

**ADOPTED TEMPORARY REGULATION OF THE
COMMISSION ON PROFESSIONAL STANDARDS IN EDUCATION**

LCB FILE NO. T003-24A

**The following document is an adopted temporary regulation submitted
by the agency on 12/30/2024**

SECRETARY OF STATE
FILING DATA

**Form For Filing
Administrative Regulations
T003-24**

Agency:
Commission on Professional Standards
in Education

FOR EMERGENCY
REGULATIONS ONLY

Effective date _____

Expiration date _____

Governor's signature

Classification: PROPOSED ADOPTED BY AGENCY EMERGENCY TEMPORARY

Brief description of action:

- Changes to NAC 391.229; 391.237; and 391.323.
- Updates the Cultural Competency, Social Emotional and Academic Development, and English Language Acquisition and Development endorsements with conforming language to include a base endorsement and the specialist endorsement
- Allows other licensed educational professionals to obtain these endorsements.

Authority citation other than 233B:

Notice date: 10/18/2024

Date of Adoption by Agency: 11/20/2024

Hearing date: 11/20/2024

Joe Lombardo
Governor

Jhone M. Ebert
Superintendent of
Public Instruction



Southern Nevada Office
2080 E Flamingo Road, 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) 687-9101

12/26/2024

Legislative Review of Adopted Regulations as Required by NRS 233B.066
LCB File #T003/24

The following statement is submitted for adopted amendments to Nevada Administrative Code (NAC) Chapter 391:

1. A clear and concise explanation of the need for the adopted regulation.

This change was needed to update conforming language in three non-teaching endorsements. This change was needed to also allow other licensed educational professionals to add these endorsements to their base license.

2. A description of how public comment was solicited, a summary of public response, and an explanation of how other interested persons may obtain a copy of the summary.

Public comment was solicited through both the regulation workshop and public hearing. The attached workshop notice was posted 15 days prior to the workshop. The attached public hearing notice was posted 30 days prior to the public hearing. A description of how members of the public could provide comment is included in both items. Other interested persons may have obtained a copy of the summary by viewing the Commission on Professional Standards in Education webpage or by contacting the Commission secretary via email, telephone, or by writing to the address on the agenda or public notice.

Include summary of public comment. There was no public comment at either the workshop or the public hearing for this regulation.

3. The number of persons who attended each workshop/hearing, testified at each workshop/hearing, submitted to the agency written comments:

Workshop held on 10/16/2024

- Number in attendance: 0
- Number testifying: 0
- Written statements submitted: 0

Hearing held on 11/20/2024

- Number in attendance: 2
- Number testifying: 0
- Written statements submitted: 0

4. **For each person identified in number 3 above, the following information if provided to the agency conducting the hearing: (a) name; (b) telephone number; (c) business address; (d) business telephone number; (e) electronic mail address; and (f) name of entity or organization represented.**

Include summary of public comment. There was no public comment at either the workshop or the public hearing for this regulation thus there is no summary of public comment.

5. **A description of how comment was solicited from affected businesses, a summary of their response, and an explanation how other interested persons may obtain a copy of the summary.**
Public comment was solicited through both the regulation workshop and public hearing. The attached workshop notice was posted 15 days prior to the workshop. The attached public hearing notice was posted 30 days prior to the public hearing. A description of how members of the public could provide comment is included in both items.

Include summary of public comment. There was no public comment at either the workshop or the public hearing for this regulation thus there is no summary of public comment.

6. **If the regulation was adopted without changing any part of the proposed regulation, a summary of the reasons for adopting the regulation without change.**

This regulation was adopted without any changes on 11/20/2024 because the agency and Commission engage stakeholders in workgroups to draft agreed upon language prior to the Workshop & Hearing.

Include summary and description of changes, if any. No changes were requested, and the regulation was adopted without change.

7. **The estimated economic effect of the adopted regulation on the business which is to regulate and on the public. These must be stated separately, and each case must include:**
There will be no economic effect of the regulation on the business that it regulates. There is no estimated economic effect on the public. There is no adverse or beneficial effect or immediate or long-term effect on the business that it regulates. There is no adverse or beneficial effect or immediate or long-term effect to the public.

8. **The estimated cost to the agency for enforcement of the adopted regulation.**
There is no additional cost to the agency for enforcement of this regulation.

9. **A description of any regulations of other state or government agencies which the proposed regulation overlaps or duplicates and a statement explaining why the duplication or overlapping is necessary. If the regulation overlaps or duplicates a federal regulation, the name of the regulating federal agency.**

No other state or governmental agency regulations will be overlapped or duplicated by the above noted regulation. There is no duplication or overlap of federal regulations.

10. **If the regulation includes provisions that are more stringent than a federal regulation which regulates the same activity, a summary of such provisions.**

There are none.

11. **If the regulation provides a new fee or increases an existing fee, the total annual amount the agency expects to collect and the manner in which the money will be used.**

This regulation does not provide for a new fee or increase an existing fee.

Joe Lombardo
Governor

Jhone M. Ebert
Superintendent of
Public Instruction



Southern Nevada Office
2080 E Flamingo Road, 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

Notice of Workshop to Solicit Comments on Proposed Regulation

The Commission on Professional Standards in Education is proposing regulation language pertaining to the Nevada Administrative Code (NAC). The Workshop has been scheduled for **Wednesday, October 16, 2024**, via [Livestream Link](#) and at the following locations: **Nevada Department of Education Offices, 700 East Fifth Street, Board Room, Carson City and 2080 East Flamingo Road, Room 114, Las Vegas, Nevada**. The purpose of the Workshop is to solicit comments from interested persons on the following general topics to be addressed in a proposed regulation:

9:01 A.M. Workshop to Solicit Comments on Proposed Amendments to NAC Chapter 391.229 – Endorsements in Cultural competency and specialist in cultural competency, NAC 391.237 – Endorsements in English language acquisition and development; and specialist in English language acquisition and development, and NAC 391.323 – Endorsements in social, emotional, and academic development and specialist in social, emotional and academic development.

A copy of all materials relating to the proposal may be obtained at the workshop, on the [Meeting Materials page](#), by contacting the Nevada Department of Education, via email at geraldine.mendiola@doe.nv.gov, by telephone at 702-668-4317, or in person at the **Nevada Department of Education Offices, 700 East Fifth Street, Board Room, Carson City and 2080 East Flamingo Road, Room 114, Las Vegas, Nevada**. Persons wishing to comment upon the proposed action of the Department of Education may provide in-person testimony, submit written comment to the Department via email at COPS@doe.nv.gov or submit their comments, data, views, or arguments in written form to the **Nevada Department of Education Offices, 700 East Fifth Street, Board Room, Carson City and 2080 East Flamingo Road, Room 114, Las Vegas, Nevada**. Comments may be submitted via email leading up to and for the duration of the workshop, and those submitted via mail must be received by the Department on or before **Friday, October 11, 2024**.

This notice has been sent to all persons on the agencies mailing list for administrative regulations and the Department of Education and posted on the Nevada Department of Education's website at <https://doe.nv.gov>, Nevada's Public Notice site at <https://notice.nv.gov>, the Nevada State Legislature's webpage at <https://leg.state.nv.us>, and physically at the Nevada Department of Education Offices and with Nevada State Library and Archives. Copies of this notice will also be emailed and/or mailed to members of the public upon request.

Joe Lombardo
Governor

Jhone M. Ebert
Superintendent of
Public Instruction



Southern Nevada Office
2080 E 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

SMALL BUSINESS IMPACT STATEMENT
PURSUANT TO NRS 233B.0608

DATE: October 1, 2024

RE: Workshop to Solicit Comments on Proposed Amendments to NAC 391.229, 391.237 and 391.323 – Tiered non-teaching endorsements.

I, Jhone M. Ebert, being the duly appointed Superintendent of Public Instruction of the Nevada Department of Education, do hereby certify, to the best of my knowledge or belief:

1. The proposed regulation is not likely to (a) impose a direct or significant economic burden upon a small business, or (b) directly restrict the formation, operation, or expansion of a small business.
2. A concerted effort was made to determine any economic burden.
3. All relevant materials were reviewed, and the Department considered its history with implementing similar regulations; the proposed changes are within the scope of the Department's activities and present no significant cost of enforcement.
4. Comments have not been solicited from small businesses, and no summary of their response is provided, because small businesses are not impacted by this regulation and thus no burden or adverse economic impact can be assessed.

I hereby further certify that, to the best of my knowledge or belief, a concerted effort was made to determine the impact of the regulation on small businesses and that the information contained in this statement was prepared properly and is accurate.

Respectfully submitted,

Jhone M. Ebert
Superintendent of Public Instruction

The intent of updating these regulations are to conform with other tiered endorsements which include the base endorsement and the specialist endorsement.

NAC 391.229 Endorsements in cultural competency and specialist in cultural competency. ([NRS 391.019](#))

1. To receive an endorsement in cultural competency, a person must:

(a) Hold an *early childhood*, elementary, secondary, *special education*, ~~or~~ special license *to teach*, or a license to teach middle school or junior high education; *a special license in school psychology, counseling, social work, mental health, speech language pathologist, or nurse* 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 in critical multicultural education, which must include:

(I) Cultural competency identification and assessment, development of knowledge bases and skill sets and building capacity for cultural competency;

(II) Awareness, knowledge and understanding of race and ethnicity, with the content of the course covering, without limitation, geographic origin, residency status, languages, socioeconomic status, sex, gender identity or expression, sexual orientation, religion, spirituality, age, physical appearance and disability;

(III) Equitable practice in pedagogy, selection and use of instructional materials and curriculum and assessments measuring student learning;

(IV) Communication and developing relationships with pupils, families, colleagues and community members;

(V) Alignment with the standards in the domain of instructional practices of the teacher in the classroom as prescribed by [NAC 391.575](#) and the domain of professional responsibilities of the teacher to support learning and promote effectiveness of the school community as prescribed by [NAC 391.576](#); and

(VI) Course materials which reflect current and relevant educational research and evidence-based practices;

(2) At least 2 semester hours of course work in culturally responsive engagement;

(3) At least 1 semester hour of a practicum, which must:

(I) Include, without limitation, at least 30 hours of culturally responsive community engagement work within an organization serving the community adjacent to a high-need school; and

(II) Demonstrate a practical application of all course content required by subparagraph (1);

(4) Three semester hours of course work driven by cultural assets in high-need school pedagogy, high-need school leadership or high-need school care or counseling; and

(5) Three semester hours of course work in participatory action research which includes completion of a participatory action research project related to a sociopolitical issue in education.

2. For the purpose of completing the requirements of subparagraph (3) of paragraph (b) of subsection 1, the 1 semester hour of practicum may be satisfied by the course in critical multicultural education pursuant to subparagraph (1) of paragraph (b) of subsection 1.

3. To receive an endorsement as a specialist in cultural competency, a person must:

(a) Have completed the requirements for the endorsement in cultural competency pursuant to subsection 1 of this section;

(b) Have at least 3 years of verified employment experience in this State in a position at a high-need school that requires licensure by the Superintendent of Public Instruction pursuant to [chapter 391](#) of NRS; and

(c) Have completed a minimum of 9 credits of course work encompassing at least three of the following areas:

(1) Multicultural organizational development;

(2) Culturally responsive educational leadership in diverse educational organizations;

(3) Advanced course work in multicultural curriculum development;

(4) Advanced course work in ethnic studies, cultural studies or United States racial formations-focused history;

(5) Intergroup dialogue facilitation; or

(6) Justice-focused advocacy or justice-focused conflict negotiation.

4. As used in this section, “high-need school” has the meaning ascribed to it in 20 U.S.C. § 1021(11).

(Added to NAC by Comm’n on Prof. Standards in Education by R160-18, eff. 6-26-2019)

NAC 391.237 Endorsements ~~to teach in~~ English language acquisition and development; ~~endorsement as professional teacher of English as second language; endorsement as~~ *and* specialist in English language acquisition and development. ([NRS 385.080](#), [391.019](#), [391.032](#))

1. To receive an English language acquisition and development endorsement, a person must have:

(a) A valid *early childhood*, elementary, secondary or special license *to teach*, a valid license to teach special education, or a valid license to teach middle school or junior high school education; *a special license in school psychology, counseling, social work, mental health, speech language pathologist, or nurse*.

(b) Completed at least 3 semester hours of credit in each of the following areas of study:

- (1) Language acquisition theory and English language development practices;
 - (2) Methods and curriculum for teaching English learners; and
 - (3) Assessment and evaluation of English learners;
- (c) Completed at least 2 semester hours of credit in one of the following areas of study:
- (1) Policies, critical issues and best practices for English learners in prekindergarten and elementary school; or
 - (2) Policies, critical issues and best practices for English learners in secondary school; and
- (d) Completed at least 1 semester hour of credit of practicum, which must include, without limitation, at least 25 hours of experience working in the classroom.
- ~~2. To receive an endorsement as a professional teacher of English as a second language, a person must have completed the requirements for an English language acquisition and development endorsement as described in subsection 1 and:~~
- ~~— (a) Hold a master’s degree; and~~
 - ~~— (b) Have 3 years of experience as a teacher.~~
3. To receive an endorsement as a specialist in English language acquisition and development, a person must:
- (a) Have completed the requirements for an English language acquisition and development endorsement as described in subsection 1; and
 - (b) Have completed at least 3 semester hours of credit in each of the following areas of study:
 - (1) Foundations in education in cultural and linguistic diversity; and
 - (2) Cultural and linguistic diversity program leadership.
4. Requirements for the successful completion of a course of study in which a person is enrolled are in addition to the requirements to receive an endorsement.
- (Added to NAC by Bd. of Education, eff. 12-15-86; A by Comm’n on Prof. Standards in Education, 11-4-91; R103-98, 12-18-98; R021-01, 10-22-2001, eff. 7-1-2002; R056-03, 10-21-2003; R005-05, 10-31-2005; R070-06, 9-18-2006; R028-11, 10-26-2011; R012-13, 10-23-2013; R140-15, 6-28-2016)

REVISER’S NOTE.

The regulation of the Commission on Professional Standards in Education filed with the Secretary of State on June 28, 2016 (LCB File No. R140-15), which amended this section, contains the following provision not included in NAC:

“Sec. 2. A person who, on June 28, 2016, possesses a valid endorsement to teach English as a second language that was granted before June 28, 2016, by the Superintendent of Public Instruction:

1. Shall be deemed to hold an English language acquisition and development endorsement issued by the Superintendent pursuant to [NAC 391.237](#), as amended by section 1 of this regulation; and

2. May continue to renew the endorsement as if the endorsement were an English language acquisition and development endorsement issued by the Superintendent pursuant to [NAC 391.237](#), as amended by section 1 of this regulation.”

NAC 391.323 Endorsements *in social, emotional, and academic development as specialist or professional and specialist in social, emotional and academic development.* ([NRS 391.019](#))

1. To receive an endorsement ~~as a specialist~~ in social, emotional and academic development, a person must:

(a) Hold a valid elementary, secondary or special license to teach, a valid license to teach special education, a valid license to teach pupils in a program of early childhood education or a valid license to teach middle school or junior high school education; *a special license in school psychology, counseling, social work, mental health, speech language pathologist, or nurse* and

(b) Have completed at least 3 semester hours of credit in each of the following areas of study:

- (1) Introduction to social, emotional and academic development;
- (2) Curriculum and methods for modeling, teaching and implementing social, emotional and academic development;
- (3) Assessment, evaluation, monitoring and plan improvement of social, emotional and academic development; and
- (4) Best practices which support policies, equity and critical issues for social, emotional and academic improvement.

2. To receive an endorsement as a ~~professional~~ specialist in social, emotional and academic development, a person must:

(a) Have completed the requirements for an endorsement as a specialist in social, emotional and academic development pursuant to subsection 1;

(b) Have completed at least 3 semester hours of credit in at least one of the following areas of study:

- (1) Foundations in cultural and linguistic diversity;
- (2) Cultural and linguistic diversity program leadership; or
- (3) Equity in education; and

(c) Have completed, in a school setting, at least 25 hours of practicum, or work experience determined to be equivalent by the Department, in social, emotional and academic development supports for all pupils and all educational personnel.

(Added to NAC by Comm'n on Prof. Standards in Education by R154-18, eff. 6-26-2019)

**NEVADA DEPARTMENT OF EDUCATION
COMMISSION ON PROFESSIONAL STANDARDS IN EDUCATION
OCTOBER 16, 2024
9:00 AM**

Office	Address	City	Meeting
Department of Education	2080 E. Flamingo Rd.	Las Vegas	Room 114
Department of Education	700 E. Fifth St.	Carson City	Board Room
Department of Education	MS Teams Live Stream	n/a	Link

SUMMARY MINUTES OF THE COMMISSION MEETING

COMMISSION MEMBERS PRESENT:

In Las Vegas:

President Amy Rozar
Commissioner Kenny Belknap
Commissioner Meredith Freeman
Commissioner Jason Ginoza

In Carson City:

Commissioner Michele Haugen

Virtually:

Commissioner Shartriya Collier
Commissioner Jamie Hawkins
Commissioner Christina Tucker

COMMISSION MEMBERS NOT PRESENT:

Commissioner Hope Blinco
Commissioner Joseph Morgan
Commissioner Derild Parsons
Commissioner Jordan Wenger

DEPARTMENT STAFF PRESENT:

In Las Vegas:

Jeff Briske, Director, Office of Educator Development, Licensure, and Family Engagement (Virtually)
Lisa Ford, Chief Strategy Officer
Geri Mendiola, Administrative Assistant III, (EDLiFE)

In Carson City:

David Monachino, IT Professional III, Information Technology

LEGAL STAFF PRESENT:

Deputy Attorney General David Gardner (Virtually)

AUDIENCE IN ATTENDANCE

In Las Vegas:

None

Carson City:

None

1. CALL TO ORDER; ROLL CALL; PLEDGE OF ALLEGIANCE

President Rozar called the meeting to order at 9:03 a.m. Roll call attendance was taken as reflected above and a quorum was established. The Pledge of Allegiance was led by Commissioner Hawkins.

2. PUBLIC COMMENT #1

There were no public comments in Carson City and Las Vegas.

3. PRESIDENT'S REPORT

President Rozar acknowledged Week of Respect, National Fire Prevention Week, National School Lunch Week and National School Bus Safety Week. For the month of October President Rozar recognized Careers in Construction and Bullying Prevention. Also noted were FAFSA, Maintenance and Custodian Day, Manufacturing Day, International Walk and Roll to School Day, Inclusion Day, Indigenous Peoples Day, Lights on Afterschool Day and Nevada Day on October 25th.

President Rozar announced that agenda item number eight will be pulled from the agenda.

4. SECRETARY'S REPORT

Jeff Briske Director, Office of Educator Development, Licensure, and Family Engagement (EDLiFE) noted that he was at the Professional Practices Institute Conference in Lexington, Kentucky this week and in attendance virtually. Mr. Briske announced the passing of Kathleen Galland-Collins, who was a beloved wife, family member, and the Assistant Director for EDLiFE. Mr. Briske expressed that she was a beacon of light, had a beaming smile that brought warmth to the workplace and touched all in the Las Vegas office. The Department just recently celebrated her ten years of exceptional service. Kathleen Galland-Collins will be deeply missed. She survived by her husband, Patrick Collins who is a member of the Nevada Department of Education family. President Rozar expressed that Kathleen Galland-Collins was an amazing partner who worked closely with the Nevada Association of Career and Technical Education Administrators. Teachers across the state could count on Kat for licensing advice and educator preparation.

5. APPROVAL OF SEPTEMBER 18, 2024, MINUTES (*Information/Discussion/For possible action*)

President Rozar asked the Commission if they would like to discuss the September 18, 2024, minutes. No discussion was made regarding the September 18, 2024, minutes. President Rozar entertained a motion to approve the September 18th meeting minutes.

Motion: Commissioner Freeman moved to approve the September 18, 2024, meeting minutes. Commissioner Belknap seconded the motion. Motion carried unanimously.

6. PUBLIC WORKSHOP FOR T002-24 TO SOLICIT COMMENTS ON PROPOSED AMENDMENTS TO NAC CHAPTER 391.059 – TESTING OR ASSESSMENT OF TEACHER ASSIGNED TO PROGRAM OF BILINGUAL EDUCATION; MAINTENANCE OF RECORDS; ANNUAL REPORT AND NAC 391.242 – ENDORSEMENTS TO TEACH PROGRAM OF BILINGUAL EDUCATION; PROVISIONAL ENDORSEMENT. (Information/Discussion/For possible action)

President Rozar announced public workshop T002-24 at 9:09 A.M. to solicit comments on proposed temporary regulation T002-24 amending NAC Chapter 391.059 and 391.242. The commission considered a temporary regulation to update the Bilingual Endorsement by removing the exam requirement from the employer to the Department and ensuring the endorsement is issued to a person who holds a valid teaching license. The Commission may approve or not approve moving this temporary regulation to a Public Hearing.

Director Briske explained to the Commission that the intent of updating the temporary regulation is to combine the two Bilingual regulations into one by moving the exam requirement from the employer to the Department as it is in other content area endorsements and as required per NAC 391.036. The Bilingual major requirement was removed because such a major does not exist. A valid base teaching license would be required to hold this endorsement. Mr. Briske noted at the last meeting the question asked was, “Could coursework be used in lieu of the competency exam?”. Mr. Briske noted that after a review of NAC 391.036 and in consultation with Deputy Attorney General, David Gardner, it was determined that the competency exam would be required. Additionally, Mr. Briske noted that the exam would be available in the native language of the specific bilingual program.

President Rozar asked the Commission if there were any questions or discussions on this item. President Rozar asked for clarification regarding the competency exam and would the exam be provided by the Department’s current testing contractor. Mr. Briske confirmed that the Department is under contract with Educational Testing Services for all the Department’s exams. Commissioner Belknap asked if this would be a provision on a license and would there be any incurred costs for educators regarding the competency exam. Mr. Briske confirmed that there would be the normal cost of the exam and clarified there is some overlap coursework between the bilingual endorsement and the ELAD endorsement. The bilingual endorsement requires that the educator be fluent in the native language they are teaching in that bilingual program area. The bilingual endorsement could be issued provisionally for coursework.

Commissioner Freeman asked if there were additional costs to the Department for administering the exam; Mr. Briske confirmed that there are no additional costs to the Department.

Commissioner Haugen asked if this was a requirement to teach the Dual Language program in the classroom; Mr. Briske noted that a teacher would be required to have a Bilingual endorsement. There were no further questions or discussions.

President Rozar entertained a motion to approve temporary regulation T002-24 be moved to a Public Hearing.

Motion: Commissioner Belknap moved to approve temporary regulation T002-24 be moved to conduct a Public Hearing. Commissioner Freeman seconded the motion. Motion carried unanimously.

7. PUBLIC WORKSHOP T003-24 TO SOLICIT COMMENTS ON PROPOSED AMENDEMENTS TO NAC CHAPTER 391.229 – ENDORSEMENTS IN CULTURAL COMPETENCY AND SPECIALIST IN CULTURAL COMPETENCY, NAC 391.237 – ENDORSEMENTS IN ENGLISH LANGUAGE ACQUISITION AND DEVELOPMENT; AND SPECIALIST IN ENGLISH LANGUAGE ACQUISITION AND DEVELOPMENT, AND NAC 391.323 – ENDORSEMENTS IN SOCIAL, EMOTIONAL, AND ACADEMIC DEVELOPMENT AND SPECIALIST IN SOCIAL, EMOTIONAL AND ACADEMIC DEVELOPMENT. (Information/Discussion/For possible action)

President Rozar announced public workshop T003-24 at 9:15 A.M. to solicit comments on proposed temporary regulation T003-24 amending NAC Chapter 391.229, 391.237, and 391.323. The Commission considered a temporary regulation to update the Cultural Competency, English language acquisition and development, and Social Emotional, and academic development endorsements to ensure language is conforming. The Commission may approve or not approve moving the temporary regulation to a Public Hearing.

Director Briske explained the intent of updating these regulations is to conform with other tiered endorsements which include the base endorsement and the specialist endorsement. Instead of three separate regulations they would be combined into one regulation. President Rozar asked the Commission if there were any questions or discussions. There were no questions or discussions.

President Rozar entertained a motion to move temporary regulation T003-24 to a Public Hearing.

Motion: Commissioner Hawkins moved to approve temporary regulation T003-24 be moved to conduct a Public Hearing. Commissioner Freeman seconded the motion. Motion carried unanimously.

8. PUBLIC WORKSHOP FOR T004-24 TO SOLICIT COMMENTS ON PROPOSED AMENDMENTS TO NAC CHAPTER 391.420 – BUSINESS AND INDUSTRY ENDORSEMENT: PROGRAM AREAS FOR WHICH ENDORSEMENT MAY BE ISSUED. (Information/Discussion/For possible action)

This item was pulled from the agenda.

9. PUBLIC WORKSHOP FOR T001-24 TO SOLICIT COMMENTS ON PROPOSED AMENDMENTS TO NAC CHAPTER 391.13065 – ENDORSEMENT TO TEACH

AUTOMOTIVE SERVICE TECHNOLOGY: QUALIFICATION; PROVISIONAL ENDORSEMENT; CREDIT TOWARD RENEWAL OF LICENSE AND NAC 391.425 – BUSINESS AND INDUSTRY ENDORSEMENT: QUALIFICATION FOR RECEIPT AND FIRST RENEWAL. (*Information/Discussion/For possible action*)

President Rozar announced public workshop T001-24 at 9:17 A.M. to solicit comments on proposed temporary regulation T001-24 amending NAC Chapter 391.13065 and 391.425. The Commission considered a temporary regulation to update the Business and Industry endorsement. The endorsement will remove the automotive service technology endorsement and ensure that work experience for a business and industry license is gained in a business or industry. The Commission may approve or not approve moving this temporary regulation to a Public Hearing.

Director Briske explained that the intent of the temporary regulation T001-24 is to ensure that applicants for a business and industry license have work experience in a business or industry. Additionally, the Automotive Service Technology endorsement was no longer issued and was combined with the Automotive Technology endorsement in NAC 389.803. Specific work experience references were removed as this is updated frequently based on program areas of career and technical education. President Rozar asked the Commission if there were any questions or discussions. There were no questions or discussions.

President Rozar entertained a motion to approve temporary regulation T001-24 be moved to a Public Hearing.

Motion: Commissioner Belknap moved to approve T001-24 be moved to conduct a Public Hearing. Commissioner Collier seconded the motion. Motion carried unanimously.

10. 2025-2030 STATEWIDE PLAN FOR THE IMPROVEMENT OF PUPILS (STIP). (*Information/Discussion*)

The Commission heard a presentation on the 2025-2030 Statewide Plan for the Improvement of Pupils presented by Lisa Ford, Chief Strategy Officer. The item seeks feedback on the 2025-2030 Statewide Plan for the Improvement of Pupils (STIP). Stakeholders were encouraged to review the plan and provide insights or suggestions for improvement. Feedback will be used to assess the plan's effectiveness and guide future revisions to better support student achievement and success across the State of Nevada.

Ms. Ford explained that the purpose of the STIP is to fulfill the requirements of NRS 385.111 – 113 which include requirements for the preparation of an annual submission of a plan to improve the achievement of pupils enrolled in public schools.

Ms. Ford described the strategic intent is to improve programmatic and fiscal opportunities to advance student achievement outcomes and cultivate educator effectiveness. The guiding frameworks for the development of the proposal are:

- Portrait of a Nevada Learner – work to establish mindsets and skills that help bring academic knowledge to life.
- Acing Accountability – a set of accountability metrics developed as par of SB98 in the 2023 legislative session to ensure that fiscal and programmatic resources provided by the state are

directly tied to student educator performance. Acing accountability establishes numerous annual performance indicators to measure the utilization and impact of the state's resources.

- The Nevada Way – Governor Lombardo's three-year plan policy matrix focused on solution-oriented customer service, education and workforce initiatives are the primary focus of the plan, highlighting the administration's efforts on preparing students for college and career paths, improving accountability and education systems. Expanding access to alternative education opportunities for students and coordination and integration of work activities to meet the needs of Nevada businesses.

STIP 2030 consists of three targets which aim to achieve the work of the Department over the next five years. Each target is further defined through several initiatives. The initiatives were developed through analysis of statewide data and the determined need of the initiative to provide systems for improvement. Targets and initiatives include:

1. Provide Equitable Access to High-Quality PK-12 Learning
 - a. Ensure Access to High-Quality Instruction, Resources and Systems of Support
 - b. Leverage Data to Drives Systems and Initiatives
 - c. Expand Specialized Educational Experiences and Services
2. Strengthen Educator Development, Retention and Recruitment Efforts
 - a. Expand Educator Retention and Recruitment Efforts
 - b. Leverage Professional Development and Technical Assistance for All Educators
3. Strategically Invest in Student Learning
 - a. Enhance Fiscal Efficiencies
 - b. Support Effective Grant Implementation and Programmatic Sustainability

These targets and initiatives are the vehicles to communicate the efforts of the Department in STIP 2030. Each target has a set of annual performance indicators that measure specific achievements. Senate Bill 98 of the 2023 Legislative session requires the Superintendent of Public Instruction establish metrics of performance for districts therefore, many of the indicators are duplicative of those found in a plan known as Acing Accountability.

As we continue to move forward, the Department is working on internal measures to develop concepts within the STIP 2030 narrative. Currently, offices and divisions are working to provide related department activities for each initiative to demonstrate actions and deliverables currently available. This work will continue throughout 2024 to ensure the most complete baseline data is published for the final version of the implementation guide. The Department will also begin to compile the anticipated data points, activities and deliverables for the 2025 calendar year to provide insights into projects that will be occurring.

The proposed SBE Timeline of STIP 2030 development includes:

- October 2024 – Hosting community workshops to gather insights on the draft language.
- November 2024 – Continued community workshops, stakeholder meetings per NRS and development of data collection methods.
- December 2024 – Calibration and briefings on final draft proposal
- January 2025 – Presentation to the State Board of Education for approval.

President Rozar asked the Commission if there were any questions or discussions on the STIP 2030 presentation by Lisa Ford.

Commissioner Haugen noted that in terms of the annual performance indicators, Programmatic Improvement in State-Funded Pre-K (QRIS) she expressed that teachers in Pre-K classrooms are held to the same standards as state funded classrooms in Pre-K general education that have to do QRIS rating but do not receive the same funding. Commissioner Haugen explained that this is problematic because it is not equitable funding that teachers receive. Lisa Ford assured the Commission that this concern will be discussed with the Department's Director of Early Childhood Education.

President Rozar thanked Ms. Ford for the presentation of STIP 2030 and expressed that the Commission looks forward to future events with communities.

11. FUTURE AGENDA ITEMS (*Information/Discussion*)

- Election of President and Vice President
- Approval of 2025 Meeting Calendar (See DRAFT)
- Competency Based Learning for Educator Preparation Programs
- Annual Report to the State Board of Education

12. PUBLIC COMMENT #2

There were no public comments in Carson City or Las Vegas.

13. ADJOURNMENT

President Rozar entertained a motion to adjourn the meeting.

Motion: Commissioner Belknap moved to adjourn the meeting. Commissioner Ginoza seconded. Motion carried unanimously. The meeting was adjourned at 9:40 A.M.

Joe Lombardo
Governor

Jhone M. Ebert
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

November 20, 2024

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 #T003-24

The Commission on Professional Standards in Education will hold a public hearing **at 9:02 A.M.** on **Wednesday, November 20, 2024** via [livestream](#) and at the following locations: **Nevada Department of Education Offices, 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 391.229, 391.237, and 391.323 of the Nevada Administrative Code (NAC) pursuant to the Nevada Revised Statute (NRS) 391.019 and 391.032.

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.*

NRS 391.032, the Commission on Professional Standards in Education shall adopt regulations:

- *Providing for the issuance of provisional licenses to teachers and other educational personnel before completion of all courses of study or other requirements for a license in this State.*

2. Description of the proposed regulation, or the subjects and issues involved: The proposed temporary regulation is relating to educational personnel; 391.229 – Endorsements in Cultural competency and specialist in cultural competency, NAC 391.237 – Endorsements in English language acquisition and development; and specialist in English language acquisition and development, and NAC 391.323 – Endorsements in social, emotional, and academic development and specialist in social, emotional and academic development. This regulation will update the Cultural Competency, English language acquisition and development, and Social Emotional, and academic development endorsements to ensure language is conforming.

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) 668-4308 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. 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, November 15, 2024**. A record of all submitted comments will be retained, and the Commission on Professional Standards 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.

**TEMPORARY REGULATION OF THE
COMMISSION ON PROFESSIONAL STANDARDS IN EDUCATION**

LCB FILE NO. T003-24P

**The following document is a temporary regulation submitted
by the agency on 10/01/2024**

The intent of updating these regulations are to conform with other tiered endorsements which include the base endorsement and the specialist endorsement.

NAC 391.229 Endorsements in cultural competency and specialist in cultural competency. (NRS 391.019)

1. To receive an endorsement in cultural competency, a person must:

(a) Hold an *early childhood*, elementary, secondary, *special education*, ~~or~~ special license *to teach*, or a license to teach middle school or junior high education; *a special license in school psychology, counseling, social work, mental health, speech language pathologist, or nurse* 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 in critical multicultural education, which must include:

(I) Cultural competency identification and assessment, development of knowledge bases and skill sets and building capacity for cultural competency;

(II) Awareness, knowledge and understanding of race and ethnicity, with the content of the course covering, without limitation, geographic origin, residency status, languages, socioeconomic status, sex, gender identity or expression, sexual orientation, religion, spirituality, age, physical appearance and disability;

(III) Equitable practice in pedagogy, selection and use of instructional materials and curriculum and assessments measuring student learning;

(IV) Communication and developing relationships with pupils, families, colleagues and community members;

(V) Alignment with the standards in the domain of instructional practices of the teacher in the classroom as prescribed by NAC 391.575 and the domain of professional responsibilities of the teacher to support learning and promote effectiveness of the school community as prescribed by NAC 391.576; and

(VI) Course materials which reflect current and relevant educational research and evidence-based practices;

(2) At least 2 semester hours of course work in culturally responsive engagement;

(3) At least 1 semester hour of a practicum, which must:

(I) Include, without limitation, at least 30 hours of culturally responsive community engagement work within an organization serving the community adjacent to a high-need school; and

(II) Demonstrate a practical application of all course content required by subparagraph (1);

(4) Three semester hours of course work driven by cultural assets in high-need school pedagogy, high-need school leadership or high-need school care or counseling; and

(5) Three semester hours of course work in participatory action research which includes completion of a participatory action research project related to a sociopolitical issue in education.

2. For the purpose of completing the requirements of subparagraph (3) of paragraph (b) of subsection 1, the 1 semester hour of practicum may be satisfied by the course in critical multicultural education pursuant to subparagraph (1) of paragraph (b) of subsection 1.

3. To receive an endorsement as a specialist in cultural competency, a person must:

(a) Have completed the requirements for the endorsement in cultural competency pursuant to subsection 1 of this section;

(b) Have at least 3 years of verified employment experience in this State in a position at a high-need school that requires licensure by the Superintendent of Public Instruction pursuant to chapter 391 of NRS; and

(c) Have completed a minimum of 9 credits of course work encompassing at least three of the following areas:

(1) Multicultural organizational development;

(2) Culturally responsive educational leadership in diverse educational organizations;

(3) Advanced course work in multicultural curriculum development;

(4) Advanced course work in ethnic studies, cultural studies or United States racial formations-focused history;

(5) Intergroup dialogue facilitation; or

(6) Justice-focused advocacy or justice-focused conflict negotiation.

4. As used in this section, “high-need school” has the meaning ascribed to it in 20 U.S.C. § 1021(11).

(Added to NAC by Comm’n on Prof. Standards in Education by R160-18, eff. 6-26-2019)

NAC 391.237 Endorsements ~~to teach in~~ English language acquisition and development; ~~endorsement as professional teacher of English as second language; endorsement as~~ *and* specialist in English language acquisition and development. (NRS 385.080, 391.019, 391.032)

1. To receive an English language acquisition and development endorsement, a person must have:

(a) A valid *early childhood*, elementary, secondary or special license *to teach*, a valid license to teach special education, or a valid license to teach middle school or junior high school education; *a special license in school psychology, counseling, social work, mental health, speech language pathologist, or nurse*.

(b) Completed at least 3 semester hours of credit in each of the following areas of study:

- (1) Language acquisition theory and English language development practices;
 - (2) Methods and curriculum for teaching English learners; and
 - (3) Assessment and evaluation of English learners;
- (c) Completed at least 2 semester hours of credit in one of the following areas of study:
- (1) Policies, critical issues and best practices for English learners in prekindergarten and elementary school; or
 - (2) Policies, critical issues and best practices for English learners in secondary school; and
- (d) Completed at least 1 semester hour of credit of practicum, which must include, without limitation, at least 25 hours of experience working in the classroom.
- ~~2. To receive an endorsement as a professional teacher of English as a second language, a person must have completed the requirements for an English language acquisition and development endorsement as described in subsection 1 and:~~
- ~~(a) Hold a master's degree; and~~
- ~~(b) Have 3 years of experience as a teacher.~~
3. To receive an endorsement as a specialist in English language acquisition and development, a person must:
- (a) Have completed the requirements for an English language acquisition and development endorsement as described in subsection 1; and
 - (b) Have completed at least 3 semester hours of credit in each of the following areas of study:
 - (1) Foundations in education in cultural and linguistic diversity; and
 - (2) Cultural and linguistic diversity program leadership.
4. Requirements for the successful completion of a course of study in which a person is enrolled are in addition to the requirements to receive an endorsement.
- (Added to NAC by Bd. of Education, eff. 12-15-86; A by Comm'n on Prof. Standards in Education, 11-4-91; R103-98, 12-18-98; R021-01, 10-22-2001, eff. 7-1-2002; R056-03, 10-21-2003; R005-05, 10-31-2005; R070-06, 9-18-2006; R028-11, 10-26-2011; R012-13, 10-23-2013; R140-15, 6-28-2016)

REVISER'S NOTE.

The regulation of the Commission on Professional Standards in Education filed with the Secretary of State on June 28, 2016 (LCB File No. R140-15), which amended this section, contains the following provision not included in NAC:

“Sec. 2. A person who, on June 28, 2016, possesses a valid endorsement to teach English as a second language that was granted before June 28, 2016, by the Superintendent of Public Instruction:

1. Shall be deemed to hold an English language acquisition and development endorsement issued by the Superintendent pursuant to NAC 391.237, as amended by section 1 of this regulation; and

2. May continue to renew the endorsement as if the endorsement were an English language acquisition and development endorsement issued by the Superintendent pursuant to NAC 391.237, as amended by section 1 of this regulation.”

NAC 391.323 Endorsements *in social, emotional, and academic development as specialist or professional and specialist in social, emotional and academic development.* (NRS 391.019)

1. To receive an endorsement ~~as a specialist~~ in social, emotional and academic development, a person must:

(a) Hold a valid elementary, secondary or special license to teach, a valid license to teach special education, a valid license to teach pupils in a program of early childhood education or a valid license to teach middle school or junior high school education; *a special license in school psychology, counseling, social work, mental health, speech language pathologist, or nurse* and

(b) Have completed at least 3 semester hours of credit in each of the following areas of study:

- (1) Introduction to social, emotional and academic development;
- (2) Curriculum and methods for modeling, teaching and implementing social, emotional and academic development;
- (3) Assessment, evaluation, monitoring and plan improvement of social, emotional and academic development; and
- (4) Best practices which support policies, equity and critical issues for social, emotional and academic improvement.

2. To receive an endorsement as a ~~professional~~ specialist in social, emotional and academic development, a person must:

(a) Have completed the requirements for an endorsement as a specialist in social, emotional and academic development pursuant to subsection 1;

(b) Have completed at least 3 semester hours of credit in at least one of the following areas of study:

- (1) Foundations in cultural and linguistic diversity;
- (2) Cultural and linguistic diversity program leadership; or
- (3) Equity in education; and

(c) Have completed, in a school setting, at least 25 hours of practicum, or work experience determined to be equivalent by the Department, in social, emotional and academic development supports for all pupils and all educational personnel.

(Added to NAC by Comm'n on Prof. Standards in Education by R154-18, eff. 6-26-2019)

**NEVADA DEPARTMENT OF EDUCATION
COMMISSION ON PROFESSIONAL STANDARDS IN EDUCATION
NOVEMBER 20, 2024
9:00 AM**

Office	Address	City	Meeting
Department of Education	2080 E. Flamingo Rd.	Las Vegas	Room 114
Department of Education	700 E. Fifth St.	Carson City	Virtual
Department of Education	MS Teams Live Stream	n/a	Link

DRAFT SUMMARY MINUTES OF THE COMMISSION MEETING

COMMISSION MEMBERS PRESENT:

In Las Vegas:

President Amy Rozar
Commissioner Kenny Belknap
Commissioner Meredith Freeman
Commissioner Shartriya Collier
Commissioner Joseph Morgan
Commissioner Jordan Wenger

In Carson City:

None

Virtually:

Commissioner Hope Blinco
Commissioner Jamie Hawkins
Commissioner Christina Tucker
Commissioner Derild Parsons
Commissioner Michele Haugen

COMMISSION MEMBERS NOT PRESENT:

Commissioner Jason Ginoza

DEPARTMENT STAFF PRESENT:

In Las Vegas:

Jeff Briske, Director, Office of Educator Development, Licensure, and Family Engagement (Virtually)
Geri Mendiola, Administrative Assistant III, (EDLiFE)

In Carson City:

David Monachino, IT Professional III, Information Technology

LEGAL STAFF PRESENT:

Chief Deputy Attorney General Greg D. Ott (Virtually)

AUDIENCE IN ATTENDANCE

In Las Vegas:

Michelle Trapp

Justin Trapp

Carson City:

None

1. CALL TO ORDER; ROLL CALL; PLEDGE OF ALLEGIANCE

President Rozar called the meeting to order at 9:00 a.m. Roll call attendance was taken as reflected above and a quorum was established. The Pledge of Allegiance was led by Commissioner Wenger.

2. PUBLIC COMMENT #1

There were no public comments in Carson City and Las Vegas.

3. PRESIDENT'S REPORT

President Rozar welcomed everyone in attendance to the Commission on Professional Standards in Education meeting. President Rozar acknowledged and expressed the Commission was happy to celebrate school psychology week and is grateful and appreciative for Commissioner Wenger's work in school psychology which is an integral part of student success. President Rozar also highlighted American Education Week, National Apprenticeship Week, Native American Heritage month, and National Veterans and Military Families month in November.

4. SECRETARY'S REPORT

Jeff Briske Director, Office of Educator Development, Licensure, and Family Engagement (EDLiFE) noted that the University of Nevada, Reno had a successful site visit during the last week of October from the Association for Advancing Quality in Educator Preparation. Director Briske noted that the site visit was part of a larger accreditation approval process for their educator preparation programs. Director Briske was invited to participate as the State Observer and noted that although the accreditation approval process is quite lengthy; the Department expects a favorable outcome by January 24, 2025.

Director Briske announced that the Educator Development, Licensure and Family Engagement Office (EDLiFE) recently hired two candidates. One to fill our Title IIA Programs Professional position and one to fill our Educator Preparation Program Professional position. Both candidates are relocating from out of state and have not started employment yet. Both candidates will be introduced at a future Commission meeting.

5. APPROVAL OF OCTOBER 16, 2024, MINUTES (*Information/Discussion/For possible action*)

President Rozar asked the Commission if they would like to discuss the October 16, 2024, minutes. No discussion was made regarding the October 16, 2024, minutes. President Rozar entertained a motion to approve the October 16th meeting minutes.

Motion: Commissioner Wenger moved to approve the October 16, 2024, meeting minutes. Commissioner Collier seconded the motion. Commissioner Morgan abstained. Motion carried.

6. PUBLIC HEARING FOR T001-24 TO SOLICIT COMMENTS ON PROPOSED AMENDMENTS TO NAC CHAPTER 391.13065 – ENDORSEMENT TO TEACH AUTOMOTIVE SERVICE TECHNOLOGY: QUALIFICATION; PROVISIONAL ENDORSEMENT; CREDIT TOWARD RENEWAL OF LICENSE AND NAC 391.425 – BUSINESS AND INDUSTRY ENDORSEMENT: QUALIFICATION FOR RECEIPT AND FIRST RENEWAL. (*Information/Discussion/For possible action*)

President Rozar announced public hearing T001-24 at 9:06 A.M. to solicit comments on proposed amendments to NAC Chapter 391.13065 and 391.425. The Commission considered a temporary regulation to update the Business and Industry endorsement. The endorsement will remove the automotive service technology endorsement and ensure that work experience for a business and industry license is gained while working in a business or industry. The Commission may adopt or not adopt this temporary regulation.

Director Briske explained to the Commission that the intent of updating the temporary regulation is to ensure that applicants for a business and industry license have work experience in a business or industry. Additionally, the Automotive Service Technology endorsement was no longer issued and was combined with the Automotive Technology endorsement in NAC 389.803. Specific work experience references were removed as this is updated frequently based on program areas of career and technical education.

President Rozar asked the Commission if there were any questions or discussions on this temporary regulation. There were no further questions or discussions. President Rozar entertained a motion to adopt temporary regulation T001-24.

Motion: Commissioner Morgan moved to adopt temporary regulation T001-24. Commissioner Belknap seconded the motion. Motion carried unanimously.

7. PUBLIC HEARING ON T002-24 TO SOLICIT COMMENTS ON PROPOSED AMENDMENTS TO NAC CHAPTER 391.059 – TESTING OR ASSESSMENT OF TEACHER ASSIGNED TO PROGRAM OF BILINGUAL EDUCATION; MAINTENANCE OF RECORDS; ANNUAL REPORT AND NAC 391.242 – ENDORSEMENTS TO TEACH PROGRAM OF BILINGUAL EDUCATION; PROVISIONAL ENDORSEMENT. (*Information/Discussion/For possible action*)

President Rozar announced public hearing T002-24 at 9:08 A.M. to solicit comments on proposed temporary regulation T002-24 amending NAC Chapter 391.059 and 391.242. The Commission considered a temporary regulation to update the Bilingual Endorsement by moving the exam

requirement from the employer to the Department and ensuring the endorsement is issued to a person who holds a valid teaching license. The Commission may adopt or not adopt this temporary regulation.

Director Briske explained the intent of this regulation is to combine the two Bilingual regulations into one by moving the exam requirement from the employer to the Department as it is in other content area endorsements and as required per NAC 391.036. The Bilingual major requirement was removed because the major does not exist. A valid base teaching license is required to hold this endorsement.

Director Briske noted that the question asked at the last COPS meeting; September 18, 2024, if a course could be used in lieu of the competency exam. After reviewing NAC 391.036 with Deputy Attorney General David Gardner, it was determined that an exam is required. The exam would be in the native language.

President Rozar asked the Commission if there were any questions or discussion regarding temporary regulation T002-24. There were no questions or discussions from the Commission. President Rozar entertained a motion to adopt temporary regulation T002-24.

Motion: Commissioner Collier moved to adopt temporary regulation T002-24. Commissioner Belknap seconded the motion. Motion carried unanimously.

8. PUBLIC HEARING FOR T003-24 TO SOLICIT COMMENTS ON PROPOSED AMENDMENTS TO NAC CHAPTER 391.229 – ENDORSEMENTS IN CULTURAL COMPETENCY AND SPECIALIST IN CULTURAL COMPETENCY, NAC 391.237 – ENDORSEMENTS IN ENGLISH LANGUAGE ACQUISITION AND DEVELOPMENT; AND SPECIALIS IN ENGLISH LANGUAGE ACQUISITION AND DEVELOPMENT, AND NAC 391.323 – ENDORSEMENTS IN SOCIAL, EMOTIONAL, AND ACADEMIC DEVELOPMENT AND SPECIALIST IN SOCIAL, EMOTIONAL AND ACADEMIC DEVELOPMENT. (*Information/Discussion/For possible action*)

President Rozar announced public hearing T003-24 at 9:11 A.M. to solicit comments on proposed temporary regulation T003-24 amending NAC Chapter 391.229, 391.237 and 391.323. The Commission considered a temporary regulation to update the Cultural Competency, English language acquisition and development, Social Emotional, and academic development endorsements to ensure language is conforming. The Commission may adopt or not adopt this temporary regulation.

Director Briske noted the intent of updating these regulations is to conform with other tiered endorsements which include the base endorsement and the specialist endorsement. Instead of separate regulations, they were combined into one at the Workshop.

President Rozar asked the Commission if there were any questions or discussions regarding temporary regulation T003-24. There were no questions or discussion from the Commission. President Rozar entertained a motion to adopt temporary regulation T003-24.

Motion: Commissioner Morgan moved to adopt temporary regulation T003-24. Commissioner Tucker seconded the motion. Motion carried unanimously.

9. APPROVAL OF ANNUAL REPORT TO THE STATE BOARD OF EDUCATION. (*Information/Discussion/For possible action*)

The Commission considered approving the 2024 Annual Report to the State Board of Education as required by NRS 391.028 concerning the status of the Commission's regulations and work plan. The Commission may approve or not approve the 2024 Annual Report.

President Rozar asked the Commission if there were any questions or discussion regarding the 2024 Annual Report. There were no questions or discussions from the Commission. President Rozar entertained a motion to approve the 2024 Annual Report.

Motion: Commissioner Belknap moved to approve the 2024 Annual Report. Commissioner Collier seconded the motion. Motion carried unanimously.

10. APPROVAL OF THE 2025 MEETING CALENDAR. (*Information/Discussion/For possible action*).

The Commission considered approving the 2025 meeting calendar. The Commission may approve or not approve the 2025 meeting calendar.

When selection of the 2025 dates, the Department considered the school calendars for the Commissioners who serve on this body. President Rozar asked the Commission if there were any questions or discussion regarding the 2025 meeting calendar.

Commissioner Hawkins noted that the March 19, 2025, meeting would fall in the middle of Washoe County School District's spring break. Commissioner Wenger also noted that the same meeting would fall in the middle of Clark County School District's spring break. There were several conflicts discussed by the Commission members regarding the proposed dates of March 21 and May 21 on the 2025 COPS Meeting Schedule. The Commission agreed to change the dates to Friday, March 14, 2025, and Friday, May 16, 2025 on the 2025 COPS Meeting Schedule. President Rozar entertained a motion to approve the 2025 COPS meeting calendar.

Motion: Commissioner Belknap moved to approve the 2025 Meeting Calendar. Commissioner Collier seconded the motion. Motion carried unanimously.

11. ELECTION OF OFFICERS (*Information/Discussion/For possible action*).

President Rozar explained that the Commission will elect a President and a Vice President of the Commission for the 2025 calendar year.

Greg D. Ott, Chief Deputy Attorney General explained per NRS 391.015 the Commission shall annually elect one of its members as President and one of its members as Vice President, to serve at the pleasure of the Commission. Chief Deputy Attorney General Ott explained to the Commission that they will nominate first for President. The Commission may nominate other Commission Members or nominate themselves. Attorney General Greg Ott further noted that once nominations are closed the Commission would go into election for President and Vice President. Attorney General Ott asked the current President Amy Rozar to explain and describe the commitments and duties of the Commission President. President Rozar explained that the duties include meeting with NDE staff to ensure meeting

agendas are following state regulations and laws, extensive reading and understanding of proposed education regulations in preparation for meetings, interaction with key members, community, and various educational entities.

Attorney General Ott opened the floor for nominations for the position of President. President Rozar expressed she has enjoyed serving as President on the Commission and would be happy to serve again or would be happy to pass the reins to another member who would like the opportunity to serve as President of the Commission. Attorney General Ott acknowledged President Amy Rozar's self-nomination and asked the Commission if there were any other nominations. There were no other nominations for position of President therefore an election was conducted. All votes from the Commission were in favor for Amy Rozar as Commission President.

Attorney General Ott opened the floor nominations for Commission Vice President position. President Rozar provided a brief description and expectations of the Vice President position. Dr. Shartriya Collier was nominated for the Vice President position and accepted the nomination. Attorney General Ott asked the Commission if there were any further nominations. There were none. Attorney General Ott closed nominations, and a vote was conducted with a unanimous outcome in favor of Dr. Shartriya Collier for the Vice President position for Commission. Attorney General Ott expressed his congratulations to both newly elected President and Vice President for the Commission and turned the floor over to President Rozar.

12. FUTURE AGENDA ITEMS (*Information/Discussion*)

- Competency Based Learning for Educator Preparation Programs
- Nevada Registered Apprenticeship Programs

13. PUBLIC COMMENT #2

1. Michelle Trapp provided public comment regarding Educator Licensure. (A summary of the statement is available in Appendix A)

There were no public comments in Carson City.

14. ADJOURNMENT

President Rozar entertained a motion to adjourn the meeting.

Motion: Commissioner Wenger moved to adjourn the meeting. Commissioner Belknap seconded. Motion carried unanimously. The meeting was adjourned at 9:31 A.M.

APPENDIX A: STATEMENT GIVEN DURING PUBLIC COMMENT

1. Michelle Trapp provided public comment regarding Educator Licensure.
(A summary of the statement is available in Appendix A1)

ITEM A1: MICHELLE TRAPP

Summary of Public Comment:

Provided public comment regarding Educator Licensure.

Good morning Commission members.

My name is Michelle Trapp and I am here to share my ongoing struggle with the licensure process, which has deeply impacted my professional journey as an educator in Nevada, specifically my repeated but unsuccessful attempts to get help from the licensing division. Despite numerous emails and phone calls, I have been unable to connect with anyone who can assist me in resolving a significant issue with my license.

For the past eight years, I have worked committedly as a classroom teacher, leveraging my expertise and three advanced degrees in education, while diligently pursuing a standard teaching license through alternative route to licensure programs. I completed all coursework, evaluations, and requirements through iTeach Nevada and have documentation of my teaching effectiveness, including administrative reviews and observations. Despite meeting these requirements, I discovered only recently that my application for Alternative Route to Licensure (ARL), which I was under the impression was completed over two years ago, was not properly submitted, a mistake that I was not informed about until recently, when I applied for what I believed to be a standard license.

This administrative oversight, coupled with the lack of support and communication, has left me in an impossible position. I have done everything expected of me to become a fully licensed educator, but I am now stuck due to circumstances beyond my control and without a clear path to resolution.

Given my qualifications, experience, and unwavering commitment to Nevada's students, I respectfully ask the Commission to consider an exception in my case, allowing me to obtain a standard license. This would not only resolve the challenges I am facing but also help retain an effective and dedicated educator in Nevada's schools.

As educators, we all share a commitment to the students of Nevada and to ensuring they have access to the best education possible. Retaining effective educators is a critical part of that mission, and I hope my experience underscores the need to address barriers in the licensure process. Improved communication and support would ensure that dedicated professionals like myself can continue to contribute effectively to Nevada's schools.

Thank you for your time and for the work you do to support Nevada's educators and students.