










“Cliff’s Notes”—Abbreviated List of 2015 Session Key Bills for School Board Consideration

GOVERNANCE and ELECTED OFFICIALS		page 39
AB19	School boards may wish to review future meeting dates to accommodate the latitude included in this new statute, if appropriate.	
AB23	This bill relates to elections and contains a number of changes regarding the conduct of elections and dates for the general city elections including Boulder City, Caliente, Henderson, Las Vegas, North Las Vegas, and Yerington. In addition, Section 2 regarding campaign contributions may be of interest to board members as elected officials.	
AB54	This bill sets forth various conditions under which the Department of Taxation may place a local government under a program of monitoring, including the creation of a plan to increase revenues and reduce expenditures for that local government. School board members will want to become familiar with this information.	
AB60	Board members may wish to consult with their legal counsel regarding the sections of this bill that are intended to clarify protection under the “safe harbor” provision.	
AB63	As elected officials, board members will want to ensure that they understand the provisions of this bill dealing with unspent or excess contributions at the end of campaigning.	
AB159	Boards will want to become familiar with the provisions of AB159 and the specific ways that it may impact their projects and contracts.	
AB394	The provisions of AB394 will be of particular interest to the Clark CSD Board of School Trustees. Other boards will want to observe the process and progress of the plan to reorganize the Clark CSD into “local school precincts.”	
SB70 Open Meeting Law 	<p>These are the essential elements for school board awareness and use:</p> <ul style="list-style-type: none"> ❖ Section 2: A quorum consists of the simple majority of the members of the public body unless a different number is prescribed in law. ❖ Section 2: For purpose of notice and other requirements, “working day” means every day of the week except Saturday, Sunday, and legal holidays. ❖ Section 4: If during any portion of the meeting the public body will consider whether to take administrative action regarding a person, the name of that person must be included on the agenda. ❖ Section 4: the person who posts a copy of the public notice/agenda must document in writing that the public body has complied with the minimum public notice required and must include the date and time when the person posted the copy of the public notice as well as his/her name and title. ❖ Section 5: A member of the public body may not designate someone else to attend a meeting of the public body in his/her place. ❖ Section 5: Unless good cause is shown, a public body shall approve the minutes of a meeting within 45 days after the meeting or at the next meeting of the public body, whichever occurs later. ❖ Section 5: An audio recording of a public meeting made in accordance with NRS 241 must be made available for inspection by the public within 30 working days after adjournment of the meeting. ❖ Section 7: When a complaint alleging a violation of NRS 241 is filed with the Attorney General, except as otherwise provided, all documents and other information compiled as a result of the investigation are confidential until the investigation is closed. ❖ Section 7: “Public records” are defined. 	
SB157	School boards will want to review the provisions of SB157 in order to ensure that they are communicating, cooperating, and coordinating with state and other local governments as set forth here.	
SB307	School board members will want to ensure that they are aware of the provisions of SB307, especially with regard to financial disclosure statements.	
ASSESSMENT, ACCOUNTABILITY, and SCHOOL IMPROVEMENT		page 1
AB341 Early Literacy Screening 	<p>Each school board and the governing body of each charter school must authorize the use and administration of an appropriate early literacy screening assessment for use in screening dyslexia to pupils in kindergarten and grades 1, 2, and 3.</p> <p>The assessment must screen for:</p> <ol style="list-style-type: none"> (a) Phonological and phonemic awareness; (b) Sound-symbol recognition; (c) Alphabet knowledge; (d) Decoding skills; (e) Rapid naming skills; and 	


	<p>(f) Encoding skills.</p> <p>If an early literacy screening assessment confirms that a pupil has indicators for dyslexia, the board of trustees of a school district or governing body of a charter school, as applicable, shall address the needs of the pupil through the use of a scientific, research-based intervention system of instruction. Other testing may be administered to determine whether special services are needed.</p> <p>When the IEP team develops a plan for appropriate instruction for students with dyslexia, a range of options are available.</p> <p>The NDE will prepare and publish a Dyslexia Resource Guide for use in identifying and providing dyslexia intervention for pupils with dyslexia. The State Board will prescribe appropriate standards.</p>
<p>SB391 Read by Three </p>	<p>One of the most important pieces of this legislation is that each school board and governing body of a charter school must prepare a plan to improve the literacy of students enrolled in kindergarten as well as first, second, and third grades. The plan must be submitted to the Department of Education for approval.</p> <p>At each school site, the principal must designate a licensed teacher at the school to serve as a learning strategist to help other teachers at the school with effective strategies for students at the school who have been identified as deficient in reading skills.</p> <p>Additional compensation can be provided to learning strategists or other teachers whose overall performance is “highly effective.”</p> <p>Teachers of kindergarten, first, second, and third grade students can be mandated to complete professional development that may be prescribed by the State Board of Education.</p> <p>If a student in kindergarten, first, second, or third grade is found to be deficient in reading, the principal of the school must make the parent or guardian aware of that deficiency as well as to establish a plan to address the deficiency and monitor his/her progress.</p> <p>If a child will be retained in third grade due to his/her reading deficiencies, the principal must provide notice to the parent or guardian.</p> <p>The board of trustees or governing body of a charter school must determine the intensive instructional services that the principal of a school is required to implement for a child who is retained in third grade.</p> <p>The principal must offer the parent or legal guardian various instructional options.</p> <p>Various reports are required, including information about retention in grade three based on deficiency in reading. The report must be posted on the Internet website maintained by the school district or charter school. [See Guidance Memo from Dale Erquiaga.]</p>
<p>SB405 ZOOM Schools </p>	<p>School boards in eligible districts will want to ensure that they apply to the Department of Education for a grant of money for Zoom Schools.</p> <p>Clark and Washoe must expand the Zoom School program to middle, junior high, and high schools during the biennium.</p> <p>The State Board will prescribe statewide performance levels and outcome indicators to measure the effectiveness of the programs and services for which the money is received.</p> <p>In addition, the State Board will provide a list of recruitment and retention incentives for the school districts and the sponsors of charter schools that receive a distribution of money pursuant to this section to offer to teachers and other licensed educational personnel. [See Guidance Memo from Dale Erquiaga.]</p>


<p>SB432 VICTORY Schools</p> 	<p>School boards will want to notice the stated legislative intent set forth in Section 1 of this bill:</p> <ol style="list-style-type: none"> 1. It is the public policy of this State to provide each pupil enrolled in a public school with high-quality instruction. 2. Pupils who live in poverty benefit from attending a school that has a sustained focus on improving pupil achievement using methods that take into account a variety of factors that influence pupil achievement. 3. Pupils who live in poverty should be provided with services and instruction that are designed to address the needs of such pupils so that each such pupil: <ol style="list-style-type: none"> (a) Reads at or above the level of the average pupil in third grade before the pupil completes third grade; (b) Is prepared to engage in a rigorous high school curriculum upon completion of eighth grade; and (c) Graduates from high school with the skills and attributes necessary to immediately succeed in college or a career. 4. The cost of providing additional services to pupils who live in poverty will continue to be studied with the purpose of updating the formula for funding schools as necessary. <p>The amount distributed per pupil must be determined by dividing the amount of money appropriated to the Account by the total number of pupils who are enrolled in Victory Schools statewide.</p> <p>The board of trustees in which a Victory School is located must, as soon as practicable after designation, conduct an assessment of the needs of pupils that attend that school. The assessment must include input from the community served by the school and identify any barriers to improving achievement and school performance and strategies to meet the needs of pupils at the school.</p> <p>For each designated Victory School, the board of trustees must submit a comprehensive plan for meeting the educational needs of pupils enrolled in each Victory School. Various pieces are designated for inclusion in the plan.</p> <p>If the board does not submit a plan for a designated Victory School on or before August 15, 2015, the board may submit a letter of intent to meet the educational needs of pupils enrolled in each Victory School. Specifics for inclusion in the letter are listed on pages 4-5.</p> <p>The Victory School must use its money for specific purposes listed on pages 5-6.</p> <p>The State Board shall require a Victory school to take corrective action if pupil achievement and school performance at the school are unsatisfactory, as determined by the State Board. If unsatisfactory pupil achievement and school performance continue, the State Board may direct the Department to withhold any additional money that would otherwise be distributed.</p> <p>The board of trustees of each school district in which a Victory School is designated must submit a report to the Legislative Committee on Education including information specified on page 7.</p>
<p>BULLYING and SCHOOL SAFETY page 9</p>	
<p>AB49</p>	<p>School boards may wish to consider directing the superintendent to review student handbooks to ensure that information about these changes in statute are included in an age appropriate manner so that students and educational staff are aware of these statutory provisions.</p> <p>The board may also wish to carefully review district policy to ensure that appropriate language and definitions are used in accordance with this bill.</p> <p>Additional information may be required for school administrators, counselors, and others as appropriate in order to ensure compliance with these provisions.</p>
<p>AB112 Safe and Respectful</p> 	<p>Each board may wish to review its policies to ensure that this new requirement is included in appropriate policy/regulation.</p> <p>The legislative intent set forth in Sections 1 and 2 may also require additional professional development or training for educational staff.</p>






<p>SB205 School Safety Plan</p> 	<p>Each board will want to ensure that any existing plan for the management of a crisis or an emergency involving a public school includes the procedures, plans, and information adopted by the State Board. Boards will want to be involved in the State Board of Education discussion regarding model plans.</p> <p>Each board will need to follow the requirements in Sections 1.7 and 7 regarding review, notice, updating, and other specifics as well as providing the plan to the State Board.</p>
<p>SB338 Safe2Tell Nevada</p>	<p>NASB has the opportunity to name two representatives to the Advisory Committee for the purpose of establishing the anonymous reporting system described in the bill.</p> <p>Based upon the system developed, each board may need to review and/or develop policy to ensure that the chain of communication for reports made to the Safe-to-Tell Program are investigated and reported in the method determined.</p>
<p>SB504 Bullying and Cyberbullying</p> 	<p>The many new pieces of this bill require local school boards to review and perhaps completely revise existing policies regarding bullying and cyber-bullying as well as the protocol(s) for investigation of such alleged incidents.</p> <p>Students, their families, and educational staff will need to be notified appropriately about these changes, especially the changes in Section 6 for the definition of “bullying,” so that there are no surprises about actions and consequences.</p> <p>It is important for the board to ensure that training is provided for appropriate school staff regarding the new requirements for investigating alleged incidents of bullying and cyber-bullying. The parental notification piece to this process is critical. Greater communication will be necessary to ensure that the investigation is completed within 2 school days after receipt of the report of bullying and/or cyber-bullying or within 3 school days if an individual who needs to be interviewed is unavailable for interview.</p> <p>Funding in SB515 has been included to hire appropriate staff in the categories shown below to assist with the investigation, intervention, prevention, and responses to bullying and cyber-bullying. For purposes of the allocations of sums for the block grant program described in subsection 2 of SB515, eligible licensed social or other mental health workers are defined as the following:</p> <ul style="list-style-type: none"> (a) Licensed Clinical Social Worker; (b) Social Worker; (c) Social Worker Intern with Supervision; (d) Clinical Psychologist; (e) Psychologist Intern with Supervision; (f) Marriage and Family Therapist; (g) Mental Health Counselor; (h) Community Health Worker; (i) School-Based Health Centers; and (j) Licensed Nurse. <p>[See Guidance Memo from Dale Erquiaga.]</p>
<p>CHARITABLE ORGANIZATIONS page 15</p>	
<p>AB50</p>	<p>Meeting these provisions will take more time on the part of the Association’s Business Manager.</p> <p>Moreover, 501(c) (3) organizations sponsored by parent groups, educator groups, etc. that intend to solicit tax deductible charitable contributions are also impacted by this new law.</p> <p>School boards may wish to consider making this information available to appropriate groups working on behalf of educational organizations within the school district.</p>
<p>CHARTER SCHOOLS page 15</p>	
<p>AB448 Achievement School District</p> 	<p>Section 1 of this bill sets forth the legislative intent of the changes to NRS 385: “The Legislature reaffirms its intent that public education in the State of Nevada is essentially a matter for local control by school districts. The provisions of this title are intended to reserve to the boards of trustees of local school districts such rights and powers as are necessary to maintain control of the education of the children within their respective districts. These rights and powers may only be limited by other specific provisions of law.” AB448 then sets into place a series of provisions that remove local control from the hands of boards of trustees in which one of the six schools is located that will be moved to the control of the Achievement School District.</p> <p>The stated legislative intent also invites each board of trustees to advise the Legislature at each regular session of any recommended legislative action to ensure high standards of equality of educational opportunity for all children in the State. It will be important for local boards to direct the superintendent</p>



	<p>to document each step or stage of the Achievement School District process so that recommendations can be made to the Legislative Committee on Education before the 2017 Session.</p> <p>New policy and/or regulation will be needed to address the use of school district facilities by a charter school, particularly one with which the Director of the Achievement School District has entered into a contract with a charter management organization, educational management organization, or other person.</p> <p>It is possible that revised policies and/or regulations will be needed to address what happens to employees of the school that is converted to the Achievement School District and not offered employment at the school.</p> <p>The board may also need to develop appropriate contracts or agreements about the maintenance of the facility in which the Achievement School is located.</p>
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COLLECTIVE BARGAINING, PERS, and PEBP	page 20
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<p>SB92 Turnaround Schools</p> 	<p>After the Department of Education designates turnaround schools, a series of actions are open to the board of trustees. Policy and/or regulation will be needed to ensure that the specifics of SB92 are appropriately implemented. It may be possible that these requirements can be handled through existing policy, although that is unlikely. At the least, a thorough consideration of existing policy is required.</p> <p>SB92 grants the board broad latitude with regard to replacing principals at turnaround schools. If a principal is replaced, he/she must be re-assigned elsewhere. In turn, the existing/new principal may review the performance of employees at the school and make decisions about whether to retain or replace those employees. In the same way, any employees who are displaced must be placed elsewhere. If these employees are teachers, the board must ensure that the teacher receives appropriate assistance to improve his/her classroom instruction.</p> <p>Section 5 of the bill gives to the principal of any school the right to refuse to have a minimally effective or ineffective teacher assigned to the school as a result of decreased enrollment, reduction in force, etc. If the consent of the principal to which the teacher is proposed to be transferred is not obtained, the superintendent may place the educator elsewhere or override the objection of the principal. The board is required to create financial or other incentives to motivate teachers, administrators, and paraprofessionals to accept positions at turnaround schools. In school districts having turnaround schools, new policy may be needed to develop and implement such programs.</p> <p>The evaluations of new administrative or teaching staff at turnaround schools must not include student achievement data for the first and second years after the school has been designated as turnaround. For many sessions, NASB has worked to place greater emphasis in statute on effective educator performance as a key factor in reduction in force decisions. Section 30 of SB92 provides the board of trustees with a pathway for reducing ineffective staff before having to reduce highly effective staff. This new latitude may also need to be reflected in existing board policy and/or regulation. New policy may be needed. [See Guidance Memo from Dale Erquiaga.]</p>
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<p>SB241 Collective Bargaining</p> 	<p>Several important changes in statute are included in SB241. Any one of these may require the school board to consider policy and/or regulation revisions.</p> <ol style="list-style-type: none"> (1) When a complaint arising out of the interpretation of or performance under collective bargaining is filed with the Local Government Employee-Management Relations Board, a hearing must be conducted within 45 days rather than 180 in existing statute, unless the parties agree to waive this requirement. (2) A collective bargaining agreement expires at the end of the term stated in the agreement. If the agreement expires and no successive agreement is effective and until there is a successive agreement, a local government employer shall not pay to or on behalf of any employee in the affected bargaining unit any compensation or monetary benefit greater than the amount in effect at the end of the collective bargaining agreement. Two exceptions are specified. (3) A school administrator whose annual salary adjusted for inflation is greater than \$120,000 must be excluded from a bargaining unit. (4) If an employee organization representing teachers or educational support personnel desires to negotiate concerning any matter which is subject to negotiation pursuant to NRS288, notice is required on or before January 1. (5) The timeline for arbitration is changed in Section 1.6.
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	<p>(6) During the first three years of his/her employment by a school district in the position of principal, a principal is employed at-will in that position. If the principal is reassigned, he/she is entitled to a written statement of the reason for the reassignment.</p> <p>(7) A principal who completes the probationary period is again employed at-will if his/her rating is reduced by one or more levels. Other stipulations are included.</p> <p>(8) Each postprobationary administrator employed by a school district, except an administrator excluded from a bargaining unit, must apply to the superintendent for appointment to his/her administrative position every 5 years.</p>
EDUCATIONAL STAFF	
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<p>AB447</p> <p>Evaluation of Educational Staff</p> 	<p>This bill contains a number of new provisions related to observation and evaluation of educational staff. Each board will want to ensure that the new requirements established by AB447 are incorporated in its human resources policies, regulations/procedures and bargaining agreements, as appropriate. [See Guidance Memo from Dale Erquiaga.]</p>
<p>AB483</p> <p>Performance Pay</p> 	<p>Each board must reserve for each fiscal year of the biennium a sum of money sufficient to pay an increase in base salaries, not to exceed 10 percent, for not less than 5 percent of the district's teachers and administrators. It is likely that new board policy will be needed to implement this requirement.</p> <p>This program is intended to enhance compensation for personnel at schools that are considered at-risk or receiving the lowest rating possible indicating underperformance of a public school as established by the Nevada Department of Education</p> <p>The initial reservation of funds must be made for the 2016-17 school year. The initial increase in salaries must be effective for the 2016-17 school year. [See Guidance Memo from Dale Erquiaga.]</p>
<p>SB133</p> <p>Teachers' School Supplies Reimbursement Account</p> 	<p>The board of trustees of each school district must establish a special revenue fund and deposit the money it receives from the Teachers' School Supplies Reimbursement Account into that account.</p> <p>This fund must only be used to reimburse teachers up to \$250 per teacher for out-of-pocket expense incurred in connection with purchasing certain school supplies as designated in the bill.</p> <p>Each board must also determine the manner by which the money will be distributed to teachers, including whether teachers will be required to submit a request for reimbursement. Teachers must submit receipts for purchases made with money from the special revenue fund to the principal of the school who must retain the receipts until the end of the next fiscal year.</p>
<p>SB192</p> <p>Sexual Conduct with Pupils</p> 	<p>This bill adds to the list of sexual offenses that require a sentence of lifetime supervision and for which certain conditions of lifetime supervision apply to (1) an offense involving sexual conduct between certain employees of or volunteers at a school and (2) an offense involving sexual conduct between certain employees of a college or university and certain students. Other new requirements are established.</p> <p>Each board will want to ensure that the new provisions established by SB192 are incorporated in the district's human resources policies, regulations and/or procedures, and bargaining agreements, as appropriate and notify educational personnel accordingly.</p>
<p>SB474</p> <p>Great Teaching and Leading Fund</p> 	<p>School boards and nonprofit educational organizations are among the entities eligible to submit an application to the State Board of Education for a grant of money from the Fund.</p> <p>An entity that receives a grant of money from the Fund is required to use the money in accordance with the priorities to provide:</p> <ol style="list-style-type: none"> (1) Professional development for teachers, administrators and other licensed educational personnel; (2) Programs of preparation for teachers, administrators and other licensed educational personnel; (3) Programs of peer assistance and review for teachers, administrators and other licensed educational personnel; (4) Programs for leadership training and development; and (5) Programs to recruit, select and retain effective teachers and principals. <p>Each program will be evaluated to the extent money is available for that purpose.</p>

<p>SB511 Incentives for New Teachers</p>	<p>Boards wanting to participate in this opportunity should already have moved forward with steps as described in the Superintendent of Public Instruction’s Guidance Memo.</p>
<p>FINANCE and FUNDING page 29</p>	
<p>SB278 Class Size Reduction</p> 	<p>Each local school board must develop a plan using criteria or guidelines developed by the Department of Education to reduce the district’s pupil-teacher ratio and submit quarterly reports as stipulated in AB278.</p> <p>The Department is also charged with monitoring quarterly reports concerning the average daily attendance of students and the pupil-teacher ratios in each school district as submitted by the board of trustees of that district.</p> <p>Furthermore, the Department will communicate with the board of trustees of each school district regarding expectations for use of any money distributed to reduce pupil-teacher ratios in the district, including the minimum number of teachers the school district is expected to employ.</p>
<p>SB508 Nevada Plan</p> 	<p>Section 4 of this bill expresses the intent of the Legislature, commencing with Fiscal Year 2016-2017, to provide additional resources to the Nevada Plan expressed as a multiplier of the basic support guarantee to meet the unique needs of certain categories of pupils, including, without limitation, pupils with disabilities, pupils who are limited English proficient, pupils who are at risk and gifted and talented pupils. (NRS 387.121)</p> <p>Section 9 of this bill removes “the count day” and instead requires the school districts to report to the Department of Education “average daily enrollment,” which is defined in section 5 of this bill, on a quarterly basis. (NRS 387.1211)</p> <p>Moving from count day enrollment to average daily enrollment may require changes in procedures and/or regulations for student enrollment and attendance.</p> <p>Section 9 also requires the Department to prescribe a process to reconcile the quarterly reports of average daily enrollment to account for pupils who leave the school district or a public school during the school year.</p> <p>Section 11 of this bill removes, effective July 1, 2017, the requirement that pupils enrolled in kindergarten be counted as six-tenths and instead includes those pupils in the regular reporting of average daily enrollment with the pupils enrolled in grades 1 to 12, inclusive.</p> <p>Section 30 of this bill repeals, effective July 1, 2016, the provision of funding for special education through special education program units and instead section 7 of this bill requires that the basic support guarantee per pupil for each school district include a multiplier for pupils with disabilities. (NRS 387.1221, 387.122)</p> <p>Section 24 of this bill creates the Contingency Account for Special Education Services and requires the State Board of Education to adopt regulations for the application, approval and disbursement of money to reimburse the school districts and charter schools for extraordinary program expenses and related services for pupils with significant disabilities.</p> <p>Section 28 of this bill requires the Department of Education to develop a plan as soon as practicable to provide additional resources to the Nevada Plan expressed as a multiplier of the basic support guarantee to meet the unique needs of pupils with disabilities, pupils who are limited English proficient, pupils who are at risk and gifted and talented pupils. The plan must include: (1) the amount of the multiplier for each such category of pupils; and (2) the date by which the plan should be implemented or phased in, with full implementation occurring not later than Fiscal Year 2021-2022.</p> <p>Section 28 also requires the Superintendent of Public Instruction to submit a report on or before October 1, 2016, to the Governor and the Director of the Legislative Counsel Bureau for transmittal to the 79th Session of the Nevada Legislature that includes: (1) the per pupil expenditures associated with legislative appropriations for pupils with disabilities, pupils who are limited English proficient, pupils who</p>

	<p>are at risk and gifted and talented pupils; and (2) any recommendations for legislation to address the unique needs of those pupils.</p> <p>Section 29 of this bill provides for the allocation of funding for pupils with disabilities for Fiscal Year 2016-2017.</p> <p>Each local board will want to have extensive discussions about the impact of each of these provisions on the district's financial situation.</p>
<p>SB515 Funding Bill</p> 	<p>Section 17 requires each board of trustees to do these several things with regard to CLASS SIZE REDUCTION:</p> <p>(a) File a plan with the Superintendent of Public Instruction describing how the money transferred pursuant to sections 15 and 16 of this act will be used to comply with the required ratio of pupils to teachers in grades 1, 2 and 3; and</p> <p>(b) May, after receiving approval of the plan from the Superintendent of Public Instruction, use the money transferred pursuant to sections 15 and 16 of this act to carry out:</p> <p>(1) An alternative program for reducing the ratio of pupils per teacher, including, without limitation, any legislatively approved program of flexibility; or</p> <p>(2) Programs of remedial education that have been found to be effective in improving pupil achievement in grades 1, 2 and 3, so long as the combined ratio of pupils per teacher in the aggregate of kindergarten and grades 1, 2 and 3 of the school district does not exceed the combined ratio of pupils per teacher in the aggregate of kindergarten and grades 1, 2 and 3 of the school district in the 2004-2005 school year.</p> <p>The plan approved by the Superintendent of Public Instruction must describe the method to be used by the school district to evaluate the effectiveness of the alternative program or remedial education programs in improving pupil achievement.</p> <p>In no event must the provision of this section be construed to authorize the board of trustees of a school district in a county whose population is 100,000 or more to develop an alternative plan for the reduction of pupil-teacher ratios pursuant to subsection 2 of NRS 388.720. [See multiple Guidance Memos from Dale Erquiaga.]</p>
<p>SCHOOL CONSTRUCTION page 44</p>	
<p>SB170 Bonds</p>	<p>The provisions of AB170 mandate that a municipality or school district must use any general obligations issued or incurred for the specific use for which they were originally issued or incurred. Notice requirements in Section 1 will also impact school districts.</p>
<p>SB119 Prevailing Wage</p> 	<p>Each local board will want to review the provisions of SB119 as the restrictions on payment of prevailing wage may impact spending on school maintenance and repair as well as building new schools.</p>
<p>SB207 Rollover Bonds</p> 	<p>SB207 extends the period for bonding for an additional 10 years without further voter approval and related matters.</p>
<p>SB254 Retainage</p>	<p>Each local board will want to ensure that the 5% retainage is handled appropriately within the district.</p>
<p>SB511 Taxation and Capital Projects</p>	<p>SB411 provides an alternative process for developing funds that can be used for capital projects of a school district.</p>
<p>STUDENTS and STUDENT DATA page 46</p>	
<p>AB120 Student Expression</p> 	<p>Local school boards will want to ensure that student handbooks and information posted on the district website include the provisions of Section 2. Moreover, the board of trustees and governing body of a charter school will need to establish a grievance policy in the event of a complaint regarding the rights specified in AB120.</p>

<p>AB121 Weapons</p>	<p>Local school boards will want to ensure that student handbooks and information posted on the district website include the provisions of AB121.</p> <p>NASB encourages each board to set into place a mechanism for tracking occurrences of this kind, particularly when the simulation of a weapon or the wearing of clothing depicting weapons is a part of bullying behavior.</p>
<p>AB178 Habitual Discipline Problem</p> 	<p>Each board may wish to review existing policies and regulations regarding discipline and consequences for certain behaviors. Sections 1 and 2 may require development of new policy and/or regulations.</p> <p>Students and their parents or guardians may also need to be made aware of the changes included in AB178.</p>
<p>AB221 Data Elements</p> 	<p>A number of important statutory changes in AB221 may require boards to reconsider existing policy and/or regulatory additions or amendments or adopt new policies/regulations.</p> <p>(1) Any contract entered into by the Department of Education, a school district, or a charter school, etc. must provide for the disclosure of data that includes any personally identifiable information to include provisions to protect the privacy and security of such information and a penalty for intentional or gross negligent compliance with the terms of the contract.</p> <p>(2) Working with the Department, each school district, charter school, etc. must adopt a detailed plan to provide for the security of data collected, maintained, and transferred by the Department.</p> <p>(3) Each school district, charter school, etc. must carry out the plan as adopted.</p> <p>(4) Each school district, charter school, etc. must prepare an annual report that describes any significant changes made in data collected concerning pupils and any new data elements proposed for inclusion in the automated system of accountability information.</p> <p>(5) Each school board, governing body, etc. must first establish, then publish and make publicly available, an index of categories of data transferred to the automated system of accountability for Nevada.</p> <p>Each school board, governing body, etc. must adopt policies and procedures governing the use of certain software by teachers and other educational personnel and the manner in which data concerning pupils may be provided to persons, authorized and unauthorized.</p>
<p>SB302 Education Savings Account</p> 	<p>As with vouchers, parents may apply for grants in the amount of the state average per pupil funding. For a child who is a student with a disability or a child with a household income that is less than 185% of the federally designated level signifying poverty, 100% of the statewide average basic support is available. For all other children, 90% of the statewide average basic support is available. For the first year of the biennium, the statewide average basic support will be \$5,710 [90%=\$5,139]. For the second year of the biennium, \$5,774 per pupil [90%=\$5,196].</p> <p>The funds will be used to open an "education savings account" to be used by the parent on behalf of the child. The accounts will be administered by the State Treasurer. The State Treasurer may deduct not more than 3% of each grant for administrative costs.</p> <p>In order to be eligible for the funds, if the child is required to attend school [between the ages of 7 and 18 years], he/she must have attended public school for at least 100 consecutive school days.</p> <p>The parent may enter into an agreement for the "education savings account" for more than one child.</p> <p>A parent may not establish an "education savings account" for a child who will be home schooled, who will receive instruction outside Nevada, or who will remain enrolled full-time in a public school.</p> <p>Funds may be used to obtain instruction from certain entities defined in the bill as a private school, an eligible institution, a program of distance education, a tutor, or a parent.</p> <p>The funds may also be used for associated expenses such as textbooks, fees for norm-referenced tests, Advanced Placement exams, college entrance exams, and other educational expenses. For students with disabilities for whom transportation is required, the funds may be used for that purpose up to not more than \$750 per school year.</p>

	<p>The State Treasurer will select a firm to randomly audit the "education savings accounts" annually.</p> <p>Each participating entity that accepts payments made from "education savings accounts" must ensure that each child on whose behalf funds are received takes any examination in mathematics and English language that are required for pupils of the same grade in public schools. Also included are norm-referenced achievements in mathematics and English language arts. The Department of Education must report the examination aggregated results and associated learning gains.</p> <p>The State Treasurer must administer an annual survey of all parents having "education savings accounts" to indicate the relative satisfaction of the parent with the program and the opinions of the parents regarding the education received.</p>
<p>SB463 Data</p> 	<p>This bill focuses upon personally identifiable information as it is connected to what is called "school service." This means an internet website, online service, or mobile application that collects or maintains personally identifiable information concerning a pupil, is used primarily for educational purposes, and—most importantly—is designed and marketed for use in public schools and is used at the direction of teachers and other educational personnel.</p> <p>The bill further specifies what the term does not include. The school board will want to review existing policy to ensure that the requirements related to "school service" are embodied in policy and/or regulation.</p> <p>Another important term defined in SB463 is "targeted advertising." This term means presenting advertisements to pupils where the advertisement is selected based on information obtained or inferred from the online behavior of the pupil, the use of applications by a pupil, or personally identifiable information concerning a pupil. Board policy may also need to be developed or revised regarding this term and the features below specified in SB463.</p> <p>The board's policy/regulation must ensure that before a school district begins using a school service, the provider of that service must provide a written disclosure in language easy to understand which includes these details:</p> <ol style="list-style-type: none"> (1) The types of personally identifiable information collected by the school service provider and the manner in which information is used; and (2) A description of the plan for security of data concerning pupils. <p>This notice must be provided to the board of trustees of a school district, governing body of a charter school, teachers, administrators, etc.</p> <p>Before the contract is finalized, a process must be developed for the opportunity for a pupil who is at least 18 years old, the teacher of that pupil, the board of trustees, or others to review the information for correction if needed.</p> <p>SB463 establishes a timeline and circumstances for correction or removal of information.</p> <p>The school service provider shall not use personally identifiable information to engage in targeted advertising and may use information collected for purposes of adaptive or personalized learning, maintaining or improving the school service, recommending additional content or services, soliciting feedback regarding a school service, etc.</p> <p>Changes are also made in NRS388 regarding the willful breach of security or confidentiality of test questions and answers for examinations mandated by the State.</p>

SB503

**Breakfast after
the Bell**



Section 6 of the bill creates the Program of Breakfast after the Bell and public schools must participate if they have 70% or more pupils who are eligible for free or reduced-price lunch under the National School Lunch Act.

Other provisions in Section 6 set forth circumstances under which a public school is not required to participate after the 2016-17 school year.

A public school that would otherwise be required to participate is not required to participate until sufficient money, as determined by the State Department of Agriculture, is available to fund the public school's participation in the Program.

New or revised board policy and/or regulation may be needed to implement this program.

Each participating public school, in cooperation with the board of trustees of the school district or governing body of the charter school, may determine the model for serving breakfast that is most suited for the school, including without limitation:

- a) Breakfast served in the classroom;
- b) Grab-and-go breakfasts; and
- c) Breakfast served in the cafeteria during or after the first period of school or during a morning recess.

Section 8 describes the process to be used by the State Department of Agriculture to reimburse the public schools that are participating in the program.

In Section 10, if the State Department of Agriculture determines at the end of a school year that a public school participating in the Program has not increased the provision of breakfast to enrolled pupils who are eligible for free or reduced-price lunches under the National School Lunch Act by at least 10 percent, the State Department of Agriculture shall provide written notice of its findings to the school. Section 11 includes other reporting requirements.