

SENATE BILL NO. 365—SENATOR MCGINNESS

MARCH 21, 2011

Referred to Committee on Education

SUMMARY—Eliminates certain mandates pertaining to school districts and public schools in this State. (BDR 34-184)

FISCAL NOTE: Effect on Local Government: No.
Effect on the State: No.

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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; eliminating certain requirements imposed by statute on school districts and public schools in this State; revising the requirements for the board of trustees of certain school districts to adopt a pilot program to provide a program of small learning communities in certain middle schools, junior high schools and high schools; extending the effective date for the implementation of academic plans for pupils enrolled in middle school or junior high school; and providing other matters properly relating thereto.

Legislative Counsel's Digest:

Under existing law, the board of trustees of each school district is required to adopt a policy to engage certain administrators in the classroom. (NRS 391.235) **Section 21.5** of this bill makes the adoption of such a policy permissive rather than mandatory.

Under existing federal law, a school which is served under Title I and which is identified as needing improvement pursuant to the federal law is required to develop and implement a school improvement plan. (20 U.S.C. § 6316(b)(3)) Also under existing federal law, a school district which is served under Title I and which is identified as needing improvement pursuant to the federal law is required to develop and implement a plan for improvement for the school district. (20 U.S.C. § 6316(c)(7)) Under existing state law, the board of trustees of each school district is required to prepare a plan to improve the achievement of pupils enrolled in the school district. (NRS 385.348) This bill repeals the state statutory requirement for a school district to prepare a plan for improvement.

Under existing law, certain school districts in this State are required to adopt a policy providing for the creation of small learning communities for certain pupils enrolled in middle school or junior high school and high school.



(NRS 388.171, 388.215) **Section 21.3** of this bill requires the board of trustees of each school district which includes at least one high school with an enrollment of 1,200 pupils or more to adopt a pilot program of small learning communities for implementation in at least 50 percent of those high schools. **Section 36.3** of this bill requires the board of trustees of each school district which includes at least one middle school or junior high school with an enrollment of 500 pupils or more to adopt a pilot program of small learning communities for pupils in their initial year of enrollment for implementation in at least 50 percent of those schools. **Sections 36.5 and 38** of this bill require both pilot programs to be implemented beginning with the 2013-2014 school year.

Under existing law, effective on July 1, 2011, an academic plan must be developed for each pupil enrolled in middle school or junior high school in accordance with a policy adopted by the board of trustees of the school district. **Section 36.5** of this bill extends the date for adoption of such a policy to January 1, 2013, for implementation beginning with the 2013-2014 school year.

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

Section 1. (Deleted by amendment.)

Sec. 2. (Deleted by amendment.)

Sec. 3. NRS 385.359 is hereby amended to read as follows:

385.359 1. The Bureau shall contract with a person or entity
to:

(a) Review and analyze, in accordance with the standards
prescribed by the Committee pursuant to subsection 2 of NRS
218E.615, the:

(1) Annual report of accountability prepared by:

(I) The State Board pursuant to NRS 385.3469; and

(II) The board of trustees of each school district pursuant
to NRS 385.347.

(2) Plan to improve the achievement of pupils prepared by:

(I) The State Board pursuant to NRS 385.34691; **and**

(II) ~~The board of trustees of each school district pursuant
to NRS 385.348; and~~

~~(III)~~ Each school pursuant to NRS 385.357 identified by
the Bureau for review, if any, or if such a plan has not been
prepared, the turnaround plan for the schools identified by the
Bureau, if any, implemented pursuant to NRS 385.37603 or the plan
for restructuring the school implemented pursuant to NRS
385.37607, as applicable.

(b) Submit a written report to and consult with the State Board
and the Department regarding any methods by which the State
Board may improve the accuracy of the report of accountability
required pursuant to NRS 385.3469 and the plan to improve the
achievement of pupils required pursuant to NRS 385.34691, and the
purposes for which the report and plan to improve are used.



(c) Submit a written report to and consult with each school district regarding any methods by which the district may improve the accuracy of the report required pursuant to subsection 2 of NRS 385.347 ~~[and the plan to improve the achievement of pupils required pursuant to NRS 385.348,]~~ and the purposes for which the report ~~[and plan to improve are]~~ is used.

(d) If requested by the Bureau, submit a written report to and consult with individual schools identified by the Bureau regarding any methods by which the school may improve the accuracy of the information required to be reported for the school pursuant to subsection 2 of NRS 385.347 and the:

(1) Plan to improve the achievement of pupils required pursuant to NRS 385.357;

(2) Turnaround plan for the school implemented pursuant to NRS 385.37603; or

(3) Plan for restructuring the school implemented pursuant to NRS 385.37607,

➡ whichever is applicable for the school.

(e) Submit written reports and any recommendations to the Committee and the Bureau concerning:

(1) The effectiveness of the provisions of NRS 385.3455 to 385.391, inclusive, in improving the accountability of the schools of this State;

(2) The status of each school district that is designated as demonstrating need for improvement pursuant to NRS 385.377 and each school that is designated as demonstrating need for improvement pursuant to NRS 385.3623; and

(3) Any other matter related to the accountability of the public schools of this State, as deemed necessary by the Bureau.

2. The consultant with whom the Bureau contracts to perform the duties required pursuant to subsection 1 must possess the experience and knowledge necessary to perform those duties, as determined by the Committee.

Sec. 4. (Deleted by amendment.)

Sec. 4.5. (Deleted by amendment.)

Sec. 5. (Deleted by amendment.)

Sec. 5.5. (Deleted by amendment.)

Sec. 6. (Deleted by amendment.)

Sec. 6.5. (Deleted by amendment.)

Sec. 7. (Deleted by amendment.)

Sec. 7.5. (Deleted by amendment.)

Sec. 8. (Deleted by amendment.)

Sec. 8.5. (Deleted by amendment.)

Sec. 9. NRS 385.3785 is hereby amended to read as follows:

385.3785 1. The Commission shall:



(a) Establish a program of educational excellence designed exclusively for pupils enrolled in kindergarten through grade 6 in public schools in this State based upon:

(1) The plan to improve the achievement of pupils prepared by the State Board pursuant to NRS 385.34691;

~~(2) The plan to improve the achievement of pupils prepared by the board of trustees of each school district pursuant to NRS 385.348;~~

~~(3) The~~ plan to improve the achievement of pupils prepared by the principal of each school pursuant to NRS 385.357, which may include a program of innovation, the turnaround plan for the school implemented pursuant to NRS 385.37603 or the plan for restructuring the school implemented pursuant to NRS 385.37607, whichever is applicable for the school; and

~~(4)~~ (3) Any other information that the Commission considers relevant to the development of the program of educational excellence.

(b) Identify programs, practices and strategies that have proven effective in improving the academic achievement and proficiency of pupils.

(c) Develop a concise application and simple procedures for the submission of applications by public schools and consortiums of public schools, including, without limitation, charter schools, for participation in a program of educational excellence and for grants of money from the Account. Grants of money must be made for programs designed for the achievement of pupils that are linked to the plan to improve the achievement of pupils or for innovative programs, or both, or that are linked to the turnaround plan for the school or the plan for restructuring the school, if applicable, or for innovative programs, or both. The Commission shall not award a grant of money from the Account for a program to provide full-day kindergarten. All public schools and consortiums of public schools, including, without limitation, charter schools, are eligible to submit such an application, regardless of whether the schools have made adequate yearly progress or failed to make adequate yearly progress. A public school or a consortium of public schools selected for participation may be approved by the Commission for participation for a period not to exceed 2 years, but may reapply.

(d) Prescribe a long-range timeline for the review, approval and evaluation of applications received from public schools and consortiums of public schools that desire to participate in the program.

(e) Establish guidelines for the review, evaluation and approval of applications for grants of money from the Account, including, without limitation, consideration of the list of priorities of public



1 schools provided by the Department pursuant to subsection 6. To
2 ensure consistency in the review, evaluation and approval of
3 applications, if the guidelines authorize the review and evaluation of
4 applications by less than the entire membership of the Commission,
5 money must not be allocated from the Account for a grant until the
6 entire membership of the Commission has reviewed and approved
7 the application for the grant.

8 (f) Prescribe accountability measures to be carried out by a
9 public school that participates in the program if that public school
10 does not meet the annual measurable objectives established by the
11 State Board pursuant to NRS 385.361, including, without limitation:

12 (1) The specific levels of achievement expected of schools
13 that participate; and

14 (2) Conditions for schools that do not meet the grant criteria
15 but desire to continue participation in the program and receive
16 money from the Account, including, without limitation, a review of
17 the leadership at the school and recommendations regarding changes
18 to the appropriate body.

19 (g) Determine the amount of money that is available from the
20 Account for those public schools and consortiums of public schools
21 that are selected to participate in the program.

22 (h) Allocate money to public schools and consortiums of public
23 schools from the Account. Allocations must be distributed not later
24 than August 15 of each year.

25 (i) Establish criteria for public schools and consortiums of
26 public schools that participate in the program and receive an
27 allocation of money from the Account to evaluate the effectiveness
28 of the allocation in improving the achievement of pupils, including,
29 without limitation, a detailed analysis of:

30 (1) The achievement of pupils enrolled at each school that
31 received money from the allocation based upon measurable criteria
32 identified in, as applicable, the:

33 (I) Plan to improve the achievement of pupils for the
34 school prepared pursuant to NRS 385.357;

35 (II) Turnaround plan for the school implemented pursuant
36 to NRS 385.37603; or

37 (III) Plan for restructuring the school implemented
38 pursuant to NRS 385.37607;

39 (2) If applicable, the effectiveness of the program of
40 innovation on the achievement of pupils and the overall
41 effectiveness for pupils and staff;

42 (3) The implementation of the applicable plans for
43 improvement, including, without limitation, an analysis of whether
44 the school is meeting the measurable objectives identified in the
45 plan; and



* S B 3 6 5 R 3 *

(4) The attainment of measurable progress on the annual list of adequate yearly progress of school districts and schools.

2. To the extent money is available, the Commission shall make allocations of money to public schools and consortiums of public schools for effective programs for grades 7 through 12 that are designed to improve the achievement of pupils and effective programs of innovation for pupils. In making such allocations, the Commission shall comply with the requirements of this section.

3. An application submitted pursuant to this section must include a written statement which:

(a) Indicates whether the public school or consortium of public schools is submitting the application for the continuation of an existing program or for the establishment of a new program; and

(b) Identifies all other sources of money that the public school or consortium of public schools has requested or received for the continuation or establishment of:

(1) The program for which the application is submitted; or

(2) A substantially similar program.

4. The Commission shall ensure, to the extent practicable, that grants of money provided pursuant to this section reflect the economic and geographic diversity of this State.

5. If a public school or consortium of public schools that receives money pursuant to subsection 1 or 2:

(a) Does not meet the criteria for effectiveness as prescribed in paragraph (i) of subsection 1;

(b) Does not, as a result of the program for which the grant of money was awarded, show improvement in the achievement of pupils, as determined in an evaluation conducted pursuant to subsection 3 of NRS 385.379; or

(c) Does not implement the program for which the money was received, as determined in an audit conducted pursuant to subsection 4 of NRS 385.3789 or an evaluation conducted pursuant to subsection 3 of NRS 385.379,

➔ over a 2-year period, the Commission may consider not awarding future allocations of money to that public school or consortium of public schools.

6. On or before July 1 of each year, the Department shall provide a list of priorities of public schools that indicates:

(a) The adequate yearly progress status of schools in the immediately preceding year; and

(b) The public schools that are considered Title I eligible by the Department based upon the poverty level of the pupils enrolled in a school in comparison to the poverty level of the pupils in the school district as a whole,



* S B 3 6 5 R 3 *

1 ➡ for consideration by the Commission in its development of
2 procedures for the applications.

3 7. A public school, including, without limitation, a charter
4 school, or a consortium of public schools may request assistance
5 from the school district in which the school is located in preparing
6 an application for a grant of money pursuant to this section. A
7 school district shall assist each public school or consortium of
8 public schools that requests assistance pursuant to this subsection to
9 ensure that the application of the school:

10 (a) Is based directly upon, as applicable, the:

11 (1) Plan to improve the achievement of pupils prepared for
12 the school pursuant to NRS 385.357;

13 (2) Turnaround plan for the school implemented pursuant to
14 NRS 385.37603; or

15 (3) Plan for restructuring the school implemented pursuant to
16 NRS 385.37607;

17 (b) Is developed in accordance with the criteria established by
18 the Commission; and

19 (c) Is complete and complies with all technical requirements for
20 the submission of an application.

21 ➡ A school district may make recommendations to the individual
22 schools and consortiums of public schools. Such schools and
23 consortiums of public schools are not required to follow the
24 recommendations of a school district.

25 8. In carrying out the requirements of this section, the
26 Commission shall review and consider the programs of remedial
27 study adopted by the Department pursuant to NRS 385.389, the list
28 of approved providers of supplemental educational services
29 maintained by the Department pursuant to NRS 385.384 and the
30 recommendations submitted by the Committee pursuant to NRS
31 218E.615 concerning programs, practices and strategies that have
32 proven effective in improving the academic achievement and
33 proficiency of pupils.

34 9. The Commission shall not award a grant of money from the
35 Account for a program of remedial study that is available
36 commercially unless that program has been adopted by the
37 Department pursuant to NRS 385.389.

38 10. If a consortium of public schools is formed for the purpose
39 of submitting an application pursuant to this section, the public
40 schools within the consortium do not need to be located within the
41 same school district.

42 **Sec. 10.** (Deleted by amendment.)

43 **Sec. 11.** (Deleted by amendment.)

44 **Sec. 11.5.** (Deleted by amendment.)

45 **Sec. 12.** (Deleted by amendment.)



* S B 3 6 5 R 3 *

1 **Sec. 13.** (Deleted by amendment.)

2 **Sec. 14.** (Deleted by amendment.)

3 **Sec. 15.** (Deleted by amendment.)

4 **Sec. 16.** (Deleted by amendment.)

5 **Sec. 17.** (Deleted by amendment.)

6 **Sec. 18.** (Deleted by amendment.)

7 **Sec. 19.** (Deleted by amendment.)

8 **Sec. 20.** (Deleted by amendment.)

9 **Sec. 21.** (Deleted by amendment.)

10 **Sec. 21.3.** NRS 388.215 is hereby amended to read as follows:

11 388.215 1. The board of trustees of each school district
12 which includes at least one high school with an enrollment of 1,200
13 pupils or more, including pupils enrolled in ninth grade, shall adopt
14 a ~~{policy for each of those high schools}~~ **pilot program** to provide a
15 program of small learning communities. The ~~{policy}~~ **pilot program**
16 **must be implemented in at least 50 percent of the high schools in**
17 **the school district with an enrollment of 1,200 pupils or more and**
18 must require:

19 (a) Where practicable, the designation of a separate area
20 geographically within the high school where the pupils enrolled in
21 ninth grade attend classes;

22 (b) The collection and maintenance of information relating to
23 pupils enrolled in ninth grade, including, without limitation, credits
24 earned, attendance, truancy and indicators that a pupil may be at risk
25 of dropping out of high school;

26 (c) Based upon the information collected pursuant to paragraph
27 (b), the timely identification of any special needs of a pupil enrolled
28 in ninth grade, including, without limitation, any need for programs
29 of remedial study for a particular subject area and appropriate
30 counseling;

31 (d) Methods to increase the involvement of parents and legal
32 guardians of pupils enrolled in ninth grade in the education of their
33 children; and

34 (e) The assignment of:

35 (1) Guidance counselors;

36 (2) At least one licensed school administrator; and

37 (3) Appropriate adult mentors,

38 ↪ specifically for the pupils enrolled in ninth grade.

39 2. The principal of ~~{each}~~ **a** high school in which 1,200 pupils
40 or more are enrolled, including pupils enrolled in ninth grade, **and**
41 **which the board of trustees of the school district has designated to**
42 **participate in the pilot program adopted pursuant to subsection 1**
43 shall:



* S B 3 6 5 R 3 *

(a) Carry out a program of small learning communities in accordance with the ~~{policy prescribed by the board of trustees pursuant to subsection 1;}~~ **pilot program;** and

(b) Submit an annual report, on a date prescribed by the board of trustees, that sets forth the specific strategies, programs and methods that are used to focus on the pupils enrolled in ninth grade at the school.

Sec. 21.5. NRS 391.235 is hereby amended to read as follows:

391.235 1. The board of trustees of each school district ~~{shall}~~ **may** adopt a policy that sets forth procedures and conditions for a program to engage administrators employed by the school district at the district level in annual classroom instruction, observation and other activities in a manner that is appropriate for the responsibilities, position and duties of the administrators. ~~{The}~~ **If the board of trustees adopts such a policy, the** policy must require each administrator employed by the school district at the district level to:

(a) If the administrator holds a license to teach, provide instruction in a core academic subject in a classroom for at least 1 regularly scheduled full instructional day in each school year; or

(b) If the administrator does not hold a license to teach:

(1) Personally observe a classroom for at least one-half of a regularly scheduled full instructional day in each school year; or

(2) Otherwise participate in activities with pupils in the classroom in each school year, including, without limitation, serving as a guest speaker in the classroom, reading to pupils in elementary school and participating in career day.

2. ~~{A}~~ **If the board of trustees of a school district adopts a policy pursuant to subsection 1, a** district-level administrator may choose a school within the school district at which the administrator will carry out the ~~{requirements}~~ **provisions** of this section.

3. ~~{An}~~ **If the board of trustees of a school district adopts a policy pursuant to subsection 1, an** administrator who provides instruction pursuant to paragraph (a) of subsection 1 must be assigned as a substitute teacher for the full instructional day in which the administrator carries out the ~~{requirements}~~ **provisions** of this section.

4. The provisions of this section do not apply to administrators who are employed by a school district to provide administrative service at the school level, including, without limitation, a principal or vice principal.

5. As used in this section, "core academic subject" means the core academic subjects designated pursuant to NRS 389.018.



Sec. 22. NRS 391.298 is hereby amended to read as follows:

391.298 If the board of trustees of a school district or the superintendent of schools of a school district schedules a day or days for the professional development of teachers or administrators employed by the school district:

1. The primary focus of that scheduled professional development must be to improve the achievement of the pupils enrolled in the school district, as set forth in the:

(a) ~~Plan to improve the achievement of pupils enrolled in the school district prepared pursuant to NRS 385.348;~~

~~—(b)—~~ Plan to improve the achievement of pupils prepared pursuant to NRS 385.357;

~~(c)~~ (b) Turnaround plan for the school implemented pursuant to NRS 385.37603; or

~~(d)~~ (c) Plan for restructuring the school implemented pursuant to NRS 385.37607,

↪ as applicable.

2. The scheduled professional development must be structured so that teachers attend professional development that is designed for the specific subject areas or grades taught by those teachers.

Sec. 23. 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 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 may submit recommendations to the appropriate governing body for the types of training that should be offered by the regional training program.

(c) In making the assessment required by paragraph (b) ~~I 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 ~~I~~ as deemed necessary by the governing body, review the:

(1) Plans to improve the achievement of pupils prepared pursuant to NRS 385.357;

(2) Turnaround plans for schools implemented pursuant to NRS 385.37603; and

(3) Plans for restructuring schools implemented pursuant to NRS 385.37607,



* S B 3 6 5 R 3 *

1 ↳ for individual schools within the primary jurisdiction of the
2 regional training program.

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

5 (1) An assessment of the training needs of teachers and
6 administrators who are employed by the school districts within the
7 primary jurisdiction of the regional training program; and

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

10 (e) Review the 5-year plan on an annual basis and make
11 revisions to the plan as are necessary to serve the training needs of
12 teachers and administrators employed by the school districts within
13 the primary jurisdiction of the regional training program.

14 2. The Department, the Nevada System of Higher Education
15 and the board of trustees of a school district may request the
16 governing body of the regional training program that serves the
17 school district to provide training, participate in a program or
18 otherwise perform a service that is in addition to the duties of the
19 regional training program that are set forth in the plan adopted
20 pursuant to this section or otherwise required by statute. An entity
21 may not represent that a regional training program will perform
22 certain duties or otherwise obligate the regional training program as
23 part of an application by that entity for a grant unless the entity has
24 first obtained the written confirmation of the governing body of the
25 regional training program to perform those duties or obligations.
26 The governing body of a regional training program may, but is not
27 required to, grant a request pursuant to this subsection.

28 **Sec. 24.** (Deleted by amendment.)

29 **Sec. 25.** (Deleted by amendment.)

30 **Sec. 26.** (Deleted by amendment.)

31 **Sec. 27.** (Deleted by amendment.)

32 **Sec. 28.** (Deleted by amendment.)

33 **Sec. 29.** (Deleted by amendment.)

34 **Sec. 30.** (Deleted by amendment.)

35 **Sec. 31.** (Deleted by amendment.)

36 **Sec. 32.** (Deleted by amendment.)

37 **Sec. 33.** (Deleted by amendment.)

38 **Sec. 34.** (Deleted by amendment.)

39 **Sec. 35.** (Deleted by amendment.)

40 **Sec. 36.** (Deleted by amendment.)

41 **Sec. 36.3.** Section 3 of chapter 311, Statutes of Nevada 2009,
42 at page 1332, is hereby amended to read as follows:

43 Sec. 3. 1. The board of trustees of each school district
44 which includes at least one middle school or junior high
45 school with an enrollment of 500 pupils or more shall adopt a



~~[policy for each of those middle schools and junior high schools]~~ **pilot program** to provide a program of small learning communities for pupils enrolled in the grade level at which those middle schools or junior high schools initially enroll pupils. The ~~[policy]~~ **pilot program must be implemented in at least 50 percent of the middle schools and junior high schools in the school district with an enrollment of 500 pupils or more and** must require:

(a) Where practicable, the designation of a separate area geographically within the middle school or junior high school where the pupils enrolled in their initial year at the middle school or junior high school attend classes;

(b) The collection and maintenance of information relating to pupils enrolled in their initial year at the middle school or junior high school, including, without limitation, credits earned, attendance, truancy and indicators that a pupil may be at risk of dropping out of middle school or junior high school;

(c) Based upon the information collected pursuant to paragraph (b), the timely identification of any special needs of a pupil enrolled in his initial year at the middle school or junior high school, including, without limitation, any need for programs of remedial study for a particular subject area and appropriate counseling;

(d) Methods to increase the involvement of parents and legal guardians of pupils enrolled in their initial year in a middle school or junior high school in the education of their children; and

(e) The assignment of:

(1) Guidance counselors;

(2) At least one licensed school administrator or his designee; and

(3) Appropriate adult mentors,
➔ specifically for the pupils enrolled in their initial year at the middle school or junior high school.

2. The principal of ~~each~~ **a** middle school or junior high school in which 500 pupils or more are enrolled **and which the board of trustees of the school district has designated to participate in the pilot program adopted pursuant to subsection 1** shall:

(a) Carry out a program of small learning communities in accordance with the ~~[policy prescribed by the board of trustees pursuant to subsection 1;]~~ **pilot program;** and

(b) Submit an annual report, on a date prescribed by the board of trustees, that sets forth the specific strategies,



1 programs and methods which are used to focus on the pupils
2 enrolled in their initial year at the middle school or junior
3 high school, including, without limitation, the program of
4 mentoring provided pursuant to section 5 of this act.

5 **Sec. 36.5.** Section 7 of chapter 311, Statutes of Nevada 2009,
6 at page 1334, is hereby amended to read as follows:

7 Sec. 7. 1. *The board of trustees of each school*
8 *district shall adopt the policy required by section 2 of this*
9 *act not later than January 1, 2013, for implementation*
10 *beginning with the 2013-2014 School Year. On or before*
11 *June 1, 2012, the board of trustees of each school district*
12 *shall provide a report to the Superintendent of Public*
13 *Instruction on the status of the adoption of the policy*
14 *required by section 2 of this act, including, without*
15 *limitation, a plan for the implementation of that policy*
16 *beginning with the 2013-2014 School Year. On or before*
17 *July 1, 2012, the Superintendent of Public Instruction shall*
18 *compile the reports and provide a report of the compilation*
19 *to the Legislative Committee on Education.*

20 2. *The board of trustees of each school district which*
21 *includes at least one middle school or junior high school*
22 *with an enrollment of 500 pupils or more shall adopt the*
23 *pilot program required by section 3 of this act not later than*
24 *January 1, 2013, for implementation beginning with the*
25 *2013-2014 School Year. On or before June 1, 2012, the*
26 *board of trustees of each such school district shall provide a*
27 *report to the Superintendent of Public Instruction on the*
28 *status of the adoption of the pilot program required by*
29 *section 3 of this act, including, without limitation, a plan for*
30 *the implementation of the pilot program beginning with the*
31 *2013-2014 School Year. On or before July 1, 2012,*
32 *the Superintendent of Public Instruction shall compile the*
33 *reports and provide a report of the compilation to the*
34 *Legislative Committee on Education.*

35 3. The board of trustees of each school district shall
36 adopt the policies required by sections ~~[2, 3,]~~ 5 and 6 of this
37 act not later than January 1, 2011, for implementation
38 beginning with the 2011-2012 School Year.

39 ~~[2,]~~ 4. On or before June 1, 2010, the board of trustees
40 of each school district shall provide a report to the
41 Superintendent of Public Instruction on the status of the
42 adoption of the policies required by sections ~~[2, 3,]~~ 5 and 6 of
43 this act, including, without limitation, a plan for
44 implementation of those policies beginning with the 2011-
45 2012 School Year. On or before July 1, 2010, the



Superintendent of Public Instruction shall compile the reports and provide a report of the compilation to the Legislative Committee on Education.

Sec. 36.7. Section 8 of chapter 311, Statutes of Nevada 2009, at page 1334, is hereby amended to read as follows:

Sec. 8. 1. This section and section 7 of this act become effective on July 1, 2009.

2. Sections ~~{2-to}~~ 4, 5 and 6 ~~{,-inclusive,}~~ of this act become effective on July 1, 2009, for the purpose of adopting the policies required by sections ~~{2,3,}~~ 5 and 6 of this act and on July 1, 2011, for all other purposes.

3. Section 2 of this act becomes effective on July 1, 2009, for the purpose of adopting the policy required by that section and on July 1, 2013, for all other purposes.

4. Section 3 of this act becomes effective on July 1, 2011, for the purposes of adopting the pilot program required by that section and on July 1, 2013, for all other purposes.

Sec. 37. NRS 385.348 is hereby repealed.

Sec. 37.5. (Deleted by amendment.)

Sec. 38. 1. This section and section 36.7 of this act become effective upon passage and approval.

2. Sections 1 to 21, inclusive, 21.5 to 36.5, inclusive, and 37 of this act become effective on July 1, 2011.

3. Section 21.3 of this act becomes effective on July 1, 2011, for the purpose of adopting the pilot program required by that section and on July 1, 2013, for all other purposes.

TEXT OF REPEALED SECTION

385.348 Plan by school district to improve achievement of pupils: Preparation; contents; submission; annual review.

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



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

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

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

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

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

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

(1) Instruct pupils who are not achieving to their fullest potential, including, without limitation:

(I) The curriculum appropriate to improve achievement;

(II) The manner by which the instruction will improve the achievement and proficiency of pupils on the examinations administered pursuant to NRS 389.015 and 389.550; and

(III) An identification of the instruction and curriculum that is specifically designed to improve the achievement and proficiency of pupils in each group identified in paragraph (b) of subsection 1 of NRS 385.361;

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

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

(4) Manage effectively the discipline of pupils; and

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



* S B 3 6 5 R 3 *

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

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

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

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

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

(j) Based upon the reallocation of resources set forth in paragraph (i), the resources available to the school district to carry out the plan, including, without limitation, a budget of the overall cost for carrying out the plan.

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

(l) An identification of the programs, practices and strategies that are used throughout the school district and by the schools within the school district that have proven successful in improving the achievement and proficiency of pupils, including, without limitation:

(1) An identification of each school that carries out such a program, practice or strategy;

(2) An indication of which programs, practices and strategies are carried out throughout the school district and which programs, practices and strategies are carried out by individual schools;

(3) The extent to which the programs, practices and strategies include methods to improve the achievement and



* S B 3 6 5 R 3 *

proficiency of pupils in each group identified in paragraph (b) of subsection 1 of NRS 385.361; and

(4) A description of how the school district disseminates information concerning the successful programs, practices and strategies to all schools within the school district.

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

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

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

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

- (a) Superintendent of Public Instruction;
- (b) Governor;
- (c) State Board;
- (d) Department;
- (e) Committee; and
- (f) Bureau.

