

**REVISED PROPOSED REGULATION OF THE COMMISSION ON
PROFESSIONAL STANDARDS IN EDUCATION**

LCB File No. R039-26

April 16, 2026

EXPLANATION – Matter in *italics* is new; matter in brackets ~~omitted material~~ is material to be omitted.

AUTHORITY: § 1, NRS 391.019.

A REGULATION relating to educational personnel; establishing and prescribing the qualifications for an endorsement in trauma-informed instruction; and providing other matters properly relating thereto.

Legislative Counsel’s Digest:

Existing law requires the Commission on Professional Standards in Education to adopt regulations: (1) prescribing the qualifications for licensing teachers and other educational personnel; (2) identifying fields of specialization in teaching which require specialized training; and (3) setting forth the requirements a teacher must satisfy to qualify for an endorsement in each field of specialization. (NRS 391.019) This regulation establishes an endorsement in trauma-informed instruction and prescribes the qualifications required to receive such an endorsement. Specifically, to receive an endorsement in trauma-informed instruction, this regulation requires a person to hold a valid teacher’s elementary or secondary license, a valid license to teach special education, a valid license to teach pupils in a program of early childhood education, a valid license to teach middle school or junior high school education, a special license to teach or a special license with an endorsement in certain specialized fields. Additionally, this regulation requires a person to complete 12 semester hours of course work to receive an endorsement in trauma-informed instruction, including course work designed to provide teachers and other educational personnel with a framework for: (1) understanding and addressing mental health issues in child and adolescent development; (2) teaching self-regulation in childhood and adolescence; (3) providing trauma-informed supports for pupils enrolled in prekindergarten through grade 12; and (4) the prevention of secondary traumatic stress.

Section 1. Chapter 391 of NAC is hereby amended by adding thereto by adding a new section to read as follows:

1. To receive an endorsement in trauma-informed instruction, a person must:

(a) Hold a valid teacher's elementary or secondary license, a valid license to teach special education, a valid license to teach pupils in a program of early childhood education, a valid license to teach middle school or junior high school education, a special license to teach or a special license with an endorsement issued pursuant to NAC 391.180, 391.305, 391.312, 391.315 or 391.320; and

(b) Have completed 12 semester hours of course work, including course work in each of the following areas of study:

(1) Three semester hours of course work designed to provide teachers and other educational personnel with a framework for understanding and addressing mental health issues in child and adolescent development, which must include, without limitation:

(I) Factors influencing the mental well-being of pupils from early childhood through the late stages of adolescence;

(II) Developmental psychology;

(III) The neurobiological and societal impacts of adverse childhood experiences; and

(IV) Practical strategies for developing effective mental health understanding, advocacy and communication skills;

(2) Three semester hours of course work designed to provide teachers and other educational personnel with a framework for teaching self-regulation in childhood and adolescence, which must include, without limitation:

(I) Behavioral, cognitive and emotional categories of self-regulation and their effect on pupil achievement;

(II) Evidence-based programs and strategies for classroom management that promote self-regulation and improve behavior management;

(III) Integrating self-regulation practices into daily instruction and adapting them for pupils with diverse learning needs; and

(IV) Creating classroom environments that are sensitive to trauma;

(3) Three semester hours of course work designed to provide teachers and other educational personnel with a framework for providing trauma-informed supports for pupils enrolled in prekindergarten through grade 12, which must include, without limitation:

(I) Recognizing the signs and impacts of trauma in pupils and responding with compassion and evidence-based practices;

(II) Engaging in critical conversations with pupils, families and interdisciplinary teams of professionals to meet behavioral health needs in prekindergarten through grade 12 educational settings;

(III) Creating school environments that are sensitive to trauma; and

(IV) Implementing tiers of support systems to promote resilience, equity and academic achievement; and

(4) Three semester hours of course work designed to provide teachers and other educational personnel with a framework for the prevention of secondary traumatic stress, which must include, without limitation:

(I) Impacts of secondary traumatic stress, compassion fatigue and burnout on teachers and other educational personnel working with pupils who have experienced past trauma;

(II) Identifying and understanding risk and protective factors and implementing strategies for the prevention of and response to the effects of indirect trauma in prekindergarten through grade 12 educational settings;

(III) Designing self-care plans that are individualized; and

(IV) Organizational practices that promote the well-being and resilience of teachers and other educational personnel.

2. As used in this section:

(a) “Burnout” means a state of emotional, mental or physical exhaustion concerning work that is caused by occupational stress.

(b) “Compassion fatigue” means the state of biological, psychological and social exhaustion resulting from prolonged exposure to a traumatized person.

(c) “Secondary traumatic stress” means the emotional duress that results when a person is informed of the firsthand traumatic experience of another person.