technology services and more. These employees provide vital service to the children in Clark County's public education system.

Many different jobs are performed by ESEA Education Support Professionals. The National Education Association (NEA) has identified seven main job groups that include over 400 categories of ESP positions.

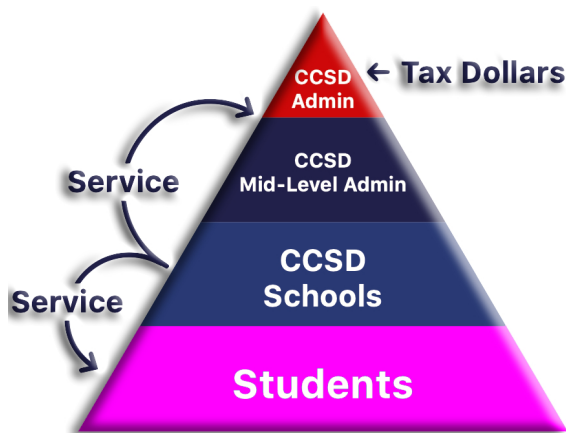
## ASSEMBLY BILL 469 (2017 LEGISLATIVE SESSION)

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

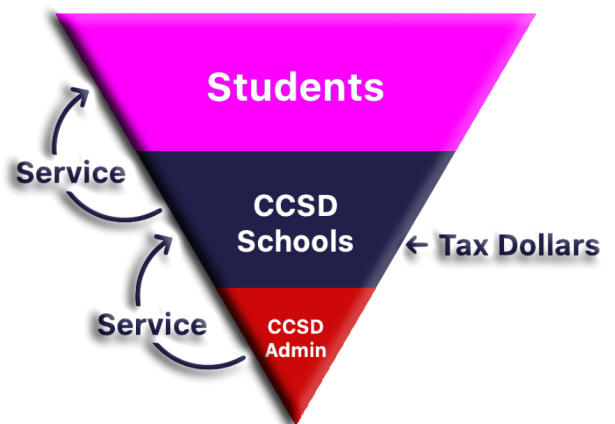
The Clark County School District has transformed into a decentralized school-based organization. Central administration is converting into a service agency providing services to each school. Each individual school is called a precinct. **This new autonomy at the local level is intended to be helpful for students as well as our support professionals.**

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

NEW CCSD REORGANIZATION MODEL



PREVIOUS CCSD MODEL



# SCHOOL ORGANIZATIONAL TEAM RESPONSIBILITIES

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

## **A SOT provides assistance and advice to the principal regarding:**

- The development of the plan of operation for the local school precinct.
- The development of the budget for the school precinct.
- Carrying out the ongoing plan of operation and the implementation of the budget for the local school precinct.
- Input regarding principal selection if a vacancy occurs.
- Input regarding the principal not more than two times a year

## **Requirements of Education Support Professionals**

- ◆ Serve on the team through September 30, 2020, unless new elections need to be held by ESEA
- ◆ Attend meetings at least once per month
- ◆ Make decisions with the whole school population in mind
- ◆ Work collaboratively and attempt to reach consensus with the team.

## FOLLOWING THE RULES

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

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

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

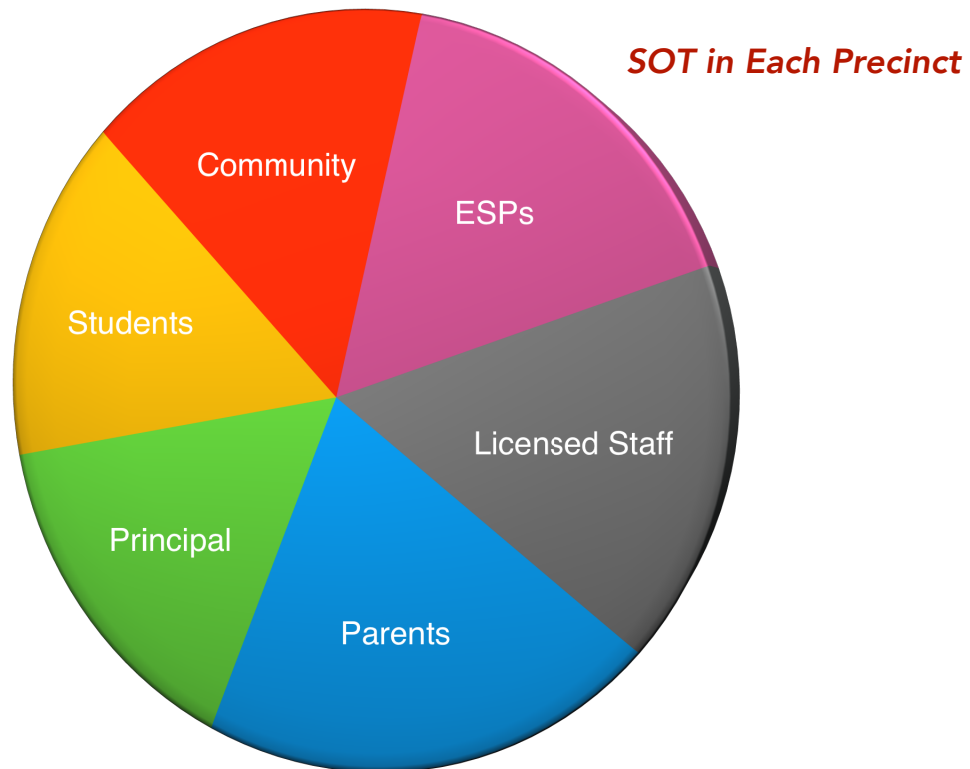
**The principal and SOT relationship is critical to successful student achievement and school improvement; they must be a team centered around achieving positive student outcomes.**

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

## FOLLOWING THE RULES (CONT.)

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

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



## STAKEHOLDERS

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

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

**Education Support Professionals (ESPs): ESEA, as the recognized bargaining unit of education support professionals, is responsible for the nomination and the election of all support professionals. Voting will take place at <http://www.eseavoice.org/>**

Licensed Staff: All licensed educators at the school will be able to vote for their choice of licensed educators to serve on the SOT.

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

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



## WHO'S ON THE TEAM

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

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

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

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



## COMING TO AN AGREEMENT

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

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

Some key strategies to reach agreement:

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

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

*Roberts Rules: The most widely used manual of parliamentary procedure; it governs the meetings of a diverse range of organizations, such as a SOT.*

## FUNDING

For the 2019-2020 school year, 85% of unrestricted funds will be provided to the school precinct and the expenditure will be voted on by the SOT.

### What are Unrestricted Funds?

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

### What are Restricted Funds?

Restricted funds are federal or state dollars that are designated to be spent in a specific way. For example, Title 1, Special Education, Zoom and Victory funds must be spent on specific items. SB178 is another example, as it provides \$1,200 additional dollars for English Learners and Free and Reduced Lunch eligible students who are in the bottom 25% of achievement in one and two star schools not receiving Zoom or Victory funding.

## NOTES

