

ASSEMBLY BILL NO. 275—ASSEMBLYWOMEN SPIEGEL AND DIAZ

MARCH 10, 2017

JOINT SPONSORS: SENATORS PARKS AND MANENDO

Referred to Committee on Education

SUMMARY—Requires the establishment of a statewide framework for providing integrated student supports for certain pupils and their families. (BDR 34-920)

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; requiring the Department of Education to establish a statewide framework for providing integrated student supports for pupils enrolled in public schools and the families of such pupils; requiring the board of trustees of each school district and the governing body of each charter school to take certain action to provide academic and nonacademic supports for pupils enrolled in the school district or charter school and the families of such pupils; requiring any request for proposals issued by a local educational agency for integrated student supports to include provisions requiring a provider of integrated student support services to comply with the protocol for providing integrated student supports established by the Department; and providing other matters properly relating thereto.

Legislative Counsel's Digest:

- 1 This bill requires the Department of Education to establish a statewide
- 2 framework for providing and coordinating integrated student supports, which are
- 3 academic and nonacademic supports for pupils enrolled in public schools and the
- 4 families of such pupils, to the extent money is available. This bill requires the
- 5 framework to: (1) establish minimum standards for the provision of integrated
- 6 student supports by school districts and charter schools; (2) establish a protocol to
- 7 provide and coordinate integrated student supports; and (3) include integration and



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coordination across school and community-based providers of integrated student support services.

This bill also requires the board of trustees of each school district and the governing body of each charter school to: (1) conduct annually a needs assessment to identify the academic and nonacademic supports needed within the district or charter school; (2) ensure that mechanisms for data-driven decision-making are in place and the academic progress of pupils for whom integrated student supports have been provided is tracked; (3) ensure integration and coordination between providers of integrated student support services; and (4) to the extent money is available, ensure that pupils have access to certain professionals and services. This bill also requires that a request for proposals issued by a local educational agency for integrated student support services include provisions requiring a provider of integrated student support services to comply with the protocol established by the Department.

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

Section 1. Chapter 388 of NRS is hereby amended by adding thereto a new section to read as follows:

1. The Department shall, to the extent money is available, establish a statewide framework for providing and coordinating integrated student supports for pupils enrolled in public schools and the families of such pupils. The statewide framework must:

(a) Establish minimum standards for the provision of integrated student supports by school districts and charter schools. Such standards must be designed to allow a school district or charter school the flexibility to address the unique needs of the pupils enrolled in the school district or charter school.

(b) Establish a protocol for providing and coordinating integrated student supports. Such a protocol must be designed to:

(1) Support a school-based approach to promoting the success of all pupils by establishing a means to identify barriers to academic achievement and educational attainment of all pupils and a method for intervening and providing coordinated supports to reduce those barriers;

(2) Encourage the provision of education in a manner that is centered around pupils and their families and is culturally and linguistically appropriate;

(3) Encourage providers of integrated student supports to collaborate to improve academic achievement and educational attainment, including, without limitation, by:

(I) Engaging in shared decision-making;

(II) Establishing a referral process that reduces duplication of services and increases efficiencies in the manner in which barriers to academic achievement and educational attainment are addressed by such providers; and



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(III) Establishing productive working relationships between such providers;

(4) Encourage collaboration between the Department and local educational agencies to develop training regarding:

(I) Best practices for providing integrated student supports;

(II) Establishing effective integrated student support teams comprised of persons or governmental entities providing integrated student supports;

(III) Effective communication between providers of integrated student supports; and

(IV) Compliance with applicable state and federal law; and

(5) Support statewide and local organizations in their efforts to provide leadership, coordination, technical assistance, professional development and advocacy to improve access to integrated student supports and expand upon existing integrated student supports that address the physical, emotional and educational needs of pupils.

(c) Include integration and coordination across school- and community-based providers of integrated student support services through the establishment of partnerships and systems that support this framework.

2. The board of trustees of each school district and the governing body of each charter school shall:

(a) Annually conduct a needs assessment for pupils enrolled in the school district or charter school, as applicable, to identify the academic and nonacademic supports needed within the district or charter school. The board of trustees of a school district or the governing body of a charter school shall be deemed to have satisfied this requirement if the board of trustees or the governing body has conducted such a needs assessment for the purpose of complying with any provision of federal law or any other provision of state law that requires the board of trustees or governing body to conduct such a needs assessment.

(b) Ensure that mechanisms for data-driven decision-making are in place and the academic progress of pupils for whom integrated student supports have been provided is tracked.

(c) Ensure integration and coordination between providers of integrated student supports.

(d) To the extent money is available, ensure that pupils have access to social workers, mental health workers, counselors, psychologists, nurses, speech-language pathologists, audiologists and other school-based specialized instructional support personnel



1 *or community-based medical or behavioral providers of health*
2 *care.*

3 *3. Any request for proposals issued by a local educational*
4 *agency for integrated student supports must include provisions*
5 *requiring a provider of integrated student supports to comply*
6 *with the protocol established by the Department pursuant to*
7 *subsection 1.*

8 *4. As used in this section, “support” means any measure*
9 *designed to assist a pupil in improving his or her academic*
10 *achievement and educational attainment and maintaining stability*
11 *and positivity in his or her life.*

12 **Sec. 2.** This act becomes effective on July 1, 2017.

