

SUMMARY—Revises provisions relating to mental health education. (BDR 34-58)

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

Effect on the State: Yes.

AN ACT relating to education; requiring certain standards of content and performance for courses in health to correspond with certain social and emotional learning standards developed by the Department of Education and to include certain information relating to mental health; requiring the Commission on Professional Standards in Education to develop regulations requiring the completion of a course in mental health education to obtain a license to teach; requiring certain applicants for the renewal of a license to teach to complete a certain number of credits in a course in mental health education; requiring certain professional development training for teachers to include training on mental health education and social and emotional learning; and providing other matters properly relating thereto.

Legislative Counsel's Digest:

Existing law requires the Council to Establish Academic Standards for Public Schools to establish standards of content and performance for courses of study in various subject areas, including health. (NRS 389.520) Existing law further requires that such standards established for courses in health include mental health and the relationship between mental and physical health.



(NRS 389.520) **Section 1** of this bill requires the standards developed for mental health education to: (1) correspond with any social and emotional learning standards that are developed by the Department of Education; and (2) include, without limitation, the provision of information concerning mental health and mental health resources to pupils. **Section 1** also defines “mental health resources.”

Existing law requires the Commission on Professional Standards in Education to adopt regulations for licensing teachers and other educational personnel and procedures for the issuance and renewal of such licenses. (NRS 391.019) **Section 3** of this bill requires the regulations to include a requirement that an applicant for a license to teach complete a course in mental health education before receiving the license.

Existing law imposes certain additional requirements for applicants seeking renewal of a license to teach, including the provision of information certifying that the applicant has completed a course in multicultural education. (NRS 391.034-391.0347) **Section 2** of this bill requires a teacher who is first licensed on or before July 1, 2025, to submit with the first application for renewal after July 1, 2025, proof of the completion of a course in mental health education. **Section 2** also requires the Commission to adopt regulations that: (1) prescribe the contents of such a course; and (2) require a licensed teacher seeking renewal of a license to teach to complete at least two credits of such a course.

Existing law requires the board of trustees of each school district and the governing body of each charter school to ensure that teachers have access to high-quality, ongoing professional development training. (NRS 391A.370) **Section 4** of this bill requires that such professional



development training include training on mental health education and encompass any social and emotional learning standards developed by the Department.

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

Section 1. NRS 389.520 is hereby amended to read as follows:

389.520 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 *education* and the relationship between mental health and physical health. *The standards for mental health education must:*



(a) Correspond with any social and emotional learning standards developed by the Department; and

(b) Include, without limitation, the provision of information concerning mental health and mental health resources to pupils.

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) “Computer contaminant” has the meaning ascribed to it in NRS 205.4737.

(b) “Cyber-bullying” has the meaning ascribed to it in NRS 388.123.

(c) “Electronic communication” has the meaning ascribed to it in NRS 388.124.

(d) “Mental health resources” means information a pupil may use to address a mental health concern, including, without limitation, information:

(1) That a pupil may use to seek help for mental health treatment;

(2) On accessing any mental health workers, counselors, psychologists or community-based medical or behavioral providers of health care provided by the board of trustees of a school district or the governing body of a charter school; and

(3) Relating to suicide awareness and prevention.

Sec. 2. Chapter 391 of NRS is hereby amended by adding thereto a new section to read as follows:

1. Any licensed teacher who is initially licensed on or before July 1, 2025, except for a teacher who is licensed only as a substitute teacher, must submit with his or her first application for renewal of his or her license to teach on or after July 1, 2025, proof of the completion of a course in mental health education. If the licensed teacher is initially issued a nonrenewable license, he or she must submit such proof with his or her first application for a renewable license to teach.



2. The Commission shall adopt regulations that:

(a) Prescribe the required contents of a course in mental health education which must be completed pursuant to this section;

(b) Require at least two credits to be earned by a licensed teacher in a course in mental health education to satisfy the requirements of subsection 1; and

(c) As otherwise necessary to carry out the requirements of this section.

Sec. 3. NRS 391.019 is hereby amended to read as follows:

391.019 1. Except as otherwise provided in NRS 391.027, the Commission shall adopt regulations:

(a) Prescribing the qualifications for licensing teachers and other educational personnel and the procedures for the issuance and renewal of those licenses. The regulations:

(1) Must include, without limitation, the qualifications for licensing teachers and administrators pursuant to an alternative route to licensure which provides that the required education and training may be provided by any qualified provider which has been approved by the Commission, including, without limitation, institutions of higher education and other providers that operate independently of an institution of higher education. The regulations adopted pursuant to this subparagraph must:

(I) Establish the requirements for approval as a qualified provider;

(II) Require a qualified provider to be selective in its acceptance of students;

(III) Require a qualified provider to provide in-person or virtual supervised, school-based experiences and ongoing support for its students, such as mentoring and coaching;



(IV) Significantly limit the amount of course work required or provide for the waiver of required course work for students who achieve certain scores on tests;

(V) Allow for the completion in 2 years or less of the education and training required under the alternative route to licensure;

(VI) Provide that a person who has completed the education and training required under the alternative route to licensure and who has satisfied all other requirements for licensure may apply for a regular license pursuant to sub-subparagraph (VII) regardless of whether the person has received an offer of employment from a school district, charter school or private school; and

(VII) Upon the completion by a person of the education and training required under the alternative route to licensure and the satisfaction of all other requirements for licensure, provide for the issuance of a regular license to the person pursuant to the provisions of this chapter and the regulations adopted pursuant to this chapter.

(2) Must require an applicant for a license to teach middle school or junior high school education or secondary education to demonstrate proficiency in a field of specialization or area of concentration by successfully completing course work prescribed by the Department or completing a subject matter competency examination prescribed by the Department with a score deemed satisfactory.

(3) *Must require an applicant for a license to teach in this State to complete a course in mental health education pursuant to section 2 of this act before the issuance of such a license.*



(4) Must not prescribe qualifications which are more stringent than the qualifications set forth in NRS 391.0315 for a licensed teacher who applies for an additional license in accordance with that section.

(b) Identifying fields of specialization in teaching which require the specialized training of teachers.

(c) Except as otherwise provided in NRS 391.125, requiring teachers to obtain from the Department an endorsement in a field of specialization to be eligible to teach in that field of specialization.

(d) Setting forth the educational requirements a teacher must satisfy to qualify for an endorsement in each field of specialization.

(e) Setting forth the qualifications and requirements for obtaining a license or endorsement to teach American Sign Language, including, without limitation, being registered with the Aging and Disability Services Division of the Department of Health and Human Services pursuant to NRS 656A.100 to engage in the practice of sign language interpreting in a primary or secondary educational setting.

(f) Requiring teachers and other educational personnel to be registered with the Aging and Disability Services Division pursuant to NRS 656A.100 to engage in the practice of sign language interpreting in a primary or secondary educational setting if they:

(1) Provide instruction or other educational services; and

(2) Concurrently engage in the practice of sign language interpreting, as defined in NRS 656A.060.



(g) Prescribing course work on parental involvement and family engagement. The Commission shall work in cooperation with the Office of Parental Involvement and Family Engagement created by NRS 385.630 in developing the regulations required by this paragraph.

(h) Establishing the requirements for obtaining an endorsement on the license of a teacher, administrator or other educational personnel in cultural competency.

(i) Authorizing the Superintendent of Public Instruction to issue a license by endorsement to an applicant who holds an equivalent license or authorization issued by a governmental entity in another country if the Superintendent determines that the qualifications for the equivalent license or authorization are substantially similar to those prescribed pursuant to paragraph (a).

(j) Establishing the requirements for obtaining an endorsement on the license of a teacher, administrator or other educational personnel in teaching courses relating to financial literacy.

(k) Authorizing a person who is employed as a paraprofessional and enrolled in a program to become a teacher to complete an accelerated program of student teaching in the same or a substantially similar area in which the person is employed as a paraprofessional while remaining employed as a paraprofessional.

(l) Requiring the Department to accept a program of student teaching or other teaching experience completed in another state or foreign country by an applicant for a license if the Department determines that the program or experience substantially fulfills the standards of a program of student teaching in this State.

(m) Authorizing a person who is employed by a public school to provide support or other services relating to school psychology, if the person does not hold a license or endorsement as a



school psychologist but is enrolled in a program that would allow the person to obtain such a license or endorsement, to complete a program of internship in school psychology while remaining employed in such a position.

2. Except as otherwise provided in NRS 391.027, the Commission may adopt such other regulations as it deems necessary for its own government or to carry out its duties.

3. Any regulation which increases the amount of education, training or experience required for licensing:

(a) Must, in addition to the requirements for publication in chapter 233B of NRS, be publicized before its adoption in a manner reasonably calculated to inform those persons affected by the change.

(b) Must not become effective until at least 1 year after the date it is adopted by the Commission.

(c) Is not applicable to a license in effect on the date the regulation becomes effective.

Sec. 4. NRS 391A.370 is hereby amended to read as follows:

391A.370 1. The State Board shall adopt regulations prescribing standards for the professional development training provided to teachers and administrators employed by a school district or charter school.

2. The board of trustees of each school district and the governing body of each charter school shall ensure that the teachers and administrators employed by the school district or charter school have access to high-quality, ongoing professional development training. The professional



development training must meet the standards prescribed by the State Board pursuant to subsection 1 and include, without limitation, training concerning:

(a) The academic standards adopted by the State Board, including, without limitation, the academic standards for science.

(b) The academic standards and curriculum in English language development and literacy.

(c) The curriculum and instruction required for courses of study in:

(1) Science, technology, engineering and mathematics, including, without limitation and to the extent applicable, computer science and computer education and technology.

(2) English language development and literacy.

(d) The cultural competency required to meet the social, emotional and academic needs of certain categories of pupils enrolled in the school, including, without limitation, pupils who are at risk, pupils who are English learners, pupils with disabilities and gifted and talented pupils.

(e) Mental health education, including, without limitation, any social and emotional learning standards developed by the Department.

3. Professional development training concerning the curriculum and instruction required for courses of study in computer science and computer education and technology may be provided by the school district or governing body or through an agreement with an institution of higher education, a regional training program for the professional development of teachers and administrators or the Department. If the professional development training is provided through an agreement with the Department, the professional development training may include content



contributed by a third party if the content is approved by the Department for the purpose of professional development training.

Sec. 5. 1. This section becomes effective upon passage and approval.

2. Section 1 of this act becomes effective on July 1, 2024.

3. Sections 2, 3 and 4 of this act become effective:

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

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

