

Amendment No. 218

Senate Amendment to Senate Bill No. 76	(BDR 34-297)
Proposed by: Senate Committee on Education	
Amends: Summary: No 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.



SENATE BILL NO. 76—COMMITTEE ON EDUCATION

(ON BEHALF OF THE DEPARTMENT OF EDUCATION)

PREFILED NOVEMBER 18, 2020

Referred to Committee on Education

SUMMARY—Revises provisions relating to education. (BDR 34-297)

FISCAL NOTE: Effect on Local Government: No.
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 relating to submission and reporting requirements; revising provisions relating to certain advisory councils and committees; renaming the Teachers and Leaders Council of Nevada; ~~abolishing the Nevada Commission on Mentoring;~~ abolishing the State Financial Literacy Advisory Council; abolishing the Commission on Educational Technology; abolishing the Competency-Based Education Network; abolishing the Council to Establish Academic Standards for Public Schools; abolishing the Statewide Council for the Coordination of the Regional Training Programs; ~~abolishing the governing bodies of the regional training programs;~~ transferring the duties of such abolished commissions, councils, ~~and~~ *and* networks ~~and governing bodies of training programs~~ to the Department of Education; and providing other matters properly relating thereto.

Legislative Counsel's Digest:

Existing law requires the State Board of Education to submit a plan to improve the achievement of pupils enrolled in public schools in this State each year to certain entities. (NRS 385.111) **Section 1** of this bill instead requires the State Board to submit such a plan every 5 years.

Existing law requires a direct supervisor who receives a monthly report of bullying or cyber-bullying incidents to submit a report to the Office for a Safe and Respectful Learning Environment each calendar quarter that includes certain information. (NRS 388.1351) **Section 6** of this bill instead requires a direct supervisor to submit such a report semiannually.

Existing law requires the ratio of pupils per licensed teacher in each school district not to exceed a certain amount for each quarter of the school year. Existing law further requires a school district to request a variance from such requirement in certain circumstances for the next quarter of the current school year. **Section 10** of this bill instead requires a school district to request such a variance for the entirety of the school year. Existing law also requires the State Board of Education to submit a report on each variance requested by a school district to the Interim Finance Committee each quarter. (NRS 388.700) **Section 10** requires the State Board to submit such a report on an annual basis.

Existing law requires the Superintendent of Public Instruction to establish the Advisory Council for Family Engagement, which must include a member of the Senate and a member of the Assembly. (NRS 385.610) **Section 3** of this bill removes the requirement to appoint a member of the Senate and the Assembly to the Advisory Council and establishes a quorum for the Advisory Council. Existing law also requires the Superintendent of Public Instruction to establish the Advisory Committee on Language Development for Children Who Are Deaf, Hard of Hearing, Blind or Visually Impaired within the Department of Education and appoint members to the Committee. (NRS 388.5175) **Section 8** of this bill instead requires an advisory panel established pursuant to federal law to appoint members to the Committee and revises the requirements to serve on the Committee.

Existing law requires the Governor to appoint a committee on statewide school safety and requires the committee to evaluate and make recommendations to the Governor and Department of Education regarding certain issues relating to school safety. (NRS 388.1324) **Sections 5 and 54** of this bill: (1) instead require the Superintendent of Public Instruction to appoint the committee; (2) eliminate the duty of the committee to report to the Governor; and (3) make the purpose of the committee to provide nonbinding advice and assistance to the Superintendent, State Board and Department in the exercise of their duties regarding school safety. Existing law creates the Teachers and Leaders Council of Nevada and requires the Council to make certain recommendations to the State Board of Education concerning the statewide performance evaluation system for teachers and administrators. (NRS 391.455, 391.460) **Sections 30-34, 40 and 47** of this bill change the name of this entity to the Teachers and Leaders Advisory Council of Nevada and clarify that the purpose of the Advisory Council is to provide nonbinding advice and assistance to the Superintendent, State Board and Department of Education in the exercise of their duties. Existing law: (1) creates the Nevada State Teacher Recruitment and Retention Advisory Task Force; (2) requires the Legislative Committee on Education to appoint the members of the Task Force; and (3) requires the Task Force to evaluate and make recommendations to the Legislative Committee on Education regarding the recruitment and retention of teachers. (NRS 391.490-391.496) **Sections 35-37 and 59** of this bill: (1) instead require the Superintendent of Public Instruction to appoint the members of the Task Force; (2) require the Task Force to instead make recommendations to the Department of Education and submit an annual report to the Superintendent; and (3) make the purpose of the Task Force to provide nonbinding advice and assistance to the Superintendent, State Board and Department in the exercise of their duties regarding recruitment and retention of teachers.

Existing law requires the State Board of Education to prepare a plan to improve the achievement of pupils enrolled in public school in this State. (NRS 385.111) **Section 65** of this bill repeals a requirement that the Department of Education, in conjunction with the State Board of Education, report on the state of public education in this State. (NRS 385.230) **Section 7** of this bill makes a conforming change.

Section 4.5 of this bill removes a requirement for the Department of Education to provide administrative support to the Nevada Commission on Mentoring. (NRS 385.760)

Existing law establishes various commissions, councils, networks and governing bodies, including, without limitation, ~~the Nevada Commission on Mentoring,~~ the State Financial Literacy Advisory Council, the Commission on Educational Technology, the Competency-Based Education Network, the Council to Establish Academic Standards for Public Schools ~~and the Statewide Council for the Coordination of the Regional Training Programs .~~ ~~and the governing bodies of the regional training programs.~~ (NRS ~~385.760, 388.596,~~ 388.790, 389.220, 389.510, 391A.130) ~~(391A.150)~~ **Section 65** of this bill abolishes those commissions, councils ~~and networks .~~ ~~and governing bodies.~~ **Sections ~~53,~~ 55-58 , 60 and ~~60,~~ 62** of this bill make conforming changes as a result of the abolition of such entities. **Existing law requires the Department of Education to establish a pilot program to provide competency-based education. (NRS 389.200-389.230) Existing law also requires the State Board of Education to adopt regulations prescribing end-of-course examinations. (NRS 390.700) Section 65 abolishes the requirements to establish a pilot program to provide competency-based education and to adopt regulations prescribing end-of-course examinations. Section 16.5 of this bill makes a conforming change relating to end-of-course examinations.**

Existing law requires each school district and charter school to enter into cooperative agreements with a community college, state college or university to offer

dual credit courses. (NRS 389.300, 389.310) Section 19.5 of this bill authorizes a school district or charter school to enter into a cooperative agreement with a community college, state college or university located outside of this State in certain circumstances. Section 18.5 of this bill makes a conforming change relating to dual credit courses.

Existing law imposes certain duties on the State Financial Literacy Advisory Council, the Commission on Educational Technology, the Council to Establish Academic Standards for Public Schools ~~and~~ the Statewide Council for the Coordination of the Regional Training Programs ~~, [and the governing bodies of the regional training programs.]~~ (NRS 385.635, 388.5968, 388.800, 388.805, 388.810, 388.815, 389.520, 389.525, 389.530, 390.105, 390.115, ~~[391A.120, 391A.125, 391A.135, 391A.165-391A.190, [391A.210, 396.5195)]~~ Sections 4, ~~[9,] 12-15, 20-22, 25, 26, [39-48] 40-43, 48 and 51~~ of this bill transfer those duties to the Department of Education. Section 39 of this bill clarifies that the regional training programs serve teachers and administrators who are employed by charter schools in addition to those employed by school districts. Section 49 of this bill transfers certain duties of the State Board of Education to the Department and removes a requirement for the Superintendent of Public Instruction to submit certain reports relating to gifts and grants. Section 41.5 of this bill provides that the employee of the Department of Education serving on the governing body of a regional training program is a voting member. Section 11 of this bill makes a conforming change relating to the Commission on Educational Technology. [Section 19 of this bill makes a conforming change relating to the Competency-Based Education Network.] Sections 2, 16, 18, 23, 24, 27-29, 47 and 52 of this bill make conforming changes relating to the Council to Establish Academic Standards. Sections 1 and 50 of this bill make conforming changes relating to the Statewide Council for the Coordination of the Regional Training Programs. [Sections 17,] Section 38 ~~and 49~~ of this bill ~~[make] makes a conforming [changes] change~~ relating to the governing bodies of the regional training programs.

Existing law requires the Superintendent of Public Instruction and the Department of Education to conduct independent evaluations of certain grants and programs, including, without limitation, grants from the Great Teaching and Leading Fund, Zoom schools, Victory schools, and literacy programs. (NRS 391A.515, sections 1 and 2 of chapter 554, Statutes of Nevada 2019, at pages 3460, 3466, section 15 of chapter 334, Statutes of Nevada 2015, as amended by chapter 634, Statutes of Nevada 2019, at page 4499) Sections 50, 52.3, 52.5 and 52.7 of this bill revise the requirements for such an evaluation. Existing law also requires the Department to submit certain reports relating to the New Nevada Education Funding Plan, Zoom schools and Victory schools. (NRS 387.139, section 1 of chapter 554, Statutes of Nevada 2019, at page 3460) Sections 4.7, 52.3, 52.5 and 52.7 of this bill remove those requirements.

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

Section 1. NRS 385.111 is hereby amended to read as follows:

385.111 1. The State Board shall prepare a plan to improve the achievement of pupils enrolled in the public schools in this State. The plan:

(a) Must be prepared in consultation with:

(1) Employees of the Department;
(2) At least one employee of a school district in a county whose population is 100,000 or more, appointed by the Nevada Association of School Boards; *and*
(3) At least one employee of a school district in a county whose population is less than 100,000, appointed by the Nevada Association of School Boards; and
~~[(4) At least one representative of the Statewide Council for the Coordination of the Regional Training Programs created by NRS 391A.130, appointed by the Council; and]~~

(b) May be prepared in consultation with:

(1) Representatives of institutions of higher education;

(2) Representatives of regional educational laboratories;
(3) Representatives of outside consultant groups;
(4) Representatives of the regional training programs for the professional development of teachers and administrators created by NRS 391A.120;
(5) The Legislative Bureau of Educational Accountability and Program Evaluation; and
(6) Other persons who the State Board determines are appropriate.

2. On or before March 31 ~~[of each year,]~~ **every 5 years**, the State Board shall submit the plan or the revised plan, as applicable, to the:

- (a) Governor;
- (b) Legislative Committee on Education;
- (c) Legislative Bureau of Educational Accountability and Program Evaluation;
- (d) Board of Regents of the University of Nevada;
- (e) Board of trustees of each school district; and
- (f) Governing body of each charter school.

Sec. 2. NRS 385.114 is hereby amended to read as follows:

385.114 1. Except as otherwise provided in subsections 2 and 3, the State Board shall prescribe and cause to be enforced the courses of study for the public schools of this State. The courses of study prescribed and enforced by the State Board must comply with the standards of content and performance established by the ~~[Council to Establish Academic Standards for Public Schools]~~ **Department** pursuant to NRS 389.520.

2. For those courses of study prescribed by the State Board:

(a) High schools may have modified courses of study, subject to the approval of the State Board; and

(b) Any high school offering courses normally accredited as being beyond the level of the 12th grade shall, before offering such courses, have them approved by the State Board.

3. A charter school is not required to offer the courses of study prescribed by the State Board except for those courses of study which are required for promotion to the next grade or graduation from high school.

Sec. 3. NRS 385.610 is hereby amended to read as follows:

385.610 1. The Superintendent of Public Instruction shall establish an Advisory Council for Family Engagement ~~[]~~ **within the Department**. The Advisory Council is composed of ~~[]~~ **nine** members.

2. The Superintendent of Public Instruction shall appoint the following members to the Advisory Council:

- (a) Two parents or legal guardians of pupils enrolled in public schools;
- (b) Two teachers in public schools;
- (c) One administrator of a public school;
- (d) One representative of a private business or industry;
- (e) One member of the board of trustees of a school district in a county whose population is 100,000 or more;
- (f) One member of the board of trustees of a school district in a county whose population is less than 100,000; and
- (g) One member who is the President of the Board of Managers of the Nevada Parent Teacher Association or its successor organization, or a designee nominated by the President.

3. The Superintendent of Public Instruction shall, to the extent practicable, ensure that the members the Superintendent appoints to the Advisory Council reflect the ethnic, economic and geographic diversity of this State.

3. ~~[The Speaker of the Assembly shall appoint one member of the Assembly to the Advisory Council.]~~

~~4. The Majority Leader of the Senate shall appoint one member of the Senate to the Advisory Council.~~

~~5.} The Advisory Council shall elect a Chair and Vice Chair from among its members. The Chair and Vice Chair serve a term of 1 year.~~

~~{6.} 4. After the initial terms {:~~

~~(a) The}, the term of each member of the Advisory Council {who is appointed by the Superintendent of Public Instruction} is 3 years.~~

~~{(b) The term of each member of the Advisory Council who is appointed by the Speaker of the Assembly and the Majority Leader of the Senate is 2 years.~~

~~7.} 5. A majority of the members of the Advisory Council constitutes a quorum, and a majority of the members present must concur in any decision.~~

6. The Department shall provide:

(a) Administrative support to the Advisory Council; and

(b) All information that is necessary for the Advisory Council to carry out its duties.

~~{8. For each day or portion of a day during which a member of the Advisory Council who is a Legislator attends a meeting of the Advisory Council or is otherwise engaged in the business of the Advisory Council, except during a regular or special session of the Legislature, the member is entitled to receive the:~~

~~(a) Compensation provided for a majority of the members of the Legislature during the first 60 days of the preceding regular session;~~

~~(b) Per diem allowance provided for state officers generally; and~~

~~(c) Travel expenses provided pursuant to NRS 218A.655.~~

~~➔ The compensation, per diem allowances and travel expenses of the legislative members of the Advisory Council must be paid from the Legislative Fund.~~

~~9.} 7. A member of the Advisory Council {who is not a Legislator} is entitled to receive the per diem allowance and travel expenses provided for state officers and employees generally for each day or portion of a day during which the member attends a meeting of the Advisory Council or is otherwise engaged in the business of the Advisory Council. The per diem allowance and travel expenses for the members of the Advisory Council {who are not Legislators} must be paid by the Department.~~

~~{10.} 8. Any costs associated with employing a substitute teacher while a member of the Advisory Council who is a teacher attends a meeting of the Advisory Council must be paid by the school district or charter school that employs the member.~~

Sec. 4. NRS 385.635 is hereby amended to read as follows:

385.635 1. The Office of Parental Involvement and Family Engagement created by NRS 385.630 shall:

(a) Review and evaluate the programs implemented by the school districts and public schools, including, without limitation, programs which are supported in part with money received from the Federal Government, for carrying out and increasing parental involvement and family engagement in the public schools. The review and evaluation must include an identification of current strategies and practices for effective parental involvement and family engagement.

(b) Develop a list of practices which have been proven effective in increasing the involvement of parents and the engagement of families in the education of their children, including, without limitation, practices that increase the ability of school districts and public schools to effectively reengage parents and families and provide those parents and families with the skills and resources necessary to support the academic achievement of their children.

(c) Work in cooperation with the ~~{Statewide Council for the Coordination of the Regional Training Programs}~~ **Department** in carrying out the duties of the

Office, including, without limitation, the establishment of a statewide training program concerning parental involvement and family engagement required pursuant to NRS 391A.135.

(d) Provide information to the school districts and public schools on the availability of competitive grants for programs which offer:

(1) Professional development for educational personnel on practices to reengage disengaged parents and families in the education of their children;

(2) Training for parents and families in skills of leadership and volunteerism;

(3) Family literacy training;

(4) Home visitation programs to encourage the involvement of parents and the engagement of families in the education of their children; and

(5) Other innovative programs that are designed to increase the involvement of parents and the engagement of families in the academic achievement of their children.

(e) Provide support to those school districts which have established an advisory council on parental involvement and family engagement pursuant to NRS 385.625 and encourage those school districts which have not established such an advisory council to consider creating an advisory council for the school district.

(f) Build the capacity of public schools to work in collaboration with parents to establish policies for the involvement of parents and the engagement of families, including, without limitation, policies that focus on partnerships between public schools and the parents and families of children enrolled in public schools and the empowerment of parents and families in support of the education of their children.

(g) Work in cooperation with the Commission on Professional Standards in Education in developing the regulations required by paragraph (g) of subsection 1 of NRS 391.019 and monitoring the implementation of those regulations.

(h) Establish, in collaboration with the State Board, guidelines to assist parents and families in helping their children achieve the standards of content and performance adopted by the State Board pursuant to NRS 389.520.

(i) Collaborate with the Nevada State Parent Information and Resource Center, the Parent Training and Information Centers, the Nevada Parent Teacher Association, the Advisory Council and the teachers who are trained to serve as liaisons to parents and legal guardians of pupils enrolled in public schools to plan and implement a statewide summit on parental involvement and family engagement, which must be held at least biennially. After each summit, the Office of Parental Involvement and Family Engagement shall evaluate the success of the summit in consultation with the entities identified in this paragraph.

(j) Assist each school district and the public schools within the school district with incorporating strategies and practices for effective parental involvement and family engagement into the plans to improve the achievement of pupils prepared by the public schools pursuant to NRS 385A.650.

(k) Work in partnership with the Advisory Council to:

(1) Review and evaluate the annual reports of accountability prepared by the board of trustees of each school district pursuant to NRS 385A.070 relating to parental involvement and family engagement in the school districts and public schools;

(2) Review and evaluate the plans to improve the achievement of pupils prepared by each public school pursuant to NRS 385A.650 relating to the strategies and practices for effective parental involvement and family engagement incorporated into the plans; and

(3) Review the status of the implementation of the provisions of this section and the effectiveness of the Office in carrying out the duties prescribed in this section.

2. On or before August 1 of each year, the Office of Parental Involvement and Family Engagement shall prepare a report which includes a summary of the:

(a) Status of the progress made by the school districts and public schools in effectively involving parents and engaging families in the education of their children and an identification of any areas where further improvement is needed; and

(b) Activities of the Office during the immediately preceding school year, including the progress made by the Office, in consultation with the Advisory Council, in assisting the school districts and public schools with increasing the effectiveness of involving parents and engaging families in the education of their children.

3. The Department shall post on its Internet website:

(a) The list of practices developed by the Office of Parental Involvement and Family Engagement pursuant to paragraph (b) of subsection 1;

(b) The report prepared by the Office pursuant to subsection 2; and

(c) Any other information that the Office finds useful for the school districts, public schools, parents, families and general public relating to effective parental involvement and family engagement.

Sec. 4.5. NRS 385.760 is hereby amended to read as follows:

385.760 1. The Nevada Commission on Mentoring is hereby created. The Commission consists of the following 13 members:

(a) One member appointed by the Governor who is a representative of business and industry with a vested interest in supporting mentorship programs in this State.

(b) One member appointed by the Governor who represents an employment and training organization located in this State.

(c) One member appointed by the Governor who is a resident of a county whose population is less than 100,000.

(d) One member who is the superintendent of a school district in a county whose population is 700,000 or more.

(e) One member who is the superintendent of a school district in a county whose population is 100,000 or more but less than 700,000.

(f) One member, who is not a Legislator, appointed by the Majority Leader of the Senate.

(g) One member, who is not a Legislator, appointed by the Speaker of the Assembly.

(h) One member, who is not a Legislator, appointed by the Minority Leader of the Senate.

(i) One member, who is not a Legislator, appointed by the Minority Leader of the Assembly.

(j) Four members appointed to the Commission pursuant to subsection 2.

2. The members of the Commission appointed pursuant to paragraphs (a) to (i), inclusive, of subsection 1 shall, at the first meeting of the Commission, appoint to the Commission four additional voting members:

(a) One of whom must be a member of the state advisory group appointed by the Governor pursuant to 34 U.S.C. § 11133 and operating in this State as the Juvenile Justice Commission under the Division of Child and Family Services of the Department of Health and Human Services;

(b) One of whom must be a representative of business and industry with a vested interest in supporting mentorship programs in this State; and

(c) Two members between the ages of 16 years and 24 years who have a vested interest in supporting mentorship programs in this State.

3. After the initial terms, each member of the Commission appointed pursuant to subsections 1 and 2 serves a term of 2 years. A member of the Commission may be reappointed, except that no member may serve more than two consecutive terms.

4. Any vacancy occurring in the membership of the Commission must be filled in the same manner as the original appointment not later than 30 days after the vacancy occurs. A member appointed to fill a vacancy shall serve as a member of the Commission for the remainder of the original term of appointment.

5. If a member of the Commission fails to attend two consecutive meetings of the Commission, the Commission shall, within 5 days after the second consecutive meeting that the member fails to attend, provide notice of that fact, in writing, to the appointing authority who appointed that member. Upon receipt of the notice, the appointing authority shall appoint a person to replace the member in the same manner as filling a vacancy on the Commission pursuant to subsection 4.

6. Each member of the Commission:

(a) Serves without compensation; and

(b) While engaged in the business of the Commission, is entitled to receive the per diem allowance and travel expenses provided for state officers and employees generally.

~~[7. The Department shall provide the Commission with such administrative support as is necessary to assist the Commission in carrying out its duties pursuant to NRS 385.780.]~~

Sec. 4.7. NRS 387.139 is hereby amended to read as follows:

387.139 1. The Department shall prescribe school achievement targets and performance targets which must be used by a public school that receives money pursuant to NRS 387.131 to evaluate and track the performance of pupils who receive services pursuant to NRS 387.133. The school achievement targets and performance targets prescribed by the Department must be aligned to the statewide system of accountability for public schools.

2. Each public school that receives money pursuant to NRS 387.131 shall submit, on or before a date prescribed by the board of trustees of the school district in which the public school is located or the sponsor of the charter school, as applicable, a report to the school district or sponsor which uses the school achievement targets and performance targets prescribed by the Department to measure the effectiveness of the public school in providing services pursuant to NRS 387.133.

~~3. [On or before November 30 of each year, the board of trustees of a school district and the sponsor of a charter school shall gather the reports submitted by each public school located in the school district or sponsored by the sponsor, as applicable, which contains information for the preceding school year and submit a report to the Department which contains such information for all public schools located in the school district or sponsored by the sponsor.]~~

~~4.]~~ The Department shall contract with an independent evaluator to evaluate the effectiveness of services provided during each even-numbered year pursuant to NRS 387.133. The evaluation must include, without limitation, a determination of whether each public school is making an effective use of the money received by the public school pursuant to NRS 387.131 and an identification of services which have been identified to offer the greatest and the least improvement to pupil performance. The evaluation must be provided on or before February 1 of each odd-numbered year to the Director of the Legislative Counsel Bureau for transmission to the next regular session of the Legislature.

Sec. 5. NRS 388.1324 is hereby amended to read as follows:

388.1324 1. The ~~{Governor}~~ *Superintendent of Public Instruction* shall appoint a committee on statewide school safety. Appointments must be made to represent each of the geographic areas of the State.

2. The committee must consist of ~~{~~:

- ~~—(a) One representative of the Department of Education;~~
- ~~—(b) One representative of the Department of Public Safety;~~
- ~~—(c) One representative of the Division of Emergency Management of the Department of Public Safety;~~
- ~~—(d) One representative of the Department of Health and Human Services;~~
- ~~—(e) One representative who is a licensed teacher in this State;~~
- ~~—(f) One representative who is the principal of a school in this State;~~
- ~~—(g) One superintendent of a school district in this State;~~
- ~~—(h) One school resource officer assigned to a school in this State;~~
- ~~—(i) One person employed as a paraprofessional, as defined in NRS 391.008, by a school in this State;~~
- ~~—(j) One school psychologist employed by a school in this State;~~
- ~~—(k) One provider of mental health other than a psychologist who provides services to pupils at a school in this State;~~
- ~~—(l) The State Fire Marshal or his or her designee;~~
- ~~—(m) One parent or legal guardian of a pupil enrolled in a school in this State;~~
- ~~—(n) At least two pupils enrolled in a school in this State; and~~
- ~~—(o) Any other representative}~~ *the number of members that the {Governor} Superintendent of Public Instruction deems appropriate {*, *which must include, without limitation, members who have expertise in the fields of education, public safety, emergency management, public health and protection from fire.*

3. The committee shall:

(a) ~~{Establish}~~ *Recommend* methods which facilitate the ability of a pupil enrolled in a school in this State to express his or her ideas related to school safety and the well-being of pupils enrolled in schools in this State;

(b) Evaluate the impact of social media on school safety and the well-being of pupils enrolled in schools in this State; and

(c) Discuss and make recommendations to the ~~{Governor and the}~~ Department related to the findings of the committee.

4. *The Department shall provide administrative support to the Task Force.*

5. *The purpose of the committee is to provide nonbinding advice and assistance to the Superintendent of Public Instruction, State Board and Department in the exercise of their duties regarding school safety.*

6. As used in this section, “social media” has the meaning ascribed to it in NRS 232.003.

Sec. 6. NRS 388.1351 is hereby amended to read as follows:

388.1351 1. Except as otherwise provided in NRS 388.13535, a teacher, administrator, coach or other staff member who witnesses a violation of NRS 388.135 or receives information that a violation of NRS 388.135 has occurred shall report the violation to the administrator or his or her designee as soon as practicable, but not later than a time during the same day on which the teacher, administrator, coach or other staff member witnessed the violation or received information regarding the occurrence of a violation.

2. Except as otherwise provided in this subsection, upon receiving a report required by subsection 1, the administrator or designee shall immediately take any necessary action to stop the bullying or cyber-bullying and ensure the safety and well-being of the reported victim or victims of the bullying or cyber-bullying and shall begin an investigation into the report. If the administrator or designee does not

1 have access to the reported victim of the alleged violation of NRS 388.135, the
2 administrator or designee may wait until the next school day when he or she has
3 such access to take the action required by this subsection.

4 3. The investigation conducted pursuant to subsection 2 must include, without
5 limitation:

6 (a) Except as otherwise provided in subsection 4, notification provided by
7 telephone, electronic mail or other electronic means or provided in person, of the
8 parents or guardians of all pupils directly involved in the reported bullying or
9 cyber-bullying, as applicable, either as a reported aggressor or a reported victim of
10 the bullying or cyber-bullying. The notification must be provided:

11 (1) If the bullying or cyber-bullying is reported before the end of school
12 hours on a school day, before the school's administrative office closes on the day
13 on which the bullying or cyber-bullying is reported; or

14 (2) If the bullying or cyber-bullying was reported on a day that is not a
15 school day, or after school hours on a school day, before the school's administrative
16 office closes on the school day following the day on which the bullying or cyber-
17 bullying is reported.

18 (b) Interviews with all pupils whose parents or guardians must be notified
19 pursuant to paragraph (a) and with all such parents and guardians.

20 4. If the contact information for the parent or guardian of a pupil in the
21 records of the school is not correct, a good faith effort to notify the parent or
22 guardian shall be deemed sufficient to meet the requirement for notification
23 pursuant to paragraph (a) of subsection 3.

24 5. Except as otherwise provided in this subsection, an investigation required
25 by this section must be completed not later than 2 school days after the
26 administrator or designee receives a report required by subsection 1. If extenuating
27 circumstances prevent the administrator or designee from completing the
28 investigation required by this section within 2 school days after making a good faith
29 effort, 1 additional school day may be used to complete the investigation. The time
30 for completing an investigation into a report of cyber-bullying may also be
31 extended to not more than 5 school days after the report is received with the
32 consent of each reported victim of the cyber-bullying or, if a reported victim is
33 under 18 years of age and is not emancipated, the parent or guardian of the reported
34 victim.

35 6. An administrator or designee who conducts an investigation required by
36 this section shall complete a written report of the findings and conclusions of the
37 investigation. If a violation is found to have occurred:

38 (a) The report must include recommendations concerning the imposition of
39 disciplinary action or other measures to be imposed as a result of the violation, in
40 accordance with the policy governing disciplinary action adopted by the governing
41 body. Subject to the provisions of the Family Educational Rights and Privacy Act
42 of 1974, 20 U.S.C. § 1232g, and any regulations adopted pursuant thereto, the
43 report must be made available, not later than 24 hours after the completion of the
44 written report, to all parents or guardians who must be notified pursuant to
45 paragraph (a) of subsection 3 as part of the investigation; and

46 (b) Any action taken after the completion of the investigation to address the
47 bullying or cyber-bullying must be carried out in a manner that causes the least
48 possible disruption for the victim or victims. When necessary, the administrator or
49 his or her designee shall give priority to ensuring the safety and well-being of the
50 victim or victims over any interest of the perpetrator or perpetrators when
51 determining the actions to take.

52 7. If a violation is found not to have occurred, information concerning the
53 incident must not be included in the record of the reported aggressor.

8. Not later than 10 school days after receiving a report required by subsection 1, the administrator or designee shall meet with each reported victim of the bullying or cyber-bullying to inquire about the well-being of the reported victim and to ensure that the reported bullying or cyber-bullying, as applicable, is not continuing.

9. To the extent that information is available, the administrator or his or her designee shall provide a list of any resources that may be available in the community to assist a pupil to each parent or guardian of a pupil to whom notice was provided pursuant to this section as soon as practicable. Such a list may include, without limitation, resources available at no charge or at a reduced cost and may be provided in person or by electronic or regular mail. If such a list is provided, the administrator, his or her designee, or any employee of the school or the school district is not responsible for providing such resources to the pupil or ensuring the pupil receives such resources.

10. The parent or guardian of a pupil involved in the reported violation of NRS 388.135 may appeal a disciplinary decision of the administrator or his or her designee, made against the pupil as a result of the violation, in accordance with the policy governing disciplinary action adopted by the governing body. Not later than 30 days after receiving a response provided in accordance with such a policy, the parent or guardian may submit a complaint to the Department. The Department shall consider and respond to the complaint pursuant to procedures and standards prescribed in regulations adopted by the Department.

11. If a violation of NRS 388.135 is found to have occurred, the parent or guardian of a pupil who is a victim of bullying or cyber-bullying may request that the board of trustees of the school district in which the pupil is enrolled to assign the pupil to a different school in the school district. Upon receiving such a request, the board of trustees shall, in consultation with the parent or guardian of the pupil, assign the pupil to a different school.

12. A principal or his or her designee shall submit a monthly report to the direct supervisor of the principal that includes for the school the number of:

- (a) Reports received pursuant to subsection 1;
- (b) Times in which a violation of NRS 388.135 is found to have occurred; and
- (c) Times in which no violation of NRS 388.135 is found to have occurred.

13. A direct supervisor who receives a monthly report pursuant to subsection 12 shall, ~~each calendar quarter,~~ *on or before January 1 and July 1 of each year,* submit a report to the Office for a Safe and Respectful Learning Environment that includes, for the schools for which the direct supervisor has received a monthly report in the ~~calendar quarter,~~ *immediately preceding 6 months,* the:

- (a) Total number of reports received pursuant to subsection 1;
- (b) Number of times in which a violation of NRS 388.135 is found to have occurred; and
- (c) Number of times in which no violation of NRS 388.135 is found to have occurred.

14. School hours and school days are determined for the purposes of this section by the schedule established by the governing body for the school.

15. The provisions of this section must not be construed to place any limit on the time within which an investigation concerning any alleged act that constitutes sexual assault must be completed.

Sec. 7. NRS 388.273 is hereby amended to read as follows:

388.273 1. The Department, in consultation with each school district, the sponsor of each charter school and the governing body of a university school for profoundly gifted pupils shall adopt a detailed plan to provide for the security of

1 any data concerning pupils that is collected, maintained and transferred by the
2 Department.

3 2. The board of trustees of each school district, the governing body of a
4 charter school and the governing body of a university school for profoundly gifted
5 pupils shall comply with and carry out the data security plan adopted by the
6 Department pursuant to subsection 1.

7 3. Each school district, sponsor of a charter school and university school for
8 profoundly gifted pupils shall prepare and submit to the ~~{Department an annual}~~
9 State Board a report every 5 years concerning any significant changes to the
10 manner in which the school district, charter school or university school for
11 profoundly gifted pupils collects, maintains or transfers data concerning pupils for
12 inclusion in the ~~{annual report}~~ plan to improve the achievement of pupils prepared
13 by the ~~{Department}~~ State Board pursuant to NRS ~~{385.230.}~~ 385.111.

14 **Sec. 8.** NRS 388.5175 is hereby amended to read as follows:

15 388.5175 1. The Superintendent of Public Instruction shall establish within
16 the Department the Advisory Committee on Language Development for Children
17 Who Are Deaf, Hard of Hearing, Blind or Visually Impaired.

18 2. The ~~{Superintendent}~~ advisory panel established pursuant to 20 U.S.C. §
19 1412(a)(21) shall appoint to the Committee ~~{43}~~ members who are the parents of
20 pupils who are deaf, hard of hearing, blind or visually impaired, including, without
21 limitation, pupils who are both deaf and blind, specialize in teaching or providing
22 services to such children or perform research in a field relating to such children.

23 ~~{The Committee must include, without limitation:~~

24 ~~— (a) At least seven members who are deaf, hard of hearing, blind or visually~~
25 ~~impaired;~~

26 ~~— (b) Members who communicate verbally using both American Sign Language~~
27 ~~and spoken English; and~~

28 ~~— (c) Members who communicate verbally using only spoken English.]~~

29 3. The ~~{Superintendent of Public Instruction}~~ advisory panel established
30 pursuant to 20 U.S.C. § 1412(a)(21) shall appoint a Chair of the Committee. The
31 Committee shall meet at the call of the Chair. A majority of the members of the
32 Committee constitutes a quorum and is required to transact any business of the
33 Committee.

34 4. The members of the Committee serve without compensation and are not
35 entitled to receive the per diem allowance and travel expenses provided for state
36 officers and employees generally.

37 5. A member of the Committee who is an officer or employee of this State or
38 a political subdivision of this State must be relieved from his or her duties without
39 loss of regular compensation to prepare for and attend meetings of the Committee
40 and perform any work necessary to carry out the duties of the Committee in the
41 most timely manner practicable. A state agency or political subdivision of this State
42 shall not require an officer or employee who is a member of the Committee to:

43 (a) Make up the time he or she is absent from work to carry out his or her
44 duties as a member of the Committee; or

45 (b) Take annual leave or compensatory time for the absence.

46 **Sec. 9.** NRS 388.5968 is hereby amended to read as follows:

47 388.5968 The State Financial Literacy Advisory Council created by NRS
48 388.5966 ~~{Department}~~ shall:

49 1. Develop a strategic plan for the development of educational resources in
50 financial literacy to serve as a foundation for professional development for pupils;

51 2. Identify learning activities targeted toward the standards and criteria of a
52 curriculum in financial literacy;

53 3. Develop and facilitate ~~{it}~~ , in coordination with the Department;

1 (a) The Financial Literacy Month, including, without limitation, Student Smart
2 Week, Money Week and the parent and family engagement summit established
3 pursuant to NRS 388.5964; and

4 (b) The annual summit for educators established pursuant to NRS 391A.210;

5 4. In accordance with NRS 388.5962, develop the criteria a pupil must meet
6 to be awarded the State Seal of Financial Literacy;

7 5. Apply for grants, gifts and donations of money to carry out the objectives
8 of the Council; ~~Department~~ and

9 6. Prepare a written report which includes, without limitation,
10 recommendations concerning the instruction and curriculum in financial literacy
11 and the activities of the Council ~~Department~~ and, on or before January 31 of each
12 even-numbered year, submit a copy of the report to ~~the Superintendent of Public~~
13 ~~Instruction~~; the Chancellor of the Nevada System of Higher Education, the
14 Legislative Committee on Education and the Governor.

15 **Sec. 10.** NRS 388.700 is hereby amended to read as follows:

16 388.700 1. Except as otherwise provided in this section, for each school
17 quarter of a school year, the ratio in each school district of pupils per licensed
18 teacher designated to teach, on a full-time basis, in classes where core curriculum is
19 taught:

20 (a) In kindergarten and grades 1 and 2, must not exceed 16 to 1, and in grade 3,
21 must not exceed 18 to 1; or

22 (b) If a plan is approved pursuant to subsection 3 of NRS 388.720, must not
23 exceed the ratio set forth in that plan for the grade levels specified in the plan.

24 ➤ In determining this ratio, all licensed educational personnel who teach a grade
25 level specified in paragraph (a) or a grade level specified in a plan that is approved
26 pursuant to subsection 3 of NRS 388.720, as applicable for the school district, must
27 be counted except teachers of art, music, physical education or special education,
28 teachers who teach one or two specific subject areas to more than one classroom of
29 pupils, and counselors, librarians, administrators, deans and specialists.

30 2. A school district may, within the limits of any plan adopted pursuant to
31 NRS 388.720, assign a pupil whose enrollment in a grade occurs after the end of a
32 quarter during the school year to any existing class regardless of the number of
33 pupils in the class if the school district requests and is approved for a variance from
34 the State Board pursuant to subsection 4.

35 3. Each school district that includes one or more elementary schools which
36 exceed the ratio of pupils per class during any quarter of a school year, as reported
37 to the Department pursuant to NRS 388.725:

38 (a) Set forth in subsection 1;

39 (b) Prescribed in conjunction with a legislative appropriation for the support of
40 the class-size reduction program; or

41 (c) Defined by a legislatively approved alternative class-size reduction plan, if
42 applicable to that school district,

43 ➤ must request a variance for each such school for the ~~next quarter of the~~ current
44 school year ~~if a quarter remains in that school year or for the next quarter of the~~
45 ~~succeeding school year, as applicable,~~ from the State Board by providing a written
46 statement that includes the reasons for the request, the justification for exceeding
47 the applicable prescribed ratio of pupils per class and a plan of actions that the
48 school district will take to reduce the ratio of pupils per class.

49 4. The State Board may grant to a school district a variance from the
50 limitation on the number of pupils per class set forth in paragraph (a), (b) or (c) of
51 subsection 3 for good cause, including the lack of available financial support
52 specifically set aside for the reduction of pupil-teacher ratios.

5. The State Board shall, on ~~{a quarterly}~~ *an annual* basis, submit a report to the Interim Finance Committee on each variance requested by a school district pursuant to subsection 4 during the preceding ~~{quarter}~~ *school year* and, if a variance was granted, an identification of each elementary school for which a variance was granted and the specific justification for the variance.

6. The State Board shall, on or before February 1 of each odd-numbered year, submit a report to the Legislature on:

(a) Each variance requested by a school district pursuant to subsection 4 during the preceding biennium and, if a variance was granted, an identification of each elementary school for which variance was granted and the specific justification for the variance.

(b) The data reported to it by the various school districts pursuant to subsection 2 of NRS 388.710, including an explanation of that data, and the current pupil-teacher ratios per class in the grade levels specified in paragraph (a) of subsection 1 or the grade levels specified in a plan that is approved pursuant to subsection 3 of NRS 388.720, as applicable for the school district.

7. The Department shall, on or before November 15 of each year, report to the Chief of the Budget Division of the Office of Finance and the Fiscal Analysis Division of the Legislative Counsel Bureau:

(a) The number of teachers employed;

(b) The number of teachers employed in order to attain the ratio required by subsection 1;

(c) The number of pupils enrolled; and

(d) The number of teachers assigned to teach in the same classroom with another teacher or in any other arrangement other than one teacher assigned to one classroom of pupils,

➤ during the current school year in the grade levels specified in paragraph (a) of subsection 1 or the grade levels specified in a plan that is approved pursuant to subsection 3 of NRS 388.720, as applicable, for each school district.

8. The provisions of this section do not apply to a charter school or to a program of distance education provided pursuant to NRS 388.820 to 388.874, inclusive.

Sec. 11. NRS 388.780 is hereby amended to read as follows:

388.780 As used in NRS 388.780 to 388.815, inclusive, unless the context otherwise requires, the words and terms defined in NRS ~~{388.785,}~~ 388.787 and 388.788 have the meanings ascribed to them in those sections.

Sec. 12. NRS 388.800 is hereby amended to read as follows:

388.800 1. The Trust Fund for Educational Technology is hereby created in the State General Fund. The Trust Fund must be administered by the Superintendent of Public Instruction. The Superintendent may accept gifts and grants of money from any source for deposit in the Trust Fund. Any such money may be expended in accordance with the terms and conditions of the gift or grant, or in accordance with subsection 3.

2. The interest and income earned on the money in the Trust Fund must be credited to the Trust Fund.

3. The money in the Trust Fund may be used only for the distribution of money to school districts and charter schools to be used in kindergarten through 12th grade to obtain and maintain hardware and software for computer systems, equipment for transfer of data by modem through connection to telephone lines, and other educational technology as may be approved by the ~~{Commission}~~ *Department* for use in classrooms.

Sec. 13. NRS 388.805 is hereby amended to read as follows:

388.805 The Department shall ~~[- in consultation with the Commission,]~~ adopt regulations that establish a program whereby school districts and charter schools may apply to the ~~[Commission on Educational Technology]~~ **Department** for money from the Trust Fund for Educational Technology.

Sec. 14. NRS 388.810 is hereby amended to read as follows:

388.810 1. The Nevada Ready 21 Technology Program is hereby created for the purposes of:

(a) Providing each pupil and teacher at a public school which participates in the Program with 24-hour access to their own personal, portable technology device connected wirelessly to the Internet;

(b) Improving pupil outcomes through the use of digital teaching and learning technology, including, without limitation:

(1) Improving the extent to which pupils are engaged in classroom activity;

(2) Improving the attendance rate of pupils;

(3) Improving the graduation rate of pupils;

(4) Reducing the number of behavioral incidents in a classroom;

(5) Facilitating the application of material taught in the classroom to the real world; and

(6) Differentiating classroom instruction;

(c) Providing high-quality professional development for teachers to improve pupil outcomes through the use of digital teaching and learning technology;

(d) Effectively integrating technologies with teaching and learning; and

(e) Increasing the percentage of pupils who are career and workforce ready.

2. The ~~[Commission]~~ **Department** shall administer the Program.

3. In administering the Program, the ~~[Commission]~~ **Department** shall establish procedures by which the board of trustees of a school district, the governing body of a charter school or the governing body of a university school for profoundly gifted pupils may apply to the ~~[Commission]~~ **Department** for a grant of money. An application for a grant must:

(a) Set forth a plan that includes:

(1) Measures designed to ensure that the school district, charter school or university school for profoundly gifted pupils submitting the application will apply best practices to the use of technology devices;

(2) Specific learning goals; and

(3) A method for measuring progress toward achieving those goals; and

(b) Provide a description of:

(1) The cost of purchasing the portable technology devices, the cost of professional development and any additional associated expenses of the school district, charter school or university school for profoundly gifted pupils to carry out the Program;

(2) The amount of money sought; and

(3) How the school district, charter school or university school for profoundly gifted pupils will pay for the difference between subparagraphs (1) and (2), if a difference exists.

4. To the extent that money is available, the ~~[Commission]~~ **Department** shall designate the amount of money that will be provided for each person intended to be served by any grant awarded by the ~~[Commission]~~ **Department**. The ~~[Commission]~~ **Department** shall review all applications submitted pursuant to subsection 3 and award a grant to the board of trustees of a school district, the governing body of a charter school or the governing body of a university school for profoundly gifted pupils in an amount determined by multiplying such an amount designated by the number of persons identified by the recipient of the grant to be served by the grant.

The ~~{Commission}~~ Department may establish by regulation the criteria it will consider in determining whether to award a grant but shall not give preference in the awarding of a grant to an applicant solely on the basis of the vendor that the applicant intends to use pursuant to the grant.

5. The ~~{Commission}~~ Department shall, in consultation with each school district, establish standards and methods for measuring progress in the level of academic achievement and other areas identified by the ~~{Commission}~~ Department for pupils enrolled at public schools that are awarded a grant of money pursuant to subsection 4.

Sec. 15. NRS 388.815 is hereby amended to read as follows:

388.815 1. A school district, charter school or university school for profoundly gifted pupils that receives a grant pursuant to NRS 388.810 shall annually provide a report to the ~~{Commission}~~ Department in the form prescribed by the ~~{Commission}~~ Department that includes, without limitation:

(a) Any expenditures of money to implement the Program by the school district, charter school or university school for profoundly gifted pupils;

(b) A summary of the progress of the school district, charter school or university school for profoundly gifted pupils toward meeting the learning goals specified in the application for a grant submitted pursuant to NRS 388.810; and

(c) Any feedback received by the school district, charter school or university school for profoundly gifted pupils concerning the Program from other recipients of money from the Program.

2. The Department shall enter into an agreement with a person or entity to carry out the Program. Such a person or entity may provide the following services:

(a) Computing devices that meet the minimum requirements established by the ~~{Commission}~~ Department for use in the Program.

(b) Software and applications.

(c) Learning management systems that allow the school district, charter school or university school for profoundly gifted pupils to create instructional materials to be used in a classroom and to track and manage such materials.

(d) Professional development.

(e) Wireless networking solutions.

3. A school district, charter school or university school for profoundly gifted pupils that receives a grant pursuant to NRS 388.810 may enter into an agreement with a person or entity to provide any or all of the services described in paragraphs (a) to (e), inclusive, of subsection 2.

Sec. 16. NRS 389.003 is hereby amended to read as follows:

389.003 Except as otherwise provided in NRS 389.041, boards of trustees of school districts in this State shall enforce in schools:

1. The standards of content and performance established by the ~~{Council to Establish Academic Standards for Public Schools}~~ Department pursuant to NRS 389.520 and the courses of study related to those standards; and

2. The courses of study prescribed and adopted by the State Board.

Sec. 16.5. NRS 389.0186 is hereby amended to read as follows:

389.0186 1. Except as otherwise provided in this section, each public high school, including without limitation, a charter school, must allow a pupil enrolled in the school to receive a fourth unit of credit towards the mathematics credits required for graduation from high school or a third unit of credit towards the science credits required for graduation from high school for successful completion of:

(a) An advanced placement computer science course;

(b) A computer science course that is offered through a program of career and technical education; or

(c) A computer science course that is offered by a community college or university which has been approved pursuant to NRS 389.160.

2. A pupil:

(a) May not apply more than one unit of credit received for the completion of one or more courses described in subsection 1 toward the mathematics or science credits required for graduation from high school.

(b) Must successfully complete ~~each~~ a mathematics or science course. ~~[For which an end-of-course examination is prescribed by the State Board pursuant to 20 U.S.C. § 6311(b)(2).]~~

Sec. 17. ~~[NRS 389.026 is hereby amended to read as follows:~~

~~389.026 1. The State Board shall develop a model curriculum for the subject areas of English language arts and mathematics for each grade level in kindergarten and grades 1 to 12, inclusive.~~

~~2. The Department shall provide each model curriculum developed pursuant to subsection 1 to:~~

~~(a) The board of trustees of each school district; and~~

~~(b) [The governing body of each] Each regional training program for the professional development of teachers and administrators.~~

~~3. The Department shall provide to the governing body of each charter school the model curriculum developed pursuant to subsection 1 for the grade levels taught at the charter school.~~

~~4. The board of trustees of each school district shall make available to each public school within the school district the model curriculum for the grade levels taught at the public school.~~

~~5. The model curriculum may be used as a guide by teachers and administrators in developing class lesson plans to ensure compliance with the academic standards adopted for English language arts and mathematics.~~

~~6. [The governing body of each] Each regional training program for the professional development of teachers and administrators may use the model curriculum in the provision of training to teachers and administrators to ensure compliance with the academic standards adopted for English language arts and mathematics.] (Deleted by amendment.)~~

Sec. 18. NRS 389.074 is hereby amended to read as follows:

389.074 1. The board of trustees of each school district and the governing body of each charter school shall ensure that instruction in financial literacy is provided to pupils enrolled in grades 3 to 12, inclusive, in each public school within the school district or in the charter school, as applicable. The instruction must include, without limitation:

(a) The skills necessary to develop financial responsibility, including, without limitation:

(1) Making reasonable financial decisions by analyzing the alternatives and consequences of those financial decisions;

(2) Locating and evaluating financial information from various sources;

(3) Judging the quality of services offered by a financial institution;

(4) Developing communication strategies to discuss financial issues;

(5) Controlling personal information; and

(6) Reviewing and summarizing federal and state consumer protection laws.

(b) The skills necessary to manage finances, including, without limitation:

(1) Developing a plan for spending and saving;

(2) Developing a system for keeping and using financial records; and

(3) Developing a personal financial plan.

1 (c) The skills necessary to understand the use of credit and the incurrence of
2 debt, including, without limitation:

- 3 (1) Identifying the costs and benefits of various types of credit;
4 (2) Understanding the methods to manage debt and the consequences of
5 acquiring debt;
6 (3) Understanding how interest rates, compounding frequency and the
7 terms of a loan can affect the cost of credit;
8 (4) Completing an application for a loan;
9 (5) Understanding different types of loans, including, without limitation,
10 payday loans, automobile loans, student loans and mortgages;
11 (6) Explaining the purpose of a credit report, including, without limitation,
12 the manner in which a credit report is used by lenders;
13 (7) Describing the rights of a borrower regarding his or her credit report;
14 (8) Identifying methods to avoid and resolve debt problems; and
15 (9) Reviewing and summarizing federal and state consumer credit
16 protection laws.

17 (d) The skills necessary to understand the basic principles of saving and
18 investing, including, without limitation:

- 19 (1) Understanding how saving and investing contribute to financial well-
20 being;
21 (2) Understanding the methods of investing and alternatives to investing;
22 (3) Understanding how to buy and sell investments;
23 (4) Understanding compound interest, including, without limitation, in the
24 context of investments;
25 (5) Understanding various types of securities, including, without limitation,
26 stocks and bonds; and
27 (6) Understanding how the regulation of financial institutions protects
28 investors.

29 (e) The skills necessary to prevent and limit the consequences of identity theft
30 and fraud.

31 (f) The skills necessary to understand the basic assessment of taxes, including,
32 without limitation, understanding the matter in which taxes are computed by local,
33 state and federal governmental entities.

34 (g) The skills necessary to understand the basic principles of insurance,
35 including, without limitation:

- 36 (1) Understanding the function of various insurance policies; and
37 (2) Determining the quality of an insurance provider.

38 (h) The skills necessary to plan for higher education and career choices,
39 including, without limitation:

40 (1) Information concerning institutions of higher education and college
41 preparedness;

42 (2) Information concerning career options;

43 (3) Writing a resume;

44 (4) Information concerning opportunities for financial aid, including the
45 Free Application for Federal Student Aid and the programs of the Western
46 Interstate Commission for Higher Education, and the manner in which to qualify
47 for such opportunities;

48 (5) Information concerning scholarship opportunities, including, without
49 limitation, the Governor Guinn Millennium Scholarship Program and Silver State
50 Opportunity Grant Program; and

51 (6) Information concerning prepaid tuition and college savings programs
52 and plans established pursuant to chapter 353B of NRS and section 529 of the
53 Internal Revenue Code, 26 U.S.C. § 529.

2. The standards of content and performance for the instruction in financial literacy required by subsection 1 must be included in the standards of content and performance established by the ~~{Council} to Establish Academic Standards for Public Schools}~~ **Department** pursuant to NRS 389.520. The instruction required by subsection 1 must be:

(a) Age-appropriate; and

(b) Included within a course of study for which the ~~{Council}~~ **Department** has established the relevant standards of content and performance, including, without limitation, a course of study in economics, mathematics or social studies.

3. The board of trustees of each school district and the governing body of each charter school in which pupils are enrolled in any grade of grades 3 to 12, inclusive, shall encourage:

(a) Persons to donate money to the Account for Instruction in Financial Literacy created by NRS 388.895;

(b) Persons to volunteer time, expertise and resources to assist a school district, governing body of a charter school, public school or teacher in the provision of instruction in financial literacy; and

(c) Partnerships between a school district or charter school and relevant persons, businesses or entities in which those persons, businesses or entities provide the resources necessary to provide instruction in financial literacy.

Sec. 18.5. NRS 389.160 is hereby amended to read as follows:

389.160 1. A pupil enrolled in high school, including, without limitation, a pupil enrolled in grade 9, 10, 11 or 12 in a charter school or a pupil enrolled in a program designed to meet the requirements of an adult standard diploma, who successfully completes a course of education offered by a community college, state college or university in this State or, if a course of education is not offered by a community college, state or university in this State, a community college, state college or university outside of this State which has been approved pursuant to subsection 2, must be allowed to apply the credit received for the course so completed to the total number of credits required for graduation from the high school or the charter school in which the pupil is enrolled or the credits required for receipt of an adult standard diploma, as applicable.

2. With the approval of the State Board, the board of trustees of each county school district and the governing body of each charter school shall prescribe the courses for which credits may be received pursuant to subsection 1, including occupational courses for academic credit, and the amount of credit allowed for the completion of those courses.

3. The State Board must not unreasonably limit the number of dual credit courses in which a pupil may enroll or for which a pupil may receive credit.

Sec. 19. ~~{NRS 389.210 is hereby amended to read as follows:~~

~~389.210 1. The Department shall establish a pilot program to provide competency-based education.~~

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

~~(a) The process for submission of an application by the board of trustees of a school district or the governing body of a charter school to participate in the pilot program; and~~

~~(b) The qualifications and conditions for participation by a school in the pilot program, including, without limitation:~~

~~(1) A commitment by the school district or charter school to implement competency-based education for not less than 5 years; and~~

~~(2) Evidence of support for the implementation of competency-based education by the community served by the school district or charter school. [; and~~

~~(3) A commitment to participate in the Competency-Based Education Network established by NRS 389.220.]~~

~~2. A school selected to participate in the pilot program to provide competency-based education shall:~~

~~(a) Implement a system of instruction by which a pupil advances to a higher level of learning when the pupil demonstrates mastery of a concept or skill;~~

~~(b) Establish concrete skills on which a pupil will be evaluated that include explicit, measurable and transferable learning objectives;~~

~~(c) Ensure that assessment is a meaningful and positive learning experience for pupils;~~

~~(d) Ensure that pupils receive timely and differentiated support based upon their individual learning needs; and~~

~~(e) Ensure that pupils are able to apply knowledge learned, create new knowledge and develop important skills and dispositions relating to such knowledge.~~

~~4. If at least one application to participate in the pilot program is made on behalf of a school that primarily serves pupils who are at risk or credit deficient, or in need of credit retrieval, the Department must select at least one such school to participate in the pilot program.~~

~~5. As used in this section, a pupil is "at risk" if the pupil has an economic or academic disadvantage such that he or she requires special services and assistance to enable him or her to succeed in educational programs. The term includes, without limitation, pupils who are members of economically disadvantaged families, pupils who are English learners, pupils who are at risk of dropping out of high school and pupils who do not meet minimum standards of academic proficiency. The term does not include a pupil with a disability.] (Deleted by amendment.)~~

Sec. 19.5. NRS 389.310 is hereby amended to read as follows:

389.310 1. Each school district and charter school ~~shall~~ :

(a) Shall enter into cooperative agreements with one or more community colleges, state colleges and universities in this State; and

(b) May enter into cooperative agreements with one or more community colleges, state colleges or universities outside of this State if the community college, state college or university outside of this State offers a course of education not offered by a community college, state college or university in this State.

☞ to offer dual credit courses to pupils enrolled in the school district or charter school.

2. Each cooperative agreement entered into pursuant to this section must include, without limitation:

(a) Provisions specifying the amount of credit to be awarded for the successful completion of the dual credit course;

(b) A requirement that any credits earned by a pupil for the successful completion of a dual credit course must be applied toward earning a credential, certificate or degree, as applicable, at the community college, state college or university that provides the dual credit course;

(c) An explanation of the manner in which the tuition for the dual credit course will be paid, including, without limitation, whether:

(1) The school district or charter school will pay all or a portion of the tuition for the dual credit course;

(2) A pupil is responsible for paying all or a portion of the tuition for the dual credit course;

(3) Grants from the Department are available and will be applied to pay all or a portion of the tuition for the dual credit course; and

(4) Any other funding source, including federal funding sources or sources from private entities, will be applied by the school district or charter school to pay all or a portion of the tuition for the dual credit course;

(d) A requirement that the school district or charter school establish an academic program for each pupil enrolled in the dual credit course that includes, as applicable, the academic plan developed for the pupil pursuant to NRS 388.205;

(e) Assignment by the school district or charter school of a unique identification number to each pupil who is enrolled in the dual credit course;

(f) A requirement that the community college, state college or university that provides the dual credit course retain the unique identification number assigned to each pupil pursuant to paragraph (e);

(g) A written consideration and identification of the ways in which a pupil who is enrolled in a dual credit course can remain eligible for interscholastic activities; and

(h) Any other financial or other provisions that the school district or charter school and the community college, state college or university that provides the dual credit course deem appropriate.

3. A community college, state college or university that offers a dual credit course shall provide to the Nevada System of Higher Education and the Department a copy of each cooperative agreement entered into by the community college, state college or university pursuant to subsection 1.

4. The Nevada System of Higher Education and the Department shall retain a copy of each cooperative agreement entered into pursuant to this section.

Sec. 20. NRS 389.520 is hereby amended to read as follows:

389.520 1. The ~~Council~~ Department shall:

(a) Establish standards of content and performance, including, without limitation, a prescription of the resulting level of achievement, for the grade levels set forth in subsection 5, based upon the content of each course, that is expected of pupils for the following courses of study:

(1) English language arts;

(2) Mathematics;

(3) Science;

(4) Social studies, which includes only the subjects of history, geography, economics and government;

(5) The arts;

(6) Computer education and technology, which includes computer science and computational thinking;

(7) Health;

(8) Physical education; and

(9) A foreign or world language.

(b) Establish a schedule for the periodic review and, if necessary, revision of the standards of content and performance. The review must include, without limitation, the review required pursuant to NRS 390.115 of the results of pupils on the examinations administered pursuant to NRS 390.105.

(c) Assign priorities to the standards of content and performance relative to importance and degree of emphasis and revise the standards, if necessary, based upon the priorities.

2. The standards for computer education and technology must include a policy for the ethical, safe and secure use of computers and other electronic devices. The policy must include, without limitation:

(a) The ethical use of computers and other electronic devices, including, without limitation:

(1) Rules of conduct for the acceptable use of the Internet and other electronic devices; and

(2) Methods to ensure the prevention of:

(I) Cyber-bullying;

(II) Plagiarism; and

(III) The theft of information or data in an electronic form;

(b) The safe use of computers and other electronic devices, including, without limitation, methods to:

(1) Avoid cyber-bullying and other unwanted electronic communication, including, without limitation, communication with on-line predators;

(2) Recognize when an on-line electronic communication is dangerous or potentially dangerous; and

(3) Report a dangerous or potentially dangerous on-line electronic communication to the appropriate school personnel;

(c) The secure use of computers and other electronic devices, including, without limitation:

(1) Methods to maintain the security of personal identifying information and financial information, including, without limitation, identifying unsolicited electronic communication which is sent for the purpose of obtaining such personal and financial information for an unlawful purpose;

(2) The necessity for secure passwords or other unique identifiers;

(3) The effects of a computer contaminant;

(4) Methods to identify unsolicited commercial material; and

(5) The dangers associated with social networking Internet sites; and

(d) A designation of the level of detail of instruction as appropriate for the grade level of pupils who receive the instruction.

3. The standards for social studies must include multicultural education, including, without limitation, information relating to contributions made by men and women from various racial and ethnic backgrounds. The ~~{Council}~~ Department shall consult with members of the community who represent the racial and ethnic diversity of this State in developing such standards.

4. The standards for health must include mental health and the relationship between mental health and physical health.

5. The ~~{Council}~~ Department shall establish standards of content and performance for each grade level in kindergarten and grades 1 to 8, inclusive, for English language arts and mathematics. The ~~{Council}~~ Department shall establish standards of content and performance for the grade levels selected by the ~~{Council}~~ Department for the other courses of study prescribed in subsection 1.

6. The ~~{Council}~~ Department shall forward to the State Board the standards of content and performance established by the ~~{Council}~~ Department for each course of study. The State Board shall:

(a) Adopt the standards for each course of study, as submitted by the ~~{Council}~~ Department; or

(b) If the State Board objects to the standards for a course of study or a particular grade level for a course of study, return those standards to the ~~{Council}~~ Department with a written explanation setting forth the reason for the objection.

7. If the State Board returns to the ~~{Council}~~ Department the standards of content and performance for a course of study or a grade level, the ~~{Council}~~ Department shall:

(a) Consider the objection provided by the State Board and determine whether to revise the standards based upon the objection; and

(b) Return the standards or the revised standards, as applicable, to the State Board.

➤ The State Board shall adopt the standards of content and performance or the revised standards, as applicable.

8. The ~~{Council}~~ Department shall work in cooperation with the State Board to prescribe the examinations required by NRS 390.105.

9. As used in this section:

(a) "Computer contaminant" has the meaning ascribed to it in NRS 205.4737.

(b) "Cyber-bullying" has the meaning ascribed to it in NRS 388.123.

(c) "Electronic communication" has the meaning ascribed to it in NRS 388.124.

Sec. 21. NRS 389.525 is hereby amended to read as follows:

389.525 1. The ~~{Council}~~ Department shall establish standards of content and performance for ethnic and diversity studies for pupils enrolled in high school. The ~~{Council}~~ Department shall develop the standards in consultation with:

(a) Faculty of ethnic or diversity studies at colleges and universities in this State that have an ethnic or diversity studies program;

(b) Representatives of the school districts in this State, a majority of whom are teachers in kindergarten through grade 12 and who have experience or an educational background in the study and teaching of ethnic or diversity studies; and

(c) Other qualified persons who represent the diverse communities of this State and the United States.

2. The standards established pursuant to subsection 1 must:

(a) Examine the culture, history and contributions of diverse American communities, including, without limitation, African Americans, Hispanic Americans, Native Americans, Asian Americans, European Americans, Basque Americans and any other ethnic or diverse American communities the ~~{Council}~~ Department deems appropriate;

(b) Emphasize human relations, sensitivity towards all races and diverse populations and work-related cultural competency skills;

(c) Be written in a manner that allows a school district or charter school to modify the content to reflect and support the demographics of pupils in the community, as long as the prescribed standard is met; and

(d) Comply with any applicable admissions requirements for colleges and universities in this State.

3. The board of trustees of a school district and the governing body of a charter school that operates as a high school may provide instruction in ethnic and diversity studies to pupils enrolled in high school within the school district or in the charter school, as applicable. If provided, the instruction must comply with the standards of content and performance established by the ~~{Council}~~ Department pursuant to this section.

4. The State Board shall adopt such regulations as necessary to carry out the provisions of this section.

Sec. 22. NRS 389.530 is hereby amended to read as follows:

389.530 ~~{1-}~~ The Department ~~{shall provide:~~

~~—(a) Administrative support;~~

~~—(b) Equipment; and~~

~~—(c) Office space;~~

➤ ~~as is necessary for the Council to carry out its duties.~~

~~2. The Council} may request assistance from any agency of this state if the assistance is necessary for the {Council} Department to carry out its duties.~~

1 **Sec. 23.** NRS 389.540 is hereby amended to read as follows:

2 389.540 The board of trustees of each school district shall conduct a periodic
3 review of the courses of study offered in the public schools of the school district to
4 determine whether the courses of study comply with the standards of content and
5 performance established by the ~~{Council}~~ Department pursuant to NRS 389.520
6 and if revision of the courses of study is necessary to ensure compliance.

7 **Sec. 24.** NRS 389.850 is hereby amended to read as follows:

8 389.850 1. The State Board shall make the final selection of all textbooks to
9 be used in the public schools in this State, except for charter schools. If a textbook
10 proposed for selection is in a subject area for which standards of content have been
11 established by the ~~{Council to Establish Academic Standards for Public Schools}~~
12 Department pursuant to NRS 389.520, the State Board shall not select the textbook
13 unless the State Board determines that the textbook adequately supports the
14 standards for that subject area.

15 2. A textbook must not be selected by the State Board pursuant to subsection
16 1 for use in the public schools in classes in literature, history or social sciences
17 unless it accurately portrays the cultural and racial diversity of our society,
18 including lessons on the contributions made to our society by men and women from
19 various racial and ethnic backgrounds.

20 **Sec. 25.** NRS 390.105 is hereby amended to read as follows:

21 390.105 1. The State Board shall, in consultation with the ~~{Council to~~
22 ~~Establish Academic Standards for Public Schools}~~ Department, prescribe
23 examinations that comply with 20 U.S.C. § 6311(b)(2) and that measure the
24 achievement and proficiency of pupils:

25 (a) For grades 3, 4, 5, 6, 7 and 8, in the standards of content established by the
26 ~~{Council}~~ Department for the subjects of English language arts and mathematics.

27 (b) For grades 5 and 8, in the standards of content established by the ~~{Council}~~
28 Department for the subject of science.

29 (c) For grades 9, 10, 11 and 12, in the standards of content established by the
30 ~~{Council}~~ Department for the subjects required to comply with 20 U.S.C. §
31 6311(b)(2).

32 ➤ The examinations prescribed pursuant to this subsection must be written,
33 developed, printed and scored by a nationally recognized testing company.

34 2. In addition to the examinations prescribed pursuant to subsection 1, the
35 State Board shall, in consultation with the ~~{Council to Establish Academic~~
36 ~~Standards for Public Schools}~~ Department, prescribe a writing examination for
37 grades 5 and 8.

38 3. The Department shall ensure the availability of:

39 (a) The examinations prescribed pursuant to subsections 1 and 2 to pupils in
40 any language in which those examinations are published; and

41 (b) Authorized supports to pupils who are English learners for the
42 examinations prescribed pursuant to subsections 1 and 2.

43 4. The State Board shall prescribe:

44 (a) The minimum number of school days that must take place before the
45 examinations prescribed by the State Board pursuant to subsection 1 may be
46 administered to pupils; and

47 (b) The period during which the examinations prescribed by the State Board
48 pursuant to subsection 1 must be administered.

49 5. The board of trustees of each school district and the governing body of
50 each charter school shall administer the examinations prescribed by the State Board
51 at such times as prescribed by the State Board pursuant to subsection 4. The
52 examinations must be:

1 (a) Administered in each school in accordance with uniform procedures
2 adopted by the State Board. The Department shall monitor the school districts and
3 individual schools to ensure compliance with the uniform procedures.

4 (b) Administered in each school in accordance with the plan adopted pursuant
5 to NRS 390.270 by the Department and with the plan adopted pursuant to NRS
6 390.275 by the board of trustees of the school district in which the examinations are
7 administered. The Department shall monitor the compliance of school districts and
8 individual schools with:

9 (1) The plan adopted by the Department; and

10 (2) The plan adopted by the board of trustees of the applicable school
11 district, to the extent that the plan adopted by the board of trustees of the school
12 district is consistent with the plan adopted by the Department.

13 **Sec. 26.** NRS 390.115 is hereby amended to read as follows:

14 390.115 1. The ~~{Council to Establish Academic Standards for Public~~
15 ~~Schools}~~ **Department** shall review the results of pupils on the examinations
16 administered pursuant to NRS 390.105, including, without limitation, for each
17 school in a school district and each charter school that is located within a school
18 district, a review of the results for the current school year and a comparison of the
19 progress, if any, made by the pupils enrolled in the school from preceding school
20 years.

21 2. After the completion of the review pursuant to subsection 1, the ~~{Council to~~
22 ~~Establish Academic Standards for Public Schools}~~ **Department** shall evaluate:

23 (a) Whether the standards of content and performance established by the
24 ~~{Council}~~ **Department** require revision; and

25 (b) The success of pupils, as measured by the results of the examinations, in
26 achieving the standards of performance established by the ~~{Council}~~ **Department**.

27 3. The ~~{Council to Establish Academic Standards for Public Schools}~~
28 **Department** shall report the results of the evaluation conducted pursuant to
29 subsection 2 to the State Board and the Legislative Committee on Education.

30 **Sec. 27.** NRS 390.600 is hereby amended to read as follows:

31 390.600 1. The State Board shall adopt regulations that, except as otherwise
32 provided in subsection 3, prescribe the criteria for a pupil to receive a standard high
33 school diploma, which must include, without limitation, the requirement that:

34 (a) A pupil enrolled in grade 11 take the college and career readiness
35 assessment administered pursuant to NRS 390.610; and

36 (b) Commencing with the graduating class of 2022 and each graduating class
37 thereafter, a pupil successfully complete a course of study designed to prepare the
38 pupil for graduation from high school and for readiness for college and career.

39 2. The criteria prescribed by the State Board pursuant to subsection 1 for a
40 pupil to receive a standard high school diploma must not include the results of the
41 pupil on the college and career readiness assessment administered to the pupil in
42 grade 11 pursuant to NRS 390.610.

43 3. A pupil with a disability who does not satisfy the requirements to receive a
44 standard high school diploma prescribed by the State Board pursuant to subsection
45 1 may receive a standard high school diploma if the pupil demonstrates, through a
46 portfolio of the pupil's work, proficiency in the standards of content and
47 performance established by the ~~{Council to Establish Academic Standards for~~
48 ~~Public Schools}~~ **Department** pursuant to NRS 389.520.

49 4. A pupil with a disability who does not satisfy the requirements for receipt
50 of a standard high school diploma prescribed in subsection 3 or by the State Board
51 pursuant to subsection 1 may receive a diploma designated as an:

52 (a) Adjusted diploma if the pupil satisfies the requirements set forth in his or
53 her individualized education program; or

(b) Alternative diploma if the pupil:

(1) Has a significant cognitive disability; and

(2) Participates in an alternate assessment prescribed by the State Board.

5. If a pupil does not satisfy the requirements to receive a standard high school diploma prescribed by subsection 3 or by the State Board pursuant to subsection 1, the pupil must not be issued a certificate of attendance or any other document indicating that the pupil attended high school but did not satisfy the requirements for such a diploma. The provisions of this subsection do not apply to a pupil who receives an adjusted diploma or an alternative diploma pursuant to subsection 4.

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

Sec. 28. NRS 390.830 is hereby amended to read as follows:

390.830 1. The State Board shall:

(a) In accordance with guidelines established by the National Assessment Governing Board and National Center for Education Statistics and in accordance with 20 U.S.C. §§ 6301 et seq. and the regulations adopted pursuant thereto, adopt regulations requiring the schools of this State that are selected by the National Assessment Governing Board or the National Center for Education Statistics to participate in the examinations of the National Assessment of Educational Progress.

(b) Report the results of those examinations to the:

(1) Governor;

(2) Board of trustees of each school district of this State;

(3) Legislative Committee on Education created pursuant to NRS 218E.605; and

(4) Legislative Bureau of Educational Accountability and Program Evaluation created pursuant to NRS 218E.625.

(c) Include in the report required pursuant to paragraph (b) an analysis and comparison of the results of pupils in this State on the examinations required by this section with:

(1) The results of pupils throughout this country who participated in the examinations of the National Assessment of Educational Progress; and

(2) The results of pupils on the achievement and proficiency examinations administered pursuant to this chapter.

2. If the report required by subsection 1 indicates that the percentage of pupils enrolled in the public schools in this State who are proficient on the National Assessment of Educational Progress differs by more than 10 percent of the pupils who are proficient on the examinations administered pursuant to NRS 390.105, the Department shall prepare a written report describing the discrepancy. The report must include, without limitation, a comparison and evaluation of:

(a) The standards of content and performance for English language arts and mathematics established pursuant to NRS 389.520 with the standards for English language arts and mathematics that are tested on the National Assessment.

(b) The standards for proficiency established for the National Assessment with the standards for proficiency established for the examinations that are administered pursuant to NRS 390.105.

3. The report prepared by the Department pursuant to subsection 2 must be submitted to the:

(a) Governor;

(b) Legislative Committee on Education; *and*

(c) Legislative Bureau of Educational Accountability and Program Evaluation .

~~f; and~~

~~—(d) Council to Establish Academic Standards for Public Schools.~~

~~4. The Council to Establish Academic Standards for Public Schools shall review and evaluate the report provided to the Council pursuant to subsection 3 to identify any discrepancies in the standards of content and performance established by the Council that require revision and a timeline for carrying out the revision, if necessary. The Council shall submit a written report of its review and evaluation to the Legislative Committee on Education and Legislative Bureau of Educational Accountability and Program Evaluation.]~~

Sec. 29. NRS 391.038 is hereby amended to read as follows:

391.038 1. The Commission, in consultation with educational institutions in this State which offer courses of study and training for the education of teachers, the board of trustees of each school district in this State and other educational personnel, shall review and evaluate a course of study and training offered by an educational institution which is designed to provide the education required for:

- (a) The licensure of teachers or other educational personnel;
- (b) The renewal of licenses of teachers or other educational personnel; or
- (c) An endorsement in a field of specialization.

➤ If the course of study and training meets the requirements established by the Commission, it must be approved by the Commission. The Commission shall not approve a course of study or training unless the course of study and training provides instruction, to the extent deemed necessary by the Commission, in the standards of content and performance prescribed by the ~~{Council to Establish Academic Standards for Public Schools}~~ **Department** pursuant to NRS 389.520.

2. The Commission may review and evaluate such courses of study and training itself or may recognize a course of study and training approved by a national agency for accreditation acceptable to the Commission.

3. The Commission shall adopt regulations establishing fees for the review by the Commission of a course of study and training submitted to the Commission by an educational institution.

4. The Commission, in consultation with educational institutions in this State which offer courses of study and training for the education of teachers and other educational personnel, shall adopt regulations governing the approval by the Commission of courses of study and training.

5. If the Commission denies or withdraws its approval of a course of study or training, the educational institution is entitled to a hearing and judicial review of the decision of the Commission.

Sec. 30. NRS 391.450 is hereby amended to read as follows:

391.450 As used in NRS 391.450 to 391.485, inclusive, "Council" means the Teachers and Leaders **Advisory** Council of Nevada created by NRS 391.455.

Sec. 31. NRS 391.455 is hereby amended to read as follows:

391.455 1. There is hereby created the Teachers and Leaders **Advisory** Council of Nevada consisting of the following 16 members:

(a) The Superintendent of Public Instruction, or his or her designee, who serves as an ex officio member of the Council.

(b) The Chancellor of the Nevada System of Higher Education, or his or her designee, who serves as an ex officio member of the Council.

(c) ~~Four~~ **Three** teachers in public schools appointed by the Governor from a list of nominees submitted by the Nevada State Education Association. The members appointed pursuant to this paragraph must represent the geographical diversity of the school districts in this State.

(d) **One teacher in a public school appointed by the Governor from a list of nominees submitted by the employee organization representing the largest number of teachers in the largest school district in this State.**

1 (e) One school counselor, psychologist, speech-language pathologist,
2 audiologist or social worker who is licensed pursuant to chapter 391 of NRS
3 appointed by the Governor from a list of nominees submitted by the Nevada State
4 Education Association ~~and~~ and an employee organization representing the majority
5 of such persons in the State. The persons nominated pursuant to this paragraph
6 must represent the geographical diversity of school districts in this State.

7 ~~(f)~~ (f) Two administrators in public schools appointed by the Governor from
8 a list of nominees submitted by the Nevada Association of School Administrators
9 and one superintendent of schools of a school district appointed by the Governor
10 from a list of nominees submitted by the Nevada Association of School
11 Superintendents. The members appointed pursuant to this paragraph must represent
12 the geographical diversity of the school districts in this State.

13 ~~(g)~~ (g) Two persons who are members of boards of trustees of school districts
14 and who are appointed by the Governor from a list of nominees submitted by the
15 Nevada Association of School Boards.

16 ~~(h)~~ (h) One representative of the regional training programs for the
17 professional development of teachers and administrators created by NRS 391A.120
18 appointed by the Governor from a list of nominees submitted by the Nevada
19 Association of School Superintendents.

20 ~~(i)~~ (i) One parent or legal guardian of a pupil enrolled in public school
21 appointed by the Governor from a list of nominees submitted by the Nevada Parent
22 Teacher Association.

23 ~~(j)~~ (j) Two persons with expertise in the development of public policy
24 relating to education appointed by the Superintendent of Public Instruction. The
25 members appointed pursuant to this paragraph must not otherwise be eligible for
26 appointment pursuant to paragraphs (a) to ~~(h)~~ (i), inclusive.

27 2. After the initial terms, each appointed member of the Council serves a term
28 of 3 years commencing on July 1 and may be reappointed to one additional 3-year
29 term following his or her initial term. If any appointed member of the Council
30 ceases to be qualified for the position to which he or she was appointed, the
31 position shall be deemed vacant and the appointing authority shall appoint a
32 replacement for the remainder of the unexpired term. A vacancy must be filled in
33 the same manner as the original appointment.

34 3. The Council shall, at its first meeting and annually thereafter, elect a Chair
35 from among its members.

36 4. The Council shall meet at least semiannually and may meet at other times
37 upon the call of the Chair or a majority of the members of the Council. Nine
38 members of the Council constitute a quorum, and a quorum may exercise all the
39 power and authority conferred on the Council.

40 5. Members of the Council serve without compensation, except that for each
41 day or portion of a day during which a member of the Council attends a meeting of
42 the Council or is otherwise engaged in the business of the Council, the member is
43 entitled to receive the per diem allowance and travel expenses provided for state
44 officers and employees generally.

45 6. A member of the Council who is a public employee must be granted
46 administrative leave from the member's duties to engage in the business of the
47 Council without loss of his or her regular compensation. Such leave does not reduce
48 the amount of the member's other accrued leave.

49 7. Any costs associated with employing a substitute teacher while a member
50 of the Council who is a teacher attends a meeting of the Council must be:

51 (a) Paid by the school district or charter school that employs the member; or

52 (b) Reimbursed to the school district or charter school that employs the
53 member by the organization that submitted the name of the member to the

1 Governor for appointment pursuant to paragraph (c), (d), (e), (f), (g), ~~(h)~~ or (i)
2 of subsection 1.

3 8. The Department shall provide administrative support to the Council.

4 9. *The purpose of the Council is to provide nonbinding advice and*
5 *assistance to the Superintendent of Public Instruction, State Board and*
6 *Department in the exercise of their duties.*

7 10. The Council may apply for and accept gifts, grants, donations and
8 contributions from any source for the purpose of carrying out its duties pursuant to
9 *this section and* NRS 391.460.

10 **Sec. 32.** NRS 391.465 is hereby amended to read as follows:

11 391.465 1. The State Board shall, ~~based upon~~ *after consideration of* the
12 recommendations of the Teachers and Leaders *Advisory* Council of Nevada
13 submitted pursuant to NRS 391.460, adopt regulations establishing a statewide
14 performance evaluation system which incorporates multiple measures of an
15 employee's performance. Except as otherwise provided in subsection 3, the State
16 Board shall prescribe the tools to be used by a school district for obtaining such
17 measures.

18 2. The statewide performance evaluation system must:

19 (a) Require that an employee's overall performance is determined to be:

20 (1) Highly effective;

21 (2) Effective;

22 (3) Developing; or

23 (4) Ineffective.

24 (b) Include the criteria for making each designation identified in paragraph (a),
25 which must include, without limitation, consideration of whether the classes for
26 which the employee is responsible exceed the applicable recommended ratios of
27 pupils per licensed teacher prescribed by the State Board pursuant to NRS 388.890
28 and, if so, the degree to which the ratios affect:

29 (1) The ability of the employee to carry out his or her professional
30 responsibilities; and

31 (2) The instructional practices of the employee.

32 (c) Except as otherwise provided in subsections 2 and 3 of NRS 391.695 and
33 subsections 2 and 3 of NRS 391.715, require that pupil growth, as determined
34 pursuant to NRS 391.480, account for 15 percent of the evaluation of a teacher or
35 administrator who provides direct instructional services to pupils at a school in a
36 school district.

37 (d) Include an evaluation of whether the teacher, or administrator who provides
38 primarily administrative services at the school level or administrator at the district
39 level who provides direct supervision of the principal of a school, and who does not
40 provide primarily direct instructional services to pupils, regardless of whether the
41 probationary administrator is licensed as a teacher or administrator, including,
42 without limitation, a principal and vice principal or licensed educational employee,
43 other than a teacher or administrator, employs practices and strategies to involve
44 and engage the parents and families of pupils.

45 (e) Include a process for peer observations of teachers by qualified educational
46 personnel which is designed to provide assistance to teachers in meeting the
47 standards of effective teaching, and includes, without limitation, conducting
48 observations, participating in conferences before and after observations of the
49 teacher and providing information and resources to the teacher about strategies for
50 effective teaching. The regulations must include the criteria for school districts to
51 determine which educational personnel are qualified to conduct peer observations
52 pursuant to the process.

3. A school district may apply to the State Board to use a performance evaluation system and tools that are different than the evaluation system and tools prescribed pursuant to subsection 1. The application must be in the form prescribed by the State Board and must include, without limitation, a description of the evaluation system and tools proposed to be used by the school district. The State Board may approve the use of the proposed evaluation system and tools if it determines that the proposed evaluation system and tools apply standards and indicators that are equivalent to those prescribed by the State Board.

4. An administrator at the district level who provides direct supervision of the principal of a school and who also serves as the superintendent of schools of a school district must not be evaluated using the statewide performance evaluation system.

Sec. 33. NRS 391.470 is hereby amended to read as follows:

391.470 On or before August 1 of each year, the board of trustees of each school district shall submit a report to the State Board and the Teachers and Leaders *Advisory* Council of Nevada created by NRS 391.455 concerning the implementation and effectiveness of the process for peer observations of teachers set forth in the regulations adopted by the State Board pursuant to paragraph (e) of subsection 2 of NRS 391.465, including, without limitation, any recommendations for revisions to the process of peer observations.

Sec. 34. NRS 391.475 is hereby amended to read as follows:

391.475 The Department shall, ~~[in consultation with]~~ *after consulting* the boards of trustees of school districts and the Council, develop an electronic tool for providing documents concerning evaluations conducted pursuant to NRS 391.680 to 391.730, inclusive, to teachers, administrators and other licensed educational personnel. The tool must allow an administrator who conducts an evaluation to:

1. Immediately share documents concerning the evaluation with the teacher, administrator or other licensed educational employee who is the subject of the evaluation; and

2. Recommend professional development courses to improve the performance and knowledge of the teacher, administrator or other licensed educational employee who is the subject of the evaluation.

Sec. 35. NRS 391.492 is hereby amended to read as follows:

391.492 1. There is hereby created the Nevada State Teacher Recruitment and Retention Advisory Task Force consisting of the following members ~~[;]~~ *appointed by the Superintendent of Public Instruction*:

(a) One licensed teacher employed by each school district located in a county whose population is less than 100,000 ; ~~[; appointed by the Legislative Committee on Education;]~~

(b) Two licensed teachers employed by each school district located in a county whose population is 100,000 or more but less than 700,000 ; ~~[; appointed by the Legislative Committee on Education;]~~ and

(c) Three licensed teachers employed by each school district located in a county whose population is 700,000 or more . ~~[; appointed by the Legislative Committee on Education;]~~

2. After the initial terms, each member of the Task Force serves a term of 2 years and may be reappointed to one additional 2-year term following his or her initial term. If any member of the Task Force ceases to be qualified for the position to which he or she was appointed, the position shall be deemed vacant and the ~~[Legislative Committee on Education]~~ *Superintendent of Public Instruction* shall appoint a replacement for the remainder of the unexpired term. A vacancy must be filled in the same manner as the original appointment.

3. The Task Force shall, at its first meeting and each odd-numbered year thereafter, elect a Chair from among its members.

4. The Task Force shall meet at least quarterly and may meet at other times upon the call of the Chair or a majority of the members of the Task Force. ~~In even-numbered years, the Task Force shall have three meetings before the final meeting of the Legislative Committee on Education. In even-numbered years, the fourth meeting of the Task Force must be a presentation to the Legislative Committee on Education of the findings and recommendations of the Task Force made pursuant to NRS 391.496.]~~

5. Ten members of the Task Force constitute a quorum, and a quorum may exercise all the power and authority conferred on the Task Force.

6. Members of the Task Force serve without compensation, except that for each day or portion of a day during which a member of the Task Force attends a meeting of the Task Force or is otherwise engaged in the business of the Task Force, the member is entitled to receive the per diem allowance and travel expenses provided for state officers and employees generally.

7. Each member of the Task Force who is an officer or employee of the State or a local government must be relieved from his or her duties without loss of his or her regular compensation so that the member may prepare for and attend meetings of the Task Force and perform any work necessary to carry out the duties of the Task Force in the most timely manner practicable. A state agency or local government shall not require an officer or employee who is a member of the Task Force to make up the time the member is absent from work to carry out his or her duties as a member, and shall not require the member to take annual vacation or compensatory time for the absence.

8. The Department shall provide administrative support to the Task Force.

9. The purpose of the Task Force is to provide nonbinding advice and assistance to the Superintendent of Public Instruction, State Board and Department in the exercise of their duties regarding the recruitment and retention of teachers.

Sec. 36. NRS 391.494 is hereby amended to read as follows:

391.494 1. Each member of the Task Force must:

(a) Be a licensed teacher with at least 5 consecutive years of experience teaching in a public school in this State;

(b) Be currently employed as a teacher and actively teaching in a public school in this State, and remain employed as a teacher in a public school in this State for the duration of the member's term; and

(c) Not be currently serving on any other education-related board, commission, council, task force or similar governmental entity.

2. On or before December 1, 2019, the Department shall prescribe a uniform application for a teacher to use to apply to serve on the Task Force.

3. A teacher who wishes to serve on the Task Force must submit an application prescribed pursuant to subsection 2 to the ~~[Legislative Committee on Education]~~ *Department* on or before January 15 of an even-numbered year. On or before February 1 of each even-numbered year, the ~~[Legislative Committee on Education]~~ *Department* shall select one or more teachers, as applicable, to serve as a member of the Task Force.

Sec. 37. NRS 391.496 is hereby amended to read as follows:

391.496 1. The Task Force shall:

~~[1.]~~ (a) Evaluate the challenges in attracting and retaining teachers throughout this State;

~~[2.]~~ (b) Make recommendations to the ~~[Legislative Committee on Education]~~ *Department* to address the challenges in attracting and retaining teachers

throughout this State, including, without limitation, providing incentives to attract and retain teachers; and

~~{3.} (c) On or before February 1 of each {odd-numbered} year, submit a report to the {Director} Superintendent of {the Legislative Counsel Bureau for transmission to the Legislature} Public Instruction describing the findings and recommendations of the Task Force.~~

2. The Superintendent of Public Instruction shall, after consideration of the recommendations of the Task Force, make any recommendations for legislation that the Superintendent determines to be necessary to the Legislative Committee on Education on or before June 1 of each even-numbered year.

Sec. 38. NRS 391A.100 is hereby amended to read as follows:

391A.100 As used in NRS 391A.100 to 391A.210, inclusive, unless the context otherwise requires, ~~{the words and terms defined in NRS 391A.105 and 391A.110 have the meanings ascribed to them in those sections.}~~ *“regional training program” means a regional training program for the professional development of teachers and administrators created pursuant to NRS 391A.120.*

Sec. 39. NRS 391A.120 is hereby amended to read as follows:

391A.120 1. There are hereby created the Southern Nevada Regional Training Program, the Northeastern Nevada Regional Training Program and the Northwestern Nevada Regional Training Program. The governing body of each regional training program ~~{Department}~~ shall establish and operate ~~{for each regional training program}~~ a:

(a) Regional training program for the professional development of teachers and administrators.

(b) Nevada Early Literacy Intervention Program through the regional training program established pursuant to paragraph (a).

2. Except as otherwise provided in subsection 5, the Southern Nevada Regional Training Program must primarily provide services to teachers and administrators who are employed by school districts or charter schools in:

- (a) Clark County;
- (b) Esmeralda County;
- (c) Lincoln County;
- (d) Mineral County; and
- (e) Nye County.

3. Except as otherwise provided in subsection 5, the Northeastern Nevada Regional Training Program must primarily provide services to teachers and administrators who are employed by school districts or charter schools in:

- (a) Elko County;
- (b) Eureka County;
- (c) Lander County;
- (d) Humboldt County;
- (e) Pershing County; and
- (f) White Pine County.

4. Except as otherwise provided in subsection 5, the Northwestern Nevada Regional Training Program must primarily provide services to teachers and administrators who are employed by school districts or charter schools in:

- (a) Carson City;
- (b) Churchill County;
- (c) Douglas County;
- (d) Lyon County;
- (e) Storey County; and
- (f) Washoe County.

5. Each regional training program shall, when practicable, make reasonable accommodations for the attendance of teachers and administrators who are employed by school districts or charter schools outside the primary jurisdiction of the regional training program.

6. The board of trustees of the:

(a) Clark County School District shall serve as the fiscal agent for the Southern Nevada Regional Training Program.

(b) Elko County School District shall serve as the fiscal agent for the Northeastern Nevada Regional Training Program.

(c) Washoe County School District shall serve as the fiscal agent for the Northwestern Nevada Regional Training Program.

7. As fiscal agent, each school district is responsible for the payment, collection and holding of all money received from this State for the maintenance and support of the regional training program and Nevada Early Literacy Intervention Program established and operated by the applicable governing body.

8. Each regional training program shall cooperate to form a statewide network that serves all teachers in public schools in this State.

Sec. 40. NRS 391A.125 is hereby amended to read as follows:

391A.125 1. Based upon the priorities of programs prescribed by the ~~{State Board}~~ Department pursuant to subsection 4 of NRS 391A.505 and the assessment of needs for training within the region and priorities of training adopted by the governing body ~~{Department}~~ pursuant to NRS 391A.175, each regional training program shall provide:

(a) Training for teachers and other licensed educational personnel in the:

(1) Standards established by the ~~{Council to Establish Academic Standards for Public Schools}~~ Department pursuant to NRS 389.520;

(2) Curriculum and instruction required for the standards adopted by the State Board;

(3) Curriculum and instruction recommended by the Teachers and Leaders Advisory Council of Nevada; and

(4) Culturally relevant pedagogy, taking into account cultural diversity and demographic differences throughout this State.

(b) Through the Nevada Early Literacy Intervention Program established for the regional training program, training for teachers who teach kindergarten and grades 1, 2 or 3 on methods to teach fundamental reading skills, including, without limitation:

(1) Phonemic awareness;

(2) Phonics;

(3) Vocabulary;

(4) Fluency;

(5) Comprehension; and

(6) Motivation.

(c) Training for administrators who conduct the evaluations required pursuant to NRS 391.685, 391.690, 391.705 and 391.710 relating to the manner in which such evaluations are conducted. Such training must be developed in consultation with the Teachers and Leaders Advisory Council of Nevada created by NRS 391.455.

(d) Training for teachers, administrators and other licensed educational personnel relating to correcting deficiencies and addressing recommendations for improvement in performance that are identified in the evaluations conducted pursuant to NRS 391.685, 391.690, 391.705 or 391.710.

(e) Training for teachers on methods to teach computer literacy or computer science to pupils.

(f) At least one of the following types of training:

(1) Training for teachers and school administrators in the assessment and measurement of pupil achievement and the effective methods to analyze the test results and scores of pupils to improve the achievement and proficiency of pupils.

(2) Training for teachers in specific content areas to enable the teachers to provide a higher level of instruction in their respective fields of teaching. Such training must include instruction in effective methods to teach in a content area provided by teachers who are considered masters in that content area.

(3) In addition to the training provided pursuant to paragraph (b), training for teachers in the methods to teach basic skills to pupils, such as providing instruction in reading with the use of phonics and providing instruction in basic skills of mathematics computation.

(g) In accordance with the program established by the ~~{Statewide Council}~~ Department pursuant to paragraph (b) of subsection ~~{2}~~ 1 of NRS 391A.135 training for:

(1) Teachers on how to engage parents and families, including, without limitation, disengaged families, in the education of their children and to build the capacity of parents and families to support the learning and academic achievement of their children.

(2) Training for teachers and paraprofessionals on working with parent liaisons in public schools to carry out strategies and practices for effective parental involvement and family engagement.

(h) Training and continuing professional development for teachers who receive an endorsement to teach courses relating to financial literacy pursuant to NRS 391.019 and 396.5198.

2. The training required pursuant to subsection 1 must:

(a) Include the activities set forth in 20 U.S.C. § 7801(42), as deemed appropriate by the governing body ~~{Department}~~ for the type of training offered.

(b) Include appropriate procedures to ensure follow-up training for teachers and administrators who have received training through the program.

(c) Incorporate training that addresses the educational needs of:

(1) Pupils with disabilities who participate in programs of special education; and

(2) Pupils who are English learners.

3. The governing body of each ~~{Each}~~ regional training program shall prepare and maintain a list that identifies programs for the professional development of teachers and administrators that successfully incorporate:

(a) The standards of content and performance established by the ~~{Council to Establish Academic Standards for Public Schools}~~ Department pursuant to NRS 389.520;

(b) Fundamental reading skills; and

(c) Other training listed in subsection 1.

↪ The governing body ~~{Each regional training program}~~ shall provide a copy of the list on an annual basis to school districts for dissemination to teachers and administrators.

4. A regional training program may include model classrooms that demonstrate the use of educational technology for teaching and learning.

5. A regional training program may contract with the board of trustees of a school district or governing body of a charter school that is served by the regional training program as set forth in NRS 391A.120 to provide professional development to the teachers and administrators employed by the school district or charter school that is in addition to the training required by this section. Any training provided pursuant to this subsection must include the activities set forth in

20 U.S.C. § 7801(42), as deemed appropriate by the governing body ~~{Department}~~ for the type of training offered.

6. To the extent money is available from legislative appropriation or otherwise, a regional training program may provide training to paraprofessionals.

7. To the extent that money is available, the Department shall administer the training required pursuant to paragraph (h) of subsection 1.

8. As used in this section, “paraprofessional” has the meaning ascribed to it in NRS 391.008.

Sec. 41. NRS 391A.135 is hereby amended to read as follows:

391A.135 1. ~~{The Statewide Council shall meet not less than four times per year.~~

~~2.}~~ The ~~{Statewide Council}~~ Department shall:

(a) Adopt uniform standards for use by the governing body of each regional training program in ~~{for}~~ the review and approval by the governing body ~~{Department}~~ of the training to be provided by the regional training program pursuant to NRS 391A.125 and 391A.175. The standards must ensure that the training provided by the regional training programs includes activities set forth in 20 U.S.C. § 7801(42), as appropriate for the type of training offered, is of high quality and is effective in addressing the training programs specified in subsection 1 of NRS 391A.125.

(b) In cooperation with the Office of Parental Involvement and Family Engagement created by NRS 385.630, establish a statewide program for teachers and administrators concerning effective parental involvement and family engagement which includes:

(1) Training for teachers on how to engage parents and families, including, without limitation, disengaged families, in the education of their children and to build the capacity of parents and families to support the learning and academic achievement of their children.

(2) Training for teachers and paraprofessionals on working with parent liaisons in public schools to carry out strategies and practices for effective parental involvement and family engagement.

(c) Coordinate the dissemination of information to school districts, administrators and teachers concerning the training, programs and services provided by the regional training programs.

(d) Disseminate information to the regional training programs concerning innovative and effective methods to provide professional development.

(e) Conduct long-range planning concerning the professional development needs of teachers and administrators employed in this state.

(f) Adopt uniform procedures and criteria for use by the governing body of each regional training program to report the ~~{information required for the Department to conduct an}~~ common evaluation conducted pursuant to NRS 391A.190.

(g) Review and recommend any necessary revisions to the 5-year plan prepared by the governing body of ~~{for}~~ each regional training program pursuant to NRS 391A.175.

(h) Review and recommend any necessary revisions to the annual report prepared by the governing body of ~~{for}~~ each regional training program pursuant to NRS 391A.190.

(i) Ensure that the governing body of each regional training program considers the plans to improve the achievement of pupils prepared pursuant to NRS 385A.650 for the public schools within the primary jurisdiction of the regional training program and the plan to improve the achievement of pupils prepared by the State

Board pursuant to NRS 385.111 and is guided by those plans in the provision of professional development for teachers and administrators.

(j) Coordinate with the Office of Parental Involvement and Family Engagement in carrying out the duties of the Office.

~~{3.}~~ 2. The ~~{Statewide Council}~~ Department may:

(a) Accept gifts and grants from any source for use by the ~~{Statewide Council}~~ Department in carrying out its duties pursuant to this section and accept gifts and grants from any source on behalf of one or more regional training programs to assist with the training provided pursuant to NRS 391A.125; and

(b) Comply with applicable federal laws and regulations governing the provision of federal grants to assist the ~~{Statewide Council}~~ Department in carrying out its duties pursuant to this section and comply with applicable federal laws and regulations governing the provision of federal grants to assist with the training provided pursuant to NRS 391A.125, including, without limitation, providing money from the budget of the ~~{Statewide Council}~~ Department to match the money received from a federal grant.

~~{4.}~~ 3. As used in this section, “paraprofessional” has the meaning ascribed to it in NRS 391.008.

Sec. 41.5. NRS 391A.150 is hereby amended to read as follows:

391A.150 1. Each regional training program must have a governing body consisting of:

(a) The superintendent of schools, or the superintendent’s designee, for each school district that is included within the primary jurisdiction of the regional training program. The superintendent of schools serves ex officio.

(b) Teachers who are considered masters, appointed by the superintendents of schools of the school districts that are included within the primary jurisdiction of the regional training program and the representatives of higher education appointed to the governing body. Each teacher who wishes to be considered for appointment to the governing body must submit an application explaining his or her qualifications as a master teacher. At least one teacher must be appointed from each school district within the primary jurisdiction of the regional training program.

(c) Representatives of the Nevada System of Higher Education, appointed by the Board of Regents, and representatives of other institutions of higher education, as determined by the superintendents of school districts included within the primary jurisdiction of the regional training program.

(d) A ~~{nonvoting}~~ member who is an employee of the Department.

2. After the appointments are made, the governing body shall select a chair from among its membership.

3. Each member of the governing body shall serve a term of 2 years. A person must not be appointed to serve more than three consecutive terms.

4. A vacancy in the governing body must be filled in the same manner as the original appointment.

Sec. 42. NRS 391A.165 is hereby amended to read as follows:

391A.165 1. On or before the deadline prescribed by the ~~{Statewide Council}~~ Department, the governing body of each regional training program ~~{The Department}~~ shall submit ~~{develop}~~ a proposed biennial budget for the ~~{each}~~ regional training program ~~{to the ~~{Statewide Council}~~ Department.~~

2. The proposed biennial budget of the ~~{each}~~ regional training program must be in the form prescribed by the Superintendent of Public Instruction and include, without limitation, ~~{the}~~ a specified amount of money requested by the governing body to pay for the salary or other compensation of ~~{the}~~ any coordinator of the program hired pursuant to NRS 391A.160. ~~{by the Department or regional training program.}~~

3. ~~The {Statewide Council} Department~~ may deny any portion of a proposed biennial budget submitted by a regional training program. If the ~~{Statewide Council} Department~~ denies any portion of a proposed biennial budget, the ~~{Statewide Council} Department~~ shall provide ~~fa written report that describes~~ in writing the reasons for the denial to the governing body of the regional training program that submitted the proposed biennial budget, and the governing body of the regional training program may revise the proposed biennial budget and resubmit the revised proposed biennial budget to the ~~{Statewide Council} Department~~ for review. If the ~~{Statewide Council} Department~~ denies any portion of the revised proposed biennial budget, the ~~{Statewide Council} Department~~ shall submit ~~fa copy of the written report describing~~ in writing the reasons for the denial to:

(a) The governing body of the regional training program that submitted the revised proposed biennial budget; and

(b) The fiscal agent for the regional training program. f;

—(c) The Director of the Legislative Counsel Bureau for transmission to the next regular session of the Legislature; and

—(d) The Legislative Committee on Education.]

4. The proposed biennial budget of each regional training program , or the parts thereof, that was approved by the {Statewide Council} Department pursuant to subsection 3 must be included in the biennial budget of the Department. Any portion of the approved biennial budget of a regional training program that exceeds the budget for the regional training program in the immediately preceding biennium must be included in the biennial budget of the Department as a separate line item.

5. The governing body of a regional training program may:

(a) Accept gifts and grants from any source to assist the governing body in providing the training required by NRS 391A.125.

(b) Comply with applicable federal laws and regulations governing the provision of federal grants to assist with the training provided pursuant to NRS 391A.125, including, without limitation, providing money from the budget of the governing body to match the money received from a federal grant.

Sec. 43. NRS 391A.170 is hereby amended to read as follows:

391A.170 1. If the governing body of a regional training program determines that a revision of the budget for the program is necessary because of changed conditions, the governing body may submit a request for a budget revision for the remainder of a fiscal year to the ~~{Statewide Council} Department~~.

2. Every request for a budget revision must be submitted to the ~~{Statewide Council} Department~~ in the form and with such supporting information as the Superintendent of Public Instruction prescribes.

3. The ~~{Statewide Council} Department~~ shall approve or disapprove the request for a budget revision in writing. The ~~{Statewide Council} Department~~ may approve the request if the ~~{Statewide Council} Department~~ determines the budget revision is necessary because of changed conditions.

~~—4.] If the {Statewide Council} approves the request for a budget] Department determines that a revision [f] to the budget for a regional training program is necessary because of changed conditions,~~ the ~~{Statewide Council} Department~~ shall determine whether a request for a revision of a work program pursuant to NRS 353.220 is also necessary. If the request for a revision of a work program pursuant to NRS 353.220 is necessary, the procedures set forth in NRS 353.220 must be complied with before the governing body of the regional training program ~~{Department}~~ may implement the budget revision.

Sec. 44. NRS 391A.175 is hereby amended to read as follows:

391A.175 1. The governing body of each regional training program ~~{Department}~~ shall:

(a) Adopt a training model, taking into consideration other model programs, including, without limitation, the program used by the Geographic Alliance in Nevada.

(b) Assess the training needs of teachers and administrators who are employed by the school districts and charter schools within the primary jurisdiction of the regional training program and adopt priorities of training for the program based upon the assessment of needs. The board of trustees of each such school district or governing body of each charter school may submit recommendations to the appropriate governing body ~~(Department)~~ for the types of training that should be offered by the regional training program.

(c) In making the assessment required by paragraph (b) and as deemed necessary by the governing body, ~~(Department)~~ review the plans to improve the achievement of pupils prepared pursuant to NRS 385A.650 for individual schools within the primary jurisdiction of the regional training program.

(d) Prepare a 5-year plan in alignment with the plan to improve the achievement of pupils enrolled in public schools prepared pursuant to NRS 385.111 for the regional training program for review by the ~~(Statewide Council)~~ Department, which includes, without limitation:

(1) An assessment of the training needs of teachers and administrators who are employed by the school districts and charter schools within the primary jurisdiction of the regional training program; and

(2) Specific details of the training that will be offered by the regional training program for the first 2 years covered by the plan including, without limitation, the biennial budget of the regional training program for those 2 years.

↪ The governing body shall incorporate into the 5-year plan any revisions recommended by the ~~(Statewide Council)~~ Department.

(e) Review the 5-year plan on an annual basis and make revisions to the plan as are necessary to serve the training needs of teachers and administrators employed by the school districts and charter schools within the primary jurisdiction of the regional training program.

2. The Department, the Nevada System of Higher Education and the board of trustees of a school district may request the governing body of ~~(Department to authorize)~~ the regional training program that serves the school district to provide training, participate in a program or otherwise perform a service that is in addition to the duties of the regional training program that are set forth in the plan adopted pursuant to this section or otherwise required by statute. An entity may not represent that a regional training program will perform certain duties or otherwise obligate the regional training program as part of an application by that entity for a grant unless the entity has first obtained the written confirmation of the governing body of the regional training program ~~(Department authorizing the regional training program)~~ to perform those duties or obligations. The governing body of a regional training program ~~(Department)~~ may, but is not required to, grant a request pursuant to this subsection.

Sec. 45. ~~[NRS 391A.180 is hereby amended to read as follows:~~

~~— 391A.180 — 1. The [governing body of each regional training program] Department shall establish an evaluation system for the teachers and other licensed educational personnel who participate in [the] a regional training program. The evaluation system must include:~~

~~— (a) Specific measures of the success of each teacher and other licensed person who participates in the training provided by the program; and~~

~~— (b) Recommendations for follow up for the teacher or other licensed person to strengthen his or her skills in the classroom or otherwise in his or her position of employment with the school district or charter school.~~

~~2. Each evaluation must be provided in written form to the person who is evaluated and the principal of the school at which the person is employed, if applicable, or, if the person is not supervised by a school principal, his or her direct supervisor.] (Deleted by amendment.)~~

Sec. 46. ~~[NRS 391A.185 is hereby amended to read as follows:~~

~~391A.185 1. The [governing body of a regional training program] Department may facilitate and coordinate access to information by teachers and administrators concerning issues related to suicide among pupils. Such information must be offered for educational purposes only.~~

~~2. Receipt of or access to information pursuant to subsection 1 does not create a duty for any person in addition to those duties otherwise required in the course of his or her employment.] (Deleted by amendment.)~~

Sec. 47. NRS 391A.190 is hereby amended to read as follows:

391A.190 1. The governing body of each regional training program ~~[Department]~~ shall:

(a) Establish a method for the common evaluation of the success of the teach regional training program, including, without limitation, the teach Nevada Early Literacy Intervention Program. The method must be consistent with the uniform procedures and criteria adopted by the ~~[Statewide Council]~~ Department pursuant to NRS 391A.135 and the standards for professional development training adopted by the State Board pursuant to subsection 1 of NRS 391A.370.

(b) ~~[On or before September 1 of each year and before submitting the annual report pursuant to paragraph (c), submit the annual report to the Statewide Council for its review and incorporate into the annual report any revisions recommended by the Statewide Council.~~

~~—(c)]~~ On or before December 1 of each year, submit an annual report to the State Board, the board of trustees of each school district and the governing body of each charter school served by the teach-respective regional training program, the Commission on Professional Standards in Education, the Legislative Committee on Education and the Legislative Bureau of Educational Accountability and Program Evaluation that includes, without limitation:

(1) The priorities for training adopted by the governing body ~~[Department]~~ pursuant to NRS 391A.175.

(2) The type of training offered through the regional training program in the immediately preceding year.

(3) The number of teachers and administrators who received training through the regional training program in the immediately preceding year.

(4) The number of administrators who received training pursuant to paragraph (c) of subsection 1 of NRS 391A.125 in the immediately preceding year.

(5) The number of teachers, administrators and other licensed educational personnel who received training pursuant to paragraph (d) of subsection 1 of NRS 391A.125 in the immediately preceding year.

(6) The number of teachers who received training pursuant to subparagraph (1) of paragraph (g) of subsection 1 of NRS 391A.125 in the immediately preceding year.

(7) The number of paraprofessionals, if any, who received training through the regional training program in the immediately preceding year.

(8) ~~[An]~~ A common evaluation of the effectiveness of the regional training program, including, without limitation, the Nevada Early Literacy Intervention Program, in accordance with the method established pursuant to paragraph (a).

(9) An evaluation of whether the training included the:

(I) Standards of content and performance established by the ~~[Council to Establish Academic Standards for Public Schools]~~ **Department** pursuant to NRS 389.520;

(II) Curriculum and instruction required for the common core standards adopted by the State Board;

(III) Curriculum and instruction recommended by the Teachers and Leaders **Advisory** Council of Nevada created by NRS 391.455; and

(IV) Culturally relevant pedagogy, taking into account cultural diversity and demographic differences throughout this State.

(10) An evaluation of the effectiveness of training on improving the quality of instruction and the achievement of pupils.

(11) A description of the gifts and grants, if any, received by the governing body in the immediately preceding year and the gifts and grants, if any, received by the [Statewide Council] **Department** during the immediately preceding year on behalf of the regional training program. The description must include the manner in which the gifts and grants were expended.

(12) The 5-year plan for the regional training program prepared pursuant to NRS 391A.175 and any revisions to the plan made by the governing body or the Department in the immediately preceding year.

2. The information included in the annual report pursuant to paragraph (c) ~~[(b)]~~ of subsection 1 must be aggregated for each regional training program and disaggregated for each school district or charter school served by the regional training program.

3. As used in this section, "paraprofessional" has the meaning ascribed to it in NRS 391.008.

Sec. 48. NRS 391A.210 is hereby amended to read as follows:

391A.210 ~~[The governing body of each regional training program shall coordinate with the]~~ **To the extent that money is available, the** Department ~~[to provide]~~ **shall administer** an annual summit at the beginning of the Financial Literacy Month established pursuant to NRS 388.5964. ~~[To the extent that money is available, the Department shall administer the annual summit.]~~

Sec. 49. NRS 391A.505 is hereby amended to read as follows:

391A.505 1. The Superintendent of Public Instruction shall coordinate the annual distribution of grants of money from the Great Teaching and Leading Fund to the following entities whose applications for a grant are approved:

(a) The governing body of a [A] regional training program for the professional development of teachers and administrators.

(b) The board of trustees of a school district.

(c) The governing body of a charter school.

(d) The State Public Charter School Authority.

(e) A university, state college or community college within the Nevada System of Higher Education.

(f) Employee associations representing licensed educational personnel.

(g) Nonprofit educational organizations.

2. The Superintendent of Public Instruction shall:

(a) Prescribe the form for an entity described in subsection 1 to submit an application for a grant of money from the Fund and the deadline for submission of such an application.

(b) Assign a committee to review the applications and make recommendations to the Superintendent for awarding grants of money from the Fund.

(c) Make recommendations to the State Board regarding awarding grants of money from the Fund.

3. Based upon the recommendations made by the Superintendent of Public Instruction pursuant to paragraph (c) of subsection 2 and to the extent money is available in the Fund, the State Board shall award grants of money to each entity with an approved application not later than December 31 of each year. To the extent that money is available, a grant of money from the Fund may be awarded for the period specified by the applicant in the application, not to exceed 3 years. The State Board may not award more than 20 percent of the money placed in the Fund by legislative appropriation to any single entity in a fiscal year.

4. On or before September 30 of each year, the ~~[State Board]~~ Department shall prescribe the priorities of programs set forth in subsection 2 of NRS 391A.510 for which grants of money will be made from the Fund on or before December 31 of that year. In developing the priorities, the ~~[State Board]~~ Department shall review and consider the assessment of the training needs of teachers and administrators made by the governing body of each regional training program for the professional development of teachers and administrators pursuant to NRS 391A.175.

~~[5. The Superintendent of Public Instruction shall:~~

~~(a) Post on the Internet website maintained by the Department a list of each gift or grant, if any, received pursuant to subsection 1 of NRS 391A.500 for deposit in the Fund and the name of the donor of the gift or grant;~~

~~(b) Update the list annually;~~

~~(c) On or before February 1 of each year, transmit the list prepared for the immediately preceding year;~~

~~(1) In odd-numbered years, to the Director of the Legislative Counsel Bureau for transmittal to the next regular session of the Legislature; and~~

~~(2) In even-numbered years, to the Legislative Committee on Education.]~~

Sec. 50. NRS 391A.515 is hereby amended to read as follows:

391A.515 1. To the extent money is available from legislative appropriation or otherwise, the ~~[Superintendent of Public Instruction]~~ Department shall contract for an independent evaluation of the effectiveness of the grants of money from the Great Teaching and Leading Fund ~~[, including,]~~ The evaluation shall begin at the conclusion of each odd-numbered school year and be completed on or before July 15 of the following calendar year. The evaluation must include, without limitation, a review and analysis of data relating to:

(a) Changes in instructional or administrative practices;

(b) The achievement of pupils; and

(c) The recruitment, selection and retention of effective teachers and administrators.

~~[The Superintendent of Public Instruction shall consult with the Statewide Council for the Coordination of the Regional Training Programs in determining the duties of the contractor.]~~

2. If the ~~[Superintendent of Public Instruction]~~ Department contracts for an independent evaluation of the effectiveness of the grants of money from the Fund pursuant to subsection 1, the ~~[Superintendent]~~ Department shall submit a report of the results of the evaluation to:

(a) The Director of the Legislative Counsel Bureau for transmittal to the next regular session of the Legislature; and

(b) If the report is completed before September 1 of an even-numbered year, the Legislative Committee on Education.

Sec. 51. NRS 396.5195 is hereby amended to read as follows:

396.5195 The Board of Regents shall, in cooperation with the State Board and the ~~[Council to Establish Academic Standards for Public Schools,]~~ Department, ensure that students enrolled in a program developed by the System for the

education of teachers are provided instruction regarding the standards of content and performance required of pupils enrolled in high schools in this State.

Sec. 52. NRS 223.650 is hereby amended to read as follows:

223.650 1. The Advisory Council on Science, Technology, Engineering and Mathematics created by NRS 223.640 shall:

(a) Develop a strategic plan for the development of educational resources in the fields of science, technology, engineering and mathematics to serve as a foundation for workforce development, college preparedness and economic development in this State;

(b) Develop a plan for identifying and awarding recognition to pupils in this State who demonstrate exemplary achievement in the fields of science, technology, engineering and mathematics;

(c) Develop a plan for identifying and awarding recognition to schools in this State that demonstrate exemplary performance in the fields of science, technology, engineering and mathematics;

(d) Conduct a survey of education programs and proposed programs relating to the fields of science, technology, engineering and mathematics in this State and in other states to identify recommendations for the implementation of such programs by public schools and institutions of higher education in this State and report the information gathered by the survey to the State Board of Education and the Board of Regents of the University of Nevada;

(e) Apply for grants on behalf of the State of Nevada relating to the development and expansion of education programs in the fields of science, technology, engineering and mathematics;

(f) Identify a nonprofit corporation to assist in the implementation of the plans developed pursuant to paragraphs (a), (b) and (c);

(g) Prepare a written report which includes, without limitation, recommendations based on the survey conducted pursuant to paragraph (d) and any other recommendations concerning the instruction and curriculum in courses of study in science, technology, engineering and mathematics in public schools in this State and, on or before January 31 of each odd-numbered year, submit a copy of the report to the State Board of Education, the Board of Regents of the University of Nevada, the Governor and the Director of the Legislative Counsel Bureau for transmittal to the Legislature;

(h) Conduct surveys for and make recommendations as deemed necessary to the Office of Economic Development and the Governor's Workforce Investment Board; and

(i) Appoint a subcommittee on computer science consisting of at least three members to provide advice and recommendations to:

(1) The State Board of Education, the ~~Council to Establish Academic Standards for Public Schools,~~ *Department of Education*, the boards of trustees of school districts and the governing bodies of charter schools and university schools for profoundly gifted pupils concerning the curriculum and materials for courses in computer science and computer education and technology and professional development for teachers who teach such courses; and

(2) The Commission on Professional Standards in Education concerning the qualifications for licensing teachers and other educational personnel who teach courses in computer science or computer education and technology.

2. Each year the Council:

(a) Shall establish an event in southern Nevada and an event in northern Nevada to recognize pupils in this State who demonstrate exemplary achievement in the fields of science, technology, engineering and mathematics.

(b) Shall establish a statewide event to recognize schools in this State that have demonstrated exemplary performance in the fields of science, technology, engineering and mathematics.

(c) May accept any gifts, grants or donations from any source for use in carrying out the provisions of this subsection.

3. The Council or a subcommittee of the Council may seek the input, advice and assistance of persons and organizations that have knowledge, interest or expertise relevant to the duties of the Council.

4. The State Board of Education and the Board of Regents of the University of Nevada shall consider the plans developed by the Advisory Council on Science, Technology, Engineering and Mathematics pursuant to paragraphs (a), (b) and (c) of subsection 1 and the written report submitted pursuant to paragraph (g) of subsection 1. The State Board of Education shall adopt such regulations as the State Board deems necessary to carry out the recommendations in the written report.

Sec. 52.3. Section 15 of chapter 334, Statutes of Nevada 2015, as amended by chapter 634, Statutes of Nevada 2019, at page 4499, is hereby amended to read as follows:

Sec. 11. Section 15 of chapter 334, Statutes of Nevada 2015, at page 1867, is hereby amended to read as follows:

Sec. 15. 1. The Department of Education shall distribute the money that is appropriated 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 noncompetitive grants program. Grants must be awarded by the Department based upon a weighted formula which will allocate funds based on need and the pupil population of the school district, and improving the literacy of pupils enrolled in elementary schools in the school districts and charter schools and will be awarded to school districts, to school districts approved to sponsor charter schools 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 elementary school established pursuant to NRS 388.157 and to support other school-based efforts to ensure that all pupils are performing at a level considered by the school district or charter school to be within the average range for pupils enrolled in each grade level. Such school-based efforts may include, without limitation:

(a) Hiring literacy specialists;

(b) Training literacy specialists;

(c) Entering into contracts with vendors for the purchase of evidence-based reading assessments, textbooks, computer software or other materials;

(d) Providing professional development for school personnel;

(e) Providing evidence-based programs to pupils before and after school and during intercessions or summer school; and

(f) Providing other evidence-based literacy initiatives for pupils enrolled in elementary school.

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;

(b) Prepare and submit to the Department of Education, on or before July 1, 2020, 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; and

(c) Not use the money to supplant other budgets in the school.

3. The Department of Education shall, to the extent that money is available for that purpose, hire an independent consultant to evaluate the ~~the [programs or]~~ effectiveness of services ~~[paid for by a grant of money received]~~ implemented by a school district or charter school pursuant to subsection 1. The evaluation shall begin at the conclusion of each odd-numbered school year and be completed on or before June 30 of the following calendar year. When complete, the evaluation must be provided contemporaneously to the Department and the Legislative Committee on Education.

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 5.~~

5. ~~On or before August 31, 2020, the Department of Education shall submit a preliminary report prepared pursuant to subsection 4 to the State Board of Education and the Legislative Committee on Education. On or before November 15, 2020, the Department shall submit the final report prepared pursuant to subsection 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 81st Session of the Nevada Legislature.~~

~~6.~~ Any money awarded to a school district or charter school from the money appropriated 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.

Sec. 52.5. Section 1 of chapter 554, Statutes of Nevada 2019, at page 3460, is hereby amended to read as follows:

Section 1. 1. The elementary schools identified to operate as Zoom elementary schools by the Board of Trustees of the Clark County School District and the Board of Trustees of the Washoe County School District for the 2017-2019 biennium shall continue to operate as Zoom elementary schools for the 2019-2021 biennium.

2. Except as otherwise provided in subsection 3, the Board of Trustees of the Clark County School District and the Board of Trustees of the Washoe County School District shall distribute the money appropriated by the 2019 Legislature to the Account for Programs for Innovation and the Prevention of Remediation created by NRS 387.1247 for each Zoom elementary school of those school districts to:

(a) Provide prekindergarten programs free of charge;

(b) Operate reading skills centers;

(c) Provide professional development for teachers and other licensed educational personnel regarding effective instructional practices and strategies for children who are English learners;

(d) Offer recruitment and retention incentives for the teachers and other licensed educational personnel who provide any of the programs and services set forth in this subsection from the list of incentives prescribed by the State Board of Education pursuant to subsection 12;

(e) Engage and involve parents and families of children who are English learners, including, without limitation, increasing effective, culturally appropriate communication with and outreach to parents and families to support the academic achievement of those children; and

(f) Provide, free of charge, a summer academy or an intersession academy for those schools that do not operate on a traditional school calendar, including, without limitation, the provision of transportation to attend the summer academy or intersession academy or provide for an extended school day.

3. A Zoom elementary school that receives money pursuant to subsection 2 shall offer each of the programs and services prescribed in paragraphs (a) and (b) of that subsection, and one of the programs prescribed in paragraph (f) of that subsection, so the Zoom elementary school may offer a comprehensive package of programs and services for pupils who are English learners. A Zoom elementary school:

(a) Shall not use the money for any other purpose or use more than 5 percent of the money for the purposes described in paragraphs (c), (d) and (e) of subsection 2; and

(b) May only use the money for the purposes described in paragraphs (c), (d) and (e) of subsection 2 if the board of trustees of the school district determines that such a use will not negatively impact the services provided to pupils enrolled in a Zoom elementary school.

4. A reading skills center operated by a Zoom elementary school must provide:

(a) Support at the Zoom elementary school in the assessment of reading and literacy problems and language acquisition barriers for pupils;

(b) Instructional intervention to enable pupils to overcome such problems and barriers by the completion of grade 3; and

(c) Instructional intervention to enable pupils enrolled in grade 4 or 5 who were not able to overcome such problems and barriers by the completion of grade 3 to overcome them as soon as practicable.

5. The middle schools, junior high schools or high schools identified to operate as Zoom middle schools, junior high schools or high schools by the Board of Trustees of the Clark County School District and the Board of Trustees of the Washoe County School District for the 2017-2019 biennium shall continue to operate as Zoom middle schools, junior high schools and high schools, as applicable, for the 2019-2021 biennium.

6. The Clark County School District and the Washoe County School District shall distribute the money appropriated by the 2019 Legislature to the Account for Programs for Innovation and the Prevention of Remediation for each Zoom middle school, junior high school and high school of those school districts to carry out one or more of the following:

(a) Reduce class sizes for pupils who are English learners and provide English language literacy based classes;

(b) Provide direct instructional intervention to each pupil who is an English learner using the data available from applicable assessments of that pupil;

(c) Provide professional development for teachers and other licensed educational personnel regarding effective instructional practices and strategies for pupils who are English learners;

(d) Offer recruitment and retention incentives for teachers and other licensed educational personnel who provide any of the programs and services set forth in this subsection from the list of incentives prescribed by the State Board of Education pursuant to subsection 12;

(e) Engage and involve parents and families of pupils who are English learners, including, without limitation, increasing effective, culturally appropriate communication with and outreach to parents and families to support the academic achievement of those pupils;

(f) Provide other evidence-based programs and services that are approved by the Department of Education and that are designed to meet the specific needs of pupils enrolled in the school who are English learners;

(g) Provide, free of charge, a summer academy or an intersession academy for those schools that do not operate on a traditional school calendar, including, without limitation, the provision of transportation to attend the summer academy or intersession academy; and

(h) Provide for an extended school day.

➤ The Clark County School District and the Washoe County School District shall not use more than 5 percent of the money for the purposes described in paragraphs (c), (d) and (e) and may only use the money for the purposes described in paragraphs (c), (d) and (e) if the board of trustees of the school district determines that such use will not negatively impact the services provided to pupils enrolled in a Zoom middle school, junior high school or high school.

7. On or before August 1, 2019, the Clark County School District and the Washoe County School District shall each provide a report to the Department of Education which includes:

(a) The names of the elementary schools operating as Zoom schools pursuant to subsection 1 and the plan of each such school for carrying out the programs and services prescribed by paragraphs (a) to (f), inclusive, of subsection 2;

(b) The names of the middle schools, junior high schools and high schools operating as Zoom schools pursuant to subsection 5 and the plan of each school for carrying out the programs and services described in paragraphs (a) to (h), inclusive, of subsection 6; and

1 (c) Evidence of the progress of pupils at each Zoom school, as
2 measured by common standards and assessments, including, without
3 limitation, interim assessments identified by the State Board of Education,
4 if the State Board has identified such assessments.

5 8. From the money appropriated by the 2019 Legislature to the
6 Account for Programs for Innovation and the Prevention of Remediation
7 for Zoom schools or charter schools or school districts other than the Clark
8 County School District or Washoe County School District, the Department
9 of Education shall provide grants of money to the sponsors of such charter
10 schools and the school districts. The sponsor of such a charter school and
11 the board of trustees of such a school district may submit an application to
12 the Department on a form prescribed by the Department that includes,
13 without limitation:

14 (a) The number of pupils in the school district or charter school, as
15 applicable, who are English learners or eligible for designation as English
16 learners; and

17 (b) A description of the programs and services the school district or
18 charter school, as applicable, will provide with a grant of money, which
19 may include, without limitation:

20 (1) The creation or expansion of high-quality, developmentally
21 appropriate prekindergarten programs, free of charge, that will increase
22 enrollment of children who are English learners;

23 (2) The acquisition and implementation of empirically proven
24 assessment tools to determine the reading level of pupils who are English
25 learners and technology-based tools, such as software, designed to support
26 the learning of pupils who are English learners;

27 (3) Professional development for teachers and other educational
28 personnel regarding effective instructional practices and strategies for
29 children who are English learners;

30 (4) The provision of programs and services for pupils who are
31 English learners, free of charge, before and after school, during the summer
32 or intersession for those schools that do not operate on a traditional school
33 calendar, including, without limitation, the provision of transportation to
34 attend the summer academy or intersession academy;

35 (5) Engaging and involving parents and families of children who
36 are English learners, including, without limitation, increasing effective,
37 culturally appropriate communication with and outreach to parents and
38 families to support the academic achievement of those children;

39 (6) Offering recruitment and retention incentives for the teachers
40 and other licensed educational personnel who provide any of the programs
41 and services set forth in this subsection from the list of incentives
42 prescribed by the State Board of Education pursuant to subsection 12; and

43 (7) Provide other evidence-based programs and services that are
44 approved by the Department and that are designed to meet the specific
45 needs of pupils enrolled in the school who are English learners.

46 9. The Department of Education shall award grants of money to
47 school districts and the sponsors of charter schools that submit applications
48 pursuant to subsection 8 based upon the number of pupils enrolled in each
49 such school district or charter school, as applicable, who are English
50 learners or eligible for designation as English learners, and not on a
51 competitive basis.

52 10. A school district and a sponsor of a charter school that receives a
53 grant of money pursuant to subsection 8:

(a) Shall not use more than 5 percent of the money for the purposes described in subparagraphs (3), (5) and (6) of paragraph (b) of subsection 8 and may only use the money for the purposes described in subparagraphs (3), (5) and (6) of paragraph (b) of subsection 8 if the board of trustees of the school district or the governing body of the charter school, as applicable, determines that such a use would not negatively impact the services provided to pupils enrolled in the school.

(b) Shall provide a report to the Department of Education in the form prescribed by the Department with the information required for the Department's report pursuant to subsection 15.

11. On or before August 17, 2019, the Department of Education shall submit a report to the State Board of Education and the Director of the Legislative Counsel Bureau for transmittal to the Interim Finance Committee which includes:

(a) The information reported by the Clark County School District and the Washoe County School District pursuant to subsection 7; and

(b) The school districts and charter schools for which a grant of money is approved pursuant to subsection 9 and the plan of each such school district and charter school for carrying out programs and services with the grant money, including, without limitation, any programs and services described in subparagraphs (1) to (7), inclusive, of paragraph (b) of subsection 8.

12. The State Board of Education shall prescribe:

(a) A list of recruitment and retention incentives for the school districts and the sponsors of charter schools that receive a distribution of money pursuant to this section to offer to teachers and other licensed educational personnel pursuant to paragraph (d) of subsection 2, paragraph (d) of subsection 6 and subparagraph (6) of paragraph (b) of subsection 8; and

(b) Criteria and procedures to notify a school district or a charter school that receives money pursuant to this section if the school district or charter school is not implementing the programs and services for which the money was received in accordance with the applicable requirements of this section or in accordance with the performance levels prescribed by the State Board pursuant to subsection 13, including, without limitation, a plan of corrective action for the school district or charter school to follow to meet the requirements of this section or the performance levels.

13. The State Board of Education shall prescribe statewide performance levels and outcome indicators to measure the effectiveness of the programs and services for which money is received by the school districts and charter schools pursuant to this section. The performance levels must establish minimum expected levels of performance on a yearly basis based upon the performance results of children who participate in the programs and services. The outcome indicators must be designed to track short-term and long-term impacts on the progress of children who participate in the programs and services, including, without limitation:

(a) The number of children who participated;

(b) The extent to which the children who participated improved their English language proficiency and literacy levels compared to other children who are English learners or eligible for such a designation who did not participate in the programs and services; and

(c) To the extent that a valid comparison may be established, a comparison of the academic achievement and growth in the subject areas of English language arts and mathematics of children who participated in the

1 programs and services to other children who are English learners or eligible
2 for such a designation who did not participate in the programs and services.

3 14. The Department of Education shall , to the extent that money is
4 available for that purpose, contract for an independent evaluation of the
5 effectiveness of ~~the programs and~~ services offered by ~~each Zoom~~
6 ~~elementary school pursuant to subsection 2, each Zoom middle school,~~
7 ~~junior high school and high school pursuant to subsection 6 and the~~
8 ~~programs and services offered by the other~~ school districts and ~~the~~
9 charter schools. ~~[pursuant to subsection 8.]~~ The evaluation shall begin at
10 the conclusion of each odd-numbered school year and be completed on or
11 before June 30 of the following calendar year. When complete, the
12 evaluation must be provided contemporaneously to the Department and
13 the Legislative Committee on Education.

14 15. ~~[The Clark County School District, the Washoe County School~~
15 ~~District and the Department of Education shall each prepare an annual~~
16 ~~report that includes, without limitation:~~

17 ~~— (a) An identification of the schools that received money from the~~
18 ~~School District or a grant of money from the Department, as applicable.~~

19 ~~— (b) How much money each such school received.~~

20 ~~— (c) A description of the programs or services for which the money was~~
21 ~~used by each such school.~~

22 ~~— (d) The number of children who participated in a program or received~~
23 ~~services.~~

24 ~~— (e) The average per child expenditure per program or service that was~~
25 ~~funded.~~

26 ~~— (f) For the report prepared by the School Districts, an evaluation of the~~
27 ~~effectiveness of such programs and services, including, without limitation,~~
28 ~~data regarding the academic and linguistic achievement and proficiency of~~
29 ~~children who participated in the programs or received services.~~

30 ~~— (g) Any recommendations for legislation, including, without limitation:~~

31 ~~— (1) For the continuation or expansion of programs and services that~~
32 ~~are identified as effective in improving the academic and linguistic~~
33 ~~achievement and proficiency of children who are English learners.~~

34 ~~— (2) A plan for transitioning the funding for providing the programs~~
35 ~~and services set forth in this section to pupils who are English learners from~~
36 ~~categorical funding to a weighted per pupil formula within the Nevada~~
37 ~~Plan.~~

38 ~~— (h) For the report prepared by the Department, in addition to the~~
39 ~~information reported for paragraphs (a) to (e), inclusive, and paragraph (g):~~

40 ~~— (1) The results of the independent evaluation required by~~
41 ~~subsection 14 of the effectiveness of the programs and services, including,~~
42 ~~without limitation, data regarding the academic and linguistic achievement~~
43 ~~and proficiency of children who participated in a program or received a~~
44 ~~service.~~

45 ~~— (2) Whether a school district or charter school was notified that it~~
46 ~~was not implementing the programs and services for which it received~~
47 ~~money pursuant to this section in accordance with the applicable~~
48 ~~requirements of this section or in accordance with the performance levels~~
49 ~~prescribed by the State Board of Education pursuant to subsection 13 and~~
50 ~~the status of such a school district or charter school, if any, in complying~~
51 ~~with a plan for corrective action; and~~

~~(3) Whether each school district or charter school that received money pursuant to this section met the performance levels prescribed by the State Board of Education pursuant to subsection 13.~~

~~16. The annual report prepared by the Clark County School District and the Washoe County School District pursuant to subsection 15 must be submitted to the Department of Education on or before June 1, 2020, and January 16, 2021, respectively. The Department shall submit the information reported by those school districts and the information prepared by the Department pursuant to subsection 15.~~

~~(a) On or before June 15, 2020, to the State Board of Education and the Legislative Committee on Education.~~

~~(b) On or before February 1, 2021, to the State Board of Education and the Director of the Legislative Counsel Bureau for transmittal to the 81st Session of the Nevada Legislature.~~

~~17.] The Department of Education may require a Zoom school or other public school that receives money pursuant to this section to provide a report to the Department on:~~

~~(a) The number of vacancies, if any, in full-time licensed educational personnel at the school;~~

~~(b) The number of probationary employees, if any, employed at the school;~~

~~(c) The number, if any, of persons who are employed at the school as substitute teachers for 20 consecutive days or more in the same classroom or assignment and designated as long-term substitute teachers; and~~

~~(d) Any other information relating to the personnel at the school as requested by the Department.~~

~~18.] 16.~~ The money appropriated by the 2019 Legislature to the Account for Programs for Innovation and the Prevention of Remediation for Zoom schools must be accounted for separately from any other money received by school districts or charter schools of this State and used only for the purposes specified in this section.

~~19.] 17.~~ Except as otherwise provided in paragraph (d) of subsection 2, paragraph (d) of subsection 6 and subparagraph (6) of paragraph (b) of subsection 8, the money appropriated by the 2019 Legislature to the Account for Programs for Innovation and the Prevention of Remediation for Zoom schools:

~~(a) 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.~~

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

~~20.] 18.~~ Upon request of the Legislative Commission, the Clark County School District and the Washoe County School District shall make available to the Legislative Auditor any of the books, accounts, claims, reports, vouchers or other records of information, confidential or otherwise, regardless of their form or location, that the Legislative Auditor deems necessary to conduct an audit of the use of the money distributed by the 2019 Legislature to the Account for Programs for Innovation and the Prevention of Remediation for Zoom schools.

~~21.] 19.~~ As used in this section:

~~(a) "English learner" has the meaning ascribed to it in 20 U.S.C. § 7801(20).~~

(b) "Probationary employee" has the meaning ascribed to it in NRS 391.650.

Sec. 52.7. Section 2 of chapter 554, Statutes of Nevada 2019, at page 3466, is hereby amended to read as follows:

Sec. 2. 1. The Department of Education shall, in consultation with the board of trustees of a school district, designate a public school as a Victory school if, relative to other public schools, including charter schools, that are located in the school district in which the school is also located:

(a) A high percentage of pupils enrolled in the school live in households that have household incomes that are less than the federally designated level signifying poverty, based on the most recent data compiled by the Bureau of the Census of the United States Department of Commerce; and

(b) The school received one of the two lowest possible ratings indicating underperformance of a public school, as determined by the Department pursuant to the statewide system of accountability for public schools, for the immediately preceding school year.

↪ The designation of a public school as a Victory school pursuant to this subsection must be made in consultation with the board of trustees of the school district in which the prospective Victory school is located.

2. The Department shall designate each Victory school for the 2019-2020 Fiscal Year on or before June 1, 2019.

3. The Department shall transfer money from the Account for Programs for Innovation and the Prevention of Remediation created by NRS 387.1247 to each school district in which a Victory school is designated and each sponsor of a charter school that is designated as a Victory school on a per pupil basis. The amount distributed per pupil must be determined by dividing the amount of money appropriated to the Account by the 2019 Legislature for Victory schools by the total number of pupils who are enrolled in Victory schools statewide. After receiving money from the Account pursuant to this subsection:

(a) A school district shall distribute the money to each Victory school in the school district on a per pupil basis.

(b) A sponsor of a charter school shall distribute the money to each Victory school that it sponsors on a per pupil basis.

4. The board of trustees of each school district in which a Victory school is located and the governing body of each charter school that is designated as a Victory school shall, as soon as practicable after the school is designated as a Victory school, conduct an assessment of the needs of pupils that attend the school. The assessment must include soliciting input from the community served by the Victory school and identify any barriers to improving pupil achievement and school performance and strategies to meet the needs of pupils at the school.

5. Except as otherwise provided in subsection 7, on or before August 15, 2019, the board of trustees of each school district in which a Victory school is designated for the 2019-2020 Fiscal Year and the governing body of each charter school that is designated as a Victory school for the 2019-2020 Fiscal Year shall submit to the Department a comprehensive plan for meeting the educational needs of pupils enrolled in each Victory school. The board of trustees of each school district in which a Victory school is designated and the governing body of each charter school that is designated as a Victory school shall select at least one person who is familiar with the

public schools in the school district or with the charter school, respectively, to assist with the development of the plan. The plan must:

(a) Include appropriate means to determine the effectiveness of the plan;

(b) Be based on the assessment of the needs of the pupils who attend the school conducted pursuant to subsection 4;

(c) Analyze available data concerning pupil achievement and school performance, including, without limitation, data collected and maintained in the statewide system of accountability for public schools and other pupil achievement data collected and maintained by the school district or charter school;

(d) Include a description of the criteria used to select entities to provide programs and services to pupils enrolled in the Victory school;

(e) Include a description of the manner in which the school district or governing body will collaborate with selected entities so that academic programs and services and nonacademic programs and services, including, without limitation, transportation services, may be offered without charge to support pupils and their families within the region in which the school is located;

(f) Take into account the number and types of pupils who attend the school and the locations where such pupils reside;

(g) Provide for the coordination of the existing or planned engagement of other persons who provide services in the region in which the school is located;

(h) Coordinate all funding available to each school that is subject to the plan;

(i) Provide for the coordination of all available resources to each school that is subject to the plan, including, without limitation, instructional materials and textbooks;

(j) Identify, for each school or group of schools subject to the plan, which of the measures described in subsection 8 will be implemented; and

(k) Identify the person or persons selected pursuant to this subsection who assisted with the development of the plan.

6. The Department shall review each plan submitted pursuant to subsection 5 to determine whether, or the extent to which, the plan complies with the requirements of this section and either approve or request revisions to the plan.

7. If the board of trustees of a school district in which a Victory school is designated or the governing body of a charter school that is designated as a Victory school does not submit a comprehensive plan for meeting the educational needs of pupils enrolled in each Victory school on or before August 15, 2019, as required pursuant to subsection 5, the board of trustees of the school district or the governing body of the charter school, as applicable, may submit to the Department a letter of intent to meet the educational needs of pupils enrolled in each Victory school. The letter must include, without limitation:

(a) An initial assessment of the needs of the pupils who attend the school which is conducted pursuant to subsection 4;

(b) An analysis of available data concerning pupil achievement and school performance, including, without limitation, data collected and maintained in the statewide system of accountability for public schools and data collected and maintained by the school district or charter school; and

(c) A summary of activities that the board of trustees or governing body, as applicable, will take to ensure completion of the comprehensive plan required pursuant to subsection 5 by not later than September 15, 2019.

8. A Victory school shall use the majority of the money distributed pursuant to subsection 3 to provide one or more of the following:

(a) A prekindergarten program free of charge, if such a program is not paid for by another grant.

(b) A summer academy or other instruction for pupils free of charge at times during the year when school is not in session.

(c) Additional instruction or other learning opportunities free of charge at times of day when school is not in session.

(d) Professional development for teachers and other educational personnel concerning instructional practices and strategies that have proven to be an effective means to increase pupil achievement in populations of pupils similar to those served by the school.

(e) Incentives for hiring and retaining teachers and other licensed educational personnel who provide any of the programs or services set forth in this subsection from the list prescribed by the State Board of Education pursuant to subsection 14.

(f) Employment of paraprofessionals, other educational personnel and other persons who provide any of the programs or services set forth in this subsection.

(g) Reading skills centers.

(h) Integrated student supports, wrap-around services and evidence-based programs designed to meet the needs of pupils who attend the school, as determined using the assessment conducted pursuant to subsection 4.

9. A Victory school may use any money distributed pursuant to subsection 3 that is not used for the purposes described in subsection 8 to:

(a) Provide evidence-based social, psychological or health care services to pupils and their families;

(b) Provide programs and services designed to engage parents and families;

(c) Provide programs to improve school climate and culture;

(d) If the Victory school is a high school, provide additional instruction or other learning opportunities for pupils and professional development for teachers at an elementary school, middle school or junior high school that is located within the zone of attendance of the high school and is not also designated as a Victory school; or

(e) Any combination thereof.

10. A Victory school shall not use any money distributed pursuant to subsection 3 for a purpose not described in subsection 8 or 9.

11. Any programs offered at a Victory school pursuant to subsection 8 or 9 must:

(a) Except as otherwise provided in paragraph (d) of subsection 9, be designed to meet the needs of pupils at the school, as determined using the assessment conducted pursuant to subsection 4 and to improve pupil achievement and school performance, as determined using the measures prescribed by the State Board of Education; and

(b) Be based on scientific research concerning effective practices to increase the achievement of pupils who live in poverty.

12. Each plan to improve the achievement of pupils enrolled in a Victory school that is prepared by the principal of the school pursuant to

1 NRS 385A.650 must describe how the school will use the money
2 distributed pursuant to subsection 3 to meet the needs of pupils who attend
3 the school, as determined using the assessment described in subsection 4
4 and the requirements of this section.

5 13. The Department shall to the extent that money is available for
6 that purpose, contract with an independent evaluator to evaluate the
7 effectiveness of ~~{programs and}~~ services ~~{provided}~~ implemented in school
8 districts and charter schools pursuant to this section. The evaluation must
9 include, without limitation, consideration of the achievement of pupils who
10 have ~~{participated in such programs}~~ been identified as at-risk and received
11 such services. The evaluation shall begin at the conclusion of each odd-
12 numbered school year and be completed on or before June 30 of the
13 following calendar year. When complete, the evaluation must be provided
14 contemporaneously to the Department and the Legislative Committee on
15 Education.

16 14. The State Board of Education shall prescribe a list of recruitment
17 and retention incentives that are available to the school districts and
18 sponsors of charter schools that receive a distribution of money pursuant to
19 this section to offer to teachers and other licensed educational personnel.

20 15. The State Board shall require a Victory school to take corrective
21 action if pupil achievement and school performance at the school are
22 unsatisfactory, as determined by the State Board. If unsatisfactory pupil
23 achievement and school performance continue, the State Board may direct
24 the Department to withhold any additional money that would otherwise be
25 distributed pursuant to this section.

26 16. ~~{On or before November 30, 2020, and November 30, 2021, the~~
27 ~~board of trustees of each school district in which a Victory school is~~
28 ~~designated and the governing body of each charter school that is designated~~
29 ~~as a Victory school shall submit to the Department and to the Legislative~~
30 ~~Committee on Education a report, which must include, without limitation:~~

31 ~~— (a) An identification of schools to which money was distributed~~
32 ~~pursuant to subsection 3 for the previous fiscal year;~~

33 ~~— (b) The amount of money distributed to each such school;~~

34 ~~— (c) A description of the programs or services for which the money was~~
35 ~~used;~~

36 ~~— (d) The number of pupils who participated in such programs or~~
37 ~~received such services;~~

38 ~~— (e) The average expenditure per pupil for each program or service that~~
39 ~~was funded; and~~

40 ~~— (f) Recommendations concerning the manner in which the average~~
41 ~~expenditure per pupil reported pursuant to paragraph (e) may be used to~~
42 ~~determine formulas for allocating money from the State Distributive School~~
43 ~~Account in the State General Fund.~~

44 ~~— 17.~~ The Legislative Committee on Education shall consider the
45 evaluations of the independent evaluator received pursuant to subsection 13
46 ~~{and the reports received pursuant to subsection 16}~~ and advise the State
47 Board regarding any action the Committee determines appropriate for the
48 State Board to take based upon that information. The Committee shall also
49 make any recommendations it deems appropriate concerning Victory
50 schools to the next regular session of the Legislature which may include,
51 without limitation, recommendations for legislation.

52 ~~{18.}~~ 17. The money distributed pursuant to subsection 3:

(a) Must be accounted for separately from any other money received by Victory schools 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 or the governing body of a charter school and the school district or governing body or to settle any negotiations; and

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

~~19.1~~ 18. Upon request of the Legislative Commission, a Victory school to which money is distributed pursuant to subsection 3 shall make available to the Legislative Auditor any of the books, accounts, claims, reports, vouchers or other records of information, confidential or otherwise, regardless of their form or location, that the Legislative Auditor deems necessary to conduct an audit of the use of such money.

~~19.2~~ 19. As used in this section:

(a) "Community" includes any person or governmental entity who resides or has a significant presence in the geographic area in which a school is located or who interacts with pupils and personnel at a school, and may include, without limitation, parents, businesses, nonprofit organizations, faith-based organizations, community groups, teachers, administrators and governmental entities.

(b) "Integrated student supports" means supports developed, secured or coordinated by a school to promote the academic success of pupils enrolled in the school by targeting academic and nonacademic barriers to pupil achievement.

(c) "Victory school" means a school that is so designated by the Department pursuant to subsection 1.

(d) "Wrap-around services" means supplemental services provided to a pupil with special needs or the family of such a pupil that are not otherwise covered by any federal or state program of assistance.

Sec. 53. ~~[The terms of all members of the Nevada Commission on Mentoring created by NRS 385.760 who are incumbent on June 30, 2021, expire on that date.] (Deleted by amendment.)~~

Sec. 54. 1. The terms of all members of the committee on statewide school safety created by NRS 388.1324 who are incumbent on June 30, 2021, expire on that date.

2. As soon as practicable after July 1, 2021, the Superintendent of Public Instruction shall appoint members to the committee.

Sec. 55. The terms of all members of the State Financial Literacy Advisory Council created by NRS 388.5966 who are incumbent on ~~June 30, 2021,~~ December 31, 2023, expire on that date.

Sec. 56. The terms of all members of the Commission on Educational Technology created pursuant to NRS 388.790 who are incumbent on June 30, 2021, expire on that date.

Sec. 57. The terms of all members of the Competency-Based Education Network created pursuant to NRS 389.220 who are incumbent on June 30, 2021, expire on that date.

Sec. 58. The terms of all members of the Council to Establish Academic Standards for Public Schools created pursuant to NRS 389.510 who are incumbent on June 30, 2021, expire on that date.

Sec. 59. 1. The terms of all members of the Nevada State Teacher Recruitment and Retention Advisory Task Force created by NRS 391.492 who are incumbent on June 30, 2021, expire on that date.

2. As soon as practicable after July 1, 2021, the Superintendent of Public Instruction shall appoint members to the Task Force.

Sec. 60. The terms of all members of the Statewide Council for the Coordination of the Regional Training Programs created by NRS 391A.130 who are incumbent on June 30, 2021, expire on that date.

Sec. 61. ~~["The terms of all members of each governing body of each regional training program for the professional development of teachers and administrators established pursuant to NRS 391A.150 who are incumbent on June 30, 2021, expire on that date."] (Deleted by amendment.)~~

Sec. 62. 1. Any administrative regulations adopted by an officer or an agency whose name has been changed or whose responsibilities have been transferred pursuant to the provisions of this act to another officer or agency remain in force until amended by the officer or agency to which the responsibility for the adoption of the regulations has been transferred.

2. Any contracts or other agreements entered into by an officer or agency whose name has been changed or whose responsibilities have been transferred pursuant to the provisions of this act to another officer or agency are binding upon the officer or agency to which the responsibility for the administration of the provisions of the contract or other agreement has been transferred. Such contracts and other agreements may be enforced by the officer or agency to which the responsibility for the enforcement of the provisions of the contract or other agreement has been transferred.

3. Any action taken by an officer or agency whose name has been changed or whose responsibilities have been transferred pursuant to the provisions of this act to another officer or agency remains in effect as if taken by the officer or agency to which the responsibility for the enforcement of such actions has been transferred.

Sec. 63. The provisions of subsection 1 of NRS 218D.380 do not apply to any provision of this act which adds or revises a requirement to submit a report to the Legislature.

Sec. 64. The Legislative Counsel shall:

1. In preparing the reprint and supplements to the Nevada Revised Statutes, appropriately change any references to an officer, agency or other entity whose name is changed or whose responsibilities are transferred pursuant to the provisions of this act to refer to the appropriate officer, agency or other entity.

2. In preparing supplements to the Nevada Administrative Code, appropriately change any references to an officer, agency or other entity whose name is changed or whose responsibilities are transferred pursuant to the provisions of this act to refer to the appropriate officer, agency or other entity.

Sec. 65. 1. NRS 385.230, ~~385.750, 385.760, 385.770, 385.780, 388.5966,~~
388.785, 388.789, 388.790, 388.795, 389.200, 389.210, 389.220, 389.230, 389.500,
389.505, 389.510, 390.700, 391A.105, 391A.110, 391A.130 ~~and 391A.140~~ ~~391A.150, 391A.155 and 391A.160~~ are hereby repealed.

2. NRS 388.5966 and 388.5968 are hereby repealed.

Sec. 66. 1. This section and sections 4.7, 52.3, 52.5 and 52.7 of this act become effective upon passage and approval.

2. Sections 1 to 4.5, inclusive, 5 to 52, inclusive, 53, 54, 56 to 64, inclusive, and subsection 1 of section 65 of this act ~~becomes~~ become effective on July 1, 2021.

3. Section 55 and subsection 2 of section 65 of this act become effective on December 31, 2023.

LEADLINES OF REPEALED SECTIONS

385.230 Annual report of the state of public education; contents of report; presentation and submission of report.

~~[385.750 "Commission" defined.~~

~~385.760 Creation; appointment of members; terms; vacancies in membership; replacement of members; compensation; administrative support.~~

~~385.770 Election of officers; meetings; quorum; authorized actions; submission of annual report.~~

~~385.780 Duties of Commission.]~~

388.5966 State Financial Literacy Advisory Council: Creation; membership; vacancies; officers; terms; quorum; subcommittees; compensation; costs of employing substitute teacher while member who is teacher attends meeting; administrative support.

388.5968 State Financial Literacy Advisory Council: Duties.

388.785 "Commission" defined.

388.789 Superintendent of Public Instruction required to ensure Commission carries out duties successfully.

388.790 Commission on Educational Technology: Creation; membership; terms; removal and vacancy; quarterly meetings required; compensation.

388.795 Commission on Educational Technology: Duties; establishment of plan for use of educational technology; administrative support by Department; assessment of needs of school districts relating to educational technology; advisory committee authorized.

389.200 "Competency-based education" defined.

389.210 Establishment of pilot program to provide competency-based education; regulations; requirements for schools selected to participate in program.

389.220 Competency-Based Education Network: Establishment; composition; duties; meetings; Chair; quorum; members serve without compensation.

389.230 Public campaign to raise awareness; meetings to inform superintendents of school districts; distribution of available money to carry out program.

389.500 "Council" defined.

389.505 Superintendent of Public Instruction required to ensure Council carries out duties successfully.

389.510 Creation; membership; terms; compensation.

390.700 Regulations relating to end-of-course finals.

391A.105 "Regional training program" defined.

391A.110 "Statewide Council" defined.

391A.130 Statewide Council for the Coordination of the Regional Training Programs: Creation; membership; terms; vacancy; compensation; cost of employing substitute teacher while member who teaches attends meeting; administrative support.

391A.140 Superintendent of Public Instruction required to ensure Statewide Council and regional training programs carry out duties successfully.

~~[391A.150 Membership; terms; vacancy.~~

~~291A.155 Meetings; no salary or compensation for expenses.~~
~~291A.160 Employment and salary of coordinator; duties of coordinator.]~~