

NRS 388.227 Establishment of individual graduation plans for certain pupils; eligibility for plan; conditions for participation in plan; effect on calculation of graduation rate of pupils.

1. The board of trustees of each school district shall, and the governing body of each charter school that operates as a high school and is in good standing with its sponsor may, adopt a policy to authorize the establishment of individual graduation plans for pupils enrolled in a *middle school or* high school within the school district or operated by the charter school, as applicable, who:

(a) Are deficient in credits and not likely to graduate according to schedule;

(b) Have performed poorly on the college and career readiness assessment administered pursuant to [NRS 390.610](#); or

(c) Have attended or will attend school in another country as a foreign exchange student for at least one semester.

(d) Have not met English language proficiency goals; or

(e) Are designated as an English learner.

2. In addition to the conditions set forth in paragraphs (a), (b) and (c) of subsection 1, the Superintendent of Public Instruction may establish other conditions for a pupil to be eligible for an individual graduation plan.

3. An individual graduation plan must establish an academic plan for a pupil to allow the pupil to graduate with a standard high school diploma not later than 3 semesters after the date on which the pupil was otherwise scheduled to graduate. The individual graduation plan ~~must include any conditions to which a pupil must agree to comply to remain enrolled in the high school. Such conditions~~ may include, without limitation, any subjects that must be completed, *tailored academic supports*, the minimum number of units of credit in which the pupil must enroll each semester, the minimum grade point average that must be maintained by the pupil and any other conditions necessary to ensure that the pupil makes adequate progress to obtain a ~~standard~~ high school diploma within the time allowed. *This statute does not limit English learners or Special Education students who are subject to extended provisions.*

(a) The development of such plans must comply with the provisions outlined in NRS 388.165 and 388.205 regarding family engagement, in addition to collaboration with English learner support specialists, IEP teams, or other specialized support personnel as applicable.

4. The Superintendent of Public Instruction shall make a determination each year concerning:

(a) The number of credits by which a pupil must be deficient to be eligible for an individual graduation plan;

(b) The maximum score on the college and career readiness assessment administered pursuant to [NRS 390.610](#) that a pupil may receive to be eligible for an individual graduation plan; and

(c) Any other conditions that must be met for participation in an individual graduation plan.

5. An individual graduation plan may be withdrawn by the school district or charter school if the pupil is not making adequate progress as outlined in the individual graduation plan or for other good cause.

6. A pupil for whom an individual graduation plan has been established must be counted when calculating the graduation rates of pupils in the annual report of accountability for the school district or charter school in which the pupil is enrolled pursuant to [NRS 385A.070](#) and the annual report of accountability prepared by the State Board pursuant to [NRS 385A.400](#) for the year in which the pupil was scheduled to graduate until the pupil obtains a standard high school diploma and then must be counted for the appropriate year as determined by the Department pursuant to subsection 8.

7. A pupil for whom an individual graduation plan has been established must not be counted when calculating the graduation rates of pupils used to determine whether the sponsor of a charter school may take certain actions concerning the charter school pursuant to [NRS 388A.330](#).

8. If a pupil for whom an individual graduation plan has been established:

(a) Obtains a standard high school diploma within the time allowed by the individual graduation plan, the pupil must be counted as having received a standard high school diploma when calculating the graduation rates of pupils for the purposes of [NRS 388A.330](#), if applicable, in the annual report of accountability for the school district or charter school in which the pupil is enrolled pursuant to [NRS 385A.070](#) and the annual report of accountability prepared by the State Board pursuant to [NRS 385A.400](#) for the year in which the pupil graduates.

(b) Fails to obtain a standard high school diploma within the time allowed by the individual graduation plan, the pupil must be counted as having failed to receive a standard high school diploma when calculating the graduation rates of pupils for the purpose of [NRS 388A.330](#), if applicable, in the annual report of accountability for the school district or charter school in which the pupil is enrolled pursuant to [NRS 385A.070](#) and the annual report of accountability prepared by the State Board pursuant to [NRS 385A.400](#) for the year in which the pupil was scheduled to graduate pursuant to his or her individual graduation plan.

9. Any pupil for whom an individual graduation plan has been established who receives a score on the college and career readiness assessment that is less than the score prescribed by the Superintendent of Public Instruction pursuant to paragraph (b) of subsection 4 must, unless his or her individual graduation plan provides otherwise, enroll in the maximum number of units of credit per semester allowed by the public school in which the pupil is enrolled.

10. For the purposes of this section, a charter school for which the governing body has been reconstituted or the charter contract terminated or restarted in accordance with [NRS 388A.285](#), [388A.300](#) or [388A.330](#), as applicable, shall not be deemed to be in good standing unless the charter school is carrying out an improvement plan approved by the sponsor of the charter school and incorporated into the charter contract.

(Added to NRS by [2017, 3129](#); A [2017, 3406, 3408](#))

NRS 387.12463 Commission on School Funding: Duties; receipt of annual report; remedial actions based on contents of report; recommendations.

1. The Commission shall:

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

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

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

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

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

(f) Work with the Department, any relevant boards and committees, school districts and charter schools to develop and recommend an analysis of the return on investment of using the funding provided by the Pupil-Centered Funding Plan and allocated by local educational agencies to obtain certain pupil outcomes.

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

(h) In each even-numbered year, review and propose any recommended revisions to the method of calculating the percentage of pupils determined to be most in need of additional services and assistance to graduate pursuant to subsection 1 of [NRS 387.1211](#). In conducting such a review, the Commission shall select a third party to verify that any calculation or algorithm used to make such determination accurately identifies the percentage of at-risk pupils enrolled in public schools in this State and determine whether any more accurate or effective method of calculating the percentage of such pupils exists. A third party selected by the Commission pursuant to this paragraph shall, on or before September 1 of each even-numbered year, submit a report of its findings concerning methods of calculating the percentage of at-risk pupils enrolled in public schools in this State, and any recommendations for alternative methods, to the Department, the State Board and the Commission.

(i) Review the process and evaluate alternatives for adjusting funding allocations on weighted counts of categories of pupils identified in paragraph (e) of subsection 2 of [NRS 387.1214](#) to determine the most effective method for ensuring funding that is stable and equitable. The review must include, without limitation:

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

(2) An analysis of the impact of such averaging methods on funding stability, program implementation and equity across school districts, charter schools and university schools for profoundly gifted pupils;

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

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

(j) Review and recommend whether other pupils, in addition to those identified in the percentage of at-risk pupils determined to be the most in need of additional services and assistance to graduate pursuant to subsection 1 of [NRS 387.1211](#), should also be identified as at-risk pupils for such purposes.

(k) At least once each year, meet with the Commission on Innovation and Excellence in Education created by [NRS 385.910](#) to discuss and review progress on any studies, research and recommendations developed by each group that concern shared domains of focus.

(l) Review the adequacy of the weight for English learners per NRS 387.1214(2)(e)(1), in addition to consulting with subject matter experts regarding the definitions and expenditure categories for “services for pupils who are English learner” per NRS 387.12445(10)(b).

2. Each school district and each charter school shall submit an annual report to the Commission that identifies how funding from the Pupil-Centered Funding Plan is being allocated to improve the academic performance and progress of pupils. The Commission shall review the reports submitted pursuant to this subsection and transmit the reports, along with any commentary or recommendations relating to the reports, to the Governor, the Director of the Legislative Counsel Bureau, the Joint Interim Standing Committee on Education and the Interim Finance Committee.

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

NRS 391.019 Regulations prescribing qualifications for licensure; fields of specialization in teaching; endorsements; issuance of licenses pursuant to alternative routes; reporting of certain hirings; Commission to make certain considerations when adopting regulations.

1. The Commission shall adopt regulations:

(a) Prescribing the qualifications for licensing teachers and other educational personnel and the procedures for the issuance and renewal of those licenses. The regulations:

(1) Must include, without limitation, the qualifications for licensing teachers pursuant to an alternative route to licensure which provides that the required education and training may be provided by any qualified provider which has been approved by the Commission, including, without limitation, institutions of higher education and other providers that operate independently of an institution of higher education. The regulations adopted pursuant to this subparagraph must:

(I) Establish the requirements for approval as a qualified provider;

(II) Require a qualified provider to be selective in its acceptance of students;

(III) Require a qualified provider to provide in-person or virtual supervised, school-based experiences and ongoing support for its students, such as mentoring and coaching;

(IV) Significantly limit the amount of course work required or provide for the waiver of required course work for students who achieve certain scores on tests;

(V) Allow for the completion in 2 years or less of the education and training required under the alternative route to licensure;

(VI) Provide that a person who has completed the education and training required under the alternative route to licensure and who has satisfied all other requirements for licensure may apply for a regular license pursuant to sub-subparagraph (VII) regardless of whether the person has received an offer of employment from a school district, charter school or private school; and

(VII) Upon the completion by a person of the education and training required under the alternative route to licensure and the satisfaction of all other requirements for licensure, provide for the issuance of a regular license to the person pursuant to the provisions of this chapter and the regulations adopted pursuant to this chapter.

(2) Must include, without limitation, qualifications and procedures for licensed teachers and other licensed educational personnel to become licensed as an administrator without restricting the ability of a person who becomes an administrator pursuant to this subparagraph to serve as an administrator.

(3) Must require an applicant for a license to teach middle school or junior high school education or secondary education to demonstrate proficiency in a field of specialization or area of concentration by successfully completing course work prescribed by the Department or completing a subject matter competency examination prescribed by the Department with a score deemed satisfactory.

(4) Must not prescribe qualifications which are more stringent than the qualifications set forth in [NRS 391.0315](#) for a licensed teacher who applies for an additional license in accordance with that section.

(5) Must prescribe qualifications for the receipt of a secondary license with an endorsement in career and technical education that authorize an applicant to use work experience or a license in an area of career and technical education to satisfy requirements on the application if he or she has previously listed the information on an application for such a license that is no longer valid.

(b) Identifying fields of specialization in teaching which require the specialized training of teachers.

(c) Except as otherwise provided in [NRS 391.125](#), requiring teachers to obtain from the Department an endorsement in a field of specialization to be eligible to teach in that field of specialization.

(d) Setting forth the educational requirements a teacher must satisfy to qualify for an endorsement in each field of specialization. The regulations must require that, to teach pupils enrolled in kindergarten or grade 1, 2 or 3, a teacher must complete a course of instruction in foundational literacy skills that satisfies the requirements set forth in regulations adopted by the Commission. Such regulations must require that, on or after July 1, 2028, a person who applies for an initial license to teach or for the renewal of such a license who will teach pupils enrolled in kindergarten or grade 1, 2 or 3 must have completed a course required pursuant to this paragraph or professional development that is provided at no cost to the teacher or his or her employer by a regional training program, as defined in [NRS 391A.105](#). The Commission shall develop regulations to ensure that approved teacher preparation programs include in any program of preparation for teaching pupils enrolled in kindergarten or grade 1, 2 or 3 a course of instruction in foundational literacy skills that satisfies the requirements set forth in regulations adopted by the Commission. The requirements for a course of instruction in foundational literacy must include, without limitation:

(1) Training and instruction in effective methods for teaching foundational literacy skills aligned with the science of reading, including, without limitation:

- (I) Phonological and phonemic awareness;
- (II) Phonics, including, without limitation, decoding and encoding;
- (III) Fluency;
- (IV) Vocabulary; and
- (V) Comprehension;

(2) Techniques for differentiating literacy instruction, to meet the needs of pupils with advanced literacy skills, as well as pupils with reading deficiencies, including, without limitation, pupils with indicators of dyslexia and pupils with disabilities;

(3) Implementation of effective literacy instruction using high-quality instructional materials in alignment with current research on the science of reading;

(4) Classroom behavior management, trauma-informed practices and other developmentally appropriate supports to ensure a conducive learning environment for literacy instruction; and

(5) The use of data concerning pupils, including, without limitation, literacy assessments, to make instructional decisions, including, without limitation, decisions about improving the effectiveness of classroom reading instruction and the design of reading interventions.

(e) Setting forth the qualifications and requirements for obtaining a license or endorsement to teach American Sign Language, including, without limitation, being registered with the Aging and Disability Services Division of the Department of Human Services pursuant to [NRS 656A.100](#) to engage in the practice of sign language interpreting in a primary or secondary educational setting.

(f) Requiring teachers and other educational personnel to be registered with the Aging and Disability Services Division pursuant to [NRS 656A.100](#) to engage in the practice of sign language interpreting in a primary or secondary educational setting if they:

(1) Provide instruction or other educational services; and

(2) Concurrently engage in the practice of sign language interpreting, as defined in [NRS 656A.060](#).

(g) Prescribing course work on parental involvement and family engagement. The Commission shall:

(1) Work in cooperation with the Office of Parental Involvement and Family Engagement created by [NRS 385.630](#) in developing the regulations required by this paragraph.

(2) Establish standards for professional development training which may be used to satisfy any course work requirement prescribed pursuant to this paragraph.

(h) Establishing the requirements for obtaining an endorsement on the license of a teacher, administrator or other educational personnel in cultural competency.

(i) Authorizing the Superintendent of Public Instruction to issue a license by endorsement to an applicant who holds an equivalent license or authorization issued by a governmental entity in another country if the Superintendent determines that the qualifications for the equivalent license or authorization are substantially similar to those prescribed pursuant to paragraph (a).

(j) Establishing the requirements for obtaining an endorsement on the license of a teacher, administrator or other educational personnel in teaching courses relating to financial literacy.

(k) Authorizing a person who is employed as a paraprofessional and enrolled in a program to become a teacher to complete an accelerated program of student teaching in the same or a substantially similar area in which the person is employed as a paraprofessional while remaining employed as a paraprofessional.

(l) Requiring the Department to accept a program of student teaching or other teaching experience completed in another state or foreign country by an applicant for a license if the Department determines that the program or experience substantially fulfills the standards of a program of student teaching in this State.

(m) Authorizing a person who is employed by a public school in a position to provide support or other services relating to:

(1) School psychology, if the person does not hold a license or endorsement as a school psychologist but is enrolled in a program that would allow the person to obtain such a license or endorsement, to complete a program of internship in school psychology or any required practicum hours for the purpose of obtaining a license or endorsement as a school psychologist while remaining employed in such a position.

(2) School counseling, if the person does not hold a license or endorsement as a school counselor but is enrolled in a program that would allow the person to obtain such a license or endorsement, to complete any required internship or practicum hours for the purpose of obtaining a license or endorsement as a school counselor while remaining employed in such a position.

(3) School social work, if the person does not hold a license or endorsement as a school social worker but is enrolled in a program that would allow the person to obtain such a license or endorsement, to complete any required internship or practicum hours for the purpose of obtaining a license or endorsement as a school social worker while remaining employed in such a position.

(n) Authorizing a person who has applied for an endorsement as a school nurse or school social worker to, during the pendency of such application:

(1) Serve as a school nurse without an endorsement as a school nurse if he or she holds a valid license as a registered nurse issued by the State Board of Nursing; or

(2) Serve as a school social worker without an endorsement as a school social worker if he or she holds a valid license as a social worker issued by the Board of Examiners for Social Workers.

(o) Requiring that, to teach pupils enrolled in a program of bilingual education, a teacher obtain an endorsement to teach pupils enrolled in a program of bilingual education. As used in this paragraph, “program of bilingual education” has the meaning ascribed to it in [NRS 391.202](#).

(p) Establishing the requirements for a person to obtain a provisional license with an endorsement as a registered apprentice, including, without limitation, requiring a person to complete a teacher preparation program for registered apprentices that is approved by the State Apprenticeship Council.

(q) Establishing the requirements for obtaining an endorsement on the license of a teacher, administrator or other educational personnel to teach music or art, which must include, in addition to any coursework requirement, a requirement to successfully complete a competency test in the subject matter of music or art, as applicable, that has been approved by the Commission, at the level of competence specified by the Commission.

(r) Except as otherwise provided in [NRS 391.125](#), requiring a teacher to obtain from the Department an endorsement to teach music or art to be eligible to teach music or art, as applicable, at an elementary school, middle school, junior high school or secondary school, except that the Commission shall not require a teacher to obtain an endorsement to teach music or art to be eligible to teach music or art at an elementary school:

(1) Located in a school district in which fewer than 200,000 pupils are enrolled; or

(2) In which fewer than 500 pupils are enrolled.

(s) Authorizing a person who is a member of the Armed Forces of the United States or a veteran of the Armed Forces of the United States who has received certification as an instructor in the Junior Reserve Officers’ Training Corps program, as defined in [NRS 391.115](#), to receive an endorsement to teach pupils enrolled in the Junior Reserve Officers’ Training Corps program.

(t) To carry out the provisions of [NRS 391B.010](#).

(u) The Commission shall develop regulations to ensure that approved teacher preparation programs include in any program of preparation for an early childhood, elementary, or special education license, the necessary courses of instruction to earn either an endorsement in English language acquisition or bilingual education upon graduation, and for any program of preparation for a secondary education license, a course of instruction in English language acquisition and development that satisfies the requirements set forth in regulations adopted

by the Commission. Such regulations must require that, on or after July 1, 2030, a person who applies for an initial license to teach must have completed the aforementioned coursework.

2. The Commission may adopt such other regulations as it deems necessary for its own government or to carry out its duties.

3. Any regulation which increases the amount of education, training or experience required for licensing:

(a) Must, in addition to the requirements for publication in [chapter 233B](#) of NRS, be publicized before its adoption in a manner reasonably calculated to inform those persons affected by the change.

(b) Must not become effective until at least 1 year after the date it is adopted by the Commission.

(c) Is not applicable to a license in effect on the date the regulation becomes effective.

4. Any regulations adopted by the Commission pursuant to paragraphs (m) and (n) of subsection 1 must require a school district which hires a person pursuant to such regulations to, at the time the person is hired, report the hiring to the Department.

5. When adopting the regulations required by this section, the Commission shall consider any changes necessary to improve access to licensure or endorsement. Such changes may include, without limitation, changes to streamline procedures, consolidate requirements or otherwise simplify and improve the process for a person who is enrolled in a program for an alternative route to licensure or who has completed the education and training required for licensure through an alternative route to licensure.

(Added to NRS by [1987, 995](#); A [1993, 441](#); [1995, 149](#); [2001, 1777](#); [2001 Special Session, 181, 188](#); [2003, 19th Special Session, 70, 71](#); [2005, 92, 1670, 2548](#); [2007, 172, 501](#); [2009, 470, 472, 601, 603, 1850, 2374, 2376](#); [2011, 1980, 2622, 3097](#); [2013, 3413, 3415](#); [2017, 1152, 2116](#); [2019, 1047, 1314, 1989, 2441](#); [2021, 1540, 3554](#); [2023, 693, 3012](#); [2025, 1199, 1997, 2551, 2867, 2886, 2966, 3222, 3440](#))

NRS 388.XXX

1. For any school-level or district-level advisory bodies which require the appointment or participation of more than one parent, there must be representation from the parents of English learners proportional to the English learner population of the school or district whenever feasible.

NRS 388.XXX

1. The Council requests an allocation of \$460,000 to support grants and scholarships for pre-service and in-service educators seeking English language acquisition and development of bilingual education endorsements, with carryover provisions between FY28 and FY29.