

Bill #	Overview	Impact / Tasks for the State Board of Education
SB81	NDE cleanup bill, removing and streamlining various reporting requirements, to include cleanup around Educator Scholarship programs.	<p>Reports:</p> <ul style="list-style-type: none"> Regarding CSR, annual plans are due October 1; outdated funding language has been repealed; February 1 biennial report to the Legislature has been repealed. SBE shall receive a report on the results of Exit/Transfer; Climate; and Workforce Conditions Surveys <p>Other Impacts:</p> <ul style="list-style-type: none"> Empowers the Department to review, approve, and manage Educator Scholarship programs
SB226	Makes changes regarding the timing of reports across various state boards and commissions.	<p>Reports:</p> <ul style="list-style-type: none"> Biennial report from the SBE Holocaust Subcommittee is due June 1 of each even-numbered year.
AB236	Makes changes regarding the appointment of members across various state boards and commissions.	<p>Appointments:</p> <ul style="list-style-type: none"> The Governor shall appoint 1 educator from a list of 3 provided by the NSEA and a list of 3 provided by CCEA, selecting from a list of 6 total candidates.
SB278	Removes various RBG3 reporting requirements; specifically, removing local assessments as a method to identify reading deficiencies, and repealing the requirement for districts and charter schools to prepare, submit, and post reports on pupils receiving reading services and interventions.	<p>Impact:</p> <ul style="list-style-type: none"> For situational awareness
AB383	Establishes criteria for vendors to qualify as high-impact tutoring programs.	<p>SBE shall develop regulations:</p> <ul style="list-style-type: none"> Establishing the criteria for a vendor to be qualified as a high-impact tutoring program.
SB460	Allows districts to select their RBG3 assessment from a list of approved vendors; revises the NEPF; reduces CSR reporting requirements; introduces a K-3 STEM Literacy Pilot; revises	<p>SBE shall develop regulations:</p> <ul style="list-style-type: none"> Regarding the process and parameters for school and district personnel to submit a request to their boards of trustees, and subsequently NDE, to waive or remove a reporting requirement.

	the NSPF; develops an accountability framework for districts and sponsors.	<ul style="list-style-type: none"> Establishing data reporting standards for RBG3 assessments Prescribing valid and reliable standards by which to evaluate and endorse a RBG3 assessment As submitted by the Teachers and Leaders Council <p>Reports:</p> <ul style="list-style-type: none"> Regarding CSR, moves quarterly reports and variance requests to once per year. <p>Other Impacts:</p> <ul style="list-style-type: none"> SBE shall develop cut scores for each endorsed/eligible RBG3 assessment Empowers the Department to develop the STIP SBE shall determine, based on the report provided by NDE on findings from the K-3 STEM Literacy Pilot, whether model curriculum for K-3 STEM Literacy shall be developed COPS is empowered as a regulatory authority SBE may issue a written complaint to a district/sponsor identifying material noncompliance with any state law Repeals and revises various portions regarding school organizational teams, the budgeting process, and site-based decision making under the CCSD ReOrg.
AB462	Revises provisions regarding various Pathway Programs, to include the Teacher Academy College Pathway Program.	<p>Other Impacts:</p> <ul style="list-style-type: none"> School districts may submit a waiver request to the Board regarding required Pathway Programs
SB500	K-12 Funding Bill	<p>Regulatory Authority:</p> <ul style="list-style-type: none"> Should the State Board adopt a regulation changing the current metrics for determining and At-Risk pupil, such a regulation may not become effective before SY26-27.
AB506	Makes changes regarding reports across various state boards and commissions.	<p>Reports Received:</p> <ul style="list-style-type: none"> Regarding CSR, removes the requirement to submit reports to IFC.

AB533	Establishes a statewide open enrollment system, to include transportation supports.	SBE shall develop regulations: <ul style="list-style-type: none"> Regarding the process and parameters for a district system of open enrollment
Bill #	Overview	Impact / Tasks for the Commission on Professional Standards in Education
AB49	Board of Trustees may hire a teacher and place them in a classroom without a license for up to 1 year, if the teacher can provide proof that they have applied for a license with NDE.	COPS shall develop regulations: <ul style="list-style-type: none"> Prescribing qualifications for a secondary license with an endorsement in CTE in which applicants may use work experience or a license/credential in CTE to satisfy the requirements. Allowing <i>a school nurse or school social worker who has applied for an endorsement to serve in that role*</i> if they have a valid license from their regulating board. Requiring that boards of trustees report any educators or support professional hired without a license to NDE
SB81	NDE cleanup bill, removing and streamlining various reporting requirements, to include cleanup around Educator Scholarship programs.	COPS shall develop regulations: <ul style="list-style-type: none"> Prescribing qualifications and procedures for licensed educators to become licensed administrators Establishing the requirements for a provisional license upon completion of an educator program supported by an educator scholarship program.
SB115	Allows districts to develop stipend programs for bilingual educators, if funding is available.	COPS shall develop regulations: <ul style="list-style-type: none"> Requiring that an educator providing bilingual education have an endorsement in bilingual education.
SB175	Military personnel and/or veterans with prior certifications and/or experience teaching JROTC may transfer those qualifications for an endorsement to teach JROTC.	COPS shall develop regulations: <ul style="list-style-type: none"> Allowing for military personnel and/or veterans who have previously received a certification to teach JROTC to receive an endorsement to teach JROTC.
SB277	Requiring that, to the extent funding is available, all large school districts employ a school social worker at each school on a full time basis, and adds liability provisions.	COPS shall develop regulations: <ul style="list-style-type: none"> Allowing <i>a school counselor, school psychologist, or school social worker working toward a license or endorsement to serve in that role*</i> in order to receive internship or practicum hours toward receiving licensure or endorsement.

SB400	Supportive language for students with IEPs transferring between schools or districts; requiring that music or art teachers in large school districts have an endorsement.	<p>COPS shall develop regulations:</p> <ul style="list-style-type: none"> Establishing requirements for obtaining an endorsement to teach music or art. Requiring a teacher of art or music to have an endorsement in art or music, if they are in a large school district.
SB460	Develops the Nevada Registered Teacher Apprenticeship Program in the Office of Labor Commissioner; codifies the Science of Reading / foundational literacy, requiring that all K-3 educators complete such a course; requiring that all charter educators teaching a core subject be licensed, and those not teaching a core subject to receive an endorsement; supports the use of the Rap Back program for licenses upon state enrollment in such a program; shifts reporting requirements; empowers COPS as a regulatory authority.	<p>COPS shall develop regulations:</p> <ul style="list-style-type: none"> Requiring that all K-3 teachers complete a course on foundational literacy / Science of Reading Prescribing the requirements for a qualifying course on foundational literacy Requiring that approved teacher preparation programs include such a course Establishing the requirements for a person to obtain a provisional license if they are enrolled in a registered apprenticeship program Allowing charter educators not teaching in a core subject to receive an endorsement should they have a license or industry recognized credential Clarifying requirements regarding license renewals and the requirement for fingerprinting Developing the standards for approving courses in foundational literacy <p>Other Impacts:</p> <ul style="list-style-type: none"> Annual Report moved to January 31 of each year; updates report requirements, and requires submission only to the Interim Committee on Education COPS is empowered as a regulatory authority, removing provisions for veto Supt may submit directly to COPS regarding requests for waivers due to emergency staffing shortages Shifts evaluation of COPS-approved providers to the Department
Bill #	Overview	Impact / Tasks for the Commission on School Funding
SB460	Clarifies and revises the scopes of work for CSF and NCIEE; tasks the CSF with an interim study; supports 1 BDR request per Session by the CSF.	<p>Scope of Work:</p> <ul style="list-style-type: none"> Removes review of the academic progress of students, to include measures of accountability and reporting Work to develop and recommend an analysis of the return on investment for PCFP funding Review funding implications for strategies to improve outcomes

		<ul style="list-style-type: none"> • Review and propose recommendations for the method of calculating at-risk students • Review processes and alternatives regarding weighted funding allocations • Meet with NCIEE at least annually to discuss and review progress in shared domains • Work with NCIEE and NDE regarding a centralized repository for all reports • Commission may submit (1) bill draft request each Session • Develop RTI for third-party at-risk analysis • Develop RTI for continued technical support • Develop RTI for the interim study • Develop RTI for CBE impact study • \$680,000 across biennia allocated to support contracts <p>Interim Studies and Reporting:</p> <ul style="list-style-type: none"> • Shifts district reporting from quarterly to annual, focusing on how funding from the PCFP is allocated to improve performance. • Contract with a neutral third-party nonprofit to verify at-risk calculations • Conduct an interim study on reporting requirements; the capacity of NDE as it relates to data management, funding and staffing adequacy, and implementation of MTSS; ability of LEAs to use a consistent financial method; weight optimizations; at-risk methods from other states; and funding available to charter schools. • Conduct a study on the impact of personalized competency-based learning on the PCFP.
Bill #	Overview	Impact / Tasks for the Commission on Innovation and Excellence in Education
SB460	Clarifies and revises the scopes of work for CSF and NCIEE.	<p>Scope of Work:</p> <ul style="list-style-type: none"> • Review the academic progress of students, to include the accountability measures and metrics in use • Removes review of studies related to education funding • To review and make recommendations regarding reporting requirements • Meet with CSF at least annually to discuss and review progress in shared domains • Work with CSF and NDE regarding a centralized repository for all reports • Develop RTI for continued technical support, to include gap analysis study

AB571	NDE One-Shot Appropriations	Impact: <ul style="list-style-type: none"> \$500,000 across biennia allocated to support contracts
Bill #	Overview	Impact / Tasks for the Teachers and Leaders Council
AB236	Makes changes regarding the appointment of members across various state boards and commissions.	Appointments: <ul style="list-style-type: none"> The Governor shall appoint 4 educators from a list of 3 provided by the NSEA and a list of 3 provided by CCEA, selecting from a list of 6 total candidates. The Governor shall appoint 1 SISP from a list of 6 candidates, 3 provided by the relevant Clark education association, and 3 provided by the relevant statewide education association.
SB460	Revises the metrics and methodologies of the NEPF; introduces a review and intervention system for post-probationary administrators and educators; develops a certification program for the routine secondary review of NEPF evaluations.	TLC shall develop regulations: <ul style="list-style-type: none"> Establish the framework for the post-probationary review of administrators and educators, to include the process for developing and monitoring a Performance Improvement Plan Establish a certification program for principal supervisors and/or superintendents to review NEPF evaluations Establishing the review of NEPF evaluations by principal supervisors and/or superintendents Revising provisions of the NEPF, to include learning growth, use of assessment metrics, and revised scoring methodologies
Bill #	Overview	Impact / Tasks for the Council to Establish Academic Standards
SB460	Revises K-3 ELA standards, focusing on foundational literacy and the possible integration of STEM materials.	Scope of Work: <ul style="list-style-type: none"> Update the K-3 ELA standards with updated standards regarding both foundational literacy / the Science of Reading and the integration of STEM in K-3 literacy.
Bill #	Overview	Impact / Tasks for the Statewide Council of Regional Training Programs
AB236	Makes changes regarding the appointment of members across various state boards and commissions.	Appointments: <ul style="list-style-type: none"> The Governor shall appoint 1 educator from a list of 3 provided by the NSEA and a list of 3 provided by CCEA, selecting from a list of 6 total candidates.
AB335	Revises training requirements for RPDPs	Impact: <ul style="list-style-type: none"> RPDPs to provide instruction in English language acquisition

SB460	Revises training requirements for RPDPs	<p>Impact:</p> <ul style="list-style-type: none"> • Training to include whole school improvement and turnaround options • Training to include literacy coaches, reading specialists, reading interventionists, and EL teachers in literacy instruction, expanded to include the Science of Reading • RPDPs to provide instruction in foundational literacy • Training to include instructional practices and strategies that are evidence-based and tailored to improve core academic subject achievement • Shall develop training models in collaboration with the Department
SB500	K-12 Funding Bill	<p>Impact:</p> <ul style="list-style-type: none"> • \$7,667,393 each fiscal year for RPDPs • \$100,000 each fiscal year for Council • \$882,946 in FY26 for RPDPs
Bill #	Overview	Impact / Tasks for the Commission on Recruitment and Retention
SB460	Revises Recruitment and Retention committees	<p>Appointees:</p> <ul style="list-style-type: none"> • Ex Officio Members: Superintendent; NSHE Chancellor; Deans of Education at UNR, UNLV, and NSU; • Governor appoints the following representatives: 1 w/HR experience, 1 from private business/industry; • Senate Majority leader appoints 2 representatives • Speaker of the Assembly appoints 2 representatives • Minority Leaders each appoint 1 representative (2 total); • NSEA appoints 1 teacher • CCEA appoints 1 teacher • ESEA appoints 1 ESP • CCEA appoints 1 “other licensed professional” • NASS appoints 1 Supt • NASA appoints 1 administrator • NAB appoints 1 board member • SPCSA appoints 1 representative • PTA appoints 1 parent <p>Scope of Work:</p> <ul style="list-style-type: none"> • Abolishes the Nevada State Teacher and Education Support Professional Recruitment and Retention Advisory Task Force

		<ul style="list-style-type: none"> • Creates the Commission on Recruitment and Retention • Conduct a study of issues concerning the recruitment and retention of educators in this state • \$500,000 allocated over the biennia to conduct Study • November 15 of each year, submit a report on the activities undertaken or the findings of the Study
Bill #	Overview	Impact / Tasks for the English Learner Advisory Council
AB335	Revises provisions and administration for English learners; establishes interim English Learner Advisory Council.	<p>Appointees:</p> <ul style="list-style-type: none"> • Superintendent appoints themselves; 2 NSHE representatives, 2 NDE representatives, and 1 subject matter expert • NSEA appoints 1 educator • CCEA appoints 1 educator • NASA appoints 2 school administrators and 2 district administrators • SPCSA appoints 1 representative <p>Scope of Work:</p> <ul style="list-style-type: none"> • Council shall study policies to support English learning and development, literacy • Department to submit a written report regarding activities, findings, conclusions, and recommendations
Bill #	Overview	Impact / Tasks for the Career Pathways Oversight Committee
AB462	Revises provisions regarding various Pathway Programs, to include the Teacher Academy College Pathway Program.	<p>Appointees:</p> <ul style="list-style-type: none"> • Executive Director of GOWINN, Superintendent, superintendents for each district required to establish a Teacher Pathway Program • Governor to appoint 2 educators and 1 school administrator nominated by CCEA, NSEA, and NASA respectively • NSHE to appoint 1 member • NDE to appoint an employee as Coordinator <p>Scope of Work:</p> <ul style="list-style-type: none"> • Establish metrics to measure the short- and long-term success of career pathways programs; evaluate the progress and success of programs; evaluate programs for dual credit; submit reports annually each year.

Bill #	Overview	Impact / Tasks for the Outdoor Education Council
AB165	DCNR to establish an Outdoor Education Council	Appointees: <ul style="list-style-type: none"> • Superintendent to appoint 1 NDE employee
Bill #	Overview	Impact / Tasks for the Public Education Oversight Board
SB460	Public Education Oversight Board may be impaneled for oversight under select circumstances	Appointees: <ul style="list-style-type: none"> • Governor and Superintendent; • 1 Speaker appointee who must be an educator or administrator • 1 Senate Majority leader appointee who must be an educator or administrator; • 1 licensed teacher at the public school/district under review
Bill #	Overview	Impact / Tasks for the Education Service Center
SB460	Establishes the Education Service Center	Executive Board Appointees: <ul style="list-style-type: none"> • Governor appoints 2 representatives • Senate Majority, Senate Minority, Speaker, and Assembly Minority each appoint 1 representative (4 total) • State Board appoints 1 representative <p>Scope of Work:</p> <ul style="list-style-type: none"> • Support School Improvement and Turnaround schools across the State