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FIRST REPRINT

S.B. 313

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.

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EXPLANATION – Matter in *bolded italics* is new; matter between brackets ~~for mitted 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 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
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; (2) include, without limitation, the provision of
9 information concerning mental health, the promotion of mental health and
10 culturally appropriate and age-appropriate mental health resources to pupils; and
11 (3) require the use of evidence-based mental health curriculum. **Section 1** also
12 defines “mental health resources.”

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

19 Existing law imposes certain additional requirements for applicants seeking
20 renewal of a license to teach, including the provision of information certifying that
21 the applicant has completed a course in multicultural education. (NRS 391.034-
22 391.0347) **Section 2** of this bill requires a teacher who is first licensed on or before
23 July 1, 2025, to submit with the first application for renewal after July 1, 2025,
24 proof of the completion of a course in mental health education. **Section 2** also
25 requires the Commission to adopt regulations that: (1) prescribe the contents of
26 such a course; (2) require a licensed teacher seeking renewal of a license to teach to
27 complete at least two credits of such a course or at least 30 hours of relevant
28 professional development training; and (3) establish the process by which the
29 Commission approves certain providers of such professional development. **Section**
30 **3.5** of this bill requires school districts and charter schools to provide professional
31 development in mental health education by partnering with certain entities. **Section**
32 **3.5** additionally requires school districts and charter schools to partner with the
33 Nevada System of Higher Education or other school districts to provide such
34 professional development either in rural school districts or online.

35 Existing law requires the board of trustees of each school district and the
36 governing body of each charter school to ensure that teachers have access to high-
37 quality, ongoing professional development training. (NRS 391A.370) **Section 4** of
38 this bill requires that such professional development training include training on
39 mental health education and encompass any social and emotional learning
40 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,
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:



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

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

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

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

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

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

29 (2) Methods to ensure the prevention of:

30 (I) Cyber-bullying;

31 (II) Plagiarism; and

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

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

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

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

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

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



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

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

8 (3) The effects of a computer contaminant;

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

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

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

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

20 4. The standards for health must include mental health
21 *education* and the relationship between mental health and physical
22 health. *The standards for mental health education must:*

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

25 *(b) Include, without limitation, the provision of information*
26 *concerning mental health, the promotion of mental health and*
27 *culturally appropriate and age-appropriate mental health*
28 *resources to pupils; and*

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

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

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

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

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



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

4 (a) Consider the objection provided by the State Board and
5 determine whether to revise the standards based upon the objection;
6 and

7 (b) Return the standards or the revised standards, as applicable,
8 to the State Board.

9 ➔ The State Board shall adopt the standards of content and
10 performance or the revised standards, as applicable.

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

13 9. As used in this section:

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

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

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

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

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

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

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

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

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

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

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

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



1 (1) *At least two credits to be earned by a licensed teacher in*
2 *a course in mental health education; or*

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

5 (c) *Establish the process for the approval by the Commission*
6 *of providers of courses or professional development in mental*
7 *health education, which must include, without limitation, one or*
8 *more school districts, regional training programs for the*
9 *professional development of teachers and administrators and*
10 *institutions of higher education; and*

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

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

14 391.019 1. Except as otherwise provided in NRS 391.027,
15 the Commission shall adopt regulations:

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

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

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

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

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

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

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

40 (VI) Provide that a person who has completed the
41 education and training required under the alternative route to
42 licensure and who has satisfied all other requirements for licensure
43 may apply for a regular license pursuant to sub-subparagraph (VII)
44 regardless of whether the person has received an offer of



1 employment from a school district, charter school or private school;
2 and

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

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

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

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

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

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

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

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

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

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

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

43 (g) Prescribing course work on parental involvement and family
44 engagement. The Commission shall work in cooperation with the
45 Office of Parental Involvement and Family Engagement created by



1 NRS 385.630 in developing the regulations required by this
2 paragraph.

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

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

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

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

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

25 (m) Authorizing a person who is employed by a public school to
26 provide support or other services relating to school psychology, if
27 the person does not hold a license or endorsement as a school
28 psychologist but is enrolled in a program that would allow the
29 person to obtain such a license or endorsement, to complete a
30 program of internship in school psychology while remaining
31 employed in such a position.

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

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

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

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

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



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

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

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

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

19 391A.345 As used in NRS 391A.345 to 391A.385, inclusive,
20 *and section 3.5 of this act*, unless the context otherwise requires,
21 “professional development training” has the meaning ascribed to
22 “professional development” in 20 U.S.C. § 7801(42).

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

24 391A.370 1. The State Board shall adopt regulations
25 prescribing standards for the professional development training
26 provided to teachers and administrators employed by a school
27 district or charter school.

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

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

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

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

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

44 (2) English language development and literacy.



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

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

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

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

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

23 3. Sections 2 to 4, inclusive, of this act become effective:

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

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

