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ASSEMBLY BILL NO. 584—COMMITTEE ON EDUCATION

(ON BEHALF OF THE OFFICE OF THE GOVERNOR)

MAY 14, 2025

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Referred to Committee on Ways and Means

SUMMARY—Revises provisions relating to education.  
(BDR 34-1035)

FISCAL NOTE: Effect on Local Government: May have Fiscal Impact.  
Effect on the State: Contains Appropriation included in  
Executive Budget.

CONTAINS UNFUNDED MANDATE (§§ 3-5, 22, 23, 27)  
(NOT REQUESTED BY AFFECTED LOCAL GOVERNMENT)

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EXPLANATION – Matter in *bolded italics* is new; matter between brackets ~~omitted material~~ is material to be omitted.

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AN ACT relating to education; providing for the waiver of certain requirements to report data and information concerning public schools; establishing a statewide system of accountability for school districts; establishing certain measures to be taken for school districts and public schools designated as low-performing or underperforming; establishing the Nevada Integrity in Academic Funding Program to assist pupils attending certain low-performing or underperforming public schools in accessing alternative educational settings; creating the Excellence in Education Account to provide grants to pay nonrecurring incentives to certain school administrators, teachers and other educational personnel; revising provisions governing the Education Stabilization Account; authorizing a charter school to receive certain funding to provide transportation services to pupils; providing for the establishment of a system of open enrollment for public schools; establishing a program to pay expenses for certain literacy interventions, tutoring and other related services for certain pupils eligible for services in the subject of reading; revising provisions



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governing charter schools sponsored by cities or counties; revising provisions governing instruction in English language arts in kindergarten and grades 1, 2 and 3; providing that certain public school and private school employees are immune from civil and criminal liability for certain actions related to intervening in altercations, fights or other incidents; revising provisions governing the performance of teachers and school administrators; authorizing school districts and charter schools to establish programs to pay nonrecurring incentives to high-performing teachers and school administrators; creating the Education Service Center; making appropriations; and providing other matters properly relating thereto.

**Legislative Counsel's Digest:**

**Section 1** of this bill establishes a procedure by which the superintendent of schools of a school district or the Superintendent of Public Instruction is authorized to modify, suspend or eliminate a requirement for a public school or school district to report information or data that is redundant or duplicative or does not provide information or data that is used by the Department of Education, the State Board of Education or any other person or entity to support educational outcomes.

Existing law establishes a statewide system of accountability for public schools that includes, without limitation, a method to annually rate each public school based on the performance of the school and on whether each public school meets the school achievement targets and performance targets established pursuant to the statewide system of accountability. (NRS 385A.600) **Sections 3-5 and 11** of this bill establish a similar system of accountability for school districts in this State.

**Section 6** of this bill establishes criteria and procedures for the Superintendent to designate a school district as low-performing or underperforming. **Section 13** of this bill requires: (1) the Superintendent to place a school district designated as underperforming on probation if the designation is based on certain findings related to the performance of the board of trustees of the school district; and (2) such a school district to submit to the Department a school district performance improvement plan and a school board improvement plan. **Section 14** of this bill authorizes the Superintendent to take certain actions if the board of trustees of a school district does not make adequate progress toward meeting the goals and benchmarks necessary to improve the performance of the school district, including, without limitation, state oversight of the governance of the school district by the board of trustees. **Section 15** of this bill requires: (1) the Superintendent to place a school district designated as underperforming on probation if the designation was based on certain findings relating to the performance of pupils within the school district; and (2) such a school district to submit to the Superintendent a school district performance improvement plan. **Section 15** also establishes the actions that the Superintendent is authorized to take if the school district does not make adequate progress toward improving the performance of pupils in the school district, including, without limitation, replacing the leadership of the school district, reallocating school district resources to prioritize support for low-performing schools and assuming state control over certain functions of the school district.

**Section 7** of this bill establishes criteria for designating a public school as low-performing, and **sections 28-37** of this bill prescribe the actions that may be taken with respect to a public school designated as low-performing or persistently underperforming. Under **section 28**: (1) the Superintendent is required to place on



probation a public school designated as low-performing; (2) the principal of the public school is required to submit to the Superintendent a school improvement plan; (3) the Superintendent is authorized to appoint an independent school improvement official to oversee and monitor the progress of the school; and (4) the Superintendent is required to designate as persistently underperforming a public school placed on probation that fails to make adequate progress toward improving pupil performance. **Section 29** requires the Superintendent to initiate a process for state intervention to implement certain corrective measures for a school that is designated as persistently underperforming. **Section 30** establishes provisions governing the corrective measure of replacing the principal and key members of the staff of a school. **Section 31** establishes provisions governing the corrective measure of the direct management of a school by the Department, as implemented by the Superintendent. **Section 32** establishes provisions governing the corrective measure of transferring management of a school to the city or county in which the school is located. **Section 33** establishes provisions governing the corrective measure of the conversion of a school into a charter school. **Section 34** establishes provisions governing the corrective measure of the conversion of a school to an innovation school, and **section 35** provides for the creation of networks of such innovation schools. **Section 36** provides for the transfer of ownership and possession or the leasing of school facilities of a public school that is subject to certain corrective measures. **Section 61** of this bill: (1) creates the Education Service Center; (2) provides for the appointment of a governing body for the Center; and (3) requires the Center to provide certain assistance and guidance to public schools and school districts that are experiencing low performance.

**Section 37** requires a school that is designated as low-performing for 3 consecutive years to be designated as chronically low-performing and provides for expanded achievement options for the pupils attending the school, including, without limitation, attending another public school in the school district, a charter school or a private school that satisfies certain requirements. **Section 38** of this bill requires the State Treasurer to adopt regulations to establish and carry out the Nevada Integrity in Academic Funding Program. Under **section 38**, to the extent that money is available to carry out the Program, the State Treasurer is required to create a Resources for Inspiring Student Excellence Account, or "RISE Account," which may be used by the parent or legal guardian of a qualified pupil to pay certain qualified educational expenses associated with participating in an expanded achievement option pursuant to **section 37**.

Existing law provides that on or before December 31 of each year, the board of trustees of each school district and the sponsor of each charter school is required to prepare for the immediately preceding school year a report of accountability concerning the educational goals and objectives of the school district or charter school. (NRS 385A.070) **Section 8** of this bill revises the date on which the board of trustees of a school district or sponsor of a charter is required to provide written notice that the report is available on the Internet website maintained by the school district or sponsor of the charter school. **Section 9** of this bill requires such a report to include applicable comparisons to pupils in other states.

Existing law: (1) creates the Education Stabilization Account as a reserve account within the State Education Fund; (2) authorizes the transfer of money between the Account and the Fund for certain purposes; and (3) provides that the balance in the Account must not exceed 20 percent of the total of all appropriations and authorizations from the Fund, excluding the Account, for the immediately preceding fiscal year. (NRS 387.1213) **Section 17** of this bill: (1) creates the Excellence in Education Account in the State Education Fund; (2) establishes the maximum amount of money that may be in the Excellence in Education Account; and (3) provides for the transfer of money to the Excellence in Education Account under certain circumstances. Under **section 17**, money in the Excellence in



Education Account must be used only to make grants of money to school districts, charter schools and university schools for profoundly gifted pupils to provide nonrecurring incentives to school administrators, teachers and other educational personnel, including, without limitation, to pay incentives to school administrators and teachers pursuant to any program established pursuant to **section 59 or 60** of this bill. **Section 18** of this bill: (1) makes conforming changes to provisions of existing law governing the Education Stabilization Account to reflect the transfer of certain money to the Excellence in Education Account; and (2) requires money in the Education Stabilization Account to be transferred to the Department to undertake certain measures to oversee or allocate resources to a school district that is designated as low-performing or underperforming pursuant to **section 6** or a school that is designated as low-performing pursuant to **section 7** or persistently underperforming pursuant to **section 28**.

As part of the Pupil-Centered Funding Plan, existing law requires money in each fiscal year to be appropriated to each school district to provide transportation for pupils. (NRS 387.1214) **Section 19** of this bill additionally authorizes a charter school to receive money to provide transportation for pupils if the provision of transportation for pupils is authorized in the charter contract entered into by the governing body of the charter school and the sponsor of the charter school.

Existing law creates the Commission on School Funding and establishes the duties of the Commission. (NRS 387.1246, 387.12463) **Section 20** of this bill requires the Commission to review the process of adjusting school funding allocations based on the count of weighted pupil groups and evaluate alternatives for making those adjustments. Under existing law, any recommendations resulting from such a review are required to be presented to the Joint Interim Standing Committee on Education, and after consideration by the Committee, the Commission is required to transmit the recommendations to the Governor and the Legislature. (NRS 387.12463)

Existing law: (1) authorizes the board of trustees of certain school districts to zone the school district and determine which pupils must attend each school; and (2) allows pupils to attend certain schools despite the zoning decision of the board of trustees. (NRS 388.040) **Section 22** of this bill provides for the implementation of a system of open enrollment managed by each school district pursuant to which the parent or legal guardian of a pupil may apply for the pupil to attend a school outside of the zone of attendance in which the pupil resides. **Section 39** of this bill makes a conforming change to authorize a pupil to attend a public school outside of the zone of attendance in which the pupil resides if the pupil is selected to attend a different public school under the system of open enrollment. **Section 23** of this bill requires the school district to provide transportation services, or subsidize transportation services, for a pupil who is attending or is zoned to attend a school designated as low-performing pursuant to **section 7** and who is selected to attend a different school under the system of open enrollment. **Section 16** of this bill authorizes the board of trustees of a school district that furnishes transportation to pupils to elect not to provide transportation to a pupil who attends a public school outside of his or her zone of attendance pursuant to **section 22**, unless the school district is required to provide transportation to such a pupil pursuant to **section 23**. **Section 24** of this bill requires the Department to monitor the system of open enrollment, collect data and prepare certain reports concerning the system.

Existing law requires an elementary school to provide intervention services and intensive instruction to a pupil during the time the pupil attends the school if the pupil does not obtain a score in the subject area of reading on the criterion-referenced examination in reading that meets the score prescribed by the State Board. (NRS 388A.487, 392.760) **Sections 25-27** of this bill provide for the creation by each school district of a Parent-Selected Intervention Options Program under which the parent or legal guardian of a pupil who is required to be provided



such intervention services and intensive instruction may receive a grant of money from the school district to pay the expenses of literacy interventions, tutoring and other related services. **Section 25** establishes the Empowering Parents Account in the State Education Fund and requires \$1,000,000 per fiscal year, or such greater amount as may be appropriated by the Legislature, to be transferred from the State Education Fund to the Account for the purpose of making distributions to school districts for the Program. **Section 26** requires each school district to establish the Program and establishes an order of priority for making grants under the Program based on the adjusted gross income of the household in which the pupil resides. **Section 27** requires: (1) a service provider to register with the school district to be eligible to provide literacy intervention, tutoring and related services to pupils under the Program; and (2) such services to be evidence-based and to meet certain criteria. **Section 10** of this bill requires the statewide system of accountability for public schools to include, for elementary schools, the proportion of pupils demonstrating adequate proficiency in the subject area of reading and adequate progress to achieving such proficiency.

Existing law: (1) authorizes certain entities, including, without limitation, a city or county, to sponsor charter schools; and (2) prohibits a city or county from sponsoring a new charter school or expanding the enrollment or operating an additional campus of an existing charter school sponsored by the city or county if the total number of pupils enrolled in the charter schools sponsored by the city or county exceeds a certain percentage of the pupils enrolled in public schools in the city or county other than in charter schools not sponsored by the city or county. (NRS 388A.220) **Section 40** of this bill creates an exception to this prohibition by authorizing a city or county to sponsor a new charter school or expand the enrollment or operate an additional campus of an existing charter school sponsored by the city or county, regardless of the number of pupils that will be enrolled in the charter schools sponsored by the city or county, if: (1) the city or county is in a school district that is designated as low-performing pursuant to **section 6**; and (2) the new charter school or increase in enrollment or additional campus of the existing charter school will serve pupils who reside in the zone of attendance of a public school that is designated as low-performing pursuant to **section 7** or persistently underperforming pursuant to **section 28** or is overcrowded.

Existing law: (1) designates certain academic subjects, including English language arts, as core academic subjects that must be taught in all public schools; and (2) requires the Council to Establish Academic Standards for Public Schools to adopt standards of content and performance for certain courses of study, including courses in the core academic subjects. (NRS 389.018, 389.520) **Section 44** of this bill requires the standards for English language arts in kindergarten and grades 1, 2 and 3 to include phonics-based instruction and to integrate science, technology, engineering and mathematics into instruction in English language arts. **Section 42** of this bill requires the Department, to the extent that money is available for such a purpose, to establish a pilot program under which schools or groups of schools may apply to the Department for grants to integrate science, technology, engineering and mathematics into instruction in literacy. **Section 43** of this bill requires the model curriculum for English language arts, which the State Board is required to develop under existing law, to include phonics-based instruction and the integration of science, technology, engineering and mathematics into English language arts in kindergarten and grades 1, 2 and 3. Under existing law, such a model curriculum is required to be distributed to public schools for use by teachers and administrators in developing class lesson plans and to the governing bodies of regional training programs for the professional development of teachers and administrators for use in the provision of training to teachers and administrators. (NRS 389.026)

**Section 46** of this bill provides that a school employee is immune from civil and criminal liability for actions taken in good faith to intervene in physical



altercations, fights or other incidents that pose an imminent risk to the safety of pupils or staff if: (1) the school employee is acting within the course and scope of his or her employment and within the course and scope of his or her role in maintaining order, discipline or the safety of pupils; (2) the actions of the school employee are consistent with state, federal and local laws and the policies of the school district or school at which the school employee is employed; and (3) any harm caused by the intervention is not the result of intentional, willful, grossly negligent or reckless misconduct or a conscious and flagrant indifference to the rights or safety of the person harmed. **Section 64** of this bill applies this immunity from civil and criminal liability to employees of private schools.

Existing law requires the Commission on Professional Standards in Education to adopt regulations prescribing the qualifications for licensing teachers and other educational personnel, including regulations governing examinations for the initial licensing of teachers and other educational personnel and the procedures for the issuance and renewal of those licenses. (NRS 391.019, 391.021) Under existing regulations, a license to teach elementary education authorizes the holder to teach all subjects in elementary grades. (NAC 391.090) **Sections 53-55** of this bill require the Commission to adopt regulations requiring that, to be eligible to teach pupils in kindergarten or grade 1, 2 or 3 on or after July 1, 2028, a teacher is required to obtain an endorsement to teach such pupils by successfully completing a course of instruction in foundational literacy skills that is approved by the Commission and meets certain standards. **Section 65** of this bill authorizes the Board of Regents of the University of Nevada to require certain institutions within the System to collaborate with the Department and the Commission to establish such courses of instruction at the institutions.

Existing law requires a postprobationary employee of a school district whose performance is designated as developing or ineffective for 2 consecutive years to serve an additional probationary period. (NRS 391.730) Under existing law: (1) a period of probation is for three 1-year periods and a probationary employee has no right to employment after any of the three probationary contract years; and (2) during the contract year, the probationary employee may be dismissed after receiving notice and an opportunity for a hearing. (NRS 391.820-391.826) **Section 56** of this bill provides that if a postprobationary employee is serving an additional probationary period under existing law and the postprobationary employee receives a rating of ineffective for 2 consecutive years during that additional probationary period: (1) the board of trustees of the school district may notify the employee that the employee will not be reemployed for the next contract year; or (2) the superintendent of the school district may initiate the process of dismissing the employee during a contract year. Under **section 56**, if a school district does not reemploy or dismisses such an employee, the Department is required to provide: (1) the school district with certain assistance in recruiting and hiring a highly effective administrator to fill any vacancy created; and (2) school leadership with access to certain coaching to assist the school leadership in managing transitions and improving teaching practices.

**Section 52** of this bill authorizes a postprobationary teacher to be placed on a period of probation of 2 school years if the evaluations of the postprobationary teacher have consistently rated the postprobationary teacher as ineffective in certain areas. If a postprobationary teacher is placed on such a period of probation, a performance improvement plan must be established for the postprobationary teacher pursuant to **section 51** of this bill. Under **section 52**, at the conclusion of the period of probation pursuant to that section, the postprobationary teacher must be evaluated. If, based on that evaluation, the teacher has not made adequate progress toward meeting improvement goals, **section 52** authorizes the teacher to not be reemployed or to be dismissed in the same manner as a probationary employee.



**Sections 47 and 48** of this bill enact provisions for administrators similar to **sections 51 and 52**. **Section 49** of this bill provides that if the principal of a public school in a large school district, as defined in existing law, (currently only Clark County School District) receives a rating of ineffective or minimally effective, or is placed on probation pursuant to **section 48**, the Superintendent of Public Instruction is authorized to suspend or modify certain site-based decision-making authority of the school organizational team. (NRS 388G.500-388G.810) **Section 50** of this bill requires the Department to track certain data relating to the effectiveness of programs that provide training for school administrators, assess the effectiveness of such programs and make recommendations for the improvement of such programs.

Existing law requires the board of trustees of each school district and the governing body of each charter school to ensure that teachers employed by the school district or charter school have access to certain professional development training. (NRS 391A.370) Under existing law, a program of professional development training provided by regional training programs is required to include, without limitation, training in methods to teach fundamental reading skills for teachers who teach kindergarten and grades 1, 2 and 3. (NRS 391A.125) **Section 58** of this bill requires the board of trustees of each school district and the governing body of each charter school to ensure that teachers who teach pupils in kindergarten and grades 1, 2 and 3, administrators of schools in which such pupils are enrolled, certain other administrators and paraprofessionals who directly serve such pupils complete a course of professional development training in the science of reading that is approved by the Department.

Existing law requires the board of trustees of each school district to establish a program of performance pay and enhanced compensation for the recruitment and retention of licensed teachers and administrators. The program is required to have as its primary focus improvement in the academic achievement of pupils and implementation in at-risk schools and schools receiving the lowest rating possible indicating underperformance of a public school. (NRS 391A.450) Under the program: (1) the board of trustees of each school district is required to reserve, for each fiscal year, an amount of money sufficient to provide an increase in base salaries, not including monetary benefits, for at least 5 percent of the teachers and administrators employed by the school district; and (2) the amount of the increase must not exceed 10 percent of the annual base salary of each teacher and administrator to whom the increase is paid. (NRS 391A.455) **Section 59** provides that if, at any time, the proportion of administrators in a school district, charter school or network of charter schools whose performance evaluation is highly effective is 85 percent or less for 2 consecutive school years, the board of trustees of a school district or the sponsor of a charter school is authorized to establish a program to pay one-time incentives in an amount not to exceed 10 percent of the annual base salary of administrators who achieve a performance rating of highly effective for 5 consecutive years. **Section 60** authorizes the board of trustees of a school district or the sponsor of a charter school to establish a similar program for teachers who achieve a performance rating of highly effective for 3 consecutive years.

**Sections 66-68** of this bill make appropriations to carry out the provisions of this bill.



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 a new section to read as follows:

*1. It is the intent of the Legislature to:*

*(a) Enhance the efficiency of education reporting requirements by eliminating the reporting of redundant information and data, reducing administrative burdens and ensuring that all reports serve a meaningful purpose in supporting educational outcomes.*

*(b) Ensure that teachers and school administrators, who are directly impacted by reporting requirements, have agency in recommending modifications to reporting requirements.*

*(c) Preserve transparency, the accountability of public schools and school districts for the quality of schools and the educational achievement of pupils, and the accessibility of information and data concerning the educational achievement of pupils.*

*2. A teacher or school administrator employed at a public school, a charter management organization that operates a charter school or an educational management organization that provides support or operations to a charter school may submit a petition to modify, suspend or eliminate a requirement for a public school or school district to report information or data to another person or entity. Such a petition must be submitted to the superintendent of schools of the school district in which the public school is located or, if the public school is a charter school, the governing body of the charter school. The petition must:*

*(a) Clearly identify the requirement to report information or data that the petitioner is seeking to modify, suspend or eliminate;*

*(b) Contain a detailed explanation of the reason that the requirement to report information or data is duplicative or redundant or does not provide information or data that is used by the Department, the State Board or any other person or entity to support educational outcomes; and*

*(c) Propose an alternative report of information or data, if any, that would ensure that information and data to support educational outcomes remains accessible.*

*3. Upon receipt of a petition submitted pursuant to subsection 2, the superintendent of schools of the school district or governing body of the charter school, as applicable, shall:*

*(a) Review the petition to determine whether the requirement to report data or information that is proposed for modification, suspension or elimination is duplicative or redundant or does not provide data or information that is used by the Department, the*



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1 *State Board or any other person or entity to support educational*  
2 *outcomes.*

3 *(b) If the petition requests to modify, suspend or eliminate a*  
4 *requirement for a public school to report data or information to*  
5 *the school district and the superintendent of schools of the school*  
6 *district finds that the requirement to report data or information*  
7 *proposed for modification, suspension or elimination is duplicative*  
8 *or redundant or does not provide data that is used by the school*  
9 *district to support educational outcomes, approve the petition and*  
10 *issue a decision modifying, eliminating or suspending the*  
11 *requirement. If the superintendent of schools of the school district*  
12 *issues such a decision, the superintendent shall provide notice of*  
13 *the approval of the petition to the petitioner, each public school*  
14 *within the school district and any other person or entity affected*  
15 *by the modification, suspension or elimination of the reporting*  
16 *requirement. If the superintendent of public schools of the school*  
17 *district denies a petition to modify, suspend or eliminate a*  
18 *requirement for a public school to report data or information to*  
19 *the school district, the superintendent shall provide a written*  
20 *explanation of the reasons for the denial to the petitioner. A*  
21 *petitioner whose petition is denied pursuant to this paragraph may*  
22 *submit a request for reconsideration of the denial to the*  
23 *superintendent of schools of the school district or resubmit the*  
24 *petition with additional information.*

25 *(c) If the petition requests to modify, suspend or eliminate a*  
26 *requirement for a public school or the school district to report data*  
27 *or information to any person or entity other than the school*  
28 *district and the superintendent of schools of the school district*  
29 *finds that the requirement to report data or information proposed*  
30 *for modification, suspension or elimination is duplicative or*  
31 *redundant or does not provide data that is used by the school*  
32 *district to support educational outcomes, approve the petition and*  
33 *forward the petition to the Department for consideration pursuant*  
34 *to subsection 4 or deny the petition and provide a written*  
35 *explanation to the petitioner of the reasons for the denial of the*  
36 *petition. A petitioner whose petition is denied pursuant to this*  
37 *paragraph may submit a request for reconsideration of the denial*  
38 *to the superintendent of schools or governing body of the charter*  
39 *school, as applicable, or resubmit the petition with additional*  
40 *information.*

41 *4. The Superintendent of Public Instruction shall evaluate*  
42 *each petition forwarded to the Department pursuant to subsection*  
43 *3 and, as part of such an evaluation, consider:*

44 *(a) Any information provided by the petitioner, including,*  
45 *without limitation, any statements of support from school*



1 *leadership, governing bodies, teachers or other educational*  
2 *personnel;*

3 *(b) The necessity of the reporting requirement for compliance*  
4 *with federal or state law;*

5 *(c) Whether the information or data that is reported is*  
6 *available through other means or reporting mechanisms;*

7 *(d) The administrative burden imposed by the reporting*  
8 *requirement, with a focus on enabling teachers and administrators*  
9 *to allocate their time efficiently to activities that support pupil*  
10 *learning; and*

11 *(e) The potential impact of the modification, suspension or*  
12 *elimination of the reporting requirement on transparency, the*  
13 *accountability of public schools and schools districts for the*  
14 *quality of schools and the educational achievement of pupils, and*  
15 *the accessibility of information and data concerning the*  
16 *educational achievement of pupils.*

17 *5. Not later than 180 days after receiving a petition for*  
18 *evaluation pursuant to subsection 4, the Superintendent of Public*  
19 *Instruction shall approve the petition, deny the petition or request*  
20 *additional information or revisions to the petition. If the*  
21 *Superintendent requests additional information or revisions to the*  
22 *petition, the Superintendent shall, not later than 90 days after*  
23 *receiving such additional information or revisions, approve or*  
24 *deny the petition.*

25 *6. If, after conducting an evaluation of a petition pursuant to*  
26 *subsection 4, the Superintendent of Public Instruction finds that*  
27 *the requirement to report data or information proposed for*  
28 *modification, suspension or elimination is duplicative or*  
29 *redundant or does not provide data or information that is used by*  
30 *the Department, the State Board or any other person or entity to*  
31 *support educational outcomes, the Superintendent may issue an*  
32 *order modifying, suspending or eliminating the requirement. If the*  
33 *Superintendent of Public Instruction denies the petition, the*  
34 *Superintendent shall provide notice of the denial and a written*  
35 *explanation of the reasons for the denial to the petitioner and the*  
36 *superintendent of schools of the school district or governing body*  
37 *of the charter school, as applicable, that forwarded the petition to*  
38 *the Department pursuant to subsection 3. If the Superintendent of*  
39 *Public Instruction issues an order modifying, suspending or*  
40 *eliminating a reporting requirement pursuant to this subsection,*  
41 *the Superintendent shall:*

42 *(a) Provide notice of the order to the petitioner, the*  
43 *superintendent of schools of the school district or the governing*  
44 *body of the charter school that forwarded the petition to the*  
45 *Department pursuant to subsection 3 and any other person or*



entity affected by the modification, suspension or elimination of the reporting requirement.

(b) Submit a report to the Director of the Legislative Counsel Bureau for transmittal to the Joint Interim Standing Committee on Education or, if the Legislature is in session at the time notice is provided pursuant to paragraph (a), to the Senate and Assembly Standing Committees on Education, which describes the reporting requirement modified, suspended or eliminated and any recommendations for legislation to continue the modification, suspension or elimination of the reporting requirement after the expiration of the order.

7. Notwithstanding any other provision of law, if, pursuant to this section, the superintendent of schools of a school district or the Superintendent of Public Instruction issues a decision or order modifying, suspending or eliminating a requirement to report data or information, each person or entity to whom the requirement applies shall comply with the decision of the superintendent of schools of the school district or the order of the Superintendent of Public Instruction, as applicable, until the expiration of the decision or order. Any decision or order issued pursuant to this section expires on July 1 of the next odd-numbered year following its issuance.

8. The superintendent of schools of each school district and the governing body of each charter school shall report to the Department in a standardized format prescribed by the Department any information required by the Department to complete the reporting of information required by subsection 9 concerning petitions submitted by teachers and school administrators pursuant to subsection 2.

9. The Department shall include in a report submitted on or before February 1 of each odd-numbered year to the Director of the Legislative Counsel Bureau for transmittal to the Legislature:

(a) Information concerning the participation of teachers and school administrators in the process to request the modification, suspension or elimination of requirements for the reporting of information or data, including, without limitation, data relating to petitions submitted by teachers and administrators pursuant to subsection 2;

(b) A summary of each petition received by the Department pursuant to this section and the decision of the Superintendent of Public Instruction on each such petition;

(c) The rationale of the Superintendent for the approval of each petition that was approved by the Superintendent; and

(d) Any trends or systemic issues identified by the Superintendent which are related to requirements for a public



1 *school or school district to report information or data to another*  
2 *person or entity.*

3 *10. The Department may adopt regulations to carry out the*  
4 *provisions of this section. The State Board may adopt regulations*  
5 *to establish:*

6 *(a) A format for a petition submitted pursuant to this section*  
7 *and procedures for the submission of such a petition;*

8 *(b) Criteria for evaluating such a petition;*

9 *(c) Procedures to ensure that teachers and school*  
10 *administrators have input on decisions regarding requirements for*  
11 *a public school or school district to report information or data to*  
12 *another person or entity; and*

13 *(d) Any other requirements necessary to implement the*  
14 *provisions of this section.*

15 **Sec. 2.** Chapter 385A of NRS is hereby amended by adding  
16 thereto the provisions set forth as sections 3 to 7, inclusive, of this  
17 act.

18 **Sec. 3. 1.** *The Department shall make every effort to ensure*  
19 *that the statewide system of accountability for public schools*  
20 *applies uniformly to all school districts in this State and complies*  
21 *with all requirements for the accountability of public schools,*  
22 *including, without limitation, requirements for the receipt of*  
23 *federal money under the Elementary and Secondary Education*  
24 *Act of 1965, 20 U.S.C. §§ 6301 et seq., as amended.*

25 *2. The statewide system of accountability for public schools*  
26 *applies to all school districts in this State, regardless of size or*  
27 *demographics, and must, except as otherwise provided in*  
28 *subsection 3 of section 5 of this act:*

29 *(a) Include a method to, on an annual basis, rate each school*  
30 *district based upon the collective performance of the public*  
31 *schools within the school district and the achievement of district-*  
32 *wide performance targets established pursuant to the statewide*  
33 *system of accountability for public schools;*

34 *(b) Include a method to implement consequences, rewards and*  
35 *supports for school districts based upon such ratings, with a focus*  
36 *on addressing disparities and improving outcomes for historically*  
37 *underserved populations;*

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

43 *(d) Establish district-wide achievement targets and*  
44 *performance targets for specific groups of pupils, including,*  
45 *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 achievement targets and performance targets must be based on aggregated metrics from the public schools within the school district, 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 measureable 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 for the purpose of improving pupil outcomes; and

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

4. In developing the statewide system of accountability for public schools required by this section, including, without limitation, the achievement and performance targets for school districts and the criteria used to rate each school district, 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 to support compliance with the statewide system of accountability for public schools and to address deficiencies identified through the rating process.

**Sec. 4. 1.** On or before a date determined by the Superintendent of Public Instruction, but not later than the third Friday in August of each year, the Department shall determine whether each school district is meeting the district-wide achievement targets and performance targets established pursuant to the statewide system of accountability for public schools.

2. The determination for a school district must be made pursuant to subsection 1 in consultation with the board of trustees of the school district and must be based only upon the information and data for those pupils who are enrolled in the public schools within the school district for a full academic year. On or before a date determined by the Superintendent of Public Instruction, but not later than the third Friday in August of each year, the Department shall:

(a) Transmit the determination made for each school district to the board of trustees of that school district;



(b) Transmit the determination made for each school district 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, including, without limitation, the metrics for measuring the achievement and performance for each school district.

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

(a) The Department shall not determine that the school district 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 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 the school district 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, 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 must reflect any such irregularity and describe the impact of any such irregularity on the determination.

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. 5. 1.** Except as otherwise provided in subsection 3, based upon the determinations made by the Department pursuant to section 4 of this act, the Department shall, on or before a date determined by the Superintendent of Public Instruction but not later than the third Friday in August of each year, issue a





1 *preliminary rating for each school district in accordance with the*  
2 *statewide system of accountability for public schools.*

3 *2. Except as otherwise provided in subsection 3:*

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

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

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

24 *4. On or before a date determined by the Superintendent of*  
25 *Public Instruction but not later than the third Friday in September*  
26 *of each year, the Department shall:*

27 *(a) Post on the Internet website maintained by the Department*  
28 *the determinations and final ratings made for all school districts*  
29 *in this State, which must be presented in a clear and*  
30 *understandable format; and*

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

36 *(1) The Governor;*

37 *(2) The State Board; and*

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

41 **Sec. 6. 1. The Superintendent of Public Instruction:**

42 *(a) Shall designate a school district as a low-performing*  
43 *school district if:*

44 *(1) The Department has determined that the school district*  
45 *has failed to meet the district-wide achievement targets and*



performance targets established pursuant to the statewide system of accountability for public schools; or

(2) The school district 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 as a low-performing school district if:

(1) The administration of the school district 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 and the educational outcomes for pupils;

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

(3) The school district 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

(4) Based on data and information concerning the achievement and performance of pupils enrolled in public schools in the school district, the allocation of resources by the school district or the availability of educational programs among public schools in the school district and specific groups of pupils enrolled in those schools, the school district 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.

2. The Superintendent of Public Instruction shall designate a school district as an underperforming school district if:

(a) For at least 2 consecutive school years, the Superintendent has designated the school district as a low-performing school district pursuant to subsection 1; or

(b) The Superintendent:

(1) Designated the school district as a low-performing school district 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 in the school district.





**Sec. 7. 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 low-performing 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 low-performing schools pursuant to subsection 1;*

*(b) Each school district with at least one public school in the district on the list of public schools that are designated as low-performing schools pursuant to subsection 1 shall post the list on the Internet website maintained by the school district; and*

*(c) The Department shall provide the list of public schools that are designated as low-performing 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 low-performing school shall notify the parents and legal guardians of pupils enrolled in the public school of the designation of the public school as a low-performing 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 and options available to pupils pursuant to section 37 of this act, if applicable.*

**Sec. 8.** NRS 385A.090 is hereby amended to read as follows:

385A.090 1. On or before ~~September 30~~ *the date determined by the Superintendent of Public Instruction, but not later than the third Friday in August* 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 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, 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;
- (5) Bureau; and

(6) 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 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, 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 does not maintain a website, the State Public Charter School Authority, the institution, the city or the county, as applicable, 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, the State Public Charter School Authority, a college or university within the Nevada System of Higher Education or a city or county that sponsors a charter school, as applicable, shall provide a portion or portions of the report required pursuant to NRS 385A.070.

**Sec. 9.** 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. The board of trustees of the district 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 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, 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, has made progress based upon the model adopted by the Department pursuant to NRS 390.125.

(i) Information that compares the results of pupils in the school district, including, without limitation, pupils enrolled in charter schools sponsored by the district, with the results of pupils throughout this State ~~and~~ *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, information that compares the results of pupils in the school with the results of pupils throughout the school district and throughout this State ~~and~~ *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. 10.** NRS 385A.600 is hereby amended to read as follows:

385A.600 1. The Department shall make every effort to obtain the approval necessary from the United States Department of Education to ensure that the statewide system of accountability for public schools complies with all 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 applies to all public schools, regardless of Title I status, and must, except as otherwise provided in subsection 3 of NRS 385A.720:

(a) Include a method to, on an annual basis, rate each public school based upon the performance of the school and based upon whether each public school meets the school achievement targets and performance targets established pursuant to the statewide system of accountability;

(b) Include a method to implement consequences, rewards and supports for public schools based upon the ratings;

(c) Include a method to provide grants and other financial support, to the extent that money is available from legislative appropriation, to public schools receiving one of the two lowest ratings of performance pursuant to the statewide system of accountability for public schools; and

(d) Establish school achievement targets and performance targets for public schools 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 school achievement targets and performance targets must:

(1) Be based primarily upon the measurement of the progress and proficiency of pupils on the examinations administered pursuant to NRS 390.105; ~~and~~

(2) *For elementary schools, include the proportion of pupils demonstrating adequate proficiency in the subject area of reading in accordance with NRS 392.748 to 392.785, inclusive, and adequate progress toward achieving such proficiency; and*

(3) For high schools, include the rate of graduation and the rate of attendance.

3. Except as otherwise provided in subsection 3 of NRS 385A.720, the statewide system of accountability for public schools may include a method to:

(a) On an annual basis, rate school districts based upon the performance of the public schools within the school district and whether those public schools meet the school achievement targets and performance targets established pursuant to the statewide system of accountability; and



(b) Implement consequences, rewards and supports for school districts based upon the ratings.

**Sec. 11.** NRS 385A.750 is hereby amended to read as follows:

385A.750 The Department shall prescribe a form for notice to parents and guardians concerning the rating of a public school *designated by the Superintendent of Public Instruction as a low-performing school pursuant to section 7 of this act or the designation of a school district as a low-performing or underperforming school district pursuant to section 6 of this act.*

**Sec. 12.** Chapter 386 of NRS is hereby amended by adding thereto the provisions set forth as sections 13, 14 and 15 of this act.

**Sec. 13. 1.** *The Superintendent of Public Instruction shall place on probation a school district that the Superintendent has designated as an underperforming school district if the designation is made pursuant to paragraph (b) of subsection 2 of section 6 of this act. A period of probation imposed pursuant to this section must not exceed 2 school years.*

*2. The Superintendent of Public Instruction shall notify the board of trustees of a school district that has been designated as an underperforming school district and that the Superintendent is placing the school district on probation pursuant to this section. Upon receipt of such a notice, the board of trustees of the school district shall:*

*(a) Direct the superintendent of schools of the school district to prepare and submit to the Department a school district performance improvement plan that satisfies the requirements of subsection 2 of section 15 of this act; and*

*(b) Prepare and, not later than 90 days after the date of the notice received pursuant to this subsection, submit to the Department a school board improvement plan to address deficiencies in the governance of the school district and support the implementation of the school district performance improvement plan prepared pursuant to paragraph (a).*

*3. During a period of probation imposed pursuant to this section, if the board of trustees of the school district is required by subsection 2 of NRS 386.165 to have nonvoting members appointed to the board, the appointed members become voting members for the period:*

*(a) Beginning on the date on which the Superintendent of Public Instruction notifies the board of trustees pursuant to subsection 2 that the Superintendent is placing the school district on probation; and*

*(b) Ending on the date on which the Superintendent of Public Instruction terminates the period of probation pursuant to subsection 1 of section 14 of this act or, if the Superintendent*



places the school district into a period of state oversight pursuant to subsection 2 of section 14 of this act, on the date on which any period of state oversight is terminated pursuant to subsection 10 of section 14 of this act.

↪ Any appointed members of a board of trustees who become voting members of the board of trustees pursuant to this subsection shall have the same duties, rights and responsibilities as the elected members of the board.

4. A school board improvement plan prepared pursuant to paragraph (b) of subsection 2 must:

(a) Contain a self-assessment by the board of trustees of the school district of the governance practices of the board that identifies deficiencies and areas requiring improvement;

(b) Identify specific actions that the board of trustees will take to improve governance of the school district, including, without limitation:

(1) A description of clear roles and responsibilities for members of the board of trustees; and

(2) Strategies for the board of trustees to support implementation of the school district performance improvement plan prepared pursuant to paragraph (a) of subsection 2;

(c) Require the members of the board of trustees to complete training for professional development, in addition to any training for professional development required by NRS 386.327, in the areas of school district governance, financial management and academic accountability;

(d) Include measurable milestones for improving the governance of the school district and a timeline for achieving those milestones; and

(e) Include a process for monitoring and publicly reporting progress on the implementation of the school board improvement plan.

5. The Superintendent of Public Instruction shall:

(a) Not later than 30 days after receiving a school board improvement plan submitted to the Department pursuant to paragraph (b) of subsection 2, review and approve or deny approval of the school board improvement plan. If the Superintendent denies approval of the school board improvement plan, the Superintendent shall notify the board of trustees of the school district of the reasons for denying approval of the plan. Not later than 30 days after receiving such notice, the board of trustees shall prepare and submit to the Superintendent revisions to the school board improvement plan. The board of trustees of the school district shall implement a school board improvement plan approved by the Superintendent.





(b) Monitor the implementation of the school board improvement plan and the school district performance improvement plan during the period of probation imposed pursuant to this section.

(c) Provide technical guidance and support to the board of trustees to support the implementation of the school board improvement plan and the school district performance improvement plan.

(d) Post on the Internet website maintained by the Department, in the five most common languages other than English primarily spoken in the households within the school district operating under the school board improvement plan:

(1) The school board improvement plan approved by the Superintendent pursuant to this subsection;

(2) Quarterly reports summarizing the progress of the board of trustees in implementing the school board improvement plan, including, without limitation, milestones that have been achieved and areas requiring improvement; and

(3) An annual performance review of the board of trustees that identifies improvements in governance of the school district by the board of trustees, deficiencies in such governance and any recommendations for additional action by the board of trustees to improve governance of the school district.

6. The board of trustees of a school district operating under a school board improvement plan shall:

(a) Post on the Internet website of the school district, in the five most common languages other than English primarily spoken in the households within the school district:

(1) The approved school board improvement plan, not later than 10 business days after the board of trustees has received notice from the Superintendent of Public Instruction of the approval of the plan; and

(2) Quarterly reports summarizing the progress of the board of trustees in implementing the school board improvement plan, including, without limitation, actions taken to improve governance of the school district, milestones that have been achieved and actions remaining to be taken under the school board improvement plan; and

(b) Conduct regular public meetings during the period of probation imposed pursuant to this section at which the board of trustees:

(1) Provides updates on the implementation of the school board improvement plan;

(2) Solicits input from parents and legal guardians of pupils, teachers, school employees and community stakeholders





1 *concerning efforts to improve the governance of the school*  
2 *district; and*

3 *(3) Presents a summary of challenges experienced in*  
4 *addressing deficiencies in the governance of the school district*  
5 *and actions planned to address those deficiencies.*

6 **Sec. 14.** *1. The Superintendent of Public Instruction may*  
7 *terminate a period of probation imposed on a school district*  
8 *pursuant to section 13 of this act if, not later than 2 school years*  
9 *after the commencement of the period of probation, the*  
10 *Superintendent finds that:*

11 *(a) The school district has made adequate progress, as defined*  
12 *in the regulations adopted by the Superintendent pursuant to*  
13 *subsection 13, toward meeting the goals and benchmarks*  
14 *necessary for the school district to no longer be designated as an*  
15 *underperforming school district pursuant to section 6 of this act;*  
16 *and*

17 *(b) The board of trustees of the school district has made*  
18 *adequate progress, as defined in the regulations adopted by the*  
19 *Superintendent pursuant to subsection 13, in implementing the*  
20 *school board improvement plan such that the school district is not*  
21 *likely to experience a condition described in paragraph (b) of*  
22 *subsection 1 of section 6 of this act.*

23 *2. If, after implementing a school board improvement plan*  
24 *for 2 school years, the Superintendent of Public Instruction finds*  
25 *that:*

26 *(a) The school district has failed to make adequate progress, as*  
27 *defined in the regulations adopted by the Superintendent pursuant*  
28 *to subsection 13, toward meeting the goals and benchmarks*  
29 *necessary for the school district to no longer be designated as an*  
30 *underperforming school district pursuant to section 6 of this act;*  
31 *or*

32 *(b) The board of trustees of the school district has failed to*  
33 *make adequate progress, as defined in the regulations adopted by*  
34 *the Superintendent pursuant to subsection 13, in implementing the*  
35 *school board improvement plan such that the school district is not*  
36 *likely to experience a condition described in paragraph (b) of*  
37 *subsection 1 of section 6 of this act,*

38 *↳ the Department may implement targeted oversight measures*  
39 *pursuant to subsection 3 or initiate state oversight of the*  
40 *governance and operations of the board of trustees pursuant to*  
41 *subsection 4.*

42 *3. If, pursuant to subsection 2, the Superintendent of Public*  
43 *Instruction implements targeted oversight measures, the*  
44 *Superintendent may:*



(a) Have direct involvement in the processes of decision making by the board of trustees on matters of governance;

(b) Establish specific governance and operational mandates for the board of trustees that are designed to improve school district performance and accountability;

(c) Evaluate and monitor, on an ongoing basis, the performance of the school district and its adherence to improvement requirements;

(d) Appoint a state monitor to oversee the activities of the board of trustees to ensure compliance with state education laws and regulations; or

(e) Engage in any combination of the actions described in paragraphs (a) to (d), inclusive.

4. If, pursuant to subsection 2, the Department initiates state oversight of the governance and operations of the board of trustees, the Governor, not later than 30 days after receiving notification that the Department has initiated state oversight, may appoint a state monitor. The state monitor must:

(a) Be a person with expertise in governance, leadership and management, with a record of improving the outcomes of an underperforming organization;

(b) Undergo a review by the Department to ensure there are no conflicts of interest with the school district or board of trustees of the school district; and

(c) Be compensated by the board of trustees of the school district at a rate determined by the Superintendent of Public Instruction. Such compensation must be paid from the budget of the school district, with any necessary budget adjustments or augmentations made to accommodate the expenditure in the current fiscal year or any future fiscal year.

5. If a school district is designated as an underperforming school district for 5 consecutive school years and the board of trustees of the school district has failed to make adequate progress, as defined in the regulations adopted by the Superintendent of Public Instruction pursuant to subsection 13, in executing the school board improvement plan, the Superintendent may take additional measures to ensure that the educational needs of pupils are met. Such additional measures may include, without limitation, with the approval of the Governor through an executive order:

(a) The reassignment of some or all of the powers, roles and responsibilities of the board of trustees of a school district pursuant to this chapter to the Superintendent, or his or her designee, to address chronic underperformance. The specific powers, roles and responsibilities reassigned must be specified by



1 *the Governor in the executive order, upon consultation with the*  
2 *Superintendent to ensure the reassignment is in alignment with*  
3 *the school board improvement plan, and may include, without*  
4 *limitation:*

5 *(1) Oversight of financial management and resource*  
6 *allocation;*

7 *(2) Governance and any operational decision-making*  
8 *authority defined within current policies; and*

9 *(3) Implementation of policies and programs to address*  
10 *identified deficiencies.*

11 *(b) The appointment of additional members to the board of*  
12 *trustees of the school district, as needed, to stabilize the*  
13 *governance structure and ensure proper expertise is available to*  
14 *address chronic underperformance. Members appointed pursuant*  
15 *to this paragraph must:*

16 *(1) Possess expertise in governance, education, financial*  
17 *management or organizational leadership;*

18 *(2) Serve for a term specified by the Superintendent, not*  
19 *exceeding 3 years, with an option for reappointment based on*  
20 *demonstrated progress; and*

21 *(3) Be voting members of the board of trustees.*

22 *(c) The establishment of a state management team to assume*  
23 *governance authority over the operations of the board of trustees*  
24 *of the school district.*

25 *6. Any action taken pursuant to subsection 5 remains in*  
26 *effect until the Department determines that the board of trustees*  
27 *has made adequate progress, as defined in the regulations adopted*  
28 *by the Superintendent of Public Instruction pursuant to subsection*  
29 *13, that is sufficient to warrant the termination of state oversight*  
30 *as specified in subsection 10. Upon the expiration of any action*  
31 *taken pursuant to subsection 5, any reassigned powers, roles or*  
32 *responsibilities revert to the elected board of trustees, any*  
33 *additional members of the board of trustees appointed pursuant to*  
34 *subsection 5 no longer serve as members of the board of trustees*  
35 *and the state management team is dissolved.*

36 *7. During the period additional measures initiated pursuant*  
37 *to paragraph (c) of subsection 5 are in effect, the state*  
38 *management team, under the direction of the Superintendent of*  
39 *Public Instruction, shall assume the governance responsibilities of*  
40 *the board of trustees of the school district, including, without*  
41 *limitation:*

42 *(a) Oversight of financial management and resource*  
43 *allocation;*

44 *(b) Governance and any operational decision-making*  
45 *authority defined within current board policies;*



(c) *Implementation of policies and programs outlined in the school board improvement plan and school district performance improvement plan submitted pursuant to section 13 of this act; and*

(d) *Engagement with community stakeholders, including, without limitation, parents, teachers and local officials, to ensure that intervention efforts address the needs of pupils and the broader community.*

8. *The Department shall conduct annual evaluations of the progress of a school district placed under a state management team pursuant to subsection 5. If the school district demonstrates substantial improvement and meets the benchmarks established in the school district performance improvement plan and the school board improvement plan submitted pursuant to section 13 of this act, the Superintendent of Public Instruction may initiate a phased return to local governance. The phased return must:*

(a) *Transition authority from the state management team to the board of trustees in stages, as appropriate;*

(b) *Be contingent on the board of trustees demonstrating continued progress under its school board improvement plan; and*

(c) *Include enhanced monitoring by the Department for a period of up to 2 years following the completion of the transition to ensure sustained progress.*

9. *If the school district fails to make adequate progress, as defined in the regulations adopted by the Superintendent of Public Instruction pursuant to subsection 13, under the school district performance improvement plan submitted pursuant to section 13 of this act or the board of trustees of the school district fails to fulfill the requirements of its school board improvement plan, the Superintendent may extend state intervention for up to 3 additional years. This extension must:*

(a) *Be subject to the approval of the Governor or the Governor's designee;*

(b) *Include an updated set of benchmarks and timelines to address persistent deficiencies in school district performance and school board governance; and*

(c) *Require the continuation or expansion of oversight measures, including, without limitation, the retention of the state management team or the appointment of additional support personnel to address governance or operational deficiencies.*

10. *State oversight initiated pursuant to this section must be terminated when the Superintendent of Public Instruction determines that the school district and the board of trustees of the school district have achieved measurable and sustained progress as outlined in the school district performance improvement plan,*



including, without limitation, improvements in academic achievement, operational efficiency and equitable resource allocation, and the school board improvement plan submitted pursuant to section 13 of this act, including, without limitation, establishing its ability to effectively oversee and support improvement efforts for the school district. Upon termination of state oversight:

(a) The board of trustees shall resume full governance responsibilities; and

(b) The Department shall provide a final report summarizing the outcomes of the state oversight period, including, without limitation, the progress achieved and recommendations for sustained improvement.

11. For a period of 3 years following the return to local governance, the Department shall monitor the board of trustees of the school district concerning compliance with its school board improvement plan.

12. The Department shall post on the Internet website maintained by the Department all reports and evaluations related to oversight measures implemented pursuant to this section in a manner that ensures transparency and accountability. A summary of these actions and outcomes must be provided in an annual report to the:

(a) Governor;

(b) State 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 in the interim period between legislative sessions; or

(2) The Senate and Assembly Standing Committees on Education, if the report is received during a legislative session.

13. For the purposes of this section, the Superintendent of Public Instruction shall adopt regulations for determining adequate progress based on criteria which may include, without limitation:

(a) Implementation of governance strategies and actions outlined in the approved school board improvement plan, including, without limitation:

(1) Completion of professional development goals;

(2) Improved decision-making processes that support district performance objectives;

(3) Active engagement with the community through regular public meetings and transparent reporting of progress;



(4) *Compliance with reporting and public engagement requirements as set forth in this section; and*

(5) *Achievement of milestones and benchmarks set forth in the school board improvement plan;*

(b) *Measurable progress toward benchmarks established in the school district performance improvement plan submitted pursuant to section 13 of this act, including, without limitation:*

(1) *Increased proficiency rates in core academic subjects;*

(2) *Improved high school graduation rates;*

(3) *Enhanced operational efficiency and resource allocation; and*

(4) *Sustained improvements verified by the Department;*

(c) *Demonstrated ability of the board of trustees and the school district to maintain progress without state oversight; and*

(d) *Continued compliance with state laws and regulations relating to education.*

**Sec. 15. 1.** *The Superintendent of Public Instruction shall place on probation a school district that the Superintendent has designated as an underperforming school district pursuant to paragraph (a) of subsection 2 of section 6 of this act and notify the board of trustees of the school district of such placement. A period of probation imposed pursuant to this section must not exceed 2 school years.*

**2.** *Not later than 90 days after being designated as an underperforming school district, the school district shall prepare and submit a school district performance improvement plan. The plan must:*

(a) *Identify specific areas of academic, operational and systemic deficiency that contributed to the designation of underperformance, including, without limitation:*

(1) *Pupil achievement outcomes in core academic subjects, including, without limitation, reading, mathematics and science;*

(2) *Disparities in access to educational resources, programs and opportunities; and*

(3) *Inefficiencies in school district operations, leadership and financial management;*

(b) *Establish measurable benchmarks for improvement that are applicable to all grade levels, including, without limitation:*

(1) *Increased pupil proficiency rates in core academic subjects, with defined goals for each grade level;*

(2) *Enhanced attendance and pupil promotion rates at elementary, middle and high school levels;*

(3) *Improved high school graduation rates and college and career readiness indicators, where applicable; and*



(4) Strengthened operational efficiency and equitable resource allocation across all schools within the school district;

(c) Outline targeted strategies to achieve the benchmarks established pursuant to paragraph (b), addressing both academic and operational challenges, including, without limitation:

(1) Strategies to narrow achievement gaps for identified underserved groups, including, without limitation, pupils with special needs, low-income pupils, English language learners and pupils from diverse racial or ethnic backgrounds;

(2) Comprehensive plans to improve curriculum delivery, including, without limitation, review and selection of new curricula, teacher effectiveness, instructional quality and professional development for teachers;

(3) Initiatives to enhance the leadership, governance practices, financial oversight and resource allocation of the school district to ensure alignment with the performance goals of the school district;

(4) Implementation of evidence-based interventions tailored to the specific needs of underperforming schools and pupil populations; and

(5) Programs to increase family and community engagement in support of pupil learning and school district improvement efforts;

(d) Include clear timelines, resource requirements and interim milestones to monitor progress throughout the probationary period, with regular benchmarks to measure improvement; and

(e) Establish a system for ongoing evaluation and adjustments to ensure continuous progress, with mechanisms for reporting progress to the Department and communicating updates to stakeholders, including, without limitation, families and teachers.

3. The Superintendent of Public Instruction shall review and approve or deny approval of a school district performance improvement plan submitted pursuant to subsection 2 within 30 days after receipt. If revisions are required, the school district shall have 30 days to submit a revised plan for approval. Once approved, the school district shall immediately commence implementation of the plan.

4. Each school district shall publish its approved school district performance improvement plan on its official Internet website within 10 business days after receiving approval from the Superintendent of Public Instruction. The school district shall publish quarterly progress updates on its implementation of the plan, including, without limitation, milestones achieved and areas requiring additional focus. All published materials must be posted on the Internet website maintained by the school district and





1 *translated into the five most common languages spoken by*  
2 *families within the school district.*

3 *5. The board of trustees of the school district shall hold*  
4 *regular public meetings during the probationary period to:*

5 *(a) Provide updates on the progress of the school district under*  
6 *the school district performance improvement plan;*

7 *(b) Solicit input from parents, teachers and community*  
8 *stakeholders; and*

9 *(c) Present a summary of challenges faced and actions*  
10 *planned to address deficiencies.*

11 *6. During the probationary period, the Department shall*  
12 *monitor the progress of the school district through:*

13 *(a) Quarterly progress reports submitted by the school district;*

14 *(b) On-site assessments of the operations, instructional quality*  
15 *and financial management of the school district; and*

16 *(c) Providing technical assistance to address challenges and*  
17 *support implementation.*

18 *7. The Superintendent of Public Instruction may appoint a*  
19 *state monitor to oversee the adherence of the school district to the*  
20 *school district performance improvement plan. The state monitor*  
21 *must:*

22 *(a) Be a person with expertise in governance, finance,*  
23 *operations, leadership or management of a school district, with*  
24 *demonstrated experience in improving outcomes of an*  
25 *underperforming organization, or possess expertise in a specific*  
26 *area, as determined by the Superintendent of Public Instruction;*

27 *(b) Undergo a review by the Department to ensure there are no*  
28 *conflicts of interest with the school district or the board of trustees*  
29 *of the school district; and*

30 *(c) Be compensated by the board of trustees of the school*  
31 *district at a rate determined by the Superintendent of Public*  
32 *Instruction. Such compensation must be paid from the budget of*  
33 *the school district, with any necessary budget adjustments or*  
34 *augmentations made to accommodate the expenditure in the*  
35 *current fiscal year or any future fiscal year.*

36 *8. A state monitor appointed pursuant to subsection 7 shall:*

37 *(a) Review quarterly progress reports;*

38 *(b) Conduct audits and site visits to evaluate progress in the*  
39 *implementation of the school district performance improvement*  
40 *plan;*

41 *(c) Provide feedback and recommendations for adjustments to*  
42 *the school district performance improvement plan; and*

43 *(d) Ensure alignment with state educational goals and*  
44 *expectations.*





9. At the conclusion of each school year during the probationary period, the Department shall evaluate the progress of the school district based on the benchmarks established in the approved school district performance improvement plan. If the school district demonstrates adequate progress, as defined in the regulations adopted by the Superintendent of Public Instruction pursuant to subsection 15, the school district shall continue implementation of its school district performance improvement plan with ongoing monitoring. If the school district fails to meet established benchmarks, the Superintendent of Public Instruction may extend the probationary period or implement escalated intervention measures as set forth in this section.

10. If, after operating under probationary status for 2 school years, the school district fails to demonstrate adequate progress, as defined in the regulations adopted by the Superintendent of Public Instruction pursuant to subsection 15, the Superintendent may:

(a) Replace school district leadership, including, without limitation, the superintendent of schools of the school district and key administrative personnel;

(b) Reallocate school district resources to prioritize support for schools designated as low-performing schools pursuant to section 7 of this act; and

(c) Assume state control over specific school district functions, including, without limitation, financial management, curriculum development, school culture, climate structures or instructional programming, until the school district demonstrates adequate progress, as defined in the regulations adopted by the Superintendent pursuant to subsection 15.

11. If state control is assumed pursuant to subsection 10, the Department shall develop, in collaboration with the school district, a school district recovery plan. The school district recovery plan must contain:

(a) Strategies to address deficiencies and improve academic outcomes, financial management and operational efficiency;

(b) Measurable benchmarks and timelines for recovery; and

(c) Clear accountability measures for monitoring progress.

12. If the school district:

(a) Demonstrates sustained progress and meets the benchmarks established in the school district recovery plan developed pursuant to subsection 11:

(1) The school district must be removed from probationary status;

(2) Full governance responsibilities must be restored to the leadership of the school district; and



(3) The school district shall submit annual progress reports to the Department for 3 additional years to ensure sustained improvement.

(b) Fails to demonstrate sustained progress or meet the benchmarks established in the school district recovery plan within the specified timeframe, the Department shall conduct a comprehensive review to identify persistent deficiencies and barriers to improvement. Based on the findings of the review, the Superintendent of Public Instruction may take additional actions, including, without limitation:

(1) Extending state oversight for up to 3 additional years with revised benchmarks and timelines;

(2) Replacing the superintendent of schools of the school district or other key administrative personnel directly responsible for the areas of persistent deficiency;

(3) Implementing targeted operational interventions, including, without limitation, reallocating resources, adjusting staffing strategies or revising curriculum frameworks;

(4) Appointing additional state personnel or external consultants to address specific challenges identified during the review; and

(5) Evaluating the feasibility of school district restructuring, including, without limitation, the reorganization and restructuring of the school district.

13. If the Superintendent of Public Instruction takes any action authorized pursuant to paragraph (b) of subsection 12, the Department shall continue to engage with community stakeholders, including, without limitation, parents, teachers and local leaders, to provide regular updates on intervention efforts and to ensure alignment with the needs of pupils and the broader community. Any actions taken pursuant to paragraph (b) of subsection 12, including, without limitation, documentation of the performance deficiencies of the school district, the steps taken to address those deficiencies, progress made during the intervention period and recommendations for additional measures to achieve sustained improvement, must be reported by the Superintendent to the:

(a) Governor; and

(b) 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.



14. The Department shall post on the Internet website maintained by the Department all reports and evaluations related to the intervention measures taken pursuant to this section and include such measures in an annual report to the:

(a) Governor; and

(b) 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.

15. For the purposes of this section, the Superintendent of Public Instruction shall adopt regulations for determining adequate progress based on criteria which may include, without limitation:

(a) Measurable improvements in academic achievement metrics, including, without limitation:

(1) Increased proficiency rates in core academic subjects;

(2) Improved high school graduation rates, where applicable;

(3) College and career readiness indicators, where applicable; and

(4) Enhanced attendance, promotion and retention rates across all grade levels;

(b) Enhanced operational efficiency and equitable resource allocation, demonstrated by:

(1) The effective and efficient allocation of resources;

(2) Strengthened financial management practices; and

(3) Evidence of improved instructional quality and program delivery throughout the school district;

(c) Sustained progress verified by the Department through periodic evaluations, including, without limitation:

(1) Adherence to benchmarks and milestones set forth in the approved school district performance improvement plan and, if necessary, the school district recovery plan; and

(2) Implementation of evidence-based strategies that address the root causes of underperformance; and

(d) Compliance with state laws and regulations relating to education, including, without limitation, requirements for transparency, public reporting and stakeholder engagement.

**Sec. 16.** NRS 386.790 is hereby amended to read as follows:

386.790 1. As provided in this title, the board of trustees of any school district may furnish transportation for all resident children of school age in the school district attending a public



1 school, including pupils assigned to special schools or programs  
2 pursuant to NRS 388.417 to 388.469, inclusive, or 388.5251 to  
3 388.5267, inclusive:

4 (a) Who are not excused from school attendance by the  
5 provisions of this title; and

6 (b) Who reside within the school district at such a distance from  
7 the school as to make transportation necessary and desirable.

8 2. When the board of trustees of a school district whose  
9 population is less than 100,000 furnishes transportation for pupils  
10 attending public schools pursuant to subsection 1, the board may  
11 also provide transportation for all resident children of school age in  
12 the school district attending private schools not operated for profit,  
13 over bus routes established for pupils attending public schools. If  
14 such transportation is provided, the pupils attending such private  
15 schools must be transported, if space is available, to and from the  
16 points on the established routes nearest to the schools which they  
17 attend.

18 3. The board of trustees of any school district may:

19 (a) Establish bus routes.

20 (b) Make regulations governing the conduct of pupils while  
21 being transported.

22 (c) For the safety of pupils being transported, govern the  
23 conduct of drivers by making and enforcing regulations not  
24 inconsistent with regulations of the State Board of Education or with  
25 law.

26 4. *Except as otherwise provided in section 23 of this act, the*  
27 *board of trustees of a school district that furnishes transportation*  
28 *pursuant to this section may elect not to provide transportation to*  
29 *pupils who attend a public school outside the zone of attendance*  
30 *that the pupil is otherwise required to attend if the pupil is*  
31 *attending the public school pursuant to paragraph (f) of*  
32 *subsection 2 of NRS 388.040 and section 22 of this act.*

33 **Sec. 17.** Chapter 387 of NRS is hereby amended by adding  
34 thereto a new section to read as follows:

35 1. *The Excellence in Education Account is hereby created in*  
36 *the State Education Fund. The Excellence in Education Account*  
37 *must be administered by the Department.*

38 2. *The interest and income earned on the money in the*  
39 *Excellence in Education Account, after deducting any applicable*  
40 *charges, must be credited to the Account.*

41 3. *Except as otherwise provided in this subsection, the*  
42 *balance in the Excellence in Education Account must not exceed*  
43 *\$30,000,000. Each fiscal year, the Director of the Office of*  
44 *Finance shall adjust the maximum balance in the Excellence in*  
45 *Education Account specified in this subsection by multiplying the*



1 *maximum balance in the Account calculated pursuant to this*  
2 *subsection for the immediately preceding fiscal year by the rate of*  
3 *inflation, as defined in NRS 387.12455.*

4 4. *Except as otherwise provided in subsection 5, if, at the end*  
5 *of a fiscal year, the combined total of the balance in the Education*  
6 *Stabilization Account, the ending fund balance in each county*  
7 *school district fund, any reserve funds held by schools within each*  
8 *county school district and the unrestricted reserve funds of charter*  
9 *schools, including, without limitation, unrestricted reserve funds*  
10 *within networks of charter schools, exceeds 20 percent of the total*  
11 *of all appropriations and authorizations from the State Education*  
12 *Fund, excluding the Education Stabilization Account, for the*  
13 *immediately preceding fiscal year, money must be transferred to*  
14 *the Excellence in Education Account in the following order of*  
15 *priority:*

16 (a) *Any money that would otherwise remain in the State*  
17 *Education Fund pursuant to subsection 7 of NRS 387.1213*  
18 *because the balance in the Education Stabilization Account has*  
19 *reached the limit established in subsection 3 of NRS 387.1213*  
20 *must be transferred to the Excellence in Education Account.*

21 (b) *Any money that would otherwise be transferred from a*  
22 *county school district fund to the Education Stabilization Account*  
23 *pursuant to subsection 1 of NRS 387.1213 but is not transferred to*  
24 *the Education Stabilization Account because the balance in the*  
25 *Education Stabilization Account has reached the limit established*  
26 *in subsection 3 of NRS 387.1213 must be transferred to the*  
27 *Excellence in Education Account.*

28 (c) *Any interest earned on the money in the Education*  
29 *Stabilization Account pursuant to subsection 1 of NRS 387.1213*  
30 *must be transferred to the Excellence in Education Account.*

31 5. *Once the balance in the Excellence in Education Account*  
32 *reaches the amount of the maximum balance in the Excellence in*  
33 *Education Account determined pursuant to subsection 3, any*  
34 *money described in subsection 4 must be distributed in the manner*  
35 *prescribed by NRS 387.1213.*

36 6. *Money transferred pursuant to subsection 4 to the*  
37 *Excellence in Education Account is a continuing appropriation*  
38 *solely for the purpose of authorizing the expenditure of the*  
39 *transferred money for the purposes set forth in this section.*

40 7. *The money in the Excellence in Education Account may be*  
41 *used only to award grants to school districts, charter schools and*  
42 *university schools for profoundly gifted pupils to provide*  
43 *nonrecurring financial incentives, including, without limitation,*  
44 *bonuses or financial awards, to teachers, school administrators,*  
45 *and other educational personnel who demonstrate high*



*performance and significant contributions to pupil achievement and school improvement. If the board of trustees of a school district or the sponsor of a charter school or university school for profoundly gifted pupils has established a program to pay incentives to teachers or school administrators pursuant to section 59 or 60 of this act, or both. Money in the Excellence in Education Account must be granted to the boards of trustees of such school districts and the sponsors of charter schools or university schools for profoundly gifted pupils to pay incentives under the program. Eighty-five percent of the money in the Excellence in Education Account must be designated to pay incentives to teachers, and 15 percent of the money in the Excellence in Education Account must be designated to pay incentives to school administrators. Money in the Excellence in Education Account, or money from a grant awarded from the Excellence in Education Account, may not be used to pay recurring expenses or administrative expenses.*

*8. On or before November 1 of each even-numbered year, the Department shall prepare a report concerning grants awarded pursuant to subsection 7 and submit the report to the Governor, the State Board and the Director of the Legislative Counsel Bureau for transmittal to the next regular session of the Legislature.*

**Sec. 18.** NRS 387.1213 is hereby amended to read as follows:

387.1213 1. The Education Stabilization Account is hereby created in the State Education Fund. Except as otherwise provided in this section ~~and~~ *and section 17 of this act*, each year after the close of the previous fiscal year and before the issuance of the State Controller's annual report, each county school district shall transfer from the county school district fund to the Education Stabilization Account any amount by which the actual ending fund balance of the county school district fund exceeds 16.6 percent of the total actual expenditures for the fund. ~~The~~ *Except as otherwise provided in section 17 of this act, the* interest and income earned on the money in the Account, after deducting any applicable charges, must be credited to the Account.

2. Money transferred pursuant to subsection 1 to the Education Stabilization Account is a continuing appropriation solely for the purpose of authorizing the expenditure of the transferred money for the purposes set forth in this section.

3. The balance in the Education Stabilization Account must not exceed 20 percent of the total of all appropriations and authorizations from the State Education Fund, excluding the Education Stabilization Account, for the immediately preceding fiscal year. Any money transferred to the Education Stabilization



1 Account which exceeds this amount must instead be transferred to  
2 the State Education Fund.

3 4. If the Interim Finance Committee finds that:

4 (a) Upon submission of a request from the Department, the  
5 actual enrollment growth for a fiscal year exceeds the projected  
6 enrollment growth by an amount that the Interim Finance  
7 Committee determines would make a transfer of money to the State  
8 Education Fund necessary to fund the excess enrollment;

9 (b) The collection of revenue in any fiscal year will result in the  
10 State Education Fund receiving less money than authorized for  
11 expenditure from the State Education Fund;

12 (c) Upon submission of a request from the Department, any  
13 amount of money which was deposited in the State Education Fund  
14 is found by an audit to have been deposited in error; ~~for~~

15 (d) Upon submission of a request from the Department, any  
16 error in the application of the Pupil-Centered Funding Plan by the  
17 Department has created a shortfall in the State Education Fund ~~for~~ ;  
18 *or*

19 *(e) Upon submission of a request from the Department, the*  
20 *Department is required to undertake extraordinary measures to*  
21 *oversee or allocate resources to a school district that is designated*  
22 *as a low-performing school district or underperforming school*  
23 *district pursuant to section 6 of this act or a public school that is*  
24 *designated as a low-performing school pursuant to section 7 of*  
25 *this act or as persistently underperforming pursuant to subsection*  
26 *6 of section 28 of this act,*

27 ➤ the Committee shall by resolution establish an amount of money  
28 to transfer from the Education Stabilization Account to the State  
29 Education Fund and direct the State Controller to transfer that  
30 amount to the State Education Fund. The State Controller shall  
31 thereupon make the transfer.

32 5. When determining the actual ending fund balance for the  
33 purposes of subsection 1, each county school district shall exclude:

34 (a) Any money deposited in the county school district fund on or  
35 before June 30, 2020;

36 (b) Any money apportioned to the county school district for  
37 capital projects or debt service pursuant to subsection 2 of NRS  
38 362.170 and deposited in the county school district fund when  
39 authorized by law; and

40 (c) Any money transferred to the county school district and  
41 authorized for expenditure as a continuing appropriation pursuant to  
42 paragraph (b) of subsection 6 of NRS 387.1214.

43 6. If the Superintendent of Public Instruction determines that  
44 the money due from the State Education Fund to a county school  
45 district, charter school or university school for profoundly gifted





pupils pursuant to NRS 387.185 exceeds the amount of money available in the State Education Fund because of a delay in expected receipts, he or she may request from the Director of the Office of Finance a temporary advance from the Education Stabilization Account for the payment of such money due. Upon receipt of such a request, the Director of the Office of Finance shall make a recommendation to the Interim Finance Committee to approve the temporary advance in whole or in part or to deny the request. If the Interim Finance Committee approves the request in whole or in part, the Director of the Office of Finance shall notify the State Controller and the Fiscal Analysis Division of the Legislative Counsel Bureau of the amount approved by the Interim Finance Committee, and the State Controller shall draw his or her warrant upon receipt of such a notice of approval. Any money which is temporarily advanced from the Education Stabilization Account pursuant to this subsection must be repaid by August 31 following the end of the fiscal year in which the temporary advance is made.

7. ~~[The]~~ *Except as otherwise provided in section 17 of this act, the* balance remaining in the State Education Fund, excluding the balance remaining in the Education Stabilization Account, that has not been committed for expenditure on or before June 30 of an odd-numbered fiscal year must be transferred to the Education Stabilization Account to the extent that such a transfer would not cause the balance in the Education Stabilization Account to exceed the limit established in subsection 3.

**Sec. 19.** NRS 387.1214 is hereby amended to read as follows:

387.1214 1. After a direct legislative appropriation is made to the State Education Fund from the State General Fund pursuant to NRS 387.1212, the Legislature shall determine the statewide base per pupil funding amount for each fiscal year of the biennium, which is the amount of money expressed on a per pupil basis for the projected enrollment of the public schools in this State, determined to be sufficient by the Legislature to fund the costs of all public schools in this State to operate and provide general education to all pupils for any purpose for which specific funding is not appropriated pursuant to paragraph (a), (b) , (c) or ~~[(e)]~~ (f) of subsection 2 or NRS 387.122. It is the intent of the Legislature that the statewide base per pupil funding amount for any fiscal year, to the extent practicable, be not less than the statewide base per pupil funding amount for the immediately preceding fiscal year, adjusted by the rate of inflation, unless the amount of money contained in the State Education Fund, excluding the Education Stabilization Account, decreases from the preceding fiscal year. If the amount of money contained in the State Education Fund, excluding the Education Stabilization Account, decreases from the preceding





1 fiscal year, it is the intent of the Legislature that a proportional  
2 reduction be made in both the statewide base per pupil funding  
3 amount and the weighted funding appropriated pursuant to  
4 paragraph ~~(e)~~ (f) of subsection 2.

5 2. After a direct legislative appropriation is made to the State  
6 Education Fund from the State General Fund pursuant to NRS  
7 387.1212, the money in the State Education Fund, excluding any  
8 amount of money in the Education Stabilization Account, must be  
9 appropriated as established by law for each fiscal year of the  
10 biennium for the following purposes:

11 (a) To each school district, an amount of money determined to  
12 be sufficient by the Legislature, when combined with any other  
13 resources available for this purpose, to provide food services ~~and~~  
14 ~~transportation~~ for pupils and any other similar service that the  
15 Legislature deems appropriate.

16 (b) *To each school district and charter school authorized*  
17 *under its charter contract, as defined in NRS 388A.015, to offer*  
18 *transportation for pupils, an amount of money determined to be*  
19 *sufficient by the Legislature, when combined with any other*  
20 *resources available for this purpose, to provide transportation for*  
21 *pupils.*

22 (c) To each school district, charter school or university school  
23 for profoundly gifted pupils, an amount of money determined to be  
24 sufficient by the Legislature, when combined with any other  
25 resources available for this purpose, to provide local funding to  
26 support pupils with disabilities.

27 ~~(e)~~ (d) To each school district, an amount of money  
28 determined to be sufficient by the Legislature, when combined with  
29 any other resources available for this purpose, to provide adjusted  
30 base per pupil funding for each pupil estimated to be enrolled in the  
31 school district.

32 ~~(d)~~ (e) To each charter school or university school for  
33 profoundly gifted pupils, an amount of money determined to be  
34 sufficient by the Legislature, when combined with any other  
35 resources available for this purpose, to provide:

36 (1) The statewide base per pupil funding amount for each  
37 pupil estimated to be enrolled full-time in a program of distance  
38 education provided by the charter school or university school for  
39 profoundly gifted pupils; and

40 (2) Adjusted base per pupil funding for each pupil estimated  
41 to be enrolled in the charter school or university school for  
42 profoundly gifted pupils other than a pupil identified in  
43 subparagraph (1).

44 ~~(e)~~ (f) To each school district, charter school or university  
45 school for profoundly gifted pupils, an amount of money determined



1 to be sufficient by the Legislature, when combined with any other  
2 resources available for this purpose, to provide additional weighted  
3 funding for each pupil estimated to be enrolled in the school district,  
4 charter school or university school for profoundly gifted pupils who  
5 is:

- 6 (1) An English learner;
- 7 (2) An at-risk pupil; or
- 8 (3) A gifted and talented pupil.

9 3. The adjusted base per pupil funding appropriated pursuant to  
10 paragraph ~~(c)~~ (d) of subsection 2 for each school district must be  
11 determined by applying the cost adjustment factor established  
12 pursuant to NRS 387.1215 which applies to the school district and  
13 the attendance area adjustment established pursuant to NRS  
14 387.1218 which applies to each applicable area of the school district  
15 to the statewide base per pupil funding amount.

16 4. The adjusted base per pupil funding appropriated pursuant to  
17 subparagraph (2) of paragraph ~~(c)~~ (e) of subsection 2 for each  
18 charter school or university school for profoundly gifted pupils must  
19 be determined by applying the cost adjustment factor established  
20 pursuant to NRS 387.1215 which applies to the charter school or  
21 university school and, if applicable, the attendance area adjustment  
22 established pursuant to NRS 387.1218 to the statewide base per  
23 pupil funding amount.

24 5. The weighted funding appropriated pursuant to paragraph  
25 ~~(c)~~ (f) of subsection 2 must be established separately for each  
26 category of pupils identified in that paragraph and expressed as a  
27 multiplier to be applied to the statewide base per pupil funding  
28 amount determined pursuant to subsection 1. A pupil who belongs  
29 to more than one category of pupils or for whom a school district,  
30 charter school or university school for profoundly gifted pupils is  
31 eligible to receive the statewide multiplier pursuant to NRS 387.122  
32 must receive only the weighted funding for the single category to  
33 which the pupil belongs which has the largest multiplier or the  
34 statewide multiplier, whichever is larger. It is the intent of the  
35 Legislature that, to the extent practicable:

36 (a) The multiplier for each category of pupils for any fiscal year  
37 be not less than the multiplier for the immediately preceding fiscal  
38 year unless:

39 (1) The amount of money contained in the State Education  
40 Fund, excluding the Education Stabilization Account, decreases  
41 from the preceding fiscal year, in which event it is the intent of the  
42 Legislature that a proportional reduction be made in both the  
43 statewide base per pupil funding amount and the weighted funding  
44 appropriated pursuant to paragraph ~~(c)~~ (f) of subsection 2; 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 funding the appropriations required by paragraphs (a) to ~~[(d)]~~ (e), inclusive, of subsection 2, is insufficient to fund the multiplier for each category of pupils, in which event it is the intent of the Legislature that the remaining money in the State Education Fund 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;

(b) The recommendations of the Commission for the multiplier for each category of pupils be considered and the multiplier for one category of pupils may be changed by an amount that is not proportional to the change in the multiplier for one or more other categories of pupils if the Legislature determines that a disproportionate need to serve the pupils in the affected category exists; and

(c) If the multipliers for all categories of pupils in a fiscal year are increased from the multipliers in the immediately preceding fiscal year, a proportional increase is considered for the statewide base per pupil funding amount.

6. For any money identified in subsection 4 of NRS 362.170 which is deposited to the credit of the State Education Fund:

(a) The amount of such money for the county from which the money was collected that does not exceed the total amount of money appropriated pursuant to subsection 2 to the county school district is deemed to be the first money appropriated pursuant to subsection 2 for that county school district and the first money spent by that county school district from the county school district fund during the applicable fiscal year.

(b) The amount of such money for the county from which the money was collected which exceeds the total amount of money appropriated pursuant to subsection 2 to the county school district must be transferred to the county school district and is hereby authorized for expenditure as a continuing appropriation for the purpose of mitigating the adverse effects of the cyclical nature of the industry of extracting and processing minerals on the ability of the county school district to offer its pupils a reasonably equal educational opportunity.

7. The weighted funding appropriated pursuant to paragraph ~~[(e)]~~ (f) of subsection 2:

(a) May not be used to settle or arbitrate disputes between a recognized organization representing employees of a school district or the governing body of a charter school and the school district or governing body or to settle any negotiations; and



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

8. As used in this section, “rate of inflation” has the meaning ascribed to it in NRS 387.12455.

**Sec. 20.** NRS 387.12463 is hereby amended to read as follows:

387.12463 1. The Commission shall:

(a) Provide guidance to school districts and the Department on the implementation of the Pupil-Centered Funding Plan.

(b) Monitor the implementation of the Pupil-Centered Funding Plan and make any recommendations to the Joint Interim Standing Committee on Education that the Commission determines would, within the limits of appropriated funding, improve the implementation of the Pupil-Centered Funding Plan or correct any deficiencies of the Department or any school district or public school in carrying out the Pupil-Centered Funding Plan.

(c) Review the statewide base per pupil funding amount, the adjusted base per pupil funding for each school district and the multiplier for weighted funding for each category of pupils appropriated by law pursuant to NRS 387.1214 for each biennium and recommend any revisions the Commission determines to be appropriate to create an optimal level of funding for the public schools in this State, including, without limitation, by recommending the creation or elimination of one or more categories of pupils to receive additional weighted funding. If the Commission makes a recommendation pursuant to this paragraph which would require more money to implement than was appropriated from the State Education Fund in the immediately preceding biennium, the Commission shall also identify a method to fully fund the recommendation within 10 years after the date of the recommendation.

(d) Review the laws and regulations of this State relating to education, make recommendations to the Joint Interim Standing Committee on Education for any revision of such laws and regulations that the Commission determines would improve the efficiency or effectiveness of public education in this State and notify each school district of each such recommendation.

(e) Review and recommend to the Department revisions of the cost adjustment factors for each county established pursuant to NRS 387.1215 and the method for calculating the attendance area adjustment established pursuant to NRS 387.1218.

(f) Review the academic progress made by pupils in each public school since the implementation of the Pupil-Centered Funding Plan, including, without limitation, any changes to the academic progress of such pupils as the result of any additional money



provided to each such school by the Pupil-Centered Funding Plan.  
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 and administrators 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.

(g) Review and consider strategies to improve the accessibility and ensure the equitability of existing and new programs for pupils within and between public schools, including, without limitation, open zoning.

*(h) Review the process and evaluate alternatives for adjusting funding allocations based on weighted pupil enrollment group counts to determine the most effective approach for ensuring equitable and stable funding. The review must include, without limitation:*

*(1) An evaluation of quarterly, annual and multi-year averaging methods for pupil enrollment counts;*

*(2) An analysis of the impact of such averaging methods on funding stability, program implementation and equity across*



*school districts, charter schools and university schools for profoundly gifted pupils;*

*(3) Consolidation of stakeholder feedback regarding funding predictability and administrative efficiency; and*

*(4) Exploration of alternative approaches, including, without limitation, the use of a 3-year average or 3-year high count, to balance accuracy and stability in funding streams.*

2. Each school district and each charter school shall submit a quarterly report to the Commission that identifies how funding from the Pupil-Centered Funding Plan is being used to improve the academic performance and progress of pupils and includes, without limitation, all data or metrics collected by the school district or charter school to demonstrate such improvement. The Commission shall review the reports submitted pursuant to this subsection and transmit the reports, along with any commentary or recommendations relating to the reports, to the Governor, the Director of the Legislative Counsel Bureau, the Joint Interim Standing Committee on Education and the Interim Finance Committee.

3. After receiving the reports submitted to the Commission pursuant to subsection 2, the Governor may, with the approval of the Legislature or Interim Finance Committee if the Legislature is not in session, direct a school district or charter school to take such remedial actions as the Governor determines to be necessary and appropriate to address any deficiency identified in the reports submitted pursuant to subsection 2.

4. The Commission shall:

(a) Present any recommendations pursuant to paragraphs (a) to ~~(g)~~ (h), inclusive, of subsection 1 at a meeting of the Joint Interim Standing Committee on Education for consideration and recommendations by the Committee; 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. 21.** Chapter 388 of NRS is hereby amended by adding thereto the provisions set forth as sections 22 to 38, inclusive, of this act.

**Sec. 22. 1.** *Each school district shall implement a system of open enrollment for school districts in this State pursuant to which a pupil in a school district may attend any public school in that school district, regardless of the zone of attendance in which the pupil resides. The Department shall oversee the transition to a system of open enrollment for school districts in this State by*



1 *providing school districts with guidance, support and resources to*  
2 *ensure pupils and their parents or legal guardians are informed of*  
3 *the option to participate in the system of open enrollment. The*  
4 *provision of guidance, support and resources pursuant to this*  
5 *subsection may include, without limitation, the creation of a*  
6 *centralized system for the selection of public schools to facilitate*  
7 *the application, ranking and enrollment process for pupils*  
8 *throughout the State.*

9     2. *Each school district shall adopt a uniform methodology for*  
10 *calculating the capacity of each public school within the school*  
11 *district for the purposes of open enrollment. The methodology*  
12 *must be documented, applied consistently across all public schools*  
13 *within the school district and made available on the Internet*  
14 *website maintained by the school district. The calculation of the*  
15 *capacity of each public school within the school district for the*  
16 *purposes of open enrollment:*

17     (a) *Must be finalized and published on the Internet website*  
18 *maintained by the school district not later than 90 days before the*  
19 *beginning of an open enrollment period pursuant to this section;*  
20 *and*

21     (b) *Except as otherwise provided in this paragraph, after the*  
22 *capacity of a public school is published pursuant to paragraph (a),*  
23 *must not be reduced for that open enrollment period unless a*  
24 *significant change occurs that was unforeseeable at the time the*  
25 *capacity was determined, including, without limitation, a*  
26 *significant change in capacity caused by any issue with the*  
27 *facilities of the public school. If such a change occurs, the school*  
28 *district shall post on the Internet website maintained by the school*  
29 *district an updated capacity calculation, with a written explanation*  
30 *of the change, not less than 15 days before the date that*  
31 *enrollment decisions are made pursuant to this section.*

32     3. *Not later than October 15 of each year, the Department*  
33 *shall issue guidelines for school districts to use to establish a*  
34 *process for open enrollment for the following school year, which*  
35 *is to be managed by each school district.*

36     4. *On or before January 15 of each year, each public school*  
37 *shall report to the school district in which it is located the number*  
38 *of pupils by grade who plan to remain enrolled in the public*  
39 *school in the following school year. Based on the information*  
40 *reported to a school district pursuant to this subsection and the*  
41 *capacity of each public school, on or before March 31 of each*  
42 *year, the school district shall:*

43     (a) *Calculate the number of spots available for open*  
44 *enrollment in each grade in each public school in the school*  
45 *district; and*





(b) Post on the Internet website maintained by the school district the number of available spots in each grade in each public school in the school district and take such other actions as are reasonably calculated to notify parents or legal guardians of pupils in the school district of that information.

5. Not later than April 15 of each year, the parent or legal guardian of a pupil in the school district may, through a centralized system managed by the school district, apply for the pupil to attend a public school in the school district, other than the public school for the zone of attendance in which the pupil resides, by selecting three public schools in the school district for potential enrollment by the pupil, ranked in order of preference. If a school district receives more applications for a public school than there are spots available in a grade in the public school, the school district shall conduct a transparent two-tiered lottery to allocate the spots in that grade in the public school. Such a lottery must prioritize pupils as follows:

(a) Pupils zoned to attend a public school designated as a low-performing school pursuant to section 7 of this act receive first priority to fill the available spots at the requested schools.

(b) After accommodating pupils zoned to attend low-performing schools, any remaining spots are made available to all other pupils in the school district.

6. Not later than May 1 of each year, each school district shall notify each parent or legal guardian of a pupil who submitted an application pursuant to subsection 5 whether the pupil will be offered a placement at a public school other than the public school for the zone of attendance in which the pupil resides. On or before May 15 of each year, the parent or legal guardian may accept the placement. If the parent or legal guardian does not accept the placement or does not respond within the required time period, the pupil must be enrolled in the public school for the zone of attendance in which the pupil resides.

7. All placements of pupils made pursuant to this section must be made not later than July 15 of each school year.

8. Notwithstanding any provision of this section, a pupil with a disability who has an individualized education program must be able to attend a public school that is able to provide all accommodations and services necessary to meet the requirements outlined in the individualized education program.

**Sec. 23. 1.** In accordance with this section, each school district shall provide transportation services, or subsidize transportation services, for pupils who:



(a) Are currently attending or zoned to attend a public school designated as a low-performing school pursuant to section 7 of this act; and

(b) Apply and are selected to attend a public school in the same school district that has received one of the three highest ratings of performance pursuant to the statewide system of accountability for public schools.

2. To the extent feasible, a school district shall comply with subsection 1 by directly providing transportation services to transport a pupil to and from the public school that the pupil is selected to attend through the use of school buses or other transportation services provided through a contract entered into with the school district. If it is not feasible for a school district to provide such direct transportation services, the school district shall provide a transportation subsidy to the parent or legal guardian of the pupil to assist with the cost of transporting the pupil to and from the public school that the pupil is selected to attend, which may be used to pay the cost of public transportation, carpool expenses or other verified costs of transporting the pupil to and from the public school that the pupil is selected to attend.

3. A subsidy for transportation services provided pursuant to subsection 2 by a school district to the parent or legal guardian of a pupil must be:

(a) In an amount not more than 200 percent of the average per-pupil transportation cost of the school district for the immediately preceding fiscal year, as determined by the transportation expenditures of the school district for the immediately preceding fiscal year;

(b) Distributed monthly or quarterly to the parent or legal guardian of the pupil; and

(c) Based on the reported transportation expenses of the parent or legal guardian of the pupil or a flat rate determined by the school district.

4. To the extent practicable and to the extent of available resources, each school district shall provide or coordinate transportation options for pupils, other than pupils for whom the school district is required by this section to provide transportation services or a subsidy for transportation services, who are attending a public school outside the zone of attendance in which the pupil resides.

**Sec. 24. 1. The Department, in collaboration with school districts, shall:**

(a) Monitor the implementation and outcomes of the system of open enrollment implemented pursuant to section 22 of this act, including, without limitation, verifying that pupils transferring



1 *from a public school designated as a low-performing school*  
2 *pursuant to section 7 of this act are receiving priority placement*  
3 *and opportunities to attend a public school that has received a*  
4 *higher rating of performance pursuant to the statewide system of*  
5 *accountability for public schools; and*

6 *(b) Collect data to evaluate the effectiveness of the system of*  
7 *open enrollment and to identify areas of improvement.*

8 *2. Data collected by the Department pursuant to subsection 1*  
9 *must include, without limitation:*

10 *(a) Enrollment trends, including, without limitation, pupil*  
11 *mobility across public schools and school districts;*

12 *(b) Pupil demographics, with a focus on racial and ethnic*  
13 *diversity, socioeconomic status and other relevant characteristics;*  
14 *and*

15 *(c) Academic outcomes for pupils, with a focus on outcomes*  
16 *particularly for pupils transferring from a public school*  
17 *designated as a low-performing school.*

18 *3. On or before October 1 of each year, each school district*  
19 *shall submit to the Department all data necessary for the*  
20 *Department to prepare an annual report on the outcomes of the*  
21 *system of open enrollment implemented pursuant to section 22 of*  
22 *this act, including, without limitation, the date described in*  
23 *subsection 2. The annual report prepared by the Department*  
24 *pursuant to this subsection must include, without limitation:*

25 *(a) The number of pupils attending or zoned to attend public*  
26 *schools designated as low-performing schools pursuant to section*  
27 *7 of this act who successfully transferred to or enrolled in a public*  
28 *school that received a higher rating of performance pursuant to*  
29 *the statewide system of accountability for public schools;*

30 *(b) The impact of open enrollment on overall pupil*  
31 *performance, with a focus on pupils transferring from public*  
32 *schools designated as low-performing schools pursuant to section*  
33 *7 of this act; and*

34 *(c) An analysis of equity of access to high-performing public*  
35 *schools to determine if all pupils, regardless of background, have*  
36 *fair access to higher-performing public schools.*

37 *4. On or before November 1 of each year, the Department*  
38 *shall submit the report prepared pursuant to subsection 3 to the:*

39 *(a) Governor; and*

40 *(b) Director of the Legislative Counsel Bureau for transmittal*  
41 *to:*

42 *(1) The Joint Interim Standing Committee on Education, if*  
43 *the report is submitted in an odd-numbered year; or*

44 *(2) The Senate and Assembly Standing Committees on*  
45 *Education, if the report is submitted in an even-numbered year.*



5. On or before November 1 of each year, the Department shall present the report prepared pursuant to subsection 3 to the State Board. Based on findings in the report, the Department shall collaborate with school districts to implement adjustments to the system of open enrollment implemented pursuant to section 22 of this act to enhance equitable access, improve pupil outcomes and uphold the priority placement system for pupils transferring from a public school designated as a low-performing school.

**Sec. 25.** 1. The Empowering Parents Account is hereby established in the State Education Fund. Each fiscal year, \$1,000,000, or such greater amount as may be appropriated by the Legislature for this purpose must be transferred from the State Education Fund to the Account. The interest and income earned on the money in the Account, after deducting any applicable charges, must be credited to the Account. The Account must be administered by the Department.

2. The Department may accept gifts and grants of money from any source for deposit in the Empowering Parents Account.

3. Money remaining in the Empowering Parents Account does not revert to the State General Fund at the end of a fiscal year, and the balance in the Account must be carried forward to the next fiscal year.

4. Money transferred pursuant to subsection 1 to the Empowering Parents Account is a continuing appropriation solely for the purpose of authorizing the expenditure of the transferred money for the purposes set forth in this section.

5. The money in the Account may only be used to make distributions of money to school districts for the purpose of making grants pursuant to section 26 of this act to assist parents or legal guardians of pupils in paying the expenses of literacy intervention, tutoring and other related services for a pupil required by NRS 392.760 to be provided school intervention services and intensive instruction in reading.

**Sec. 26.** 1. Each school district shall use the money distributed to the school district from the Empowering Parents Account pursuant to section 25 of this act to establish a Parent-Selected Intervention Options Program in the school district. The purpose of the Program is to make grants of money to assist parents or legal guardians of pupils in paying the expenses for literacy intervention, tutoring and other related services for a pupil required by NRS 392.760 to be provided school intervention services and intensive instruction in reading.

2. A school district shall:



(a) Engage a person to administer the Program established pursuant to subsection 1 and ensure compliance with the requirements of the Program; and

(b) Establish a process for the parent or legal guardian of a pupil to apply for a grant of money under the Program, which must include, without limitation, a process to verify:

(1) That the pupil is required by NRS 392.760 to be provided school intervention services and intensive instruction in reading;

(2) The adjusted gross income of the household of the pupil, which may be established through a federal income tax return or any other means to verify income determined to be acceptable by the school district; and

(3) That the pupil and the parent or legal guardian of the pupil are residents of this State, which may be established through presentation of a federal income tax return with a Nevada address, military orders indicating the transfer of the parent or legal guardian to a military assignment in this State, a Nevada driver's license or identification card, proof of enrollment of the pupil in a public school in this State or any other proof of residency determined to be acceptable by the school district.

3. A school district shall prioritize the awarding of grants under the Program established pursuant to subsection 1 in the following order:

(a) To the parent or legal guardian of a pupil who resides in a household with an adjusted gross income of \$60,000 per year or less;

(b) To the extent that any money remains available under the Program after the award of grants pursuant to paragraph (a), to the parent or legal guardian of a pupil who resides in a household with an adjusted gross income of more than \$60,000 per year but not more than \$75,000 per year; and

(c) To the extent that any money remains available under the Program after the award of grants pursuant to paragraphs (a) and (b), to the parent or legal guardian of a pupil who resides in a household with an adjusted gross income of \$75,000 per year or more.

4. Money awarded to a parent or legal guardian of a pupil pursuant to subsection 3 must be used only to pay a service provider registered with the school district pursuant to section 27 of this act for literacy intervention, tutoring and other related services for a pupil required by NRS 392.760 to be provided school intervention services and intensive instruction in reading, and must not be used to pay for any service which the school district is otherwise required or has agreed to provide at no cost to the pupil



1 or the parent or legal guardian of the pupil. The literacy  
2 intervention, tutoring and related services eligible for payment  
3 under this section are limited to support in reading and English  
4 language arts not otherwise provided or funded by the school  
5 district, and do not include counseling, occupational therapy,  
6 physical therapy, behavioral therapy or other services not specific  
7 to reading, unless the school district does not already provide or  
8 fund such services for the pupil.

9 5. Each school district shall submit an annual report to the  
10 Department concerning the award of grants under the Program  
11 established pursuant to subsection 1. The report must include,  
12 without limitation:

13 (a) The amount of money awarded under the Program;

14 (b) The adjusted gross income of each household receiving a  
15 grant of money under the Program;

16 (c) A list of the service providers registered with the school  
17 district to provide literacy intervention, tutoring and other related  
18 services under the Program; and

19 (d) The outcomes for pupils who participate in the Program.

20 6. The provisions of this section must not be construed to  
21 authorize a school district to discontinue or reduce any required  
22 service to which a pupil is entitled under federal or state law,  
23 including, without limitation, an individualized education program  
24 under the Individuals with Disabilities Education Act, 20 U.S.C.  
25 §§ 1400 et seq.

26 7. As used in this section, “adjusted gross income” means the  
27 adjusted gross income of a household for the purposes of federal  
28 income taxation or, if income is established through means other  
29 than a federal income tax return, the equivalent of adjusted gross  
30 income for the purposes of federal income taxation.

31 **Sec. 27. 1.** The Department shall develop, publish and  
32 maintain a list of service providers who:

33 (a) Are in good standing with the Secretary of State; and

34 (b) Offer literacy intervention, tutoring and other related  
35 services that:

36 (1) Are evidence-based;

37 (2) Align with the standards of content and performance  
38 for English language arts adopted by the State Board; and

39 (3) Align with state literacy goals, standards and guidelines.

40 2. To be eligible to provide literacy intervention, tutoring or  
41 related services that are eligible expenses under a Parent-Selected  
42 Intervention Options Program established pursuant to section 26  
43 of this act, a service provider must register with the school district  
44 in the county in which pupils to whom the service provider will



1 *provide such services are located. A school district shall register*  
2 *such a service provider if the school district verifies:*

3 *(a) That the service provider is in good standing with the*  
4 *Secretary of State; and*

5 *(b) The literacy intervention, tutoring and other related*  
6 *services offered by the service provider:*

7 *(1) Are evidence-based;*

8 *(2) Align with the standards of content and performance*  
9 *for English language arts adopted by the State Board; and*

10 *(3) Align with state literacy goals, standards and guidelines.*

11 **Sec. 28. 1. The Superintendent of Public Instruction shall**  
12 **place on probation each public school that has been designated as**  
13 **a low-performing school pursuant to subsection 1 of section 7 of**  
14 **this act. A period of probation imposed pursuant to this section:**

15 *(a) Begins on the first day of the first school year following the*  
16 *date of the designation of the public school as a low-performing*  
17 *school; and*

18 *(b) Must end on the date on which the Department posts a*  
19 *final rating of the public school made pursuant to NRS 385A.720*  
20 *that the Superintendent of Public Instruction determines to*  
21 *indicate that the public school no longer qualifies for designation*  
22 *as a low-performing school pursuant to subsection 1 of section 7*  
23 *of this act.*

24 **2. Not later than 60 days after the beginning of a period of**  
25 **probation imposed pursuant to subsection 1, the principal of the**  
26 **public school shall prepare and submit to the Department a school**  
27 **improvement plan. The school improvement plan must include,**  
28 **without limitation:**

29 *(a) Specific achievement targets and performance targets to*  
30 *address the reason that the public school was designated as a low-*  
31 *performing school;*

32 *(b) A clear timeline for implementing any changes to address*  
33 *the reason that the public school was designated as a low-*  
34 *performing school; and*

35 *(c) A strategic plan for improving pupil outcomes.*

36 **3. The Superintendent of Public Instruction shall, not later**  
37 **than 30 days after receiving a school improvement plan submitted**  
38 **to the Department pursuant to subsection 2, review and approve or**  
39 **deny approval of the school improvement plan. If the**  
40 **Superintendent of Public Instruction denies approval of the school**  
41 **improvement plan, the Superintendent shall notify the principal of**  
42 **the public school of the reasons for denying approval of the plan.**  
43 **Not later than 30 days after receiving such notice, the principal**  
44 **shall prepare and submit to the Department revisions to the school**  
45 **improvement plan. The public school shall implement a school**





1 *improvement plan approved by the Superintendent of Public*  
2 *Instruction and post the approved school improvement plan on the*  
3 *Internet website maintained by the public school.*

4 *4. The Superintendent of Public Instruction may appoint an*  
5 *independent school improvement official to oversee the progress of*  
6 *a public school during a period of probation imposed pursuant to*  
7 *this section. The Superintendent may remove or replace an*  
8 *independent school improvement official at any time, and the*  
9 *Superintendent shall, not later than 30 days after removing or*  
10 *replacing an independent school improvement official, provide*  
11 *notice of such removal or replacement to the principal of the*  
12 *public school for which the independent school improvement*  
13 *official was appointed. An independent school improvement*  
14 *official:*

15 *(a) Must not have any conflict of interest that may affect his or*  
16 *her ability to monitor objectively the school improvement plan of*  
17 *the public school;*

18 *(b) Must possess a background in evaluating school*  
19 *improvement practices, assessing effective school strategies and*  
20 *supporting the development of school improvement plans; and*

21 *(c) Must be compensated by the public school that was placed*  
22 *in a period of probation or the school district in which that public*  
23 *school is located, at a rate established by the Superintendent*  
24 *before the appointment of the independent school improvement*  
25 *official.*

26 *5. An independent school improvement official appointed for*  
27 *a public school pursuant to subsection 4 shall:*

28 *(a) Monitor the implementation by the public school of the*  
29 *school improvement plan and the adherence of the public school*  
30 *to the plan;*

31 *(b) Conduct quarterly assessments to evaluate the performance*  
32 *of pupils and the progress of the public school in achieving the*  
33 *performance targets established for the public school;*

34 *(c) Provide guidance and resources, including, without*  
35 *limitation, professional development and support for teachers and*  
36 *leadership training; and*

37 *(d) Submit annual progress reports to the Superintendent of*  
38 *Public Instruction that provide detailed information on the*  
39 *improvements in the public school and any challenges*  
40 *encountered.*

41 *6. Upon the conclusion of a period of probation for a public*  
42 *school imposed pursuant to this section or 2 years after a public*  
43 *school is placed on probation pursuant to this section, whichever*  
44 *is earlier, the Department shall evaluate the progress of the public*  
45 *school in meeting the achievement targets and performance*





1 targets that address the reason that the public school was  
2 designated as a low-performing school, as specified in the school  
3 improvement plan for the public school. If the Department  
4 determines that the public school has not met such achievement  
5 targets and performance targets, the Superintendent of Public  
6 Instruction shall:

7 (a) Designate the public school as persistently  
8 underperforming; and

9 (b) Notify the principal of the public school and the school  
10 district of the designation of the public school as persistently  
11 underperforming and include in such notice a summary of the  
12 deficiencies causing the designation and any required actions.

13 7. If, pursuant to subsection 6, the Superintendent of Public  
14 Instruction designates a school as persistently underperforming,  
15 the Superintendent may:

16 (a) Extend the period of probation of the public school for 1  
17 additional school year, including, without limitation, extending all  
18 requirements and oversight imposed during a period of probation  
19 imposed pursuant to this section;

20 (b) Implement any or all of the corrective measures described  
21 in sections 29 to 36, inclusive, of this act; or

22 (c) Require additional state-directed interventions tailored to  
23 address the specific deficiencies preventing the public school from  
24 meeting its achievement targets and performance targets.

25 **Sec. 29. 1.** If, pursuant to subsection 6 of section 28 of this  
26 act, the Superintendent of Public Instruction designates a public  
27 school as persistently underperforming, the Superintendent may,  
28 if the school is a local school precinct pursuant to NRS 388G.500  
29 to 388G.810, inclusive, suspend or modify any applicable site-  
30 based decision-making powers granted to the local school  
31 precinct, and may initiate a process for state intervention to  
32 implement one of the following corrective measures:

33 (a) Replacement of the principal of the public school and other  
34 key personnel of the public school as necessary to support  
35 substantial improvements in leadership and instructional quality;

36 (b) Direct management of the public school by the Department  
37 to ensure accountability and the implementation of effective  
38 school practices;

39 (c) Transfer of management of the public school to the city in  
40 which the public school is located or, if the public school is located  
41 in an unincorporated area of a county, transfer management of  
42 the public school to the county;

43 (d) Conversion of the public school to a charter school that is  
44 sponsored by a sponsor approved by the Department; or



(e) Conversion of the public school to an innovation school pursuant to this section and section 34 of this act.

2. To initiate the process of implementing a corrective measure described in subsection 1, the Superintendent of Public Instruction shall issue a request for letters of interest from eligible entities to provide information on the process for selecting the corrective measure. The following entities are eligible entities that may submit a letter of interest in response to such a request:

(a) A charter management organization, as defined in NRS 388A.020, that:

(1) Is in good standing under each charter contract into which the charter management organization has entered to operate a charter school in this State; or

(2) Does not operate a charter school in this State, but has a demonstrable record of academic success and has the qualifications necessary to operate a charter school in this State.

(b) An educational management organization, as defined in NRS 388A.030, that:

(1) Is in good standing under each contract into which the educational management organization has entered to provide support or operations to a charter school in this State; or

(2) Does not provide support or operations to a charter school in this State but has a demonstrable record of academic success and has the qualifications necessary to provide support or operations to a charter school in this State.

(c) A sponsor of one or more charter schools.

(d) A city or county that is interested in assuming direct management of the public school.

(e) Teachers and administrators employed at the public school, if the request for letters of interest indicates that conversion of the public school to an innovation school pursuant to section 34 of this act is a potential corrective measure and at least two such persons submit a joint letter of interest in response to the request.

3. Not later than 60 days after the close of the period for receiving letters of interest submitted pursuant to subsection 2, the Superintendent of Public Instruction shall submit a proposal for a corrective measure to the Governor. The proposal for a corrective measure must include, without limitation:

(a) A detailed rationale explaining why the selected corrective measure is anticipated to result in improved pupil outcomes; and

(b) A comprehensive implementation plan outlining the specific steps required to execute the corrective measure effectively.



4. The Governor, or the Governor's designee, shall review the proposal for a corrective measure submitted pursuant to subsection 3 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 sections 29 to 36, inclusive, of this act; 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 Governor a revised proposal for the corrective measure or submit to the Governor a proposal for a different corrective measure.

5. A corrective measure must be selected, approved and implemented not later than December 31 of the year in which the school is designated as persistently underperforming.

6. 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.

7. 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 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 within the school district in which the public school is located, if the school has achieved sustained



1 *improvement and the school district demonstrates capacity to*  
2 *maintain progress.*

3 *8. In cases where a corrective measure is extended*  
4 *indefinitely pursuant to paragraph (b) of subsection 7:*

5 *(a) The Department shall conduct periodic evaluations, not*  
6 *less often than every 5 years, to assess the performance and*  
7 *operational effectiveness of the public school and the alignment of*  
8 *the public school with state educational goals; and*

9 *(b) The Superintendent of Public Instruction retains the*  
10 *authority to modify or terminate the corrective measure if*  
11 *subsequent evaluations reveal significant deficiencies or if the*  
12 *Superintendent determines that an alternative governance*  
13 *structure would better serve the pupils enrolled in the public*  
14 *school.*

15 *9. The Department shall prepare a report of the findings and*  
16 *determinations resulting from the comprehensive review*  
17 *conducted by the Superintendent of Public Instruction pursuant to*  
18 *subsection 7. The report must be posted on the Internet website*  
19 *maintained by the Department and must include, without*  
20 *limitation:*

21 *(a) A summary of the progress of the public school during the*  
22 *initial term of the corrective measure;*

23 *(b) An evaluation of the effectiveness of the corrective*  
24 *measure in addressing the deficiencies in the performance of the*  
25 *public school; and*

26 *(c) A detailed rationale for the recommended next steps,*  
27 *including, without limitation, any proposed changes to the*  
28 *governance, operations or accountability structure of the public*  
29 *school.*

30 *10. The provisions of this section must not be construed to*  
31 *prohibit or supersede a sponsor of a charter school from taking*  
32 *any action to enforce a charter contract or any provision of*  
33 *chapter 388A of NRS.*

34 **Sec. 30. 1.** *If, pursuant to section 29 of this act, the*  
35 *corrective measure of replacing the principal of a public school*  
36 *and other key personnel of the public school is implemented for a*  
37 *public school designated as persistently underperforming, the*  
38 *Superintendent of Public Instruction shall direct the*  
39 *superintendent of schools of the school district in which the school*  
40 *is located or, if the public school is a charter school, the governing*  
41 *body of the charter school, to initiate the process to replace the*  
42 *principal and other key personnel.*

43 *2. Upon receipt of such direction from the Superintendent of*  
44 *Public Instruction pursuant to subsection 1, the superintendent of*  
45 *schools of the school district or governing body of the charter*



1 *school, as applicable, shall immediately begin a process to select a*  
2 *new principal for the public school. The superintendent of schools*  
3 *of the school district or governing body of the charter school, as*  
4 *applicable, shall:*

5 *(a) If the public school is a local school precinct, as defined in*  
6 *NRS 388G.535:*

7 *(1) Ensure that the selection process complies with the*  
8 *applicable provisions of chapter 388G of NRS, including, without*  
9 *limitation, meaningful participation by the organizational team, as*  
10 *defined in NRS 388G.540; and*

11 *(2) Have the organizational team, as defined in NRS*  
12 *388G.540, participate in the selection process for the new*  
13 *principal by:*

14 *(I) Defining the desired qualifications and*  
15 *characteristics of the new principal;*

16 *(II) Participating in interviews, evaluations and*  
17 *deliberations for all candidates to be hired as the new principal;*  
18 *and*

19 *(III) Providing formal recommendations for a candidate*  
20 *to be hired as the new principal;*

21 *(b) Submit the name and qualifications of the final candidate*  
22 *selected by the superintendent of schools of the school district or*  
23 *governing body of the charter school, as applicable, for review and*  
24 *approval by the Superintendent of Public Instruction to ensure*  
25 *alignment with the improvement goals for the public school; and*

26 *(c) Appoint the new principal to assume full administrative*  
27 *responsibilities by the start of the next school year.*

28 *3. Upon appointment, the new principal, in collaboration*  
29 *with the administration of the school district or, if the new*  
30 *principal is the principal of a charter school, the governing body*  
31 *of the charter school, shall review and, if necessary, replace or*  
32 *reassign any teacher or other staff member assigned to the school,*  
33 *subject to the following conditions:*

34 *(a) The replacement or reassignment process must comply*  
35 *with all applicable state and federal laws, including, without*  
36 *limitation, those related to:*

37 *(1) Collective bargaining agreements; and*

38 *(2) Employment protections under state and federal law,*  
39 *including the Americans with Disabilities Act of 1990, 42 U.S.C.*  
40 *§§ 12101 et seq., and Title VII of the Civil Rights Act of 1964, 42*  
41 *U.S.C. §§ 2000e et seq.;*

42 *(b) Teachers identified for replacement or reassignment must*  
43 *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, as provided in subsection 6;

(c) All decisions to replace or reassign a teacher must be documented and reviewed by the administration of the school district and the Department to ensure compliance with legal and policy standards; and

(d) Any principal, administrator, teacher or any other staff of the public school who is replaced must:

(1) Be reassigned within the district to a suitable role in accordance with chapter 391 of NRS and the policies of the school district;

(2) Follow the procedures of the school district for reassignment or other duties as appropriate; and

(3) Abide by any other requirements imposed by law or policy relating to reassignment.

4. 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, in coordination with the Department, may establish financial and other incentives, which are not 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.

5. Each allocation of money for an incentive described in subsection 4 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.

6. A teacher reassigned to another public school within the school district 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.

7. 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 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.

8. The Department may provide additional support and resources to persistently underperforming schools 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. 31.** 1. If, pursuant to section 29 of this act, the corrective measure of direct management of the public school by the Department is implemented for a public school designated as persistently underperforming, 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





1 administrators, teachers and other staff employed at the public  
2 school in compliance with state and federal law; and

3 (3) Revising curriculum and instructional strategies to  
4 align with best practices for improving pupil outcomes.

5 (b) Develop and implement a comprehensive school  
6 turnaround plan. The school turnaround plan must include,  
7 without limitation:

8 (1) Specific academic and operational benchmarks the  
9 public school must meet during the period of the corrective  
10 measure imposed pursuant to this section;

11 (2) Evidence-based interventions to address areas of  
12 underperformance;

13 (3) Strategies to close achievement gaps for underserved  
14 populations of pupils, including, without limitation, pupils with  
15 special needs, low-income pupils, pupils who are English learners  
16 and pupils from diverse racial or ethnic backgrounds;

17 (4) A detailed timeline for achieving measurable progress  
18 in performance; and

19 (5) An evaluation of policies prescribed by the school  
20 district to identify any waivers necessary for the effective execution  
21 of the school turnaround plan.

22 (c) Document all proposed waivers of any policy of the school  
23 district and submit the proposed waivers to the superintendent of  
24 schools of the school district for review and to the Superintendent  
25 of Public Instruction for review and approval.

26 (d) Provide regular updates to the Superintendent of Public  
27 Instruction and the board of trustees of the school district on the  
28 implementation of the school turnaround plan to ensure  
29 transparency and accountability.

30 3. The Department shall provide ongoing support to a public  
31 school operating under the corrective measure of direct  
32 management imposed pursuant to this section, including, without  
33 limitation:

34 (a) Leadership coaching and development programs for the  
35 appointed school turnaround director and school administrators to  
36 ensure effective management and instructional leadership.

37 (b) Targeted professional development for teachers, including,  
38 without limitation:

39 (1) Training on evidence-based instructional practices and  
40 strategies for differentiated instruction;

41 (2) Support for integrating technology into the classroom to  
42 enhance learning outcomes; and

43 (3) Coaching to improve classroom management and  
44 student 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. 32.** 1. If, pursuant to section 29 of this act, the corrective measure of management by the city or county in which the public school is located is implemented for a public school designated as persistently underperforming, the Superintendent of Public Instruction shall carry out the transfer of administrative control as follows:

(a) The Superintendent of Public Instruction shall designate the city in which the public school is located, or, if the public school is not located in a city, designate the county in which the public school is located, as the local educational agency, as defined in NRS 391.855, for the public school during the management period. The designation must:

(1) Grant the city or county, as applicable, full authority and accountability for the governance, operations and improvement of the public school; and

(2) Require the city or county to comply with all applicable state and federal laws and regulations, including, without limitation, reporting requirements.

(b) The Superintendent of Public Instruction shall assign administrative control of the public school to the city or county designated to manage the public school, subject to the requirements set forth in this section. Such administrative control includes, without limitation, the appointment by the governing body of the city or county, as applicable, of a municipal school director for the public school. The municipal school director shall:

(1) Manage the day-to-day operations of the public school, including, without limitation, providing financial, instructional and operational management;

(2) Develop and implement targeted improvement strategies to address areas of underperformance;

(3) Oversee personnel decisions, including the hiring, reassignment and replacement of teachers, administrators and



1 *other staff employed at the public school, in compliance with state*  
2 *and federal laws; and*

3 *(4) Lead the development and execution of a school*  
4 *turnaround plan.*

5 *2. A city or county assigned administrative control of a public*  
6 *school pursuant to paragraph (b) of subsection 1 shall, not later*  
7 *than 60 days after the assignment, ensure that a school*  
8 *turnaround plan is developed for the public school. The school*  
9 *turnaround plan must:*

10 *(a) Be developed collaboratively by the municipal school*  
11 *director, school leadership and community stakeholders, with*  
12 *input from teachers, parents and legal guardians of pupils and the*  
13 *leadership of the city or county, as applicable;*

14 *(b) Include specific academic, operational and equity-focused*  
15 *benchmarks the public school must meet during the period of*  
16 *management by the city or county;*

17 *(c) Identify evidence-based strategies to improve pupil*  
18 *outcomes, particularly for underserved populations of pupils;*

19 *(d) Establish a clear timeline for achieving measurable*  
20 *improvements in performance; and*

21 *(e) Be submitted to the Superintendent of Public Instruction*  
22 *for review and approval.*

23 *3. The Department shall provide technical assistance and*  
24 *resources to support a city or county in executing a school*  
25 *turnaround plan.*

26 **Sec. 33.** *1. If, pursuant to section 29 of this act, the*  
27 *corrective measure of conversion to a charter school is*  
28 *implemented for a public school designated as persistently*  
29 *underperforming, the Superintendent of Public Instruction, in*  
30 *consultation with an entity that is authorized to sponsor charter*  
31 *schools pursuant to NRS 388A.220, shall carry out the process to*  
32 *convert the public school to a charter school as follows:*

33 *(a) The Superintendent of Public Instruction shall issue a*  
34 *request for qualified operators of charter schools and charter*  
35 *school sponsors to submit applications to convert the public school*  
36 *into a charter school.*

37 *(b) Any operator of charter schools applying to convert the*  
38 *public school into a charter school must demonstrate the capacity*  
39 *to address the specific needs of the public school, including,*  
40 *without limitation, evidence-based strategies to improve academic*  
41 *outcomes and operational efficiency.*

42 *(c) The Superintendent of Public Instruction shall confer with*  
43 *the State Public Charter School Authority or any other entity that*  
44 *is authorized to sponsor charter schools pursuant to NRS*  
45 *388A.220 to evaluate the qualifications of each applicant to*



1 *convert the public school into a charter school, including, without*  
2 *limitation, an assessment of the applicant's record of improving*  
3 *academic performance and organizational effectiveness.*

4 *2. Once a qualified applicant to operate the charter school*  
5 *has been selected pursuant to subsection 1, the designated sponsor*  
6 *of the charter school must adhere to the procedures set forth in*  
7 *NRS 388A.270 to 388A.285, inclusive, for the formation of a*  
8 *charter contract. The resulting charter school is subject to all*  
9 *provisions of this chapter and chapter 388A of NRS and any*  
10 *regulations adopted pursuant thereto.*

11 *3. The charter school that results from the conversion must*  
12 *operate under the oversight of the designated sponsor of the*  
13 *charter school, which shall monitor and regulate the performance*  
14 *of the charter school in accordance with the approved charter*  
15 *contract. At a minimum, the charter contract must establish:*

16 *(a) Specific academic, operational and financial performance*  
17 *expectations and metrics;*

18 *(b) Methods for annual evaluation and ongoing accountability*  
19 *of the charter school; and*

20 *(c) Intervention procedures and possible sanctions if the*  
21 *charter school fails to meet the performance requirements in the*  
22 *charter contract.*

23 *4. The operator of the converted charter school shall develop*  
24 *a comprehensive school turnaround plan, subject to approval by*  
25 *the sponsor of the charter school and the Superintendent of Public*  
26 *Instruction. The turnaround plan must include, without*  
27 *limitation:*

28 *(a) Measurable academic and operational benchmarks tied to*  
29 *improved pupil performance;*

30 *(b) Evidence-based instructional strategies to address learning*  
31 *gaps, particularly among subgroups of pupils who have been*  
32 *historically underserved;*

33 *(c) Detailed timelines for meeting interim milestones and a*  
34 *description of how performance will be monitored; and*

35 *(d) Strategies to engage families, community members and*  
36 *relevant stakeholders in supporting pupil success and school*  
37 *improvement.*

38 *5. The sponsor of the converted charter school shall conduct*  
39 *annual performance evaluations of the charter school to*  
40 *determine whether the charter school is meeting the benchmarks,*  
41 *goals and requirements specified in the charter contract. If the*  
42 *converted charter school fails to meet performance expectations,*  
43 *the sponsor shall take such actions as are authorized by the*  
44 *charter contract and by applicable law or regulation, including,*



1 *without limitation, imposing conditions or requirements to address*  
2 *deficiencies.*

3 *6. The operator of the converted charter school shall submit*  
4 *quarterly progress reports to the Superintendent of Public*  
5 *Instruction and to the sponsor of the charter school regarding*  
6 *academic performance, operational stability and any additional*  
7 *issues identified by the sponsor or the Department. The*  
8 *Superintendent shall review these quarterly progress reports to*  
9 *ensure alignment with state educational objectives and compliance*  
10 *with any corrective actions or measures.*

11 *7. Notwithstanding any other provision of law, a converted*  
12 *charter school remains subject to reversion or closure if it receives*  
13 *one of the two lowest annual performance ratings for the number*  
14 *of consecutive school years described in subsection 1 of NRS*  
15 *388A.300. The sponsor of the charter school shall maintain its*  
16 *authority and responsibility for monitoring the performance of the*  
17 *school and for taking appropriate action under NRS 388A.300,*  
18 *388A.303 and 388A.306, if necessary.*

19 *8. The provisions of this section must not be construed to*  
20 *prohibit or supersede the authority of the sponsor of a charter*  
21 *school to enforce the provisions of the charter contract or any*  
22 *provisions of this title pertaining to the oversight, renewal or*  
23 *revocation of a charter.*

24 **Sec. 34.** *If, pursuant to section 29 of this act, the corrective*  
25 *measure of conversion to an innovation school is implemented for*  
26 *a public school designated as persistently underperforming, the*  
27 *Superintendent of Public Instruction shall carry out the process to*  
28 *convert the public school to an innovation school as follows:*

29 *1. The Superintendent of Public Instruction shall issue a*  
30 *request for a comprehensive school operating plan to be submitted*  
31 *by the identified innovation school team. The innovation school*  
32 *team must:*

33 *(a) Consist of not less than two teachers or administrators who*  
34 *are employed at the public school at the time of the designation of*  
35 *the public school as persistently underperforming and who submit*  
36 *a joint letter of interest expressing their commitment to improving*  
37 *pupil outcomes and operational performance at the public school;*  
38 *and*

39 *(b) Meet all of the innovation school authorization and*  
40 *operating requirements as set forth in section 41 of this act.*

41 *2. The Superintendent of Public Instruction shall review the*  
42 *school operating plan submitted by the innovation school team*  
43 *pursuant to subsection 1 and take one of the following actions:*

44 *(a) Approve the plan, thereby authorizing the innovation*  
45 *school team to develop a formal agreement to operate the school;*



(b) Request revisions to the plan from and provide written feedback to the innovation school team and allow 30 days for resubmission of the revised plan; or

(c) Deny the plan and provide a detailed explanation of the reasons for denial and any recommendations for addressing deficiencies.

3. Upon approval of the school operating plan pursuant to subsection 2, the Superintendent of Public Instruction shall enter into an innovation school agreement with the innovation school team. The innovation school agreement must:

(a) Grant the innovation school team full operational control over the innovation school, including the management of academic, operational and staffing decisions;

(b) Allow for the waiver of state and school district policies that are not required for public safety or compliance with federal law;

(c) Specify that employees of the innovation school remain public employees for the purposes of the benefits of and participation in the Public Employees' Retirement System;

(d) Retain the innovation school as part of the school district while requiring that its performance results be reported independently from the overall results of the school district;

(e) Establish the funding allocation for the innovation school, including state and federal funds, as appropriate and where permitted under federal law;

(f) Set performance goals and accountability metrics for the innovation school;

(g) Specify the grounds for termination of the agreement, including, without limitation:

(1) Failure to comply with the terms of the agreement;

(2) Noncompliance with applicable laws;

(3) Failure to adhere to generally accepted fiscal management principles; or

(4) Failure to meet the educational goals outlined in the agreement; and

(h) Ensure that the proposed innovation school meets all of the authorization and operating requirements set forth in section 41 of this act.

4. The innovation school team and the school district shall work collaboratively to support the success of the innovation school. The collaboration must include, without limitation:

(a) Agreements for the provision of necessary services, such as transportation or maintenance, which the school district shall provide in a manner consistent with other public schools within the school district; and



(b) Ongoing support from the school district, including, without limitation, opportunities for professional development and resource sharing.

**Sec. 35.** 1. If, pursuant to sections 29 and 34 of this act, three or more public schools in a school district that serve adjacent populations of pupils are designated as persistently underperforming and the corrective measure of conversion to an innovation school is implemented for those public schools, the Superintendent of Public Instruction may authorize the schools to operate as a network of innovation schools. The purpose of a network of innovation schools is to:

(a) Improve pupil performance and outcomes across member innovation schools;

(b) Provide member innovation schools with flexibility in the administration of educational programs and operational practices; and

(c) Foster innovative approaches to teaching, learning and resource management.

2. Each innovation school within a network of innovation schools must:

(a) Meet all requirements pursuant to section 34 of this act, including, without limitation, the submission, review and approval of a school operating plan;

(b) Maintain compliance with state and federal laws and regulations; and

(c) Operate under an individual innovation school agreement that outlines specific performance goals, accountability metrics and operational expectations.

3. A network of innovation schools shall establish an oversight committee composed of:

(a) At least one representative from the innovation school team of each innovation school within the network;

(b) Additional stakeholders, as determined by the Superintendent of Public Instruction, to ensure broad representation and effective oversight; and

(c) A designated chair responsible for coordinating the activities of the network and serving as the primary liaison with the Department.

4. An oversight committee established pursuant to subsection 3 shall:

(a) Develop and implement a network operational plan to align resources, strategies and innovations across member innovation schools;

(b) Monitor the performance of each innovation school within the network of innovation schools and provide support to ensure



1 *compliance with their respective innovation school agreements;*  
2 *and*

3 *(c) Submit an annual progress report to the Department*  
4 *detailing the overall impact of the network and the performance of*  
5 *its member innovation schools.*

6 *5. The staff of the innovation schools within a network of*  
7 *innovation schools may pursue unique contracts with collective*  
8 *bargaining units serving employees of the innovation schools if:*

9 *(a) More than 75 percent of all staff members of the*  
10 *innovation schools within the network vote in favor of pursuing*  
11 *such contracts; and*

12 *(b) Any agreements reached are consistent with applicable*  
13 *state and federal laws.*

14 *6. If at least 66 percent of schools within a network of*  
15 *innovation schools meet the performance goals specified in their*  
16 *innovation school agreements, the innovation schools within the*  
17 *network may submit a proposal to the Superintendent of Public*  
18 *Instruction for a nonprofit entity to permanently oversee the*  
19 *operations of the network. The nonprofit entity shall, for the*  
20 *innovation schools within the network:*

21 *(a) Fulfill all legal and compliance requirements necessary to*  
22 *be recognized as a local educational agency, as defined in NRS*  
23 *391.855, under federal and state laws;*

24 *(b) Assume full responsibility for operational support,*  
25 *coaching, accountability and compliance with applicable laws*  
26 *relating to education, including, without limitation, the*  
27 *Individuals with Disabilities Education Act, 20 U.S.C. §§ 1400 et*  
28 *seq., and the Every Student Succeeds Act of 2015, 20 U.S.C. §§*  
29 *6301 et seq.; and*

30 *(c) Manage state and federal funding allocations, reporting*  
31 *requirements and other functions of a local educational agency to*  
32 *ensure continued compliance and success.*

33 *7. The Department shall monitor the progress of a network of*  
34 *innovation schools through:*

35 *(a) Annual evaluations to assess the effectiveness of the*  
36 *network operational plan and the performance of member*  
37 *innovation schools; and*

38 *(b) Reviews of the activities of the oversight committee to*  
39 *ensure alignment with the goals of the network of innovation*  
40 *schools.*

41 *8. Each network of innovation schools shall present*  
42 *biennially a report to the State Board providing information on the*  
43 *impact of their innovations on pupil outcomes and sharing best*  
44 *practices to support system-wide improvements across this State.*





**Sec. 36. 1. If, pursuant to section 29 of this act, the corrective measure of management by a city or county is imposed on a public school, the ownership and possession of the facilities of the public school, including the associated real property, contents, equipment and supplies, must be transferred as follows:**

**(a) The city or county, as applicable, shall assume ownership and possession of the facilities at no cost to the local governmental entity.**

**(b) Upon a transfer of ownership and possession of facilities pursuant to this subsection, the city or county to which the ownership and possession was transferred shall assume full responsibility for all operational and maintenance costs associated with the facilities, including, without limitation:**

**(1) Routine and preventive maintenance;**

**(2) Utility costs;**

**(3) Capital repairs and replacements necessary to ensure the safety, functionality and sustainability of the facility; and**

**(4) Compliance with all state and federal laws and regulations regarding the management and upkeep of public school facilities.**

**(c) The transfer of ownership and possession of the facilities must be formalized through a written transfer agreement between the Department, the school district and the entity assuming responsibility for the public school. The transfer agreement must:**

**(1) State the terms of the transfer, including, without limitation, the timeline and conditions for the transition of ownership and possession;**

**(2) Specify the responsibilities of the new owner or operator regarding the operation and maintenance of the facilities; and**

**(3) Include provisions ensuring the continued use of the facilities as a public educational institution for the benefit of the community.**

**(d) The transfer of ownership and possession of the facilities does not relieve:**

**(1) The new owner or operator of any obligations related to:**

**(I) Providing equitable access to the facilities and educational programs for all eligible pupils, as required under state and federal law; and**

**(II) Maintaining compliance with all applicable public safety, accessibility and environmental regulations to ensure the facility meets the needs of the pupils and community it serves.**

**(2) The previous owner of any obligations relating to the payment of bonds on the transferred facilities.**





(e) The Department shall conduct periodic reviews of all facilities whose ownership and possession is transferred pursuant to this section to ensure compliance with the terms of the transfer agreement entered into pursuant to paragraph (c) and alignment with pupil outcomes and operational benchmarks.

2. If, pursuant to section 29 of this act, the corrective measure of direct management by the Department or conversion to a charter school is imposed on a public school, the ownership of the facilities of the public school, including the associated real property, contents, equipment and supplies, shall remain with the school district and the board of trustees of the school district shall enter into a lease agreement with the Department or the governing body of the charter school, as applicable, to transfer possession of such facilities for the use of the Department or the governing body of the charter school, as applicable, to operate the school. The lease agreement must provide for no cost to the Department or charter school, as applicable, except that the lease agreement must require the Department or charter school, as applicable, to pay a per-pupil amount to the school district, in an amount negotiated by the parties to the agreement, to cover the actual direct expenses of the school district related to the facilities, including, without limitation, utilities, upkeep of the grounds of the school and maintenance and repair of the facilities. Nothing in this subsection prohibits the Department or governing body of the charter school, as applicable, from negotiating with the board of trustees of the school district for additional services and the charges for those services.

3. As used in this section, “actual direct expenses” means documented, realized expenses incurred by a school district for specific services or utilities delivered or consumed at facilities that are subject to a lease agreement entered into pursuant to subsection 2.

**Sec. 37.** 1. The Superintendent of Public Instruction shall designate a public school designated as a low-performing school pursuant to section 7 of this act for 3 consecutive school years as a chronically low-performing school. A pupil who attends or is scheduled to attend a chronically low-performing school and a pupil who attends or is scheduled to attend a school classified as overcrowded by the capacity standards of the school district for 3 consecutive years is eligible to participate in expanded achievement options pursuant to this section.

2. Eligible pupils may participate in expanded achievement options by selecting an alternative educational setting from the following:



(a) A public school within the same school district in which the public school the pupil attends or is scheduled to attend is located or in another school district, subject to the enrollment policies of the other school district and the system of open enrollment implemented pursuant to section 22 of this act.

(b) A charter school, to the extent spaces remain available after the allocation of available spaces made pursuant to NRS 388A.453 to 388A.462, inclusive.

(c) A private school that:

(1) Meets state performance and accreditation standards;

(2) Is approved by the Department;

(3) Provides instruction in at least the subjects of English language arts, mathematics, social studies and science and conducts annual assessments to measure the progress of pupils;

(4) Meets all applicable health and safety requirements and does not discriminate in admissions based on a category protected under state or federal law; and

(5) Accepts the state funding allocated for each eligible pupil pursuant to the requirements of the Nevada Integrity in Academic Funding Program established pursuant to section 38 of this act.

3. Any private school that accepts a pupil due to the designation of the public school the pupil attends or is scheduled to attend as a chronically low-performing school must provide for the administration to the pupil of all examinations required by this State. The examinations must be administered at the public school from which the pupil transferred or was scheduled to attend, in accordance with the statewide system of accountability for public schools.

4. To the extent of available funding, for each eligible pupil requesting to participate in an expanded achievement option pursuant to this section, the State Treasurer shall deposit an amount calculated pursuant to this subsection or as otherwise limited by subsection 6 into a RISE Account established for the parent of the eligible pupil in accordance with the Nevada Integrity in Academic Funding Program established pursuant to section 38 of this act. The amount deposited must include, without limitation:

(a) An amount equal to 90 percent of the average per-pupil expenditure of the school district where the public school the pupil attends or is scheduled to attend is located;

(b) An amount equal to 90 percent of any weighted funding that would have been designated to the pupil by the school district where the public school the pupil attends or is scheduled to attend is located based on the specific educational needs of the pupil; and



(c) An amount equal to 90 percent of any applicable categorical funds that would have been designated to the pupil, including, without limitation, special education funding, based on the eligibility of the pupil.

5. The funding allocation amount calculated pursuant to subsection 4 must not include any state or federal education funding that cannot be transferred to an expanded achievement option pursuant to the Nevada Constitution or federal law.

6. If the tuition or cost of participation in an expanded achievement option is less than the 90-percent funding calculated pursuant to subsection 4, as adjusted pursuant to subsection 5, the State Treasurer shall deposit only the amount required to cover educational expenses associated with the expanded achievement option to the RISE Account of the pupil.

7. The parents or legal guardians of eligible pupils shall participate in a ranked-choice enrollment system pursuant to subsection 8. The Superintendent of Public Instruction shall prescribe an annual open enrollment period for such a system. At the beginning of each open enrollment period, each school district shall notify the parents or legal guardians of pupils attending chronically low-performing schools that they are eligible for expanded achievement options. The notification must include, without limitation:

(a) Information on available public, charter and private school options participating in the Nevada Integrity in Academic Funding Program established pursuant to section 38 of this act; and

(b) Detailed instructions for applying for expanded achievement options and, if applicable, requesting transportation assistance.

8. To apply for an expanded achievement option, the parent or legal guardian of an eligible pupil must submit an enrollment application through the expanded achievement options portal of the school district, listing their preferred schools in ranked order and requesting any transportation assistance needed.

9. Funding allocations and related support provided pursuant to this section must be administered in compliance with state and federal requirements, including, without limitation, the Nevada Integrity in Academic Funding Program established pursuant to section 38 of this act, to ensure that resources are appropriately directed to the selected alternative educational setting supporting the pupil's learning needs while fulfilling all legal and fiscal obligations.

**Sec. 38.** 1. The State Treasurer, in coordination with the Department, shall adopt regulations to establish and carry out the



*Nevada Integrity in Academic Funding Program for the purpose of allocating money to parents for the payment of the qualified educational expenses of qualified pupils who participate in an expanded achievement option pursuant to section 37 of this act. The intent of the Legislature is that any money appropriated by the Legislature for the purposes of the Program will not reduce the statewide base per pupil funding amount determined pursuant to NRS 387.1214.*

*2. The regulations adopted pursuant to subsection 1 must provide a procedure for a parent to apply to participate in the Program, criteria for the approval of an application to participate in the Program, requirements for the establishment of a RISE Account for a parent for the payment of qualified educational expenses for a qualified pupil and the manner in which payments will be made from a RISE Account to a participating entity for the qualified educational expenses of a qualified pupil. To the extent that money is available for the purposes of the Program, the State Treasurer shall establish and administer a RISE Account for each parent who participates in the Program. The State Treasurer may allocate not more than 3 percent of the money allocated to the Program for the expenses of administering the Program and ensuring compliance with this section.*

*3. A participating entity that receives a payment from a RISE Account shall not:*

*(a) Refund any portion of the payment to the parent on whose behalf the payment was made. Any refund of the payment for any item returned or service not provided must be paid to the State Treasurer for deposit to the RISE Account for the parent.*

*(b) Rebate to, or share with, a parent or any other person any portion of the payment.*

*4. To the extent authorized by federal law, the Department of Health and Human Services shall not consider money available in a RISE Account established for a person pursuant to this section to be income for the purpose of determining eligibility to receive benefits under Medicaid.*

*5. Each parent for whom a RISE Account is established pursuant to this section shall submit an annual report to the State Treasurer detailing all expenditures from the RISE Account. The State Treasurer shall examine such reports to ensure compliance with the provisions of this section. A parent who uses money in a RISE Account for a purpose other than paying the qualified educational expenses of a qualified pupil shall repay the amount of such payments and the State Treasurer may suspend or revoke the RISE Account of the parent.*



6. On or before October 1 of each year, the State Treasurer shall submit a report to the Director of the Legislative Counsel Bureau for transmittal to the Joint Interim Standing Committee on Education if the report is submitted in an odd-numbered year, or to the next session of the Legislature if the report is submitted in an even-numbered year. The report must contain:

(a) The number of qualified pupils and qualified schools participating in the Program in the immediately preceding fiscal year;

(b) The total amount of money disbursed under the Program during the immediately preceding fiscal year;

(c) Academic outcomes of qualified pupils participating in the Program, as measured by standardized assessment or other metrics;

(d) A summary of the amount of money used for specialized services and therapies and the specialized services and therapies provided; and

(e) Recommendations for improvement of the Program.

7. On or before November 1 of each even-numbered year, the Department shall submit a report of the impact of the Program on educational equity and outcomes to the Governor and the Director of the Legislative Counsel Bureau for transmittal to the next session of the Legislature.

8. Nothing in this section shall be construed to:

(a) Prohibit a parent from paying qualified educational expenses from sources of money other than a RISE Account.

(b) Limit the independence or autonomy of a participating entity over its operations, educational programming or governance.

(c) Make any governmental entity responsible or liable for the actions or decisions of a participating entity, except as required to enforce the provisions of this section.

(d) Interfere with the compliance by a participating entity with any state or federal law or standards for accreditation or licensing.

(e) Constitute an endorsement or approval of any participating entity or the curriculum, policies or practices of any participating entity.

(f) Impose additional state oversight or regulatory requirements other than any requirement explicitly set forth in this section.

9. As used in this section:

(a) "Parent" means the parent, custodial parent, legal guardian or other person in this State who has the legal right to direct the education of a qualified pupil.



(b) *“Participating entity” means a natural person or any governmental agency or political subdivision of a government that satisfies the criteria established by the Department and the State Treasurer to be eligible to receive payment from a RISE Account. The term includes, without limitation:*

*(1) A qualified school;*

*(2) A community college, state college or university in this State which has been approved pursuant NRS 389.160 to offer dual credit courses or other educational programs to qualifying pupils;*

*(3) A provider of specialized services for pupils with disabilities, including, without limitation, an occupational therapist, speech-language pathologist, audiologist or behavior analyst;*

*(4) A tutor, tutoring facility or other educational service provider offering academic support approved for the purposes of the Program;*

*(5) A vendor of instructional materials, technology and other educational resources approved for use under the Program;*

*(6) An organization offering extracurricular activities, after-school programs and summer educational programs which are offered by a participating entity; and*

*(7) A provider of transportation services to enable a qualified pupil to access an alternative educational setting under the Program.*

(c) *“Program” means the Nevada Integrity in Academic Funding Program established pursuant to this section.*

(d) *“Qualified educational expenses” means:*

*(1) Tuition and fees for a qualified pupil to enroll in and attend a qualified school that is a participating entity;*

*(2) Textbooks and instructional materials required for a qualified pupil to enroll in or attend a qualified school that is a participating entity or to participate in an educational program offered by a participating entity;*

*(3) The cost of tutoring or other academic services provided by a tutor, tutoring facility or educational service provider that is a participating entity;*

*(4) Tuition and fees for programs of distance education that are offered by a participating entity;*

*(5) Fees for standardized examinations, including, without limitation, national norm-referenced achievement examinations, advanced placement tests, college entrance examinations and similar examinations;*

*(6) Specialized services for a qualified pupil with a disability, including, without limitation, the services of an*



1 *occupational therapist, speech-language pathologist, audiologist*  
2 *or behavior analyst, that are provided by a participating entity;*

3 (7) *Tuition and fees for enrollment in and attendance at an*  
4 *accredited postsecondary institution that is a participating entity or*  
5 *any other qualifying educational program offered by a*  
6 *participating entity;*

7 (8) *Fees and costs for a dual credit program, career and*  
8 *technical education certification or similar postsecondary*  
9 *educational opportunities offered by a participating entity;*

10 (9) *Costs for transportation services necessary for a*  
11 *qualified pupil to access educational services from a participating*  
12 *entity, in an amount not to exceed \$750 per qualified pupil per*  
13 *school year;*

14 (10) *Contributions to an account established for the*  
15 *qualified pupil pursuant to the Nevada College Savings Program*  
16 *set forth in NRS 353B.300 to 353B.370, inclusive;*

17 (11) *The cost of educational software, online learning*  
18 *programs and technology fees necessary for a qualified pupil to*  
19 *participate in approved programs or courses offered by a*  
20 *participating entity;*

21 (12) *Costs for approved extracurricular activities, after-*  
22 *school programs and summer educational programs offered by a*  
23 *participating entity; and*

24 (13) *Curriculum or supplemental materials required to*  
25 *administer the curriculum purchased from a participating entity.*

26 (e) *“Qualified pupil” means a pupil who resides in this State*  
27 *and who:*

28 (1) *Is identified as a pupil with a disability under section*  
29 *504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794;*

30 (2) *Is determined by a school district or independent*  
31 *evaluator to be a pupil with a disability, as defined in*  
32 *NRS 388.417;*

33 (3) *Resides within the zone of attendance of a public school*  
34 *designated as overcrowded or as a chronically low-performing*  
35 *school pursuant to section 37 of this act;*

36 (4) *Previously participated in the Program or a similar*  
37 *alternative educational setting;*

38 (5) *Is the sibling of a current participant the Program;*

39 (6) *Is the child of a parent or legal guardian who is legally*  
40 *blind, visually impaired, deaf or hard of hearing;*

41 (7) *Is the child of a parent who is a member of the Armed*  
42 *Forces of the United States on active duty or who was killed in the*  
43 *line of duty;*

44 (8) *Resides on qualified tribal land within the boundaries of*  
45 *this State; or*





(9) *Is in the custody of an agency which provides child welfare services, as defined in NRS 432B.030.*

(f) *“Qualified school” means a charter school or private school that operates as a preschool, elementary school, secondary school or other educational setting that:*

(1) *Is located in this State or, if the charter school or private school serves pupils residing on qualified tribal land within this State, in an adjacent state within 2 miles of the border of this State; and*

(2) *Does not discriminate on the basis of race, color, religion or national origin.*

(g) *“Qualified tribal land” means any real property:*

(1) *For which legal title is vested in, or held in trust for the benefit of, an Indian tribe or an individual Native American, and which is subject to restrictions against alienation pursuant to federal law; and*

(2) *Over which an Indian tribe exercises governmental power.*

(h) *“Resources for Inspiring Student Excellence Account” or “RISE Account” means an account established and maintained by the State Treasurer pursuant to this section.*

**Sec. 39.** NRS 388.040 is hereby amended to read as follows:

388.040 1. Except as otherwise provided in subsection 2, the board of trustees of a school district that includes more than one school which offers instruction in the same grade or grades may zone the school district and determine which pupils must attend each school.

2. The establishment of zones pursuant to subsection 1 does not preclude a pupil from attending a:

(a) Charter school;

(b) University school for profoundly gifted pupils;

(c) Public school outside the zone of attendance that the pupil is otherwise required to attend if the pupil is a child in foster care who is remaining in his or her school of origin pursuant to NRS 388E.105;

(d) Public school outside the zone of attendance that the pupil is otherwise required to attend if the pupil has been issued a fictitious address pursuant to NRS 217.462 to 217.471, inclusive, or the parent or legal guardian with whom the pupil resides has been issued a fictitious address pursuant to NRS 217.462 to 217.471, inclusive; ~~for~~

(e) Public school outside the zone of attendance that the pupil is otherwise required to attend if the pupil is an English learner enrolling in the school pursuant to subsection 5 of NRS 388.408 ~~H~~;  
*or*



*(f) Public school outside the zone of attendance that the pupil is otherwise required to attend if the pupil attends a public school pursuant to the system of open enrollment implemented pursuant to section 22 of this act.*

**Sec. 40.** NRS 388A.220 is hereby amended to read as follows:

388A.220 1. The board of trustees of a school district may apply to the Department for authorization to sponsor charter schools within the school district in accordance with the regulations adopted by the Department pursuant to NRS 388A.105 or 388A.110. An application must be approved by the Department before the board of trustees may sponsor a charter school. Not more than 180 days after receiving approval to sponsor charter schools, the board of trustees shall provide public notice of its ability to sponsor charter schools and solicit applications for charter schools.

2. The State Public Charter School Authority shall sponsor charter schools whose applications have been approved by the State Public Charter School Authority pursuant to NRS 388A.255. Except as otherwise provided by specific statute, if the State Public Charter School Authority sponsors a charter school, the State Public Charter School Authority is responsible for the evaluation, monitoring and oversight of the charter school.

3. A college or university within the Nevada System of Higher Education may submit an application to the Department to sponsor charter schools in accordance with the regulations adopted by the Department pursuant to NRS 388A.105 or 388A.110. An application must be approved by the Department before a college or university within the Nevada System of Higher Education may sponsor charter schools.

4. A city or county may submit an application to the Department to sponsor charter schools in accordance with the regulations adopted by the Department pursuant to NRS 388A.105 or 388A.110. An application must be approved by the Department before a city or county may sponsor charter schools. A city or county:

(a) ~~May~~ *Except as otherwise provided in this paragraph, may not sponsor a new charter school or allow an existing charter school sponsored by the city or county to increase enrollment or operate an additional campus of an existing charter school sponsored by the city or county if the total number of pupils enrolled in charter schools sponsored by the city or county is 7 percent or more of the number of pupils enrolled in public schools in the city or county other than charter schools that are not sponsored by the city or county. A city or county may sponsor a new charter school or allow an existing charter school sponsored by the city or county to increase enrollment or operate an additional campus of an*



existing charter school sponsored by the city or county, notwithstanding the provisions of this paragraph, if:

(1) The city or county is located in a school district that has been designated as a low-performing school district pursuant to subsection 1 of section 6 of this act; and

(2) The new charter school, increase in enrollment of an existing charter school or operation of an additional campus of an existing charter school will serve pupils residing in the zone of attendance of a public school that is designated as a low-performing school or persistently underperforming pursuant to section 7 or 28 of this act, respectively, or that is identified as overcrowded.

(b) May only sponsor a charter school which is located entirely within the incorporated area of the city or the unincorporated area of the county, as applicable.

5. The board of trustees of a school district, a college or university within the Nevada System of Higher Education or a city or county may enter into an agreement with the State Public Charter School Authority to provide technical assistance and support in preparing an application to sponsor a charter school and planning and executing the duties of a sponsor of a charter school as prescribed in this section.

6. Before a board of trustees of a school district, a college or university within the Nevada System of Higher Education or a city or county that is approved to sponsor charter schools approves an application to form a charter school, the board of trustees, college or university or city or county, as applicable, shall prepare, in collaboration with the Department and, to the extent practicable, the school district in which the proposed charter school will be located and any other sponsor of a charter school located in that school district, an evaluation of the demographic information of pupils, the academic needs of pupils and the needs of any pupils who are at risk of dropping out of school in the geographic areas served by the sponsor.

7. On or before January 31 of each year, the State Public Charter School Authority shall prepare, in collaboration with the Department and, to the extent practicable, the board of trustees of each school district in this State and any other sponsor of a charter school in this State, an evaluation of the demographic information of pupils, the academic needs of pupils and the needs of any pupils who are at risk of dropping out of school in this State.

**Sec. 41.** Chapter 388G of NRS is hereby amended by adding thereto a new section to read as follows:

**1. The board of trustees of a school district may designate a public school within the school district as an innovation school.**



*The State Public Charter School Authority may designate a charter school sponsored by the Authority as an innovation school. The purpose of an innovation school is to implement innovative educational practices designed to improve pupil achievement, increase educational equity and address specific challenges within the public school or community it serves.*

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

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

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

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

*(1) Curriculum;*

*(2) Budgeting;*

*(3) Staffing;*

*(4) Scheduling; or*

*(5) Professional development; and*

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

*3. A public school that has developed an innovation plan pursuant to subsection 2 shall submit the innovation plan to the board of trustees of the school district or the State Public Charter School Authority, as applicable. The board of trustees or State Public Charter School Authority shall review the plan and, if the plan is satisfactory, designate the public school as an innovation school.*

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

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

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

*(c) Stakeholder engagement and satisfaction metrics.*

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



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

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

**Sec. 42.** Chapter 389 of NRS is hereby amended by adding thereto a new section to read as follows:

1. To the extent that money is available, the Department shall establish a pilot program pursuant to which schools selected to participate in the pilot program integrate science, technology, engineering and mathematics into instruction in literacy in kindergarten and grades 1, 2 and 3.

2. To carry out the pilot program, the Department shall issue a request for proposals from schools or groups of schools to apply for a grant of money to integrate science, technology, engineering and mathematics into instruction in literacy in kindergarten and grades 1, 2 and 3. In response to such a request for proposals, a school or group of schools may apply to the Department for such a grant.

3. In determining whether to approve an application for a grant submitted pursuant to subsection 2, the Department shall consider:

(a) The quality of the proposed curricula for a program that integrates science, technology, engineering and mathematics into instruction in literacy in kindergarten and grades 1, 2 and 3;

(b) The proposed instructional strategies; and

(c) The extent to which the approach to instruction is innovative.

4. Not later than June 1 of the year following the implementation of the pilot program, a school or group of schools receiving a grant of money under the pilot program shall submit to the Department a report that summarizes:

(a) The initial outcomes of the use of the grant received from the pilot program, including, without limitation, measurable progress of pupils;



(b) *Feedback from teachers and administrators at the school or group of schools who participated in the pilot program; and*

(c) *Recommendations for the integration of science, technology, engineering and mathematics into instruction in literacy in kindergarten and grades 1, 2 and 3 throughout this State.*

5. *The Department shall present the findings of the pilot program to the State Board, and the Department shall determine whether to:*

(a) *Extend the pilot program for an additional year;*

(b) *Expand the pilot program to additional schools; or*

(c) *Discontinue the pilot program.*

**Sec. 43.** NRS 389.026 is hereby amended to read as follows:

389.026 1. The State Board shall develop a model curriculum for the subject areas of English language arts and mathematics for each grade level in kindergarten and grades 1 to 12, inclusive. *The model curriculum for the subject area of English language arts for each grade level in kindergarten and grades 1, 2 and 3 must include, without limitation, phonics-based instruction and the integration of science, technology, engineering and mathematics into instruction in English language arts.*

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

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

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

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

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

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

6. The governing body of each regional training program for the professional development of teachers and administrators may use the model curriculum in the provision of training to teachers and administrators to ensure compliance with the academic standards adopted for English language arts and mathematics.

**Sec. 44.** NRS 389.520 is hereby amended to read as follows:

389.520 1. The Council shall:

(a) Establish standards of content and performance, including, without limitation, a prescription of the resulting level of



achievement, for the grade levels set forth in subsection 5, based upon the content of each course, that is expected of pupils for the following courses of study:

- (1) English language arts;
- (2) Mathematics;
- (3) Science;
- (4) Social studies, which includes only the subjects of history, geography, economics, civics, financial literacy and multicultural education;
- (5) The arts;
- (6) Computer education and technology, which includes computer science and computational thinking;
- (7) Health;
- (8) Physical education; and
- (9) A foreign or world language.

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

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

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

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

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

(2) Methods to ensure the prevention of:

(I) Cyber-bullying;

(II) Plagiarism; and

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

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

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

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

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





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

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

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

(3) The effects of a computer contaminant;

(4) Methods to identify unsolicited commercial material; and

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

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

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

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

5. The Council shall establish standards of content and performance for each grade level in kindergarten and grades 1 to 8, inclusive, for English language arts and mathematics. The Council shall establish standards of content and performance for the grade levels selected by the Council for the other courses of study prescribed in subsection 1. *The standards for kindergarten and grades 1, 2 and 3 for English language arts must:*

*(a) Incorporate phonics-based instruction, including, without limitation, phonics-based foundational literacy skills that focus on:*

*(1) Phonological and phonemic awareness;*

*(2) Decoding;*

*(3) Fluency;*

*(4) Vocabulary; and*

*(5) Comprehension; and*

*(b) Integrate science, technology, engineering and mathematics into instruction in English language arts to expose pupils to foundational concepts in science, technology, engineering and mathematics through engaging and age-appropriate reading materials.*



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

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

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

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

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

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

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

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

9. As used in this section:

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

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

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

**Sec. 45.** Chapter 391 of NRS is hereby amended by adding thereto the provisions set forth as section 46 to 52, inclusive, of this act.

**Sec. 46. 1. A school employee is immune from both criminal and civil liability for actions taken in good faith to intervene in physical altercations, fights or other incidents that pose an imminent risk to the safety of pupils, other school employees and persons in proximity to the altercation, fight or incident, provided that:**

**(a) The school employee is acting within the course and scope of his or her employment and within the course and scope of his or her role in maintaining order, discipline or the safety of pupils;**

**(b) The actions of the school employee are consistent with federal, state and local laws and the policies of the school district employing the school employee or the school at which the school employee is employed relating to the maintenance of safety and discipline; and**



1 (c) Any harm caused by the intervention was not the result of:  
2 (1) Willful or intentional misconduct;  
3 (2) Gross negligence;  
4 (3) Reckless misconduct; or  
5 (4) A conscious, flagrant indifference to the rights or safety  
6 of the person harmed.

7 2. If any school employee intervenes in a fight or altercation  
8 involving a pupil, the school employee shall report the incident to  
9 school administration as soon as practicable and in accordance  
10 with the policies and protocols established by the school district  
11 employing the school employee or the school at which the school  
12 employee is employed.

13 3. Each school or school district shall maintain a record of  
14 reports received pursuant to subsection 2 and use the records only  
15 to assess the need for additional training, support or policy  
16 adjustments to improve school safety practices.

17 4. As used in this section:

18 (a) “Intervene” or “intervention” means taking any physical  
19 or verbal action to prevent, separate or otherwise manage pupils in  
20 a manner designed to avoid imminent harm to pupils, school  
21 employees or others in proximity to the area in which such actions  
22 are taken.

23 (b) “School employee” means a licensed or unlicensed person  
24 who is employed by:

25 (1) A board of trustees of a school district pursuant to NRS  
26 391.100 or 391.281; or

27 (2) The governing body of a charter school.

28 **Sec. 47. 1.** In consultation with the Teacher and Leaders  
29 Council of Nevada created by NRS 391.455, the Department shall  
30 adopt regulations establishing a framework for the establishment  
31 of a performance improvement plan for a postprobationary  
32 administrator who receives an evaluation designating his or her  
33 overall performance as ineffective or minimally effective for 2  
34 consecutive school years.

35 2. A performance improvement plan must be established for  
36 any postprobationary administrator who receives an evaluation  
37 designating his or her overall performance as ineffective or  
38 minimally effective for 2 consecutive school years.

39 3. A performance improvement plan established pursuant to  
40 subsection 2 must contain clear and measurable goals for the  
41 improvement of instructional practices, pupil engagement and  
42 academic outcomes that are aligned with educational standards in  
43 this State and that directly address areas of underperformance  
44 identified in the evaluations of the postprobationary administrator.



4. A postprobationary administrator for whom a performance improvement plan is established shall participate in programs of professional development training to address the areas of underperformance identified in the evaluations of the postprobationary administrator, including, without limitation, professional development training in:

(a) Instructional strategies for improving pupil engagement and classroom differentiation;

(b) Data-driven instruction and the use of formative assessments to track pupil progress; or

(c) Classroom management techniques and behavioral interventions to promote a positive learning environment.

5. Each school district shall ensure that an experienced mentor or leadership coach is assigned to each postprobationary administrator for whom a performance improvement plan is established. The mentor or leadership coach shall:

(a) Provide regular feedback;

(b) Conduct classroom observations; and

(c) Assist the administrator in developing and implementing new instructional strategies.

6. At least once each school quarter, the principal of the school of a postprobationary administrator for whom a performance improvement plan is established, or the superintendent of schools of a school district or his or her designee if the postprobationary administrator is a principal, shall review and assess the progress of the postprobationary administrator toward achieving the goals of the performance improvement plan.

**Sec. 48.** 1. The superintendent of schools of a school district may place a postprobationary administrator on probation for a period of 2 school years if, based on the evaluation of the postprobationary administrator pursuant to NRS 391.710, the superintendent determines that the postprobationary administrator:

(a) Is consistently ineffective in meeting instructional practice standards, pupil performance standards and classroom management standards; or

(b) Fails to demonstrate adequate progress under a performance improvement plan established pursuant to section 47 of this act.

2. Upon placing a postprobationary administrator on probation pursuant to subsection 1, the superintendent shall give written notice to the postprobationary administrator that the postprobationary administrator has been placed on probation pursuant to this section. The written notice must contain an



1 *explanation of areas of underperformance for which the*  
2 *postprobationary administrator has been placed on probation*  
3 *pursuant to this section and a performance improvement plan*  
4 *established pursuant to section 47 of this act that details the*  
5 *support and interventions that will be provided to the*  
6 *postprobationary administrator.*

7 3. *Except as otherwise provided in this subsection, during a*  
8 *period of probation imposed pursuant to this section, the*  
9 *postprobationary administrator must not be reassigned or*  
10 *transferred to another school in the school district or otherwise*  
11 *employed at another school in the school district. The*  
12 *postprobationary administrator may be reassigned or transferred*  
13 *during a period of probation imposed pursuant to this section if*  
14 *the reassignment or transfer is required because of low*  
15 *enrollment, program elimination or other district-wide operational*  
16 *needs. Any such transfer or reassignment must be made in*  
17 *accordance with the policies and procedures of the school district,*  
18 *and such reassignment or transfer must not conflict with the terms*  
19 *of the period of probation imposed pursuant to this section.*

20 4. *Upon the conclusion of a period of probation imposed*  
21 *pursuant to this section, the postprobationary administrator must*  
22 *be evaluated to determine whether the postprobationary*  
23 *administrator has met improvement goals. If, based on the*  
24 *evaluation, the postprobationary administrator:*

25 (a) *Has met the improvement goals, the postprobationary*  
26 *administrator must be removed from probation.*

27 (b) *Has shown improvement and progress toward meeting the*  
28 *improvement goals, the period of probation imposed pursuant to*  
29 *this section may be extended for 1 additional school year and the*  
30 *postprobationary administrator must continue to receive support*  
31 *and monitoring under a performance improvement plan*  
32 *established pursuant to section 47 of this act.*

33 (c) *Has failed to make adequate progress toward achieving the*  
34 *improvement goals, the postprobationary administrator may be*  
35 *given notice pursuant to NRS 391.820 that the postprobationary*  
36 *administrator will not be reemployed or the superintendent may*  
37 *initiate the process for dismissing the postprobationary*  
38 *administrator pursuant to NRS 391.822, 391.824 and 391.826.*

39 5. *A postprobationary administrator who is placed on*  
40 *probation pursuant to this section shall be deemed a probationary*  
41 *employee for the purposes of NRS 391.650 to 391.826, inclusive,*  
42 *and must serve an additional probationary period in accordance*  
43 *with the provisions of NRS 391.820, except that the duration of*  
44 *that period of probation must be determined in accordance with*  
45 *the provisions of this section.*



6. *The postprobationary administrator placed on probation pursuant to this section:*

(a) *Shall not be reemployed pursuant to NRS 391.820 or shall be dismissed pursuant to NRS 391.822, 391.824 and 391.826 if the postprobationary administrator is determined to have failed to meet the objectives in the performance improvement plan established for the postprobationary administrator and the dismissal is in the best interest of the pupils and the school.*

(b) *May be reassigned or have any other consequences imposed only if compelling evidence demonstrates extenuating circumstances contributing to the underperformance and it is in the best interest of the pupils in the school district for the administrator to be reassigned or have other consequences imposed.*

7. *The Department shall provide support to a school district that does not reemploy or dismisses a postprobationary administrator pursuant to subsection 6. Such support may include, without limitation:*

(a) *Assistance in recruiting and hiring highly effective administrators to fill any resulting vacancies; and*

(b) *Access to leadership and instructional coaching resources to support school leadership in managing transitions and improving instructional leadership practices.*

**Sec. 49. 1.** *If the principal of a public school that is a local school precinct receives an evaluation designating his or her overall performance as ineffective or minimally effective for 2 consecutive school years or is placed on probation pursuant to subsection 1 of section 48 of this act, the Superintendent of Public Instruction shall, in consultation with the superintendent of schools of the school district, suspend or modify any applicable site-based decision-making powers granted to the local school precinct pursuant to NRS 388G.500 to 388G.810, inclusive, including, without limitation:*

(a) *Reassigning responsibility for budgeting, hiring or other operational functions from the local school precinct to the school district;*

(b) *As applicable, requiring the approval of the school district or the Department for decisions made by the organizational team or the principal of the local school precinct; or*

(c) *As applicable, temporarily removing authority from the organizational team or principal to implement changes in curriculum, staffing or scheduling.*

2. *The suspension of site-based decision-making powers pursuant to subsection 1 must be:*

(a) *Limited to the duration of the period of intervention; and*



(b) Documented in writing, with specific reasons for the suspension and the conditions under which the site-based decision-making powers will be restored.

3. As used in this section:

(a) “Local school precinct” has the meaning ascribed to it in NRS 388G.535.

(b) “Organizational team” has the meaning ascribed to it in NRS 388G.540.

**Sec. 50.** 1. The Department shall establish a data-tracking system to monitor programs in this State, or that receive funding from this State, to provide training for school administrators.

2. The data-tracking system established pursuant to subsection 1 must record program participation, licensure completion rates and relevant data to assess the effectiveness of each program.

3. The Department shall produce an annual report evaluating the impact on school achievement and pupil achievement of school administrators who completed training through each program in this State, or that receives funding from this State, to provide training for school administrators. The report must:

(a) Analyze the relative performance of school administrators;

(b) Be presented at a meeting of the State Board; and

(c) Include, without limitation:

(1) An evaluation of the direct impact on the academic performance of pupils of school administrators who received training from each program. This evaluation must utilize growth measures as calculated through the statewide system of accountability for public schools, providing insights into the effectiveness of each program in preparing school administrators to positively influence the achievement of pupils.

(2) Comparative data on the performance of school administrators from different licensure preparation programs, including traditional institutions of higher education and alternative routes to licensure. This analysis must examine the ability of school administrators from each program to drive pupil growth and improve academic success within their respective schools.

4. Based on findings from the annual report produced pursuant to subsection 3, the Department shall make recommendations to the State Board and the Nevada System of Higher Education for continuous improvement in administrator licensure programs, emphasizing evidence-based practices that demonstrate a positive impact on pupil achievement. The Department shall work collaboratively with the Nevada System of Higher Education to establish a data-sharing agreement that





1 facilitates the evaluation of licensure programs and their  
2 effectiveness, which must ensure the secure and accurate sharing  
3 of data necessary to monitor program outcomes and support  
4 evidence-based recommendations.

5 **Sec. 51. 1. In consultation with the Teachers and Leaders**  
6 **Council of Nevada created by NRS 391.455, the Department shall**  
7 **adopt regulations establishing a framework for the establishment**  
8 **of a performance improvement plan for a postprobationary**  
9 **teacher who receives an evaluation designating his or her overall**  
10 **performance as ineffective or minimally effective for 2 consecutive**  
11 **school years.**

12 2. A performance improvement plan must be established for  
13 any postprobationary teacher who receives an evaluation  
14 designating his or her overall performance as ineffective or  
15 minimally effective for 2 consecutive school years.

16 3. A performance improvement plan established pursuant to  
17 subsection 2 must contain clear and measurable goals for the  
18 improvement of instructional practices, pupil engagement and  
19 academic outcomes that are aligned with educational standards in  
20 this State and that directly address areas of underperformance  
21 identified in the evaluations of the postprobationary teacher.

22 4. A postprobationary teacher for whom a performance  
23 improvement plan is established shall participate in programs of  
24 professional development training to address the areas of  
25 underperformance identified in the evaluations of the  
26 postprobationary teacher, including, without limitation,  
27 professional development training in:

28 (a) Instructional strategies for improving pupil engagement  
29 and classroom differentiation;

30 (b) Data-driven instruction and the use of formative  
31 assessments to track pupil progress; and

32 (c) Classroom management techniques and behavioral  
33 interventions to promote a positive learning environment.

34 5. Each school district shall ensure that an experienced  
35 mentor or instructional coach is assigned to each postprobationary  
36 teacher for whom a performance improvement plan is established.  
37 The mentor or instructional coach shall:

38 (a) Provide regular feedback;

39 (b) Conduct classroom observations; and

40 (c) Assist the postprobationary teacher in developing and  
41 implementing new instructional strategies.

42 6. At least once each school quarter, the leadership team of  
43 the school of a postprobationary teacher for whom a performance  
44 improvement plan is established shall review and assess the



1 *progress of the postprobationary teacher toward achieving the*  
2 *goals of the performance improvement plan.*

3 **Sec. 52.** 1. *The superintendent of schools of a school*  
4 *district may place a postprobationary teacher on probation for a*  
5 *period of 2 school years if, based on the evaluation of the*  
6 *postprobationary teacher pursuant to NRS 391.690, the*  
7 *superintendent determines that the postprobationary teacher:*

8 (a) *Is consistently ineffective in meeting instructional practice*  
9 *standards, pupil performance standards and classroom*  
10 *management standards; or*

11 (b) *Fails to demonstrate adequate progress under a*  
12 *performance improvement plan established pursuant to section 51*  
13 *of this act.*

14 2. *Upon placing a postprobationary teacher on probation*  
15 *pursuant to subsection 1, the superintendent shall give written*  
16 *notice to the postprobationary teacher that the postprobationary*  
17 *teacher has been placed on probation pursuant to this section. The*  
18 *written notice must contain an explanation of areas of*  
19 *underperformance for which the postprobationary teacher has*  
20 *been placed on probation pursuant to this section and a*  
21 *performance improvement plan established pursuant to section 51*  
22 *of this act that details the support and interventions that will be*  
23 *provided to the postprobationary teacher.*

24 3. *Except as otherwise provided in this subsection, during a*  
25 *period of probation imposed pursuant to this section, the*  
26 *postprobationary teacher must not be reassigned or transferred to*  
27 *another school in the school district or otherwise employed at*  
28 *another school in the school district. The postprobationary teacher*  
29 *may be reassigned or transferred during a period of probation*  
30 *imposed pursuant to this section if the reassignment or transfer is*  
31 *required because of low enrollment, program elimination or other*  
32 *district-wide operational needs. Any such transfer or reassignment*  
33 *must be made in accordance with the policies and procedures of*  
34 *the school district, and such reassignment or transfer must not*  
35 *conflict with the terms of the period of probation imposed*  
36 *pursuant to this section.*

37 4. *Upon the conclusion of a period of probation imposed*  
38 *pursuant to this section, the postprobationary teacher must be*  
39 *evaluated to determine whether the postprobationary teacher has*  
40 *met improvement goals. If, based on the evaluation, the*  
41 *postprobationary teacher:*

42 (a) *Has met the improvement goals, the postprobationary*  
43 *teacher must be removed from probation.*

44 (b) *Has shown improvement and progress toward meeting the*  
45 *improvement goals, the period of probation imposed pursuant to*



*this section may be extended for 1 additional school year and the postprobationary teacher must continue to receive support and monitoring under a performance improvement plan established pursuant to section 51 of this act.*

*(c) Has failed to make adequate progress toward achieving the improvement goals, the postprobationary teacher may be given notice pursuant to NRS 391.820 that the postprobationary teacher will not be reemployed or the superintendent may initiate the process for dismissing the postprobationary teacher pursuant to NRS 391.822, 391.824 and 391.826.*

*5. A postprobationary teacher who is placed on probation pursuant to this section shall be deemed a probationary employee for the purposes of NRS 391.650 to 391.826, inclusive, and must serve an additional probationary period in accordance with NRS 391.820, except that the duration of that probationary period must be determined in accordance with the provisions of this section.*

*6. The postprobationary teacher placed on probation pursuant to this section:*

*(a) Shall not be reemployed pursuant to NRS 391.820 or shall be dismissed pursuant to NRS 391.822, 391.824 and 391.826 if the postprobationary teacher is determined to have failed to meet the objectives in the performance improvement plan established for the postprobationary teacher and the dismissal is in the best interest of the pupils and the school.*

*(b) May be reassigned or have any other consequences imposed only if compelling evidence demonstrates extenuating circumstances contributing to the underperformance and it is in the best interest of the pupils in the school district for the teacher to be reassigned or have other consequences imposed.*

*7. The Department shall provide support to a school district that does not reemploy or dismisses a postprobationary teacher pursuant to subsection 6. Such support may include, without limitation:*

*(a) Assistance in recruiting and hiring highly effective teachers to fill any resulting vacancies; and*

*(b) Access to leadership and instructional coaches to support school leadership in managing transitions and improving teaching practices.*

**Sec. 53.** NRS 391.019 is hereby amended to read as follows:

391.019 1. Except as otherwise provided in NRS 391.027, the Commission shall adopt regulations:

(a) Prescribing the qualifications for licensing teachers and other educational personnel and the procedures for the issuance and renewal of those licenses. The regulations:



(1) Must include, without limitation, the qualifications for licensing teachers and administrators pursuant to an alternative route to licensure which provides that the required education and training may be provided by any qualified provider which has been approved by the Commission, including, without limitation, institutions of higher education and other providers that operate independently of an institution of higher education. The regulations adopted pursuant to this subparagraph must:

(I) Establish the requirements for approval as a qualified provider;

(II) Require a qualified provider to be selective in its acceptance of students;

(III) Require a qualified provider to provide in-person or virtual supervised, school-based experiences and ongoing support for its students, such as mentoring and coaching;

(IV) Significantly limit the amount of course work required or provide for the waiver of required course work for students who achieve certain scores on tests;

(V) Allow for the completion in 2 years or less of the education and training required under the alternative route to licensure;

(VI) Provide that a person who has completed the education and training required under the alternative route to licensure and who has satisfied all other requirements for licensure may apply for a regular license pursuant to sub-subparagraph (VII) regardless of whether the person has received an offer of employment from a school district, charter school or private school; and

(VII) Upon the completion by a person of the education and training required under the alternative route to licensure and the satisfaction of all other requirements for licensure, provide for the issuance of a regular license to the person pursuant to the provisions of this chapter and the regulations adopted pursuant to this chapter.

(2) Must require an applicant for a license to teach middle school or junior high school education or secondary education to demonstrate proficiency in a field of specialization or area of concentration by successfully completing course work prescribed by the Department or completing a subject matter competency examination prescribed by the Department with a score deemed satisfactory.

(3) Must not prescribe qualifications which are more stringent than the qualifications set forth in NRS 391.0315 for a licensed teacher who applies for an additional license in accordance with that section.



(b) Identifying fields of specialization in teaching which require the specialized training of teachers.

(c) Except as otherwise provided in NRS 391.125, requiring teachers to obtain from the Department an endorsement in a field of specialization to be eligible to teach in that field of specialization. *The regulations must require a teacher to obtain from the Department an endorsement to be eligible to teach kindergarten and grades 1, 2 and 3 during a school year beginning on or after July 1, 2028.*

(d) Setting forth the educational requirements a teacher must satisfy to qualify for an endorsement in each field of specialization. *The regulations must require that to qualify for an endorsement to teach kindergarten and grades 1, 2 and 3, a teacher must complete a course of instruction in foundational literacy skills that satisfies the requirements set forth in regulations adopted by the Commission. The Commission shall collaborate with the Nevada System of Higher Education to include in a program of preparation for teaching elementary grades at an institution within the Nevada System of Higher Education a course of instruction in foundational literacy skills that satisfies the requirements set forth in regulations adopted by the Commission. The requirements for a course of instruction in foundational literacy must include, without limitation:*

*(1) Instruction in effective methods for teaching foundational literacy skills aligned with the science of reading, including, without limitation:*

*(I) Phonological and phonemic awareness;*

*(II) Decoding;*

*(III) Fluency;*

*(IV) Vocabulary; and*

*(V) Comprehension;*

*(2) Techniques for differentiating literacy instruction to meet the needs of pupils with advanced literacy skills, as well as pupils with deficiencies in literacy and pupils with disabilities;*

*(3) Implementation of effective literacy instruction using high-quality instructional materials in alignment with current research on the science of reading;*

*(4) Classroom behavior management, trauma-informed practices and other developmentally appropriate supports to ensure a conducive learning environment for literacy instruction; and*

*(5) Administration of literacy assessments and the use of data from such assessments to adapt and improve literacy instruction based on the needs of pupils.*



(e) Setting forth the qualifications and requirements for obtaining a license or endorsement to teach American Sign Language, including, without limitation, being registered with the Aging and Disability Services Division of the Department of Health and Human Services pursuant to NRS 656A.100 to engage in the practice of sign language interpreting in a primary or secondary educational setting.

(f) Requiring teachers and other educational personnel to be registered with the Aging and Disability Services Division pursuant to NRS 656A.100 to engage in the practice of sign language interpreting in a primary or secondary educational setting if they:

(1) Provide instruction or other educational services; and

(2) Concurrently engage in the practice of sign language interpreting, as defined in NRS 656A.060.

(g) Prescribing course work on parental involvement and family engagement. The Commission shall:

(1) Work in cooperation with the Office of Parental Involvement and Family Engagement created by NRS 385.630 in developing the regulations required by this paragraph.

(2) Establish standards for professional development training which may be used to satisfy any course work requirement prescribed pursuant to this paragraph.

(h) Establishing the requirements for obtaining an endorsement on the license of a teacher, administrator or other educational personnel in cultural competency.

(i) Authorizing the Superintendent of Public Instruction to issue a license by endorsement to an applicant who holds an equivalent license or authorization issued by a governmental entity in another country if the Superintendent determines that the qualifications for the equivalent license or authorization are substantially similar to those prescribed pursuant to paragraph (a).

(j) Establishing the requirements for obtaining an endorsement on the license of a teacher, administrator or other educational personnel in teaching courses relating to financial literacy.

(k) Authorizing a person who is employed as a paraprofessional and enrolled in a program to become a teacher to complete an accelerated program of student teaching in the same or a substantially similar area in which the person is employed as a paraprofessional while remaining employed as a paraprofessional.

(l) Requiring the Department to accept a program of student teaching or other teaching experience completed in another state or foreign country by an applicant for a license if the Department determines that the program or experience substantially fulfills the standards of a program of student teaching in this State.



(m) Authorizing a person who is employed by a public school to provide support or other services relating to school psychology, if the person does not hold a license or endorsement as a school psychologist but is enrolled in a program that would allow the person to obtain such a license or endorsement, to complete a program of internship in school psychology while remaining employed in such a position.

(n) To carry out the provisions of NRS 391B.010.

2. Except as otherwise provided in NRS 391.027, the Commission may adopt such other regulations as it deems necessary for its own government or to carry out its duties.

3. Any regulation which increases the amount of education, training or experience required for licensing:

(a) Must, in addition to the requirements for publication in chapter 233B of NRS, be publicized before its adoption in a manner reasonably calculated to inform those persons affected by the change.

(b) Must not become effective until at least 1 year after the date it is adopted by the Commission.

(c) Is not applicable to a license in effect on the date the regulation becomes effective.

**Sec. 54.** NRS 391.031 is hereby amended to read as follows:

391.031 There are the following kinds of licenses for teachers and other educational personnel in this State:

1. A license to teach pupils in a program of early childhood education, which authorizes the holder to teach in any program of early childhood education in the State.

2. ~~[A]~~ *Except as otherwise provided in this subsection, a license to teach elementary education, which authorizes the holder to teach in any elementary school in the State. The holder of a license to teach elementary education must have an endorsement to teach kindergarten and grades 1, 2 and 3 to be eligible to teach pupils in kindergarten or grade 1, 2 or 3 on or after July 1, 2028.*

3. A license to teach middle school or junior high school education, which authorizes the holder to teach in his or her major or minor field of preparation or in both fields in any middle school or junior high school. He or she may teach only in these fields unless an exception is approved pursuant to regulations adopted by the Commission.

4. A license to teach secondary education, which authorizes the holder to teach in his or her major or minor field of preparation or in both fields in any secondary school. He or she may teach only in these fields unless an exception is approved pursuant to regulations adopted by the Commission.





5. A license to teach special education, which authorizes the holder to teach pupils with disabilities or gifted and talented pupils, or both.

6. A special license, which authorizes the holder to teach or perform other educational functions in a school or program as designated in the license.

**Sec. 55.** NRS 391.0315 is hereby amended to read as follows:

391.0315 1. A person licensed to teach early childhood education, elementary education, middle school or junior high school education or secondary education in this State may apply for and the Superintendent of Public Instruction may issue to that person an additional license *or endorsement* to teach early childhood education, elementary education, middle school or junior high school education or secondary education, other than for teaching pupils with disabilities, which is outside the person's grade level of experience if the applicant meets the course work requirements, competency testing requirements and qualifications for the license ~~or~~ *or endorsement*.

2. A licensed teacher who applies for an additional license *or endorsement* pursuant to this section must not be required to participate in a program of student teaching as a condition for the issuance of the additional license *or endorsement* if the applicant has 3 years of verified teaching experience.

**Sec. 56.** NRS 391.730 is hereby amended to read as follows:

391.730 1. Except as otherwise provided in NRS 391.717, a postprobationary employee who receives an evaluation designating his or her overall performance as:

~~1.~~ (a) Ineffective; or

~~2.~~ (b) Developing during 1 year of the 2-year consecutive period and ineffective during the other year of the period,

↳ for 2 consecutive school years shall be deemed to be a probationary employee for the purposes of NRS 391.650 to 391.826, inclusive, and must serve an additional probationary period in accordance with the provisions of NRS 391.820.

*2. If a postprobationary employee who is deemed to be a probationary employee pursuant to this section receives an evaluation designating his or her overall performance as ineffective for 2 consecutive school years during the additional probationary period required by this section:*

*(a) The board of trustees of the school district may notify the employee in writing during the second or third school year of the employee's probationary period, in accordance with NRS 391.820, that the employee will not be reemployed for the third year of the probationary period or for the fourth school year as a postprobationary employee; or*



(b) *The superintendent of the school district may recommend the dismissal of the probationary employee to the board of trustees of the school district before the end of a contract year pursuant to NRS 391.822. If the superintendent makes such a recommendation, the postprobationary employee who is deemed to be a probationary employee pursuant to this section is entitled to notice and a hearing pursuant to NRS 391.824 and 391.826.*

3. *The Department shall provide support to a school district that, pursuant to subsection 2, does not reemploy or dismisses a postprobationary employee who is deemed to be a probationary employee pursuant to subsection 1. Such support may include, without limitation:*

(a) *Assistance in recruiting and hiring highly-qualified administrators to fill any resulting vacancies; and*

(b) *Access to leadership and instructional coaches to support school leadership in managing transitions and improving teaching practices.*

**Sec. 57.** Chapter 391A of NRS is hereby amended by adding thereto the provisions set forth as sections 58 to 61, inclusive, of this act.

**Sec. 58.** 1. *A school district and the governing body of a charter school shall ensure that a course of professional development training 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 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 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 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 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 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 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 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 and the percentage of such persons who have completed the course of professional development training, disaggregated by district;*



(b) A list of the approved providers of courses of professional development training 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 in the science of reading and the approval of providers of such courses.

**Sec. 59.** 1. The board of trustees of a school district or the sponsor of a charter school that satisfies the criteria set forth in subsection 2 may establish an incentive program to recognize and provide incentives to school administrators who demonstrate sustained high performance and contribute to measurable improvements in the academic achievement of pupils.

2. The board of trustees of a school district or the sponsor of a charter school is eligible to establish an incentive program pursuant to this section if the proportion of school administrators in the school district or the proportion of school administrators within the charter school or network of charter schools, as applicable, who receive an evaluation designating the administrator's performance as highly effective for 2 consecutive school years is 85 percent or less.

3. If a program is established by a board of trustees of a school district or a sponsor of a charter school pursuant to subsection 1 or subsection 1 of section 60 of this act:

(a) Money must be allocated to the board of trustees of the school district or local educational agency for the charter school, as applicable, from the Excellence in Education Account in the manner prescribed by section 17 of this act to pay incentives pursuant to the program;



(b) To the extent that the condition specified in subsection 4 of section 17 of this act has occurred to cause money to be transferred to the Excellence in Education Account in accordance with that subsection, any reserve funds of a public school operated by a school district which, pursuant to subsection 4 of NRS 388G.650, would be transferred to the Education Stabilization Account must instead be transferred from the public school to the school district and used by the school district to pay incentives pursuant to the program; and

(c) Any unrestricted reserve funds of the charter schools within the network of charter schools of the sponsor must be transferred to the local educational agency for the charter schools to pay incentives pursuant to the program.

↳ The money described in this section must be allocated equitably among school administrators and teachers who qualify for an incentive pursuant to a program established pursuant to this section or section 60 of this act, as applicable.

4. If a program is established pursuant to subsection 1, the board of trustees of a school district or the sponsor of a charter school may make a one-time incentive payment to a school administrator who receives an evaluation designating the administrator's performance as highly effective in each of the 5 years preceding the administrator's 6th, 12th or 18th anniversary as a school administrator. The amount of the incentive payment to a school administrator who qualifies pursuant to this section may not be more than 10 percent of the annual base salary of the school administrator on the anniversary date on which the school administrator qualifies for the incentive. In addition to the incentive payment authorized by this section, a program established pursuant to this section may include, without limitation, the following components:

(a) Career leadership advancement options to maximize the retention of administrators;

(b) Professional development;

(c) Recognition of a school administrator by the Governor or the Department, or both; and

(d) Consideration of the school administrator for participation as a mentor for other school administrators.

5. The Department may adopt regulations for the effective implementation of a program established pursuant to this section, including, without limitation, guidelines for administering and distributing funds pursuant to the program.

6. On or before February 1 of each odd-numbered year, the Department shall:



(a) Prepare a report detailing the number of recipients of an incentive payment made pursuant to this section, the amounts of incentives paid and the measurable outcomes achieved through programs established pursuant to this section; and

(b) Submit the report to the Governor and the Director of the Legislative Counsel Bureau for transmittal to the next session of the Legislature.

**Sec. 60.** 1. The board of trustees of a school district or the sponsor of a charter school that satisfies the criteria set forth in subsection 2 may establish an incentive program to recognize and provide incentives to teachers who demonstrate sustained high performance and contribute to measurable improvements in the academic achievement of pupils.

2. The board of trustees of a school district or the sponsor of a charter school is eligible to establish an incentive program pursuant to this section if the proportion of teachers in the school district or the proportion of teachers within the charter school or network of charter schools, as applicable, who receive an evaluation designating the teacher's performance as highly effective for 2 consecutive school years is 85 percent or less.

3. If a program is established by the board of trustees of a school district or a sponsor of a charter school pursuant to subsection 1 or subsection 1 of section 59 of this act:

(a) Money must be allocated to the board of trustees of the school district or local educational agency for the charter school, as applicable, from the Excellence in Education Account in the manner prescribed by section 17 of this act to pay incentives pursuant to the program;

(b) To the extent that the condition specified in subsection 4 of section 17 of this act has occurred to cause money to be transferred to the Excellence in Education Account in accordance with that subsection, any reserve funds of a public school operated by a school district which, pursuant to subsection 4 of NRS 388G.650, would be transferred to the Education Stabilization Account must instead be transferred from the public school to the school district and used by the school district to pay incentives pursuant to the program; and

(c) Any unrestricted reserve funds of the charter schools within the network of charter schools of the sponsor must be transferred to the local educational agency for the charter schools to pay incentives pursuant to the program.

↪ The money described in this section must be allocated equitably among school administrators and teachers who qualify for an incentive pursuant to a program established pursuant to this section or section 59 of this act, as applicable.



4. If a program is established pursuant to this section, the board of trustees of a school district or the sponsor of a charter school may make a one-time incentive payment to a teacher who receives an evaluation designating the teacher's performance as highly effective in each of the 3 years preceding the teacher's 4th, 8th, 12th or 16th anniversary as a teacher. The amount of the incentive payment to a teacher who qualifies pursuant to this section may not be more than 10 percent of the annual base salary of the teacher on the anniversary date on which the teacher qualifies for the incentive. In addition to the incentive payment pursuant to this section, a program established pursuant to this section may include, without limitation, the following components:

- (a) Professional development;
- (b) Recognition of a teacher by the Governor or the Department, or both; and
- (c) Consideration of the teacher for participation as a mentor for other teachers.

5. The Department may adopt regulations for the effective implementation of a program established pursuant to this section, including, without limitation, guidelines for administering and distributing funds pursuant to the program.

6. On or before February 1 of each odd-numbered year, the Department shall:

- (a) Prepare a report detailing the number of recipients of an incentive payment made pursuant to this section, the amounts of incentives paid and the measurable outcomes achieved through programs established pursuant to this section; and
- (b) Submit the report to the Governor and the Director of the Legislative Counsel Bureau for transmittal to the next session of the Legislature.

**Sec. 61.** 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 of Education.

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 sections 28 to 36, inclusive, of this act.

(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 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. 62.** 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 pursuant to NRS 391A.175, each regional training program shall provide:

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

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

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

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

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

*(5) Whole school improvement and turnaround options described in sections 28 to 36, inclusive, of this act.*

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



- (1) ~~{Phonemic}~~ *Phonological and phonemic* awareness;
- (2) ~~{Phonics;}~~ *Decoding;*
- (3) Vocabulary;
- (4) Fluency; *and*
- (5) Comprehension . ~~{; and~~
- ~~(6) Motivation.}~~

(c) Training for administrators who conduct the evaluations required pursuant to NRS 391.685, 391.690, 391.705 and 391.710 relating to the manner in which such evaluations are conducted. Such training must be developed in consultation with the Teachers and Leaders 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) Training for teachers and paraprofessionals on working with parent liaisons in public schools to carry out strategies and practices for effective parental involvement and family engagement.



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

2. The training required pursuant to subsection 1 must:

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

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

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

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

(2) Pupils who are English learners.

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

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

(b) Fundamental reading skills; and

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

5. A regional training program may contract with the board of trustees of a school district 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. To the extent money is available from legislative appropriation or otherwise, a regional training program may provide training to paraprofessionals.

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

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



1       **Sec. 63.** NRS 391A.175 is hereby amended to read as follows:  
2       391A.175 1. The governing body of each regional training  
3 program shall:

4       (a) ~~[Adopt]~~ *In collaboration with the Department, adopt* a  
5 training model, taking into consideration other model programs,  
6 including, without limitation, the program used by the Geographic  
7 Alliance in Nevada.

8       (b) Assess the training needs of teachers and administrators who  
9 are employed by the school districts within the primary jurisdiction  
10 of the regional training program and adopt priorities of training for  
11 the program based upon the assessment of needs. The board of  
12 trustees of each such school district may submit recommendations to  
13 the appropriate governing body for the types of training that should  
14 be offered by the regional training program.

15       (c) In making the assessment required by paragraph (b) and as  
16 deemed necessary by the governing body, review the plans to  
17 improve the achievement of pupils prepared pursuant to NRS  
18 385A.650 for individual schools within the primary jurisdiction of  
19 the regional training program.

20       (d) Prepare a 5-year plan for the regional training program for  
21 review by the Statewide Council, which includes, without  
22 limitation:

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

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

30       ➤ The governing body shall incorporate into the 5-year plan any  
31 revisions recommended by the Statewide Council.

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

36       (f) *Ensure that the staff of the regional training program*  
37 *assists in developing and providing training in whole school*  
38 *improvement efforts throughout this State.*

39       2. The Department, the Nevada System of Higher Education  
40 and the board of trustees of a school district may request the  
41 governing body of the regional training program that serves the  
42 school district to provide training, participate in a program or  
43 otherwise perform a service that is in addition to the duties of the  
44 regional training program that are set forth in the plan adopted  
45 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.

**Sec. 64.** Chapter 394 of NRS is hereby amended by adding thereto a new section to read as follows:

*1. A school employee is immune from both criminal and civil liability for actions taken in good faith to intervene in physical altercations, fights or other incidents that pose an imminent risk to the safety of pupils, other school employees and persons in proximity to the altercation, fight or incident, provided that:*

*(a) The school employee is acting within the course and scope of his or her employment and within the course and scope of his or her role in maintaining order, discipline or the safety of pupils;*

*(b) The actions of the school employee are consistent with federal, state and local laws and the policies of the school district employing the school employee or the school at which the school employee is employed relating to the maintenance of safety and discipline; and*

*(c) Any harm caused by the intervention was not the result of:*

*(1) Willful or intentional misconduct;*

*(2) Gross negligence;*

*(3) Reckless misconduct; or*

*(4) A conscious, flagrant indifference to the rights or safety of the person harmed.*

*2. If any school employee intervenes in a fight or altercation involving a pupil, the school employee shall report the incident to school administration as soon as practicable and in accordance with the policies and protocols established by the school employing the school employee.*

*3. Each school shall maintain a record of reports received pursuant to subsection 2 and use these records only to assess the need for additional training, support or policy adjustments to improve school safety practices.*

*4. As used in this section:*

*(a) "Intervene" or "intervention" means taking any physical or verbal action to prevent, separate or otherwise manage pupils in a manner designed to avoid imminent harm to pupils, school employees or others in proximity to the area where such actions are taken.*

*(b) "School employee" means a licensed or unlicensed person who is employed by a private school.*



**Sec. 65.** Chapter 396 of NRS is hereby amended by adding thereto a new section to read as follows:

*The Board of Regents may require each institution within the System that offers a program of study to satisfy the educational requirements for a license to teach elementary school to collaborate with the Department and the Commission on Professional Standards in Education to develop within the program of study a course of instruction in foundational literacy skills that satisfies the requirements adopted pursuant to paragraph (d) of subsection 1 of NRS 391.019 to qualify for an endorsement to teach kindergarten and grades 1, 2 and 3.*

**Sec. 66.** 1. There is hereby appropriated from the State General Fund to the State Treasurer for the purpose of carrying out the Nevada Integrity in Academic Funding Program established pursuant to section 38 of this act the following sums:

For the Fiscal Year 2025-2026.....	\$425,000
For the Fiscal Year 2026-2027.....	\$425,000

2. The sums appropriated by subsection 1 are available for either fiscal year. Any remaining balance of those sums must not be committed for expenditure after June 30, 2027, by the entity to which the appropriation is made or any entity to which money from the appropriation is granted or otherwise transferred in any manner, and any portion of the appropriated money remaining must not be spent for any purpose after September 17, 2027, by either the entity to which the money was appropriated or the entity to which the money was subsequently granted or transferred, and must be reverted to the State General Fund on or before September 17, 2027.

**Sec. 67.** 1. There is hereby appropriated from the State General Fund to the Department of Education for the purpose of carrying out the provisions of section 42 of this act the following sums:

For the Fiscal Year 2025-2026.....	\$1,000,000
For the Fiscal Year 2026-2027.....	\$1,000,000

2. The sums appropriated by subsection 1 are available for either fiscal year. Any remaining balance of those sums must not be committed for expenditure after June 30, 2027, by the entity to which the appropriation is made or any entity to which money from the appropriation is granted or otherwise transferred in any manner, and any portion of the appropriated money remaining must not be spent for any purpose after September 17, 2027, by either the entity to which the money was appropriated or the entity to which the money was subsequently granted or transferred, and must be reverted to the State General Fund on or before September 17, 2027.





**Sec. 68.** 1. There is hereby appropriated from the State General Fund to the Department of Education for the purpose of carrying out the provisions of this act the following sums:

For the Fiscal Year 2025-2026..... \$4,000,000

For the Fiscal Year 2026-2027..... \$4,000,000

2. The sums appropriated by subsection 1 are available for either fiscal year. Any remaining balance of those sums must not be committed for expenditure after June 30, 2027, by the entity to which the appropriation is made or any entity to which money from the appropriation is granted or otherwise transferred in any manner, and any portion of the appropriated money remaining must not be spent for any purpose after September 17, 2027, by either the entity to which the money was appropriated or the entity to which the money was subsequently granted or transferred, and must be reverted to the State General Fund on or before September 17, 2027.

**Sec. 69.** The provisions of subsection 1 of NRS 218D.380 do not apply to any provision of this act which adds or revises a requirement to submit a report to the Legislature.

**Sec. 70.** The provisions of NRS 354.599 do not apply to any additional expenses of a local government that are related to the provisions of this act.

**Sec. 71.** 1. This section becomes effective upon passage and approval.

2. Sections 1 to 65, inclusive, 69 and 70 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, 2026, for all other purposes.

3. Sections 66, 67 and 68 of this act become effective on July 1, 2025.

4. Section 42 of this act expires by limitation on June 30, 2029.



