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SENATE BILL NO. 504—COMMITTEE ON EDUCATION

MARCH 25, 2013

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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.

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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; making appropriations; and providing other matters properly relating thereto.



\* S B 5 0 4 \*

**Legislative Counsel's Digest:**

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 387.123)

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 3** of this bill requires 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. **Section 4** of this bill requires the Commission to adopt regulations prescribing the endorsement.

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. **Section 6** of this bill makes an appropriation 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 **section 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 2013-2014 school year and requires the Washoe County School District to implement the pilot program beginning with the 2014-2015 school year.



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**Sections 10-13** 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 2013-2105 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.

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

**Section 1.** NRS 387.123 is hereby amended to read as follows:

387.123 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 388.440 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



1 instruction pursuant to the provisions of NRS 388.550, 388.560 and  
2 388.570.

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

6 (g) Pupils who are enrolled in classes pursuant to subsection 3  
7 of NRS 392.070.

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

11 2. *A school district shall disaggregate from the count of*  
12 *pupils pursuant to subsection 1 the count of pupils who participate*  
13 *in the program established pursuant to NRS 388.405 to teach the*  
14 *English language to pupils who are limited English proficient.*

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

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

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

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

29 ~~13-1~~ 4. Except as otherwise provided in subsection ~~14~~ 5 and  
30 NRS 388.700, the State Board shall establish by regulation the  
31 maximum pupil-teacher ratio in each grade, and for each subject  
32 matter wherever different subjects are taught in separate classes, for  
33 each school district of this State which is consistent with:

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

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

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

39 ➤ If the Superintendent of Public Instruction finds that any school  
40 district is maintaining one or more classes whose pupil-teacher ratio  
41 exceeds the applicable maximum, and unless the Superintendent  
42 finds that the board of trustees of the school district has made every  
43 reasonable effort in good faith to comply with the applicable  
44 standard, the Superintendent shall, with the approval of the State  
45 Board, reduce the count of pupils for apportionment purposes by the



percentage which the number of pupils attending those classes is of the total number of pupils in the district, and the State Board may direct the Superintendent to withhold the quarterly apportionment entirely.

~~14-1~~ **5.** The provisions of subsection ~~13-1~~ **4** do not apply to a charter school, a university school for profoundly gifted pupils or a program of distance education provided pursuant to NRS 388.820 to 388.874, inclusive.

**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 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 achievement and proficiency.***

**2.** The State Board shall:

~~14-1~~ **(a)** Establish a program to teach the English language to pupils who are limited English proficient.

~~12-1~~ **(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.

~~13-1~~ **(c)** 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:

~~14-1~~ **(1)** Governor;

~~14-1~~ **(2)** Committee;

~~14-1~~ **(3)** Bureau; and

~~14-1~~ **(4)** 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:

***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 25 percent of the pupils are limited English proficient.***

**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 sub-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 teach English as a second language, which must require at least 15 semester hours of credit in the applicable courses of study.*

(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



1 bachelor's degree, master's degree or doctoral degree held by the  
2 applicant.

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

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

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

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

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

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

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

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

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

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

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

43 (b) Must not become effective until at least 1 year after the date  
44 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.*



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(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.



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1   ↪ The governing body shall provide a copy of the list on an annual  
2 basis to school districts for dissemination to teachers and  
3 administrators.

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

7   5. A regional training program may contract with the board of  
8 trustees of a school district that is served by the regional training  
9 program as set forth in NRS 391.512 to provide professional  
10 development to the teachers and administrators employed by the  
11 school district that is in addition to the training required by this  
12 section. Any training provided pursuant to this subsection must  
13 include the activities set forth in 20 U.S.C. § 7801(34), as deemed  
14 appropriate by the governing body for the type of training offered.

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

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

22       For the Fiscal Year 2013-2014.....	\$400,000
23       For the Fiscal Year 2014-2015.....	\$400,000

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

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



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**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

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

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

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

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

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

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

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

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

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

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

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

5. Each school district shall submit the results of the evaluation conducted pursuant to subsection 4 to the Department of Education. On or before January 1, 2015, the Department of Education shall compile the evaluations received and submit a written report, including, without limitation, recommendations for continuing or



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expanding programs for pupils who are limited English proficient, to the Governor and to the Director of the Legislative Counsel Bureau for transmittal to the 78th Session of the Nevada Legislature.

**Sec. 8.** 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..... \$42,058,463

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

2. The Department of Education shall distribute the appropriation made by subsection 1 to 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 pursuant to this section shall provide full-day kindergarten in those schools at a ratio of 15 pupils per licensed teacher.

**Sec. 9.** 1. The Board of Trustees of the Clark County School District, in cooperation with the University of Nevada, Las Vegas, 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 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.



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**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.

**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



1 either the entity to which the money was appropriated or the entity  
2 to which the money was subsequently granted or transferred, and  
3 must be reverted to the State Supplemental School Support Account  
4 on or before September 19, 2014, and September 18, 2015,  
5 respectively.

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

15 2. Any remaining balance of the appropriation made by  
16 subsection 1 must not be committed for expenditure after June 30,  
17 2015, by the entity to which the appropriation is made or any entity  
18 to which money from the appropriation is granted or otherwise  
19 transferred in any manner, and any portion of the appropriated  
20 money remaining must not be spent for any purpose after  
21 September 18, 2015, by either the entity to which the money was  
22 appropriated or the entity to which the money was subsequently  
23 granted or transferred, and must be reverted to the State  
24 Supplemental School Support Account on or before September 18,  
25 2015.

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

34 2. Any remaining balance of the appropriation made by  
35 subsection 1 must not be committed for expenditure after June 30,  
36 2015, by the entity to which the appropriation is made or any entity  
37 to which money from the appropriation is granted or otherwise  
38 transferred in any manner, and any portion of the appropriated  
39 money remaining must not be spent for any purpose after  
40 September 18, 2015, by either the entity to which the money was  
41 appropriated or the entity to which the money was subsequently  
42 granted or transferred, and must be reverted to the State  
43 Supplemental School Support Account on or before September 18,  
44 2015.



\* S B 5 0 4 \*

1     **Sec. 14.** Representatives of the Clark County School District,  
2 the Washoe County School District, the University of Nevada, Las  
3 Vegas, and the University of Nevada, Reno, shall report to each  
4 standing committee of the Legislature with primary jurisdiction over  
5 matters relating to K-12 public education at the beginning of the  
6 78th Session of the Nevada Legislature the results of the pilot  
7 programs in improving:

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

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

12        3. Professional development in reading, literacy and the  
13 acquisition of a second language.

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

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

34     **Sec. 17.** This act becomes effective on July 1, 2013.

