

Amendment No. 705

Senate Amendment to Senate Bill No. 391 First Reprint	(BDR 34-644)
Proposed by: Senate Committee on Finance	
Amends: Summary: No Title: Yes Preamble: No Joint Sponsorship: No Digest: Yes	
Adoption of this amendment will REMOVE all appropriations from S.B. 391 R1.	

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/RBL



Date: 5/11/2015

S.B. No. 391—Revises provisions governing educational instruction in the subject of reading. (BDR 34-644)



SENATE BILL NO. 391—SENATORS HARRIS, KIECKHEFER, FARLEY, ROBERSON, WOODHOUSE; ATKINSON, DENIS, FORD, GOICOECHEA, GUSTAVSON, KIHUEN, LIPPARELLI, MANENDO, PARKS, SETTELMAYER AND SPEARMAN

MARCH 17, 2015

Referred to Committee on Education

SUMMARY—Revises provisions governing educational instruction in the subject of reading. (BDR 34-644)

FISCAL NOTE: Effect on Local Government: May have Fiscal Impact.
Effect on the State: Contains Appropriation 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; requiring the board of trustees of each school district and the governing body of each charter school to prepare a plan to improve the literacy of pupils enrolled in certain grades; requiring the principal of each public elementary school to designate a learning strategist to train and assist teachers in providing intensive instruction to pupils who have been identified as deficient in the subject area of reading; requiring certain teachers at public schools to complete professional development concerning the subject area of reading; requiring certain interventions for pupils enrolled in kindergarten or grade 1, 2 or 3 who do not achieve adequate proficiency in reading; prohibiting a public school from promoting a pupil to grade 4 if the pupil does not achieve proficiency in reading; ~~making an appropriation;~~ providing for a competitive grants program to assist schools in paying for certain literacy programs; and providing other matters properly relating thereto.

Legislative Counsel's Digest:

Section 5 of this bill requires the board of trustees of each school district or the governing body of a charter school to prepare a plan to improve the literacy of pupils enrolled in kindergarten and grades 1, 2 and 3 and submit the plan to the Department of Education for its approval.

Section 6 of this bill requires the principal of a public elementary school, including, without limitation, a charter school, to designate a licensed teacher employed by the school who has demonstrated leadership abilities to serve as a learning strategist to train and assist teachers in providing intensive instruction to pupils who have been identified as deficient in the subject area of reading. **Section 6** also: (1) authorizes a school district or charter school to provide additional compensation to learning strategists and teachers whose overall performance is determined to be "highly effective" under the statewide performance evaluation system; and (2) requires each teacher employed by a school district or

13 charter school to teach kindergarten or grade 1, 2, 3 or 4 to complete professional
14 development prescribed by the State Board of Education concerning the subject area of
15 reading.

16 **Section 8** of this bill requires the principal of a school to provide notice that a pupil
17 exhibits a deficiency in the subject area of reading to the parent or guardian of a pupil enrolled
18 in kindergarten or grade 1, 2 or 3. **Section 9** of this bill requires a public elementary school to:
19 (1) establish a plan to monitor the progress of a pupil enrolled in kindergarten or grade 1, 2 or
20 3 who has a deficiency in the subject area of reading; and (2) assess the proficiency in reading
21 of a pupil for whom such a plan is established at the beginning of the next school year.

22 Existing law authorizes a pupil enrolled in a public school, other than a charter school, to
23 be retained in the same grade upon joint agreement by the pupil's teacher and principal. (NRS
24 392.125) Existing law also requires the governing body of a charter school to adopt rules for
25 the academic retention of pupils who are enrolled in the charter school. (NRS 386.583)

26 **Section 10** of this bill provides that, unless a pupil receives an exemption by the
27 superintendent of schools of the school district or the governing body of the charter school, as
28 recommended by the principal, a pupil enrolled in grade 3 must be retained in grade 3 rather
29 than promoted to grade 4 if the pupil does not obtain the score prescribed by the State Board
30 on the criterion-referenced examination in reading. **Section 10** also: (1) provides certain good-
31 cause exemptions for certain pupils to allow them to be promoted to grade 4 even if they did
32 not obtain that score; and (2) requires the State Board to prescribe an alternate examination for
33 pupils who do not obtain that score. **Section 14** of this bill makes conforming changes.
34 **Section 3** of this bill similarly provides that a pupil enrolled in grade 3 at a charter school
35 must be retained in grade 3 rather than promoted to grade 4 if the pupil does not obtain the
36 score presented by the State Board on the criterion-referenced examination unless the pupil
37 receives a good-cause exemption.

38 **Section 11** of this bill requires the principal of a school to: (1) provide notice to the parent
39 or legal guardian of a pupil who will be retained in grade 3; (2) develop a plan to monitor the
40 progress of the pupil in achieving proficiency in reading; and (3) ensure that the pupil receives
41 intensive instructional services in the subject area of reading. **Section 11** requires the board of
42 trustees of each school district or the governing body of a charter school to prescribe the
43 intensive instructional services that the principal of a school is required to implement for a
44 pupil who is retained in grade 3. **Section 11** requires such instructional services to be provided
45 by a teacher who is: (1) different than the teacher who provided instructional services to the
46 pupil during the immediately preceding school year; and (2) highly effective, as demonstrated
47 by pupil performance data and performance evaluations. **Section 11** also authorizes such
48 instructional services to be provided by a teacher who is the same teacher who provided
49 instructional services to the pupil during the immediately preceding school year in certain
50 circumstances.

51 **Section 12** of this bill requires the principal of a school to offer the parent or legal
52 guardian of a pupil who is retained in grade 3 certain additional instructional options. **Sections**
53 **3 and 13** of this bill require the board of trustees of each school district and the governing
54 body of a charter school to prepare a report concerning the number and percentage of pupils
55 who are retained in grade 3 for deficiency in reading and: (1) submit the report to the
56 Department; and (2) post the report on the Internet website maintained by the school district
57 or charter school, as applicable.

58 ~~[Section 15 of this bill makes an appropriation for Fiscal Year 2015-2016 and Fiscal Year~~
59 ~~2016-2017 for distribution to elementary schools.] **Section 15** of this bill provides for the~~
60 ~~**Department of Education to distribute money that is appropriated to the Other State**~~
61 ~~**Education Programs Account through a competitive grants program. Section 15**~~
62 ~~requires schools that receive ~~(an allocation)~~ a grant of money ~~(from the appropriation)~~ to use the~~
63 ~~money for the literacy programs in kindergarten and grades 1, 2 and 3 to support school-based~~
64 ~~efforts to ensure all pupils are proficient in reading by the end of the third grade. **Section 15**~~
65 ~~requires the board of trustees of a school district and the governing body of a charter school~~
66 ~~that receives a grant of money to prepare and submit to the Department ~~(of Education)~~ a report~~
67 ~~that includes: (1) a description of the programs or services for which the money was used; and~~
68 ~~(2) the number of pupils who participated in a program or received services. **Section 15** also~~
69 ~~requires the Department of Education to prepare a report concerning the programs for which~~
70 ~~the money is used and submit the report and certain recommendations to the Director of the~~

71 Legislative Counsel Bureau for transmittal to the 79th Session of the Nevada Legislature and
72 to the Governor.

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

Section 1. NRS 385.3481 is hereby amended to read as follows:

385.3481 1. The annual report of accountability prepared pursuant to NRS 385.347 must include information on the attendance, truancy and transiency of pupils, including, without limitation:

(a) 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.

(b) The number of pupils in each grade who are retained in the same grade pursuant to NRS 392.033, ~~for~~ 392.125 ~~or~~ **or section 10 of this act**, for each school in the district and the district as a whole, including, without limitation, each charter school sponsored by the district.

(c) 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.

(d) The number of habitual truants reported for each school in the district and for the district as a whole, including, without limitation, the number who are:

(1) Reported to an attendance officer, a school police officer or a local law enforcement agency pursuant to paragraph (a) of subsection 2 of NRS 392.144;

(2) Referred to an advisory board to review school attendance pursuant to paragraph (b) of subsection 2 of NRS 392.144; and

(3) Referred for the imposition of administrative sanctions pursuant to paragraph (c) of subsection 2 of NRS 392.144.

2. 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 by paragraph (a) of subsection 1.

(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 of NRS 385.347.

1 **Sec. 2.** NRS 385.3583 is hereby amended to read as follows:

2 385.3583 The annual report of accountability prepared by the State Board
3 pursuant to NRS 385.3572 must include information on the attendance, truancy and
4 transiency of pupils, including, without limitation:

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

8 2. The number of pupils in each grade who are retained in the same grade
9 pursuant to NRS 392.033 , ~~to~~ 392.125 ~~to~~ **or section 10 of this act**, reported for
10 each school district, including, without limitation, each charter school in the
11 district, and for this State as a whole.

12 3. The transiency rate of pupils, reported for each school district, including,
13 without limitation, each charter school in the district, and for this State as a whole.
14 For the purposes of this subsection, a pupil is not a transient if the pupil is
15 transferred to a different school within the school district as a result of a change in
16 the zone of attendance by the board of trustees of the school district pursuant to
17 NRS 388.040.

18 4. The number of habitual truants reported for each school district, including,
19 without limitation, each charter school in the district, and for this State as a whole,
20 including, without limitation, the number who are:

21 (a) Reported to an attendance officer, a school police officer or a local law
22 enforcement agency pursuant to paragraph (a) of subsection 2 of NRS 392.144;

23 (b) Referred to an advisory board to review school attendance pursuant to
24 paragraph (b) of subsection 2 of NRS 392.144; and

25 (c) Referred for the imposition of administrative sanctions pursuant to
26 paragraph (c) of subsection 2 of NRS 392.144.

27 **Sec. 3.** NRS 386.583 is hereby amended to read as follows:

28 386.583 **1.** The governing body of a charter school shall adopt rules for the
29 academic retention of pupils who are enrolled in the charter school ~~that are~~
30 **consistent with sections 8, 10 and 11 of this act.** The rules must ~~prescribe~~:

31 **(a)** *Prescribe the conditions under which a pupil may be retained in the same*
32 *grade rather than promoted to the next higher grade for the immediately succeeding*
33 *school year.*

34 **(b)** *Require a pupil enrolled in grade 3 to be retained in the same grade*
35 *rather than promoted to grade 4 when required pursuant to section 10 of this act.*

36 **2.** *On or before September 1 of each year, the governing body of each*
37 *charter school shall:*

38 **(a)** *Prepare a report concerning the number and percentage of pupils at the*
39 *charter school who were retained in grade 3 pursuant to section 10 of this act for*
40 *a deficiency in the subject area of reading;*

41 **(b)** *Submit a copy of the report to the Department; and*

42 **(c)** *Post the report on the Internet website maintained by the charter school*
43 *and otherwise make the report available to the parents and legal guardians of*
44 *pupils enrolled in the charter school and the general public.*

45 **Sec. 4.** Chapter 388 of NRS is hereby amended by adding thereto the
46 provisions set forth as sections 5 and 6 of this act.

47 **Sec. 5. 1.** *The board of trustees of each school district and the governing*
48 *body of each charter school shall prepare a plan to improve the literacy of pupils*
49 *enrolled in kindergarten and grades 1, 2 and 3. Such a plan must include,*
50 *without limitation:*

51 **(a)** *A program to provide intensive instruction to pupils who have been*
52 *identified as deficient in the subject area of reading to ensure that those pupils*
53 *achieve adequate proficiency in that subject area. Such a program must include,*

1 without limitation, regularly scheduled reading sessions in small groups and
2 specific instruction on phonological and phonemic awareness, decoding skills
3 and reading fluency;

4 (b) Procedures for assessing a pupil's proficiency in the subject area of
5 reading using valid and reliable assessments that have been approved by the State
6 Board by regulation;

7 (1) Within the first 30 days of school after the pupil enters kindergarten
8 or upon enrollment in kindergarten if the pupil enrolls after that period; and

9 (2) During grades 1, 2 and 3;

10 (c) A program to improve the proficiency in reading of pupils who are limited
11 English proficient; and

12 (d) Procedures for facilitating collaboration between learning strategists and
13 classroom teachers.

14 2. The board of trustees of each school district or the governing body of a
15 charter school, as applicable, shall:

16 (a) Submit its plan to the Department for approval on or before the date
17 prescribed by the Department on a form prescribed by the Department; and

18 (b) Make such revisions to the plan as the Department determines are
19 necessary.

20 Sec. 6. 1. The principal of a public elementary school, including, without
21 limitation, a charter school, shall designate a licensed teacher employed by the
22 school who has demonstrated leadership abilities to serve as a learning strategist
23 to train and assist teachers at the school to provide intensive instruction to pupils
24 who have been identified as deficient in the subject area of reading.

25 2. A school district or charter school may provide additional compensation
26 to:

27 (a) A licensed teacher designated as a learning strategist pursuant to this
28 section; or

29 (b) A teacher who is employed by a school district or charter school to teach
30 kindergarten or grade 1, 2, 3 or 4 whose overall performance is determined to be
31 highly effective under the statewide performance evaluation system established by
32 the State Board pursuant to NRS 391.465.

33 3. Each teacher employed by a school district or charter school to teach
34 kindergarten or grade 1, 2, 3 or 4 shall complete professional development
35 provided by a learning strategist designated pursuant to subsection 1 in the
36 subject area of reading.

37 4. The State Board shall prescribe by regulation:

38 (a) Any training or professional development that a learning strategist is
39 required to successfully complete;

40 (b) Any professional development that a teacher employed by a school district
41 or charter school to teach kindergarten or grade 1, 2, 3 or 4 is required to receive
42 from a learning strategist in the subject area of reading; and

43 (c) The duties and responsibilities of a learning strategist.

44 Sec. 7. Chapter 392 of NRS is hereby amended by adding thereto the
45 provisions set forth as sections 8 to 13, inclusive, of this act.

46 Sec. 8. If a pupil enrolled at a public elementary school in kindergarten or
47 grade 1, 2 or 3 exhibits a deficiency in the subject area of reading based upon
48 state or local assessments or upon the observations of the pupil's teacher, the
49 principal of the school must provide written notice of the deficiency to the parent
50 or legal guardian of the pupil within 30 days after the date on which the
51 deficiency is discovered. The written notice must, without limitation:

52 1. Identify the educational programs and services that the pupil will receive
53 to improve the pupil's proficiency in the subject area of reading, including,

1 without limitation, the programs and services included in the plan to improve the
2 literacy of pupils enrolled in kindergarten and grades 1, 2 and 3 that has been
3 approved by the Department pursuant to section 5 of this act;

4 2. Explain that if the pupil does not achieve adequate proficiency in the
5 subject area of reading before the completion of grade 3, the pupil will be
6 retained in grade 3 rather than promoted to grade 4, unless the pupil receives a
7 good-cause exemption pursuant to section 10 of this act;

8 3. Describe the strategies which the parent or legal guardian may use at
9 home to help improve the proficiency of the pupil in the subject area of reading;

10 4. Explain that the criterion-referenced examination in the subject area of
11 reading administered pursuant to NRS 389.550 is not the only factor used to
12 determine whether the pupil will be retained in grade 3 and that other options are
13 available for the pupil to demonstrate proficiency if the pupil is eligible for a
14 good-cause exemption pursuant to section 10 of this act;

15 5. Describe the policy and specific criteria adopted by the board of trustees
16 of the school district or governing body of a charter school, as applicable,
17 pursuant to section 11 of this act regarding the promotion of a pupil to grade 4 at
18 any time during the school year if the pupil is retained in grade 3 pursuant to
19 section 10 of this act;

20 6. Include information regarding the English literacy development of a
21 pupil who is limited English proficient; and

22 7. Describe the strategies which the parent or legal guardian may use at
23 home to help improve the English literacy of a pupil who is limited English
24 proficient.

25 **Sec. 9.** 1. A public elementary school that has notified the parent or legal
26 guardian of a pupil that, based upon the results of state or local assessments, it
27 has been determined that the pupil has a deficiency in the subject area of reading
28 pursuant to section 8 of this act shall, within 30 days after providing such notice,
29 establish a plan to monitor the progress of the pupil in the subject area of
30 reading.

31 2. A plan to monitor the progress of a pupil in the subject area of reading
32 must be established by the teacher of the pupil and any other relevant school
33 personnel and approved by the principal of the school and the ~~parents~~ parent or
34 legal guardian of the pupil. The plan must include a description of any
35 intervention services that will be provided to the pupil to correct the deficiency
36 and must include that the pupil will receive intensive instruction in reading to
37 ensure the pupil achieves adequate proficiency in reading. Such instruction must
38 include, without limitation, the programs and services included in the plan to
39 improve the literacy of pupils enrolled in kindergarten and grades 1, 2 and 3
40 approved by the Department pursuant to section 5 of this act.

41 3. A school that establishes a plan to monitor the progress of a pupil in the
42 subject area of reading shall assess the proficiency of the pupil in the subject area
43 of reading at the beginning of the next school year after the plan is established
44 pursuant to this section.

45 **Sec. 10.** 1. Except as otherwise provided in this section, a pupil enrolled
46 in grade 3 must be retained in grade 3 rather than promoted to grade 4 if the
47 pupil does not obtain a score in the subject area of reading on the criterion-
48 referenced examination administered pursuant to NRS 389.550 that meets the
49 passing score prescribed by the State Board pursuant to subsection 7.

50 2. The superintendent of schools of a school district or the governing body
51 of a charter school, as applicable, may authorize the promotion of a pupil to
52 grade 4 who would otherwise be retained in grade 3 only if the superintendent or
53 governing body, as applicable, approves a good-cause exemption for the pupil

1 upon a determination by the principal of the school pursuant to subsection 4 that
2 the pupil is eligible for such an exemption.

3 3. A good-cause exemption must be approved for a pupil who previously
4 was retained in grade 3. Any other pupil is eligible for a good-cause exemption if
5 the pupil:

6 (a) Demonstrates an acceptable level of proficiency in reading on an
7 alternative standardized reading assessment approved by the State Board;

8 (b) Demonstrates, through a portfolio of the pupil's work, proficiency in
9 reading at grade level, as evidenced by demonstration of mastery of the academic
10 standards in reading beyond the retention level;

11 (c) Is limited English proficient and has received less than 2 years of
12 instruction in a program of instruction that teaches English as a second
13 language;

14 (d) Received intensive remediation in the subject area of reading for 2 or
15 more years but still demonstrates a deficiency in reading and was previously
16 retained in kindergarten or grade 1 or 2 for a total of 2 years;

17 (e) Is a pupil with a disability and his or her individualized education
18 program indicates that the pupil's participation in the criterion-referenced
19 examinations administered pursuant to NRS 389.550 is not appropriate; or

20 (f) Is a pupil with a disability and:

21 (1) He or she participates in the criterion-referenced examinations
22 administered pursuant to NRS 389.550;

23 (2) His or her individualized education program or plan developed in
24 accordance with section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794,
25 documents that the pupil has received intensive remediation in reading for more
26 than 2 years, but he or she still demonstrates a deficiency in reading; and

27 (3) He or she was previously retained in kindergarten or grade 1, 2 or 3.

28 4. The principal of a school in which a pupil who may be retained in grade
29 3 pursuant to subsection 1 is enrolled shall consider the factors set forth in
30 subsection 3 and determine whether the pupil is eligible for a good-cause
31 exemption. In making the determination, the principal must consider
32 documentation provided by the pupil's teacher indicating whether the promotion
33 of the pupil is appropriate based upon the record of the pupil. Such
34 documentation must only consist of the existing plan for monitoring the progress
35 of the pupil, the pupil's individualized education program, if applicable, and the
36 pupil's plan in accordance with section 504 of the Rehabilitation Act of 1973, 29
37 U.S.C. § 794, if applicable. If the principal determines that promotion of the pupil
38 to grade 4 is appropriate, the principal must submit a written recommendation to
39 the superintendent of schools of the school district or to the governing body of the
40 charter school, as applicable. The superintendent of schools or the governing
41 body of the charter school, as applicable, shall approve or deny the
42 recommendation of the principal and provide written notice of the approval or
43 denial to the principal.

44 5. A principal who determines that a pupil is eligible for a good-cause
45 exemption shall notify the parent or legal guardian of the pupil whether the
46 superintendent of schools of the school district or the governing body of the
47 charter school, as applicable, approves the good-cause exemption.

48 6. The principal of a school in which a pupil for whom a good-cause
49 exemption is approved and who is promoted to grade 4 must ensure that the pupil
50 continues to receive intensive instruction in the subject area of reading. Such
51 instruction must include, without limitation, strategies based upon scientifically
52 based research that will improve proficiency in the subject area of reading.

53 7. The State Board shall prescribe by regulation:

1 (a) The score which a pupil enrolled in grade 3 must obtain in the subject
2 area of reading on the criterion-referenced examination administered pursuant
3 to NRS 389.550 to be promoted to grade 4 without a good-cause exemption; and

4 (b) An alternate examination for administration to pupils enrolled in grade 3
5 who do not obtain the passing score in the subject area of reading on the
6 criterion-referenced examination administered pursuant to NRS 389.550 and the
7 passing score such a pupil must obtain on the alternate examination to be
8 promoted to grade 4 without a good-cause exemption.

9 8. As used in this section, "individualized education program" has the
10 meaning ascribed to it in 20 U.S.C. § 1414(d)(1)(A).

11 Sec. 11. 1. If a pupil will be retained in grade 3 pursuant to section 10 of
12 this act, the principal of the school must:

13 (a) Provide written notice to the parent or legal guardian of the pupil that the
14 pupil will be retained in grade 3. The written notice must include, without
15 limitation, a description of the intensive instructional services in the subject area
16 of reading that the pupil will receive to improve the proficiency of the pupil in
17 that subject area.

18 (b) Develop a plan to monitor the progress of the pupil in the subject area of
19 reading.

20 (c) Require the teacher of the pupil to develop a portfolio of the pupil's work
21 in the subject area of reading, which must be updated as necessary to reflect
22 progress made by the pupil.

23 (d) Ensure that the pupil receives intensive instructional services in the
24 subject area of reading that are designed to improve the pupil's proficiency in the
25 subject area of reading, including, without limitation:

26 (1) Programs and services included in the plan to improve the literacy of
27 pupils enrolled in kindergarten and grades 1, 2 and 3 approved by the
28 Department pursuant to section 5 of this act;

29 (2) Instruction for at least 90 minutes each school day based upon
30 scientifically based reading instruction research; and

31 (3) Intensive instructional services prescribed by the board of trustees of
32 the school district pursuant to subsection 2, as determined appropriate for the
33 pupil.

34 2. The board of trustees of each school district or the governing body of a
35 charter school, as applicable, shall:

36 (a) Review and evaluate the plans for monitoring the progress of pupils
37 developed pursuant to subsection 1.

38 (b) Prescribe the intensive instructional services in the subject area of
39 reading which the principal of a school must implement as determined
40 appropriate for a pupil who is retained in grade 3 pursuant to section 10 of this
41 act, which may include, without limitation:

42 (1) Instruction that is provided in small groups;

43 (2) Instruction provided in classes with reduced pupil-teacher ratios;

44 (3) A timeline for frequently monitoring the progress of the pupil;

45 (4) Tutoring and mentoring;

46 (5) Classes which are designed to increase the ability of pupils to
47 transition from grade 3 to grade 4;

48 (6) Instruction provided through an extended school day, school week or
49 school year;

50 (7) Programs to improve a pupil's proficiency in reading which are
51 offered during the summer; or

52 (8) Any combination of the services set forth in subparagraphs (1) to (7),
53 inclusive.

1 3. Except as otherwise provided in subsection 4, the intensive instructional
2 services in the subject area of reading required by this section must be provided to
3 the pupil by a teacher:

4 (a) Who is different than the teacher who provided instructional services to
5 the pupil during the immediately preceding school year; and

6 (b) Who has been determined to be highly effective, as demonstrated by pupil
7 performance data and performance evaluations.

8 4. The intensive instructional services in the subject area of reading
9 required by this section may be provided to the pupil by the same teacher who
10 provided instructional services to the pupil during the immediately preceding
11 school year if a different teacher who meets the requirements of paragraph (b) of
12 subsection 3 is not reasonably available and the pupil:

13 (a) Has an individualized education program; or

14 (b) Is enrolled in a school district in a county whose population is less than
15 100,000.

16 5. The board of trustees of each school district and the governing body of a
17 charter school, as applicable, shall develop a policy by which the principal of a
18 school may promote a pupil who is retained in grade 3 pursuant to section 10 of
19 this act to grade 4 at any time during the school year if the pupil demonstrates
20 adequate proficiency in the subject area of reading. The policy must include the
21 specific criteria a pupil must satisfy to be eligible for promotion, including,
22 without limitation, a reasonable expectation that the pupil's progress will allow
23 him or her to sufficiently master the requirements for a fourth-grade reading
24 level. If a pupil is promoted after November 1 of a school year, he or she must
25 demonstrate proficiency in reading at a level prescribed by the State Board.

26 6. If a principal of a school determines that a pupil is not academically
27 ready for promotion to grade 4 after being retained in grade 3 and the pupil
28 received intensive instructional services pursuant to this section, the school
29 district in which the pupil is enrolled must allow the parent or legal guardian of
30 the pupil to decide, in consultation with the principal of the school, whether to
31 place the pupil in a transitional instructional setting which is designed to produce
32 learning gains sufficient for the pupil to meet the performance standards
33 required for grade 4 while continuing to receive remediation in the subject area
34 of reading.

35 7. As used in this section, "individualized education program" has the
36 meaning ascribed to it in 20 U.S.C. § 1414(d)(1)(A).

37 Sec. 12. In addition to the intensive instructional services provided to a
38 pupil who is retained in grade 3 pursuant to section 10 of this act, the principal of
39 the school must offer the parent or legal guardian of the pupil at least one of the
40 following instructional options:

41 1. Supplemental tutoring which is based upon scientifically based research
42 concerning reading instruction;

43 2. Providing the parent or legal guardian with a plan for reading with the
44 pupil at home and participating in any workshops that may be available in the
45 school district to assist the parent or guardian with reading with his or her child
46 at home, as set forth in an agreement with the parent or legal guardian; or

47 3. Providing the pupil with a mentor or tutor who has received specialized
48 training in teaching pupils how to read.

49 Sec. 13. On or before September 1 of each year, the board of trustees of
50 each school district shall:

51 1. Prepare a report concerning the number and percentage of pupils at each
52 public school within the school district who were retained in grade 3 pursuant to
53 section 10 of this act for a deficiency in the subject area of reading.

2. *Submit a copy of the report to the Department.*

3. *Post the report on the Internet website maintained by the school district and otherwise make the report available to the parents and legal guardians of pupils enrolled in the school district and the general public.*

Sec. 14. NRS 392.125 is hereby amended to read as follows:

392.125 1. Except as otherwise provided in subsection 4, before any pupil enrolled in a public school may be retained in the same grade rather than promoted to the next higher grade for the succeeding school year, the pupil's teacher and principal must make a reasonable effort to arrange a meeting and to meet with the pupil's parents or guardian to discuss the reasons and circumstances.

2. ~~¶¶~~ *Except as otherwise provided in section 10 of this act, the* teacher and the principal in joint agreement have the final authority to retain a pupil in the same grade for the succeeding school year.

3. Except as otherwise provided in subsection 2 of NRS 392.033 for the promotion of a pupil to high school, no pupil may be retained more than one time in the same grade.

4. ~~¶¶~~ *Except as otherwise provided in NRS 386.583, this* section does not apply to the academic retention of pupils who are enrolled in a charter school.

Sec. 15. 1. ~~¶¶ There is hereby appropriated from the State General Fund to the Other State Education Programs Account in the State General Fund the following sums:~~

(a) For the Fiscal Year 2015-2016.....	\$4,900,000
(b) For the Fiscal Year 2016-2017.....	\$22,300,000

2. ~~¶~~ The Department of Education shall distribute the money that is appropriated by subsection 1 to the Other State Education Programs Account in the State General Fund to carry out the purposes of sections 1 to 14, inclusive, of this act through a competitive grants program. Grants must be awarded by the Department based on the demonstrated needs of the school districts and charter schools and will be awarded to school districts and to charter schools that have been approved by the State Public Charter School Authority. Grants must be used for literacy programs for pupils enrolled in kindergarten and grades 1, 2 and 3 established pursuant to section 5 of this act and to support other school-based efforts to ensure that all pupils are proficient in the subject area of reading by the end of the third grade. Such school-based efforts may include, without limitation:

- (a) Hiring or training learning strategists;
- (b) Entering into contracts with vendors for the purchase of reading assessments, textbooks, computer software or other materials;
- (c) Providing professional development for school personnel;
- (d) Providing programs to pupils before and after school and during intercessions or summer school; and
- (e) Providing other evidence-based literacy initiatives for pupils enrolled in kindergarten and grades 1, 2 and 3.

~~¶¶~~ 2. The board of trustees of a school district or the governing body of a charter school that receives a grant of money pursuant to subsection ~~¶¶~~ 1 shall:

- (a) Set measurable performance objectives based on aggregated pupil achievement data; and
- (b) Prepare and submit to the Department of Education, on or before July 1, 2016, a report that includes, without limitation:
 - (1) A description of the programs or services for which the money was used by each school; and
 - (2) The number of pupils who participated in a program or received services.

~~14.3.~~ 3. The Department of Education shall, to the extent that money is available for that purpose, hire an independent consultant to evaluate the programs or services paid for by a grant of money received by a school district or charter school pursuant to subsection ~~12.1.~~ 1.

~~15.4.~~ 4. The Department of Education shall prepare a report that includes, without limitation:

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

(b) The amount of money received by each school;

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

(d) The number of pupils who participated in a program or received services;

(e) The average expenditure per pupil for each program or service;

(f) An evaluation of the effectiveness of the program or service, including, without limitation, data regarding the academic and linguistic achievement and proficiency of pupils who participated in such a program or received such services; and

(g) Any recommendations for legislation, including, without limitation, legislation to continue or expand programs or services that are identified as effective in improving the reading proficiency of pupils in kindergarten through grade 3.

~~16.5.~~ 5. On or before August 31, 2016, the Department of Education shall submit a preliminary report prepared pursuant to subsection ~~15.4~~ 4 to the State Board of Education and the Legislative Committee on Education. On or before November 15, 2016, the Department shall submit the final report prepared pursuant to subsection ~~15.4~~ 4 and any recommendations made by the State Board or the Legislative Committee on Education to the Governor and to the Director of the Legislative Counsel Bureau for transmittal to the 79th Session of the Nevada Legislature.

~~17. The sums~~

6. Any money awarded to a school district or charter school from the money appropriated ~~by subsection 1 to a school district or a charter school,~~ to the Other State Education Programs Account in the State General Fund pursuant to subsection 1:

(a) Must be accounted for separately from any other money received by the school districts or charter school, as applicable, and used only for the purposes specified in this section.

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

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

~~18. 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 16, 2016, and September 15, 2017, 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 General Fund on or before September 16, 2016, and September 15, 2017, respectively.~~

1 **Sec. 16.** This act becomes effective upon passage and approval for the
2 purpose of adopting any regulations and performing any other preparatory
3 administrative tasks necessary to carry out the provisions of this act and for all
4 other purposes:

5 1. This section, sections 4 to 9, inclusive, and 15 of this act become effective
6 on July 1, 2015.

7 2. Sections 1, 2, 3 and 10 to 14, inclusive, of this act become effective on July
8 1, 2019.