

Amendment No. 597

Assembly Amendment to Assembly Bill No. 275 (BDR 34-920)

Proposed by: Assembly Committee on Education

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

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/JWP



Date: 4/24/2017

A.B. No. 275—Requires the establishment of a protocol for providing integrated student supports for certain pupils and their families.
(BDR 34-920)



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 ~~protocol~~ **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 ~~protocol~~ **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:

This bill requires the Department of Education to establish a ~~protocol to provide and coordinate~~ **statewide framework for providing and coordinating integrated student supports, which are** academic and nonacademic supports for pupils enrolled in public schools and the families of such pupils, to the extent money is available. **This bill requires the framework to: (1) establish minimum standards for the provision of integrated student supports by school districts and charter schools; (2) establish a protocol to provide and coordinate integrated student supports; and (3) include integration and 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) ~~provide~~ **ensure that mechanisms for data-driven decision-making are in place and the academic progress of pupils for whom** integrated student supports ~~in accordance with the needs assessment conducted for the school district or charter school and the protocol established by~~

the Department.] have been provided is tracked; (3) ~~[adopt certain policies and take certain action relating to the provision of academic and nonacademic supports to pupils;]~~ ensure integration and coordination between providers of integrated student support services; and (4) ~~[track and annually report to the Department information concerning the academic progress of pupils to whom integrated student supports have been provided;]~~ 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 ~~[protocol to provide]~~ statewide framework for providing and ~~[coordinate]~~ 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:

~~[(a)] (1) Support a school-based approach to promoting the success of all pupils by ~~[coordinating any]~~ establishing a means to identify barriers to academic achievement and ~~[nonacademic supports necessary to reduce barriers to the academic achievement and]~~ educational attainment of all pupils;~~

~~— (b) Provide any auxiliary support necessary to allow teaching and learning to occur unimpeded in public school classrooms;~~

~~— (c) Encourage the establishment or expansion of community-based supports that can be integrated into the academic environment of public schools and school districts;~~

~~— (d) Increase public awareness of any evidence that demonstrates that academic outcomes are a result of academic and nonacademic factors; and~~

~~— (e)] 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

(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 ~~implement high quality, evidence based, pupil centered academic~~
~~and nonacademic supports in public schools in this State.~~ 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, ~~provide integrated student supports in~~
~~accordance with the needs assessment conducted pursuant to paragraph (a) and~~
~~the protocol established by the Department pursuant to subsection 1.~~

~~(e) Adopt a policy that encourages teachers, administrators and other~~
~~educational personnel to develop relationships with providers of academic and~~
~~nonacademic supports to enhance the effectiveness of the protocol established by~~
~~the Department pursuant to subsection 1.~~

~~(d) Engage community partners in an effort to provide academic and~~
~~nonacademic integrated student supports to pupils; and~~

~~(e) Track the academic progress of pupils for whom integrated student~~
~~supports have been provided and annually report such information to the~~
~~Department.~~ 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
or community-based medical or behavioral providers of health care.

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

4. As used in this section, "support" means any measure designed to assist a
pupil in improving his or her academic achievement and educational attainment
and maintaining stability and positivity in his or her life.

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