

ASSEMBLY EDUCATION COMMITTEE MINUTES

2- 423

APRIL 8, 1975

MEMBERS PRESENT: Chairman Wittenberg
Vice Chairman Polish
Mr. Chaney
Mr. Coulter
Mr. Lowman
Mr. Vergiels
Mr. Weise

MEMBERS ABSENT: None

GUESTS: John Hawkins, Carson City Schools
Bob Best, Nevada State School Boards Association
John Gamble, Nevada State Department of Education
Shirlee Wedow, Nevada PTA
Gaylin Sharp, Washoe County Community Schools
Gerald Shelby, Nevada Department of Education
Buster Scharman, Western Nevada Community College
Ted Jackson, Mineral County School District
Jim Sale, Nevada Parent Teacher Association
Joyce Woodhouse, NSEA

Chairman Wittenberg called the meeting to order for the purpose of hearing testimony on AB 514, enacts provisions for organization, supervision, and support of community schools in the State of Nevada.

Before taking any testimony Chairman Wittenberg stated that the committee would take action on some of the bills which have been heard but are still in committee.

AB 424, requires preschools to be licensed and regulated by the State Board of Education. Mr. Polish moved to indefinitely postpone this bill and Mr. Lowman seconded the motion. The vote was unanimous for the motion.

AB 359, establishes policymaking boards within association for interscholastic activities. Mr. Polish stated that he could not support this bill at this time because of the testimony given which showed that the school boards, superintendents and principals were not happy with this bill and it is not what they want at this time.

Mr. Weise stated that he agreed with Mr. Polish that all the testimony given was against it with the exception of the sponsor's testimony.

Mr. Vergiels moved the committee "do pass" and Mr. Chaney seconded the motion. The vote was 4 ayes, 2 nos (Polish and Weise) and one not voting (Chaney). See attached legislative action form.

AB 514 was then heard. Mr. Gamble of the State Department of Education stated that this was a substitute bill for the one that had been previously heard and indefinitely postponed by this committee. He stated that they have reduced the amount requested to a minimum and they feel that most of what was objected to has been eliminated. This is permissive legislation allowing the community to take advantage of funds available.

It is of interest and concern to the smaller district who now have a minimal program. This would provide basic funding to get community education going.

The Department is involved only in that there is a committee assigned to work with the community education program only on a leadership basis. The bill is intended to show that they will continue on this basis rather than have additional staff.

Finally, they had removed the reference to a Community Education Director at the state level but the bill drafter had put it back in.

Mrs. Wedow, Nevada PTA, testified that she had testified at the last hearing about the concern of the PTA for this bill. They have taken the previous bill and removed all the things that the committee had been concerned with and they feel that this is a bill the committee could live with. This included all the references to advisory committees and have the person at the state department referred to as a consultant rather than a director.

This is enabling legislation and does not mandate any school district to apply for it and the money was cut down for the reason that perhaps not many will apply for it the first year. They do hope that as many as can use it will do so.

They are concerned with something that has been left out and that is that in the original bill there was a section it that stated that the school district will show willingness to do these kinds of things and then listed a number of things. One of these things was left out and that was the plan to establish neighborhood planning councils. Feel this is very important. It could be done through the State Department of Education guidelines. This would mean a group of persons representing the population within a single school district to work with the principal.

Jim Sales, Nevada PTA, stated that he would like to testify about the conceptual motivation behind their support of this bill.

1. They see this is a way to expand utilization of school plant investment in the State of Nevada
2. Reducation of future investment required by joint ventures.
3. Involvement of a broader cross section of the population improving the quality of life for the individuals. Also contributes to community pride and civic improvement.
4. Community involvement which will improve the educational

delivery system of our children by bringing about additional channels for two way communication between the community and schools.

Robert Best, Nevada State School Boards Association, stated that at their last meeting they had taken the community school concept under study. All 17 counties were represented and it was voted to support this legislation.

This bill is a little different in that it is a modified bill and not as expensive. The School Boards Association does support this bill.

Many schools carry out a community education program and this bill would provide incentive to go ahead with more programs, especially in the smaller school districts.

They concur with the previous testimony submitted by the PTA.

Mr. Wittenberg asked if the School Boards Association agreed that the way the bill is drafted it would be up to the individual school boards to decide whether or not to participate. Mr. Best stated that this was true.

Mr. Wittenberg then ask if they would say that the intent of the bill is that the legislature would advocate the community school concept, will help administer, help pay director's salary, and you take it from there. Mr. Best concurred with this.

Mr. Lowman then asked if the vote of the association had been unanimous in support of this bill. Mr. Best stated that it had not, that Clark County had some reservations because they have a strong community school program already.

Mr. Wittenberg stated that amount of expense that would be required by expansion of their program and additional cost of running the schools longer would be up to the local board to decide. Mr. Best stated that this would be true.

Gaylin Shape, Washoe County School District, stated that he was a graduate intern from Brigham Young University working with the Washoe County School District for his degree in community schools.

He urged the committee's support of this bill, stating that they were very please with the present program they have in Washoe County. He stated that they have enjoyed watching the people participate and seeing the enjoyment they receive from the program.

Mr. Gerald Shelby, Nevada Department of Education, stated that this was the most promising thing on the educational horizon that he had ever seen. He presented the committee with a copy of an article by Columnist Sylvia Porter regarding better use of

schools can cut taxes. A copy of the article is attached to these minutes as Exhibit I and herewith made a part of this record.

Mr. Selby stated that he sees it as a necessary thing if we are to make a marriage between academic education as we now know it and career education as we presently have whereby a student can get an earlier chance to explore the world of work and be given experience skills. He stated that he felt community involvement was necessary to get this whole thing going. Can grow to a broad operation which will benefit both career and academic education. He stated that it would be worth everyone's while to get copy of Education Journal and they would discover that this is national and international concept.

Ted Jackson, Mineral County School District, stated that Mineral County has had experience with the community school concept. They conducted a survey to determine their needs and then ran a pilot project. They have presented the their school board a concept whereby they could incorporate the community college director and the community school director into one position. If this bill is funded they will be able to implement this for the coming year.

Buster Scharman, working through the Western Nevada Community College as a graduate intern from Brigham Young University, stated that he had conducted a survey in the Mineral County area. He found a great deal of interest in this type of thing in Mineral County. He was then allowed to have a pilot program to see if that interest would continued on a practical basis. They started with five different activies. They found that the people would participate. These people were willing to pay the expenses themselves. They also have the say as far as the program goes.

Mr. Scharman stated that in each community the program would probably be different depending upon the different interests of the citizens. However if you would combine the different agencies within the community and have some cooperation you would eliminate waste and duplication of effort.

Mr. Hawkins, Carson City School District, stated that his school district was fortunate in that they were able to have a program whereby they do use the equipment and buildings for other things. They use their buses for ski programs and the buildings for evening adult classes. They feel that if the community concept program would have been in effect maybe the present swimming pool being built would have been built in connection with a educational facility. They support this bill and would take advantage of this type of leadership if it were available.

Mr. Lowman asked if they had projected how much it would cost them for this. Mr. Hawksing stated that it would cost 1/2 of the salary of the person performing the leadership role.

Mr. Lowman then asked about the indirect cost such as additional electricity, etc. Mr. Hawkins stated that there would be some cost to the program itself and to the participants.

Mr. Lowman then stated that every dollar spent on this would be that much fewer for the teacher. He asked if there had been any testimony from the teachers on whether they were for or against.

Mr. Hawkins stated that he felt the teachers would be in favor of this in that it would help them in their relationships with the community. Being a teacher at the present time is difficult and any communication with the community is good and will help them in the long run.

Mr. Lowman asked him if they were not putting themselves in a position to bring this into negotiation with the teachers.

Mr. Jackson stated that they were able to get assistance from the Community College, Parks and Recreation Board and some money that was available from the Naval Ammunition Depot. They do not intend to touch the general fund.

Joyce Woodhouse, NSEA, stated that they have taken no position on this particular bill.

In ending the hearing, a gentleman from the State Department of Education related a story from when he had been a school administrator. He stated that one Saturday a group of boys came to his home to see if they could use "his" gym. This is a public gym and he would like to see us return to this concept.

Mr. Polish moved the committee "do pass" AB 514 and Mr. Vergiels seconded the motion. The vote was unanimous in favor of the motion. Chairman Wittenberg stated that this bill would now be re-referred to Ways and Means.

Chairman Wittenberg announced that the next meeting would be April 15 at which time the committee would hear testimony on AB 547, which makes changes in provisions relating to educational personnel.

As there was no further business to conduct for this day, Chairman Wittenberg adjourned the meeting.

Respectfully submitted,

Sandra Gagnier,
Assembly Attache

A copy of a letter from Father Dunphy in support of this bill (AB 514) is herewith attached as Exhibit II and made a part of this record.

ASSEMBLY
AGENDA
HEARING

2-422

COMMITTEE ON _____ EDUCATION _____
Tuesday
Date 4-8-75 Time 3:00 p.m. Room 336

Bill or Resolution
to be considered

Subject

AB 514

Enacts provisions for organization, supervision
and support of community schools in the State
of Nevada. Fiscal Note: Yes

58TH NEVADA LEGISLATURE

EDUCATION
LEGISLATION ACTION

2-428

DATE April 8, 1975

SUBJECT AB 359, establishes policymaking boards within association
for interscholastic activities.

MOTION:

Do Pass XX Amend _____ Indefinitely Postpone _____ Reconsiderer _____

Moved By Mr. Vergiels Seconded By Mr. Chaney

AMENDMENT:

Moved By _____ Seconded By _____

AMENDMENT:

Moved BY _____ Seconded By _____

VOTE:	<u>MOTION</u>		<u>AMEND</u>		<u>AMEND</u>	
	<u>Yes</u>	<u>No</u>	<u>Yes</u>	<u>No</u>	<u>Yes</u>	<u>No</u>
CHANEY						
COULTER	X					
LOWMAN	X					
POLISH		X				
VERGIELS	X					
WEISE		X				
WITTENBERG	X					

TALLY: 4 2 (1 not voting)

ORIGINAL MOTION: Passed XX Defeated _____ Withdrawn _____

AMENDED & PASSED _____ AMENDED & DEFEATED _____

AMENDED & PASSED _____ AMENDED & DEFEATED _____

Attached to Minutes April 8, 1975

EDUCATION
LEGISLATION ACTION

2- 429

DATE April 8, 1975

SUBJECT AB 424, requires preschools to be licensed and regulated by
the State Board of Education

MOTION:

Do Pass _____ Amend _____ Indefinitely Postpone XX Reconsider _____

Moved By Mr. Polish Seconded By Mr. Lowman

AMENDMENT:

Moved By _____ Seconded By _____

AMENDMENT:

Moved BY _____ Seconded By _____

VOTE:	MOTION		AMEND		AMEND	
	Yes	No	Yes	No	Yes	No
CHANEY	X	_____	_____	_____	_____	_____
COULTER	X	_____	_____	_____	_____	_____
LOWMAN	X	_____	_____	_____	_____	_____
POLISH	X	_____	_____	_____	_____	_____
VEPCIELS	X	_____	_____	_____	_____	_____
WEISE	X	_____	_____	_____	_____	_____
WITTEMBERG	X	_____	_____	_____	_____	_____
TALLY:	7	0				

ORIGINAL MOTION: Passed XX Defeated _____ Withdrawn _____

AMENDED & PASSED _____ AMENDED & DEFEATED _____

AMENDED & PASSED _____ AMENDED & DEFEATED _____

Attached to Minutes April 8, 1975

EDUCATION
LEGISLATION ACTION

2

DATE April 8, 1975

SUBJECT AB 514, enacts provisions for organization, supervision, and support of community schools in the State of Nevada.

MOTION:

Do Pass XXX Amend _____ Indefinitely Postpone _____ Reconsider _____

Moved By Mr. Polish Seconded By Mr. Vergiels

AMENDMENT:

Moved By _____ Seconded By _____

AMENDMENT:

Moved BY _____ Seconded By _____

VOTE:	MOTION		AMEND		AMEND	
	<u>Yes</u>	<u>No</u>	<u>Yes</u>	<u>No</u>	<u>Yes</u>	<u>No</u>
CHANEY	<u>X</u>	_____	_____	_____	_____	_____
COULTER	<u>X</u>	_____	_____	_____	_____	_____
LOWMAN	<u>X</u>	_____	_____	_____	_____	_____
POLISH	<u>X</u>	_____	_____	_____	_____	_____
VERGIELS	<u>X</u>	_____	_____	_____	_____	_____
WEISE	<u>X</u>	_____	_____	_____	_____	_____
WITTENBERG	<u>X</u>	_____	_____	_____	_____	_____
TALLY:	<u>7</u>	<u>0</u>				

ORIGINAL MOTION: Passed XXX Defeated _____ Withdrawn _____

AMENDED & PASSED _____ AMENDED & DEFEATED _____

AMENDED & PASSED _____ AMENDED & DEFEATED _____

Attached to Minutes April 8, 1975

Waste of Our Schools

2 431



Sylvia Porter

Of all the stupid moves we, as citizens, are making in this murderous era of spiraling energy and other costs side by side with deepening recession and soaring joblessness, one of the most stupid is our shameful waste of our public schools during periodic vacations, weekends and the summer months.

While our property taxes have skyrocketed almost out of sight and are intolerably squeezing homeowners in areas across the nation, most of the schools financed and maintained by these taxes are closed for a startling 50 per cent of the time!

While during this past Christmas-New Year's vacation, countless millions of our elderly, lonely, handicapped, poor and other needy were yearning for places to meet and share their meals and thoughts, our handsome, beautifully landscaped elementary and high schools were shut tight. While this coming summer millions more will be seeking places to improve their skills, learn new skills, find ways to meet today's problems, most of these schools again will be closed down as usual.

OUR PUBLIC SCHOOLS are to an appalling degree unused for long periods of time - representing an abuse of schools and an extravagance that in this era America simply cannot afford.

The cost of supporting our elementary and high school system has tripled during the past 10 years. But the overwhelming majority of the schools still are used only five days a week, nine months a year and are restricted to the formal education of Americans between the ages of five and 17 or 18. A stranger to the American educational system might understandably deduce that human learning begins in early September at the age of five and terminates (for all except the lucky) in June at the ages of 17-18.

Meanwhile, there is an ever-mounting need for further education of the older American - ranging from vocational training to retirement preparation and planning, consumer education, nutrition, music, arts, crafts. It must be increasingly clear to all thinking Americans that learning is a lifelong process, among the human being's most basic needs - and not the process that begins at five and ends not many years later.

WHAT'S THE ANSWER? The answer is community education schools - the use of our idle public schools to serve all of us.

And this answer also will help slash our local tax bills by avoiding the need to build and maintain additional expensive facilities, by keeping more real estate from falling off local town tax rolls and incidentally by reducing vandalism in and

around the schools. (Experience has demonstrated in a fascinating way that around community schools, with all the facilities for full-time, year-round use to help young and old, vandalism becomes negligible.)

The whole concept of community education is gaining acceptance at the federal, state and local levels at a speed that may come as a revelation even to the knowledgeable. As of last count, there were approximately 700 school systems involved in implementing community education on a planned, organized basis. There is an expanding national network with more than 60 centers for community education development headquartered mostly at colleges in more than 40 states.

AS OF EARLY 1975, nine states had enacted legislation supporting community education. "The Community School Development Act," a part of the 1974 amendments to the Elementary and Secondary Education Act, was passed by Congress last year and signed by President Ford on Aug. 21, 1974. Under this law, federal funds will be available

beginning in 1976 to assist local public school systems in implementing community education, to help in training and dissemination of information on activities and in the establishment of a National Advisory Council.

Instead of being used to a puny one-third of their potential, our traditional schools could become community schools and be open to all ages, 12 months a year, 12 to 18 hours a day, seven days a week - and be used to their full potential. Instead of taxpayers getting a 25 per cent return on their investment in schools and paying in addition for many other duplicated services, we would be getting a full return on our investment plus interest through more and better organized services.

You and your own community can broaden your schools in a thousand and one ways - using them for purposes ranging from rehabilitation to special feeding programs for those who need them; from meeting places for the elderly especially to special outings for those who could not leave their homes otherwise. Whatever you do to use your schools more fully will all be plus.

From YOUR MONEY'S WORTH

Courtesy of Field Newspaper Syndicate

Mr. Wittenberg and Members of the Committee:

Due to another simultaneously scheduled hearing which I must attend this afternoon, I cannot appear personally at this hearing, but ask that this brief statement be read into the record for me.

I am Fr. Larry Dunphy, representing the Franciscan Center and NAACP, Las Vegas Chapter. We wholeheartedly commend the concept of The Community School expressed in AB 514. Our schools represent probably the largest and most consistent outlay of public monies for most of our communities; if, by relatively small further investments of monies, they can be made more useful for more members of our communities, it would be poor public policy to fail to create that mechanism.

The human person is both educatable and in need of education all of his life. Unfortunately many persons for one reason or another fail to make use of school and education during those years when it is normally provided; many of these same wake up to their need or the benefit only in their adult life. Adult education as it exists in our High Schools or Community Colleges meets some of this need, but the concept of the Community school provides for building a program that grows out of and is adapted to the needs of the community. It provides that those who are interested can participate in the development of a program according to their needs.

I appear at committees here to represent the needs and concerns of the poor. Lack of education is perhaps the most consistent factor in all age groups, all racial and minority groups, and all parts of the country in contributing to poverty. Along with improved health care and nutritional needs, education and accessibility to education for poor adults are the basic needs in lessening the impact and extent of poverty in our country and state. Education in the community school need not be confined to formalized courses that are offered in basic education or in night school curriculums. Rather, it can help in such things as improvement in reading skills and communication, better household and budget management, family relationships and understanding of development stages of children, nutritional management,

improvement and maintenance of one's home, roles in citizenship, helping people to find things to do in spare time, helping to develop a sense of pride in oneself and one's community, or helping provide a better understanding and concern for parents in helping their children to learn, etc.

I cannot find or recall the exact reference now, but somewhere in the last year I read a report on community schools as they exist in some other states and communities. Although slow to start and win the confidence of the people, they have proven to be well accepted and very helpful to people in general self-improvement. They also have been very helpful to senior citizens in preparing for retirement and in learning new roles and finding new things to do in their senior years.

I would strongly urge you to pass this piece of legislation. I feel that its potential for benefit to the citizens, if it is administered creatively as it is intended to be, is very great. The amount of money set forth here is relatively small and nearly insignificant in comparison to the overall budget and other matters to which vast sums are being allocated. These could be very fruitful dollars for this state; for very little, I believe it is possible to get a lot.

I would urge you to pass this .

Thank you.

Fr. Larry Dunphy,