

## 2017 LEGISLATIVE PRIORITIES

### **Weighted Student Funding Formula:**

- ✓ CCEA's top legislative priority is to secure monies to fully implement the Weighted Student Funding Formula (WFF).
- ✓ As educators, we know first-hand that our students need adequate funds to learn.
- ✓ The WFF means that additional funds are provided for students who meet the categories of Special Education, English Language Learners, Free & Reduced Lunch and Gifted and Talented Education.
- ✓ Right now, the current funding structure only provides additional money to a handful of schools for children with those needs.
- ✓ The current funding structure creates inequity.
- ✓ It's critical that the funds follow the student.
- ✓ Keep in mind that the CCSD Reorganization legislation requires the Legislature to adopt a Weighted Funding Formula for the next school year.

### **A Dedicated Funding Stream for Educator's Salaries related to our Professional Growth Salary Schedule:**

- ✓ In 2015, on the heels of a historic Legislative Session where over \$800 million was secured for public education, CCSD froze our salaries.
- ✓ We had to take our cause to the public, hold hundreds of rallies, and demand a contract.
- ✓ We don't want to see this scenario happen again. That's why we are advocating for a Dedicated Funding Stream for our salaries tied to the Professional Growth Plan.
- ✓ This bill would ensure that educators who invest time and resources to better their practice through their PGP, receive salary compensation advancements upon successful completion.

### **Legislation that requires CCSD to pay salary schedule advancements regardless of the status of negotiations.**

- ✓ Similar to the Dedicated Funding Stream for Educators piece of legislation, this bill would ensure that educators are not penalized should the contract not be settled.
- ✓ Educators who have already started earning professional development contact units under a Professional Growth Plan (PGP), including additional degree education, should still be allowed to receive their salary increase and advancement pursuant to the expired Collective Bargaining Agreement as an exception to other negotiated compensation or monetary benefits.

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### **Elimination of State Student Test Scores on educators' evaluations.**

- ✓ This proposed legislation removes any evaluation reference that ties an educator's performance to state student test scores as outlined as part of the Nevada Educator Performance Framework. It also caps any use of formative, student learning goals, school, teacher or district assessment at 20%.
- ✓ Although we do advocate for accountability, those measures should be fair and equitable.
- ✓ The current system isn't a fair way to measure an educator's level of effectiveness.
- ✓ This proposed legislation also exempts highly effective educators who receive 2 consecutive years of highly effective ratings from evaluation for 2 years.

### **Better School Climate to ensure safe and collaborative schools to teach in.**

- ✓ A school's climate has a tremendous impact.
- ✓ Changes proposed would ensure that CCSD must provide school climate training on an annual basis for organizational teams at each precinct.
- ✓ If an organizational team files a complaint with the Associate Superintendent that there are school climate issues in their precinct, the Associate Superintendent would have to notify the CCSD Superintendent and within 30 calendar days and the Superintendent would have to interview the organizational team to determine what those issues are.
- ✓ Upon completion of that interview, the Superintendent would implement any corrective actions in order to ensure that there is effective school climate in the precinct.

### **Expand the Peer Assistance and Review (PAR) Program:**

- ✓ Peer Assistance and Review (PAR SB332) passed in the 2015 Legislative Session and was piloted in Turn Around Schools in CCSD to provide dedicated mentors to new teachers.
- ✓ Our PAR legislation asks for \$4 million to expand the current successful program.
- ✓ New teachers without experience are assigned a Consulting Teacher (CT), and they will receive formal, systematic support during their first year.
- ✓ They are then assessed by both the CT and school administration.
- ✓ The ongoing, yearlong support that PAR provides has also proven to be successful in retaining and developing educators in other districts around the country.