

## Amendment No. 972

Senate Amendment to Senate Bill No. 504 First Reprint (BDR 34-1099)

Proposed by: Senate Committee on Finance

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 underlining* is newly added transitory language.

KCR/BJE



Date: 6/3/2013

S.B. No. 504—Enacts provisions providing English Language Learning for Our Students. (BDR 34-1099)



## SENATE BILL NO. 504—COMMITTEE ON EDUCATION

MARCH 25, 2013

Referred to Committee on Education

SUMMARY—Enacts provisions providing English Language Learning for Our Students. (BDR 34-1099)

FISCAL NOTE: Effect on Local Government: May have Fiscal Impact.  
Effect on the State: Contains Appropriation not included in Executive Budget.

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

AN ACT relating to education; ~~revising provisions governing the count of pupils for apportionment purposes; requiring a teacher who is employed at a school where a certain percentage of the pupils are limited English proficient to hold an endorsement to teach English as a second language; requiring the regional training programs for the professional development of teachers and administrators to provide training which is designed to improve instruction to pupils who are limited English proficient; requiring the Board of Trustees of the Clark County School District and the Board of Trustees of the Washoe County School District to adopt pilot programs for the establishment of reading skills development centers; requiring the Teachers and Leaders Council of Nevada to make recommendations for certain revisions to the statewide performance evaluation system; requiring the board of trustees of each school district to make adjustments to its professional development programs as necessary to place priority on professional development for teachers and administrators employed at public schools with a certain percentage of pupils who are limited English proficient;~~  
**creating the English Mastery Council; prescribing the membership and duties of the Council; requiring the board of trustees of each school district to develop a policy for the instruction to teach English to pupils who are limited English proficient; requiring the Commission on Professional Standards in Education to adopt regulations prescribing an endorsement to teach English as a second language; authorizing the Board of Regents of the University of Nevada to consider the recommendations of the Council for a course of study to obtain such an endorsement;** making appropriations; and providing other matters properly relating thereto.

**Legislative Counsel's Digest:**

Under existing law, the State Board of Education, the boards of trustees of school districts and the sponsors of charter schools are required to prepare annual reports of accountability that include various information on public schools and the pupils enrolled in public schools. (NRS 385.3469, 385.347) Sections 1.1 and 1.2 of this bill require those reports to include information on the progression of the achievement and proficiency of pupils who are limited English proficient.

Section 1.4 of this bill creates and sets forth the membership of the English Mastery Council. Section 1.5 of this bill sets forth the duties of the Council which include: (1) making recommendations to the State Board for the adoption of regulations concerning the criteria for the development of policies required of school districts for the instruction to teach English to pupils who are limited English proficient; (2) reviewing the policies annually and making recommendations to the State Board and the school districts for improvement; (3) making recommendations to the Superintendent of Public Instruction and the Commission on Professional Standards in Education for the adoption of regulations for an endorsement to teach English as a second language; (4) developing standards for curriculum for pupils who are limited English proficient for review by the State Board; and (5) reviewing any courses of study offered by the Nevada System of Higher Education to teach English as a second language and making recommendations to the Board of Regents of the University of Nevada for improvement. Section 17 of this bill terminates the Council on June 30, 2019.

Under existing law, the State Board of Education is required to establish a program to teach the English language to pupils who are limited English proficient. (NRS 388.405) Section 2 of this bill ~~sets forth the Legislature's declaration and intent with respect to providing high quality instruction to pupils who are limited English proficient. Section 1 of this bill requires a school district to disaggregate from the count of pupils for apportionment purposes those pupils who are enrolled in a program to teach the English language to pupils who are limited English proficient. (NRS 387.122)~~ eliminates that requirement and instead requires the State Board to prescribe criteria for a policy for the instruction to teach English to pupils who are limited English proficient for development by the board of trustees of each school district. Section 2 of this bill requires the board of trustees of each school district to develop such policies and sets forth certain requirements for the policies.

Under existing law, the Commission on Professional Standards in Education is required to adopt regulations prescribing the qualifications for the licensure and endorsement of teachers. (NRS 391.019) ~~Section 2 of this bill encourages a teacher to hold an endorsement to teach English as a second language if the teacher is employed at a school where more than 25 percent of the pupils are limited English proficient and requires a teacher to hold such an endorsement if the teacher is employed at a school where more than 50 percent of the pupils are limited English proficient. Section 4 of this bill requires the Commission to adopt regulations prescribing the endorsement. Section 13.5 of this bill makes the endorsement requirement in section 2 applicable to each teacher who begins employment at such a school on or after July 1, 2012 and to teachers employed at such a school on or after July 1, 2015. Section 13.5 exempts a teacher at such a school before that date if the teacher receives a designation of "highly effective" on his or her performance evaluation during the 2014-2015 school year.~~

~~Existing law creates three regional training programs for the professional development of teachers and administrators and prescribes the requirements of training by the regional training programs. (NRS 391.512, 391.544) Section 5 of this bill requires the regional training programs to provide training for teachers and other licensed educational personnel who provide instruction to pupils who are limited English proficient or who work at public schools where more than 25 percent of the pupils are limited English proficient, which is designed to improve the instruction to those pupils. Sections 6 and 6.5 of this bill make appropriations to the Account for Programs for Innovation and the Prevention of Remediation for distribution to the three school districts that serve as fiscal agents for the regional training programs for each regional training program to provide the training required by sections 3 and 5.~~

~~Section 7 of this bill makes an appropriation to the Account for Programs for Innovation and the Prevention of Remediation for distribution by the Department of Education to the school districts based upon the percentage of pupils enrolled in the school district who are~~

limited English proficient. Each school district that receives an allocation of money shall use the money to: (1) hire educational personnel who are specialists at providing instruction to pupils who are limited English proficient; (2) provide summer school free of charge to certain pupils who are limited English proficient; (3) create or expand prekindergarten programs for children who are limited English proficient; and (4) acquire and implement tools and assessments designed to support the learning of children who are limited English proficient.

Section 8 of this bill makes an appropriation to the Account for Programs for Innovation and the Prevention of Remediation for school districts to provide full day kindergarten in Title I schools that are receiving money pursuant to 42 U.S.C. §§ 1751 et seq. and in other at risk schools that are currently providing full day kindergarten with money appropriated by the Legislature for that purpose. A school district that receives an allocation of money shall use the money to provide full day kindergarten in those schools at a ratio of 15 pupils per licensed teacher.

Section 9 of this bill requires the Board of Trustees of the Clark County School District, in cooperation with the University of Nevada, Las Vegas, and the Board of Trustees of the Washoe County School District, in cooperation with the University of Nevada, Reno, to adopt pilot programs for the establishment of reading skills development centers at certain high risk schools located within those School Districts. Section 9 also requires the Clark County School District to implement the pilot program beginning with the 2012-2014 school year and requires the Washoe County School District to implement the pilot program beginning with the 2014-2015 school year.

Sections 10-12 of this bill, respectively, make appropriations from the State Supplemental School Support Account to: (1) the Board of Trustees of the Clark County School District; (2) the University of Nevada, Las Vegas; (3) the Board of Trustees of the Washoe County School District; and (4) the University of Nevada, Reno. Such appropriations are for the establishment, operation and support of the reading skills development centers.

Section 14 of this bill requires representatives of the Clark County School District, the Washoe County School District, the University of Nevada, Las Vegas, and the University of Nevada, Reno, to report to each standing committee having primary jurisdiction over matters relating to K-12 public education at the beginning of the 78th Session of the Nevada Legislature on the results of the pilot programs.

Existing law creates the Teachers and Leaders Council of Nevada to make recommendations to the State Board of Education for the establishment of the statewide performance evaluation system for teachers and administrators. (NRS 391.455, 391.465) Section 15 of this bill requires the Council to make recommendations to the State Board and the Legislature on methods to evaluate teachers and other licensed educational personnel who provide instruction to pupils who are limited English proficient on the effectiveness of the instruction to those pupils.

Section 16 of this bill requires the board of trustees of each school district, during the 2012-2015 biennium, to review the provision of professional development offered by or through the school district and make such adjustments as are necessary to place priority on professional development for teachers and administrators at public schools where more than 25 percent of the pupils enrolled in the school are limited English proficient. Sections 4 and 16.6 of this bill require the Commission, on or before July 1, 2014, and based upon the recommendations of the English Mastery Council, to prescribe by regulation the requirements for obtaining an endorsement to teach English as a second language. If the Commission does not adopt such regulations by that date, section 16.6 requires the State Board to adopt the regulations on or before January 1, 2015, and to provide written notice to the English Mastery Council that the State Board adopted the regulations.

Section 16.1 of this bill provides that if the Nevada System of Higher Education offers a course of study for obtaining an endorsement to teach English as a second language, the Board of Regents of the University of Nevada may consider the recommendations submitted by the English Mastery Council in establishing the curriculum and standards for the course of study.

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

**Section 1.** ~~NRS 387.122 is hereby amended to read as follows:~~

~~387.122 1. The count of pupils for apportionment purposes includes all pupils who are enrolled in programs of instruction of the school district, including, without limitation, a program of distance education provided by the school district, pupils who reside in the county in which the school district is located and are enrolled in any charter school, including, without limitation, a program of distance education provided by a charter school, and pupils who are enrolled in a university school for profoundly gifted pupils located in the county, for:~~

~~(a) Pupils in the kindergarten department;~~

~~(b) Pupils in grades 1 to 12, inclusive;~~

~~(c) Pupils not included under paragraph (a) or (b) who are receiving special education pursuant to the provisions of NRS 388.140 to 388.520, inclusive;~~

~~(d) Pupils who reside in the county and are enrolled part time in a program of distance education provided pursuant to NRS 388.820 to 388.874, inclusive;~~

~~(e) Children detained in facilities for the detention of children, alternative programs and juvenile forestry camps receiving instruction pursuant to the provisions of NRS 388.550, 388.560 and 388.570;~~

~~(f) Pupils who are enrolled in classes pursuant to subsection 4 of NRS 386.560 and pupils who are enrolled in classes pursuant to subsection 5 of NRS 386.580;~~

~~(g) Pupils who are enrolled in classes pursuant to subsection 3 of NRS 392.070;~~

~~(h) Pupils who are enrolled in classes and taking courses necessary to receive a high school diploma, excluding those pupils who are included in paragraphs (d), (f) and (g).~~

~~2. A school district shall disaggregate from the count of pupils pursuant to subsection 1 the count of pupils who participate in the program established pursuant to NRS 388.105 to teach the English language to pupils who are limited English proficient.~~

~~3. The State Board shall establish uniform regulations for counting enrollment, including, without limitation, disaggregating the count of pupils pursuant to subsection 2, and calculating the average daily attendance of pupils. In establishing such regulations for the public schools, the State Board:~~

~~(a) Shall divide the school year into 10 school months, each containing 20 or fewer school days, or its equivalent for those public schools operating under an alternative schedule authorized pursuant to NRS 388.090;~~

~~(b) May divide the pupils in grades 1 to 12, inclusive, into categories composed respectively of those enrolled in elementary schools and those enrolled in secondary schools;~~

~~(c) Shall prohibit the counting of any pupil specified in subsection 1 more than once.~~

~~[3.] 4. Except as otherwise provided in subsection [4] 5 and NRS 388.700, the State Board shall establish by regulation the maximum pupil teacher ratio in each grade, and for each subject matter wherever different subjects are taught in separate classes, for each school district of this State which is consistent with:~~

~~(a) The maintenance of an acceptable standard of instruction;~~

~~(b) The conditions prevailing in the school district with respect to the number and distribution of pupils in each grade; and~~

~~(c) Methods of instruction used, which may include educational television, team teaching or new teaching systems or techniques.~~

~~1 If the Superintendent of Public Instruction finds that any school district is  
2 maintaining one or more classes whose pupil teacher ratio exceeds the applicable  
3 maximum, and unless the Superintendent finds that the board of trustees of the  
4 school district has made every reasonable effort in good faith to comply with the  
5 applicable standard, the Superintendent shall, with the approval of the State Board,  
6 reduce the count of pupils for apportionment purposes by the percentage which the  
7 number of pupils attending those classes is of the total number of pupils in the  
8 district, and the State Board may direct the Superintendent to withhold the quarterly  
9 apportionment entirely.~~

~~10 [4.] 5. The provisions of subsection [3] 4 do not apply to a charter school, a  
11 university school for profoundly gifted pupils or a program of distance education  
12 provided pursuant to NRS 388.820 to 388.874, inclusive.] (Deleted by  
13 amendment.)~~

**Sec. 1.1. 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:

(1) Adequate yearly progress, including, without limitation, the name of  
each public school, if any, designated as demonstrating need for improvement

1 pursuant to NRS 385.3623 and the number of consecutive years that the school has  
2 carried that designation.

3 (2) Progress based upon the model adopted by the Department pursuant to  
4 NRS 385.3595, if applicable for the grade level of pupils enrolled at the school.

5 (i) Information on the results of pupils who participated in the examinations of  
6 the National Assessment of Educational Progress required pursuant to NRS  
7 389.012.

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

13 (k) The total number of persons employed by each school district in this State,  
14 including without limitation, each charter school in the district. Each such person  
15 must be reported as either an administrator, a teacher or other staff and must not be  
16 reported in more than one category. In addition to the total number of persons  
17 employed by each school district in each category, the report must include the  
18 number of employees in each of the three categories expressed as a percentage of  
19 the total number of persons employed by the school district. As used in this  
20 paragraph:

21 (1) "Administrator" means a person who spends at least 50 percent of his  
22 or her work year supervising other staff or licensed personnel, or both, and who is  
23 not classified by the board of trustees of a school district as a professional-technical  
24 employee.

25 (2) "Other staff" means all persons who are not reported as administrators  
26 or teachers, including, without limitation:

27 (I) School counselors, school nurses and other employees who spend at  
28 least 50 percent of their work year providing emotional support, noninstructional  
29 guidance or medical support to pupils;

30 (II) Noninstructional support staff, including, without limitation,  
31 janitors, school police officers and maintenance staff; and

32 (III) Persons classified by the board of trustees of a school district as  
33 professional-technical employees, including, without limitation, technical  
34 employees and employees on the professional-technical pay scale.

35 (3) "Teacher" means a person licensed pursuant to chapter 391 of NRS  
36 who is classified by the board of trustees of a school district:

37 (I) As a teacher and who spends at least 50 percent of his or her work  
38 year providing instruction or discipline to pupils; or

39 (II) As instructional support staff, who does not hold a supervisory  
40 position and who spends not more than 50 percent of his or her work year providing  
41 instruction to pupils. Such instructional support staff includes, without limitation,  
42 librarians and persons who provide instructional support.

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

47 (1) The percentage of teachers who are:

48 (I) Providing instruction pursuant to NRS 391.125;

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

51 (III) Otherwise providing instruction without an endorsement for the  
52 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 days long-term 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 days short-term 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 days long-term 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 days short-term substitute teachers were employed at each school, identified by grade level.

(m) 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.

(n) 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.

(o) 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.

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

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

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

(3) Withdraw from school to attend another school.



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

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

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

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

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

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

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

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

(y) A compilation of the programs of remedial study purchased in whole or in part with money received from this State that are used in each school district, including, without limitation, each charter school in the district. The compilation 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.

(z) 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.

(aa) 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.

(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 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 adult diploma.

(3) An adjusted diploma.

(4) A certificate of attendance.

(cc) 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.

(dd) 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.

(ee) 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.

(ff) 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.

(gg) 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.

(hh) 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.

(ii) The number of incidents resulting in suspension or expulsion for bullying, cyber-bullying, harassment or intimidation, reported for each school district, including, without limitation, each charter school in the district, and for the State as a whole.

(jj) For each school district, including, without limitation, each charter school in the district, and for this State as a whole, information regarding the progression of pupils who are limited English proficient in attaining proficiency in the English language, including, without limitation:

(1) The number and percentage of pupils who were identified as limited English proficient at the beginning of the school year, were continually enrolled throughout the school year and were identified as proficient in English by the completion of the school year;

(2) The achievement and proficiency of pupils who are limited English proficient in comparison to the pupils who are proficient in English;

(3) A comparison of pupils who are limited English proficient and pupils who are proficient in the English language in the following areas:

(I) Retention rates;

(II) Graduation rates;

(III) Dropout rates;

(IV) Grade point averages; and

(V) Scores on the examinations administered pursuant to NRS 389.015 and 389.550; and

(4) Results of the assessments and reassessments of pupils who are limited English proficient, reported separately by the primary language of the pupils, pursuant to the policies developed by the boards of trustees of school districts pursuant to section 1.7 of this act.

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 October 15 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) "Bullying" has the meaning ascribed to it in NRS 388.122.

(b) "Cyber-bullying" has the meaning ascribed to it in NRS 388.123.

(c) "Harassment" has the meaning ascribed to it in NRS 388.125.

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

(e) "Intimidation" has the meaning ascribed to it in NRS 388.129.

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

**Sec. 1.2. 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 sponsored by the school district. The board of trustees of each school district shall report the information required by subsection 2 for each charter school sponsored by the school district. The information for charter schools must be reported separately.

2. The board of trustees of each school district shall, on or before September 30 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 sponsored by 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 sponsored by 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 sponsored by 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 sponsored by 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.

(10) Information on whether each school in the district, including, without limitation, each charter school sponsored by the district, has made progress based upon the model adopted by the Department pursuant to NRS 385.3595.

➤ 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 sponsored by 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 sponsored by the district.

(d) The total number of persons employed for each elementary school, middle school or junior high school, and high school in the district, including, without limitation, each charter school sponsored by the district. Each such person must be reported as either an administrator, a teacher or other staff and must not be reported in more than one category. In addition to the total number of persons employed by each school in each category, the report must include the number of employees in each of the three categories for each school expressed as a percentage of the total number of persons employed by the school. As used in this paragraph:

(1) "Administrator" means a person who spends at least 50 percent of his or her work year supervising other staff or licensed personnel, or both, and who is not classified by the board of trustees of the school district as a professional-technical employee.

(2) "Other staff" means all persons who are not reported as administrators or teachers, including, without limitation:

(I) School counselors, school nurses and other employees who spend at least 50 percent of their work year providing emotional support, noninstructional guidance or medical support to pupils;

(II) Noninstructional support staff, including, without limitation, janitors, school police officers and maintenance staff; and

(III) Persons classified by the board of trustees of the school district as professional-technical employees, including, without limitation, technical employees and employees on the professional-technical pay scale.

(3) "Teacher" means a person licensed pursuant to chapter 391 of NRS who is classified by the board of trustees of the school district:

(I) As a teacher and who spends at least 50 percent of his or her work year providing instruction or discipline to pupils; or

(II) As instructional support staff, who does not hold a supervisory position and who spends not more than 50 percent of his or her work year providing instruction to pupils. Such instructional support staff includes, without limitation, librarians and persons who provide instructional support.

(e) The total number of persons employed by the school district, including without limitation, each charter school sponsored by the district. Each such person must be reported as either an administrator, a teacher or other staff and must not be reported in more than one category. In addition to the total number of persons

employed by the school district in each category, the report must include the number of employees in each of the three categories expressed as a percentage of the total number of persons employed by the school district. As used in this paragraph, “administrator,” “other staff” and “teacher” have the meanings ascribed to them in paragraph (d).

(f) 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 sponsored by 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 days long-term 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 days short-term 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 days long-term 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 days short-term substitute teachers were employed at each school, identified by grade level.

(g) The total expenditure per pupil for each school in the district and the district as a whole, including, without limitation, each charter school sponsored by 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.

(h) 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 sponsored by the district.

(i) 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 sponsored by the district.

(2) For each elementary school, middle school and junior high school in the district, including, without limitation, each charter school sponsored by the district that provides instruction to pupils enrolled in a grade level other than high school, information that compares the attendance of the pupils enrolled in the school with the attendance of pupils throughout the 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.

(j) 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, for each such grade, for each school in the district and for the district as a whole. The reporting for pupils in grades 9 to 12, inclusive, excludes pupils who:

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

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

(3) Withdraw from school to attend another school.

(k) Records of attendance of teachers who provide instruction, for each school in the district and the district as a whole, including, without limitation, each charter school sponsored by the district.

(l) Efforts made by the school district and by each school in the district, including, without limitation, each charter school sponsored by the district, to increase:

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

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

(3) The involvement of parents and the engagement of families of pupils enrolled in the district in the education of their children.

(m) Records of incidents involving weapons or violence for each school in the district, including, without limitation, each charter school sponsored by the district.

(n) Records of incidents involving the use or possession of alcoholic beverages or controlled substances for each school in the district, including, without limitation, each charter school sponsored by the district.

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

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

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

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

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

(t) 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 sponsored by the district.

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

(u) For each high school in the district, including, without limitation, each charter school sponsored by 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.

(v) The technological facilities and equipment available at each school, including, without limitation, each charter school sponsored by the district, and the district's plan to incorporate educational technology at each school.

(w) For each school in the district and the district as a whole, including, without limitation, each charter school sponsored by 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 adult diploma.

(3) An adjusted diploma.

(4) A certificate of attendance.

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

(y) 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.

(z) 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 sponsored by the district.

(aa) 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.

(bb) Information on whether each public school in the district, including, without limitation, each charter school sponsored by 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.



(cc) Information on the paraprofessionals employed by each public school in the district, including, without limitation, each charter school sponsored by 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.

(dd) For each high school in the district, including, without limitation, each charter school sponsored by the district 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.

(ee) 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.

(ff) For each school in the district and the district as a whole, including, without limitation, each charter school sponsored by 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.

(gg) The number of incidents resulting in suspension or expulsion for bullying, cyber-bullying, harassment or intimidation, for each school in the district and the district as a whole, including, without limitation, each charter school sponsored by the district.

(hh) For each school in the district and the district as a whole, including, without limitation, each charter school sponsored by the district, information regarding the progression of pupils who are limited English proficient in attaining proficiency in the English language, including, without limitation:

(1) The number and percentage of pupils who were identified as limited English proficient at the beginning of the school year, were continually enrolled throughout the school year and were identified as proficient in English by the completion of the school year;

(2) The achievement and proficiency of pupils who are limited English proficient in comparison to the pupils who are proficient in English;

(3) A comparison of pupils who are limited English proficient and pupils who are proficient in the English language in the following areas:

(I) Retention rates;

(II) Graduation rates;

(III) Dropout rates;

(IV) Grade point averages; and

(V) Scores on the examinations administered pursuant to NRS 389.015 and 389.550; and

(4) Results of the assessments and reassessments of pupils who are limited English proficient, reported separately by the primary language of the pupils, pursuant to the policy developed by the board of trustees of the school district pursuant to section 1.7 of this act.

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

3. The State Public Charter School Authority and each college or university within the Nevada System of Higher Education that sponsors a charter school shall, on or before September 30 of each year, prepare an annual report of accountability of the charter schools sponsored by the State Public Charter School Authority or institution, as applicable, concerning the accountability information prescribed by the Department pursuant to this section. The Department, in consultation with the State Public Charter School Authority and each college or university within the Nevada System of Higher Education that sponsors a charter school, shall prescribe by regulation the information that must be prepared by the State Public Charter School Authority and institution, as applicable, which must include, without limitation, the information contained in paragraphs (a) to ~~((h))~~ (ii), inclusive, of subsection 2, as applicable to charter schools. The Department shall provide for public dissemination of the annual report of accountability prepared pursuant to this section 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 Department.

4. The records of attendance maintained by a school for purposes of paragraph (k) of subsection 2 or maintained by a charter school for purposes of the reporting required pursuant to subsection 3 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 the teacher 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.

5. The annual report of accountability prepared pursuant to subsection 2 or 3, as applicable, 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.

6. The Superintendent of Public Instruction shall:

(a) Prescribe forms for the reports required pursuant to subsections 2 and 3 and provide the forms to the respective school districts, the State Public Charter School Authority and each college or university within the Nevada System of Higher Education that sponsors a charter school.

(b) Provide statistical information and technical assistance to the school districts, the State Public Charter School Authority and each college or university within the Nevada System of Higher Education that sponsors a charter school to ensure that the reports provide comparable information with respect to each school in each district, each charter school and among the districts and charter schools 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;
- (6) Legislative Counsel Bureau; and
- (7) Charter School Association of Nevada,

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

7. 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.

8. On or before September 30 of each year:

(a) 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 (i) of subsection 2.

(b) The State Public Charter School Authority and each college or university within the Nevada System of Higher Education that sponsors a charter school shall submit to each advisory board to review school attendance created in a county pursuant to NRS 392.126 the information regarding the records of the attendance and truancy of pupils enrolled in the charter school located in that county, if any, in accordance with the regulations prescribed by the Department pursuant to subsection 3.

9. On or before September 30 of each year:

(a) The board of trustees of each school district, the State Public Charter School Authority and each college or university within the Nevada System of Higher Education that sponsors a charter school shall provide written notice that the report required pursuant to subsection 2 or 3, as applicable, is available on the Internet website maintained by the school district, State Public Charter School Authority or institution, 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) The board of trustees of each school district, the State Public Charter School Authority and each college or university within the Nevada System of Higher Education that sponsors a charter school shall provide for public dissemination of the annual report of accountability prepared pursuant to subsection 2 or 3, as applicable, 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, the State Public Charter School Authority or the institution, 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 sponsored by 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 sponsored by the district. If the State Public Charter School Authority or the institution does not maintain a website, the State Public Charter School Authority or the institution, as applicable, shall otherwise provide for public

dissemination of the annual report by providing a copy of the report to each charter school it sponsors and the parents and guardians of pupils enrolled in each charter school it sponsors.

10. Upon the request of the Governor, an entity described in paragraph (a) of subsection 9 or a member of the general public, the board of trustees of a school district, the State Public Charter School Authority or a college or university within the Nevada System of Higher Education that sponsors a charter school, as applicable, shall provide a portion or portions of the report required pursuant to subsection 2 or 3, as applicable.

11. As used in this section:

(a) "Bullying" has the meaning ascribed to it in NRS 388.122.

(b) "Cyber-bullying" has the meaning ascribed to it in NRS 388.123.

(c) "Harassment" has the meaning ascribed to it in NRS 388.125.

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

(e) "Intimidation" has the meaning ascribed to it in NRS 388.129.

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

**Sec. 1.3. Chapter 388 of NRS is hereby amended by adding thereto the provisions set forth as sections 1.4 to 1.7, inclusive, of this act.**

**Sec. 1.4. 1. The English Mastery Council is hereby created. The English Mastery Council consists of the following 16 members:**

**(a) The Superintendent of Public Instruction, or his or her designee, who serves as an ex officio member of the English Mastery Council.**

**(b) Two members who have knowledge and expertise in language acquisition and who represent the Nevada System of Higher Education, appointed by the Chancellor of the Nevada System of Higher Education.**

**(c) Two members who are teachers at public schools in this State, hold a master's degree to teach English as a second language and have knowledge and expertise in providing instruction to pupils who are limited English proficient, appointed by the Governor from a list of nominees submitted by the Nevada State Education Association, or its successor organization. The Governor shall ensure that the members appointed pursuant to this paragraph represent the geographic and ethnic diversity of this State.**

**(d) Two members who are parents or legal guardians of pupils who are limited English proficient, one of whom is appointed by the Governor from a list of nominees submitted by the Speaker of the Assembly and one of whom is appointed by the Governor from a list of nominees submitted by the Majority Leader of the Senate. The Governor shall ensure that the members appointed pursuant to this paragraph represent the geographic and ethnic diversity of this State. The Nevada Parent Teacher Association shall submit a list of names of persons that the Association would recommend for inclusion on the list of nominees submitted by the Speaker of the Assembly and the Majority Leader of the Senate.**

**(e) Two members who are school-level administrators, one of whom is employed by a school district in a county whose population is 100,000 or more and one of whom is employed by a school district in a county whose population is less than 100,000, appointed by the Governor from a list of nominees submitted by the Nevada Association of School Administrators.**

**(f) Two members who are school-district-level administrators, one of whom is employed by a school district in a county whose population is 100,000 or more and one of whom is employed by a school district in a county whose population is less than 100,000, appointed by the Governor from a list of nominees submitted by the Nevada Association of School Administrators.**

1 (g) One member who is a member of a board of trustees of a school district,  
2 appointed by the Governor from a list of nominees submitted by the Nevada  
3 Association of School Boards.

4 (h) Two members who are representatives of the general public, private  
5 business and industry in this State or nonprofit organizations and who have been  
6 leaders in education reform related to pupils who are limited English proficient,  
7 appointed by the Governor.

8 (i) Two members with expertise in the development of public policy relating  
9 to the education of pupils who are limited English proficient, appointed by the  
10 Superintendent of Public Instruction upon the advice and recommendation of  
11 persons who have knowledge and expertise in providing instruction to pupils who  
12 are limited English proficient.

13 2. Each appointed member of the English Mastery Council serves a term of  
14 2 years and may be reappointed to additional terms.

15 3. A vacancy on the English Mastery Council must be filled in the same  
16 manner as the original appointment.

17 4. The English Mastery Council shall, at its first meeting and annually  
18 thereafter, elect a Chair from among its members.

19 5. The English Mastery Council shall meet at least quarterly and may meet  
20 at other times upon the call of the Chair.

21 6. Members of the English Mastery Council serve without compensation,  
22 except that for each day or portion of a day during which a member of the  
23 Council attends a meeting of the Council or is otherwise engaged in the business  
24 of the Council, the member is entitled to receive the per diem allowances and  
25 travel expenses provided for state officers and employees generally.

26 7. A member of the English Mastery Council who is a public employee must  
27 be granted administrative leave from the member's duties to engage in the  
28 business of the Council without loss of his or her regular compensation. Such  
29 leave does not reduce the amount of the member's other accrued leave.

30 8. The English Mastery Council may apply for and accept gifts, grants,  
31 donations and contributions from any source for the purpose of carrying out its  
32 duties pursuant to section 1.5 of this act.

33 9. The Department shall provide administrative support to the English  
34 Mastery Council.

35 Sec. 1.5. The English Mastery Council created by section 1.4 of this act  
36 shall:

37 1. Make recommendations to the State Board for the adoption of  
38 regulations concerning criteria for the policies to teach English to pupils who are  
39 limited English proficient that are developed by the board of trustees of each  
40 school district pursuant to section 1.7 of this act.

41 2. Review annually each policy to teach English to pupils who are limited  
42 English proficient that is developed by the board of trustees of each school  
43 district pursuant to section 1.7 of this act and make recommendations for  
44 improvement to the State Board and the applicable board of trustees.

45 3. Make recommendations to the Superintendent of Public Instruction, the  
46 Commission on Professional Standards in Education and the State Board for:

47 (a) The adoption of regulations pursuant to NRS 391.019 concerning the  
48 requirements for an endorsement to teach English as a second language,  
49 including, without limitation, the teachers who should be required to obtain the  
50 endorsement; and

51 (b) After the adoption of the regulations pursuant to paragraph (a), any  
52 revisions to those regulations as deemed necessary by the Council.

1 4. Develop standards and criteria for a curriculum for pupils who are  
2 limited English proficient and submit those standards and criteria to the State  
3 Board for consideration.

4 5. Review any course of study offered by the Nevada System of Higher  
5 Education for training to teach English as a second language to determine if the  
6 course of study, including, without limitation, student teaching, is sufficiently  
7 rigorous to provide teachers with the tools necessary to improve the English  
8 proficiency and academic achievement and proficiency of pupils who are limited  
9 English proficient.

10 6. Make recommendations to the Board of Regents of the University of  
11 Nevada for the improvement of any course of study described in subsection 5 and  
12 submit a copy of those recommendations to the Governor and the State Board.

13 Sec. 1.6. 1. On or before February 1 of each year, the English Mastery  
14 Council created by section 1.4 of this act shall prepare an annual report  
15 concerning the status of the Council in carrying out its duties prescribed by  
16 section 1.5 of this act, including, without limitation, a description of the  
17 recommendations made by the Council to the Superintendent of Public  
18 Instruction, the Commission on Professional Standards in Education, the State  
19 Board, the Board of Regents of the University of Nevada and the boards of  
20 trustees of school districts and the response of each of those entities to the  
21 recommendations.

22 2. The report prepared pursuant to subsection 1 must be submitted to the  
23 Governor, the State Board and:

24 (a) In odd-numbered years, to the Director of the Legislative Counsel  
25 Bureau for transmittal to the Senate and Assembly Standing Committees on  
26 Education.

27 (b) In even-numbered years, to the Legislative Committee on Education.

28 3. The Department shall post a copy of each report prepared by the English  
29 Mastery Council pursuant to subsection 1 on the Internet website maintained by  
30 the Department.

31 Sec. 1.7. 1. The board of trustees of each school district shall develop a  
32 policy for the instruction to teach English to pupils who are limited English  
33 proficient. The policy must be designed to provide pupils enrolled in each public  
34 school located in the school district who are limited English proficient with  
35 instruction that enables those pupils to attain proficiency in the English language  
36 and improve their overall academic achievement and proficiency.

37 2. The policy developed pursuant to subsection 1 must:

38 (a) Provide for the identification of pupils who are limited English proficient  
39 through the use of an appropriate assessment;

40 (b) Provide for the periodic reassessment of each pupil who is classified as  
41 limited English proficient;

42 (c) Be designed to eliminate any gaps in achievement, including, without  
43 limitation, in the core academic subjects and in high school graduation rates,  
44 between those pupils who are limited English proficient and pupils who are  
45 proficient in English;

46 (d) Provide opportunities for the parents or legal guardians of pupils who are  
47 limited English proficient to participate in the program; and

48 (e) Provide the parents and legal guardians of pupils who are limited English  
49 proficient with information regarding other programs that are designed to  
50 improve the language acquisition and academic achievement and proficiency of  
51 pupils who are limited English proficient and assist those parents and legal  
52 guardians in enrolling those pupils in such programs.

53 Sec. 2. NRS 388.405 is hereby amended to read as follows:



388.405 1. *The Legislature finds and declares that:*

(a) *It is the public policy of this State to provide every child enrolled in a public school with high-quality instruction.*

(b) *Children who are limited English proficient benefit from instruction that is designed to address the academic and linguistic needs of those children.*

(c) *It is the intent of the Legislature that children who are limited English proficient be provided with services and instruction which is designed to address the academic needs of such children so that those children attain proficiency in the English language and improve their overall academic and linguistic achievement and proficiency.*

2. The State Board shall:

~~1. (a) Establish a program to teach the English language to pupils who are limited English proficient.~~

~~2. (b) Adopt regulations to carry out the program. The regulations must prescribe the procedure by which a school district may obtain a waiver from the requirements of the program.~~ prescribing criteria for a policy for the instruction to teach English to pupils who are limited English proficient which is developed by the board of trustees of each school district pursuant to section 1.7 of this act. The Superintendent of Public Instruction shall monitor each school district's compliance with the criteria prescribed by the State Board pursuant to this subsection.

3. ~~Submit all evaluations required pursuant to 20 U.S.C. §§ 6801 et seq. and the regulations adopted pursuant thereto regarding the programs for pupils who are limited English proficient carried out pursuant to that provision of federal law to the:~~

(a) ~~Governor;~~

(b) ~~Legislative Committee~~ on Education;

(c) ~~Bureau~~ Director of the Legislative Counsel Bureau for transmittal to the Senate and Assembly Standing Committees on Education; and

(d) ~~Board of trustees of each school district.~~

Sec. 3. ~~Chapter 391 of NRS is hereby amended by adding thereto a new section to read as follows:~~

~~1. It is hereby declared to be the policy of this State that teachers employed at public schools where more than 25 percent of the pupils are limited English proficient are encouraged to hold an endorsement to teach English as a second language issued by the Superintendent of Public Instruction.~~

~~2. A teacher must hold an endorsement to teach English as a second language issued by the Superintendent of Public Instruction to be employed at a public school where more than 50 percent of the pupils are limited English proficient. (Deleted by amendment.)~~

Sec. 4. NRS 391.019 is hereby amended to read as follows:

391.019 1. Except as otherwise provided in NRS 391.027, the Commission shall adopt regulations:

(a) Prescribing the qualifications for licensing teachers and other educational personnel, including, without limitation, the qualifications for a license to teach middle school or junior high school education, and the procedures for the issuance and renewal of those licenses. The regulations:

(1) Must include, without limitation, the qualifications for licensing teachers and administrators pursuant to an alternative route to licensure which provides that the required education and training may be provided by any qualified provider which has been approved by the Commission, including, without limitation, institutions of higher education and other providers that operate

independently of an institution of higher education. The regulations adopted pursuant to this subparagraph must:

(I) Establish the requirements for approval as a qualified provider;

(II) Require a qualified provider to be selective in its acceptance of students;

(III) Require a qualified provider to provide supervised, school-based experiences and ongoing support for its students, such as mentoring and coaching;

(IV) Significantly limit the amount of course work required or provide for the waiver of required course work for students who achieve certain scores on tests;

(V) Allow for the completion in 2 years or less of the education and training required under the alternative route to licensure;

(VI) Provide that a person who has completed the education and training required under the alternative route to licensure and who has satisfied all other requirements for licensure may apply for a regular license pursuant to subparagraph (VII) regardless of whether the person has received an offer of employment from a school district, charter school or private school; and

(VII) Upon the completion by a person of the education and training required under the alternative route to licensure and the satisfaction of all other requirements for licensure, provide for the issuance of a regular license to the person pursuant to the provisions of this chapter and the regulations adopted pursuant to this chapter.

(2) Must not prescribe qualifications which are more stringent than the qualifications set forth in NRS 391.0315 for a licensed teacher who applies for an additional license in accordance with that section.

(b) Identifying fields of specialization in teaching which require the specialized training of teachers.

(c) Except as otherwise provided in NRS 391.125, requiring teachers to obtain from the Department an endorsement in a field of specialization to be eligible to teach in that field of specialization ~~and, including, without limitation, an endorsement to teach English as a second language which must require at least 15 semester hours of credit in the applicable courses of study, based upon the recommendations of the English Mastery Council pursuant to section 1.5 of this act.~~

(d) Setting forth the educational requirements a teacher must satisfy to qualify for an endorsement in each field of specialization.

(e) Setting forth the qualifications and requirements for obtaining a license or endorsement to teach American Sign Language, including, without limitation, being registered with the Aging and Disability Services Division of the Department of Health and Human Services pursuant to NRS 656A.100 to engage in the practice of interpreting in an educational setting.

(f) Requiring teachers and other educational personnel to be registered with the Aging and Disability Services Division pursuant to NRS 656A.100 to engage in the practice of interpreting in an educational setting if they:

(1) Provide instruction or other educational services; and

(2) Concurrently engage in the practice of interpreting, as defined in NRS 656A.060.

(g) Providing for the issuance and renewal of a special qualifications license to an applicant who holds a bachelor's degree, a master's degree or a doctoral degree from an accredited degree-granting postsecondary educational institution in a field for which the applicant will provide instruction in a classroom and who has:



(1) At least 2 years of experience teaching at an accredited degree-granting postsecondary educational institution in a field for which the applicant will provide instruction in a classroom and at least 3 years of experience working in that field; or

(2) At least 5 years of experience working in a field for which the applicant will provide instruction in a classroom.

➤ An applicant for licensure pursuant to this paragraph who holds a bachelor's degree must submit proof of participation in a program of student teaching or mentoring or agree to participate in a program of mentoring or courses of pedagogy for the first 2 years of the applicant's employment as a teacher with a school district or charter school.

(h) Requiring an applicant for a special qualifications license to:

(1) Pass each examination required by NRS 391.021 for the specific subject or subjects in which the applicant will provide instruction; or

(2) Hold a valid license issued by a professional licensing board of any state that is directly related to the subject area of the bachelor's degree, master's degree or doctoral degree held by the applicant.

(i) Setting forth the subject areas that may be taught by a person who holds a special qualifications license, based upon the subject area of the bachelor's degree, master's degree or doctoral degree held by that person.

(j) Providing for the issuance and renewal of a special qualifications license to an applicant who:

(1) Holds a bachelor's degree or a graduate degree from an accredited college or university in the field for which the applicant will be providing instruction;

(2) Is not licensed to teach public school in another state;

(3) Has at least 5 years of experience teaching with satisfactory evaluations at a school that is accredited by a national or regional accrediting agency recognized by the United States Department of Education; and

(4) Submits proof of participation in a program of student teaching or mentoring or agrees to participate in a program of mentoring for the first year of the applicant's employment as a teacher with a school district or charter school if the applicant holds a graduate degree or, if the applicant holds a bachelor's degree, submits proof of participation in a program of student teaching or mentoring or agrees to participate in a program of mentoring or courses of pedagogy for the first 2 years of his or her employment as a teacher with a school district or charter school.

➤ An applicant for licensure pursuant to this paragraph is exempt from each examination required by NRS 391.021 if the applicant successfully passed the examination in another state.

(k) Prescribing course work on parental involvement and family engagement. The Commission shall work in cooperation with the Office of Parental Involvement and Family Engagement created by NRS 385.630 in developing the regulations required by this paragraph.

2. Except as otherwise provided in NRS 391.027, the Commission may adopt such other regulations as it deems necessary for its own government or to carry out its duties.

3. Any regulation which increases the amount of education, training or experience required for licensing:

(a) Must, in addition to the requirements for publication in chapter 233B of NRS, be publicized before its adoption in a manner reasonably calculated to inform those persons affected by the change.

(b) Must not become effective until at least 1 year after the date it is adopted by the Commission.

(c) Is not applicable to a license in effect on the date the regulation becomes effective.

4. A person who is licensed pursuant to paragraph (g) or (j) of subsection 1:

(a) Shall comply with all applicable statutes and regulations.

(b) Except as otherwise provided by specific statute, is entitled to all benefits, rights and privileges conferred by statutes and regulations on licensed teachers.

(c) Except as otherwise provided by specific statute, if the person is employed as a teacher by the board of trustees of a school district or the governing body of a charter school, is entitled to all benefits, rights and privileges conferred by statutes and regulations on the licensed employees of a school district or charter school, as applicable.

**Sec. 4.5. NRS 391.019 is hereby amended to read as follows:**

391.019 1. Except as otherwise provided in NRS 391.027, the Commission shall adopt regulations:

(a) Prescribing the qualifications for licensing teachers and other educational personnel, including, without limitation, the qualifications for a license to teach middle school or junior high school education, and the procedures for the issuance and renewal of those licenses. The regulations:

(1) Must include, without limitation, the qualifications for licensing teachers and administrators pursuant to an alternative route to licensure which provides that the required education and training may be provided by any qualified provider which has been approved by the Commission, including, without limitation, institutions of higher education and other providers that operate independently of an institution of higher education. The regulations adopted pursuant to this subparagraph must:

(I) Establish the requirements for approval as a qualified provider;

(II) Require a qualified provider to be selective in its acceptance of students;

(III) Require a qualified provider to provide supervised, school-based experiences and ongoing support for its students, such as mentoring and coaching;

(IV) Significantly limit the amount of course work required or provide for the waiver of required course work for students who achieve certain scores on tests;

(V) Allow for the completion in 2 years or less of the education and training required under the alternative route to licensure;

(VI) Provide that a person who has completed the education and training required under the alternative route to licensure and who has satisfied all other requirements for licensure may apply for a regular license pursuant to subparagraph (VII) regardless of whether the person has received an offer of employment from a school district, charter school or private school; and

(VII) Upon the completion by a person of the education and training required under the alternative route to licensure and the satisfaction of all other requirements for licensure, provide for the issuance of a regular license to the person pursuant to the provisions of this chapter and the regulations adopted pursuant to this chapter.

(2) Must not prescribe qualifications which are more stringent than the qualifications set forth in NRS 391.0315 for a licensed teacher who applies for an additional license in accordance with that section.

(b) Identifying fields of specialization in teaching which require the specialized training of teachers.

(c) Except as otherwise provided in NRS 391.125, requiring teachers to obtain from the Department an endorsement in a field of specialization to be eligible to teach in that field of specialization, including, without limitation, an endorsement to

1 teach English as a second language. ~~Based upon the recommendations of the~~  
2 ~~English Mastery Council pursuant to section 1.5 of this act.~~

3 (d) Setting forth the educational requirements a teacher must satisfy to qualify  
4 for an endorsement in each field of specialization.

5 (e) Setting forth the qualifications and requirements for obtaining a license or  
6 endorsement to teach American Sign Language, including, without limitation, being  
7 registered with the Aging and Disability Services Division of the Department of  
8 Health and Human Services pursuant to NRS 656A.100 to engage in the practice of  
9 interpreting in an educational setting.

10 (f) Requiring teachers and other educational personnel to be registered with the  
11 Aging and Disability Services Division pursuant to NRS 656A.100 to engage in the  
12 practice of interpreting in an educational setting if they:

13 (1) Provide instruction or other educational services; and

14 (2) Concurrently engage in the practice of interpreting, as defined in NRS  
15 656A.060.

16 (g) Providing for the issuance and renewal of a special qualifications license to  
17 an applicant who holds a bachelor's degree, a master's degree or a doctoral degree  
18 from an accredited degree-granting postsecondary educational institution in a field  
19 for which the applicant will provide instruction in a classroom and who has:

20 (1) At least 2 years of experience teaching at an accredited degree-granting  
21 postsecondary educational institution in a field for which the applicant will provide  
22 instruction in a classroom and at least 3 years of experience working in that field; or

23 (2) At least 5 years of experience working in a field for which the applicant  
24 will provide instruction in a classroom.

25 ➤ An applicant for licensure pursuant to this paragraph who holds a bachelor's  
26 degree must submit proof of participation in a program of student teaching or  
27 mentoring or agree to participate in a program of mentoring or courses of pedagogy  
28 for the first 2 years of the applicant's employment as a teacher with a school district  
29 or charter school.

30 (h) Requiring an applicant for a special qualifications license to:

31 (1) Pass each examination required by NRS 391.021 for the specific  
32 subject or subjects in which the applicant will provide instruction; or

33 (2) Hold a valid license issued by a professional licensing board of any  
34 state that is directly related to the subject area of the bachelor's degree, master's  
35 degree or doctoral degree held by the applicant.

36 (i) Setting forth the subject areas that may be taught by a person who holds a  
37 special qualifications license, based upon the subject area of the bachelor's degree,  
38 master's degree or doctoral degree held by that person.

39 (j) Providing for the issuance and renewal of a special qualifications license to  
40 an applicant who:

41 (1) Holds a bachelor's degree or a graduate degree from an accredited  
42 college or university in the field for which the applicant will be providing  
43 instruction;

44 (2) Is not licensed to teach public school in another state;

45 (3) Has at least 5 years of experience teaching with satisfactory evaluations  
46 at a school that is accredited by a national or regional accrediting agency  
47 recognized by the United States Department of Education; and

48 (4) Submits proof of participation in a program of student teaching or  
49 mentoring or agrees to participate in a program of mentoring for the first year of the  
50 applicant's employment as a teacher with a school district or charter school if the  
51 applicant holds a graduate degree or, if the applicant holds a bachelor's degree,  
52 submits proof of participation in a program of student teaching or mentoring or  
53 agrees to participate in a program of mentoring or courses of pedagogy for the first

2 years of his or her employment as a teacher with a school district or charter school.

➤ An applicant for licensure pursuant to this paragraph is exempt from each examination required by NRS 391.021 if the applicant successfully passed the examination in another state.

(k) Prescribing course work on parental involvement and family engagement. The Commission shall work in cooperation with the Office of Parental Involvement and Family Engagement created by NRS 385.630 in developing the regulations required by this paragraph.

2. Except as otherwise provided in NRS 391.027, the Commission may adopt such other regulations as it deems necessary for its own government or to carry out its duties.

3. Any regulation which increases the amount of education, training or experience required for licensing:

(a) Must, in addition to the requirements for publication in chapter 233B of NRS, be publicized before its adoption in a manner reasonably calculated to inform those persons affected by the change.

(b) Must not become effective until at least 1 year after the date it is adopted by the Commission.

(c) Is not applicable to a license in effect on the date the regulation becomes effective.

4. A person who is licensed pursuant to paragraph (g) or (j) of subsection 1:

(a) Shall comply with all applicable statutes and regulations.

(b) Except as otherwise provided by specific statute, is entitled to all benefits, rights and privileges conferred by statutes and regulations on licensed teachers.

(c) Except as otherwise provided by specific statute, if the person is employed as a teacher by the board of trustees of a school district or the governing body of a charter school, is entitled to all benefits, rights and privileges conferred by statutes and regulations on the licensed employees of a school district or charter school, as applicable.

**Sec. 5. ~~NRS 391.544 is hereby amended to read as follows:~~**

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

~~(a) Training for teachers and other licensed educational personnel in the:~~

~~(1) Standards established by the Council to Establish Academic Standards for Public Schools pursuant to NRS 389.520;~~

~~(2) Curriculum and instruction required for the common core state standards adopted by the State Board;~~

~~(3) Curriculum and instruction recommended by the Teachers and Leaders Council of Nevada; and~~

~~(4) Culturally relevant pedagogy, taking into account cultural diversity and demographic differences throughout this State.~~

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

~~(1) Phonemic awareness;~~

~~(2) Phonics;~~

~~(3) Vocabulary;~~

~~(4) Fluency;~~

~~(5) Comprehension; and~~

~~(6) Motivation.~~

~~(c) For those teachers and other licensed educational personnel who provide instruction to pupils who are limited English proficient or who work at a public school where more than 25 percent of the pupils are limited English proficient, training which is designed to improve the instruction to those pupils.~~

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

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

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

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

~~[(d)] (e) In accordance with the program established by the Statewide Council pursuant to paragraph (b) of subsection 2 of NRS 391.520 training for:~~

~~(1) Teachers on how to engage parents and families, including, without limitation, disengaged families, in the education of their children and to build the capacity of parents and families to support the learning and academic achievement of their children.~~

~~(2) Training for teachers and paraprofessionals on working with parent liaisons in public schools to carry out strategies and practices for effective parental involvement and family engagement.~~

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

~~(a) 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.~~

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

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

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

~~(2) Pupils who are limited English proficient.~~

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

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

~~(b) Fundamental reading skills; and~~

~~(c) Other training listed in subsection 1.~~

~~4. The governing body shall provide a copy of the list on an annual basis to school districts 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 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 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.}~~  
~~(Deleted by amendment.)~~

**Sec. 6.** ~~{1. There is hereby appropriated from the State General Fund to the Account for Programs for Innovation and the Prevention of Remediation created by NRS 385.379 the following sums:~~

~~For the Fiscal Year 2013-2014.....\$400,000~~

~~For the Fiscal Year 2014-2015.....\$400,000~~

~~2. The Department of Education shall distribute the money appropriated by subsection 1 to the Board of Trustees of the Clark County School District, the Board of Trustees of the Elko County School District and the Board of Trustees of the Washoe County School District, which serve as fiscal agents for the regional training programs for the professional development of teachers and administrators as prescribed by NRS 391.512. The distribution to each fiscal agent must be based upon the number of teachers and other licensed educational personnel in the school districts within the primary jurisdiction of the regional training program who provide instruction to pupils who are limited English proficient or work at a public school where more than 25 percent of the pupils are limited English proficient.~~

~~3. The money distributed to each fiscal agent of a regional training program for the professional development of teachers and administrators must be used for the regional training program to provide professional development to teachers and other licensed educational personnel who provide instruction to pupils who are limited English proficient or who work at a public school where more than 25 percent of the pupils are limited English proficient, which is designed to improve the instruction to those pupils required by NRS 391.544, as amended by section 5 of this act.}~~  
~~(Deleted by amendment.)~~

**Sec. 6.5.** ~~{1. There is hereby appropriated from the State General Fund to the Account for Programs for Innovation and the Prevention of Remediation created by NRS 385.379 the following sums:~~

~~For the Fiscal Year 2013-2014.....\$1,743,750~~

~~For the Fiscal Year 2014-2015.....\$1,743,750~~

~~2. The Department of Education shall distribute the money appropriated by subsection 1 to the Board of Trustees of the Clark County School District, the Board of Trustees of the Elko County School District and the Board of Trustees of the Washoe County School District, which serve as fiscal agents for the regional training programs for the professional development of teachers and administrators as prescribed by NRS 391.512. The distribution to each fiscal agent must be based upon the number of teachers and other licensed educational personnel in the school districts within the primary jurisdiction of the regional training program who work at a public school where more than 50 percent of the pupils are limited English proficient.~~

~~3. The money distributed to each fiscal agent of a regional training program for the professional development of teachers and administrators must be used for the regional training program to provide professional development to assist teachers and other licensed educational personnel who work at a public school where more than 50 percent of the pupils are limited English proficient to obtain an endorsement to teach English as a second language. A regional training program must give preference to teachers and other licensed educational personnel who teach in kindergarten through grade 3.}~~  
~~(Deleted by amendment.)~~

**Sec. 7.** ~~{1. There is hereby appropriated from the State General Fund to the Account for Programs for Innovation and the Prevention of Remediation created by NRS 385.379 the following sums:~~

~~For the Fiscal Year 2013-2014.....\$14,255,000~~

1       For the Fiscal Year 2014-2015.....\$14,255,000

2       ~~2. The Department of Education shall distribute the money appropriated by~~  
3 ~~subsection 1 to the school districts based upon the number of pupils who are limited~~  
4 ~~English proficient in each school district. A school district that receives an~~  
5 ~~allocation of money shall use the money to:~~

6       ~~(a) Hire educational personnel who are specialists at providing instruction to~~  
7 ~~pupils who are limited English proficient in the public schools within the school~~  
8 ~~district;~~

9       ~~(b) Provide summer school free of charge to pupils who are enrolled in public~~  
10 ~~schools where more than 50 percent of the pupils are limited English proficient;~~

11       ~~(c) Create or expand high quality, developmentally appropriate~~  
12 ~~prekindergarten programs for children who reside within the school district and~~  
13 ~~who are limited English proficient;~~

14       ~~(d) Acquire and implement empirically proven assessment tools to determine~~  
15 ~~the reading level of children who are limited English proficient in prekindergarten~~  
16 ~~through grade 2; and~~

17       ~~(e) Acquire and implement the use of empirically proven technology based~~  
18 ~~tools, such as software designed to support the learning of children who are limited~~  
19 ~~English proficient.~~

20       ~~3. If the needs of a school district that receives an allocation of money~~  
21 ~~pursuant to this section exceed available funding, the school district shall give~~  
22 ~~priority to those public schools within the school district with the highest proportion~~  
23 ~~of pupils who are limited English proficient.~~

24       ~~4. Each school district that receives an allocation of money pursuant to this~~  
25 ~~section shall evaluate the success of the use of the money on supporting the~~  
26 ~~learning of children who are limited English proficient, including, without~~  
27 ~~limitation:~~

28       ~~(a) A description of how the money was used by the school district, as set forth~~  
29 ~~in paragraphs (a) to (e), inclusive, of subsection 1; and~~

30       ~~(b) The achievement results of the children and, if available, data based upon~~  
31 ~~the academic growth of the children.~~

32       ~~5. Each school district shall submit the results of the evaluation conducted~~  
33 ~~pursuant to subsection 4 to the Department of Education. On or before January 1,~~  
34 ~~2015, the Department of Education shall compile the evaluations received and~~  
35 ~~submit a written report, including, without limitation, recommendations for~~  
36 ~~continuing or expanding programs for pupils who are limited English proficient, to~~  
37 ~~the Governor and to the Director of the Legislative Counsel Bureau for transmittal~~  
38 ~~to the 78th Session of the Nevada Legislature.] (Deleted by amendment.)~~

39       **Sec. 8.** ~~[(1. There is hereby appropriated from the State General Fund to the~~  
40 ~~Account for Programs for Innovation and the Prevention of Remediation created by~~  
41 ~~NRS 385.379 the following sums:~~

42       For the Fiscal Year 2013-2014.....\$42,058,463

43       For the Fiscal Year 2014-2015.....\$42,903,135

44       ~~2. The Department of Education shall distribute the appropriation made by~~  
45 ~~subsection 1 to school districts to provide full day kindergarten in Title I schools~~  
46 ~~that are receiving money pursuant to 42 U.S.C. §§ 1751 et seq. and in other at risk~~  
47 ~~schools that are currently providing full day kindergarten with money appropriated~~  
48 ~~by the Legislature for that purpose. A school district that receives an allocation of~~  
49 ~~money pursuant to this section shall provide full day kindergarten in those schools~~  
50 ~~at a ratio of 15 pupils per licensed teacher.] (Deleted by amendment.)~~

51       **Sec. 9.** ~~[(1. The Board of Trustees of the Clark County School District, in~~  
52 ~~cooperation with the University of Nevada, Las Vegas, shall adopt a pilot program~~  
53 ~~for the establishment of reading skills development centers at high risk schools~~

located within the School District, as designated by the Board of Trustees. The pilot program must be implemented beginning with the 2013-2014 school year.

~~2. The Board of Trustees of the Washoe County School District, in cooperation with the University of Nevada, Reno, shall adopt a pilot program for the establishment of reading skills development centers at high risk schools located within the School District, as designated by the Board of Trustees. The pilot program must be implemented beginning with the 2014-2015 school year.~~

~~3. Each reading skills development center established pursuant to this section must:~~

~~(a) Provide support to each designated high risk school in the assessment of reading and literacy problems and language acquisition barriers for pupils in kindergarten and grades 1, 2 and 3.~~

~~(b) Provide instructional intervention to enable those pupils to overcome such problems and barriers by the completion of grade 3.~~

~~4. The Board of Trustees of the Clark County School District, in cooperation with the University of Nevada, Las Vegas, and the Board of Trustees of the Washoe County School District, in cooperation with the University of Nevada, Reno, shall provide, on site at each designated high risk school, professional development programs in reading, literacy and the acquisition of a second language for administrators, teachers and other educational personnel employed by the high risk school.] (Deleted by amendment.)~~

**Sec. 10.** ~~[1. Notwithstanding any conflicting provisions of NRS 387.191, there is hereby appropriated from the State Supplemental School Support Account created by NRS 387.191 to the Board of Trustees of the Clark County School District:~~

~~(a) For the Fiscal Year 2013-2014, the sum of \$3,300,000 for the establishment and operation of reading skills development centers at 11 high risk schools located within the School District, as designated by the Board of Trustees in accordance with subsection 1 of section 9 of this act;~~

~~(b) For the Fiscal Year 2014-2015, the sum of \$4,800,000 for:~~

~~(1) The establishment and operation of reading skills development centers at 5 high risk schools located within the School District, as designated by the Board of Trustees in accordance with subsection 1 of section 9 of this act; and~~

~~(2) The operation of the reading skills development centers established pursuant to paragraph (a);~~

~~2. Any balance of the sums appropriated by subsection 1 remaining at the end of the respective fiscal years must not be committed for expenditure after June 30 of the respective fiscal years by the entity to which the appropriation is made or any entity to which money from the appropriation is granted or otherwise transferred in any manner, and any portion of the appropriated money remaining must not be spent for any purpose after September 19, 2014, and September 18, 2015, respectively, by either the entity to which the money was appropriated or the entity to which the money was subsequently granted or transferred, and must be reverted to the State Supplemental School Support Account on or before September 19, 2014, and September 18, 2015, respectively.] (Deleted by amendment.)~~

**Sec. 11.** ~~[1. Notwithstanding any conflicting provisions of NRS 387.191, there is hereby appropriated from the State Supplemental School Support Account created by NRS 387.191 to the University of Nevada, Las Vegas, to provide support to the Clark County School District in carrying out the provisions of section 9 of this act:~~

~~For the Fiscal Year 2013-2014.....\$1,100,000~~

~~For the Fiscal Year 2014-2015.....\$1,600,000~~



~~2. Any balance of the sums appropriated by subsection 1 remaining at the end of the respective fiscal years must not be committed for expenditure after June 30 of the respective fiscal years by the entity to which the appropriation is made or any entity to which money from the appropriation is granted or otherwise transferred in any manner, and any portion of the appropriated money remaining must not be spent for any purpose after September 19, 2014, and September 18, 2015, respectively, by either the entity to which the money was appropriated or the entity to which the money was subsequently granted or transferred, and must be reverted to the State Supplemental School Support Account on or before September 19, 2014, and September 18, 2015, respectively.] (Deleted by amendment.)~~

**Sec. 12.** ~~[1. Notwithstanding any conflicting provisions of NRS 387.191, there is hereby appropriated from the State Supplemental School Support Account created by NRS 387.191 to the Board of Trustees of the Washoe County School District the sum of \$1,500,000 for the Fiscal Year 2014-2015, for the establishment and operation of reading skills development centers at five high risk schools located within the School District, as designated by the Board of Trustees in accordance with subsection 2 of section 9 of this act.~~

~~2. Any remaining balance of the appropriation made by subsection 1 must not be committed for expenditure after June 30, 2015, by the entity to which the appropriation is made or any entity to which money from the appropriation is granted or otherwise transferred in any manner, and any portion of the appropriated money remaining must not be spent for any purpose after September 18, 2015, by either the entity to which the money was appropriated or the entity to which the money was subsequently granted or transferred, and must be reverted to the State Supplemental School Support Account on or before September 18, 2015.] (Deleted by amendment.)~~

**Sec. 13.** ~~[1. Notwithstanding any conflicting provisions of NRS 387.191, there is hereby appropriated from the State Supplemental School Support Account created by NRS 387.191 to the University of Nevada, Reno, the sum of \$550,000 for the Fiscal Year 2014-2015, which must be used to provide support to the Washoe County School District in carrying out the provisions of section 9 of this act, notwithstanding any conflicting provisions of NRS 387.191.~~

~~2. Any remaining balance of the appropriation made by subsection 1 must not be committed for expenditure after June 30, 2015, by the entity to which the appropriation is made or any entity to which money from the appropriation is granted or otherwise transferred in any manner, and any portion of the appropriated money remaining must not be spent for any purpose after September 18, 2015, by either the entity to which the money was appropriated or the entity to which the money was subsequently granted or transferred, and must be reverted to the State Supplemental School Support Account on or before September 18, 2015.] (Deleted by amendment.)~~

**Sec. 13.5.** ~~[The provisions of section 3 of this act:~~

~~1. Apply to all teachers who begin employment on or after July 1, 2013, at a public school where more than 50 percent of the pupils are limited English proficient.~~

~~2. Except as otherwise provided in subsection 3, apply to all teachers employed on or after July 1, 2015, at a public school where more than 50 percent of the pupils are limited English proficient.~~

~~3. Do not apply to a teacher who is employed on or before June 30, 2015, at a public school where more than 50 percent of the pupils are limited English proficient if the teacher receives a designation of "highly effective" on his or her performance evaluation for the 2014-2015 school year.] (Deleted by amendment.)~~

**Sec. 14.** ~~Representatives of the Clark County School District, the Washoe County School District, the University of Nevada, Las Vegas, and the University of Nevada, Reno, shall report to each standing committee of the Legislature with primary jurisdiction over matters relating to K-12 public education at the beginning of the 78th Session of the Nevada Legislature the results of the pilot programs in improving:~~

~~1. Reading and literacy problems and language acquisition barriers for pupils in kindergarten and grades 1, 2 and 3.~~

~~2. Instructional intervention to enable those pupils to overcome such problems and barriers.~~

~~3. Professional development in reading, literacy and the acquisition of a second language.~~ **(Deleted by amendment.)**

**Sec. 15.** ~~During the 2013-2014 interim, the Teachers and Leaders Council of Nevada created by NRS 391.455 shall review methods to evaluate teachers and other licensed educational personnel who provide instruction to pupils who are limited English proficient on the effectiveness of the instruction to those pupils. On or before January 1, 2015, the Teachers and Leaders Council shall submit its recommendations for appropriate revisions to the statewide performance evaluation system established pursuant to NRS 391.465, to the State Board of Education and to the Director of the Legislative Counsel Bureau for transmittal to the 78th Session of the Nevada Legislature.~~ **(Deleted by amendment.)**

**Sec. 16.** ~~During the 2013-2015 biennium, the board of trustees of each school district shall review the provision of professional development offered by or through the school district, other than the professional development offered by the regional training programs for the professional development of teachers and administrators, and make such adjustments to the professional development as necessary to place priority on professional development for teachers and administrators at public schools where more than 25 percent of the pupils enrolled in the school are limited English proficient.~~ **(Deleted by amendment.)**

**Sec. 16.1.** Chapter 396 of NRS is hereby amended by adding thereto a new section to read as follows:

*If the System offers course of study for obtaining an endorsement to teach English as a second language, the Board of Regents may take into consideration the recommendations submitted by the English Mastery Council pursuant to section 1.5 of this act in developing the curriculum and standards for the course of study.*

**Sec. 16.2.** 1. There is hereby appropriated from the State General Fund to the Account for Programs for Innovation and the Prevention of Remediation created by NRS 385.379 the following sums:

(a) For the Fiscal Year 2013-2014 ..... \$24,950,000

(b) For the Fiscal Year 2014-2015 ..... \$24,950,000

2. The Department of Education shall transfer from the Account for Programs for Innovation and the Prevention of Remediation to the school districts specified in this subsection the following sums for Fiscal Year 2013-2014 and Fiscal Year 2014-2015:

<u>School District:</u>	<u>2013-2014</u>	<u>2014-2015</u>
<u>Clark County School District</u>	<u>\$19,710,500</u>	<u>\$19,710,500</u>
<u>Washoe County School District</u>	<u>\$3,742,500</u>	<u>\$3,742,500</u>

3. The Board of Trustees of the Clark County School District and the Board of Trustees of the Washoe County School District shall identify the schools within the school district which:

1 (a) Have the highest percentage of pupils who are limited English  
2 proficient or eligible for designation as limited English proficient; and

3 (b) Are the lowest performing academically.

4 4. The Clark County School District and the Washoe County School  
5 District shall designate the schools identified pursuant to subsection 3 as Zoom  
6 schools and shall allocate the money appropriated by subsection 1 for each  
7 Zoom school to:

8 (a) Provide prekindergarten programs free of charge;

9 (b) Expand full-day kindergarten classes;

10 (c) Operate reading skills centers; and

11 (d) Provide, free of charge, a summer academy or an intersession academy  
12 for those schools that do not operate on a traditional school calendar.

13 5. A Zoom school that receives an allocation of money pursuant to  
14 subsection 4 shall offer each of the programs and services prescribed in  
15 paragraphs (a) to (d), inclusive, of that subsection so that the Zoom school may  
16 offer a comprehensive package of programs and services for pupils who are  
17 limited English proficient. A Zoom school shall not use the money for any  
18 other purpose. A reading skills center must provide:

19 (a) Support at the Zoom school in the assessment of reading and literacy  
20 problems and language acquisition barriers for pupils; and

21 (b) Instructional intervention to enable pupils to overcome such problems  
22 and barriers by the completion of grade 3.

23 6. On or before August 15, 2013, the Clark County School District and  
24 the Washoe County School District shall provide a report to the Director of the  
25 Legislative Counsel Bureau for transmittal to the Interim Finance Committee  
26 which includes the Zoom schools identified by the school district pursuant to  
27 subsection 3 and the plan of each such school for carrying out the programs  
28 and services prescribed by paragraphs (a) to (d), inclusive, of subsection 4.

29 7. From the appropriation made by subsection 1, the Department of  
30 Education shall use not more than \$1,497,000 in Fiscal Year 2013-2014 and  
31 \$1,497,000 in Fiscal Year 2014-2015 to provide grants of money to the State  
32 Public Charter School Authority and the school districts, other than the Clark  
33 County School District or the Washoe County School District. The board of  
34 trustees of a school district and the State Public Charter School Authority may  
35 submit an application to the Department on a form prescribed by the  
36 Department that includes, without limitation:

37 (a) The number of pupils in the school district or charter schools, as  
38 applicable, who are limited English proficient or eligible for designation as  
39 limited English proficient; and

40 (b) A description of the programs and services the school district or  
41 charter schools, as applicable, will provide with a grant of money, which may  
42 include, without limitation:

43 (1) The creation or expansion of high-quality, developmentally  
44 appropriate prekindergarten programs, free of charge, that will increase  
45 enrollment of children who are limited English proficient;

46 (2) The acquisition and implementation of empirically proven  
47 assessment tools to determine the reading level of pupils who are limited  
48 English proficient and technology-based tools, such as software, designed to  
49 support the learning of pupils who are limited English proficient;

50 (3) Professional development for teachers and other educational  
51 personnel regarding effective instructional practices and strategies for  
52 children who are limited English proficient; and

1 (4) The provision of programs and services for pupils who are limited  
2 English proficient, free of charge, before and after school, during the summer  
3 or intersession for those schools that do not operate on a traditional school  
4 calendar.

5 8. The Department of Education shall distribute the money appropriated  
6 by subsection 1 to school districts and the State Public Charter School  
7 Authority that submit applications pursuant to subsection 7 based upon the  
8 number of pupils enrolled in each such school district or charter school, as  
9 applicable, who are limited English proficient or eligible for designation as  
10 limited English proficient and not on a competitive basis. A school district and  
11 the State Charter School Authority that receives a grant of money pursuant to  
12 this subsection shall provide a report to the Department in the form prescribed  
13 by the Department with the information required for the Department's report  
14 pursuant to subsection 9.

15 9. The Clark County School District, the Washoe County School District  
16 and the Department of Education shall each prepare an annual report that  
17 includes, without limitation:

18 (a) An identification of the schools that received an allocation of money by  
19 the school district or a grant of money from the Department, as applicable;

20 (b) How much money each school received;

21 (c) A description of the programs or services for which the money was  
22 used by each school;

23 (d) The number of children who participated in a program or received  
24 services;

25 (e) The average per-child expenditure per program or service that was  
26 funded;

27 (f) An evaluation of the effectiveness of the programs or services,  
28 including, without limitation, data regarding the academic and linguistic  
29 achievement and proficiency of children who participated in a program or  
30 received services; and

31 (g) Any recommendations for legislation, including, without limitation, for  
32 the continuation or expansion of programs and services that are identified as  
33 effective in improving the academic and linguistic achievement and proficiency  
34 of children who are limited English proficient.

35 10. The annual report prepared pursuant to subsection 9 must be  
36 submitted:

37 (a) On or before June 15, 2014, to the Legislative Committee on  
38 Education.

39 (b) On or before February 1, 2015, to the Director of the Legislative  
40 Counsel Bureau for transmittal to the 78th Session of the Nevada Legislature.

41 11. The sums appropriated by subsection 1:

42 (a) Must be accounted for separately from any other money received by  
43 school districts of this State and used only for the purposes specified in this  
44 section.

45 (b) May not be used to settle or arbitrate disputes between a recognized  
46 organization representing employees of a school district and the school district,  
47 or to settle any negotiations.

48 (c) May not be used to adjust the district-wide schedules of salaries and  
49 benefits of the employees of a school district.

50 12. Upon request of the Legislative Commission, the Clark County  
51 School District and the Washoe County School District shall make available to  
52 the Legislative Auditor any of the books, accounts, claims, reports, vouchers or  
53 other records of information, confidential or otherwise, regardless of their

1 form or location, that the Legislative Auditor deems necessary to conduct an  
2 audit of the use of the money transferred pursuant to subsection 2.

3 13. Any remaining balance of the transfers made by subsection 2 for  
4 Fiscal 2013-2014 must be added to the money transferred for Fiscal Year 2014-  
5 2015 and may be expended as that money is expended. Any remaining balance  
6 of the transfers made by subsection 2 for Fiscal Year 2014-2015, including any  
7 money added from the previous fiscal year, must not be committed for  
8 expenditure after June 30, 2015, and must be reverted to the State General  
9 Fund on or before September 18, 2015.

10 14. Any remaining balance of the allocations made by subsection 7 for  
11 Fiscal 2013-2014 must be added to the allocations for Fiscal Year 2014-2015  
12 and may be expended as that money is expended. Any remaining balance of  
13 the allocations made by subsection 7 for Fiscal Year 2014-2015, including any  
14 money added from the previous fiscal year, must not be committed for  
15 expenditure after June 30, 2015, and must be reverted to the State General  
16 Fund on or before September 18, 2015.

17 Sec. 16.3. 1. There is hereby appropriated from the State General  
18 Fund to the Department of Education the following sums:

19 For the Fiscal Year 2013-2014 .....\$50,000

20 For the Fiscal Year 2014-2015 .....\$50,000

21 2. The Department of Education shall use the money appropriated by  
22 subsection 1 for the costs associated with the English Mastery Council created  
23 by section 1.4 of this act.

24 3. Any remaining balance of the appropriation made by subsection 1 for  
25 Fiscal Year 2013-2014 must be added to the money appropriated for Fiscal  
26 Year 2014-2015 and may be expended as that money is expended. Any  
27 remaining balance of the appropriation made by subsection 1 for Fiscal Year  
28 2014-2015, including any money added from the previous fiscal year, must not  
29 be committed for expenditure after June 30, 2015, and must be reverted to the  
30 State General Fund on or before September 18, 2015.

31 Sec. 16.4. On or before July 1, 2013, the appointed members of the  
32 English Mastery Council created by section 1.4 of this act must be appointed to  
33 initial terms commencing on July 1, 2013, as follows:

34 1. The Chancellor of the Nevada System of Higher Education shall  
35 appoint to the Council the members described in paragraph (b) of subsection 1  
36 of section 1.4 of this act to initial terms of 2 years.

37 2. The Governor shall appoint to the Council:

38 (a) The members described in paragraphs (c) and (d) of subsection 1 of  
39 section 1.4 of this act to initial terms of 2 years.

40 (b) The members described in paragraphs (e) and (h) of subsection 1 of  
41 section 1.4 of this act to initial terms of 1 year.

42 (c) The members described in paragraphs (f) and (g) of subsection 1 of  
43 section 1.4 of this act to initial terms of 2 years.

44 3. The Superintendent of Public Instruction shall appoint to the Council  
45 the members described in paragraph (i) of subsection 1 of section 1.4 of this  
46 act to initial terms of 1 year.

47 Sec. 16.5. 1. The English Mastery Council created by section 1.4 of this  
48 act shall perform its duties prescribed by section 1.5 of this act expeditiously to  
49 meet the following targeted dates to:

50 (a) Satisfy the requirements prescribed by subsection 5 of section 1.5 of  
51 this act on or before January 1, 2014.

52 (b) Satisfy the requirements prescribed by subsection 6 of section 1.5 of  
53 this act on or before March 1, 2014.

(c) Satisfy the requirements of subsection 2 of section 1.5 of this act on or before October 1, 2014.

(d) Satisfy the requirements of subsections 1 and 4 of section 1.5 of this act on or before January 1, 2015.

2. The English Mastery Council shall, on or before January 1, 2014, submit the recommendations of the Council concerning the adoption of regulations for an endorsement to teach English as a second language as required by subsection 3 of section 1.5 of this act to the Superintendent of Public Instruction, the Commission on Professional Standards in Education and the State Board of Education.

3. The report required of the English Mastery Council pursuant to section 1.6 of this act must, for the submissions in 2014 and 2015, include a description of whether the Council has met or anticipates meeting the targeted dates set forth in subsection 1. If the Council did not meet a targeted date, the report must also include the projected time by which the Council will carry out the duty corresponding to that targeted date.

Sec. 16.6. 1. On or before July 1, 2014, the Commission on Professional Standards in Education shall adopt regulations based upon the recommendations of the English Mastery Council required by paragraph (c) of subsection 1 of NRS 391.019, as amended by section 4 of this act.

2. Notwithstanding the provisions of paragraph (c) of subsection 1 of NRS 391.019, as amended by section 4 of this act, to the contrary, if the Commission on Professional Standards in Education does not adopt regulations based upon the recommendations of the English Mastery Council, as required by subsection 1, on or before July 1, 2014, the State Board of Education shall, on or before January 1, 2015, adopt regulations based upon the recommendations of the English Mastery Council concerning the requirements for an endorsement to teach English as a second language, including, without limitation, which teachers should be required to obtain the endorsement.

3. If the State Board of Education adopts regulations pursuant to subsection 2 concerning an endorsement to teach English as a second language, the State Board shall provide written notice of the adoption of the regulations to the English Mastery Council within 10 days after the adoption by the State Board, including an explanation of the reason for the adoption of the regulations by the State Board instead of the Commission on Professional Standards in Education. The written notice and explanation must be included in the report submitted by the English Mastery Council on or before February 1, 2015, pursuant to section 1.6 of this act

Sec. 17. 1. This section and section 16.4 of this act become effective upon passage and approval.

2. Sections 1 to 4, inclusive, 5 to 16.3, inclusive, 16.5 and 16.6 of this act become effective on July 1, 2013.

3. Section 4.5 of this act becomes effective on July 1, ~~2013~~, 2019.

4. Sections 1.4, 1.5, 1.6 and 16.1 of this act expire by limitation on June 30, 2019.