

Senate Bill No. 369—Senators Ford, Woodhouse, Spearman, Denis, Segerblom; Atkinson, Cancela, Cannizzaro, Manendo, Parks and Ratti

CHAPTER.....

AN ACT relating to education; requiring the board of trustees of certain larger school districts to establish a program of professional development to provide training on how to work collaboratively to ensure that a school environment is productive and collaborative; requiring teachers and principals to receive such training in certain circumstances; requiring the board of trustees of certain school districts to conduct an investigation at a school in certain circumstances to determine engagement of parents and families of pupils and whether the culture of the school is focused on pupil outcomes; requiring the board of trustees of certain school districts to provide certain training to members of the staff at a school in which an investigation occurs; and providing other matters properly relating thereto.

Legislative Counsel’s Digest:

Existing law requires the board of trustees of each school district to ensure that teachers and administrators employed by the school district have access to high-quality, ongoing professional development training. (NRS 391A.370) **Section 2** of this bill requires the board of trustees of a school district in which more than 75,000 pupils are enrolled (currently the Clark County School District) to establish a program of professional development to provide training to teachers and principals on how to engage and work collaboratively with members of the staff of the school and the parents and families of pupils enrolled at the school to ensure that the school environment is productive and collaborative. **Section 2** also requires principals and teachers to receive such training at the request of the superintendent of the school district or the principal of the school.

Section 3 of this bill requires the board of trustees of a school district in which more than 75,000 pupils are enrolled, upon petition of a certain percentage of employees of the school or parents or legal guardians of pupils who are enrolled in the school or upon the affirmative vote of a majority of the members of an organizational team if such a team has been established for a school as part of the reorganization of the school district, to investigate whether: (1) certain employees at a school are effectively engaging the parents and families of pupils who are enrolled in the school; and (2) the culture of the school is focused on pupil outcomes. **Section 3** also requires the board of trustees of a school district that conducts such an investigation to provide any necessary and appropriate training to members of the staff of the school to ensure that parents and families of pupils enrolled in the school are effectively engaged in the education of their children and that the culture at the school is focused on pupil outcomes. Finally, **section 3** makes the provisions of that section inapplicable to a turnaround school until after the first year in which the school operates under that designation.



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

Section 1. Chapter 391A of NRS is hereby amended by adding thereto the provisions set forth as sections 2 and 3 of this act.

Sec. 2. 1. *In each school district in which more than 75,000 pupils are enrolled, the board of trustees of the school district shall establish a program of professional development to provide training for teachers and principals on how to engage and work collaboratively with each other, other educational personnel, members of the staff of the school and the parents and families of pupils who are enrolled in the school to ensure that the school environment is productive and that such persons are working collaboratively.*

2. Teachers and principals must receive the training described in subsection 1 at the request of the superintendent of schools of the school district or the principal of the school.

Sec. 3. 1. *Except as otherwise provided in subsection 4, the board of trustees of a school district in which more than 75,000 pupils are enrolled shall conduct an investigation described in subsection 2 upon:*

(a) The petition of at least 50 percent of the licensed employees and classified employees assigned to a school;

(b) The petition of parents and legal guardians of pupils who are enrolled in a school which is signed by a number of parents and legal guardians representing at least 5 percent of the number of the average daily enrollment of pupils for the school that was most recently reported pursuant to NRS 387.1223; or

(c) The affirmative vote of a majority of the members of an organizational team, if the principal of a school within the school district has established such a team as part of the reorganization of the school district in which the school is located to assist in the development of a plan of operation for the school or to provide other assistance and advice relating to the school.

2. An investigation conducted pursuant to subsection 1, must investigate whether:

(a) Teachers, principals and other members of the staff at the school are effectively engaging the parents and families of pupils who are enrolled in the school in the education of their children; and

(b) The culture at the school is focused on pupil outcomes.



3. The board of trustees of the school district shall provide any necessary and appropriate training for teachers, principals, other educational personnel and members of the staff at the school to ensure that parents and families of pupils who are enrolled in the school are effectively engaged in the education of their children and that the culture at the school is focused on pupil outcomes.

4. The provisions of this section do not apply to a school that has been designated as a turnaround school pursuant to NRS 388G.400 until after the first school year in which it has operated under such a designation.

Sec. 4. The provisions of NRS 354.599 do not apply to any additional expenses of a local government that are related to the provisions of this act.

Sec. 5. This act becomes effective on July 1, 2017.



