

## Assembly

EDUCATION COMMITTEE

MEETING

APRIL 4TH, 1973

Members present: Schofield Vergiels, Foote, Lowman, Barengo, McNeel

Members absent: Broadbent (excused)

Guests present: Dr. Dan R. Newburn - Homesite Baptist Church  
 Father Ben Franzinelli - St. Bd. of Ed.  
 Jim Banner - Assemblyman  
 Neil D. Humphrey - Chancellor, University of Nevada  
 Rosemary Clarke - State Board of Education  
 Robert D. Rose - " " " "  
 Russell McDonald - County Manager - Washoe  
 Craig Blackham - Lyon County Schools  
 Robert Best - Nevada School Bd. Assn.  
 John Gamble - State Department of Education  
 Ken Hansen - Supt. of Schools  
 Shirlee Wedow - State Parent Teachers Assn.  
 Richard Morgan - State Teachers Association  
 Gary Gray - Clark County Teachers  
 John Meeder - Association of County Commissioners  
 Tod Carlini - Lyon County Schools  
 Richard Morgan - White Pine  
 Ron Nagel - Lyon County Schools  
 Kenny Guinn - Clark County School District  
 Kate Butler - League of Women Voters

Chairman Schofield called the meeting to order at 4:15 P.M. by introducing Russ McDonald, Washoe County Manager, who spoke on AB 834 which removes county participation in education of visually and orally handicapped persons.

Mr. McDonald said that this was an unnecessary statute on the books and that what AB 834 would do would be to remove this statute. There were very few cases of visually or orally handicapped County school children and what ones there were seemed to be handled in a different manner. He said that the parent signs the application which is forwarded to the State Superintendent of Schools and the decision is made by the Superintendent's office at the State level.

John Meeder introduced himself following Mr. McDonald's remarks and said that he was Executive Director of the Nevada Association of County Commissioners and verified the previous speaker's opinion that it was wise to repeal the existing statute that the County must make arrangements for transportation etc.

John Gamble, State Department of Education, said they felt this bill was a good way to go. That all costs should come from one control point and that State had been picking up these costs anyhow.

AssemblyEducation Committee - MeetingApril 4th, 1973

AB 796 which directs the Board of Regents of the University of Nevada System to establish a course on preretirement and retirement subjects, was brought up next on the agenda.

Chancellor Humphrey said the Board of Regents had the power to prescribe the courses of study and they did not feel this was a necessary thing to be added to the curriculum. The general consensus of opinion is that this type of study is usually handled at the Junior College level. Oftentimes you would have young people qualified to teach these subjects but who certainly did not in any way have the experience qualifications to go into this adequately.

AB 856 was next on the agenda a bill which provides instruction in certain public school courses for pupils attending private schools and provides textbooks for certain students attending private schools.

Dr. Dan Newburn of the Homesite Baptist Church said this was a bill that had merit. He said he would be in favor of some legislation along this line. He said that he had encourage Mr. Banner to introduce this bill.

Dr. Hansen, State Superintendent of Schools, said that he had had this called to his attention and he thought it was a good idea. This way youngsters that couldn't take a certain course in the school where they were attending could get what they needed somewhere else. He said that the first part of the bill was probably not very good policy where it states about public funds and he would suggest a prior study.

Mr. Barengo asked Mr. Petroni what he thought. Mr. Petroni said he would have to get the Attorney General's opinion.

Chairman asked for comments on SJR 7 which would require Congress to call Constitutional Convention to provide for anti-busing amendment. There were no comments.

AJR 38 which memorializes Congress to make surplus military equipment available to this State for vocational education programs. There was a brief discussion and Chairman moved on to SB 170 which prohibits state board of education from adopting rules and regulations relating to matters outside its jurisdiction.

Robert Rose, President of the State Board of Education said that they opposed this bill .

Rosemary Clarke of Las Vegas said that she was a member of the State Board of Education and gave the reasons why they were opposed. See Addendum I\*

Assembly  
Committee on Education - Meeting

April 4th, 1973

Marvin Picollo, Superintendent of Washoe County Schools spoke in behalf of the bill. The State Board of Education did enact some guidelines. One thing, he said that they were doing that was not right was to treat all minorities the same and the Indians were different and generally did not want busing and the Mexicans were different too.

Rosemary Clark of Las Vegas gave testimony in behalf of the State Board of Education. See Addendum II.\*

Mr. Petroni spoke and said that NRS 388.070 already existing in the statutes gives the same authority this SB 170 does.

Chairman asked the secretary to write to the Attorney General and get their legal opinion on NRS 388.070.

Mr. Petroni said that busing was still pending before the Supreme Court as he saw it and that at this point no one was acting against their decision.

Father Ben Franzinelli, State Board of Education, spoke and said he came to encourage the Assembly Committee to make it clear and define some position regarding this very critical responsibility for every child in the State.

Robert Best said that they supported SB 170. He said they object to the desegregation regulations for the manner in which they were written and given to the school districts in the first place. The authority of the State Department of Education to pass on and establish integration and desegregation policy in the public schools in his opinion was handed down that they did not have the authority and they upheld the Attorney General. The local school boards feel that they want local authority and they would like to have it reaffirmed by SB 170.

Mr. Lowman moved to introduce BDR 2177\* as requested by Chairman  
 Motion seconded.  
 Motion carried.

Respectfully submitted,

Geraldine Smith,  
 Secretary

\* A.J.R. 42

2/22/73

ADDENDUM I  
I32

MY NAME IS ROSEMARY CLARKE OF LAS VEGAS, NEVADA. I AM A MEMBER OF THE STATE BOARD OF EDUCATION, HAVING RUN STATEWIDE TWO YEARS AGO. AT OUR ORGANIZATIONAL MEETING HELD IN JANUARY, I WAS ELECTED VICE-PRESIDENT OF THE BOARD. I HAVE BEEN ON THE GOVERNORS MENTAL HYGIENE AND MENTAL RETARDATION BOARD FOR SIX YEARS AND CHAIRMAN THE PAST TWO YEARS. I AM ALSO THE NEVADA DELEGATE TO THE NATIONAL ASSOCIATION FOR MENTAL HEALTH. I APPEAR BEFORE THIS COMMITTEE IN OPPOSITION TO SB-170.

SENATE BILL #170 IS A REGRESSIVE AND NEGATIVE PIECE OF LEGISLATION AND WE ALL KNOW IN THESE CHANGING AND CRITICAL TIMES IN EDUCATION IT IS NOT THE TIME OR DO WE HAVE THE TIME TO MOVE BACKWARDS.

THE FIRST STATEMENT OF SB-170 NO ONE COULD HAVE ANY OBJECTIONS TO - "THE LEGISLATURE REAFFIRMS ITS INTENT THAT PUBLIC EDUCATION IN THE STATE OF NEVADA IS ESSENTIALLY A MATTER FOR LOCAL CONTROL BY LOCAL SCHOOL DISTRICTS." TO MAINTAIN OUR HISTORICAL DEMOCRACY IN SCHOOL AFFAIRS WE MUST RETAIN A HIGH LEVEL OF LOCAL AUTONOMY IN EDUCATION. IN DOING THIS THO' WE MUST NOT LOSE SIGHT OF FACT THAT NO STATE AGENCY IS AN AUTONOMOUS INDEPENDENT AGENCY AND THIS HOLDS TRUE OF EITHER THE STATE BOARD OF EDUCATION OR ANY INDIVIDUAL SCHOOL DISTRICT. EVERY DEPARTMENT, EVERY BOARD IS AN INTEGRAL PART OF STATE GOVERNANCE AS A WHOLE - WITH SHARED RESPONSIBILITIES AND SHARED PROBLEMS.

I LOOK ON THE STATE BOARD OF EDUCATION AS A BRANCH OF STATE GOVERNMENT AS I LOOK ON EVERY OTHER BOARD OF EDUCATION IN NEVADA. LOCAL CONTROL IS NOT IN JEOPARDY. LOCAL BOARDS MUST BE THE ONES TO PRODUCE EFFECTIVE LOCAL CONTROL ON PROGRAMMING, CURRICULUM NEEDS AND GUIDANCE AS THEY ARE MORE RESPONSIVE TO THE LOCAL MOVES.

THE NEVADA CONSTITUTION IN SEC. 1 UNDER EDUCATION SAYS "THE LEGISLATURE SHALL ENCOURAGE BY ALL SUITABLE MEANS THE PROMOTION OF INTELLECTUAL LITERARY, SCIENTIFIC, MINING, MECHANICAL, AGRICULTURAL AND MORAL IMPROVEMENT AND ALSO PROVIDE FOR A SUPT OF PUBLIC INSTRUCTION." IN THEIR WISDOM THE FRAMERS OF THE CONSTITUTION SAW THE NEED FOR LEADERSHIP AND PLANNING ON THE STATE LEVEL.

PAGE -2-

SEC. 2 "THE LEGISLATURE SHALL PROVIDE FOR A UNIFORM SYSTEM OF COMMON SCHOOLS". THE LEGISLATURE CAN ONLY DO THIS EFFICIENTLY AND IN A BUSINESS LIKE WAY THROUGH ONE AGENCY - A STATE DEPARTMENT OF EDUCATION. QUOTING FROM THE POLICY MANUAL OF THE STATE BOARD OF EDUCATION - THE BOARD WILL INTERPRET THE EDUCATIONAL NEEDS OF THE STATE AND MAKE THESE INTERPRETATIONS KNOWN TO THE PUBLIC AND THE LEGISLATURE. IN DOING SO IT WILL NEED THE COUNSEL OF PROFESSIONAL EDUCATORS, AS WELL AS THE ADVICE OF SCHOOL BOARD TRUSTEES AND CITIZENS INTERESTED IN THE STATE'S EDUCATIONAL PROGRAM.

I FEEL IF SB-170 IS ENACTED WE WOULD SEE THE LEGISLATURE INVOLVED WITH THE BUDGETS AND PROGRAMS OF THE SEVENTEEN SCHOOL DISTRICTS, NOT ONE BOARD BUT MANY. THE MANY HEARINGS NECESSARY COULD CONTINUE A LEGISLATIVE SESSION ON AND ON.

I CANNOT GO ALONG WITH CONTENTION OF THE CLARK COUNTY SCHOOL DISTRICT THAT OUTSIDE OF MONEY HELP THERE IS LITTLE THE STATE DEPARTMENT OF EDUCATION CAN DO FOR THEM. PREEMINENT AMONG ALL OF THE NEEDS OF LOCAL EDUCATIONAL SYSTEMS IS THAT FOR BETTER LONG RANGE, COMPREHENSIVE EDUCATIONAL PLANNING. THE DISTRICT OR THE STATE CANNOT AFFORD FRAGMENTED PLANNING WHICH IS COSTLY. PLANNING FOR THE STATE MUST BE DONE AT THE STATE LEVEL. THE EMERGING AREAS OF SOCIAL CONCERN OFTEN NEED IDENTIFICATION AT THE STATEWIDE LEVEL BEFORE LOCAL DISTRICTS REALLY ARE AWARE OF THE PROBLEM. NO ONE IS TRYING TO FORCE LOCAL DISTRICTS TO DO ANYTHING. IT IS ONLY A MATTER OF EDUCATIONAL NEEDS BEING WORKED OUT FOR ENTIRE STATE, JUST NOT ONE DISTRICT. THE CHILD ON THE INDIAN RESERVATION NEEDS ARE AS GREAT AS THOSE IN CLARK COUNTY AND ONLY BY WORKING TOGETHER CAN THIS BE ACHIEVED.

IN THIS REGARD OF SOCIAL CONCERN THE PAST YEAR I HAVE WORKED ON A TASK FORCE WHICH FORMULATED THE MODEL LEGISLATION FOR HANDICAPPED CHILDREN WHICH WAS INTRODUCED BY SENATOR LAMB THIS PAST THURSDAY IN THE SENATE. BECAUSE OF THIS PREPAREDNESS THE CLASS ACTION SUIT FILED HERE IN NEVADA THIS PAST DECEMBER BY ELEVEN MENTIONED MINORS IN BEHALF OF THEMSELVES AND ALL OTHER

SIMILARLY SITUATED AGAINST THE STATE OF NEVADA, STATE BOARD OF EDUCATION, STATE SUPT OF EDUCATION AND THE BOARDS OF TRUSTEES OF VARIOUS DISTRICTS WILL, I FEEL BE THROWN OUT OF COURT. IF THE STATE DEPT HAD NOT TAKEN THE LEAD IN THIS MATTER NEVADA WOULD FIND THEMSELVES IN POSITION OF STATE OF PENN WITH THE COURT TELLING THEM TO IMMEDIATELY START THESE PROGRAMS WITH NO PLANS OR FUNDING AVAILABLE.

IN THE CASE OF THE POSITION STATEMENT AND GUIDELINES REGARDING INTERGRATION AND DESEGERATION I THOUGHT THEY WOULD WORK APPX IN THE SAME MANNER. THEY WERE MEANT AS A GUIDE FOR THE FUTURE.

AGAIN GOING BACK TO THE POLICY MANUAL I WOULD LIKE TO QUOTE FROM THE SECTION UNDER POWERS AND DUTIES OF THE STATE BOARD OF EDUCATION - "THE STATE BOARD OF EDUCATION IS A POLICY-FORMING BODY, ACTING WITH ADVICE AND COUNSEL OF PROFESSIONAL LEADERSHIP, IN ESTABLISHING AN EDUCATIONAL PROGRAM DEDICATED TO THE WELFARE OF THE PEOPLE OF NEVADA" - NO.2 THE STATE BOARD FOLLOWS STRICTLY THE MANDATES OF THE LEGISLATURE AS RECORDED IN THE NEVADA REVISED STATUTES. NO. 3 AND THE MOST IMPORTANT UNDER THIS SECTION IS THIS TAKEN DIRECTLY FROM THE STATUTES -NRS 385.270 - WHEN REQUIRED, THE ATTORNEY GENERAL SHALL GIVE HIS OPINION IN WRITING AND WITHOUT FEE TO THE SUPERINTENDENT OF PUBLIC INSTRUCTION ON MATTERS RELATING TO THE DUTIES OF THE OFFICE OF THE SUPERINTENDENT. ON THIS TASK FORCE I WORKED ON I DID SO WORK WITH A VERY ABLE MEMBER OF THE ATTORNEY GENERAL'S OFFICE. AS I AM A FIRM BELIEVER OF LEGAL ADVICE AND FOLLOWING IT WHEN IT IS GIVEN I DID NOT THINK I WAS GOING BEYOND THOSE POWERS GIVEN THE BOARD BY THE LEGISLATURE.

AGAIN WHAT SEEMS TO BE LOST IN ALL OF THIS IS WE WERE WORKING FOR EQUAL EDUCATIONAL OPPORTUNITIES FOR ALL CHILDREN AND I AM SURE THERE IS NOT ONE PERSON IN THIS ROOM WHO IS NOT FOR THAT. IF THERE WERE SOME PROCEDURAL MISTAKES IN THE DESEGERATION GUIDELINES THE INTENT CANNOT BE FAULTED - BETTER EDUCATIONAL CHANCES FOR ALL AND AFTER ALL THE PURPOSE OF A SCHOOL IS TO PROMOTE LEARNING. IT ISN'T THERE FOR THE TEACHERS, FOR THE PRINCIPALS,

SUPT OR BOARD MEMBERS - IT IS FOR THE CHILDREN.

135

I AM REALLY MORE A PROGRAM-CHILD PERSON THAN A POWER, POLITICAL INTRIGUE  
ONE. I FIND MYSELF QUITE FRUSTRATED BY MUCH OF THIS. THE FOLLOWING IS  
A QUOTE FROM THE POSITION STATEMENT REGARDING EDUCATION OF THE HANDICAPPED  
"IT IS THE BASIC RIGHT OF ALL CHILDREN TO HAVE AN EFFECTIVE FREE PUBLIC  
EDUCATION COMMENSURATE WITH THEIR NEEDS." THAT IS MORE OR LESS HOW I  
FEEL ABOUT CHILDREN AND EDUCATION AND ALSO FEEL THAT THIS WILL BE ACHIEVED  
MUCH SOONER WHEN ALL THOSE CONCERNED WITH EDUCATION WORK TOWARD THAT GOAL.  
THIS BILL IF PASSED WILL ONLY AS FAR AS I AM CONCERNED PUT UP ANOTHER ROAD  
BLOCK TOWARD ACHIEVING THIS.

I WOULD HOPE THIS BILL WOULD DIE IN COMMITTEE AND A MORE POSITIVE BILL  
BE PRESENTED TO CLEAR UP ANY AREAS OF CONCERN.

ROSEMARY CLARKE  
MEMBER  
NEVADA STATE BOARD OF EDUCATION



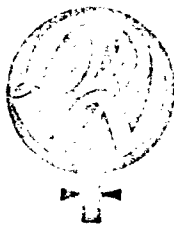
I am Kate Butler, speaking to you today on behalf of the Nevada League of Women Voters. I appear before you in opposition to SB 170 and urge you to seriously consider the hazardous consequences of this proposed legislation. SB 170 is unconstitutional. Its curtailment of certain powers of the State Board of Education makes it impossible for the State to fulfill mandated educational responsibilities. It is also contradictory to the great historical tradition of public education in Nevada.

Although the contents of the legislation relate to powers and authorities of the State in several areas, the thrust of the bill is to curtail Board authority in the area of desegregation and integration. It is primarily in relation to this authority that we address our remarks today.

In order to put education in Nevada into perspective, a brief review of past events is appropriate. As shown in Governor Mike O'Callaghan's State School Study and the review of the development of the State Department of Education authored by Harold N. Brown, significant happenings in Nevada education have been:

1. The provision for schools in the Constitution of 1864, whereby the constitutional convention recognized the importance of education and the State's responsibility by providing " a uniform system of common schools, by which a school shall be established and maintained in each school district at least six months in every year". It is interesting to note, also, that in as many as three sections of the Constitution, mention is made of the fact that no sectarian instruction shall be imparted or tolerated in any public school. "All religions and all sects of any religion are respected in Nevada's public schools. None is taught."
2. The discontinuance of Rate Bills in 1874 which provided for free education for every child in Nevada.
3. The reorganization Act of 1907 which provided for centralized authority in a State Board of Education.
4. The 1953 Peabody Study which influenced the Legislature of 1956 to establish the county as the basic unit of school organization. This consolidation resulted in the disappearance of most of Nevada's one teacher schools and improved the educational opportunities of rural children previously attending schools with very limited facilities. At the end of this period, it became evident that the State Board would determine who should teach and what should be taught. It would select the chief state school executive and regulate the school year. These powers stand out as significant, making the State Board the most important agency for education in Nevada.
5. The Nevada Plan whereby the Legislature adopted a new formula for disbursement of state aid funds to school districts.
6. The 1969 and 1970 educational program assessments required of the State Board under Title 111 of the Elementary and Secondary Education Act of 1965, and made in order to determine the imperative educational needs of the State. The data revealed that the quality of education in the State of Nevada can be rated on a descending scale from urban areas, rural areas to remote rural areas.
7. And finally, the Governor's study which comes to you this Session with its recommendations





for clarification of realistic educational goals, accountability, communication within the school system, interactions between the districts and the communities they serve, career education, improving classroom instruction, and other matters.

The history of public education in Nevada has been one of increasing the State's authority and responsibility in educational matters so that Nevada children, whether they live in Elko, Carson City, Sonoma Heights, Caliente or Boulder City would have an opportunity for the kind of education that would allow them to succeed in the real world of today. Where educational and geographical deficiencies were indicated, Legislatures before you have authorized and mandated the State Board to find remedies. <sup>to the maintain essential elements on local control</sup>

SB170 which curtails the ability of the State Board to seek remedies along these same lines of providing equal educational opportunities, is a direct break with Nevada tradition and is an extremely hazardous and illegal course for this Legislature to be taking.

At the time of our Nevada Peabody Study, the Supreme Court of the United States, as you know, made an important decision in the case of Brown vs. Board of Education, which, simply stated, is that separate education is not equal education. The decision has been refined over the past twenty years, and subsequent opinions of the Court have continued to expand the responsibilities of educational authorities and the meaning of equality. However, the Court's comment in Brown is even truer today:

"In these days, it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education. Such an opportunity, where the State has undertaken to provide it, is a right which must be made available to all on equal terms."

One of the most obvious causes of unequal education stemmed from the existence of State laws designed either to sanction dual school systems or avoid the establishment of unitary school systems. As shown in the Report of the Select Committee On Equal Educational Opportunity of the United States Senate, published December 1972, before Brown, schools were segregated by State law and accepted as public policy. These laws were held to violate the Federal Constitution in 1954. However, in many States, Legislatures enacted statutes designed to sanction segregated schools and to thwart execution of the Court's decisions. These efforts culminated with the enactment of antibusing laws which prohibited the assignment of students on account of race for purposes of desegregation. ~~These~~ legal devices have now all been declared unconstitutional. I think that we can be proud of our Legislative history in Nevada. Before the Brown decision, all but six States at one time legally sanctioned some form of racial separation by State constitution, statute, or judicial decision. Along with Maine, Hawaii, New Hampshire, Vermont, and Washington, Nevada was one of these six States that never placed STATE legal sanction on equal education.

Across the country today and over the past twenty years since Brown, State educational authorities have by Court order or by voluntary action begun to reassess the kind of education provided and to reform along lines of greater equality. Illinois developed State Desegregation Regulations; Massachusetts passed its State Facial Balance Law. In Pennsylvania, by a vote of 6 to 1, the Commonwealth Court ruled that the State Human Relations Commission "has the authority to order busing to correct defacto segregation". In Connecticut, the City of Hartford filed suit against the State because



the State school-district policy failed to promote racial and socio-economic desegregation and placed a disproportionately heavy tax burden on the City. In March 1972, the California Legislature created and Governor Reagan signed into law a mandate that "school districts shall prevent and eliminate racial and ethnic imbalance in pupil enrollment; and required the California State Board to adopt rules and regulations." In New York, the State Board of Regents declared: "To say that public authorities may mandate attendance zones as a concomitant to school consolidation but may not mandate attendance zones to achieve socially and educationally desirable goals of racial and cultural integration, seems to the Regents unsupportable".

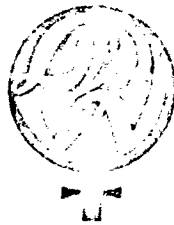
In the view of the League, the State Board of Education last year took a long-overdue look at what was happening in Clark County and around the nation, and wisely began to prepare a policy that would help districts provide a more nearly equal education for all Nevada children. There were many Nevada indicators of the need to do so. The years of litigation in Clark County, and subsequent confusion, cost, and public polarization was a lesson to be avoided elsewhere in the State. The program assessments that indicated inequality in geographical areas and among minority children. The views of the citizens regarding their schools, documented in the Governor's school study, which show that minority parents and parents of low income were much less satisfied with the job that schools were doing for their children in Nevada than others of greater affluence and majority race Nevadans. The Civil Rights Survey of pupil enrollment and staffing, which in 1971 showed that there is one white teacher for every 20 white Nevada students, one Black teacher for every 55 Black students, one Spanish-surnamed teacher for every 72 students, one Oriental teacher for every 90 Oriental students, and one Indian teacher for every 280 Indian students. These were the kinds of indicators that point out the deficiencies in <sup>public education</sup> *for all children.*

The State Board, then, with the aid of citizens and community groups, districts, principals and teachers developed a policy that would ask Nevada districts to look at themselves in terms of providing equal education, and where lacking, to develop new curriculum, to reform staffing, provide teacher training, revise zoning or do whatever needed to be done in their districts. The policy asked the districts to do this job with the assistance of the communities they serve. The Board allowed for necessary variances within the broad regulations provided.

The reaction of District authorities in opposition to this policy, we believe, is another clear indicator of the need for this Legislature to continue to vest primary responsibility for equal education in the Nevada State Board.

In closing, we would like to direct your attention again to the Governor's school study and the views of the citizens of Nevada. When they were asked what it was that schools should do for their children, the highest ratings were given to the following six priorities:

1. learning the rights and duties of citizens
2. developing an inquiring mind
3. learning the habit of figuring things out for themselves
4. developing a sense of right and wrong
5. learning the basic skills...the three R's
6. acquiring the ability to live and work with others.



Where we have failed to confront the realities of racism and school failure and to provide the human resources necessary to support people involved in this process of racial and educational change, we must now do so. Where we have missed the opportunity to counter racism by developing a curriculum and instructional materials that are more than "white, we must now focus on race and racial collaboration as a content of learning; where we need teacher training, it must be provided; where community input has been minimal, we must allow for greater participation; and in all areas, we need educator accountability. [ There is no reason <sup>way</sup> people who are serving a community should not be accountable to that public for what they do with their most precious resources, their children.]

If we are going to do these things, and if we are going to help black and white and brown students in the classroom learn how to work together, then we must use every available tool. One of these tools is State responsibility for desegregation and school integration.

We urge you to vote "No" on 170.

ASSEMBLYAGENDA FOR COMMITTEE ON EDUCATIONDate 4/4/73 Time 4:00 Room 336Bills or Resolutions  
to be consideredSubjectCounsel  
requested\*

AB 834 Removes county participation in education of visually, orally handicapped persons.

AB 796 Directs the board of regents of the University of Nevada System to establish a course on pre-retirement and retirement subjects.

AB 856 Provides instruction in certain public school courses for pupils attending private schools and provides textbooks for certain students attending private schools.

SB 170 Prohibits state Bd of Education from adopting rules & regulations relating to matters outside its jurisdiction.

AGJ 38 Memorializes Congress to make surplus military equipment available to the state for vocational education programs

SGR 17 Request Congress to call Conf. Comm. on housing

~~AB 469 Business Colleges~~

AB 518 Increases minimum age requirement for drivers licenses.

SB 170 Prohibits S.B. of E. from adopting rules reg pertaining to matters outside its jurisdiction

\*Please do not ask for counsel unless necessary.