

CHAPTER 389 - ACADEMICS AND TEXTBOOKS

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ACADEMIC SUBJECTS, INSTRUCTION AND COURSES OF STUDY

General Provisions

NRS 389.003 Enforcement of standards and courses of study by trustees. Except as otherwise provided in [NRS 389.041](#), boards of trustees of school districts in this State shall enforce in schools:

1. The standards of content and performance established by the Council to Establish Academic Standards for Public Schools pursuant to [NRS 389.520](#) and the courses of study related to those standards; and
2. The courses of study prescribed and adopted by the State Board.

[291:32:1956]i;½(NRS A [1979, 1598](#); [1991, 2088](#); [1999, 3258, 3388](#); [2001, 236](#); [2017, 452](#))

NRS 389.007 Uniform grading scale for high schools.

1. The State Board shall adopt regulations that prescribe a uniform grading scale for all public high schools, including, without limitation, a uniform grading scale for dual credit courses, international baccalaureate courses, advanced placement courses and honors courses. The regulations adopted pursuant to this section must assign the same weight to dual credit courses and international baccalaureate courses as the weight assigned to advanced placement courses if the dual credit course or international baccalaureate course is a core academic subject designated pursuant to [NRS 389.018](#) or a subject for which an advanced placement course is offered.

2. The board of trustees of each school district and the governing body of each charter school that operates as a high school shall comply with the uniform grading scale.

(Added to NRS by [2007, 2179](#); A [2021, 749](#))

NRS 389.009 Public high school to administer certain examination concerning civics; requirements for administration of examination; pupil required to take examination as condition for graduation; waiver from examination; reports.

1. A public high school shall administer an examination containing a number of questions, determined by the public high school, which are identical to the questions contained in the civics portion of the naturalization test adopted by the United States Citizenship and Immigration Services of the Department of Homeland Security, to each pupil enrolled in the public high school.

2. A public high school shall:

(a) Determine the course in which the examination will be administered;

(b) Establish the number of questions which will be included on the examination, which must not be less than 50;

(c) Determine the desired score on the examination and the manner in which the results of the examination administered to a pupil will affect the grade of the pupil in the course in which the examination is administered; and

(d) Not later than August 31 of each year, aggregate the results of the examination for all pupils at the public high school and report the aggregated results to the board of trustees of the school district in which the public high school is located.

3. Except as otherwise provided in subsection 4, no pupil in any public high school may receive a certificate or diploma of graduation without having taken the examination described in subsection 1.

4. A pupil may receive a waiver from the examination administered pursuant to subsection 1 if:

(a) The pupil is a pupil with a disability and the waiver is in accordance with his or her individualized education program;

(b) The pupil is identified as an English learner and the public high school is unable to offer the examination in the language which would be most likely to provide accurate results for the pupil; or

(c) The principal or administrator of the public high school determines that the pupil has completed all other academic requirements to receive a certificate or diploma of graduation and has shown good cause for a waiver. The principal or administrator of a public high school shall not grant a waiver pursuant to this paragraph to more than 10 percent of each graduating class of the public high school.

5. On or before December 31 of each year, the board of trustees of each school district shall report the aggregated results of the examination received by the board of trustees of the school district pursuant to subsection 2 to the Department.

6. As used in this section, i;½public high schooli;½ includes, without limitation, any charter school that operates as a high school.

(Added to NRS by [2017, 2052](#); A [2017, 2053](#); [2021, 1954](#))

NRS 389.0095 Establishment of plan to identify pupils for placement in more rigorous courses; notification of parent or guardian; establishment of more rigorous courses.

1. The State Board shall adopt regulations that require each public school to establish and carry out a plan to identify pupils in grades 3 to 12, inclusive, for placement in more rigorous courses in mathematics, English language arts, science and social studies. The regulations must require a school to use the criterion-referenced examinations administered pursuant to [NRS 390.105](#) or norm-referenced, nationally recognized examinations and any other methods determined appropriate by the State Board to identify pupils for such placement.

2. If a pupil is identified for placement in a more rigorous course pursuant to subsection 1 and such a course is offered at the public school in which the pupil is enrolled:

(a) The principal of the public school in which the pupil is enrolled shall provide to the parent or guardian of the pupil written notice that the pupil has been identified for such placement which must include, without limitation:

(1) The subject area for which the pupil has been identified for such placement; and

(2) A statement that the pupil will be placed in a more rigorous course in that subject area unless the parent or guardian submits to the principal a written notice of his or her objection to such placement.

(b) The pupil must be placed in the more rigorous course unless the parent or guardian submits to the principal a written notice of his or her objection to such placement.

3. The board of trustees of a school district or the governing body of a charter school shall establish a more rigorous course in mathematics, English language arts, science or social studies if:

(a) There are sufficient numbers of pupils enrolled in the highest level of a course in that subject area offered in the school district or charter school who are identified for placement in a more rigorous course pursuant to subsection 1 to warrant the establishment of such a more rigorous course; and

(b) The school district or charter school has sufficient financial resources to establish the course.

4. The provisions of this section must not be construed to require a school district or charter school to establish a course for which sufficient financial resources are not available.

(Added to NRS by [2019, 1205](#))

NRS 389.014 Patriotic observance. Each public school shall set aside appropriate time at the beginning of each school day for pupils to pledge their allegiance to the flag of the United States. In addition, each public school may set aside appropriate time during the school day for additional patriotic observance.

[294:32:1956]i½(NRS A [1999, 125](#))i½(Substituted in revision for NRS 389.040)

Development of Academic Subjects and Courses of Study

NRS 389.018 Designation of core academic subjects; minimum units of credit required in high school; exception; additional subjects to be taught; requirement to enroll in courses of study and credits to obtain college and career ready high school diploma; exceptions. [Effective through June 30, 2028.]

1. The following subjects are designated as the core academic subjects that must be taught, as applicable for grade levels, in all public schools, the Caliente Youth

Center, the Nevada Youth Training Center and any other state facility for the detention of children that is operated pursuant to title 5 of NRS:

- (a) English language arts;
- (b) Mathematics;
- (c) Science; and

(d) Social studies, which includes only the subjects of history, geography, economics, civics, financial literacy and multicultural education.

2. Except as otherwise provided in this subsection, a pupil enrolled in a public high school must enroll in a minimum of:

- (a) Four units of credit in English language arts;
- (b) Four units of credit in mathematics, including, without limitation, Algebra I and geometry, or an equivalent course of study that integrates Algebra I and geometry;
- (c) Three units of credit in science, including two laboratory courses; and
- (d) Three units of credit in social studies, including, without limitation:
 - (1) One-half unit of credit in American government;
 - (2) Two units of credit in American history, world history or geography; and
 - (3) One-half unit of credit in economics.

⊕⊕⊕ A pupil is not required to enroll in the courses of study and credits required by this subsection if the pupil, the parent or legal guardian of the pupil and an administrator or a counselor at the school in which the pupil is enrolled mutually agree to a modified course of study for the pupil and that modified course of study satisfies at least the requirements for a standard high school diploma, an adjusted diploma or an alternative diploma, as applicable. A school district may authorize one or more public high schools in the school district to offer a combined course in American government and economics for one unit of credit which satisfies the requirements of subparagraphs (1) and (3) if the curriculum of an advanced placement course is used for American government in the combined course.

3. Except as otherwise provided in this subsection, in addition to the core academic subjects, the following subjects must be taught as applicable for grade levels and to the extent practicable in all public schools, the Caliente Youth Center, the Nevada Youth Training Center and any other state facility for the detention of children that is operated pursuant to title 5 of NRS:

- (a) The arts;
- (b) Computer education and technology;
- (c) Health; and
- (d) Physical education.

⊕⊕⊕ If the State Board requires the completion of course work in a subject area set forth in this subsection for graduation from high school or promotion to the next grade, a public school shall offer the required course work. Except as otherwise provided for a course of study in health prescribed by subsection 1 of [NRS 389.021](#) and the instruction prescribed by subsection 1 of [NRS 389.064](#), unless a subject is required for graduation from high school or promotion to the next grade, a charter school is not required to comply with this subsection.

4. Instruction in health and physical education provided pursuant to subsection 3 must include, without limitation, instruction concerning the importance of annual physical examinations by a provider of health care and the appropriate response to unusual aches and pains.

5. Except as otherwise provided in subsection 6, in addition to the courses of study and credits required by subsection 2, a pupil enrolled in a public high school must enroll in:

- (a) Any additional courses of study and credits required by the State Board to receive a college and career ready high school diploma, including, without limitation,

the courses of study and credits required to receive one of the endorsements described in subsection 3 of [NRS 390.605](#); or

(b) Any additional courses of study and credits required to receive a diploma that is awarded by a school district and is equivalent to or more rigorous than a college and career ready high school diploma.

6. A pupil is not required to enroll in the courses of study and credits required by subsection 5 if:

(a) After the pupil's ninth grade year, the pupil and, to the extent practicable, the parent or legal guardian of the pupil consult with a counselor and, to the extent practicable, an administrator, at the school in which the pupil is enrolled and the pupil, counselor and, if applicable, the parent or legal guardian and administrator, mutually agree to a modified course of study for the pupil and that modified course of study satisfies at least the requirements for a standard high school diploma, an adjusted diploma or an alternative diploma, as applicable; or

(b) The pupil is a pupil with a disability and, in accordance with his or her individualized education program or a plan developed in accordance with section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794, is exempted from the requirement to enroll in the courses of study and credits required by this subsection.

7. As used in this section, individualized education program has the meaning ascribed to it in 20 U.S.C. § 1414(d)(1)(A).

(Added to NRS by [1999, 3257](#); A [2003, 1143](#); [2007, 1962](#); [2013, 2261](#); [2015, 1330, 2095](#); [2017, 237, 2929](#); [2019, 1478](#); [2021, 905, 1954](#); [2023, 1172](#))

NRS 389.018 Designation of core academic subjects; minimum units of credit required in high school; exception; additional subjects to be taught; requirement to enroll in courses of study and credits to obtain college and career ready high school diploma; exceptions. [Effective July 1, 2028.]

1. The following subjects are designated as the core academic subjects that must be taught, as applicable for grade levels, in all public schools, the Caliente Youth Center, the Nevada Youth Training Center and any other state facility for the detention of children that is operated pursuant to title 5 of NRS:

(a) English language arts;

(b) Mathematics;

(c) Science; and

(d) Social studies, which includes only the subjects of history, geography, economics, civics, financial literacy and multicultural education.

2. Except as otherwise provided in this subsection, a pupil enrolled in a public high school must enroll in a minimum of:

(a) Four units of credit in English language arts;

(b) Four units of credit in mathematics, including, without limitation, Algebra I and geometry, or an equivalent course of study that integrates Algebra I and geometry;

(c) Three units of credit in science, including two laboratory courses; and

(d) Three units of credit in social studies, including, without limitation:

(1) One-half unit of credit in American government;

(2) Two units of credit in American history, world history or geography; and

(3) One-half unit of credit in economics and financial literacy.

⊕⊕⊕ A pupil is not required to enroll in the courses of study and credits required by this subsection if the pupil, the parent or legal guardian of the pupil and an administrator or a counselor at the school in which the pupil is enrolled mutually agree to a modified course of study for the pupil and that modified course of study satisfies at least the requirements for a standard high school diploma, an adjusted diploma or an alternative diploma, as applicable. A school district may authorize one or more public high schools in the school district to offer a combined course

in American government and economics and financial literacy for one unit of credit which satisfies the requirements of subparagraphs (1) and (3) if the curriculum of an advanced placement course is used for American government in the combined course.

3. Except as otherwise provided in this subsection, in addition to the core academic subjects, the following subjects must be taught as applicable for grade levels and to the extent practicable in all public schools, the Caliente Youth Center, the Nevada Youth Training Center and any other state facility for the detention of children that is operated pursuant to title 5 of NRS:

- (a) The arts;
- (b) Computer education and technology;
- (c) Health; and
- (d) Physical education.

⌕⊕⌚ If the State Board requires the completion of course work in a subject area set forth in this subsection for graduation from high school or promotion to the next grade, a public school shall offer the required course work. Except as otherwise provided for a course of study in health prescribed by subsection 1 of [NRS 389.021](#) and the instruction prescribed by subsection 1 of [NRS 389.064](#), unless a subject is required for graduation from high school or promotion to the next grade, a charter school is not required to comply with this subsection.

4. Instruction in health and physical education provided pursuant to subsection 3 must include, without limitation, instruction concerning the importance of annual physical examinations by a provider of health care and the appropriate response to unusual aches and pains.

5. Except as otherwise provided in subsection 6, in addition to the courses of study and credits required by subsection 2, a pupil enrolled in a public high school must enroll in:

(a) Any additional courses of study and credits required by the State Board to receive a college and career ready high school diploma, including, without limitation, the courses of study and credits required to receive one of the endorsements described in subsection 3 of [NRS 390.605](#); or

(b) Any additional courses of study and credits required to receive a diploma that is awarded by a school district and is equivalent to or more rigorous than a college and career ready high school diploma.

6. A pupil is not required to enroll in the courses of study and credits required by subsection 5 if:

(a) After the pupil's ½ ninth grade year, the pupil and, to the extent practicable, the parent or legal guardian of the pupil consult with a counselor and, to the extent practicable, an administrator, at the school in which the pupil is enrolled and the pupil, counselor and, if applicable, the parent or legal guardian and administrator, mutually agree to a modified course of study for the pupil and that modified course of study satisfies at least the requirements for a standard high school diploma, an adjusted diploma or an alternative diploma, as applicable; or

(b) The pupil is a pupil with a disability and, in accordance with his or her individualized education program or a plan developed in accordance with section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794, is exempted from the requirement to enroll in the courses of study and credits required by this subsection.

7. As used in this section, individualized education program has the meaning ascribed to it in 20 U.S.C. § 1414(d)(1)(A).

(Added to NRS by [1999, 3257](#); [A 2003, 1143](#); [2007, 1962](#); [2013, 2261](#); [2015, 1330](#), [2095](#); [2017, 237](#), [2929](#); [2019, 1478](#); [2021, 905](#), [1954](#); [2023, 146](#), [1172](#), effective July 1, 2028)

NRS 389.0186 Public high schools to allow pupils to receive certain credit for completion of certain computer science courses; limitation on application of such credit.

1. Except as otherwise provided in this section, each public high school, including without limitation, a charter school, must allow a pupil enrolled in the school to receive a fourth unit of credit towards the mathematics credits required for graduation from high school or a third unit of credit towards the science credits required for graduation from high school for successful completion of:

- (a) An advanced placement computer science course;
- (b) A computer science course that is offered through a program of career and technical education; or
- (c) A computer science course that is offered by a community college or university which has been approved pursuant to [NRS 389.160](#).

2. A pupil may not apply more than one unit of credit received for the completion of one or more courses described in subsection 1 toward the mathematics or science credits required for graduation from high school.

(Added to NRS by [2017, 4339](#); A [2023, 3371](#))

NRS 389.021 Establishment of courses of study; provisions governing cardiopulmonary resuscitation and automated external defibrillator for health course in middle school, junior high school and high school.

1. The State Board shall adopt regulations establishing courses of study and the grade levels for which the courses of study apply for:

(a) The academic subjects set forth in [NRS 389.018](#). A course of study in health prescribed pursuant to paragraph (c) of subsection 3 of [NRS 389.018](#) must, for pupils enrolled in middle school, junior high school or high school, including, without limitation, pupils enrolled in those grade levels at a charter school, include instruction in:

(1) The administration of hands-only or compression-only cardiopulmonary resuscitation, including a psychomotor skill-based component, according to the guidelines of the American Red Cross or American Heart Association;

(2) The use of an automated external defibrillator; and

(3) Organ and tissue donation, including, without limitation:

(I) How to register as a donor and the rules governing donor gifts in this State pursuant to [NRS 451.500](#) to [451.598](#), inclusive;

(II) The societal and individual benefits of organ and tissue donation; and

(III) Facts about organ and tissue donation.

(b) Citizenship and physical training for pupils enrolled in high school.

(c) Physiology, hygiene and, except as otherwise prescribed by paragraph (a), cardiopulmonary resuscitation.

(d) The prevention of suicide.

(e) Instruction relating to child abuse.

(f) The economics of the American system of free enterprise.

(g) American Sign Language.

(h) Environmental education.

(i) Adult roles and responsibilities.

⊕⊖⊗ A course of study established for paragraph (a) may include one or more of the subjects listed in paragraphs (b) to (i), inclusive.

2. A teacher who provides instruction pursuant to subparagraphs (1) and (2) of paragraph (a) of subsection 1 is not required to hold certification in the administration of cardiopulmonary resuscitation unless required by the board of trustees of the school district pursuant to [NRS 391.092](#) or by the governing body of the charter school.

3. The board of trustees of the school district, the governing body of the charter school or the governing body of the university school for profoundly gifted pupils may collaborate with entities to assist in the provision of the instruction required

pursuant to paragraph (a) of subsection 1 and the provision of equipment necessary for the instruction, including, without limitation, fire departments, hospitals, colleges and universities and public health agencies.

4. A pupil who is enrolled in a course of study in health through a program of distance education or a pupil with a disability who cannot perform the tasks included in the instruction required pursuant to paragraph (a) of subsection 1 is not required to complete the instruction to pass the course of study in health.

(Added to NRS by [1999, 3258](#); A [2013, 2262](#); [2017, 105, 301](#))ⁱ_{1/2}(Substituted in revision for NRS 389.0185)

NRS 389.026 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.

(Added to NRS by [2011, 477](#))ⁱ_{1/2}(Substituted in revision for NRS 389.0187)

NRS 389.031 Development of standards for teaching personal safety of children.

1. The Department, in consultation with persons and organizations who possess knowledge and expertise in the teaching of personal safety of children, shall develop:

(a) Age-appropriate curriculum standards based on best practices for teaching the personal safety of children to pupils in kindergarten and grades 1 to 12, inclusive.

(b) Recommendations to assist a school district or charter school in developing:

(1) A training plan to ensure that at least one employee at each school, as designated by the principal, receives training on the personal safety of children;

(2) Educational materials and information to be distributed to parents, guardians or other caretakers of pupils regarding the personal safety of children and how and when to teach and reinforce concepts and skills of the personal safety of children; and

(3) Policies and procedures for the referral of a child who has reported or experienced an incident that did or could have threatened his or her personal safety, and his or her family or guardian, if appropriate, to various services, including, without limitation, counseling or any other available services or resources.

(c) Recommendations of existing research-based programs and curriculum samples to be considered for implementation.

2. The Department will review the standards and recommendations developed pursuant to subsection 1 on an annual basis to ensure that those standards and recommendations contain current information.

3. The Department may apply for and accept grants, gifts, donations, bequests or devises from any public or private source to carry out the provisions of this section.

4. As used in this section, "personal safety of children" means an age-appropriate recognition of various hazards and dangers that are particular to children, including, without limitation, the danger associated with unsafe persons, both known and unknown to the child, abuse, becoming lost or separated from a parent or guardian, and an awareness of age-appropriate steps a child may take to avoid, lessen or alleviate those hazards and dangers, including, without limitation, reporting threats of harm to a responsible adult.

(Added to NRS by [2015, 1327](#))

NRS 389.033 Development of list of curricula and programs concerning prevention of substance misuse and substance use disorders. The Department shall develop, maintain and publish on an Internet website maintained by the Department a list of evidence-based curricula and programs concerning the prevention of substance misuse and substance use disorders.

(Added to NRS by [2021, 2819](#))

NRS 389.036 Establishment of course or unit of course of instruction concerning human immunodeficiency virus, human reproductive system, related communicable diseases and sexual responsibility; appointment of advisory committee; notice to parent or guardian; consent of parent or guardian required; materials to be made available to parents or guardians of pupils.

1. The board of trustees of a school district shall establish a course or unit of a course of:

- (a) Factual instruction concerning the human immunodeficiency virus; and
- (b) Instruction on the human reproductive system, related communicable diseases and sexual responsibility.

2. Each board of trustees shall appoint an advisory committee consisting of:

- (a) Five parents of children who attend schools in the district; and
- (b) Four representatives, one from each of four of the following professions or occupations:
 - (1) Medicine or nursing;
 - (2) Counseling;
 - (3) Religion;
 - (4) Pupils who attend schools in the district; or
 - (5) Teaching.

⌂⊕⌚ This committee shall advise the district concerning the content of and materials to be used in a course of instruction established pursuant to this section, and the recommended ages of the pupils to whom the course is offered. The final decision on these matters must be that of the board of trustees.

3. The subjects of the courses may be taught only by a teacher or school nurse whose qualifications have been previously approved by the board of trustees.

4. The parent or guardian of each pupil to whom a course is offered must first be furnished written notice that the course will be offered. The notice must be given in the usual manner used by the local district to transmit written material to parents, and must contain a form for the signature of the parent or guardian of the pupil consenting to the pupil's attendance. Upon receipt of the written consent of the parent or guardian, the pupil may attend the course. If the written consent of the

parent or guardian is not received, the pupil must be excused from such attendance without any penalty as to credits or academic standing. Any course offered pursuant to this section is not a requirement for graduation.

5. All instructional materials to be used in a course must be available for inspection by parents or guardians of pupils at reasonable times and locations before the course is taught, and appropriate written notice of the availability of the material must be furnished to all parents and guardians.

(Added to NRS by [1979, 836](#); A [1987, 1734](#); [2021, 3195](#))

NRS 389.037 Availability of course in computer science; efforts to be made to increase enrollment in such course by certain pupils. The board of trustees of each school district, the governing body of each charter school that operates as a high school and the governing body of each university school for profoundly gifted pupils shall:

1. Ensure that a course in computer science that has been approved by the State Board is made available to pupils enrolled in each public high school within the school district or in the charter school or university school for profoundly gifted pupils, as applicable. The course may be a course of distance education that is approved by the State Board and included on the list prepared by the Department pursuant to [NRS 388.834](#).

2. Make efforts to increase the enrollment in the course of female pupils, pupils with disabilities and pupils who belong to ethnic and racial groups that are underrepresented in the field of computer science, as identified by regulation of the State Board.

(Added to NRS by [2017, 4338](#))

NRS 389.0375 Internet repository of resources for providing instruction in computer science; assistance to school districts and schools to establish programs of instruction in computer science.

1. The Department shall:

(a) Develop and make available to school districts, charter schools and university schools for profoundly gifted pupils an Internet repository of resources for providing instruction in computer science to pupils in all grades. The repository must contain, without limitation, resources for providing instruction concerning computational thinking and computer coding.

(b) Assist school districts, charter schools and university schools for profoundly gifted pupils as necessary to establish programs of instruction in computer science, including, without limitation, the courses required by [NRS 389.037](#), that meet the needs of pupils enrolled in the school district, charter school or university school for profoundly gifted pupils, as applicable.

2. As used in this section:

(a) $\frac{1}{2}$ Computational thinking $\frac{1}{2}$ means problem-solving skills and techniques commonly used by software engineers when writing programs for computer applications. Such skills and techniques include, without limitation, decomposition, pattern recognition, pattern generalization and designing algorithms.

(b) $\frac{1}{2}$ Computer coding $\frac{1}{2}$ means the process of writing script for a computer program or mobile electronic device.

(Added to NRS by [2019, 2696](#); A [2019, 2700](#))

NRS 389.038 Review of course and instruction in computer education; recommendations to State Board regarding approval. The Department shall:

1. Review each course in computer science submitted to the State Board for approval pursuant to [NRS 389.037](#) and all instruction in computer education and technology submitted to the State Board for approval pursuant to [NRS 389.072](#); and

2. Make recommendations to the State Board concerning whether the course or instruction should be approved.

(Added to NRS by [2017, 4339](#); A [2017, 4345](#); [2023, 293](#))

NRS 389.041 Establishment of course of study in occupational guidance and counseling.

1. The State Board shall, by regulation, establish a course of study in occupational guidance and counseling.

2. The board of trustees of each school district shall establish the curriculum for the course of study in that district. The curriculum must be organized and, with the assistance of teachers, administrators, pupils, parents and the business community, coordinated by licensed school counselors who shall provide instruction and activities designed to:

(a) Promote normal growth and development.

(b) Promote positive mental and physical health.

(c) Provide each pupil with knowledge and skills which permit the pupil to control his or her own destiny.

(d) Assist each pupil to plan, monitor and manage the pupil's personal, educational and occupational development.

(e) Meet the immediate needs and concerns of each pupil, whether the pupil's needs or concerns require counseling, consultation, referral or information.

(f) Provide counselors, teachers and support staff with the knowledge and skills required to maintain and improve the course.

(g) Provide such other related assistance and instruction as is deemed necessary.

3. The instruction required by this section must be made available for each pupil in grades 7 to 12, inclusive.

4. The board of trustees in each school district shall organize and offer the curriculum within the limits of money made available to the district by the Legislature for that purpose.

(Added to NRS by [1991, 2087](#)) (Substituted in revision for NRS 389.180)

NRS 389.046 Programs and curricula for American Indians. The Superintendent of Public Instruction, working with the American Indian tribes, shall establish programs and curricula designed to meet the special educational needs of American Indians in this state.

(Added to NRS by [1979, 192](#)) (Substituted in revision for NRS 389.150)

Required Instruction

NRS 389.054 Instruction in American government; exception.

1. In all public schools, the Caliente Youth Center, the Nevada Youth Training Center and any other state facility for the detention of children that is operated pursuant to title 5 of NRS, instruction must be given in American government, including, without limitation, instruction on:

(a) The essentials of:

(1) The Constitution of the United States, including, without limitation, the Bill of Rights;

(2) The Constitution of the State of Nevada; and

(3) The Declaration of Independence;

(b) The origin and history of the Constitutions;

(c) The study of and devotion to American institutions and ideals; and

(d) Civics.

2. Except as otherwise provided in [NRS 388C.120](#), the instruction required in subsection 1 must be given during at least 1 year of the elementary school grades and for a period of at least 1 year in all high schools.

[292:32:1956]i½(NRS A [1961, 383, 628; 1973, 1547; 1979, 1598; 1989, 1960; 2001, 1491; 2003, 1144; 2005, 2429; 2013, 287](#))i½(Substituted in revision for NRS 389.020)

NRS 389.057 Instruction in American history; exception. Except as otherwise provided in [NRS 388C.120](#), American history, including, without limitation, the history of the:

1. Constitution of the United States, including, without limitation, the Bill of Rights;

2. State of Nevada, including, without limitation, the Constitution of the State of Nevada; and

3. Declaration of Independence,

⊖⊕⊗ must be taught in all of the public schools in the State of Nevada for a period of at least 1 year.

[293:32:1956]i½(NRS A [1973, 1547; 1979, 1598; 2001, 1491; 2005, 2429](#))i½(Substituted in revision for NRS 389.030)

NRS 389.061 Instruction in history and contributions of certain groups of persons.

1. The board of trustees of each school district and the governing body of each charter school shall ensure that instruction is provided to pupils enrolled in kindergarten through grade 12 in each public school within the school district or in the charter school, as applicable, on the history and contributions to science, the arts and humanities of:

(a) Native Americans and Native American tribes;

(b) Persons of marginalized sexual orientation or gender identity;

(c) Persons with disabilities;

(d) Persons from various racial and ethnic backgrounds, including, without limitation, persons who are African-American, Basque, Hispanic or Asian or Pacific Islander;

(e) Persons from various socioeconomic statuses;

(f) Immigrants or refugees;

(g) Persons from various religious backgrounds; and

(h) Any other group of persons the board of trustees of a school district or the governing body of a charter school deems appropriate.

2. The standards of content and performance for the instruction required by subsection 1 must be included in the standards of content and performance established by the Council to Establish Academic Standards for Public Schools pursuant to [NRS 389.520](#). The instruction required by subsection 1 must be:

(a) Age-appropriate; and

(b) Included within one or more courses of study for which the Council has established the relevant standards of content and performance.

(Added to NRS by [2021, 947](#))

NRS 389.064 Instruction in personal safety of children; exception; report; required background checks of volunteers; acceptance of grants, gifts and donations.

1. The board of trustees of each school district and the governing body of each charter school shall ensure that instruction in the personal safety of children, based on the standards developed by the Department pursuant to [NRS 389.031](#), be implemented as part of a course of study in health prescribed pursuant to paragraph (c) of subsection 3 of [NRS 389.018](#).

2. The school district and the charter school, in accordance with the recommendations provided by the Department pursuant to subsection 1 of [NRS 389.031](#), shall determine, for the instruction required by subsection 1:

- (a) The content of and materials to be used to provide the instruction; and
- (b) The grade levels in which the instruction will be provided.

3. A person who provides the instruction required by subsection 1 must be:

- (a) A licensed teacher;
- (b) An employee of the school district with special knowledge or training in the teaching of the personal safety of children;
- (c) An employee of an agency which has as its primary purpose the teaching of the personal safety of children;
- (d) An employee of a law enforcement agency; or
- (e) A volunteer of an agency which has as its primary purpose the teaching of the personal safety of children and who meets the requirements of subsection 8.

4. The school district and the charter school shall develop a procedure for the notification of the parent or guardian of each pupil to whom the instruction required by subsection 1 is to be provided. The procedure must inform the parent or guardian that:

- (a) The parent or guardian may submit a written request that the pupil be excused from some or all of the instruction, except when the instruction is included in a course which is required for graduation; and
- (b) All instructional materials to be used in the instruction required by subsection 1 are available for inspection by the parent or guardian at reasonable times and locations before the instruction is provided.

5. A pupil whose parent or guardian submits a written request pursuant to paragraph (a) of subsection 4 must be excused from such instruction without any penalty as to credits or academic standing.

6. The school district and the charter school shall consider the recommendations developed by the Department pursuant to paragraph (b) of subsection 1 of [NRS 389.031](#) and, to the extent money is available for this purpose, develop and implement:

- (a) A training plan to ensure that all school employees receive training as to the teaching of the personal safety of children;
- (b) Educational materials and information to be distributed to parents, guardians or other caretakers of pupils regarding the teaching of the personal safety of children; and
- (c) Policies and procedures for the referral of a child who has reported or experienced an incident that did or could have threatened his or her personal safety, and his or her family or guardian, if appropriate, to various services, including, without limitation, counseling or any other available services or resources.

7. On or before August 1 of each year, each board of trustees and each governing body shall report to the Department for the preceding year:

- (a) The grade levels in which the instruction required by subsection 1 was conducted;
- (b) The curriculum content and materials distributed and utilized for the instruction required by subsection 1;
- (c) The person, persons or agency utilized to provide the instruction required by subsection 1; and
- (d) The number of reports or disclosures by pupils of incidents that did or could have threatened their personal safety during the preceding school year.

8. An agency which has as its primary purpose the teaching of the personal safety of children, before allowing any volunteer of the agency to provide instruction

pursuant to paragraph (e) of subsection 3, must ensure that the volunteer has successfully completed:

(a) A national background check, which must include, without limitation, a report of the criminal history of the volunteer from the Federal Bureau of Investigation and the Central Repository for Nevada Records of Criminal History;

(b) A child abuse and neglect screening through the Statewide Central Registry for the Collection of Information Concerning the Abuse or Neglect of a Child established pursuant to [NRS 432.100](#); and

(c) Adequate and appropriate training specific to providing instruction regarding the personal safety of children.

9. An agency which has as its primary purpose the teaching of the personal safety of children shall, upon request from a school district or charter school and to the extent allowed by federal law, make available to the school district or charter school documentation of the agency's conclusions regarding a volunteer's successful completion of the requirements of subsection 8.

10. A board of trustees of a school district and a governing body of a charter school may apply for and accept grants, gifts, donations, bequests or devises from any public or private source to carry out the provisions of this section.

11. As used in this section, "personal safety of children" has the meaning ascribed to it in [NRS 389.031](#).

(Added to NRS by [2015, 1328](#))

NRS 389.072 Instruction in computer education and technology; regulations.

1. Before beginning sixth grade, each pupil who is enrolled in a public school, the Caliente Youth Center, the Nevada Youth Training Center or any other state facility for the detention of children that is operated pursuant to title 5 of NRS, including, without limitation, each pupil with a disability who is so enrolled, must receive instruction in computer education and technology approved by the State Board, including, without limitation, instruction on the skills necessary to complete the criterion-referenced examinations administered pursuant to [NRS 390.105](#).

2. If the State Board prescribes a course in computer education and technology pursuant to [NRS 385.114](#) for pupils enrolled in high school, the State Board shall adopt regulations prescribing the percentage of the instructional time for the course that must be dedicated to computer science and computational thinking, which may include, without limitation, instruction in logic, coding, robotics and cyber security.

(Added to NRS by [2017, 4338](#))

NRS 389.074 Instruction in financial literacy. [Effective through June 30, 2028.]

1. The board of trustees of each school district and the governing body of each charter school shall ensure that instruction in financial literacy is provided to pupils enrolled in grades 3 to 12, inclusive, in each public school within the school district or in the charter school, as applicable. The instruction must include, without limitation:

(a) The skills necessary to develop financial responsibility, including, without limitation:

(1) Making reasonable financial decisions by analyzing the alternatives and consequences of those financial decisions;

(2) Locating and evaluating financial information from various sources;

(3) Judging the quality of services offered by a financial institution;

(4) Developing communication strategies to discuss financial issues;

(5) Controlling personal information; and

(6) Reviewing and summarizing federal and state consumer protection laws.

(b) The skills necessary to manage finances, including, without limitation:

- (1) Developing a plan for spending and saving;
- (2) Developing a system for keeping and using financial records; and
- (3) Developing a personal financial plan.

(c) The skills necessary to understand the use of credit and the incurrence of debt, including, without limitation:

- (1) Identifying the costs and benefits of various types of credit;
- (2) Understanding the methods to manage debt and the consequences of acquiring debt;
- (3) Understanding how interest rates, compounding frequency and the terms of a loan can affect the cost of credit;
- (4) Completing an application for a loan;
- (5) Understanding different types of loans, including, without limitation, payday loans, automobile loans, student loans and mortgages;
- (6) Explaining the purpose of a credit report, including, without limitation, the manner in which a credit report is used by lenders;
- (7) Describing the rights of a borrower regarding his or her credit report;
- (8) Identifying methods to avoid and resolve debt problems; and
- (9) Reviewing and summarizing federal and state consumer credit protection laws.

(d) The skills necessary to understand the basic principles of saving and investing, including, without limitation:

- (1) Understanding how saving and investing contribute to financial well-being;
- (2) Understanding the methods of investing and alternatives to investing;
- (3) Understanding how to buy and sell investments;
- (4) Understanding compound interest, including, without limitation, in the context of investments;
- (5) Understanding various types of securities, including, without limitation, stocks and bonds; and
- (6) Understanding how the regulation of financial institutions protects investors.

(e) The skills necessary to prevent and limit the consequences of identity theft and fraud.

(f) The skills necessary to understand the basic assessment of taxes, including, without limitation, understanding the manner in which taxes are computed by local, state and federal governmental entities.

(g) The skills necessary to understand the basic principles of insurance, including, without limitation:

- (1) Understanding the function of various insurance policies; and
- (2) Determining the quality of an insurance provider.

(h) The skills necessary to plan for higher education and career choices, including, without limitation:

- (1) Information concerning institutions of higher education and college preparedness;
- (2) Information concerning career options;
- (3) Writing a resume;
- (4) Information concerning opportunities for financial aid, including the Free Application for Federal Student Aid and the programs of the Western Interstate Commission for Higher Education, and the manner in which to qualify for such opportunities;

(5) Information concerning scholarship opportunities, including, without limitation, the Governor Guinn Millennium Scholarship Program and Silver State Opportunity Grant Program; and

(6) Information concerning prepaid tuition and college savings programs and plans established pursuant to [chapter 353B](#) of NRS and section 529 of the Internal Revenue Code, 26 U.S.C. § 529.

2. The standards of content and performance for the instruction in financial literacy required by subsection 1 must be included in the standards of content and performance established by the Council to Establish Academic Standards for Public Schools pursuant to [NRS 389.520](#). The instruction required by subsection 1 must be:

(a) Age-appropriate; and

(b) Included within a course of study for which the Council has established the relevant standards of content and performance, including, without limitation, a course of study in economics, mathematics or social studies.

3. The board of trustees of each school district and the governing body of each charter school in which pupils are enrolled in any grade of grades 3 to 12, inclusive, shall encourage:

(a) Persons to volunteer time, expertise and resources to assist a school district, governing body of a charter school, public school or teacher in the provision of instruction in financial literacy; and

(b) Partnerships between a school district or charter school and relevant persons, businesses or entities in which those persons, businesses or entities provide the resources necessary to provide instruction in financial literacy.

(Added to NRS by [2009, 1120](#); A [2017, 2930](#); [2021, 1127](#))

NRS 389.074 Instruction in financial literacy. [Effective July 1, 2028.]

1. The board of trustees of each school district and the governing body of each charter school shall ensure that instruction in financial literacy is provided to pupils enrolled in grades 3 to 12, inclusive, in each public school within the school district or in the charter school, as applicable. The instruction must include, without limitation:

(a) The skills necessary to develop financial responsibility, including, without limitation:

(1) Making reasonable financial decisions by analyzing the alternatives and consequences of those financial decisions;

(2) Locating and evaluating financial information from various sources;

(3) Judging the quality of services offered by a financial institution;

(4) Developing communication strategies to discuss financial issues;

(5) Controlling personal information; and

(6) Reviewing and summarizing federal and state consumer protection laws.

(b) The skills necessary to manage finances, including, without limitation:

(1) Developing a plan for spending and saving;

(2) Developing a system for keeping and using financial records; and

(3) Developing a personal financial plan that includes, without limitation, understanding and budgeting for the costs of housing, transportation and health care.

(c) The skills necessary to understand the use of credit and the incurrence of debt, including, without limitation:

(1) Identifying the costs and benefits of various types of credit;

(2) Understanding the methods to manage debt and the consequences of acquiring debt;

(3) Understanding how interest rates, compounding frequency and the terms of a loan can affect the cost of credit;

(4) Completing an application for a loan;

(5) Understanding different types of loans, including, without limitation, payday loans, automobile loans, student loans and mortgages;

(6) Explaining the purpose of a credit report, including, without limitation, the manner in which a credit report is used by lenders;

(7) Describing the rights of a borrower regarding his or her credit report;

(8) Identifying methods to avoid and resolve debt problems; and

(9) Reviewing and summarizing federal and state consumer credit protection laws.

(d) The skills necessary to understand the basic principles of saving and investing, including, without limitation:

(1) Understanding how saving and investing contribute to financial well-being;

(2) Understanding the methods of investing and alternatives to investing;

(3) Understanding how to buy and sell investments;

(4) Understanding compound interest, including, without limitation, in the context of investments;

(5) Understanding various types of securities, including, without limitation, stocks and bonds; and

(6) Understanding how the regulation of financial institutions protects investors.

(e) The skills necessary to prevent and limit the consequences of identity theft and fraud.

(f) The skills necessary to understand the basic assessment of taxes, including, without limitation, understanding the manner in which taxes are computed by local, state and federal governmental entities.

(g) The skills necessary to understand the basic principles of insurance, including, without limitation:

(1) Understanding the function of various insurance policies; and

(2) Determining the quality of an insurance provider.

(h) The skills necessary to plan for higher education and career choices, including, without limitation:

(1) Information concerning institutions of higher education and college preparedness;

(2) Information concerning career options;

(3) Writing a resume;

(4) Information concerning opportunities for financial aid, including the Free Application for Federal Student Aid and the programs of the Western Interstate Commission for Higher Education, and the manner in which to qualify for such opportunities;

(5) Information concerning scholarship opportunities, including, without limitation, the Governor Guinn Millennium Scholarship Program and Silver State Opportunity Grant Program; and

(6) Information concerning prepaid tuition and college savings programs and plans established pursuant to [chapter 353B](#) of NRS and section 529 of the Internal Revenue Code, 26 U.S.C. § 529.

2. The standards of content and performance for the instruction in financial literacy required by subsection 1 must be included in the standards of content and performance established by the Council to Establish Academic Standards for Public Schools pursuant to [NRS 389.520](#). The instruction required by subsection 1 must be:

(a) Age-appropriate; and

(b) Included within a course of study for which the Council has established the relevant standards of content and performance, including, without limitation, a course of study in economics, mathematics or social studies.

3. The board of trustees of each school district and the governing body of each charter school in which pupils are enrolled in any grade of grades 3 to 12, inclusive, shall encourage:

(a) Persons to volunteer time, expertise and resources to assist a school district, governing body of a charter school, public school or teacher in the provision of instruction in financial literacy; and

(b) Partnerships between a school district or charter school and relevant persons, businesses or entities in which those persons, businesses or entities provide the resources necessary to provide instruction in financial literacy.

(Added to NRS by [2009, 1120](#); A [2017, 2930](#); [2021, 1127](#); [2023, 147](#), effective July 1, 2028)

NRS 389.077 Satisfactory completion of courses in American government and American history required for graduation; exception for certain pupils.

1. Except as otherwise provided in subsections 2 and 3, no pupil in any public high school, the Caliente Youth Center, the Nevada Youth Training Center or any other state facility for the detention of children that is operated pursuant to title 5 of NRS may receive a certificate or diploma of graduation without having passed a course in American government and American history as required by [NRS 389.054](#) and [389.057](#).

2. A pupil who is enrolled in a university school for profoundly gifted pupils who meets the requirements of [NRS 388C.120](#) is exempt from the provisions of subsection 1.

3. A pupil who transfers during grade 12 to a school in this State from a school outside this State because of the military transfer of the parent or legal guardian of the pupil may receive a waiver from the requirements of subsection 1 if, in accordance with the provisions of [NRS 388F.010](#), the pupil:

(a) Successfully completed a comparable course in the school in which the pupil was previously enrolled; or

(b) Successfully completes an alternative means prescribed by the school district for acquiring the required course work.

(Added to NRS by [1973, 1547](#); A [1979, 1598](#); [1989, 1960](#); [2003, 1144](#); [2005, 2429](#); [2009, 2619](#))^{1/2}(Substituted in revision for NRS 389.035)

Automobile Drivers' Education

NRS 389.090 Regulations by State Board; purposes; liability insurance required; content of courses; restrictions on age of pupils.

1. The State Board shall adopt regulations governing the establishment, conduct and scope of automobile drivers' education in the public schools of this State. The regulations must set forth, without limitation:

(a) The number of hours of training that must be completed by a pupil who enrolls in a course in automobile drivers' education;

(b) That a course in automobile drivers' education:

(1) Must include a component of training conducted in a classroom; and

(2) May, in addition to the component of training conducted in a classroom, include a component of training conducted in a motor vehicle; and

(c) That if a course in automobile drivers' education includes components of training conducted both in a classroom and in a motor vehicle:

(1) One hour of training in a motor vehicle is equivalent to 3 hours of training in a classroom; and

(2) Not more than one-half of the required number of hours of training described in paragraph (a) may be training in a motor vehicle.

2. The aims and purposes of automobile drivers'½ education are to develop the knowledge, attitudes, habits and skills necessary for the safe operation of motor vehicles.

3. The board of trustees of a school district may establish and maintain courses in automobile drivers'½ education during regular semesters and summer sessions and during the regular school day and at times other than during the regular school day for:

(a) Pupils enrolled in the regular full-time day high schools in the school district.

(b) Pupils enrolled in summer classes conducted in high schools in the school district.

⊕⊕⊕ A board of trustees maintaining courses in automobile drivers'½ education shall insure against any liability arising out of the use of motor vehicles in connection with those courses. The cost of the insurance must be paid from available money of the school district.

4. A governing body of a charter school may establish and maintain courses in automobile drivers'½ education if the governing body insures against any liability arising out of the use of motor vehicles in connection with those courses.

5. Automobile drivers'½ education must be provided by boards of trustees of school districts and governing bodies of charter schools in accordance with the regulations of the State Board and may not be duplicated by any other agency, department, commission or officer of the State of Nevada.

6. Each course in automobile drivers'½ education provided by a board of trustees of a school district or a governing body of a charter school must include, without limitation, instruction in:

(a) Motor vehicle insurance.

(b) The effect of drugs and alcohol on an operator of a motor vehicle.

7. Each course in automobile drivers'½ education provided by a board of trustees of a school district or a governing body of a charter school must be restricted to pupils who are at least 15 years of age.

[299:32:1956]i½(NRS A [1965, 761](#); [1979, 1598](#); [1995, 1747](#); [1997, 1524, 1870](#); [1999, 458](#); [2001, 1503](#); [2001 Special Session, 269](#); [2003, 320](#); [2005, 2310](#))

NRS 389.100 Legislative findings; authorization for school districts and charter schools to charge fee.

1. The Legislature finds as facts:

(a) That the successful completion of an approved automobile drivers'½ education course by a pupil offers a direct financial benefit to the pupil's parents or other responsible adult through the reduction of insurance premiums.

(b) That the imposition of a laboratory fee as a prerequisite to an elective course in driver education does not violate the requirements of [Article 11](#) of the Constitution of the State of Nevada.

2. The board of trustees of any school district and the governing body of any charter school may establish a laboratory fee to be charged each pupil enrolling for an automobile drivers'½ education course which must not exceed the actual cost per pupil of providing the laboratory portion of the course.

(Added to NRS by [1965, 762](#); A [1969, 282](#); [1973, 266](#); [1979, 1599](#); [1981, 1542](#); [1997, 1870](#))

Credit for Certain Courses or Activities Outside of School

NRS 389.155 Program of independent study for certain pupils; regulations; requirements.

1. The State Board shall, by regulation, establish a program pursuant to which a pupil:

(a) Enrolled full-time in public school;

- (b) Enrolled in an alternative program pursuant to [NRS 388.537](#);
- (c) Enrolled in a program designed to meet the requirements for an adult standard diploma; or

(d) Except as otherwise provided in subsection 4, who has been suspended or expelled from a public school,

↔⊕⊙ may complete any required or elective course by independent study outside of the normal classroom setting. A program of independent study provided pursuant to this section may be offered through a program of distance education pursuant to [NRS 388.820](#) to [388.874](#), inclusive.

2. The regulations must:

(a) Require that:

(1) The teacher of the course assign to the pupil the work assignments necessary to complete the course; and

(2) For each course in which the pupil is enrolled, the pupil and the teacher of the course meet or otherwise communicate with each other at least once each week for the duration of the course to discuss the pupil's progress; or

(b) Require that the program of independent study satisfies the requirements of a plan to operate an alternative program of education submitted by the school district and approved pursuant to [NRS 388.537](#).

3. The board of trustees of a school district may, in accordance with the regulations adopted pursuant to subsections 1 and 2, provide for independent study by the pupils described in subsection 1.

4. A program of independent study offered pursuant to this section must not allow a pupil who has been suspended or expelled from a public school to attend that public school during the period of his or her suspension or expulsion.

5. As used in this section:

(a) $\frac{1}{2}$ Expelled or $\frac{1}{2}$ expulsion has the meaning ascribed to it in [NRS 392.4603](#).

(b) $\frac{1}{2}$ Suspended or $\frac{1}{2}$ suspension has the meaning ascribed to it in [NRS 392.4607](#).

(Added to NRS by [1997, 1839](#); A [2001, 3159](#); [2005, 1539](#); [2007, 1996](#); [2021, 2328](#))

NRS 389.160 Credit toward graduation from high school for courses taken at community college, state college or university.

1. A pupil enrolled in high school, including, without limitation, a pupil enrolled in grade 9, 10, 11 or 12 in a charter school or a pupil enrolled in a program designed to meet the requirements of an adult standard diploma, who successfully completes a course of education offered by a community college, state college or university in this State which has been approved pursuant to subsection 2, must be allowed to apply the credit received for the course so completed to the total number of credits required for graduation from the high school or the charter school in which the pupil is enrolled or the credits required for receipt of an adult standard diploma, as applicable.

2. With the approval of the State Board, the board of trustees of each county school district and the governing body of each charter school shall prescribe the courses for which credits may be received pursuant to subsection 1, including occupational courses for academic credit, and the amount of credit allowed for the completion of those courses.

3. The State Board must not unreasonably limit the number of dual credit courses in which a pupil may enroll or for which a pupil may receive credit.

(Added to NRS by [1989, 1089](#); A [1991, 1700](#); [1993, 103](#); [1999, 3313](#); [2007, 1997](#); [2017, 445](#))

NRS 389.165 Credit toward graduation from high school for certain community service projects.

1. A pupil enrolled in high school who successfully completes a community service project which has been approved pursuant to this section must be allowed to apply not more than one credit received for the completion of the project toward the total number of credits required for graduation from high school. The credit must be applied toward the pupil's elective course credits and not toward a course that is required for graduation from high school. A pupil may not receive credit for the completion of a community service project if the project duplicates a course of study in which the pupil has received instruction.

2. With the approval of the State Board, the board of trustees of each school district shall prescribe for the district the:

- (a) Community service projects for which credit will be granted;
- (b) Amount of credit which will be granted upon completion of each project;
- (c) Rules regarding how a pupil may apply for such credit upon completion of a community service project; and
- (d) Procedures for obtaining the consent of a parent or legal guardian of a pupil before the pupil may participate in a community service project for which credit will be granted.

(Added to NRS by [1995, 1015](#))

NRS 389.167 Credit toward graduation from high school for completion of work-based learning program; application to offer work-based learning program; requirements for work-based learning program; report.

1. A pupil enrolled at a public school must be allowed to apply one or more credits toward the total number of credits required for graduation from high school if the pupil successfully completes the number of hours in a work-based learning program required by regulation of the State Board to earn such credits. Any credits earned for successful completion of a work-based learning program must be applied toward the pupil's elective course credits and not toward a course that is required for graduation from high school.

2. The board of trustees of a school district or the governing body of a charter school may offer a work-based learning program upon application to and with the approval of the Superintendent of Public Instruction. An application to offer a work-based learning program must include, without limitation:

(a) The fields, trades or occupations in which a work-based learning program will be offered.

(b) The qualifications of a pupil to participate in the work-based learning program. Such qualifications must allow a majority of pupils to be eligible to participate in the work-based learning program.

(c) A description of the process that will be used by pupils to apply to participate in a work-based learning program.

(d) A description of the manner in which participation in a work-based learning program and completion of the requirements of a work-based learning program will be verified.

(e) A description of the manner in which the performance of a pupil who participates in the work-based learning program will be evaluated, which must include, without limitation, an on-site evaluation of the performance of the pupil.

3. Upon approval by the Superintendent of Public Instruction of an application to offer a work-based learning program submitted pursuant to subsection 2, the board of trustees or the governing body shall:

(a) Designate an employee of the school district or charter school, as applicable, to serve as a work-based learning coordinator to coordinate and oversee work-based learning programs. Such an employee must ensure that each business, agency or organization that will offer employment and supervision of a pupil as part of the work-based learning program is suitable for participation in a work-based learning program.

(b) Establish and maintain a list of businesses, agencies and organizations that have been found suitable by the work-based learning coordinator pursuant to paragraph (a).

4. To receive approval from the Superintendent of Public Instruction to offer a work-based learning program, the work-based learning program must include, without limitation, requirements that:

(a) A detailed training agreement and training plan be completed for each pupil participating in the work-based learning program for credit that identifies the specific tasks in which the pupil will participate that will develop competency of the pupil in the workplace;

(b) A pupil participating in the work-based learning program be allowed to leave the public school in which he or she is enrolled during the school day to participate in such a program;

(c) Participation by a pupil in the work-based learning program will develop a broad range of skills and will allow a pupil to focus on his or her chosen career pathway; and

(d) Training be completed by each pupil participating in the work-based learning program on:

(1) Identifying and reporting harassment in the workplace;

(2) Developing and maintaining healthy relationships in the workplace; and

(3) Identifying the signs of a person engaging in predatory conduct to prepare a pupil for sexual activity or to foster an inappropriate personal or professional relationship with a pupil, including, without limitation, through communicating or attempting to befriend or establish a relationship or other connection with a parent or legal guardian of a pupil in furtherance of such conduct.

5. A school district or charter school may allow a pupil who successfully completes a work-based learning program to earn dual credit for participation in the work-based learning program.

6. On or before January 15 of each odd-numbered year, the board of trustees of a school district and the governing body of a charter school that offers a work-based learning program shall prepare a report concerning the manner in which the work-based learning program has been carried out and submit the report to the State Board and the Legislature. The report must include, without limitation:

(a) The number of pupils participating in the work-based learning program; and

(b) The types of work-based learning offered through the work-based learning program.

7. The number of pupils participating in the work-based learning program reported pursuant to paragraph (a) of subsection 6 must be disaggregated on the basis of the following characteristics:

(a) Pupils who are American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Pacific Islander, white or two or more races;

(b) Gender of pupils;

(c) Pupils who are migrants; and

(d) Pupils who are members of special populations, as defined in 20 U.S.C. § 11202(48).

(Added to NRS by [2013, 1006](#); A [2017, 4334](#); [2021, 303](#); [2023, 1082, 1378](#))

NRS 389.168 Authorization to purchase liability insurance to cover pupil in work-based learning program.

1. The board of trustees of a school district or the governing body of a charter school that has been approved by the State Board to offer a work-based learning program may purchase and maintain insurance against any liability arising out of the participation of a pupil in the work-based learning program. The coverage authorized

by this section must be obtained from an insurer who is authorized to do business in this State.

2. A school district or charter school may not directly or indirectly charge a pupil or the parent or legal guardian of a pupil for the cost of obtaining insurance coverage pursuant to subsection 1.

3. The board of trustees of a school district or the governing body of a charter school may accept gifts, grants and donations from any source to purchase or maintain insurance coverage pursuant to subsection 1.

(Added to NRS by [2023, 1737](#))

NRS 389.169 Grants of money from Department to develop and implement work-based learning programs; State Board to prescribe fields, trades or occupations for which grant may be awarded.

1. The board of trustees of a school district, the governing body of a charter school or a nonprofit organization, in cooperation with such a board of trustees or governing body, may apply for a grant of money from the Department to develop and implement work-based learning programs pursuant to [NRS 389.167](#) in the fields, trades or occupations prescribed by the State Board pursuant to subsection 3.

2. The Department shall develop a process for evaluating an application submitted pursuant to subsection 1 and, within the limits of money available for such use, distribute money for the development and implementation of work-based learning programs pursuant to [NRS 389.167](#). Grants must be used for the development and implementation of such work-based learning programs.

3. The State Board shall, in consultation with the Office of Economic Development created by [NRS 231.043](#), prescribe the fields, trades or occupations for which a grant of money may be awarded for the development and implementation of work-based learning programs.

(Added to NRS by [2017, 4334](#))

NRS 389.171 Credit granted for performance on examination in lieu of course attendance; regulations.

1. A pupil may be granted credit for a specific course of study without having attended the regularly scheduled classes in the course if the pupil demonstrates his or her proficiency to meet the:

(a) Objectives of the course through the pupil's performance on an examination prescribed by the State Board;

(b) Objectives of a particular area or areas of the course in which the pupil is deficient through the pupil's performance on an examination developed by the principal and the pupil's teacher who provides instruction in the course that is designed to measure the proficiency of the pupil in that particular area or areas;

(c) Objectives of the course through the pupil's performance on an examination that the principal determines is as rigorous or more rigorous than the examination prescribed by the State Board pursuant to paragraph (a), including, without limitation, an advanced placement examination in the subject area of the course;

(d) Objectives of the course through a portfolio of the pupil's work;

(e) Objectives of a particular area or areas of the course through the pupil's performance of a task that is designed to measure the proficiency of the pupil in that particular area or areas; or

(f) Objectives of the course as measured against the criteria prescribed by the State Board pursuant to paragraph (d) of subsection 2.

2. The State Board shall adopt regulations that prescribe the:

(a) Form on which a pupil may apply to the board of trustees of a school district in which the pupil attends school or the governing body of the charter school in which the pupil is enrolled to be granted credit pursuant to subsection 1;

(b) Courses of study for which pupils may be granted credit pursuant to subsection 1;

(c) Minimum score on the examination prescribed pursuant to paragraph (a) of subsection 1 that is required to demonstrate proficiency in a course; and

(d) Criteria, other than the criteria described in paragraphs (a) to (c), inclusive, of subsection 1, that may be used to determine whether a pupil has achieved proficiency in a course.

(Added to NRS by [2007, 1077](#); A [2011, 594](#); [2017, 3425](#))

Competency-Based Education

NRS 389.200 *Competency-based education* **defined.** As used in [NRS 389.200](#), [389.210](#) and [389.230](#), *competency-based education* means a system of instruction by which a pupil advances to a higher level of learning when the pupil demonstrates mastery of a concept or skill, regardless of the time, place or pace at which the pupil progresses.

(Added to NRS by [2017, 3423](#))

NRS 389.210 **Establishment of pilot program to provide competency-based education; regulations; requirements for schools selected to participate in program.**

1. The Department shall establish a pilot program to provide competency-based education.

2. The State Board shall adopt regulations that prescribe:

(a) The process for submission of an application by the board of trustees of a school district or the governing body of a charter school to participate in the pilot program; and

(b) The qualifications and conditions for participation by a school in the pilot program, including, without limitation:

(1) A commitment by the school district or charter school to implement competency-based education for not less than 5 years; and

(2) Evidence of support for the implementation of competency-based education by the community served by the school district or charter school.

3. A school selected to participate in the pilot program to provide competency-based education shall:

(a) Implement a system of instruction by which a pupil advances to a higher level of learning when the pupil demonstrates mastery of a concept or skill;

(b) Establish concrete skills on which a pupil will be evaluated that include explicit, measurable and transferable learning objectives;

(c) Ensure that assessment is a meaningful and positive learning experience for pupils;

(d) Ensure that pupils receive timely and differentiated support based upon their individual learning needs; and

(e) Ensure that pupils are able to apply knowledge learned, create new knowledge and develop important skills and dispositions relating to such knowledge.

4. If at least one application to participate in the pilot program is made on behalf of a school that primarily serves pupils who are at risk or credit deficient, or in need of credit retrieval, the Department must select at least one such school to participate in the pilot program.

5. As used in this section, a pupil is *at risk* if the pupil has an economic or academic disadvantage such that he or she requires special services and assistance to enable him or her to succeed in educational programs. The term includes, without limitation, pupils who are members of economically disadvantaged families, pupils who are English learners, pupils who are at risk of dropping out of high school and

pupils who do not meet minimum standards of academic proficiency. The term does not include a pupil with a disability.

(Added to NRS by [2017, 3423](#); A [2023, 293](#))

NRS 389.220 Competency-Based Education Network: Establishment; composition; duties; meetings; Chair; quorum; members serve without compensation. Repealed. (See chapter 60, [Statutes of Nevada 2023, at page 296.](#))

NRS 389.230 Public campaign to raise awareness; meetings to inform superintendents of school districts; distribution of available money to carry out program.

1. The Department of Education shall:

(a) Conduct a public campaign to raise awareness about competency-based education.

(b) Conduct one or more meetings with the superintendents of the school districts for the purpose of increasing:

(1) Understanding of competency-based education; and

(2) Interest in implementing a system of competency-based education.

2. To the extent that money is available for that purpose, the Department of Education may, through a competitive grants program, distribute any money appropriated to the Department to carry out the pilot program to provide competency-based education established pursuant to [NRS 389.210](#). Grants must be awarded by the Department to schools selected to participate in the program based upon money available for this purpose.

(Added to NRS by [2017, 3425](#))

Dual Credit Course Work

NRS 389.310 Programs for dual credit courses; reports.

1. Each school district and charter school shall and a university school for profoundly gifted pupils may establish a program for dual credit, or partner with another school district or charter school that has already established a program for dual credit, whereby pupils enrolled in the school district or charter school may enroll in a dual credit course at a community college, state college or university that has been approved for dual credit pursuant to [NRS 389.160](#). A school district, charter school or university school for profoundly gifted pupils may enter into cooperative agreements with one or more institutions of higher education located in another state and accredited by a regional accrediting agency recognized by the United States Department of Education to offer dual credit courses that are not offered by a community college, state college or university located in this State to pupils enrolled in the school district, charter school or university school for profoundly gifted pupils. Any credits earned by a pupil for the successful completion of a dual credit course must be applied toward earning a credential, certificate or degree, as applicable, at the community college, state college or university.

2. An institution of higher education located in another state that enters into a cooperative agreement with a school district, charter school or university school for profoundly gifted pupils in this State to offer a dual credit course shall provide to the Department a copy of each cooperative agreement entered into by the institution of higher education pursuant to subsection 1.

3. On or before December 1 of each odd-numbered year, the board of trustees of each school district and the governing body of each charter school or university school for profoundly gifted pupils shall submit a report on its program for dual credit established pursuant to subsection 1 to the Joint Interim Standing Committee on Education and the Director of the Legislative Counsel Bureau for transmission to the next regular session of the Legislature. The Department, in consultation with the Board of Regents of the University of Nevada, school districts and charter schools,

shall adopt regulations prescribing the information the report must include. The report may include, without limitation:

- (a) The number of pupils enrolled in the program;
- (b) A list of the courses in which pupils enroll;
- (c) The number of pupils enrolled in each course;
- (d) The demographics of the pupils enrolled in the program, including, without limitation, race, ethnicity, gender identity or expression, grade level and eligibility for free or reduced-price lunch pursuant to 42 U.S.C. § 1751 et seq.;
- (e) The cost to the school district or charter school for establishing and maintaining the program;
- (f) The cost to pupils for participating in the program; and
- (g) The number of teachers employed by the school district or charter school who serve as the teacher of record for a dual credit course.

(Added to NRS by [2017, 444](#); A [2021, 749, 1097](#))

Pupils Who Are Homeless, Unaccompanied or in Foster Care

NRS 389.320 Requirements to receive full or partial credit for specific course of study.

1. In addition to any other means by which a homeless pupil, unaccompanied pupil or pupil who lives in foster care may receive full or partial credit for a specific course of study, such a pupil may receive full or partial credit for a specific course of study from a public school without satisfying any attendance requirement for the course or requirement for hours of classroom instruction if the pupil completes the course work in compliance with procedures adopted by the board of trustees of a school district or the sponsor of a charter school pursuant to subsection 2.

2. The board of trustees of each school district and the sponsor of each charter school that enrolls pupils at the high school grade level shall develop and carry out procedures to award and accept full or partial credit for course work that is satisfactorily completed by a homeless pupil, unaccompanied pupil or pupil who lives in foster care regardless of the time, place or pace at which the pupil progresses or the number of hours of classroom instruction the pupil receives. The board of trustees or sponsor may consider as evidence in determining whether course work has been satisfactorily completed and the amount of credit to award and accept for the course work:

- (a) Demonstration of competency by a pupil;
- (b) Performance by a pupil on an examination;
- (c) Successful completion of a program of independent study, or any part of such a program, by the pupil;
- (d) Full or partial credit for course work completed by a pupil at an accredited public or private school located within or outside of this State that is sought to be transferred;
- (e) Full or partial credit for course work completed by a pupil at a summer school conducted by an accredited public or private school or institution of higher learning located within or outside of this State that is sought to be transferred;
- (f) Completion by a pupil of a correspondence or distance education course provided by a high school which is nationally accredited or by an entity which appears on the list published by the Department pursuant to [NRS 388.834](#);
- (g) Completion of an apprenticeship program by a pupil;
- (h) Completion of a program by a pupil at a trade or vocational school which is accredited;
- (i) Work experience of a pupil;
- (j) Community service performed by a pupil; and

(k) Any other evidence or method which is determined to be appropriate by the board of trustees of a school district or sponsor of a charter school, as applicable, and approved by the Department.

3. A pupil who receives partial credit for course work or a course of study pursuant to subsection 1 or 2 must be allowed to appropriately combine the partial credit, including, without limitation, for the purposes of the total number of credits required for graduation from high school or the minimum number of units of credit required in a core academic subject pursuant to [NRS 389.018](#).

4. As used in this section:

(a) *Foster care* has the meaning ascribed to it in 45 C.F.R. § 1355.20.

(b) *Homeless pupil* has the meaning ascribed to the term *homeless children and youth* in 42 U.S.C. § 11434a(2).

(c) *Unaccompanied pupil* has the meaning ascribed to the term *unaccompanied youth* in 42 U.S.C. § 11434a(6).

(Added to NRS by [2019, 1162](#))

NRS 389.330 Requirements for award of high school diploma to certain pupils who transfer schools; modified course of study for certain pupils who transfer schools.

1. A school district or sponsor of a charter school shall award the appropriate high school diploma to a homeless pupil, unaccompanied pupil or pupil who lives in foster care who:

(a) Transfers to a public school operated by the school district or sponsor while the pupil is enrolled in grade 11 or grade 12; and

(b) Satisfies the requirements prescribed by the State Board to receive the high school diploma pursuant to [NRS 390.600](#) or [390.605](#), regardless of whether the pupil satisfies any requirement imposed by the school district or sponsor of a charter school which is in addition to the requirements established pursuant to [NRS 390.600](#) or [390.605](#).

2. If a homeless pupil, unaccompanied pupil or pupil who lives in foster care who transfers to a public school while the pupil is enrolled in grade 11 or grade 12 is not able to receive a high school diploma within 5 years from the date on which the pupil enrolled in grade 9, the school district or sponsor of the charter school, the pupil and the pupil's parent or legal guardian, if applicable, shall mutually agree on a modified course of study for the pupil that will assist the pupil to satisfy the requirements for a standard high school diploma, adjusted diploma, alternative diploma or an adult standard diploma as quickly as possible.

3. As used in this section:

(a) *Foster care* has the meaning ascribed to it in 45 C.F.R. § 1355.20.

(b) *Homeless pupil* has the meaning ascribed to the term *homeless children and youth* in 42 U.S.C. § 11434a(2).

(c) *Unaccompanied pupil* has the meaning ascribed to the term *unaccompanied youth* in 42 U.S.C. § 11434a(6).

(Added to NRS by [2019, 1163](#))

COUNCIL TO ESTABLISH ACADEMIC STANDARDS FOR PUBLIC SCHOOLS

NRS 389.500 *Council* defined. As used in [NRS 389.500](#) to [389.540](#), inclusive, *Council* means the Council to Establish Academic Standards for Public Schools.

(Added to NRS by [1999, 3384](#); A [2011, 2309](#); [2017, 452](#))

NRS 389.505 Superintendent of Public Instruction required to ensure Council carries out duties successfully. The Superintendent of Public Instruction

is responsible for ensuring that the duties and responsibilities of the Council set forth in [NRS 389.500](#) to [389.540](#), inclusive, [390.105](#) and [390.115](#) are carried out by the Council successfully.

(Added to NRS by [2011, 2309](#); A [2017, 452](#))

NRS 389.510 Creation; membership; terms; compensation.

1. The Council to Establish Academic Standards for Public Schools, consisting of eight members, is hereby created. The membership of the Council consists of:

- (a) Four members appointed by the Governor in accordance with subsection 2;
- (b) Two members appointed by the Majority Leader of the Senate in accordance with subsection 3; and
- (c) Two members appointed by the Speaker of the Assembly in accordance with subsection 3.

2. The Governor shall ensure that:

(a) Two of the members appointed by the Governor to the Council are parents or legal guardians of pupils who attend public schools. These members must not otherwise be affiliated with the public school system of this State.

(b) Two of the members appointed by the Governor to the Council are licensed educational personnel.

(c) Insofar as practicable, the members appointed by the Governor to the Council reflect the ethnic and geographical diversity of this State.

3. The Majority Leader of the Senate and the Speaker of the Assembly shall each ensure that:

(a) One of the members whom he or she appoints to the Council is a member of the House of the Legislature to which he or she belongs.

(b) The other member whom he or she appoints to the Council is a representative of a private business or industry that may be affected by actions taken by the Council.

4. Each member of the Council must be a resident of this State.

5. After the initial terms, the term of each member of the Council is 4 years. The person who appoints a member to the Council may remove that member if the member neglects his or her duty or commits malfeasance in office, or for other just cause. A vacancy in the membership of the Council must be filled for the remainder of the unexpired term in the same manner as the original appointment. A member shall continue to serve on the Council until his or her successor is appointed.

6. The Governor shall select a Chair from among the membership of the Council in accordance with this subsection. The Governor shall not select as Chair a member of the Council who is affiliated with the public school system in this State, except that this subsection does not preclude the Governor from selecting a parent or legal guardian of a pupil as Chair if the parent or legal guardian is not otherwise affiliated with the public school system in this State. Once selected by the Governor, the Chair holds that office for 2 years.

7. For each day or portion of a day during which a member of the Council who is a Legislator attends a meeting of the Council or is otherwise engaged in the work of the Council, except during a regular or special session of the Legislature, the Legislator is entitled to receive the:

(a) Compensation provided for a majority of the members of the Legislature during the first 60 days of the preceding session;

(b) Per diem allowance provided for state officers and employees generally; and

(c) Travel expenses provided pursuant to [NRS 218A.655](#).

⌂⊕⌚ The compensation, per diem allowances and travel expenses of the legislative members of the Council must be paid from the Legislative Fund.

8. Members of the Council who are not Legislators serve without salary, but are entitled to receive the per diem allowance and travel expenses provided for state officers and employees generally.

(Added to NRS by [1999, 3384](#); A [2003, 815](#))

NRS 389.520 Establishment of standards; periodic review of standards; adoption of standards by State Board; establishment of policy for ethical, safe and secure use of computers.

1. The Council shall:

(a) Establish standards of content and performance, including, without limitation, a prescription of the resulting level of achievement, for the grade levels set forth in subsection 5, based upon the content of each course, that is expected of pupils for the following courses of study:

- (1) English language arts;
- (2) Mathematics;
- (3) Science;
- (4) Social studies, which includes only the subjects of history, geography, economics, civics, financial literacy and multicultural education;
- (5) The arts;
- (6) Computer education and technology, which includes computer science and computational thinking;
- (7) Health;
- (8) Physical education; and
- (9) A foreign or world language.

(b) Establish a schedule for the periodic review and, if necessary, revision of the standards of content and performance. The review must include, without limitation, the review required pursuant to [NRS 390.115](#) of the results of pupils on the examinations administered pursuant to [NRS 390.105](#).

(c) Assign priorities to the standards of content and performance relative to importance and degree of emphasis and revise the standards, if necessary, based upon the priorities.

2. The standards for computer education and technology must include a policy for the ethical, safe and secure use of computers and other electronic devices. The policy must include, without limitation:

(a) The ethical use of computers and other electronic devices, including, without limitation:

- (1) Rules of conduct for the acceptable use of the Internet and other electronic devices; and
- (2) Methods to ensure the prevention of:
 - (I) Cyber-bullying;
 - (II) Plagiarism; and
 - (III) The theft of information or data in an electronic form;

(b) The safe use of computers and other electronic devices, including, without limitation, methods to:

- (1) Avoid cyber-bullying and other unwanted electronic communication, including, without limitation, communication with on-line predators;
- (2) Recognize when an on-line electronic communication is dangerous or potentially dangerous; and
- (3) Report a dangerous or potentially dangerous on-line electronic communication to the appropriate school personnel;

(c) The secure use of computers and other electronic devices, including, without limitation:

- (1) Methods to maintain the security of personal identifying information and financial information, including, without limitation, identifying unsolicited electronic communication which is sent for the purpose of obtaining such personal and financial information for an unlawful purpose;

- (2) The necessity for secure passwords or other unique identifiers;
 - (3) The effects of a computer contaminant;
 - (4) Methods to identify unsolicited commercial material; and
 - (5) The dangers associated with social networking Internet sites; and
- (d) A designation of the level of detail of instruction as appropriate for the grade level of pupils who receive the instruction.

3. The standards for social studies must include multicultural education, including, without limitation, information relating to contributions made by men and women from various racial and ethnic backgrounds. The Council shall consult with members of the community who represent the racial and ethnic diversity of this State in developing such standards.

4. The standards for health must include mental health and the relationship between mental health and physical health.

5. The Council shall establish standards of content and performance for each grade level in kindergarten and grades 1 to 8, inclusive, for English language arts and mathematics. The Council shall establish standards of content and performance for the grade levels selected by the Council for the other courses of study prescribed in subsection 1.

6. The Council shall forward to the State Board the standards of content and performance established by the Council for each course of study. The State Board shall:

- (a) Adopt the standards for each course of study, as submitted by the Council; or
- (b) If the State Board objects to the standards for a course of study or a particular grade level for a course of study, return those standards to the Council with a written explanation setting forth the reason for the objection.

7. If the State Board returns to the Council the standards of content and performance for a course of study or a grade level, the Council shall:

- (a) Consider the objection provided by the State Board and determine whether to revise the standards based upon the objection; and
 - (b) Return the standards or the revised standards, as applicable, to the State Board.
- ↳⊕⊗ The State Board shall adopt the standards of content and performance or the revised standards, as applicable.

8. The Council shall work in cooperation with the State Board to prescribe the examinations required by [NRS 390.105](#).

9. As used in this section:

- (a) $\frac{1}{2}$ Computer contaminant $\frac{1}{2}$ has the meaning ascribed to it in [NRS 205.4737](#).
- (b) $\frac{1}{2}$ Cyber-bullying $\frac{1}{2}$ has the meaning ascribed to it in [NRS 388.123](#).
- (c) $\frac{1}{2}$ Electronic communication $\frac{1}{2}$ has the meaning ascribed to it in [NRS 388.124](#).

(Added to NRS by [1999, 3385](#); A [2007, 1963](#); [2009, 689](#); [2013, 1659](#); [2015, 2072](#), [2096](#); [2017, 4339](#); [2019, 1765](#); [2021, 906](#), [1955](#))

NRS 389.525 Establishment of standards of content and performance for ethnic and diversity studies for pupils enrolled in high school; provision of instruction in ethnic and diversity studies; regulations.

1. The Council shall establish standards of content and performance for ethnic and diversity studies for pupils enrolled in high school. The Council shall develop the standards in consultation with:

- (a) Faculty of ethnic or diversity studies at colleges and universities in this State that have an ethnic or diversity studies program;
- (b) Representatives of the school districts in this State, a majority of whom are teachers in kindergarten through grade 12 and who have experience or an educational background in the study and teaching of ethnic or diversity studies; and

(c) Other qualified persons who represent the diverse communities of this State and the United States.

2. The standards established pursuant to subsection 1 must:

(a) Examine the culture, history and contributions of diverse American communities, including, without limitation, African Americans, Hispanic Americans, Native Americans, Asian Americans, European Americans, Basque Americans, Pacific Islander Americans, Chicano Americans, Latino Americans, Middle Eastern Americans, women, persons with disabilities, immigrants or refugees, persons who are lesbian, gay, bisexual, transgender or questioning and any other ethnic or diverse American communities the Council deems appropriate;

(b) Emphasize human relations, sensitivity towards all races and diverse populations and work-related cultural competency skills;

(c) Be written in a manner that allows a school district or charter school to modify the content to reflect and support the demographics of pupils in the community, as long as the prescribed standard is met; and

(d) Comply with any applicable admissions requirements for colleges and universities in this State.

3. The board of trustees of a school district and the governing body of a charter school that operates as a high school may provide instruction in ethnic and diversity studies to pupils enrolled in high school within the school district or in the charter school, as applicable. If provided, the instruction must comply with the standards of content and performance established by the Council pursuant to this section.

4. The State Board shall adopt such regulations as necessary to carry out the provisions of this section.

(Added to NRS by [2017, 451](#); A [2021, 1957](#))

NRS 389.530 Duty of Department to provide support; assistance from other state agencies.

1. The Department shall provide:

(a) Administrative support;

(b) Equipment; and

(c) Office space,

⌂ as is necessary for the Council to carry out its duties.

2. The Council may request assistance from any agency of this state if the assistance is necessary for the Council to carry out its duties.

(Added to NRS by [1999, 3386](#))

NRS 389.540 Review of courses of study to determine compliance with standards. The board of trustees of each school district shall conduct a periodic review of the courses of study offered in the public schools of the school district to determine whether the courses of study comply with the standards of content and performance established by the Council pursuant to [NRS 389.520](#) and if revision of the courses of study is necessary to ensure compliance.

(Added to NRS by [1999, 3386](#))

TEXTBOOKS

General Provisions

NRS 389.840 Definitions. As used in [NRS 389.840](#) to [389.880](#), inclusive, unless the context requires otherwise:

1. $i_c^{1/2}$ Basic textbook $i_c^{1/2}$ or $i_c^{1/2}$ textbook $i_c^{1/2}$ means any medium or manual of instruction, including, without limitation, software for computers, containing a presentation of the principles of a subject and used as a basis of instruction.

2. Supplemental textbook means any medium or material, including, without limitation, software for computers, used to reinforce or extend a basic program of instruction.

3. A basic or supplemental textbook becomes unserviceable when 4 years have elapsed since its removal from the adopted list.

(Added to NRS by [1967, 168](#); A [1981, 413](#); [1999, 3388](#)) (Substituted in revision for NRS 390.005)

Selection and Purchase of Textbooks

NRS 389.850 Final selection by State Board; exception for charter schools; accurate portrayal of cultural and racial diversity of society and of history and contributions of certain groups of persons.

1. The State Board shall make the final selection of all textbooks to be used in the public schools in this State, except for charter schools. If a textbook proposed for selection is in a subject area for which standards of content have been established by the Council to Establish Academic Standards for Public Schools pursuant to [NRS 389.520](#), the State Board shall not select the textbook unless the State Board determines that the textbook adequately supports the standards for that subject area.

2. A textbook must not be selected by the State Board pursuant to subsection 1 for use in the public schools in classes in literature, history or social sciences unless it accurately portrays the cultural and racial diversity of our society, including lessons on the contributions made to our society by men and women from various racial and ethnic backgrounds.

3. Instructional materials, including, without limitation, a textbook, must not be selected by the State Board pursuant to subsection 1 for use in the public schools unless the State Board determines that the instructional materials accurately portray the history and contributions to science, the arts and humanities of the groups of persons described in [NRS 389.061](#).

[313:32:1956] (NRS A [1967, 171](#); [1981, 413](#); [1989, 2102](#); [1997, 1871](#); [1999, 3389](#); [2021, 948](#))

NRS 389.860 Contracts by State Board for purchase; provisions of contracts.

1. The State Board may make such contracts for the purchase and use of textbooks in the name of the State as it deems necessary for the interests of the public schools.

2. Contracts must:

(a) Set forth the introductory, exchange and retail price of each textbook, which must not exceed the lowest price the publisher has charged for the same textbook anywhere in the continental United States for similar quantities exclusive of shipping costs.

(b) Guarantee that there is no subversive or sectarian doctrine, as determined by the laws of Nevada and the United States, in any of the textbooks covered by the contract.

[315:32:1956] (NRS A [1967, 171](#); [1981, 413](#)) (Substituted in revision for NRS 390.160)

Use of Textbooks

NRS 389.870 Enforcement by board of trustees of use of prescribed textbooks; exception for charter schools. Boards of trustees of school districts in this State shall enforce in the public schools, excluding charter schools, the use of textbooks prescribed and adopted by the State Board.

[321:32:1956] (NRS A [1967, 171](#); [1997, 1871](#)) (Substituted in revision for NRS 390.220)

NRS 389.880 Use of prescribed textbooks; exceptions; penalty.

1. Except as otherwise provided in subsection 2, the textbooks adopted by the State Board must be used in the public schools in this State, and no other books may be used as basic textbooks.

2. This section does not prohibit:

(a) The continued use of such textbooks previously approved until they become unserviceable.

(b) The use of supplemental textbooks purchased by a school district with the approval of the Superintendent of Public Instruction.

(c) After approval by the State Board, the temporary use of textbooks for tryout purposes.

(d) A charter school from using textbooks other than those adopted for use by the State Board.

3. Any school officer or teacher who violates the provisions of [NRS 389.840](#) to [389.880](#), inclusive, or knowingly fails to follow the regulations of the State Board relating to use of textbooks shall be punished by a fine of not more than \$250.

4. All superintendents, principals, teachers and school officers are charged with the execution of this section.

[322:32:1956]i½(NRS A [1967, 171, 564; 1979, 1467, 1600; 1981, 413; 1997, 1871](#))i½(Substituted in revision for NRS 390.230)