

Amendment No. 446

Assembly Amendment to Assembly Bill No. 341 (BDR 34-832)

Proposed by: Assembly Committee on Education

Amends: Summary: Yes Title: Yes Preamble: No Joint Sponsorship: No Digest: Yes

Adoption of this amendment will REMOVE the unfunded mandate from A.B. 341.

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) variations of *green bold underlining* is language proposed to be added 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 proposed to be retained in this amendment.

KRO/HAC



Date: 4/18/2015

A.B. No. 341—Mandates enhanced screening and intervention for children with certain disabilities. (BDR 34-832)



ASSEMBLY BILL NO. 341—ASSEMBLYMEN OHRENSCHALL, DIAZ, SILBERKRAUS,
SPIEGEL, CARRILLO; ELLIOT ANDERSON, ARAUJO, CARLTON, JOINER,
JONES, MUNFORD, NEAL, STEWART, SWANK AND THOMPSON

MARCH 16, 2015

JOINT SPONSOR: SENATOR FORD

Referred to Committee on Education

SUMMARY—~~{Mandates enhanced screening and intervention for children with certain}~~ Revises provisions relating to pupils with disabilities.
(BDR 34-832)

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

~~{CONTAINS UNFUNDED MANDATE (§§ 10, 12, 13)
(Not Requested by Affected Local Government)}~~

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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; ~~{requiring reports of accountability to include the results of early literacy screening assessments;}~~ requiring each school district and certain charter ~~{school}~~ schools to administer ~~{such}~~ an early literacy screening assessment to certain pupils ; ~~{and provide notice regarding the results of the assessment;}~~ authorizing certain persons to perform additional testing for dyslexia; requiring a school district and a charter school to ~~{provide}~~ address the needs of a pupil who has indicators for dyslexia ~~{therapy and}~~ through the ~~{accommodations or modifications required by federal law}~~ response to scientific, research-based intervention system of instruction; requiring the individualized education program team of a pupil with dyslexia ~~{to consider certain instructional approaches;}~~ requiring the Department of Education, each school district and certain charter schools to ~~{employ certain professionals with training}~~ designate at least one employee to receive professional development regarding dyslexia; ~~{requiring each school district to provide professional development regarding dyslexia;}~~ requiring the Department ~~{of Education}~~ to prepare and publish a Dyslexia Resource Guide; requiring certain standards relating to the education of pupils with disabilities to include provisions concerning dyslexia; and providing other matters properly relating thereto.

Legislative Counsel's Digest:

~~Existing law requires 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 to prepare an annual report of accountability that contains certain information. (NRS 385.347) Section 2 of this bill requires that this report include the results of an early literacy screening assessment.~~

~~Existing law requires the State Board of Education to prepare an annual report of accountability that contains certain information. (NRS 385.3572) Section 3 of this bill requires this annual report to include the results of the early literacy screening assessment.~~

Section 8 of this bill requires the board of trustees of each school district and the governing body of each charter school that serves pupils in kindergarten or grade 1, 2 or 3 to prescribe an early literacy screening assessment for use by the schools located in the school district or the charter school, respectively. **Section 9** of this bill: (1) requires each school district and charter school to administer screenings for dyslexia to certain pupils in certain grade levels; and (2) requires a school district and charter school to consider an independent evaluation performed at the request of a parent or guardian; and (2) requires a school district and charter school to provide dyslexia therapy and address the accommodations or modifications required by federal law to needs of a pupil with if the screening confirms that a pupil has indicators for dyslexia.

~~Section 10 of this bill requires each school district and charter school to provide notice to the parent or guardian of a pupil for whom the school district or charter school performs a comprehensive dyslexia evaluation.~~ through the response to scientific, research-based intervention system of instruction.

Section 11 of this bill requires ~~the dyslexia therapy provided by a school district or charter school~~ a pupil's individualized education program team to ~~include~~ consider certain instructional approaches. when developing an individualized education program for a pupil with dyslexia.

Section ~~(12) 13~~ of this bill requires the Department ~~of Education~~ to designate ~~to full-time~~ at least one employee of the Department to ~~serve as a~~ receive training in effective methods for intervention for pupils with dyslexia. ~~specialist. Existing law creates regional training programs and requires each regional training program to operate a program for the professional development of teachers and administrators. (NRS 391.512)~~ **Section ~~(12) 13~~** also requires ~~the Department to ensure that each regional training program employs at least one dyslexia specialist to provide necessary information and support to the school districts and charter schools in the counties that are served by the regional training program. Section 12 also requires each school district to employ at least one dyslexia interventionist.~~

~~Section 12 of this bill requires~~ each school district and charter school to ~~provide~~ ensure that at least one employee who serves pupils in kindergarten or grade 1, 2 or 3 is designated at each school to receive professional development regarding dyslexia. ~~for teachers and other educational personnel.~~

Section 14 of this bill requires the Department to prepare and publish a Dyslexia Resource Guide as a guide for each school district and public school to use ~~in order~~ to identify and provide dyslexia ~~therapy~~ intervention for pupils with dyslexia.

Existing law requires the State Board of Education to prescribe minimum standards for the special education of pupils with disabilities. (NRS 388.520) **Section 16** of this bill requires that the standards prescribed by the State Board for pupils with dyslexia include certain instruction.

Existing law requires the State Board to prescribe by regulation the standards for approval of a course of study or training offered by an educational institution to qualify a person to be a teacher or administrator or perform other educational functions. (NRS 388.520) **Section 17** of this bill requires these regulations to include training on how to identify a pupil who is at risk for dyslexia or related disorders.

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

1 **Section 1.** ~~[Chapter 385 of NRS is hereby amended by adding thereto the~~
2 ~~provisions set forth as sections 2 and 3 of this act.] (Deleted by amendment.)~~

3 **Sec. 2.** ~~[1. The annual report of accountability prepared pursuant to NRS~~
4 ~~385.347 must include for each school in the district and the district as a whole the~~
5 ~~results of the early literacy screening assessment administered pursuant to~~
6 ~~section 9 of this act.~~

7 ~~2. The State Board may adopt any regulations necessary to carry out the~~
8 ~~provisions of this section.] (Deleted by amendment.)~~

9 **Sec. 3.** ~~[The annual report of accountability prepared by the State Board~~
10 ~~pursuant to NRS 385.3572 must include the results of the early literacy screening~~
11 ~~assessment administered pursuant to section 9 of this act, reported for each~~
12 ~~school district, including, without limitation, each charter school in the district,~~
13 ~~and for this State as a whole.] (Deleted by amendment.)~~

14 **Sec. 4.** ~~[NRS 385.3455 is hereby amended to read as follows:~~
15 ~~385.3455 As used in NRS 385.3455 to 385.3891, inclusive, and section 2 of~~
16 ~~this act, unless the context otherwise requires, the words and terms defined in NRS~~
17 ~~385.346 to 385.34675, inclusive, have the meanings ascribed to them in those~~
18 ~~sections.] (Deleted by amendment.)~~

19 **Sec. 5.** ~~[NRS 385.3468 is hereby amended to read as follows:~~
20 ~~385.3468 The provisions of NRS 385.3455 to 385.3891, inclusive, and~~
21 ~~section 2 of this act do not supersede, negate or otherwise limit the effect or~~
22 ~~application of the provisions of chapters 288 and 391 of NRS or the rights,~~
23 ~~remedies and procedures afforded to employees of a school district under the terms~~
24 ~~of collective bargaining agreements, memoranda of understanding or other such~~
25 ~~agreements between employees and their employers.] (Deleted by amendment.)~~

26 **Sec. 6.** ~~[NRS 385.3572 is hereby amended to read as follows:~~
27 ~~385.3572 1. The State Board shall prepare a single annual report of~~
28 ~~accountability that includes, without limitation the information prescribed by NRS~~
29 ~~385.3572 to 385.3592, inclusive [.] , and section 3 of this act.~~

30 ~~2. A separate reporting for a group of pupils must not be made pursuant to~~
31 ~~this section and NRS 385.3572 to 385.3592, inclusive, and section 3 of this act if~~
32 ~~the number of pupils in that group is insufficient to yield statistically reliable~~
33 ~~information or the results would reveal personally identifiable information about an~~
34 ~~individual pupil. The Department shall use the mechanism approved by the United~~
35 ~~States Department of Education for the statewide system of accountability for~~
36 ~~public schools for determining the minimum number of pupils that must be in a~~
37 ~~group for that group to yield statistically reliable information.~~

38 ~~3. The annual report of accountability must:~~

39 ~~(a) Be prepared in a concise manner; and~~

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

42 ~~4. On or before October 15 of each year, the State Board shall:~~

43 ~~(a) Provide for public dissemination of the annual report of accountability by~~
44 ~~posting a copy of the report on the Internet website maintained by the Department,~~
45 ~~and~~

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

48 ~~(1) Governor;~~

49 ~~(2) Committee;~~

~~(3) Bureau;~~
~~(4) Board of Regents of the University of Nevada;~~
~~(5) Board of trustees of each school district;~~
~~(6) Governing body of each charter school; and~~
~~(7) The Attorney General, with a specific reference to the information that is reported pursuant to paragraph (c) of subsection 1 of NRS 385.3584.~~

~~5. Upon the request of the Governor, the Attorney General, 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.~~ (Deleted by amendment.)

Sec. 7. Chapter 388 of NRS is hereby amended by adding thereto the provisions set forth as sections 8 to 14, inclusive, of this act.

Sec. 8. 1. *Except as otherwise provided in subsection 2, the board of trustees of each school district shall prescribe for use by the elementary schools located in the school district an early literacy screening assessment that meets the requirements set forth in subsection 3.*

2. *The governing body of each charter school that serves pupils in kindergarten or grade 1, 2 or 3 shall prescribe an early literacy screening assessment for use by the charter school that meets the requirements set forth in subsection 3.*

3. *The early literacy screening assessment prescribed pursuant to subsection 1 or 2 must include, without limitation, screening for:*

- (a) Phonological and phonemic awareness;*
- (b) Sound-symbol recognition;*
- (c) Alphabet knowledge;*
- (d) Decoding skills;*
- (e) Rapid naming skills; and*
- (f) Encoding skills.*

Sec. 9. 1. *The board of trustees of a school district or the governing body of a charter school, as applicable, shall administer the early literacy screening assessment prescribed pursuant to section 8 of this act to ~~to determine whether a~~ each pupil has enrolled in kindergarten or grade 1, 2 or 3 who:*

- (a) Has indicators for dyslexia ~~and needs~~ ; and*
- (b) Needs intervention. ~~{The early literacy screening assessment must be administered to every pupil enrolled in:~~*

- ~~(a) Kindergarten and grades 1 and 2 at the beginning of each school year;~~*
- ~~(b) Kindergarten and grades 1 and 2 who:~~*
 - ~~(1) Transfers to a school in this State from a school outside of this State; and~~*

- ~~(2) Has not presented documentation that he or she has taken the early literacy screening assessment prescribed pursuant to section 8 of this act or a similar screening or is exempt from early literacy screening; and~~*

- ~~(c) Grade 3 or higher when his or her regular classroom teacher determines that he or she has difficulty with:~~*

- ~~(1) Phonological and phonemic awareness;~~*
- ~~(2) Sound-symbol recognition;~~*
- ~~(3) Alphabet knowledge;~~*
- ~~(4) Decoding skills;~~*
- ~~(5) Rapid naming skills; and~~*
- ~~(6) Encoding skills.~~*

2. *If an early literacy screening assessment administered pursuant to subsection 1 ~~suggests~~ confirms that a pupil has indicators for dyslexia, the*

board of trustees of a school district or governing body of a charter school, as applicable, shall ~~+~~

~~(a) Provide notice to the parent or guardian of the pupil that includes, without limitation, the results of the early literacy screening assessment; and~~

~~(b) Address~~ address the needs of the pupil through the ~~[Response to Intervention]~~ response to scientific, research-based intervention system of instruction.

3. If the ~~[Response to Intervention]~~ response to scientific, research-based intervention system of instruction determines that a pupil needs additional screening in order to determine whether the pupil has a specific learning disability, including, without limitation, dyslexia:

(a) The pupil must receive additional testing by a trained professional using a norm-referenced test; and

(b) The board of trustees of the school district or the governing body of the charter school, as applicable, shall perform a comprehensive ~~[dyslexia]~~ evaluation for the pupil in addition to the required ~~[Response to Intervention]~~ response to scientific, research-based intervention system of instruction. ~~+~~ and

~~(c) The parent or guardian of the pupil may, at his or her own expense, have an independent evaluation performed for the pupil. The board of trustees of the school district or the governing body of the charter school, as applicable, shall consider the diagnosis from the independent evaluation and may address the needs of the pupil in any way that it determines necessary.~~

4. If an evaluation conducted pursuant to paragraph (a) or (b) of subsection 3 indicates that a pupil has dyslexia, the board of trustees of the school district or the governing body of the charter school, as applicable, shall provide:

~~(a) Dyslexia therapy to the pupil; and~~

~~(b) The necessary accommodations and modifications for the pupil pursuant to section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794, and Title II of the Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12131 et seq.~~

5. ~~The State Board may adopt regulations necessary to carry out the provisions of this section.~~

Sec. 10. ~~[1. The board of trustees of a school district or the governing body of the charter school, as applicable, shall provide notice to the parent or guardian of a pupil for whom an evaluation is conducted pursuant to paragraph (b) of subsection 3 of section 9 of this act.~~

2. The notification provided to a parent or guardian of a pupil pursuant to subsection 1 must include, without limitation:

~~(a) The results of the dyslexia evaluation;~~

~~(b) Information and resource material regarding dyslexia, including, without limitation:~~

~~(1) The common indicators of dyslexia; and~~

~~(2) Appropriate classroom interventions and accommodations for a pupil with dyslexia; and~~

~~(c) Notice that the parent or guardian of the pupil may have the pupil independently evaluated at his or her own expense.] (Deleted by amendment.)~~

Sec. 11. ~~[The]~~ When developing an individualized education program for a pupil with dyslexia ~~[therapy provided by a school district or charter school must include, in accordance with NRS 388.520, the pupil's individualized education program team shall consider, without limitation, the following instructional approaches:~~

1. Explicit, direct instruction that is systematic, sequential and cumulative and follows a logical plan of presenting the alphabetic principle that targets the

specific needs of the ~~pupil without presuming prior skills or knowledge of the~~ pupil;

2. Individualized instruction to meet the specific needs of the pupil in ~~a~~ small group an appropriate setting that uses intensive, highly-concentrated instruction methods and materials that maximize pupil engagement;

3. Meaning-based instruction directed at purposeful reading and writing, with an emphasis on comprehension and composition; and

4. Multisensory instruction that incorporates the simultaneous use of two or more sensory pathways during teacher presentations and pupil practice.

Sec. 12. ~~1. The Department shall designate a full time employee to serve as a dyslexia specialist.~~

~~2. The dyslexia specialist designated by the Department pursuant to subsection 1 shall:~~

~~(a) Have a minimum of 3 years of experience in screening, identifying and treating dyslexia and related disorders;~~

~~(b) Be responsible for the training and professional development of teachers and other educational personnel regarding dyslexia and related disorders; and~~

~~(c) Serve as the primary source of information and support for school districts and charter schools addressing the needs of pupils with dyslexia or related disorders.~~

~~3. The Department shall ensure that each regional training program for the professional development of teachers and administrators created by NRS 391.512 employs at least one dyslexia specialist to provide necessary information and support to the school districts and charter schools that are served by the regional training program.~~

~~4. The board of trustees of each school district shall employ at least one dyslexia interventionist.~~ (Deleted by amendment.)

Sec. 13. 1. The Department shall designate at least one employee of the Department to receive training in effective methods of intervention for pupils with dyslexia.

2. The board of trustees of each school district and the governing body of each charter school shall ~~provide~~ ensure that at least one employee who serves pupils in kindergarten or grade 1, 2 or 3 is designated at each school to receive professional development regarding dyslexia. ~~For teachers and other educational personnel.~~ Such professional development must include, without limitation, training in:

(a) Methods to recognize indicators for dyslexia; and

(b) The science related to teaching a pupil with dyslexia.

~~2. 3. The professional development ~~provided~~ required pursuant to subsection 1:~~

~~(a) Must include, without limitation, instruction on the indicators for dyslexia and the science related to teaching a pupil who has dyslexia; and~~

~~(b) May 2 may be provided on the Internet, by a regional training program for the professional development of teachers and administrators created by NRS 391.512 or at another venue approved by the Department.~~

Sec. 14. The Department shall prepare and publish a Dyslexia Resource Guide as a guide for each school district and public school, including, without limitation, a charter school, to use to identify and provide dyslexia ~~therapy~~ intervention for pupils with dyslexia.

Sec. 15. NRS 388.440 is hereby amended to read as follows:

388.440 As used in NRS 388.440 to 388.5317, inclusive ~~1~~, and sections 8 to 14, inclusive, of this act:

1. “Communication mode” means any system or method of communication used by a person who is deaf or whose hearing is impaired to facilitate communication which may include, without limitation:

- (a) American Sign Language;
- (b) English-based manual or sign systems;
- (c) Oral and aural communication;
- (d) Spoken and written English, including speech reading or lip reading; and
- (e) Communication with assistive technology devices.

2. *“Dyslexia” means a neurological learning disability characterized by difficulties with accurate and fluent word recognition and poor spelling and decoding abilities that typically result from a deficit in the phonological component of language.*

3. ~~“Dyslexia interventionist” means a person employed by a school district or public school who is trained to provide dyslexia therapy and includes, without limitation:~~

- ~~— (a) A licensed teacher;~~
- ~~— (b) A paraprofessional as defined in NRS 391.008; and~~
- ~~— (c) Other educational personnel.~~

4. *“Dyslexia therapy” intervention” means systematic, multisensory therapy intervention offered in a small group in an appropriate setting that is derived from evidence-based research, provided by a dyslexia interventionist and meeting the requirements of section 11 of this act.*

5. ~~4.~~ “Gifted and talented pupil” means a person under the age of 18 years who demonstrates such outstanding academic skills or aptitudes that the person cannot progress effectively in a regular school program and therefore needs special instruction or special services.

~~3-6-7~~ 5. “Individualized education program” has the meaning ascribed to it in 20 U.S.C. § 1414(d)(1)(A).

~~4-7-7~~ 6. “Individualized education program team” has the meaning ascribed to it in 20 U.S.C. § 1414(d)(1)(B).

~~5-8-7~~ 7. “Pupil who receives early intervening services” means a person enrolled in kindergarten or grades 1 to 12, inclusive, who is not a pupil with a disability but who needs additional academic and behavioral support to succeed in a regular school program.

~~6-9-7~~ 8. “Pupil with a disability” means a person under the age of 22 years who deviates either educationally, physically, socially or emotionally so markedly from normal patterns that the person cannot progress effectively in a regular school program and therefore needs special instruction or special services.

~~10-7~~ 9. ~~“Response to Intervention system of instruction”~~ *“Response to scientific, research-based intervention” means a system of instruction collaborative process which assesses a pupil’s response to scientific, research-based intervention that provides for is matched to the needs of a pupil fairly identification and support that systematically monitors the level of performance and rate of learning of the pupil with a disability through over time for the use purpose of universal screening in a general education classroom making data-based decisions concerning the need of the pupil for increasingly intensified services.*

10. *“Specific learning disability” means a disorder in one or more of the basic psychological processes involved in understanding or using spoken or written language which is not primarily the result of a visual, hearing or motor impairment, intellectual disability, serious emotional disturbance, or an environmental, cultural or economic disadvantage. Such a disorder may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or perform*

mathematical calculations. The term includes, without limitation, perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia.

Sec. 16. NRS 388.520 is hereby amended to read as follows:

388.520 1. The Department shall:

(a) Prescribe a form that contains the basic information necessary for the uniform development, review and revision of an individualized education program for a pupil with a disability in accordance with 20 U.S.C. § 1414(d); and

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

2. Except as otherwise provided in this subsection, each school district shall ensure that the form prescribed by the Department is used for the development, review and revision of an individualized education program for each pupil with a disability who receives special education in the school district. A school district may use an expanded form that contains additions to the form prescribed by the Department if the basic information contained in the expanded form complies with the form prescribed by the Department.

3. The State Board:

(a) Shall prescribe minimum standards for the special education of pupils with disabilities and gifted and talented pupils.

(b) May prescribe minimum standards for the provision of early intervening services.

4. The minimum standards prescribed by the State Board must include standards for programs of instruction or special services maintained for the purpose of serving pupils with:

(a) Hearing impairments, including, but not limited to, deafness.

(b) Visual impairments, including, but not limited to, blindness.

(c) Orthopedic impairments.

(d) Speech and language impairments.

(e) Intellectual disabilities.

(f) Multiple impairments.

(g) Serious emotional disturbances.

(h) Other health impairments.

(i) Specific learning disabilities ~~*including, without limitation, dyslexia and related disorders.*~~

(j) Autism spectrum disorders.

(k) Traumatic brain injuries.

(l) Developmental delays.

(m) Gifted and talented abilities.

5. The minimum standards prescribed by the State Board for pupils with hearing impairments, including, without limitation, deafness, pursuant to paragraph (a) of subsection 4 must provide:

(a) That a pupil cannot be denied the opportunity for instruction in a particular communication mode solely because the communication mode originally chosen for the pupil is different from a communication mode recommended by the pupil's individualized education program team; and

(b) That, to the extent feasible, as determined by the board of trustees of the school district, a school is required to provide instruction to those pupils in more than one communication mode.

6. *The minimum standards prescribed by the State Board for pupils with dyslexia pursuant to paragraph (i) of subsection 4 must include, without limitation, standards for instruction on:*

1 (a) *Phonemic awareness to enable a pupil to detect, segment, blend and*
2 *manipulate sounds in spoken language;*

3 (b) *Graphonomic knowledge for teaching the sounds associated with letters*
4 *in the English language;*

5 (c) *The structure of the English language, including, without limitation,*
6 *morphology, semantics, syntax and pragmatics;*

7 (d) *Linguistic instruction directed toward proficiency and fluency with the*
8 *patterns of language so that words and sentences are carriers of meaning; and*

9 (e) *Strategies that a pupil may use for decoding, encoding, word recognition,*
10 *fluency and comprehension.*

11 7. No apportionment of state money may be made to any school district or
12 charter school for the instruction of pupils with disabilities and gifted and talented
13 pupils until the program of instruction maintained therein for such pupils is
14 approved by the Superintendent of Public Instruction as meeting the minimum
15 standards prescribed by the State Board.

16 ~~7-1~~ 8. The Department shall, upon the request of the board of trustees of a
17 school district, provide information to the board of trustees concerning the
18 identification and evaluation of pupils with disabilities in accordance with the
19 standards prescribed by the State Board.

20 ~~18-1~~ 9. The Department shall post on the Internet website maintained by the
21 Department the data that is submitted to the United States Secretary of Education
22 pursuant to 20 U.S.C. § 1418 within 30 days after submission of the data to the
23 Secretary in a manner that does not result in the disclosure of data that is
24 identifiable to an individual pupil.

25 Sec. 17. NRS 391.037 is hereby amended to read as follows:

26 391.037 1. The State Board shall:

27 (a) Prescribe by regulation the standards for approval of a course of study or
28 training offered by an educational institution to qualify a person to be a teacher or
29 administrator or to perform other educational functions. *The regulations prescribed*
30 *pursuant to this paragraph must include, without limitation, training on how to*
31 *identify a pupil who is at risk for dyslexia or related disorders.*

32 (b) Maintain descriptions of the approved courses of study required to qualify
33 for endorsements in fields of specialization and provide to an applicant, upon
34 request, the approved course of study for a particular endorsement.

35 2. Except for an applicant who submits an application for the issuance of a
36 license pursuant to subparagraph (1) of paragraph (a) or paragraph (g) or (j) of
37 subsection 1 of NRS 391.019, an applicant for a license as a teacher or
38 administrator or to perform some other educational function must submit with his
39 or her application, in the form prescribed by the Superintendent of Public
40 Instruction, proof that the applicant has satisfactorily completed a course of study
41 and training approved by the State Board pursuant to subsection 1.

42 Sec. 18. ~~[The provisions of NRS 354.599 do not apply to any additional~~
43 ~~expenses of a local government that are related to the provisions of this act.]~~
44 ~~(Deleted by amendment.)~~

45 Sec. 19. This act becomes effective on July 1, 2015.