SENATE BILL NO. 77–COMMITTEE ON EDUCATION

(ON BEHALF OF THE DEPARTMENT OF EDUCATION)

PREFILED NOVEMBER 18, 2026

Referred to Committee on Education

SUMMARY—Revises provisions relating to education. (BDR 34-229)

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; requiring the Department of Education to develop a framework for the creation of a 5-year strategic improvement plan; requiring each local educational agency to develop such a plan; revising provisions governing reports prepared by the Department; revising provisions governing the statewide system of accountability for school districts and charter schools; revising provisions governing the annual report of accountability prepared by the State Board of Education; revising provisions governing the rating of public schools, school districts and sponsors of charter schools; requiring the Department to prepare a 5-year strategic plan to improve the system of public education in this State; revising provisions concerning the annual inspection of school buses; revising provisions governing the counting of pupils for apportionment purposes; revising provisions relating to school finances; revising provisions governing the proposed executive budget; changing the term "persistently priority school"; revising the contents of emergency operations plans; revises provisions concerning certain required ratios of pupils to certain educational personnel; revising provisions governing the Nevada Educational Choice Scholarship Program; requiring the Education Service Center to perform certain

duties; revising provisions governing professional development training; revising provisions regarding the discipline of pupils; repealing certain provisions; and providing other matters properly relating thereto.

**Legislative Counsel's Digest:**

**Section 2** of this bill expresses the intent of the Legislature to establish a unified and continuous framework that reduces the duplication of requirements and strengthens coordination between various educational entities for the purpose of improving the system of public education in this State. **Section 3** of this bill: (1) requires the Department of Education to collaborate with certain entities in the development of a framework for local educational agencies to develop a 5-year strategic improvement plan; (2) sets forth requirements governing the design of the framework; (3) requires the Department to consider streamlining and consolidating various plans, activities and provisions required by federal and state law by including such plans, activities and provisions within the framework; (4) requires each local educational agency to develop a 5-year strategic improvement plan that adheres to the framework and contains certain goals; and (5) requires each local educational agency to annually review and revise the plan. **Section 4** of this bill defines the term "local educational agency" for the purposes of title 34 of NRS, the provisions of which govern education in this State. (NRS 385.007)

Existing law: (1) requires the Department, in collaboration with the State Board of Education, to prepare an annual report of the state of public education in this State; and (2) sets forth the required components of the report. (NRS 385.230) **Section 6** of this bill requires the report to additionally contain: (1) an analysis of progress made towards achieving certain goals and benchmarks included in a plan developed pursuant to **section 3**; (2) a description of the results of certain audits; (3) and updates regarding certain relevant legislative, regulatory and policy developments.

Existing law requires the board of trustees of each school district and the State Public Charter School Authority, each college or university within the Nevada System of Higher Education and each city or county that sponsors a charter school to, on or before December 31 of each year prepare an annual report of accountability that contains certain information about the schools within the school district or sponsored by the State Public Charter School Authority or institution, as applicable. (NRS 385A.070) Existing law requires the Superintendent of Public Instruction to take certain actions to aid in the preparation of the annual report of accountability. (NRS 385A.080) Existing law additionally sets forth certain information concerning pupils, personnel and schools that must be included within the annual report of accountability submitted by each school district. (NRS 385A.200-385A.325) **Section 15** of this bill: (1) eliminates references to specific sponsors of charter schools, instead applying the provisions concerning the report of accountability to sponsors of charter schools in general; (2) requires the report to instead be prepared on or before October 31; and (3) requires the report to address goals and objectives contained in the plan prepared pursuant to **section 3**. **Section 16** of this bill: (1) eliminates certain requirements for the Superintendent of Public Instruction; and (2) requires the Superintendent of Public Instruction and the Department to provide certain assistance and adopt certain regulations, respectively, concerning the creation of certain metrics. **Section 17** of this bill revises the date by which the board of trustees of each school district and each sponsor of a charter school is required to provide notice of the availability of the annual report of accountability. (NRS 385A.090) **Sections 18-31** of this bill require the annual report of accountability prepared by each sponsor of a charter school to contain the information required pursuant to those sections. **Section 114** of this bill

repeals the requirement for each annual report of accountability to contain certain information concerning access to menstrual products. (NRS 385A.315) **Section 44** of this bill eliminates the requirement that the Department include the list of public schools designated as focus schools in the information provided to the State Board concerning the establishment of certain metrics. (NRS 385A.745)

Existing law requires the State Board to, on or before January 15 of each year, prepare an annual report of accountability containing certain prescribed information for each school district, each charter school within a school district and the State as a whole. (NRS 385A.400-385A.520) **Section 32** of this bill requires the annual report of accountability to instead be prepared on or before January 25 of each year. **Section 33** of this bill: (1) requires certain information regarding the ratio of pupils to specialized instructional support personnel be included in the report; and (2) makes certain requirements governing a dashboard developed by the State Board to report and monitor information on class sizes. **Section 34** of this bill eliminates the requirement for the report to contain certain information concerning substitute teachers. (NRS 385A.440) **Section 35** of this bill eliminates the requirement for the report to contain information concerning the number of habitual truants referred for the imposition of administrative sanctions. (NRS 385A.450) **Section 36** of this bill eliminates the requirement for the report to contain certain information concerning violations of a code of honor. (NRS 385A.460) **Section 37** of this bill revises provisions governing the information included in the report concerning the number and percentage of pupils who receive certain high school diplomas. (NRS 385A.470) **Section 38** of this bill revises the information required for inclusion in the report concerning pupils who are eligible for free or reduced-price breakfast. (NRS 385A.480) **Section 39** of this bill: (1) revises information concerning the fiscal information included in the report; and (2) eliminates the requirement that the report contain certain information relating to technological facilities and equipment. (NRS 385A.520)

Existing law requires the Department to, on or before July 31 of each year, determine whether each public school is meeting the school achievement targets and performance targets established pursuant to the statewide system of accountability for public schools. (NRS 385A.670) **Section 41** of this bill: (1) instead requires the determination to be made on or before August 15 of each year; (2) requires such a determination to be made concerning additional school achievement targets and performance targets; (3) eliminates provisions concerning the inclusion of certain test scores in the scores of pupils reported for the school; and (4) revises the date by which the Department is required to transmit such determinations to certain public schools.

Existing law requires the statewide system of accountability for public schools to: (1) apply to all school districts and charter schools in this State; and (2) include, without limitation, a method to rate each school district and sponsor of a charter school based on certain performance and achievement targets. (NRS 385A.900) **Section 45** of this bill requires the rating to additionally be based on the targets established in the plan developed by each local educational agency pursuant to **section 3**. **Section 46** of this bill: (1) revises the date by which the Department is required to determine whether such targets are being met by school districts and sponsors of charter schools; and (2) eliminates provisions concerning the inclusion of certain test scores in the scores of pupils reported for the school district or sponsor of a charter school. (NRS 385A.905) **Section 47** of this bill revises the dates by which the Department is required to: (1) issue a preliminary rating for each school district or sponsor of a charter school; (2) issue a final rating for each school district or charter school; and (3) post and report the determinations and final ratings made for each school district and charter school. (NRS 385A.910) **Section 48** of this bill requires the Superintendent of Public Instruction to designate a school district or sponsor of a charter school as a focus school district or sponsor of

a charter school based on the failure to achieve certain targets, including, without limitation, those established in the plan developed pursuant to **section 3**. (NRS 385A.915)

Existing law requires the principal of each school, in consultation with the employees of the school, to prepare a plan to improve the achievement of pupils enrolled in the school. (NRS 385A.650) **Section 42** of this bill requires the Department to take certain actions concerning the administration of certain examinations if the Department determines that a public school has not met certain targets established pursuant to the plan. (NRS 385A.680)

**Sections 7 and 8** of this bill make a conforming change to reflect the change in terms relating to the requirement for each sponsor of a charter school to prepare an annual report of accountability.

**Section 9** of this bill revises provisions governing the entities with which the Commission on Innovation and Excellence in Education is authorized to employ and contract to carry out any prescribed functions. (NRS 385.920)

**Section 11** of this bill requires the Department to prepare a 5-year strategic plan to improve the system of public education in this State and sets forth certain requirements governing the creation of the strategic plan. **Sections 12 and 13** of this bill set forth certain requirements governing the contents and objectives of the strategic plan.

Existing law requires the Department, to the extent that money is available, to develop and effectuate a program of block grants to be administered to school districts and charter schools to employ or contract with social workers and other mental health workers. (NRS 388.266) **Section 114** repeals these provisions. **Sections 49, 70, 72, 73 and 112** of this bill make conforming changes to reflect the repeal of these provisions.

Under existing law the Department of Public Safety conducts inspections of school buses annually to ensure that vehicles are mechanically safe and meet the minimum specifications established by the State Board. Existing law additionally requires the Department of Public Safety to provide written notice of defects or inspection issues to the superintendent of schools or his or her designee after an inspection issue or defect is found during an inspection. Under existing law: (1) the superintendent of schools is guilty of a misdemeanor if he or she fails to take appropriate action to correct the defects or inspection issues within 20 calendar days after receiving the notice; and (2) the Department of Public Safety is required to reinspect any vehicle that is found to have a defect or inspection issue. (NRS 386.830) **Section 50** of this bill requires the reinspection to occur not later than 5 business days after the defect or inspection is detected if a correction can conceivably be completed within 3 business days after beginning the correction process.

Existing law establishes certain requirements governing the use of information concerning the average daily enrollment of pupils, including, without limitation: (1) requiring each school district, charter school and university school for profoundly gifted pupils to submit a quarterly report to the Department containing the average daily enrollment of pupils; and (2) providing the method for computing the yearly apportionment to such entities from the State Education Fund. (NRS 387.1223) **Section 53** of this bill eliminates the requirement for such entities to submit a quarterly report and instead requires the Department to generate a report of the average daily enrollment of pupils for such entities. **Section 53** additionally: (1) requires the Department to aggregate such reports to determine the average annual enrollment for such entities for the immediately preceding calendar year; and (2) makes conforming changes to reflect the usage of average annual enrollment rather than average daily enrollment for computing the yearly apportionment from the Fund. **Section 54** of this bill requires the State Board to establish uniform regulations for calculating the average annual enrollment of pupils. (NRS 387.123)

**Section 74** of this bill authorizes the counting of certain pupils for the purposes of **sections 53 and 54**.

Existing law sets forth provisions governing: (1) the count of certain pupils who are authorized to participate in a class or activity despite attending another school or being homeschooled; and (2) payments that must be made when the final computation of apportionment for any school district, charter school or university school for profoundly gifted pupils exceeds or is less than the actual amount paid to the entity. (NRS 387.1243) **Section 56** of this bill eliminates these provisions. **Section 57** of this bill makes a conforming change to reflect the elimination of provisions in **section 56**.

Existing law requires the Department, to the extent that money has been appropriated for that purpose, to award money to school districts to provide additional compensation for teachers in hard-to-fill positions in public schools. (NRS 387.900) Under existing law, the Governor is required, to the extent practicable, to include in the proposed executive budget the amount of money to appropriate to the Department to make such awards. Existing law additionally provides that if the Governor deems it impracticable to prepare the proposed executive budget in such a manner, the Governor: (1) is authorized to include in the proposed executive budget certain recommendations for funding; and (2) must accompany such funding recommendations with corresponding recommendations for legislation. (NRS 387.12455) **Sections 58 and 63** of this bill revise the placement of the requirement for the Governor to include such an amount of money in the proposed executive budget, thereby eliminating this authorization for such portions of the proposed executive budget.

Existing law requires each school district and each public school to create a report that includes certain information about the number and kinds of personnel and services provided by the school district or public school, respectively, during the immediately preceding school year and any changes anticipated by the school district or public school. (NRS 387.12468) **Section 59** of this bill: (1) changes the date by which the report is required to be created; (2) revises the method by which the report must be publicized; and (3) eliminates certain required contents of the report.

Existing law requires the Department to develop a uniform system of budgeting and accounting for public schools. (NRS 387.3035) **Section 60** of this bill requires the system to provide for the separate reporting of expenditures in additional categories. **Section 51** of this bill requires the Department to develop a working group to develop a coding system for use in the system of budgeting and accounting. **Section 61** of this bill requires the Department to enforce the usage of such systems. (NRS 387.3039)

Existing law requires the Department to perform certain duties relating to school finances, including, without limitation, conducting an annual audit of certain data. (NRS 387.304) **Section 62** of this bill: (1) eliminates certain components of the audit; (2) requires the Department to consult with the Education Service Center in providing training to certain financial officers; and (3) requires the Department to conduct certain additional audits as necessary.

Existing law requires: (1) certain public schools designated as focus schools to be placed on probation; and (2) the principal of such a school to prepare and submit a school improvement plan. Under existing law, if the Department determines that the school has not met certain targets at the conclusion of the probation period or 2 years after placement on probation, the Superintendent of Public Instruction is required to designate the school as a persistently priority school. (NRS 388.113) **Section 64** of this bill revises: (1) the plans on which the school improvement plan must be based; and (2) the term "persistently priority school," to "priority school." **Sections 65-67** of this bill make conforming changes to reflect the change in terminology in **section 64**.

Existing law requires the Governor to appoint a committee on statewide school safety. (NRS 388.1324) Existing law additionally creates the Committee on Responses to Power-Based Violence in Schools. (NRS 388.1326) **Section 68** of this bill revises these provisions to: (1) require the appointment of a joint committee on statewide school safety and responses to power-based violence in schools; (2) expand the membership of the joint committee; and (3) create additional duties for the joint committee to perform. **Section 114** repeals the provisions creating the Committee on Responses to Power-Based Violence in Schools.

Existing law prohibits discrimination based on race, bullying and cyber-bullying on the premises of any school, at an activity sponsored by a school or on any school bus. (NRS 388.135) **Section 69** of this bill authorizes the State Board to adopt regulations necessary to ensure the provision of a safe and respectful learning environment.

Existing law: (1) requires each emergency operations plan development committee to develop a plan to be used by certain public schools in the school district in responding to a crisis, emergency or suicide and all other hazards; and (2) sets forth certain required components of such a plan. (NRS 388.243) **Section 71** of this bill sets forth additional required components of the plan.

Existing law: (1) 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; and (2) sets forth certain duties for the Advisory Committee. (NRS 388.5175, 388.518) **Section 114** repeals these provisions. **Sections 75 and 76** of this bill make conforming changes to reflect the repeal of these provisions.

Existing law: (1) requires the State Board to develop nonbinding recommendations for certain ratios of pupils per certain educational personnel for kindergarten and grades 1 to 12, inclusive; and (2) requires the board of trustees of each school district to take certain actions concerning such recommended ratios. (NRS 388.890) **Section 78** of this bill additionally requires: (1) the recommended ratios to be developed for prekindergarten; and (2) each sponsor of a charter school take certain actions concerning such recommended ratios. **Section 77** of this bill makes conforming changes to additionally require the sponsor of each charter school to develop a plan to satisfy the recommended ratios. (NRS 388.720)

Existing law: (1) prohibits the ratio of pupils per licensed teacher in certain classes from exceeding certain ratios during each school year; and (2) requires certain school districts to request a variance from such limitations. (NRS 388.700) **Section 114** repeals these provisions. **Sections 55, 77, 78 and 109** of this bill make conforming changes to the reflect the repeal of these provisions.

Existing law requires a charter school to schedule and provide annually at least as many days of instruction as required of other public schools in the same school district as the charter school is located. Under existing law, a charter school may submit a written request for a waiver from this requirement. (NRS 388A.366) **Section 79** of this bill eliminates these provisions.

Existing law creates the Nevada Educational Choice Scholarship Program and sets forth certain requirements governing the Program and participants in the Program. (NRS 388D.250-388D.292) Existing law additionally: (1) requires certain scholarship organizations which receive a donation, gift or grant of money to provide the Department with certain reports and information; and (2) prescribes dates by which such reports and information must be provided. (NRS 388D.280, 388D.284) **Sections 80 and 81** of this bill revise such dates. **Sections 82 and 83** of this bill revise additional dates relating to the operation of the Program. (NRS 388D.292, 388D.294)

Existing law establishes the Education Service Center to develop, manage and provide services and programs to local educational agencies and, as necessary, to other local governments. (NRS 391A.800) **Section 87** of this bill: (1) requires the

Education Service Center to develop a statewide system for professional learning to provide comprehensive support services to educators; and (2) prescribes certain requirements governing the statewide system for professional learning. **Section 87** additionally: (1) requires the Education Service Center to develop a 5-year strategic plan for the delivery of the components of the statewide system for professional learning; and (2) requires the Education Service Center to submit the plan to the State Board for approval. **Section 88** of this bill: (1) requires the Department to develop a statewide framework for the provision of professional learning; and (2) sets forth certain requirements for the framework. **Section 88** additionally: (1) requires the Department to conduct a study regarding professional learning; (2) sets forth certain requirements governing the conduct of the study; and (3) requires the Department to prepare and submit, at certain intervals, a report concerning professional learning in this State. **Section 102** of this bill requires the Education Service Center to coordinate the provision of certain services required pursuant to **section 87**.

Under existing law, the Statewide Council for the Coordination of the Regional Training Programs is created to perform certain duties related to the activities of the regional training programs for the professional development of teachers and administrators. (NRS 391A.110, 391A.130, 391A.135) **Section 114** repeals these provisions, thereby eliminating the Statewide Council. **Sections 90, 91, 94 and 96** of this bill reassign certain duties from the Statewide Council to the Education Service Center. **Section 90** also requires each regional training program to: (1) provide professional learning that adheres to the 5-year strategic plan developed pursuant to **section 87**; and (2) ensure that the provision of such professional learning aligns with the framework developed pursuant to **section 88**. **Section 95** of this bill authorizes the Department to adopt certain regulations to carry out the provisions of that section. (NRS 391A.180) **Section 96** of this bill also revises provisions governing certain contents of a report prepared by the Education Service Center. (NRS 391A.190) **Sections 92 and 93** of this bill reassign certain duties from the Statewide Council to the Department. **Sections 8, 10, 89-93, 95 and 96** of this bill make conforming changes to reflect the repeal of provisions concerning the Statewide Council.

Existing law sets forth certain provisions governing professional development training. (NRS 391A.345-391A.386) **Section 97** of this bill revises the definition of the term "professional development training" to instead apply the definition to the term "professional learning." (NRS 391A.345) **Sections 98-101** of this bill make conforming changes to reflect the change to the definition of "professional development training."

Existing law requires certain school officials to establish a plan to provide for the progressive discipline of pupils. (NRS 392.4644) **Section 103** of this bill: (1) revises certain dates by which certain actions relating to the plan must be performed; and (2) requires the collection and publication of certain data on the discipline of pupils.

Existing law sets forth the conditions under which a pupil is deemed a habitual disciplinary problem. (NRS 392.4655) **Sections 23, 36, 43 and 104-106** of this bill replace the term "habitual disciplinary problem" with the term "frequent recipient of discipline."

Existing law authorizes the State Board to create a nonprofit corporation for the acquisition of money and personal property for: (1) providing recognition to certain teachers, pupils and schools; and (2) special projects regarding educational enhancement. (NRS 385.091) Existing law sets forth certain requirements governing the nonprofit corporation. (NRS 385.092, 385.093) **Section 114** repeals these provisions. **Section 5** of this bill makes a conforming change to reflect the repeal of these provisions. (NRS 385.083)

Existing law requires each public school to collect and submit data on the discipline of pupils and categorize such data by various subgroups of pupils. (NRS 392.462) **Section 114** repeals these provisions. **Sections 40, 103 and 107** of this bill make a conforming change to reflect the repeal of these provisions.

Existing law establishes the Higher Education Student Loan Program and sets forth requirements governing the Program. (NRS 385.102-385.108) Existing law additionally defines "institution of higher education" for the purposes of such provisions. (NRS 385.102) **Section 114** repeals these provisions. **Section 108** of this bill: (1) defines the term "institution of higher education" for the purposes of that section; and (2) uses the definition repealed by **section 114**.

**Section 114** repeals provisions creating the Fund for School Improvement. (NRS 387.1249) **Section 111** of this bill makes a conforming change to reflect the repeal of these provisions by eliminating the requirement for certain money received by the Department of Taxation and deposited in the State Treasury to be credited to the Fund in certain amounts. (NRS 375A.700)

Existing law establishes a Program of Empowerment Schools for public schools and sets forth certain requirements governing the Program and empowerment schools. (NRS 388G.010-388G.220) Existing law additionally sets forth certain requirements governing schools designated by the Department as turnaround schools. (NRS 388G.400) **Section 114** repeals these provisions, and **sections 84, 85 and 110** remove references to provisions of law relating to turnaround schools.

**Section 114** repeals provisions: (1) governing the creation and operation of the Nevada Commission on Mentoring; (2) authorizing the Superintendent of Public Instruction to require certain reports to be made by the board of trustees of each school district; (3) governing the verification of certain reports; (4) governing educational technology; (5) governing the Fund for Programs of Education for Incarcerated Persons and a program for such education; (6) requiring the preparation and submission of an annual report on class time used to prepare for and conduct certain examinations and assessments; (7) governing grants of money to implement work-based learning programs; (8) governing professional development training; (9) requiring the State Board to establish a program to award grants to certain schools to provide incentives for a teacher to earn credentials in computer science; and (10) prescribing a formula for determining mobility of pupils in a school. (NRS 385.750-385.780, 386.370, 387.1238, 388.780-388.815, 388H.030, 388H.040, 389.169, 390.807, 391A.350-391A.365, 391A.375, 391A.380, 391A.383, 391A.600, 392.035)

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

**Section 1.** Chapter 385 of NRS is hereby amended by adding thereto the provisions set forth as sections 2 and 3 of this act.

**Sec. 2.** ***1. The Legislature finds and declares that sustainable improvement in education is most effectively achieved through coherent systems that align leadership, instruction, professional learning, student supports, family engagement and resource allocation toward common priorities for improvement.***

***2. It is the intent of the Legislature to establish a unified and continuous framework for improvement that reduces the duplication of requirements, aligns systems of support and***

***strengthens coordination among public schools, school districts, sponsors of charter schools and state and regional partners to improve and strengthen the system of public education in this State.***

**Sec. 3.** ***1. The Department, in collaboration with school districts, sponsors of charter schools in this State, national best practices and subject matter experts, shall develop a framework for local educational agencies to develop a 5-year strategic improvement plan that aligns with the findings, declarations and intent of the Legislature set forth in section 2 of this act. The Department shall ensure that the framework is designed to align local educational agency planning in academic, behavioral and operational sectors with:***

***(a) Requirements governing budgetary priorities set forth in NRS 387.301; and***

***(b) The achievement, growth and performance targets established by the Department and developed by public schools, school districts and sponsors of charter schools pursuant to the statewide system of accountability set forth in NRS 385A.600 or the statewide system of accountability for school districts and sponsors of charter schools set forth in NRS 385A.900, as applicable.***

***2. When developing a framework for a 5-year strategic improvement plan pursuant to subsection 1, the Department shall consider streamlining or consolidating plans, activities and other provisions required by federal and state law by including such plans, activities and provisions in the framework, including, without limitation:***

***(a) Plans developed pursuant to 20 U.S.C. §§ 6311 and 6312;***

***(b) Strategic plans developed by school districts and sponsors of charter schools to meet targets in accordance with the provisions of the statewide system of accountability for school districts and sponsors of charter schools set forth in NRS 385A.900;***

***(c) The plan to improve the achievement of pupils enrolled in each public school prepared pursuant to NRS 385A.650;***

***(d) The plan to improve the academic achievement of pupils enrolled in each elementary school prepared pursuant to NRS 385A.955;***

***(e) The school board or sponsor of a charter school improvement plan prepared pursuant to NRS 386.412;***

***(f) The needs assessment conducted pursuant to paragraph (a) of subsection 2 of NRS 388.885 and any integrated student supports implemented thereafter;***

***(g) The plans to improve the literacy of pupils enrolled in elementary school prepared pursuant to NRS 388.157;***

***(h) The plans prepared pursuant to NRS 392.4644 and 392.4645;***

***(i) The plans concerning the ratio of pupils to teachers and the ratio of pupils to specialized instructional support personnel developed pursuant to NRS 388.720 and subsection 5 of NRS 388.890, respectively;***

***(j) Methods to align the 5-year strategic improvement plan with the statewide plan to improve the achievement of pupils set forth in NRS 385.930 and goals and priorities created based on trends identified from the plans to improve the achievement of pupils in individual schools created pursuant to NRS 385A.650; and***

***(k) Methods to address the professional learning needs of teachers and administrators, as determined by the needs assessment conducted pursuant to paragraph (b) of subsection 1 of NRS 391A.175.***

***3. Each local educational agency in this State shall:***

***(a) Develop a 5-year strategic improvement plan for each local educational agency that adheres to the framework developed pursuant to subsection 1 and includes intermediary goals that must be met in each school year. Any intermediary goals developed pursuant to this paragraph must be goals measured in accordance with any programs or systems of accountability required by state or federal law.***

***(b) Each year, review the plan developed pursuant to paragraph (a) to reassess the intermediary goals and interventions and revise the plan to conform with the review while ensuring that the revised plan remains consistent with the overall goals of the plan and the framework developed pursuant to subsection 1. In performing a reassessment of intermediary goals pursuant to this paragraph, each local educational agency must use data reported by the local educational agency in accordance with any programs or systems of accountability required by state or federal law.***

***4. The State Board may adopt regulations as necessary to carry out the development and execution of a framework pursuant to this section.***

***5. As used in this section, "integrated student supports" has the meaning ascribed to it in NRS 388.885.***

**Sec. 4.** NRS 385.007 is hereby amended to read as follows:

385.007 As used in this title, unless the context otherwise requires:

1. "Challenge school" has the meaning ascribed to it in NRS 388D.305.

2. "Charter school" means a public school that is formed pursuant to the provisions of chapter 388A of NRS.

3. "Department" means the Department of Education.

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

5. "Homeschooled child" means a child who receives instruction at home and who is exempt from compulsory enrollment and attendance pursuant to NRS 392.070.

6. ***"Local educational agency" has the meaning ascribed to it in 20 U.S.C. § 1401(19).***

***7.*** "Local school precinct" has the meaning ascribed to it in NRS 388G.535.

~~[7.]~~ ***8.*** "Public schools" means all kindergartens and elementary schools, junior high schools and middle schools, high schools, charter schools and any other schools, classes and educational programs which receive their support through public taxation and, except for charter schools, whose textbooks and courses of study are under the control of the State Board.

~~[8.]~~ ***9.*** "School bus" has the meaning ascribed to it in NRS 484A.230.

~~[9.]~~ ***10.*** "School counselor" or "counselor" means a person who holds a license issued pursuant to chapter 391 of NRS and an endorsement to serve as a school counselor issued pursuant to regulations adopted by the Commission on Professional Standards in Education or who is otherwise authorized by the Superintendent of Public Instruction to serve as a school counselor.

~~[10.]~~ ***11.*** "School psychologist" or "psychologist" means a person who holds a license issued pursuant to chapter 391 of NRS and an endorsement to serve as a school psychologist issued pursuant to regulations adopted by the Commission on Professional Standards in Education or who is otherwise authorized by the Superintendent of Public Instruction to serve as a school psychologist.

~~[11.]~~ ***12.*** "School social worker" or "social worker" means a social worker licensed pursuant to chapter 641B of NRS who holds a license issued pursuant to chapter 391 of NRS and an endorsement to serve as a school social worker issued pursuant to regulations adopted by the Commission on Professional Standards in Education or who is otherwise authorized by the Superintendent of Public Instruction to serve as a school social worker.

~~[12.]~~ ***13.*** "State Board" means the State Board of Education.

~~[13.]~~ ***14.*** "University school for profoundly gifted pupils" has the meaning ascribed to it in NRS 388C.040.

**Sec. 5.** NRS 385.083 is hereby amended to read as follows:

385.083 ~~[Except as otherwise provided in NRS 385.091:]~~

1. All gifts of money which the State Board is authorized to accept must be deposited in a special revenue fund in the State Treasury designated as the Education Gift Fund and reported pursuant to subsection 4. The interest and income earned on the sum of the money in the Education Gift Fund must be credited to the Fund. Any money remaining in the Education Gift Fund at the end of the fiscal year must be carried forward to the next fiscal year.

2. The money available in the Education Gift Fund must be used only for the purpose specified by the donor, within the scope of the State Board's powers and duties.

3. If all or part of the money accepted by the State Board from a donor is not expended before the end of any fiscal year, the remaining balance of the amount donated must remain in the Education Gift Fund until needed for the purpose specified by the donor.

4. Except as otherwise provided in subsection 5, the State Board shall record each gift of money deposited in the Education Gift Fund pursuant to this section and prepare a report which includes, for each such gift:

(a) The amount of the gift;

(b) Except as otherwise provided in subsection 6, the name of the donor of the gift;

(c) Any instructions provided by the donor concerning the use of the gift; and

(d) Information concerning any connection between the donor and the State Board or the administration of the system of public education in this State, including, without limitation:

(1) Any contract between the donor and the State Board;

(2) Any contract between the donor and the State Public Charter School Authority;

(3) Any bid by the donor for a contract with the State Board;

(4) Any bid by the donor for a contract with the State Public Charter School Authority;

(5) If the donor is a lobbyist as defined in NRS 218H.080, a statement of whether the donor lobbies on issues of interest to the State Board or relating to the system of public education in this State; and

(6) Any service by the donor on a committee to form a charter school created pursuant to NRS 388A.240.

5. This section does not apply to any gift of money:

(a) In an amount less than $100,000, unless the cumulative total by the same donor within a 12-month period is equal to or more than $100,000; or

(b) That is intended for a public broadcasting service.

6. A donor may remain anonymous for purposes of the report prepared pursuant to subsection 4, unless the donor is required to provide information pursuant to paragraph (d) of subsection 4.

7. The State Board may submit a form to each donor that requires the donor to provide the information required for inclusion in the report prepared pursuant to subsection 4. If the State Board uses such a form, the State Board may rely upon the information provided by the donor on the form for purposes of the report required of the State Board pursuant to subsection 4 and the State Board is not otherwise required to verify the contents of the information provided by the donor on the form.

8. The State Board shall include the report prepared pursuant to subsection 4 on the agenda of the next regular meeting of the State Board held pursuant to NRS 385.040 and review all transactions involving a gift listed on the report that have taken place since the previous meeting of the State Board.

9. On or before February 1 of each year, the State Board shall transmit each report prepared pursuant to subsection 4 in the immediately preceding year:

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

(b) In even-numbered years, to the Joint Interim Standing Committee on Education.

**Sec. 6.** NRS 385.230 is hereby amended to read as follows:

385.230 1. The Department shall, in collaboration with the State Board, prepare an annual report of the state of public education in this State. The report must include, without limitation:

(a) An analysis of each annual report of accountability prepared by the State Board pursuant to NRS 385A.400;

(b) An update on the status of K-12 public education in this State;

(c) A description of the most recent vision and mission statements of the State Board and the Department, including, without limitation, the progress made by the State Board and Department in achieving those visions and missions;

(d) A description of the goals and benchmarks for improving the academic achievement of pupils which are included in the plan to improve the achievement of pupils required by NRS 385.930;

(e) A description of any policies, plans and programs for promoting, extending and improving career and technical education for pupils;

(f) A description of any significant changes made to the collection, maintenance or transfer of data concerning pupils by the

Department, a school district, a sponsor of a charter school or a university school for profoundly gifted pupils;

(g) Any new data elements, including, without limitation, data about individual pupils and aggregated data about pupils within a defined group, proposed for inclusion in the automated system of accountability information for Nevada established pursuant to NRS 385A.800;

(h) An analysis of the progress the ***local educational agencies and*** public schools have made in the previous year toward achieving the goals and benchmarks for improving the academic achievement of pupils ~~[.]~~ ***set forth in the plans to improve the achievement of pupils prepared pursuant to NRS 385A.650 and strategic improvement plans developed pursuant to section 3 of this act, as applicable;***

(i) An analysis of whether the standards and examinations adopted by the State Board adequately prepare pupils for success in postsecondary educational institutions and in career and workforce readiness;

(j) An analysis of the extent to which school districts and charter schools recruit and retain effective teachers and principals;

(k) An analysis of the ability of the automated system of accountability information for Nevada established pursuant to NRS 385A.800 to link the achievement of pupils to the performance of the individual teachers assigned to those pupils and to the principals of the schools in which the pupils are enrolled;

(l) An analysis of the extent to which the lowest performing public schools have improved the academic achievement of pupils enrolled in those schools;

(m) A summary of the innovative educational programs implemented by public schools which have demonstrated the ability to improve the academic achievement of pupils, including, without limitation:

(1) Pupils who are economically disadvantaged, as defined by the State Board;

(2) Pupils from major racial and ethnic groups, as defined by the State Board;

(3) Pupils with disabilities;

(4) Pupils who are English learners; and

(5) Pupils who are migratory children, as defined by the State Board;

(n) A description of any plan of corrective action requested by the Superintendent of Public Instruction from the board of trustees of a school district or the governing body of a charter school and the status of that plan;

(o) A summary of any measures taken by the Superintendent of Public Instruction pursuant to NRS 388.4354 to ensure compliance with a plan of corrective action or the order of a hearing officer; ~~[and]~~

(p) An analysis of data on the discipline of pupils collected pursuant to NRS 385A.840, including, without limitation:

(1) Trends in the data measuring changes in the discipline of pupils; and

(2) Areas identified by the Department where the Department will provide support to a public school to address trends in the data on the discipline of pupils ~~[.]~~ ***;***

***(q) A description of the results of the audit conducted pursuant to NRS 387.304; and***

***(r) Updates concerning any relevant legislative, regulatory and policy developments and the implementation of any relevant legislation, regulations and policies.***

2. In odd-numbered years, the Superintendent of Public Instruction shall present the report prepared pursuant to subsection 1 in person to the Governor and each standing committee of the Legislature with primary jurisdiction over matters relating to K-12 public education at the beginning of each regular session of the Legislature.

3. In even-numbered years, the Superintendent of Public Instruction shall, on or before January 31, submit a written copy of the report prepared pursuant to subsection 1 to the Governor and to the Joint Interim Standing Committee on Education.

**Sec. 7.** NRS 385.620 is hereby amended to read as follows:

385.620 The Advisory Council shall:

1. Review the policy of parental involvement adopted by the State Board and the policy of parental involvement and family engagement adopted by the board of trustees of each school district pursuant to NRS 392.457;

2. Review the information relating to communication with and participation, involvement and engagement of parents and families that is included in the annual report of accountability for each school district ***and sponsor of a charter school*** pursuant to NRS 385A.320 and similar information in the annual report of accountability prepared ~~[by the State Public Charter School Authority and a college or university within the Nevada System of Higher Education or city or county that sponsors a charter school]~~ pursuant to subsection 3 of NRS 385A.070;

3. Review any effective practices carried out in individual school districts to increase parental involvement and family engagement and determine the feasibility of carrying out those practices on a statewide basis;

4. Review any effective practices carried out in other states to increase parental involvement and family engagement and determine the feasibility of carrying out those practices in this State;

5. Identify methods to communicate effectively and provide outreach to parents, legal guardians and families of pupils who have limited time to become involved in the education of their children for various reasons, including, without limitation, work schedules, single-parent homes and other family obligations;

6. Identify the manner in which the level of parental involvement and family engagement affects the performance, attendance and discipline of pupils;

7. Identify methods to communicate effectively with and provide outreach to parents, legal guardians and families of pupils who are English learners;

8. Determine the necessity for the appointment of a statewide parental involvement and family engagement coordinator or a parental involvement and family engagement coordinator in each school district, or both;

9. Work in collaboration with the Office of Parental Involvement and Family Engagement created by NRS 385.630 to carry out the duties prescribed in NRS 385.635; and

10. On or before February 1 of each year, submit a report to the Director of the Legislative Counsel Bureau for transmission to the Legislature in odd-numbered years and to the Legislative Commission in even-numbered years, describing the activities of the Advisory Council and any recommendations for legislation.

**Sec. 8.** 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 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)]~~ ***(d)*** 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)]~~ ***(e)*** 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)]~~ ***(f)*** 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)]~~ ***(g)*** 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.

~~[(i)]~~ ***(h)*** 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 ~~[.]~~ ***and section 3 of this act.***

~~[(j)]~~ ***(i)*** 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 ***and the sponsor of each charter school*** 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. 9.** NRS 385.920 is hereby amended to read as follows:

385.920 1. The Commission shall develop a statewide vision and implementation plan to improve the public education system in this State. The Commission shall:

(a) Conduct a benchmarking or gap analysis study comparing the education policies of this State to the education policies of high-performing international and domestic education systems.

(b) Make recommendations on how to adapt the appropriate education policies of high-performing international and domestic education systems into the public education system in this State.

(c) Identify objectives to put the education performance of pupils in this State in parity with that of pupils in high-performing international and domestic education systems and make recommendations on how to meet the identified objectives.

(d) Review the academic progress made by pupils in each public school. In performing such a review, the Commission shall:

(1) Use metrics to measure the academic achievement of pupils which include, without limitation:

(I) The rate of graduation of pupils from high school by type of diploma;

(II) The performance of pupils on standardized examinations in math, reading and science;

(III) The number of credentials or other certifications in fields of career and technical education earned by pupils;

(IV) The number of pupils who earn a passing score on an advanced placement examination;

(V) The number of pupils who earn a passing score on an international baccalaureate examination;

(VI) The percentage of pupils in each school who lack a sufficient number of credits to graduate by the end of their 12th grade year;

(VII) The percentage of pupils in each school who drop out;

(VIII) The number of pupils who enroll in higher education upon graduation;

(IX) The number of pupils who enroll in a vocational or technical school or apprenticeship training program;

(X) The attendance rate for pupils;

(XI) The number of violent acts by pupils and disciplinary actions against pupils; and

(XII) Any other metric prescribed by the Commission;

(2) Use metrics to measure the improvement of pupils enrolled in elementary school in literacy which include, without limitation:

(I) The literacy rate for pupils in the first, third and fifth grades;

(II) The number of pupils in elementary school who were promoted to the next grade after testing below proficient in reading in the immediately preceding school year, separated by grade level and by level of performance on the relevant test;

(III) The number of schools that employ a licensed teacher designated to serve as a literacy specialist pursuant to NRS 388.159 and the number of schools that fail to employ and designate such a licensed teacher; and

(IV) Any other metric prescribed by the Commission;

(3) Use metrics to measure the ability of public schools to hire and retain sufficient staff to meet the needs of the public schools which include, without limitation:

(I) The rate of vacancies in positions for teachers, support staff and administrators;

(II) The attendance rate for teachers;

(III) The retention rate for teachers;

(IV) The number of schools and classrooms within each school in which the number of pupils in attendance exceeds the designed capacity for the school or classroom;

(V) The number of classes taught by a substitute teacher for more than 25 percent of the school year; and

(VI) Any other metric prescribed by the Commission;

(4) Use metrics to measure the extent to which schools meet the needs and expectations of pupils, parents or legal guardians of pupils, teachers, administrators and other school employees which include, without limitation:

(I) The results of an annual survey of satisfaction of school employees;

(II) The results of an annual survey of satisfaction of pupils, parents or legal guardians of pupils and graduates; and

(III) Any other metric prescribed by the Commission;

(5) Identify the progress made by each school, school district and charter school on improving the literacy of pupils enrolled in elementary school;

(6) Make recommendations for strategies to increase the efficacy, efficiency, transparency and accountability of public schools; and

(7) Make recommendations to the Department, school districts and charter schools to improve the reporting, tracking, monitoring, analyzing and dissemination of data relating to pupil achievement and financial accountability, including, without limitation, revisions to the metrics identified in subparagraphs (1) to (4), inclusive.

(e) Review the reporting, tracking, monitoring, analyzing and dissemination of data relating to pupil achievement and financial accountability for the purpose of identifying and recommending the elimination of any reporting that is redundant or does not effectively provide measurable and informative data with which to assess and improve the educational programs and priorities of this State.

(f) Collaborate with the Department and the Commission on School Funding to:

(1) Gather input relating to paragraph (e) from all interested persons and entities;

(2) Establish a centralized repository of all reports of data relating to pupil achievement and financial accountability and make the centralized repository easily accessible on the Internet website of the Department; and

(3) Develop a framework for the reporting of data relating to pupil achievement and financial accountability that ensures that data reported to the Department:

(I) Identifies areas of proficiency and growth of pupils in this State;

(II) Identifies gaps in achievement among groups of pupils;

(III) Identifies resource and funding allocations at the school, program and pupil level;

(IV) Provides clear, actionable data to enable the development of policies and practices to improve educational outcomes in this State; and

(V) Is incorporated into the centralized repository established pursuant to subparagraph (2) and is organized into portals or tabs that feature information of interest and value to interested parties, including, without limitation, the Department, school districts, schools, administrators, teachers and support staff, elected officials and parents.

2. The Commission may employ and contract with ~~[the National Center on Education and the Economy or]~~ an organization with ~~[similar]~~ ***relevant*** expertise and qualifications to carry out any of its functions pursuant to this section.

3. The Commission may coordinate with educational entities and business entities for information and expertise as necessary to carry out any of its functions pursuant to this section.

4. On or before June 30 of each year, the Commission shall submit a written report of its findings and any recommendations for eliminating or amending reporting requirements for public schools to the Governor, the Superintendent of Public Instruction, the Legislative Commission and the Joint Interim Standing Committee on Education. The Commission shall:

(a) Present any recommendations developed pursuant to this subsection at a meeting of the Joint Interim Standing Committee on Education; and

(b) After consideration of the recommendations of the Joint Interim Standing Committee on Education, transmit the recommendations or a revised version of the recommendations to the Governor and the Director of the Legislative Counsel Bureau for distribution to the Legislature.

**Sec. 10.** NRS 385.930 is hereby amended to read as follows:

385.930 1. The Department 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 and members of the State Board;

(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; and

(4) Representatives of the regional training programs for the professional development of teachers and administrators created by NRS 391A.120.

2. On or before March 31 of each year, the Department shall submit the plan or the revised plan, as applicable, to the:

(a) Governor;

(b) Joint Interim Standing Committee on Education;

(c) State Board;

(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. 11.** NRS 385.930 is hereby amended to read as follows:

385.930 1. The Department shall prepare a ***5-year strategic*** plan to improve the ***system of public education in this State, including, without limitation, the*** achievement of pupils enrolled in the public schools in this State. ***The Department shall revise the***

***plan not less than 5 years after the preparation of each plan.*** The plan:

(a) Must be prepared in consultation with:

(1) Employees of the Department and members of the State Board;

(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;

***(4) The Education Service Center created by NRS 391A.800;***

***(5) At least one representative of the Commission on Innovation and Excellence in Education created pursuant to NRS 385.910;***

***(6) At least one representative of the Commission on School Funding created pursuant to NRS 387.1246; and***

***(7) At least one representative of the Commission on Recruitment and Retention created pursuant to NRS 391.390;*** 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; ~~[and]~~

(4) Representatives of the regional training programs for the professional development of teachers and administrators created by NRS 391A.120 ~~[.]~~ ***; and***

***(5) Any other representatives identified by the Department.***

2. On or before ~~[March]~~ ***July*** 31 ~~[of each year,]~~ ***, 2027, and every 5 years thereafter,*** the Department shall submit the plan or the revised plan, as applicable, to the:

(a) Governor;

(b) Joint Interim Standing Committee on Education;

(c) State Board;

(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.

***3. On or before January 31 of each year, the Department shall provide to the entities described in paragraphs (a) to (f), inclusive, of subsection 2:***

***(a) An update on the progress of the 5-year strategic plan prepared pursuant to this section, including, without limitation, any updates concerning the monitoring of progress in meeting the goals included in the plan; and***

***(b) Any adjustments or revisions to policies based on recommendations made by the Department, any relevant changes to federal or state law or any other emerging trends and circumstances.***

**Sec. 12.** NRS 385.932 is hereby amended to read as follows:

385.932 A ***5-year strategic*** plan to improve the ~~[achievement of pupils enrolled in]~~ ***system of*** public ~~[schools]~~ ***education*** in this State prepared pursuant to NRS 385.930 must include:

1. A review and analysis of the data upon which the report required pursuant to NRS ~~[385A.400]~~ ***385A.070*** is based and a review and analysis of any data that is more recent than the data upon which the report is based.

2. The identification of any problems or factors common among the school districts or charter schools in this State, as revealed by the review and analysis ~~[.]~~ ***of the reports submitted pursuant to NRS 385A.070.***

3. Strategies based upon evidence-based research, as defined in 20 U.S.C. § 7801(21), that will strengthen the core academic subjects, as set forth in NRS 389.018.

4. Strategies to improve the academic achievement of pupils enrolled in public schools in this State, including, without limitation ***:*** ~~[, strategies to:]~~

(a) ~~[Instruct]~~ ***Strategies to instruct*** pupils who are not achieving to their fullest potential, including, without limitation:

(1) The ~~[curriculum]~~ ***standards of academic content and performance and instructional materials*** appropriate to improve achievement;

(2) The manner by which the instruction will improve the achievement and proficiency of pupils on the examinations administered pursuant to NRS 390.105 and the college and career readiness assessment administered pursuant to NRS 390.610, including, without limitation, the manner in which remediation will be provided to pupils who require remediation based on the results of an examination administered pursuant to NRS 390.610; and

(3) An identification of the ~~[instruction]~~ ***instructional methodologies, interventions, instructional materials*** and ~~[curriculum]~~ ***standards of academic content and performance*** that ~~[is]~~ ***are*** specifically designed to improve the achievement and proficiency of pupils in each group identified in the statewide system of accountability for public schools;

(b) ~~[Improve]~~ ***Strategies to improve*** the literacy ***and numeracy*** skills of pupils;

(c) ~~[Improve]~~ ***Strategies to improve*** the development of English language skills and academic achievement of pupils who are English learners;

(d) ~~[Increase]~~ ***Strategies to increase*** the rate of attendance of pupils and reduce the number of pupils who drop out of school;

(e) ~~[Integrate]~~ ***Strategies to integrate*** technology into the instructional and administrative programs of the school districts;

(f) ~~[Manage]~~ ***Strategies to manage*** effectively the discipline of pupils; ~~[and]~~

(g) ~~[Enhance]~~ ***Strategies to enhance*** the professional development offered for the teachers and administrators employed at public schools in this State to include the activities set forth in 20 U.S.C. § 7801(42) and to address the specific needs of the pupils enrolled in public schools in this State ~~[, as deemed appropriate by the State Board.]~~ ***; and***

***(h) Any other relevant recommendations to improve the system of public education in this State made by the entities described in paragraphs (a) to (f), inclusive, of subsection 2 of NRS 385.930.***

5. Strategies designed to provide to the pupils enrolled in middle school, junior high school and high school, the teachers and counselors who provide instruction to those pupils, and the parents and guardians of those pupils information concerning:

(a) The requirements for admission to an institution of higher education and the opportunities for financial aid;

(b) The availability of Governor Guinn Millennium Scholarships pursuant to NRS 396.911 to 396.945, inclusive, and Nevada Promise Scholarships pursuant to NRS 396.961 to 396.9685, inclusive; and

(c) The need for a pupil to make informed decisions about his or her ~~[curriculum]~~ ***education*** in middle school, junior high school and high school in preparation for success after graduation.

6. An identification, by category, of the ~~[employees]~~ ***positions and offices*** of the Department ~~[who are]~~ responsible for ensuring that each provision of the plan is carried out effectively.

7. A timeline for carrying out the plan, including, without limitation:

(a) The rate of improvement and progress which must be attained annually in meeting the goals and benchmarks established by the Department pursuant to NRS 385.934; and

(b) For each provision of the plan, a timeline for carrying out that provision, including, without limitation, a timeline for monitoring whether the provision is carried out effectively.

8. For each provision of the plan, measurable criteria for determining whether the provision has contributed toward improving ***the system of public education in this State,*** the academic achievement of pupils, increasing the rate of attendance of pupils and reducing the number of pupils who drop out of school.

9. Strategies to improve the allocation of resources from this State, by program and by school district, in a manner that will improve the academic achievement of pupils. If this State has a financial analysis program that is designed to track educational expenditures and revenues to individual schools, the ~~[State Board]~~ ***Department*** shall use that statewide program in complying with this subsection. If a statewide program is not available, the ~~[State Board]~~ ***Department*** shall use the ~~[Department's own]~~ financial analysis program ***selected by the Department*** in complying with this subsection.

10. Based upon the reallocation of resources set forth in subsection 9, the resources available to ~~[the State Board and]~~ the Department to carry out the plan, including, without limitation, a budget for the overall cost of carrying out the plan.

11. A summary of the effectiveness of ~~[appropriations]~~ ***:***

***(a) Appropriations*** made by the Legislature to improve ***the system of public education in this State and*** the academic achievement of pupils ***;*** and ~~[programs]~~

***(b) Programs*** approved by the Legislature to improve the academic achievement of pupils.

12. ~~[A 5-year strategic plan which identifies]~~ ***An identification of*** the recurring issues in improving the achievement and proficiency of pupils in this State and which establishes strategic goals to address those issues. The ~~[5-year strategic plan]~~ ***identification of recurring issues and the establishment of strategic goals*** must be:

(a) Based upon the data from previous years which is collected by the Department for the ***5-year*** plan developed pursuant to NRS 385.930; and

(b) Designed to track the progress made in achieving the strategic goals established by the Department.

13. Any additional plans addressing the achievement and proficiency of pupils adopted by the Department.

**Sec. 13.** NRS 385.934 is hereby amended to read as follows:

385.934 The Department shall:

1. In developing the ***5-year strategic*** plan to improve the ~~[achievement of pupils enrolled in public schools]~~ ***system of public education in this State*** pursuant to NRS 385.930, establish clearly defined goals and benchmarks for improving ***the system of public education in this State and*** the achievement of pupils, including, without limitation, goals for:

(a) Improving proficiency results in core academic subjects;

(b) Increasing the number of pupils enrolled in public middle schools and junior high schools, including, without limitation,

charter schools, who enter public high schools with the skills necessary to succeed in high school;

(c) Improving the percentage of pupils who enroll in grade 9 and who graduate from a public high school, including, without limitation, a charter school, with a standard or higher diploma upon completion;

(d) Improving the performance of pupils on standardized college entrance examinations;

(e) Increasing the percentage of pupils enrolled in high schools who enter postsecondary educational institutions or who are career and workforce ready; and

(f) Reengaging disengaged youth who have dropped out of high school or who are at risk of dropping out of high school, including, without limitation, a mechanism for tracking and maintaining communication with those youth who have dropped out of school or who are at risk of doing so;

2. Review the plan annually to evaluate the effectiveness of the plan;

3. Examine the timeline for implementing the plan and each provision of the plan to determine whether the annual goals and benchmarks have been attained;

4. Based upon the evaluation of the plan, make revisions, as necessary, to ensure that:

(a) The goals and benchmarks set forth in the plan are being attained in a timely manner; and

(b) The plan is designed to improve the academic achievement of pupils enrolled in public schools in this State; and

5. Review the plans submitted pursuant to subsection 5 of NRS 385A.650 to:

(a) Determine common problems identified by the principal of each school; and

(b) Make recommendations concerning how the Department can best support the needs of schools.

**Sec. 14.** Chapter 385A of NRS is hereby amended by adding thereto a new section to read as follows:

***The State Board shall adopt regulations establishing a differentiated system of monitoring, review and support for the plans developed pursuant to NRS 385A.650 and section 3 of this act. The system must be based on:***

***1. The performance, rating and designation of a school or local educational agency; and***

***2. Any rules necessary for the coordinated support and implementation of education initiatives.***

**Sec. 15.** NRS 385A.070 is hereby amended to read as follows:

385A.070 1. The board of trustees of each school district in this State ~~[,]~~ ***and the sponsor of each charter school in this State,*** in cooperation with associations recognized by the State Board as representing licensed educational personnel in ~~[the district,]~~ ***this State,*** shall adopt a program providing for the accountability of the school district ***or sponsor, as applicable,*** to the residents of the district ***and the parents or legal guardians of pupils enrolled in the charter school, as applicable,*** and to the State Board for the quality of the schools and the educational achievement of the pupils ***enrolled*** in the district ~~[, including,]~~ ***or enrolled in each charter school sponsored by the sponsor, as applicable. A program adopted by the board of trustees of a school district pursuant to this subsection that provides for accountability concerning the educational achievement of pupils in the school district must include,*** without limitation, pupils enrolled in charter schools sponsored by the school district. The board of trustees of each school district shall report the information required by NRS 385A.070 to 385A.325, inclusive, for each charter school sponsored by the school district. ~~[The information for charter schools must be reported separately.]~~

2. The board of trustees of each school district ***and the sponsor of each charter school*** shall, on or before ~~[December]~~ ***October*** 31 of each year, prepare for the immediately preceding school year a single annual report of accountability concerning the educational goals and objectives of the school district ~~[,]~~ ***or the charter schools sponsored by the sponsor, as applicable,*** the information prescribed by NRS 385A.070 to 385A.325, inclusive, and such other information as is directed by the Superintendent of Public Instruction. ***The report must address the goals and objectives contained in the 5-year strategic improvement plan developed by the local educational agency pursuant to section 3 of this act.*** A separate reporting for a group of pupils must not be made pursuant to NRS 385A.070 to 385A.325, inclusive, if the number of pupils in that group is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual pupil. The Department shall use the mechanism approved by the United States Department of Education for the statewide system of accountability for public schools for determining the minimum number of pupils that must be in a group for that group to yield statistically reliable information.

3. ~~[The State Public Charter School Authority, each college or university within the Nevada System of Higher Education and each city or county that sponsors a charter school shall, on or before December 31 of each year, prepare for the immediately preceding~~

~~school year an annual report of accountability of the charter schools sponsored by the State Public Charter School Authority or institution, as applicable, concerning the accountability information prescribed by the Department pursuant to this section. The Department, in consultation with the State Public Charter School Authority, each college or university within the Nevada System of Higher Education and each city or county that sponsors a charter school, shall prescribe by regulation the information that must be prepared by the State Public Charter School Authority and institution, as applicable, which must include, without limitation, the information contained in subsection 2 and NRS 385A.070 to 385A.325, inclusive, as applicable to charter schools. The Department shall provide for public dissemination of the annual report of accountability prepared pursuant to this section by posting a copy of the report on the Internet website maintained by the Department.~~

~~4.]~~ The annual report of accountability prepared pursuant to this section must be presented in an understandable and uniform format and, to the extent practicable, provided in a language that parents can understand.

**Sec. 16.** NRS 385A.080 is hereby amended to read as follows:

385A.080 1. The Superintendent of Public Instruction shall:

(a) Prescribe forms for the reports required pursuant to NRS 385A.070 and provide the forms to the respective school districts ~~[, the State Public Charter School Authority, each college or university within the Nevada System of Higher Education and each city or county that]~~ ***and*** sponsors ***of*** a charter school.

(b) Provide statistical information and technical assistance to the school districts ~~[, the State Public Charter School Authority, each college or university within the Nevada System of Higher Education and each city or county that]~~ ***and*** sponsors ***of*** a charter school to ensure that the reports provide comparable information with respect to each school in each district, each charter school and among the districts and charter schools throughout this State.

(c) ~~[Consult with a representative of the:~~

~~(1) Nevada State Education Association;~~

~~(2) Nevada Association of School Boards;~~

~~(3) Nevada Association of School Administrators;~~

~~(4) Nevada Parent Teacher Association;~~

~~(5) Budget Division of the Office of Finance;~~

~~(6) Legislative Counsel Bureau; and~~

~~(7) Charter School Association of Nevada,~~

~~↵ concerning the program adopted pursuant to subsection 1 of NRS 385A.070 and consider any advice or recommendations submitted by the representatives with respect to the program.~~

~~(d) Establish~~] ***Provide technical assistance to school districts and sponsors of charter schools in the development of the metrics for improvement and performance that are incorporated into a school improvement plan or local educational agency improvement plan for use in the statewide system of accountability set forth in NRS 385A.600 and the statewide system of accountability for school districts and sponsors of charter schools set forth in NRS 385A.900. The Department shall adopt regulations that set forth the parameters and mathematical and statistical qualities of such metrics.***

***2. The Department shall establish uniform*** metrics of performance for public schools for each grade ~~[which]~~ ***for use in the plans prepared pursuant to NRS 385A.650 and section 3 of this act and the statewide system of accountability for school districts and sponsors of charter schools set forth in NRS 385A.900. Such metrics must*** include, without limitation, metrics for:

~~[(1)]~~ ***(a)*** The growth and proficiency of pupils in literacy, mathematics and science;

~~[(2)]~~ ***(b)*** The engagement and proficiency of pupils in courses for college and career readiness; and

~~[(3)]~~ ***(c)*** The retention and recruitment of teachers and education support professionals.

~~[2. The Superintendent of Public Instruction may consult with representatives of parent groups other than the Nevada Parent Teacher Association concerning the program adopted pursuant to subsection 1 of NRS 385A.070 and consider any advice or recommendations submitted by the representatives with respect to the program.~~

~~3. The Superintendent of Public Instruction and each school district and charter school shall:~~

~~(a) Publish the metrics established pursuant to paragraph (d) of subsection 1 on their respective Internet websites; and~~

~~(b) On or before October 1 of each year, report data relating to each metric established pursuant to paragraph (d) of subsection 1 to the Governor, the State Board and the Director of the Legislative Counsel Bureau for transmission to the Joint Interim Standing Committee on Education.~~

~~4. To the greatest extent possible, the Superintendent of Public Instruction shall, when obtaining data relating to each metric established pursuant to paragraph (d) of subsection 1:~~

~~(a) Use information that has previously been submitted to the Superintendent of Public Instruction and the Department; and~~

~~(b) Avoid duplicative requests for information.~~]

**Sec. 17.** NRS 385A.090 is hereby amended to read as follows:

385A.090 1. Not later than ~~[10 days after the date determined by the Superintendent of Public Instruction, but not later than the third Friday in August]~~ ***November 1*** of each year:

(a) The board of trustees of each school district ~~[, the State Public Charter School Authority, each college or university within the Nevada System of Higher Education and each city or county that sponsors a]~~ ***and the sponsor of each*** charter school shall provide written notice that the report required pursuant to NRS 385A.070 is available on the Internet website maintained by the school district ~~[, State Public Charter School Authority, institution or city or county,]~~ ***or sponsor,*** if any, or otherwise provide written notice of the availability of the report. The written notice must be provided to the:

(1) Governor;

(2) State Board;

(3) Department;

(4) Committee; and

(5) Attorney General, with a specific reference to the information that is reported pursuant to paragraph (e) of subsection 1 of NRS 385A.250.

(b) The board of trustees of each school district ~~[, the State Public Charter School Authority, each college or university within the Nevada System of Higher Education]~~ and each ~~[city or county that sponsors]~~ ***sponsor of*** a charter school shall provide for public dissemination of the annual report of accountability prepared pursuant to NRS 385A.070 by posting a copy of the report on the Internet website maintained by the school district ~~[, the State Public Charter School Authority, the institution or the city or county,]~~ ***or sponsor,*** if any. If a school district does not maintain a website, the district shall otherwise provide for public dissemination of the annual report by providing a copy of the report to the schools in the school district, including, without limitation, each charter school sponsored by the district, the residents of the district, and the parents and guardians of pupils enrolled in schools in the district, including, without limitation, each charter school sponsored by the district. If the ~~[State Public Charter School Authority, the institution, the city or the county]~~ ***sponsor of a charter school*** does not maintain a website, the ~~[State Public Charter School Authority, the institution, the city or the county, as applicable,]~~ ***sponsor*** shall otherwise provide for public dissemination of the annual report by providing a copy of the report to each charter school it sponsors and the parents and guardians of pupils enrolled in each charter school it sponsors.

2. Upon the request of the Governor, the Attorney General, an entity described in paragraph (a) of subsection 1 or a member of the general public, the board of trustees of a school district ~~[,]~~ ***or*** the

~~[State Public Charter School Authority, a college or university within the Nevada System of Higher Education or a city or county that sponsors]~~ ***sponsor of*** a charter school, as applicable, shall provide a portion or portions of the report required pursuant to NRS 385A.070.

**Sec. 18.** NRS 385A.200 is hereby amended to read as follows:

385A.200 1. Except as otherwise provided in subsection 2, the annual report of accountability prepared pursuant to NRS 385A.070 must include information on pupil achievement and school performance, including, without limitation, pupil achievement for each school in the district and the district as a whole, including, without limitation, each charter school sponsored by the district ~~[.]~~ ***, or for each charter school sponsored by the sponsor and overall for all charter schools sponsored by the sponsor as a whole, as applicable.*** The board of trustees of the district ***and each sponsor of a charter school*** shall base its report on the results of the examinations administered pursuant to NRS 390.105 and the college and career readiness assessment administered pursuant to NRS 390.610 and shall compare the results of those examinations for the school year for which the annual report is being prepared with those of previous school years. The report must include, for each school in the district, including, without limitation, each charter school sponsored by the district, ~~[and]~~ ***or for each charter school sponsored by the sponsor, as applicable,*** each grade in which the examinations and assessments were administered:

(a) The number of pupils who took the examinations and a record of attendance for the period in which the examinations were administered, including an explanation of any difference in the number of pupils who took the examinations and the number of pupils who are enrolled in the school.

(b) Except as otherwise provided in subsection 2 of NRS 385A.070, pupil achievement, reported separately by gender and reported separately for the groups of pupils identified in the statewide system of accountability for public schools.

(c) A comparison of the achievement of pupils in each group identified in the statewide system of accountability for public schools with the performance targets established for that group.

(d) The percentage of pupils who were not tested.

(e) Except as otherwise provided in subsection 2 of NRS 385A.070, the percentage of pupils who were not tested, reported separately by gender and reported separately for the groups identified in the statewide system of accountability for public schools.

(f) The most recent 3-year trend in pupil achievement in each subject area tested and each grade level tested pursuant to NRS 390.105 and the college and career readiness assessment administered pursuant to NRS 390.610, which may include information regarding the trend in the achievement of pupils for more than 3 years, if such information is available.

(g) Except as otherwise provided in subsection 3 of NRS 385A.720, the rating of each public school in the district, including, without limitation, each charter school sponsored by the district, ***or each charter school sponsored by the sponsor, as applicable,*** pursuant to the statewide system of accountability for public schools.

(h) Information on whether each school in the district, including, without limitation, each charter school sponsored by the district, ***or each charter school sponsored by the sponsor, as applicable,*** has made progress based upon the model adopted by the Department pursuant to NRS 390.125.

(i) Information that compares the results of pupils ***enrolled*** in the school district, including, without limitation, pupils enrolled in charter schools sponsored by the district, ***or pupils enrolled in each charter school sponsored by the sponsor, as applicable,*** with the results of pupils throughout this State and, where applicable, with the results of pupils in comparable school districts in other states. The information required by this paragraph must be provided in consultation with the Department to ensure the accuracy of the comparison.

(j) For each school in the district, including, without limitation, each charter school sponsored by the district, ***or for each charter school sponsored by the sponsor, as applicable,*** information that compares the results of pupils in the school with the results of pupils throughout the school district ***, as applicable,*** and throughout this State and, where applicable, with the results of pupils in schools in comparable school districts in other states. The information required by this paragraph must be provided in consultation with the Department to ensure the accuracy of the comparison.

2. If the Department temporarily waives or otherwise pauses the requirement to administer examinations that comply with 20 U.S.C. § 6311(b)(2) pursuant to subsection 6 of NRS 390.105, the requirement of subsection 1 to include certain information in the annual report of accountability prepared pursuant to NRS 385A.070 does not apply for the period of time that such a waiver or pause is effective.

**Sec. 19.** NRS 385A.210 is hereby amended to read as follows:

385A.210 ***1.*** The annual report of accountability prepared pursuant to NRS 385A.070 must include ***, as applicable,*** information on class sizes, including, without limitation:

~~[1.]~~ ***(a)*** The ratio of pupils to teachers in kindergarten and at each grade level for each ~~[elementary]~~ ***:***

***(1) Elementary*** school in the district and the district as a whole, including, without limitation, each charter school sponsored by the district; and

***(2) Charter school that operates as an elementary school sponsored by the sponsor and the sponsor as a whole;***

~~[2.]~~ ***(b)*** The average class size for each core academic subject, as set forth in NRS 389.018, for each ~~[secondary]~~ ***:***

***(1) Secondary*** school in the district and the district as a whole, including, without limitation, each charter school sponsored by the district ~~[.]~~ ***; and***

***(2) Charter school that operates as a secondary school sponsored by the sponsor and the sponsor as a whole;***

***(c) The ratio of pupils to specialized instructional support personnel in:***

***(1) Each public school; and***

***(2) Kindergarten and in each of grades 1 to 12, inclusive; and***

***(d) An identification of each grade that exceeds the target ratios prescribed pursuant to subsection 2, NRS 388.890 and the regulations adopted pursuant to NRS 387.1234.***

***2. The ratio of pupils to teachers who are assigned to teach, on a full-time basis, in a class where a core academic subject, as designated in NRS 389.018, is taught must not exceed:***

***(a) In kindergarten and grades 1 and 2, 16 to 1; and***

***(b) In grade 3, 18 to 1.***

***3. As used in this section, "specialized instructional support personnel" has the meaning ascribed to it in NRS 388.890.***

**Sec. 20.** NRS 385A.220 is hereby amended to read as follows:

385A.220 1. The annual report of accountability prepared pursuant to NRS 385A.070 must include information on personnel, including, without limitation:

(a) The total number of persons employed for each elementary school, middle school or junior high school, and high school in the district, including, without limitation, each charter school sponsored by the district. Each such person must be reported as either an administrator, a teacher or other staff and must not be reported in more than one category.

(b) ***For each sponsor of a charter school, the total number of persons employed for each charter school that operates as an***

***elementary school, middle school or junior high school and high school sponsored by the sponsor. Each person must be reported as either an administrator, a teacher or other staff and must not be reported in more than one category.***

***(c)*** In addition to the total number of persons employed by each school in each category, the number of employees in each of the three categories for each school expressed as a percentage of the total number of persons employed by the school.

~~[(c)]~~ ***(d)*** The total number of persons employed by the school district, including **,** without limitation, each charter school sponsored by the district ~~[.]~~ ***or by each charter school sponsored by the sponsor, as applicable.*** Each such person must be reported as either an administrator, a teacher or other staff and must not be reported in more than one category.

~~[(d)]~~ ***(e)*** In addition to the total number of persons employed by the school district ***or by the charter school sponsored by the sponsor, as applicable,*** in each category, the number of employees in each of the three categories expressed as a percentage of the total number of persons employed by the school district ~~[.]~~ ***or by the charter school sponsored by the sponsor, as applicable.***

***(f) For each sponsor of a charter school that sponsors a charter school operated by a charter management organization, the total number of persons employed by the charter management organization who provide direct academic or administrative services at such a charter school.***

2. As used in this section:

(a) "Administrator" means a person who spends at least 50 percent of his or her work year supervising other staff or licensed personnel, or both, and who is not classified by the board of trustees of the school district ***or the governing body of the charter school*** as a professional-technical employee.

(b) "Other staff" means all persons who are not reported as administrators or teachers, including, without limitation:

(1) School counselors, school nurses and other employees who spend at least 50 percent of their work year providing emotional support, noninstructional guidance or medical support to pupils;

(2) Noninstructional support staff, including, without limitation, janitors, school police officers and maintenance staff; and

(3) Persons classified by the board of trustees of the school district ***or the governing body of the charter school*** as professional-technical employees, including, without limitation, technical employees and employees on the professional-technical pay scale.

(c) "Teacher" means a person licensed pursuant to chapter 391 of NRS who is classified by the board of trustees of the school district ~~.~~ ***or the governing body of the charter school:***

(1) As a teacher and who spends at least 50 percent of his or her work year providing instruction or discipline to pupils; or

(2) As instructional support staff, who does not hold a supervisory position and who spends not more than 50 percent of his or her work year providing instruction to pupils. Such instructional support staff includes, without limitation, librarians and persons who provide instructional support.

**Sec. 21.** NRS 385A.230 is hereby amended to read as follows:

385A.230 1. The annual report of accountability prepared pursuant to NRS 385A.070 must include information on teachers, other licensed educational personnel and paraprofessionals, including, without limitation:

(a) Information on the professional qualifications of teachers and other licensed educational personnel employed by each school in the district and the district as a whole, including, without limitation, each charter school sponsored by the district ~~.~~ ***, or by each charter school sponsored by the sponsor and the sponsor as a whole, as applicable.*** The information must include, without limitation:

(1) The total number of:

(I) Teachers and other licensed educational personnel employed at each school;

(II) Vacancies at each school;

(III) Teachers and other licensed educational personnel employed at each school who provide instruction in a grade level or subject area for which they do not meet the requirements for licensure or do not hold a required endorsement;

(IV) Teachers and other licensed educational personnel employed at each school who are inexperienced, as defined by the Commission on Professional Standards in Education; and

(V) Employees at each school whose overall performance was determined to be highly effective, effective, developing or ineffective under the statewide performance evaluation system.

(2) The percentage of:

(I) Teachers and other licensed educational personnel employed by the school district ***or the charter schools sponsored by the sponsor, as applicable*** who are employed at each school;

(II) Vacancies at each school;

(III) Teachers and other licensed educational personnel employed at each school who provide instruction in a grade level or subject area for which they do not meet the requirements for licensure or do not hold a required endorsement;

(IV) Teachers and other licensed educational personnel employed at each school who are inexperienced, as defined by the Commission on Professional Standards in Education; and

(V) Employees at each school whose overall performance was determined to be highly effective, effective, developing or ineffective under the statewide performance evaluation system.

~~[(3) For each middle school, junior high school and high school:~~

~~(I) The number of persons employed as substitute teachers for 20 consecutive days or more in the same classroom or assignment, designated as long-term substitute teachers, including the total number of days long-term substitute teachers were employed at each school, identified by grade level and subject area; and~~

~~(II) The number of persons employed as substitute teachers for less than 20 consecutive days, designated as short-term substitute teachers, including the total number of days short-term substitute teachers were employed at each school, identified by grade level and subject area.~~

~~(4) For each elementary school:~~

~~(I) The number of persons employed as substitute teachers for 20 consecutive days or more in the same classroom or assignment, designated as long-term substitute teachers, including the total number of days long-term substitute teachers were employed at each school, identified by grade level; and~~

~~(II) The number of persons employed as substitute teachers for less than 20 consecutive days, designated as short-term substitute teachers, including the total number of days short-term substitute teachers were employed at each school, identified by grade level.]~~

(b) Records of attendance of teachers who provide instruction, for each school in the district and the district as a whole, including, without limitation, each charter school sponsored by the district ~~[.]~~ ***, or for each charter school sponsored by the sponsor and the sponsor as a whole, as applicable.*** The records of attendance maintained by a school for purposes of this paragraph must include the number of teachers who are in attendance at school and the number of teachers who are absent from school. A teacher shall be deemed in attendance if the teacher is excused from being present in the classroom by the school in which the teacher is employed for one of the following reasons:

(1) Acquisition of knowledge or skills relating to the professional development of the teacher; or

(2) Assignment of the teacher to perform duties for cocurricular or extracurricular activities of pupils.

(c) Information on the paraprofessionals employed by each public school in the district, including, without limitation, each charter school sponsored by the district ~~[.]~~ ***, or by each charter school sponsored by the sponsor, as applicable.*** The information must include:

(1) The number of paraprofessionals employed at the school;

(2) The number of paraprofessionals employed at the school who do not satisfy the requirements prescribed by the Department to comply with 20 U.S.C. § 6311(g)(2)(M);

(3) The percentage of paraprofessionals employed by the school district ***or by the sponsor of a charter school*** who do not satisfy the requirements prescribed by the Department to comply with 20 U.S.C. § 6311(g)(2)(M) who are employed at the school; and

(4) Any other information required by regulation of the State Board.

2. As used in this section:

(a) "Paraprofessional" has the meaning ascribed to it in NRS 391.008.

(b) "Vacancy" means an unfilled position, including, without limitation, any positions that are filled by a substitute teacher or external contractor.

**Sec. 22.** NRS 385A.240 is hereby amended to read as follows:

385A.240 1. The annual report of accountability prepared pursuant to NRS 385A.070 must include information on the attendance, truancy and transiency of pupils, including, without limitation:

(a) Records of the attendance and truancy of pupils in all grades, including, without limitation:

(1) The average daily attendance of pupils, for each school in the district and the district as a whole, including, without limitation, each charter school sponsored by the district ~~[.]~~ ***, or for each charter school sponsored by the sponsor and the sponsor as a whole, as applicable.***

(2) For each elementary school, middle school and junior high school in the district, including, without limitation, each charter school sponsored by the district ***, or for each charter school that operates as an elementary school, middle school or junior high school sponsored by the sponsor, as applicable,*** that provides instruction to pupils enrolled in a grade level other than high school, information that compares the attendance of the pupils enrolled in the school with the attendance of pupils throughout the district ***or the charter schools sponsored by the sponsor, as applicable,*** and throughout this State. The information required by this subparagraph

must be provided in consultation with the Department to ensure the accuracy of the comparison.

(b) The number of pupils in each grade who are retained in the same grade pursuant to NRS 392.033, 392.125 or 392.760, for each school in the district and the district as a whole, including, without limitation, each charter school sponsored by the district ~~[.]~~ ***, or for each charter school sponsored by the sponsor and the sponsor as a whole, as applicable.***

(c) The transiency rate of pupils for each school in the district and the district as a whole, including, without limitation, each charter school sponsored by the district ~~[.]~~ ***, or for each charter school sponsored by the sponsor and the sponsor as a whole, as applicable.*** For the purposes of this paragraph, a pupil is not transient if the pupil is transferred to a different school within the school district as a result of a change in the zone of attendance by the board of trustees of the school district pursuant to NRS 388.040.

(d) The number of habitual truants reported for each school in the district and for the district as a whole, ***or for each charter school sponsored by the sponsor and the sponsor as a whole, as applicable,*** including, without limitation, the number who are:

(1) Reported to an attendance officer, a school police officer or a local law enforcement agency pursuant to paragraph (a) of subsection 2 of NRS 392.144; ***and***

(2) Referred to an advisory board to review school attendance pursuant to paragraph (b) of subsection 2 of NRS 392.144 ***.*** ~~[; and~~

~~(3) Referred for the imposition of administrative sanctions pursuant to paragraph (c) of subsection 2 of NRS 392.144.]~~

2. The information included pursuant to subsection 1 must allow such information to be disaggregated by:

(a) Pupils who are economically disadvantaged;

(b) Pupils from major racial and ethnic groups;

(c) Pupils with disabilities;

(d) Pupils who are English learners;

(e) Pupils who are migratory children;

(f) Gender;

(g) Pupils who are homeless;

(h) Pupils in foster care; and

(i) Pupils whose parent or guardian is a member of the Armed Forces of the United States, a reserve component thereof or the National Guard.

3. On or before ~~[September 30]~~ ***October 31*** of each year ~~[:~~

~~(a) The]~~ ***, the*** board of trustees of each school district ***and each sponsor of a charter school*** shall submit to each advisory board to

review school attendance created in the county pursuant to NRS 392.126 the information required by paragraph (a) of subsection 1.

~~[(b) The State Public Charter School Authority, each college or university within the Nevada System of Higher Education and each city or county that sponsors a charter school shall submit to each advisory board to review school attendance created in a county pursuant to NRS 392.126 the information regarding the records of the attendance and truancy of pupils enrolled in the charter school located in that county, if any, in accordance with the regulations prescribed by the Department pursuant to subsection 3 of NRS 385A.070.]~~

**Sec. 23.** NRS 385A.250 is hereby amended to read as follows:

385A.250 1. The annual report of accountability prepared pursuant to NRS 385A.070 must include information on the discipline of pupils, ***reported at the pupil level,*** including, without limitation:

(a) Records of incidents involving weapons or violence for each school in the district, including, without limitation, each charter school sponsored by the district ~~[.]~~ ***, or for each charter school sponsored by the sponsor, as applicable.***

(b) Records of incidents involving the use or possession of alcoholic beverages or controlled substances for each school in the district, including, without limitation, each charter school sponsored by the district ~~[.]~~ ***, or for each charter school sponsored by the sponsor, as applicable.***

(c) Records of the suspension or expulsion, or both, of pupils required or authorized pursuant to NRS 392.466 and 392.467.

(d) The number of pupils who are deemed ~~[habitual disciplinary problems]~~ ***frequent recipients of discipline*** pursuant to NRS 392.4655, for each school in the district and the district as a whole, including, without limitation, each charter school sponsored by the district ~~[.]~~ ***, or for each charter school sponsored by the sponsor and the sponsor as a whole, as applicable.***

(e) For each school in the district and the district as a whole, including, without limitation, each charter school sponsored by the district, ***or for each charter school sponsored by the sponsor and the sponsor as a whole, as applicable,*** and categorized by types of incidents and the demographics identified in subsection 1 of NRS 388.1235:

(1) The number of reported violations of NRS 388.135 occurring at a school or otherwise involving a pupil enrolled at a school, regardless of the outcome of the investigation conducted pursuant to NRS 388.1351;

(2) The number of incidents determined to be discrimination based on race, bullying or cyber-bullying after an investigation is conducted pursuant to NRS 388.1351;

(3) The number of incidents resulting in suspension or expulsion, or both, for discrimination based on race, bullying or cyber-bullying; and

(4) Any actions taken to reduce the number of incidents of discrimination based on race, bullying or cyber-bullying including, without limitation, training that was offered or other policies, practices and programs that were implemented.

(f) For each high school in the district, including, without limitation, each charter school sponsored by the district that operates as a high school, and for high schools in the district as a whole ~~[:]~~ ***, or for each charter school sponsored by the sponsor that operates as a high school and for such charter schools sponsored by the sponsor as a whole, as applicable:***

(1) The number and percentage of pupils whose violations of the code of honor relating to cheating prescribed pursuant to NRS 392.461 or any other code of honor applicable to pupils enrolled in high school were reported to the principal of the high school, reported by the type of violation;

(2) The consequences, if any, to the pupil whose violation is reported pursuant to subparagraph (1), reported by the type of consequence; ***and***

(3) ~~[The number of any such violations of a code of honor in a previous school year by a pupil whose violation is reported pursuant to subparagraph (1), reported by the type of violation; and~~

~~(4)]~~ The process used by the high school to address violations of a code of honor which are reported to the principal.

(g) For each school in the district, including, without limitation, each charter school sponsored by the district, ***or for each charter school sponsored by the sponsor, as applicable,*** information on:

(1) The plan for progressive discipline used by the school and any disciplinary practices based on restorative justice used by the school;

(2) The plan developed pursuant to subsection 4 of NRS 392.4645; and

(3) The manner in which the school trains employees on restorative justice and progressive discipline.

***(h) The information collected by the board of trustees of each school district and the governing body of each charter school or university school for profoundly gifted pupils pursuant to subsection 6 of NRS 392.4644.***

2. The information included pursuant to subsection 1 must allow such information to be disaggregated by:

(a) Pupils who are economically disadvantaged;
(b) Pupils from major racial and ethnic groups;
(c) Pupils with disabilities;
(d) Pupils who are English learners;
(e) Pupils who are migratory children;
(f) Gender;
(g) Pupils who are homeless;
(h) Pupils in foster care; and
(i) Pupils whose parent or guardian is a member of the Armed Forces of the United States, a reserve component thereof or the National Guard.

3. As used in this section:

(a) "Bullying" has the meaning ascribed to it in NRS 388.122.

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

(c) "Discrimination based on race" has the meaning ascribed to it in NRS 388.1235.

(d) "Expulsion" has the meaning ascribed to it in NRS 392.4603.

(e) "Restorative justice" has the meaning ascribed to it in NRS 392.472.

(f) "Suspension" has the meaning ascribed to it in NRS 392.4607.

**Sec. 24.** NRS 385A.260 is hereby amended to read as follows:

385A.260 The annual report of accountability prepared pursuant to NRS 385A.070 must include information on the graduation and drop-out rates of pupils and the enrollment of pupils in remedial courses in college, including, without limitation:

1. For each school in the district and the district as a whole, including, without limitation, each charter school sponsored by the district, ***or for each charter school sponsored by the sponsor and the sponsor as a whole, as applicable,*** the number and percentage of pupils who received ~~[~~**:**

~~(a) A standard high school diploma.~~

~~(b) An adult diploma.~~

~~(c) An adjusted diploma.~~

~~(d) An alternative~~~~]~~ ***a*** diploma ~~[.]~~ ***, seal or endorsement, disaggregated by each type of diploma, seal and endorsement.***

2. For each high school in the district, including, without limitation, each charter school sponsored by the district that operates as a high school, ***or for each charter school sponsored by the sponsor that operates as a high school, as applicable,*** information that provides a comparison of the rate of graduation of pupils enrolled in the high school with the rate of graduation of pupils throughout the district ***, as applicable*** and throughout this State. The

information required by this subsection must be provided in consultation with the Department to ensure the accuracy of the comparison.

3. The annual rate of pupils who drop out of school in grade 8 and a separate reporting of the annual rate of pupils who drop out of school in grades 9 to 12, inclusive, for each such grade, for each school in the district and for the district as a whole ~~[.]~~ ***or for each charter school sponsored by the sponsor and the sponsor as a whole, as applicable.*** The reporting for pupils in grades 9 to 12, inclusive, excludes pupils who:

(a) Provide proof to the school district ***or governing body of a charter school sponsored by the sponsor*** of successful completion of the high school equivalency assessment selected by the State Board pursuant to NRS 390.055.

(b) Are enrolled in courses that are approved by the Department as meeting the requirements for an adult standard diploma.

(c) Withdraw from school to attend another school.

4. For each high school in the district, including, without limitation, each charter school sponsored by the district, ***or for each charter school sponsored by the sponsor, as applicable,*** the percentage of pupils who graduated from that high school or charter school in the immediately preceding school year and enrolled in ~~[remedial courses]~~ ***a corequisite support course*** in reading, writing or mathematics at a university, state college or community college within the Nevada System of Higher Education.

***5. As used in this subsection, "corequisite support course" has the meaning ascribed to it in NRS 396.5912.***

**Sec. 25.** NRS 385A.270 is hereby amended to read as follows:

385A.270 1. The annual report of accountability prepared pursuant to NRS 385A.070 must include, for each school in the district and the district as a whole, including, without limitation, each charter school sponsored by the district, ***or for each charter school sponsored by the sponsor and the sponsor as a whole, as applicable,*** information concerning ~~[pupils who are eligible for free or reduced-price breakfasts pursuant to 42 U.S.C. §§ 1771 et seq. and]~~ pupils who are eligible for free or reduced-price lunches pursuant to 42 U.S.C. §§ 1751 et seq., including, without limitation:

(a) The number and percentage of pupils who are ~~[eligible for free or reduced-price breakfasts;]~~ ***economically disadvantaged;*** and

(b) The number and percentage of pupils who are eligible for free or reduced-price lunches.

2. The State Board may adopt any regulations necessary to carry out the provisions of this section.

**Sec. 26.** NRS 385A.280 is hereby amended to read as follows:

385A.280 1. The annual report of accountability prepared pursuant to NRS 385A.070 must include, for each school in the district and the district as a whole, including, without limitation, each charter school sponsored by the district, ***or for each charter school sponsored by the sponsor and the sponsor as a whole, as applicable,*** information regarding the progression of pupils who are English learners in attaining proficiency in the English language, including, without limitation:

(a) The number and percentage of pupils who were identified as English learners at the beginning of the school year, were continually enrolled throughout the school year and were identified as proficient in English by the completion of the school year;

(b) The achievement and proficiency of pupils who are English learners in comparison to the pupils who are proficient in English;

(c) A comparison of pupils who are English learners and pupils who are proficient in the English language in the following areas:

(1) Retention rates;

(2) Graduation rates;

(3) Dropout rates;

(4) Grade point averages; and

(5) Except as otherwise provided in subsection 6 of NRS 390.105, scores on the examinations administered pursuant to NRS 390.105 and the college and career readiness assessment administered pursuant to NRS 390.610; and

(d) Results of the assessments and reassessments of pupils who are English learners, reported separately by the primary language of the pupils, pursuant to the policy developed by the board of trustees of the school district pursuant to NRS 388.407.

2. The data reported pursuant to subparagraph (5) of paragraph (c) of subsection 1 must be reported separately:

(a) According to subject matter areas measured using the examinations administered pursuant to NRS 390.105 and the college and career readiness assessment administered pursuant to NRS 390.610;

(b) For pupils who are newcomers to the English language, pupils who are short-term English learners and pupils who are long-term English learners, as designated by regulation of the State Board; and

(c) For middle schools, junior high schools and high schools, ***or for any charter schools sponsored by the sponsor that operate as middle schools, junior high schools or high schools, as applicable,*** according to any identified trends in the proficiency in the English language of pupils who are English learners over the immediately preceding 3 years.

~~[3. In addition to including the information prescribed by this section in the annual report of accountability prepared pursuant to NRS 385A.070, the board of trustees of each school district and the governing body of each charter school shall, on or before October 1 of each year:~~

~~(a) Submit a report of the information prescribed by this section to the Department of Education and the Director of the Legislative Counsel Bureau for transmittal to:~~

~~(1) In odd-numbered years, the Joint Interim Standing Committee on Education; and~~

~~(2) In even-numbered years, the next regular session of the Legislature; and~~

~~(b) Post the report on an Internet website maintained by the school district or charter school, as applicable.]~~

**Sec. 27.** NRS 385A.290 is hereby amended to read as follows:

385A.290 The annual report of accountability prepared pursuant to NRS 385A.070 must include, for each school in the district and the district as a whole, including, without limitation, each charter school sponsored by the district, ***or for each charter school sponsored by the sponsor and the sponsor as a whole, as applicable,*** information on pupils enrolled in career and technical education, including, without limitation:

1. The number of pupils enrolled in a course of career and technical education;
2. The number of pupils who completed a course of career and technical education;
3. The average daily attendance of pupils who are enrolled in a program of career and technical education;
4. The annual rate of pupils who dropped out of school and were enrolled in a program of career and technical education before dropping out;
5. The number and percentage of pupils who completed a program of career and technical education and who received a standard high school diploma, an adjusted diploma or an alternative diploma; and
6. The number and percentage of pupils who completed a program of career and technical education and who did not receive a high school diploma because the pupils failed to satisfy the requirements of subsection 3 of NRS 390.600 or the criteria prescribed by the State Board pursuant to subsection 1 of NRS 390.600.

**Sec. 28.** NRS 385A.300 is hereby amended to read as follows:

385A.300 The annual report of accountability prepared pursuant to NRS 385A.070 must include information on the

curriculum ***, instructional materials*** and remedial and special programs, including, without limitation:

1. The curriculum used by the school district ~~[,]~~ ***, or by the charter schools sponsored by the sponsor, as applicable,*** including:

(a) Any special programs for pupils at an individual school; and

(b) The curriculum ***and instructional materials*** used by each charter school sponsored by the district ~~[.]~~ ***, or by the sponsor, as applicable.***

2. A compilation of the programs of remedial study that are purchased in whole or in part with money received from this State, for each school in the district and the district as a whole, including, without limitation, each charter school sponsored by the district ~~[.]~~ ***, or for each charter school sponsored by the sponsor and the sponsor as a whole, as applicable.*** The compilation must include:

(a) The amount and sources of money received for programs of remedial study for each school in the district and the district as a whole, including, without limitation, each charter school sponsored by the district ~~[.]~~ ***, or for each charter school sponsored by the sponsor and the sponsor as a whole, as applicable.***

(b) An identification of each program of remedial study, listed by subject area.

**Sec. 29.** NRS 385A.310 is hereby amended to read as follows:

385A.310 ***1.*** The annual report of accountability prepared pursuant to NRS 385A.070 must include fiscal information ***,*** ~~[and information relating to technological facilities and equipment,]~~ including, without limitation:

~~[1.]~~ ***(a)*** The ***information included in the report submitted pursuant to NRS 387.12468 and the*** total expenditure per pupil for each school in the district and the district as a whole, including, without limitation, each charter school sponsored by the district ~~[.]~~ ***or for each charter school sponsored by the sponsor and the sponsor as a whole, as applicable.*** If this State has a financial analysis program that is designed to track educational expenditures and revenues to individual schools, each school district shall use that statewide program in complying with this subsection. If a statewide program is not available, each school district shall use its own financial analysis program in complying with this subsection.

~~[2.]~~ ***(b)*** Each source of funding for the school district ~~[.]~~ ***or for each charter school sponsored by the sponsor, as applicable.***

~~[3.]~~ ***(c)*** An identification of the appropriations made by the Legislature that are available to the school district or the schools within the district ***, including, without limitation, each charter school sponsored by the district, or to each charter school sponsored by the sponsor, as applicable,*** and programs approved by the Legislature to improve the academic achievement of pupils.

~~[4.]~~ ***(d)*** The amount and sources of money received for the training and professional development of teachers and other educational personnel for each school in the district and for the district as a whole, including, without limitation, each charter school sponsored by the district ~~[.~~

~~5. The technological facilities and equipment available at each school, including, without limitation, each charter school sponsored by the district, and the district's plan to incorporate educational technology at each school.]~~ ***, or for each charter school sponsored by the sponsor and for the sponsor as a whole, as applicable.***

***2. As soon as practicable, but not later than March 1 of each year, each school district or sponsor of a charter school shall update the annual report of accountability prepared pursuant to NRS 385A.070 to include within the report of accountability the data contained in the reports submitted pursuant to NRS 387.303 or 388A.345, as applicable.***

**Sec. 30.** NRS 385A.320 is hereby amended to read as follows:

385A.320 The annual report of accountability prepared pursuant to NRS 385A.070 must include information on ~~[district]~~ communication efforts and parental involvement, including, without limitation, efforts made by the school district and by each school in the district, including, without limitation, each charter school sponsored by the district, ***or by the sponsor of a charter school and by each charter school sponsored by the sponsor, as applicable,*** to increase:

1. Communication with the parents of pupils enrolled in the district ~~[;]~~ ***or in a charter school sponsored by the sponsor, as applicable;***

2. The participation of parents in the educational process and activities relating to the school district and each school ~~[,]~~ ***or each charter school sponsored by the sponsor, as applicable,*** including, without limitation, the existence of parent organizations and school advisory committees; and

3. The involvement of parents and the engagement of families of pupils enrolled in the district ***or in a charter school sponsored by the sponsor, as applicable,*** in the education of their children.

**Sec. 31.** NRS 385A.325 is hereby amended to read as follows:

385A.325 The annual report of accountability prepared pursuant to NRS 385A.070 must include information on progress made toward meeting the goals set forth in the plans prepared pursuant to NRS 385.930 and ~~[385A.955.]~~ ***385A.650 and section 3 of this act.***

**Sec. 32.** NRS 385A.400 is hereby amended to read as follows:

385A.400 1. The State Board shall, on or before January ~~[15]~~ ***25*** of each year, prepare for the immediately preceding school year a

single annual report of accountability that includes, without limitation, the information prescribed by NRS 385A.400 to 385A.520, inclusive.

2. A separate reporting for a group of pupils must not be made pursuant to NRS 385A.400 to 385A.520, inclusive, if the number of pupils in that group is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual pupil. The Department shall use the mechanism approved by the United States Department of Education for the statewide system of accountability for public schools for determining the minimum number of pupils that must be in a group for that group to yield statistically reliable information.

3. The annual report of accountability must:

(a) Be prepared in a concise manner; and

(b) Be presented in an understandable and uniform format and, to the extent practicable, provided in a language that parents can understand.

4. On or before January ~~[15]~~ ***25*** of each year, the State Board shall provide for public dissemination of the annual report of accountability by posting a copy of the report on the Internet website maintained by the Department.

5. Upon the request of the Governor, the Attorney General, the Committee, the Board of Regents of the University of Nevada, the board of trustees of a school district, the State Public Charter School Authority, a college or university within the Nevada System of Higher Education, the governing body of a charter school or a member of the general public, the State Board shall provide a portion or portions of the annual report of accountability.

**Sec. 33.** NRS 385A.420 is hereby amended to read as follows:

385A.420 ***1.*** The annual report of accountability prepared by the State Board pursuant to NRS 385A.400 must include information on class sizes, including, without limitation:

~~[1.]~~ ***(a)*** The ratio of pupils to teachers in kindergarten and at each grade level for all elementary schools, reported for each school district, including, without limitation, each charter school in the district, and for this State as a whole; ~~[and~~

~~2.]~~ ***(b)*** The average class size for each core academic subject, as set forth in NRS 389.018, for each secondary school, reported for each school district and for this State as a whole ~~[.]~~ ***; and***

***(c) The average ratio of pupils to specialized instructional support personnel in kindergarten and at each grade level for all public schools in this State.***

***2. Any dashboard developed by the State Board to report and monitor information on class sizes for the purpose of this section***

***may only include data reported pursuant to this section and NRS 385A.210.***

***3. As used in this section, "specialized instructional support personnel" has the meaning ascribed to it in NRS 388.890.***

**Sec. 34.** NRS 385A.440 is hereby amended to read as follows:

385A.440 1. The annual report of accountability prepared by the State Board pursuant to NRS 385A.400 must include information on teachers, other licensed personnel and paraprofessionals, including, without limitation:

(a) For each school district, including, without limitation, each charter school in the district, and for this State as a whole, information on the professional qualifications of teachers and other licensed educational personnel employed by the school districts and charter schools, including, without limitation:

(1) The total number of:

(I) Teachers and other licensed educational personnel employed by each school district, including, without limitation, each charter school in the district, and for this State as a whole;

(II) Vacancies at each school district, including, without limitation, each charter school in the district, which are not filled by a teacher who has a contract to teach on a full-time basis, as determined by the Commission on Professional Standards in Education and for this State as a whole;

(III) Teachers and other licensed educational personnel employed by each school district, including, without limitation, each charter school in the district, who provide instruction in a grade level or subject area for which they do not meet the requirements for licensure or do not hold a required endorsement, and for this State as a whole;

(IV) Teachers or other licensed educational personnel who are inexperienced, as defined by the Commission on Professional Standards in Education, employed by each school district, including, without limitation, each charter school in the district, and for this State as a whole; and

(V) Employees at each school district, including, without limitation, each charter school in the district, whose overall performance was determined to be highly effective, effective, developing or ineffective under the statewide performance evaluation system, and for this State as a whole.

(2) The percentage of:

(I) Teachers and other licensed educational personnel employed in this State who are employed by each school district, including, without limitation, each charter school in the district, and for this State as a whole;

(II) Vacancies at each school district including, without limitation, each charter school in the district, which are not filled by a teacher who has a contract to teach on a full-time basis, as determined by the Commission on Professional Standards in Education, and for this State as a whole;

(III) Teachers and other licensed educational personnel employed by each school district, including, without limitation, each charter school in the district, who provide instruction in a grade level or subject area in which they do not meet the requirements for licensure or do not hold a required endorsement, and for this State as a whole;

(IV) Teachers and other licensed educational personnel employed by each school district, including, without limitation, each charter school in the district, who are inexperienced, as defined by the Commission on Professional Standards in Education, and for this State as a whole; and

(V) Employees at each school district, including, without limitation, each charter school in the district, whose overall performance was determined to be highly effective, effective, developing or ineffective under the statewide performance evaluation system, and for this State as a whole.

~~[(3) For each middle school, junior high school and high school:~~

~~(I) The number of persons employed as substitute teachers for 20 consecutive days or more in the same classroom or assignment, designated as long-term substitute teachers, including the total number of days long-term substitute teachers were employed at each school, identified by grade level and subject area; and~~

~~(II) The number of persons employed as substitute teachers for less than 20 consecutive days, designated as short-term substitute teachers, including the total number of days short-term substitute teachers were employed at each school, identified by grade level and subject area.~~

~~(4) For each elementary school:~~

~~(I) The number of persons employed as substitute teachers for 20 consecutive days or more in the same classroom or assignment, designated as long-term substitute teachers, including the total number of days long-term substitute teachers were employed at each school, identified by grade level; and~~

~~(II) The number of persons employed as substitute teachers for less than 20 consecutive days, designated as short-term substitute teachers, including the total number of days short-term substitute teachers were employed at each school, identified by grade level.]~~

(b) The attendance of teachers who provide instruction, reported for each school district, including, without limitation, each charter school in the district, and for this State as a whole.

(c) Information on the paraprofessionals employed at public schools in this State, including, without limitation, the charter schools in this State. The information must include:

(1) The number of paraprofessionals employed, reported for each school district, including, without limitation, each charter school in the district, and for this State as a whole;

(2) The number of paraprofessional employed by each school district, including, without limitation, each charter school in the district, who do not satisfy the requirements prescribed by the Department to comply with 20 U.S.C. § 6311(g)(2)(M), and for this State as a whole;

(3) The percentage of paraprofessionals employed by each school district, including, without limitation, each charter school in the district, who do not satisfy the requirements prescribed by the Department to comply with 20 U.S.C. § 6311(g)(2)(M), and for this State as a whole; and

(4) Any other information required by regulation of the State Board.

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

**Sec. 35.** NRS 385A.450 is hereby amended to read as follows:

385A.450 The annual report of accountability prepared by the State Board pursuant to NRS 385A.400 must include information on the attendance, truancy and transiency of pupils, including, without limitation:

1. For all elementary schools, junior high schools and middle schools, the rate of attendance, reported for each school district, including, without limitation, each charter school in the district, and for this State as a whole.

2. The number of pupils in each grade who are retained in the same grade pursuant to NRS 392.033, 392.125 or 392.760, reported for each school district, including, without limitation, each charter school in the district, and for this State as a whole.

3. The transiency rate of pupils, reported for each school district, including, without limitation, each charter school in the district, and for this State as a whole. For the purposes of this subsection, a pupil is not a transient if the pupil is transferred to a different school within the school district as a result of a change in the zone of attendance by the board of trustees of the school district pursuant to NRS 388.040.

4. The number of habitual truants reported for each school district, including, without limitation, each charter school in the

district, and for this State as a whole, including, without limitation, the number who are:

(a) Reported to an attendance officer, a school police officer or a local law enforcement agency pursuant to paragraph (a) of subsection 2 of NRS 392.144; ***and***

(b) Referred to an advisory board to review school attendance pursuant to paragraph (b) of subsection 2 of NRS 392.144 **.** ~~[, and~~

~~(c) Referred for the imposition of administrative sanctions pursuant to paragraph (c) of subsection 2 of NRS 392.144.]~~

**Sec. 36.** NRS 385A.460 is hereby amended to read as follows:

385A.460 1. The annual report of accountability prepared by the State Board pursuant to NRS 385A.400 must include information on the discipline of pupils, including, without limitation:

(a) Incidents involving weapons or violence, reported for each school district, including, without limitation, each charter school in the district, and for this State as a whole.

(b) Incidents involving the use or possession of alcoholic beverages or controlled substances, reported for each school district, including, without limitation, each charter school in the district, and for this State as a whole.

(c) The suspension and expulsion of pupils required or authorized pursuant to NRS 392.466 and 392.467, reported for each school district, including, without limitation, each charter school in the district, and for this State as a whole.

(d) The number of pupils who are deemed ~~[habitual disciplinary problems]~~ ***frequent recipients of discipline*** pursuant to NRS 392.4655, reported for each school district, including, without limitation, each charter school in the district, and for this State as a whole.

(e) For each school district, including, without limitation, each charter school in the district, and for this State as a whole, and categorized by types of incidents and the demographics identified in subsection 1 of NRS 388.1235:

(1) The number of reported violations of NRS 388.135 occurring at a school or otherwise involving a pupil enrolled at a school, regardless of the outcome of the investigation conducted pursuant to NRS 388.1351;

(2) The number of incidents determined to be discrimination based on race, bullying or cyber-bullying after an investigation is conducted pursuant to NRS 388.1351;

(3) The number of incidents resulting in suspension or expulsion for discrimination based on race, bullying or cyber-bullying; and

(4) Any actions taken to reduce the number of incidents of discrimination based on race, bullying or cyber-bullying, including, without limitation, training that was offered or other policies, practices and programs that were implemented.

(f) For each high school in each school district, including, without limitation, each charter school that operates as a high school, and for the high schools in this State as a whole:

(1) The number and percentage of pupils whose violations of the code of honor relating to cheating prescribed pursuant to NRS 392.461 or any other code of honor applicable to pupils enrolled in high school were reported to the principal of the high school, reported by the type of violation;

(2) The consequences, if any, to the pupil whose violation is reported pursuant to subparagraph (1), reported by the type of consequence; ***and***

(3) ~~[The number of any such violations of a code of honor in a previous school year by a pupil whose violation is reported pursuant to subparagraph (1), reported by the type of violation; and~~

~~(4)]~~ The process used by the high school to address violations of a code of honor which are reported to the principal.

2. As used in this section:

(a) "Bullying" has the meaning ascribed to it in NRS 388.122.

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

(c) "Discrimination based on race" has the meaning ascribed to it in NRS 388.1235.

(d) "Expulsion" has the meaning ascribed to it in NRS 392.4603.

(e) "Suspension" has the meaning ascribed to it in NRS 392.4607.

**Sec. 37.** NRS 385A.470 is hereby amended to read as follows:

385A.470 The annual report of accountability prepared by the State Board pursuant to NRS 385A.400 must include information on the graduation and drop-out rates of pupils and the enrollment of pupils in remedial courses in college, including, without limitation:

1. For each school district, including, without limitation, each charter school in the district, and for this State as a whole, the number and percentage of pupils who received ~~[~~:

~~(a) A standard high school diploma.~~

~~(b) An adult diploma.~~

~~(c) An adjusted diploma.~~

~~(d) An alternative~~] ***a diploma, disaggregated by each type of*** diploma.

2. The annual rate of pupils who drop out of school in grade 8 and a separate reporting of the annual rate of pupils who drop out of

school in grades 9 to 12, inclusive, reported for each school district, including, without limitation, each charter school in the district, and for this State as a whole. The reporting for pupils in grades 9 to 12, inclusive, excludes pupils who:

(a) Provide proof to the school district of successful completion of the high school equivalency assessment selected by the State Board pursuant to NRS 390.055.

(b) Are enrolled in courses that are approved by the Department as meeting the requirements for an adult standard diploma.

(c) Withdraw from school to attend another school.

3. The percentage of pupils who graduated from a high school or charter school in the immediately preceding year and enrolled in ~~[remedial]~~ ***corequisite*** courses in reading, writing or mathematics at a university, state college or community college within the Nevada System of Higher Education, reported for each school district, including, without limitation, each charter school in the district, and for this State as a whole.

**Sec. 38.** NRS 385A.480 is hereby amended to read as follows:

385A.480 The annual report of accountability prepared by the State Board pursuant to NRS 385A.400 must include for each school district, including, without limitation, each charter school in the district, and for this State as a whole, information concerning ~~[pupils who are eligible for free or reduced-price breakfasts pursuant to 42 U.S.C. §§ 1771 et seq. and]~~ pupils who are eligible for free or reduced-price lunches pursuant to 42 U.S.C. §§ 1751 et seq., including, without limitation:

1. The number and percentage of pupils who are ~~[eligible for free or reduced-price breakfasts;]~~ ***economically disadvantaged;***

2. ~~[The number and percentage of pupils who receive free and reduced-price breakfasts;~~

~~3.]~~ The number and percentage of pupils who are eligible for free or reduced-price lunches;

~~[4.]~~ ***3.*** The number and percentage of pupils who receive free and reduced-price lunches;

~~[5.]~~ ***4.*** A comparison of the achievement and proficiency of pupils, reported separately by race and ethnicity, who are eligible for free or reduced-price breakfasts, pupils who receive free and reduced-price breakfasts, pupils who are eligible for free or reduced-price lunches, pupils who receive free and reduced-price lunches and pupils who are not eligible for free or reduced-price breakfasts or lunches; ***and***

~~[6.]~~ ***5.*** A comparison of pupils, reported separately by race and ethnicity, who are eligible for free or reduced-price breakfasts, pupils who receive free and reduced-price breakfasts, pupils who are eligible for free or reduced-price lunches and pupils who receive

free and reduced-price lunches for which data is required to be collected in the following areas:

(a) Retention rates;

(b) Graduation rates;

(c) Dropout rates;

(d) Grade point averages; and

(e) Except as otherwise provided in subsection 6 of NRS 390.105, scores on the examinations administered pursuant to NRS 390.105 and the college and career readiness assessment administered pursuant to NRS 390.610.

**Sec. 39.** NRS 385A.520 is hereby amended to read as follows:

385A.520 ***1.*** The annual report of accountability prepared by the State Board pursuant to NRS 385A.400 must include fiscal information **,** ~~[and information relating to technological facilities and equipment,]~~ including, without limitation:

~~[1.]~~ ***(a)*** The ***information included in the report submitted pursuant to NRS 387.12468 and the*** total expenditure per pupil for each school district in this State, including, without limitation, each charter school in the district. If this State has a financial analysis program that is designed to track educational expenditures and revenues to individual schools, the State Board shall use that statewide program in complying with this subsection. If a statewide program is not available, the State Board shall use the Department's own financial analysis program in complying with this ~~[subsection.]~~ ***paragraph.***

~~[2.]~~ (***b)*** The total statewide expenditure per pupil. If this State has a financial analysis program that is designed to track educational expenditures and revenues to individual schools, the State Board shall use that statewide program in complying with this subsection. If a statewide program is not available, the State Board shall use the Department's own financial analysis program in complying with this ~~[subsection.]~~ ***paragraph.***

~~[3.]~~ ***(c)*** Each source of funding for this State to be used for the system of public education.

~~[4.]~~ ***(d)*** An identification of appropriations made by the Legislature to improve the academic achievement of pupils and programs approved by the Legislature to improve the academic achievement of pupils.

~~[5. The technological facilities and equipment available for educational purposes, reported for each school district, including, without limitation, each charter school in the district, and for this State as a whole.]~~

***2. As soon as is practicable, but not later than March 1 of each year, the State Board shall update the report of accountability prepared by the State Board pursuant to***

***NRS 385A.400 to include within the report of accountability the data contained in the reports submitted pursuant to NRS 387.303, 388A.345 and 388C.250.***

**Sec. 40.** NRS 385A.605 is hereby amended to read as follows:

385A.605 The Department shall include in the statewide system of accountability for public schools data ~~[:~~

~~1. To]~~ ***to*** recognize public schools that reduce the frequency of the suspension, expulsion or removal of pupils from school as a means of discipline, including, without limitation, a reduction in the occurrences of the suspension, expulsion or removal of pupils that disproportionately affect pupils who belong to a group of pupils listed in subsection 2 of NRS 385A.250 ***.*** ~~[; and~~

~~2. That is collected pursuant to NRS 392.462 and submitted to the Department pursuant to paragraph (e) of subsection 2 of that section.]~~

**Sec. 41.** NRS 385A.670 is hereby amended to read as follows:

385A.670 1. On or before ~~[July 31]~~ ***August 15*** of each year, the Department shall determine whether each public school is meeting the school achievement targets and performance targets established ~~[pursuant]~~ ***:***

***(a) By the Department;***

***(b) Pursuant to the plan to improve the achievement of pupils prepared pursuant to NRS 385A.650; and***

***(c) Pursuant*** to the statewide system of accountability for public schools.

2. The determination pursuant to subsection 1 for a public school, including, without limitation, a charter school sponsored by the board of trustees of the school district, must be made in consultation with the board of trustees of the school district in which the public school is located. If a charter school is sponsored by the State Public Charter School Authority, a college or university within the Nevada System of Higher Education or a city or county, the Department shall make a determination for the charter school in consultation with the State Public Charter School Authority, the institution within the Nevada System of Higher Education or the city or county that sponsors the charter school, as applicable. The determination made for each school must be based only upon the information and data for those pupils who are enrolled in the school for a full academic year. On or before ~~[July 31]~~ ***August 15*** of each year, the Department shall transmit:

(a) Except as otherwise provided in paragraph (b) or (c), the determination made for each public school to the board of trustees of the school district in which the public school is located.

(b) To the State Public Charter School Authority the determination made for each charter school that is sponsored by the State Public Charter School Authority.

(c) The determination made for the charter school to the institution that sponsors the charter school if a charter school is sponsored by a college or university within the Nevada System of Higher Education or a city or county.

3. If the number of pupils in a particular group who are enrolled in a public school is insufficient to yield statistically reliable information:

(a) The Department shall not determine that the school has failed to meet the performance targets established pursuant to the statewide system of accountability for public schools based solely upon that particular group.

(b) The pupils in such a group must be included in the overall count of pupils enrolled in the school who took the examinations.

➥ The Department shall use the mechanism approved by the United States Department of Education for the statewide system of accountability for public schools for determining the number of pupils that must be in a group for that group to yield statistically reliable information.

4. If an irregularity in testing administration or an irregularity in testing security occurs at a school and the irregularity invalidates the test scores of pupils, ~~[those test scores must be included in the scores of pupils reported for the school,]~~ the attendance of those pupils must be counted towards the total number of pupils who took the examinations and the pupils must be included in the total number of pupils who were required to take the examinations.

5. As used in this section:

(a) "Irregularity in testing administration" has the meaning ascribed to it in NRS 390.255.

(b) "Irregularity in testing security" has the meaning ascribed to it in NRS 390.260.

**Sec. 42.** NRS 385A.680 is hereby amended to read as follows:

385A.680 If the Department determines that a public school has failed to meet the school achievement targets and performance targets established pursuant to ***the plan to improve the achievement of pupils prepared pursuant to NRS 385A.650 and*** the statewide system of accountability for public schools, the Department or its designee shall, to the extent money is available, monitor at the school the administration of the examinations that are required pursuant to NRS 390.105 and ensure that all eligible pupils who are in attendance on the day of the administration of the examinations are given an opportunity to take the examinations.

**Sec. 43.** NRS 385A.740 is hereby amended to read as follows:

385A.740 1. A public school, including, without limitation, a charter school, that wishes to be rated using the alternative performance framework prescribed by the State Board pursuant to NRS 385A.730 must request the board of trustees of the school district or sponsor of the charter school, as applicable, to apply to the State Board on behalf of the school for approval to be rated using the alternative performance framework.

2. The board of trustees of a school district or the sponsor of a charter school, as applicable, may apply to the State Board on behalf of a school for the school to be rated using the alternative performance framework by submitting a form prescribed by the Department.

3. A public school is eligible to be rated using the alternative performance framework if:

(a) The school specifies that the mission of the school is to serve pupils who:

(1) Have been expelled or suspended from a public school, including, without limitation, a charter school;

(2) Have been deemed to be a ~~[habitual disciplinary problem]~~ ***frequent recipient of discipline*** pursuant to NRS 392.4655;

(3) Are academically disadvantaged;

(4) Have been adjudicated delinquent;

(5) Have been adjudicated to be in need of supervision for a reason set forth in NRS 62B.320; or

(6) Have an individualized education program; and

(b) At least 75 percent of the pupils enrolled at the school fall within one or more of the categories listed in paragraph (a).

4. In addition to the provisions of subsection 3, a charter school is eligible to be rated using the alternative performance framework if the charter school:

(a) Specifies in its charter contract that:

(1) The mission of the charter school is to serve primarily pupils who are described in subparagraphs (1) to (6), inclusive, of paragraph (a) of subsection 3; and

(2) The admissions policy of the charter school only allows the pupils identified in its mission statement to newly enroll in the charter school;

(b) At the time of its application to be rated using the alternative performance framework, has an enrollment of at least 75 percent of pupils who are pupils identified in its mission statement; and

(c) Completes any requirements to transition to the alternative performance framework required by the proposed sponsor of the charter school pursuant to NRS 388A.274.

5. As used in this section, "academically disadvantaged" includes, without limitation, being retained in the same grade level two or more times or having a deficiency in the credits required to graduate on time.

**Sec. 44.** NRS 385A.745 is hereby amended to read as follows:

385A.745 1. The Superintendent of Public Instruction shall designate a public school, other than a public school approved by the State Board to be rated using the alternative performance framework prescribed by the State Board pursuant to NRS 385A.730, as a focus school if, in at least 2 of the immediately preceding 3 school years, at least one of the following criteria apply to the public school:

(a) The public school receives one of the two lowest ratings of performance pursuant to the statewide system of accountability for public schools.

(b) The pupils enrolled in the public school demonstrate proficiency in English language arts and mathematics in the bottom 20th percentile of statewide performance metrics, as determined by the Department.

(c) For high schools, the average graduation rate is less than 60 percent for the immediately preceding 3 school years or less than 70 percent for the immediately preceding 5 school years.

(d) For elementary schools, more than 50 percent of the pupils enrolled in the elementary school do not achieve adequate proficiency in the subject area of reading before the completion of grade 3.

2. On the day that the Department posts on the Internet website maintained by the Department the determinations and final ratings made for all public schools in this State pursuant to NRS 385A.720:

(a) The Department shall post on the Internet website maintained by the Department a list of public schools that are designated as focus schools pursuant to subsection 1;

(b) Each school district or sponsor of a charter school with at least one public school in the school district or charter school on the list of public schools that are designated as focus schools pursuant to subsection 1 shall post the list on the Internet website maintained by the school district or sponsor of the charter school, as applicable; and

(c) The Department shall provide the list of public schools that are designated as focus schools pursuant to subsection 1 to the State Board . ~~[as part of the report of data provided to the State Board pursuant to subsection 3 of NRS 385A.080.]~~

3. The principal of each public school designated as a focus school shall notify the parents and legal guardians of pupils enrolled in the public school of the designation of the public school as a

focus school and the actions that will be taken to address the areas of deficiency that caused the designation. The notice must:

(a) Contain a summary of the data and information concerning the performance of pupils enrolled in the public school and the specific areas identified for improvement;

(b) Provide information on any available support or resources for pupils and their families, including, without limitation, academic and social-emotional resources;

(c) Contain a detailed improvement plan outlining the measures the public school intends to implement, with clearly defined goals and timelines for achieving those goals; and

(d) Provide information on alternative educational options available to pupils residing in the zone of attendance of the public school, including, without limitation, policies regarding a transfer to another public school, if applicable.

4. Upon designating a public school as a focus school pursuant to subsection 1, the Superintendent of Public Instruction shall propose specific school-level tiered interventions consistent with the statewide system of accountability for public schools. Such proposed interventions must be submitted to the Public Education Oversight Board impaneled pursuant to NRS 386.411 for approval before implementation.

**Sec. 45.** NRS 385A.900 is hereby amended to read as follows:

385A.900 1. The Department shall make every effort to ensure that the statewide system of accountability for public schools applies uniformly to all school districts and charter schools in this State and complies with all requirements for the accountability of public schools, including, without limitation, requirements for the receipt of federal money under the Elementary and Secondary Education Act of 1965, 20 U.S.C. §§ 6301 et seq., as amended.

2. The statewide system of accountability for public schools applies to all school districts and charter schools in this State, regardless of size or demographics, and must, except as otherwise provided in subsection 3 of NRS 385A.910:

(a) Include a method to, on an annual basis, rate each school district and sponsor of a charter school based upon the collective performance of the public schools within the school district or the charter schools sponsored by the sponsor, as applicable, and the achievement of district-wide or sponsor-wide performance targets, as applicable, established pursuant to the ***strategic improvement plan developed by each school district and each sponsor of a charter school pursuant to section 3 of this act and the*** statewide system of accountability for public schools;

(b) Include a method to implement consequences, rewards, supports and interventions for school districts and sponsors of

charter schools based upon such ratings, with a focus on addressing disparities and improving outcomes for historically underserved populations;

(c) Include a method to provide grants, financial support or other resources, to the extent that money is available for that purpose, to school districts or sponsors of charter schools receiving one of the two lowest ratings of performance pursuant to the statewide system of accountability for public schools; and

(d) Establish district-wide and sponsor-wide achievement targets and performance targets for specific groups of pupils, including, without limitation, pupils who are economically disadvantaged, pupils from major racial and ethnic groups, pupils with disabilities and pupils who are English learners. The district-wide and sponsor-wide achievement targets and performance targets must be based on aggregated metrics from the public schools within the school district or the charter schools sponsored by the sponsor, including, without limitation, measurements of the progress and proficiency of pupils on the examinations administered pursuant to NRS 390.105.

3. The statewide system of accountability for public schools must:

(a) Ensure that data collected under the system is used to promote transparency, equity and measurable progress in pupil achievement in school districts throughout this State;

(b) Provide for the monitoring and oversight of the operations of, and allocation of resources by, school districts and sponsors of charter schools for the purpose of improving pupil outcomes; and

(c) Establish mechanisms for public reporting on the performance of each school district and sponsor of a charter school, including, without limitation, accountability metrics and a detailed analysis of the progress of each school district and sponsor of a charter school toward its district-wide or sponsor-wide achievement targets, as applicable.

4. In administering the statewide system of accountability for public schools as required by this section, including, without limitation, the achievement and performance targets for school districts and sponsors of charter schools and the criteria used to rate each school district and sponsor of a charter school, the Department shall meaningfully consult with the parents and guardians of pupils enrolled in public schools in this State.

5. The Department shall provide technical assistance and guidance to school districts and sponsors of charter schools to support compliance with the statewide system of accountability for public schools and to address deficiencies identified through the rating process.

6. Any consequences, rewards, supports or interventions implemented pursuant to paragraph (b) of subsection 2 that involve significant changes for the school district, sponsor of the charter school or public school must, before implementation, be proposed by the Superintendent of Public Instruction and approved by the Public Education Oversight Board impaneled pursuant to NRS 386.411.

**Sec. 46.** NRS 385A.905 is hereby amended to read as follows:

385A.905 1. On or before ~~[a date determined by the Superintendent of Public Instruction, but not later than the third Friday in August]~~ ***September 15*** of each year, the Department shall determine whether each school district and each sponsor of a charter school is meeting the district-wide or sponsor-wide achievement targets and performance targets, as applicable, established pursuant to the ***strategic improvement plan developed by each school district and each sponsor of a charter school pursuant to section 3 of this act and the*** statewide system of accountability for public schools.

2. The determination for a school district and a sponsor of a charter school must be made pursuant to subsection 1 in consultation with the board of trustees of the school district or the sponsor of the charter school, as applicable, and must be based only upon the information and data for those pupils who are enrolled in the public schools within the school district or sponsored by the sponsor of a charter school for a ~~[full academic year.]~~ ***specified period set forth in regulations adopted by the State Board.*** On or before ~~[a date determined by the Superintendent of Public Instruction, but not later than the third Friday in August]~~ ***October 15*** of each year, the Department shall:

(a) Transmit the determination made for each school district and each sponsor of a charter school to the board of trustees of that school district or sponsor of that charter school, as applicable;

(b) Transmit the determination made for each school district and sponsor of a charter school to the State Board and the Governor; and

(c) Post on the Internet website maintained by the Department a report summarizing the determination made for each school district and each sponsor of a charter school, including, without limitation, the metrics for measuring the achievement and performance for each school district and each sponsor of a charter school.

3. If the number of pupils in a particular group who are enrolled in a public school in a school district or a charter school is insufficient to yield statistically reliable information:

(a) The Department shall not determine that the school district or sponsor of the charter school has failed to meet the performance targets established pursuant to the statewide system of

accountability for public schools based solely upon that particular group.

(b) The pupils in such a group must be included in the overall count of pupils enrolled in the public schools in the school district or charter schools sponsored by the sponsor of charter schools and who took the examinations administered pursuant to NRS 390.105.

➥ The Department shall use the mechanism approved by the United States Department of Education for the statewide system of accountability for public schools for determining the number of pupils that must be in a group for that group to yield statistically reliable information.

4. If an irregularity in testing administration or an irregularity in testing security occurs at one or more public schools in a school district or charter schools sponsored by a sponsor of charter schools and the irregularity invalidates the test scores of pupils, ~~[such test scores must be included in the aggregate of scores reported for the school district or sponsor of charter schools,]~~ the attendance of those pupils must be counted toward the total number of pupils who took the examinations administered pursuant to NRS 390.105 and the pupils must be included in the total number of pupils who were required to take the examinations. The determination made pursuant to subsection 1 for a school district or sponsor of charter schools must reflect any such irregularity and describe the impact of any such irregularity on the determination.

5. If the determination made pursuant to subsection 1 indicates that a school district or sponsor of a charter school is not meeting district-wide or sponsor-wide achievement targets or performance targets, the Superintendent of Public Instruction must prepare recommendations for tiered interventions consistent with the statewide system of accountability for public schools. Such recommendations must be submitted to the Public Education Oversight Board impaneled pursuant to NRS 386.411 for approval before implementation.

6. As used in this section:

(a) "Irregularity in testing administration" has the meaning ascribed to it in NRS 390.255.

(b) "Irregularity in testing security" has the meaning ascribed to it in NRS 390.260.

**Sec. 47.** NRS 385A.910 is hereby amended to read as follows:

385A.910 1. Except as otherwise provided in subsection 3, based upon the determinations made by the Department pursuant to NRS 385A.905, the Department shall, on or before ~~[a date determined by the Superintendent of Public Instruction but not later than the third Friday in August]~~ ***September 15*** of each year, issue a preliminary rating for each school district or sponsor of a charter

school in accordance with the statewide system of accountability for public schools.

2. Except as otherwise provided in subsection 3:

(a) Before making a final rating for a school district or sponsor of a charter school, the Department shall provide the school district or sponsor of a charter school an opportunity to review the data upon which the preliminary rating is based and to present evidence or corrections. The Department shall notify the board of trustees of the school district or the sponsor of the charter school of the opportunities provided pursuant to this paragraph and provide a reasonable period within which to present evidence or corrections pursuant to this paragraph.

(b) After considering any evidence or corrections submitted by a school district or sponsor of a charter school within the reasonable period prescribed by the Department pursuant to paragraph (a), the Department shall, on or before ~~[a date determined by the Superintendent of Public Instruction but not later than the third Friday in September]~~ ***October 15*** of each year, make a final determination concerning the rating for the school district ~~[.]~~ ***or sponsor of a charter school.***

3. The Department may temporarily waive or otherwise pause the requirement to make ratings for school districts or sponsors of charter schools that comply with 20 U.S.C. § 6311(c) pursuant to this section if the United States Department of Education grants a waiver from or otherwise pauses the requirements of 20 U.S.C. § 6311(c).

4. On or before ~~[a date determined by the Superintendent of Public Instruction but not later than the third Friday in September]~~ ***October 15*** of each year, the Department shall:

(a) Post on the Internet website maintained by the Department the determinations and final ratings made for all school districts and sponsors of charter schools in this State, which must be presented in a clear and understandable format; and

(b) Submit a report summarizing the determinations and final ratings made for all school districts and sponsors of charter schools in this State, including, without limitation, detailed data and information on the district-wide performance of each school district and sponsor-wide performance of each sponsor of a charter school and compliance with state accountability standards, to:

(1) The Governor;

(2) The State Board; and

(3) The Director of the Legislative Counsel Bureau for transmittal to the Joint Interim Standing Committee on Education and the next regular session of the Legislature.

5. If the final determination made pursuant to subsection 2 indicates that a school district or sponsor of a charter school has received one of the two lowest performance ratings, the Superintendent of Public Instruction shall propose specified tiered interventions consistent with the statewide system of accountability for public schools. Such proposed interventions must be approved by the Public Education Oversight Board impaneled pursuant to NRS 386.411 before implementation.

**Sec. 48.** NRS 385A.915 is hereby amended to read as follows:

385A.915 1. The Superintendent of Public Instruction:

(a) Shall designate a school district or sponsor of a charter school as a focus school district or sponsor of a charter school if:

(1) The Department has determined that the school district or sponsor of the charter school has failed to meet the district-wide or sponsor-wide achievement targets and performance targets, as applicable, established pursuant to the ***strategic improvement plan developed by each school district and each sponsor of a charter school pursuant to section 3 of this act and the*** statewide system of accountability for public schools; or

(2) The school district or sponsor of the charter school receives one of the two lowest ratings of performance pursuant to the statewide system of accountability for public schools.

(b) May designate a school district or sponsor of a charter school as a focus school district or sponsor of a charter school if:

(1) The administration of the school district or the sponsor of the charter school is characterized by instability or unsatisfactory performance in leadership, including, without limitation, a dismissal, resignation or removal of the superintendent of schools of the school district, that has a significant impact on the operations of the school district or the sponsor of the charter school and the educational outcomes for pupils;

(2) The resignation or removal of members of the board of trustees of the school district or the sponsor of the charter school results in multiple vacancies that disrupt the continuity of leadership of the school district or the sponsor of the charter school and impacts the ability of the board of trustees to effectively govern the school district or charter school;

(3) The school district or sponsor of the charter school experiences an unexpected and severe financial hardship, including, without limitation, a financial hardship resulting from financial malfeasance, financial mismanagement or any other condition, that threatens the fiscal stability and operational capacity of the school district or sponsor of the charter school; or

(4) Based on data and information concerning the achievement and performance of pupils enrolled in public schools

in the school district or sponsored by the sponsor of charter schools, the allocation of resources by the school district or the sponsor of the charter school or the availability of educational programs among public schools in the school district or sponsored by the sponsor of charter schools and specific groups of pupils enrolled in those schools, the school district or sponsor of the charter school is characterized by systemic inequity in educational access, resources or outcomes among specific groups of pupils, including, without limitation, among pupils who are economically disadvantaged, pupils from major racial and ethnic groups, pupils with disabilities and pupils who are English learners.

(c) May designate a school district or sponsor of a charter school as a focus school district or sponsor of a charter school if a state of emergency for the school district or sponsor of the charter school is declared. Such a state of emergency may be declared if:

(1) The Governor, the State Board or the Chair of the Legislative Commission issues a written complaint to the board of trustees of a school district or the sponsor of a charter school that identifies a material noncompliance with any state law by the board of trustees of the school district or the sponsor of the charter school;

(2) The board of trustees of the school district or the sponsor of the charter school does not provide a satisfactory plan of correction within 60 days after receiving the written complaint;

(3) After the time to provide a plan of correction has elapsed, the State Board finds the school district or sponsor of the charter school has engaged in a material noncompliance with state law and votes to recommend impaneling the Public Education Oversight Board pursuant to NRS 386.411; and

(4) The Superintendent of Public Instruction formally declares a state of emergency, specifying:

(I) The actions that failed to comply with state law;

(II) The date of the first meeting of the Public Education Oversight Board, which must occur not later than 30 days after the declaration of a state of emergency;

(III) The date on which the state of emergency terminates, which must occur not later than 90 days after the state of emergency is declared; and

(IV) That the state of emergency may be extended for an additional 90 days if a majority of members of the Public Education Oversight Board vote to do so.

2. The Superintendent of Public Instruction shall designate a school district or sponsor of a charter school as a priority school district or sponsor of a charter school if:

(a) For at least 2 consecutive school years, the Superintendent has designated the school district or sponsor of the charter school as

a focus school district of sponsor of a charter school pursuant to subsection 1; or

(b) The Superintendent:

(1) Designated the school district or sponsor of the charter school as a focus school district or sponsor of a charter school pursuant to subsection 1 in the current or the immediately preceding school year; and

(2) Determines that one or more of the conditions set forth in paragraph (b) of subsection 1 exist for the school district or sponsor of the charter school.

3. Upon designating a school district or sponsor of a charter school as a focus or priority school district or sponsor of a charter school pursuant to this section, the Superintendent of Public Instruction shall propose specific tiered interventions consistent with the statewide system of accountability for public schools. Such interventions must be approved by the Public Education Oversight Board impaneled pursuant to NRS 386.411 before implementation.

**Sec. 49.** NRS 386.820 is hereby amended to read as follows:

386.820 1. At least twice each school year, a school district shall require all the pupils in the school district who ride a school bus to practice the evacuation of a school bus for a purpose other than a crisis governed by NRS 388.229 to ~~[388.266,]~~ ***388.265,*** inclusive, and to receive instruction in the responsibility of a passenger of a school bus to use the emergency exit doors on the bus during such an evacuation.

2. Each school district shall adopt a safety program which does not concern a crisis governed by NRS 388.229 to ~~[388.266,]~~ ***388.265,*** inclusive, and which includes, without limitation:

(a) The procedure for pupils to safely enter and exit a school bus, including entering and exiting with a driver of a school bus as an escort;

(b) Proper behavior and conduct of pupils while in areas around a school bus where a high risk of danger to pupils exists, including the area that is used to load and unload school buses;

(c) Behavior and conduct of pupils while on a school bus that will enhance the safety of the pupils;

(d) Evacuation of pupils from a school bus; and

(e) The location of emergency equipment on a school bus.

➥ At least annually, a school district shall require all pupils who are enrolled in preschool, kindergarten and in grades 1 to 4, inclusive, in the school district who ride a school bus to participate in the safety program created pursuant to this section.

3. If a parent or legal guardian enrolls his or her child in preschool, kindergarten or grades 1 to 6, inclusive, and the child will be riding a school bus for the first time, the school shall provide the

parent or legal guardian, upon enrollment, with written information concerning the safety of pupils on a school bus. The information must include, without limitation:

(a) A description of each location that is designated to load and unload a school bus which is in geographical proximity to the pupil's residence;

(b) Rules of conduct for pupils on a school bus and at an area that is designated for pupils to enter and exit a school bus;

(c) Instructions for the operation of a motor vehicle:

(1) At school crossing zones and in areas that are designated to load and unload a school bus; and

(2) When a driver of a school bus operates a system of flashing red lights;

(d) A description of the area around a school bus that poses a high risk of danger to pupils and other pedestrians; and

(e) Behavior and conduct for pupils who walk to and from an area that is designated for pupils to enter and exit a school bus that will enhance the safety of the pupils.

4. The board of trustees of each school district shall adopt regulations regarding practices conducted pursuant to subsection 1 and participation in safety programs required by subsection 2, including the requirement of such practices and participation in such programs at the beginning of any field trip by school bus.

**Sec. 50.** NRS 386.830 is hereby amended to read as follows:

386.830 1. All vehicles used in the transportation of pupils must be:

(a) In good condition and state of repair.

(b) Well equipped, and must contain sufficient room and seats so that the driver and each pupil being transported have a seat inside the vehicle. Each pupil shall remain seated when the vehicle is in motion.

2. Each school bus must be inspected annually by the Department of Public Safety to ensure that the vehicles are mechanically safe and meet the minimum specifications established by the State Board. The Department of Public Safety shall provide written notice of defects or inspection issues to the superintendent of schools of the school district wherein any such vehicle is operating and to any person designated by the superintendent of schools of the school district to receive such a notice, for the correction of any defects or inspection issues discovered thereby.

3. If the superintendent of schools fails or refuses to take appropriate action to have the defects or inspection issues corrected within 20 calendar days after receiving notice of them from the Department of Public Safety, the superintendent is guilty of a

misdemeanor, and upon conviction thereof may be removed from office.

4. The Department of Public Safety shall reinspect any vehicle which was found to have defects or inspection issues pursuant to subsection 2 and, if the Department of Public Safety finds the defect or inspection issue has been corrected, approve the vehicle for use. ***If such defects or inspection issues can conceivably be corrected within 3 business days after beginning the correction process, the Department of Public Safety must reinspect the vehicle not later than 5 business days after such a defect or inspection issue was detected.***

5. Except as otherwise provided in subsection 6, all vehicles used for transporting pupils must meet the specifications established by regulation of the State Board.

6. Except as otherwise provided in subsection 7, any bus which is purchased and used by a school district to transport pupils to and from extracurricular activities is exempt from the specifications adopted by the State Board if the bus meets the federal safety standards for motor vehicles which were applicable at the time the bus was manufactured and delivered for introduction in interstate commerce.

7. Any new school bus which is purchased by a school district to transport pupils must meet the standards set forth in:

(a) Subsection 1 of NRS 386.835 if the school bus is purchased on or after January 1, 2016;

(b) Subsection 2 or 3 of NRS 386.835 if the school bus is purchased on or after July 1, 2016; and

(c) NRS 386.837 if the school bus is purchased on or after July 1, 2019.

8. Each year, the Department of Public Safety shall submit a report to each superintendent of schools, which must include, without limitation, for the school district:

(a) The number of vehicles inspected during the immediately preceding year;

(b) The number of defects or inspection issues found pursuant to subsection 2 during the immediately preceding year;

(c) Any actions required by the superintendent, including, without limitation, establishing a timeline to resolve any defects or inspection issues, to ensure the safety of vehicles used in the transportation of pupils; and

(d) Any other information the Department of Public Safety deems necessary to ensure the safety of vehicles used in the transportation of pupils.

9. Any person violating any of the requirements of this section is guilty of a misdemeanor.

10. As used in this section, "defect" or "inspection issue" means a failure to meet the minimum specifications established by the State Board.

**Sec. 51.** Chapter 387 of NRS is hereby amended by adding thereto a new section to read as follows:

***1. The Department shall create a working group to develop a coding system for use in the system of budgeting and accounting developed for investments and interventions pursuant to paragraph (c) of subsection 2 of NRS 387.3035.***

***2. The working group created pursuant to this section must consist of, without limitation, representatives of:***

***(a) School districts in this State;***

***(b) Sponsors of charter schools in this State;***

***(c) Charter management organizations that operate charter schools in this State; and***

***(d) Governing bodies of charter schools in this State.***

***3. On or before July 1, 2028, the working group created pursuant to this section shall establish a preliminary catalog for the coding system and, in consultation with the Department, make recommendations to the Commission on School Funding created pursuant to NRS 387.1246 concerning:***

***(a) The implementation of the preliminary catalog within the financial recording and reporting systems for public education in this State; and***

***(b) Whether the preliminary catalog should be implemented through a pilot program, in phases or directly.***

***4. The Department shall implement the coding system developed pursuant to this section not later than 2 years after the establishment of a preliminary catalog pursuant to subsection 3.***

**Sec. 52.** NRS 387.047 is hereby amended to read as follows:

387.047 1. Except as otherwise provided in this section, each school district and charter school shall separately account for all money received for the instruction of and the provision of related services to pupils who receive early intervening services. ***The separate accounting must comply with the requirements set forth in subsection 2 of NRS 387.3035.***

2. The separate accounting must include:

(a) The amount of money provided to the school district or charter school for special education for basic support;

(b) Transfers of money from the general fund of the school district or charter school needed to balance the special revenue fund; and

(c) The amount of money, if any, expended by the school district or charter school for early intervening services provided pursuant to subsection 3 of NRS 388.429.

3. Money received from federal sources must be:

(a) Accounted for separately; and

(b) Excluded from the accounting required pursuant to this section.

**Sec. 53.** NRS 387.1223 is hereby amended to read as follows:

387.1223 1. On or before October 1, January 1, April 1 and July 1, ~~[each school district, charter school and university school for profoundly gifted pupils shall report to the Department, in the form prescribed by]~~ the Department ~~[,]~~ ***shall generate a report of*** the average daily enrollment of pupils ***for each school district, charter school and university school for profoundly gifted pupils*** pursuant to this section for the immediately preceding quarter of the school year. If October 1, January 1, April 1 or July 1 falls on a Saturday, Sunday or legal holiday, the report may be ~~[submitted]~~ ***generated*** before 5 p.m. on the next business day.

***2. On or before January 15 of each year, the Department shall aggregate each of the quarterly reports generated pursuant to subsection 1 for the immediately preceding calendar year to calculate the average annual enrollment for each school district, charter school and university school for profoundly gifted pupils for the immediately preceding calendar year. The calculation of the average annual enrollment required pursuant to this subsection must be performed in accordance with regulations adopted by the State Board pursuant to subsection 2 of NRS 387.123.***

***3.*** Except as otherwise provided in subsection ~~[3,]~~ ***4,*** the yearly apportionment from the State Education Fund for each school district, charter school and university school for profoundly gifted pupils must be computed by:

(a) Multiplying the adjusted base per pupil funding established for that school district, charter school or university school for profoundly gifted pupils for that school year by the sum of:

(1) The count of pupils enrolled in kindergarten and grades 1 to 12, inclusive, in a public school in the school district, the charter school or the university school for profoundly gifted pupils based on the average ~~[daily]~~ ***annual*** enrollment of those pupils ~~[during the quarter.]~~ ***calculated pursuant to subsection 2.***

(2) The count of pupils not included under subparagraph (1) who are enrolled full-time in a program of distance education provided by that school district, charter school or university school for profoundly gifted pupils based on the average ~~[daily]~~ ***annual*** enrollment of those pupils ~~[during the quarter.]~~ ***calculated pursuant to subsection 2.***

(3) The count of pupils who reside in the county and are enrolled:

(I) In a public school of the school district and are concurrently enrolled part-time in a program of distance education provided by another school district or a charter school, based on the average ~~[daily]~~ ***annual*** enrollment of those pupils ~~[during the quarter.]~~ ***calculated pursuant to subsection 2.***

(II) In a charter school and are concurrently enrolled part-time in a program of distance education provided by the school district, based on the average ~~[daily]~~ ***annual*** enrollment of those pupils ~~[during the quarter.]~~ ***calculated pursuant to subsection 2.***

(4) The count of pupils not included under subparagraph (1), (2) or (3), who are receiving special education pursuant to the provisions of NRS 388.417 to 388.469, inclusive, and 388.5251 to 388.5267, inclusive, based on the average ~~[daily]~~ ***annual*** enrollment of those pupils ~~[during the quarter]~~ ***calculated pursuant to subsection 2*** and excluding the count of pupils who have not attained the age of 5 years and who are receiving special ~~[education]~~ ***programs*** pursuant to NRS 388.435.

(5) Six-tenths the count of pupils who have not attained the age of 5 years and who are receiving special ~~[education]~~ ***programs*** pursuant to NRS 388.435, based on the average ~~[daily]~~ ***annual*** enrollment of those pupils ~~[during the quarter.]~~ ***calculated pursuant to subsection 2.***

(6) The count of children detained in facilities for the detention of children, alternative programs and juvenile forestry camps receiving instruction pursuant to the provisions of NRS 388.550, 388.560 and 388.570, based on the average ~~[daily]~~ ***annual*** enrollment of those pupils ~~[during the quarter.]~~ ***calculated pursuant to subsection 2.***

(7) The count of pupils who are enrolled in classes ~~[for at least one semester]~~ pursuant to subsection 1 of NRS 388A.471, subsection 1 of NRS 388A.474 or subsection 1 of NRS 392.074, based on the average ~~[daily]~~ ***annual*** enrollment of pupils ~~[during the quarter]~~ ***calculated pursuant to subsection 2*** and expressed as a percentage of the total time services are provided to those pupils per school day in proportion to the total time services are provided during a school day to pupils who are counted pursuant to subparagraph (1).

(8) The count of pupils enrolled in a challenge school based on the average ~~[daily]~~ ***annual*** enrollment of those pupils calculated in the manner set forth in an agreement entered into pursuant to NRS 388D.330.

(b) Adding to the amount computed in paragraph (a) the amounts appropriated pursuant to paragraphs (a), (b) and (e) of subsection 2 of NRS 387.1214.

~~[3.]~~ ***4.*** Except as otherwise provided in subsection ~~[4,]~~ ***5,*** if the enrollment of pupils in a school district or a charter school that is located within the school district based on the average ~~[daily]~~ ***annual*** enrollment of pupils ***calculated pursuant to subsection 2*** during the ~~[quarter of the]~~ school year is less than or equal to 95 percent of the enrollment of pupils in the same school district or charter school based on the average ~~[daily]~~ ***annual*** enrollment ~~[of pupils during the same quarter]~~ of the immediately preceding school year, the enrollment of pupils during the ~~[same quarter of the]~~ immediately preceding school year must be used for purposes of making the monthly apportionments from the State Education Fund to that school district or charter school pursuant to NRS 387.124.

~~[4.]~~ ***5.*** If the Department determines that a school district, charter school or university school for profoundly gifted pupils deliberately causes a decline in the enrollment of pupils in the school district, charter school or university school for profoundly gifted pupils to receive a higher apportionment pursuant to subsection ~~[3,]~~ ***4,*** including, without limitation, by eliminating grades or moving into smaller facilities, the enrollment number from the current school year must be used for purposes of apportioning money from the State Education Fund to that school district, charter school or university school for profoundly gifted pupils pursuant to NRS 387.124.

~~[5.]~~ ***6.*** The Department shall prescribe a process for ~~[reconciling]~~ ***auditing*** the ~~[quarterly]~~ reports ~~[submitted]~~ ***generated*** pursuant to subsection 1 to account for pupils who leave the school district or a public school during the school year.

~~[6.]~~ ***7.*** Pupils who are excused from attendance at examinations or have completed their work in accordance with the rules of the board of trustees must be credited with attendance during that period.

~~[7.]~~ ***8.*** Pupils who are incarcerated in a facility or institution operated by the Department of Corrections must not be counted for the purpose of computing the yearly apportionment pursuant to this section. ~~[The average daily attendance for such pupils must be reported to the Department of Education.~~

~~8.]~~ ***9.*** Pupils who are enrolled in courses which are approved by the Department as meeting the requirements for an adult to earn a high school diploma must not be counted for the purpose of computing the yearly apportionment pursuant to this section.

**Sec. 54.** NRS 387.123 is hereby amended to read as follows:

387.123 1. The count of pupils for apportionment purposes includes all pupils who are enrolled in programs of instruction of the school district, including, without limitation, a program of distance education provided by the school district, pupils who reside in the

county in which the school district is located and are enrolled in any charter school, including, without limitation, a program of distance education provided by a charter school, pupils who are enrolled in a university school for profoundly gifted pupils located in the county and pupils who are enrolled in a challenge school located in the county, for:

(a) Pupils in the kindergarten department.

(b) Pupils in grades 1 to 12, inclusive.

(c) Pupils not included under paragraph (a) or (b) who are receiving special education pursuant to the provisions of NRS 388.417 to 388.469, inclusive, and 388.5251 to 388.5267, inclusive.

(d) Pupils who reside in the county and are enrolled part-time in a program of distance education provided pursuant to NRS 388.820 to 388.874, inclusive.

(e) Children detained in facilities for the detention of children, alternative programs and juvenile forestry camps receiving instruction pursuant to the provisions of NRS 388.550, 388.560 and 388.570.

(f) Pupils who are enrolled in classes pursuant to subsection 1 of NRS 388A.471 and pupils who are enrolled in classes pursuant to subsection 1 of NRS 388A.474.

(g) Pupils who are enrolled in classes pursuant to subsection 1 of NRS 392.074.

(h) Pupils who are enrolled in classes and taking courses necessary to receive a high school diploma, excluding those pupils who are included in paragraphs (d), (f) and (g).

(i) Pupils who are enrolled in a challenge school.

2. The State Board shall establish uniform regulations for counting enrollment and calculating the average daily enrollment ***and average annual enrollment*** of pupils. Except as otherwise provided in this subsection, in establishing such regulations for the public schools, the State Board:

(a) May divide the pupils in grades 1 to 12, inclusive, into categories composed respectively of those enrolled in elementary schools and those enrolled in secondary schools.

(b) Shall prohibit the counting of any pupil specified in subsection 1 more than once.

(c) Except as otherwise provided in this paragraph, shall prohibit the counting of a pupil enrolled in grade 12 as a full-time pupil if the pupil is not prepared for college and career success, as defined by the Department. Such a pupil may be counted as a full-time pupil if he or she is enrolled in a minimum of six courses or the equivalent of six periods per day or the superintendent of the school district has approved enrollment in fewer courses for good cause.

**Sec. 55.** NRS 387.1234 is hereby amended to read as follows:

387.1234 1. Except as otherwise provided in subsection 3 ~~[and NRS 388.700,]~~ the State Board shall establish by regulation the maximum pupil-teacher ratio in each grade, and for each subject matter wherever different subjects are taught in separate classes, for each school district of this State which is consistent with:

(a) The maintenance of an acceptable standard of instruction;

(b) The conditions prevailing in the school district with respect to the number and distribution of pupils in each grade; and

(c) Methods of instruction used, which may include educational television, team teaching or new teaching systems or techniques.

2. If the Superintendent of Public Instruction finds that any school district is maintaining one or more classes whose pupil-teacher ratio exceeds the applicable maximum, and unless the Superintendent finds that the board of trustees of the school district has made every reasonable effort in good faith to comply with the applicable standard, the Superintendent shall, with the approval of the State Board, reduce the count of pupils for apportionment purposes by the percentage which the number of pupils attending those classes is of the total number of pupils in the district, and the State Board may direct the Superintendent to withhold the quarterly apportionment entirely.

3. The provisions of this section do not apply to a charter school, a university school for profoundly gifted pupils, a program of distance education provided pursuant to NRS 388.820 to 388.874, inclusive, or a challenge school.

**Sec. 56.** NRS 387.1243 is hereby amended to read as follows:

387.1243 ~~[1.]~~ The first apportionment based on an estimated number of pupils ***calculated pursuant to NRS 387.1223, 387.1241 or 387.1242*** and succeeding apportionments are subject to adjustment from time to time as the need therefor may appear, including, without limitation, an adjustment made for a pupil who is not properly enrolled in or attending a public school, as determined through an independent audit ~~[or other examination conducted pursuant to NRS 387.1238]~~ or through an annual audit of the count of pupils conducted pursuant to subsection 1 of NRS 387.304.

~~[2. On or before August 1 of each year, the board of trustees of a school district shall provide to the Department, in a format prescribed by the Department, the count of pupils calculated pursuant to subparagraph (7) of paragraph (a) of subsection 2 of NRS 387.1223 who completed at least one semester during the immediately preceding school year.~~

~~3. If the final computation of apportionment for any school district, charter school or university school for profoundly gifted pupils exceeds the actual amount paid to the school district, charter~~

~~school or university school for profoundly gifted pupils during the school year, the additional amount due must be paid before September 1. If the final computation of apportionment for any school district, charter school or university school for profoundly gifted pupils is less than the actual amount paid to the school district, charter school or university school for profoundly gifted pupils during the school year, the difference must be repaid to the State Education Fund by the school district, charter school or university school for profoundly gifted pupils before September 25.~~]

**Sec. 57.** NRS 387.1244 is hereby amended to read as follows:

387.1244 1. The Superintendent of Public Instruction may deduct from an apportionment otherwise payable to a school district, charter school or university school for profoundly gifted pupils pursuant to subsection 1 or 2 of NRS 387.124 if the school district, charter school or university school:

(a) [~~Fails to repay an amount due pursuant to subsection 3 of NRS 387.1243. The amount of the deduction from the monthly apportionment must correspond to the amount due.~~

~~(b)~~] Fails to repay an amount due the Department as a result of a determination that an expenditure was made which violates the terms of a grant administered by the Department. The amount of the deduction from the monthly apportionment must correspond to the amount due.

[~~(c)~~] ***(b)*** Pays a claim determined to be unearned, illegal or unreasonably excessive as a result of an investigation conducted pursuant to NRS 387.3037. The amount of the deduction from the monthly apportionment must correspond to the amount of the claim which is determined to be unearned, illegal or unreasonably excessive.

➥ More than one deduction from an apportionment otherwise payable to a school district, charter school or university school for profoundly gifted pupils may be made pursuant to this subsection if grounds exist for each such deduction.

2. The Superintendent of Public Instruction may authorize the withholding of the entire amount of an apportionment otherwise payable to a school district, charter school or university school for profoundly gifted pupils pursuant to subsection 1 or 2 of NRS 387.124, or a portion thereof, if the school district, charter school or university school for profoundly gifted pupils fails to submit a report or other information that is required to be submitted to the Superintendent, State Board or Department pursuant to a statute. Before authorizing a withholding pursuant to this subsection, the Superintendent of Public Instruction shall provide notice to the school district, charter school or university school for profoundly gifted pupils of the report or other information that is due and

provide the school district, charter school or university school with an opportunity to comply with the statute. Any amount withheld pursuant to this subsection must be accounted for separately in the State Education Fund and must be carried forward to the next fiscal year.

3. If, after an amount is withheld pursuant to subsection 2, the school district, charter school or university school for profoundly gifted pupils subsequently submits the report or other information required by a statute for which the withholding was made, the Superintendent of Public Instruction shall immediately authorize the payment of the amount withheld to the school district, charter school or university school for profoundly gifted pupils.

4. The Superintendent of Public Instruction shall deduct from an apportionment otherwise payable to a school district, charter school or university school for profoundly gifted pupils pursuant to subsection 1 or 2 of NRS 387.124 if the Superintendent receives written notification from the Public Employees' Retirement System pursuant to NRS 286.462 that the school district, charter school or university school failed to pay an amount due pursuant to subsection 3 of NRS 286.460. The amount of the deduction from the monthly apportionment must correspond to the amount that is specified in the written notification.

5. A school district, charter school or university school for profoundly gifted pupils may appeal to the State Board a decision of the Superintendent of Public Instruction to deduct or withhold from an apportionment pursuant to this section. The Secretary of the State Board shall place the subject of the appeal on the agenda of the next meeting for consideration by the State Board.

**Sec. 58.** NRS 387.12455 is hereby amended to read as follows:

387.12455 1. Except as otherwise provided in subsection 5, for the purpose of establishing budgetary estimates for expenditures and revenues for the State Education Fund as prescribed by the State Budget Act, the Governor shall, to the extent practicable, ensure that an amount of money in the State General Fund is reserved in the proposed executive budget for transfer to the State Education Fund which is sufficient to fully fund:

(a) If the Economic Forum projects that the revenue collected by the State for general, unrestricted uses will increase by a rate that is greater than the combined rate of inflation and the growth of enrollment in the public schools in this State in the immediately preceding biennium, an amount of money in the State General Fund for transfer to the State Education Fund for the subsequent biennium which is not less than the amount of money transferred to the State Education Fund from the State General Fund for the immediately

preceding biennium increased by an amount not less than the rate of increase for the revenue collected by the State as projected by the Economic Forum.

(b) If the Economic Forum projects that the revenue collected by the State for general, unrestricted uses will increase by a rate that is not greater than the combined rate of inflation and the growth of enrollment in the public schools in this State in the immediately preceding biennium, an amount of money in the State General Fund for transfer to the State Education Fund for the subsequent biennium which is not less than the amount of money transferred to the State Education Fund from the State General Fund for the immediately preceding biennium increased by an amount not less than the combined rate of inflation and the growth of enrollment in the public schools in this State.

(c) If the Economic Forum projects that the revenue collected by the State for general, unrestricted uses will decrease, an amount of money in the State General Fund for transfer to the State Education Fund for the subsequent biennium which is not less than the amount of money transferred to the State Education Fund from the State General Fund for the immediately preceding biennium decreased by an amount not greater than the rate of decrease for the revenue collected by the State as projected by the Economic Forum.

2. Except as otherwise provided in subsection 5, as part of the proposed executive budget, the Governor shall, to the extent practicable, include recommendations for:

(a) The statewide base per pupil funding amount, which must be equal to the statewide base per pupil funding amount for the immediately preceding biennium increased by an amount not less than the combined rate of inflation and the growth of enrollment in the public schools in this State unless the amount of money contained in the State Education Fund, excluding the Education Stabilization Account, decreases from the immediately preceding biennium, in which event the Governor must recommend a proportional reduction to both the statewide base per pupil funding amount and the multiplier for each category of pupils pursuant to paragraph (b); ***and***

(b) The multiplier for each category of pupils, which must not be less than the multiplier for the immediately preceding biennium unless:

(1) The amount of money contained in the State Education Fund, excluding the Education Stabilization Account, decreases from the immediately preceding biennium, in which event the Governor must recommend a proportional reduction to both the statewide base per pupil funding amount pursuant to paragraph (a) and the multiplier for each category of pupils; or

(2) The amount of money contained in the State Education Fund, excluding the Education Stabilization Account, increases from the preceding fiscal year but in an amount which, after recommending the statewide base per pupil funding amount pursuant to paragraph (a), is insufficient to fund the multiplier for each category of pupils, in which event the Governor must recommend the remaining money in the State Education Fund, excluding the Education Stabilization Account, be used to provide a multiplier for each category of pupils which is as close as practicable to the multiplier for the preceding fiscal year . ~~[~~; and

~~(c) The amount of money to appropriate to the Department to make awards to school districts pursuant to NRS 387.900.]~~

3. When determining the amount of money to reserve for transfer from the State General Fund to the State Education Fund pursuant to subsection 1, the Governor shall consider the recommendations of the Commission, as revised by the Joint Interim Standing Committee on Education, if applicable, for an optimal level of funding for education and may reserve an additional amount of money for transfer to the State Education Fund that the Governor determines to be sufficient to fund any recommendation or any portion of a recommendation that the Governor includes in the proposed executive budget.

4. As part of the proposed executive budget, the Governor may recommend to the Legislature a revision to any appropriation made by law pursuant to NRS 387.1214, including, without limitation, the statewide base per pupil funding amount, the adjusted base per pupil funding for any school district, the multiplier for weighted funding for any category of pupils or the creation or elimination of a category of pupils to receive additional weighted funding. The Governor may recommend additional funding for any recommendation made pursuant to this subsection.

5. If the Governor determines that it would be impracticable to prepare the proposed executive budget as described in subsection 1 or 2, the Governor may instead include in the proposed executive budget a recommendation for such funding for the public schools in this State as he or she determines to be appropriate. If the Governor includes in the proposed executive budget recommendations pursuant to this subsection, the recommendations must be accompanied by such recommendations for legislation as the Governor determines to be appropriate to improve the method by which funding for the public schools in this State is determined.

6. As used in this section, "rate of inflation" means the average percentage of increase or decrease in the Consumer Price Index for All Urban Consumers, West Region (All Items), as published by the United States Department of Labor for the immediately preceding 3

calendar years or, if that index ceases to be published by the United States Department of Labor, the published index that most closely resembles that index, as determined by the Governor.

**Sec. 59.** NRS 387.12468 is hereby amended to read as follows:

387.12468 1. On or before ***the third Friday in*** January ~~[1]~~ of each year, each school district shall create a report that includes a description of the personnel employed and services provided by the school district during the immediately preceding school year and any changes that the school district anticipates making to the personnel and services during the current school year. ~~[The]~~ ***As soon as practicable, the*** school district shall ~~[post a copy of]~~ ***submit*** the report ~~[on the Internet website maintained]~~ ***and any report received*** by the school district ~~[.]~~ ***pursuant to subsection 2 to the Department.***

2. On or before ***the Friday of the first week in*** January ~~[1]~~ ***that contains 5 business days*** of each year, each public school shall create a report that includes a description of the personnel employed and services provided by the school during the immediately preceding school year and any changes the school anticipates making to the personnel and services during the current school year. ~~[The]~~ ***As soon as practicable, the*** public school shall ~~[post a copy of]~~ ***submit*** the report ~~[on the Internet website maintained by the public school or, if the public school does not maintain an Internet website, on the Internet website maintained by]~~ ***to*** the school district or the ~~[governing body or]~~ sponsor of the ~~[public]~~ ***charter*** school, as applicable.

3. The Department shall prescribe by regulation the format and contents of the information to be provided to create the report created by each school district pursuant to subsection 1 and each public school pursuant to subsection 2. The reports must include, as applicable and without limitation:

(a) Each grade level at which the public school enrolls pupils;

(b) ~~[The number of pupils attending the public school;~~

~~(c) The average class size at the public school;~~

~~(d)]~~ The number of persons employed by the public school to provide instruction, support to pupils, administrative support and other personnel including, without limitation, the number of employees in any subgroup of each type or classification of personnel as prescribed by the Department;

~~[(e)]~~ ***(c)*** The professional development provided by the public school;

~~[(f)]~~ ***(d)*** The amount of money spent per pupil for supplies, materials, equipment and ~~[textbooks;~~

~~(g)]~~ ***instructional materials;***

***(e)*** For each category of pupils for which the public school receives any additional funding, including, without limitation, pupils with disabilities, pupils who are English learners, at-risk pupils and gifted and talented pupils ~~[~~:

~~(1) The number of pupils in each category who attend the public school;~~

~~(2) If the Department determines that pupils within a category must be divided based on severity of need, the number of pupils in each such subcategory; and~~

~~(3) The~~] ***, the*** number of persons employed to provide instruction, support to pupils, administrative support and other personnel employed by the public school and dedicated to providing services to each category or subcategory of pupils, including, without limitation, any subgroup of each kind of personnel prescribed by the Department;

~~[(h)]~~ ***(f)*** The total amount of money received to support the operations of the public school, divided by the number of pupils enrolled in the public school and expressed as a per pupil amount;

~~[(i)]~~ ***(g)*** The total amount of money received by the public school as adjusted base per pupil funding, divided by the number of pupils enrolled in the public school and expressed as a per pupil amount; and

~~[(j)]~~ ***(h)*** The amount of money received by the public school as weighted funding for each category of pupils supported by weighted funding, divided by the number of pupils enrolled in the public school who are identified in the appropriate category and expressed as a per pupil amount for each category.

4. The Department shall prepare any reports or provide any data necessary for a school district or public school to produce the reports required by subsections 1 and 2, respectively.

**Sec. 60.** NRS 387.3035 is hereby amended to read as follows:

387.3035 The Department shall:

1. Determine the apportionment of all state school money to schools of the State as prescribed by law.

2. Develop for public schools of the State a uniform system of budgeting and accounting. The system must provide for the separate reporting of expenditures for each:

(a) School district ~~[,]~~ and ***sponsor of a charter school;***

(b) ~~[School]~~ ***Public school, including, without limitation, each school*** within a school district ~~[.]~~ ***, each charter school and each university school for profoundly gifted pupils; and***

***(c) Investment and interventions made for the purpose of improving the opportunities, achievement and outcomes of pupils in accordance with the coding system developed pursuant to section 51 of this act.***

➥ Upon approval of the State Board, the system is mandatory for all public schools in this State and must be enforced as provided in subsection 1 of NRS 387.3039.

3. Carry on a continuing study of school finance in the State, particularly the method by which schools are financed on the state level, and make such recommendations to the Superintendent of Public Instruction for submission to the Governor as the Department deems advisable.

4. Recommend to the Superintendent of Public Instruction for submission to the Governor such changes in budgetary and financial procedures as the studies may show to be advisable.

5. Perform such other statistical and financial duties pertaining to the administration and finances of the schools of the State as may be required by the Superintendent of Public Instruction.

6. Prepare for the Superintendent of Public Instruction the biennial budgets of the Department for submission to the Governor.

**Sec. 61.** NRS 387.3039 is hereby amended to read as follows:

387.3039 The Department shall:

1. Inspect the record books and accounts of boards of trustees, governing bodies of charter schools and governing bodies of university schools for profoundly gifted pupils and enforce the uniform method of keeping the financial records and accounts of school districts, charter schools and university schools for profoundly gifted pupils ~~[.]~~ ***required pursuant to NRS 387.047 and 387.3035.***

2. Inspect the school fund accounts of the county auditors of the several counties and report the condition of the funds of any school district to the board of trustees thereof.

3. Inspect the accounts established by:

(a) The boards of trustees under NRS 354.603 and report the condition of the accounts to the respective boards of county commissioners and county treasurers.

(b) The governing bodies of charter schools under NRS 388A.411 and report the condition of the accounts to the respective sponsors of the charter schools and governing bodies of the charter schools.

(c) The governing bodies of university schools for profoundly gifted pupils under NRS 388C.260 and report the condition of the accounts to the Board of Regents of the University of Nevada and the respective governing bodies of the university schools.

**Sec. 62.** NRS 387.304 is hereby amended to read as follows:

387.304 The Department shall:

1. Conduct an annual audit of the count of pupils for apportionment purposes reported ~~[each quarter by]~~ ***for*** each school district ***, charter school and university school for profoundly gifted***

***pupils*** pursuant to NRS 387.123 **.** ~~[and the data reported by each school district pursuant to NRS 388.710 that is used to measure the effectiveness of the implementation of a plan developed by each school district to reduce the pupil-teacher ratio as required by NRS 388.720.]~~

2. Review each school district's report of the annual audit conducted by a public accountant as required by NRS 354.624, and the annual report prepared by each district as required by NRS 387.303, and report the findings of the review to the State Board and the Joint Interim Standing Committee on Education, with any recommendations for legislation, revisions to regulations or training needed by school district employees. The report by the Department must identify school districts which failed to comply with any statutes or administrative regulations of this State or which had any:

(a) Long-term obligations in excess of the general obligation debt limit;

(b) Deficit fund balances or retained earnings in any fund;

(c) Deficit cash balances in any fund;

(d) Variances of more than 10 percent between total general fund revenues and budgeted general fund revenues; or

(e) Variances of more than 10 percent between total actual general fund expenditures and budgeted total general fund expenditures.

3. In preparing its biennial budgetary request for the State Education Fund, consult with the superintendent of schools of each school district or a person designated by the superintendent.

4. Provide, in consultation with the ***Education Service Center created by NRS 391A.800, the*** Budget Division of the Office of Finance and the Fiscal Analysis Division of the Legislative Counsel Bureau, training to the financial officers of school districts ***, charter schools and university schools for profoundly gifted pupils*** in matters relating to financial accountability.

***5. Conduct any financial or performance audit of a school district, charter school or university school for profoundly gifted pupils necessary to assess compliance with any federal or state regulation or statute or to assess the implementation, quality or impact of interventions and programs intended to improve the opportunities, achievement or outcomes of pupils.***

**Sec. 63.** NRS 387.900 is hereby amended to read as follows:

387.900 1. To the extent that money has been appropriated for that purpose, the Department shall award money to school districts to provide compensation, in addition to base pay, for hard-to-fill positions in the public schools of this State.

2. ***As part of the proposed executive budget, the Governor shall, to the extent practicable, include recommendations for the***

***amount of money to appropriate to the Department to make awards to school districts pursuant to subsection 1.***

***3.*** It is the intent of the Legislature that the additional compensation for hard-to-fill positions funded pursuant to subsection 1 is a temporary solution to ameliorate the urgent problem of high teacher vacancy rates, which are detrimental to student outcomes.

~~[3.]~~ ***4.*** An application by a school district applying for an award of money pursuant to subsection 1 must include:

(a) The total amount of money which the school district is requesting;

(b) The total number of hard-to-fill positions in public schools for which the school district intends to provide additional compensation using the money requested;

(c) Documentation sufficient to demonstrate that each hard-to-fill position for which the school district intends to provide additional compensation using the money requested was filled during the immediately preceding calendar quarter; and

(d) Such other information or documentation as the Department may require.

~~[4.]~~ ***5.*** Money awarded to a school district pursuant to subsection 1 is subject to collective bargaining, but may only be used to provide additional compensation for hard-to-fill positions in public schools.

~~[5.]~~ ***6.*** Not later than December 1 of each even-numbered year, each school district shall submit a report to the Office of Finance and the Interim Finance Committee that states:

(a) The total number of teachers in the school district receiving additional compensation funded pursuant to this section during the then-current school year;

(b) The total amount of the additional compensation funded from an award made pursuant to this section that is being provided to teachers during the then-current school year; and

(c) The total number of hard-to-fill positions in public schools in the school district.

~~[6.]~~ ***7.*** As used in this section:

(a) "Hard-to-fill position" means:

(1) A teacher position at a Title I school which has:

(I) A vacancy rate for teacher positions of 15 percent or more, if the school is a high school;

(II) A vacancy rate for teacher positions of 12 percent or more, if the school is a middle school or junior high school; or

(III) A vacancy rate for teacher positions of 10 percent or more, if the school is an elementary school.

(2) A teacher position or other position staffed by a person licensed pursuant to chapter 391 of NRS:

(I) Who is the teacher of record assigned to a classroom of pupils; and

(II) Whose duties include actively teaching pupils during a class period, for the majority of class periods during the school day, in English language arts, mathematics, science or special education, if such subjects are suffering from a critical labor shortage, as determined by the board of trustees of the school district.

(b) "Public school" does not include a public school that is formed pursuant to the provisions of chapter 388A of NRS.

**Sec. 64.** NRS 388.113 is hereby amended to read as follows:

388.113 1. The Superintendent of Public Instruction shall place on probation each public school that has been designated as a focus school pursuant to subsection 1 of NRS 385A.745. A period of probation imposed pursuant to this section:

(a) Begins on the first day of the first school year following the date of the designation of the public school as a focus school; and

(b) Must end on the date on which the Department posts a final rating of the public school made pursuant to NRS 385A.720 that the Superintendent of Public Instruction determines to indicate that the public school no longer qualifies for designation as a focus school pursuant to subsection 1 of NRS 385A.745.

2. Not later than 60 days after the beginning of a period of probation imposed pursuant to subsection 1, the principal of the public school shall prepare and submit to the Department a school improvement plan that is based on the ***plan to improve the achievement of pupils prepared pursuant to NRS 385A.650 and the*** plan to improve the academic achievement of pupils prepared pursuant to NRS 385A.955 ~~[.]~~ ***, as applicable.*** The school improvement plan must include, without limitation:

(a) Specific achievement targets and performance targets to address the reason that the public school was designated as a focus school;

(b) A clear timeline for implementing any changes to address the reason that the public school was designated as a focus school; and

(c) A strategic plan for improving pupil outcomes.

3. The Superintendent of Public Instruction shall, not later than 30 days after receiving a school improvement plan submitted to the Department pursuant to subsection 2, review and approve or deny approval of the school improvement plan. If the Superintendent of Public Instruction denies approval of the school improvement plan, the Superintendent shall notify the principal of the public school of

the reasons for denying approval of the plan. Not later than 30 days after receiving such notice, the principal shall prepare and submit to the Department revisions to the school improvement plan. The public school shall implement a school improvement plan approved by the Superintendent of Public Instruction and post the approved school improvement plan on the Internet website maintained by the public school.

4. The Superintendent of Public Instruction may appoint an independent school improvement official to oversee the progress of a public school during a period of probation imposed pursuant to this section. An independent school improvement official:

(a) Must not have any conflict of interest that may affect his or her ability to monitor objectively the school improvement plan of the public school;

(b) Must possess a background in evaluating school improvement practices, assessing effective school strategies and supporting the development of school improvement plans; and

(c) Must be compensated by the public school that was placed in a period of probation or the school district or sponsor of the charter school in which that public school is located or by which that public school is sponsored, as applicable, at a rate established by the Superintendent before the appointment of the independent school improvement official.

5. An independent school improvement official appointed for a public school pursuant to subsection 4 shall:

(a) Monitor the implementation by the public school of the school improvement plan and the adherence of the public school to the plan;

(b) Conduct quarterly assessments to evaluate the performance of pupils and the progress of the public school in achieving the performance targets established for the public school;

(c) Provide guidance and resources, including, without limitation, professional development and support for teachers and leadership training; and

(d) Submit annual progress reports to the Superintendent of Public Instruction that provide detailed information on the improvements in the public school and any challenges encountered.

6. Upon the conclusion of a period of probation for a public school imposed pursuant to this section or 2 years after a public school is placed on probation pursuant to this section, whichever is earlier, the Department shall evaluate the progress of the public school in meeting the achievement targets and performance targets that address the reason that the public school was designated as a focus school, as specified in the school improvement plan for the public school. If the Department determines that the public school

has not met such achievement targets and performance targets, the Superintendent of Public Instruction shall:

(a) Designate the public school as a ~~[persistently]~~ priority school; and

(b) Notify the principal of the public school and the school district or sponsor of the charter school of the designation of the public school as a ~~[persistently]~~ priority school and include in such notice a summary of the deficiencies causing the designation and any required actions.

7. If, pursuant to subsection 6, the Superintendent of Public Instruction designates a school as a ~~[persistently]~~ priority school, the Superintendent shall recommend intervention measures to the Public Education Oversight Board impaneled pursuant to NRS 386.411. Subject to the approval of the Public Education Oversight Board, the Superintendent of Public Instruction may:

(a) Extend the period of probation of the public school for 1 additional school year, including, without limitation, extending all requirements and oversight imposed during a period of probation imposed pursuant to this section;

(b) Implement any or all of the corrective measures described in NRS 388.114, 388.115 and 388.116; or

(c) Require additional state-directed interventions tailored to address the specific deficiencies preventing the public school from meeting its achievement targets and performance targets.

8. The Department shall regularly prepare and submit a report of intervention efforts and progress of a public school in meeting achievement targets and performance targets to the:

(a) Governor;

(b) Public Education Oversight Board; and

(c) Director of the Legislative Counsel Bureau for transmittal to:

(1) The Joint Interim Standing Committee on Education, if the report is received during the interim period between legislative sessions.

(2) The Senate and Assembly Standing Committees on Education, if the report is received during a legislative session.

9. Any report or evaluation related to intervention measures for a public school approved by the Public Education Oversight Board must be posted on the Internet website of the Department and submitted to the entities described in paragraphs (a), (b) and (c) of subsection 8.

**Sec. 65.** NRS 388.114 is hereby amended to read as follows:

388.114 1. If, pursuant to subsection 6 of NRS 388.113, the Superintendent of Public Instruction designates a public school as a ~~[persistently]~~ priority school, the Superintendent shall, not later than 60 days after the designation is made, submit to the Public

Education Oversight Board impaneled pursuant to NRS 386.411 a proposal to implement one of the following corrective measures:

(a) Replacement of the principal of the public school and other key personnel of the public school as necessary to support substantial improvements in leadership and instructional quality; or

(b) Direct management of the public school by the Department to ensure accountability and the implementation of effective school practices.

2. Not later than 45 days after receiving a proposal for a corrective measure submitted pursuant to subsection 1, the Public Education Oversight Board shall review the proposal and take one of the following actions:

(a) Approve the proposal, in which case the Superintendent of Public Instruction shall proceed to implement the approved corrective measure as provided in this section and NRS 388.115 and 388.116; or

(b) Deny the proposal, in which case the Superintendent shall:

(1) Address the reasons for the denial of the proposal; and

(2) Not later than 30 days after the denial of the proposal, submit to the Public Education Oversight Board a revised proposal for the corrective measure or a proposal for a different corrective measure.

3. A corrective measure must be selected, approved and implemented not later than December 31 of the year in which the public school is designated as a ~~[persistently]~~ priority school ~~[.]~~ ***pursuant to NRS 388.113.***

4. Each corrective measure must be established with an initial term of 6 years. During the initial term of the corrective measure, the Department shall:

(a) Monitor the progress of the school through the program of accountability and statewide system of accountability for public schools as set forth in chapter 385A of NRS; and

(b) Provide technical assistance, professional development and resources as necessary to support the successful implementation of the corrective measure.

5. At least 1 year before the end of the initial 6-year term of a corrective measure, the Superintendent of Public Instruction shall conduct a comprehensive review of the performance of the public school for which the corrective measure was implemented to determine the appropriate next steps. Based on this review, the Superintendent shall recommend to the Public Education Oversight Board one of the following actions:

(a) Renew the corrective measure for an additional term of not more than 10 years, if the public school has demonstrated sustained

progress but has not met or exceeded its achievement targets and performance targets;

(b) Extend the corrective measure indefinitely, if the public school has met or exceeded its achievement targets and performance targets or the Superintendent determines that such action is in the best interest of the pupils and community served by the public school;

(c) Initiate an alternative or modified corrective measure set forth in subsection 1; or

(d) Transition the public school back to its original governance structure if the school has achieved sustained improvement and demonstrates capacity to maintain progress.

6. In cases where a corrective measure is extended indefinitely pursuant to paragraph (b) of subsection 5:

(a) The Department shall conduct periodic evaluations, not less often than every 5 years, to assess the performance and operational effectiveness of the public school and the alignment of the public school with state educational goals; and

(b) The Superintendent of Public Instruction retains the authority to modify or terminate the corrective measure if subsequent evaluations reveal significant deficiencies or if the Superintendent determines that an alternative governance structure would better serve the pupils enrolled in the public school.

7. The Department shall prepare a report of the findings and determinations resulting from the comprehensive review conducted by the Superintendent of Public Instruction pursuant to subsection 5. The report must be posted on the Internet website maintained by the Department and must include, without limitation:

(a) A summary of the progress of the public school during the initial term of the corrective measure;

(b) An evaluation of the effectiveness of the corrective measure in addressing the deficiencies in the performance of the public school; and

(c) A detailed rationale for the recommended next steps, including, without limitation, any proposed changes to the governance, operations or accountability structure of the public school.

8. The provisions of this section must not be construed to prohibit or supersede a sponsor of a charter school from taking any action to enforce a charter contract or any provision of chapter 388A of NRS.

**Sec. 66.** NRS 388.115 is hereby amended to read as follows:

388.115 1. If, pursuant to NRS 388.114, the corrective measure of replacing the principal of a public school and other key personnel of the public school is approved by the Public Education

Oversight Board impaneled pursuant to NRS 386.411, the Superintendent of Public Instruction shall direct the superintendent of schools of the school district in which the school is located or, if the public school is a charter school, the governing body of the charter school, to initiate the process to replace the principal and other key personnel.

2. Upon receipt of such direction from the Superintendent of Public Instruction pursuant to subsection 1, the superintendent of schools of the school district or governing body of the charter school, as applicable, shall immediately begin a process to select a new principal for the public school. The superintendent of schools of the school district or governing body of the charter school, as applicable, shall:

(a) If the public school is a local school precinct, as defined in NRS 388G.535:

(1) Ensure that the selection process complies with the applicable provisions of chapter 388G of NRS, including, without limitation, meaningful participation by the organizational team, as defined in NRS 388G.540; and

(2) Have the organizational team, as defined in NRS 388G.540, participate in the selection process for the new principal by:

(I) Defining the desired qualifications and characteristics of the new principal;

(II) Participating in interviews, evaluations and deliberations for all candidates to be hired as the new principal; and

(III) Providing formal recommendations for a candidate to be hired as the new principal;

(b) Submit the name and qualifications of the final candidate selected by the superintendent of schools of the school district or governing body of the charter school, as applicable, for review and approval by the Superintendent of Public Instruction to ensure alignment with the improvement goals for the public school; and

(c) Appoint the new principal to assume full administrative responsibilities by the start of the next school year.

3. Upon appointment, the new principal, in collaboration with the administration of the school district or, if the new principal is the principal of a charter school, the governing body of the charter school shall review and, if necessary, replace or reassign any teacher or other staff member assigned to the school, subject to the following conditions:

(a) The replacement or reassignment process must comply with all applicable state and federal laws, including, without limitation, those related to:

(1) Collective bargaining agreements; and

(2) Employment protections under state and federal law, including, without limitation, the Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101 et seq., and Title VII of the Civil Rights Act of 1964, 42 U.S.C. §§ 2000e et seq.;

(b) Teachers identified for replacement or reassignment must receive:

(1) Written notification specifying the reasons for the decision, consistent with performance or other relevant criteria; and

(2) Support for reassignment to another public school within the school district or another charter school, as provided in subsection 7;

(c) All decisions to replace or reassign a teacher must be documented and reviewed by the administration of the school district or the governing body of the charter school, as applicable, and the Department to ensure compliance with legal and policy standards; and

(d) Any principal, administrator, teacher or other staff of the public school who is replaced must:

(1) Be reassigned within the school district or to another charter school to a suitable role in accordance with chapter 391 of NRS and the policies of the school district or charter school;

(2) Follow the procedures of the school district or charter school, as applicable, for reassignment or other duties as appropriate; and

(3) Abide by any other requirements imposed by law or policy relating to reassignment.

4. If an administrator or teacher is removed from his or her position pursuant to this section and holds an "effective" or "highly effective" rating pursuant to paragraph (a) of subsection 2 of NRS 391.465, the administrator or teacher must be reassigned to another open position of equal responsibility and compensation within the school district or charter school. If no such position is available, the administrator or teacher must be assigned to his or her previous role.

5. If administrators, teachers or other staff of a public school are replaced or reassigned pursuant to a corrective measure implemented pursuant to this section, the superintendent of schools of the school district or the governing body of the charter school, as applicable, in coordination with the Department, may establish financial and other incentives, which are subject to any collective bargaining agreement, to attract and retain high-quality teachers, administrators and other staff for the public school. Such incentives may include, without limitation:

(a) Salary increases, performance-based bonuses and retention stipends;

(b) Flexible scheduling options to support continuing education and other professional assignments;

(c) Specialized training programs and career advancement opportunities; and

(d) Additional supports tailored to address the specific challenges of the public school.

6. Each allocation of money for an incentive described in subsection 5 must be:

(a) Approved by the Department;

(b) Limited to the duration of the period for which the corrective measure is effective pursuant to this section; and

(c) Documented to ensure alignment with the performance and improvement goals of the public school.

7. A teacher reassigned to another public school within the school district or to another charter school pursuant to this section must receive support to meet performance standards, including, without limitation:

(a) Peer mentoring and coaching;

(b) Enrollment in professional development programs; and

(c) Additional resources or training as necessary.

8. If a new principal appointed pursuant to this section determines that additional operational costs are required to support the improvement goals of the public school, the superintendent of schools of the school district in which the public school is located or the governing body of the charter school shall:

(a) Evaluate and approve the request if resources are available or can be made available through reasonable budget augmentation;

(b) Identify and allocate appropriate sources of funding for the request; and

(c) Prioritize expenditures to address the most critical needs of the public school in alignment with its school improvement plan.

9. The Department may provide additional support and resources to schools designated as ~~[persistently]~~ priority schools ***pursuant to NRS 388.113*** that are implementing a corrective measure pursuant to this section. Such support may include, without limitation:

(a) Leadership coaching for new principals and other key personnel appointed pursuant to this section to ensure effective school management;

(b) Ongoing professional development opportunities for teachers to support best practices in instruction and curriculum delivery; and

(c) Funding to enter into contracts with consultants or educational specialists to assist in the implementation of effective school turnaround strategies, ensuring alignment with the performance improvement goals of the public school.

**Sec. 67.** NRS 388.116 is hereby amended to read as follows:

388.116 1. If, pursuant to NRS 388.114, the corrective measure of direct management of the public school by the Department is approved by the Public Education Oversight Board impaneled pursuant to NRS 386.411 and implemented for a public school designated as ~~[persistently]~~ priority ~~[,]~~ ***pursuant to NRS 388.113,*** the Superintendent of Public Instruction shall assume responsibility for overseeing the operations of the public school.

2. If the Superintendent of Public Instruction assumes responsibility for overseeing the operations of a public school pursuant to subsection 1, the Superintendent shall appoint a school turnaround director to manage the public school. The school turnaround director shall:

(a) Exercise full operational control of the public school, including, without limitation:

(1) Overseeing all instructional, operational and financial decisions;

(2) Implementing personnel decisions, including, without limitation, the hiring, reassignment or replacement of administrators, teachers and other staff employed at the public school in compliance with state and federal law; and

(3) Revising curriculum and instructional strategies to align with best practices for improving pupil outcomes.

(b) Develop and implement a comprehensive school turnaround plan. The school turnaround plan must include, without limitation:

(1) Specific academic and operational benchmarks the public school must meet during the period of the corrective measure imposed pursuant to this section;

(2) Evidence-based interventions to address areas of underperformance;

(3) Strategies to close achievement gaps for underserved populations of pupils, including, without limitation, pupils with special needs, low-income pupils, pupils who are English learners and pupils from diverse racial or ethnic backgrounds;

(4) A detailed timeline for achieving measurable progress in performance; and

(5) An evaluation of policies prescribed by the school district to identify any waivers necessary for the effective execution of the school turnaround plan.

(c) Document all proposed waivers of any policy of the school district or sponsor of the charter school and submit the proposed waivers to the superintendent of schools of the school district or the sponsor of the charter school, as applicable, for review and to the Superintendent of Public Instruction for review and approval.

(d) Provide regular updates to the Superintendent of Public Instruction, the Public Education Oversight Board and the board of trustees of the school district or the sponsor of the charter school on the implementation of the school turnaround plan to ensure transparency and accountability.

3. The Department shall provide ongoing support to a public school operating under the corrective measure of direct management imposed pursuant to this section, including, without limitation:

(a) Leadership coaching and development programs for the appointed school turnaround director and school administrators to ensure effective management and instructional leadership.

(b) Targeted professional development for teachers, including, without limitation:

(1) Training on evidence-based instructional practices and strategies for differentiated instruction;

(2) Support for integrating technology into the classroom to enhance learning outcomes; and

(3) Coaching to improve classroom management and pupil engagement.

(c) Access to external consultants and educational specialists with expertise in school turnaround strategies. Any such consultant or educational specialist shall:

(1) Provide guidance on curriculum development and instructional planning;

(2) Assist with the implementation of performance monitoring systems; and

(3) Support the alignment of school operations with the goals of the school turnaround plan.

(d) Additional funding support, as necessary, to ensure the successful execution of the school turnaround plan, including, without limitation, grants for instructional resources, teacher incentives and other identified needs.

**Sec. 68.** NRS 388.1324 is hereby amended to read as follows:

388.1324 1. The Governor shall appoint a ***joint*** committee on statewide school safety ~~[.]~~ ***and responses to power-based violence in schools.*** 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 Office of Emergency Management within the Office of the Governor;

(d) One representative of the Department of 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]~~ ***school social worker employed by*** a school in this State;

(l) The State Fire Marshal or his or her designee;

(m) ~~[One parent]~~ ***Two parents*** or legal ~~[guardian]~~ ***guardians*** of ~~[a pupil]~~ ***pupils*** enrolled in ~~[a school]~~ ***schools*** in this State ~~[;]~~ ***, at least one of whom must be the parent or legal guardian of a pupil who identifies as a victim of power-based violence;***

(n) At least ~~[two]~~ ***three*** pupils enrolled in a school in this State ~~[; and]~~ ***, at least one of whom must be a pupil who identifies as a victim of power-based violence;***

(o) ~~[Any other representative the Governor deems appropriate.]~~ ***Two Title IX coordinators employed by public schools in this State;***

***(p) One school resource officer assigned to a public school in this State; and***

***(q) One representative of a nonprofit organization that assists victims of power-based violence.***

3. The committee shall:

(a) Establish 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 ~~[.]~~ ***;***

***(d) Consider the experiences of pupils relating to power-based violence and pupil safety;***

***(e) Examine current procedures and protocols for responding to power-based violence that are used in public schools in this State;***

***(f) Identify emerging trends and best practices for responding to and preventing power-based violence;***

***(g) Identify possible gaps in the services that are available for victims of power-based violence; and***

***(h) Make recommendations for procedures that will focus on preventing and intervening in disclosures of power-based violence.***

4. ***On or before October 1 of each even-numbered year, the committee shall submit to the State Board any findings and recommendations relating to the actions undertaken pursuant to subsection 3.***

***5.*** As used in this section ~~[, "social]~~ ***:***

***(a) "Power-based violence" has the meaning ascribed to it in NRS 396.1285.***

***(b) "Social*** media" has the meaning ascribed to it in NRS 232.003.

**Sec. 69.** NRS 388.135 is hereby amended to read as follows:

388.135 ***1.*** A member of a governing body, any employee of a governing body, including, without limitation, an administrator, teacher or other staff member, a member of a club or organization which uses the facilities of any school, regardless of whether the club or organization has any connection to the school, or any pupil shall not engage in discrimination based on race, bullying or cyber-bullying on the premises of any school, at an activity sponsored by a school or on any school bus.

***2. The State Board may adopt regulations necessary to ensure the provision of a safe and respectful learning environment, including, without limitation, regulations that address discrimination based on race, bullying and cyber-bullying.***

**Sec. 70.** NRS 388.229 is hereby amended to read as follows:

388.229 As used in NRS 388.229 to ~~[388.266,]~~ ***388.265,*** inclusive, unless the context otherwise requires, the words and terms defined in NRS 388.231 to 388.2359, inclusive, have the meanings ascribed to them in those sections.

**Sec. 71.** NRS 388.243 is hereby amended to read as follows:

388.243 1. Each emergency operations plan development committee established by the board of trustees of a school district shall develop one plan, which constitutes the minimum requirements of a plan, to be used by all the public schools other than the charter schools in the school district in responding to a crisis, emergency or suicide and all other hazards. Each emergency operations plan development committee established by the governing body of a charter school shall develop a plan, which constitutes the minimum requirements of a plan, to be used by the charter school in responding to a crisis, emergency or suicide and all other hazards. Each emergency operations plan development committee shall, when developing the plan:

(a) Consult with local social service agencies and local public safety agencies in the county in which its school district or charter school is located.

(b) If the school district has an emergency manager designated pursuant to NRS 388.262, consult with the emergency manager.

(c) If the school district has school resource officers, consult with the school resource officer or a person designated by him or her.

(d) If the school district has school police officers, consult with the chief of school police of the school district or a person designated by him or her.

(e) Consult with the director of the local organization for emergency management or, if there is no local organization for emergency management, with the Chief of the Office of Emergency Management within the Office of the Governor or his or her designee.

(f) Consult with the State Fire Marshal or his or her designee and a representative of a local government responsible for enforcement of the ordinances, codes or other regulations governing fire safety.

(g) Determine which persons and organizations in the community, including, without limitation, a provider of mental health services which is operated by a state or local agency, that could be made available to assist pupils and staff in recovering from a crisis, emergency or suicide.

2. The plan developed pursuant to subsection 1 must include, without limitation:

(a) The plans, procedures and information included in the model plan developed by the Department pursuant to NRS 388.253;

(b) A procedure for responding to a crisis or an emergency and for responding during the period after a crisis or an emergency has concluded, including, without limitation, a crisis or an emergency that results in immediate physical harm to a pupil or employee of a school in the school district or the charter school;

(c) A procedure for enforcing discipline within a school in the school district or the charter school and for obtaining and maintaining a safe and orderly environment during a crisis or an emergency;

(d) The names of persons and organizations in the community, including, without limitation, a provider of mental health services which is operated by a state or local agency, that are available to provide counseling and other services to pupils and staff of the school to assist them in recovering from a crisis, emergency or suicide;

(e) A plan for making the persons and organizations described in paragraph (d) available to pupils and staff after a crisis, emergency or suicide;

(f) A procedure for responding to a crisis or an emergency that occurs during an extracurricular activity which takes place on school grounds;

(g) A plan which includes strategies to assist pupils and staff at a school in recovering from a suicide;

(h) A description of the organizational structure which ensures there is a clearly defined hierarchy of authority and responsibility used by the school for the purpose of responding to a crisis, emergency or suicide;

(i) If the school district has school police officers, a plan to coordinate with local law enforcement agencies to train school police officers in active assailant movement techniques;

(j) A plan to coordinate with local law enforcement agencies or public safety organizations to provide active assailant trainings to each employee of the school;

(k) A plan to provide support to:

(1) Pupils who have experienced a crisis or emergency by using trauma-informed and age-appropriate resources; and

(2) Members of the faculty and staff who have experienced a crisis or emergency by using trauma-informed resources;

(l) A plan to ensure that members of the faculty and staff and a pupil's parents or legal guardians are notified of the occurrence, development and conclusion of a crisis or an emergency through any communication method established by a school, including, without limitation, communicating through text message or electronic mail;

(m) A plan to inform, at least twice each academic year, a pupil's parent or legal guardian of any state requirement related to the storage of firearms, including, without limitation, the crimes and penalties described in subsection 5 of NRS 202.300 and 202.3623; ~~[and]~~

(n) A plan for immediately responding to a medical emergency involving the heart, including, without limitation, a person in cardiac arrest ~~[.]~~ ***; and***

***(o) A method for integrating the comprehensive action plans concerning anaphylaxis developed by the schools in the school district or the charter school, as applicable, pursuant to NRS 386.875 into the plan developed pursuant to subsection 1.***

3. Each emergency operations plan development committee shall provide for review a copy of the plan that it develops pursuant to this section to the board of trustees of the school district that established the committee or the governing body of the charter school that established the committee.

4. The board of trustees of the school district that established the committee or the governing body of the charter school that

established the committee shall submit for review to the Office of Emergency Management within the Office of the Governor the plan developed pursuant to this section.

5. Except as otherwise provided in NRS 388.249 and 388.251, each public school must comply with the plan developed for it pursuant to this section.

6. As used in this section:

(a) "Active assailant movement techniques" means any training in the technical and tactical skills necessary for school police officers to respond to a crisis or emergency concerning an active assailant.

(b) "Active assailant training" means any training in responding to a crisis or emergency concerning an active assailant that is necessary to evacuate or secure the school.

**Sec. 72.** NRS 388.245 is hereby amended to read as follows:

388.245 1. Each emergency operations plan development committee shall, at least once each year, review and update as appropriate the plan that it developed pursuant to NRS 388.243. In reviewing and updating the plan, the emergency operations plan development committee shall consult with the director of the local organization for emergency management or, if there is no local organization for emergency management, with the Chief of the Office of Emergency Management within the Office of the Governor or his or her designee.

2. On or before August 1 of each year, each emergency operations plan development committee shall provide an updated copy of the plan to the board of trustees of the school district that established the committee or the governing body of the charter school that established the committee.

3. On or before August 15 of each year, the board of trustees of the school district that established the committee or the governing body of the charter school that established the committee shall submit for review to the Office of Emergency Management within the Office of the Governor the plan updated pursuant to subsection 1.

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

(a) Post a notice of the completion of each review and update that its emergency operations plan development committee performs pursuant to subsection 1 on the Internet website maintained by the school district or governing body and by each school in the school district or by the charter school, as applicable;

(b) File with the Department a copy of the notice posted pursuant to paragraph (a);

(c) Post a link to NRS 388.229 to ~~[388.266,]~~ ***388.265,*** inclusive, on the Internet website maintained by each school in its school district or by the charter school;

(d) Retain a copy of each plan developed pursuant to NRS 388.243, each plan updated pursuant to subsection 1 and each deviation approved pursuant to NRS 388.251;

(e) Provide a copy of each plan developed pursuant to NRS 388.243 and each plan updated pursuant to subsection 1 to:

(1) Each local public safety agency in the county in which the school district or charter school is located; and

(2) The local organization for emergency management, if any;

(f) Upon request, provide a copy of each plan developed pursuant to NRS 388.243 and each plan updated pursuant to subsection 1 to a local agency that is included in the plan and to an employee of a school who is included in the plan;

(g) Provide a copy of each deviation approved pursuant to NRS 388.251 as soon as practicable to:

(1) The Department;

(2) A local public safety agency in the county in which the school district or charter school is located;

(3) The Office of Emergency Management within the Office of the Governor;

(4) The local organization for emergency management, if any;

(5) A local agency that is included in the plan; and

(6) An employee of a school who is included in the plan; and

(h) At least once each year, provide training in responding to a crisis and training in responding to an emergency to each employee of the school district or of the charter school, including, without limitation, training concerning drills for evacuating and securing schools.

5. The board of trustees of each school district and the governing body of each charter school may apply for and accept gifts, grants and contributions from any public or private source to carry out the provisions of NRS 388.229 to ~~[388.266,]~~ ***388.265,*** inclusive.

**Sec. 73.** NRS 388.259 is hereby amended to read as follows:

388.259 A plan developed pursuant to NRS 388.243 or updated pursuant to NRS 388.245, a deviation and any information submitted to an emergency operations plan development committee pursuant to NRS 388.249, a deviation approved pursuant to NRS 388.251 and the model plan developed pursuant to NRS 388.253 are confidential and, except as otherwise provided in NRS 239.0115, 388.229 to ~~[388.266,]~~ ***388.265,*** inclusive, 393.045 and subsection 9

of NRS 414.040 must not be disclosed to any person or government, governmental agency or political subdivision of a government.

**Sec. 74.** NRS 388.435 is hereby amended to read as follows:

388.435 ***1.*** Except as otherwise provided in NRS 388.431, eligible pupils with disabilities must be admitted at the age of 3 years to special programs established for such pupils, and their enrollment or attendance may be counted for the purpose of apportionment ~~[.]~~ ***pursuant to NRS 387.1223 and 387.123.***

***2. Gifted and talented pupils may be admitted at the age of 4 years to special programs established for such pupils, and their enrollment or attendance may be counted for apportionment purposes pursuant to NRS 387.1223 and 387.123.***

**Sec. 75.** NRS 388.5185 is hereby amended to read as follows:

388.5185 1. ~~[The State Board shall evaluate the criteria recommended by the Advisory Committee on Language Development for Children Who Are Deaf, Hard of Hearing, Blind or Visually Impaired pursuant to NRS 388.518 for use by parents or guardians to evaluate the development of language and literacy skills by children who are less than 6 years of age and are deaf, hard of hearing, blind or visually impaired, including, without limitation, children who are both deaf and blind. If the State Board determines that the criteria recommended by the Committee pursuant to NRS 388.518:~~

~~(a) Meet the requirements of that section, the State Board must adopt the criteria for the purposes described in subsection 2.~~

~~(b) Do not meet the requirements of that section, the State Board must revise the criteria in a manner that meets the requirements of that section and adopt the revised criteria for the purposes described in subsection 2.~~

~~2.]~~ The Department shall develop a written resource for use by parents or guardians to evaluate the development of language and literacy skills by children who are less than 6 years of age and are deaf, hard of hearing, blind or visually impaired, including, without limitation, children who are both deaf and blind. The written resource must:

(a) Describe how to ~~[use the criteria adopted pursuant to subsection 1 to]~~ evaluate the development of language and literacy skills by children who are deaf, hard of hearing, blind or visually impaired, including, without limitation, children who are both deaf and blind;

(b) Be written clearly and present the criteria in a manner that is easy for parents to use;

(c) State that parents have the right to select whether to evaluate the development of language and literacy skills by their child using

American Sign Language, spoken or written English, with or without the use of visual supplements or braille, as applicable;

(d) State that the resource is not a formal assessment of the development of language and literacy skills and that the observations by a parent may differ from data presented at a meeting concerning an individualized education program or individualized family service plan;

(e) State that a parent may bring the resource to a meeting concerning an individualized education program or individualized family service plan for purposes of sharing observations concerning the development of language and literacy skills by his or her child; and

(f) Include balanced and comprehensive information about languages, modes of communication and available services and programs for children who are deaf, hard of hearing, blind or visually impaired, including, without limitation, children who are both deaf and blind.

~~[3.]~~ ***2.*** The Department shall disseminate the resource to parents or guardians described in subsection ~~[2,]~~ ***1,*** including, without limitation, by:

(a) Making written copies of the resource available at locations and events where such parents or guardians are likely to be present;

(b) Posting the resource on an Internet website maintained by the Department; and

(c) Providing written copies of the resource to the Aging and Disability Services Division of the Department of Human Services for distribution to such parents or guardians who receive services from the Division.

**Sec. 76.** NRS 388.519 is hereby amended to read as follows:

388.519 1. The State Board shall ~~[, after considering the recommendations made by the Advisory Committee on Language Development for Children Who Are Deaf, Hard of Hearing, Blind or Visually Impaired pursuant to NRS 388.518,]~~ prescribe by regulation criteria for use by school employees and providers of services to assess the development of language and literacy skills by children who are less than 6 years of age and are deaf, hard of hearing, blind or visually impaired, including, without limitation, children who are both deaf and blind. The criteria must:

(a) Be based on criteria and assessments developed by persons and entities with expertise in the development of language and literacy skills by children, including, without limitation, children without a disability, who are less than 6 years of age; and

(b) Be organized according to stages of development of language and literacy skills.

2. The Department shall:

(a) Distribute to school districts, charter schools, the Aging and Disability Services Division of the Department of Human Services and other entities that provide educational services to children who are less than 6 years of age and are deaf, hard of hearing, blind or visually impaired, including, without limitation, children who are both deaf and blind, a summary of the criteria prescribed pursuant to subsection 1; and

(b) Provide to employees of the entities described in paragraph (a) training concerning the use of the criteria to assist children who are less than 6 years of age and are deaf, hard of hearing, blind or visually impaired, including, without limitation, children who are both deaf and blind, in developing the language and literacy skills necessary for kindergarten. Such training must include, without limitation, training concerning children who communicate using spoken English and children who communicate using American Sign Language.

**Sec. 77.** NRS 388.720 is hereby amended to read as follows:

388.720 ~~[~~1. Except as otherwise provided in subsection 2, each~~]~~ Each school district ***and sponsor of a charter school,*** together with the recognized associations representing licensed educational personnel **,** shall develop a plan to ~~[~~reduce~~]~~ ***satisfy*** the ~~[~~district's~~]~~ pupil-teacher ratio per class ***set forth*** in ~~[~~kindergarten and grades 1, 2 and 3~~]~~ ***NRS 388.890 and regulations adopted pursuant to NRS 387.1234*** within the limits of available financial support **.** ~~[~~specifically set aside for this purpose and submit that plan to the State Board on or before October 1 of each year.

~~2. In lieu of complying with the pupil-teacher ratio prescribed in paragraph (a) of subsection 1 of NRS 388.700, a school district in a county whose population is less than 100,000 may, in consultation with the recognized associations representing licensed educational personnel, develop a plan to reduce the district's pupil-teacher ratios per class for specified grade levels in elementary schools. Alternative ratios for grade 6 may only be approved for those school districts that include grade 6 in elementary school. The alternative pupil-teacher ratios must not:~~

~~(a) Exceed 22 to 1 in grades 1, 2 and 3; and~~

~~(b) Exceed 25 to 1 in grades 4 and 5 or grades 4, 5 and 6, as applicable.~~

~~3. The State Board shall approve a plan submitted pursuant to subsection 2 if the plan:~~

~~(a) Reduces the district's pupil-teacher ratio in the elementary schools within the school district; and~~

~~(b) Is fiscally neutral such that the plan will not cost more to carry out than a plan that complies with the ratios prescribed in paragraph (a) of subsection 1 of NRS 388.700.~~]

**Sec. 78.** NRS 388.890 is hereby amended to read as follows:

388.890 1. The State Board shall develop nonbinding recommendations for the ratio of pupils per licensed teacher and specialized instructional support personnel in the public schools of this State for ***prekindergarten,*** kindergarten and grades 1 to 12, inclusive. The board of trustees of each school district ***and each sponsor of a charter school*** shall consider the recommendations in establishing the ratio of pupils per licensed teacher or specialized instructional support personnel, as applicable, in the school district ~~[.]~~ ***or charter school sponsored by the sponsor.***

2. The recommendations developed by the State Board must:

(a) Prescribe a suggested ratio of pupils per licensed teacher for each classroom and course of instruction, except choir, orchestra and band, in ***prekindergarten,*** kindergarten and grades 1 to 12, inclusive;

(b) Prescribe a suggested ratio of pupils per each type of specialized instructional support personnel for each kind of public school described in NRS 388.020;

(c) Be based on evidence-based national standards set forth by the licensing body for teachers and the licensing body for each type of specialized instructional support personnel;

(d) Take into account the unique needs of certain pupils, including, without limitation, pupils who are English learners;

(e) Require that administrators and other licensed educational personnel, including, without limitation, counselors, coaches and special education teachers, who may be present in a classroom but do not teach every pupil in the classroom may not be counted in determining the ratio of pupils per licensed teacher; and

(f) Count only teachers who are actively teaching pupils during a class period and teach a subject, and are the teacher of record assigned to the classroom of pupils, for which the ratio of pupils per licensed teacher is being determined.

3. Nothing in this section shall be deemed to relieve a school district ***or the sponsor of a charter school*** of its obligation to comply with the requirements of NRS ~~[388.700 and]~~ 388.720, as applicable to the school district.

4. Not later than 30 days after the beginning of each school year, the board of trustees of each school district ***and the sponsor of each charter school*** shall post on an Internet website maintained by the school district ***or the sponsor of the charter school, respectively,*** the ratio of pupils per licensed teacher that has been approved for each class in the district ~~[.]~~ ***or charter school sponsored by the sponsor, as applicable.***

5. The board of trustees of a school district ***or the sponsor of a charter school*** with one or more schools that exceed the

recommended ratio of pupils to specialized instructional support personnel shall develop a 15-year strategic plan to achieve the ratio of pupils to specialized instructional support personnel in the district ~~[.]~~ ***or charter school, as applicable.***

6. On or before February 1 of each odd-numbered year, the board of trustees of each school district ***and each sponsor of a charter school*** shall submit a report on the progress of the school district ***or sponsor of the charter school, as applicable,*** in obtaining the ratio of pupils per licensed teacher and specialized instructional support personnel recommended pursuant to this section to the Director of the Legislative Counsel Bureau for transmittal to the Senate and Assembly Standing Committees on Education.

7. As used in this section:

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

(b) "Specialized instructional support personnel" includes persons employed by each school to provide necessary services such as assessment, diagnosis, counseling, educational services, therapeutic services and related services, as defined in 20 U.S.C. § 1401(26), to pupils. Such persons employed by a school include, without limitation:

(1) A school counselor;
(2) A school psychologist;
(3) A school social worker;
(4) A school nurse;
(5) A speech-language pathologist;
(6) A school library media specialist; and
(7) Any other qualified professional.

**Sec. 79.** NRS 388A.366 is hereby amended to read as follows:

388A.366 1. A charter school shall:

(a) Comply with all laws and regulations relating to discrimination and civil rights.

(b) Remain nonsectarian, including, without limitation, in its educational programs, policies for admission and employment practices.

(c) Refrain from charging tuition or fees, except for tuition or fees that the board of trustees of a school district is authorized to charge, levying taxes or issuing bonds.

(d) Comply with any plan for desegregation ordered by a court that is in effect in the school district in which the charter school is located.

(e) Comply with the provisions of chapter 241 of NRS.

(f) ~~[Except as otherwise provided in this paragraph, schedule and provide annually at least as many days of instruction as are required of other public schools located in the same school district~~

~~as the charter school is located. The governing body of a charter school may submit a written request to the Superintendent of Public Instruction for a waiver from providing the days of instruction required by this paragraph. The Superintendent of Public Instruction may grant such a request if the governing body demonstrates to the satisfaction of the Superintendent that:~~

~~(1) Extenuating circumstances exist to justify the waiver; and~~

~~(2) The charter school will provide at least as many hours or minutes of instruction as would be provided under a program consisting of 180 days.~~

~~(g)~~ Cooperate with the board of trustees of the school district in the administration of the examinations administered pursuant to NRS 390.105 and, if the charter school enrolls pupils at a high school grade level, the college and career readiness assessment administered pursuant to NRS 390.610 to the pupils who are enrolled in the charter school.

~~(h)~~ ***(g)*** Comply with applicable statutes and regulations governing the achievement and proficiency of pupils in this State.

~~(i)~~ ***(h)*** Provide instruction in the core academic subjects set forth in subsection 1 of NRS 389.018, as applicable for the grade levels of pupils who are enrolled in the charter school, and provide at least the courses of study that are required of pupils by statute or regulation for promotion to the next grade or graduation from a public high school and require the pupils who are enrolled in the charter school to take those courses of study. This paragraph does not preclude a charter school from offering, or requiring the pupils who are enrolled in the charter school to take, other courses of study that are required by statute or regulation.

~~(j)~~ ***(i)*** If the parent or legal guardian of a child submits an application to enroll in kindergarten, first grade or second grade at the charter school, comply with NRS 392.040 regarding the ages for enrollment in those grades.

~~(k)~~ ***(j)*** Refrain from using public money to purchase real property or buildings without the approval of the sponsor.

~~(l)~~ ***(k)*** Hold harmless, indemnify and defend the sponsor of the charter school against any claim or liability arising from an act or omission by the governing body of the charter school or an employee or officer of the charter school. An action at law may not be maintained against the sponsor of a charter school for any cause of action for which the charter school has obtained liability insurance.

~~(m)~~ ***(l)*** Provide written notice to the parents or legal guardians of pupils in grades 9 to 12, inclusive, who are enrolled in the charter school of whether the charter school is accredited by the Northwest Accreditation Commission.

~~[(n)]~~ ***(m)*** Adopt a final budget in accordance with the regulations adopted by the Department. A charter school is not required to adopt a final budget pursuant to NRS 354.598 or otherwise comply with the provisions of chapter 354 of NRS.

~~[(o)]~~ ***(n)*** If the charter school provides a program of distance education pursuant to NRS 388.820 to 388.874, inclusive, comply with all statutes and regulations that are applicable to a program of distance education for purposes of the operation of the program.

2. A charter school shall not provide instruction through a program of distance education to children who are exempt from compulsory enrollment and attendance pursuant to NRS 392.070. As used in this subsection, "distance education" has the meaning ascribed to it in NRS 388.826.

**Sec. 80.** NRS 388D.280 is hereby amended to read as follows:

388D.280 A scholarship organization which receives a donation, gift or grant of money described in NRS 388D.270 shall report to the Department of Education, on or before ~~[January 31]~~ ***August 1*** of each year, on a form prescribed by the Department:

1. The name, address and contact information of the scholarship organization;

2. The total number of such donations, gifts and grants received by the scholarship organization during the immediately preceding calendar year;

3. The total dollar amount of such donations, gifts and grants received during the immediately preceding calendar year;

4. The total number of pupils for whom the scholarship organization made grants during the immediately preceding calendar year pursuant to NRS 388D.270;

5. The total dollar amount of such grants made during the immediately preceding calendar year; and

6. For each school for which such a grant was made during the immediately preceding calendar year:

(a) The name and address of the school;

(b) The number of pupils enrolled in the school for whom such a grant was made; and

(c) The total dollar amount of such grants provided for pupils enrolled in the school.

**Sec. 81.** NRS 388D.284 is hereby amended to read as follows:

388D.284 1. Each scholarship organization that is registered with the Department of Education pursuant to NRS 388D.282 shall:

(a) Not later than ~~[October 15, January 15, March 15 and June 15]~~ ***August 1*** of each year, provide to the Department in a format prescribed by the Department an electronic list of each pupil on behalf of whom the scholarship organization awarded a grant

pursuant to NRS 388D.270 for the ~~[previous quarter.]~~ ***preceding school year.*** The electronic list must include:

(1) Demographic information for each pupil, including, without limitation, the name, date of birth, grade level, gender and race or ethnicity of the pupil, whether the pupil has a disability, the household income of the pupil calculated pursuant to NRS 388D.290 and the name and address of the parent or guardian of the pupil;

(2) The amount of each grant provided on behalf of a pupil;

(3) Whether the pupil received any other scholarships in addition to the grant;

(4) The manner in which money from each grant has been used, including, without limitation:

(I) The name of each school that has received money from a grant;

(II) The tuition and fees charged by each school; and

(III) Any portion of such money that has been used to pay for transportation to and from the school; and

(5) The number of applications for a grant received by the scholarship organization for which a grant was not awarded and the reason that a grant was not awarded in each case.

(b) Annually submit to the Department the name of:

(1) The school attended by each pupil on whose behalf a grant is provided during the school year immediately preceding the school year for which the grant is awarded or, if such a pupil was not enrolled in a school, whether the pupil was a homeschooled child, an opt-in child or was not required to attend school pursuant to NRS 392.040 for that school year; and

(2) The last public school, if any, attended by each pupil on whose behalf a grant is provided.

2. The Department of Education shall annually:

(a) Compile the information submitted by each scholarship organization pursuant to subsection 1; and

(b) Review the information to determine whether to recommend legislation to revise the priority for awarding grants to the Legislature.

**Sec. 82.** NRS 388D.292 is hereby amended to read as follows:

388D.292 The Department of Education shall:

1. Maintain on its Internet website a directory of each scholarship organization that is registered with the Department pursuant to NRS 388D.282 and, not later than ~~[September 30, December 30, March 30 and June 30]~~ ***July 1*** of each year, submit to the Department of Taxation a list of each such scholarship organization.

2. Not later than ~~[March 30]~~ ***February 1*** of each year, submit to the Governor, the State Board of Education and the Director of the Legislative Counsel Bureau a summary of the information reported to the Department by each scholarship organization pursuant to NRS 388D.280.

**Sec. 83.** NRS 388D.294 is hereby amended to read as follows:

388D.294 1. Each school, including, without limitation, a private school, that receives a grant of money on behalf of a pupil pursuant to subsection 1 of NRS 388D.270 shall report to the Department, on or before ~~[July]~~ ***August*** 1 of each year, on a form prescribed by the Department:

(a) The total number of pupils enrolled in the school for whom a grant was made during the immediately preceding school year; and

(b) The total number of pupils for whom a grant was made during the immediately preceding school year who were no longer enrolled in the school at the end of the school year, including the number of pupils who:

(1) Were expelled from the school and the reason for the expulsion;

(2) Withdrew from enrollment in the school due to a voluntary decision by the pupil or the parent or guardian of the pupil and the stated reason for the decision;

(3) After withdrawing from enrollment, as described in subparagraph (2):

(I) Enrolled in a public school in this State;

(II) Enrolled in a private school in this State;

(III) Began homeschooling pursuant to NRS 388D.020; or

(IV) Were deemed a truant or declared a habitual truant pursuant to NRS 392.130 or 392.140, respectively; and

(4) Withdrew from enrollment in the school and were credit deficient in, or failed or were failing courses in at least one of the core academic subjects set forth in NRS 389.018.

2. The information reported pursuant to subsection 1 must be disaggregated by:

(a) Grade level;

(b) Gender;

(c) Pupils from major racial and ethnic groups;

(d) Pupils with disabilities; and

(e) Pupils who are economically disadvantaged.

3. The Department shall adopt regulations establishing a method for schools to track the information that is required to be reported pursuant to subsection 1.

4. Each school, including, without limitation, each private school, that receives a grant of money on behalf of a pupil pursuant to subsection 1 of NRS 388D.270 and does not comply with the

requirements set forth in subsections 1 and 2 is ineligible to receive such grants of money during the subsequent school year.

5. The Department shall, on or before ~~[January]~~ ***February*** 1 of each even-numbered year, prepare a report containing information on pupils who withdraw from enrollment as described in paragraph (b) of subsection 1. The Department shall:

(a) Prepare the report by aggregating the data received pursuant to paragraph (b) of subsection 1;

(b) Submit the report to the State Board and the Director of the Legislative Counsel Bureau for transmittal to the Joint Interim Standing Committee on Education; and

(c) Publish the report on the Internet website maintained by the Department.

6. As used in this section, "private school" has the meaning ascribed to it in NRS 394.103.

**Sec. 84.** NRS 391.465 is hereby amended to read as follows:

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

2. The statewide performance evaluation system must:

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

(1) Highly effective;

(2) Effective;

(3) Developing; or

(4) Ineffective.

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

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

(2) The instructional practices of the employee.

(c) Except as otherwise provided in ~~[subsections]~~ ***subsection*** 2 ~~[and 3]~~ of NRS 391.695 and subsections 2 and 3 of NRS 391.715, require that pupil growth, as determined pursuant to NRS 391.480:

(1) Account for 15 percent of the evaluation of a teacher or administrator who provides direct instructional services to pupils at a school in a school district; and

(2) For the purposes of calculating the rating used to evaluate a teacher or administrator pursuant to subparagraph (1), be used to evaluate a teacher or administrator using a points system in which the teacher or administrator who provides direct instructional services to pupils at a school in a school district:

(I) Receives one point if not more than 20 percent of pupils to which he or she provides direct instructional services achieve satisfactory goals for educational growth established pursuant to NRS 391.480.

(II) Receives two points if more than 20 percent but not more than 40 percent of pupils to which he or she provides direct instructional services achieve satisfactory goals for educational growth pursuant to NRS 391.480.

(III) Receives three points if more than 40 percent but not more than 60 percent of pupils to which he or she provides direct instructional services achieve satisfactory goals for educational growth pursuant to NRS 391.480.

(IV) Receives four points if more than 60 percent but not more than 80 percent of pupils to which he or she provides direct instructional services achieve satisfactory goals for educational growth pursuant to NRS 391.480.

(V) Receives five points if more than 80 percent of pupils to which he or she provides direct instructional services achieve satisfactory goals for educational growth pursuant to NRS 391.480.

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

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

(f) Require a person who evaluates a teacher who is responsible for a number of pupils that exceeds the applicable recommended

ratio of pupils per licensed teacher prescribed by the State Board pursuant to NRS 388.890, who is a postprobationary employee as defined in NRS 391.650 and whose performance on that evaluation is designated as effective or highly effective to, under the statewide performance evaluation system, award the teacher an additional weight for criteria relating to:

(1) The manner in which the teacher structures a classroom environment;

(2) The manner in which the teacher provides an opportunity for extended discourse;

(3) The manner in which the teacher employs the cognitive abilities and skills of all pupils;

(4) The manner in which the teacher engages with the families of pupils; and

(5) The perception of pupils of the performance of the teacher,

➥ that is equivalent to the percentage by which the ratio of pupils for which the teacher is responsible exceeds the recommended ratio of pupils per licensed teacher. Any additional weight awarded to a teacher pursuant to this paragraph must not cause the score on a criterion to exceed the maximum score that would otherwise be possible on the criterion for a teacher rated as highly effective.

(g) If an employee knowingly and willfully failed to comply with the provisions of NRS 388.1351, indicate any disciplinary actions taken against the employee pursuant to NRS 388.1354.

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.

5. A school associate superintendent or administrator who supervises schools within a school district shall, not later than the last day of each school year, conduct a review of at least 3 percent of all evaluations of licensed educational personnel conducted pursuant to this chapter for the local school precincts overseen by the school associate superintendent or the schools within a school

district overseen by the administrator who supervises such schools. The review must be conducted using procedures and guidance developed by the Department, in consultation the Teachers and Leaders Council of Nevada created by NRS 391.455 and include, without limitation, for each evaluation selected:

(a) A review of documents for the development of plans, observations, conferences, evidence and a summary of the evaluation; and

(b) An interview with the administrator and person who was evaluated.

6. If the school associate superintendent or administrator who supervises schools determines that an evaluation that was reviewed pursuant to subsection 5 was not conducted properly, the administrator who conducted the evaluation must conduct a review of all evaluations conducted for licensed educational personnel assigned to the relevant local school precinct or school during the previous school year.

7. A school associate superintendent or administrator who supervises schools who conducts a review pursuant to subsection 5 shall, on or before May 15 of each year, submit to the Superintendent of Public Instruction a report that:

(a) Verifies that a review was conducted pursuant to subsection 5;

(b) Describes the local school precincts or schools in which:

(1) Evaluations were properly conducted; and

(2) Evaluations were not properly conducted; and

(c) A plan of action for each administrator who did not properly conduct an evaluation.

8. As used in this section, "school associate superintendent" has the meaning ascribed to it in NRS 388G.550.

**Sec. 85.** NRS 391.695 is hereby amended to read as follows:

391.695 1. The evaluation of a probationary teacher or a postprobationary teacher pursuant to NRS 391.685 or 391.690 must comply with the regulations of the State Board adopted pursuant to NRS 391.465, which must include, without limitation:

(a) An evaluation of the instructional practice of the teacher in the classroom;

(b) An evaluation of the professional responsibilities of the teacher to support learning and promote the effectiveness of the school community;

(c) Except as otherwise provided in subsection 2 **,** ~~[or 3,]~~ an evaluation of the performance of pupils enrolled in the school;

(d) An evaluation of whether the teacher employs practices and strategies to involve and engage the parents and families of pupils in the classroom;

(e) Recommendations for improvements in the performance of the teacher;

(f) A description of the action that will be taken to assist the teacher in the areas of instructional practice, professional responsibilities and the performance of pupils; and

(g) A statement by the administrator who evaluated the teacher indicating the amount of time that the administrator personally observed the performance of the teacher in the classroom.

2. The evaluation of a probationary teacher in his or her initial year of employment as a probationary teacher must not include an evaluation of the performance of pupils enrolled in the school. This subsection does not apply to a postprobationary employee who is deemed to be a probationary employee pursuant to NRS 391.730.

3. ~~[The evaluation of a teacher at a school designated as a turnaround school pursuant to NRS 388G.400 must not include an evaluation of the performance of pupils enrolled in the school for the first and second years after the school has been designated as a turnaround school.~~

~~4.]~~ The teacher must receive a copy of each evaluation not later than 15 days after the evaluation. A copy of the evaluation and the teacher's response must be permanently attached to the teacher's personnel file. Upon the request of a teacher, a reasonable effort must be made to assist the teacher to improve his or her performance based upon the recommendations reported in the evaluation of the teacher.

**Sec. 86.** Chapter 391A of NRS is hereby amended by adding thereto the provisions set forth as sections 87 and 88 of this act.

**Sec. 87.** ***1. The Education Service Center shall develop a statewide system for professional learning to provide comprehensive support services to educators in this State. In developing such a system, the Education Service Center shall consult with:***

***(a) The Department;***

***(b) The Commission on Professional Standards in Education;***

***(c) The Commission on Recruitment and Retention created by NRS 391.390;***

***(d) The Teachers and Leaders Council of Nevada created by NRS 391.455;***

***(e) Each regional training program;***

***(f) The Nevada System of Higher Education; and***

***(g) Superintendents of the school districts in this State.***

***2. A statewide system for professional learning developed pursuant to subsection 1 must:***

***(a) Consider and respond to the professional learning needs identified in paragraph (b) of subsection 1 of NRS 391A.175; and***

***(b) Establish uniform standards to ensure that high-quality and effective professional learning, including, without limitation, the activities set forth in 20 U.S.C. § 7801(42), and procedures for the evaluation of such professional learning programs, systems and activities, are adopted by each regional training program.***

***3. The Education Service Center shall:***

***(a) Coordinate with each regional training program, providers of professional development training and other appropriate entities to implement the statewide system for professional learning developed pursuant to subsection 1;***

***(b) Compile information concerning the statewide system for professional learning and any available services and opportunities, including, without limitation, information concerning innovative and effective methods for providing professional development, and provide such information to public schools in this State.***

***4. Before implementing the statewide system for professional learning developed pursuant to subsection 1, the Education Service Center must develop a 5-year strategic plan for the delivery of the professional learning services and supports contained in the system. Such a plan must include, without limitation, benchmarks and metrics necessary to monitor the implementation and success of the statewide system for professional learning. The Education Service Center shall submit the plan to the State Board for approval before implementing the plan. If the State Board does not approve a plan developed pursuant to this subsection, the State Board must provide the Education Service Center with a description of the reasons for the denial and any recommended revisions to the plan.***

***5. Each regional training program created pursuant to NRS 391A.120 shall report to the Education Service Center for the coordination of the development and delivery of programs of regional professional development and professional learning and supports in this State and in alignment with NRS 391A.125, 391A.175 and 391A.190.***

***6. As used in this section, "regional training program" has the meaning ascribed to it in NRS 391A.105.***

**Sec. 88.** ***1. The Department shall develop a statewide framework for the provision of professional learning. Such a framework must:***

***(a) Ensure that the provision of professional learning to educational personnel is differentiated based on the license or endorsement held by the personnel and the assignment he or she has within a school;***

***(b) Prioritize the provision of professional learning that is tailored to priorities for each regional training program based upon the assessment of needs conducted pursuant to paragraph (b) of subsection 1 of NRS 391A.175;***

***(c) Ensure that the provision of professional learning aligns with the statewide system for professional learning developed pursuant to section 87 of this act and the framework for local educational agencies developed pursuant to section 3 of this act;***

***(d) Support the provision of tier-one instruction that is aligned with any prescribed standards of academic content and performance and instructional materials;***

***(e) Support the provision of required professional learning on days for which educational personnel receive compensation; and***

***(f) Be tailored to ensure that the provision of professional learning in this State is effective, efficient, adaptable and responsive to professional needs.***

***2. The Department shall conduct a study regarding professional learning to assist in the development of a framework pursuant to subsection 1. Such a study must include an analysis of, without limitation:***

***(a) All statutory and regulatory requirements for professional learning;***

***(b) The total number of hours of professional learning required for educational personnel in this State;***

***(c) The average number of hours of professional learning required by a public school or local educational agency, including, without limitation, the hours of professional learning identified in any plans developed pursuant to subsection 3 of section 3 of this act and subsection 4 of section 87 of this act;***

***(d) The training provided by teacher preparation programs, including, without limitation, such programs offered by the Nevada System of Higher Education; and***

***(e) The training and continuing education requirements for each license and endorsement issued by the Superintendent of Public Instruction.***

***3. A study conducted pursuant to subsection 2 must be conducted in consultation with:***

***(a) The State Board;***

***(b) The Education Service Center created by NRS 391A.800;***

***(c) The Nevada System of Higher Education;***

***(d) The Commission on Professional Standards in Education;***

***(e) The Teachers and Leaders Council of Nevada created by NRS 391.455;***

***(f) The Commission on Recruitment and Retention created by NRS 391.390;***

***(g) Each regional training program;***

***(h) Superintendents of school districts, administrators and teachers in this State; and***

***(i) Any other group the Department deems necessary for consultation.***

***4. On or before July 1, 2028, and at least once every 10 years thereafter, the Department shall prepare and submit to the Director of the Legislative Counsel Bureau for transmittal to the Joint Interim Standing Committee on Education a report describing findings and recommendations regarding professional learning in this State concerning, without limitation:***

***(a) The establishment of a limit on the amount of time used for professional learning required by state law and regulations to conform with the needs for professional learning identified pursuant to paragraph (b) of subsection 1 of NRS 391A.175;***

***(b) The amendment or consolidation of requirements governing professional learning; and***

***(c) Recommendations to local educational agencies regarding:***

***(1) The provision of embedded professional learning;***

***(2) Structures for providing embedded professional learning;***

***(3) Communities of professional learning;***

***(4) Collaborative planning and coaching for educational personnel; and***

***(5) The statewide implementation of supports for educational personnel.***

***5. As used in this section:***

***(a) "Embedded professional learning" means professional learning that is provided to educational personnel during the course of a regular school day and on the premises of the public school to which the educational personnel is assigned.***

***(b) "Regional training program" has the meaning ascribed to it in NRS 391A.105.***

***(c) "Tier-one 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. 89.** NRS 391A.105 is hereby amended to read as follows:

391A.105 ~~["Regional]~~ ***As used in NRS 391A.105 to 391A.210, inclusive, unless the context otherwise requires, "regional*** training program" means a regional training program for the professional development of teachers and administrators created pursuant to NRS 391A.120.

**Sec. 90.** NRS 391A.125 is hereby amended to read as follows:

391A.125 1. Based upon the assessment of needs for training within the region and priorities of training adopted by the ~~[governing body]~~ ***Education Service Center*** pursuant to NRS 391A.175, each regional training program shall provide ~~[:~~

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

~~(1) Curriculum and instruction required for the standards adopted by the State Board;~~

~~(2) Curriculum and instruction recommended by the Teachers and Leaders Council of Nevada;~~

~~(3) Culturally relevant pedagogy, taking into account cultural diversity and demographic differences throughout this State; and~~

~~(4) Whole school improvement and turnaround options described in NRS 388.113 to 388.116, inclusive.~~

~~(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, literacy coaches, reading specialists, reading interventionists and teachers who teach English as a second language on methods to teach fundamental reading skills, including, without limitation:~~

~~(1) Phonological and phonemic awareness;~~

~~(2) Phonics, including, without limitation, decoding and encoding;~~

~~(3) Vocabulary;~~

~~(4) Fluency; and~~

~~(5) Comprehension.~~

~~(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 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 pursuant to paragraph (b) of subsection 2 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) 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 for the type of training offered.~~

~~(b)~~ ***professional learning that adheres to the 5-year strategic plan for the delivery of the professional learning services and supports developed pursuant to subsection 4 of section 87 of this act. When providing such professional learning, each regional training program shall:***

***(a)*** 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.~~

~~(d) Include instructional practices and strategies that are evidence-based and tailored to improve the achievement and proficiency of pupils in the core academic subjects, as set forth in NRS 389.018.~~

~~3.~~ ***; and***

***(b) Ensure that the provision of such professional learning aligns with the framework developed by the Department pursuant to section 88 of this act.***

***2.*** The governing body of 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) Fundamental reading skills; and~~

~~(b) Other training listed in subsection 1.~~

~~➥]~~ The governing body shall provide a copy of the list on an annual basis to school districts for dissemination to teachers and administrators.

~~[4.]~~ ***3.*** A regional training program may include model classrooms that demonstrate the use of educational technology for teaching and learning.

~~[5.]~~ ***4.*** A regional training program may contract with the board of trustees of a school district 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 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 for the type of training offered.

~~[6.]~~ ***5.*** 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.]~~ ***6.*** As used in this section, "paraprofessional" has the meaning ascribed to it in NRS 391.008.

**Sec. 91.** NRS 391A.140 is hereby amended to read as follows:

391A.140 The Superintendent of Public Instruction is responsible for ensuring that the duties and responsibilities of the ~~[Statewide Council]~~ ***Education Service Center set forth in NRS 391A.800*** and the regional training programs set forth in NRS ~~[391A.100]~~ ***391A.105*** to 391A.210, inclusive, ***and section 87 of this act*** are carried out by the ~~[Statewide Council]~~ ***Education Service Center*** and the regional training programs successfully.

**Sec. 92.** 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 shall submit a proposed biennial budget

for the regional training program to the ~~[Statewide Council.]~~ ***Department.***

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

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 a written report that describes 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 a copy of the written report describing the reasons for the denial to:

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

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

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

(d) The Joint Interim Standing 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]~~ ***professional learning*** required by NRS 391A.125.

(b) Comply with applicable federal laws and regulations governing the provision of federal grants to assist with the ~~[training]~~ ***professional learning*** 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. 93.** 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]~~ ***Department*** approves the request for a budget revision, the ~~[Statewide Council]~~ ***Department*** shall determine whether a request for a revision of a work program pursuant to NRS 353.220 is 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 may implement the budget revision.

**Sec. 94.** NRS 391A.175 is hereby amended to read as follows:

391A.175 1. The ~~[governing body of each regional training program]~~ ***Education Service Center*** shall:

(a) ~~[In collaboration with the Department, adopt]~~ ***Adopt*** a training model, taking into consideration ***the statewide system for professional learning developed pursuant to section 87 of this act and*** other model programs, including, without limitation, the program used by the Geographic Alliance in Nevada.

(b) Assess the ~~[training]~~ ***professional learning*** needs of teachers and administrators ~~[who are employed by the school districts]~~ ***in this State*** within the primary jurisdiction of ~~[the]~~ ***each*** 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 may submit recommendations to the appropriate governing body 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,]~~ review the plans to improve the achievement of pupils prepared pursuant to NRS 385A.650 for individual schools within the primary jurisdiction of ~~[the]~~ ***each*** regional training program.

(d) Prepare a 5-year plan for ~~[the]~~ ***each*** regional training program for review by the ~~[Statewide Council,]~~ ***Education Service Center*** which ***aligns with the 5-year strategic plan developed pursuant to subsection 4 of section 87 of this act and*** includes, without limitation:

(1) An assessment of the ~~[training]~~ ***professional learning*** needs of teachers and administrators who are employed by the school districts 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.]~~

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

(f) Ensure that the staff of ~~[the]~~ ***each*** regional training program assists in developing and providing training in whole school improvement efforts throughout this State.

2. The Department, the Nevada System of Higher Education and the board of trustees of a school district may request the ***Education Service Center and the*** governing body of 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 to perform those duties or obligations. The governing body of a regional training program may, but is not required to, grant a request pursuant to this subsection.

***3. The Department shall adopt regulations concerning the administration of the assessment of needs conducted pursuant to paragraph (b) of subsection 1 and the collection of data after such administration.***

**Sec. 95.** NRS 391A.180 is hereby amended to read as follows:

391A.180 1. The ~~[governing body of each regional training program]~~ ***Education Service Center*** shall establish an evaluation

system for the teachers and other licensed educational personnel who participate in the 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.

***3. The Department may adopt regulations as necessary to carry out the provisions of this section.***

**Sec. 96.** NRS 391A.190 is hereby amended to read as follows:

391A.190 1. The governing body of each regional training program shall:

(a) Establish a method for the evaluation of the success of the regional training program, including, without limitation, ***an evaluation of the success of*** the ~~[Nevada Early Literacy Intervention Program.]~~ ***regional training program in adhering to the statewide system for professional learning developed pursuant to subsection 1 of section 87 of this act.*** The method must be consistent with the uniform procedures and criteria ~~[adopted by the Statewide Council pursuant to NRS 391A.135]~~ and the standards for professional ~~[development training]~~ ***learning*** 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),]~~ ***subsection 2,*** submit the annual report to the ~~[Statewide Council]~~ ***Education Service Center*** for its review and incorporate into the annual report any revisions recommended by the ~~[Statewide Council.]~~ ***Education Service Center.***

~~[(c)]~~ ***2.*** On or before December 1 of each year, ***the Education Service Center shall aggregate each report submitted pursuant to paragraph (b) of subsection 1 and*** submit an annual report to the State Board, the board of trustees of each school district served by the regional training program, the Commission on Professional Standards in Education and the Joint Interim Standing Committee on Education that includes, without limitation:

~~[(1)]~~ ***(a)*** The priorities for training adopted by the ~~[governing body]~~ ***Education Service Center*** pursuant to NRS 391A.175 ~~[.]~~ ***and implemented by the statewide system for professional learning developed pursuant to section 87 of this act.***

~~[(2)]~~ ***(b)*** The type of training offered through the ***Education Service Center and each*** regional training program in the immediately preceding year.

~~[(3)]~~ ***(c)*** The number of teachers and administrators who received training through the ***Education Service Center and each*** 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)]~~ ***, disaggregated by the type of training received.***

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

~~[(8)]~~ ***(e)*** An evaluation of the effectiveness of the ***Education Service Center and each*** 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) Curriculum and instruction required for the common core standards adopted by the State Board;~~

~~(II) Curriculum and instruction recommended by the Teachers and Leaders Council of Nevada created by NRS 391.455; and~~

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

~~(10)]~~ ***implementation of the statewide system for professional learning developed pursuant to section 87 of this act.***

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

~~[(11)]~~ ***(g)*** 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~~]~~ ***Education Service Center*** 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)]~~ ***(h)*** The 5-year plan for ~~[~~the~~]~~ ***each*** regional training program ***and the Education Service Center*** prepared pursuant to

NRS 391A.175 ***and section 87 of this act, respectively,*** and any revisions to the plan made by the ~~[governing body]~~ ***Education Service Center*** in the immediately preceding year.

~~[2.]~~ ***3.*** The information included in the annual report ~~[pursuant to paragraph (c) of subsection 1]~~ must be ~~[aggregated for each regional training program and]~~ disaggregated for each school district served by the regional training program.

~~[3.]~~ ***4.*** As used in this section, "paraprofessional" has the meaning ascribed to it in NRS 391.008.

**Sec. 97.** NRS 391A.345 is hereby amended to read as follows:

391A.345 As used in NRS 391A.345 to ~~[391A.385,]~~ ***391A.386,*** inclusive, unless the context otherwise requires, "professional ~~[development training"]~~ ***learning"*** has the meaning ascribed to "professional development" in 20 U.S.C. § 7801(42).

**Sec. 98.** NRS 391A.370 is hereby amended to read as follows:

391A.370 1. The State Board shall adopt regulations prescribing standards for the professional ~~[development training]~~ ***learning*** provided to teachers and administrators employed by a school district or charter school.

2. The board of trustees of each school district and the governing body of each charter school shall ensure that the teachers and administrators employed by the school district or charter school have access to high-quality, ongoing professional ~~[development training.]~~ ***learning.*** The professional ~~[development training]~~ ***learning*** must meet the standards prescribed by the State Board pursuant to subsection 1 and include, without limitation, training concerning:

(a) ~~[The academic]~~ ***Any adopted*** standards ~~[adopted by the State Board, including, without limitation, the academic standards for science.~~

~~(b) The academic standards and curriculum in English language development and literacy.~~

~~(c) The curriculum and instruction required for courses of study in:~~

~~(1) Science, technology, engineering and mathematics, including, without limitation and to the extent applicable, computer science and computer education and technology.~~

~~(2) English language development and literacy.~~

~~(d)]~~ ***of academic content and performance.***

***(b)*** The cultural competency required to meet the social, emotional and academic needs of certain categories of pupils enrolled in the school, including, without limitation, pupils who are at risk, pupils who are English learners, pupils with disabilities and gifted and talented pupils.

3. Professional ~~[development training]~~ ***learning*** concerning ~~[the]~~ curriculum ***, instructional materials*** and instruction ~~[required for courses of study in computer science and computer education and technology]~~ may be provided by the school district or governing body or through an agreement with an institution of higher education, a regional training program ~~[for the professional development of teachers and administrators]~~ or the Department. If the professional ~~[development training]~~ ***learning*** is provided through an agreement with the Department, the professional ~~[development training]~~ ***learning*** may include content contributed by a third party if the content is approved by the Department for the purpose of professional ~~[development training.]~~ ***learning.***

***4. As used in this section, "regional training program" has the meaning ascribed to it in NRS 391A.105.***

**Sec. 99.** NRS 391A.384 is hereby amended to read as follows:

391A.384 1. A school district and the governing body of a charter school shall provide professional ~~[development training]~~ ***learning*** on:

(a) Parental involvement and family engagement that meets the standards established by the Commission on Professional Standards in Education pursuant to NRS 391.019 to teachers who have not yet completed the course work on parental involvement and family engagement prescribed by NRS 391.019.

(b) Multicultural education that meets the standards established by the Commission on Professional Standards in Education pursuant to NRS 391.0347 to teachers who have not yet completed the course work on multicultural education prescribed by NRS 391.0347.

2. Any professional ~~[development training]~~ ***learning*** provided pursuant to subsection 1:

(a) May be provided by the school district or governing body or through an agreement with an institution of higher education or a regional training program for the professional development of teachers and administrators.

(b) Must be provided at no cost to the employee.

**Sec. 100.** NRS 391A.385 is hereby amended to read as follows:

391A.385 Each school district and the governing body of a charter school in which pupils are enrolled in any grade of grades 3 to 12, inclusive, shall provide professional ~~[development training]~~ ***learning*** regarding financial literacy to teachers who teach in a subject area in which instruction in financial literacy is provided. Such professional ~~[development training]~~ ***learning*** may be provided by the school district or governing body or through an agreement with an institution of higher education or a regional training

program for professional development of teachers and administrators.

**Sec. 101.** NRS 391A.386 is hereby amended to read as follows:

391A.386 1. A school district and the governing body of a charter school shall ensure that a course of professional ~~[development training]~~ ***learning*** in the science of reading that is approved by the Department is successfully completed by:

(a) Teachers who teach pupils in kindergarten or grade 1, 2 or 3;

(b) Administrators of schools in which pupils in kindergarten or grade 1, 2 or 3 are enrolled and other administrators who supervise such administrators or are responsible for shaping educational systems that impact pupil achievement in reading; and

(c) Paraprofessionals who directly serve pupils in kindergarten or grade 1, 2 or 3.

2. Any course of professional ~~[development training]~~ ***learning*** required to be completed by an employee pursuant to subsection 1:

(a) May be provided by the school district or governing body or through an agreement with an institution of higher education or a regional training program for the professional development of teachers and administrators.

(b) Must be provided at no cost to the employee.

3. Each teacher who teaches pupils in kindergarten or grade 1, 2 or 3, and each paraprofessional who directly serves pupils in kindergarten or grade 1, 2 or 3, and who was employed to teach or serve such pupils before August 1, 2025, must successfully complete the course of professional ~~[development training]~~ ***learning*** required by this section not later than the end of the 2027-2028 school year. Each teacher who teaches pupils in kindergarten or grade 1, 2 or 3, and each paraprofessional who directly serves pupils in kindergarten or grade 1, 2 or 3, and who is employed to teach or serve such pupils on or after August 1, 2025, must successfully complete the course of professional ~~[development training]~~ ***learning*** required by this section not later than 3 years after the employment start date for the teacher or paraprofessional.

4. Each administrator of a school in which pupils in kindergarten or grade 1, 2 or 3 are enrolled, and any other administrator who supervises such administrators or is responsible for shaping educational systems that impact pupil achievement in reading, and who is employed in such a position before August 1, 2025, must complete the course of professional ~~[development training]~~ ***learning*** required by this section not later than the end of the 2027-2028 school year. Each administrator of a school in which pupils in kindergarten or grade 1, 2 or 3 are enrolled, and any other administrator who supervises such administrators or is responsible

for shaping educational systems that impact pupil achievement in reading, and who is employed in such a position on or after August 1, 2025, must complete the course of professional ~~[development training]~~ ***learning*** required by this section not later than 3 years after the employment start date of the administrator for that position.

5. The Department shall develop and post on the Internet website maintained by the Department a list of courses of professional ~~[development training]~~ ***learning*** in the science of reading that have been approved by the Department.

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

(a) Maintain such records of the successful completion of courses of professional ~~[development training]~~ ***learning*** required by subsection 1 as necessary to ensure compliance with the requirements of this section; and

(b) Provide such records to the Department upon request.

7. On or before November 1 of each year, the Department shall prepare, and post on the Internet website maintained by the Department, a report on the compliance of each board of trustees of a school district and governing body of a charter school with the requirements of this section. The report must contain:

(a) The number of persons who are required to complete the course of professional ~~[development training]~~ ***learning*** and the percentage of such persons who have completed the course of professional ~~[development training,]~~ ***learning*** disaggregated by district;

(b) A list of the approved providers of courses of professional ~~[development training]~~ ***learning*** and the standards applied by the Department to approve such a course; and

(c) An analysis of trends, challenges and recommendations for improving compliance and training outcomes.

8. On or before November 1 of each year, the Department shall submit the report prepared pursuant to subsection 7 to:

(a) The Governor;

(b) The State Board;

(c) The Director of the Legislative Counsel Bureau for transmittal to:

(1) The Joint Interim Standing Committee on Education, if the report is submitted in an odd-numbered year; or

(2) The Senate and Assembly Standing Committees on Education, if the report is submitted in an even-numbered year; and

(d) The board of trustees of each school district and the governing body of each charter school.

9. The Department may adopt regulations to carry out the provisions of this section, including, without limitation, regulations to establish standards for the approval of courses of professional ~~[development]~~ ***learning*** in the science of reading and the approval of providers of such courses.

**Sec. 102.** NRS 391A.800 is hereby amended to read as follows:

391A.800 1. The Education Service Center is hereby created as an educational service agency for the purpose of acting as an educational service agency under 34 C.F.R. § 300.12 to develop, manage and provide services and programs to local educational agencies and, as necessary, to other local governments.

2. The governing body of the Education Service Center is the Board of the Education Service Center, which must consist of the following members:

(a) Two members appointed by the Governor;

(b) One member, who must not be a Legislator, appointed by the Majority Leader of the Senate;

(c) One member, who must not be a Legislator, appointed by the Minority Leader of the Senate;

(d) One member, who must not be a Legislator, appointed by the Speaker of the Assembly;

(e) One member, who must not be a Legislator, appointed by the Minority Leader of the Assembly; and

(f) One member appointed by the State Board.

3. The Superintendent of Public Instruction shall call the first meeting of the Board of the Education Service Center. At its first meeting and annually thereafter, the members of the Board shall elect a Chair and Vice Chair from among the members of the Board. After its first meeting, the Board shall meet as needed at the call of the Chair.

4. Each member of the Board of the Education Service Center:

(a) Serves without compensation; and

(b) While engaged in the business of the Education Service Center, is entitled to receive the travel expenses provided for state officers and employees generally.

5. Each member of the Board of the Education Service Center serves a term of 2 years and may be reappointed for additional terms of 2 years in the same manner as the original appointment. Any vacancy occurring in the membership of the Board must be filled in the same manner as the original appointment not later than 30 days after the vacancy occurs.

6. Within the limits of available money:

(a) The Board of the Education Service Center may appoint an Executive Director. The Executive Director shall not pursue any

other business or occupation or hold any other office of profit without the approval of the Board.

(b) The Executive Director may employ such staff as is necessary to the performance of the functions of the Education Service Center.

➥ The Executive Director and any staff of the Education Service Center are eligible to participate in the Public Employees' Benefits Program and the Public Employees' Retirement System.

7. The Education Service Center:

(a) May not impose or levy any tax or borrow money or incur indebtedness.

(b) May apply for any available grants and accept any available gifts, grants, appropriations or donations, and use any such gifts, grants, appropriations or donations to carry out its purposes.

(c) May enter into agreements with any agency or political subdivision of this State, including, without limitation, counties, cities and school districts, for the purpose of carrying out the purposes set forth in this section.

8. The Education Service Center:

(a) May carry out activities set forth in this title, on behalf of the Department, and provide services to local educational agencies throughout this State, including, without limitation, services that require specialized personnel.

(b) Shall provide support for the initiatives and efforts of this State to improve the performance of schools and school districts in this State, including, without limitation, evidence-based and research-based support for the improvement of schools and school districts identified for rigorous interventions pursuant to the provisions of NRS 388.113 to 388.116, inclusive.

(c) Shall implement or support the implementation of state or federally funded initiatives assigned to the Education Service Center by the Superintendent of Public Instruction.

(d) ***Shall coordinate the provision of comprehensive support services for educators in this State as required pursuant to section 87 of this act.***

***(e)*** Shall avoid duplication of programs and services to ensure a streamlined and efficient delivery of educational services.

9. The Superintendent of Public Instruction may adopt regulations to prescribe operational aspects of the Education Service Center, including, without limitation, accountability, finance and budgeting, qualifications for the Board and employees of the Education Service Center and procedures for contracting.

10. The Education Service Center is hereby deemed a local educational agency, as defined in 20 U.S.C. § 7801(30)(A), for all purposes.

**Sec. 103.** NRS 392.4644 is hereby amended to read as follows:

392.4644 1. The superintendent of each school district and the administrative head of each charter school and university school for profoundly gifted pupils shall establish a plan to provide for the progressive discipline of pupils and on-site review of disciplinary decisions. The plan must:

(a) Be developed with the input and participation of teachers, school administrators, school counselors, school social workers, school psychologists, behavior analysts and other educational personnel and support personnel who are employed at the public school, pupils who are enrolled in the public school or schools within the school district, as applicable, and the parents and guardians of pupils who are enrolled in the public school or schools within the school district, as applicable.

(b) Be consistent with the written rules of behavior prescribed in accordance with NRS 392.463.

(c) Include, without limitation, provisions designed to address the specific disciplinary needs and concerns of the public school or each school within the school district, as applicable.

(d) Prescribe methods of alternative conflict resolution and interventions based on social and emotional learning that are developed to avoid the need for the removal of a pupil.

(e) Include provisions that authorize the temporary removal of a pupil from a classroom or other premises of a public school pursuant to NRS 392.4645.

(f) Provide for the placement of a pupil in a more restrictive educational environment at that school or at a different public school or school within the school district, as applicable, in accordance with NRS 392.466.

(g) Include the names of any members of a committee to review the temporary alternative placement of pupils required by NRS 392.4647.

(h) Include ~~[consideration of the results of the data collected and reported pursuant to NRS 392.462 and include]~~ methods for addressing the occurrences of the suspension, expulsion or removal of pupils from school that disproportionately affect pupils who belong to a group of pupils listed in subsection 2 of NRS 385A.250.

(i) Be provided to each school over which the superintendent or administrative head has authority and posted on the Internet website maintained by the public school.

(j) Be in accordance with a plan to use disciplinary practices based on restorative justice developed pursuant to subsection 2, if applicable.

2. The superintendent of a school district shall, in addition to establishing a plan to provide for the progressive discipline of pupils pursuant to subsection 1, establish a plan to use disciplinary practices based on restorative justice. Such a plan must:

(a) Authorize the use of disciplinary practices based on restorative justice which include, without limitation:

(1) Holding a pupil accountable for his or her behavior;

(2) Restoration or remedies related to the behavior of the pupil;

(3) Relief for any victim of the pupil; and

(4) Changing the behavior of the pupil; and

(b) Be in accordance with the statewide framework for restorative justice developed pursuant to NRS 388.1333, including, without limitation, by addressing the occurrences of the suspension, expulsion or removal of pupils from schools that disproportionately affect pupils who belong to a group of pupils listed in subsection 2 of NRS 385A.250.

3. On or before ~~[September 15]~~ ***July 1*** of each year, the principal of each public school shall:

(a) Review the plan established by subsection 1 in consultation with the teachers, school administrators, school counselors, school social workers, school psychologists, behavior analysts and other educational personnel and support personnel who are employed at the school, the parents and guardians of pupils, the pupils who are enrolled in the school and, if applicable, the organizational team established pursuant to NRS 388G.700;

(b) Determine whether and to what extent the occurrences of the suspension, expulsion or removal of pupils from school disproportionately affect pupils who belong to a group of pupils listed in subsection 2 of NRS 385A.250; and

(c) Based upon the review, recommend to the superintendent of the school district or the administrative head of the charter school or university school for profoundly gifted pupils, as applicable, revisions to the plan, as recommended by the teachers, school administrators, school counselors, school social workers, school psychologists, behavior analysts and other educational personnel and support personnel, the parents and guardians of pupils, the pupils who are enrolled in the school and, if applicable, the organizational team established pursuant to NRS 388G.700, if necessary.

4. On or before ~~[September 30]~~ ***August 1*** of each year, the superintendent of each school district and the administrative head of each charter school or university school for profoundly gifted pupils shall issue a revised plan that appropriately reflects comments provided by teachers, school administrators, school counselors,

school social workers, school psychologists, behavior analysts, other educational personnel and support personnel, the parents and guardians of pupils, the pupils who are enrolled in the school and, if applicable, organizational teams established pursuant to NRS 388G.700.

5. Not more than 14 days after the receipt of a plan established pursuant to subsection 1 or a revised plan issued pursuant to subsection 4, the principal of each school shall:

(a) Post a copy of the plan or the revised plan on the Internet website maintained by the school; and

(b) Distribute to each teacher, school administrator, school counselor, school social worker, school psychologist, behavior analyst and all educational support personnel who are employed at or assigned to the school and, if applicable, the organizational team a written or electronic copy of the plan or the revised plan.

6. ~~[On or before November 15 of each year, the]~~ ***The*** board of trustees of each school district and the governing body of each charter school or university school for profoundly gifted pupils shall:

(a) ~~[Submit a written report to the Superintendent of Public Instruction that reports the progress of each school over which the board of trustees or governing body has authority in complying with the requirements of this section, including,]~~ ***Collect from each school within the school district or the charter school or university school for profoundly gifted pupils, as applicable, data on the discipline of pupils and the plans developed pursuant to this section for the preceding school year for inclusion in the annual report of accountability prepared pursuant to NRS 385A.070. Such data must include,*** without limitation, ~~[addressing]~~ ***the number of expulsions and suspensions of pupils, the implementation of each plan developed pursuant to this section, the training received by teachers and administrators regarding each plan, the number of placements of pupils in another school and*** the occurrences of the suspension, expulsion or removal of pupils from school that disproportionately affect pupils who belong to a group of pupils listed in subsection 2 of NRS 385A.250 ***.*** ~~[; and]~~

(b) ~~[Post]~~ ***To the extent allowed by the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g, post*** a copy of the ~~[report]~~ ***data collected pursuant to this subsection*** on the Internet website maintained by the school district, charter school or university school for profoundly gifted pupils, as applicable.

7. ***The principal of each public school, including, without limitation, each charter school and each university school for profoundly gifted pupils, shall review the data collected pursuant to subsection 6 and take appropriate action.***

***8.*** If the Superintendent of Public Instruction determines that the data collected pursuant to ***subsection 6 and*** NRS ~~[392.462]~~ ***385A.250*** indicates disproportionality in disciplinary actions or is insufficient to determine whether disproportionality exists, the Superintendent shall issue a written notice to the school district, charter school or university school for profoundly gifted pupils, as applicable, listing the specific areas of concern and providing a specific corrective period for the school district, charter school or university school for profoundly gifted pupils, as applicable, to implement a framework to reduce the disproportionality or correct the insufficiency of the data, as applicable. The specific corrective period must be at least 12 months but not more than 36 months, and must include required monitoring of the progress made by the school district, charter school or university school for profoundly gifted pupils, as applicable. If, after the conclusion of the specific corrective period, the school district, charter school or university school for profoundly gifted pupils, as applicable, fails to:

(a) Make measurable progress in addressing the disproportionality or insufficiency listed in the notice issued pursuant to this subsection; or

(b) Provide the required progress reports,

➥ the Superintendent may issue an alternative plan for the school district, charter school or university school for profoundly gifted pupils, as applicable, for mandatory implementation.

~~[8.]~~ ***9.*** As used in this section:

(a) "Behavior analyst" has the meaning ascribed to it in NRS 641D.030.

(b) "Restorative justice" has the meaning ascribed to it in NRS 392.472.

**Sec. 104.** NRS 392.4655 is hereby amended to read as follows:

392.4655 1. Except as otherwise provided in this section, a principal of a school shall deem a pupil who is at least 11 years of age and enrolled in the school a ~~[habitual disciplinary problem]~~ ***frequent recipient of discipline*** if the school has written evidence which documents that in 1 school year:

(a) The pupil has threatened or extorted, or attempted to threaten or extort, another pupil or a teacher or other personnel employed by the school two or more times or the pupil has a record of five significant suspensions from the school for any reason;

(b) The school has made reasonable efforts to develop a plan of behavior pursuant to subsection 6 and the pupil has not made efforts to enter into or participate in such a plan of behavior;

(c) The homelessness of the pupil was not a factor in his or her behavior, as determined after conducting a meeting with the local

educational agency liaison for homeless pupils designated in accordance with the McKinney-Vento Homeless Assistance Act of 1987, 42 U.S.C. §§ 11301 et seq., or a contact person at a school, including, without limitation, a school counselor or school social worker;

(d) The placement in foster care of the pupil was not a factor in his or her behavior, as determined after conducting a meeting with a contact person at the school, including, without limitation, a school counselor or school social worker, and the educational decision maker appointed for the pupil pursuant to NRS 432B.462; and

(e) The school has been notified that the pupil is homeless or in foster care.

2. If the principal provides three written notices on 3 separate days requesting a person attend a meeting required by subsection 1 and does not receive a response from the person within 24 hours after sending the third notice, the principal may hold the meeting without that person.

3. At least one teacher of a pupil who is enrolled in elementary school and at least two teachers of a pupil who is enrolled in junior high, middle school or high school may request that the principal of the school deem a pupil a ~~[habitual disciplinary problem.]~~ ***frequent recipient of discipline.*** Upon such a request, the principal of the school shall meet with each teacher who made the request to review the pupil's record of discipline. If, after the review, the principal of the school determines that the provisions of subsection 1 do not apply to the pupil, a teacher who submitted a request pursuant to this subsection may appeal that determination to the superintendent of the school district or the administrative head of the charter school or university school for profoundly gifted pupils, as applicable. Upon receipt of such a request, the superintendent or administrative head shall review the initial request and determination pursuant to the procedure established by the board of trustees of the school district or the governing body of the charter school or university school for profoundly gifted pupils, as applicable, for such matters.

4. If a pupil is suspended, the school in which the pupil is enrolled shall provide written notice to the parent or legal guardian of the pupil or, if the pupil is an unaccompanied pupil, the pupil that contains:

(a) A description of the act committed by the pupil and the date on which the act was committed;

(b) An explanation that if the pupil receives five significant suspensions on his or her record during the current school year and has not entered into and participated in a plan of behavior pursuant to subsection 6, the pupil will be deemed a ~~[habitual disciplinary problem;]~~ ***frequent recipient of discipline;***

(c) An explanation that, pursuant to subsection 8 of NRS 392.466, a pupil who is deemed a ~~[habitual disciplinary problem]~~ ***frequent recipient of discipline*** may be:

(1) Suspended from school; or

(2) Expelled from school under extraordinary circumstances as determined by the principal of the school;

(d) If the pupil is a pupil with a disability, an explanation of the effect of subsection 12 of NRS 392.466, including, without limitation, that if it is determined in accordance with 20 U.S.C. § 1415 that the pupil's behavior is not a manifestation of the pupil's disability, he or she may be suspended or expelled from school in the same manner as a pupil without a disability; and

(e) A summary of the provisions of subsection 6.

5. A school shall provide the notice required by subsection 4 for each suspension on the record of a pupil during a school year. Such notice must be provided at least 7 days before the school deems the pupil a ~~[habitual disciplinary problem.]~~ ***frequent recipient of discipline.***

6. If a pupil, including, without limitation, a pupil who is less than 11 years of age, is suspended, the school in which the pupil is enrolled shall develop, in consultation with the pupil and the parent or legal guardian of the pupil, a plan of behavior for the pupil. The parent or legal guardian of the pupil or, if the pupil is an unaccompanied pupil, the pupil may choose for the pupil not to participate in the plan of behavior. If the parent or legal guardian of the pupil or the pupil chooses for the pupil not to participate, the school shall inform the parent or legal guardian or the pupil of the consequences of not participating in the plan of behavior. Such a plan must be designed to prevent the pupil from being deemed a ~~[habitual disciplinary problem]~~ ***frequent recipient of discipline*** and may include, without limitation:

(a) ~~[A]~~ ***An individual*** plan for ~~[graduating if the pupil is deficient in credits and not likely to graduate according to schedule.]~~ ***graduation developed pursuant to NRS 388.227.***

(b) Information regarding schools with a mission to serve pupils who have been:

(1) Expelled or suspended from a public school, including, without limitation, a charter school; or

(2) Deemed to be a ~~[habitual disciplinary problem]~~ ***frequent recipient of discipline*** pursuant to this section.

(c) A voluntary agreement by the parent or legal guardian to attend school with his or her child.

(d) A voluntary agreement by the pupil and, if the pupil is not an unaccompanied pupil, the pupil's parent or legal guardian to attend

counseling, programs or services available in the school, school district or community.

(e) A voluntary agreement by the pupil and, if the pupil is not an unaccompanied pupil, the pupil's parent or legal guardian that the pupil will attend summer school, intersession school or school on Saturday, if any of those alternatives are offered by the school or school district.

7. If a pupil commits the same act for which notice was provided pursuant to subsection 4 after he or she enters into a plan of behavior pursuant to subsection 6, the pupil shall be deemed to have not successfully completed the plan of behavior and may be deemed a ~~[habitual disciplinary problem.]~~ ***frequent recipient of discipline.***

8. A pupil may, pursuant to the provisions of this section, enter into one plan of behavior per school year.

9. The parent or legal guardian of a pupil or, if the pupil is an unaccompanied pupil, a pupil who has entered into a plan of behavior with a school pursuant to this section may appeal to the superintendent of the school district or the administrative head of the charter school or university school for profoundly gifted pupils, as applicable, a determination made by the school concerning the contents of the plan of behavior or action taken by the school pursuant to the plan of behavior. Upon receipt of such a request, the superintendent of the school district or the administrative head of the charter school or university school for profoundly gifted pupils, as applicable, shall review the determination in accordance with the procedure established by the board of trustees of the school district or the governing body of the charter school or university school for profoundly gifted pupils, as applicable, for such matters.

10. As used in this section:

(a) "Foster care" has the meaning ascribed to it in 45 C.F.R. § 1355.20.

(b) "Significant suspension" means the school in which the pupil is enrolled:

(1) Prohibits the pupil from attending school for 3 or more consecutive days; and

(2) Requires a conference or some other form of communication with the parent or legal guardian of the pupil before the pupil is allowed to return to school.

(c) "Unaccompanied pupil" has the meaning ascribed to the term "unaccompanied youth" in 42 U.S.C. § 11434a(6).

**Sec. 105.** NRS 392.466 is hereby amended to read as follows:

392.466 1. Except as otherwise provided in this section, any pupil who sells or distributes any controlled substance while on the premises of any public school, at an activity sponsored by a public

school or on any school bus shall meet with the school and his or her parent or legal guardian. The school shall provide a plan of action based on restorative justice to the parent or legal guardian of the pupil or, if the pupil is an unaccompanied pupil, the pupil. The pupil may be suspended, expelled or permanently expelled from the school, except that:

(a) A pupil who is less than 11 years of age may not be expelled or permanently expelled pursuant to this subsection.

(b) A pupil who is less than 6 years of age may be suspended pursuant to this subsection, and the suspension must be reviewed and approved by the superintendent of the school district or the administrative head of the charter school or university school for profoundly gifted pupils, as applicable, or his or her designee.

(c) For a pupil with a disability who has been suspended or expelled pursuant to this subsection, the school in which the pupil is enrolled shall make available to the pupil a free appropriate public education in compliance with the Individuals with Disabilities Education Act, 20 U.S.C. §§ 1400 et seq., for each school day the pupil is suspended or expelled after the pupil has been removed for 10 cumulative days.

2. Except as otherwise provided in this section, any pupil who commits a battery against an employee of the school while on the premises of any public school, at an activity sponsored by a public school or on any school bus shall meet with the school and his or her parent or legal guardian. The school shall provide a plan of action based on restorative justice to the parent or legal guardian of the pupil or, if the pupil is an unaccompanied pupil, the pupil. The pupil may be suspended, expelled or permanently expelled from the school, except that:

(a) A pupil who is less than 8 years of age may not be expelled or permanently expelled pursuant to this subsection.

(b) A pupil who is less than 6 years of age may be suspended pursuant to this subsection, and the suspension must be reviewed and approved by the superintendent of the school district or the administrative head of the charter school or university school for profoundly gifted pupils, as applicable, or his or her designee.

(c) For a pupil with a disability who has been suspended or expelled pursuant to this subsection, the school in which the pupil is enrolled shall make available to the pupil a free appropriate public education in compliance with the Individuals with Disabilities Education Act, 20 U.S.C. §§ 1400 et seq., for each school day the pupil is suspended or expelled after the pupil has been removed for 10 cumulative days.

3. Except as otherwise provided in this section, any pupil who commits a battery which is intended to result in the bodily injury of

an employee of the school while on the premises of any public school, at an activity sponsored by a public school or on any school bus shall meet with the school and his or her parent or legal guardian. The school shall provide a plan of action based on restorative justice to the parent or legal guardian of the pupil or, if the pupil is an unaccompanied pupil, the pupil. The pupil must be suspended, expelled or permanently expelled from the school, except that:

(a) A pupil who is less than 8 years of age may not be expelled or permanently expelled pursuant to this subsection.

(b) A pupil who is less than 6 years of age may be suspended pursuant to this subsection, and the suspension must be reviewed and approved by the superintendent of the school district or the administrative head of the charter school or university school for profoundly gifted pupils, as applicable, or his or her designee.

(c) For a pupil with a disability who has been suspended or expelled pursuant to this subsection, the school in which the pupil is enrolled shall make available to the pupil a free appropriate public education in compliance with the Individuals with Disabilities Education Act, 20 U.S.C. §§ 1400 et seq., for each school day the pupil is suspended or expelled after the pupil has been removed for 10 cumulative days.

4. An employee who is a victim of a battery which is intended to result in the bodily injury of an employee of the school may appeal to the school a plan of action provided pursuant to subsection 3 if:

(a) The employee feels any actions taken pursuant to such plan are inappropriate; and

(b) For a pupil with a disability who committed the battery, the board of trustees of the school district or the governing body of the charter school or university school for profoundly gifted pupils, as applicable, or its designee has reviewed the circumstances and determined that such an appeal is in compliance with the Individuals with Disabilities Education Act, 20 U.S.C. §§ 1400 et seq.

5. Except as otherwise provided in this section, any pupil, including, without limitation, a pupil with a disability, who poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process or who is found in possession of a dangerous weapon other than a firearm while on the premises of any public school, at an activity sponsored by a public school or on any school bus may be removed from the public school immediately upon being given an explanation of the reasons for the removal of the pupil and pending proceedings, which must be conducted as soon as practicable after removal, for his or her suspension, expulsion or permanent expulsion, except that:

(a) A pupil who is less than 11 years of age may not be expelled or permanently expelled pursuant to this subsection.

(b) A pupil who is less than 6 years of age may be suspended pursuant to this subsection only after the suspension is reviewed and approved by the superintendent of the school district or the administrative head of the charter school or university school for profoundly gifted pupils, as applicable, or his or her designee.

(c) For a pupil with a disability who has been suspended or expelled pursuant to this subsection, the public school in which the pupil is enrolled shall make available to the pupil a free appropriate public education in compliance with the Individuals with Disabilities Education Act, 20 U.S.C. §§ 1400 et seq., for each school day the pupil is suspended or expelled after the pupil has been removed for 10 cumulative days.

6. Except as otherwise provided in this section, any pupil, including, without limitation, a pupil with a disability, who is found in possession of a firearm while on the premises of any public school, at an activity sponsored by a public school or on any school bus must be removed from the public school immediately upon being given an explanation of the reasons for the removal of the pupil and pending proceedings, which must be conducted as soon as practicable after removal, for his or her suspension, expulsion or permanent expulsion. A pupil who is:

(a) Eleven years of age or older shall be suspended, expelled or permanently expelled pursuant to this section.

(b) At least 8 but less than 11 years of age shall be suspended or expelled pursuant to this subsection.

(c) At least 6 but less than 8 years of age may be suspended pursuant to this subsection.

(d) Less than 6 years of age may be suspended pursuant to this subsection only after the suspension is reviewed and approved by the superintendent of the school district or the administrative head of the charter school or university school for profoundly gifted pupils, as applicable, or his or her designee.

(e) A pupil with a disability who has been suspended or expelled pursuant to this subsection must be provided with a free appropriate public education in compliance with the Individuals with Disabilities Education Act, 20 U.S.C. §§ 1400 et seq., by the public school in which the pupil is enrolled for each school day the pupil is suspended or expelled after the pupil has been removed for 10 cumulative days.

7. If a school is unable to retain a pupil in the school pursuant to subsections 1 to 6, inclusive, for the safety of any person or because doing so would not be in the best interest of the pupil, the pupil may be suspended, expelled or placed in another school. If a

pupil, including, without limitation, a pupil who is less than 11 years of age, is placed in another school, the current school of the pupil shall explain what services will be provided to the pupil at the new school that the current school is unable to provide to address the specific needs and behaviors of the pupil. The current school of the pupil shall coordinate with the new school to create a plan of action based on restorative justice for the pupil and to ensure that any resources required to execute the plan of action based on restorative justice are available at the new school.

8. Except as otherwise provided in this section, if a pupil is deemed a ~~[habitual disciplinary problem]~~ ***frequent recipient of discipline*** pursuant to NRS 392.4655 and the school has made a reasonable effort to complete a plan of action based on restorative justice with the pupil, based on the seriousness of the acts which were the basis for the discipline, the pupil may be:

(a) Suspended from the school; or

(b) Expelled from the school under extraordinary circumstances as determined by the principal of the school.

9. If the pupil is expelled, or the period of the pupil's suspension is for one school semester, the pupil must:

(a) Enroll in a private school pursuant to chapter 394 of NRS or be homeschooled;

(b) Enroll in a program of independent study provided pursuant to NRS 389.155 for pupils who have been suspended or expelled from public school or a program of distance education provided pursuant to NRS 388.820 to 388.874, inclusive, if the pupil qualifies for enrollment and is accepted for enrollment in accordance with the requirements of the applicable program; or

(c) Enroll in a program of alternative education provided by the school district in which the pupil resides. Each school district shall, alone or through a partnership with another school district, provide a program of alternative education pursuant to this paragraph in an in-person setting that allows each pupil enrolled in the program to receive educational services in the least restrictive educational environment.

10. The superintendent of schools of a school district or the administrative head of a charter school or university school for profoundly gifted pupils, as applicable, may, for good cause shown in a particular case in that school district or public school, as applicable, allow a modification to a suspension or expulsion pursuant to subsections 1 to 8, inclusive, if such modification is set forth in writing. The superintendent or the administrative head of a charter school or university school for profoundly gifted pupils, as applicable, shall allow such a modification if he or she determines

that a plan of action based on restorative justice may be used successfully.

11. This section does not prohibit a pupil from having in his or her possession a knife or firearm with the approval of the principal of the school. A principal may grant such approval only in accordance with the policies or regulations adopted by the board of trustees of the school district or the governing body of the charter school or university school for profoundly gifted pupils, as applicable.

12. Except as otherwise provided in subsection 5 or 6, a pupil with a disability who is at least 11 years of age may, in accordance with the procedural policy adopted by the board of trustees of the school district or the governing body of the charter school or university school for profoundly gifted pupils, as applicable, for such matters and only after the board of trustees of the school district or governing body, as applicable, or its designee has reviewed the circumstances and determined that the action is in compliance with the Individuals with Disabilities Education Act, 20 U.S.C. §§ 1400 et seq., be:

(a) Suspended from school pursuant to this section for not more than 10 days. Such a suspension may be imposed pursuant to this paragraph for each occurrence of conduct proscribed by subsection 1.

(b) Expelled from school pursuant to this section.

(c) Permanently expelled from school pursuant to this section.

13. If a school has notice that the pupil is homeless or in foster care, a homeless pupil or a pupil in foster care may be suspended from school pursuant to this section for more than 5 days if, following a review of all available information and, if an educational decision maker has been appointed for the pupil pursuant to NRS 432B.462, a meeting with the educational decision maker for the pupil, the principal determines that the conduct of the pupil poses an ongoing threat to the pupil or other persons at the school and if a determination is made that homelessness or being in foster care was not a factor in the behavior that led to the consideration for suspension or expulsion.

14. As soon as possible and not later than the 10th school day after the pupil was suspended from school pursuant to subsection 13, the principal shall review all relevant information to consider whether the behavior which led to the suspension was caused by or had a direct and substantial relationship to the pupil being in foster care or being homeless in a meeting with the educational decision maker for the pupil or surrogate parent, if one has been appointed pursuant to NRS 432B.462 or 34 C.F.R. § 300.519, as applicable, an advocate for pupils in foster care at the school and any other person

the principal determines necessary. The relevant information to be reviewed during the meeting must include, without limitation:

(a) The pupil's cumulative record;

(b) The pupil's academic plan, if one exists;

(c) Observations by staff of the conduct leading to suspension and the pupil generally; and

(d) Any other information provided by a person at the meeting.

15. If during the meeting held pursuant to subsection 14, the principal determines that the behavior leading to suspension was caused by or had a substantial relationship to the pupil being in foster care or being homeless, the principal shall:

(a) Eliminate the period of suspension and provide the pupil with behavioral and academic support, including, without limitation, the development of or revisions to an academic plan; or

(b) Assign the pupil to a temporary alternative placement for not more than 45 school days pursuant to NRS 392.4645, if the pupil is a ~~[habitual disciplinary problem]~~ ***frequent recipient of discipline*** pursuant to NRS 392.4655 or the behavior that led to the suspension consisted of, while on the premises of any public school, at an activity sponsored by a public school or on any school bus:

(1) Possessing a dangerous weapon or firearm;

(2) Knowingly possessing, using, selling, distributing or soliciting for sale a controlled substance; or

(3) Committing a battery with the intent to cause bodily injury.

16. If the principal provides three written notices on 3 separate days requesting a person attend a meeting required by subsection 13 or 14 and does not receive a response from the person within 24 hours after sending the third notice, the principal may hold the meeting without that person.

17. The principal of a public school may, at his or her discretion, reduce or eliminate the period of suspension, convert an expulsion to a suspension or otherwise reduce, eliminate or alter a disciplinary action imposed upon a pupil who commits a battery which results in the bodily injury of an employee of the school.

18. The principal of a public school may reduce the period of suspension or convert an expulsion to a suspension for a pupil who distributes a controlled substance while on the premises of a public school, at an activity sponsored by a public school or on a school bus if:

(a) The pupil is less than 11 years of age;

(b) The pupil has not engaged in such proscribed conduct before; and

(c) After a thorough review of the facts and circumstances, the principal determines that the pupil did not know that the substance being distributed was a controlled substance.

19. The provisions of chapter 241 of NRS do not apply to any hearing or proceeding conducted pursuant to this section. Such hearings or proceedings must be closed to the public.

20. As used in this section:

(a) "Battery" has the meaning ascribed to it in paragraph (a) of subsection 1 of NRS 200.481.

(b) "Bodily injury" means any actual damage or injury to a person that interferes with or is detrimental to the health of the person and is more than merely accidental, transient or trifling in nature.

(c) "Dangerous weapon" includes, without limitation, a blackjack, slungshot, billy, sand-club, sandbag, metal knuckles, dirk or dagger, a nunchaku or trefoil, as defined in NRS 202.350, a butterfly knife or any other knife described in NRS 202.350, a switchblade knife as defined in NRS 202.265, or any other object which is used, or threatened to be used, in such a manner and under such circumstances as to pose a threat of, or cause, bodily injury to a person.

(d) "Firearm" includes, without limitation, any pistol, revolver, shotgun, explosive substance or device, and any other item included within the definition of a "firearm" in 18 U.S.C. § 921, as that section existed on July 1, 1995.

(e) "Foster care" has the meaning ascribed to it in 45 C.F.R. § 1355.20.

(f) "Homeless pupil" has the meaning ascribed to the term "homeless children and youths" in 42 U.S.C. § 11434a(2).

(g) "Permanently expelled" means the disciplinary removal of a pupil from the school in which the pupil is currently enrolled:

(1) Except as otherwise provided in subparagraph (2), without the possibility of returning to the school in which the pupil is currently enrolled or another public school within the school district; and

(2) With the possibility of enrolling in a program or public school for alternative education for pupils who are expelled or permanently expelled after being permanently expelled.

(h) "Restorative justice" has the meaning ascribed to it in NRS 392.472.

(i) "Unaccompanied pupil" has the meaning ascribed to the term "unaccompanied youth" in 42 U.S.C. § 11434a(6).

21. The provisions of this section do not prohibit a pupil who is suspended or expelled from enrolling in a charter school that is designed exclusively for the enrollment of pupils with disciplinary

problems if the pupil is accepted for enrollment by the charter school pursuant to NRS 388A.453 or 388A.456. Upon request, the governing body of a charter school must be provided with access to the records of the pupil relating to the pupil's suspension or expulsion in accordance with applicable federal and state law before the governing body makes a decision concerning the enrollment of the pupil.

**Sec. 106.** NRS 392.467 is hereby amended to read as follows:

392.467 1. Except as otherwise provided in subsections 5 and 6 and NRS 392.466, the board of trustees of a school district or the governing body of a charter school or university school for profoundly gifted pupils, as applicable, or its designee may authorize the suspension or expulsion of any pupil who is at least 11 years of age from a public school. Except as otherwise provided in this subsection and subsections 5 and 6 of NRS 392.466, a pupil who is at least 6 years of age but less than 11 years of age must not be expelled or permanently expelled from school. In extraordinary circumstances, a school may request an exception to the prohibition set forth in this subsection against expelling or permanently expelling a pupil who is less than 11 years of age from school from the board of trustees of the school district or the governing body of the charter school or university school, as applicable.

2. A pupil who is less than 6 years of age must not be permanently expelled from school.

3. Except as otherwise provided in subsection 6, no pupil may be suspended or expelled until the pupil has been given notice of the charges against him or her, an explanation of the evidence and an opportunity to schedule a hearing, except that a pupil who:

(a) Poses a continuing danger to persons or property;

(b) Is an ongoing threat of disrupting the academic process;

(c) Is selling or distributing any controlled substance; or

(d) Is found to be in possession of a firearm or a dangerous weapon as provided in NRS 392.466,

➥ may be removed from the school immediately upon being given an explanation of the reasons for his or her removal and pending proceedings, to be conducted as soon as practicable after removal, for the pupil's suspension or expulsion.

4. The provisions of chapter 241 of NRS do not apply to any hearing or proceeding conducted pursuant to this section. Such hearings or proceedings must be closed to the public.

5. The board of trustees of a school district or the governing body of a charter school or university school for profoundly gifted pupils, as applicable, or its designee shall not authorize the expulsion, suspension or removal of any pupil from the public school system solely for offenses related to attendance or because

the pupil is declared a truant or habitual truant in accordance with NRS 392.130 or 392.140.

6. A pupil with a disability may, in accordance with the procedural policy adopted by the board of trustees of the school district or the governing body of the charter school or university school for profoundly gifted pupils, as applicable, for such matters and only after an administrative review of the circumstances and a determination that the action is in compliance with the Individuals with Disabilities Education Act, 20 U.S.C. §§ 1400 et seq., be:

(a) Suspended from school pursuant to this section for not more than 10 days for each occurrence of proscribed conduct.

(b) Expelled from school pursuant to this section.

(c) Permanently expelled from school pursuant to this section.

7. If the school is on notice that a pupil is homeless or in foster care, a homeless pupil or a pupil in foster care may be suspended from school pursuant to this section for more than 5 days if, following a review of all available information and, if an educational decision maker has been appointed for the pupil pursuant to NRS 432B.462, a meeting with the educational decision maker for the pupil, the principal determines that the conduct of the pupil poses an ongoing threat to the pupil or other persons at the school and if a determination is made that homelessness or being in foster care was not a factor in the behavior that led to the consideration for suspension or expulsion.

8. As soon as practicable and not later than the 10th school day after the pupil was suspended from school pursuant to subsection 7, the principal shall review all relevant information to consider whether the behavior which led to the suspension was caused by or had a direct and substantial relationship to the pupil being in foster care or being homeless in a meeting with the educational decision maker for the pupil or surrogate parent, if one has been appointed pursuant to NRS 432B.462 or 34 C.F.R. § 300.519, as applicable, an advocate for pupils in foster care at the school and any other person the principal determines necessary. The relevant information to be reviewed during the meeting must include, without limitation:

(a) The pupil's cumulative record;

(b) The pupil's academic plan, if one exists;

(c) Observations by staff of the conduct leading to suspension and the pupil generally; and

(d) Any other information provided by a person at the meeting.

9. If during the meeting held pursuant to subsection 8, the principal determines that the behavior leading to suspension was caused by or had a substantial relationship to the pupil being in foster care or being homeless, the principal shall:

(a) Eliminate the period of suspension and provide the pupil with behavioral and academic support, including, without limitation, the development of or revisions to an academic plan; or

(b) Assign the pupil to a temporary alternative placement for not more than 45 school days pursuant to NRS 392.4645, if the pupil is a ~~[habitual disciplinary problem]~~ ***frequent recipient of discipline*** pursuant to NRS 392.4655 or the behavior that led to the suspension consisted of, while on the premises of any public school, at an activity sponsored by a public school or on any school bus:

(1) Possessing a dangerous weapon or firearm;

(2) Knowingly possessing, using, selling, distributing or soliciting for sale a controlled substance; or

(3) Committing a battery with intent to cause bodily injury.

10. If the principal provides three written notices on 3 separate days requesting a person attend a meeting required by subsection 7 or 8 and does not receive a response from the person, the principal may hold the meeting without that person.

11. As used in this section:

(a) "Battery" has the meaning ascribed to it in NRS 392.466.

(b) "Bodily injury" has the meaning ascribed to it in NRS 392.466.

(c) "Dangerous weapon" has the meaning ascribed to it in NRS 392.466.

(d) "Firearm" has the meaning ascribed to it in NRS 392.466.

(e) "Foster care" has the meaning ascribed to it in 45 C.F.R. § 1355.20.

(f) "Homeless pupil" has the meaning ascribed to the term "homeless children and youths" in 42 U.S.C. § 11434a(2).

(g) "Permanently expelled" means the disciplinary removal of a pupil from the school in which the pupil is currently enrolled:

(1) Except as otherwise provided in subparagraph (2), without the possibility of returning to the school in which the pupil is currently enrolled or another public school within the school district; and

(2) With the possibility of enrolling in a program or public school for alternative education for pupils who are expelled or permanently expelled after being permanently expelled.

**Sec. 107.** NRS 392.472 is hereby amended to read as follows:

392.472 1. Except as otherwise provided in NRS 392.4645 and 392.466, a public school shall provide a progressive discipline plan based on restorative justice:

(a) To a pupil, including, without limitation, a pupil who is less than 11 years of age, who has received at least 5 cumulative days of suspension during a school year; and

(b) Within 2 days after removing a pupil, including, without limitation, a pupil who is less than 11 years of age, from a classroom or other premises of the public school or suspending or expelling a pupil from school for a period of at least 3 days. Such a plan must include information concerning the provision of education services to the pupil during his or her removal pursuant to subsection 4 of NRS 392.4645.

2. The Department shall develop one or more examples of a progressive discipline plan based on restorative justice which must include, without limitation:

(a) Positive behavioral interventions and support;

(b) A plan for behavioral intervention;

(c) A referral to a team of student support;

(d) A referral to an individualized education program team to determine:

(1) Whether an individualized education program is needed for the pupil;

(2) Whether an individualized education program, if one has been developed, has been appropriately implemented; and

(3) Whether any adjustments should be made to an individualized education plan that has been developed;

(e) A referral to appropriate community-based services;

(f) A conference with the principal of the school or his or her designee and any other appropriate personnel;

(g) A determination of the need for a referral to a school social worker;

(h) Guidelines for the provision of notice to a pupil to initiate his or her reinstatement; and

(i) A plan for the reinstatement of a pupil who was expelled.

3. The Department, in consultation with the Office for a Safe and Respectful Learning Environment, shall post on its Internet website a guidance document that includes, without limitation:

(a) A description of the statewide framework for restorative justice developed pursuant to NRS 388.1333 and the requirements of this section ***;*** ~~[and NRS 392.462;]~~

(b) One or more models of restorative justice and best practices relating to restorative justice;

(c) A curriculum for professional development relating to restorative justice and references for one or more consultants or presenters qualified to provide additional information or training relating to restorative justice; and

(d) One or more examples of a progressive discipline plan based on restorative justice developed pursuant to subsection 2.

4. A progressive discipline plan based on restorative justice developed pursuant to this section must be made available to any

teacher or appropriate personnel of the school district who administers temporary alternative placement after the removal of a pupil.

5. As used in this section:

(a) "Individualized education program team" has the meaning ascribed to it in 20 U.S.C. § 1414(d)(1)(B).

(b) "Restorative justice" means nonpunitive intervention and support provided by the school to a pupil to improve the behavior of the pupil and remedy any harm caused by the pupil.

**Sec. 108.** NRS 396.594 is hereby amended to read as follows:

396.594 1. To the extent that money is available, the Liaison shall:

(a) Conduct an annual analysis of homeless and unaccompanied pupils in this State to assess the needs of such pupils;

(b) Develop a database to track, monitor and analyze trends in the rates of graduation and retention of homeless and unaccompanied pupils;

(c) Develop a model for college and career readiness for homeless and unaccompanied pupils;

(d) Collaborate with persons at a high school responsible for assisting homeless and unaccompanied pupils;

(e) Collaborate with high schools to identify homeless and unaccompanied pupils to refer such pupils to appropriate support services after the admission of such pupils to an institution of higher education within this State;

(f) Establish connections between and collaborate with financial aid offices, student support services and campus housing services of institutions of higher education within this State;

(g) Identify and refer homeless and unaccompanied pupils to mentoring programs;

(h) Increase awareness among teachers, instructors, professors and other staff members of institutions of higher education who work with pupils on issues relating to homeless and unaccompanied pupils, including, without limitation, identifying such pupils and referring such pupils to appropriate resources;

(i) Establish and maintain a database of food banks, clothing banks and low-cost health care providers, to be provided, without limitation, to financial aid offices and student support services of institutions of higher education within this State;

(j) Identify and coordinate with food banks and clothing banks or establish one or more food banks or clothing banks on a campus of an institution of higher education within this State to provide services to homeless and unaccompanied pupils;

(k) Establish a plan for housing homeless and unaccompanied pupils when campus housing is not available, including, without

limitation, establishing a list of host homes in the local community and keeping one or more campus housing buildings open; and

(l) Apply for and accept grants awarded through the College Cost Reduction and Access Act of 2007, Public Law 110-84.

2. As used in this section, "institution of higher education" ~~[has the meaning ascribed to it in NRS 385.102.]~~ ***means an educational institution which:***

***(a) Admits as regular students only persons having received a certificate of graduation from high school, or the recognized equivalent of such a certificate, or those approved by the Superintendent of Public Instruction for training at a vocational-technical level;***

***(b) Is authorized to provide a program of education beyond high school;***

***(c) Awards a bachelor's degree or a 2-year degree or certificate of graduation or a certificate of completion of a program beyond high school;***

***(d) Is an institution with full approval of the State of Nevada or the United States Department of Education; and***

***(e) Has recognized accreditation.***

**Sec. 109.** NRS 218E.615 is hereby amended to read as follows:

218E.615 The Joint Interim Standing Committee on Education may:

1. Evaluate, review and comment upon issues related to education within this State, including, but not limited to:

(a) Programs to enhance accountability in education;

(b) Legislative measures regarding education;

(c) The progress made by this State, the school districts and the public schools in this State in satisfying the goals and objectives of the statewide system of accountability for public schools;

(d) Methods of financing public education;

(e) The condition of public education in the elementary and secondary schools;

(f) The ~~[program]~~ ***plans*** to ~~[reduce]~~ ***satisfy*** the ratio of pupils per class per licensed teacher ~~[prescribed in]~~ ***developed pursuant to*** NRS ~~[388.700, 388.710 and]~~ 388.720;

(g) The development of any programs to automate the receipt, storage and retrieval of the educational records of pupils; and

(h) Any other matters that, in the determination of the Committee, affect the education of pupils within this State.

2. Conduct investigations and hold hearings in connection with its duties pursuant to this section.

3. Request that the Legislative Counsel Bureau assist in the research, investigations, hearings and reviews of the Committee.

4. Make recommendations to the Legislature concerning the manner in which public education may be improved.

**Sec. 110.** NRS 288.150 is hereby amended to read as follows:

288.150 1. Except as otherwise provided in subsection 6 and NRS 354.6241, every local government employer shall negotiate in good faith through one or more representatives of its own choosing concerning the mandatory subjects of bargaining set forth in subsection 2 with the designated representatives of the recognized employee organization, if any, for each appropriate bargaining unit among its employees. If either party so requests, agreements reached must be reduced to writing.

2. The scope of mandatory bargaining is limited to:

(a) Salary or wage rates or other forms of direct monetary compensation.

(b) Sick leave.

(c) Vacation leave.

(d) Holidays.

(e) Other paid or nonpaid leaves of absence.

(f) Insurance benefits.

(g) Total hours of work required of an employee on each workday or workweek.

(h) Total number of days' work required of an employee in a work year.

(i) Except as otherwise provided in subsections 8 and ~~[11,]~~ ***10,*** discharge and disciplinary procedures.

(j) Recognition clause.

(k) The method used to classify employees in the bargaining unit.

(l) Deduction of dues for the recognized employee organization.

(m) Protection of employees in the bargaining unit from discrimination because of participation in recognized employee organizations consistent with the provisions of this chapter.

(n) No-strike provisions consistent with the provisions of this chapter.

(o) Grievance and arbitration procedures for resolution of disputes relating to interpretation or application of collective bargaining agreements.

(p) General savings clauses.

(q) Duration of collective bargaining agreements.

(r) Safety of the employee.

(s) Teacher preparation time.

(t) Materials and supplies for classrooms.

(u) Except as otherwise provided in ~~[subsections 9 and 11,]~~ ***subsection 10,*** the policies for the transfer and reassignment of teachers.

(v) The salary incentive program for differential pay for professional growth that must be made available to licensed educational personnel pursuant to NRS 391A.475.

(w) Procedures for reduction in workforce consistent with the provisions of this chapter.

(x) Procedures consistent with the provisions of subsection 6 for the reopening of collective bargaining agreements for additional, further, new or supplementary negotiations during periods of fiscal emergency.

3. Those subject matters which are not within the scope of mandatory bargaining and which are reserved to the local government employer without negotiation include:

(a) Except as otherwise provided in paragraph (u) of subsection 2, the right to hire, direct, assign or transfer an employee, but excluding the right to assign or transfer an employee as a form of discipline.

(b) The right to reduce in force or lay off any employee because of lack of work or lack of money, subject to paragraph (w) of subsection 2.

(c) The right to determine:

(1) Appropriate staffing levels and work performance standards, except for safety considerations;

(2) The content of the workday, including, without limitation, workload factors, except for safety considerations;

(3) The quality and quantity of services to be offered to the public; and

(4) The means and methods of offering those services.

(d) Safety of the public.

4. The provisions of NRS 245.063, 268.4069 and 391.1605 are not subject to negotiations with an employee organization. Any provision of a collective bargaining agreement negotiated pursuant to this chapter which differs from or conflicts in any way with the provisions of NRS 245.063, 268.4069 or 391.1605 is unenforceable and void.

5. If the local government employer is a school district, any money appropriated by the State to carry out increases in salaries or benefits for the employees of the school district is subject to negotiations with an employee organization.

6. Notwithstanding the provisions of any collective bargaining agreement negotiated pursuant to this chapter, a local government employer is entitled to:

(a) Reopen a collective bargaining agreement for additional, further, new or supplementary negotiations relating to compensation or monetary benefits during a period of fiscal emergency. Negotiations must begin not later than 21 days after the local

government employer notifies the employee organization that a fiscal emergency exists. For the purposes of this section, a fiscal emergency shall be deemed to exist:

(1) If the amount of revenue received by the general fund of the local government employer during the last preceding fiscal year from all sources, except any nonrecurring source, declined by 5 percent or more from the amount of revenue received by the general fund from all sources, except any nonrecurring source, during the next preceding fiscal year, as reflected in the reports of the annual audits conducted for those fiscal years for the local government employer pursuant to NRS 354.624; or

(2) If the local government employer has budgeted an unreserved ending fund balance in its general fund for the current fiscal year in an amount equal to 4 percent or less of the actual expenditures from the general fund for the last preceding fiscal year, and the local government employer has provided a written explanation of the budgeted ending fund balance to the Department of Taxation that includes the reason for the ending fund balance and the manner in which the local government employer plans to increase the ending fund balance.

(b) Take whatever actions may be necessary to carry out its responsibilities in situations of emergency such as a riot, military action, natural disaster or civil disorder. Those actions may include the suspension of any collective bargaining agreement for the duration of the emergency.

➥ Any action taken under the provisions of this subsection must not be construed as a failure to negotiate in good faith.

7. The provisions of this chapter, including, without limitation, the provisions of this section, recognize and declare the ultimate right and responsibility of the local government employer to manage its operation in the most efficient manner consistent with the best interests of all its citizens, its taxpayers and its employees.

8. If the sponsor of a charter school reconstitutes the governing body of a charter school pursuant to NRS 388A.330, the new governing body may terminate the employment of any teachers or other employees of the charter school, and any provision of any agreement negotiated pursuant to this chapter that provides otherwise is unenforceable and void.

9. ~~[The board of trustees of a school district in which a school is designated as a turnaround school pursuant to NRS 388G.400 or the principal of such a school, as applicable, may take any action authorized pursuant to NRS 388G.400, including, without limitation:~~

~~(a) Reassigning any member of the staff of such a school; or~~

~~(b) If the staff member of another public school consents, reassigning that member of the staff of the other public school to such a school.~~

~~10. Any provision of an agreement negotiated pursuant to this chapter which differs from or conflicts in any way with the provisions of subsection 9 or imposes consequences on the board of trustees of a school district or the principal of a school for taking any action authorized pursuant to subsection 9 is unenforceable and void.~~

~~11.~~] The board of trustees of a school district or the governing body of a charter school or university school for profoundly gifted pupils may use a substantiated report of the abuse or neglect of a child or a violation of NRS 201.540, 201.553, 201.560, 392.4633 or 394.366 obtained from the Statewide Central Registry for the Collection of Information Concerning the Abuse or Neglect of a Child established by NRS 432.100 or an equivalent registry maintained by a governmental agency in another jurisdiction for the purposes authorized by NRS 388A.515, 388C.200, 391.033, 391.104 or 391.281, as applicable. Such purposes may include, without limitation, making a determination concerning the assignment, discipline or termination of an employee. Any provision of any agreement negotiated pursuant to this chapter which conflicts with the provisions of this subsection is unenforceable and void.

[~~12.~~] ***10.*** This section does not preclude, but this chapter does not require, the local government employer to negotiate subject matters enumerated in subsection 3 which are outside the scope of mandatory bargaining. The local government employer shall discuss subject matters outside the scope of mandatory bargaining but it is not required to negotiate those matters.

[~~13.~~] ***11.*** Contract provisions presently existing in signed and ratified agreements as of May 15, 1975, at 12 p.m. remain negotiable.

[~~14.~~] ***12.*** As used in this section, "abuse or neglect of a child" has the meaning ascribed to it in NRS 392.281.

**Sec. 111.** NRS 375A.700 is hereby amended to read as follows:

375A.700 1. The Department shall deposit all payments received pursuant to NRS 375A.100 in the State Treasury:

(a) For credit to the Estate Tax Account in the State General Fund, an amount determined by the Department as necessary to pay the costs of administration of this chapter and to refund any overpayments of tax.

(b) For credit to the Estate Tax Account in the Endowment Fund of the Nevada System of Higher Education, [~~50 percent of~~] the remainder after deducting the amount pursuant to paragraph (a).

~~[(c) For credit to the Fund for School Improvement created pursuant to NRS 387.1249, 50 percent of the remainder after deducting the amount pursuant to paragraph (a).]~~

2. The interest earned on the money in the Estate Tax Account must be credited to the Account.

**Sec. 112.** NRS 414.500 is hereby amended to read as follows:

414.500 1. There is hereby created in the State General Fund the Emergency Assistance Account. Beginning with the fiscal year that begins on July 1, 1999, the State Controller shall, at the end of each fiscal year, transfer the interest earned during the previous fiscal year on the money in the Disaster Relief Account created pursuant to NRS 353.2735 to the Emergency Assistance Account in an amount not to exceed $500,000.

2. The Office shall administer the Emergency Assistance Account. The Office may adopt regulations authorized by this section before, on or after July 1, 1999.

3. Except as otherwise provided in paragraph (d), all expenditures from the Emergency Assistance Account must be approved in advance by the Office. Except as otherwise provided in subsection 4, all money in the Emergency Assistance Account must be expended:

(a) To provide supplemental emergency assistance to this State or to local governments in this State that are severely and adversely affected by a natural, technological or man-made emergency or disaster for which available resources of this State or the local government are inadequate to provide a satisfactory remedy;

(b) To pay any actual expenses incurred by the Office for administration during a natural, technological or man-made emergency or disaster;

(c) To pay any actual expenses incurred by the Office for the purpose of emergency management, regardless of whether the Governor or the Legislature proclaims that an emergency or disaster exists; and

(d) For any other purpose authorized by the Legislature.

4. Beginning with the fiscal year that begins on July 1, 1999, if any balance remains in the Emergency Assistance Account at the end of a fiscal year and the balance has not otherwise been committed for expenditure, the Office may, with the approval of the Interim Finance Committee, allocate all or any portion of the remaining balance, not to exceed $250,000, to this State or to a local government to:

(a) Purchase equipment or supplies required for emergency management;

(b) Provide training to personnel related to emergency management; and

(c) Carry out the provisions of NRS 388.229 to ~~[388.266,]~~ ***388.265,*** inclusive.

5. Beginning with the fiscal year that begins on July 1, 1999, the Office shall, at the end of each quarter of a fiscal year, submit to the Interim Finance Committee a report of the expenditures made from the Emergency Assistance Account for the previous quarter.

6. The Office shall adopt such regulations as are necessary to administer the Emergency Assistance Account.

7. The Office may adopt regulations to provide for reimbursement of expenditures made from the Emergency Assistance Account. If the Office requires such reimbursement, the Attorney General shall take such action as is necessary to recover the amount of any unpaid reimbursement plus interest at a rate determined pursuant to NRS 17.130, computed from the date on which the money was removed from the Disaster Relief Account, upon request by the Office.

**Sec. 113.** The provisions 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. 114.** NRS 385.091, 385.092, 385.093, 385.102, 385.104, 385.106, 385.107, 385.108, 385.345, 385.750, 385.760, 385.770, 385.780, 385A.315, 386.370, 387.1238, 387.1249, 388.1326, 388.266, 388.5175, 388.518, 388.5261, 388.700, 388.710, 388.723, 388.725, 388.780, 388.787, 388.788, 388.789, 388.795, 388.800, 388.805, 388.810, 388.815, 388G.010, 388G.050, 388G.060, 388G.100, 388G.110, 388G.120, 388G.130, 388G.140, 388G.200, 388G.210, 388G.220, 388G.400, 388H.030, 388H.040, 389.169, 390.807, 391A.100, 391A.110, 391A.130, 391A.135, 391A.250, 391A.255, 391A.260, 391A.265, 391A.270, 391A.350, 391A.355, 391A.360, 391A.365, 391A.375, 391A.380, 391A.383, 391A.600, 392.035 and 392.462 are hereby repealed.

**Sec. 115.** 1. This section becomes effective upon passage and approval.

2. Sections 11, 12 and 13 of this act become effective:

(a) Upon passage and approval for the purpose of adopting any regulations and performing any other preparatory administrative tasks that are necessary to carry out the provisions of this act; and

(b) On July 1, 2027, for all other purposes.

3. Sections 1, 2, 5 to 9, inclusive, 14, 17, 18, 20 to 45, inclusive, 47 to 85, inclusive, and 89 to 114, inclusive, of this act become effective on July 1, 2027.

4. Sections 3, 4, 15, 16, 19, 46, 86, 87 and 88 of this act become effective:

(a) Upon passage and approval for the purpose of adopting any regulations and performing any other preparatory administrative tasks that are necessary to carry out the provisions of this act; and

(b) On July 1, 2028, for all other purposes.

## LEADLINES OF REPEALED SECTIONS

**385.091 Formation.**

**385.092 Nature.**

**385.093 Income not to inure to any person; exceptions.**

**385.102 "Institution of higher education" defined.**

**385.104 Establishment of Program; use of money; policies and regulations of State Board.**

**385.106 Administration of Program; powers of State Board.**

**385.107 Higher Education Student Loan Fund.**

**385.108 Duties of Superintendent of Public Instruction: Withdrawals; use of money; records.**

**385.345 Coordinator of the Use of Libraries and Related Technical Systems: Appointment; duties.**

**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.**

**385A.315 Access to menstrual products.**

**386.370 Reports to Superintendent of Public Instruction.**

**387.1238 Verification of reports of enrollment and attendance.**

**387.1249 Creation of Fund; use of interest and income; transfer of money to State General Fund.**

**388.1326 Committee on Responses to Power-Based Violence in Schools: Creation; membership; terms; vacancies; duties; per diem.**

**388.266 Block grants to employ or contract with social workers and other mental health workers.**

**388.5175 Advisory Committee on Language Development for Children Who Are Deaf, Hard of Hearing, Blind or Visually Impaired: Establishment; members; chair; quorum; compensation.**

**388.518 Advisory Committee on Language Development for Children Who Are Deaf, Hard of Hearing, Blind or Visually Impaired: Duties.**

**388.5261 Age for admission to special programs; enrollment counted for apportionment.**

**388.700 Reduction of ratio in certain grades; request for variance required for each reporting period under certain circumstances; reports by Department; exception to requirements for charter schools and distance education.**

**388.710 State Board of Education to determine data to be monitored by school district; school district to report data to State Board.**

**388.723 Duties of Department: Development of policies and procedures relating to reduction of pupil-teacher ratio; guidance to school districts regarding development of plan, requirements for reporting information and data to be monitored; communication with board of trustees of school district regarding certain expectations.**

**388.725 Annual reports of average daily enrollment and pupil-teacher ratios in elementary schools required of school districts; posting of report on Internet website.**

**388.780 Definitions.**

**388.787 "Committee" defined.**

**388.788 "Program" defined.**

**388.789 Superintendent of Public Instruction required to ensure Department carries out duties successfully.**

**388.795 Department to establish plan for use of educational technology; requirements of plan; duties of Department; assessment of needs of school districts relating to educational technology; advisory committee authorized.**

**388.800 Trust Fund for Educational Technology: Creation; administration; interest and income; use of money in Fund.**

**388.805 Trust Fund for Educational Technology: Program for school districts and charter schools to apply for money from Fund.**

**388.810 Creation of Program; administration by Department; application for grant; regulations; establishment of standards and methods for measuring progress for pupils enrolled in public school that receives grant.**

**388.815 Annual report by grant recipient; Department to enter into agreement with person or entity to carry out Program; provision of services through agreement with grant recipient authorized.**

**388G.010 "Empowerment school" defined.**

**388G.050 Establishment of Program; required percentage of empowerment schools in certain counties; membership and duties of school district design team; acceptance of gifts and grants by school district.**

**388G.060 Adoption of policies and procedures; school choice for pupils; enrollment of pupils in empowerment school; no duty to provide transportation; procedure for empowerment school to obtain waiver from school district requirements and regulations.**

**388G.100 Establishment of empowerment team for school; exception from requirement of empowerment team; development of empowerment plan; participation by charter schools.**

**388G.110 Duties of school empowerment team.**

**388G.120 Requirements of school empowerment plan; request for waiver from certain statutes and regulations; budget for empowerment school and discretion over certain percentage of money.**

**388G.130 Review of empowerment plan for public school or district-sponsored charter school; opportunity to correct deficiencies; term of effectiveness; request for amendment; review of request for waiver from statute or regulation by State Board.**

**388G.140 Review of empowerment plan for State Public Charter School Authority-sponsored, Nevada System of Higher Education-sponsored and city- or county-sponsored charter schools; opportunity to correct deficiencies; term of effectiveness; request for amendment; review of request for waiver from statute or regulation by State Board.**

**388G.200 Quarterly report by empowerment school.**

**388G.210 Compliance with state law; exception if waiver granted; acceptance of gifts and grants by empowerment school.**

**388G.220 Regulations.**

**388G.400 Determinations regarding principal and employees of school; financial and other incentives for teachers, administrators and paraprofessionals; reassignment of teachers to another public school; effect of determinations regarding employees on cost of operation of school; regulations to establish criteria for designation.**

**388H.030 Fund for Programs of Education for Incarcerated Persons: Creation; administration; use of money; limitations on use; allocation of money to certain school districts.**

**388H.040 Boards of trustees of school districts authorized to operate program; compliance with statewide program; conditions for receipt of money from Fund.**

**389.169 Grants of money from Department to develop and implement work-based learning programs; State Board to prescribe fields, trades or occupations for which grant may be awarded.**

**390.807 Annual report on aggregate amount of class time spent preparing for and conducting examinations and assessments; submission of report; Department to develop certain plans for schools exceeding limitations on such preparation. [Effective July 1, 2027.]**

**391A.100 Definitions.**

**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.135 Statewide Council for the Coordination of the Regional Training Programs: Duties; acceptance of gifts and grants authorized; compliance with federal laws and regulations.**

**391A.250 Definitions.**

**391A.255 Grant Fund: Creation; administration; acceptance of gifts, grants and donations; uses of money; school districts and charter schools authorized to apply for grant.**

**391A.260 Training for certain personnel to be provided to extent money is available; school districts and charter schools authorized to contract for provision of training.**

**391A.265 Training for certain personnel to assist parents and guardians of pupils with autism spectrum disorders to be provided to extent money is available.**

**391A.270 Training for certain paraprofessionals to be provided to extent money is available; school districts and charter schools authorized to contract for provision of training.**

**391A.350 Attendance of licensed employees at educational conference.**

**391A.355 Suspension of licensed employee for unexcused absence from educational conference.**

**391A.360 Payment of expenses of travel and living for administrators and teachers attending educational conference.**

**391A.365 Transportation of personnel to and from educational conference.**

**391A.375 Focus and structure of scheduled professional development.**

**391A.380 Certain school districts to establish professional development program to provide training regarding working collaboratively; certain teachers and principals to receive such training.**

**391A.383 Certain school district to conduct investigation concerning parent and family engagement and school culture in certain circumstances; certain training regarding parent and family engagement and school culture to be provided; applicability.**

**391A.600 Establishment of program; applications.**

**392.035 Formula for determining mobility of pupils in school; Department to distribute form for submitting information necessary to formula.**

**392.462 Collection by public school of data on discipline of pupils.**

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