

## Amendment No. 97

Senate Amendment to Senate Bill No. 20 (BDR 34-300)

**Proposed by:** Senate Committee on Health and Education**Amends:** Summary: No Title: Yes Preamble: No Joint Sponsorship: No Digest: Yes

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"/>	_____

EXPLANATION: Matter in (1) *blue bold italics* is new language in the original bill; (2) *green bold italic underlining* is new language proposed in this amendment; (3) ~~red strikethrough~~ is deleted language in the original bill; (4) ~~purple double strikethrough~~ is language proposed to be deleted in this amendment; (5) orange double underlining is deleted language in the original bill that is proposed to be retained in this amendment; and (6) *green bold dashed underlining* is newly added transitory language.

CLP/KCR



Date: 4/5/2009

S.B. No. 20—Revises provisions governing education. (BDR 34-300)



## SENATE BILL NO. 20—COMMITTEE ON HEALTH AND EDUCATION

(ON BEHALF OF THE LEGISLATIVE COMMITTEE ON EDUCATION)

PREFILED DECEMBER 5, 2008

Referred to Committee on Health and Education

SUMMARY—Revises provisions governing education. (BDR 34-300)

FISCAL NOTE: Effect on Local Government: May have Fiscal Impact.  
Effect on the State: Yes.

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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; revising provisions governing the contents of the reports of accountability submitted by the State Board of Education and school districts; prescribing a program of training for substitute teachers; requiring long-term substitute teachers to complete the program; revising provisions governing educational personnel; revising provisions governing the regional training programs for the professional development of teachers and administrators; and providing other matters properly relating thereto.

**Legislative Counsel's Digest:**

Existing law requires the State Board of Education and the board of trustees of each school district to submit an annual accountability report concerning the public schools within the State and district, respectively. (NRS 385.3469, 385.347) **Sections 1-4** of this bill revise the content of the accountability reports to include the ratio of school counselors to pupils and the number of long-term substitute teachers who completed the training for substitute teachers required by this bill.

**Section 7** of this bill requires the ~~Commission on Professional Standards in~~ Department of Education to establish a program of training for substitute teachers. **Section 7** also requires each regional training program for the professional development of teachers and administrators to provide the training for substitute teachers. A school district or charter school may decline participation in the training for substitute teachers provided by the regional training program but must provide its own training if it declines participation. **Sections 5, 8, 11 and 12** of this bill prohibit a school district or charter school, on or after July 1, 2011, from hiring a person as a long-term substitute teacher unless the person has completed the training for substitute teachers. An exemption applies if the teacher is currently or previously licensed in this State, ~~for~~ holds a license issued by another state which has a reciprocal agreement with Nevada, ~~or~~ or has experience teaching in an accredited postsecondary educational institution.

Existing law authorizes the Commission on Professional Standards in Education to adopt regulations that exempt an applicant from the examinations required for initial licensure of teachers and other educational personnel if the applicant has previous teaching experience or has performed other educational functions in another state. (NRS 391.021, 391.032) **Sections 9 and 10** of this bill remove the requirement that an applicant have previous experience and authorizes the exemption if the Commission determines that the examinations

required for initial licensure in the other state are substantially equivalent to the examinations required for initial licensure in this State.

Existing law requires each school district to adopt a policy setting forth the duties and responsibilities of school counselors. (NRS 391.274) **Section 13** of this bill requires the policy to identify the duties and responsibilities appropriate for the grade level at which the school counselor provides services.

Existing law establishes four regional training programs for the professional development of teachers and administrators and sets forth the powers and duties of the regional training programs. (NRS 391.500-391.556) **Sections 14-17** of this bill revise provisions governing the regional training programs by requiring each regional program to provide training for substitute teachers and to provide services to charter schools and university schools for profoundly gifted pupils. **Section 18** of this bill requires the annual report submitted by each regional training program to include information concerning the training provided for teaching advanced placement courses.

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

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**Section 1.** NRS 385.3469 is hereby amended to read as follows:

385.3469 1. The State Board shall prepare an annual report of accountability that includes, without limitation:

(a) Information on the achievement of all pupils based upon the results of the examinations administered pursuant to NRS 389.015 and 389.550, reported for each school district, including, without limitation, each charter school in the district, and for this State as a whole.

(b) Except as otherwise provided in subsection 2, pupil achievement, reported separately by gender and reported separately for the following groups of pupils:

(1) Pupils who are economically disadvantaged, as defined by the State Board;

(2) Pupils from major racial and ethnic groups, as defined by the State Board;

(3) Pupils with disabilities;

(4) Pupils who are limited English proficient; and

(5) Pupils who are migratory children, as defined by the State Board.

(c) A comparison of the achievement of pupils in each group identified in paragraph (b) of subsection 1 of NRS 385.361 with the annual measurable objectives of the State Board.

(d) The percentage of all pupils who were not tested, reported for each school district, including, without limitation, each charter school in the district, and for this State as a whole.

(e) Except as otherwise provided in subsection 2, the percentage of pupils who were not tested, reported separately by gender and reported separately for the groups identified in paragraph (b).

(f) The most recent 3-year trend in the achievement of pupils in each subject area tested and each grade level tested pursuant to NRS 389.015 and 389.550, reported for each school district, including, without limitation, each charter school in the district, and for this State as a whole, which may include information regarding the trend in the achievement of pupils for more than 3 years, if such information is available.

(g) Information on whether each school district has made adequate yearly progress, including, without limitation, the name of each school district, if any, designated as demonstrating need for improvement pursuant to NRS 385.377 and the number of consecutive years that the school district has carried that designation.

(h) Information on whether each public school, including, without limitation, each charter school, has made adequate yearly progress, including, without limitation, the name of each public school, if any, designated as demonstrating need for improvement pursuant to NRS 385.3623 and the number of consecutive years that the school has carried that designation.

(i) Information on the results of pupils who participated in the examinations of the National Assessment of Educational Progress required pursuant to NRS 389.012.

(j) The ratio of pupils to teachers in kindergarten and at each grade level for all elementary schools, reported for each school district, including, without limitation, each charter school in the district, and for this State as a whole, and the average class size for each core academic subject, as set forth in NRS 389.018, for each secondary school, reported for each school district and for this State as a whole.

(k) For each school district, including, without limitation, each charter school in the district, and for this State as a whole, information on the professional qualifications of teachers employed by the school districts and charter schools, including, without limitation:

(1) The percentage of teachers who are:

(I) Providing instruction pursuant to NRS 391.125;

(II) Providing instruction pursuant to a waiver of the requirements for licensure for the grade level or subject area in which the teachers are employed; or

(III) Otherwise providing instruction without an endorsement for the subject area in which the teachers are employed;

(2) The percentage of classes in the core academic subjects, as set forth in NRS 389.018, in this State that are not taught by highly qualified teachers;

(3) The percentage of classes in the core academic subjects, as set forth in NRS 389.018, in this State that are not taught by highly qualified teachers, in the aggregate and disaggregated by high-poverty compared to low-poverty schools, which for the purposes of this subparagraph means schools in the top quartile of poverty and the bottom quartile of poverty in this State;

(4) For each middle school, junior high school and high school:

(I) ~~{On and after July 1, 2005, the}~~ **The** number of persons employed as substitute teachers for 20 consecutive days or more in the same classroom or assignment, designated as long-term substitute teachers, including the total number of days long-term substitute teachers were employed at each school, identified by grade level and subject area; and

(II) ~~{On and after July 1, 2006, the}~~ **The** number of persons employed as substitute teachers for less than 20 consecutive days, designated as short-term substitute teachers, including the total number of days short-term substitute teachers were employed at each school, identified by grade level and subject area; and

(5) For each elementary school:

(I) ~~{On and after July 1, 2005, the}~~ **The** number of persons employed as substitute teachers for 20 consecutive days or more in the same classroom or assignment, designated as long-term substitute teachers, including the total number of days long-term substitute teachers were employed at each school, identified by grade level; and

(II) ~~{On and after July 1, 2006, the}~~ **The** number of persons employed as substitute teachers for less than 20 consecutive days, designated as short-term substitute teachers, including the total number of days short-term substitute teachers were employed at each school, identified by grade level.

(l) The total expenditure per pupil for each school district in this State, including, without limitation, each charter school in the district. If this State has a financial analysis program that is designed to track educational expenditures and

1 revenues to individual schools, the State Board shall use that statewide program in  
2 complying with this paragraph. If a statewide program is not available, the State  
3 Board shall use the Department's own financial analysis program in complying  
4 with this paragraph.

5 (m) The total statewide expenditure per pupil. If this State has a financial  
6 analysis program that is designed to track educational expenditures and revenues to  
7 individual schools, the State Board shall use that statewide program in complying  
8 with this paragraph. If a statewide program is not available, the State Board shall  
9 use the Department's own financial analysis program in complying with this  
10 paragraph.

11 (n) For all elementary schools, junior high schools and middle schools, the rate  
12 of attendance, reported for each school district, including, without limitation, each  
13 charter school in the district, and for this State as a whole.

14 (o) The annual rate of pupils who drop out of school in grade 8 and a separate  
15 reporting of the annual rate of pupils who drop out of school in grades 9 to 12,  
16 inclusive, reported for each school district, including, without limitation, each  
17 charter school in the district, and for this State as a whole. The reporting for pupils  
18 in grades 9 to 12, inclusive, excludes pupils who:

19 (1) Provide proof to the school district of successful completion of the  
20 examinations of general educational development.

21 (2) Are enrolled in courses that are approved by the Department as meeting  
22 the requirements for an adult standard diploma.

23 (3) Withdraw from school to attend another school.

24 (p) The attendance of teachers who provide instruction, reported for each  
25 school district, including, without limitation, each charter school in the district, and  
26 for this State as a whole.

27 (q) Incidents involving weapons or violence, reported for each school district,  
28 including, without limitation, each charter school in the district, and for this State as  
29 a whole.

30 (r) Incidents involving the use or possession of alcoholic beverages or  
31 controlled substances, reported for each school district, including, without  
32 limitation, each charter school in the district, and for this State as a whole.

33 (s) The suspension and expulsion of pupils required or authorized pursuant to  
34 NRS 392.466 and 392.467, reported for each school district, including, without  
35 limitation, each charter school in the district, and for this State as a whole.

36 (t) The number of pupils who are deemed habitual disciplinary problems  
37 pursuant to NRS 392.4655, reported for each school district, including, without  
38 limitation, each charter school in the district, and for this State as a whole.

39 (u) The number of pupils in each grade who are retained in the same grade  
40 pursuant to NRS 392.033 or 392.125, reported for each school district, including,  
41 without limitation, each charter school in the district, and for this State as a whole.

42 (v) The transiency rate of pupils, reported for each school district, including,  
43 without limitation, each charter school in the district, and for this State as a whole.  
44 For the purposes of this paragraph, a pupil is not a transient if he is transferred to a  
45 different school within the school district as a result of a change in the zone of  
46 attendance by the board of trustees of the school district pursuant to NRS 388.040.

47 (w) Each source of funding for this State to be used for the system of public  
48 education.

49 (x) A compilation of the programs of remedial study purchased in whole or in  
50 part with money received from this State that are used in each school district,  
51 including, without limitation, each charter school in the district. The compilation  
52 must include:

(1) The amount and sources of money received for programs of remedial study.

(2) An identification of each program of remedial study, listed by subject area.

(y) The percentage of pupils who graduated from a high school or charter school in the immediately preceding year and enrolled in remedial courses in reading, writing or mathematics at a university, state college or community college within the Nevada System of Higher Education, reported for each school district, including, without limitation, each charter school in the district, and for this State as a whole.

(z) The technological facilities and equipment available for educational purposes, reported for each school district, including, without limitation, each charter school in the district, and for this State as a whole.

(aa) For each school district, including, without limitation, each charter school in the district, and for this State as a whole, the number and percentage of pupils who received:

(1) A standard high school diploma, reported separately for pupils who received the diploma pursuant to:

(I) Paragraph (a) of subsection 1 of NRS 389.805; and

(II) Paragraph (b) of subsection 1 of NRS 389.805.

(2) An adjusted diploma.

(3) A certificate of attendance.

(bb) For each school district, including, without limitation, each charter school in the district, and for this State as a whole, the number and percentage of pupils who failed to pass the high school proficiency examination.

(cc) The number of habitual truants who are reported to a school police officer or local law enforcement agency pursuant to paragraph (a) of subsection 2 of NRS 392.144 and the number of habitual truants who are referred to an advisory board to review school attendance pursuant to paragraph (b) of subsection 2 of NRS 392.144, reported for each school district, including, without limitation, each charter school in the district, and for this State as a whole.

(dd) Information on the paraprofessionals employed at public schools in this State, including, without limitation, the charter schools in this State. The information must include:

(1) The number of paraprofessionals employed, reported for each school district, including, without limitation, each charter school in the district, and for this State as a whole; and

(2) For each school district, including, without limitation, each charter school in the district, and for this State as a whole, the number and percentage of all paraprofessionals who do not satisfy the qualifications set forth in 20 U.S.C. § 6319(c). The reporting requirements of this subparagraph apply to paraprofessionals who are employed in programs supported with Title I money and to paraprofessionals who are not employed in programs supported with Title I money.

(ee) An identification 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.

(ff) A compilation of the special programs available for pupils at individual schools, listed by school and by school district, including, without limitation, each charter school in the district.

(gg) For each school district, including, without limitation, each charter school in the district and for this State as a whole, information on pupils enrolled in career and technical education, including, without limitation:

(1) The number of pupils enrolled in a course of career and technical education;

(2) The number of pupils who completed a course of career and technical education;

(3) The average daily attendance of pupils who are enrolled in a program of career and technical education;

(4) The annual rate of pupils who dropped out of school and were enrolled in a program of career and technical education before dropping out;

(5) The number and percentage of pupils who completed a program of career and technical education and who received a standard high school diploma, an adjusted diploma or a certificate of attendance; and

(6) The number and percentage of pupils who completed a program of career and technical education and who did not receive a high school diploma because the pupils failed to pass the high school proficiency examination.

*(hh) The ratio of pupils to school counselors for each elementary school, middle school, junior high school and high school, including, without limitation, each charter school, in the district.*

2. A separate reporting for a group of pupils must not be made pursuant to this section if the number of pupils in that group is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual pupil. The State Board shall prescribe a mechanism for determining the minimum number of pupils that must be in a group for that group to yield statistically reliable information.

3. The annual report of accountability must:

(a) Comply with 20 U.S.C. § 6311(h)(1) and the regulations adopted pursuant thereto;

(b) Be prepared in a concise manner; and

(c) Be presented in an understandable and uniform format and, to the extent practicable, provided in a language that parents can understand.

4. On or before September 1 of each year, the State Board shall:

(a) Provide for public dissemination of the annual report of accountability by posting a copy of the report on the Internet website maintained by the Department; and

(b) Provide written notice that the report is available on the Internet website maintained by the Department. The written notice must be provided to the:

(1) Governor;

(2) Committee;

(3) Bureau;

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

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

(6) Governing body of each charter school.

5. Upon the request of the Governor, an entity described in paragraph (b) of subsection 4 or a member of the general public, the State Board shall provide a portion or portions of the annual report of accountability.

6. As used in this section:

(a) "Highly qualified" has the meaning ascribed to it in 20 U.S.C. § 7801(23).

(b) "Paraprofessional" has the meaning ascribed to it in NRS 391.008.

**Sec. 2.** NRS 385.3469 is hereby amended to read as follows:

385.3469 1. The State Board shall prepare an annual report of accountability that includes, without limitation:

(a) Information on the achievement of all pupils based upon the results of the examinations administered pursuant to NRS 389.015 and 389.550, reported for

1 each school district, including, without limitation, each charter school in the  
2 district, and for this State as a whole.

3 (b) Except as otherwise provided in subsection 2, pupil achievement, reported  
4 separately by gender and reported separately for the following groups of pupils:

5 (1) Pupils who are economically disadvantaged, as defined by the State  
6 Board;

7 (2) Pupils from major racial and ethnic groups, as defined by the State  
8 Board;

9 (3) Pupils with disabilities;

10 (4) Pupils who are limited English proficient; and

11 (5) Pupils who are migratory children, as defined by the State Board.

12 (c) A comparison of the achievement of pupils in each group identified in  
13 paragraph (b) of subsection 1 of NRS 385.361 with the annual measurable  
14 objectives of the State Board.

15 (d) The percentage of all pupils who were not tested, reported for each school  
16 district, including, without limitation, each charter school in the district, and for this  
17 State as a whole.

18 (e) Except as otherwise provided in subsection 2, the percentage of pupils who  
19 were not tested, reported separately by gender and reported separately for the  
20 groups identified in paragraph (b).

21 (f) The most recent 3-year trend in the achievement of pupils in each subject  
22 area tested and each grade level tested pursuant to NRS 389.015 and 389.550,  
23 reported for each school district, including, without limitation, each charter school  
24 in the district, and for this State as a whole, which may include information  
25 regarding the trend in the achievement of pupils for more than 3 years, if such  
26 information is available.

27 (g) Information on whether each school district has made adequate yearly  
28 progress, including, without limitation, the name of each school district, if any,  
29 designated as demonstrating need for improvement pursuant to NRS 385.377 and  
30 the number of consecutive years that the school district has carried that designation.

31 (h) Information on whether each public school, including, without limitation,  
32 each charter school, has made adequate yearly progress, including, without  
33 limitation, the name of each public school, if any, designated as demonstrating need  
34 for improvement pursuant to NRS 385.3623 and the number of consecutive years  
35 that the school has carried that designation.

36 (i) Information on the results of pupils who participated in the examinations of  
37 the National Assessment of Educational Progress required pursuant to  
38 NRS 389.012.

39 (j) The ratio of pupils to teachers in kindergarten and at each grade level for all  
40 elementary schools, reported for each school district, including, without limitation,  
41 each charter school in the district, and for this State as a whole, and the average  
42 class size for each core academic subject, as set forth in NRS 389.018, for each  
43 secondary school, reported for each school district and for this State as a whole.

44 (k) For each school district, including, without limitation, each charter school  
45 in the district, and for this State as a whole, information on the professional  
46 qualifications of teachers employed by the school districts and charter schools,  
47 including, without limitation:

48 (1) The percentage of teachers who are:

49 (I) Providing instruction pursuant to NRS 391.125;

50 (II) Providing instruction pursuant to a waiver of the requirements for  
51 licensure for the grade level or subject area in which the teachers are employed; or

52 (III) Otherwise providing instruction without an endorsement for the  
53 subject area in which the teachers are employed;



(2) The percentage of classes in the core academic subjects, as set forth in NRS 389.018, in this State that are not taught by highly qualified teachers;

(3) The percentage of classes in the core academic subjects, as set forth in NRS 389.018, in this State that are not taught by highly qualified teachers, in the aggregate and disaggregated by high-poverty compared to low-poverty schools, which for the purposes of this subparagraph means schools in the top quartile of poverty and the bottom quartile of poverty in this State;

(4) For each middle school, junior high school and high school:

(I) The number of persons employed as substitute teachers for 20 consecutive days or more in the same classroom or assignment, designated as long-term substitute teachers, including the total number of *those substitute teachers who have completed the program of training established pursuant to section 7 of this act and the total number of* days ~~long-term~~ those substitute teachers were employed at each school, identified by grade level and subject area; and

(II) The number of persons employed as substitute teachers for less than 20 consecutive days, designated as short-term substitute teachers, including the total number of ~~those substitute teachers who have completed the program of training established pursuant to section 7 of this act and the total number of~~ days ~~short-term~~ those substitute teachers were employed at each school, identified by grade level and subject area; and

(5) For each elementary school:

(I) The number of persons employed as substitute teachers for 20 consecutive days or more in the same classroom or assignment, designated as long-term substitute teachers, including the total number of *those substitute teachers who have completed the program of training established pursuant to section 7 of this act and the total number of* days ~~long-term~~ those substitute teachers were employed at each school, identified by grade level; and

(II) The number of persons employed as substitute teachers for less than 20 consecutive days, designated as short-term substitute teachers, including the total number of ~~those substitute teachers who have completed the program of training established pursuant to section 7 of this act and the total number of~~ days ~~short-term~~ those substitute teachers were employed at each school, identified by grade level.

(l) The total expenditure per pupil for each school district in this State, including, without limitation, each charter school in the district. 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.

(m) The total statewide expenditure per pupil. 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.

(n) For all elementary schools, junior high schools and middle schools, the rate of attendance, reported for each school district, including, without limitation, each charter school in the district, and for this State as a whole.

(o) The annual rate of pupils who drop out of school in grade 8 and a separate reporting of the annual rate of pupils who drop out of school in grades 9 to 12, inclusive, reported for each school district, including, without limitation, each

1 charter school in the district, and for this State as a whole. The reporting for pupils  
2 in grades 9 to 12, inclusive, excludes pupils who:

3 (1) Provide proof to the school district of successful completion of the  
4 examinations of general educational development.

5 (2) Are enrolled in courses that are approved by the Department as meeting  
6 the requirements for an adult standard diploma.

7 (3) Withdraw from school to attend another school.

8 (p) The attendance of teachers who provide instruction, reported for each  
9 school district, including, without limitation, each charter school in the district, and  
10 for this State as a whole.

11 (q) Incidents involving weapons or violence, reported for each school district,  
12 including, without limitation, each charter school in the district, and for this State as  
13 a whole.

14 (r) Incidents involving the use or possession of alcoholic beverages or  
15 controlled substances, reported for each school district, including, without  
16 limitation, each charter school in the district, and for this State as a whole.

17 (s) The suspension and expulsion of pupils required or authorized pursuant to  
18 NRS 392.466 and 392.467, reported for each school district, including, without  
19 limitation, each charter school in the district, and for this State as a whole.

20 (t) The number of pupils who are deemed habitual disciplinary problems  
21 pursuant to NRS 392.4655, reported for each school district, including, without  
22 limitation, each charter school in the district, and for this State as a whole.

23 (u) The number of pupils in each grade who are retained in the same grade  
24 pursuant to NRS 392.033 or 392.125, reported for each school district, including,  
25 without limitation, each charter school in the district, and for this State as a whole.

26 (v) The transiency rate of pupils, reported for each school district, including,  
27 without limitation, each charter school in the district, and for this State as a whole.  
28 For the purposes of this paragraph, a pupil is not a transient if he is transferred to a  
29 different school within the school district as a result of a change in the zone of  
30 attendance by the board of trustees of the school district pursuant to NRS 388.040.

31 (w) Each source of funding for this State to be used for the system of public  
32 education.

33 (x) A compilation of the programs of remedial study purchased in whole or in  
34 part with money received from this State that are used in each school district,  
35 including, without limitation, each charter school in the district. The compilation  
36 must include:

37 (1) The amount and sources of money received for programs of remedial  
38 study.

39 (2) An identification of each program of remedial study, listed by subject  
40 area.

41 (y) The percentage of pupils who graduated from a high school or charter  
42 school in the immediately preceding year and enrolled in remedial courses in  
43 reading, writing or mathematics at a university, state college or community college  
44 within the Nevada System of Higher Education, reported for each school district,  
45 including, without limitation, each charter school in the district, and for this State as  
46 a whole.

47 (z) The technological facilities and equipment available for educational  
48 purposes, reported for each school district, including, without limitation, each  
49 charter school in the district, and for this State as a whole.

50 (aa) For each school district, including, without limitation, each charter school  
51 in the district, and for this State as a whole, the number and percentage of pupils  
52 who received:

1 (1) A standard high school diploma, reported separately for pupils who  
2 received the diploma pursuant to:

3 (I) Paragraph (a) of subsection 1 of NRS 389.805; and

4 (II) Paragraph (b) of subsection 1 of NRS 389.805.

5 (2) An adjusted diploma.

6 (3) A certificate of attendance.

7 (bb) For each school district, including, without limitation, each charter school  
8 in the district, and for this State as a whole, the number and percentage of pupils  
9 who failed to pass the high school proficiency examination.

10 (cc) The number of habitual truants who are reported to a school police officer  
11 or local law enforcement agency pursuant to paragraph (a) of subsection 2 of NRS  
12 392.144 and the number of habitual truants who are referred to an advisory board to  
13 review school attendance pursuant to paragraph (b) of subsection 2 of NRS  
14 392.144, reported for each school district, including, without limitation, each  
15 charter school in the district, and for this State as a whole.

16 (dd) Information on the paraprofessionals employed at public schools in this  
17 State, including, without limitation, the charter schools in this State. The  
18 information must include:

19 (1) The number of paraprofessionals employed, reported for each school  
20 district, including, without limitation, each charter school in the district, and for this  
21 State as a whole; and

22 (2) For each school district, including, without limitation, each charter  
23 school in the district, and for this State as a whole, the number and percentage of all  
24 paraprofessionals who do not satisfy the qualifications set forth in 20 U.S.C. §  
25 6319(c). The reporting requirements of this subparagraph apply to  
26 paraprofessionals who are employed in programs supported with Title I money and  
27 to paraprofessionals who are not employed in programs supported with Title I  
28 money.

29 (ee) An identification of appropriations made by the Legislature to improve the  
30 academic achievement of pupils and programs approved by the Legislature to  
31 improve the academic achievement of pupils.

32 (ff) A compilation of the special programs available for pupils at individual  
33 schools, listed by school and by school district, including, without limitation, each  
34 charter school in the district.

35 (gg) For each school district, including, without limitation, each charter school  
36 in the district and for this State as a whole, information on pupils enrolled in career  
37 and technical education, including, without limitation:

38 (1) The number of pupils enrolled in a course of career and technical  
39 education;

40 (2) The number of pupils who completed a course of career and technical  
41 education;

42 (3) The average daily attendance of pupils who are enrolled in a program  
43 of career and technical education;

44 (4) The annual rate of pupils who dropped out of school and were enrolled  
45 in a program of career and technical education before dropping out;

46 (5) The number and percentage of pupils who completed a program of  
47 career and technical education and who received a standard high school diploma, an  
48 adjusted diploma or a certificate of attendance; and

49 (6) The number and percentage of pupils who completed a program of  
50 career and technical education and who did not receive a high school diploma  
51 because the pupils failed to pass the high school proficiency examination.

(hh) The ratio of pupils to school counselors for each elementary school, middle school, junior high school and high school, including, without limitation, each charter school, in the district.

2. A separate reporting for a group of pupils must not be made pursuant to this section if the number of pupils in that group is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual pupil. The State Board shall prescribe a mechanism for determining the minimum number of pupils that must be in a group for that group to yield statistically reliable information.

3. The annual report of accountability must:

(a) Comply with 20 U.S.C. § 6311(h)(1) and the regulations adopted pursuant thereto;

(b) Be prepared in a concise manner; and

(c) Be presented in an understandable and uniform format and, to the extent practicable, provided in a language that parents can understand.

4. On or before September 1 of each year, the State Board shall:

(a) Provide for public dissemination of the annual report of accountability by posting a copy of the report on the Internet website maintained by the Department; and

(b) Provide written notice that the report is available on the Internet website maintained by the Department. The written notice must be provided to the:

(1) Governor;

(2) Committee;

(3) Bureau;

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

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

(6) Governing body of each charter school.

5. Upon the request of the Governor, an entity described in paragraph (b) of subsection 4 or a member of the general public, the State Board shall provide a portion or portions of the annual report of accountability.

6. As used in this section:

(a) "Highly qualified" has the meaning ascribed to it in 20 U.S.C. § 7801(23).

(b) "Paraprofessional" has the meaning ascribed to it in NRS 391.008.

**Sec. 3.** NRS 385.347 is hereby amended to read as follows:

385.347 1. The board of trustees of each school district in this State, in cooperation with associations recognized by the State Board as representing licensed educational personnel in the district, shall adopt a program providing for the accountability of the school district to the residents of the district and to the State Board for the quality of the schools and the educational achievement of the pupils in the district, including, without limitation, pupils enrolled in charter schools in the school district. The board of trustees of each school district shall report the information required by subsection 2 for each charter school that is located within the school district, regardless of the sponsor of the charter school. The information for charter schools must be reported separately and must denote the charter schools sponsored by the school district, the charter schools sponsored by the State Board and the charter schools sponsored by a college or university within the Nevada System of Higher Education.

2. The board of trustees of each school district shall, on or before August 15 of each year, prepare an annual report of accountability concerning:

(a) The educational goals and objectives of the school district.

(b) Pupil achievement for each school in the district and the district as a whole, including, without limitation, each charter school in the district. The board of trustees of the district shall base its report on the results of the examinations

administered pursuant to NRS 389.015 and 389.550 and shall compare the results of those examinations for the current school year with those of previous school years. The report must include, for each school in the district, including, without limitation, each charter school in the district, and each grade in which the examinations were administered:

(1) The number of pupils who took the examinations.

(2) A record of attendance for the period in which the examinations were administered, including an explanation of any difference in the number of pupils who took the examinations and the number of pupils who are enrolled in the school.

(3) Except as otherwise provided in this paragraph, pupil achievement, reported separately by gender and reported separately for the following groups of pupils:

(I) Pupils who are economically disadvantaged, as defined by the State

Board;

(II) Pupils from major racial and ethnic groups, as defined by the State

Board;

(III) Pupils with disabilities;

(IV) Pupils who are limited English proficient; and

(V) Pupils who are migratory children, as defined by the State Board.

(4) A comparison of the achievement of pupils in each group identified in paragraph (b) of subsection 1 of NRS 385.361 with the annual measurable objectives of the State Board.

(5) The percentage of pupils who were not tested.

(6) Except as otherwise provided in this paragraph, the percentage of pupils who were not tested, reported separately by gender and reported separately for the groups identified in subparagraph (3).

(7) The most recent 3-year trend in pupil achievement in each subject area tested and each grade level tested pursuant to NRS 389.015 and 389.550, which may include information regarding the trend in the achievement of pupils for more than 3 years, if such information is available.

(8) Information that compares the results of pupils in the school district, including, without limitation, pupils enrolled in charter schools in the district, with the results of pupils throughout this State. The information required by this subparagraph must be provided in consultation with the Department to ensure the accuracy of the comparison.

(9) For each school in the district, including, without limitation, each charter school in the district, information that compares the results of pupils in the school with the results of pupils throughout the school district and throughout this State. The information required by this subparagraph must be provided in consultation with the Department to ensure the accuracy of the comparison.

➤ A separate reporting for a group of pupils must not be made pursuant to this paragraph if the number of pupils in that group is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual pupil. The State Board shall prescribe the mechanism for determining the minimum number of pupils that must be in a group for that group to yield statistically reliable information.

(c) The ratio of pupils to teachers in kindergarten and at each grade level for each elementary school in the district and the district as a whole, including, without limitation, each charter school in the district, and the average class size for each core academic subject, as set forth in NRS 389.018, for each secondary school in the district and the district as a whole, including, without limitation, each charter school in the district.

(d) Information on the professional qualifications of teachers employed by each school in the district and the district as a whole, including, without limitation, each charter school in the district. The information must include, without limitation:

(1) The percentage of teachers who are:

(I) Providing instruction pursuant to NRS 391.125;

(II) Providing instruction pursuant to a waiver of the requirements for licensure for the grade level or subject area in which the teachers are employed; or

(III) Otherwise providing instruction without an endorsement for the subject area in which the teachers are employed;

(2) The percentage of classes in the core academic subjects, as set forth in NRS 389.018, that are not taught by highly qualified teachers;

(3) The percentage of classes in the core academic subjects, as set forth in NRS 389.018, that are not taught by highly qualified teachers, in the aggregate and disaggregated by high-poverty compared to low-poverty schools, which for the purposes of this subparagraph means schools in the top quartile of poverty and the bottom quartile of poverty in this State;

(4) For each middle school, junior high school and high school:

(I) ~~{On and after July 1, 2005, the}~~ **The** number of persons employed as substitute teachers for 20 consecutive days or more in the same classroom or assignment, designated as long-term substitute teachers, including the total number of days long-term substitute teachers were employed at each school, identified by grade level and subject area; and

(II) ~~{On and after July 1, 2006, the}~~ **The** number of persons employed as substitute teachers for less than 20 consecutive days, designated as short-term substitute teachers, including the total number of days short-term substitute teachers were employed at each school, identified by grade level and subject area; and

(5) For each elementary school:

(I) ~~{On and after July 1, 2005, the}~~ **The** number of persons employed as substitute teachers for 20 consecutive days or more in the same classroom or assignment, designated as long-term substitute teachers, including the total number of days long-term substitute teachers were employed at each school, identified by grade level; and

(II) ~~{On and after July 1, 2006, the}~~ **The** number of persons employed as substitute teachers for less than 20 consecutive days, designated as short-term substitute teachers, including the total number of days short-term substitute teachers were employed at each school, identified by grade level.

(e) The total expenditure per pupil for each school in the district and the district as a whole, including, without limitation, each charter school in the district. If this State has a financial analysis program that is designed to track educational expenditures and revenues to individual schools, each school district shall use that statewide program in complying with this paragraph. If a statewide program is not available, each school district shall use its own financial analysis program in complying with this paragraph.

(f) The curriculum used by the school district, including:

(1) Any special programs for pupils at an individual school; and

(2) The curriculum used by each charter school in the district.

(g) Records of the attendance and truancy of pupils in all grades, including, without limitation:

(1) The average daily attendance of pupils, for each school in the district and the district as a whole, including, without limitation, each charter school in the district.

(2) For each elementary school, middle school and junior high school in the district, including, without limitation, each charter school in the district that

1 provides instruction to pupils enrolled in a grade level other than high school,  
2 information that compares the attendance of the pupils enrolled in the school with  
3 the attendance of pupils throughout the district and throughout this State. The  
4 information required by this subparagraph must be provided in consultation with  
5 the Department to ensure the accuracy of the comparison.

6 (h) The annual rate of pupils who drop out of school in grade 8 and a separate  
7 reporting of the annual rate of pupils who drop out of school in grades 9 to 12,  
8 inclusive, for each such grade, for each school in the district and for the district as a  
9 whole. The reporting for pupils in grades 9 to 12, inclusive, excludes pupils who:

10 (1) Provide proof to the school district of successful completion of the  
11 examinations of general educational development.

12 (2) Are enrolled in courses that are approved by the Department as meeting  
13 the requirements for an adult standard diploma.

14 (3) Withdraw from school to attend another school.

15 (i) Records of attendance of teachers who provide instruction, for each school  
16 in the district and the district as a whole, including, without limitation, each charter  
17 school in the district.

18 (j) Efforts made by the school district and by each school in the district,  
19 including, without limitation, each charter school in the district, to increase:

20 (1) Communication with the parents of pupils in the district; and

21 (2) The participation of parents in the educational process and activities  
22 relating to the school district and each school, including, without limitation, the  
23 existence of parent organizations and school advisory committees.

24 (k) Records of incidents involving weapons or violence for each school in the  
25 district, including, without limitation, each charter school in the district.

26 (l) Records of incidents involving the use or possession of alcoholic beverages  
27 or controlled substances for each school in the district, including, without  
28 limitation, each charter school in the district.

29 (m) Records of the suspension and expulsion of pupils required or authorized  
30 pursuant to NRS 392.466 and 392.467.

31 (n) The number of pupils who are deemed habitual disciplinary problems  
32 pursuant to NRS 392.4655, for each school in the district and the district as a  
33 whole, including, without limitation, each charter school in the district.

34 (o) The number of pupils in each grade who are retained in the same grade  
35 pursuant to NRS 392.033 or 392.125, for each school in the district and the district  
36 as a whole, including, without limitation, each charter school in the district.

37 (p) The transiency rate of pupils for each school in the district and the district  
38 as a whole, including, without limitation, each charter school in the district. For the  
39 purposes of this paragraph, a pupil is not transient if he is transferred to a different  
40 school within the school district as a result of a change in the zone of attendance by  
41 the board of trustees of the school district pursuant to NRS 388.040.

42 (q) Each source of funding for the school district.

43 (r) A compilation of the programs of remedial study that are purchased in  
44 whole or in part with money received from this State, for each school in the district  
45 and the district as a whole, including, without limitation, each charter school  
46 sponsored by the district. The compilation must include:

47 (1) The amount and sources of money received for programs of remedial  
48 study for each school in the district and the district as a whole, including, without  
49 limitation, each charter school in the district.

50 (2) An identification of each program of remedial study, listed by subject  
51 area.

52 (s) For each high school in the district, including, without limitation, each  
53 charter school in the district, the percentage of pupils who graduated from that high

1 school or charter school in the immediately preceding year and enrolled in remedial  
2 courses in reading, writing or mathematics at a university, state college or  
3 community college within the Nevada System of Higher Education.

4 (t) The technological facilities and equipment available at each school,  
5 including, without limitation, each charter school, and the district's plan to  
6 incorporate educational technology at each school.

7 (u) For each school in the district and the district as a whole, including, without  
8 limitation, each charter school in the district, the number and percentage of pupils  
9 who received:

10 (1) A standard high school diploma, reported separately for pupils who  
11 received the diploma pursuant to:

12 (I) Paragraph (a) of subsection 1 of NRS 389.805; and

13 (II) Paragraph (b) of subsection 1 of NRS 389.805.

14 (2) An adjusted diploma.

15 (3) A certificate of attendance.

16 (v) For each school in the district and the district as a whole, including, without  
17 limitation, each charter school in the district, the number and percentage of pupils  
18 who failed to pass the high school proficiency examination.

19 (w) The number of habitual truants who are reported to a school police officer  
20 or law enforcement agency pursuant to paragraph (a) of subsection 2 of NRS  
21 392.144 and the number of habitual truants who are referred to an advisory board to  
22 review school attendance pursuant to paragraph (b) of subsection 2 of NRS  
23 392.144, for each school in the district and for the district as a whole.

24 (x) The amount and sources of money received for the training and  
25 professional development of teachers and other educational personnel for each  
26 school in the district and for the district as a whole, including, without limitation,  
27 each charter school in the district.

28 (y) Whether the school district has made adequate yearly progress. If the  
29 school district has been designated as demonstrating need for improvement  
30 pursuant to NRS 385.377, the report must include a statement indicating the  
31 number of consecutive years the school district has carried that designation.

32 (z) Information on whether each public school in the district, including,  
33 without limitation, each charter school in the district, has made adequate yearly  
34 progress, including, without limitation:

35 (1) The number and percentage of schools in the district, if any, that have  
36 been designated as needing improvement pursuant to NRS 385.3623; and

37 (2) The name of each school, if any, in the district that has been designated  
38 as needing improvement pursuant to NRS 385.3623 and the number of consecutive  
39 years that the school has carried that designation.

40 (aa) Information on the paraprofessionals employed by each public school in  
41 the district, including, without limitation, each charter school the district. The  
42 information must include:

43 (1) The number of paraprofessionals employed at the school; and

44 (2) The number and percentage of all paraprofessionals who do not satisfy  
45 the qualifications set forth in 20 U.S.C. § 6319(c). The reporting requirements of  
46 this subparagraph apply to paraprofessionals who are employed in positions  
47 supported with Title I money and to paraprofessionals who are not employed in  
48 positions supported with Title I money.

49 (bb) For each high school in the district, including, without limitation, each  
50 charter school that operates as a high school, information that provides a  
51 comparison of the rate of graduation of pupils enrolled in the high school with the  
52 rate of graduation of pupils throughout the district and throughout this State. The



information required by this paragraph must be provided in consultation with the Department to ensure the accuracy of the comparison.

(cc) An identification of the appropriations made by the Legislature that are available to the school district or the schools within the district and programs approved by the Legislature to improve the academic achievement of pupils.

(dd) For each school in the district and the district as a whole, including, without limitation, each charter school in the district, information on pupils enrolled in career and technical education, including, without limitation:

(1) The number of pupils enrolled in a course of career and technical education;

(2) The number of pupils who completed a course of career and technical education;

(3) The average daily attendance of pupils who are enrolled in a program of career and technical education;

(4) The annual rate of pupils who dropped out of school and were enrolled in a program of career and technical education before dropping out;

(5) The number and percentage of pupils who completed a program of career and technical education and who received a standard high school diploma, an adjusted diploma or a certificate of attendance; and

(6) The number and percentage of pupils who completed a program of career and technical education and who did not receive a high school diploma because the pupils failed to pass the high school proficiency examination.

(ee) *The ratio of pupils to school counselors for each elementary school, middle school, junior high school and high school, including, without limitation, each charter school, in the district.*

(ff) Such other information as is directed by the Superintendent of Public Instruction.

3. The records of attendance maintained by a school for purposes of paragraph (i) of subsection 2 must include the number of teachers who are in attendance at school and the number of teachers who are absent from school. A teacher shall be deemed in attendance if the teacher is excused from being present in the classroom by the school in which he is employed for one of the following reasons:

(a) Acquisition of knowledge or skills relating to the professional development of the teacher; or

(b) Assignment of the teacher to perform duties for cocurricular or extracurricular activities of pupils.

4. The annual report of accountability prepared pursuant to subsection 2 must:

(a) Comply with 20 U.S.C. § 6311(h)(2) and the regulations adopted pursuant thereto; and

(b) Be presented in an understandable and uniform format and, to the extent practicable, provided in a language that parents can understand.

5. The Superintendent of Public Instruction shall:

(a) Prescribe forms for the reports required pursuant to subsection 2 and provide the forms to the respective school districts.

(b) Provide statistical information and technical assistance to the school districts to ensure that the reports provide comparable information with respect to each school in each district and among the districts throughout this State.

(c) Consult with a representative of the:

(1) Nevada State Education Association;

(2) Nevada Association of School Boards;

(3) Nevada Association of School Administrators;

(4) Nevada Parent Teacher Association;

(5) Budget Division of the Department of Administration; and

(6) Legislative Counsel Bureau,

concerning the program and consider any advice or recommendations submitted by the representatives with respect to the program.

6. The Superintendent of Public Instruction may consult with representatives of parent groups other than the Nevada Parent Teacher Association concerning the program and consider any advice or recommendations submitted by the representatives with respect to the program.

7. On or before August 15 of each year, the board of trustees of each school district shall submit to each advisory board to review school attendance created in the county pursuant to NRS 392.126 the information required in paragraph (g) of subsection 2.

8. On or before August 15 of each year, the board of trustees of each school district shall:

(a) Provide written notice that the report required pursuant to subsection 2 is available on the Internet website maintained by the school district, if any, or otherwise provide written notice of the availability of the report. The written notice must be provided to the:

- (1) Governor;
- (2) State Board;
- (3) Department;
- (4) Committee; and
- (5) Bureau.

(b) Provide for public dissemination of the annual report of accountability prepared pursuant to subsection 2 in the manner set forth in 20 U.S.C. § 6311(h)(2)(E) by posting a copy of the report on the Internet website maintained by the school district, if any. If a school district does not maintain a website, the district shall otherwise provide for public dissemination of the annual report by providing a copy of the report to the schools in the school district, including, without limitation, each charter school in the district, the residents of the district and the parents and guardians of pupils enrolled in schools in the district, including, without limitation, each charter school in the district.

9. Upon the request of the Governor, an entity described in paragraph (a) of subsection 8 or a member of the general public, the board of trustees of a school district shall provide a portion or portions of the report required pursuant to subsection 2.

10. As used in this section:

(a) "Highly qualified" has the meaning ascribed to it in 20 U.S.C. § 7801(23).

(b) "Paraprofessional" has the meaning ascribed to it in NRS 391.008.

**Sec. 4.** NRS 385.347 is hereby amended to read as follows:

385.347 1. The board of trustees of each school district in this State, in cooperation with associations recognized by the State Board as representing licensed educational personnel in the district, shall adopt a program providing for the accountability of the school district to the residents of the district and to the State Board for the quality of the schools and the educational achievement of the pupils in the district, including, without limitation, pupils enrolled in charter schools in the school district. The board of trustees of each school district shall report the information required by subsection 2 for each charter school that is located within the school district, regardless of the sponsor of the charter school. The information for charter schools must be reported separately and must denote the charter schools sponsored by the school district, the charter schools sponsored by the State Board and the charter schools sponsored by a college or university within the Nevada System of Higher Education.

2. The board of trustees of each school district shall, on or before August 15 of each year, prepare an annual report of accountability concerning:

(a) The educational goals and objectives of the school district.

(b) Pupil achievement for each school in the district and the district as a whole, including, without limitation, each charter school in the district. The board of trustees of the district shall base its report on the results of the examinations administered pursuant to NRS 389.015 and 389.550 and shall compare the results of those examinations for the current school year with those of previous school years. The report must include, for each school in the district, including, without limitation, each charter school in the district, and each grade in which the examinations were administered:

(1) The number of pupils who took the examinations.

(2) A record of attendance for the period in which the examinations were administered, including an explanation of any difference in the number of pupils who took the examinations and the number of pupils who are enrolled in the school.

(3) Except as otherwise provided in this paragraph, pupil achievement, reported separately by gender and reported separately for the following groups of pupils:

(I) Pupils who are economically disadvantaged, as defined by the State Board;

(II) Pupils from major racial and ethnic groups, as defined by the State Board;

(III) Pupils with disabilities;

(IV) Pupils who are limited English proficient; and

(V) Pupils who are migratory children, as defined by the State Board.

(4) A comparison of the achievement of pupils in each group identified in paragraph (b) of subsection 1 of NRS 385.361 with the annual measurable objectives of the State Board.

(5) The percentage of pupils who were not tested.

(6) Except as otherwise provided in this paragraph, the percentage of pupils who were not tested, reported separately by gender and reported separately for the groups identified in subparagraph (3).

(7) The most recent 3-year trend in pupil achievement in each subject area tested and each grade level tested pursuant to NRS 389.015 and 389.550, which may include information regarding the trend in the achievement of pupils for more than 3 years, if such information is available.

(8) Information that compares the results of pupils in the school district, including, without limitation, pupils enrolled in charter schools in the district, with the results of pupils throughout this State. The information required by this subparagraph must be provided in consultation with the Department to ensure the accuracy of the comparison.

(9) For each school in the district, including, without limitation, each charter school in the district, information that compares the results of pupils in the school with the results of pupils throughout the school district and throughout this State. The information required by this subparagraph must be provided in consultation with the Department to ensure the accuracy of the comparison.

➤ A separate reporting for a group of pupils must not be made pursuant to this paragraph if the number of pupils in that group is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual pupil. The State Board shall prescribe the mechanism for determining the minimum number of pupils that must be in a group for that group to yield statistically reliable information.

(c) The ratio of pupils to teachers in kindergarten and at each grade level for each elementary school in the district and the district as a whole, including, without limitation, each charter school in the district, and the average class size for each core academic subject, as set forth in NRS 389.018, for each secondary school in the district and the district as a whole, including, without limitation, each charter school in the district.

(d) Information on the professional qualifications of teachers employed by each school in the district and the district as a whole, including, without limitation, each charter school in the district. The information must include, without limitation:

(1) The percentage of teachers who are:

(I) Providing instruction pursuant to NRS 391.125;

(II) Providing instruction pursuant to a waiver of the requirements for licensure for the grade level or subject area in which the teachers are employed; or

(III) Otherwise providing instruction without an endorsement for the subject area in which the teachers are employed;

(2) The percentage of classes in the core academic subjects, as set forth in NRS 389.018, that are not taught by highly qualified teachers;

(3) The percentage of classes in the core academic subjects, as set forth in NRS 389.018, that are not taught by highly qualified teachers, in the aggregate and disaggregated by high-poverty compared to low-poverty schools, which for the purposes of this subparagraph means schools in the top quartile of poverty and the bottom quartile of poverty in this State;

(4) For each middle school, junior high school and high school:

(I) The number of persons employed as substitute teachers for 20 consecutive days or more in the same classroom or assignment, designated as long-term substitute teachers, including the total number of *those substitute teachers who have completed the program of training established pursuant to section 7 of this act and the total number of* days ~~long-term~~ *those* substitute teachers were employed at each school, identified by grade level and subject area; and

(II) The number of persons employed as substitute teachers for less than 20 consecutive days, designated as short-term substitute teachers, including the total number of ~~those substitute teachers who have completed the program of training established pursuant to section 7 of this act and the total number of~~ days ~~short-term~~ *those* substitute teachers were employed at each school, identified by grade level and subject area; and

(5) For each elementary school:

(I) The number of persons employed as substitute teachers for 20 consecutive days or more in the same classroom or assignment, designated as long-term substitute teachers, including the total number of *those substitute teachers who have completed the program of training established pursuant to section 7 of this act and the total number of* days ~~long-term~~ *those* substitute teachers were employed at each school, identified by grade level; and

(II) The number of persons employed as substitute teachers for less than 20 consecutive days, designated as short-term substitute teachers, including the total number of ~~those substitute teachers who have completed the program of training established pursuant to section 7 of this act and the total number of~~ days ~~short-term~~ *those* substitute teachers were employed at each school, identified by grade level.

(e) The total expenditure per pupil for each school in the district and the district as a whole, including, without limitation, each charter school in the district. If this State has a financial analysis program that is designed to track educational expenditures and revenues to individual schools, each school district shall use that statewide program in complying with this paragraph. If a statewide program is not

1 available, each school district shall use its own financial analysis program in  
2 complying with this paragraph.

3 (f) The curriculum used by the school district, including:

4 (1) Any special programs for pupils at an individual school; and

5 (2) The curriculum used by each charter school in the district.

6 (g) Records of the attendance and truancy of pupils in all grades, including,  
7 without limitation:

8 (1) The average daily attendance of pupils, for each school in the district  
9 and the district as a whole, including, without limitation, each charter school in the  
10 district.

11 (2) For each elementary school, middle school and junior high school in  
12 the district, including, without limitation, each charter school in the district that  
13 provides instruction to pupils enrolled in a grade level other than high school,  
14 information that compares the attendance of the pupils enrolled in the school with  
15 the attendance of pupils throughout the district and throughout this State. The  
16 information required by this subparagraph must be provided in consultation with  
17 the Department to ensure the accuracy of the comparison.

18 (h) The annual rate of pupils who drop out of school in grade 8 and a separate  
19 reporting of the annual rate of pupils who drop out of school in grades 9 to 12,  
20 inclusive, for each such grade, for each school in the district and for the district as a  
21 whole. The reporting for pupils in grades 9 to 12, inclusive, excludes pupils who:

22 (1) Provide proof to the school district of successful completion of the  
23 examinations of general educational development.

24 (2) Are enrolled in courses that are approved by the Department as meeting  
25 the requirements for an adult standard diploma.

26 (3) Withdraw from school to attend another school.

27 (i) Records of attendance of teachers who provide instruction, for each school  
28 in the district and the district as a whole, including, without limitation, each charter  
29 school in the district.

30 (j) Efforts made by the school district and by each school in the district,  
31 including, without limitation, each charter school in the district, to increase:

32 (1) Communication with the parents of pupils in the district; and

33 (2) The participation of parents in the educational process and activities  
34 relating to the school district and each school, including, without limitation, the  
35 existence of parent organizations and school advisory committees.

36 (k) Records of incidents involving weapons or violence for each school in the  
37 district, including, without limitation, each charter school in the district.

38 (l) Records of incidents involving the use or possession of alcoholic beverages  
39 or controlled substances for each school in the district, including, without  
40 limitation, each charter school in the district.

41 (m) Records of the suspension and expulsion of pupils required or authorized  
42 pursuant to NRS 392.466 and 392.467.

43 (n) The number of pupils who are deemed habitual disciplinary problems  
44 pursuant to NRS 392.4655, for each school in the district and the district as a  
45 whole, including, without limitation, each charter school in the district.

46 (o) The number of pupils in each grade who are retained in the same grade  
47 pursuant to NRS 392.033 or 392.125, for each school in the district and the district  
48 as a whole, including, without limitation, each charter school in the district.

49 (p) The transiency rate of pupils for each school in the district and the district  
50 as a whole, including, without limitation, each charter school in the district. For the  
51 purposes of this paragraph, a pupil is not transient if he is transferred to a different  
52 school within the school district as a result of a change in the zone of attendance by  
53 the board of trustees of the school district pursuant to NRS 388.040.

(q) Each source of funding for the school district.

(r) A compilation of the programs of remedial study that are purchased in whole or in part with money received from this State, for each school in the district and the district as a whole, including, without limitation, each charter school sponsored by the district. The compilation must include:

(1) The amount and sources of money received for programs of remedial study for each school in the district and the district as a whole, including, without limitation, each charter school in the district.

(2) An identification of each program of remedial study, listed by subject area.

(s) For each high school in the district, including, without limitation, each charter school in the district, the percentage of pupils who graduated from that high school or charter school in the immediately preceding year and enrolled in remedial courses in reading, writing or mathematics at a university, state college or community college within the Nevada System of Higher Education.

(t) The technological facilities and equipment available at each school, including, without limitation, each charter school, and the district's plan to incorporate educational technology at each school.

(u) For each school in the district and the district as a whole, including, without limitation, each charter school in the district, the number and percentage of pupils who received:

(1) A standard high school diploma, reported separately for pupils who received the diploma pursuant to:

(I) Paragraph (a) of subsection 1 of NRS 389.805; and

(II) Paragraph (b) of subsection 1 of NRS 389.805.

(2) An adjusted diploma.

(3) A certificate of attendance.

(v) For each school in the district and the district as a whole, including, without limitation, each charter school in the district, the number and percentage of pupils who failed to pass the high school proficiency examination.

(w) The number of habitual truants who are reported to a school police officer or law enforcement agency pursuant to paragraph (a) of subsection 2 of NRS 392.144 and the number of habitual truants who are referred to an advisory board to review school attendance pursuant to paragraph (b) of subsection 2 of NRS 392.144, for each school in the district and for the district as a whole.

(x) The amount and sources of money received for the training and professional development of teachers and other educational personnel for each school in the district and for the district as a whole, including, without limitation, each charter school in the district.

(y) Whether the school district has made adequate yearly progress. If the school district has been designated as demonstrating need for improvement pursuant to NRS 385.377, the report must include a statement indicating the number of consecutive years the school district has carried that designation.

(z) Information on whether each public school in the district, including, without limitation, each charter school in the district, has made adequate yearly progress, including, without limitation:

(1) The number and percentage of schools in the district, if any, that have been designated as needing improvement pursuant to NRS 385.3623; and

(2) The name of each school, if any, in the district that has been designated as needing improvement pursuant to NRS 385.3623 and the number of consecutive years that the school has carried that designation.

(aa) Information on the paraprofessionals employed by each public school in the district, including, without limitation, each charter school the district. The information must include:

(1) The number of paraprofessionals employed at the school; and

(2) The number and percentage of all paraprofessionals who do not satisfy the qualifications set forth in 20 U.S.C. § 6319(c). The reporting requirements of this subparagraph apply to paraprofessionals who are employed in positions supported with Title I money and to paraprofessionals who are not employed in positions supported with Title I money.

(bb) For each high school in the district, including, without limitation, each charter school that operates as a high school, information that provides a comparison of the rate of graduation of pupils enrolled in the high school with the rate of graduation of pupils throughout the district and throughout this State. The information required by this paragraph must be provided in consultation with the Department to ensure the accuracy of the comparison.

(cc) An identification of the appropriations made by the Legislature that are available to the school district or the schools within the district and programs approved by the Legislature to improve the academic achievement of pupils.

(dd) For each school in the district and the district as a whole, including, without limitation, each charter school in the district, information on pupils enrolled in career and technical education, including, without limitation:

(1) The number of pupils enrolled in a course of career and technical education;

(2) The number of pupils who completed a course of career and technical education;

(3) The average daily attendance of pupils who are enrolled in a program of career and technical education;

(4) The annual rate of pupils who dropped out of school and were enrolled in a program of career and technical education before dropping out;

(5) The number and percentage of pupils who completed a program of career and technical education and who received a standard high school diploma, an adjusted diploma or a certificate of attendance; and

(6) The number and percentage of pupils who completed a program of career and technical education and who did not receive a high school diploma because the pupils failed to pass the high school proficiency examination.

(ee) The ratio of pupils to school counselors for each elementary school, middle school, junior high school and high school, including, without limitation, each charter school, in the district.

(ff) Such other information as is directed by the Superintendent of Public Instruction.

3. The records of attendance maintained by a school for purposes of paragraph (i) of subsection 2 must include the number of teachers who are in attendance at school and the number of teachers who are absent from school. A teacher shall be deemed in attendance if the teacher is excused from being present in the classroom by the school in which he is employed for one of the following reasons:

(a) Acquisition of knowledge or skills relating to the professional development of the teacher; or

(b) Assignment of the teacher to perform duties for cocurricular or extracurricular activities of pupils.

4. The annual report of accountability prepared pursuant to subsection 2 must:

(a) Comply with 20 U.S.C. § 6311(h)(2) and the regulations adopted pursuant thereto; and

(b) Be presented in an understandable and uniform format and, to the extent practicable, provided in a language that parents can understand.

5. The Superintendent of Public Instruction shall:

(a) Prescribe forms for the reports required pursuant to subsection 2 and provide the forms to the respective school districts.

(b) Provide statistical information and technical assistance to the school districts to ensure that the reports provide comparable information with respect to each school in each district and among the districts throughout this State.

(c) Consult with a representative of the:

(1) Nevada State Education Association;

(2) Nevada Association of School Boards;

(3) Nevada Association of School Administrators;

(4) Nevada Parent Teacher Association;

(5) Budget Division of the Department of Administration; and

(6) Legislative Counsel Bureau,

➤ concerning the program and consider any advice or recommendations submitted by the representatives with respect to the program.

6. The Superintendent of Public Instruction may consult with representatives of parent groups other than the Nevada Parent Teacher Association concerning the program and consider any advice or recommendations submitted by the representatives with respect to the program.

7. On or before August 15 of each year, the board of trustees of each school district shall submit to each advisory board to review school attendance created in the county pursuant to NRS 392.126 the information required in paragraph (g) of subsection 2.

8. On or before August 15 of each year, the board of trustees of each school district shall:

(a) Provide written notice that the report required pursuant to subsection 2 is available on the Internet website maintained by the school district, if any, or otherwise provide written notice of the availability of the report. The written notice must be provided to the:

(1) Governor;

(2) State Board;

(3) Department;

(4) Committee; and

(5) Bureau.

(b) Provide for public dissemination of the annual report of accountability prepared pursuant to subsection 2 in the manner set forth in 20 U.S.C. § 6311(h)(2)(E) by posting a copy of the report on the Internet website maintained by the school district, if any. If a school district does not maintain a website, the district shall otherwise provide for public dissemination of the annual report by providing a copy of the report to the schools in the school district, including, without limitation, each charter school in the district, the residents of the district, and the parents and guardians of pupils enrolled in schools in the district, including, without limitation, each charter school in the district.

9. Upon the request of the Governor, an entity described in paragraph (a) of subsection 8 or a member of the general public, the board of trustees of a school district shall provide a portion or portions of the report required pursuant to subsection 2.

10. As used in this section:

(a) "Highly qualified" has the meaning ascribed to it in 20 U.S.C. § 7801(23).

(b) "Paraprofessional" has the meaning ascribed to it in NRS 391.008.



1       **Sec. 5.** NRS 386.590 is hereby amended to read as follows:

2       386.590 1. Except as otherwise provided in this subsection, at least 70  
3 percent of the teachers who provide instruction at a charter school must be licensed  
4 teachers. If a charter school is a vocational school, the charter school shall, to the  
5 extent practicable, ensure that at least 70 percent of the teachers who provide  
6 instruction at the school are licensed teachers, but in no event may more than 50  
7 percent of the teachers who provide instruction at the school be unlicensed teachers.

8       2. A governing body of a charter school shall employ:

9       (a) If the charter school offers instruction in kindergarten or grade 1, 2, 3, 4, 5,  
10 6, 7 or 8, a licensed teacher to teach pupils who are enrolled in those grades. If  
11 required by subsection 3 or 4, such a teacher must possess the qualifications  
12 required by 20 U.S.C. § 6319(a).

13       (b) If the charter school offers instruction in grade 9, 10, 11 or 12, a licensed  
14 teacher to teach pupils who are enrolled in those grades for the subjects set forth in  
15 subsection 4. If required by subsection 3 or 4, such a teacher must possess the  
16 qualifications required by 20 U.S.C. § 6319(a).

17       (c) In addition to the requirements of paragraphs (a) and (b):

18       (1) If a charter school specializes in arts and humanities, physical  
19 education or health education, a licensed teacher to teach those courses of study.

20       (2) If a charter school specializes in the construction industry or other  
21 building industry, licensed teachers to teach courses of study relating to the industry  
22 if those teachers are employed full-time.

23       (3) If a charter school specializes in the construction industry or other  
24 building industry and the school offers courses of study in computer education,  
25 technology or business, licensed teachers to teach those courses of study if those  
26 teachers are employed full-time.

27       3. A person who is initially hired by the governing body of a charter school  
28 on or after January 8, 2002, to teach in a program supported with money from Title  
29 I must possess the qualifications required by 20 U.S.C. § 6319(a). For the purposes  
30 of this subsection, a person is not "initially hired" if he has been employed as a  
31 teacher by another school district or charter school in this State without an  
32 interruption in employment before the date of hire by his current employer.

33       4. A teacher who is employed by a charter school, regardless of the date of  
34 hire, must, on or before July 1, 2006, possess the qualifications required by 20  
35 U.S.C. § 6319(a) if he teaches one or more of the following subjects:

36       (a) English, reading or language arts;

37       (b) Mathematics;

38       (c) Science;

39       (d) Foreign language;

40       (e) Civics or government;

41       (f) Economics;

42       (g) Geography;

43       (h) History; or

44       (i) The arts.

45       5. Except as otherwise provided in NRS 386.588, a charter school may  
46 employ a person who is not licensed pursuant to the provisions of chapter 391 of  
47 NRS to teach a course of study for which a licensed teacher is not required pursuant  
48 to subsections 2, 3 and 4 if the person has:

49       (a) A degree, a license or a certificate in the field for which he is employed to  
50 teach at the charter school; and

51       (b) At least 2 years of experience in that field.

6. Except as otherwise provided in NRS 386.588, a charter school shall employ such administrators for the school as it deems necessary. A person employed as an administrator must possess:

(a) A valid teacher's license issued pursuant to chapter 391 of NRS with an administrative endorsement;

(b) A master's degree in school administration, public administration or business administration; or

(c) At least 5 years of experience in school administration, public administration or business administration and a baccalaureate degree.

7. Except as otherwise provided in subsection 8, the portion of the salary or other compensation of an administrator employed by a charter school that is derived from public funds must not exceed the salary or other compensation, as applicable, of the highest paid administrator in a comparable position in the school district in which the charter school is located. For purposes of determining the salary or other compensation of the highest paid administrator in a comparable position in the school district, the salary or other compensation of the superintendent of schools of that school district must not be included in the determination.

8. If the salary or other compensation paid to an administrator employed by a charter school from public funds exceeds the maximum amount prescribed in subsection 7, the sponsor of the charter school shall conduct an audit of the salary or compensation. The audit must include, without limitation, a review of the reasons set forth by the governing body of the charter school for the salary or other compensation and the interests of the public in using public funds to pay that salary or compensation. If the sponsor determines that the payment of the salary or other compensation from public funds is justified, the sponsor shall provide written documentation of its determination to the governing body of the charter school and to the Department. If the sponsor determines that the payment of the salary or other compensation from public funds is not justified, the governing body of the charter school shall reduce the salary or compensation paid to the administrator from public funds to an amount not to exceed the maximum amount prescribed in subsection 7.

9. A charter school shall not employ a person pursuant to this section if his license to teach or provide other educational services has been revoked or suspended in this State or another state.

10. ~~10. Except as otherwise provided in subsection 3 of section 8 of this act, a charter school shall not hire a person as a long-term substitute teacher for a short-term substitute teacher on or after July 1, 2011, unless that person has completed the program of training established pursuant to section 7 of this act. As used in this subsection, "long-term substitute teacher" and "short-term substitute teacher" have the meanings~~ has the meaning ascribed to them in section 8 of this act.

11. On or before November 15 of each year, a charter school shall submit to the Department, in a format prescribed by the Superintendent of Public Instruction, the following information for each licensed employee who is employed by the governing body on October 1 of that year:

(a) The amount of salary of the employee, including, without limitation, verification of compliance with subsection 7, if applicable to that employee; and

(b) The designated assignment, as that term is defined by the Department, of the employee.

Sec. 6. Chapter 391 of NRS is hereby amended by adding thereto the provisions set forth as sections 7 and 8 of this act.

Sec. 7. 1. The Department shall, in consultation with the boards of trustees of the school districts, adopt regulations establishing a

1 program of training for substitute teachers. The program must include, without  
2 limitation ~~(-training)~~ :

3 (a) Training in:

4 ~~(a))~~ (1) The standards of content and performance established pursuant to  
5 NRS 389.520 and other academic standards adopted by the State Board;

6 ~~(b))~~ (2) Curriculum;

7 ~~(c))~~ (3) Management of the classroom; and

8 ~~(d))~~ (4) Any other areas of training the ~~(Commission)~~ Department  
9 determines are necessary or appropriate for substitute teachers.

10 (b) Guidelines for school administrators concerning the classroom materials  
11 and other assistance that will assist substitute teachers with effective classroom  
12 management.

13 2. The governing body of each regional training program for the  
14 professional development of teachers and administrators shall provide training  
15 for substitute teachers in accordance with the program established by the  
16 ~~(Commission)~~ Department pursuant to subsection 1.

17 3. The board of trustees of a school district or the governing body of a  
18 charter school may decline participation in the training for substitute teachers  
19 provided by a regional training program pursuant to subsection 2. If the board of  
20 trustees or governing body declines participation, the board of trustees or  
21 governing body, as applicable, shall provide training for substitute teachers hired  
22 by the school district or charter school in accordance with the program  
23 established by the ~~(Commission)~~ Department pursuant to subsection 1.

24 Sec. 8. 1. Except as otherwise provided in subsection 3, the board of  
25 trustees of a school district or the governing body of a charter school shall not  
26 hire a person as ~~(a short-term substitute teacher or)~~ a long-term substitute  
27 teacher on or after July 1, 2011, unless the person has completed the program of  
28 training established pursuant to section 7 of this act.

29 2. Except as otherwise provided in subsection 3, before beginning work as a  
30 long-term substitute teacher for a school district or charter school, a person must  
31 submit evidence of completion of the program of training established pursuant to  
32 section 7 of this act. The school district or charter school, as applicable, shall  
33 retain the evidence of such completion in its records for future school years.

34 3. A person may be hired as a long-term substitute teacher by the board of  
35 trustees of a school district or the governing body of a charter school without  
36 completing the program of training established pursuant to section 7 of this act if  
37 he:

38 (a) Holds a valid license to teach issued pursuant to this chapter;

39 (b) Previously held a license to teach issued pursuant to this chapter and the  
40 license expired but was in good standing at the time of expiration; ~~for~~

41 (c) Holds a valid license to teach issued in another state which has an  
42 agreement for reciprocal licensure with this State ~~(-); or~~

43 (d) Has experience teaching at an accredited postsecondary educational  
44 institution.

45 4. A person who is hired by the board of trustees of a school district or the  
46 governing body of a charter school as a short-term substitute teacher is not  
47 required to complete the program of training established pursuant to section 7 of  
48 this act. Such a person may elect to participate in the program of training.

49 5. As used in this section:

50 (a) "Long-term substitute teacher" means a person employed as a substitute  
51 teacher for 20 consecutive days or more.

52 (b) "Short-term substitute teacher" means a person employed as a substitute  
53 teacher for less than 20 consecutive days.

1       **Sec. 9.** NRS 391.021 is hereby amended to read as follows:

2       391.021 Except as otherwise provided in subparagraph (10) of paragraph (a)  
3 of subsection 1 of NRS 391.019 and NRS 391.027, the Commission shall adopt  
4 regulations governing examinations for the initial licensing of teachers and other  
5 educational personnel. The examinations must test the ability of the applicant to  
6 teach and his knowledge of each specific subject he proposes to teach. Each  
7 examination must include the following subjects:

- 8       1. The laws of Nevada relating to schools;
- 9       2. The Constitution of the State of Nevada; and
- 10      3. The Constitution of the United States.

11      ➤ The provisions of this section do not prohibit the Commission from adopting  
12 regulations pursuant to subsection 2 of NRS 391.032 that provide an exemption  
13 from the examinations for teachers and other educational personnel ~~{who have~~  
14 ~~previous experience in teaching or performing other educational functions in}~~ from  
15 another state ~~{. If the Commission adopts regulations providing such an exemption, the Commission shall~~  
16 ~~identify the examinations to which the exemption applies.}~~ *if the Commission determines that the examinations required for*  
17 *initial licensure for teachers and other educational personnel in that state are*  
18 *substantially equivalent to the examinations required for initial licensure in this*  
19 *State.*

19       **Sec. 10.** NRS 391.032 is hereby amended to read as follows:

20       391.032 1. Except as otherwise provided in NRS 391.027, the Commission  
21 shall:

22       (a) Consider and may adopt regulations which provide for the issuance of  
23 conditional licenses to teachers and other educational personnel before completion  
24 of all courses of study or other requirements for a license in this State.

25       (b) Adopt regulations which provide for the reciprocal licensure of educational  
26 personnel from other states.

27       2. The regulations adopted pursuant to paragraph (b) of subsection 1 may  
28 provide an exemption from the examinations required for initial licensure for  
29 teachers and other educational personnel ~~{who have previous experience in teaching~~  
30 ~~or performing other educational functions in}~~ from another state ~~{. If the~~  
31 ~~Commission adopts regulations providing such an exemption, the Commission shall~~  
32 ~~identify the examinations to which the exemption applies.}~~ *if the Commission*  
33 *determines that the examinations required for initial licensure for teachers and*  
34 *other educational personnel in that state are substantially equivalent to the*  
35 *examinations required for initial licensure in this State.*

36       3. A person who is issued a conditional license must complete all courses of  
37 study and other requirements for a license in this State which is not conditional  
38 within 3 years after the date on which a conditional license is issued.

39       **Sec. 11.** NRS 391.100 is hereby amended to read as follows:

40       391.100 1. ~~{The}~~ *Except as otherwise provided in section 8 of this act, the*  
41 board of trustees of a school district may employ a superintendent of schools,  
42 teachers and all other necessary employees.

43       2. A person who is initially hired by the board of trustees of a school district  
44 on or after January 8, 2002, to teach in a program supported with money from Title  
45 I must possess the qualifications required by 20 U.S.C. § 6319(a). For the purposes  
46 of this subsection, a person is not "initially hired" if he has been employed as a  
47 teacher by another school district or charter school in this State without an  
48 interruption in employment before the date of hire by his current employer.

49       3. A person who is employed as a teacher, regardless of the date of hire, must  
50 possess, on or before July 1, 2006, the qualifications required by 20 U.S.C. §  
51 6319(a) if he teaches:

- 52       (a) English, reading or language arts;
- 53       (b) Mathematics;

- (c) Science;
- (d) Foreign language;
- (e) Civics or government;
- (f) Economics;
- (g) Geography;
- (h) History; or
- (i) The arts.

4. The board of trustees of a school district:

(a) May employ teacher aides and other auxiliary, nonprofessional personnel to assist licensed personnel in the instruction or supervision of children, either in the classroom or at any other place in the school or on the grounds thereof. A person who is initially hired as a paraprofessional by a school district on or after January 8, 2002, to work in a program supported with Title I money must possess the qualifications required by 20 U.S.C. § 6319(c). A person who is employed as a paraprofessional by a school district, regardless of the date of hire, to work in a program supported with Title I money must possess, on or before January 8, 2006, the qualifications required by 20 U.S.C. § 6319(c). For the purposes of this paragraph, a person is not "initially hired" if he has been employed as a paraprofessional by another school district or charter school in this State without an interruption in employment before the date of hire by his current employer.

(b) Shall establish policies governing the duties and performance of teacher aides.

5. Each applicant for employment pursuant to this section, except a teacher or other person licensed by the Superintendent of Public Instruction, must, as a condition to employment, submit to the school district a full set of his fingerprints and written permission authorizing the school district to forward the fingerprints to the Central Repository for Nevada Records of Criminal History for its report on the criminal history of the applicant and for submission to the Federal Bureau of Investigation for its report on the criminal history of the applicant.

6. Except as otherwise provided in subsection 7, the board of trustees of a school district shall not require a licensed teacher or other person licensed by the Superintendent of Public Instruction pursuant to NRS 391.033 who has taken a leave of absence from employment authorized by the school district, including, without limitation:

- (a) Sick leave;
- (b) Sabbatical leave;
- (c) Personal leave;

(d) Leave for attendance at a regular or special session of the Legislature of this State if the employee is a member thereof;

- (e) Maternity leave; and

(f) Leave permitted by the Family and Medical Leave Act of 1993, 29 U.S.C. §§ 2601 et seq.,

to submit a set of his fingerprints as a condition of return to or continued employment with the school district if the employee is in good standing when the employee began the leave.

7. ~~FA~~ The board of trustees of a school district may ask the Superintendent of Public Instruction to require a person licensed by the Superintendent of Public Instruction pursuant to NRS 391.033 who has taken a leave of absence from employment authorized by the school district to submit a set of his fingerprints as a condition of return to or continued employment with the school district if the board of trustees has probable cause to believe that the person has committed a felony or an offense involving moral turpitude during the period of his leave of absence.

8. The board of trustees of a school district may employ or appoint persons to serve as school police officers. If the board of trustees of a school district employs or appoints persons to serve as school police officers, the board of trustees shall employ a law enforcement officer to serve as the chief of school police who is supervised by the superintendent of schools of the school district. The chief of school police shall supervise each person appointed or employed by the board of trustees as a school police officer. In addition, persons who provide police services pursuant to subsection 9 or 10 shall be deemed school police officers.

9. The board of trustees of a school district in a county that has a metropolitan police department created pursuant to chapter 280 of NRS may contract with the metropolitan police department for the provision and supervision of police services in the public schools within the jurisdiction of the metropolitan police department and on property therein that is owned by the school district. If a contract is entered into pursuant to this subsection, the contract must make provision for the transfer of each school police officer employed by the board of trustees to the metropolitan police department. If the board of trustees of a school district contracts with a metropolitan police department pursuant to this subsection, the board of trustees shall, if applicable, cooperate with appropriate local law enforcement agencies within the school district for the provision and supervision of police services in the public schools within the school district and on property owned by the school district, but outside the jurisdiction of the metropolitan police department.

10. The board of trustees of a school district in a county that does not have a metropolitan police department created pursuant to chapter 280 of NRS may contract with the sheriff of that county for the provision of police services in the public schools within the school district and on property therein that is owned by the school district.

**Sec. 12.** NRS 391.120 is hereby amended to read as follows:

391.120 1. ~~Boards~~ *Except as otherwise provided in section 8 of this act, the boards* of trustees of the school districts in this State may employ legally qualified teachers and other licensed personnel and may determine their salaries and the length of the term of school for which they are employed. These conditions and any other conditions agreed upon by the parties must be embodied in a written contract, or notice of reemployment, to be approved by the board of trustees and accepted and signed by the employee. A copy of the contract or notice of reemployment, properly written, must be delivered to each teacher or other licensed employee not later than the opening of the term of school.

2. A board of trustees may not employ teachers or other licensed personnel for any school year commencing after the expiration of the time for which any member of the board of trustees was elected or appointed.

3. It is unlawful for the board of trustees of any school district to employ any teacher who is not legally qualified to teach all the grades which the teacher is engaged to teach. Except as otherwise provided in NRS 391.3015, the board of trustees shall suspend or terminate, as applicable, the employment of any teacher who fails to maintain a license issued pursuant to this chapter in force, if such a license is required for employment. Any such suspension or termination must comply with the requirements of NRS 391.301 to 391.309, inclusive.

4. On or before November 15 of each year, the school district shall submit to the Department, in a form prescribed by the Superintendent of Public Instruction, the following information for each licensed employee employed by the school district on October 1 of that year:

(a) The amount of salary of the employee; and

(b) The designated assignment, as that term is defined by the Department, of the employee.

1       **Sec. 13.** NRS 391.274 is hereby amended to read as follows:

2       391.274 The board of trustees of each school district shall adopt a policy that  
3 sets forth the duties, roles and responsibilities of persons who are licensed pursuant  
4 to this chapter and employed as school counselors. The policy must:

5       1. *Identify the duties, roles and responsibilities appropriate for the grade*  
6 *levels of pupils for which school counselors are providing services;*

7       2. Be designed to ensure that school counselors are allotted sufficient time in  
8 each school year to carry out the duties relating to counseling, including, without  
9 limitation, assisting pupils with academic planning; and

10       ~~2-3~~ 3. Limit the amount of time that school counselors are required to assist  
11 with test administration and test coordination at a public school.

12       **Sec. 14.** NRS 391.512 is hereby amended to read as follows:

13       391.512 1. There are hereby created the Southern Nevada Regional  
14 Training Program, the Western Nevada Regional Training Program, the  
15 Northeastern Nevada Regional Training Program and the Northwestern Nevada  
16 Regional Training Program. The governing body of each regional training program  
17 shall establish and operate a:

18       (a) Regional training program for the professional development of teachers and  
19 administrators.

20       (b) Nevada Early Literacy Intervention Program through the regional training  
21 program established pursuant to paragraph (a).

22       (c) *A program of training for substitute teachers established by the*  
23 ~~Commission~~ *Department pursuant to section 7 of this act through the regional*  
24 *training program established pursuant to paragraph (a).*

25       2. Except as otherwise provided in subsection 6, the Southern Nevada  
26 Regional Training Program must primarily provide services to teachers and  
27 administrators who are employed by *each school* ~~districts~~ *district, each charter*  
28 *school, regardless of the sponsor, and each university school for profoundly*  
29 *gifted pupils located* in:

- 30       (a) Clark County;  
31       (b) Esmeralda County;  
32       (c) Lincoln County; and  
33       (d) Nye County.

34       3. Except as otherwise provided in subsection 6, the Western Nevada  
35 Regional Training Program must primarily provide services to teachers and  
36 administrators who are employed by *each school* ~~districts~~ *district, each charter*  
37 *school, regardless of the sponsor, and each university school for profoundly*  
38 *gifted pupils located* in:

- 39       (a) Carson City;  
40       (b) Churchill County;  
41       (c) Douglas County;  
42       (d) Lyon County; and  
43       (e) Mineral County.

44       4. Except as otherwise provided in subsection 6, the Northeastern Nevada  
45 Regional Training Program must primarily provide services to teachers and  
46 administrators who are employed by *each school* ~~districts~~ *district, each charter*  
47 *school, regardless of the sponsor, and each university school for profoundly*  
48 *gifted pupils located* in:

- 49       (a) Elko County;  
50       (b) Eureka County;  
51       (c) Lander County;  
52       (d) Humboldt County; and  
53       (e) White Pine County.



5. Except as otherwise provided in subsection 6, the Northwestern Nevada Regional Training Program must primarily provide services to teachers and administrators who are employed by *each school ~~[districts]~~ district, each charter school, regardless of the sponsor, and each university school for profoundly gifted pupils located in:*

- (a) Pershing County;
- (b) Storey County; and
- (c) Washoe County.

6. Each regional training program shall, when practicable, make reasonable accommodations for the attendance of teachers and administrators who are employed by school districts outside the primary jurisdiction of the regional training program.

7. The board of trustees of the:

(a) Clark County School District shall serve as the fiscal agent for the Southern Nevada Regional Training Program.

(b) Douglas County School District shall serve as the fiscal agent for the Western Nevada Regional Training Program.

(c) Elko County School District shall serve as the fiscal agent for the Northeastern Nevada Regional Training Program.

(d) Washoe County School District shall serve as the fiscal agent for the Northwestern Nevada Regional Training Program.

➤ As fiscal agent, each school district is responsible for the payment, collection and holding of all money received from this State for the maintenance and support of the regional training program and Nevada Early *Literacy* Intervention Program established and operated by the applicable governing body.

**Sec. 15.** NRS 391.520 is hereby amended to read as follows:

391.520 1. The Statewide Council shall meet not less than four times per year.

2. The Statewide Council shall:

(a) Adopt uniform standards for use by the governing body of each regional training program in the review and approval by the governing body of the training to be provided by the regional training program pursuant to NRS 391.540 and 391.544. The standards must ensure that the training provided by the regional training programs includes activities set forth in 20 U.S.C. § 7801(34), as appropriate for the type of training offered, is of high quality and is effective in addressing the training programs specified in subsection 1 of NRS 391.544.

(b) Coordinate the dissemination of information to school districts, *charter schools, university schools for profoundly gifted pupils*, administrators and teachers concerning the training, programs and services provided by the regional training programs.

(c) Disseminate information to the regional training programs concerning innovative and effective methods to provide professional development.

(d) Conduct long-range planning concerning the professional development needs of teachers and administrators employed in this State.

(e) Adopt uniform procedures for use by the governing body of each regional training program to report the evaluation conducted pursuant to NRS 391.552.

3. The Statewide Council may:

(a) Accept gifts and grants from any source for use by the Statewide Council in carrying out its duties pursuant to this section and accept gifts and grants from any source on behalf of one or more regional training programs to assist with the training provided pursuant to NRS 391.544; and

(b) Comply with applicable federal laws and regulations governing the provision of federal grants to assist the Statewide Council in carrying out its duties



pursuant to this section and comply with applicable federal laws and regulations governing the provision of federal grants to assist with the training provided pursuant to NRS 391.544, including, without limitation, providing money from the budget of the Statewide Council to match the money received from a federal grant.

**Sec. 16.** NRS 391.540 is hereby amended to read as follows:

391.540 1. The governing body of each regional training program shall:

(a) Adopt a training model, taking into consideration other model programs, including, without limitation, the program used by the Geographic Alliance in Nevada.

(b) Assess the training needs of teachers and administrators who are employed by the school districts , *charter schools, regardless of the sponsor, and university schools for profoundly gifted pupils* within the primary jurisdiction of the regional training program and adopt priorities of training for the program based upon the assessment of needs. The board of trustees of each such school district , *the governing body of each such charter school and the governing body of each such university school for profoundly gifted pupils* may submit recommendations to the ~~{appropriate}~~ governing body *of the appropriate regional training program* for the types of training that should be offered by the regional training program.

(c) In making the assessment required by paragraph (b), review the plans to improve the achievement of pupils prepared pursuant to NRS 385.348 by the school districts within the primary jurisdiction of the regional training program and, as deemed necessary by the governing body, review the plans to improve the achievement of pupils prepared pursuant to NRS 385.357 for individual schools within the primary jurisdiction of the regional training program.

(d) Prepare a 5-year plan for the regional training program, which includes, without limitation:

(1) An assessment of the training needs of teachers and administrators who are employed by the school districts , *charter schools, regardless of the sponsor, and university schools for profoundly gifted pupils* within the primary jurisdiction of the regional training program; and

(2) Specific details of the training that will be offered by the regional training program for the first 2 years covered by the plan.

(e) Review the 5-year plan on an annual basis and make revisions to the plan as are necessary to serve the training needs of teachers and administrators employed by the school districts , *charter schools, regardless of the sponsor, and university schools for profoundly gifted pupils* within the primary jurisdiction of the regional training program.

2. The Department, the Nevada System of Higher Education , ~~{and}~~ the board of trustees of a school district , *the governing body of a charter school and the governing body of a university school for profoundly gifted pupils* may request the governing body of the regional training program that serves the school district , *charter school or university school for profoundly gifted pupils* to : ~~{provide}~~

(a) *Provide* training ; ~~{, participate}~~

(b) *Participate* in a program ; or ~~{otherwise}~~

(c) *Otherwise* perform a service ,

↳ that is in addition to the duties of the regional training program that are set forth in the plan adopted pursuant to this section or otherwise required by statute.

3. An entity may not represent that a regional training program will perform certain duties or otherwise obligate the regional training program as part of an application by that entity for a grant unless the entity has first obtained the written confirmation of the governing body of the regional training program to perform those duties or obligations.

1       **4.** The governing body of a regional training program may, but is not required  
2 to, grant a request pursuant to this ~~subsection~~ **section**.

3       **Sec. 17.** NRS 391.544 is hereby amended to read as follows:

4       391.544 1. Based upon the assessment of needs for training within the  
5 region and priorities of training adopted by the governing body pursuant to NRS  
6 391.540, each regional training program must provide:

7       (a) Training for teachers in the standards established by the Council to  
8 Establish Academic Standards for Public Schools pursuant to NRS 389.520.

9       (b) Through the Nevada Early Literacy Intervention Program established for  
10 the regional training program, training for teachers who teach kindergarten and  
11 grades 1, 2 or 3 on methods to teach fundamental reading skills, including, without  
12 limitation:

13           (1) Phonemic awareness;

14           (2) Phonics;

15           (3) Vocabulary;

16           (4) Fluency;

17           (5) Comprehension; and

18           (6) Motivation.

19       (c) *Training for substitute teachers in accordance with the program of*  
20 *training established by the ~~Commission~~ Department pursuant to section 7 of*  
21 *this act.*

22       (d) At least one of the following types of training:

23           (1) Training for teachers and school administrators in the assessment and  
24 measurement of pupil achievement and the effective methods to analyze the test  
25 results and scores of pupils to improve the achievement and proficiency of pupils.

26           (2) Training for teachers in specific content areas to enable the teachers to  
27 provide a higher level of instruction in their respective fields of teaching. Such  
28 training must include instruction in effective methods to teach in a content area  
29 provided by teachers who are considered masters in that content area.

30           (3) In addition to the training provided pursuant to paragraph (b) of  
31 subsection 1, training for teachers in the methods to teach basic skills to pupils,  
32 such as providing instruction in reading with the use of phonics and providing  
33 instruction in basic skills of mathematics computation.

34       2. The training required pursuant to subsection 1 must:

35           (a) Include the activities set forth in 20 U.S.C. § 7801(34), as deemed  
36 appropriate by the governing body for the type of training offered.

37           (b) Include appropriate procedures to ensure follow-up training for teachers  
38 and administrators who have received training through the program.

39           (c) Incorporate training that addresses the educational needs of:

40           (1) Pupils with disabilities who participate in programs of special  
41 education; and

42           (2) Pupils who are limited English proficient.

43       3. The governing body of each regional training program shall prepare and  
44 maintain a list that identifies programs for the professional development of teachers  
45 and administrators that successfully incorporate:

46           (a) The standards of content and performance established by the Council to  
47 Establish Academic Standards for Public Schools pursuant to NRS 389.520;

48           (b) Fundamental reading skills; and

49           (c) Other training listed in subsection 1.

50       ➤ The governing body shall provide a copy of the list on an annual basis to *the*  
51 *school districts, charter schools, regardless of the sponsor, and university schools*  
52 *for profoundly gifted pupils* for dissemination to teachers and administrators.

4. A regional training program may include model classrooms that demonstrate the use of educational technology for teaching and learning.

5. A regional training program may contract with the board of trustees of a school district, *the governing body of a charter school or the governing body of a university school for profoundly gifted pupils* that is served by the regional training program as set forth in NRS 391.512 to provide professional development to the teachers and administrators employed by the school district, *charter school or university school for profoundly gifted pupils, as applicable*, that is in addition to the training required by this section. Any training provided pursuant to this subsection must include the activities set forth in 20 U.S.C. § 7801(34), as deemed appropriate by the governing body for the type of training offered.

6. To the extent money is available from legislative appropriation or otherwise, a regional training program may provide training to paraprofessionals.

**Sec. 18.** NRS 391.552 is hereby amended to read as follows:

391.552 The governing body of each regional training program shall:

1. Establish a method for the evaluation of the success of the regional training program, including, without limitation, the Nevada Early Literacy Intervention Program. The method must be consistent with the uniform procedures adopted by the Statewide Council pursuant to NRS 391.520.

2. On or before September 1 of each year, submit an annual report to the State Board, the Commission, the Legislative Committee on Education and the Legislative Bureau of Educational Accountability and Program Evaluation that includes:

(a) The priorities for training adopted by the governing body pursuant to NRS 391.540.

(b) The type of training offered through the program in the immediately preceding year.

(c) The number of teachers and administrators who received training through the program in the immediately preceding year.

(d) *If the program includes the provision of training for teaching advanced placement courses:*

*(1) The number of teachers who participated in that training in the immediately preceding year, including, without limitation, the location where the training was provided; and*

*(2) The estimated need for that training in future years.*

(e) The number of paraprofessionals, if any, who received training through the program in the immediately preceding year.

~~(e)(f)~~ (f) An evaluation of the success of the program, including, without limitation, the Nevada Early Literacy Intervention Program, in accordance with the method established pursuant to subsection 1.

~~(e)(g)~~ (g) A description of the gifts and grants, if any, received by the governing body in the immediately preceding year and the gifts and grants, if any, received by the Statewide Council during the immediately preceding year on behalf of the regional training program. The description must include the manner in which the gifts and grants were expended.

~~(e)(h)~~ (h) The 5-year plan for the program prepared pursuant to NRS 391.540 and any revisions to the plan made by the governing body in the immediately preceding year.

**Sec. 19.** On or before March 1, 2010, the ~~Commission on Professional Standards in~~ Department of Education shall submit a draft copy of the program of training for substitute teachers established by the ~~Commission~~ Department pursuant to section 7 of this act to the Legislative Committee on Education for its review and comment.

1        **Sec. 20.** On or before July 1, 2010, the ~~{Commission on Professional~~  
2 ~~Standards in}~~ **Department of** Education shall adopt the regulations to carry out  
3 section 7 of this act.

4        **Sec. 21. 1. The board of trustees of each school district and the**  
5 **governing body of each charter school shall develop a plan for:**

6        **(a) Complying with sections 7 and 8 of this act; and**

7        **(b) Encouraging the participation of short-term substitute teachers in the**  
8 **program of training established pursuant to section 7 of this act.**

9        **2. On or before December 1, 2010, the board of trustees of each school**  
10 **district and the governing body of each charter school shall submit the plan**  
11 **developed pursuant to subsection 1 to the Department of Education.**

12        **Sec. 22. The Department of Education shall, on or before February 1,**  
13 **2011, submit to the Director of the Legislative Counsel Bureau for**  
14 **transmission to the 76th Session of the Nevada Legislature a report concerning**  
15 **the number of long-term substitute teachers who have completed the program**  
16 **of training established pursuant to section 7 of this act and the number of**  
17 **short-term substitute teachers, if any, who have completed the program of**  
18 **training. The report must include a summary and compilation of the plans**  
19 **developed by the board of trustees of each school district and the governing**  
20 **body of each charter school pursuant to section 21 of this act.**

21        ~~{Sec. 21.}~~ **Sec. 23. 1. This section and sections 1, 3 and 5 to ~~{20.}~~ 22,**  
22 **inclusive, of this act become effective on July 1, 2009.**

23        2. Sections 2 and 4 of this act become effective on January 1, 2012.