SUMMARY OF RECOMMENDATIONS

JOINT INTERIM STANDING COMMITTEE ON EDUCATION

Nevada Revised Statutes (NRS) 218E.320

This summary presents the recommendations approved by the Joint Interim Standing Committee on Education at its meeting on August 18, 2026. The bill draft requests (BDRs) will be forwarded to the Director of the Legislative Counsel Bureau for transmittal to the 84th Session of the Nevada Legislature.

RECOMMENDATIONS FOR LEGISLATION

Higher Education

1. Request the drafting of a bill to make certain changes to the qualifications for the Chancellor of the Nevada System of Higher Education (NSHE). Specifically, amend NRS 396.210 to:

    a. Remove language relating to membership in the Association of American Universities; and

    b. Authorize the Board of Regents of the University of Nevada to establish minimum qualifications and degree requirements for the position of Chancellor. **(BDR 34–439)**

2. Request the drafting of a bill to make certain changes to the Task Force on Power-Based Violence at Institutions of Higher Education membership and reporting requirements. Specifically, amend NRS to:

    a. Remove the Chief General Counsel of NSHE, or their designee, as a formal member of the Task Force and reclassify the position as a designated legal advisor (NRS 396.141);

    b. Authorize the Chancellor to approve interim appointments or fill Task Force vacancies subject to subsequent ratification by the Board of Regents (NRS 396.141); and

    c. Combine the content reporting requirements under NRS 396.1415 and NRS 396.143 and eliminate the February 1 reporting date requirement. **(BDR 34–440)**

3. Request the drafting of a bill to repeal NRS 396.620 through 396.660 regarding the analysis of any samples of ores, minerals, soil, or water from Nevada taken and sent by any Nevada resident. **(BDR S–441)**

Curriculum and Instruction

4. Request the drafting of a bill to allow career and technical education (CTE) coursework in the subject area of advanced computer science, cybersecurity, or web design to fulfill the course credit requirement for computer education and technology located in subsection 3 of NRS 389.018. **(BDR 34–442)**

Early Childhood

5. Request the drafting of a bill to establish a Nevada Department of Early Childhood to plan and organize Nevada's early childhood system that will:

    a. Centralize authority, maximize mixed delivery through public and private partnerships, and reduce administrative bureaucracies for families and providers;

    b. Align policy, procedures, eligibility determinations, and program administration, and review annual funding;

    c. Establish strategies to align policies and procedures among state and local regulatory entities for childcare—including licensing, fire and building safety, health departments, and local government special use zoning—and oversight of childcare businesses; and

    d. Establish a dedicated Early Childhood Fund within the Department to supplement existing resources to expand early childhood programs and services, including quality support and infrastructure, to increase the number of eligible children who have access to high-quality early childhood programs. **(BDR 18–443)**

Student Well-Being and Supports

6. Request the drafting of a bill to create a comprehensive plan to expand Nevada's workforce pipeline and address critical shortages. This includes:

    a. Fortifying the behavioral health workforce;

    b. Ensuring collaboration between NSHE education and training programs;

    c. Maintaining state funding for multi-tiered system of supports (MTSS) and use of the MTSS framework as the foundation for Medicaid billing to maximize federal funds;

    d. Evaluating and ensuring current school behavioral health personnel are being utilized to the tops of their scope of practice; and

    e. Nevada's Department of Education (NDE) providing technical assistance to school districts for Medicaid billing. **(BDR 34–444)**

Teachers and Administrators

7. Request the drafting of a bill to create the Nevada Educator Workforce Task Force that is comprised of representatives from NDE, the Commission on Professional Standards in Education, the State Board of Education, the Commission on Innovation and Excellence in Education (CIEE), NSHE, the State Public Charter School Authority (SPCSA), two district superintendents of counties with a population over 100,000, one district superintendent from a county with a population under 100,000, the Nevada State Education Association, the Clark County Education Association, and four at-large representatives (or their designees) appointed by the Majority and Minority Leaders in each legislative body to:

    a. Align Nevada's educator licensure, preparation, employment, and workforce data systems into one coherent system;

    b. Refocus the licensure and grade-band architecture around children's development needs;

    c. Create more efficient pathways tied to hiring opportunities, as appropriate;

    d. Provide professional development for provisionally licensed teachers who are already rated as effective;

    e. Build a multi-year predictive staffing model that informs higher education what Nevada will need;

    f. Aim incentive dollars at shortage areas and retention; and

    g. Leverage federal workforce funds for such initiatives. Further, the Task Force will report to the Joint Interim Standing Committee on Education during the 2027–2028 Interim, and the Task Force will sunset after the 2027–2028 Interim. **(BDR S–445)**

8. Request the drafting of a bill to establish a student loan forgiveness program for teachers participating in the Public Employees' Retirement System of Nevada. A teacher must complete seven years of teaching and receive an evaluation rating of effective or higher each year after their third year of teaching to qualify for full loan forgiveness (one-seventh of a loan forgiven each year). Special education teachers must complete five years of teaching and receive an evaluation rating of effective or higher each year after their third year of teaching to qualify for full loan forgiveness (one-fifth of a loan forgiven each year). **(BDR –446)**

9. Request the drafting of a bill to expand the criteria of hard-to-fill positions (e.g., school counselors, certain special education personnel, and school psychologists) in public schools eligible for additional compensation pursuant to Assembly Bill 398 (2025). **(BDR 34–444)**

Governance and Operations

10. Request the drafting of a bill to make the following changes to the Committee on Responses to Power-Based Violence in Schools in NRS 388.1326:

    a. Change language regarding the member who identifies as a pupil of power-based violence to, "at least one pupil who is a pupil in a public or charter school in this State;" and

    b. Amend the statute to allow the Chair of the Committee on Statewide School Safety to appoint three "other members as necessary and appropriate" to the Committee. **(BDR 34–447)**

Charter Schools

11. Request the drafting of a bill to align statutory gaps related to multiple charter school authorizers, including application timelines, concurrent applications to multiple sponsors, and governance oversight for charter organizations that are authorized by more than one Nevada entity. Additionally, strengthen timely, legally compliant, and transparent closure and transition processes by:

    a. Authorizing the SPCSA to request the appointment of a court-appointed receiver when a charter school ceases operations to support the orderly closure of the school;

    b. Clarifying the authority of receivers and closing administrators;

    c. Providing mechanisms to safeguard public funds when charter schools are in financial distress; and

    d. Providing a dedicated budget line item within the SPCSA's budget to account for closure-related costs when a school is insolvent. **(BDR 34–448)**

RECOMMENDATIONS FOR COMMITTEE ACTION

Curriculum and Instruction

12. Send a letter to NDE to encourage the coordination of statewide education on the Holocaust and other genocides by improving communication and engagement with districts and educators as it relates to this topic and available resources. This includes developing standards-alignment guidance documents to help districts and educators integrate instruction into existing courses; drafting curriculum-specific recommendations and guidance and curating vetted classroom resources; providing targeted professional learning focused on statutory requirements and standards alignment; and continuing to monitor participation trends and implementation data to identify educator support needs and geographic participation gaps.

13. Send a letter to NDE and the Nevada school districts to highlight the need for and importance of improving math literacy throughout the state, including supporting teachers in math instruction with the appropriate tools and resources.

14. Include a statement in the Committee's final report to encourage school districts and schools to expand CTE offerings.

15. Include a statement in the Committee's final report to encourage school districts and schools to expand access to dual-credit and work-based learning opportunities and to couple these programs with strong academic and career advising systems for students.

Early Childhood

16. Send a letter to the Governor and the Senate Committee on Finance (FIN) and the Assembly Committee on Ways and Means (WM) of the 2027 Legislative Session to encourage expanding durable pre-K funding to allow schools and centers to fully commit to pre-K expansion; adopting enrollment-based payment practices; reinstating targeted slot payment programs; increasing income eligibility for childcare subsidies; establishing a dedicated early childhood fund; enabling local level innovation and investment; expanding Nevada Ready! State Pre-K and partnerships; and monitoring outcomes.

Student Well-Being and Supports

17. Send a letter to the Governor, NDE, Nevada Medicaid, and the FIN and WM of the 2027 Legislative Session to prioritize and provide ongoing funding for school safety, student and teacher mental health supports, and student physical health resources. Additionally, encourage them to:

    a. Support the modernization of Medicaid policies and practices for school health services;

    b. Provide technical assistance to districts for Medicaid billing;

    c. Support Medicaid in its development of a School Health Resource Center;

    d. Create a shared vision for a comprehensive school mental health system among a diverse, interconnected agency system;

    e. Secure adequate funding to establish and sustain access to behavioral health services using the MTSS framework and other best practices in all public K through 12 schools in Nevada; and

    f. Expand scarce health resources, including screening.

18. Send a letter to the Governor and the FIN and WM of the 2027 Legislative Session to increase Communities In Schools of Nevada funding, fund a site coordinator for every middle school, fund remote physical and mental health care in every school, and fund legislatively required family resource centers.

19. Send a letter to NDE to:

    a. Encourage school districts and charter schools to establish and sustain a comprehensive school mental health system;

    b. Foster community partnerships with prevention coalitions, regional behavioral health coordinators, tribal leaders, and families;

    c. Enact policies that align with national best practices for comprehensive school mental health systems;

    d. Encourage NDE to develop and distribute model policies to guide districts in establishing comprehensive health practices;

    e. Integrate mental health literacy practices in the K through 12 education system;

    f. Train educators and school personnel to identify risks of behavioral health conditions;

    g. Provide technical assistance to districts and schools implementing such systems;

    h. Encourage districts and charter schools to develop partnerships to address social determinants of health that may contribute to education challenges; and

    i. Adopt compatible data and evaluation platforms to reduce administrative burdens.

20. Send a letter to the board of trustees of each school district to encourage the use of an early warning notification system for students and their parent and/or legal guardian as it relates to the establishment of procedures to monitor chronic absenteeism required by NRS 392.150.

21. Include a statement in the Committee's final report to encourage school districts and schools to expand the use and integration of MTSS.

22. Include a statement in the Committee's final report to encourage school districts and schools to expand the practice of school-based Medicaid billing for school health services and for NDE to continue and expand related technical assistance.

Teachers and Administrators

23. Send a letter to school districts to encourage staff training on trauma-informed practices, recognizing and responding to power-based violence, and supporting student survivors. Additionally, implement prevention education for students that is focused on healthy relationships, consent, boundaries, and the prevention of power-based violence.

24. Send a letter to the Education Service Center to encourage it to collaborate with the appropriate agencies to develop statewide guidance for navigating the Family Educational Rights and Privacy Act and the Health Insurance Portability and Accountability Act to assist school district decision-making; create standardized, statewide consent forms; and develop statewide information sharing protocols for communications between schools, community health providers, and Medicaid.

25. Send a letter to NDE to encourage it to develop a guide or framework relating to onboarding and professional support programming for newly hired special education teachers and education support professionals (ESPs). The document should include the development of a standardized special education training program for ESPs new to special education assignments and ongoing professional development opportunities focused on special education instructional practices, compliance, individualized education plan implementation, behavior supports, MTSS, positive behavioral interventions and supports, data collection, and related topics. Additionally, the document should encourage establishing a mentorship program pairing newly hired special education teachers and ESPs with experienced practitioners, a statewide onboarding toolkit and resource library, and the idea of incentives, stipends, professional learning credits, or other supports to encourage onboarding program participation.

26. Include a statement in the Committee's final report to encourage school districts to pay student teachers as substitutes while they complete their student teaching program requirements.

27. Include a statement in the Committee's final report to encourage the Governor and the FIN and WM of the 2027 Legislative Session to increase funding and expand eligibility for the Nevada Teacher Advancement Scholarship, Incentivizing Pathways to Teaching Scholarship, Teach Nevada Scholarship, and the Nevada Institute on Teaching and Educator Preparation program to include specialized instructional support personnel (e.g., school counselors, school psychologists, and school social workers), CTE educators, and special education specialists.

Governance and Operations

28. Send a letter to NDE and school districts to encourage the inclusion of parental involvement and family engagement metrics and strategies in the initial planning phase of all new curriculum rollouts, technology initiatives, and student support services.

29. Include a statement in the Committee's final report to encourage school districts to use *Nevada's Security, Transparency, Empowerment, Learning, Leadership, Achievement, Responsible Use (STELLAR) Pathway to AI Teaching and Learning: Ethics, Principles, and Guidance* document from NDE and develop student artificial intelligence (AI) rights. Additionally, encourage school districts to use the plan for the use of educational technology required under NRS 388.795 to identify opportunities to support students and educators with AI-enabled tools. Finally, encourage NDE to assess high-impact tools, pilot test systems, and perform an equity review of AI to support districts in developing AI policies that promote safe, developmentally appropriate learning environments.

30. Include a statement in the Committee's final report to encourage NDE to consider a pilot program for personalized competency-based learning, based on recommendations by the CIEE.

31. Include a statement in the Committee's final report to encourage school districts and schools to ensure families have clear, timely, and actionable information about their child's school performance and to reconnect with families who have transitioned to homeschooling or private schooling during the pandemic to share opportunities available in Nevada's public schools.

Public School Funding

32. Send a letter to the Governor and the FIN and WM of the 2027 Legislative Session to revise the Pupil-Centered Funding Plan (PCFP) and other related statutes by:

    a. Changing the hold harmless provision in NRS from 5 percent to 3 percent when comparing the current quarter's average daily enrollment to the same quarter of the previous year. If the hold harmless provision is triggered, funding is to be reduced by 3 percent;

    b. Holding the Nevada cost of education index at a factor of 1.0 until state funding reaches 90 percent of the national average;

    c. Strengthening NDE's role during the interim in the collection of budget information; and

    d. Identifying areas where the Education Service Center could provide statewide support and recommend an increase of funding and resources for the Center.

33. Send a letter to the Governor and the FIN and WM of the 2027 Legislative Session to allow the money allocated to pupils by the Legislature to be spread out among all pupils, rather than reverting to Nevada's Rainy Day Fund, if pupil enrollment is lower than anticipated.

34. Send a letter to the Governor and the FIN and WM of the 2027 Legislative Session encouraging the PCFP to keep pace with inflation and cost-of-living adjustments.

35. Send a letter to the Governor and the FIN and WM of the 2027 Legislative Session to encourage special education funding to reflect actual delivery costs per pupil.

36. Send a letter to the Governor and the FIN and WM of the 2027 Legislative Session to encourage changing the quarterly funding adjustment to a single, annual adjustment to provide greater stability to school district budgets.