

MEMBERS PRESENT

Chairman Vergiels  
Vice Chairman Craddock  
Mr. Banner  
Mrs. Hayes  
Mrs. Wagner  
Mrs. Westall  
Mr. Stewart  
Mr. Malone  
Mr. Webb

GUESTS PRESENT

See Guest List attached

Chairman Vergiels called the meeting to order at 3:00 p.m.

The first order of business was discussion of the amendments to A.B. 128, which had been given to Assemblyman Brady to amend. Mr. Craddock explained the amendments as follows: Amend Section 1, Page 1, Line 13 by inserting "recommend" after "revising"; Section 1, Page 1, Line 22 by inserting "upon request" after "making available" Section 1, Line 1, Page 2 by inserting "recommend" after "of all"; Section 1, Page 2 by deleting Line 2 and 3 and inserting "approved pursuant to Section 2, and shall periodically request of the District to determine the extent of compliance with them."

Mr. Webb moved that the amendments be adopted, seconded by Mrs. Hayes. The motion was carried unanimously.

Mr. Webb moved that the bill be passed as amended, seconded by Mr. Craddock. The motion was carried unanimously.

The Chairman called for testimony on A.C.R. 6.

ASSEMBLY CONCURRENT RESOLUTION 6

Theron Swainston, Clark County School District, stated that they have no objection to the content of A.C.R. 6 as such, because all the social studies programs contain reference to current affairs, but they do oppose legislative action such as this which would make decisions regarding content which would be better left to the local school boards.

Chairman Vergiels explained that a resolution is a direction rather than a mandate.

ASSEMBLY BILL 369

Wendell Newman, Executive Director of the Nevada State Education Association, presented a prepared statement, a copy of which is attached hereto and marked Exhibit A.

Robert Petroni, Attorney for the Clark County School District, stated that he supports this legislation. This bill is a result of a particular case which they had in Clark County last year. Under the present statute the State Department has the obligation to contact the parties and get them together and choose the hearing officer. In this case, the party knew he would be dismissed and left on sick leave without leaving an address where he could be reached. He collected sick pay for two months. After two months he admitted acceptance of service by mail and came to the school district on the last day and requested a hearing which he had fifteen days to do by law. He then disappeared and could not be contacted to set a date for a hearing and pick a hearing officer. He has not been contacted to this date. They finally determined that he resigned. The law is not clear now about when an employee absents himself from service and from the hearing procedure. This bill would clarify this matter.

Mr. Banner asked if employees are covered under collective bargaining. Mr. Petroni answered that they are, but there is no five day rule.

Mr. Craddock asked if this were the only case. Mr. Petroni answered that there had been other cases in the past years. The problem is not knowing what to do about the students who are affected by not having a teacher and they are unable to replace the teacher without guidelines.

Chairman Vergiels appointed a committee of Mr. Petroni, Mr. Newman, Mr. Earnhart and Assemblyman Craddock to work out the problems on this bill to be reported back at the next regularly scheduled meeting.

George Earnhart of the Nevada State Board of Education left a copy of the position of the Nevada Department of Education, a copy of which is attached hereto and marked Exhibit B.

#### ASSEMBLY BILL 248

Joyce Woodhouse, representing the Nevada State Education Association, stated that they understand that the intent of A.B. 248 is similar to A.B. 90. The intent is that first graders who are enrolled in school shall attend classes. The problem is that those first graders who are not yet seven years of age are not under the jurisdiction of the principal to make them return to class.

Assemblyman Nick Horn said that this bill arose at the request of a group of teachers in his district. He stated that the title of the bill does not really reflect the intent of the bill. The intent is found in Section 2 which changes the age from seven to six. The upper part of the bill changing the age from seven to six is a misnomer and it should be returned to seven so it would not require compulsory kindergarten, in some cases, which would require the fiscal note. The intent is that anyone enrolled in school could be subject to the dictates of the truant officer. He would like to prepare amendments to reflect the intent of his constituents.

Mr. Craddock asked if Mr. Horn would work with him on A.B. 90 and

A.B. 248 to reconcile the differences and come up with something workable.

Mr. Malone felt that possibly A.B. 248 could be pulled out and just pursue A.B. 90, as they are so similar. This will be decided at a later date.

ASSEMBLY BILL 388

Assemblyman Alan Glover, District 40, explained that A.B. 388 is the result of interim study that was funded last session of the legislature and creates a Commission on Professional Standards In Education. The reasoning is to have education improved in the state. He read through the bill. The groups to be represented on the commission basically are those who made up the interim study. There was unanimous agreement that this should be the makeup of the commission. The commission would be strictly advisory to the State Board of Education. One of the main interests was the accreditation of institutions of higher learning which are located outside Nevada and which offer courses and programs to meet the requirements for recertification. There has been controversy by some school districts on acceptance of credits from such colleges out of state. The fiscal note was deleted so it could be handled in the Ways and Means Committee.

Chairman Vergiels explained that this bill was generated last session because many legislators felt that education was not policing itself. The study was to come up with some kind of solution for a self-policing thing from within. Licensure was purposely left out.

Joyce Woodhouse, Nevada State Education Association, presented a prepared statement in support of A.B. 388, a copy of which is attached hereto and marked Exhibit C.

Mrs. Westall stated that many of the bills being presented seem to represent a take-over by the teachers. She wondered if the teachers were not blinding themselves to the wants, needs and desires of the public.

Mrs. Woodhouse answered that this was a subject of discussion on the study committee and that is why the makeup of the commission was so diversified.

Mrs. Wagner asked how the commission would function as a hearing panel pertaining to regulations in subsection 3.

Mrs. Woodhouse explained that the hearing panel would be hearing the issues and then it would go to the State Board and State Department

Mrs. Wagner concluded from this that they would make an advisory recommendation based on the testimony.

Mrs. Wagner questioned the determination of the accreditation of

those institutions of higher learning outside the state.

Mrs. Woodhouse said that the Commission would review the credits and make a recommendation.

Mrs. Wagner asked who is making the determination of the credits at this time.

It was decided to wait for Mr. Anderson's testimony to answer this question, as there may be some overlap on this subject.

George Earnhart presented a prepared statement on the position of the Nevada Department of Education on A.B. 388, a copy of which is attached hereto and marked Exhibit D. He stated that the State Board of Education does not take an official position on this bill pending clarification of some of the things in the bill by Mr. Glover.

Carl Shaff, Executive Director of the Nevada State School Boards Association, testified that the Association is in favor of the concept of the Commission but the physical makeup as listed in A.B. 388. They strongly feel that the Commission is weighted in one direction and would go on record that they are for a committee to improve the quality of educational instruction, but they are not in favor of eight members of the teachers organization on the commission.

Mrs. Hayes asked for his recommendation on the setup.

Mr. Shaff felt that eighteen people would be difficult to get together and discuss certification. The committee would be too large and cumbersome.

Mr. Webb stated that he is becoming anti-commission, especially appointed commissions. Input should be directly from the school boards.

Mr. Glover took exception to the testimony of Mr. Shaff as the subcommittee put in a lot of time on the makeup of the commission, and the representative from the School Board Association agreed to the makeup. He also has difficulty with large committees, but felt that the School Board Association should have made their feelings known at the time of the subcommittee hearings rather than coming now and trying to shoot it down. He does not want to work further on changing the makeup of the commission. Members of the Association present indicated that the delegate to the committee who agreed to the makeup of the commission is no longer a member of the Association and they do not now agree with this makeup. Mr. Glover stated that the representatives from the State Department of Education are no longer there either. Mr. Shaff said it was not presented to the Board of Education for their vote.

It was determined, through questioning by Mrs. Wagner, that the Nevada Personnel Guidance Association would like to have a member of their group on the Commission and would have someone available for that purpose:

Chairman Vergiels stated that A.B. 388 would be held for further study.

ASSEMBLY BILL 370

Wendell Newman, Executive Director of the Nevada State Education Association, presented a prepared statement in support of A.B. 370, a copy of which is attached hereto and marked Exhibit E.

Pauline Farber, Elementary School Counselor, stated that she works for Washoe County as an Elementary School Counselor and is unique in that she is part of the staff of the school and is on campus all the time. This makes it easier to work with the teachers, students and parents. She feels that she has helped many children with emotional problems where learning has stopped. By small group and individual counseling, they have been able to correct the problems in many cases and the learning has gone on.

Chairman Vergiels asked why she thinks this is important since it is a pilot program and what will it accomplish when expanded. Mrs. Farber answered that there are children who would ordinarily be problems by third or fourth grade, and in many cases they may have their problems settled by first grade. The small problems are not allowed to become large problems.

John Dorf, President, Nevada Personnel Guidance Association and a middle school counselor, stated that elementary counseling is preventive counseling and is, therefore, much more economical. They feel that the funds provided by this bill would be a "seed" type program to get a good initial program going. The evaluation would be provided to the State Department for analysis and they would come back in the future with a report of the effectiveness of the program. He referred to a Position Paper for the Elementary School Counselor Task Force, a copy of which is attached hereto and marked Exhibit F.

Mrs. Westall asked if there were means to send a child to a doctor for a physical examination before the problem becomes declared psychological. Mr. Dorf said this has been done several times. Mrs. Westall feels that many times physical problems are mis-diagnosed as psychological.

Mrs. Wagner said that she feels that this is one of the best bills seen yet in the Education Committee but was concerned that too much of the money would be used for existing programs and not enough for setting up new programs.

Mr. Dorf felt that the funds should be used more for setting up new programs rather than funding established ones. Some could be used

for support materials for the smaller school districts who could not have a full time counselor for the schools, which would help the teachers to carry on with this program, with help from a professional counselor. The teachers would also have some training.

Mrs. Hayes asked what kind of materials would be purchased. Mr. Dorf mentioned several types of kits on the market which could be used by teachers in conjunction with counselors. He went into some more detail on the duties of counselors, including the mechanics of group counseling.

Mr. Stewart asked about the effect upon driver education if funding were switched to counseling.

Mr. Dorf stated that he understands that a fee would be charged for driver education.

Myrna McDonald, President of Nevada Personnel Guidance Association and employee of State Department of Education, said in response to Mrs. Wagner's question on additional assistance provided districts, that at this time there are elementary school counselors in four districts of the seventeen in Nevada. This funding would provide an opportunity for elementary counseling in the other thirteen.

George Earhart presented a prepared statement which explains the funding of this program and how it would effect the driver education, a copy of which is attached hereto and marked Exhibit G. He would like to see all the money go to starting new programs, although some of it would stay in existing programs.

Dr. Bob Gaston presented a prepared statement on behalf of the Nevada State Parent Teacher Association, a copy of which is attached hereto and marked Exhibit H.

Mrs. Westall feels that too much of the control of children is being taken from parents and given to the teachers and, sometimes, the P.T.A.s are being run more and more by the teachers rather than giving more say to the parents.

Mrs. Hayes asked how many people were at the convention which agreed with A.B. 370. Dr. Gaston said there were 400 at the convention, but that the idea had been presented to all the P.T.A.s for consideration.

Keith Pierce, Chairman of the Counseling Department, College of Education, U.N.R., and also representing N.P.G.A., stated that in Nevada there are more people problems than mechanical or building problems. The turnover rate in the Washoe County Schools in 1975-77 was 58 percent. This kind of upheaval makes for more need for counseling. The ideal ratio of counselors to students is one for every 300-600 students. In Nevada there is one for every 300-600 high school students but only one for every 3,000 students in the elementary schools.

Mike Rask, Executive Director of the Nevada Advisory Council for Vocation Education, presented a prepared statement, a copy of which is attached hereto and marked Exhibit I. He spoke of his own child who had been helped greatly by expert counseling in the elementary school. He strongly urged passage of A.B. 370.

Theron Swainston of the Clark County School District strongly urged support of A.B. 370. There is already a pilot program for elementary counseling in Clark County. He stated that for financing, there would be a transfer of funds now used in driver education to elementary counseling so there would not have to be additional funds appropriated at this time.

ASSEMBLY BILLS 400, 399, 398 402, 401 and 388

Merlin Anderson, Administrator for the Commission on Postsecondary Institutional Authorization, testified that his interest in A.B. 388 is relative to the indicated need for a review and updating improvement in the area of teacher certification inasmuch as all teachers who teach in private schools in the postsecondary level in the state are required by the commission to have teacher certification from the State Department of Education, so they are concerned with those areas, particularly with some of the vocational areas. He was concerned with the size, which has already been mentioned. Another concern was the representative of private schools as there are various definitions of what a private school is in the statutes and he does not know what the presumption is here, whether it is secondary or postsecondary. Regarding meeting once a month, he has had past experience with meeting with certification committees and he found that meeting once a month is not the best type of structure to getting the job accomplished; it would have to be more often. On lines 7 and 8 of Page 2 regarding certification and such other requirements, this seems to be a catch-all for any number of things. Line 12 regarding the effects of the program upon the schools of the state, there is no mention of whether they are elementary, secondary, postsecondary, private, public, etc. Lines 15 and 16 raise the question of this taking the place of the Board of Education, but it was indicated that this would be advisory by previous testimony. In the area of lines 19, 20 and 21 relative to recommending investigation, he questions how the proposed commission gets involved with this; are they an investigative board in their own right. He would assume that the Department would investigate non-compliance.

He was most concerned with the area of accreditation of those institutions of higher learning as set forth in lines 22, 23 and 24. There was a comment made earlier that in some way they approve the credits for recertification at the State Department of Education level for recertification of teachers. That is not true. They license institutions with part of their educational credentials for granting of credit. The acceptance of that credit for recertification is based upon policies as adhered to by the State Department of Education or for the incremental levels for the local school districts. They do not make any determination to the commission

on the postsecondary institutional authorization as to the acceptance of any of these credits. The basic policy has been that if they are recognized as an accredited institution to give credits in the area, those are acceptable. The determination of accreditation presumes to him that they are or are not acceptable. He does not feel that this commission is capable of going beyond this policy. There are records of accredited institutions which can be used to see if they are acceptable which shows what agencies they have been accredited by. He would like to know what could be done differently than the way it is being handled now. They are always re-evaluating.

Mrs. Wagner asked what accrediting agencies are used to accredit the institutions of higher education in this state. Mr. Anderson answered that the accrediting institutions are usually regional accrediting associations of peer organizations of higher degree granting institutions such as colleges and universities. They are made up of staff members of the colleges and universities.

Chairman Vergiels asked Mr. Craddock to work with Mr. Anderson to go over A.B. 398, 399, 401 and 402 and give the committee some idea of what the intent is and what they actually do.

Mr. Anderson said that A.B. 398 should be killed. They got a clarification at the Attorney General's office and the Legislative Counsel Bureau and they agree that this bill should never have been drafted. Mr. Vergiels said it would be put in the drawer for the time being.

Mr. Anderson said that A.B. 399 is relative to the use of the term "college" or "university". Presently it is found in Section 560, which provides certain institutions with exemptions under that section. Consequently, there institutions using the terms for the exemption and the use is not valid. This is an effort to move it to the section under degree granting and awarding of degrees so it doesn't provide for the misuse of the terms.

Mr. Anderson said that A.B. 401 provides that certain institutions that come in with certain courses of study have difficulty finding an unbiased or uncompromised person without a conflict of interest to evaluate the courses. They have a right to an unbiased evaluation so they want to use outside sources for the evaluation if there are none available in the state. The institutions would bear the costs of the evaluation.

Regarding A.B. 402, Mr. Anderson stated that this would change the name of the Commission on Postsecondary Institutional Authorization to the Commission on Postsecondary Education. This would clarify the meaning as most people do not understand the original name.

Mr. Craddock appointed Mr. Vergiels and Mrs. Wagner to pick a member of a postsecondary institution of their choice and resolve the issues of A.B. 398, 399, 400, 401 and 402.



COMMITTEE ACTION

Assembly Bill 370

Mrs. Wagner moved for deletion of lines 16 and 17 of A.B. 370, seconded by Mr. Webb. The motion carried with Mr. Banner not voting.

Mrs. Wagner moved Do Pass as Amended and re-refer to Ways and Means, seconded by Mr. Stewart. The motion carried with Mr. Banner not voting.

Assembly Concurrent Resolution 6

Mr. Craddock moved Do Pass, seconded by Mr. Malone. The motion carried with Mr. Webb voting No and Mrs. Wagner and Mr. Banner not voting.

Assembly Bill 90

Mr. Craddock moved to amend A.B. 90 on Section 2 of Page 1 to retain a child in kindergarten for a second year, seconded by Mrs. Hayes. The motion carried unanimously with Mr. Banner not voting. Mr. Craddock will present his own amendment on the lowering of the mandatory age.

Mr. Malone moved Do Pass as Amended, seconded by Mr. Webb. The motion carried with Mrs. Westall voting No and Mr. Banner not voting.

Assembly Bill 37

Mr. Malone moved Do Pass, seconded by Mr. Craddock. The motion did not carry due to a lack of a majority vote. Mr. Vergiels, Mr. Craddock, Mrs. Hayes and Mr. Malone voted Yes; Mrs. Westall, Mrs. Wagner, Mr. Stewart and Mr. Webb voted No; Mr. Banner did not vote.

Assembly Bill 388

Chairman Vergiels appointed Mrs. Westall to work on this bill with the possibility of reducing the size of the commission.

Assembly Bill 167

Mr. Malone and Mr. Craddock will do further investigation on this bill and report back to the committee.

The meeting was adjourned by Chairman Vergiels at 6:45 p.m.

Respectfully submitted,

*Ruth Olguin*

Ruth Olguin  
Committee Secretary

GUEST LIST EDUCATION COMMITTEE  
February 21, 1979

NAME (Please print)	REPRESENTING	BILL NO.	WISH TO SPEAK	
			Yes	No
Joyce Woodhouse	NSEA	<del>248</del> <del>338</del>	✓	
Wendell K. Newman	NSEA	370 <del>369</del>	✓	
Pauline Farber	Elem. School Council	370	✓	
John Dorf	Nevada Pers. & Guid.	<del>370</del>	✓	
Bob Gaston	Nevada State PTA	370	✓	
KEITH PIERCE	NEV. PERS. GUID. ASSN	370	✓	
FRANK Coleman	Nev. Voc. Tech. Adv. Council	370		✓
MERLIN D. ANDERSON *	COMM. ON Postsec. INSTIT. AUTHORIZATION	332, 398, 399	✓	400, 401, 402
Ray D. Ryan Jr	DEPT OF EDUCATION			✓
J. H. Menath	DEPT. OF. EDUC.			✓
Stewart J. Hastings	Dept of Educ.			✓
Bob Lumsden	League of Women Voters			OB Seniors
Marty J. Christensen	NEVADA PTA	370		✓
Miss Nelson	UPI			✓
Mike Payne	Doug Webb's Intern			✓
Maryna Macdonald	NPGA - State Dep of Ed.	370		✓
Therese Swanson	Clark Co. Sch. Dist	<del>370</del> <del>370</del>	✓	
Robert L. Petroni	" " "	248 369	✓	
Carl L. Shaff	Nevada State School Bonds			✓
JOHN HAWKINS	" " " "			
Richard Brown	Nevada Assoc. Sch. Admin.			✓
James Beam	Nev. Dep of Ed.			✓
Michael L. Rask	NEV. ADV. COUNCIL for Vocational Ed.	<del>370</del>	✓	
Shirley Wedem	St. Bd of Ed			
Charmaine Greaser	guest m. Price			✓



A.B. 369

I am Wendell Newman, Executive Director of the Nevada State Education Association. The NSEA opposes A.B. 369 for the following reasons:

1. We have no evidence to show that contacting certificated employees for whom this bill is designed has ever been a problem.
2. We can't accept the concept that simply depositing registered or certified mail in a mailbox or post-office for delivery meets the requirement of proper delivery or mail service.
3. Further, we feel that assumed delivery and receipt of such registered or certified mail by the certificated employee is going far beyond reasonable expectations and factual occurrences.
4. To assume a certificated employee has waived his or her due process rights because of no evidence of mail service is totally unacceptable.

We believe certificated employees can and have been reached adequately under the current provisions of NRS 391.311 through 391.3197 and, further, believe this type of legislation works against the very concept of due process which embodies proper notice and service. Therefore, we urge you to defeat A.B. 369.

2/21/79

STATEMENT OF  
NEVADA DEPARTMENT OF EDUCATION  
TO THE  
ASSEMBLY COMMITTEE ON EDUCATION

February 21, 1979  
3 p.m., Room 214

AB 369 - Requires that school district employees provide valid mailing addresses for use of district in mailing notices relating to dismissals and refusals to reemploy

Chairman Vergiels and Members of the Committee:

There are numerous sections within Chapter 391 of the Nevada Revised Statutes which require written notice to be given and/or certified mail to be used to communicate personnel matters to individual teachers.

The Department of Education has a responsibility to make arrangements for hearings when a teacher has been aggrieved by a school district's intent not to reemploy and for conducting hearings on suspension or revocation of teachers' certificates.

In recent years there have been instances when certified mail, used pursuant to a statutory responsibility, has been undeliverable or unclaimed. Under current statutes this condition results in unreasonable postponements and failure to serve due process.

AB 369 will assure that both parties to a personnel grievance pursuant to NRS 391 have a responsibility for the timely resolution of the matter.

CHAIRMAN VERGIELS AND MEMBERS OF THE COMMITTEE:

I am Joyce Woodhouse, representing the Nevada State Education Association.

The NSEA is strongly committed to the passage of A.B. 388. We joined with the legislature last session in the passage of A.B. 747 which brought together a committee of legislators, teachers, school board members, university deans of education, and administrators to research ways to improve the teaching profession. We believe the formation of an Education Professional Standards Commission is an excellent means to continue the work that has begun.

Teachers are very concerned with the quality of those persons in the profession. We pledge to continue our efforts to bring the best education possible to the students of Nevada.

We would like to state for the record that all K-12 entities of our our organizationserved on the study committee (Washoe, Clark and the small counties). We unanimously endorse A.B. 388.

Thank you.

STATEMENT OF  
NEVADA DEPARTMENT OF EDUCATION  
TO THE  
ASSEMBLY COMMITTEE ON EDUCATION

February 21, 1979  
3:00 P. M., Room 214

*A. B. 388' Creates commission on professional standards  
in education.*

Chairman Vergiels and committee members:

The State Board of Education welcomes any input that may assist  
in strengthening education in Nevada.

We recognize the need continues to examine professional standards  
continuously. The proposed commission could assist the state board in the  
development of these professional standards.

A. B. 370

Mr. Chairman, I am Wendell Newman, Executive Director of the Nevada State Education Association.

I am speaking in favor of A.B. 370. The NSEA supports a program of elementary counseling because we believe counseling services at this age level can help young students become better adjusted to their early educational environment. We also feel that elementary counselors can play an important role in working both with elementary teachers and students to enhance and aid in their relationships.

Further, elementary counseling services can assist younger students to prepare for junior high and high school learning experiences by introducing them to counseling services at an earlier age.

A.B. 370 does provide incentives for school districts to either commence or expand elementary counseling programs. Through this type of service, we see children who, for whatever reason, need specialized guidance and assistance, receive the support and assurance they need to encourage their active participation and competition in an elementary school setting.

Although NSEA does not oppose driver education programs, we feel A.B. 370 properly provides for the continuation of student driver training through the payment of laboratory fees for such education courses.

We urge your support of A.B. 370.

2/21/79



ELEMENTARY SCHOOL COUNSELOR TASK FORCE  
2780 Judith Lane  
Reno, Nevada 89503  
358-6344 (office) 747-0855 (home)

February 21, 1979

Dear Legislator:

The attached Position Paper has been prepared in order to provide you with current background information concerning the need for passage of AB 370.

	<u>TAB</u>
Position Paper	A
Role of the Elementary School Counselor	B
Status of Elementary School Counselors in the United States	C
Status of Elementary School Counselors in Nevada	D

Please feel free to contact me for clarification or further information.

Sincerely,

  
John Dorf  
Chairman

A Position Paper

Prepared by

The National Elementary Guidance Commission  
Nevada State Parent Teacher Association  
Nevada Personnel and Guidance Association

POSITION STATEMENT

Awareness of the need for guidance services for children in the elementary schools has been kindled by economic and social changes in American society. These changes have produced extraordinary demands on children. A deluge of readily available complex information, more intense competition, higher levels of specialization, and an increased need for effective communication skills are just some of the adjustment tasks all children are encountering.

Elementary school guidance services have been developed to respond to these needs.

CHILDREN NEED HELP Early intervention in personal development is more effective and economical than remedial efforts offered in later years.

Research shows that about 50% of a child's intellectual development occurs between conception and age four; 30% between four and eight; and, 20% from ages eight to seventeen.

Other studies of child development show that children establish life-long behavioral patterns during ages six through ten -- the first four years of school.

DRUG AND ALCOHOL ABUSE Drug and alcohol abuse is a serious concern in the nation.

Alcoholism is the third greatest health problem in the nation.

Children whose parents are alcoholics have a fifty percent chance of becoming alcoholics themselves.

There has been a dramatic increase in the number of alcoholic and narcotic abuse referrals in the juvenile courts since the early 1960's.

The current trend is for children to mix both drugs and alcohol, often a deadly combination.

By helping children understand their own personalities and develop decision-making skills, elementary school counselors can provide leadership in drug and alcohol education during the years while a child's basic attitudes are being formed.

JUVENILE DELIQUENCY AND CRIME Crime among American youth has reached such proportions that influential people in government and education are seeking prevention programs.

More than one million juvenile delinquency cases, excluding traffic violations, are handled by the juvenile courts in the United States annually.

Crime by young people costs Americans \$12 billion annually.

Arrests of juveniles accused of violent crimes have increased by 247% during the past thirteen years.

Children, ages 10 - 17 comprise only 16% of the population, but they account for 45% of all arrests for serious crimes.

One child in nine can be expected to appear in court before age 18.

Because children who are unsuccessful in school often seek recognition in less socially accepted ways, having elementary school counselors available can help prevent delinquency. Counselors can provide services to troubled children through programs of early identification, appropriate referrals, implementation of programs for behavioral change, and in modification of environments that contribute to delinquent behavior.

CHILD ABUSE Often, the elementary school child encounters the severe family problem of child abuse.

If the current trend continues, one out of every one hundred children will be abused sometime during childhood.

Only one out of ten child abuse cases is reported to proper authorities.

Elementary school counselors make referrals to the proper agencies when abuse of a child is evident. Counselors can also help parents by establishing parent education groups to assist in developing positive child rearing practices.

THE CHANGING FAMILY New patterns of family living have been the result of rapid changes in society.

In the United States, one out of every five families relocates each year.

One out of every three mothers in the nation is working, and consequently many are not home when children return from school.

A large percent of the children in the United States are from broken homes.

Elementary school counselors not only give support and encouragement to children during critical transitions in their personal lives; counselors also provide continuity in children's school life.

VOCATIONAL AND CAREER DEVELOPMENT The process of choosing one's life career is becoming increasingly complex. There are many possibilities from which to choose and many steps that need to be taken to assure success.

Attitudes toward work are generally established before junior high years.

Career development cannot be left to chance, nor is it something which occurs during one particular year of a child's education. Career development is a lifelong process, beginning in kindergarten.

Next to the choice of a marriage partner, the selection of an occupation is the most important decision influencing a person's mental health.

Students entering the job market today can expect to change jobs six or seven times in their lifetime.

Many of today's jobs will be nonexistent in the future, and thousands of new jobs in the years to come have not yet been conceptualized.

Elementary school counselors can facilitate and help children gain an understanding of themselves and the working world.

EMOTIONAL DISTURBANCE Emotional disturbance is an acute problem among children.

Of the 54 million school age children, 8.1 million youngsters need help for various psychological disorders.

Of all children referred to outside community agencies, only a small number can be seen because of long waiting lists.

Few continue beyond the initial stage of treatment.

Currently, many schools are not staffed with personnel who are trained and have time to meet the needs of emotionally disturbed children.

The suicide rate has doubled in the past ten years with 13 adolescent suicides occurring daily in 1975. These figures do not include those suicides ruled accidental.

Elementary school counselors can use strategies of early identification and intervention to help prevent mental health problems. Such approaches include counseling with the child, consulting with teachers and parents, and coordinating school and community resources.

SCHOOL PROBLEMS Problems in the nation's schools call for special services which can provide the maximum use of human potential and financial resources. Three areas of concern include discipline cases, school dropouts, and non-promotion of students.

A national poll shows that parents consider discipline and delinquency to be the greatest difficulties schools face today.

School vandalism costs an estimated \$600 million annually in the United States, approximately \$13 for every public school student.

One third of the students who enter first grade fail to complete high school.

More than half of all school dropouts have average or above average intelligence.

Each high school dropout costs society approximately \$75,000 in his/her lifetime.

Elementary school counselors have specialized training in learning theory and child development. Counselors can develop and organize guidance programs for children with special needs and correct problems that interfere with learning.

THE ELEMENTARY COUNSELOR IS A SPECIALIST FOR HELP

Elementary school counselors, as specialists in child growth and development, usually have acquired a background in behavioral sciences and have competence in human relations. They possess a thorough knowledge of the elementary school program including the curriculum, the learning process, and school organization. All student support service workers address important needs -- social workers are concerned with school-related family problems, and school psychologists with psychological assessment relative to severe school maladjustments. The school counselor, however, focuses upon the preventive aspects of guidance. They are primarily concerned with the application of developmental principles in the school through counseling, consultation and classroom curriculum.

RECOMMENDATION

In reviewing the status of elementary guidance programs, it is obvious that critical children's guidance needs are not going to be met at the present rate of program growth. NDEA funds were made available only on a very limited basis in 1964 for elementary school guidance demonstration projects; they were not sufficient to stimulate the establishment of programs in local schools to the same degree that occurred through heavier funding for secondary guidance programs. Considering maximum benefits from money and effort expended, the largest amount of resources should be directed at intervention with young children. Adolescence is much too late to promote important personal characteristics and too difficult for overcoming negative effects of early failure and low self esteem. The present practice of heavy state and federal funding of remedial programs for school failure, delinquency, drug abuse, etc., is a case of doing it the hard way. In the long run, early guidance intervention makes more sense and deserves legislative support especially at a time when local schools are finding it difficult to finance the student support services needed to complement the instructional program of the school. It is therefore recommended that legislative funds be provided for the establishment of elementary school guidance programs in the schools.

THE UNIQUE ROLE OF THE ELEMENTARY SCHOOL COUNSELOR

This position paper describes the unique role of the elementary school counselor.

RATIONALE

Consistent with the philosophy of education, elementary school counseling concerns itself with children in the developmental process of maximizing their potential. The elementary counselor works within the educational framework and the child's total environment to enable each child to arrive at an identity and learn to make choices and decisions which lead to effective functioning as a worthwhile being.

Particular attention and time need to be given in the educational program of young children to provide training and opportunities to learn decision-making skills. Individuals make the choices and decisions which ultimately determine their behavior and their learning. Elementary school counselors, because of their specialized training, provide service and leadership in this area as it is intergrated into the total school experience.

Elementary guidance and counseling builds upon the belief that human beings must have continuous experience of challenge, achievement, and success. The school creates situations in which children find themselves needed and wanted by others. Teachers can demonstrate to pupils that they matter as individuals and are accepted as they are, by their teachers as well as by their peers. The teacher plays the primary role in working with children and the counselor aids the teacher in making education more meaningful to each child with the implementation of an appropriate guidance and counseling program.

OBJECTIVES

As an elementary school guidance and counseling program is composed of more than a professional counselor, it is imperative that our objectives represent all of the various populations. We are then able to communicate more clearly our responsibilities and goals and the manner in which they relate to the total education and environment of the child.

ELEMENTARY COUNSELORS IN THE UNITED STATES  
1977-1978

STATE RANKING BY NUMBER OF COUNSELORS		STATE RANKING BY RATIO COUNSELORS/STUDENTS			
1.	Texas	823	1.	District of Columbia	1:467
2.	California	775	2.	Guam	1:580
3.	Florida	739	3.	New Hampshire	1:682
4.	Pennsylvania	654	4.	Oklahoma	1:774
5.	Massachusetts	600	5.	Hawaii	1:863
6.	North Carolina	450	6.	Puerto Rico	1:875
7.	Oklahoma	420	7.	Massachusetts	1:1,017
8.	New York	362	8.	New Mexico	1:1,040
9.	Wisconsin	350	9.	Oregon	1:1,044
10.	Ohio	346	10.	Florida	1:1,046
11.	Missouri	345	11.	Wisconsin	1:1,264
12.	New Jersey	300	12.	North Carolina	1:1,365
13.	Oregon	257	13.	Connecticut	1:1,430
14.	Arizona	250	14.	Arizona	1:1,504
15.	Michigan	225	15.	Rhode Island	1:1,507
16.	Georgia	215	16.	Vermont	1:1,563
17.	Connecticut	212	17.	Missouri	1:1,609
18.	Kentucky	209	18.	Kentucky	1:1,611
19.	Virginia	178	19.	Colorado	1:1,696
20.	Maryland	171	20.	Texas	1:1,933
21.	Colorado	168	21.	Maryland	1:2,075
	Louisiana	168	22.	South Carolina	1:2,214
22.	Washington	155	23.	Pennsylvania	1:2,233
23.	District of Columbia	131	24.	New Jersey	1:2,327
	New Mexico	131	25.	Kansas	1:2,487
24.	Alabama	125	26.	Washington	1:2,549
25.	Tennessee	124	27.	South Dakota	1:2,637
26.	Iowa	120	28.	Iowa	1:2,777
27.	South Carolina	119	29.	California	1:2,828
28.	Indiana	112	30.	Maine	1:2,930
29.	New Hampshire	110	31.	Georgia	1:2,964
30.	Illinois	102	32.	Nevada	1:3,050
31.	Hawaii	97	33.	Ohio	1:3,098
32.	Kansas	90	34.	Alabama	1:3,152
33.	Rhode Island	67	35.	Virginia	1:3,169
34.	Minnesota	55	36.	Utah	1:3,292
35.	Nebraska	50	37.	Nebraska	1:3,500
36.	Maine	45	38.	Louisiana	1:3,513
37.	West Virginia	38	39.	Tennessee	1:3,944
38.	Vermont	33	40.	Michigan	1:4,531
39.	Montana	32	41.	New York	1:4,634
40.	Puerto Rico	28	42.	Indiana	1:5,103
41.	Guam	27	43.	Alaska	1:5,393
42.	Nevada	20	44.	North Dakota	1:7,630
	South Dakota	20	45.	Minnesota	1:8,189
43.	Mississippi	18	46.	Illinois	1:10,976
44.	Delaware	10	47.	Mississippi	1:13,550
45.	Alaska	9			

## States Not Reporting

Arkansas  
Idaho  
Wyoming

National Total of Counselors  
(excluding non-reporting states  
and U.S. territories): 10,090

Total Number of Students (excluding  
non-reporting states and U.S.  
territories): 23,207,220

National Ratio (excluding non-  
reporting states and U.S. territories):  
1:2,375

<u>State</u>	<u>#No. Counselors</u>	<u>#No. Students</u>	<u>Ratio</u>	<u>Legislation</u>
Alabama	125	395,000	1:3,152	In Process
Alaska	9	48,537	1:5,393	None
Arizona	250	378,505	1:1,504	None
Arkansas				
California	775	2,191,905	1:2,828	In Process
Colorado	168	284,925	1:1,696	None
Connecticut	212	303,178	1:1,430	None
Delaware	10	57,968	1:5,797	None
District of Columbia	131	61,197	1:467	
Florida	739	772,880	1:1,046	leg. '71
Georgia	216	637,337	1:2,964	In Process
Hawaii	97	82,705	1:863	leg. '75
Idaho				
Illinois	102	2,219,504	1:10,976	None
Indiana	112	571,489	1:5,103	
Iowa	120	333,190	1:2,777	None
Kansas	90	223,810	1:2,487	In Process
Kentucky	209	336,770	1:1,611	None
Louisiana	168	580,200	1:3,513	None
Maine	45	131,830	1:2,930	None
Maryland	171	354,767	1:2,075	None
Massachusetts	600	610,294	1:1,017	None
Michigan	225	1,019,546	1:4,531	None
Minnesota	55	450,414	1:8,189	Proposed rule mandating K-12
Mississippi	18	243,900	1:13,550	None
Missouri	345	555,000	1:1,609	None
Montana	32	99,764	1:3,118	None
Nebraska	50	175,000	1:3,500	None
Nevada	20	61,000	1:3,050	In Process
New Hampshire	110	75,000	1:682	None
New Jersey	300	698,087	1:2,327	None
New Mexico	131	136,271	1:1,040	None
New York	362	1,677,531	1:4,634	None
North Carolina	450	614,189	1:1,365	leg. '75
North Dakota	5	79,220	1:1,584	None
Ohio	346	1,071,784	1:3,098	In Process
Oklahoma	420	325,000	1:774	leg. '74
Oregon	257	268,189	1:1,044	None
Pennsylvania	654	1,460,302	1:2,233	In Process
Rhode Island	67	101,000	1:1,507	None
South Carolina	119	263,477	1:2,214	In Process
South Dakota	20	79,137	1:2,637	None
Tennessee	124	489,058	1:3,944	In Process
Texas	823	1,591,110	1:1,933	None
Utah	52	171,206	1:3,292	leg. '72
Vermont	33	51,577	1:1,563	None
Virginia	178	564,039	1:3,169	In Process
Washington	155	395,120	1:2,549	In Process
West Virginia	38	210,670	1:5,544	None
Wisconsin	350	442,478	1:1,264	State Mandates
<u>Territory</u>				
American Samoa	0	3,950	0:3,950	None
Guam	27	15,661	1:580	Mandated thru AFT&DOE
Puerto Rico	28	24,500	1:875	None
Virgin Islands	30	15,900	1:530	None



District	Kdg. pop.	1-6 pop.	Total pop.	Sec. couns.	Elem. couns.
Carson City	372	2,471	2,843	7	0
Churchill	175	1,387	1,562	3	3
Clark	5,526	34,928	40,454	93	0 - (12 in 1978-79)
Douglas	154	1,747	1,901	4	① (25 in 1978-79)
Elko	233	1,670	1,903	7	0
Esmeralda	13	86	99	0	0
Eureka	7	80	87	1	0
Humboldt	91	725	816	2	0
Lander	60	433	493	2	0
Lincoln	62	438	498	3	0
Lyon	174	1,069	1,243	3.5	1.5
Mineral	89	649	738	2	0
Nye	59	592	681	2	0
Pershing	48	323	371	1	0
Storey	9	78	87	0	0
Washoe	1,841	11,813	13,654	53	5.5
White Pine	141	796	937	2	0
Total	9,054	59,285	68,339	185.5	11

STATEMENT OF  
NEVADA DEPARTMENT OF EDUCATION  
TO THE  
ASSEMBLY COMMITTEE ON EDUCATION

February 21, 1979  
3:00 P.M., Room 214

*A. B. 370 Changes from driver education to elementary school counseling the uses authorized for certain state aid to school districts.*

Chairman Vergiels, Committee members:

The Nevada State Board of Education will speak in favor of A. B. 370 and present the following remarks for the record.

Elementary school counselors will work with children who are at a critical period in life.

This is a time in a child's life when the concept of the self and basic attitudes toward persons and society are emerging. It is a time when more assistance is needed for the elementary school child to accomplish the objectives of today's education. Schools nationally are facing a general decline in student achievement and the incidence of irresponsible social behavior is high. With competency testing now in Nevada, there are definite implications for proper pupil assistance in social adjustment prior to remediation attempts, especially as conditions beyond the school affect the child who comes to learn. The impact of rapid changes in the economy, family mobility, parental marriage problems, drug use, violence and juvenile crime are just a few of the myriad of influences which affect the child at school.

It is a well known and accepted view that early identification of problems and early preventive assistance to children offers more hope than corrective measures after years of discouragement and misbehavior. It is easier, more economical and more humane to influence a young child than a defeated and embittered adolescent.

The Board does not wish to imply here that having elementary counselors will solve all the problems of youth in our elementary schools. Having elementary school counselors will, however, provide Nevada elementary school children with an adult who is trained to assist with adjustment problems and who can be a very important link between adjustment and educational remediation.

Nationally, schools are enlisting the aid of elementary school counselors as one major means of ameliorating difficulties of younger students.

The growth in numbers of elementary school counselors from 500 in 1963 in the nation to an estimated 12,000 plus at the current time is evidence of the belief that qualified counselors can be effective in the elementary school.

At the time of this committee hearing, there are only 21 elementary school counselors in school districts in Nevada.

Washoe County has five counselors serving 4,935 students.

Clark County has twelve counselors serving 8,400 students.

Churchill County has two counselors serving 1,144 students.

Douglas County has two counselors serving 1,140 students.

A. B. 370 proposes to assist school districts in establishing and maintaining elementary counseling programs by redirecting automobile driver training aid apportionments.

Currently the Nevada Revised Statutes provide for the establishment, scope and conduct of auto driver education; the authorization of school districts to establish a laboratory fee to be charged each pupil, with specific limitations as to the amounts to be charged; and the establishment of apportionments to school districts based on pupil completion of the course.

The intent of the automobile driver education legislation was to assist school districts which establish and maintain driver education programs in the schools. The Nevada State Board of Education wishes to suggest to this committee that the intent of the driver education legislation has been realized over the years 1965 to the present. For the committee's immediate information:

In 1976-77, \$162,715 in state aid was paid to Nevada school districts for a total of 4,649 pupil driver education completions.

Last year, 1977-78, \$176,575 in state aid was paid to school districts for a total of 5,045 pupil driver education completions.

The Nevada State Board of Education would further state that since the successful completion of an approved driver education course by a pupil constitutes a direct financial benefit to the pupil's parents or guardians through the reduction of insurance premiums, and since NRS 389.100 authorizes school districts to establish a laboratory fee charged to each pupil enrolled in driver education, and since there is a real and growing need for the establishment and maintenance of elementary counseling programs, the Nevada State Board of Education does support A. B. 370 which discontinues state aid for driver education and establishes elementary school counseling programs with state aid in the amount no less than the apportionment for driver education.

\*DRIVER EDUCATION\*  
Pupil Completion and Funds Apportioned  
by School District  
1976 - 1978

SCHOOL DISTRICT	1976-1977		1977-1978	
	Pupil Completions	Apportionment	Pupil Completions	Apportionment
Carson City	294	\$ 10,290	334	\$ 11,690
Churchill	84	2,940	53	1,855
Clark	1,850	64,750	2,151	75,285
Douglas	148	5,180	240	8,400
Elko	274	9,590	280	9,800
Esmeralda	--	--	--	--
Eureka	18	630	11	385
Humboldt	89	3,115	106	3,710
Lander	22	770	22	770
Lincoln	68	2,380	56	1,960
Lyon	110	3,850	83	2,905
Mineral	76	2,660	73	2,555
Nye	66	2,310	68	2,380
Pershing	33	1,155	38	1,330
Storey	9	315	9	315
Washoe	1,336	46,760	1,374	48,090
White Pine	172	6,020	147	5,145
TOTALS	4,649	\$162,715	5,045	\$176,575

FINANCING PROFICIENCY TESTING

Presented by Dr. Bob Gaston

Nevada State Parent Teacher Association

The Nevada State Parent Teacher Association supports the position that the Nevada State Department of Education continue its efforts to develop criterion tests, collect base line data, and develop a definition for remediation. This organization further supports adequate financing by the Nevada State Legislature for the development, implementation and administration of all phases of the proficiency testing law, including remedial training.

This organization supports, with caution, the concept of the proficiency testing law. We are quite aware of the popularity of such a movement throughout the states, but are also aware of the serious problems that have occurred when caution was not exercised; Problems serious enough for Chris Piphon, from the Education Commission of the States to recently say "minimal competency tests are on their way out." He indicated that competency tests may be an incentive for middle academic range students, but poor students are "routinely failing."

Thirty-six states have adopted some form of competency testing legislation, 17 of which are minimal competency tests for graduation. Many of these systems are embroiled in legal battles which challenge the constitutionality of the tests. In states where minority students have been identified as incompetent in a much larger incidence than white students, the charge is that the test is discriminatory. In some states the charge is that the test includes items which were never taught.

"For these and other reasons," says Dr. Lowell Jensen, ". . . the interest by legislatures in the minimum competency movement has peaked and U.S. education will transfer attention to programs that have an educational component rather than just a punitive testing base. The prediction is that in-service education, diagnostic testing, remedial programs, and model programs will be the next step." In the State of Nevada this approach should be our first step. We should learn from the errors as well as the successes of other states.

I will not take this committee's time by going into all of the problems inherent in developing and implementing proficiency tests. We should be aware that the issue is highly complex and we should approach it with a full understanding of the problems. Defining competencies for each grade level, determining which of those competencies are minimal, developing a test which would validly and reliably measure the degree to which students master the identified skills, and developing a program for remediation, are things that the State Department of Education must address itself to, in that order. To do anything less, or to put the cart before the horse, would be to do a disservice to the children of the state and to skirt the original intent of the law. The original intent of the law, as the PTA interprets it, was to identify children at an early grade level who were having problems with minimal skills, and provide remedial assistance for them so that by the 12th grade they would have mastered the basic reading, writing and math skills.

In order to develop this kind of a program it is obvious that you must provide adequate funding.

There is a wide range of estimated costs for administering proficiency tests state wide. The National Consortium for Testing estimated costs for developing the test, administration, scoring and remediation would soar well above \$20.00 per pupil. In Nevada this would mean approximately \$200,000 per grade level or \$800,000 for grades 3, 6, 9 and 12. Even by eliminating grade 9 (because that test has been developed in its pilot stages) and ignoring the remediation aspect, the \$110,000 request in the Governor's budget has to be considered as a "bare bones" cost. This would figure out to be approximately \$2.50 per pupil.

If the legislature is serious about supporting an improvement in the educational process, then it must be willing to support it monitorily. In this year of the tax crunch, we understand the need for fiscal conservatism. But you need to be aware that you cannot mandate a far reaching program such as state wide

Page 3. Proficiency testing by Dr. Bob Gaston

proficiency testing without financing such an undertaking.

The Nevada State PTA encourages this committee to unanimously support this item in the Governor's budget proposal.

Table 1: Skill Areas Assessed in State High School Graduation Competency Requirements (current or planned)<sup>1</sup>

States with High School Graduation Requirements in Specific Areas:

<u>Skill Areas:</u>	AZ	CA	DE	FL	ID <sup>2</sup>	KY	MD	NV	NM	NY <sup>3</sup>	NC	OR <sup>4</sup>	TN	UT <sup>5</sup>	VT	VA	WY	
Reading	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Writing	X	X	X	X	X	X		X	X	X		X		X	X	X	X	X
Math, arithmetic or computation	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X
Spelling or grammar					X						X		X					
Speaking														X		X		
Listening														X	X			
Democratic governance, history and/or civics and citizenship										X				X		X	X	X

Notes:

1. In addition to the states listed, Alabama is planning a basic skills test for high school graduation (requirements for such a test are currently under study); Colorado provides for optional use of a high school graduation test at the local levels; Maine is planning an assessment for high school graduation with the areas to be assessed currently under study; and in Rhode Island a competency test for the high school diploma is being considered. Also, at least two states (California and Connecticut) provide for early award of the high school diploma on the basis of test performance.
2. In Idaho, test requirements for high school graduation are for use at the option of local districts. Students passing the tests will receive a diploma with the state board of education seal embossed on it.
3. New York also requires assessment in the area of practical science, health, and drug education.
4. Oregon provides for local option in the assessment of personal development, social responsibility, and career development.
5. Utah also called for assessment in the areas of consumerism and problem solving.
6. Virginia also calls for assessment of students' ability to pursue higher education or to gain employment.

Sources: Chris Pipho, "State Activity Minimal Competence Testing," Denver, Colorado: Education Commission of the States, May 10, 1978; State of Florida Department of Education, "Functional Literacy Test 1977-78 Description," Tallahassee, Florida, n.d.



TESTIMONY  
TO  
THE ASSEMBLY-EDUCATION COMMITTEE  
ON  
FUNDS TO SUPPORT ELEMENTARY GUIDANCE COUNSELING

Submitted By  
NEVADA ADVISORY COUNCIL FOR VOCATIONAL-TECHNICAL EDUCATION

February 21, 1979

TESTIMONY  
TO  
THE ASSEMBLY EDUCATION COMMITTEE  
ON  
FUNDS TO SUPPORT ELEMENTARY GUIDANCE COUNSELING

On November 29, 1979 at their regular meeting, the Nevada Advisory Council for Vocational-Technical Education passed a resolution of supporting efforts to convert previously identified seed money for the purpose of encouraging the implementation of Elementary Guidance Counseling in Nevada.

The Council recognizes the importance of elementary guidance in the student's development of a positive self concept, a perception of themselves in relationship to the educational and non-educational environments and as a tool for early identification and remediation of social, educational, and physiological problems which may distort personal, social and educational growth. Further, the Council feels that Elementary Guidance may be a key to early identification and development of positive attitudes and actions as they relate to the world of work and occupational preparation without regard to the educational level required. Too many young people leave the public schools with little or no preparation for world of work or no understanding of what society expects of them in terms of productivity.

Our testimony is not to say that High School Guidance is either good or bad, simply young people at secondary level seem to be seeking knowledge of themselves and relationship to others leaving insufficient time at High School level to effectively plan for the future. Elementary Guidance can help at an early age, to initiate self understanding and improve planning for the future in the High School years.