SENATE BILL NO. 76–COMMITTEE ON EDUCATION

(ON BEHALF OF THE DEPARTMENT OF EDUCATION)

PREFILED NOVEMBER 18, 2026

Referred to Committee on Education

SUMMARY—Revises various provisions relating to education. (BDR 34-231)

FISCAL NOTE: Effect on Local Government: May have Fiscal Impact.
Effect on the State: May have Fiscal Impact.
Effect on the State Highway Fund: No.

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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 the requirement for the State Board of Education to adopt regulations to include certain educational programs in the statewide system of accountability; requiring the Department of Education to conduct studies regarding certain subjects; requiring the State Board to adopt regulations establishing programs of state seals and endorsements; requiring the State Board to adopt regulations establishing a program of innovation for public schools; revising terminology related to competency-based education; revising provisions governing methods for pupils to demonstrate proficiency in a course; revising provisions governing the enrollment of pupils in high school in certain required courses of study; repealing certain provisions governing state seals and certain alternative academic programs; and providing other matters properly relating thereto.

Legislative Counsel's Digest:

Existing law requires the Superintendent of Public Instruction to establish various state seals to be awarded to pupils who graduate high school with a high level of proficiency in certain subjects, including biliteracy, civics, STEM, financial literacy and STEAM. (NRS 388.591, 391.5933, 388.594, 388.596, 388.597) Existing law additionally prescribes certain criteria a pupil must satisfy to obtain such a state seal. (NRS 388.593, 388.5935, 388.5945, 388.5962, 388.5975) **Section 13** of this bill repeals these provisions. **Section 4** of this bill instead requires the

State Board of Education to adopt regulations establishing programs for the award of state seals or endorsements in certain subjects, including, without limitation, in the subjects for which existing law provides for a state seal or endorsement. **Section 4** also: (1) sets forth requirements concerning the awarding of a state seal or endorsement to a pupil; (2) requires the State Board to conduct a biennial survey to identify additional subjects for which a state seal or endorsement may be awarded; and (3) requires the State Board to evaluate the results of such surveys, consult with certain persons and consider certain factors before establishing a new state seal or endorsement. Finally, **section 4** requires the State Board to adopt regulations establishing programs to recognize certain achievements of schools, pupils and teachers and other educational personnel, including, without limitation, certain recognitions repealed by **section 13**. (NRS 388.5937) **Section 5** of this bill makes a conforming change to remove a reference to the development of the criteria for a pupil to receive the State Seal of Financial Literacy which is repealed by **section 13**.

Existing law: (1) requires the board of trustees of each school district to prepare certain notice regarding the courses, programs and services that are available to pupils enrolled in the school district; and (2) prescribes certain requirements for such notice. (NRS 392.018) **Section 10** of this bill requires such notice to identify each state seal or endorsement established pursuant to **section 4** that may be awarded to pupils enrolled in the school district and where courses and programs required for such a state seal or endorsement are available within the school district.

Existing law requires the State Board to adopt regulations prescribing the courses of study required for a pupil to obtain promotion to high school. (NRS 392.033) Existing law designates certain core academic subjects that each public school must teach to pupils and in which each high school student must enroll. (NRS 389.018) Existing law also requires the State Board to adopt regulations prescribing the criteria for a pupil to receive a standard high school diploma and a college and career ready high school diploma. (NRS 390.600-390.610) **Section 3** of this bill requires the Department of Education to periodically conduct a study regarding these course work, graduation and diploma requirements. **Section 3** additionally sets forth: (1) the elements the study must consider; and (2) the methods for conducting the study, including, without limitation, the persons who must be surveyed and with whom the Department must consult. Finally, **section 3** requires the Department to provide the State Board with regular updates and a final report concerning the findings of the study and any recommendations resulting from those findings.

Existing law authorizes the board of trustees of a school district and the State Public Charter School Authority to establish a pilot program to designate a public school within the school district or a charter school sponsored by the Authority, as applicable, as an innovation school. Existing law additionally sets forth: (1) the requirements a public school must meet to be designated as an innovation school; and (2) provisions governing the heighted measures of accountability and the resources an innovation school must receive. (NRS 388G.450) **Section 6** of this bill eliminates these provisions and, instead: (1) requires the State Board to adopt regulations establishing a program of innovation for public schools; and (2) describes the purposes of such a program of innovation. **Section 6** additionally requires such regulations to include, without limitation: (1) procedures for public schools to apply to the Superintendent of Public Instruction to provide a program of innovation; (2) eligibility requirements an applicant must meet to be approved by the Superintendent of Public Instruction to provide a program of innovation; (3) a method for a public school providing a program of innovation to request a waiver of certain requirements or rules prescribed in existing law and regulations or by the board of trustees of a school district; and (4) heightened measures of accountability and reporting requirements which apply to a program of innovation. **Section 12** of

this bill repeals provisions of existing law under which a charter school with a certain rating is authorized to establish an experimental academic program or a new school model at the charter school and provisions of existing law authorizing the State Board to establish a pilot program in competency-based education. (NRS 388A.3934, 389.200-389.230) **Sections 1, 7 and 9** of this bill refer to "personalized competency-based learning" rather than "competency-based education."

Existing law: (1) requires the State Board to adopt regulations prescribing the manner in which pupils enrolled in certain alternative programs will be included in the statewide system of accountability; and (2) sets forth certain requirements for such regulations. (NRS 385A.620) **Section 1** requires such regulations to also prescribe the manner in which pupils enrolled in a program of personalized competency-based learning or a program of innovation will be included in the statewide system of accountability.

Existing law requires the State Board to adopt regulations that require each public school to establish and carry out a plan to identify pupils in grades 3 to 12, inclusive, for placement in more rigorous courses in mathematics, English language arts, science and social studies. Existing law additionally requires such regulations to require a school to use certain methods to identify pupils for such placement. (NRS 389.0095) **Section 7** of this bill: (1) expands the type of examinations a school is authorized to use to identify pupils for such placement to include course-embedded examinations; and (2) prohibits a pupil from enrolling in a program of personalized competency-based learning unless the pupil has been placed in the most rigorous course in the applicable subject.

Under existing law, a pupil enrolled in a public high school is required to enroll in certain courses of study and credits, including, without limitation, courses of study and credits required to receive certain high school diplomas or endorsements. (NRS 389.018) **Section 8** of this bill additionally requires that at any time during high school, the pupil must be enrolled in such required courses and credits for the period of time that would be needed to complete the course.

Existing law provides that a pupil may be granted credit for certain courses in lieu of course attendance if the pupil demonstrates proficiency to meet the objectives of a course or of a particular area or areas of a course using certain methods, including, without limitation: (1) through a portfolio of the pupil's work; (2) through the pupil's performance of a task that is designed to measure the proficiency of the pupil; or (3) as measured against the criteria prescribed by the State Board. (NRS 389.171) **Section 9**: (1) authorizes only a pupil enrolled in the most rigorous course applicable to the pupil to receive credits in this manner; (2) eliminates the use of certain methods for a pupil to demonstrate proficiency for the purpose of receiving credit for a course in lieu of attendance; and (3) requires the regulations adopted by the State Board to include the demonstration of mastery of or competency in a concept or skill in a program of personalized competency-based learning as criteria that may be used for a determination of the achievement of proficiency in a course.

Section 11 of this bill requires the Department to conduct a study regarding the integration of instruction in academic content into programs of career and technical education and the potential for pupils to earn credit for the academic courses required for graduation from high school through such integrated instruction. **Section 11** additionally: (1) sets forth the elements the study must consider and the methods for conducting the study; and (2) requires the Department to provide the State Board with regular updates and a final report concerning the findings of the study and any recommendations resulting from those findings.

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

Section 1. NRS 385A.620 is hereby amended to read as follows:

385A.620 1. The State Board shall adopt regulations that prescribe, consistent with 20 U.S.C. §§ 6301 et seq., and the regulations adopted pursuant thereto, the manner in which pupils enrolled in:

(a) A program of distance education pursuant to NRS 388.820 to 388.874, inclusive;

(b) An alternative program for the education of pupils at risk of dropping out of school pursuant to NRS 388.537; ~~[or]~~

(c) A program of education that:

(1) Primarily serves pupils with disabilities; or

(2) Is operated within a:

(I) Local, regional or state facility for the detention of children;

(II) Juvenile forestry camp;

(III) Child welfare agency; or

(IV) Correctional institution ~~[,]~~ ***;***

(d) A program of personalized competency-based learning; or

(e) A program of innovation pursuant to NRS 388G.450,

➥ will be included within the statewide system of accountability set forth in this chapter.

2. The regulations adopted pursuant to subsection 1 must also set forth the manner in which:

(a) The progress of pupils enrolled in a program ~~[of distance education, an alternative program or a program of education]~~ described in subsection 1 will be accounted for within the statewide system of accountability; and

(b) The results of pupils enrolled in a program ~~[of distance education, an alternative program or a program of education]~~ described in subsection 1 on the examinations administered pursuant to NRS 390.105 and, if applicable for the grade levels of the pupils enrolled, the college and career readiness assessment administered pursuant to NRS 390.610 will be reported.

3. As used in this section, "personalized competency-based learning" means a system of learning by which a pupil advances to a higher level of learning when the pupil demonstrates mastery of or competency in a concept or skill, regardless of the time, place or pace at which the pupil progresses.

Sec. 2. Chapter 388 of NRS is hereby amended by adding thereto the provisions set forth as sections 3 and 4 of this act.

Sec. 3. ***1. The Department shall periodically conduct a study regarding the diplomas a pupil may receive upon graduation from high school, the requirements for graduation from high school and the courses of study and units of credit required to be completed for promotion to high school and for graduation from high school. The study must consider, without limitation:***

(a) Whether each element under consideration in the study properly prepares pupils to:

(1) Succeed in college, enter into active military service or enter into a high-demand occupation;

(2) Engage with an economy, society and culture that is modern, global and constantly evolving; and

(3) Contribute to the needs of the community of the pupil;

(b) The total amount and types of diplomas available for pupils to receive upon graduation from high school and whether such diplomas satisfy the objectives described in paragraph (a);

(c) The requirements for promotion to high school, including, without limitation, the courses of study and units of credit required to be completed for promotion to high school that are prescribed by the State Board pursuant to NRS 392.033, and whether these requirements properly prepare pupils for high school and success after graduation from high school;

(d) The courses of study and units of credit required for graduation from high school and whether such courses and credits satisfy the objectives described in paragraph (a);

(e) The various methods a pupil may use to earn credit towards graduation from high school and the manner in which military education, training or occupational experience are evaluated pursuant to NRS 396.509;

(f) Whether any recommendations resulting from the findings of the study conducted pursuant to this section align with or require revisions to standards of academic content, the selection of high-quality instructional materials and teacher preparation programs;

(g) The use of statutes compared to the use of regulations for prescribing requirements to address the items considered as part of the study and whether relevant statutes and regulations, including, without limitation, this chapter and chapters 389, 390 and 392 of NRS and the regulations adopted pursuant thereto, may be amended to more clearly articulate the requirements without negatively impacting the ability of any pupils currently enrolled in high school to graduate from high school; and

(h) A review of attainment and opportunity gaps across pupil populations and strategies to narrow such attainment or opportunity gaps.

2. In conducting a study pursuant to this section the Department shall, without limitation:

(a) Conduct working groups with, and administer surveys to obtain feedback from, interested parties, including, without limitation:

(1) Representatives of school districts, sponsors of charter schools and university schools for profoundly gifted pupils;

(2) Principals, teachers, specialized instructional support personnel and paraprofessionals;

(3) Representatives of the Nevada System of Higher Education;

(4) Representatives of business and industry in this State; and

(5) Pupils enrolled in public schools in this State and the families of such pupils;

(b) Solicit engagement with persons with expertise in relevant subject matter, including, without limitation, persons with expertise in standards of content, tier 1 instruction, high-quality instructional materials, youth development and psychology, school counseling, higher education, teacher preparation programs, programs for pupils at risk of dropping out and special education;

(c) Conduct research that examines national and global practices regarding course work and requirements for graduation from high school; and

(d) Conduct at least one listening session with the Commission on Innovation and Excellence in Education.

3. The Department shall provide to the State Board:

(a) Periodic updates regarding the progress and findings of a study conducted pursuant to this section and any recommendations resulting from the findings; and

(b) A final report describing all findings of a study conducted pursuant to this section and any recommendations, including, without limitation, recommendations for legislation, resulting from the findings.

4. As used in this section:

(a) "Specialized instructional support personnel" has the meaning ascribed to it in NRS 388.890.

(b) "Tier 1 instruction" means the core, universal instruction that all pupils receive as the foundational level of instruction before any supplemental supports are added to instruction.

Sec. 4. ***1. The State Board shall adopt regulations establishing programs for the award of state seals or endorsements***

that recognize pupils who have attained a high level of proficiency in a specialized program and who have graduated from a public high school. The regulations adopted pursuant to this subsection must not become effective before July 1, 2028, must establish the criteria for a pupil to be awarded a state seal or endorsement established by regulation and must include, without limitation, programs of state seals or endorsements in:

(a) Biliteracy, for pupils who have attained a high level of proficiency in one or more languages in addition to English;

(b) Civics, for pupils who have attained a high level of proficiency in civics;

(c) STEM, for pupils who have attained a high level of proficiency in science, technology, engineering and mathematics;

(d) Financial literacy, for pupils who have attained a high level of proficiency in economics and finance; and

(e) STEAM, for pupils who have attained a high level of proficiency in science, technology, engineering, the arts and mathematics.

2. Any criteria established pursuant to subsection 1 for the award of a state seal or endorsement that relate to the grade point average of a pupil must apply only to grades in courses directly relevant to the subject area for which the state seal or endorsement is established.

3. The board of trustees of each school district, the governing body of each charter school and the governing body of each university school for profoundly gifted pupils shall:

(a) Notify the Superintendent of Public Instruction of each school within the school district, each charter school sponsored by the sponsor of charter schools and each university school for profoundly gifted pupils, as applicable, that provides courses of study and other programming that is sufficient to enable a pupil to meet the requirements to be awarded a state seal or endorsement established pursuant to this section;

(b) Identify each pupil who has met the requirements necessary to be awarded a state seal or endorsement pursuant to this section; and

(c) Affix a state seal or endorsement awarded pursuant to this section to the diploma of a pupil identified pursuant to paragraph (b) and note the award of the state seal or endorsement on the transcript of the pupil.

4. The board of trustees of a school district, the governing body of a charter school and the governing body of a university school for profoundly gifted pupils must not limit the number of state seals or endorsements established by the regulations adopted

pursuant to subsection 1 that a pupil may receive if the pupil meets the requirements for the state seal or endorsement.

5. On or before January 1 of each odd-numbered year, the State Board shall conduct a survey of pupils, teachers, administrators, representatives of business and industry in this State and representatives of organizations that advocate for public education in this State regarding the identification of areas of specialization for consideration for the awarding of state seals or endorsements pursuant to this section.

6. In considering whether to establish a program to award a state seal or endorsement other than a program described in paragraphs (a) to (e), inclusive, of subsection 1, the State Board shall:

(a) Evaluate the results of the most recent survey conducted pursuant to subsection 5;

(b) Consult with persons with relevant expertise concerning the course work and criteria for awarding the state seal or endorsement; and

(c) Consider the impact a state seal or endorsement would have in preparing pupils to succeed in college, enlist in the military or enter into a high-demand occupation.

7. The State Board shall adopt regulations establishing programs of recognition for public schools, pupils, teachers and administrators relating to state seals and endorsements and programs of career and technical education. The regulations adopted pursuant to this subsection must set forth the criteria to earn such a recognition and include, without limitation, a program to recognize a public school as a Nevada School of Civic Excellence, a program to recognize a pupil as a Student Civic Leader and a program to recognize a teacher or other school employee as an Educator Civic Leader.

Sec. 5. NRS 388.5968 is hereby amended to read as follows:

388.5968 The State Financial Literacy Advisory Council created by NRS 388.5966 shall:

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

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

3. Develop and facilitate, in coordination with the Department:

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

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

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

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

~~[6.]~~ ***5.*** Prepare a written report which includes, without limitation, recommendations concerning the instruction and curriculum in financial literacy and the activities of the Council and, on or before January 31 of each even-numbered year, submit a copy of the report to the Superintendent of Public Instruction, the Chancellor of the Nevada System of Higher Education, the Joint Interim Standing Committee on Education and the Governor.

Sec. 6. NRS 388G.450 is hereby amended to read as follows:

388G.450 1. ~~[Beginning July 1, 2026, the board of trustees of a school district may establish]~~ ***The State Board shall adopt regulations establishing*** a ~~[pilot]~~ program ~~[to designate a public school within the school district as an]~~ ***of*** innovation ~~[school. The State Public Charter School Authority may designate a charter school sponsored by the Authority as an innovation school.]~~ ***pursuant to which a public school, including, without limitation, a charter school or university school for profoundly gifted pupils, may obtain the approval of the Superintendent of Public Instruction to provide a program of innovation designed to achieve the purposes set forth in subsection 2. The regulations adopted pursuant to this subsection:***

(a) Must establish procedures for a public school to apply to the Superintendent of Public Instruction to provide a program of innovation at the public school;

(b) Must establish the information that a public school must submit to the Superintendent of Public Instruction with an application to provide a program of innovation at the public school;

(c) Must prescribe the criteria that a public school must satisfy to obtain the approval of the Superintendent of Public Instruction to provide a program of innovation at the public school;

(d) Must require a public school within a school district to obtain the approval of the board of trustees of the school district to apply to provide a program of innovation at the public school, require a charter school to obtain the approval of its governing body to apply to provide a program of innovation at the charter school and require a university school for profoundly gifted pupils to obtain the approval of its governing body to apply to provide a program of innovation at the school;

(e) Must establish a method by which a public school that is approved to provide a program of innovation at the public school may apply to the Superintendent of Public Instruction for a waiver

of any requirement of this title or the regulations adopted pursuant thereto as necessary or desirable to achieve the purposes set forth in subsection 2, and the criteria that a public school must satisfy to obtain such a waiver from the Superintendent of Public Instruction;

(f) Must require the board of trustees of each school district to establish a method by which a public school within the school district that is approved to provide a program of innovation at the public school may apply to the board of trustees for a waiver of any requirement, rule or policy of the school district as necessary or desirable to achieve the purposes set forth in subsection 2, and the criteria that a public school must satisfy to obtain such a waiver;

(g) Must establish heightened measures of accountability and reporting requirements for a public school that has been approved to provide a program of innovation at the public school; and

(h) May contain any other provisions to implement programs of innovation at public schools and achieve the purposes set forth in subsection 2.

2. The purpose of ~~[an]~~ ***a program of*** innovation ~~[school]~~ is to implement innovative educational practices ***, experimental academic programs or new school models that are*** designed to improve pupil achievement, increase educational equity and address specific challenges within the public school or community it serves.

~~[2. A public school may be designated as an innovation school only if:~~

~~(a) At least 25 percent of the staff assigned to the public school express interest in the designation;~~

~~(b) More than 50 percent of the staff assigned to the public school vote in favor of the designation; and~~

~~(c) Any collective bargaining rights and agreements remain in effect after the designation.~~

~~3. To be designated as an innovation school, a public school must develop an innovation plan that:~~

~~(a) Identifies specific challenges or barriers to pupil achievement and proposes evidence-based strategies to address those challenges or barriers;~~

~~(b) Outlines measurable goals and performance benchmarks;~~

~~(c) Details the autonomies requested, including, without limitation, autonomy in any or all of the following:~~

~~(1) Curriculum;~~

~~(2) Budgeting;~~

~~(3) Staffing;~~

~~(4) Scheduling; or~~

~~(5) Professional development; and~~

~~(d) Describes methods for engaging stakeholders, including, without limitation, teachers, parents and community members in the development and implementation of the innovation plan.~~

~~4. A public school that has developed an innovation plan pursuant to subsection 3 shall submit the innovation plan to the board of trustees of the school district or the State Public Charter School Authority, as applicable. The board of trustees or State Public Charter School Authority shall review the plan and, if the plan is satisfactory, designate the public school as an innovation school.~~

~~5. The board of trustees or State Public Charter School Authority, as applicable, shall subject an innovation school to heightened measures of accountability to ensure that the proposed innovations lead to measurable improvements in pupil outcomes. An innovation school shall provide to the entity that designated the innovation school an annual progress report that includes, without limitation:~~

~~(a) Performance of pupils on standardized assessments and other academic benchmarks;~~

~~(b) Progress toward goals specified in the innovation plan; and~~

~~(c) Stakeholder engagement and satisfaction metrics.~~

~~6. The Department may revoke the designation of an innovation school if the innovation school fails to meet the performance benchmarks outlined in its innovation plan or does not comply with applicable laws and regulations.~~

~~7. A group of innovation schools serving geographically proximate or thematically aligned populations of pupils may be designated as an innovation zone by the board of trustees of a school district or the State Public Charter School Authority, as applicable. The innovation schools within an innovation zone may collaborate on shared goals, resources and strategies while maintaining school-level autonomy as outlined in their respective innovation plans.~~

~~8. The board of trustees of a school district or the sponsor of a charter school, as applicable, shall ensure that an innovation school has access to adequate resources to implement effectively its innovation plan. A pilot innovation school may apply for grants or other funding opportunities provided by the State or the Federal Government to support innovative educational practices.~~

~~9. The pilot innovation school program established pursuant to this section may include:~~

~~(a) Not more than three pilot innovation schools in each county whose population is 100,000 or more.~~

~~(b) Not more than one pilot innovation school in each county whose population is less than 100,000.~~

~~10. The Department shall adopt regulations prescribing the method for reviewing and approving a pilot innovation school pursuant to subsection 3.~~]

Sec. 7. NRS 389.0095 is hereby amended to read as follows:

389.0095 1. The State Board shall adopt regulations that require each public school to establish and carry out a plan to identify pupils in grades 3 to 12, inclusive, for placement in more rigorous courses in mathematics, English language arts, science and social studies. The regulations must require a school to use the criterion-referenced examinations administered pursuant to NRS 390.105 ***, course-embedded examinations*** or norm-referenced, nationally recognized examinations and any other methods determined appropriate by the State Board to identify pupils for such placement.

2. If a pupil is identified for placement in a more rigorous course pursuant to subsection 1 and such a course is offered at the public school in which the pupil is enrolled:

(a) The principal of the public school in which the pupil is enrolled shall provide to the parent or guardian of the pupil written notice that the pupil has been identified for such placement which must include, without limitation:

(1) The subject area for which the pupil has been identified for such placement; and

(2) A statement that the pupil will be placed in a more rigorous course in that subject area unless the parent or guardian submits to the principal a written notice of his or her objection to such placement.

(b) The pupil must be placed in the more rigorous course unless the parent or guardian submits to the principal a written notice of his or her objection to such placement.

3. The board of trustees of a school district or the governing body of a charter school shall establish a more rigorous course in mathematics, English language arts, science or social studies if:

(a) There are sufficient numbers of pupils enrolled in the highest level of a course in that subject area offered in the school district or charter school who are identified for placement in a more rigorous course pursuant to subsection 1 to warrant the establishment of such a more rigorous course; and

(b) The school district or charter school has sufficient financial resources to establish the course.

4. ***A pupil may not be enrolled in a program of personalized competency-based learning for a course of study unless the pupil has been placed in the most rigorous course applicable to the pupil.***

5. The provisions of this section must not be construed to require a school district or charter school to establish a course for which sufficient financial resources are not available.

6. As used in this section, "personalized competency-based learning" means a system of learning by which a pupil advances to a higher level of learning when the pupil demonstrates mastery of or competency in a concept or skill, regardless of the time, place or pace at which the pupil progresses.

Sec. 8. NRS 389.018 is hereby amended to read as follows:

389.018 1. The following subjects are designated as the core academic subjects that must be taught, as applicable for grade levels, in all public schools, the Caliente Youth Center, the Nevada Youth Training Center and any other state facility for the detention of children that is operated pursuant to title 5 of NRS:

(a) English language arts;

(b) Mathematics;

(c) Science; and

(d) Social studies, which includes only the subjects of history, geography, economics, civics, financial literacy and multicultural education.

2. Except as otherwise provided in this subsection, a pupil enrolled in a public high school must enroll in a minimum of:

(a) Four units of credit in English language arts;

(b) Four units of credit in mathematics, including, without limitation, Algebra I and geometry, or an equivalent course of study that integrates Algebra I and geometry;

(c) Three units of credit in science, including two laboratory courses; and

(d) Three units of credit in social studies, including, without limitation:

(1) One-half unit of credit in American government;

(2) Two units of credit in American history, world history or geography; and

(3) One-half unit of credit in economics.

➥ ~~[A]~~ ***Except as otherwise provided in this subsection, a*** pupil is not required to enroll in the courses of study and credits required by this subsection if the pupil, the parent or legal guardian of the pupil and an administrator or a counselor at the school in which the pupil is enrolled mutually agree to a modified course of study for the pupil and that modified course of study satisfies at least the requirements for a standard high school diploma, an adjusted diploma or an alternative diploma, as applicable. ***Notwithstanding any other provision of law, a pupil must be enrolled in a course of study in which the pupil is required to be enrolled pursuant to this subsection for the entire period of time that would be necessary to***

complete the course at any time during high school, unless the pupil is a pupil with a disability and, in accordance with his or her individualized education program or a plan developed in accordance with section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794, is exempted from the requirement to enroll in the courses of study and credits required by this subsection. A school district may authorize one or more public high schools in the school district to offer a combined course in American government and economics for one unit of credit which satisfies the requirements of subparagraphs (1) and (3) if the curriculum of an advanced placement course is used for American government in the combined course.

3. Except as otherwise provided in this subsection, in addition to the core academic subjects, the following subjects must be taught as applicable for grade levels and to the extent practicable in all public schools, the Caliente Youth Center, the Nevada Youth Training Center and any other state facility for the detention of children that is operated pursuant to title 5 of NRS:

(a) The arts;

(b) Computer education and technology;

(c) Health; and

(d) Physical education.

➥ If the State Board requires the completion of course work in a subject area set forth in this subsection for graduation from high school or promotion to the next grade, a public school shall offer the required course work. Except as otherwise provided for a course of study in health prescribed by subsection 1 of NRS 389.021 and the instruction prescribed by subsection 1 of NRS 389.064, unless a subject is required for graduation from high school or promotion to the next grade, a charter school is not required to comply with this subsection.

4. Instruction in health and physical education provided pursuant to subsection 3 must include, without limitation, instruction concerning the importance of annual physical examinations by a provider of health care and the appropriate response to unusual aches and pains.

5. Except as otherwise provided in subsection 6, in addition to the courses of study and credits required by subsection 2, a pupil enrolled in a public high school must enroll in:

(a) Any additional courses of study and credits required by the State Board to receive a college and career ready high school diploma, including, without limitation, the courses of study and credits required to receive one of the endorsements described in subsection 3 of NRS 390.605; or

(b) Any additional courses of study and credits required to receive a diploma that is awarded by a school district and is equivalent to or more rigorous than a college and career ready high school diploma.

6. A pupil is not required to enroll in the courses of study and credits required by subsection 5 if:

(a) After the pupil's ninth grade year, the pupil and, to the extent practicable, the parent or legal guardian of the pupil consult with a counselor and, to the extent practicable, an administrator, at the school in which the pupil is enrolled and the pupil, counselor and, if applicable, the parent or legal guardian and administrator, mutually agree to a modified course of study for the pupil and that modified course of study satisfies at least the requirements for a standard high school diploma, an adjusted diploma or an alternative diploma, as applicable; or

(b) The pupil is a pupil with a disability and, in accordance with his or her individualized education program or a plan developed in accordance with section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794, is exempted from the requirement to enroll in the courses of study and credits required by this subsection.

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

Sec. 9. NRS 389.171 is hereby amended to read as follows:

389.171 1. A pupil may be granted credit for a specific course of study without having attended the regularly scheduled classes in the course if ***the specific course of study for which the pupil is seeking such credit is the most rigorous course of study applicable to the pupil and*** the pupil demonstrates his or her proficiency to meet the:

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

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

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

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

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

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

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

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

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

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

(d) Criteria, other than the criteria described in paragraphs (a) ~~[to (c), inclusive,]~~ ***, (b) and (c)*** of subsection 1, that may be used to determine whether a pupil has achieved proficiency in a course ~~[.]~~ ***, including, without limitation, the demonstration of mastery of or competency in a concept or skill in a program of personalized competency-based learning.***

3. As used in this section, "personalized competency-based learning" means a system of learning by which a pupil advances to a higher level of learning when the pupil demonstrates mastery of or competency in a concept or skill, regardless of the time, place or pace at which the pupil progresses.

Sec. 10. NRS 392.018 is hereby amended to read as follows:

392.018 1. The board of trustees of each school district shall prepare a written notice which identifies all the advanced placement courses, honors courses, international baccalaureate courses, dual credit courses, special education services, gifted and talented programs and any other educational programs available to pupils enrolled in the school district, including, without limitation, to the extent information is available, programs, including, without limitation, dual credit courses, offered by charter schools within the school district, which will assist in the advancement of the education of those pupils. The notice must:

(a) Specify where those courses, services and programs are available within the school district;

(b) Identify the grade level of pupils for which those courses, services and programs are available; ~~[and]~~

(c) ***Identify each state seal or endorsement established pursuant to subsection 1 of section 4 of this act that may be awarded to pupils enrolled in the school district upon graduation***

from high school and where courses and programs required for each such state seal or endorsement are available within the school district; and

(d) Be posted on the Internet website maintained by the school district.

2. Each public school shall:

(a) Prepare a written notice which identifies the courses, services and programs identified pursuant to subsection 1 that are available at that public school;

(b) Post in one or more conspicuous places at the school a notice indicating the availability and location of a complete list of the courses, services and programs:

(1) Available within the school district, as identified pursuant to subsection 1; and

(2) Available at that public school, as identified pursuant to paragraph (a); and

(c) Ensure that the notices prepared pursuant to this section are made available to the parents and legal guardians of pupils enrolled in the school:

(1) At the beginning of each school year or upon a pupil's enrollment in public school, as applicable, including, without limitation, at meetings of parent organizations at the school and by distribution with other information that is sent home with pupils.

(2) At parent-teacher conferences.

3. The notices prepared pursuant to subsection 1 and paragraph (a) of subsection 2 must be made available in such languages as the board of trustees of the school district deems necessary.

Sec. 11. 1. The Department of Education shall conduct a study regarding the integration of instruction in the courses of study required for graduation from high school into programs of career and technical education and the ability of pupils enrolled in a program of career and technical education to earn credits required for graduation from high school through such integrated instruction. The study must include, without limitation, consideration of:

(a) Research in, and models of, integrating instruction in academic courses of study into programs of career and technical education, including, without limitation, the program for integrating instruction in mathematics into programs of career and technical education that is known as "Math-in-CTE";

(b) Academic content that is inherent in the course work and standards of programs of career and technical education and the potential for developing blended standards of content such that instruction in the standards of academic content is provided by applying such standards to the technical skills developed in a program of career and technical education;

(c) The manner in which pupils enrolled in programs of career and technical education may earn units of credit for the completion of course work required for graduation from high school through the integration of instruction in academic content into programs of career and technical education; and

(d) The availability of professional development and teacher preparation programs to provide training to teachers in the integration of instruction in academic content into a course of career and technical education, the timelines needed to develop standards of content that integrate instruction in academic content into a program of career and technical education, the ability to develop model curricula, the availability of high-quality instructional materials and whether a working group or subcommittee is necessary to further consider the integration of instruction in academic content into programs of career and technical education.

2. In conducting the study required by this section, the Department of Education shall:

(a) Convene working groups consisting of representatives of school districts and charter schools and persons with expertise in standards of academic content, tier 1 instruction, standards of content and instruction for programs of career and technical education, school counseling, special education and any other relevant subject matter;

(b) Conduct research on national practices for integrating instruction in academic content into programs of career and technical education;

(c) Conduct at least one listening session with the Commission on Innovation and Excellence in Education; and

(d) Conduct at least one listening session with the Career Pathways Oversight Committee.

3. The Department of Education shall provide to the State Board of Education:

(a) Periodic updates regarding the progress and findings of the study conducted pursuant to this section and any recommendations resulting from the findings of the study; and

(b) A final report describing all findings of the study conducted pursuant to this section and any recommendations, including, without limitation, any recommendations for legislation, resulting from those findings.

4. As used in this section, "tier 1 instruction" means the core, universal instruction that all pupils receive at the foundational level before any supplemental supports are added to instruction.

Sec. 12. NRS 388A.3934, 389.200, 389.210 and 389.230 are hereby repealed.

Sec. 13. NRS 388.591, 388.593, 388.5933, 388.5935, 388.5937, 388.594, 388.5945, 388.596, 388.5962, 388.597 and 388.5975 are hereby repealed.

Sec. 14. 1. This section and sections 1 to 9, inclusive, 11 and 12 of this act become effective on July 1, 2027.

2. Sections 10 and 13 of this act become effective on the later of October 1, 2028, or the date on which regulations to establish each state seal or endorsement required by paragraphs (a) to (e), inclusive, of subsection 1 of section 4 of this act have become effective.

LEADLINES OF REPEALED SECTIONS

388.591 Establishment of Program; creation and delivery of State Seal of Biliteracy; participation in Program; regulations.

388.593 Criteria for award of State Seal of Biliteracy.

388.5933 Establishment of Program; creation and delivery of State Seal of Civics; participation in Program; regulations.

388.5935 Criteria for award of State Seal of Civics.

388.5937 Designation of Nevada Schools of Civic Excellence, Student Civic Leaders and Educator Civic Leaders; regulations.

388.594 Establishment of Program; creation and delivery of State Seal of STEM; participation in Program; regulations.

388.5945 Criteria for award of State Seal of STEM.

388.596 Establishment of State Seal of Financial Literacy Program; creation and delivery of State Seal; participation in Program; professional development; regulations.

388.5962 Criteria for award of State Seal of Financial Literacy.

388.597 Establishment of Program; creation and delivery of State Seal of STEAM; participation in Program; regulations.

388.5975 Criteria for award of State Seal of STEAM.

388A.3934 Requirements to request establishment of experimental academic program or new school model in school; limitations on enrollment in such program or model; authority to seek expansion if program or model receives high rating of performance.

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.

389.230 Public campaign to raise awareness; meetings to inform superintendents of school districts; distribution of available money to carry out program.

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