

**“Cliff’s Notes”—Abbreviated List of 2017 Session Key Bills for Board of Trustees’ Consideration**  
**Nevada Association of School Boards**

**ACCOUNTABILITY, ASSESSMENT, and SCHOOL IMPROVEMENT**

<p><b>AB7</b></p> 	<p>This bill revises certain references and terms in conformance with revisions to federal law; revising requirements for a plan to improve the achievement of pupils enrolled in a public school; repealing provisions requiring certain schools to carry out a process for peer review of a plan to improve the achievement of pupils enrolled in a school in accordance with federal law; requiring the State Board of Education to establish criteria for assessments that may be used to determine pupil achievement; revising provisions governing the count of pupils for purposes of calculating basic support; requiring the State Board to adopt regulations regarding end-of-course finals; revising the requirements for receipt of a standard high school diploma; providing for the creation of a college and career ready high school diploma; requiring a public awareness campaign concerning high school diplomas and endorsements to be conducted to the extent that money is available; revising provisions governing the annual reports of accountability prepared by the State Board and each school district; revising provisions governing evaluations of the overall performance of teachers and paraprofessionals; and providing other matters properly relating thereto.</p> <p>In 2015, Congress passed the Every Student Succeeds Act of 2015, which replaced the No Child Left Behind Act of 2001 and was a significant reauthorization of the Elementary and Secondary Education Act of 1965. (20 U.S.C. §§ 6301 et seq.) <b>Sections 6, 7, 56, 58, 75 and 76</b> of this bill replace references to the No Child Left Behind Act of 2001 with references to the Every Student Succeeds Act of 2015. <b>Sections 2, 32, 38, 43, 71 and 72</b> revise references to federal law to conform to changes made in the Every Student Succeeds Act of 2015. <b>Sections 1, 2, 4, 5, 11, 15, 16, 19-21, 23, 24, 26-29, 31, 33, 35, 39, 55, 56, 71, 73, 74 and 77-82</b> of this bill</p>	<p>Existing law requires the statewide performance evaluation system used to evaluate a public school employee’s overall performance to include a process for peer evaluations of teachers by qualified educational personnel. (NRS 391.465) <b>Section 41.3</b> of this bill requires the State Board to adopt regulations regarding end-of-course finals and the courses for which such finals may be administered.</p> <p>Existing law requires the State Board to adopt regulations that prescribe the criteria for receipt of a standard high school diploma. (NRS 390.600) <b>Section 52</b> of this bill removes the requirement that the regulations require a pupil to pass certain end-of-course examinations to receive a standard high school diploma.</p> <p><b>Section 41.5</b> of this bill requires the State Board to adopt regulations that prescribe the criteria for a pupil to receive a college and career ready high school diploma, which must include requirements that the pupil: (1) satisfy the criteria for receipt of a standard high school diploma; and (2) obtain a college-ready endorsement or a career-ready endorsement. <b>Section 41.5</b> also requires the State Board to: (1) adopt regulations prescribing the criteria for a pupil to obtain each endorsement; (2) annually review and, if necessary, revise the regulations adopted relating to the college and career ready high school diploma; and (3) provide incentive grants and certain reimbursements relating to the college and career ready high school diploma, to the extent that money is available for this purpose.</p> <p>Finally, <b>section 41.5</b> provides that a college and career ready high school diploma confers all the same rights, privileges and benefits as a standard high school diploma.</p> <p><b>Section 41.7</b> of this bill requires the Department of Education, to the extent that money is available, to conduct a public awareness campaign to inform certain persons of the types of diplomas and endorsements on a diploma a pupil may receive upon graduation from high school and the criteria for obtaining such diplomas or endorsements.</p> <p><b>Section 66</b> of this bill requires the statewide performance evaluation system to include a process for peer observations, instead of peer evaluations. <b>Sections 65.5 and 66.5</b> of this bill make conforming changes.</p> <p>Existing law requires the State Board to designate the assessments that may be used by a school district to determine pupil achievement. (NRS 391.465) <b>Section 66</b> of this bill instead requires: (1) the State Board to establish the criteria for the assessments that may be used by a school district; and (2) the board of trustees of a school district to select assessments that meet the criteria established by the State Board to determine pupil achievement.</p> <p>Existing law requires the State Board to select a college and career readiness assessment for administration to pupils enrolled in grade 11 in public schools. (NRS 390.610) <b>Section 53</b> of this bill provides that the results of a pupil on this assessment may be used in determining whether the pupil satisfies the requirements for receipt of a college and career ready high school diploma.</p> <p><b>Section 53</b> also requires the State Board to adopt regulations prescribing the manner in which a school district or charter school that enrolls pupils at a high school grade level is required to use the results of this</p>
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	<p>revise terminology to conform with the revisions to the federal law.</p>	<p>assessment to inform the instruction provided to pupils enrolled in grade 12.</p> <p>Existing law requires teachers and administrators to receive certain evaluations that are based in part upon a certain number of observations of the teacher or administrator. (NRS 391.685, 391.690, 391.705, 391.710) <b>Sections 67-68.5</b> of this bill require such evaluations to be based on a certain number of observation cycles of each teacher and administrator.</p> <p>Existing law requires the board of trustees of each school district to prepare an annual report of accountability concerning the educational goals and objectives of the school district. (385A.070) Existing law also requires the State Board to prepare a single annual report of accountability for all public schools in the State that includes certain information. (NRS 385A.400) <b>Sections 9 and 13</b> of this bill revise the contents of such annual reports of accountability and require the reports to include certain information concerning educational personnel.</p> <p><b>Sections 1 to 77, inclusive, 81, 82 and 83 of this bill become effective on July 1, 2017. Sections 28 and 29 expire by limitation on June 30, 2019. Sections 78, 79 and 80 become effective on July 1, 2019.</b></p> <p><b>NASB will represent local boards of trustees during meetings of the State Board where regulations are discussed.</b></p> <p><b>A number of the sections of AB7 may necessitate the board of trustees to reconsider its existing policies and practices with regard to student assessment, educator observation and evaluation, and accountability reporting.</b></p> <p><b>It is the responsibility of the board of trustees through the superintendent to ensure that student assessments, educator observation and evaluation, and data elements as specified by the State Board are collected for accountability reporting purposes and submitted to the Nevada Department of Education as directed.</b></p>
<p><b>AB67</b></p>	<p>This bill prescribes the criteria for receipt of a standard high school diploma for a pupil with a disability; prescribing the criteria for receipt of an alternative diploma for a pupil with a significant cognitive disability; and providing other matters properly relating thereto.</p>	<p>Boards will want to become familiar with the provisions of AB67 and the specific ways that it may impact students with disabilities in their school districts.</p>
<p><b>SB303</b></p>	<p>This bill requires the Department of Education to generate and carry out a plan for auditing the assessments conducted to monitor the performance of pupils and schools in the public school system in this State; requiring the plan to comply with the grant application process set forth in applicable federal law; making an appropriation; and providing other matters properly relating thereto.</p>	<p>The board of trustees working collaboratively with the superintendent and other district staff will want to ensure that information about the assessment tools and examinations used to monitor the performance of students in the district are submitted to the Department of Education in compliance with the audit described in SB303 in accordance with the timeline adopted by the Department.</p>

**SB322**



This bill authorizes a public high school to require each pupil, with certain exceptions, to take an examination in civics; requiring, at a later date, each public high school to require each pupil, with certain exceptions, to take such an examination as a requirement for graduation from high school; and providing other matters properly relating thereto.

Under existing law, a pupil is generally not entitled to graduate from a public high school without passing a course in American government. (NRS 389.054, 389.077)

**Section 2** of this bill authorizes a public high school to require, with certain exceptions, that every pupil in the public high school take an examination containing a number of questions, determined by the public high school, which are identical to the civics portion of the naturalization test adopted by the United States Citizenship and Immigration Services of the Department of Homeland Security.

**Section 3 of this bill requires each public high school to administer such an examination having no fewer than 50 items and requires, with certain exceptions, a pupil to take and pass such an examination to receive a certificate or diploma of graduation.**

**Except as otherwise provided in subsection 4, no pupil in any public high school may receive a certificate or diploma of graduation without having taken and passed the examination described in subsection 1 of the bill.**

**Sections 1 and 2 of this bill become effective on July 1, 2018. Section 3 becomes effective on July 1, 2019.**

**The board of trustees working collaboratively with the superintendent and other district staff as appropriate will want to develop new policy and/or regulation to address the requirements of SB322 in order to meet the timeline mandating the administration of the examination effective July 1, 2019. Students and their parents or guardians will need to be informed about this new graduation requirement.**

**This proposal has been introduced in a number of states by an organization known as the Civics Education Initiative which is itself "a project of the Joe Foss Institute as part of its continuing efforts to promote an appreciation for America's freedoms, public service, patriotism and integrity."**

**The test proposed is based on the premise that "too few citizens know and understand basic American civics—how our government works and who we are as a nation. For example, according to the Pew Research Center, only about one-third of Americans can name the three branches of government, much less say what each does."**

**On the test mentioned in this bill, there are 100 civics questions that cover various topics in U.S. history, constitution and government. For high school graduation as described in SB322, the test will be comprised of 50 of the 100 items on the naturalization test.**

**Arizona became the first state requiring students to pass the civics test before high school graduation. The Civics Education Initiative has as its goal the enactment of legislation in all 50 states by September 17th 2017 – the 230th anniversary of the US Constitution.**

**These ten states have already passed the requirement.**

- Arizona
- Idaho
- North Dakota
- South Dakota
- Tennessee
- Utah
- Louisiana

		<ul style="list-style-type: none"> <li>• Wisconsin</li> <li>• South Carolina</li> <li>• Nevada</li> </ul> <p>Fifty-seven of the 100 questions are focused on the principals of American democracy system of government, rights and responsibilities. Thirty questions focus on American History covering topics from the colonial period to the past few decades. Thirteen questions focus on civics including geography, holidays, and national symbols.</p>
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**BULLYING AND SCHOOL SAFETY**

<b>AB85</b> 	<p>This bill makes mandatory instruction in cardiopulmonary resuscitation and the use of an automated external defibrillator provided by certain public schools and private schools; and providing other matters properly relating thereto.</p>	<p>Existing law requires instruction in certain cardio-pulmonary resuscitation techniques and the use of an automated external defibrillator to be provided, to the extent money is available, as part of a course of study in health taught to pupils in public middle schools, junior high schools and high schools. (NRS 389.021)</p> <p>Existing law similarly requires such a course of study to be provided at a private secondary school to the extent that money is available for that purpose.</p> <p><b>Sections 1 and 2</b> of this bill remove the condition that money is available for that purpose to make such instruction mandatory in those public and private schools. <b>Section 2</b> of this bill extends this requirement to private schools.</p> <p><b>This bill becomes effective on July 1, 2017.</b>  <b>It is the responsibility of the board of trustees through the superintendent to ensure that this mandatory instruction is implemented in the course of study in health The board of trustees may collaborate with other entities to assist in the provision of this instruction.</b></p>
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<b>AB127</b> 	<p>This bill requires school districts in certain counties to appoint an emergency manager; requiring boards of trustees of school districts and governing bodies of charter schools to consult with certain persons and entities before constructing, expanding or remodeling buildings for schools or related facilities or acquiring sites for those purposes; requiring the Department of Education to conduct an annual conference regarding safety in public schools; requiring the State Public Charter School Authority to annually discuss safety in charter schools at a meeting, workshop or conference; requiring the Department, to the extent that money is available, to make block grants to provide certain mental health workers in public schools; revising provisions governing the development and contents of a plan to respond to a crisis or an emergency in a school; revising provisions governing emergency drills in schools; and providing other matters properly relating thereto.</p>	<p><b>Section 4</b> of this bill requires each school district in a county whose population is 100,000 or more (currently Clark and Washoe Counties) to designate an employee to serve as an emergency manager, whose duties are defined in that section.</p> <p><b>Section 5</b> of this bill requires the board of trustees of each school district and the governing body of each charter school to consult with the emergency manager, the chief of school police or his or her designee, or the Division of Emergency Management of the Department of Public Safety, as applicable, before: (1) designing, constructing or purchasing new school buildings or related facilities; (2) enlarging, remodeling or renovating existing school buildings or related facilities; or (3) acquiring sites for building schools or related facilities.</p> <p><b>Section 6</b> of this bill requires the Department of Education to coordinate with the Division of Emergency Management, any emergency manager, any chief of police of a school district that has police officers and any school resource officer to conduct an annual conference regarding safety in public schools. <b>Section 6</b> additionally requires the board of trustees of each school district to designate certain persons to attend this conference and authorizes certain other persons to attend the conference.</p> <p><b>Section 2</b> of this bill defines "lockdown" for these purposes. Existing law also requires the board of trustees of a school district and the governing body of a charter school to establish a development committee to develop a plan to be used by each public school of the school district or the charter school, as applicable, in responding to a crisis or an emergency and requires the development committee to consult with certain persons and entities when developing the plan. (NRS 388.241, 388.243)</p>
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<p><b>AB292</b></p> 	<p>This bill requires the principal of a public school to submit a monthly report to his or her direct supervisor that includes certain information relating to reports of bullying or cyber-bullying; requiring the direct supervisor of a principal to report certain information relating to reports of bullying or cyber-bullying to the Office for a Safe and Respectful Learning Environment each quarter; revising provisions relating to the notification of the parents or guardians of the pupils involved in a reported incident of bullying or cyber-bullying; requiring the board of trustees of a school district to reassign a pupil who is a victim of bullying or cyber-bullying to a different school upon request of the parent or guardian of the pupil; and providing other matters properly relating thereto.</p>	<p><b>This bill requires the board of trustees of the school district in which a pupil is enrolled to assign a pupil who is the victim of bullying or cyber-bullying to a different school upon the request of the parent or guardian of the pupil.</b></p> <p>This bill also requires a principal or designee to submit a monthly report to the direct supervisor of the principal that includes the number of: (1) reports received concerning incidents of bullying or cyber-bullying; (2) times in which a violation is found to have occurred; and (3) times in which no violation is found to have occurred.</p> <p>This bill also requires the direct supervisor of a principal to submit a quarterly report containing this information to the Office for a Safe and Respectful Learning Environment.</p> <p><b>This bill revises the time by which notification must be provided to the parents or guardians so that such notice is provided before the school's administrative office closes on: (1) the school day of the day on which the bullying or cyber-bullying is reported, if that day is a school day; or (2) the school day following the day on which the bullying or cyber-bullying is reported, if that day is not a school day.</b></p>

		<p><b>This bill becomes effective on July 1, 2017.</b></p> <p><b>The board of trustees will want to revisit its policies and regulations regarding bullying and cyber-bullying to ensure that the new or revised elements included in AB292 are reflected in school district policy and regulation.</b></p> <p><b>Working through the superintendent, the board will want to ensure that school administrators are trained in providing the required report and that protocols are established for submitting the report and that the reports are submitted to the Office for a Safe and Respectful Learning Environment in compliance with Department guidance.</b></p> <p><b>Changes may also be required in existing protocols for notifying parents or guardians in compliance with AB292.</b></p>
<p><b>AB305</b></p> 	<p>This bill requires each public school and private school to display a poster featuring the toll-free telephone number for a child abuse or neglect hotline; authorizing each public school and private school to promote the toll-free telephone number for a child abuse or neglect hotline through social media and other electronic means; requiring the Division of Child and Family Services of the Department of Health and Human Services to design and distribute the poster to the boards of trustees of school districts, the governing bodies of charter schools and the governing bodies of private schools for posting at the schools; and providing other matters properly relating thereto.</p>	<p><b>Section 2</b> of this bill requires the Division of Child and Family Services of the Department of Health and Human Services to design and distribute to school districts, charter schools and private schools a poster which prominently displays the toll-free telephone number for the child abuse or neglect hotline and prescribes the requirements for the content of the poster.</p> <p><b>Section 1 of this bill requires the board of trustees of each school district and the governing body of each charter school to ensure that every public school conspicuously displays the poster in an area that is frequently and easily accessed by pupils.</b></p> <p><b>Sections 1 and 1.5 authorize the board of trustees of each school district, the governing body of each charter school and the governing body of each private school to promote the toll-free telephone number for a child abuse or neglect hotline through electronic means, including social media.</b></p> <p><b>This bill becomes effective upon passage and approval for the purpose of adopting regulations and performing any other administrative tasks that are necessary to carry out the provisions of this bill and on July 1, 2017, for all other purposes.</b></p> <p><b>The board of trustees working through the superintendent will want to ensure that the posters as described in AB305 are conspicuously displayed and that the toll-free telephone number for reporting child abuse or neglect is prominently displayed in other ways.</b></p>
<p><b>SB212</b></p> 	<p>This bill expands the scope of the Safe-to-Tell Program; requiring the appointment of a team at each public school to receive reports from the Program; providing immunity from civil liability to such a team and its members; providing for the establishment of a support center to receive reports to the Program; requiring the Director of the Office for a Safe and Respectful Learning Environment of the Department of Education to provide certain training; requiring that certain plans used by schools in responding to a crisis or emergency include procedures for responding to a suicide of certain persons; authorizing a provider of mental health services to provide services to a</p>	<p>Existing law requires the Director of the Office for a Safe and Respectful Learning Environment of the Department of Education to establish the Safe-to-Tell Program. The Program enables any person to report anonymously to the Program any dangerous, violent or unlawful activity which occurs or is threatened on school property, at an activity sponsored by a public school or on a school bus. (NRS 388.1455)</p> <p><b>Sections 10 and 11</b> of this bill additionally allow a person to report to the Program any such activity which is conducted or threatened by a pupil who is enrolled at a public school.</p> <p><b>Section 4 of this bill requires the appointment of a team of at least 3 members of the staff of each public school in this State to receive notice of any report submitted to the Program concerning the school. Section 4 also requires this team to include: (1) a school counselor, psychologist, social worker or similar person, if the school employs such a person on a full-time basis; and (2) a school administrator.</b></p>

school after a crisis, emergency or such a suicide; and providing other matters properly relating thereto.

**Section 11 requires that information reported to the Program be promptly forwarded to the members of such a team, law enforcement agencies and certain other persons.**

**Section 11** also requires the Director to provide to each member of such a team training concerning the appropriate response to such a report.

**Section 4.5** of this bill provides civil immunity to the team and the members of the team for any act or omission relating to the duties required pursuant to **Section 4** of this bill.

**Section 11** requires the Director to establish and operate a support center, which includes, without limitation, a hotline, Internet website, mobile telephone application and text messaging application, or to enter into an agreement with a qualified organization to operate the support center, which includes, without limitation, a hotline, Internet website, mobile telephone application and text messaging application.

**Section 4 requires the board of trustees of a school district or the governing body of a charter school to ensure that the telephone number of the hotline is: (1) printed on the back of each identification card provided to a pupil or member of the staff of a public school; and (2) posted in a conspicuous manner in certain locations around the school.**

**Section 5** of this bill establishes requirements concerning the operation of the support center.

**Section 11 requires the Director to provide to teachers, pupils, family members and certain other persons training concerning the procedure for making a report and collaborating to prevent dangerous, violent or unlawful activity.**

Existing law requires the board of trustees of a school district or the governing body of a charter school or a private school to establish a committee to develop a plan for schools in the school district or the charter school, as applicable, to use in responding to a crisis or emergency. (NRS 388.241, 388.243, 394.1685, 394.1687)

**Sections 14 and 27 of this bill require such a plan to also include provisions for making counseling and other services available to pupils after a crisis, emergency or suicide of a pupil, teacher or other member of the community of a school.**

**Additionally, sections 14 and 27 require the committee, in developing such a plan, to conduct a survey of the resources, including counseling, that could be made available to assist with recovery from a crisis, emergency or suicide.**

Existing law requires the Department to develop a model plan for the management of a crisis or emergency. (NRS 388.253)

**Section 18 of this bill requires the model plan to include procedures for providing pupils and staff with access to counseling and other resources after a crisis, emergency or suicide.**

Existing law requires the principal of a public or private school or his or her designated representative to contact all appropriate local agencies to respond to a crisis or emergency. (NRS 388.257, 394.1687)

**Sections 20 and 28** of this bill: (1) require the principal or his or her representative to also contact appropriate local agencies if a pupil, teacher or other member of the school community commits suicide; and (2) requires the local agencies contacted to include a provider of mental health services which is operated by a state or local agency.

		<p><b>Section 31</b> of this bill authorizes an agency which provides child welfare services to provide counseling and other services to pupils and staff upon being contacted by the principal or his or her designated representative after a crisis, emergency or suicide.</p> <p><b>This bill becomes effective on July 1, 2017.</b></p> <p><b>This bill extends the protocols for the Safe to Tell Program adopted during the 2015 Session. The legislative intent is to ensure that there is a central call center to receive information communicated anonymously regarding threats of suicide, abuse, violence, human trafficking, etc.</b></p> <p><b>The board of trustees is responsible for ensuring that each school has a plan to respond to a crisis or emergency including procedures for responding to a suicide. Local agencies are authorized to provide mental health services upon the request of the principal or his designee after a crisis, emergency, or suicide. Training will be provided to school teams appointed to handle communications received about threats of violence, etc. at that school site.</b></p>
<p><b>SB221</b></p>	<p>This bill requires the model plan developed for the management of a crisis or an emergency that involves a public school to include a procedure for evacuating pupils and employees of a charter school to an identified public school if necessary during a crisis or emergency; requiring a charter school to indemnify a school district to which it evacuates during a crisis or emergency; and providing other matters properly relating thereto.</p>	<p>Each board of trustees having a charter school in its school district must act to ensure that a public school has been designated for purposes of evacuation of the charter. The entity sponsoring the charter school is irrelevant to this designation.</p>
<p><b>SB225</b></p> 	<p>This bill clarifies that the prohibition on bullying and cyber-bullying applies to all public schools in this State, including charter schools; authorizing a private school to comply with anti-bullying provisions; providing that certain requirements relating to reported incidents of bullying or cyber-bullying do not apply to pupils in prekindergarten, certain employees of a school or school district and certain adults; authorizing an administrator of a school to defer an investigation relating to bullying or cyberbullying in certain circumstances; requiring certain training concerning the needs of persons with diverse gender identities or expressions and the needs of pupils with disabilities or autism spectrum disorders; and providing other matters properly relating thereto.</p>	<p>Existing law requires the Department of Education to prescribe a policy for all school districts and public schools to provide a safe and respectful learning environment and prohibits bullying and cyber-bullying. (NRS 388.133) Existing law also requires the board of trustees of each school district to adopt the policy prescribed by the Department and provide for the training of members of the board of trustees and certain other personnel employed by the board of trustees in accordance with such policies. (NRS 388.134) <b>This bill clarifies that the prohibition on bullying and cyber-bullying applies to all public schools, including, without limitation, charter schools.</b></p> <p><b>Sections 9 and 12 of this bill require the policy prescribed by the Department for schools in this State to provide a safe and respectful learning environment to include training concerning the needs of: (1) persons with diverse gender identities or expressions; and (2) pupils with disabilities and pupils with autism spectrum disorders.</b></p> <p><b>Section 10</b> of this bill clarifies that all public schools, including charter schools, are required to adopt the policy prescribed by the Department and provide for the training of certain persons who are responsible for the operation of the school and certain employees.</p> <p><b>Section 13 of this bill clarifies that all public schools, including charter schools, are required to establish such a school safety team.</b></p> <p>Existing law prohibits a member of the board of trustees of a school district and any employee of the board of trustees from engaging in bullying or cyber-bullying on the premises of any public school, at an activity sponsored by a public school or on any school bus and requires a principal or his or her designee who receives a report of bullying or cyber-bullying to: (1) conduct an investigation into the report; (2) complete</p>

		<p>the investigation within a prescribed period of time; and (3) take certain other action relating to the reported incident. (NRS 388.135, 388.1351)</p> <p><b>Section 16 of this bill provides a principal or designee with 1 additional school day to complete the investigation if extenuating circumstances prevent him or her from completing the investigation within the prescribed period of time.</b></p> <p><b>Section 4.5</b> of this bill provides that these requirements are not applicable to a report of bullying or cyber-bullying by: (1) a pupil who is enrolled in prekindergarten under certain circumstances; (2) an employee of a school or school district against another employee of a school or school district; or (3) an adult who is not a pupil or employee of a school or school district against another such adult.</p> <p><b>Section 4.5 authorizes the administrator or his or her designee to defer an investigation of an alleged incident of bullying or cyber-bullying if a law enforcement agency is investigating the potential crime. If such an investigation is deferred, Section 4.5 requires the administrator or his or her designee to: (1) develop a plan to protect the safety of each pupil involved in the reported incident; and (2) provide the parents or guardians of each pupil involved in the reported incident with any information available regarding the projected date for completion of the investigation by the law enforcement agency.</b></p> <p><b>This bill becomes effective on July 1, 2017.</b></p> <p><b>There is much to be done to comply with these new requirements. The board of trustees working through the superintendent and other district staff as appropriate will want to ensure that the pieces of SB225 involving investigation, notification of parents or guardians, etc. are fully implemented.</b></p>
<p><b>SB287</b></p> 	<p>This bill requires school employees and volunteers to report the abuse or neglect of a child and certain other prohibited acts; requiring an agency which provides child welfare services to investigate such a report and forward a substantiated report to the Statewide Central Registry for the Collection of Information Concerning the Abuse or Neglect of a Child; authorizing a person to appeal the substantiation of such a report; revising certain provisions concerning background checks conducted on certain educational personnel and volunteers; providing penalties; and providing other matters properly relating thereto.</p>	<p><b>Section 8 of this bill requires all employees of and volunteers for a public school or private school, regardless of whether they are licensed, to report the suspected abuse or neglect of a child by a person responsible for the child's welfare.</b></p> <p>Existing law makes it a misdemeanor or gross misdemeanor for a person who is required to report the suspected abuse or neglect of a child to knowingly and willfully fail to make such a report. (NRS 432B.240)  <b>This penalty also applies to the failure to report by an employee of or volunteer for a public school or private school as expanded by section 8 of this bill.</b></p> <p><b>Section 44 of this bill imposes an additional duty on an employee or volunteer at a public or private school to make a report within 24 hours if, in that capacity, he or she knows or has reasonable cause to believe that a child has been subjected to abuse or neglect, certain sexual conduct, luring or prohibited corporal punishment by another employee of or volunteer for a public school or private school.</b></p> <p><b>Section 44</b> requires: (1) a report concerning abuse or neglect, sexual conduct or luring to be made to an agency which provides child welfare services and a law enforcement agency; and (2) a report concerning prohibited corporal punishment to be made to a child welfare agency.</p> <p><b>Section 44</b> requires a child welfare agency to assess all allegations contained in any such report it receives and, if the agency deems appropriate, assign the matter for investigation.</p> <p><b>Section 44 also requires a school police officer who receives a report of an offense punishable as a category A felony to notify the local law enforcement agency having jurisdiction over the</b></p>

**school. If a law enforcement agency other than a school police officer receives a report of an offense punishable as a felony that: (1) allegedly occurred at a public school, at an activity sponsored by such a school or on a school bus while the school bus was being used by such a school for an official school-related purpose; and (2) involved a school employee or volunteer, the law enforcement agency must notify a school police officer if such an officer is employed in the school district.**

**Section 57 of this bill provides immunity from civil and criminal liability for a person who, in good faith, makes a report or takes certain action to investigate a report.**

**Sections 27, 28, 33, 34 and 60 of this bill additionally require: (1) volunteers at a public school and employees and volunteers at a private school to undergo background checks; and (2) a background check to be performed on each unlicensed employee and volunteer at least once every 5 years.**

**Section 21** of this bill requires the Central Repository to provide the results of such a background check to the appropriate superintendent, governing body or administrator immediately.

**Sections 27, 28, 31, 33, 34 and 60** of this bill also additionally require background checks performed on licensed and unlicensed educational personnel and volunteers to include information that may be available from the Central Registry or any equivalent registry maintained in another jurisdiction in which the person has resided within the immediately preceding 5 years.

**Sections 24, 27, 28, 31, 33, 34 and 60 of this bill authorize a school district, charter school, university school for profoundly gifted pupils or private school to: (1) cooperate with a law enforcement agency to obtain any available information on the background of an applicant, employee or volunteer; and (2) use information from the Central Registry in personnel decisions.**

**Sections 27, 28, 31, 33, 34 and 60** provide that the Superintendent of Public Instruction, the board of trustees of a school district, the governing body of a charter school, university school for profoundly gifted pupils or private school and the administrator of a private school cannot be held liable for any damages resulting from such action.

**Section 28** provides that any provision of a collective bargaining agreement that prohibits a school district, charter school or university school for profoundly gifted pupils from taking such action is void.

**This bill becomes effective on July 1, 2017.**

**The board of trustees working with the superintendent and appropriate district staff will want to ensure that unlicensed educational staff and school volunteers are aware of their responsibilities for reporting under the new requirements established by AB287.**

**In addition, the board of trustees will need to authorize training for these employees to ensure that reporting occurs in accordance with these requirements. In view of the potential for penalties, effective training becomes even more important.**

**Performing background checks on school volunteers will necessitate new board policy and/or regulation as well as protocols to ensure that such checks are conducted within the five year period mentioned in SB287.**

**The role of school police in this process may also require new policy and/or regulatory language.**

## EDUCATIONAL STAFF

<p><b>AB77</b></p> 	<p>This bill revises provisions governing the membership of the English Mastery Council; revising provisions concerning reporting and monitoring of criminal cases and actions taken pursuant to criminal convictions of certain charter school employees and applicants for employment; revising provisions relating to the suspension of a license to teach; revising provisions relating to the qualifications for the issuance of a license to teach middle school, junior high school education or secondary education; revising provisions relating to reciprocal licensure; providing that teachers and other educational personnel may obtain a license to teach pupils in a program of early childhood education; revising provisions governing the assignment of certain teachers and administrators; revising provisions governing the Commission on Professional Standards in Education; requiring that any cost associated with employing a substitute teacher while a teacher who is a member of certain councils or commissions attends meetings must be paid by certain persons or governmental entities; transferring, from the State Board of Education to the Commission on Professional Standards in Education, responsibility for prescribing standards for approval of a course of study or training offered by an educational institution to qualify a person to be a teacher or administrator or perform other educational functions...and other matters related thereto.</p>	<p>Existing law provides immunity from civil or criminal liability for any person who makes a report, causes or conducts an investigation, or submits information relating to a licensed employee who is arrested for or convicted of a crime. (NRS 391.059) <b>Section 7</b> of this bill extends this immunity from liability to every person who makes a report, causes or conducts an investigation or submits information relating to an unlicensed teacher or administrator who is arrested for or convicted of a crime.</p> <p><b>Section 26 of this bill provides that the board of trustees of a school district need only seek to obtain the consent of a principal before transferring certain teachers or administrators to a school. Section 26 also requires the superintendent of a school district to submit the plan to address the assignment of certain teachers and administrators to the State Board of Education.</b></p> <p><b>Sections 10 and 27</b> of this bill authorize the Superintendent of Public Instruction to prescribe the date by which each charter school and school district must submit certain information regarding licensed employees employed by the governing body of the charter school or the school district during that year.</p> <p><b>Section 27</b> requires the information submitted by a school district to include the overall performance rating of each licensed employee employed by the school district.</p> <p>Existing law provides that if an employee’s license lapses during a time that school is in session, a certain period must pass before the employee is suspended from employment. (NRS 391.3015) <b>Section 29</b> of this bill provides that if the Superintendent denies an application for renewal of a license, the licensee may be suspended immediately.</p> <p><b>This bill becomes effective on July 1, 2017. Section 1.7 expires by limitation on June 30, 2019.</b></p> <p><b>Boards of trustees sponsoring charter schools will want to ensure that the administrators and governing boards at those schools are aware of the new statutes that have placed charter schools on the same footing as other public schools for the notification, tracking, and monitoring of the status of criminal cases involving unlicensed teachers and administrators who are employed by a charter school. Section 8 requires the governing body of a charter school to terminate the employment of any teacher or administrator who is employed by the charter school but is not licensed upon conviction or a felony, a crime involving moral turpitude, or certain sex offenses.</b></p> <p><b>Section 26 may necessitate new procedures or changes in bargaining agreements for the board of trustees’ consideration.</b></p>
<p><b>AB117</b></p>	<p>This bill requires certain educational personnel to meet with each pupil enrolled in grades 9, 10, 11 and 12 to review the academic plan of the pupil and review the pupil’s academic strengths and weaknesses; authorizing the parent or guardian of a pupil to waive the requirement of such a meeting; requiring the academic plan of a pupil to be revised under certain circumstances; and providing other matters properly relating thereto.</p>	<p>The board of trustees must adopt a policy to ensure that the meeting between educational staff and student takes place at least once yearly as described in this bill.</p>

<b>AB271</b>	<p>This bill revises provisions relating to collective bargaining between local government employers and employee organizations; and providing other matters properly relating thereto.</p>	<p>The board of trustees through the superintendent will want to ensure that the terms of the agreement between the district and the district's employee organizations adhere to the requirements for collective bargaining contained herein.</p>
<b>AB362</b> 	<p>This bill prohibits certain persons from assisting certain employees, contractors or agents who work at a public school to obtain new employment; prohibiting a local educational agency or public school from entering into certain agreements; requiring an applicant for employment who may have direct contact with pupils to provide certain information and written authorizations; requiring the board of trustees of a school district, governing body of a charter school, governing body of a university school for profoundly gifted pupils, governing body of a private school and certain independent contractors to take certain action regarding persons who may have direct contact with children; requiring certain employers to provide certain information regarding an applicant for employment who may have direct contact with children; providing that an employer who fails to provide certain information regarding an applicant for employment who may have direct contact with children is subject to certain disciplinary action; providing that a teacher or administrator may be subject to disciplinary action for certain violations; authorizing the Superintendent of Public Instruction to deny an application for a license if a report on the criminal history of the applicant indicates that an applicant has been arrested for or charged with a sexual offense involving a minor or pupil; requiring the Superintendent to provide certain notice when an application for a license is denied; requiring the Department of Education to maintain a list of the names of persons whose application for a license has been denied for certain purposes; providing penalties; and providing other matters properly relating thereto.</p>	<p><b>Sections 6, 7 and 22</b> of this bill incorporate in state law certain provisions of federal law designed to prevent persons who have engaged in sexual misconduct with a minor from obtaining new employment.</p> <p><b>Section 8</b> of this bill requires an applicant for employment with a school district, charter school, university school for profoundly gifted pupils and certain independent contractors who may have direct contact with pupils to provide to the prospective employer: (1) information relating to his or her employment history; and (2) written authorization for a current or previous employer to release information relating to his or her employment.</p> <p><b>Section 8</b> also provides that any action brought by such an applicant for employment based upon information obtained about the applicant to determine his or her fitness for employment must be brought in a court in this State and governed by the laws of this State. Finally, <b>section 8</b> provides that an applicant for employment who knowingly provides false information or willfully fails to disclose information is subject to discipline and is guilty of a misdemeanor.</p> <p><b>This bill becomes effective on July 1, 2017.</b></p> <p><b>The board of trustees working with the superintendent and other district staff will want to ensure that all the requirements established in AB392 are followed. The legislative intent is to ensure that children and staff are safe at school.</b></p>
<b>SB169</b>	<p>This bill prohibits employees and contractors of and volunteers for certain entities from engaging in sexual conduct with children or young adults under the care, custody, control or supervision of the entity; revising provisions prohibiting certain employees of or volunteers at a public or private school from engaging in sexual conduct with certain pupils; revising provisions prohibiting certain employees of a college or university from</p>	<p>The board of trustees will want to ensure that all district employees are aware of these new provisions. Sections of SB169 may need to be added to existing personnel documents. Board policy and/or regulation may need reconsideration.</p>

	<p>engaging in sexual conduct with certain students; providing penalties; and providing other matters properly relating thereto.</p>	
<p><b>SB213</b></p> 	<p>This bill authorizes the Superintendent of Public Instruction to carry out an inspection of a provider of special education in certain circumstances; authorizing the Superintendent of Public Instruction to take certain measures to ensure compliance with the laws governing the education of pupils with disabilities in certain circumstances; requiring the Department of Education to prescribe certain policies and procedures for programs of special education; revising certain provisions concerning background checks conducted on certain educational personnel and volunteers; authorizing a court to appoint an educational surrogate parent for a child; providing penalties; and providing other matters properly relating thereto.</p>	<p><b>Section 6</b> of this bill requires the Superintendent to take certain measures in response to the failure or refusal of a provider of special education to comply in a timely manner with a plan of corrective action or the order of a hearing officer related to due process safeguards.</p> <p><b>Section 6</b> requires the Superintendent to take certain factors into consideration before determining the corrective measures to take. After considering these factors, <b>Section 6</b> requires the Superintendent to take appropriate measures to ensure compliance.</p> <p><b>Section 7 of this bill requires the Department of Education, on or before January 1, 2018, to prescribe policies and procedures necessary to carry out: (1) a program of training for certain school district and charter school personnel; and (2) requirements for notifying parents of pupils with disabilities of certain information concerning special education programs.</b></p> <p><b>Section 7 also requires the board of trustees of each school district and the governing body of each charter school to adopt a program for reporting certain information about special education programs in each school.</b></p> <p><b>Sections 8.2, 8.3 and 9 of this bill require any applicant for employment with a charter school, university school for profoundly gifted pupils or public school, or volunteer at such a school who is likely to have unsupervised regular contact with pupils, to undergo certain background investigations before the school may employ the applicant or accept the volunteer.</b></p> <p><b>Sections 8.2, 8.3, 8.7, 8.8, 9 and 9.1 of this bill require background checks of applicants, employees and volunteers of such schools to include written authorization by the applicant, employee or volunteer for the school to obtain information concerning such persons that may be available from the Statewide Central Registry for the Collection of Information Concerning the Abuse or Neglect of a Child and any equivalent information from another jurisdiction.</b></p> <p><b>Sections 8.2, 8.3, 9 and 9.1</b> require all employees and volunteers of such a school to undergo subsequent background investigations, every 5 years, as a condition to continue employment with the school.</p> <p><b>This bill becomes effective on July 1, 2017.</b></p> <p><b>This board of trustees working collaboratively with the superintendent will want to ensure that the requirements of SB213 are implemented. New policy, regulation, and/or protocol may also be needed.</b></p>
<p><b>SB369</b></p> 	<p>This bill requires the board of trustees of certain larger school districts to establish a program of professional development to provide training on how to work collaboratively to ensure that a school environment is productive and collaborative; requiring teachers and principals to receive such training in certain circumstances requiring the board of trustees of certain school districts to conduct an investigation at a school in certain circumstances to determine engagement</p>	<p><b>Section 2 of this bill requires the board of trustees of a school district in which more than 75,000 pupils are enrolled (currently the Clark County School District) to establish a program of professional development to provide training to teachers and principals on how to engage and work collaboratively with members of the staff of the school and the parents and families of pupils enrolled at the school to ensure that the school environment is productive and collaborative.</b></p> <p><b>Section 2</b> also requires principals and teachers to receive such training at the request of the superintendent of the school district or the principal of the school.</p>

	<p>of parents and families of pupils and whether the culture of the school is focused on pupil outcomes; requiring the board of trustees of certain school districts to provide certain training to members of the staff at a school in which an investigation occurs; and providing other matters properly relating thereto.</p>	<p><b>Section 3 of this bill requires the board of trustees of a school district in which more than 75,000 pupils are enrolled, upon petition of a certain percentage of employees of the school or parents or legal guardians of pupils who are enrolled in the school or upon the affirmative vote of a majority of the members of an organizational team if such a team has been established for a school as part of the reorganization of the school district, to investigate whether: (1) certain employees at a school are effectively engaging the parents and families of pupils who are enrolled in the school; and (2) the culture of the school is focused on pupil outcomes.</b></p> <p><b>Section 3 also requires the board of trustees of a school district that conducts such an investigation to provide any necessary and appropriate training to members of the staff of the school to ensure that parents and families of pupils enrolled in the school are effectively engaged in the education of their children and that the culture at the school is focused on pupil outcomes.</b> Finally, <b>section 3</b> makes the provisions of that section inapplicable to a turnaround school until after the first year in which the school operates under that designation.</p> <p><b>This bill becomes effective on July 1, 2017.</b></p> <p><b>The board of trustees will work collaboratively with the superintendent and educational staff to implement the requirements of this bill. New policy, regulation, and/or protocol may be required. Administrative oversight will be necessary.</b></p>
<p><b>SB493</b></p>	<p>This bill revises provisions that exclude certain school administrators from membership in a bargaining unit for the purpose of collective bargaining; and providing other matters properly relating thereto,</p>	<p>The board of trustees may want to consider changes to existing policy and/or regulation in view of the change made in SB493.</p>
<p><b>GOVERNANCE and ELECTED OFFICIALS</b></p>		
<p><b>AB392</b></p>	<p>This bill requires a disclosure on certain elections-related communications; and providing other matters properly relating thereto.</p>	<p>School trustees will want to familiarize themselves with the specifics of AB392.</p>
<p><b>AB451</b></p> 	<p>This bill requires a member of the board of trustees of a school district to complete certain training for professional development; requiring the clerk of the board of trustees of a school district to take certain actions relating to the required training; and providing other matters properly relating threto.</p>	<p>Existing law requires each school district of this State to be governed by an elected board of trustees comprised of either five or seven members who serve 4-year terms. (NRS 386.120, 386.150, 386.160, 386.165)</p> <p>Existing law authorizes the board of trustees of a school district to fill a vacancy on the board by appointing a person to serve until the next general election. (NRS 386.270)</p> <p><b>Section 1</b> of this bill requires a member of the board of trustees of a school district to complete not less than 6 hours of training for professional development in both the first and third years of their 4-year term.</p> <p><b>Section 1</b> provides that this training must include instruction in: (1) laws relating to public records; (2) the Open Meeting Law; (3) laws relating to local government employee-management relations; (4) the laws governing the system of K-12 public schools in this State; (5) laws relating to local government ethics; (6) the identification and prevention of violence in schools; (7) certain financial management topics; (8) the fiduciary duties of a member of the board of trustees of a school district; and (9) laws relating to employment and contracts.</p>

		<p><b>Section 1</b> also requires a member of the board to provide written certification relating to the completion of this training.</p> <p>Existing law requires the board of trustees of a school district to elect one of its members to serve as clerk of the board or to select another qualified person to serve as clerk. (NRS 386.310) <b>Section 1</b> of this bill requires the clerk of the board of trustees to: (1) assist the members of the board of trustees with the completion of the training for professional development; and (2) post notice of the failure of a member to complete this training on the Internet website of the board and provide notice of such failure to the other members of the board.</p> <p><b>This bill becomes effective on July 1, 2017.</b></p> <p><b>NASB will provide opportunities for trustees to receive training in the areas described in ANB451. The Association will also provide a certificate of completion for trustees who complete its training.</b></p>
<p><b>SCHOOL CONSTRUCTION</b></p>		
<p><b>AB241</b></p>	<p>This bill provides that counties and cities must include in building codes or adopt by ordinance a requirement that certain buildings and facilities used by the public be equipped with one or more baby changing tables; requiring the board of trustees of any school district that adopts a building code to include such a provision in the code; and providing other matters properly relating thereto.</p>	<p>The board of trustees working through the superintendent and other district staff as appropriate will want to ensure that the requirements of AB241 are implemented. This may necessitate a review of board policy and/or regulations applying to construction of public restrooms.</p>
<p><b>SB246</b></p> 	<p>This bill revises provisions governing a contract for a public work involving a construction manager at risk; revising provisions relating to the authority of public bodies to enter into a contract with a design-build team for the construction of a public work; extending the prospective expiration of provisions relating to construction managers at risk; and providing other matters properly relating thereto.</p>	<p><b>Section 1</b> of this bill declares that the use of a construction manager at risk to provide preconstruction services as a method of construction is not intended to be used by the State or a political subdivision to limit competition, discourage competitive bidding or engage in or allow bid-shopping.</p> <p><b>Sections 1.3 and 2</b> of this bill make the procedure with which a public body and a construction manager at risk are required to comply for advertising for proposals or applications, as applicable, under the project delivery method of construction manager at risk the same as the procedure with which a public body is required to comply to advertise for bids on a public work for which the estimated cost exceeds \$100,000 under the project delivery method of "design-bid-build."</p> <p>Additionally, <b>Section 1.3</b> prohibits an applicant for selection as a construction manager at risk from substituting another employee for an employee whose resume was included in the applicant's proposal to the public body, unless the original employee is unavailable for certain specified reasons or the public body fails to enter into a contract for preconstruction services with a construction manager at risk within a certain period.</p> <p><b>Section 1.7</b> of this bill requires that the preliminary proposed amount of compensation include general overhead and profit and requires that consideration of that proposed amount constitute at least 5 percent of the scoring of an applicant.</p> <p><b>Section 3</b> of this bill requires a construction manager at risk to provide each qualified subcontractor with a form that has been prepared by the construction manager at risk and approved by the public body on which</p>

		<p>any proposal in response to a request for proposals for the public work is required to be submitted.</p> <p><b>Sections 5 and 6</b> of this bill postpone the prospective expiration of this authority until June 30, 2021.</p> <p><b>Section 4</b> of this bill authorizes a public body, within a 12-month period, to contract with a design-build team for the design and construction of not more than two discrete public works projects, each of which have an estimated cost of \$5,000,000 or less.</p> <p><b>Sections 5 and 6 of this bill become effective upon passage and approval. Sections 1 to 4, inclusive, become effective on July 1, 2017. Sections 1 to 3, inclusive, expire by limitation on June 30, 2021.</b></p> <p><b>Boards of trustees using a construction manager at risk and other services included in SB246 will want to become familiar with the new provisions of this bill.</b></p>
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**STUDENTS and STUDENT DATA or RECORDS**

<b>AB275</b>	<p>This bill requires the Department of Education to establish a statewide framework for providing integrated student supports for pupils enrolled in public schools and the families of such pupils; requiring the board of trustees of each school district and the governing body of each charter school to take certain action to provide academic and nonacademic supports for pupils enrolled in the school district or charter school and the families of such pupils; requiring any request for proposals issued by a local educational agency for integrated student supports to include provisions requiring a provider of integrated student support services to comply with the protocol for providing integrated student supports established by the Department; and providing other matters properly relating thereto.</p>	<p>The board of trustees will want to have district representatives involved in discussions at the Department regarding integrated student supports, both academic and non-academic.</p> <p>After the Department establishes the framework, the board of trustees may need to adopt new policy and/or regulation to conduct the needs assessment and respond to other requirements in AB275. Thereafter, the board through the superintendent will want to ensure that integrated supports are provided as determined and that there is integration and coordination between providers of these services and the school district.</p>
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<p><b>AB320</b></p> 	<p>This bill revises provisions relating to pupil data as a component of the statewide performance evaluation system for employees; requiring certain educational personnel to develop learning goals for pupils to measure pupil growth; providing for a review of the statewide performance evaluation system and the manner in which a school carries out certain evaluations; increasing the percentage of an evaluation of certain educational personnel that is based on pupil growth; revising the manner in which such evaluations are conducted; revising provisions relating the number of evaluations that certain educational personnel are required to receive;</p>	<p><b>Section 1.1</b> of this bill requires each teacher, principal, vice principal and other administrator who provides direct instructional services to pupils at a school to develop learning goals for such pupils.</p> <p><b>Section 1.1</b> requires the Department of Education to establish a list of assessments that may be used by a school or school district to measure the achievement of these learning goals.</p> <p><b>Section 1.1 also requires: (1) the board of trustees of each school district to ensure that the learning goals measure pupil growth in accordance with the criteria established by regulation of the State Board; and (2) that each teacher and administrator who establishes learning goals be evaluated in accordance with the criteria established by the State Board to determine the extent to which the learning goals of the pupils were achieved.</b></p> <p><b>Existing law requires the statewide performance evaluation system to: (1) require that an employee's overall performance be determined to be highly effective, effective, minimally</b></p>
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	<p>revising provisions relating to the Teachers and Leaders Council; and providing other matters properly relating thereto.</p>	<p><b>effective or ineffective; and (2) include a process for peer evaluation of teachers. (NRS 391.465) Section 2 of this bill: (1) removes the term "minimally effective" and replaces it with the term "developing"; and (2) changes the term "peer evaluation" to "peer observation." Sections 1, 1.5 and 3.5-5.7 of this bill make conforming changes. Section 2 also provides that an administrator at the district level who provides direct supervision of the principal of a school and who also serves as the superintendent of schools of a school district must not be evaluated using the statewide performance evaluation system.</b></p> <p><b>Section 2 instead requires pupil growth, as determined pursuant to section 1.1, to account for this portion of the evaluation. Section 5.9 of this bill provides that, for the 2017-2018 school year, pupil growth must account for 20 percent of the evaluation of a teacher or administrator.</b></p> <p><b>Section 1.2</b> of this bill requires the: (1) State Board to annually review the statewide performance evaluation system to ensure accuracy and reliability; and (2) <b>board of trustees of each school district to annually review the manner in which a school in the school district carries out the evaluation of teachers and administrators pursuant to the statewide performance evaluation system.</b></p> <p>Existing law requires each postprobationary teacher or administrator who receives an evaluation designating his or her overall performance as effective or highly effective to receive one evaluation in the next school year. (NRS 391.690, 391.710)</p> <p><b>Sections 4 and 5</b> of this bill instead require a postprobationary teacher or administrator who receives an evaluation designating his or her overall performance as highly effective for 2 consecutive school years to: (1) participate in one observation cycle in the school year immediately following the school year in which the postprobationary teacher or administrator receives a second consecutive evaluation designating his or her performance as highly effective and; (2) receive one evaluation in the school year immediately following the school year in which the postprobationary teacher or administrator participated in the observation cycle.</p> <p><b>This bill becomes effective on July 1, 2017.</b></p> <p><b>The board of trustees working with the superintendent will want to ensure that all of these new requirements are embodied as appropriate in policy and/or regulation. Revisions may be needed in negotiated agreements as a result of the changes in AB320.</b></p>
<p><b>AB491</b></p>	<p>his bill requires, with limited exception, that a child in foster care remain enrolled in his or her school of origin; providing that the relevant agency which provides child welfare services and local education agency are jointly liable for the costs of transportation for the child in foster care to attend his or her school of origin; requiring the Department of Education and each agency which provides child welfare services and local education agency to develop certain policies and procedures relating to children in foster care; eliminating the Program of School Choice for Children in Foster Care; and providing other matters properly relating thereto.</p>	<p>The board of trustees will want to work collaboratively with the superintendent and other district staff to ensure that the provisions of AB491 are followed. New policy, regulation, and/or protocol may be needed.</p>

<b>SB3</b>	This bill revises provisions governing participation by public schools in the Breakfast After the Bell Program that provides breakfast to certain pupils; and providing other matters properly relating thereto.	The board of trustees may wish to work with the superintendent and appropriate district staff to monitor participating schools and the number of breakfasts served to eligible pupils. The board of trustees will want to review all reports submitted to the Department of Agriculture identifying the reasons the school did not maintain or increase the number of breakfasts served to eligible pupils and its plan for increasing the participation of eligible students.
<b>SB19</b>	This bill prescribes the requirements for a pupil to enroll in a dual credit course; providing that the State Board of Education must not unreasonably limit the number of dual credit courses in which a pupil may enroll; requiring the board of trustees of each school district to provide written notice identifying the dual credit courses available to pupils enrolled in the district; requiring each school district and charter school to enter into a cooperative agreement with one or more community colleges, state colleges and universities to provide dual credit courses to pupils enrolled in the school district or charter school; providing that an academic plan for a pupil who is enrolled in a dual credit course must include certain information; providing that a pupil who successfully completes a program of workforce development must be allowed to apply any credit received for the completion of the program toward the total number of credits required for a related credential, certificate or degree; and providing other matters properly relating thereto.	<p>The board of trustees working with the superintendent and other district staff as appropriate will want to ensure that students who want to enroll in dual credit courses are aware of the changes included in SB19 and that they know that the superintendent's approval is required prior to enrollment.</p> <p>In addition, the board of trustees must contract with a community college or university to provide dual credit courses. After the contract has been signed, the board of trustees must provide written notice of the dual credit courses to be provided for students.</p>
<b>SB107</b>	This bill requires the Council to Establish Academic Standards for Public Schools to establish standards of content and performance for ethnic and diversity studies in high school; authorizing school districts and governing bodies of charter schools that operate as a high school to provide instruction in ethnic and diversity studies to pupils in high school; and providing other matters properly relating thereto.	The board of trustees in collaboration with the superintendent and other district staff as appropriate may wish to provide instruction as described in SB107, adopting the curriculum specified by the Council to Establish Academic Standards.
<b>SB132</b>	This bill provides for the establishment of an individual graduation plan for certain pupils to allow them to remain in high school for an additional period to work towards graduation; requiring the Superintendent of Public Instruction to determine certain requirements for eligibility for such a plan; revising provisions relating to academic plans for high school pupils; and providing other matters properly relating thereto.	<p>Section 1 further allows a pupil with an individual graduation plan to remain enrolled in high school for up to 3 semesters after the date on which he or she was otherwise scheduled to graduate. The school district or charter school, as applicable, may withdraw an individual graduation plan if the pupil is not making adequate progress as outlined in the plan or for other good cause.</p> <p>Existing law requires the board of trustees of each school district to adopt a policy to develop a 4-year academic plan for pupils in high school. (NRS 388.205) Section 2 of this bill requires each public school within the school district to provide each pupil with this plan at the beginning of the pupil's ninth grade year.</p> <p>The board of trustees working collaboratively with the superintendent and other district staff as appropriate may need to reconsider policy and/or regulation previously developed regarding the academic plans for</p>

		<p>students. Because the new statutes specify that the plans must be provided at the beginning of the student's ninth grade year, training may be needed along with new accountability protocols for appropriate oversight.</p> <p>Because this new law allows the student to continue in high school for 3 semesters after his/her normal graduation dates if the plan is being followed, notification will be necessary for parents or guardians and their students.</p> <p>The legislative intent of these changes is to provide a stronger structure for students and their families to be aware of their progress toward graduation and to be more prepared for whatever career path they take after graduation.</p>
<p><b>SB249</b></p> 	<p>This bill requires instruction in financial literacy for certain pupils enrolled in public schools; requiring a pupil enrolled in a public high school to receive instruction in economics; creating the Account for Instruction in Financial Literacy in the State General Fund; making an appropriation; and providing other matters properly relating thereto.</p>	<p><b>Section 2</b> of this bill requires a pupil enrolled in a public high school to enroll in one-half unit of credit in economics and limits American government to one-half unit of credit, but allows a school district to authorize a school to offer a combined course in American government and economics for one unit of credit in certain circumstances. <b>Section 7</b> of this bill makes those provisions effective on July 1, 2022.</p> <p>Existing law requires instruction in financial literacy for pupils enrolled in high school in each school district and in each charter school that operates as a high school. (NRS 389.074) <b>Section 3</b> of this bill additionally requires instruction in financial literacy for pupils enrolled in grades 3 to 12, inclusive. <b>Section 3</b> requires the Council to Establish Academic Standards for Public Schools to include the standards of content and performance for instruction in financial literacy in the standards of content and performance established by the Council. <b>Section 3</b> also requires that instruction in financial literacy: (1) be age-appropriate; (2) include certain topics; and (3) be provided within a course of study for which the Council has established the relevant standards of content and performance.</p> <p><b>Section 1</b> of this bill creates the Account for Instruction in Financial Literacy in the State General Fund and provides that money in the Account generally may be used only for providing the instruction in financial literacy required by <b>Section 3</b>.</p> <p><b>Section 4 of this bill requires each school district and the governing body of a charter school in which pupils are enrolled in any grade of grades 3 to 12, inclusive, to provide professional development training regarding financial literacy to teachers who teach in a subject area in which instruction in financial literacy is provided. The professional development training required by section 4 may be provided by a school district or governing body or through an agreement with an institution of higher education or a regional training program for professional development of teachers and administrators.</b></p> <p><b>Section 4.5</b> of this bill makes an appropriation to carry out the provisions of this bill.</p> <p><b>Clark County School District</b>  <b>For the Fiscal Year 2017-2018 ..... \$700,000</b>  <b>For the Fiscal Year 2018-2019 ..... \$1,000,000</b></p> <p><b>Washoe County School District</b>  <b>For the Fiscal Year 2017-2018 ..... \$200,000</b>  <b>For the Fiscal Year 2018-2019 ..... \$300,000</b></p> <p><b>Nevada Department of Education for distribution to other school districts and charter schools</b>  <b>For the Fiscal Year 2017-2018 ..... \$100,000</b>  <b>For the Fiscal Year 2018-2019 ..... \$200,000</b></p>

		<p><b>Section 5</b> of this bill requires the Council to Establish Academic Standards for Public Schools to establish standards of content and performance for the instruction in financial literacy and to revise the standards of content and performance for instruction in American government by December 1, 2017, and requires the State Board of Education to adopt and revise such standards of content and performance by February 1, 2018.</p> <p><b>Sections 1, 3, 4, 5 and 6 of this bill become effective upon passage and approval. Section 4.5 becomes effective on July 1, 2017. Section 2 becomes effective on July 1, 2022.</b></p> <p><b>The board of trustees working through the superintendent has the responsibility to ensure that the training described in SB249 is provided to educational staff as included. Moreover, the board of trustees is responsible for ensuring that the instruction described is provided to students in the manner specified in SB249.</b></p>
<p><b>SB252</b></p>	<p>This bill authorizes the Nevada Interscholastic Activities Association to allow, by regulation, a pupil who is enrolled in a charter school, private school, parochial school or public school to participate in a sanctioned sport or other interscholastic event at another public school that offers the sanctioned sport or other interscholastic event under certain circumstances; and providing other matters properly relating thereto.</p>	<p>The board of trustees of the school district in which the public school that offers the sanctioned sport or other interscholastic event approves the participation of the pupil in the sanctioned sport or other interscholastic event at the public school.</p> <p>Section 4 also authorizes the board of trustees to require the payment of any costs associated with the participation of the pupil in the sanctioned sport or other interscholastic event at the public school.</p> <p>The board of trustees working with the superintendent and appropriate district staff may need to develop new policy and/or regulation to address the new requirements included in SB252 after the NIAA adopts its new regulations.</p>
<p><b>SB386</b></p> 	<p>This bill revises provisions governing the plan required of each public school for the progressive discipline and on-site review of disciplinary decisions; requiring each principal to establish a committee to review the temporary alternative placements of certain pupils by a certain date each school year; and providing other matters properly relating thereto.</p>	<p>Existing law requires the principal of each public school to establish a plan to provide for the progressive discipline of pupils and the on-site review of disciplinary decisions. Existing law prescribes the criteria for such a plan, including a requirement that the plan provide for the temporary removal of a pupil from a classroom. (NRS 392.4644)</p> <p><b>Section 6</b> of this bill requires a plan to provide for the progressive discipline of pupils to include a policy for school transportation.</p> <p><b>Section 6</b> also prohibits a pupil from being removed or otherwise excluded from school transportation during the same trip in which the pupil engaged in behavior which violates such a policy.</p> <p><b>Section 9</b> of this bill requires a plan for the progressive discipline of pupils to additionally provide for the temporary removal of a pupil from the other premises of a public school.</p> <p><b>Section 9</b> requires: (1) the plan to include the names of each member of such a committee; and (2) the principal of each public school to distribute a copy of the plan to each teacher and all educational personnel and support personnel who are employed at the school.</p> <p><b>Section 12</b> of this bill requires such committee to be established on or before September 15 of each school year and includes a staff member on the committee.</p> <p><b>Section 13</b> of this bill requires the committee to be convened if the teacher or other staff member who removed a pupil disagrees with a decision of the principal relating to the placement of the pupil.</p> <p><b>Section 10</b> of this bill additionally provides for the temporary removal of a pupil from the other premises of a public school if, in the judgment of the staff member responsible for such premises, the pupil engages in certain behavior.</p>

		<p><b>Section 10</b> also requires a pupil who is removed from any other premises of a public school to be assigned to a temporary alternative placement.</p> <p><b>This bill becomes effective on July 1, 2017.</b></p> <p><b>The board and trustees working collaboratively with the superintendent and other district staff as appropriate will want to review its policies and/or regulations with regard to the progressive discipline of students and review of disciplinary decisions and ensure administrative oversight for uniformity.</b></p> <p><b>The plan must now include a policy for school transportation, including the provision that a student may not be excluded from school transportation during the same trip during which he/she engages in behavior which violates the policy.</b></p> <p><b>The disciplinary review committee must be established before September 15 of each school year. Enabling the review committee to meet when it disagrees with the decision of the principal relating to placement of a disciplined student may also necessitate changes in existing policy and/or regulation.</b></p> <p><b>Creating locations for temporary alternative placement and appropriate supervision may also require the board's consideration and action.</b></p>
<p><b>SB420</b></p> 	<p>This bill requires the board of trustees of each school district, the governing body of each charter school and the governing body of each university school for profoundly gifted pupils to adopt a written policy relating to the distribution of and right of expression for pupils working as journalists on pupil publications; requiring the Board of Regents of the University of Nevada to adopt a similar policy for student publications; and providing other matters properly relating thereto.</p>	<p><b>Section 1 of this bill requires the board of trustees of each school district, the governing body of each charter school and the governing body of each university school for profoundly gifted pupils to adopt a written policy for pupil publications which: (1) establishes reasonable provisions governing the time, place and manner for the distribution of those publications; (2) protects the right of expression for pupils working on those publications as journalists; (3) prohibits restrictions on the publication of any content in a pupil publication unless the content would substantially disrupt the performance of the school's educational mission; and (4) includes a disclaimer indicating that any content published in a pupil publication is not endorsed by the public school.</b></p> <p><b>Section 2</b> of this bill requires the Board of Regents of the University of Nevada to adopt a similar written policy for student publications.</p> <p><b>This bill becomes effective on October 1, 2017.</b></p> <p><b>The board of trustees working collaboratively with the superintendent, other district staff as appropriate, and student representatives will want to develop the policy as described in SB420.</b></p>
<p><b>MISCELLANEOUS and INFORMATION ONLY</b></p>		
<p><b>AB385</b></p>	<p>This bill requires the Administrator of the Division of State Parks of the State Department of Conservation and Natural Resources to establish a program for the issuance, without charge, of an annual permit for state parks and recreational areas to pupils enrolled in the fifth grade in this State under certain circumstances; and providing other matters properly relating thereto.</p>	<p>The board of trustees may want to direct the superintendent and other district staff as appropriate to make students and their parents or guardians aware of this program.</p>