

**STATE BOARD OF EDUCATION
REGULATION HEARING AGENDA
OCTOBER 7, 2026
9:00 AM**

Office	Address	City	Meeting Room
Department of Education	2080 E. Flamingo Rd.	Las Vegas	Room 114
Department of Education	700 E. Fifth St.	Carson	Board Room
Department of Education	Virtual	Virtual	YouTube Livestream

PUBLIC NOTICE

*The public is hereby noticed that the Nevada State Board of Education reserves the right to take agenda items out of posted order (except that public hearings will not begin earlier than posted times); items may be pulled or removed from the agenda at any time; and items may be combined for consideration. A time for public comment is provided at the beginning and at the conclusion of the meeting, and public comment will be taken under each Hearing specific to that item. A time limit of three minutes will be imposed for public comments in order to afford all members of the public who wish to comment an opportunity to do so within the timeframe available. All individuals providing in-person testimony must fill out a visitor card. If you are unable to attend but would like to provide a written statement for **public comment related to a regulation hearing**, please submit your statement to NVBoardEd@doe.nv.gov **no later than Monday, October 5**. If you are unable to attend but would like to provide a written statement for public comment related to all other items on the agenda, please submit your statement before the conclusion of the meeting to NVBoardEd@doe.nv.gov. The Board president reserves the right to call on individuals from the audience or to allow for testimony at any time. Reasonable efforts will be made for members of the public who have disabilities and require special accommodations or assistance at the meeting. Please contact Andrew Orozco at NVBoardEd@doe.nv.gov at least five business days in advance so that arrangements may be made. The support materials to this agenda are available at no charge on the Nevada State Board of Education [Meeting Materials](#) page under the meeting date referenced above or by contacting Amelia Thibault at NVBoardEd@doe.nv.gov. This public notice has been sent to all persons on the agencies mailing list for administrative regulations and the State Board and posted on the Nevada Department of Education's website at <https://doe.nv.gov>, Nevada's Public Notice site at <https://notice.nv.gov>, the Nevada State Legislature's webpage at <https://leg.state.nv.us> and physically at the Nevada Department of Education Offices and Nevada State Library and Archives. Copies of this notice will also be emailed and/or mailed to members of the public upon request.*

AGENDA

1. CALL TO ORDER

2. PUBLIC COMMENT #1

Public comment will be taken during this agenda item regarding any item appearing on the agenda. No action may be taken on a matter discussed under this item until the matter is included on an agenda as an item on which action may be taken. The Board will impose a time limit of three minutes. Please hold comments specific to a given hearing until public comment is called upon for that hearing specifically.

3. 9:00 AM REGULATION HEARING FOR R112-26 ON PROPOSED CHANGES TO NAC 391 REGARDING PARAPROFESSIONAL EXAMS (For possible action)

The State Board of Education will hold a regulation hearing on proposed changes to NAC 391 per R112-26. This regulation updates the assessments and cut scores required for paraprofessionals.

- Jeff Briske, Licensure Director, Office of Educator Development, Licensure, and Family Engagement

4. 9:01 AM REGULATION HEARING FOR R042-26 ON PROPOSED CHANGES TO NAC 391 REGARDING EDUCATOR GROWTH GOALS (For possible action)

The State Board of Education will hold a regulation hearing on proposed changes to NAC 391 per R042-26. This regulation updates language and establishes measures related to educator growth goals.

- Kathy Hoyt, Director, Office of Student and School Supports

5. 9:02 AM REGULATION HEARING FOR R020-26 ON PROPOSED CHANGES TO NAC 389 REGARDING UPDATES TO THE UNIFORM GRADING SCALE *(For possible action)*

The State Board of Education will hold a regulation hearing on proposed changes to NAC 389 per R020-26. This regulation adds provisions to the uniform grading scale regarding dual credit coursework.

- Andrew Snyder, Education Programs Supervisor, Office of Teaching and Learning

6. 9:03 AM REGULATION HEARING FOR R163-26 ON PROPOSED CHANGES TO NAC 387 AND 389 REGARDING REPORTING PROVISIONS *(For possible action)*

The State Board of Education will hold a regulation hearing on proposed changes to NAC 387 and 389 per R163-26. This regulation repeals reporting provisions that have been identified as burdensome, duplicative, or no longer responsive to a modern education system.

- Amelia Thibault, Legislative Liaison, Office of the Superintendent of Public Instruction

7. PUBLIC COMMENT #2

Public comment will be taken during this agenda item on any matter within the jurisdiction, control, or advisory power of the State Board. No action may be taken on a matter raised under this item until the matter is included on an agenda as an item on which action may be taken. The Board will impose a time limit of three minutes.

8. ADJOURNMENT

Joe Lombardo
Governor

Dr. Victor Wakefield
Superintendent of Public
Instruction



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Notice of Intent to Act Upon a Regulation

Notice of Hearing for the Adoption of LCB File R112-26 by the Nevada State Board of Education

The Nevada Department of Education will hold a public hearing at **9:00 AM on Wednesday, October 7, 2026**, available to stream online via [YouTube](https://www.youtube.com) or attend at the following locations: Nevada Department of Education Offices, 700 E. Fifth Street, Board Room, Carson City and 2080 E. Flamingo Road, Room 114, Las Vegas, Nevada. The purpose of the hearing is to receive comments from all interested persons regarding the revision of language in Nevada Administrative Code (NAC) Chapter 391.

The following information is provided pursuant to the requirements of Nevada Revised Statute (NRS) 233B.0603:

- 1. The need and purpose of the proposed regulations and/or amendments:** NRS 391.094 requires that the State Board prescribe an examination for paraprofessionals. NAC 391.760 was last updated a decade ago and no longer references a valid assessment.
- 2. Description of the proposed regulation or the subjects and issues involved:** The proposed regulation updates the assessments and cut scores required for paraprofessionals to reflect modern and valid assessments.
- 3. How to obtain a copy of the proposed regulatory language:** Attached to this posting and posted on the NDE website.
- 4. Estimated economic effect of the regulation on the business which it is to regulate and on the public:** No anticipated economic effect.
- 5. Methods used by the agency in determining the impact on small businesses:** This regulation relates to public education and will not have an impact on small businesses.
- 6. The estimated cost to the agency for enforcement of the proposed regulation:** No costs are identified with the implementation of this regulation beyond previously allocated amounts.
- 7. Description and citation of duplicative or overlapping regulations of other state or local government agencies:** None.
- 8. Whether the regulation is required by federal law:** No.
- 9. Whether the regulation is more stringent than federal regulations regarding the same activity:** No.

10. Whether the proposed regulation establishes a new fee or increases an existing fee: No.

A copy of all materials relating to the proposal may be obtained at the workshop, on the [NDE website](#), or by contacting the Nevada Department of Education via email at NVBoardEd@doe.nv.gov. Persons wishing to comment upon the proposed action of the Department may provide in-person testimony or submit written comment via email at NVBoardEd@doe.nv.gov. Comments may be submitted via email up until the time of the Hearing. If there is no in-person or written testimony submitted, the State Board of Education may proceed immediately to act upon any written submission.

This notice has been sent to all persons on the agencies mailing list for administrative regulations and posted on the Nevada Department of Education's website at <https://doe.nv.gov/>, Nevada's Public Notice site at <https://notice.nv.gov>, the Nevada State Legislature's webpage at <https://leg.state.nv.us>, and physically at the Nevada Department of Education Offices and with Nevada State Library and Archives. Copies of this notice will also be emailed to members of the public upon request.

Notice per NRS 233B.064: Upon adoption of any regulation, the State Board, if requested to do so by an interested person either before adoption or within 30 days thereafter, shall issue a concise statement of the principal reasons for and against its adoption and incorporate therein its reason for overruling the consideration urged against its adoption.

**PROPOSED REGULATION OF THE
STATE BOARD OF EDUCATION**

LCB File No. R112-26

May 22, 2026

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

AUTHORITY: § 1, NRS 385.080, 391.094 and 391.100.

A REGULATION relating to education; revising the assessments a paraprofessional may complete to satisfy certain federal qualifications; and providing other matters properly relating thereto.

Legislative Counsel’s Digest:

Existing law requires the State Board of Education to prescribe at least one examination for certain paraprofessionals who provide support services in public schools. (NRS 391.094) Existing regulations require each school district and charter school to recognize that a paraprofessional has satisfied certain federal qualifications if the paraprofessional meets certain criteria, including, without limitation, passing the ParaPro Assessment prepared and administered by the Educational Testing Service with a score of at least 455 or an alternative assessment approved by the Board with a score prescribed by the Board. (NAC 391.760) This regulation eliminates the option for a paraprofessional to take the ParaPro Assessment to meet such criteria. Instead, this regulation provides that a paraprofessional may meet such criteria by obtaining a score of at least: (1) 332 on the “ParaPathways: Reading and Writing” assessment; and (2) 334 on the “ParaPathways: Mathematics” assessment.

Section 1. NAC 391.760 is hereby amended to read as follows:

391.760 1. Each school district and charter school shall recognize that a paraprofessional has satisfied the qualifications prescribed by the No Child Left Behind Act of 2001, 20 U.S.C. § 6319, as that section existed on December 9, 2015, if the paraprofessional possesses a high school diploma or its recognized equivalent and has:

(a) Completed at least 48 semester hours of credit at an accredited college or university;

(b) Obtained an associate's degree or higher degree from an accredited college or university;

or

(c) Passed:

(1) The ~~{ParaPro Assessment}~~ *following assessments* prepared and administered by the Educational Testing Service ~~{with a score of at least 455;}~~ or *its successor organization:*

(I) The "ParaPathways: Reading and Writing" assessment with a score of at least 332; and

(II) The "ParaPathways: Mathematics" assessment with a score of at least 334; or

(2) An alternative assessment approved by the Board pursuant to NAC 391.770 with a score prescribed by the Board.

2. Each school district and charter school shall ensure that a paraprofessional who is:

(a) Initially hired by the school district or charter school on or after January 8, 2002, to work in a program supported with Title I money satisfies the requirements of 20 U.S.C. § 6319, as that section existed on December 9, 2015, upon hire.

(b) Hired by the school district or charter school before January 8, 2002, to work in a program supported with Title I money satisfies the requirements of 20 U.S.C. § 6319, as that section existed on December 9, 2015, on or before January 8, 2006.

Joe Lombardo
Governor

Dr. Victor Wakefield
Superintendent of Public
Instruction



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Notice of Intent to Act Upon a Regulation

Notice of Hearing for the Adoption of LCB File R042-26 by the Nevada State Board of Education

The Nevada Department of Education will hold a public hearing at **9:01 AM on Wednesday, October 7, 2026**, available to stream online via [YouTube](https://www.youtube.com) or attend at the following locations: Nevada Department of Education Offices, 700 E. Fifth Street, Board Room, Carson City and 2080 E. Flamingo Road, Room 114, Las Vegas, Nevada. The purpose of the hearing is to receive comments from all interested persons regarding the revision of language in Nevada Administrative Code (NAC) Chapter 391. The following information is provided pursuant to the requirements of Nevada Revised Statute (NRS) 233B.0603:

- 1. The need and purpose of the proposed regulations and/or amendments:** SB460 (2025) amended provisions related to the Nevada Education Performance Framework, to include NRS 391.465-391.730, regarding educator growth goals. This regulation updates language regarding educator growth goals in addition to defining the parameters
- 2. Description of the proposed regulation or the subjects and issues involved:** The proposed regulation updates language regarding educator growth goals in addition to defining the parameters for establishing and measuring educator growth goals.
- 3. How to obtain a copy of the proposed regulatory language:** Attached to this posting and posted on the NDE website.
- 4. Estimated economic effect of the regulation on the business which it is to regulate and on the public:** No anticipated economic effect.
- 5. Methods used by the agency in determining the impact on small businesses:** This regulation relates to public education and will not have an impact on small businesses.
- 6. The estimated cost to the agency for enforcement of the proposed regulation:** No costs are identified with the implementation of this regulation beyond previously allocated amounts.
- 7. Description and citation of duplicative or overlapping regulations of other state or local government agencies:** None.
- 8. Whether the regulation is required by federal law:** No.
- 9. Whether the regulation is more stringent than federal regulations regarding the same activity:** No.

10. Whether the proposed regulation establishes a new fee or increase an existing fee: No.

A copy of all materials relating to the proposal may be obtained at the workshop, on the [NDE website](#), or by contacting the Nevada Department of Education via email at NVBoardEd@doe.nv.gov. Persons wishing to comment upon the proposed action of the Department may provide in-person testimony or submit written comment via email at NVBoardEd@doe.nv.gov. Comments may be submitted via email up until the time of the Hearing. If there is no in-person or written testimony submitted, the State Board of Education may proceed immediately to act upon any written submission.

This notice has been sent to all persons on the agencies mailing list for administrative regulations and posted on the Nevada Department of Education's website at <https://doe.nv.gov/>, Nevada's Public Notice site at <https://notice.nv.gov>, the Nevada State Legislature's webpage at <https://leg.state.nv.us>, and physically at the Nevada Department of Education Offices and with Nevada State Library and Archives. Copies of this notice will also be emailed to members of the public upon request.

Notice per NRS 233B.064: Upon adoption of any regulation, the State Board, if requested to do so by an interested person either before adoption or within 30 days thereafter, shall issue a concise statement of the principal reasons for and against its adoption and incorporate therein its reason for overruling the consideration urged against its adoption.

**SECOND REVISED PROPOSED REGULATION OF THE
STATE BOARD OF EDUCATION**

LCB File No. R042-26

August 11, 2026

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

AUTHORITY: §§ 1-8, NRS 385.080, 391.465 and 391.480.

A REGULATION relating to educational personnel; revising the terminology used to refer to the goals for educational growth of pupils that are used as part of the evaluation of certain teachers and administrators; requiring the establishment of a baseline level of proficiency for the pupils of a teacher for the purpose of developing such goals for educational growth; establishing certain requirements for the establishment of goals for educational growth for the pupils of a teacher from that baseline; revising the provisions governing the assessments and examinations that may be used by a school or school district to determine the extent to which goals for educational growth for the pupils of a teacher have been achieved; and providing other matters properly relating thereto.

Legislative Counsel’s Digest:

Existing law and regulations establish a statewide performance evaluation system for evaluating the performance of teachers, administrators and certain other educational personnel. (NRS 391.465, 391.675-391.730; NAC 391.565-391.589) Existing law requires pupil growth to account for 15 percent of an evaluation of the overall performance of a teacher or administrator. (NRS 391.465) To determine pupil growth for this purpose, existing law requires each teacher and administrator to: (1) develop learning goals for the pupils of the teacher or administrator; and (2) be evaluated at the end of the specified period to determine the extent to which those goals were achieved by such pupils. (NRS 391.480) Senate Bill No. 460 (S.B. 460) of the 2025 Legislative Session revised the term used to describe these goals after June 30, 2027, from “learning goals” to “goals for educational growth.” (NRS 391.480) **Sections 1-7** of this regulation accordingly revise references to such goals in the Nevada Administrative Code to conform with the terminology used in S.B. 460.

To establish such goals for educational growth for the pupils of a teacher, **section 6** requires: (1) a baseline level of proficiency to be established for the pupils of the teacher using data regarding the performance of the pupils on certain examinations; and (2) the teacher to establish the goals for educational growth for the pupils of a teacher from the level of baseline proficiency, and based on certain other criteria concerning the standards, knowledge and skills applicable to the subject areas in which the pupils are expected to exhibit growth over the course of the school year.

Additionally, S.B. 460 provides that, after June 30, 2027, a school or school district is required to use certain standardized examinations, which are required to be administered to measure the achievement and proficiency of pupils in certain grade levels and subjects, to measure the achievement of the goals for educational growth of pupils established by a teacher who provides instruction in English language arts, science or mathematics. (NRS 390.105, 391.480) **Section 6** provides for the use of such standardized examinations for this purpose by requiring the baseline level of proficiency for the pupils of a teacher who provides direct instruction in English language arts, science or mathematics to be established using data regarding the performance of the pupils on: (1) such standardized examinations; or (2) if such data is not available for one or more pupils of the teacher, a modified version of such an examination or certain other similar assessments which meet certain requirements. **Section 6** also requires the data regarding the performance of the pupils of a teacher who does not provide direct instruction in those subject areas on such standardized examinations to be used when establishing a baseline level of proficiency for such pupils, if such a standardized examination is administered in the applicable subject area of the teacher. If such an examination is not administered in the applicable subject area in which a teacher provides direct instruction to pupils, **section 6** requires the baseline level of proficiency for such pupils to be established using data regarding the performance of pupils on certain other examinations or assessments that satisfy certain criteria. Finally, **section 6** establishes standards for certain assessments authorized to be used to determine the extent to which the goals for educational growth for the pupils of a teacher were achieved.

Section 8 of this regulation provides that, to conform with the applicable effective date prescribed by S.B. 460, **sections 1-7** become effective on July 1, 2027, or upon approval by the Legislative Commission and filing with the Secretary of State, whichever is later.

Section 1. NAC 391.571 is hereby amended to read as follows:

391.571 1. The performance evaluation of each school-level administrator must include an evaluation of the school-level administrator in the following domains:

(a) Instructional leadership practices of the administrator at the school, as prescribed by NAC 391.572, which, except as otherwise provided in subsection 2, must account for 65 percent of the performance evaluation;

(b) Professional responsibilities of the administrator to support learning and promote the effectiveness of the school community, as prescribed by NAC 391.573, which, except as otherwise provided in subsection 2, must account for 20 percent of the performance evaluation; and

(c) Except as otherwise provided in subsection 2, the extent to which the ~~Learning~~ goals *for educational growth* of pupils enrolled in the school were achieved based upon the assessments *or examinations* selected pursuant to NAC 391.582, which must account for 15 percent of the performance evaluation.

2. The performance evaluation of a probationary administrator, other than a postprobationary employee who is deemed a probationary employee pursuant to NRS 391.730, in his or her initial year of probationary employment must be based upon the domains of instructional leadership practices of the administrator at the school as prescribed by NAC 391.572 and professional responsibilities of the administrator to support learning and promote the effectiveness of the school community as prescribed by NAC 391.573, with the percentages and weights assigned to those domains in accordance with the scoring matrix prescribed by the Department pursuant to NAC 391.580.

Sec. 2. NAC 391.574 is hereby amended to read as follows:

391.574 1. The performance evaluation of each teacher must include an evaluation of the teacher in the following domains:

(a) Instructional practices of the teacher in the classroom, as prescribed by NAC 391.575, which, except as otherwise provided in subsection 2, must account for 65 percent of the performance evaluation;

(b) Professional responsibilities of the teacher to support learning and promote the effectiveness of the school community, as prescribed by NAC 391.576, which, except as otherwise provided in subsection 2, must account for 20 percent of the performance evaluation; and

(c) Except as otherwise provided in subsection 2, the extent to which the ~~Learning~~ goals *for educational growth* of pupils enrolled in the school were achieved based upon the assessments *or examinations* selected pursuant to NAC 391.582, which must account for 15 percent of the performance evaluation.

2. The performance evaluation of a probationary teacher, other than a postprobationary employee who is deemed a probationary employee pursuant to NRS 391.730, in his or her initial year of probationary employment must be based upon the domains of instructional practices of the teacher in the classroom as prescribed by NAC 391.575 and professional responsibilities of the teacher to support learning and promote the effectiveness of the school community as prescribed by NAC 391.576, with the percentages and weights assigned to those domains in accordance with the scoring matrix prescribed by the Department pursuant to NAC 391.580.

Sec. 3. NAC 391.575 is hereby amended to read as follows:

391.575 The performance evaluation of a teacher in the domain of instructional practices of the teacher in the classroom must include, without limitation, an evaluation of the teacher in the following standards of performance, with each standard carrying the weight prescribed by the Department pursuant to NAC 391.580:

1. The teacher ensures that new learning is connected to the prior learning and experience of all pupils, as demonstrated by the following indicators:

(a) Activating the initial understanding of all pupils and applying that existing understanding to new concepts and skills;

(b) Making explicit connections for all pupils between new concepts and skills and previously learned concepts and skills;

(c) Making clear to all pupils the purpose and relevance of new concepts and skills; and

(d) Providing all pupils with opportunities to build on or challenge their initial understanding of concepts and skills.

2. The teacher ensures that tasks are based upon high cognitive demands for pupils with diverse abilities, as demonstrated by the following indicators:

- (a) Purposefully employing the cognitive abilities and skills of all pupils;
- (b) Placing appropriate demands on all pupils;
- (c) Progressively developing the cognitive abilities and skills of all pupils; and
- (d) Operating with a belief that all children can achieve regardless of their race, perceived abilities or socioeconomic status.

3. The teacher ensures that all pupils engage in the act of learning, constructing understandings for themselves, through discourse and other strategies, as demonstrated by the following indicators:

- (a) Providing opportunities for extended, productive discourse between the teacher and all pupils and among pupils;
- (b) Providing opportunities for all pupils to create and interpret multiple representations;
- (c) Assisting all pupils to use existing knowledge and prior experience to make connections and recognize relationships among new concepts and skills; and
- (d) Structuring the classroom environment to enable collaboration among pupils and participation by all pupils, and to create a positive affective experience for all pupils.

4. The teacher ensures that all pupils engage in metacognitive activity to increase understanding of and accept responsibility for their own learning, as demonstrated by the following indicators:

(a) Imparting an understanding to pupils of the skills and concepts being taught, the reasons each skill or concept is being presented and the methods for a pupil to assess whether he or she has learned each skill or concept presented;

(b) Structuring opportunities for self-monitored learning for all pupils; and

(c) Supporting all pupils to take actions to improve their abilities based on the self-monitoring described in paragraph (b).

5. The teacher integrates assessment into instruction, as demonstrated by the following indicators:

(a) Planning ongoing learning opportunities for all pupils based upon evidence of their current learning status;

(b) Aligning assessment opportunities with ~~learning~~ goals *for educational growth* and performance criteria;

(c) Structuring opportunities to generate evidence that all pupils are learning each skill and concept being presented during a lesson; and

(d) Adapting his or her actions in the classroom based on the evidence described in paragraph (c).

Sec. 4. NAC 391.577 is hereby amended to read as follows:

391.577 1. The performance evaluations of school-level administrators in the standards for the domain of instructional leadership practices and standards for the domain of professional responsibilities and the performance evaluations of teachers in the standards for the domain of instructional practices and the domain of professional responsibilities must be measured using the following methods:

(a) Observations of performance in accordance with the scheduled observation cycles prescribed by NRS 391.685, 391.690, 391.705 or 391.710, as applicable.

(b) Review of evidence applicable to the performance of the school-level administrator or teacher, which may include:

- (1) Documents;
 - (2) Photographs;
 - (3) Policies and procedures;
 - (4) Certificates and transcripts;
 - (5) Audio and video media;
 - (6) Data, reports, plans, logs, evaluations, surveys, journals, portfolios and other examples of work, newsletters and written communications; or
 - (7) Other tangible demonstrations of the performance of the school-level administrator or teacher, as applicable,
- ↪ or any combination thereof.

(c) Self-assessment, which may include:

- (1) Guided reflection, which involves the school-level administrator or teacher, as applicable, engaging in dialogue with a supervisor or peers through facilitated and structured self-inquiry and critical analysis of the practice and experience of the school-level administrator or teacher, as applicable;
- (2) Self-assessment questionnaires;
- (3) Feedback from peers and pupils;
- (4) Journals; or
- (5) Media recordings of the school-level administrator or teacher, as applicable,

↪ or any combination thereof.

(d) Evaluation of the effectiveness of the school-level administrator or teacher in improving the performance of pupils through the setting of goals in collaboration with the supervisor of the school-level administrator or teacher, which includes, without limitation:

(1) Developing specific and measurable annual goals for improvement for the school-level administrator or teacher;

(2) Monitoring the progress made toward each goal for improvement for the school-level administrator or teacher and assessing such progress for a specific period of time;

(3) Creating, implementing and making adjustments to strategies for improvement for the school-level administrator or teacher based upon the progress made; and

(4) Developing ~~Learning~~ goals *for educational growth* for pupils pursuant to NRS 391.480, which must include, without limitation, an identification of:

(I) Each group of pupils for whom a ~~Learning~~ goal *for educational growth* is established;

(II) The standards and content taught to each such group of pupils;

(III) Each assessment *or examination* used to determine the extent to which the ~~Learning~~ goals *for educational growth* of such pupils were achieved; and

(IV) Targets for the performance of each group of pupils and a rationale for each target.

2. Each assessment *or examination* identified pursuant to sub-subparagraph (III) of subparagraph (4) of paragraph (d) of subsection 1 must satisfy the requirements of NAC 391.582.

3. When developing the ~~Learning~~ goals *for educational growth* for pupils pursuant to subparagraph (4) of paragraph (d) of subsection 1, the characteristics and attributes of the pupils of the school-level administrator or teacher must be considered.

Sec. 5. NAC 391.579 is hereby amended to read as follows:

391.579 1. Except as otherwise provided in subsection 2, each school district shall use the evaluation tools prescribed by the Department for conducting the performance evaluations of school-level administrators and the performance evaluations of teachers. The Department shall prescribe such evaluation tools, including, without limitation:

(a) Rubrics for specifying expectations of performance which are measured during the observations of performance required by NRS 391.685, 391.690, 391.705 and 391.710, as applicable, and in the review of artifacts pursuant to paragraph (b) of subsection 1 of NAC 391.577;

(b) Protocols to guide and score each observation in accordance with the scheduled observation cycles required by NRS 391.685, 391.690, 391.705 and 391.710, as applicable;

(c) Protocols to guide pre- and post-observation conferences;

(d) Protocols to guide pre- and post-evaluation conferences;

(e) Instruments and techniques to assist the person being evaluated with self-assessment as described in paragraph (c) of subsection 1 of NAC 391.577; and

(f) Protocols to guide the person being evaluated with setting goals as described in paragraph (d) of subsection 1 of NAC 391.577.

2. A school district may apply to the Department for flexibility to use evaluation tools in conducting the performance evaluations of school-level administrators and the performance evaluations of teachers that are different than the evaluation tools prescribed by the Department

pursuant to subsection 1. The application must be on a form prescribed by the Department and include, without limitation:

(a) The evaluation tools proposed for use by the school district, which must align with the standards and indicators for each domain prescribed by NAC 391.571 and 391.574; and

(b) The process that will be used to incorporate into the scoring matrix prescribed by the Department pursuant to NAC 391.580 the scores derived from the school district's measures of standards and indicators for each domain prescribed by NAC 391.571 and 391.574.

3. A school district must obtain approval from the Department pursuant to subsection 2 before using any evaluation tools that are different from the evaluation tools prescribed by the Department pursuant to subsection 1.

4. A school district shall not conduct a performance evaluation of a school-level administrator or teacher until the school-level administrator or teacher has been provided with a written copy of or electronic access to all evaluation tools described in subsection 1 and any tools approved by the Department pursuant to subsection 2 and has verified in writing receipt of the written copy of or electronic access to all such evaluation tools.

5. Except as otherwise provided in subsections 2 and 3, when using the evaluation tool described in paragraph (f) of subsection 1, the person performing the performance evaluation of a school-level administrator or teacher shall discuss with the school-level administrator or teacher the ~~Learning~~ goals *for educational growth* for the pupils of the school-level administrator or teacher and, if necessary, review and revise the ~~Learning~~ goals *for educational growth* for such pupils.

Sec. 6. NAC 391.582 is hereby amended to read as follows:

391.582 1. *When establishing goals for educational growth for the pupils of a teacher pursuant to subsection 1 of NRS 391.480:*

(a) A baseline level of proficiency in the applicable subject area must be established for the pupils of the teacher. To establish such a baseline level of proficiency:

(1) Except as otherwise provided in subparagraph (2), data regarding the performance of the pupils of a teacher who provides direct instruction in English language arts, science or mathematics on examinations required to be administered pursuant to NRS 390.105 in the applicable subject area must be used.

(2) If data regarding the performance on examinations administered pursuant to NRS 390.105 in the applicable subject area is unavailable for one or more pupils of a teacher who provides direct instruction in English language arts, science or mathematics:

(I) Except as otherwise provided in sub-subparagraph (II), data regarding the performance of such pupils on an assessment or examination that is a modified version of an examination required to be administered pursuant to NRS 390.105 in the applicable subject area must be used. Such an assessment or examination must be valid and reliable.

(II) If it is not practicable to use an assessment or examination described in sub-subparagraph (I) to establish a baseline level of proficiency for pupils described in this subparagraph, the school or school district shall develop a new assessment or examination that must be used to establish the baseline level of proficiency for such pupils. Such an assessment or examination must be capable of measuring the educational growth of pupils in the applicable subject area over time, reviewed by experts to determine the validity of the assessment and scored using a documented protocol that produces high reliability.

(3) Data regarding the performance of the pupils of a teacher not described in subparagraphs (1) and (2) on:

(I) Except as otherwise provided in sub-subparagraph (II), an examination administered pursuant to NRS 390.105 in the applicable subject area or a modified or newly created version of such an examination that meets the applicable requirements of subparagraph (2) must be used.

(II) An examination or assessment that aligns with the standards of academic content and performance prescribed by the State Board and which is valid and reliable must be used if no examination is administered pursuant to NRS 390.105 in the applicable subject area. Such an assessment or examination may be an assessment or examination that is nationally-recognized, developed by the school district or course-embedded.

(b) A teacher shall establish such goals for educational growth:

(1) From the baseline level of proficiency established for the pupils of a teacher pursuant to paragraph (a);

(2) Based on:

(I) The standards of academic content and performance prescribed by the State Board;

(II) Instruction and curriculum adopted by the State Board; and

(III) The knowledge and skills otherwise applicable to the particular grade level or subject areas in which the pupils are expected to demonstrate educational growth over the course of the school year; and

(3) In compliance with the requirements of subsection 3 of NAC 391.577.

2. The criteria for determining which assessments a school or school district may use to determine the extent to which the ~~learning~~ goals *for educational growth* of pupils were achieved pursuant to subsection 5 of NRS 391.480 are:

(a) The degree to which the assessment aligns with:

(1) The standards of *academic* content and performance ~~established by the Council to Establish Academic Standards for Public Schools pursuant to NRS 389.520;~~ *prescribed by the State Board;* and

(2) Curriculum and instruction ~~required for the standards~~ adopted by the State Board;

(b) Whether the assessment is appropriately rigorous to determine pupil achievement in the intended subject areas; and

(c) The validity and reliability of the assessment.

~~2.3.~~ 3. A school or school district that uses an assessment to determine the extent to which the ~~learning~~ goals *for educational growth* of pupils were achieved pursuant to subsection 5 of NRS 391.480 shall continually monitor the use of the assessment to ensure:

(a) The reliability and validity of the assessment;

(b) That the assessment is scored accurately in a manner that produces results that allow the comparison of pupils, classes or schools; and

(c) The security of the assessment.

~~3.3.~~ 4. If practicable, a school or school district shall use an assessment that has previously been approved by the Department ~~pursuant to subsection 3 of NRS 391.480~~ to determine the extent to which the ~~learning~~ goals *for educational growth* of pupils were achieved pursuant to subsection 5 of NRS 391.480.

~~{4.}~~ 5. If no assessment described in subsection ~~{3}~~ 4 effectively determines the extent to which the ~~{learning}~~ goals *for educational growth* of pupils were achieved:

(a) If practicable, a school or school district shall use a modified version of an assessment described in subsection ~~{3}~~ 4 to determine the extent to which the ~~{learning}~~ goals *for educational growth* of pupils were achieved . ~~{; and}~~ *Such an assessment:*

(1) Must align with the standards of academic content and performance prescribed by the State Board and be valid and reliable; and

(2) May be an assessment that is:

(I) Nationally recognized;

(II) Developed by the school district; or

(III) Course-embedded.

(b) If it is not practicable to use an assessment described in paragraph (a) to determine the extent to which the ~~{learning}~~ goals *for educational growth* of pupils were achieved, a school or school district shall develop a new assessment to determine the extent to which the ~~{learning}~~ goals *for educational growth* of pupils were achieved. Such an assessment must be:

(1) Reviewed by experts to determine the validity of the assessment; and

(2) Scored using a documented protocol that produces high reliability.

~~{5.}~~ 6. As used in this section:

(a) “Reliability” means the degree to which the results of the assessment are reproducible in similar circumstances; and

(b) “Validity” means the degree to which an assessment measures pupil achievement in the intended subject area.

Sec. 7. NAC 391.589 is hereby amended to read as follows:

391.589 1. Each school year, the board of trustees of each school district shall submit to the Department data regarding school-level administrators and teachers employed by the district in the form and manner prescribed by the Department. The data submitted pursuant to this section must include, without limitation:

(a) The number of school-level administrators who received a performance evaluation rating as ineffective, developing, effective or highly effective pursuant to NRS 391.705 or 391.710, as applicable, and the number of teachers who received a performance evaluation rating as ineffective, developing, effective or highly effective pursuant to NRS 391.685 or 391.690, as applicable;

(b) Scores received by school-level administrators and teachers for each standard pursuant to NAC 391.572, 391.573, 391.575 and 391.576, as applicable, in accordance with the scoring matrix prescribed by the Department pursuant to NAC 391.580;

(c) For each school-level administrator or teacher, the extent to which the ~~Learning~~ goals *for educational growth* of pupils enrolled in the school were achieved pursuant to NAC 391.571 and 391.574, as applicable; and

(d) For each school-level administrator or teacher in his or her first year of employment with the school district, the name of the provider approved by the Commission to offer a course of study or training, including, without limitation, a qualified provider approved by the Commission pursuant to subparagraph (1) of paragraph (a) of subsection 1 of NRS 391.019 to offer an alternative route to licensure, from which the administrator or teacher received training or completed a course of study to qualify him or her as an administrator or teacher, as applicable.

2. Each school district shall report the information required by paragraphs (a), (b) and (c) of subsection 1 without disclosing the identity of an individual licensee, any information from

which the identity of an individual licensee could be determined or otherwise violating the confidentiality of the licensee.

Sec. 8. 1. This section becomes effective upon the date on which this regulation is approved by the Legislative Commission and filed with the Secretary of State pursuant to NRS 233B.070.

2. Sections 1 to 7, inclusive, of this regulation become effective upon the later of:

(a) July 1, 2027; or

(b) The date on which this regulation is approved by the Legislative Commission and filed with the Secretary of State pursuant to NRS 233B.070.

Joe Lombardo
Governor

Dr. Victor Wakefield
Superintendent of Public
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Notice of Intent to Act Upon a Regulation

Notice of Hearing for the Adoption of LCB File R020-26 by the Nevada State Board of Education

The Nevada Department of Education will hold a public hearing at **9:02 AM on Wednesday, October 7, 2026**, available to stream online via [YouTube](#) or attend at the following locations: Nevada Department of Education Offices, 700 E. Fifth Street, Board Room, Carson City and 2080 E. Flamingo Road, Room 114, Las Vegas, Nevada. The purpose of the hearing is to receive comments from all interested persons regarding the revision of language in Nevada Administrative Code (NAC) Chapter 389.

The following information is provided pursuant to the requirements of Nevada Revised Statute (NRS) 233B.0603:

- 1. The need and purpose of the proposed regulations and/or amendments:** NRS 389.007 requires the Board to adopt regulations regarding the uniform grading scale; with the expansion and implementation of dual credit courses, updates became necessary.
- 2. Description of the proposed regulation or the subjects and issues involved:** The proposed regulation adds provisions to the uniform grading scale regarding completion of dual credit courses.
- 3. How to obtain a copy of the proposed regulatory language:** Attached to this posting and posted on the NDE website.
- 4. Estimated economic effect of the regulation on the business which it is to regulate and on the public:** No anticipated economic effect.
- 5. Methods used by the agency in determining the impact on small businesses:** This regulation relates to public education and will not have an impact on small businesses.
- 6. The estimated cost to the agency for enforcement of the proposed regulation:** No costs are identified with the implementation of this regulation beyond previously allocated amounts.
- 7. Description and citation of duplicative or overlapping regulations of other state or local government agencies:** None.
- 8. Whether the regulation is required by federal law:** No.
- 9. Whether the regulation is more stringent than federal regulations regarding the same activity:** No.

10. Whether the proposed regulation establishes a new fee or increase an existing fee: No.

A copy of all materials relating to the proposal may be obtained at the workshop, on the [NDE website](#), or by contacting the Nevada Department of Education via email at NVBoardEd@doe.nv.gov. Persons wishing to comment upon the proposed action of the Department may provide in-person testimony or submit written comment via email at NVBoardEd@doe.nv.gov. Comments may be submitted via email up until the time of the Hearing. If there is no in-person or written testimony submitted, the State Board of Education may proceed immediately to act upon any written submission.

This notice has been sent to all persons on the agencies mailing list for administrative regulations and posted on the Nevada Department of Education's website at <https://doe.nv.gov/>, Nevada's Public Notice site at <https://notice.nv.gov>, the Nevada State Legislature's webpage at <https://leg.state.nv.us>, and physically at the Nevada Department of Education Offices and with Nevada State Library and Archives. Copies of this notice will also be emailed to members of the public upon request.

Notice per NRS 233B.064: Upon adoption of any regulation, the State Board, if requested to do so by an interested person either before adoption or within 30 days thereafter, shall issue a concise statement of the principal reasons for and against its adoption and incorporate therein its reason for overruling the consideration urged against its adoption.

**PROPOSED REGULATION OF THE
STATE BOARD OF EDUCATION**

LCB File No. R020-26

March 4, 2026

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

AUTHORITY: §§ 1 and 2, NRS 385.080 and 389.007.

A REGULATION relating to education; revising provisions governing the uniform grading scale for pupils enrolled in high school; prescribing a weighted value for the completion of a dual credit course; and providing other matters properly relating thereto.

Legislative Counsel’s Digest:

Existing law requires the State Board of Education to adopt regulations that prescribe a uniform grading scale for all public high schools, including, without limitation, a uniform grading scale for dual credit courses, international baccalaureate courses, advanced placement courses and honors courses. Existing law requires such regulations to assign the same weight to dual credit courses and international baccalaureate courses as that assigned to advanced placement courses if the dual credit course or international baccalaureate course is in a core academic subject or a subject for which an advanced placement course is offered. (NRS 389.007) Existing regulations prescribe a weighted value of 0.050 for the completion of an advanced placement course or international baccalaureate course with a grade of A, B, C or D, which must be added to the value otherwise provided for that letter grade under the uniform grading scale. (NAC 389.6625) **Section 1** of this regulation prescribes a weighted value of 0.050 for the completion of a dual credit course with a grade of A, B, C or D. **Section 2** of this regulation provides that this weighted value applies to a dual credit course completed during or after the 2022-2023 school year. When determining the value to be assigned to a grade of a pupil who transferred from a high school located outside of this State or from a private high school located in this State to a public high school in this State, **section 1** requires this weighted value to be applied to a dual credit course completed with a grade of A, B, C or D by such a pupil.

Existing regulations authorize a school district or charter school to apply the uniform grading scale for pupils enrolled in grades 10, 11 and 12 during the 2014-2015 school year or to continue applying the grading scale that was in effect for those pupils before the 2014-2015 school year until the graduation of such pupils. (NAC 389.6625) **Section 1** removes these provisions.

Section 1. NAC 389.6625 is hereby amended to read as follows:

389.6625 1. ~~{Except as otherwise provided in subsection 6, the}~~ **The** board of trustees of each school district and the governing body of each charter school shall use the following uniform grading scale for pupils enrolled in the school district or charter school in grades 9 to 12, inclusive:

Course Point Range	Grade	Value
90.0-100	A	4.0
80.0-89.99	B	3.0
70.0-79.99	C	2.0
60.0-69.99	D	1.0
Below 60	F	0.0

2. The grading scale prescribed by subsection 1 must be weighted as follows:

(a) For completion of an honors course with a grade of A, B, C or D, a value of 0.025 must be added to the value otherwise prescribed by subsection 1.

(b) For completion of an advanced placement course with a grade of A, B, C or D, a value of 0.050 must be added to the value otherwise prescribed by subsection 1.

(c) For completion of an international baccalaureate course with a grade of A, B, C or D, a value of 0.050 must be added to the value otherwise prescribed by subsection 1.

(d) For completion of a dual credit course with a grade of A, B, C or D, a value of 0.050 must be added to the value otherwise prescribed by subsection 1.

3. The grade point average of a pupil enrolled in grade 9, 10, 11 or 12 must be computed to the third decimal place. A grade point average that:

- (a) Is less than 0.0005 must be rounded down; and
- (b) Is 0.0005 or higher must be rounded up.

4. If a pupil transfers from a high school located outside this State or from a private high school located in this State and enrolls in high school at a school district or charter school in this State, the pupil's transcript must be reviewed and a value must be assigned for each grade earned by the pupil in the other state or at the private high school as follows:

(a) If the pupil's transcript contains a letter grade for a course, that letter grade must be assigned a numerical value in accordance with the grading scale prescribed by subsection 1.

(b) If the pupil's transcript does not contain a letter grade for a course but contains a numerical value for a grade in the course, that numerical value must be assigned in accordance with the grading scale prescribed by subsection 1.

(c) If the pupil's transcript contains a notation that the pupil has completed an honors course, an advanced placement course, ~~for~~ an international baccalaureate course *or a dual credit course* with a grade of A, B, C or D, the weighted value prescribed by subsection 2 must be applied for that course. If the transcript does not contain such a notation, the grading scale prescribed by subsection 1 must be applied for the course.

5. ~~{The uniform grading scale prescribed by this section applies to pupils who are enrolled in grade 9 beginning with the 2014-2015 school year, until graduation of those pupils, including, without limitation, pupils who repeat grade 9 in the 2014-2015 school year.~~

~~—6.— For pupils who are enrolled in grades 10, 11 and 12 for the 2014-2015 school year, a school district or charter school may, until graduation of those pupils:~~

~~—(a) Apply the uniform grading scale prescribed by this section; or~~

~~—(b) Continue applying the grading scale in effect for those pupils before the 2014-2015 school year.~~

~~—7.]~~ The board of trustees of each school district and the governing body of each charter school may adopt a policy assigning a plus or minus to the grades set forth in subsection 1. The policy must ensure that the value assigned to each grade earned by a pupil complies with the value set forth in the grading scale prescribed by subsection 1 and, if applicable, the weighted value prescribed by subsection 2.

Sec. 2. The amendatory provisions of section 1 of this regulation prescribing a weighted value to the grading scale for the completion of a dual credit course apply to any dual credit course completed during or after the 2022-2023 school year.

Joe Lombardo
Governor

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Notice of Intent to Act Upon a Regulation

Notice of Hearing for the Adoption of LCB File R163-26 by the Nevada State Board of Education

The Nevada Department of Education will hold a public hearing at **9:03 AM on Wednesday, October 7, 2026**, available to stream online via [YouTube](https://www.youtube.com) or attend at the following locations: Nevada Department of Education Offices, 700 E. Fifth Street, Board Room, Carson City and 2080 E. Flamingo Road, Room 114, Las Vegas, Nevada. The purpose of the hearing is to receive comments from all interested persons regarding the revision of language in Nevada Administrative Code (NAC) Chapter 387 and 389. The following information is provided pursuant to the requirements of Nevada Revised Statute (NRS) 233B.0603:

- 1. The need and purpose of the proposed regulations and/or amendments:** SB460 (2025) established NRS 385A.960 and a process for local education agencies to identify and petition reporting requirements that were burdensome, duplicative, or no longer responsive to a modern education system. Following the implementation of this process, the Department identified several reporting requirements in regulation that were no longer responsive.
- 2. Description of the proposed regulation or the subjects and issues involved:** The proposed regulation removes reporting requirements and related provisions that are no longer responsive to a modern education system.
- 3. How to obtain a copy of the proposed regulatory language:** Attached to this posting and posted on the NDE website.
- 4. Estimated economic effect of the regulation on the business which it is to regulate and on the public:** No anticipated economic effect.
- 5. Methods used by the agency in determining the impact on small businesses:** This regulation relates to public education and will not have an impact on small businesses.
- 6. The estimated cost to the agency for enforcement of the proposed regulation:** No costs are identified with the implementation of this regulation beyond previously allocated amounts.
- 7. Description and citation of duplicative or overlapping regulations of other state or local government agencies:** None.
- 8. Whether the regulation is required by federal law:** No.
- 9. Whether the regulation is more stringent than federal regulations regarding the same activity:** No.

10. Whether the proposed regulation establishes a new fee or increase an existing fee: No.

A copy of all materials relating to the proposal may be obtained at the workshop, on the [NDE website](#), or by contacting the Nevada Department of Education via email at NVBoardEd@doe.nv.gov. Persons wishing to comment upon the proposed action of the Department may provide in-person testimony or submit written comment via email at NVBoardEd@doe.nv.gov. Comments may be submitted via email up until the time of the Hearing. If there is no in-person or written testimony submitted, the State Board of Education may proceed immediately to act upon any written submission.

This notice has been sent to all persons on the agencies mailing list for administrative regulations and posted on the Nevada Department of Education's website at <https://doe.nv.gov/>, Nevada's Public Notice site at <https://notice.nv.gov>, the Nevada State Legislature's webpage at <https://leg.state.nv.us>, and physically at the Nevada Department of Education Offices and with Nevada State Library and Archives. Copies of this notice will also be emailed to members of the public upon request.

Notice per NRS 233B.064: Upon adoption of any regulation, the State Board, if requested to do so by an interested person either before adoption or within 30 days thereafter, shall issue a concise statement of the principal reasons for and against its adoption and incorporate therein its reason for overruling the consideration urged against its adoption.

**PROPOSED REGULATION OF THE
STATE BOARD OF EDUCATION**

LCB File No. R163-26

July 27, 2026

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

AUTHORITY: §§ 1 and 3, NRS 385.080, 388A.105, 388A.110 and 388C.060; § 2, NRS 385.080 and 388.360.

A REGULATION relating to education; revising requirements for the budget of charter schools and university schools for profoundly gifted pupils; revising provisions relating to career and technical education; repealing regulations relating to special education program units; repealing regulations relating to charter schools and university schools for profoundly gifted pupils; and providing other matters properly relating thereto.

Legislative Counsel's Digest:

Existing law authorizes the State Board of Education to adopt regulations as necessary for the execution of its powers and duties. (NRS 385.080) Existing law also: (1) designates the State Board as the sole state agency responsible for the administration of career and technical education; and (2) authorizes the State Board to adopt regulations relating to career and technical education. (NRS 388.360) Existing regulations provide that the State Board will request the Superintendent of Public Instruction to: (1) annually present to the State Board the list of industry recognized credentials that the Executive Director of the Governor's Office of Workforce Innovation identifies pursuant to existing law; and (2) require school districts to report the number of pupils who earn such credentials. (NAC 389.800) **Section 2** of this regulation removes this provision.

Existing regulations provide that, when the Legislature makes an appropriation for discretionary special education program units, the State Board will reserve at least three units allocated for each fiscal year for programs which serve pupils from more than one school district and will allocate any remaining units to meet the needs that are unique to particular school districts that cannot be satisfied by existing special education program units or federal or local money. Moreover, existing regulations require the Superintendent of Public Instruction to notify all school districts in this State of the availability of such units and to invite the districts to submit applications for the units. (NAC 387.400) Existing regulations also: (1) require a school district to apply for special education units to the Superintendent of Public Instruction before the beginning of the school year, except under certain circumstances; and (2) prescribe the required contents of such applications and the circumstances that a school district may use to show it has a unique need. (NAC 387.410) Finally, existing regulations provide that special education

program units that are awarded pursuant to an application for such units expire after 1 year. (NAC 387.420) **Section 3** of this regulation repeals these provisions.

Existing law requires the Department of Education to adopt regulations concerning certain matters relating to charter schools and authorizes the Department to adopt regulations as it determines are necessary to carry out the provisions of law relating to charter schools. (NRS 388A.105, 388A.110) Specifically, existing law authorizes the Department to adopt regulations that prescribe the: (1) procedures for accounting and budgeting; and (2) requirements for performance audits and financial audits of charter schools. (NRS 388A.110) Existing regulations prescribed by the State Board: (1) require the governing body of each charter school and the governing body of each university school for profoundly gifted pupils to, for each fiscal year, compile a report concerning the capital improvements owned, leased or operated by the charter school or university school for profoundly gifted pupils; and (2) set forth the requirements for the preparation and submission of such reports. (NAC 387.710) **Section 3** repeals this provision.

Existing regulations require a charter school or university school for profoundly gifted pupils which expends more than \$6,000 on activities intended to influence the passage or defeat of legislation during a legislative session to file a supplemental report with the Department within 60 days after adjournment sine die of the session. (NAC 387.750) **Section 3** repeals this provision.

Existing regulations require the budget of a charter school and a university school for profoundly gifted pupils to include, without limitation, a separate statement of the anticipated expenses relating to activities designed to influence the passage or defeat of any legislation. (NAC 387.715) **Section 1** of this regulation makes a conforming change to remove this requirement from the budget.

Section 1. NAC 387.715 is hereby amended to read as follows:

387.715 Each budget of a charter school and each budget of a university school for profoundly gifted pupils must include:

1. Detailed estimates of revenues, balances in other funds and other sources of financing for the budget year classified by funds and sources in a manner and on forms prescribed by the Department of Taxation for use by local governments.
2. Detailed estimates of expenditures and other uses of money for the budget year classified in a manner and on forms prescribed by the Department of Taxation for use by local governments.

~~{3. A separate statement of the anticipated expenses relating to activities designed to influence the passage or defeat of any legislation, setting forth each separate category of~~

~~expenditure that is required to be included in a supplemental report pursuant to subsection 1 of NAC 387.750.1~~

Sec. 2. NAC 389.800 is hereby amended to read as follows:

389.800 1. Courses of study in career and technical education offered by the board of trustees of a school district in a program of study for a program of career and technical education set forth in subsection 1 of NAC 389.803 must:

(a) Be based upon state standards and a written curriculum that has been developed in collaboration with representatives of the industry being studied to measure the competency of the pupil and which includes:

(1) The current skills and levels of performance necessary to perform the duties and tasks involved in being employed in the career field being taught or to support advancement in education and job training in a related career.

(2) Instruction which reinforces academic skills of reading, writing, speaking, listening, mathematics, science and using technology.

(b) Be designed to:

(1) Allow the pupil to pursue postsecondary academic options, career training or an industry-recognized credential.

(2) Include pupils with disabilities.

(c) Provide the pupil with reasonable access to standard equipment used in the industry the pupil is studying.

(d) Include instruction in employability skills for career readiness and measure the proficiency of the pupil in the standards prescribed for that instruction through an assessment that measures proficiency in employability skills prescribed by the Department of Education.

(e) Except as otherwise provided in subsection 5, require a pupil who completes the final course of instruction for a particular course of study in career and technical education to:

(1) Take an end-of-program assessment prescribed by the Department of Education which measures the proficiency of the pupil in the course of study; or

(2) Obtain an industry-recognized credential in the industry being studied.

2. The teacher of a course of study in career and technical education shall:

(a) Possess a valid endorsement to his or her license for each industry in which he or she teaches a course of study.

(b) Use resources, materials and techniques which do not discriminate among pupils.

(c) Evaluate the pupil's achievement of the required goals in the course of study.

3. Each pupil enrolled in a course of study in career and technical education:

(a) Must be given the opportunity to participate in career and technical student organizations that are:

(1) Affiliated with state and national organizations;

(2) Associated with the industry the pupil is studying; and

(3) An integral part of the instructional program.

(b) Upon completion of the program, should be qualified to enter a higher level of training or to enroll in a program of postsecondary education without the necessity of repeating previously learned skills.

4. Each pupil who completes a course of study in career and technical education must be awarded a certificate which states that he or she has attained specific skills in the industry being studied if the pupil:

(a) Maintained at least a 3.0 grade point average, based on a 4.0 grading scale, for all units of credit applicable toward the course of study in career and technical education;

(b) Passed the assessment that measures proficiency in employability skills prescribed by the Department of Education pursuant to paragraph (d) of subsection 1; and

(c) Has met the requirements of paragraph (e) of subsection 1, if applicable.

5. The requirements of paragraph (e) of subsection 1 do not apply if:

(a) An end-of-program assessment prescribed by the Department of Education which measures the proficiency of the pupil in the course of study is not available; and

(b) An industry-recognized credential in the industry being studied is not available.

6. Each school district shall submit to the Department of Education an annual report that lists the number of pupils to whom a certificate has been awarded pursuant to subsection 4.

7. The superintendent of each school district that establishes a program of career and technical education:

(a) Shall maintain a current and comprehensive inventory of all capital equipment, if any, maintained for each course offered in career and technical education;

(b) Shall establish a list of equipment that is comparable to that used in the related career fields in which a course of study is offered;

(c) Shall not allow the use in career and technical education of equipment or facilities which do not meet the generally applicable safety requirements, including those adopted to ensure occupational safety and health for that career field; and

(d) Shall adopt a written statement of philosophy for the program of career and technical education, which must include, without limitation, stated goals that such instruction will align to state standards and support advancement in education and job training in a related career.

8. The teacher of a course of study in career and technical education shall cooperate with the guidance counselor of each school to assist pupils to enroll in an appropriate course of study. The guidance counselor shall assist the pupil to achieve:

(a) An awareness of the opportunities for the development of technical and employability skills required in the various industries.

(b) An exploration of the pupil's abilities with his or her career interest.

(c) Completion of the course of study in career and technical education.

(d) Opportunities for continued career development, education and training.

9. The Department of Education shall request surveys to be taken of each pupil who has completed a course of study in career and technical education to determine the effectiveness of the program.

~~{10. —The State Board of Education will request the Superintendent of Public Instruction to present annually to the State Board the list of industry recognized credentials identified by the Executive Director of the Governor's Office of Workforce Innovation pursuant to NRS 232.975 and to require school districts to report the number of pupils who earn each of those credentials.}~~

Sec. 3. NAC 387.400, 387.410, 387.420, 387.710 and 387.750 are hereby repealed.

TEXT OF REPEALED SECTIONS

387.400 Availability of special education program units to school districts.

1. Whenever the Legislature makes an appropriation for discretionary special education program units, the State Board of Education will reserve at least three of the units allocated for each fiscal year for programs which serve pupils from more than one school district. The Board will allocate any remaining units to meet needs which are unique to particular school districts and cannot be satisfied by allotted special education program units or by federal or local money.

2. The Superintendent of Public Instruction shall notify all school districts in the State of the availability of special education program units and shall invite the districts to submit applications for the units.

387.410 Application for units; action by State Board of Education.

1. Except as otherwise provided in this section, a school district must submit its application to the Superintendent before the beginning of the school year. If the Superintendent receives an application after the school year begins, it will be considered if money is available; an allocation made as a result of such an application will be prorated for the balance of the school year.

2. Each application must:

(a) Identify the need for the special education program unit by providing evidence that existing allocations of special education program units are insufficient to satisfy the demand for special education in the school district; and

(b) Describe the program of instruction which will be provided to pupils if the special education program unit is allocated.

3. A school district may show that it has a unique need if:

(a) A limited incidence of pupils with disabilities exists in a rural area;

(b) A significant change has occurred in the number of pupils;

(c) A need exists to offer a program for more than a 180-day school year; or

(d) A change has occurred in the financial resources available to the school district and the change will result in its inability to serve a substantial number of pupils.

4. The Superintendent shall review each application before submitting it to the State Board of Education for its approval or disapproval. The Superintendent shall notify the applicant of the Board's action.

387.420 Expiration of unit. A special education program unit awarded pursuant to this section and NAC 387.400 and 387.410 expires after 1 year.

387.710 Annual report concerning capital improvements owned, leased or operated by charter school or university school for profoundly gifted pupils.

1. In addition to the records and inventory controls established and maintained pursuant to NAC 387.770, the governing body of each charter school and the governing body of each university school for profoundly gifted pupils shall, for each fiscal year, compile a report concerning the capital improvements owned, leased or operated by the charter school or university school for profoundly gifted pupils.

2. The report of the capital improvements required pursuant to subsection 1 must be prepared in such detail as is required by generally accepted accounting principles.

3. The governing body of each charter school and the governing body of each university school for profoundly gifted pupils shall submit, in any format including an electronic format, a copy of the report compiled pursuant to subsection 1 on or before February 1 of the year next succeeding the period to which the report pertains to the Department.

387.750 Reporting of expenditures of charter school or university school for profoundly gifted pupils for lobbying activities; filing with Department.

1. In each year in which the Legislature convenes, a charter school or university school for profoundly gifted pupils which expends more than \$6,000 on activities designed to influence the passage or defeat of any legislation shall file with the Department within 60 days after the adjournment sine die of the legislative session a report supplemental to its final budget which includes separate items for expenses relating to that activity, including, without limitation:

(a) Transportation.

(b) The amount of money spent on:

(1) The lodging and meals of its officers, lobbyists and employees;

(2) The salary or wages paid to its officers and employees; and

(3) Compensation paid to any lobbyists, to the extent that such information does not duplicate the information required pursuant to subparagraphs (1) and (2).

(c) The amount of money spent on entertainment, gifts or other expenses which are required to be reported pursuant to chapter 218H of NRS.

(d) The amount of money spent in Carson City on supplies, equipment and facilities and other personnel and services needed to support the activity.

(e) An identification of the fund, account or other source against which the expenses were charged.

2. The amounts reported pursuant to subsection 1 must include any funds spent by an educational management organization with whom the charter school or university school for profoundly gifted pupils has a contract.

3. The charter school or university school for profoundly gifted pupils shall make a copy of the supplemental report available for inspection within 60 days after the adjournment sine die of the legislative session.