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

MARCH 20, 2023

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JOINT SPONSORS: ASSEMBLYMEN KASAMA; AND GURR

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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.

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

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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:**

1 Existing law requires the Council to Establish Academic Standards for Public  
2 Schools to establish standards of content and performance for courses of study in  
3 various subject areas, including health. (NRS 389.520) Existing law further requires  
4 that such standards established for courses in health include mental health and the  
5 relationship between mental and physical health. (NRS 389.520) **Section 1** of this  
6 bill requires the standards developed for mental health education to: (1) correspond



7 with any social and emotional learning standards that are developed by the  
8 Department of Education; and (2) include, without limitation, the provision of  
9 information concerning mental health and mental health resources to pupils.

10 **Section 1** also defines “mental health resources.”

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

17 Existing law imposes certain additional requirements for applicants seeking  
18 renewal of a license to teach, including the provision of information certifying that  
19 the applicant has completed a course in multicultural education. (NRS 391.034-  
20 391.0347) **Section 2** of this bill requires a teacher who is first licensed on or before  
21 July 1, 2025, to submit with the first application for renewal after July 1, 2025,  
22 proof of the completion of a course in mental health education. **Section 2** also  
23 requires the Commission to adopt regulations that: (1) prescribe the contents of  
24 such a course; and (2) require a licensed teacher seeking renewal of a license to  
25 teach to complete at least two credits of such a course.

26 Existing law requires the board of trustees of each school district and the  
27 governing body of each charter school to ensure that teachers have access to high-  
28 quality, ongoing professional development training. (NRS 391A.370) **Section 4** of  
29 this bill requires that such professional development training include training on  
30 mental health education and encompass any social and emotional learning  
31 standards developed by the Department.

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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,  
4 without limitation, a prescription of the resulting level of  
5 achievement, for the grade levels set forth in subsection 5, based  
6 upon the content of each course, that is expected of pupils for the  
7 following courses of study:

8 (1) English language arts;

9 (2) Mathematics;

10 (3) Science;

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

14 (5) The arts;

15 (6) Computer education and technology, which includes  
16 computer science and computational thinking;

17 (7) Health;

18 (8) Physical education; and

19 (9) A foreign or world language.



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

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

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

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

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

17 (2) Methods to ensure the prevention of:

18 (I) Cyber-bullying;

19 (II) Plagiarism; and

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

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

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

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

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

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

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

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

40 (3) The effects of a computer contaminant;

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

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

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



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

7 4. The standards for health must include mental health  
8 *education* and the relationship between mental health and physical  
9 health. *The standards for mental health education must:*

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

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

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

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

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

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

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

32 (a) Consider the objection provided by the State Board and  
33 determine whether to revise the standards based upon the objection;  
34 and

35 (b) Return the standards or the revised standards, as applicable,  
36 to the State Board.

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

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

41 9. As used in this section:

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

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



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

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

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

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

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

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

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

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

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

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

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

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

33 391.019 1. Except as otherwise provided in NRS 391.027,  
34 the Commission shall adopt regulations:

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

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



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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

44 (m) Authorizing a person who is employed by a public school to  
45 provide support or other services relating to school psychology, if



1 the person does not hold a license or endorsement as a school  
2 psychologist but is enrolled in a program that would allow the  
3 person to obtain such a license or endorsement, to complete a  
4 program of internship in school psychology while remaining  
5 employed in such a position.

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

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

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

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

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

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

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

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

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

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

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

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

40 (2) English language development and literacy.

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





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

4     3. Professional development training concerning the  
5 curriculum and instruction required for courses of study in computer  
6 science and computer education and technology may be provided by  
7 the school district or governing body or through an agreement with  
8 an institution of higher education, a regional training program for  
9 the professional development of teachers and administrators or the  
10 Department. If the professional development training is provided  
11 through an agreement with the Department, the professional  
12 development training may include content contributed by a third  
13 party if the content is approved by the Department for the purpose  
14 of professional development training.

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

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

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

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

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

