

Amendment No. 1078

Assembly Amendment to Assembly Bill No. 109 First Reprint (BDR 34-479)

Proposed by: Committee on Ways and Means**Amendment Box:****Resolves Conflicts with:** N/A**Amends:** Summary: Yes Title: Yes Preamble: No Joint Sponsorship: No Digest: Yes

Adoption of this amendment will REMOVE all appropriations from A.B. 109 R1.

ASSEMBLY ACTION	Initial and Date	SENATE ACTION	Initial and Date
Adopted <input type="checkbox"/> Lost <input type="checkbox"/>	_____	Adopted <input type="checkbox"/> Lost <input type="checkbox"/>	_____
Concurred In <input type="checkbox"/> Not <input type="checkbox"/>	_____	Concurred In <input type="checkbox"/> Not <input type="checkbox"/>	_____
Receded <input type="checkbox"/> Not <input type="checkbox"/>	_____	Receded <input type="checkbox"/> Not <input type="checkbox"/>	_____

Amend the bill as a whole by renumbering sec. 3 as sec. 4 and adding a new section designated sec. 3, following sec. 2, to read as follows:

“Sec. 3. NRS 385.3692 is hereby amended to read as follows:

385.3692 1. Each technical assistance partnership established for a public school shall complete a form prescribed by the Department pursuant to this section or an expanded form, if applicable, that includes:

(a) A review and analysis of the operation of the school, including, without limitation, the design and operation of the instructional program of the school;

KCR

Date: 5/27/2005

A.B. No. 109—Revises provisions governing regional training programs for professional development of teachers and administrators and makes appropriations.

- (b) A review and analysis of the data pertaining to the school based upon the report required pursuant to subsection 2 of NRS 385.347 and a review and analysis of any data that is more recent;
- (c) A review of the most recent plan to improve the achievement of the school's pupils; and
- (d) An identification of the problems and factors at the school that contributed to the designation of the school as demonstrating need for improvement.

2. Each technical assistance partnership established for a public school shall:

- (a) Assist the school in developing recommendations for improving the performance of pupils who are enrolled in the school; and
- (b) Adopt, in consultation with the employees of the school, written revisions to the most recent plan to improve the achievement of the school's pupils for approval pursuant to NRS 385.357. The written revisions must:

- (1) Include the data and findings of the technical assistance partnership that provide support for the revisions;
- (2) If the school is a Title I school, be developed in consultation with parents and guardians of pupils enrolled in the school and, to the extent deemed appropriate by the entity that created the technical assistance partnership, outside experts;
- (3) Set forth a timeline to carry out the revisions;
- (4) Set forth priorities for the school in carrying out the revisions; and
- (5) Set forth the *names and* duties of each person who is responsible for carrying out the revisions.

3. On or before November 1 of each year, each technical assistance partnership shall submit the form completed pursuant to subsection 1 to the:

- (a) Department;
 - (b) Bureau;
 - (c) Board of trustees of the school district or governing body of the charter school, as applicable;
- and
- (d) Principal of the school.

4. The Department shall, in consultation with the Bureau:

- (a) Prescribe a form that contains the basic information for a technical assistance partnership to carry out its duties pursuant to subsection 1; and

- (b) Make the form available on a computer disc for use by technical assistance partnerships and, upon request, in any other manner deemed reasonable by the Department.

5. Except as otherwise provided in this subsection, each technical assistance partnership shall use the form prescribed by the Department to carry out its duties pursuant to subsection 1. A school district or governing body of a charter school may prescribe an expanded form that contains additions to the form prescribed by the Department if the basic information contained in the expanded form complies with the form prescribed by the Department.

6. A technical assistance partnership may require the school for which the partnership was established to submit plans, strategies, tasks and measures that, in the determination of the partnership, will assist the school in improving the achievement and proficiency of pupils enrolled in the school.”.

Amend sec. 3, page 6, line 43, by deleting “Department;” and inserting:
“Department ~~;~~, ***who must serve as the facilitator of the support team;***”.

Amend the bill as a whole by renumbering sections 4 and 5 as sections 6 and 7 and adding a new section designated sec. 5, following sec. 3, to read as follows:

“**Sec. 5.** NRS 385.3741 is hereby amended to read as follows:

385.3741 **1.** Each support team established for a public school pursuant to NRS 385.3721 shall:

~~{1-}~~ **(a)** Review and analyze the operation of the school, including, without limitation, the design and operation of the instructional program of the school.

~~{2-}~~ **(b)** Review and analyze the data pertaining to the school upon which the report required pursuant to subsection 2 of NRS 385.347 is based and review and analyze any data that is more recent than the data upon which the report is based.

~~{3-}~~ **(c)** Review the most recent plan to improve the achievement of the school’s pupils.

~~{4-}~~ **(d)** Identify and investigate the problems and factors at the school that contributed to the designation of the school as demonstrating need for improvement.

~~{5-}~~ **(e)** Assist the school in developing recommendations for improving the performance of pupils who are enrolled in the school.

~~{6-}~~ **(f)** Except as otherwise provided in this ~~{subsection-}~~ **paragraph**, make recommendations to the board of trustees of the school district, the State Board and the Department concerning additional assistance for the school in carrying out the plan for improvement of the school. For a charter school sponsored by the State Board, the support team shall make the recommendations to the State Board and the Department.

~~{7-}~~ **(g)** In accordance with its findings pursuant to this ~~{subsection-}~~ **section** and NRS 385.3742, submit, on or before November 1, written revisions to the most recent plan to improve the

achievement of the school's pupils for approval pursuant to NRS 385.357. The written revisions must:

~~{{a}}~~ (1) Comply with NRS 385.357;

~~{{b}}~~ (2) If the school is a Title I school, be developed in consultation with parents and guardians of pupils enrolled in the school and, to the extent deemed appropriate by the entity that created the support team, outside experts;

~~{{c}}~~ (3) Include the data and findings of the support team that provide support for the revisions;

~~{{d}}~~ (4) Set forth goals, ~~and~~ objectives, *tasks and measures* for the school that are:

~~{{1}}~~ (I) Designed to improve the achievement of the school's pupils;

~~{{2}}~~ (II) Specific;

~~{{3}}~~ (III) Measurable; and

~~{{4}}~~ (IV) Conducive to reliable evaluation;

~~{{e}}~~ (5) Set forth a timeline to carry out the revisions;

~~{{f}}~~ (6) Set forth priorities for the school in carrying out the revisions; and

~~{{g}}~~ (7) Set forth the *names and* duties of each person who is responsible for carrying out the revisions.

~~{{8}}~~ (h) Except as otherwise provided in this ~~subsection,~~ *paragraph*, work cooperatively with the board of trustees of the school district in which the school is located, the employees of the school, and the parents and guardians of pupils enrolled in the school to carry out and monitor the plan for improvement of the school. If a charter school is sponsored by the State Board, the Department shall assist the school with carrying out and monitoring the plan for improvement of the school.

~~[9.]~~ *(i) Prepare a monthly progress report in the format prescribed by the Department and:*

(1) Submit the progress report to the Department.

(2) Distribute copies of the progress report to each employee of the school for review.

(j) In addition to the requirements of this section, if the support team is established for a Title I school, carry out the requirements of 20 U.S.C. § 6317(a)(5).

2. A school support team may require the school for which the support team was established to submit plans, strategies, tasks and measures that, in the determination of the support team, will assist the school in improving the achievement and proficiency of pupils enrolled in the school.

3. The Department shall prescribe a concise monthly progress report for use by each support team in accordance with paragraph (i) of subsection 1.”.

Amend the bill as a whole by deleting sections 6 through 12 and adding a new section designated sec. 8, following sec. 5, to read as follows:

“Sec. 8. This act becomes effective on July 1, 2005.”.

Amend the title of the bill to read as follows:

“AN ACT relating to education; revising provisions governing the statewide system of accountability for public schools; redesignating the four regional training programs for the professional development of teachers and administrators based upon the geographic regions served by those programs; designating the board of trustees of certain school districts as the fiscal agent for the programs; and providing other matters properly relating thereto.”.

Amend the summary of the bill to read as follows:

“SUMMARY—Revises provisions governing statewide system of accountability and regional training programs for professional development of teachers and administrators. (BDR 34-479)”.

**If this amendment is adopted, the Legislative
Counsel's Digest will be changed to read as follows:**

Legislative Counsel's Digest:

Existing law establishes the statewide system of accountability for public schools. (NRS 385.3455-385.391)

This bill amends existing law to revise provisions governing the accountability measures for schools that have been designated as demonstrating need for improvement.

Existing law provides for the establishment and operation of regional training programs for the professional development of teachers and administrators by the boards of trustees of four school districts. (NRS 391.512)

This bill redesignates the four regional training programs to reflect the geographic regions served by each program. In addition, this bill provides that the four school districts which receive money for the programs serve as the fiscal agents for the maintenance and support of the programs.