
SENATE BILL NO. 290—SENATORS HAMMOND AND GUSTAVSON

MARCH 16, 2015

JOINT SPONSORS: ASSEMBLYMEN O'NEILL,
SHELTON, FIORE, DICKMAN AND DOOLING

Referred to Committee on Education

SUMMARY—Revises provisions governing academic standards in public schools. (BDR 34-678)

FISCAL NOTE: Effect on Local Government: May have Fiscal Impact.
Effect on the State: Yes.

CONTAINS UNFUNDED MANDATE (§ 5)
(NOT REQUESTED BY AFFECTED LOCAL GOVERNMENT)

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

AN ACT relating to education; requiring the State Board of Education to prescribe an examination to determine whether a pupil has mastered certain standards of content and performance; voiding the regulations through which the State Board adopted the Common Core State Standards; requiring the Council to Establish Academic Standards for Public Schools to adopt certain new standards in courses of study in English and mathematics; and providing other matters properly relating thereto.

Legislative Counsel's Digest:

1 Existing law creates the Council to Establish Academic Standards for Public
2 Schools and requires the Council to: (1) establish standards of content and
3 performance for certain courses of study; and (2) forward these standards to the
4 State Board of Education for adoption. (NRS 389.510, 389.520) Existing law
5 authorizes the State Board to adopt regulations to establish such standards. (NRS
6 385.080, 389.520) Existing law also requires the State Board to adopt regulations
7 establishing courses of study and the grade levels for which the courses of study
8 apply for certain subjects. (NRS 389.0185)
9 **Section 8** of this bill voids the regulations through which the State Board
10 adopted the Common Core State Standards for English language arts for



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11 kindergarten and grades 1 through 12 and mathematics for kindergarten and grades
12 1 through 8. **Section 8** also voids any other regulations that establish standards in
13 mathematics for grades 9 through 12. **Sections 5 and 6** of this bill make
14 conforming changes. **Section 7** of this bill requires the Council to Establish
15 Academic Standards for Public Schools to establish the Massachusetts English
16 Language Arts Curriculum Framework and the Massachusetts Mathematics
17 Curriculum Framework as the standards for English language arts and mathematics,
18 as those standards existed on January 1, 2010, as soon as practicable. If the Council
19 determines that any of those standards are not suitable for this State, **section 7**
20 requires the Council to revise the standards or establish other, equally rigorous
21 standards to replace the portions determined to be unsuitable for this State.

22 Existing law requires the State Board to adopt regulations that prescribe the
23 criteria for a pupil to receive a standard high school diploma. Existing law requires
24 this criteria to include, without limitation, the requirement that a pupil pass end-of-
25 course examinations in the subject areas for which the State Board has adopted the
26 common core standards. (NRS 389.805) This requirement was enacted to assist
27 with the implementation of the Common Core State Standards. Because this bill
28 voids the Common Core State Standards, **section 3** of this bill eliminates this
29 requirement and instead requires a pupil to successfully complete an examination
30 prescribed by regulation of the State Board, to determine whether the pupil has
31 mastered certain standards of content and performance. **Sections 1, 2 and 4** of this
32 bill make conforming changes.

33 Existing law requires the State Board to develop model curriculum for English
34 language arts and mathematics for each grade level. Existing law also requires the
35 Department of Education to provide such curriculum to the board of trustees of
36 each school district and the governing body of each regional training program for
37 the professional development of teachers and administrators. (NRS 389.0187)
38 These requirements were enacted to assist school districts with implementation of
39 the Common Core State Standards by providing teachers in the school districts with
40 an example from which to instruct pupils or a product for implementing the
41 Common Core State Standards. (Chapter 109, Statutes of Nevada 2011, p. 476)
42 Because this bill voids the Common Core State Standards, **section 10** of this bill
43 repeals these requirements.

THE PEOPLE OF THE STATE OF NEVADA, REPRESENTED IN
SENATE AND ASSEMBLY, DO ENACT AS FOLLOWS:

- 1 **Section 1.** NRS 386.550 is hereby amended to read as follows:
2 386.550 1. A charter school shall:
3 (a) Comply with all laws and regulations relating to
4 discrimination and civil rights.
5 (b) Remain nonsectarian, including, without limitation, in its
6 educational programs, policies for admission and employment
7 practices.
8 (c) Refrain from charging tuition or fees, levying taxes or
9 issuing bonds.
10 (d) Comply with any plan for desegregation ordered by a court
11 that is in effect in the school district in which the charter school is
12 located.
13 (e) Comply with the provisions of chapter 241 of NRS.



1 (f) Except as otherwise provided in this paragraph, schedule and
2 provide annually at least as many days of instruction as are required
3 of other public schools located in the same school district as the
4 charter school is located. The governing body of a charter school
5 may submit a written request to the Superintendent of Public
6 Instruction for a waiver from providing the days of instruction
7 required by this paragraph. The Superintendent of Public Instruction
8 may grant such a request if the governing body demonstrates to the
9 satisfaction of the Superintendent that:

10 (1) Extenuating circumstances exist to justify the waiver; and

11 (2) The charter school will provide at least as many hours or
12 minutes of instruction as would be provided under a program
13 consisting of 180 days.

14 (g) Cooperate with the board of trustees of the school district in
15 the administration of the examinations administered pursuant to
16 NRS 389.550 and, if the charter school enrolls pupils at a high
17 school grade level, the ~~end-of-course examinations administered~~
18 *examination prescribed by the State Board* pursuant to *subsection*
19 *2 of* NRS 389.805 and the college and career readiness assessment
20 administered pursuant to NRS 389.807 to the pupils who are
21 enrolled in the charter school.

22 (h) Comply with applicable statutes and regulations governing
23 the achievement and proficiency of pupils in this State.

24 (i) Provide instruction in the core academic subjects set forth in
25 subsection 1 of NRS 389.018, as applicable for the grade levels of
26 pupils who are enrolled in the charter school, and provide at least
27 the courses of study that are required of pupils by statute or
28 regulation for promotion to the next grade or graduation from a
29 public high school and require the pupils who are enrolled in the
30 charter school to take those courses of study. This paragraph does
31 not preclude a charter school from offering, or requiring the pupils
32 who are enrolled in the charter school to take, other courses of study
33 that are required by statute or regulation.

34 (j) If the parent or legal guardian of a child submits an
35 application to enroll in kindergarten, first grade or second grade at
36 the charter school, comply with NRS 392.040 regarding the ages for
37 enrollment in those grades.

38 (k) Refrain from using public money to purchase real property
39 or buildings without the approval of the sponsor.

40 (l) Hold harmless, indemnify and defend the sponsor of the
41 charter school against any claim or liability arising from an act or
42 omission by the governing body of the charter school or an
43 employee or officer of the charter school. An action at law may not
44 be maintained against the sponsor of a charter school for any cause



1 of action for which the charter school has obtained liability
2 insurance.

3 (m) Provide written notice to the parents or legal guardians of
4 pupils in grades 9 to 12, inclusive, who are enrolled in the charter
5 school of whether the charter school is accredited by the
6 Commission on Schools of the Northwest Association of Schools
7 and of Colleges and Universities.

8 (n) Adopt a final budget in accordance with the regulations
9 adopted by the Department. A charter school is not required to adopt
10 a final budget pursuant to NRS 354.598 or otherwise comply with
11 the provisions of chapter 354 of NRS.

12 (o) If the charter school provides a program of distance
13 education pursuant to NRS 388.820 to 388.874, inclusive, comply
14 with all statutes and regulations that are applicable to a program of
15 distance education for purposes of the operation of the program.

16 2. A charter school shall not provide instruction through a
17 program of distance education to children who are exempt from
18 compulsory attendance authorized by the State Board pursuant to
19 subsection 1 of NRS 392.070. As used in this subsection, "distance
20 education" has the meaning ascribed to it in NRS 388.826.

21 **Sec. 2.** NRS 386.740 is hereby amended to read as follows:

22 386.740 1. Each empowerment plan for a school must:

23 (a) Set forth the manner by which the school will be governed;

24 (b) Set forth the proposed budget for the school, including,
25 without limitation, the cost of carrying out the empowerment plan,
26 and the manner by which the money apportioned to the school will
27 be administered;

28 (c) Prescribe the academic plan for the school, including,
29 without limitation, the manner by which courses of study will be
30 provided to the pupils enrolled in the school and any special
31 programs that will be offered for pupils;

32 (d) Prescribe the manner by which the achievement of pupils
33 will be measured and reported for the school, including, without
34 limitation, the results of the pupils on the examinations administered
35 pursuant to NRS 389.550 and, if applicable for the grade levels of
36 the empowerment school, the ~~end-of-course examinations~~
37 ~~administered~~ *examination prescribed by the State Board* pursuant
38 to *subsection 2 of* NRS 389.805 and the college and career
39 readiness assessment administered pursuant to NRS 389.807;

40 (e) Prescribe the manner by which teachers and other licensed
41 educational personnel will be selected and hired for the school,
42 which must be determined and negotiated pursuant to chapter 288 of
43 NRS;



1 (f) Prescribe the manner by which all other staff for the school
2 will be selected and hired, which must be determined and negotiated
3 pursuant to chapter 288 of NRS;

4 (g) Indicate whether the empowerment plan will offer an
5 incentive pay structure for staff and a description of that pay
6 structure, if applicable;

7 (h) Indicate the intended ratio of pupils to teachers at the school,
8 designated by grade level, which must comply with NRS 388.700 or
9 388.720, as applicable;

10 (i) Provide a description of the professional development that
11 will be offered to the teachers and other licensed educational
12 personnel employed at the school;

13 (j) Prescribe the manner by which the empowerment plan will
14 increase the involvement of parents and legal guardians of pupils
15 enrolled in the school;

16 (k) Comply with the plan to improve the achievement of the
17 pupils enrolled in the school prepared pursuant to NRS 385.357;

18 (l) Address the specific educational needs and concerns of the
19 pupils who are enrolled in the school; and

20 (m) Set forth the calendar and schedule for the school.

21 2. If the empowerment plan includes an incentive pay structure,
22 that pay structure must:

23 (a) Provide an incentive for all staff employed at the school;

24 (b) Set forth the standards that must be achieved by the pupils
25 enrolled in the school and any other measurable objectives that must
26 be met to be eligible for incentive pay; and

27 (c) Be in addition to the salary or hourly rate of pay negotiated
28 pursuant to chapter 288 of NRS that is otherwise payable to the
29 employee.

30 3. An empowerment plan may:

31 (a) Request a waiver from a statute contained in this title or a
32 regulation of the State Board or the Department.

33 (b) Identify the services of the school district which the school
34 wishes to receive, including, without limitation, professional
35 development, transportation, food services and discretionary
36 services. Upon approval of the empowerment plan, the school
37 district may deduct from the total apportionment to the
38 empowerment school the costs of such services.

39 4. For purposes of determining the budget pursuant to
40 paragraph (b) of subsection 1, if a public school which converts to
41 an empowerment school is a:

42 (a) Charter school, the amount of the budget is the amount equal
43 to the apportionments and allowances from the State Distributive
44 School Account pursuant to NRS 387.121 to 387.126, inclusive, and
45 its proportionate share of any other money available from federal,



1 state or local sources that the school or the pupils enrolled in the
2 school are eligible to receive.

3 (b) Public school, other than a charter school, the empowerment
4 team for the school shall have discretion of 90 percent of the amount
5 of money from the state financial aid and local funds that the school
6 district apportions for the school, without regard to any line-item
7 specifications or specific uses determined advisable by the school
8 district, unless the empowerment team determines that a lesser
9 amount is necessary to carry out the empowerment plan.

10 **Sec. 3.** NRS 389.805 is hereby amended to read as follows:

11 389.805 1. A pupil with a disability who does not satisfy the
12 requirements for receipt of a standard high school diploma may
13 receive a diploma designated as an adjusted diploma if the pupil
14 satisfies the requirements set forth in his or her individualized
15 education program. As used in this subsection, "individualized
16 education program" has the meaning ascribed to it in 20 U.S.C. §
17 1414(d)(1)(A).

18 2. The State Board shall adopt regulations that prescribe the ~~†~~
19 ~~—(a) Criteria†~~ *criteria* for a pupil to receive a standard high school
20 diploma, which must include, without limitation, the requirement
21 that ~~†~~

22 ~~—(1) Commencing with the 2014-2015 school year and each~~
23 ~~school year thereafter, a pupil enrolled†~~ *a pupil:*

24 (a) *Enrolled* in grade 11 take the college and career readiness
25 assessment administered pursuant to NRS 389.807;

26 ~~†(2) Commencing with the 2014-2015 school year and each~~
27 ~~school year thereafter, a pupil enroll†~~

28 (b) *Enroll* in the courses of study designed to prepare the pupil
29 for graduation from high school and for readiness for college and
30 career; and

31 ~~†(3) Commencing with the 2014-2015 school year and each~~
32 ~~school year thereafter, a pupil pass at least four end-of-course~~
33 ~~examinations prescribed pursuant to paragraph (b).~~

34 ~~—(b) Courses of study in which pupils must pass the end-of-~~
35 ~~course examinations required by subparagraph (3) of paragraph (a);~~
36 ~~which must include, without limitation, the subject areas for which~~
37 ~~the State Board has adopted the common core standards and which~~
38 ~~may include any other courses of study prescribed by the State~~
39 ~~Board.†~~

40 (c) ~~†The maximum number of times, if any, that a pupil is~~
41 ~~allowed to take the end-of-course examinations if the pupil fails to~~
42 ~~pass the examinations after the first administration.†~~ *Successfully*
43 *complete an examination prescribed by the State Board to*
44 *determine whether the pupil has mastered the standards of content*



1 *and performance established by the Council to Establish*
2 *Academic Standards for Public Schools pursuant to NRS 389.520.*

3 3. The criteria prescribed by the State Board pursuant to
4 subsection 2 for a pupil to receive a standard high school diploma
5 must not include the results of the pupil on the college and career
6 readiness assessment administered to the pupil in grade 11 pursuant
7 to NRS 389.807.

8 4. If a pupil does not satisfy the requirements prescribed by the
9 State Board to receive a standard high school diploma, the pupil
10 must not be issued a certificate of attendance or any other document
11 indicating that the pupil attended high school but did not satisfy the
12 requirements for such a diploma. The provisions of this subsection
13 do not apply to a pupil who receives an adjusted diploma pursuant
14 to subsection 1.

15 **Sec. 4.** NRS 389.809 is hereby amended to read as follows:

16 389.809 1. The Department shall develop an informational
17 pamphlet concerning the ~~end-of-course examinations required~~
18 *examination prescribed by the State Board* pursuant to *subsection*
19 *2 of* NRS 389.805 and the college and career readiness assessment
20 administered pursuant to NRS 389.807 for pupils who are enrolled
21 in junior high, middle school and high school, and their parents and
22 legal guardians. The pamphlet must include a written explanation of
23 the:

24 (a) Importance of ~~passing~~ *successfully completing* the ~~end-of-~~
25 ~~course examinations~~ *examination prescribed by the State Board*
26 *pursuant to subsection 2 of NRS 389.805* and the importance of
27 taking the college and career readiness assessment;

28 (b) Courses of study ~~for which the end-of-course examinations~~
29 ~~are administered~~ *tested on the examination prescribed by the State*
30 *Board pursuant to subsection 2 of NRS 389.805* and the subject
31 areas tested on the college and career readiness assessment; *and*

32 (c) Format for the ~~end-of-course examinations~~ *examination*
33 *prescribed by the State Board pursuant to subsection 2 of NRS*
34 *389.805* and the college and career readiness assessment, including,
35 without limitation, the range of items that are contained on the
36 examinations and the assessment. ~~;~~ *and*

37 ~~—(d) Maximum number of times, if any, that a pupil is allowed to~~
38 ~~take the end-of-course examinations if the pupil fails to pass the~~
39 ~~examinations after the first administration.]~~

40 2. The Department shall review the pamphlet on an annual
41 basis and make such revisions to the pamphlet as it considers
42 necessary to ensure that pupils and their parents or legal guardians
43 fully understand the ~~end-of-course examinations~~ *examination*
44 *prescribed by the State Board pursuant to subsection 2 of NRS*
45 *389.805* and the college and career readiness assessment.



1 3. On or before September 1, the Department shall provide a
2 copy of the pamphlet or revised pamphlet to the board of trustees of
3 each school district and the governing body of each charter school
4 that includes pupils enrolled in a junior high, middle school or high
5 school grade level.

6 4. The board of trustees of each school district shall provide a
7 copy of the pamphlet to each junior high, middle school or high
8 school within the school district for posting. The governing body of
9 each charter school shall ensure that a copy of the pamphlet is
10 posted at the charter school. Each principal of a junior high, middle
11 school, high school or charter school shall ensure that the teachers,
12 counselors and administrators employed at the school fully
13 understand the contents of the pamphlet.

14 5. On or before October 1, the:

15 (a) Board of trustees of each school district shall provide a copy
16 of the pamphlet to each pupil who is enrolled in a junior high,
17 middle school or high school of the school district and to the parents
18 or legal guardians of such a pupil.

19 (b) Governing body of each charter school shall provide a copy
20 of the pamphlet to each pupil who is enrolled in the charter school at
21 a junior high, middle school or high school grade level and to the
22 parents or legal guardians of such a pupil.

23 **Sec. 5.** NRS 391.544 is hereby amended to read as follows:

24 391.544 1. Based upon the assessment of needs for training
25 within the region and priorities of training adopted by the governing
26 body pursuant to NRS 391.540, each regional training program shall
27 provide:

28 (a) Training for teachers and other licensed educational
29 personnel in the:

30 (1) Standards established by the Council to Establish
31 Academic Standards for Public Schools pursuant to NRS 389.520;

32 (2) ~~{Curriculum and instruction required for the common~~
33 ~~core state standards adopted by the State Board;~~

34 ~~—(3)—~~ Curriculum and instruction recommended by the
35 Teachers and Leaders Council of Nevada; and

36 ~~{(4)}~~ (3) Culturally relevant pedagogy, taking into account
37 cultural diversity and demographic differences throughout this State.

38 (b) Through the Nevada Early Literacy Intervention Program
39 established for the regional training program, training for teachers
40 who teach kindergarten and grades 1, 2 or 3 on methods to teach
41 fundamental reading skills, including, without limitation:

42 (1) Phonemic awareness;

43 (2) Phonics;

44 (3) Vocabulary;

45 (4) Fluency;



- 1 (5) Comprehension; and
- 2 (6) Motivation.

3 (c) Training for administrators who conduct the evaluations
4 required pursuant to NRS 391.3125 and 391.3127 relating to the
5 manner in which such evaluations are conducted. Such training must
6 be developed in consultation with the Teachers and Leaders Council
7 of Nevada created by NRS 391.455.

8 (d) Training for teachers, administrators and other licensed
9 educational personnel relating to correcting deficiencies and
10 addressing recommendations for improvement in performance that
11 are identified in the evaluations conducted pursuant to NRS
12 391.3125 or 391.3127.

13 (e) At least one of the following types of training:

14 (1) Training for teachers and school administrators in the
15 assessment and measurement of pupil achievement and the effective
16 methods to analyze the test results and scores of pupils to improve
17 the achievement and proficiency of pupils.

18 (2) Training for teachers in specific content areas to enable
19 the teachers to provide a higher level of instruction in their
20 respective fields of teaching. Such training must include instruction
21 in effective methods to teach in a content area provided by teachers
22 who are considered masters in that content area.

23 (3) In addition to the training provided pursuant to paragraph
24 (b), training for teachers in the methods to teach basic skills to
25 pupils, such as providing instruction in reading with the use of
26 phonics and providing instruction in basic skills of mathematics
27 computation.

28 (f) In accordance with the program established by the Statewide
29 Council pursuant to paragraph (b) of subsection 2 of NRS 391.520
30 training for:

31 (1) Teachers on how to engage parents and families,
32 including, without limitation, disengaged families, in the education
33 of their children and to build the capacity of parents and families to
34 support the learning and academic achievement of their children.

35 (2) Training for teachers and paraprofessionals on working
36 with parent liaisons in public schools to carry out strategies and
37 practices for effective parental involvement and family engagement.

38 2. The training required pursuant to subsection 1 must:

39 (a) Include the activities set forth in 20 U.S.C. § 7801(34), as
40 deemed appropriate by the governing body for the type of training
41 offered.

42 (b) Include appropriate procedures to ensure follow-up training
43 for teachers and administrators who have received training through
44 the program.

45 (c) Incorporate training that addresses the educational needs of:



1 (1) Pupils with disabilities who participate in programs of
2 special education; and

3 (2) Pupils who are limited English proficient.

4 3. The governing body of each regional training program shall
5 prepare and maintain a list that identifies programs for the
6 professional development of teachers and administrators that
7 successfully incorporate:

8 (a) The standards of content and performance established by the
9 Council to Establish Academic Standards for Public Schools
10 pursuant to NRS 389.520;

11 (b) Fundamental reading skills; and

12 (c) Other training listed in subsection 1.

13 ↪ The governing body shall provide a copy of the list on an annual
14 basis to school districts for dissemination to teachers and
15 administrators.

16 4. A regional training program may include model classrooms
17 that demonstrate the use of educational technology for teaching and
18 learning.

19 5. A regional training program may contract with the board of
20 trustees of a school district that is served by the regional training
21 program as set forth in NRS 391.512 to provide professional
22 development to the teachers and administrators employed by the
23 school district that is in addition to the training required by this
24 section. Any training provided pursuant to this subsection must
25 include the activities set forth in 20 U.S.C. § 7801(34), as deemed
26 appropriate by the governing body for the type of training offered.

27 6. To the extent money is available from legislative
28 appropriation or otherwise, a regional training program may provide
29 training to paraprofessionals.

30 **Sec. 6.** NRS 391.556 is hereby amended to read as follows:

31 391.556 The board of trustees of each school district shall
32 submit an annual report to the State Board, the Commission, the
33 Legislative Committee on Education and the Legislative Bureau of
34 Educational Accountability and Program Evaluation that includes
35 for the immediately preceding year:

36 1. The number of teachers and administrators employed by the
37 school district who received training through the program,
38 including, without limitation, the type of training received.

39 2. An evaluation of whether that training included the:

40 (a) Standards of content and performance established by the
41 Council to Establish Academic Standards for Public Schools
42 pursuant to NRS 389.520;

43 (b) ~~Curriculum and instruction required for the common core~~
44 ~~standards adopted by the State Board;~~



1 ~~(e)~~ Curriculum and instruction recommended by the Teachers
2 and Leaders Council of Nevada; and

3 ~~(d)~~ (c) Culturally relevant pedagogy, taking into account
4 cultural diversity and demographic differences throughout this State.

5 3. An evaluation of the effectiveness of the training on
6 improving the quality of instruction and the achievement of pupils.

7 **Sec. 7.** 1. As soon as practicable, but not later than
8 January 1, 2016, the Council to Establish Academic Standards for
9 Public Schools shall, pursuant to NRS 389.520, establish the
10 Massachusetts English Language Arts Curriculum Framework and
11 the Massachusetts Mathematics Curriculum Framework as the
12 standards of content and performance for English language arts and
13 mathematics in this State for all grades from kindergarten through
14 grade 12, as those standards existed on January 1, 2010, unless the
15 Council determines that any of the standards are not suitable for this
16 State. If the Council determines that any of the standards included in
17 the Massachusetts Curriculum Frameworks are not suitable for this
18 State, the Council must establish other, equally rigorous standards to
19 replace those portions of the standards, or may revise the standards
20 as necessary to comport with the educational framework in this
21 State. The Council shall forward to the State Board of Education the
22 standards of content and performance established by the Council for
23 English language arts and mathematics.

24 2. As soon as practicable, but not later than June 30, 2016, the
25 State Board of Education shall adopt regulations that prescribe new
26 standards in English language arts and mathematics for all grades
27 from kindergarten through grade 12 that are consistent with the
28 standards of content and performance established by the Council to
29 Establish Academic Standards for Public Schools pursuant to
30 subsection 1.

31 **Sec. 8.** The regulations adopted by the State Board of
32 Education in LCB File No. R019-11, which was approved by the
33 Legislative Commission and filed with the Secretary of State on
34 May 30, 2012, and which established standards in English language
35 arts for kindergarten and grades 1 through 12 and mathematics for
36 kindergarten and grades 1 through 8, are hereby declared void
37 effective July 1, 2016. Any other regulations that establish standards
38 in mathematics for grades 9 through 12 are hereby declared void
39 effective July 1, 2016.

40 **Sec. 9.** The provisions of NRS 354.599 do not apply to any
41 additional expenses of a local government that are related to the
42 provisions of this act.

43 **Sec. 10.** NRS 389.0187 is hereby repealed.



- 1 **Sec. 11.** This act becomes effective:
2 1. Upon passage and approval for the purpose of adopting
3 regulations and performing any other preparatory administrative
4 tasks that are necessary to carry out the provisions of this act; and
5 2. On July 1, 2016, for all other purposes.

TEXT OF REPEALED SECTION

389.0187 Development of model curriculum for English language arts and mathematics; distribution; authorized use by teachers and regional training programs for professional development.

1. The State Board shall develop a model curriculum for the subject areas of English language arts and mathematics for each grade level in kindergarten and grades 1 to 12, inclusive.

2. The Department shall provide each model curriculum developed pursuant to subsection 1 to:

(a) The board of trustees of each school district; and

(b) The governing body of each regional training program for the professional development of teachers and administrators.

3. The Department shall provide to the governing body of each charter school the model curriculum developed pursuant to subsection 1 for the grade levels taught at the charter school.

4. The board of trustees of each school district shall make available to each public school within the school district the model curriculum for the grade levels taught at the public school.

5. The model curriculum may be used as a guide by teachers and administrators in developing class lesson plans to ensure compliance with the academic standards adopted for English language arts and mathematics.

6. The governing body of each regional training program for the professional development of teachers and administrators may use the model curriculum in the provision of training to teachers and administrators to ensure compliance with the academic standards adopted for English language arts and mathematics.

