

ASSEMBLY BILL NO. 110—COMMITTEE ON EDUCATION

(ON BEHALF OF THE LEGISLATIVE COMMITTEE
ON EDUCATION)

PREFILED FEBRUARY 7, 2017

Referred to Committee on Education

SUMMARY—Revises provisions governing education.
(BDR 34-327)

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

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

AN ACT relating to education; revising provisions governing the requirements for a pupil to receive credit for a course of study without attending the classes for the course; creating the Competency-Based Education Task Force; requiring the Department of Education to conduct a public awareness campaign regarding competency-based education; authorizing the Department to distribute certain money through a competitive grants program to carry out one or more programs of competency-based education; and providing other matters properly relating thereto.

Legislative Counsel's Digest:

1 Existing law provides that a pupil may be granted credit for certain courses in
2 lieu of course attendance if the pupil: (1) demonstrates proficiency on certain
3 examinations; and (2) applies to the board of trustees of the school district in which
4 the pupil attends school to be granted credit. (NRS 389.171) **Section 1** of this bill
5 provides that a pupil may also be granted credit in lieu of course attendance if the
6 pupil demonstrates proficiency to meet the objectives of a course or of a particular
7 area or areas of a course: (1) through a portfolio of the pupil's work; (2) through the
8 pupil's performance of a task that is designed to measure the proficiency of the
9 pupil; or (3) as measured by criteria prescribed by the State Board of Education.
10 **Section 1** also requires the State Board to adopt regulations that: (1) provide that a
11 pupil may apply to the governing body of the charter school in which the pupil is
12 enrolled to be granted credit in lieu of course attendance; and (2) prescribe other



criteria that may be used to determine whether a pupil has achieved proficiency in a course.

Section 2 of this bill creates the Competency-Based Education Task Force to study certain issues relating to personalized learning and competency-based education. The Task Force is required to prepare a final report with its findings and recommendations which must be posted on the Internet website of the Department of Education and submitted to the Governor, the Legislative Committee on Education and the Director of the Legislative Counsel Bureau for distribution to the next regular session of the Legislature.

Section 3 of this bill requires the Department of Education to: (1) conduct a public campaign to raise awareness about competency-based education; and (2) conduct at least one meeting with the superintendents of the school districts relating to competency-based education. **Section 3** also authorizes the Department to use money appropriated by the 2017 Legislature to the Account for Programs for Innovation and the Prevention of Remediation to carry out one or more programs of competency-based education through a competitive grants program.

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

Section 1. NRS 389.171 is hereby amended to read as follows:
389.171 1. A pupil may be granted credit for a specific course of study without having attended the regularly scheduled classes in the course if the pupil demonstrates his or her proficiency to meet the:

(a) Objectives of the course through the pupil's performance on an examination prescribed by the State Board;

(b) Objectives of a particular area or areas of the course in which the pupil is deficient through the pupil's performance on an examination developed by the principal and the pupil's teacher who provides instruction in the course that is designed to measure the proficiency of the pupil in that particular area or areas; ~~for~~

(c) Objectives of the course through the pupil's performance on an examination that the principal determines is as rigorous or more rigorous than the examination prescribed by the State Board pursuant to paragraph (a), including, without limitation, an advanced placement examination in the subject area of the course ~~H~~;

(d) Objectives of the course through a portfolio of the pupil's work;

(e) Objectives of a particular area or areas of the course through the pupil's performance of a task that is designed to measure the proficiency of the pupil in that particular area or areas; or

(f) Objectives of the course as measured against the criteria prescribed by the State Board pursuant to paragraph (d) of subsection 2.

2. The State Board shall adopt regulations that prescribe the:



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(a) Form on which a pupil may apply to the board of trustees of a school district in which the pupil attends school *or the governing body of the charter school in which the pupil is enrolled* to be granted credit pursuant to subsection 1;

(b) Courses of study for which pupils may be granted credit pursuant to subsection 1; ~~and~~

(c) Minimum score on the examination prescribed pursuant to paragraph (a) of subsection 1 that is required to demonstrate proficiency in a course ~~and~~; and

(d) Criteria, other than the criteria described in paragraphs (a) to (e), inclusive, of subsection 1, that may be used to determine whether a pupil has achieved proficiency in a course.

Sec. 2. 1. The Competency-Based Education Task Force is hereby created.

2. The Task Force must consist of at least 4 but not more than 13 members appointed by the Governor. The Task Force:

(a) Must consist of:

(1) At least one member who is a representative of the Department of Education;

(2) At least one member who is a representative of a school district;

(3) At least one member who is a representative of a community college in the Nevada System of Higher Education; and

(4) At least one member who is a representative of Western Governors University; and

(b) May include not more than nine additional members appointed by the Governor, each of whom must be a representative of an entity described in subparagraphs (1) to (4), inclusive, of paragraph (a).

3. The Governor shall appoint the members of the Task Force as soon as practicable after the effective date of this act but not later than July 31, 2017.

4. The Task Force shall study:

(a) Approaches to converting requirements regarding the amount of time a pupil is required to spend in a classroom into competency measures;

(b) Tools for use in personalized learning and competency-based education;

(c) Approaches to ensure appropriate examinations are prescribed by the State Board pursuant to NRS 389.171;

(d) Strategies for improving competency-based education through the use of technology; and

(e) Professional development relating to competency-based education and other support to assist educators in transitioning to a system of competency-based education.



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5. The Task Force shall meet at the call of the Governor or, after the first meeting of the Task Force, at the call of the Chair.

6. At the first meeting of the Task Force, the members of the Task Force shall elect a Chair by majority vote.

7. A majority of the members of the Task Force constitutes a quorum for the transaction of business, and a majority of those members present at any meeting is sufficient for any official action taken by the Task Force.

8. The Department of Education shall provide the Task Force with such staff as is necessary to carry out the duties of the Task Force.

9. Members of the Task Force serve without compensation, and necessary travel and per diem expenses may not be reimbursed.

10. The Task Force shall, on or before April 30, 2018:

(a) Complete a final report with its findings and any recommendations, including, without limitation, recommendations regarding approaches to converting requirements regarding the amount of time a pupil is required to spend in a classroom into competency measures and recommendations regarding professional development relating to competency-based education;

(b) Post a copy of the final report on the Internet website maintained by the Department of Education; and

(c) Submit a copy of the final report to the Governor, the Legislative Committee on Education and the Director of the Legislative Counsel Bureau for transmittal to the next regular session of the Legislature.

11. As used in this section, "competency-based education" means a system of instruction in which a pupil is granted credit for a course of study when the pupil demonstrates proficiency to meet the objectives of the course or the objectives of a particular area or areas of the course in the manner described in NRS 389.171.

Sec. 3. 1. The Department of Education shall:

(a) Conduct a public campaign to raise awareness about competency-based education.

(b) Conduct one or more meetings with the superintendents of the school districts for the purpose of increasing:

(1) Understanding of competency-based education; and

(2) Interest in implementing competency-based education.

(c) Establish and coordinate a network of teachers who practice competency-based education in public schools for the purpose of providing support and sharing effective practices.

2. The Department of Education may, through a competitive grants program, distribute any money appropriated by the 2017 Legislature to the Account for Programs for Innovation and the Prevention of Remediation created by NRS 387.1247 to carry out



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1 one or more programs of competency-based education. Grants must
2 be awarded by the Department based upon money available and
3 proposals submitted by school districts and charter schools that have
4 been approved by the State Public Charter School Authority. Grants
5 must be used for programs of competency-based education which
6 may include, without limitation, programs for:

7 (a) Investigating, developing and implementing competency-
8 based educational pathways for pupils;

9 (b) Developing performance measures through which a pupil
10 may demonstrate his or her proficiency to meet the objectives of a
11 course or the objectives of a particular area or areas of a course and
12 receive credit for the course without having attended regularly
13 scheduled classes;

14 (c) Developing or acquiring examinations or assessments
15 through which a pupil may demonstrate his or her proficiency
16 pursuant to paragraph (a) of subsection 1 of NRS 389.171;

17 (d) Establishing school sites at which competency-based
18 education can be observed;

19 (e) Supporting the transition of schools to competency-based
20 education;

21 (f) Identifying and purchasing technical assistance and
22 professional development materials; and

23 (g) Documenting and sharing results, challenges and lessons
24 learned relating to the implementation of programs of competency-
25 based education.

26 3. As used in this section, "competency-based education"
27 means a system of instruction in which a pupil is granted credit for a
28 course of study when the pupil demonstrates proficiency to meet the
29 objectives of the course or the objectives of a particular area or areas
30 of the course in the manner described in NRS 389.171.

31 **Sec. 4.** 1. This act becomes effective upon passage and
32 approval for the purposes of adopting regulations and performing
33 any other administrative tasks that are necessary to carry out the
34 provisions of this act, and on July 1, 2017, for all other purposes.

35 2. Sections 2 and 3 of this act expire by limitation on June 30,
36 2019.

