

ASSEMBLY BILL NO. 335—COMMITTEE ON EDUCATION

(ON BEHALF OF THE LEGISLATIVE COMMITTEE ON EDUCATION)

MARCH 21, 2005

Referred to Concurrent Committees on Education
and Ways and Means

SUMMARY—Makes various changes regarding education.
(BDR 34-482)

FISCAL NOTE: Effect on Local Government: No.
Effect on the State: Contains Appropriation not included
in Executive Budget.

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EXPLANATION – Matter in *bolded italics* is new; matter between brackets ~~omitted material~~ is material to be omitted.

AN ACT relating to education; authorizing the disclosure of certain confidential examinations to a representative of the Statewide Council for the Coordination of the Regional Training Programs; creating an advisory committee to the Council to Establish Academic Standards for Public Schools for the review of the high school proficiency examination; revising provisions governing the plan to improve the achievement of pupils prepared by the State Board of Education and the plans to improve the achievement of pupils prepared by school districts to include strategies to increase and improve parental involvement; authorizing the regional training programs for the professional development of teachers and administrators to provide training and information concerning effective communication with parents; providing for the establishment of the Advisory Council on Parental Involvement; prescribing the membership and duties of the Advisory Council; and providing other matters properly relating thereto.



THE PEOPLE OF THE STATE OF NEVADA, REPRESENTED IN
SENATE AND ASSEMBLY, DO ENACT AS FOLLOWS:

Section 1. NRS 385.34691 is hereby amended to read as follows:

385.34691 1. The State Board shall prepare a plan to improve the achievement of pupils enrolled in the public schools in this State. The plan:

(a) Must be prepared in consultation with:

(1) Employees of the Department;

(2) At least one employee of a school district in a county whose population is 100,000 or more, appointed by the Nevada School Boards Association;

(3) At least one employee of a school district in a county whose population is less than 100,000, appointed by the Nevada School Boards Association; and

(4) At least one representative of the Statewide Council for the Coordination of the Regional Training Programs created by NRS 391.516, appointed by the Council; and

(b) May be prepared in consultation with:

(1) Representatives of institutions of higher education;

(2) Representatives of regional educational laboratories;

(3) Representatives of outside consultant groups;

(4) Representatives of the regional training programs for the professional development of teachers and administrators established pursuant to NRS 391.512;

(5) The Bureau; and

(6) Other persons who the State Board determines are appropriate.

2. A plan to improve the achievement of pupils enrolled in public schools in this State must include:

(a) A review and analysis of the data upon which the report required pursuant to NRS 385.3469 is based and a review and analysis of any data that is more recent than the data upon which the report is based.

(b) The identification of any problems or factors common among the school districts or charter schools in this State, as revealed by the review and analysis.

(c) Strategies based upon scientifically based research, as defined in 20 U.S.C. § 7801(37), that will strengthen the core academic subjects, as set forth in NRS 389.018.

(d) Strategies to improve the academic achievement of pupils enrolled in public schools in this State, including, without limitation, strategies to:



(1) Instruct pupils who are not achieving to their fullest potential;

(2) Increase the rate of attendance of pupils and reduce the number of pupils who drop out of school;

(3) Integrate technology into the instructional and administrative programs of the school districts;

(4) Manage effectively the discipline of pupils; and

(5) Enhance the professional development offered for the teachers and administrators employed at public schools in this State to include the activities set forth in 20 U.S.C. § 7801(34), as deemed appropriate by the State Board.

(e) Strategies designed to provide to the pupils enrolled in middle school, junior high school and high school, the teachers and counselors who provide instruction to those pupils, and the parents and guardians of those pupils information concerning:

(1) The requirements for admission to an institution of higher education and the opportunities for financial aid;

(2) The availability of millennium scholarships pursuant to NRS 396.911 to 396.938, inclusive; and

(3) The need for a pupil to make informed decisions about his curriculum in middle school, junior high school and high school in preparation for success after graduation.

(f) An identification, by category, of the employees of the Department who are responsible for ensuring that each provision of the plan is carried out effectively.

(g) For each provision of the plan, a timeline for carrying out that provision, including, without limitation, a timeline for monitoring whether the provision is carried out effectively.

(h) For each provision of the plan, measurable criteria for determining whether the provision has contributed toward improving the academic achievement of pupils, increasing the rate of attendance of pupils and reducing the number of pupils who drop out of school.

(i) Strategies to improve the allocation of resources from this State, by program and by school district, in a manner that will improve the academic achievement of pupils. If this State has a financial analysis program that is designed to track educational expenditures and revenues to individual schools, the State Board shall use that statewide program in complying with this paragraph. If a statewide program is not available, the State Board shall use the Department's own financial analysis program in complying with this paragraph.

(j) Based upon the reallocation of resources set forth in paragraph (i), the resources available to the State Board and the Department to carry out the plan.



(k) A summary of the effectiveness of appropriations made by the Legislature to improve the academic achievement of pupils and programs approved by the Legislature to improve the academic achievement of pupils.

(l) Strategies to improve and increase effective involvement by parents and families in support of their children and the education of their children. The strategies must be consistent with the policy adopted by the State Board pursuant to NRS 392.457 regarding effective involvement by parents and families.

3. The State Board shall:

(a) Review the plan prepared pursuant to this section annually to evaluate the effectiveness of the plan; and

(b) Based upon the evaluation of the plan, make revisions, as necessary, to ensure that the plan is designed to improve the academic achievement of pupils enrolled in public schools in this State.

4. On or before December 15 of each year, the State Board shall submit the plan or the revised plan, as applicable, to the:

(a) Governor;

(b) Committee;

(c) Bureau;

(d) Board of Regents of the University of Nevada;

(e) Council to Establish Academic Standards for Public Schools created by NRS 389.510;

(f) Board of trustees of each school district; and

(g) Governing body of each charter school.

Sec. 2. NRS 385.348 is hereby amended to read as follows:

385.348 1. The board of trustees of each school district shall, in consultation with the employees of the school district, prepare a plan to improve the achievement of pupils enrolled in the school district, excluding pupils who are enrolled in charter schools located in the school district. If the school district is a Title I school district designated as demonstrating need for improvement pursuant to NRS 385.377, the plan must also be prepared in consultation with parents and guardians of pupils enrolled in the school district and other persons who the board of trustees determines are appropriate.

2. Except as otherwise provided in this subsection, the plan must include the items set forth in 20 U.S.C. § 6316(c)(7) and the regulations adopted pursuant thereto. If a school district has not been designated as demonstrating need for improvement pursuant to NRS 385.377, the board of trustees of the school district is not required to include those items set forth in 20 U.S.C. § 6316(c)(7) and the regulations adopted pursuant thereto that directly relate to the status of a school district as needing improvement.



1 3. In addition to the requirements of subsection 2, a plan to
2 improve the achievement of pupils enrolled in a school district must
3 include:

4 (a) A review and analysis of the data upon which the report
5 required pursuant to subsection 2 of NRS 385.347 is based and a
6 review and analysis of any data that is more recent than the data
7 upon which the report is based.

8 (b) The identification of any problems or factors at individual
9 schools that are revealed by the review and analysis.

10 (c) Strategies based upon scientifically based research, as
11 defined in 20 U.S.C. § 7801(37), that will strengthen the core
12 academic subjects, as set forth in NRS 389.018.

13 (d) Strategies to improve the academic achievement of pupils
14 enrolled in the school district including, without limitation,
15 strategies to:

16 (1) Instruct pupils who are not achieving to their fullest
17 potential;

18 (2) Increase the rate of attendance of pupils and reduce the
19 number of pupils who drop out of school;

20 (3) Integrate technology into the instructional and
21 administrative programs of the school district;

22 (4) Manage effectively the discipline of pupils; and

23 (5) Enhance the professional development offered for the
24 teachers and administrators employed by the school district to
25 include the activities set forth in 20 U.S.C. § 7801(34), as deemed
26 appropriate by the board of trustees of the school district.

27 (e) An identification, by category, of the employees of the
28 school district who are responsible for ensuring that each provision
29 of the plan is carried out effectively.

30 (f) In consultation with the Department, an identification, by
31 category, of the employees of the Department, if any, who are
32 responsible for overseeing and monitoring whether the plan is
33 carried out effectively.

34 (g) For each provision of the plan, a timeline for carrying out
35 that provision, including, without limitation, a timeline for
36 monitoring whether the provision is carried out effectively.

37 (h) For each provision of the plan, measurable criteria for
38 determining whether the provision has contributed toward
39 improving the academic achievement of pupils, increasing the rate
40 of attendance of pupils and reducing the number of pupils who drop
41 out of school.

42 (i) Strategies to improve the allocation of resources from the
43 school district, by program and by school, in a manner that will
44 improve the academic achievement of pupils. If this State has a
45 financial analysis program that is designed to track educational



1 expenditures and revenues to individual schools, each school district
2 shall use that statewide program in complying with this paragraph.
3 If a statewide program is not available, each school district shall use
4 its own financial analysis program in complying with this
5 paragraph.

6 (j) Based upon the reallocation of resources set forth in
7 paragraph (i), the resources available to the school district to carry
8 out the plan.

9 (k) A summary of the effectiveness of appropriations made by
10 the Legislature that are available to the school district or the schools
11 within the school district to improve the academic achievement of
12 pupils and programs approved by the Legislature to improve the
13 academic achievement of pupils.

14 *(l) Strategies to improve and increase effective involvement by*
15 *parents and families in support of their children and the education*
16 *of their children. The strategies must be consistent with the policy*
17 *adopted by the State Board and the policy adopted by the school*
18 *district pursuant to NRS 392.457 regarding effective involvement*
19 *by parents and families.*

20 4. The board of trustees of each school district shall:

21 (a) Review the plan prepared pursuant to this section annually to
22 evaluate the effectiveness of the plan; and

23 (b) Based upon the evaluation of the plan, make revisions, as
24 necessary, to ensure that the plan is designed to improve the
25 academic achievement of pupils enrolled in the school district.

26 5. On or before December 15 of each year, the board of
27 trustees of each school district shall submit the plan or the revised
28 plan, as applicable, to the:

29 (a) Superintendent of Public Instruction;

30 (b) Governor;

31 (c) State Board;

32 (d) Department;

33 (e) Committee; and

34 (f) Bureau.

35 **Sec. 3.** NRS 389.015 is hereby amended to read as follows:

36 389.015 1. The board of trustees of each school district shall
37 administer examinations in all public schools of the school district.
38 The governing body of a charter school shall administer the same
39 examinations in the charter school. The examinations administered
40 by the board of trustees and governing body must determine the
41 achievement and proficiency of pupils in:

42 (a) Reading;

43 (b) Mathematics; and

44 (c) Except as otherwise provided in subsection 6, science.

45 2. The examinations required by subsection 1 must be:



(a) Administered before the completion of grades 4, 7, 10 and 11.

(b) Administered in each school district and each charter school at the same time during the spring semester. The time for the administration of the examinations must be prescribed by the State Board.

(c) Administered in each school in accordance with uniform procedures adopted by the State Board. The Department shall monitor the compliance of school districts and individual schools with the uniform procedures.

(d) Administered in each school in accordance with the plan adopted pursuant to NRS 389.616 by the Department and with the plan adopted pursuant to NRS 389.620 by the board of trustees of the school district in which the examinations are administered. The Department shall monitor the compliance of school districts and individual schools with:

(1) The plan adopted by the Department; and

(2) The plan adopted by the board of trustees of the applicable school district, to the extent that the plan adopted by the board of trustees of the school district is consistent with the plan adopted by the Department.

(e) Scored by a single private entity that has contracted with the State Board to score the examinations. The private entity that scores the examinations shall report the results of the examinations in the form and by the date required by the Department.

3. Not more than 14 working days after the results of the examinations are reported to the Department by a private entity that scored the examinations, the Superintendent of Public Instruction shall certify that the results of the examinations have been transmitted to each school district and each charter school. Not more than 10 working days after a school district receives the results of the examinations, the superintendent of schools of each school district shall certify that the results of the examinations have been transmitted to each school within the school district. Except as otherwise provided in this subsection, not more than 15 working days after each school receives the results of the examinations, the principal of each school and the governing body of each charter school shall certify that the results for each pupil have been provided to the parent or legal guardian of the pupil:

(a) During a conference between the teacher of the pupil or administrator of the school and the parent or legal guardian of the pupil; or

(b) By mailing the results of the examinations to the last known address of the parent or legal guardian of the pupil.



1 ➡ If a pupil fails the high school proficiency examination, the
2 school shall notify the pupil and the parents or legal guardian of the
3 pupil as soon as practicable but not later than 15 working days after
4 the school receives the results of the examination.

5 4. If a pupil fails to demonstrate at least adequate achievement
6 on the examination administered before the completion of grade 4, 7
7 or 10, he may be promoted to the next higher grade, but the results
8 of his examination must be evaluated to determine what remedial
9 study is appropriate. If such a pupil is enrolled at a school that has
10 failed to make adequate yearly progress or in which less than 60
11 percent of the pupils enrolled in grade 4, 7 or 10 in the school who
12 took the examinations administered pursuant to this section received
13 an average score on those examinations that is at least equal to the
14 26th percentile of the national reference group of pupils to which
15 the examinations were compared, the pupil must, in accordance with
16 the requirements set forth in this subsection, complete remedial
17 study that is determined to be appropriate for the pupil.

18 5. If a pupil fails to pass the proficiency examination
19 administered before the completion of grade 11, he must not be
20 graduated until he is able, through remedial study, to pass the
21 proficiency examination, but he may be given a certificate of
22 attendance, in place of a diploma, if he has reached the age of 17
23 years.

24 6. The State Board shall prescribe standard examinations of
25 achievement and proficiency to be administered pursuant to
26 subsection 1. The high school proficiency examination must include
27 the subjects of reading and mathematics and, except for the writing
28 portion prescribed pursuant to NRS 389.550, must be developed,
29 printed and scored by a nationally recognized testing company in
30 accordance with the process established by the testing company.
31 The examinations on reading, mathematics and science prescribed
32 for grades 4, 7 and 10 must be selected from examinations created
33 by private entities and administered to a national reference group,
34 and must allow for a comparison of the achievement and proficiency
35 of pupils in grades 4, 7 and 10 in this State to that of a national
36 reference group of pupils in grades 4, 7 and 10. The questions
37 contained in the examinations and the approved answers used for
38 grading them are confidential, and disclosure is unlawful except:

39 (a) To the extent necessary for administering and evaluating the
40 examinations.

41 (b) That a disclosure may be made to a:

42 (1) State officer who is a member of the Executive or
43 Legislative Branch to the extent that it is necessary for the
44 performance of his duties;



(2) Superintendent of schools of a school district to the extent that it is necessary for the performance of his duties;

(3) Director of curriculum of a school district to the extent that it is necessary for the performance of his duties; ~~and~~

(4) Director of testing of a school district to the extent that it is necessary for the performance of his *duties; and*

(5) A representative of the Statewide Council for the Coordination of the Regional Training Programs created by NRS 391.516 to the extent that it is necessary for the performance of his duties.

(c) That specific questions and answers may be disclosed if the Superintendent of Public Instruction determines that the content of the questions and answers is not being used in a current examination and making the content available to the public poses no threat to the security of the current examination process.

Sec. 4. NRS 389.015 is hereby amended to read as follows:

389.015 1. The board of trustees of each school district shall administer examinations in all public schools of the school district. The governing body of a charter school shall administer the same examinations in the charter school. The examinations administered by the board of trustees and governing body must determine the achievement and proficiency of pupils in:

(a) Reading;

(b) Mathematics; and

(c) Science.

2. The examinations required by subsection 1 must be:

(a) Administered before the completion of grades 4, 7, 10 and 11.

(b) Administered in each school district and each charter school at the same time during the spring semester. The time for the administration of the examinations must be prescribed by the State Board.

(c) Administered in each school in accordance with uniform procedures adopted by the State Board. The Department shall monitor the compliance of school districts and individual schools with the uniform procedures.

(d) Administered in each school in accordance with the plan adopted pursuant to NRS 389.616 by the Department and with the plan adopted pursuant to NRS 389.620 by the board of trustees of the school district in which the examinations are administered. The Department shall monitor the compliance of school districts and individual schools with:

(1) The plan adopted by the Department; and

(2) The plan adopted by the board of trustees of the applicable school district, to the extent that the plan adopted by the



1 board of trustees of the school district is consistent with the plan
2 adopted by the Department.

3 (e) Scored by a single private entity that has contracted with the
4 State Board to score the examinations. The private entity that scores
5 the examinations shall report the results of the examinations in the
6 form and by the date required by the Department.

7 3. Not more than 14 working days after the results of the
8 examinations are reported to the Department by a private entity that
9 scored the examinations, the Superintendent of Public Instruction
10 shall certify that the results of the examinations have been
11 transmitted to each school district and each charter school. Not more
12 than 10 working days after a school district receives the results of
13 the examinations, the superintendent of schools of each school
14 district shall certify that the results of the examinations have been
15 transmitted to each school within the school district. Except as
16 otherwise provided in this subsection, not more than 15 working
17 days after each school receives the results of the examinations, the
18 principal of each school and the governing body of each charter
19 school shall certify that the results for each pupil have been
20 provided to the parent or legal guardian of the pupil:

21 (a) During a conference between the teacher of the pupil or
22 administrator of the school and the parent or legal guardian of the
23 pupil; or

24 (b) By mailing the results of the examinations to the last known
25 address of the parent or legal guardian of the pupil.

26 ➤ If a pupil fails the high school proficiency examination, the
27 school shall notify the pupil and the parents or legal guardian of the
28 pupil as soon as practicable but not later than 15 working days after
29 the school receives the results of the examination.

30 4. If a pupil fails to demonstrate at least adequate achievement
31 on the examination administered before the completion of grade 4, 7
32 or 10, he may be promoted to the next higher grade, but the results
33 of his examination must be evaluated to determine what remedial
34 study is appropriate. If such a pupil is enrolled at a school that has
35 failed to make adequate yearly progress or in which less than 60
36 percent of the pupils enrolled in grade 4, 7 or 10 in the school who
37 took the examinations administered pursuant to this section received
38 an average score on those examinations that is at least equal to the
39 26th percentile of the national reference group of pupils to which
40 the examinations were compared, the pupil must, in accordance with
41 the requirements set forth in this subsection, complete remedial
42 study that is determined to be appropriate for the pupil.

43 5. If a pupil fails to pass the proficiency examination
44 administered before the completion of grade 11, he must not be
45 graduated until he is able, through remedial study, to pass the



1 proficiency examination, but he may be given a certificate of
2 attendance, in place of a diploma, if he has reached the age of 17
3 years.

4 6. The State Board shall prescribe standard examinations of
5 achievement and proficiency to be administered pursuant to
6 subsection 1. The high school proficiency examination must include
7 the subjects of reading, mathematics and science and, except for the
8 writing portion prescribed pursuant to NRS 389.550, must be
9 developed, printed and scored by a nationally recognized testing
10 company in accordance with the process established by the testing
11 company. The examinations on reading, mathematics and science
12 prescribed for grades 4, 7 and 10 must be selected from
13 examinations created by private entities and administered to a
14 national reference group, and must allow for a comparison of the
15 achievement and proficiency of pupils in grades 4, 7 and 10 in this
16 State to that of a national reference group of pupils in grades 4, 7
17 and 10. The questions contained in the examinations and the
18 approved answers used for grading them are confidential, and
19 disclosure is unlawful except:

20 (a) To the extent necessary for administering and evaluating the
21 examinations.

22 (b) That a disclosure may be made to a:

23 (1) State officer who is a member of the Executive or
24 Legislative Branch to the extent that it is necessary for the
25 performance of his duties;

26 (2) Superintendent of schools of a school district to the
27 extent that it is necessary for the performance of his duties;

28 (3) Director of curriculum of a school district to the extent
29 that it is necessary for the performance of his duties; ~~and~~

30 (4) Director of testing of a school district to the extent that it
31 is necessary for the performance of his *duties; and*

32 *(5) A representative of the Statewide Council for the*
33 *Coordination of the Regional Training Programs created by NRS*
34 *391.516 to the extent that it is necessary for the performance of his*
35 *duties.*

36 (c) That specific questions and answers may be disclosed if the
37 Superintendent of Public Instruction determines that the content of
38 the questions and answers is not being used in a current examination
39 and making the content available to the public poses no threat to the
40 security of the current examination process.

41 **Sec. 5.** Chapter 391 of NRS is hereby amended by adding
42 thereto a new section to read as follows:

43 *The governing body of a regional training program may:*



1 *1. Provide training to teachers and administrators on*
2 *effective methods to communicate with parents and guardians*
3 *regarding the education of their children; and*

4 *2. Otherwise facilitate and coordinate access to information*
5 *by teachers and administrators concerning effective methods to*
6 *communicate with parents and guardians regarding the education*
7 *of their children.*

8 **Sec. 6.** NRS 391.500 is hereby amended to read as follows:

9 391.500 As used in NRS 391.500 to 391.556, inclusive, *and*
10 *section 5 of this act*, unless the context otherwise requires, the
11 words and terms defined in NRS 391.504 and 391.508 have the
12 meanings ascribed to them in those sections.

13 **Sec. 7.** 1. There is hereby created an Advisory Task Force to
14 the Council to Establish Academic Standards for Public Schools
15 created by NRS 389.510 for the Review of Certain Academic
16 Standards and the High School Proficiency Examination. All
17 appointments to the Task Force must be made on or before
18 September 1, 2005.

19 2. The Chairman of the Council to Establish Academic
20 Standards for Public Schools, upon recommendation of the
21 Superintendent of Public Instruction shall appoint the following
22 members to the Task Force:

23 (a) One director of testing of a school district in a county whose
24 population is 100,000 or more and one director of testing of a school
25 district in a county whose population is less than 100,000;

26 (b) One director of curriculum of a school district in a county
27 whose population is 100,000 or more and one director of curriculum
28 of a school district in a county whose population is less than
29 100,000;

30 (c) One teacher who provides instruction in a public high
31 school;

32 (d) One teacher who provides instruction in a public middle
33 school or junior high school;

34 (e) One teacher who provides instruction in a public elementary
35 school;

36 (f) Two nonlegislative members of the Council to Establish
37 Academic Standards for Public Schools;

38 (g) One parent or legal guardian of a pupil who is enrolled in a
39 public high school;

40 (h) One parent or legal guardian of a pupil who is enrolled in a
41 public middle school or junior high school;

42 (i) One parent or legal guardian of a pupil who is enrolled in a
43 public elementary school;



(j) One teacher who provides instruction in an alternative education program of a school district or a program of adult education; and

(k) One school principal.

➡ The Chairman of the Council to Establish Academic Standards for Public Schools shall appoint a Chairman of the Advisory Task Force from among the members he appoints.

3. If requested by the Task Force, the Council to Establish Academic Standards for Public Schools shall:

(a) Provide all information related to Nevada's academic standards that is necessary for the Task Force to carry out its duties; and

(b) Otherwise work in consultation with the Task Force in carrying out the duties of the Task Force that are related to academic standards.

4. Each member of the Task Force is entitled to receive the per diem allowance and travel expenses provided for state officers and employees generally for each day or portion of a day during which he attends a meeting of the Task Force or is otherwise engaged in the business of the Task Force. The per diem allowance and travel expenses for the members of the Task Force must be paid by the Department of Education.

Sec. 8. 1. The Advisory Task Force to Review Certain Academic Standards and the High School Proficiency Examination created pursuant to section 7 of this act shall:

(a) Review the high school proficiency examination to determine:

(1) The percentage of the examination questions that address the academic standards for grades 9 to 12, inclusive;

(2) The percentage of the examination questions that address the academic standards for kindergarten to grade 8, inclusive; and

(3) The percentage of the academic standards for grades 9 to 12, inclusive, which have been assigned priority for state testing by the Council to Establish Academic Standards for Public Schools and that are tested on the examination;

(b) Analyze whether the results of pupils on the high school proficiency examination are delivered in a timely manner to ensure that pupils are able to receive appropriate remediation before the next administration of the examination, including, without limitation, a review of:

(1) The test administration documents and guidelines of the testing company or the Department of Education, as applicable; and

(2) The efficiency of procedures carried out by school districts for the submission of the test booklets for scoring;



(c) Determine the methods and procedures that may be used to ensure more efficient and expedient delivery of the results of pupils on the high school proficiency examination to ensure that pupils who would benefit from remediation before the next administration of the examination are provided with an adequate opportunity to receive that remediation;

(d) Determine if the instruction provided in grades 1 to 8, inclusive, is calibrated to the academic standards established for those grades by the Council to Establish Academic Standards for Public Schools;

(e) Analyze the academic standards in reading and mathematics established for this State to determine the extent to which those standards compare with the standards in reading and mathematics that are tested on the examinations of the National Assessment of Educational Progress; and

(f) On or before August 1, 2006, submit a report of its findings and recommendations for legislation to the Council to Establish Academic Standards for Public Schools.

2. The Council to Establish Academic Standards for Public Schools shall consider the recommendations of the Task Force and shall, on or before February 1, 2007, submit the report of the Task Force to the Director of the Legislative Counsel Bureau for transmission to the 74th Session of the Nevada Legislature.

3. Notwithstanding the provisions of NRS 389.017 to the contrary, the Superintendent of Public Instruction shall disclose to the Task Force the questions and answers on all forms of the high school proficiency examination to the extent the disclosure is necessary for the Task Force to carry out its duties. The disclosure must be made in a manner that does not violate the confidentiality of the examination.

4. The provisions of chapter 241 of NRS do not apply to a meeting or a portion of a meeting of the Task Force to the extent that it is necessary for the Task Force to maintain the confidentiality of the high school proficiency examination.

Sec. 9. 1. The Superintendent of Public Instruction shall establish the Advisory Council on Parental Involvement. All appointments to the Advisory Council must be made on or before September 1, 2005.

2. The Superintendent of Public Instruction shall appoint the following members to the Advisory Council:

(a) Two parents or legal guardians of pupils enrolled in public schools;

(b) Two teachers in public schools;

(c) One administrator of a public school;

(d) One representative of a private business or industry;



1 (e) One member of the board of trustees of a school district in
2 county whose population is 100,000 or more; and

3 (f) One member of the board of trustees of a school district in a
4 county whose population is less than 100,000.

5 ➡ The Superintendent of Public Instruction shall, to the extent
6 practicable, ensure that the members he appoints to the Advisory
7 Council reflect the ethnic, economic and geographic diversity of this
8 State.

9 3. The Speaker of the Assembly shall appoint one
10 Assemblyman to the Advisory Council.

11 4. The Majority Leader of the Senate shall appoint one Senator
12 to the Advisory Council.

13 5. The Advisory Council shall elect a Chairman and a Vice
14 Chairman from among its members.

15 6. The Department of Education shall provide:

16 (a) Administrative support to the Advisory Council; and

17 (b) All information that is necessary for the Advisory Council to
18 carry out its duties.

19 7. For each day or portion of a day during which a member of
20 the Advisory Council who is a Legislator attends a meeting of the
21 Advisory Council or is otherwise engaged in the business of the
22 Advisory Council, except during a regular or special session of the
23 Legislature, the Legislator is entitled to receive the:

24 (a) Compensation provided for a majority of the members of the
25 Legislature during the first 60 days of the preceding regular session;

26 (b) Per diem allowance provided for state officers and
27 employees generally; and

28 (c) Travel expenses provided pursuant to NRS 218.2207.

29 ➡ The compensation, per diem allowances and travel expenses of
30 the legislative members of the Advisory Council must be paid from
31 the Legislative Fund.

32 8. A member of the Advisory Council who is not a Legislator
33 is entitled to receive the per diem allowance and travel expenses
34 provided for state officers and employees generally for each day or
35 portion of a day during which he attends a meeting of the Advisory
36 Council or is otherwise engaged in the business of the Advisory
37 Council. The per diem allowance and travel expenses for the
38 nonlegislative members of the Advisory Council must be paid by
39 the Department of Education.

40 **Sec. 10.** The Advisory Council on Parental Involvement
41 created pursuant to section 9 of this act shall:

42 1. Review any effective practices carried out in individual
43 school districts in this State to increase parental involvement and
44 determine the feasibility of carrying out those practices on a
45 statewide basis;



2. Review any effective practices carried out in other states to increase parental involvement and determine the feasibility of carrying out those practices in this State;

3. Identify methods to effectively communicate and provide outreach to parents and guardians of pupils who have limited time to become involved in the education of their children for various reasons, including, without limitation, work schedules, single-parent homes and other family obligations;

4. Identify the manner in which the level of parental involvement affects the performance, attendance and discipline of pupils;

5. Identify methods to effectively communicate with and provide outreach to parents and guardians of pupils who are limited English proficient;

6. On or before September 1, 2006, submit a preliminary written report to the Legislative Committee on Education; and

7. On or before February 1, 2007, submit a final written report of its findings and any recommendations for legislation to the Director of the Legislative Counsel Bureau for transmission to the next regular session of the Legislature.

Sec. 11. 1. This section and sections 1, 2, 3 and 5 to 10, inclusive, of this act become effective on July 1, 2005.

2. Section 3 of this act expires by limitation on June 30, 2007.

3. Section 4 of this act becomes effective on July 1, 2007.

