

Amendment No. 292

Senate Amendment to Senate Bill No. 313	(BDR 34-58)
Proposed by: Senate Committee on Education	
Amends: Summary: No Title: Yes Preamble: No Joint Sponsorship: No Digest: Yes	

ASSEMBLY ACTION			Initial and Date	SENATE ACTION			Initial and Date		
Adopted	<input type="checkbox"/>	Lost	<input type="checkbox"/>	_____	Adopted	<input type="checkbox"/>	Lost	<input type="checkbox"/>	_____
Concurred In	<input type="checkbox"/>	Not	<input type="checkbox"/>	_____	Concurred In	<input type="checkbox"/>	Not	<input type="checkbox"/>	_____
Receded	<input type="checkbox"/>	Not	<input type="checkbox"/>	_____	Receded	<input type="checkbox"/>	Not	<input type="checkbox"/>	_____

EXPLANATION: Matter in (1) *blue bold italics* is new language in the original bill; (2) variations of green bold underlining is language proposed to be added in this amendment; (3) ~~red strikethrough~~ is deleted language in the original bill; (4) ~~purple double strikethrough~~ is language proposed to be deleted in this amendment; (5) orange double underlining is deleted language in the original bill proposed to be retained in this amendment.



SENATE BILL NO. 313—SENATORS LANGE, KRASNER, HAMMOND; DONDERO LOOP, FLORES, D. HARRIS, NEAL, NGUYEN, OHRENSCHALL AND SCHEIBLE

MARCH 20, 2023

JOINT SPONSORS: ASSEMBLYMEN KASAMA; AND GURR

Referred to Committee on Education

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.

~

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

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 either a certain number of credits in a course in mental health education ~~and~~ or a certain number of hours of professional development in mental health education; requiring school districts and charter schools to partner with certain entities to provide professional development training 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:

1 Existing law requires the Council to Establish Academic Standards for Public Schools to
2 establish standards of content and performance for courses of study in various subject areas,
3 including health. (NRS 389.520) Existing law further requires that such standards established
4 for courses in health include mental health and the relationship between mental and physical
5 health. (NRS 389.520) **Section 1** of this bill requires the standards developed for mental
6 health education to: (1) correspond with any social and emotional learning standards that are
7 developed by the Department of Education; ~~and~~ (2) include, without limitation, the provision
8 of information concerning mental health, the promotion of mental health and culturally
9 appropriate and age-appropriate mental health resources to pupils, ~~and~~ and (3) require the

10 use of evidence-based mental health curriculum. Section 1 also defines “mental health
11 resources.”

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

17 Existing law imposes certain additional requirements for applicants seeking renewal of a
18 license to teach, including the provision of information certifying that the applicant has
19 completed a course in multicultural education. (NRS 391.034-391.0347) Section 2 of this bill
20 requires a teacher who is first licensed on or before July 1, 2025, to submit with the first
21 application for renewal after July 1, 2025, proof of the completion of a course in mental health
22 education. Section 2 also requires the Commission to adopt regulations that: (1) prescribe the
23 contents of such a course; ~~and~~ (2) require a licensed teacher seeking renewal of a license to
24 teach to complete at least two credits of such a course ~~and~~ or at least 30 hours of relevant
25 professional development training; and (3) establish the process by which the
26 Commission approves certain providers of such professional development. Section 3.5 of
27 this bill requires school districts and charter schools to provide professional
28 development in mental health education by partnering with certain entities. Section 3.5
29 additionally requires school districts and charter schools to partner with the Nevada
30 System of Higher Education or other school districts to provide such professional
31 development either in rural school districts or online.

32 Existing law requires the board of trustees of each school district and the governing body
33 of each charter school to ensure that teachers have access to high-quality, ongoing
34 professional development training. (NRS 391A.370) Section 4 of this bill requires that such
35 professional development training include training on mental health education and encompass
36 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:

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

2 389.520 1. The Council shall:

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

7 (1) English language arts;

8 (2) Mathematics;

9 (3) Science;

10 (4) Social studies, which includes only the subjects of history, geography,
11 economics, civics, financial literacy and multicultural education;

12 (5) The arts;

13 (6) Computer education and technology, which includes computer science
14 and computational thinking;

15 (7) Health;

16 (8) Physical education; and

17 (9) A foreign or world language.

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

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

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

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

9 (1) Rules of conduct for the acceptable use of the Internet and other
10 electronic devices; and

11 (2) Methods to ensure the prevention of:

12 (I) Cyber-bullying;

13 (II) Plagiarism; and

14 (III) The theft of information or data in an electronic form;

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

17 (1) Avoid cyber-bullying and other unwanted electronic communication,
18 including, without limitation, communication with on-line predators;

19 (2) Recognize when an on-line electronic communication is dangerous or
20 potentially dangerous; and

21 (3) Report a dangerous or potentially dangerous on-line electronic
22 communication to the appropriate school personnel;

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

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

29 (2) The necessity for secure passwords or other unique identifiers;

30 (3) The effects of a computer contaminant;

31 (4) Methods to identify unsolicited commercial material; and

32 (5) The dangers associated with social networking Internet sites; and

33 (d) A designation of the level of detail of instruction as appropriate for the
34 grade level of pupils who receive the instruction.

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

40 4. The standards for health must include mental health *education* and the
41 relationship between mental health and physical health. *The standards for mental*
42 *health education must:*

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

45 (b) *Include, without limitation, the provision of information concerning*
46 *mental health, the promotion of mental health and culturally appropriate and*
47 *age-appropriate mental health resources to pupils ~~;~~; and*

48 *(c) Require the use of evidence-based mental health curriculum.*

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

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

4 (a) Adopt the standards for each course of study, as submitted by the Council;
5 or

6 (b) If the State Board objects to the standards for a course of study or a
7 particular grade level for a course of study, return those standards to the Council
8 with a written explanation setting forth the reason for the objection.

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

11 (a) Consider the objection provided by the State Board and determine whether
12 to revise the standards based upon the objection; and

13 (b) Return the standards or the revised standards, as applicable, to the State
14 Board.

15 ➤ The State Board shall adopt the standards of content and performance or the
16 revised standards, as applicable.

17 8. The Council shall work in cooperation with the State Board to prescribe the
18 examinations required by NRS 390.105.

19 9. As used in this section:

20 (a) "Computer contaminant" has the meaning ascribed to it in NRS 205.4737.

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

22 (c) "Electronic communication" has the meaning ascribed to it in NRS
23 388.124.

24 (d) *"Mental health resources" means information a pupil may use to address*
25 *a mental health concern, including, without limitation, information:*

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

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

31 (3) *Relating to suicide awareness and prevention.*

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

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

41 2. *The Commission shall adopt regulations that:*

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

44 (b) *Require ~~an~~, to satisfy the requirements of subsection 1:*

45 (1) *At least two credits to be earned by a licensed teacher in a course in*
46 *mental health education ~~[to satisfy the requirements of subsection 1, and]; or~~*

47 (2) *The successful completion of at least 30 hours of professional*
48 *development in mental health education;*

49 (c) *Establish the process for the approval by the Commission of providers of*
50 *courses or professional development in mental health education, which must*
51 *include, without limitation, one or more school districts, regional training*
52 *programs for the professional development of teachers and administrators and*
53 *institutions of higher education; and*

1 *(d) As otherwise necessary to carry out the requirements of this section.*

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

3 391.019 1. Except as otherwise provided in NRS 391.027, the Commission
4 shall adopt regulations:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

10 (1) Provide instruction or other educational services; and

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

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

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

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

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

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

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

35 (m) Authorizing a person who is employed by a public school to provide
36 support or other services relating to school psychology, if the person does not hold
37 a license or endorsement as a school psychologist but is enrolled in a program that
38 would allow the person to obtain such a license or endorsement, to complete a
39 program of internship in school psychology while remaining employed in such a
40 position.

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

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

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

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

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

1 **Sec. 3.5. Chapter 391A of NRS is hereby amended by adding thereto a**
2 **new section to read as follows:**

3 **1. Each school district and the governing body of each charter school shall**
4 **provide professional development training regarding mental health education to**
5 **teachers who teach in a subject area in which instruction in mental health**
6 **education is provided. Such professional development training may be provided**
7 **by the school district or governing body or through an agreement with an**
8 **institution of higher education or a regional training program for the**
9 **professional development of teachers and administrators.**

10 **2. Each school district and charter school shall, as applicable, enter into**
11 **agreements with the Nevada System of Higher Education and other school**
12 **districts and charter schools to provide such professional development training**
13 **online and to public schools located in rural areas.**

14 **Sec. 3.7. NRS 391A.345 is hereby amended to read as follows:**

15 391A.345 As used in NRS 391A.345 to 391A.385, inclusive, **and section 3.5**
16 **of this act,** unless the context otherwise requires, “professional development
17 training” has the meaning ascribed to “professional development” in 20 U.S.C. §
18 7801(42).

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

20 391A.370 1. The State Board shall adopt regulations prescribing standards
21 for the professional development training provided to teachers and administrators
22 employed by a school district or charter school.

23 2. The board of trustees of each school district and the governing body of
24 each charter school shall ensure that the teachers and administrators employed by
25 the school district or charter school have access to high-quality, ongoing
26 professional development training. The professional development training must
27 meet the standards prescribed by the State Board pursuant to subsection 1 and
28 include, without limitation, training concerning:

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

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

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

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

37 (2) English language development and literacy.

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

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

44 3. Professional development training concerning the curriculum and
45 instruction required for courses of study in computer science and computer
46 education and technology may be provided by the school district or governing body
47 or through an agreement with an institution of higher education, a regional training
48 program for the professional development of teachers and administrators or the
49 Department. If the professional development training is provided through an
50 agreement with the Department, the professional development training may include
51 content contributed by a third party if the content is approved by the Department for
52 the purpose of professional development training.

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

- 1 2. Section 1 of this act becomes effective on July 1, 2024.
- 2 3. Sections 2, ~~3 and 4~~ to 4, inclusive, of this act become effective:
- 3 (a) Upon passage and approval for the purpose of adopting any regulations and
- 4 performing any other preparatory administrative tasks that are necessary to carry
- 5 out the provisions of this act; and
- 6 (b) On July 1, 2025, for all other purposes.