

**ADOPTED REGULATION OF THE  
STATE BOARD OF EDUCATION**

**LCB File No. R155-01**

Effective December 17, 2001

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

AUTHORITY: §§1-8, NRS 385.080.

**Section 1.** NAC 389.516 is hereby amended to read as follows:

389.516 A local school board may offer the following courses of study as elective courses in a public high school:

1. History, other than American history.
2. Government, other than American government.
3. Agriculture ~~{ }~~ *and natural resource sciences*, which may include the courses of study described in NAC 389.520 to 389.538, inclusive.
4. The arts.
5. Business, which may include the courses of study described in NAC 389.542 to 389.554, inclusive.
6. Communications, which may include the courses of study described in NAC 389.556 and 389.558.
7. Occupational education, in cooperation with private employers, as described in NAC 389.562, 389.564 and 389.566.
8. Drivers' education.
9. Foreign language.

10. Occupations, which may include the courses of study described in NAC 389.572 to 389.584, inclusive.
11. Occupations in trade and industry, which may include the courses of study described in NAC 389.586 to 389.618, inclusive.
12. ~~[Home economics.]~~ *Family and consumer sciences.*
13. Industrial arts.
14. Marketing.
15. Skills needed to obtain employment as described in NAC 389.644 to 389.650, inclusive.
16. Social studies.
17. Introduction to occupations , which may include the courses of study described in NAC 389.6528 to 389.6547, inclusive.
18. Great Basin Native American languages.

**Sec. 2.** NAC 389.520 is hereby amended to read as follows:

389.520 A course of study in agriculture ~~[must include instruction designed to teach the pupil to do the following:~~

- ~~—1.— Demonstrate a knowledge of the purpose of organization of the Future Farmers of America.~~
- ~~—2.— Develop knowledge and skill in modern production of livestock.~~
- ~~—3.— Develop knowledge and skill in modern production of crops.~~
- ~~—4.— Apply current uses of agricultural machinery as they relate to agricultural industries.~~
- ~~—5.— Demonstrate a knowledge of the skills acquired while working in the field of agriculture under the supervision of a teacher.~~
- ~~—6.— Apply current practices for the management of an agricultural business.~~

- ~~—7. Develop knowledge and skill in modern horticultural practices.~~
- ~~—8. Apply a knowledge of the use of computers in agriculture.~~
- ~~—9. Develop knowledge and skill of the techniques for constructing of a modern farm.~~
- ~~—10. Develop knowledge and ability to accurately calculate needs in the management of a farm.]~~

*and natural resource sciences must be designed so that pupils meet the following performance standards by the completion of the second year of instruction:*

*1. For the area of agriculture and society, describe the relationship between agriculture in the State of Nevada and society at the local, state, national and international level and discuss the economic impact of leading commodities, as demonstrated by the pupil's ability to:*

- (a) Identify and categorize agricultural products and services in the State of Nevada;*
- (b) Discuss the role of agriculture in the development of society; and*
- (c) Explain the economic value of agricultural commodities produced at the local, state, national and international level.*

*2. For the area of animal science, explain the importance of animals, the domestication of animals and the role of animals in modern society, as demonstrated by the pupil's ability to:*

- (a) Explain the care and uses of domesticated livestock in society;*
- (b) Demonstrate an understanding of the process of evaluation and selection of livestock based upon current industry standards;*
- (c) Explain the correct method to select and safely use facilities for the housing of animals and related equipment;*
- (d) Explain the structure and function of the reproductive systems of animals and the relationship of those systems to reproductive management and fetal development;*

*(e) Explain the factors that influence animal nutrition and feeding, including, without limitation, an identification of the common ingredients of feed and an explanation of the uses of different types of feed for particular animal species;*

*(f) Identify the general symptoms of health problems that affect animals and the causes of disease in domesticated animals; and*

*(g) Demonstrate an awareness of the perception of the general public concerning issues related to the welfare of animals.*

*3. For the area of plant and soil science, explain the requirements for the growth and development of plants and the relationship with soil, water and fertilizer, and identify and explain the functions and interaction of plant systems and characteristics of soil, as demonstrated by the pupil's ability to:*

*(a) Explain the principles of the classification of plants by taxonomy and use;*

*(b) Explain the principles of the physiology and growth of plants;*

*(c) Recognize the differences in the reproductive systems of plants;*

*(d) Explain the relationship between soils and the production of plants;*

*(e) Explain the importance of the systems, management and care of plants; and*

*(f) Explain the economic and aesthetic role of horticulture in the community and in industry at the local, state and national level.*

*4. For the area of supervised agricultural experience, explain the relationship between a supervised agricultural experience and the preparation that is necessary for a pupil to pursue a career in agriculture, as demonstrated by the pupil's ability to actively engage in and manage a supervised agricultural experience in a manner that enables the pupil to develop skills necessary for a career in agriculture.*

*5. For the area of leadership and Future Farmers of America, recognize the traits of effective leaders and participate in leadership training through active membership in the Future Farmers of America, as demonstrated by the pupil's ability to understand the basic principles of an organizational framework, communication, group dynamics, team building and the management of meetings.*

*6. For the area of the business, sales and marketing of agriculture, explain the importance of agricultural firms and technologies with regard to the production, processing, servicing, purchasing and marketing of agricultural products, as demonstrated by the pupil's ability to:*

- (a) Explain the basic principles of the marketing of agricultural products;*
- (b) Explain the basic principles of sales and service of agricultural products; and*
- (c) Explain the basic principles of concepts of business management.*

*7. For the area of mechanical engineering and technology relating to agriculture, explain the concepts of mechanical systems and structures and explain the emerging technologies and their relationship to the agricultural industry, as demonstrated by the pupil's ability to:*

- (a) Explain the operating principles of common tools that are used in agriculture; and*
- (b) Explain the different types of power systems and the major components and principles of operation of those systems.*

*8. For the area of natural resources, explain the relationship between modern agriculture and the environment, with an emphasis on land, water and other natural resources in the State of Nevada and explain how the availability of natural resources affects agriculture, as demonstrated by the pupil's ability to:*

- (a) Explain the importance of agriculturists as stewards of our natural resources;*

- (b) Describe the environmental impacts of agriculture on the water, soil and air;*
- (c) Explain the importance and value of mining in the State of Nevada; and*
- (d) Explain the importance of the management of wildlife and its relationship to agriculture.*

*9. For the area of skills necessary to obtain employment, demonstrate:*

- (a) Skills necessary for solving problems;*
- (b) Skills of critical thinking;*
- (c) The ability to speak, write and listen effectively;*
- (d) The ability to select, apply and maintain the appropriate technology necessary for a career;*
- (e) Skills of leadership and teamwork;*
- (f) An awareness of the ethical behavior appropriate for the workplace;*
- (g) An ability to effectively manage resources in the workplace;*
- (h) Skills necessary for the planning and development of a career; and*
- (i) Skills necessary for retaining a job and continuation of learning throughout a career.*

**Sec. 3.** NAC 389.620 is hereby amended to read as follows:

389.620 ~~{1.}~~ If a district offers a course of study in ~~home economics, it must include~~ instruction in the following areas:

- ~~—(a) Nutrition and foods;~~
- ~~—(b) Textiles and clothing;~~
- ~~—(c) Child development and parenting;~~
- ~~—(d) Human relationships;~~
- ~~—(e) Housing and living environments; and~~

FLUSH

~~—(f) Consumerism and management,~~

~~but the requirement to provide instruction in each area may be waived if it can be demonstrated that the pupil received the requisite instruction before entering the ninth grade.~~

~~—2. The course of study in home economics must include instruction designed to teach the pupil to do the following:~~

~~—(a) Identify nutrients needed by the body and their physical, social, intellectual and emotional effect on a person.~~

~~—(b) Prepare and serve nutritionally balanced meals.~~

~~—(c) Use sanitary methods to store, prepare and serve food and dispose of waste.~~

~~—(d) Select proper clothing based on common fibers in a textile, fabric, fashion, cultural heritage, personal appearance and activities.~~

~~—(e) Demonstrate the skills necessary for the planning, selection and maintenance of a wardrobe, including techniques for construction and repair.~~

~~—(f) Describe the basic theories regarding the development of a child.~~

~~—(g) Describe the influence of heredity, environment and nutrition on babies.~~

~~—(h) Demonstrate the skills necessary to be a parent.~~

~~—(i) Describe the physical, emotional, social and intellectual cycles of the human being from birth to 5 years of age and from 5 years of age to death.~~

~~—(j) Identify services available in the community for persons and families in need.~~

~~—(k) Identify the roles of the members of a family.~~

~~—(l) Describe the social, cultural and economic changes which affect the structure of the family.~~

- ~~—(m) Explain the relationship between the demands of employment and the ability to function as a member of a family.~~
- ~~—(n) Identify potential crises for a family and how these crises may be resolved.~~
- ~~—(o) Describe how, in planning for housing, a person's needs and wants influence the choice.~~
- ~~—(p) Identify the cost of alternative forms of housing.~~
- ~~—(q) Identify ways to ensure efficient use of energy in a residence.~~
- ~~—(r) Identify personal wants, needs, values, attitudes and priorities and how they relate to making decisions and setting goals.~~
- ~~—(s) Apply the techniques of comparative shopping.~~
- ~~—(t) Use resources for the protection of consumers.~~
- ~~—(u) Describe the uses of insurance.~~
- ~~—(v) Demonstrate a knowledge of the services provided by financial institutions.]~~

*family and consumer sciences, the course must be designed so that pupils meet the following performance standards:*

*1. For the area of human and family development:*

- (a) Examine the principles and roles of the development of the family and humans;*
- (b) Explore the stages of development throughout the life span;*
- (c) Explore the roles and responsibilities of parenting that maximize human growth and development;*
- (d) Evaluate an effective family unit and how it impacts individual growth and development;*
- (e) Analyze factors that affect a decision of a person to become a parent;*
- (f) Choose appropriate activities for young children based upon developmental stages; and*



*(g) Demonstrate an awareness of the opportunities and requirements for employment in early childhood education.*

*2. For the area of food science and nutrition:*

*(a) Integrate knowledge, skills and practices in food science and nutrition;*

*(b) Demonstrate safety and sanitation practices relating to food;*

*(c) Use principles of nutrition and technology in the planning and preparation of food;*

*(d) Apply principles of management related to food and nutrition;*

*(e) Demonstrate skills and procedures in the preparation and service of food;*

*(f) Demonstrate principles of food science that affect the quality of food; and*

*(g) Demonstrate an awareness of the opportunities and requirements for employment in nutrition or the food industry.*

*3. For the area of textiles and apparel:*

*(a) Integrate knowledge, skills and practices in textiles and apparel;*

*(b) Demonstrate skills necessary to produce, alter and repair textile products and apparel;*

*(c) Evaluate the use and care of fiber, fabrics and textile materials;*

*(d) Examine the elements and principles of design in creating, constructing and altering textile products to enhance the visual appearance of those products;*

*(e) Examine skills used by consumers to effectively manage money expended on apparels;*

*(f) Evaluate the factors that influence the apparel industry; and*

*(g) Demonstrate an awareness of the opportunities and requirements for employment in the textile and apparel industry.*

*4. For the area of family and consumer resource management:*

*(a) Develop skills of management related to personal, family and community resources;*

- (b) Demonstrate management of personal and family resources, including, without limitation, food, clothing, housing, health care, recreation and transportation;*
- (c) Demonstrate skills required for maintenance of interpersonal relationships, including, without limitation, effective communication and resolution of conflicts;*
- (d) Analyze the rights and responsibilities of consumers in the economic system;*
- (e) Demonstrate management of financial resources to meet the needs and goals of individuals and families throughout the life span;*
- (f) Evaluate the impact of technology on personal and family resources; and*
- (g) Develop responsible behavior and skills for making decisions, setting goals and demonstrating leadership.*

*5. For the area of skills necessary to obtain employment, demonstrate:*

- (a) Skills necessary for solving problems;*
- (b) Skills of critical thinking;*
- (c) The ability to speak, write and listen effectively;*
- (d) The ability to select, apply and maintain the appropriate technology necessary for a career;*
- (e) Skills of leadership and teamwork;*
- (f) An awareness of the ethical behavior appropriate for the workplace;*
- (g) An ability to effectively manage resources in the workplace;*
- (h) Skills necessary for the planning and development of a career; and*
- (i) Skills necessary for retaining a job and continuation of learning throughout a career.*

**Sec. 4.** NAC 389.624 is hereby amended to read as follows:

389.624 A course of study in marketing must ~~include instruction designed to teach the pupil to do the following:~~

- ~~—1. Demonstrate a knowledge of the purposes of marketing.~~
- ~~—2. Understand the principles of selling.~~
- ~~—3. Understand how to obtain a job in marketing and how to be promoted.~~
- ~~—4. Recognize that good human relations within a business builds good public relations.~~
- ~~—5. Handle inquiries and objections from customers.~~
- ~~—6. Use a variety of effective approaches to selling.~~
- ~~—7. Describe motives for buying.~~
- ~~—8. Analyze the features and benefits of a product.~~
- ~~—9. Demonstrate how to increase sales through suggestion and promotion.~~
- ~~—10. Demonstrate how to operate a cash register.~~
- ~~—11. Letter a sign for a display, build a display and dress a mannequin.~~
- ~~—12. Interpret and calculate the costs of advertising.~~
- ~~—13. Identify types of merchandise to advertise, and identify the primary medium for that advertising.~~
- ~~—14. Create an advertisement.~~
- ~~—15. Take an inventory using retail prices and codes for costs.~~
- ~~—16. Demonstrate how computers are used in business and industry.~~
- ~~—17. Identify the characteristics of a potential shoplifter.~~
- ~~—18. Apply merchandising concepts.~~
- ~~—19. Analyze factors influencing competition in a free enterprise system.~~
- ~~—20. Analyze factors affecting supply and demand.~~

- ~~—21. Distinguish between elastic and inelastic goods and services.~~
- ~~—22. Develop goals for management by objectives.~~
- ~~—23. Analyze the skills required to become a manager.~~
- ~~—24. Identify components of the organization of a store.~~
- ~~—25. Develop the skill to conduct a demonstration for sales.~~
- ~~—26. Select proper security for a store.~~
- ~~—27. Apply knowledge concerning insurance.~~
- ~~—28. Understand the management of income.]~~ *be designed so that pupils meet the following*

*performance standards:*

*1. For the area of economics, demonstrate an understanding of the:*

- (a) Basic concepts of economics;*
- (b) Fundamental systems of economics;*
- (c) Basic concepts of cost-profit relationships;*
- (d) Economic indicators and trends; and*
- (e) International trade concepts.*

*2. For the area of business management and entrepreneurship:*

- (a) Demonstrate knowledge of marketing and the functions of marketing;*
- (b) Demonstrate an understanding of basic business fundamentals, management functions*

*and entrepreneurship;*

- (c) Demonstrate competency in basic computer skills related to business; and*
- (d) Demonstrate an understanding of how risk management impacts business.*

*3. For the area of distribution, demonstrate an understanding of the:*

- (a) Nature and scope of distribution as a function of marketing;*

*(b) Basic concepts of fulfilling orders;*

*(c) Basic concepts of warehousing and handling of stock; and*

*(d) Basic concepts of managing distribution, including, without limitation, control of inventory, and the relationship of distribution to other activities of marketing.*

*4. For the area of financing, demonstrate an understanding of:*

- (a) The nature and scope of financing; and*
- (b) Extending and obtaining business credit.*

*5. For the area of management of marketing information, demonstrate an understanding of:*

- (a) The nature and scope of techniques to manage the marketing of information;*
- (b) Methods to gather information to determine appropriate markets;*
- (c) Methods to process and present information gathered by applying techniques to manage the marketing of information; and*
- (d) Plans and strategies for marketing a product or service.*

*6. For the area of pricing, demonstrate an understanding of the:*

- (a) Nature and scope of the pricing function;*
  - (b) Process for establishing and communicating the value or cost of goods and services;*
- and*
- (c) Strategies and outcomes for determining prices.*

*7. For the area of managing products or services, demonstrate an understanding of:*

- (a) The nature and scope of the management of products and services;*
- (b) The importance of ensuring quality of products and services;*
- (c) The concept of product mix;*

*(d) The concept of product and business positioning; and*

*(e) Other considerations related to the retail of products.*

*8. For the area of promotion, demonstrate an understanding of the:*

*(a) Nature and scope of promotion in marketing;*

*(b) Concept and purpose of advertising;*

*(c) Concept and purpose of publicity and public relations;*

*(d) Concept and purpose of sales promotion;*

*(e) Use of products, services, images and ideas to achieve a desired outcome; and*

*(f) Use of advertising agencies.*

*9. For the area of selling a product or service, demonstrate an understanding of the:*

*(a) Nature and scope of the functions associated with strategies of personal and business sales;*

*(b) Processes and techniques of selling;*

*(c) Relationship between knowledge of the product or service and selling;*

*(d) Support activities related to selling; and*

*(e) Management of selling.*

*10. For the area of skills necessary to obtain employment, demonstrate:*

*(a) Skills necessary for solving problems;*

*(b) Skills of critical thinking;*

*(c) The ability to speak, write and listen effectively;*

*(d) The ability to select, apply and maintain the appropriate technology necessary for a career;*

*(e) Skills of leadership and teamwork;*

- (f) An awareness of the ethical behavior appropriate for the workplace;*
- (g) An ability to effectively manage resources in the workplace;*
- (h) Skills necessary for the planning and development of a career; and*
- (i) Skills necessary for retaining a job and continuation of learning throughout a career.*

**Sec. 5.** NAC 389.6529 is hereby amended to read as follows:

389.6529 A course of study in an introduction to human *and family* development ~~and parenting must include instruction designed to teach the pupil to:~~

- ~~—1. Describe how people nurture human development.~~
- ~~—2. Identify the stages of development and expectations of children, young adults and the elderly.~~
- ~~—3. Describe how family life styles and values are often assumed by the generations that follow.~~
- ~~—4. Demonstrate ways to develop positive interactions with children and adults.~~
- ~~—5. Apply techniques for solving problems to the organization of a group activity.~~
- ~~—6. Identify the knowledge and skills required for obtaining a job in the area of human development.]~~ *must be designed so that pupils meet the performance standards set forth in subsections 1 and 5 of NAC 389.620.*

**Sec. 6.** NAC 389.653 is hereby amended to read as follows:

389.653 A course of study in an introduction to ~~foods and human nutrition must be designed to teach the pupil to:~~

- ~~—1. Demonstrate the use of utensils, tools and equipment in settings for the production and preparation of food.~~

~~—2.— Demonstrate the management, planning, preparation and serving of meals for himself and others using available resources.~~

~~—3.— Select foods necessary for a healthy diet.~~

~~—4.— Describe health factors which influence dietary needs.~~

~~—5.— Identify the knowledge and skills required to obtain a job in the area of food and human nutrition.~~

~~—6.— Demonstrate the analytical skills necessary to determine the suitability of obtaining for himself a career in the area of food and nutrition.]~~ *food science and nutrition must be designed*

*so that pupils meet the performance standards set forth in subsections 2 and 5 of NAC*

*389.620.*

**Sec. 7.** NAC 389.6543 is hereby amended to read as follows:

389.6543 A course of study in an introduction to ~~[basic textile design and construction must include instruction designed to teach the pupil to:~~

~~—1.— Describe the relationships that exist between the elements and principles of design.~~

~~—2.— Analyze the psychological influence that color design has on people and their environment.~~

~~—3.— Identify basic personal criteria for purchasing clothing and accessories, household furnishings and equipment.~~

~~—4.— Describe combinations used in wardrobes and home furnishings.~~

~~—5.— Relate the components of a well-constructed textile item to industrial standards for consumer apparel.~~

~~—6.— Explain the information contained on the label of a piece of clothing, home furnishing and equipment.~~



- ~~—7. Describe the process used to produce fabric.~~
- ~~—8. Classify the current uses of textiles.~~
- ~~—9. Identify natural and synthetic fibers.~~
- ~~—10. Relate characteristics and performance of natural and synthetic fibers to their uses.~~
- ~~—11. Describe clothing and textile care according to the properties of the fabric base, finish and construction.~~
- ~~—12. Select textiles appropriate to a given use or purpose.~~
- ~~—13. Apply basic techniques for fabric construction to a textile project.~~
- ~~—14. Identify the knowledge and skills required for a job in the areas of textile design and construction, interior decoration and the marketing of apparel.~~
- ~~—15. Describe the potential for a career in the areas of clothing, textile and home decoration.]~~

*textile and apparel must be designed so that pupils meet the performance standards set forth in subsections 3 and 5 of NAC 389.620.*

**Sec. 8.** NAC 389.672 is hereby amended to read as follows:

389.672 1. A board of trustees may allow a pupil to earn, towards the units necessary for graduation from high school, two units of the credit required in English, one unit required in mathematics, one unit required in science and one-half unit required in health if he is enrolled in one of the following occupational courses of study and that course of study includes as part of its curriculum the curriculum of the required course:

- (a) Agriculture ~~[ ]~~ *and natural resource sciences.*
- (b) Business.
- (c) Occupational education in cooperation with a private employer.
- (d) Occupations described in NAC 389.572 to 389.584, inclusive.

(e) Occupations in trade and industry described in NAC 389.586 to 389.618, inclusive.

(f) ~~Home economics.~~ *Family and consumer sciences.*

(g) Industrial arts.

(h) Marketing.

(i) Skills needed to obtain employment.

2. The superintendent of the school district shall appoint a committee composed of one person certified to teach in the occupational course of study and one person certified to teach in the academic area in which the credit may be earned. The committee must verify to the board of trustees that the curriculum for the occupational course of study includes the curriculum of the required course of study.

3. After verification has been received by the board of trustees, the written curriculum and title of the course of study and a statement of the academic credit to be granted must be submitted to the state board of education for approval. Academic credit may be granted for the occupational course of study or combination of courses only after the state board of education has given its approval.

4. The superintendent of public instruction may give approval for the granting of academic credit to a board of trustees requesting to use a curriculum for a course of study that has been approved by the state board of education for another school district, if:

(a) The procedures set forth in subsection 2 were followed by the requesting district; and

(b) The board of trustees provides assurances that it will not deviate from the curriculum that has been approved by the state board.

5. A pupil who earns academic credit pursuant to this section must be notified that the approval for academic credit is designed to meet the requirements for graduation from high

school and may not be accepted for academic credit by a specific postsecondary institution. A copy of the notification given to the pupil must accompany the other materials to be submitted to the state board of education for final approval.

6. A minimum number of credits must be earned in the respective academic areas, as follows:

- (a) At least one credit must be earned in the academic mathematics department;
- (b) At least one credit must be earned in the academic science department; and
- (c) At least two credits must be earned in the academic English department.

NEVADA DEPARTMENT OF EDUCATION

NEVADA STATE BOARD OF EDUCATION  
NEVADA STATE BOARD FOR OCCUPATIONAL EDUCATION

LEGISLATIVE REVIEW OF ADOPTED REGULATIONS AS REQUIRED  
BY ADMINISTRATIVE PROCEDURES ACT, NRS 233B.066  
NAC 389, Occupational Skills Standards in Agriculture and Natural Science,  
Family and Consumer Science and Marketing Education  
(LCB File R155-01)

INFORMATIONAL STATEMENT

The following statement is submitted for adopted amendments to Nevada Administrative Code 389:

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

The Notice of Workshop to Solicit Comments on Proposed Regulations was sent to approximately one-hundred fifty individuals and educational organizations. The workshop was conducted by the Nevada State Board of Education on December 1, 2001. One comment was received.

Notice of Intent to Act Upon a Regulation for public hearing and adoption of permanent regulation language, NAC 389, Occupational Skills Standards in Agriculture and Natural Science, Family and Consumer Science and Marketing Education (LCB File R155-01) was sent to approximately one-hundred fifty individuals and educational organizations. A one-time only public hearing was conducted December 1, 2001, to provide the opportunity for comments by affected parties and the public. There were comments from the public. The Board adopted the permanent language on December 1, 2001.

- 2. The Number of Persons Who:**

<b>a) Attended Each Hearing:</b>	<b>Workshop: 20</b>	<b>Hearing: 10</b>
----------------------------------	---------------------	--------------------

<b>b) Testified at Each Hearing;</b>	<b>Workshop: 1</b>	<b>Hearing: 0</b>
--------------------------------------	--------------------	-------------------

**and,**

<b>c) Submitted Written Statements:</b>	<b>Workshop: 0</b>	<b>Hearing: 17</b>
---	--------------------	--------------------

The written comments submitted were from individuals and organizations in Nevada supporting the proposed language.

- 3. A description of how comment was solicited from affected businesses, a summary of the response and an explanation how other interested parties may obtain a copy of the summary.**

Comment was solicited through the workshop notice of November 9, 2001. One person, Don Norda, Wells High School, came forward to speak in support of the proposed language.

Comment was solicited through the public hearing notice of October 25, 2001. There were no comments from the public at the December 1, 2001, public hearing.

A copy of the summary and/or minutes of the public hearing may be obtained by calling LaDonna Byrd, Board Secretary, at the Department of Education (775) 687-9225, or by writing to the Department of Education at 700 East Fifth Street, Carson City, Nevada 89701-5096.

- 4. If the regulation was adopted with or without change to any part of the proposed regulation, a summary of the reasons for adopting.**

The permanent regulation language LCB File R155-01 was adopted by the Nevada State Board of Education at the public hearing held December 1, 2001, with revision.

- 5. The estimated economic effect of the adopted regulation on the business which it is to regulate and on the public. These must be stated separately, and each case must include:**

There is no economic effect on the business which is regulated. There is no estimated economic effect on the public, either adversely or beneficially, nor immediate or long term.

- 6. 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.

- 7. 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 government agency regulations will be overlapped or duplicated by the above noted regulations. There is no duplication or overlap of federal regulations.

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

There are none.

- 9. 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 or involve a new fee.