
ASSEMBLY BILL NO. 335—ASSEMBLYMEMBERS TORRES-FOSSETT,
WATTS, D’SILVA; DALIA, KOENIG AND MOORE

MARCH 3, 2025

JOINT SPONSORS: SENATORS BUCK,
DOÑATE, NGUYEN; AND TAYLOR

Referred to Committee on Education

SUMMARY—Revises provisions relating to education.
(BDR 34-837)

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

CONTAINS UNFUNDED MANDATE (§§ 5, 10)
(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; revising requirements for a plan to improve the achievement of pupils enrolled in a public school; requiring school districts in certain counties to appoint a Director of Multilingual Student Services; requiring the board of trustees of a school district to ensure that each licensed teacher receives training concerning English language acquisition; requiring the Department of Education to provide certain guidance to the board of trustees of a school district; prohibiting certain pupil achievement data from negatively impacting the performance rating of certain schools, school districts and employees; requiring the Department to establish an English Learner Advisory Council during the 2025-2026 interim to study policies to support English language acquisition, development and literacy; prescribing the membership and duties of the Advisory Council; repealing provisions relating to certain corrective action plans; and providing other matters properly relating thereto.



Legislative Counsel's Digest:

1 **Section 4** of this bill requires the superintendent of each school district in a
2 county whose population is 100,000 or more (currently Clark and Washoe
3 Counties) to designate an employee to serve as Director of Multilingual Student
4 Services for the school district. **Section 4** also prescribes the qualifications and
5 duties of the Director.

6 Existing law requires the principal of each school, in consultation with the
7 employees of the school, to prepare a plan to improve the achievement of pupils
8 enrolled in the school. (NRS 385A.650) **Section 2** of this bill requires the principal
9 of a school to consult with the Director designated pursuant to **section 4**, if
10 applicable, in preparing or revising the plan. **Section 2** requires such a plan to
11 include methods for closing gaps in achievement, if any, between different
12 demographics of pupils enrolled in the school. If at least 10 percent of the pupils
13 enrolled in the school are English learners, **section 2** requires such a plan to: (1)
14 make closing gaps in achievement, if any, between pupils who are English learners
15 and pupils who are proficient in English the primary goal of the plan; and (2)
16 include certain quantitative goals and specific actions for improvement in the
17 achievement of pupils who are English learners. **Section 1** of this bill makes a
18 conforming change to reflect the renumbering of subsections by **section 2**.

19 **Section 5** of this bill requires the board of trustees of each school district to
20 ensure that each licensed teacher employed by the school district receives training
21 concerning English language acquisition. **Section 5** also requires the Department of
22 Education to develop and provide guidance to each school district concerning the
23 training required by **section 5**. **Section 12** of this bill requires a person who, on
24 October 1, 2025, holds a valid teacher's license, to submit proof on or before
25 October 1, 2030, that the person has completed the training required by **section 5**.

26 **Section 6** of this bill provides that, notwithstanding any other provision of law,
27 any pupil achievement data concerning a pupil who is a newcomer to the English
28 language, as designated by regulation of the State Board of Education, must not
29 negatively impact the performance rating of: (1) the school in which the pupil is
30 enrolled; (2) the school district in which the school is located; or (3) any employee
31 of the school in which the pupil is enrolled or school district in which the school is
32 located.

33 Existing law requires the board of trustees of each school district to: (1)
34 develop a policy to teach English to pupils who are English learners; and (2) adopt
35 a plan to ensure that the policy achieves certain objectives. (NRS 388.407) **Section**
36 **10** of this bill requires the policy to provide that a pupil who is a newcomer to the
37 English language, as designated by regulation of the State Board, may remain in
38 high school for not more than 8 semesters after the date on which the pupil was
39 otherwise scheduled to graduate or until the pupil is 21 years of age, whichever is
40 earlier. **Section 10** also requires the Department to consult with the Director
41 designated pursuant to **section 4**, if applicable, in monitoring the implementation of
42 the policy and plan.

43 **Section 11** of this bill requires the Department to establish an English Learner
44 Advisory Council in the 2025-2026 interim to study policies to support English
45 language acquisition, development and literacy. **Section 11** also: (1) prescribes the
46 membership and duties of the Advisory Council; (2) requires the Department to
47 submit a written report describing the activities, findings, conclusions and
48 recommendations of the Advisory Council for transmittal to the 84th Session of the
49 Legislature; and (3) authorizes the Advisory Council to request the drafting of not
50 more than 1 legislative measure for prefilng on or before the first day of the regular
51 session of the Legislature in 2027.

52 **Section 14** of this bill repeals an existing law which requires the principals of
53 certain schools that demonstrate low achievement for pupils who are English
54 learners to establish a corrective action plan. (NRS 388.408) **Sections 7-9** of this



55 bill make conforming changes by removing references to the statute repealed by
56 **section 14.**

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

1 **Section 1.** NRS 385.113 is hereby amended to read as follows:

2 385.113 The State Board shall:

3 1. In developing the plan to improve the achievement of pupils
4 enrolled in public schools pursuant to NRS 385.111, establish
5 clearly defined goals and benchmarks for improving the
6 achievement of pupils, including, without limitation, goals for:

7 (a) Improving proficiency results in core academic subjects;

8 (b) Increasing the number of pupils enrolled in public middle
9 schools and junior high schools, including, without limitation,
10 charter schools, who enter public high schools with the skills
11 necessary to succeed in high school;

12 (c) Improving the percentage of pupils who enroll in grade 9 and
13 who graduate from a public high school, including, without
14 limitation, a charter school, with a standard or higher diploma upon
15 completion;

16 (d) Improving the performance of pupils on standardized college
17 entrance examinations;

18 (e) Increasing the percentage of pupils enrolled in high schools
19 who enter postsecondary educational institutions or who are career
20 and workforce ready; and

21 (f) Reengaging disengaged youth who have dropped out of high
22 school or who are at risk of dropping out of high school, including,
23 without limitation, a mechanism for tracking and maintaining
24 communication with those youth who have dropped out of school or
25 who are at risk of doing so;

26 2. Review the plan annually to evaluate the effectiveness of the
27 plan;

28 3. Examine the timeline for implementing the plan and each
29 provision of the plan to determine whether the annual goals and
30 benchmarks have been attained;

31 4. Based upon the evaluation of the plan, make revisions, as
32 necessary, to ensure that:

33 (a) The goals and benchmarks set forth in the plan are being
34 attained in a timely manner; and

35 (b) The plan is designed to improve the academic achievement
36 of pupils enrolled in public schools in this State; and

37 5. Review the plans submitted pursuant to subsection ~~4~~ 5 of
38 NRS 385A.650 to:



1 (a) Determine common problems identified by the principal of
2 each school; and

3 (b) Make recommendations to the Department concerning how
4 the Department can best support the needs of schools.

5 **Sec. 2.** NRS 385A.650 is hereby amended to read as follows:

6 385A.650 1. The principal of each school, including, without
7 limitation, each charter school, shall, in consultation with the
8 employees of the school ~~and~~ *and the Director of Multilingual*
9 *Student Services, if applicable*, prepare a plan to improve the
10 achievement of the pupils enrolled in the school.

11 2. The plan developed pursuant to subsection 1 must:

12 (a) Include any information prescribed by regulation of the State
13 Board;

14 (b) Be developed in accordance with the provisions of
15 NRS 388.885;

16 (c) Include, without limitation, methods for ~~evaluating~~ :

17 (1) *Evaluating* and improving the school climate in the
18 school; and

19 (2) *Closing gaps in achievement, if any, between different*
20 *demographic groups of pupils enrolled in the school, including,*
21 *without limitation:*

22 (I) *Pupils who are English learners and pupils who are*
23 *proficient in English;*

24 (II) *Pupils in foster care and pupils who are not in*
25 *foster care; and*

26 (III) *Pupils who are economically disadvantaged and*
27 *pupils who are not economically disadvantaged; and*

28 (d) Comply with the provisions of 20 U.S.C. § 6311(d).

29 3. *If at least 10 percent of the pupils enrolled in a school are*
30 *English learners:*

31 (a) *The primary goal of the plan developed pursuant to*
32 *subsection 1 must be closing gaps in achievement, if any, between*
33 *pupils who are English learners and pupils who are proficient in*
34 *English; and*

35 (b) *The plan developed pursuant to subsection 1 must, in*
36 *addition to the requirements prescribed by subsection 2, include:*

37 (1) *Attainable quantitative goals for improvement in the*
38 *achievement of pupils who are newcomers to the English*
39 *language, pupils who are short-term English learners and pupils*
40 *who are long-term English learners, as designated by regulation*
41 *of the State Board, and timelines for meeting those goals; and*

42 (2) *Specific actions to improve the achievement of pupils*
43 *who are English learners and plans to monitor those actions.*



1 4. The principal of each school shall, in consultation with the
2 employees of the school ~~and~~ *and, if applicable, the Director of*
3 *Multilingual Student Services:*

4 (a) Review the plan prepared pursuant to this section annually to
5 evaluate the effectiveness of the plan; and

6 (b) Based upon the evaluation of the plan, make revisions, as
7 necessary, to ensure that the plan is designed to improve the
8 academic achievement of pupils enrolled in the school.

9 ~~4.1~~ 5. On or before the date prescribed by the Department, the
10 principal of each school shall submit the plan or the revised plan, as
11 applicable, to the:

12 (a) Department;

13 (b) Committee;

14 (c) Bureau; and

15 (d) Board of trustees of the school district in which the school is
16 located or, if the school is a charter school, the sponsor of the
17 charter school and the governing body of the charter school.

18 ~~5.1~~ 6. As used in this section ~~["school"]~~ *["school"]*:

19 (a) *"Director of Multilingual Student Services" means the*
20 *employee designated to serve as Director of Multilingual Student*
21 *Services pursuant to section 4 of this act.*

22 (b) *"School climate" means the basis of which to measure the*
23 *relationships between pupils and the parents or legal guardians of*
24 *pupils and educational personnel, the cultural and linguistic*
25 *competence of instructional materials and educational personnel, the*
26 *emotional and physical safety of pupils and educational personnel*
27 *and the social, emotional and academic development of pupils and*
28 *educational personnel.*

29 **Sec. 3.** Chapter 388 of NRS is hereby amended by adding
30 thereto the provisions set forth as sections 4, 5 and 6 of this act.

31 **Sec. 4. 1.** *The superintendent of schools of each school*
32 *district in a county whose population is 100,000 or more shall*
33 *designate an employee to serve as Director of Multilingual Student*
34 *Services for the school district. The employee designated to serve*
35 *as Director must have:*

36 (a) *Experience working with pupils who are English learners;*
37 *and*

38 (b) *Demonstrated success as an effective school leader.*

39 2. *In addition to the duties set forth in NRS 385A.650 and*
40 *388.407, the Director designated pursuant to subsection 1 shall:*

41 (a) *Oversee any assessment or reassessment of pupils who are*
42 *English learners provided for pursuant to paragraphs (a) and (b)*
43 *of subsection 2 of NRS 388.407; and*

44 (b) *Upon the request of the board of trustees or the*
45 *superintendent of schools of the school district, provide training*



1 *designed to address the needs of pupils who are English learners*
2 *to administrators, teachers and other educational staff, including,*
3 *without limitation, the training each licensed teacher is required to*
4 *receive pursuant to section 5 of this act.*

5 **Sec. 5. 1.** *The board of trustees of each school district shall*
6 *ensure that each licensed teacher employed by the school district*
7 *receives training concerning English language acquisition.*

8 **2.** *The Department shall develop and provide guidance to*
9 *each school district in this State concerning the training required*
10 *by subsection 1.*

11 **Sec. 6.** *Notwithstanding any other provision of law, any pupil*
12 *achievement data concerning a pupil who is a newcomer to the*
13 *English language, as designated by regulation of the State Board,*
14 *including, without limitation, data collected and maintained in the*
15 *statewide system of accountability for public schools and any other*
16 *pupil achievement data collected and maintained by the school*
17 *district, must not negatively impact the performance rating of:*

18 **1.** *The school in which the pupil is enrolled;*

19 **2.** *The school district in which the school is located; or*

20 **3.** *Any employee of the school in which the pupil is enrolled*
21 *or school district in which the school is located.*

22 **Sec. 7.** NRS 388.040 is hereby amended to read as follows:

23 388.040 1. Except as otherwise provided in subsection 2, the
24 board of trustees of a school district that includes more than one
25 school which offers instruction in the same grade or grades may
26 zone the school district and determine which pupils must attend
27 each school.

28 2. The establishment of zones pursuant to subsection 1 does
29 not preclude a pupil from attending a:

30 (a) Charter school;

31 (b) University school for profoundly gifted pupils;

32 (c) Public school outside the zone of attendance that the pupil is
33 otherwise required to attend if the pupil is a child in foster care who
34 is remaining in his or her school of origin pursuant to NRS
35 388E.105; **or**

36 (d) Public school outside the zone of attendance that the pupil is
37 otherwise required to attend if the pupil has been issued a fictitious
38 address pursuant to NRS 217.462 to 217.471, inclusive, or the
39 parent or legal guardian with whom the pupil resides has been
40 issued a fictitious address pursuant to NRS 217.462 to 217.471,
41 inclusive. ~~†-or~~

42 ~~—(e) Public school outside the zone of attendance that the pupil is~~
43 ~~otherwise required to attend if the pupil is an English learner~~
44 ~~enrolling in the school pursuant to subsection 5 of NRS 388.408.]~~



1 **Sec. 8.** NRS 388.4055 is hereby amended to read as follows:
2 388.4055 The Department may adopt regulations as necessary
3 to carry out the provisions of NRS 388.405 to ~~388.408,]~~ **388.4077,**
4 inclusive ~~[,]~~ **and sections 4, 5 and 6 of this act.**

5 **Sec. 9.** NRS 388.406 is hereby amended to read as follows:

6 388.406 1. A pupil who is an English learner has the right to:
7 (a) Receive a free appropriate public education regardless of the
8 immigration status or primary language of the pupil or the parent or
9 legal guardian of the pupil;

10 (b) Equal access to all programming and services offered to
11 pupils in the same grade level who are not English learners by the
12 school or school district in which the pupil is enrolled;

13 (c) Receive instruction at the same grade level as other pupils
14 who are of a similar age as the pupil who is an English learner,
15 unless the school or school district in which the pupil is enrolled
16 determines it is appropriate for the pupil who is an English learner
17 to be placed in a different grade level;

18 (d) Equal access to participate in extracurricular activities;

19 (e) Receive appropriate services for academic support provided
20 by the school or school district to pupils enrolled in the school or
21 school district who are not English learners;

22 (f) Be evaluated each year to determine the progress of the pupil
23 in learning the English language and to obtain information about the
24 academic performance of the pupil, including, without limitation,
25 the results of an examination administered pursuant to NRS
26 390.105; and

27 (g) Be continuously placed in a program for English learners for
28 as long as the pupil is classified as an English learner unless the
29 parent or legal guardian of the pupil declines for the pupil to be
30 placed in a program for English learners.

31 2. The parent or legal guardian of a pupil who is an English
32 learner has the right to:

33 (a) Enroll his or her child in a public school without disclosing
34 the immigration status of the pupil or the parent or legal guardian;

35 (b) To the extent practicable, have a qualified interpreter in the
36 primary language of the parent or legal guardian with the parent or
37 legal guardian during significant interactions with the school
38 district;

39 (c) To the extent practicable, receive written notice in both
40 English and the primary language of the parent or legal guardian
41 that the pupil has been identified as an English learner and will be
42 placed in a program for English learners;

43 (d) Receive information about the progress of the pupil in
44 learning the English language and, if the pupil is enrolled in a



1 program of bilingual education, the progress of the pupil in learning
2 the languages of that program;

3 (e) At the request of the parent or legal guardian, meet with staff
4 of the school in which the pupil is enrolled at least once a year, in
5 addition to any other required meetings, to discuss the overall
6 progress of the pupil in learning the English language;

7 (f) Transfer the pupil to another school within the school district
8 if the school in which the pupil is currently enrolled does not offer a
9 program for English learners ; ~~for has been placed on a corrective~~
10 ~~action plan pursuant to NRS 388.408;~~

11 (g) Receive information related to any evaluations of the pupil
12 pursuant to paragraph (f) of subsection 1; and

13 (h) Contact the Department or the school district, as applicable,
14 if the school or school district in which the pupil is enrolled violates
15 the provisions of this section.

16 3. Notwithstanding the provisions of paragraphs (b) and (c) of
17 subsection 2, the board of trustees of each school district shall
18 provide information to the parent or legal guardian of a pupil who is
19 an English learner in a language and format that the parent or legal
20 guardian can understand.

21 4. To the extent practicable, the board of trustees of each
22 school district shall, in writing and in both English and the primary
23 language of the parent or legal guardian of a pupil who is an English
24 learner, inform the parent or legal guardian of the rights described in
25 this section at the time of the registration of the pupil in a school
26 within the school district or at the time the pupil is identified as an
27 English learner. The school district shall provide a copy of the rights
28 described in this section at the annual registration of a pupil in a
29 school within the school district to the parent or legal guardian of a
30 pupil who is an English learner.

31 5. The Department shall provide translated copies of the rights
32 described in this section in the five most common languages other
33 than English primarily spoken in the households within each school
34 district, which may include, without limitation, Spanish and
35 Tagalog. The board of trustees of each school district and each
36 school that enrolls pupils who are English learners shall post a copy
37 of the rights described in this section on their respective Internet
38 websites in as many languages as possible, which may include,
39 without limitation, and as applicable for the school district, the
40 languages translated by the Department pursuant to this subsection.

41 **Sec. 10.** NRS 388.407 is hereby amended to read as follows:
42 388.407 1. The board of trustees of each school district shall
43 develop a policy for the instruction to teach English to pupils who
44 are English learners. The policy must be designed to provide pupils
45 enrolled in each public school located in the school district who are



1 English learners with instruction that enables those pupils to attain
2 proficiency in the English language and improve their overall
3 academic achievement and proficiency.

4 2. The policy developed pursuant to subsection 1 must:

5 (a) Provide for the identification of pupils who are English
6 learners through the use of an appropriate assessment;

7 (b) Provide for the periodic reassessment of each pupil who is
8 classified as an English learner;

9 (c) Be designed to eliminate any gaps in achievement, including,
10 without limitation, in the core academic subjects and in high school
11 graduation rates, between those pupils who are English learners and
12 pupils who are proficient in English;

13 (d) Provide opportunities for the parents or legal guardians of
14 pupils who are English learners to participate in the program;

15 (e) Provide the parents and legal guardians of pupils who are
16 English learners with information regarding other programs that are
17 designed to improve the language acquisition and academic
18 achievement and proficiency of pupils who are English learners and
19 assist those parents and legal guardians in enrolling those pupils in
20 such programs;

21 (f) Provide for the identification of the primary language of each
22 pupil enrolled in the school district at the beginning of each school
23 year to assist in the identification of pupils who are English learners
24 pursuant to paragraph (a); ~~and~~

25 (g) Provide that a pupil who is an English learner remain placed
26 in a program for English learners until the pupil obtains language
27 proficiency based on an appropriate assessment of pupils who are
28 English learners unless the parent or legal guardian of the pupil
29 declines for the pupil to remain placed in a program for English
30 learners ~~;~~ *and*

31 *(h) Provide that a pupil who is a newcomer to the English*
32 *language, as designated by regulation of the State Board, may*
33 *remain in high school for not more than 8 semesters after the date*
34 *on which the pupil was otherwise scheduled to graduate or until*
35 *the pupil is 21 years of age, whichever is earlier.*

36 3. The board of trustees of a school district shall adopt a plan to
37 ensure that a policy adopted pursuant to this section achieves the
38 objectives prescribed by paragraph (c) of subsection 2.

39 4. The Department shall, *in consultation with the Director of*
40 *Multilingual Student Services, if applicable,* monitor the
41 implementation of:

42 (a) The provisions of the policy developed pursuant to
43 subsection 1 designed to achieve the objectives described in
44 paragraph (c) of subsection 2; and

45 (b) The plan adopted pursuant to subsection 3.



1 5. The board of trustees of a school district may identify and
2 purchase an assessment for use by the school district to measure the
3 literacy of pupils who are English learners. Such an assessment:

4 (a) Must be approved by the Department; and

5 (b) May include tools to assist pupils who are English learners
6 to improve their mastery of the English language.

7 **6. *As used in this section, "Director of Multilingual Student***
8 ***Services" means the employee designated to serve as Director of***
9 ***Multilingual Student Services pursuant to section 4 of this act.***

10 **Sec. 11.** 1. The Department of Education shall establish an
11 English Learner Advisory Council during the 2025-2026 interim to
12 study policies to support English language acquisition, development
13 and literacy. The Advisory Council consists of the following 13
14 members:

15 (a) The Superintendent of Public Instruction, or his or her
16 designee, who serves as an ex officio member of the Advisory
17 Council.

18 (b) Two members who have knowledge and expertise in
19 language acquisition and who represent the Nevada System of
20 Higher Education, appointed by the Chancellor of the Nevada
21 System of Higher Education.

22 (c) One member who is a teacher at a public elementary school
23 in this State and has an English language acquisition and
24 development endorsement, an endorsement as a professional teacher
25 of English as a second language or an endorsement as a specialist in
26 English language acquisition and development, appointed by the
27 Governor from a list of nominees submitted by the Nevada State
28 Education Association, or its successor organization.

29 (d) One member who is a teacher at a public junior high school,
30 middle school or high school in this State and has an English
31 language acquisition and development endorsement, an endorsement
32 as a professional teacher of English as a second language or
33 endorsement as a specialist in English language acquisition and
34 development, appointed by the Governor from a list of nominees
35 submitted by the Nevada State Education Association, or its
36 successor organization.

37 (e) One member who is a teacher at a public elementary school
38 in this State and provides general education to pupils in kindergarten
39 or grades 1 to 5, inclusive, appointed by the Governor from a list of
40 nominees submitted by the Nevada State Education Association, or
41 its successor organization.

42 (f) One member who is a teacher at a public elementary school
43 in this State and provides general education to pupils in grades 6 to
44 12, inclusive, appointed by the Governor from a list of nominees



1 submitted by the Nevada State Education Association, or its
2 successor organization.

3 (g) Two members who are school-level administrators, one of
4 whom is employed by a school district in a county whose population
5 is 100,000 or more and one of whom is employed by a school
6 district in a county whose population is less than 100,000, appointed
7 by the Governor from a list of nominees submitted by the Nevada
8 Association of School Administrators.

9 (h) Two members who are school-district-level administrators,
10 one of whom is employed by a school district in a county whose
11 population is 100,000 or more and one of whom is employed by a
12 school district in a county whose population is less than 100,000,
13 appointed by the Governor from a list of nominees submitted by the
14 Nevada Association of School Administrators.

15 (i) Two members with expertise in the development of public
16 policy relating to the education of pupils who have limited
17 proficiency in English, appointed by the Superintendent of Public
18 Instruction upon the advice and recommendation of persons who
19 have knowledge and expertise in providing instruction to pupils who
20 have limited proficiency in English.

21 2. The Advisory Council shall study policies to support English
22 language acquisition, development and literacy.

23 3. The Advisory Council shall, at its first meeting, elect a Chair
24 and a Vice Chair from among its members.

25 4. A majority of the member of the Advisory Council
26 constitutes a quorum for the transaction of business, and a majority
27 of those members present at any meeting is sufficient for any
28 official action taken by the Advisory Council.

29 5. The Department shall provide administrative support to the
30 Advisory Council.

31 6. The members of the Advisory Council serve without
32 compensation generally.

33 7. Each member of the Advisory Council who is an officer or
34 employee of the State or a local government must be relieved from
35 his or her duties without loss of regular compensation so that the
36 member may prepare for and attend meetings of the Advisory
37 Council and perform any work necessary to carry out the duties of
38 the Advisory Council in the most timely manner practicable. A state
39 agency or local government shall not require an officer or employee
40 who is a member of the Advisory Council to make up the time the
41 member is absent from work to carry out his or her duties as a
42 member, and shall not require the member to take annual vacation
43 or compensatory time for the absence.

44 8. The Department may accept gifts, grants and donations from
45 any source to support the work of the Advisory Council.



1 9. The Department shall, on or before December 31, 2026,
2 prepare and submit a written report describing the activities,
3 findings, conclusions and recommendations of the Advisory Council
4 to the Director of the Legislative Counsel Bureau for transmittal to
5 the 84th Session of the Legislature.

6 10. The Advisory Council may request the drafting of not more
7 than 1 legislative measure which relates to matters within the scope
8 of the Advisory Council. The request must be submitted to the
9 Legislative Counsel on or before December 31, 2026, and must be
10 on a form prescribed by the Legislative Counsel. A legislative
11 measure requested pursuant to this subsection must be prefiled on or
12 before the first day of the regular session of the Legislature in 2027.
13 A legislative measure that is not prefiled on or before that day shall
14 be deemed withdrawn.

15 **Sec. 12.** A person who, on October 1, 2025, holds a valid
16 teacher's license issued pursuant to chapter 391 of NRS must submit
17 on or before October 1, 2030, proof that he or she has completed the
18 training required by section 5 of this act.

19 **Sec. 13.** The provisions of NRS 354.599 do not apply to any
20 additional expenses of a local government that are related to the
21 provisions of this act.

22 **Sec. 14.** NRS 388.408 is hereby repealed.

23 **Sec. 15.** 1. This section becomes effective upon passage and
24 approval.

25 2. Sections 1 to 10, inclusive, of this act become effective:

26 (a) Upon passage and approval for the purpose of adopting any
27 regulations and performing any other preparatory administrative
28 tasks that are necessary to carry out the provisions of this act; and

29 (b) On October 1, 2025, for all other purposes.

30 3. Section 11 of this act becomes effective:

31 (a) Upon passage and approval for the purpose of appointing
32 members to the English Learner Advisory Council established
33 pursuant to section 11 of this act and performing any other
34 preparatory administrative tasks that are necessary to carry out the
35 provisions of this act; and

36 (b) On October 1, 2025, for all other purposes.

37 4. Sections 12, 13 and 14 of this act become effective on
38 October 1, 2025.



TEXT OF REPEALED SECTION

388.408 Certain schools required to adopt corrective action plan; enrollment in other schools of pupils who attend school that adopts plan; reporting of information concerning plans.

1. The principal of each public school which, based upon the most recent annual report of the statewide system of accountability for public schools, was rated in the lowest 30 percent of public schools in this State in the achievement of pupils who are English learners, shall adopt, submit to the Department and publish on an Internet website maintained by the school a corrective action plan which must include, without limitation:

(a) Identification of the root causes of the low levels of achievement among pupils who are English learners;

(b) Plans to address those root causes;

(c) Attainable quantitative goals for improvement in the achievement of pupils who are English learners and timelines for meeting those goals;

(d) Identification of specific actions to improve the achievement of pupils who are English learners, plans to monitor those actions and identification of persons responsible for taking and monitoring those actions; and

(e) Plans to provide professional development designed to address the needs of pupils who are English learners to administrators, teachers and other educational staff.

2. The Department shall assist principals who are required by subsection 1 to adopt a corrective action plan with the development of the plan.

3. A corrective action plan adopted pursuant to subsection 1 may be incorporated into any other relevant corrective action plan adopted by the school.

4. A public high school that has adopted a corrective action plan pursuant to subsection 1 shall notify the parent or guardian of each pupil receiving services for English learners at the high school, in English and any language that is the primary language of at least 10 percent of the English learners enrolled in the high school, that the school has adopted a corrective action plan. The notice must include, without limitation:

(a) A list of each high school in the same school district as the school that has not adopted a corrective action plan;



(b) A statement that the parent or guardian may request that the pupil be transferred to a public high school that has not adopted a corrective action plan; and

(c) A statement of the provisions of subsection 5.

5. The board of trustees of a school district shall allow a pupil who is an English learner and attends a school that has adopted a corrective action plan to enroll in a public school outside the zone of attendance in which the pupil resides if:

(a) The pupil wishes to transfer because the school meets the criteria prescribed in subsection 1 or because of the adoption of the corrective action plan; and

(b) The public school in which the pupil wishes to enroll has adequate capacity to enroll the pupil after enrolling all pupils who reside in the zone of attendance of the school and wish to attend the school.

6. On or before July 1 of each year, the Department shall submit to the Joint Interim Standing Committee on Education a report that includes:

(a) The number of public schools in this State that have adopted a corrective action plan pursuant to subsection 1;

(b) A description of any progress or lack of progress in closing gaps in achievement between pupils who are English learners and pupils who are proficient in English; and

(c) An evaluation of the success of the corrective action plans.

7. As used in this section, "zone of attendance" means the zone established by the board of trustees of a school district pursuant to NRS 388.040 to designate which school within the district a pupil must attend.



