

Joe Lombardo
Governor

Victor Wakefield
Superintendent of
Public Instruction



Southern Nevada Office
2080 East Flamingo Rd, Suite 210
Las Vegas, Nevada 89119-0811
Phone: (702) 486-6458
Fax: (702) 486-6450

STATE OF NEVADA
DEPARTMENT OF EDUCATION
700 E Fifth Street | Carson City, Nevada 89701-5096
Phone: (775) 687-9200 | www.doe.nv.gov | Fax: (775) 687-1116

April 20, 2026

Notice of Intent to Act Upon a Regulation

Notice of Hearing for the Adoption of Regulations of the Commission on Professional Standards in Education
as proposed in LCB File #R039-26

The Commission on Professional Standards in Education will hold a public hearing **at 9:03 A.M.** on **Wednesday, May 20, 2026** via [livestream](#) and at the following locations: **Nevada Department of Education Offices at 700 East Fifth Street, Board Room, Carson City and 2080 East Flamingo Road, Room 114, Las Vegas, Nevada.** The purpose of the hearing is to receive comments from all interested persons regarding the amendment of regulations pertaining to Chapter 391.XXX of the Nevada Administrative Code (NAC) pursuant to the Nevada Revised Statute (NRS) 391.019.

The following information is provided pursuant to the requirements of Nevada Revised Statute (NRS) 233B.0603:

- 1. The need and the purpose of the proposed regulations and/or amendments:** In accordance with NRS 391.019, the Commission on Professional Standards in Education shall adopt regulations:
 - *Prescribing the qualifications for licensing teachers and other educational personnel and the procedures for the issuance and renewal of those licenses.*
- 2. Description of the proposed regulation, or the subjects and issues involved:** The proposed regulation is relating to educational personnel; NAC Chapter 391.XXX – Endorsement in trauma-informed instruction. The Commission will consider 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. This regulation will create an endorsement in trauma-informed instruction. The Commission may adopt or not adopt this regulation.
- 3. The revised text of the proposed regulation is attached to this notice.**
- 4. Estimated economic effect of the regulation on the business which it is to regulate and on the public:** There is no economic effect of the regulation on the business that it regulates and no impact on the public.
- 5. Methods used by the agency in determining the impact on a small business:** Small business are not impacted by this regulation.
- 6. The estimated cost to the agency for enforcement of the proposed regulation:** No costs.

7. **Description and citation of duplicative or overlapping regulations of other state or local governmental agencies:** There is no duplication or overlap of regulations of state or local government agencies.
8. **Is the regulation required by federal law?** This regulation is not required pursuant to federal law.
9. **Does the regulation include provisions more stringent than a federal regulation regarding the same activity?** There is no federal law affecting or overlapping the proposed regulations.
10. **Does the proposed regulation establish a new fee or increase an existing fee?** The proposed regulation does not establish a new fee or increase an existing fee.

A copy of all materials relating to the proposed regulation may be obtained at the hearing, on the [Commission on Professional Standards in Education webpage](#), by contacting the Commission on Professional Standards in Education, Nevada Department of Education, via email at COPS@doe.nv.gov, by telephone at (702) 668-4317 or in person at the Nevada Department of Education, 2080 E. Flamingo Rd. Las Vegas, Nevada. Persons wishing to comment upon the proposed action of the Commission on Professional Standards in Education may provide in-person testimony, submit written comment to the Commission on Professional Standards in Education via email at COPS@doe.nv.gov, or submit their comments, data, views, or arguments in written form to the Commission on Professional Standards in Education, Nevada Department of Education, 2080 E. Flamingo Rd. Las Vegas, Nevada 89119. Comments may be submitted via email leading up to and for the duration of the meeting, and those submitted via mail must be received by the Department on or before **Friday, May 15, 2026**. A record of all submitted comments will be retained, and the Commission will proceed to consider any public comment received.

This notice and the text of the proposed regulation has been sent to all persons on the agencies mailing list for the Commission on Professional Standards in Education, posted on the [Commission on Professional Standards in Education](#) webpage, [Nevada's Public Notice](#) webpage, the [Nevada State Legislature's Administrative Regulations notices](#) webpage, available in the State of Nevada Register of Administrative Regulations pursuant to NRS 233B.0653, and physically posted at the Nevada Department of Education Offices. Copies of this notice will also be emailed and/or mailed to members of the public upon request.

Notice required by NRS 233B.064: Upon adoption of any regulation, the agency, if requested to do so by an interested person, either before adoption or within 30 days thereafter, will issue a concise statement of the principal reasons for and against its adoption and incorporate therein its reason for overruling the consideration urged against its adoption.

**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.