

Committee in Session at 8:45 am on Thursday, May 10, 1979.

Senator Keith Ashworth in the Chair.

PRESENT: Chairman Keith Ashworth
Senator Clifton Young
Senator Rick Blakemore
Senator Wilbur Faiss
Senator Jim Kosinski

ABSENT: Vice-Chairman Joe Neal

GUESTS: Mr. Tom Huddleston, State Fire Marshal
Mr. Merlin Anderson, Administrator, Commission on
Postsecondary Institutional Authorization
Assemblyman Karen Hayes, Clark County Assembly
District No. 13
Assemblyman Marion Bennett, Clark County Assembly
District No. 6
Assemblyman Lonie Chaney, Clark County Assembly
District No. 7
Mr. Ernest Bryant, Department of Education
Dr. Sandra Swinney, University of Nevada Reno
Dr. Louise Bayard de Volo, Executive Director,
Planned Parenthood of Northern Nevada
Mr. Robert Petroni, Clark County School District

Chairman Ashworth opened the hearing on S.B. 540.

Mr. Tom Huddleston, State Fire Marshal, stated that he felt the bill is lengthy but agrees in principle with areas of the bill. He said that for areas that do allow for the use of fireworks, he does agree with uniform approval of the fireworks as it assists in the policing effort. He stated that he had contacted the fire services in areas where fireworks are allowed and they had expressed support.

Chairman Ashworth questioned if the local fire departments controlled this matter. Mr. Huddleston stated that they do but not on a uniform basis which creates a problem with policing. He said that enactment of this bill would place the seal of the State Fire Marshal on the fireworks thereby approving them as "safe and sane." Chairman Ashworth questioned if this would be another level of approval. Mr. Huddleston stated that it would be but would still allow cities or counties to control or completely outlaw fireworks if they so choose. Mr. Huddleston stated that there is a problem with out-of-state manufacturers who ship into the state items that are not approved by anyone. Chairman Ashworth questioned if there are any "bad" fireworks manufacturers in Nevada. Mr. Huddleston stated that he was aware of one but as there has been no law dealing with this matter, he has had no control. Chairman Ashworth questioned if Mr. Huddleston felt there was need for S.B. 540.

Mr. Huddleston stated that he believed there was; also, it would allow them to license pyrotechnicians that present public displays.

Senator Blakemore questioned if passage of this bill would affect the displays put on by the local fire departments. Mr. Huddleston stated that it would not; the only requirement would be that they are registered and licensed through the office of the State Fire Marshal.

Senator Young questioned if there had been any accidents that could have been avoided were this bill "on the books." Mr. Huddleston stated that he believed so and felt that greater control reduces the possibility of accident. Senator Young questioned if the excess words in the bill could create any problems. Mr. Huddleston stated that he does not believe so as long as it is clearly defined that any city or county has the right to control in excess of the bill if they so choose. Senator Young questioned if most states have similar legislation. Mr. Huddleston stated that they do.

Chairman Ashworth questioned why Pyrotronics Corporation would be so interested in having this law in Nevada. Mr. Huddleston stated that he believed it would be to eliminate the people who could damage the industry; they have concern that without reasonable control, fireworks may ultimately be banned.

Senator Faiss questioned how fast the Fire Marshal could act should this bill be passed. Mr. Huddleston stated that he could act immediately; now there is nothing that would give him any authority should a problem present itself. Senator Faiss questioned if he believed this bill was needed. Mr. Huddleston stated that he could "live with the way it is written." Chairman Ashworth questioned if he would be willing to rewrite the bill to his satisfaction or address the matter before the next legislative session. Mr. Huddleston stated that fire chiefs have indicated that the problem exists now and would like to see the matter addressed this session; he said that he would prefer to see more of an enabling piece of legislation as is the case with other industries he regulates. He said he would be willing to amend it.

Senator Kosinski questioned where the local fire departments lack jurisdiction. Mr. Huddleston stated that their primary concern is having uniform control on a state level to assist them in policing on a local level.

Chairman Ashworth questioned the fiscal impact. Mr. Huddleston stated that they had submitted a Fiscal Note and said that by the second year, it would be user-fee supported. Senator Kosinski questioned if this fee schedule would be adopted by regulation, would a similar fee schedule be used. Mr. Huddleston stated that he would at this time.

Chairman Ashworth closed the hearing on S.B. 540,

The hearings were opened on A.B. 399.

Mr. Merlin Anderson, Administrator, Commission on Postsecondary Institutional Authorization, stated that the bill addresses itself to the use of terms presently contained in the act; specifically, the terms "college" or "university." He said that, due to the exemptions, certain institutions find themselves outside the area of control as to the terms. He said the effort is to move the particular section to the portion of the law that deals with the granting of degrees where it appropriately resides. He said it would allow institutions presently using the terms to make the necessary adjustments in their names. He said that new institutions would not be able to use the terms without clearance from the Commission as to suitability. He said there are institutions using the terms and the consumer is unable to discern the credibility.

Senator Faiss questioned how this is handled in the other states. Mr. Anderson stated that it varies from state to state.

Senator Young questioned the extend of regulating terms. Mr. Anderson stated that the legislature has given them the power to regulate the terms; however, it does not apply to those institutions that are exempt and they are making the credibility of the terms questionable.

Senator Neal arrived for the meeting (9:06 am).

Senator Young questioned if an institution uses the terms as part of a copywrited name. Mr. Anderson stated that he has not seen such a case but felt the matter could be addressed by regulation.

There being no further testimony, Chairman Ashworth closed the hearing on A.B. 399.

The hearing was opened on A.B. 401.

Mr. Merlin Anderson stated that presently it is provided in the law that any other state agency, bureau, board, etc., will provide the Commission with assistance in carrying out their responsibilities; he said this is generally in the area of monitoring. He said that the Commission is now experiencing a problem as to the time length in determining that the course of studies are adequate. He said that there are also instances where the applicable expertise is not available.

Senator Blakemore questioned if this bill is tracking the procedure of Nevada's sister states. Mr. Anderson stated that this is similar to the practice in California; Utah and Missouri have no licensing laws. He said that Indiana requires the institution to pay the entire fee for licensing. Mr. Anderson said that the Commission is requesting that if the expertise is not available or not available in a reasonable period of time, the cost for the investigation will be borne by the institution.

There being no further testimony, Chairman Ashworth closed the hearing on A.B. 401.

The hearing was opened on A.B. 650.

Assemblyman Lonie Chaney, Clark County Assembly District No. 7, Assemblyman Karen Hayes, Clark County Assembly District No. 13, and Assemblyman Marion Bennett, Clark County Assembly District No. 6, spoke in support of A.B. 650.

Assemblyman Hayes stated that A.B. 650 is the result of a subcommittee meeting of the Assembly Education Committee. She stated that the bill would conform sex education throughout the State and expressed her belief that legislation of this nature is necessary.

Senator Kosinski questioned having a representative from each of the professions or occupations listed in Section 1, subsection 2, paragraph (b). Ms. Hayes stated that they did not wish to have the board so large that it would be unwieldy; also, the smaller counties may not have available expertise from each area. Senator Kosinski questioned removing school administrators and pupils from the board as they would naturally be involved regardless of participation on the board. Ms. Hayes stated that she believed it would be much more convenient to have them actually on the board. Chairman Ashworth stated that as the bill presently reads, it would be possible to have three school administrators. He suggested amending the bill to include, "no more than one from each category." The Assemblymen concurred.

Chairman Ashworth questioned the lack of grade level in which to begin programs. Ms. Hayes stated that they wished to leave that open as it would depend upon the students and the type of sex education that is being taught.

Assemblyman Bennett pointed out the statistics of disease and abortion listed in the package presented to the committee (Exhibit "A"). He stated that it is a problem that needs to be addressed. He stated that it was his hope A.B. 650 would be a "step in the right direction" as to addressing this issue.

Ms. Hayes stated that as to age level of the program, an important portion of this bill is that the parents will have veto power as well as the opportunity to review the material presented to the children. Senator Neal questioned the authority the parents would have. Ms. Hayes stated that their children would not have to take the courses. She said that also if the parents started objecting, the teachers "would get the message" and provide something educational and not offensive.

Senator Neal questioned if the advisory committee is intended to be a "censoring committee." Ms. Hayes stated that it is but the final decision is to be left to the board of trustees.

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Mr. Chaney stated that they are attempting to get at the root of the problem by having experienced instructors teaching the children which may be a possible solution. He stated that he feels safeguards are in the bill and it should be workable and suitable for just about everyone.

In Section 1, subsection 2, paragraph (b), Senator Kosinski suggested combining "medicine" and "nursing", eliminating "school administration", combining "counseling" and "religion" and leaving "pupils who attend schools in the district." Ms. Hayes and Rev. Bennett took objection to combining "counseling" and "religion." Mr. Ernest Bryant, Department of Education, stated that the reason for this is to allow flexibility in the small counties. Chairman Ashworth suggested combining "medicine" and "nursing", eliminating "school administration", and leaving "counseling", "religion" and "pupils who attend schools in the district" as is which would allow them to appoint three out of the four categories. Senator Kosinski concurred. Chairman Ashworth stated that Line 9 should read as any three out of the four categories. The committee and the Assemblymen concurred. Senator Kosinski questioned if there would be any problem with the Assembly Education committee as to the amendment. Mr. Chaney stated that he did not believe there would be any problem at all.

Senator Young questioned if there was provision in the law that prohibits school boards from enacting such programs. Rev. Bennett stated that some school districts have such programs and some do not; he felt that by mandating the programs, all schools would have some programs available.

Dr. Sandra Swinney, University of Nevada Reno, spoke in support of A.B. 650 and submitted Exhibit "B" to the committee. She emphasized number 4 of the Exhibit as support by the State Department of Education.

Senator Young questioned the need for the bill. Dr. Swinney stated that she believed it would be encouragement for the programs. Senator Kosinski expressed concern that it could also be restrictive if the school districts were already presenting such programs. Dr. Swinney stated that she believed the quality of the programs would be improved with an advisory board.

Dr. Louise Bayard de Volo, Executive Director, Planned Parenthood of Northern Nevada, submitted Exhibit "C" for the record.

There being no further testimony, Chairman Ashworth closed the hearing on A.B. 650.

The hearing was opened on A.B. 402.

Mr. Merlin Anderson, Administrator, Commission on Postsecondary Institutional Authorization, stated that the bill would make the name of the Commission more palatable and useful. He stated that the name would be changed to the Commission on Postsecondary

Education. He stated that the public has confusion about the present name and feels that the name change will eliminate confusion.

There being no further testimony, Chairman Ashworth closed the hearing on A.B. 402.

A.B. 388

Senator Neal moved to "Amend" and "Re-refer A.B. 388 to the Senate Committee on Finance."

Seconded by Senator Blakemore.

Discussion: Senator Kosinski stated that there were questions not adequately addressed in the hearing. He questioned the implications of Section 2, subsection 6 on Page 2. He stated that there was also a question on subsections 8 and 9 of Section 2. Senator Neal stated that the motion was to delete subsection 6 of Section 2. As to subsection 8 and 9, Senator Neal stated that the State Board has not studied the process of certification. Senator Kosinski stated that this is not a study; rather, "investigating a person's failure to comply with the regulations relating to the teaching profession." Senator Young questioned passing a law establishing a commission and stating "that the commission shall recommend." He stated he felt that it was the Board of Education's job. Chairman Ashworth agreed but stated that this was a trial basis to establish a commission to aid the Board. Senator Young stated that he hesitated to establish another board when they are having problems eliminating them; also, there is a board of elected people for this purpose.

Senator Neal withdrew his motion; Senator Blakemore withdrew his second.

Mr. Merlin Anderson stated that he was formerly the head of the certification area. He stated that he believed the intent of the bill to be positive. As to subsection 9 of Section 2, Mr. Anderson stated that the information is readily available. As to subsection 8 of Section 2, he stated that there are individuals who are not controlled by the board of trustees as they teach in private institutions, etc., and there is no provision for those individuals. He said that is an area that needs to be addressed but the language in subsection 8 does not adequately address the issue. As to the merits of the bill, he stated there is no present administrative over-

sight in the area. He said there needs to be some support in looking at the area of certification. Senator Young questioned if the Board of Education is incapable of addressing this issue. He stated that he did not believe they were incapable; rather, they seemed to address other areas instead. Senator Young stated his belief that this should be one of the primary areas addressed. Chairman Ashworth stated that he believed this law would "bolster" what is presently in the law. Senator Young questioned establishing two boards. Chairman Ashworth questioned a resolution pointing out these items to the board which would tell them that they are charged with these responsibilities. Senator Young agreed or suggested a letter from the Chairman of the Committee on Human Resources and Facilities. Mr. Anderson stated that he feels strongly that there should be some impact in this area.

As to A.B. 519, Mr. Robert Petroni stated that there was an error in the proposed amendments to the bill and they have been returned to the Senate Bill Drafter's office of the Legislative Counsel Bureau.

A.B. 399 (Exhibit "D")

Senator Young moved to "Do Pass" A.B. 399.

Seconded by Senator Kosinski.

Motion carried.

Yeas -- 5

Nays -- None

Absent -- Senator Faiss

A.B. 401 (Exhibit "E")

Senator Young moved to "Do Pass" A.B. 401.

Seconded by Senator Blakemore.

Motion carried.

Yeas -- 5

Nays -- None

Absent -- Senator Faiss

A.B. 402 (Exhibit "F")

Senator Young moved to "Do Pass" A.B. 402.

Seconded by Senator Neal.

Discussion: Senator Kosinski questioned the need for A.B. 402.

Motion carried.

Yeas -- 4

Nays -- Senator Kosinski

Absent -- Senator Faiss

A.B. 650 (Exhibit "G")

Senator Young moved to "Amend" and "Do Pass" A.B. 650.

Seconded by Senator Blakemore.

Discussion: Chairman Ashworth stated that the amendment would be to combine "medicine" and "nursing", making it Number (1); eliminating "school administration"; renumbering "counseling" to Number (2); "religion" to Number (3); and, "pupils who attend schools in the district" to Number (4); then amend to make the representatives "any three of the four."

Motion carried.

Yeas -- 5

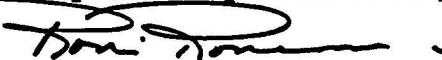
Nays -- None

Absent -- Senator Faiss

Chairman Ashworth submitted BDR 54-2128 which makes assorted revisions to law governing marriage and family counselors to the committee for introduction. Senator Kosinski stated that according to the deputy attorney general, there are serious shortcomings in the existing law governing marriage and family counselors relating to their regulatory scheme. The committee concurred to make BDR 54-2128 a committee introduction.


There being no further business, the meeting adjourned at 10:15 am.

Respectfully submitted,



Roni Ronemus, Committee Secretary

Approved,



Chairman
Senator Keith Ashworth

Teenage Pregnancy and Prevention



Discusses the emotional, social, and financial difficulties facing pregnant teenagers and their boyfriends. Stresses the need for greater sexual responsibility. Considers possible solutions for controlling, even preventing, this enormous problem.

PART I—THE PROBLEM

Studies the physical, social, and emotional crises that pregnant teenagers must cope with and overcome. Pinpoints reasons why the number of teenage pregnancies has dramatically increased.

PART II—THE CHOICES

Illustrates the difficult choices pregnant teenagers must make. Presents a balanced

view of possible options: having the baby, abortion, marriage, and adoption. Stresses the need to act quickly and carefully in choosing the best alternative.

PART III—THE SOLUTIONS

Identifies the most powerful way to strike back at teenage pregnancy—education about human reproduction and birth control. Explains birth control techniques and their relative effectiveness. Urges students to exercise responsibility in their sexual activities and to be aware of the risks involved.

Grades 8-College

NEW RELEASE

#632-G three-part program, \$90

Statistics of the Sexual Revolution

1/3 of all sexually active teenagers 15 to 19 become pregnant each year

1.3 million teenage women gave birth, had abortions or miscarriages last year

1 out of 10 girls under 15 bore children in 1976

16 million teenagers accounted for more than half of all illegitimate births

Teenage mothers cost tax payers an estimated \$8 billion a year

The gonorrhea rate for adolescents is second only to the common cold

Teen mothers face social disapproval and financial hardship. Those who marry have an exceptionally high divorce rate

Expenses to the infant and mother, including hospital charges that may lead to mental retardation, are significantly greater for teenage mothers than for those 19 or over.

1/3 of the nation's 4 million sexually active teenagers fail to use birth control because of ignorance or unavailability of contraceptive services

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The SIECUS annual report is on file with the New York State Dept. of State, 162 Washington Ave., Albany, N.Y. 12231 or at our office.

**By 15,
all kids have
had sex education
in school
in hallways,
locker rooms
and washrooms**



SIECUS
Sex Information and Education
Council of the U.S.
84 Fifth Avenue, Suite 407
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Teenage Sexuality — A Fact of Life

By age 15, many youngsters have already experimented with sex and some girls already have had a pregnancy. For too many American young people, sexual scripts are written early in their teens.

The principal source of sexual information — or misinformation — today is the peer group. Sex education by parents is virtually non-existent and sex education in the schools — where it does exist — is too little and too late in life for most youngsters. Sexual facts, attitudes and values, many of them false, have already been acquired from friends and the mass media, but the all important topics of reproduction, birth control and sexual responsibility remain shrouded in silence.

In a recent study, one in four teenage girls did not know that she could get pregnant the first time she had intercourse. Little wonder that last year, over 600,000 under the age of 18 gave birth — four-fifths conceived out of wedlock.

The Best Preventive Measure

SIECUS — the only multi-disciplinary health agency concerned solely with human sexuality — believes that sex education is the job of the whole community — parents, schools, churches, community agencies — and that the job must begin at home during the child's early formative years.

Parents are sex educators whether they like it or not ... whether they do it well or badly ... or not at all, for silence and evasiveness are just as powerful teachers as openness and frank discussion. The tragic legacies of sexual ignorance are the half million unwanted children born each year, most of them consigned to a life of misery and deprivation.

Through its participation in programs of parent education, teacher training, consulting with community leaders, and through conferences, symposia and professional publications, SIECUS has a hand in educating young people for responsible sexual behavior at appropriate times in their life cycles, and in helping make their parents better sex educators.

Co-founded in 1964 by Dr. Mary Calderone, a Quaker grandmother and physician, SIECUS with its Board spearheaded a world-wide movement for sexual enlightenment. It is an education consultant to schools, churches and social agencies; a clearinghouse of information for professionals and public alike; and a referral service for those needing help with every aspect of sexual life. It pioneered sexuality training for professionals, and its books, study guides, graphics and the *SIECUS Report* are basic reference tools for the field.



Dr. Mary S. Calderone, SIECUS founder and president, travels 50,000 miles a year to bring the basic scientific truths about sexuality to grass roots America—through TV and media and through countless lectures and consultations.

A Crusading Grandmother

Dr. Calderone, as SIECUS president, has been attacked and vilified, honored and applauded. A target for many years of the John Birch Society and other extremist right wing groups, SIECUS was once spontaneously awarded a foundation grant "in honor of the enemies it had made." Support — moral and financial — has come from 18 countries.

Through the efforts of SIECUS and its Board, other organizations in the health field found their work facilitated. Human sexuality has become a subject of serious study and ever broader research. Over 100 medical schools now offer it as part of their curricula, and there are 11 scientific journals in the field.

Academic recognition led to a new development: In September 1978, SIECUS became affiliated with New York University's Department of Health Education, School of Education, Health, Nursing, and Arts Professions. The SIECUS Library — a comprehensive collection of 15 years of the best scientific literature in the field — will now be housed in SEHNAP's Department of Health Education.

The Fight Has Really Just Begun

A vocal and active minority continues to oppose sex education courses at most public schools even in the six states that mandate it. Sex-related information and services are still unavailable to most minors, and 19th century legislation makes criminals of adults whose unconventional sexual behavior may run counter to rigid, outmoded codes. Affiliates in Indiana (SIECIND) and Connecticut (SIECCONN) are working at the grassroots level to develop programs to meet specific sex-related problems in the

Of special concern are teens, their parents, the physically or mentally handicapped, and the aging. The last, for example, are told by society that their lives are over and many come to believe it. SIECUS is exploding that myth and showing social workers, health professionals, institutional administrators and the aging themselves that sexual expression in later years can replace loneliness and a sense of finality with companionship and a sense of renewal.

The disabled are also in need of special programs. Studies of wheelchair men show that given a choice between regaining their walking or their normal sexual function, 100% would choose sex. SIECUS is helping to stimulate hospital programs to assure the handicapped that their need for completeness in relationships does not go ignored.

Thus SIECUS has become an acknowledged leader in changing society's concepts of human sexuality ... in opening up controversial areas to discussion and illumination ... in helping people to understand themselves and others as total sexual beings, with all the accompanying responsibilities and joys.

Your Contribution Will Help Troubled People Across The Nation

Your support is essential now for SIECUS to continue its leadership in the field. Our new affiliation challenges us toward development of resource centers for parents and the expansion of training programs for teachers and health professionals working with children. It is now accepted that people of every age are sexual. Your support is needed to balance this acceptance with programs leading to a mature and rational society in which sex will no longer be crassly exploited, but will assume its rightful place as a natural, integral and nurturing part of human life.

- \$5,000 will help create a resource center for parents who wish to provide sex education for their children
- \$1,000 will help develop new materials for parents, teenagers, the elderly, the handicapped
- \$500 will produce a community information guide for meeting organized attacks on sex education programs
- \$200 provides in-depth consultation for a community's youth agencies, religious institutions and schools
- \$100 will provide informational and referral services for 75 people
- \$50 will supply five teachers with sex education materials
- \$25 will help us respond to our mail

TEEN-AGE V.D., AND PREGNANCY AND ABORTION IN NEVADA

	<u>Gonorrhea</u>	<u>Syphilis</u>
1. <u>Under 10 years of age</u>		
1972	2	0
1974	1	0
1975	2	0
1976	2	0
1977	0	0
1978	3	0
2. <u>10 to 14 year age group</u>		
1967	0	0
1968	4	0
1969	11	1
1970	10	2
1971	7	0
1972	7	0
1973	40	0
1974	23	0
1975	21	0
1976	25	0
1977	27	0
1978	41	0
3. <u>15 to 19 year age group</u>		
1967	136	2
1968	182	2
1969	370	5
1970	382	28
1971	374	20
1972	416	11
1973	625	7
1974	881	8
1975	926	7
1976	779	3
1977	1145	3
1978	1196	2
4. <u>Total (all age groups)</u>		
1967	769	23
1968	1122	39
1969	1442	65
1970	1721	169
1971	1885	114
1972	2073	82
1973	3181	70
1974	4031	59
1975	4616	55
1976	3953	40
1977	5580	26
1978	5749	77

	<u>1974</u>	<u>1975</u>	<u>1976</u>	<u>1977</u>	<u>1978</u>
5. <u>Total Births in Nevada</u>	8819	8857	9909	10,489	10,806
<u>Births to Unwed Mothers</u>	1049	958	1078	1,207	1,410
<u>Mothers Under Age of 14</u>	35	31	29	31	24
<u>Termination of Pregnancy by Abortion</u>	1476	1807	2379	4,297	4,527

Nevada State Health Division
4/1/79

ABORTIONS, 1978

<u>Ag es</u>	<u>Abortions</u>
Under 11	1
12	3
13	4
14	38
15	84
16	167
17	226
18	391
19	359

Abortions by County of Residence:

Clark	2324
Washoe	1137
Rural Counties	<u>1066</u>

4527 = 1978 Total Number of
Abortions, All Ages

4020, White
507, Non-White

Nevada State Health Division
4/1/79

Governor's Youth Conference Recommendations

April 7, 1979

I. YOUTH EMPLOYMENT

I.1. There should be communication of available jobs and organizations with job information for youth.

PLAN OF ACTION: We recommend that the State provide more funds to agencies such as C.E.T.A. and Y.C.C. to broaden them with hot lines and job banks, etc. We also recommend that the State Employment Service advertise job openings through a news bulletin and job agency strictly for youths.

I.2. Encourage more vocational classes throughout the State high schools so youth who have already found a career goal don't have to wait until after high school to go to a trade school, e.g., S.N.V.T.C.

PLAN OF ACTION: To support the legislature in it's efforts to pass a bill providing high schools with funds for more vocational programs. We also recommend the construction of a V.T.C. (vocational-technical center) in the Northern half of the State.

I.3. To encourage the acceptance of youth as equals into their places of employment by the older employees.

PLAN OF ACTION: We recommend the availability of jobs to youths under 16 (no younger than 13) so long as they are mature enough to handle the responsibility. Employers must pay at least minimum wage in compliance with existing laws. We also recommend car-pooling systems between older employees and the youth to aid in good relations.

II. HEALTH AND SAFETY

II.1. Sex education must be offered by the schools.

PLAN OF ACTION:

- 1) Basic anatomy course shall be offered in the fifth grade with parental consent.
- 2) Sex education with emphasis on birth control must be offered by schools and come into effect in the seventh grade.

II.2. Roadways shall be kept clear of litter.

PLAN OF ACTION:

- 1) Stricter enforcement of litter laws. Punishment for littering shall be either paying a very high fine or working in a clean-up crew.
- 2) More garbage cans in convenient locations and better advertisement emphasizing keeping the environment clean.

II.3. Marijuana should not be decriminalized but the punishment for the first offense shall be lessened.

PLAN OF ACTION:

- 1) For the first conviction of an ounce or less, the penalty would be automatic probation. After the first conviction, the person would be charged with a felony.

Testimony
Thursday, May 10, 1979

Presented by: Dr. Sandra Swinney
Educator/Researcher, UNR

Senate Human Resources & Facilities Committee: Chairperson Ashworth
Members: Assemblymen Neal, Blakemore, Faiss, Kosinski and Young

I wish to speak in favor of A.B. 650. The version of A.B. 650 which you have before you is the result of compromise and successful working together of persons who entered the effort from varying religious backgrounds as well as educational and professional experiences.

Chairperson Vergiels, Assembly Education Committee, named a sub-committee to attempt to "bring together" the amendments made to A.B. 650 in early April. This group was chaired by Assemblyman Jan Stewart. Members included Assemblywoman Karen Hayes, Assemblyman Lonie Chaney, Mrs. Carol Carlson (Pro-Family Coalition), Dr. Ernie Bryan (State Department of Education), and myself. Under the expert and fair leadership of Sub-committee Committee Chair Jan Stewart, the amendments were agreed upon.

This was for me an especially gratifying experience. We often hear the excuse for NOT implementing education about human sexuality as "it is too controversial-- we could never get the different groups to agree." I do not believe that to be true anymore. The following kinds of summary remarks about my work on the sub-committee and discussions with persons providing input to A.B. 650 may be of some value to you.

1. Most everyone can agree that we wish for our young people a life of realized goals and fulfilled experiences.

Where we find immeasurable problems are with the young people who are not able to realize their goals and achieve fulfilling experiences due to interruptions, i.e., dropping out of school, illness, or injury. An important interruption in the life of an adolescent female is an unwanted pregnancy. The expense of this situation in terms of social, educational, physical, and emotional consequences cannot be ignored by lawmakers and educators. There may be some solution through a program in the school system which provides accurate information about "the human reproductive system, related communicable diseases and sexual responsibility." Perhaps we can impact on the increasing problem of sexual activity without protection among adolescents and the resulting unwanted children.

2. Many points-of-view support the need for prevention education, i.e., the examination of potential risks of sexual activity before young people become sexually active.

No one I know who supports education about human sexuality advocates early sexual activity. Abstinence is still the best prevention we can get! While many of us may personally advocate virginity until the age of 18 or 21, it does not

appear to be the norm for all youth. With sexual activity occurring at earlier ages among some adolescents, we need to provide an alternative for those persons who make that choice. Accurate information cannot and should not be restricted for those students who, with their parent's consent, wish to identify ways of protecting themselves as well as their partners.

3. Much of the controversy about sex education may be related to the misuse, or at least unwise use, of certain materials, i.e., films, readings, pamphlets, in the classroom.

The provision for the advisory committee to be four parents and three representatives from medicine, nursing, school administration, counseling, religion, or students who attend the schools in the district will provide a monitoring system which will hopefully improve the quality of the materials used as well as provide a check on age appropriateness of the content being provided.

4. A companion action of the State Board of Education provides additional impetus for direction and assistance by the State Department of Education in implementing education about human sexuality in the schools (see yellow attachment).

On April 20, the State Board of Education approved an amendment to the existing comprehensive health education curriculum entitled "Educational Programs Specific to Human Sexuality." I view this action as a measure of support for the need for such education in Nevada's schools and commitment to provide assistance in the development of curriculum. The State Department of Education also suggests parental involvement through an advisory committee and provides a requirement for parental consent.

5. The success of an educational program in human sexuality depends on the level of involvement and concern of parents as well as assistance from professionals in medicine, social service, and religion.

This piece of legislation will enable those school districts who wish to develop programs in education about human sexuality to begin the process. I am convinced that if a community-based advisory board is activated under well-informed leadership, persons from many points-of-view can identify those areas they ALL agree as necessary in the way of education for their young people and compromise on those issues where there is a difference of opinion.

It was personally gratifying to me to participate in a process which exemplified how far a group from such different philosophical ends of a continuum could go in reaching agreement. My hope is that we can all become less afraid of education in human sexuality and more involved in seeing that accurate, age appropriate information is available to young people.

Thank you very much.

Amendment #1 to Comprehensive Health Education Position Paper

EDUCATIONAL PROGRAMS SPECIFIC TO HUMAN SEXUALITY

Human sexuality means the preparation for personal relationships between the sexes by providing the appropriate educational opportunities designed to help a person develop understanding, acceptance, respect and trust for himself/herself and others. Human sexuality education should include the knowledge of physical, emotional, and social growth and maturation and understanding of individual needs. It involves an examination of man and woman roles in society, how they relate and react to supplement each other, the responsibilities of each toward the other throughout life, and the development of responsible use of human sexuality as a positive and creative force.

Specific recommendations should include:

1. Human sexuality should be considered as a component of the Comprehensive Health Educational Program.
2. School districts should form an advisory committee to advise such districts about the content of such instructions and the materials used.
3. State certified health educators and nurses or other certified personnel meeting approval of the local advisory committee should be the only persons permitted to teach human sexuality in the public schools.
4. School districts should provide opportunities to each parent or guardian to request, in writing, that his or her child not attend the human sexuality component of the Districts' Comprehensive Health Education Program.
5. School districts should provide training programs for parents who wish to instruct their own children about topics relating to human sexuality.

Approved April 20, 1979

State Board of Education

Nevada

RH/mg
3/8/79

Testimony - AB 650

Senate Human Resources and Facilities Committee, May 10, 1979

Dr. Louise Bayard-de-Volo, Executive Director, Planned Parenthood of No. Nevada

I am Dr. Louise Bayard-de-Volo, and I am the Executive Director of Planned Parenthood of Northern Nevada. I would like to speak in support of AB 650.

I have spoken with many individuals and groups about sex education, and almost all of them agree--sex education should begin in the home and be done by parents in a supportive family setting. But this is not what is occurring. When I ask people where they received their basic sexual information, the majority always say "from my friends." Few parents are assuming responsibility for education in sexual responsibility, and too often parents who do deal with the topic confine this to a single birds-and-bees lecture instead of maintaining a continuing open communication. In the Parent workshops and courses I have coordinated, I have found that most parents are very uncomfortable dealing with sexual topics; they do not know where to begin with their children; and many feel that their own knowledge is inadequate.

Sex education must be available in the schools--to supplement and reinforce education in the home and to provide accurate and appropriate education for the many, many young people who do not receive it in the home. Too many young people are becoming prematurely involved in sexual activity. They are not receiving the information and experiences they need to make good decisions about whether or not to become sexually involved. Without good information and a clear idea of their personal and family values relating to sex, young people are very vulnerable. They are subject to the misinformation and pressure of their peers, and they can become involved, both emotionally and physically, beyond their depths. Information improves decision-making.

Sex education has been shown in several studies in this country to be associated with less sexual activity among young people, and a decreased incidence of VD. I have distributed to you summaries of several research studies and articles which show the need for and the positive effects of education in sexual responsibility. Please note the studies at the bottom of the first page and the top of the second. I have seen no controlled research studies which indicated any negative effects of sex education. (The often-quoted Denmark statistics are definitely not an example of controlled research from which valid conclusions can be drawn.)

I often hear parents express concern over who in the schools will be talking to their children about sexuality. Too often this responsibility is relegated to staff who are untrained in the skills of objective discussion leading and value clarification, and who may be very uncomfortable with sexual topics. With the acknowledgement of human sexuality as a valid part of the school curriculum, responsibility for this area can be assigned to trained staff. Some teachers and counselors and nurses already have training in this area. Inservice courses can be arranged easily to provide further training.

Some people in Nevada insist that sex education is already in the schools and that this is adequate. That is not what I am hearing in University of Nevada freshman health classes. In my most recent survey last fall of over 100 students, 69% felt that their sex education (at home, school, church) was not adequate, and 74% of these students had attended Nevada high schools. Although education about bodily changes in puberty is very important, and understanding of reproductive anatomy and physiology is very useful, this is not enough to prepare young people to make good decisions about their own sexual behavior. Sexuality and relationships must also be discussed, with an opportunity for students to clarify their own values about sexuality (and these values, when thoughtfully explored, usually coincide very closely with those of their parents). Information on birth control must be available. We cannot deny the fact that a large percentage of teenagers are sexually active. With open discussion of sexuality comes the opportunity to discuss the advantages of postponing sexual activity until maturity.

Too often when sex education is the topic of discussion, this is used as an opportunity to attack Planned Parenthood. Attacks on Planned Parenthood are not relevant to the issue being discussed today. If schools take responsibility for this curriculum area, Planned Parenthood can withdraw, to be used only occasionally on a consultant basis. Communities will be able to have input into course content and materials.

I urge your support for this bill. The problems of premature sexual activity and teenage pregnancy are very real.

EVIDENCE SUPPORTING SCHOOL EDUCATION IN SEXUAL RESPONSIBILITY*Formal and Comprehensive Education in Sexual Responsibility Is Needed and Wanted

Hilldrup, Robert P., "Why Sex Education Belongs in the Schools," PTA Magazine, February, 1974, p.13-14.

"There is, of course, no way to shield children from sex education. The only real question is whether they will learn about sex in a factual way, without snickers or sneers, or whether they will gather their data in the streets, in pornographic bookstores, or from the fantasies their peers, films and television try to pass off as reality."

Kelly, John C., M.D. (Reno, Nevada), "Epidemic Teenage Pregnancy," Family Health, February, 1977.

"Even where school districts do offer sex education programs, only a few teach anything about birth control or contraceptive techniques... The emphasis seems to be on the mechanics of sex--not the practical aspects of dealing with the reality of it."

Zelnic, M. and Kanter, J.F., Johns Hopkins University, School of Hygiene and Public Health, 1976.

A survey of 2,200 females ages 15 to 19 indicated a 30% increase in sexual experience in this age group when compared to a 1971 study.

University of Nevada, Reno, Survey of 109 students in health class, Fall, 1978, Bayard-de-Volo, L.

69% of students surveyed stated that their sex education (through parents, friends, school and books) was not adequate (74% of sample attended Nevada high schools).

Gordon, S. and Dickman, I.R., Sex Education: The Parents' Role, Public Affairs Committee, New York, Pamphlet #549, July, 1977, p. 4.

"All national surveys reveal that the majority of parents favor sex education in the schools..."

Gallup, George, National Poll, December, 1977.

77% of national sample approved schools giving courses in sex education (an increase from 1970 support by 65% of sample)

KOLO (Reno, Nevada) "Pulse Line" survey of phonebook sample, Spring, 1978.

85% of sample answered yes to question "If sex education were offered in the schools, would you allow your child to attend?"

More Sexual Knowledge Relates to Less Sexual Activity Among Young People

Malcolm, H., "Sex Goes to College," Today's Health, April, 1971, p. 26-29.

Test of sexual knowledge given to groups of sexually active and sexually inactive North Carolina women college students. Sexually inactive women received much higher scores than those who were more active sexually.

*Research compiled by Dr. Louise Bayard-de-Volo, Planned Parenthood of Northern Nevada. For further information, please call 329-1781.

Gordon, S. and Dickman, I.R., Sex Education: The Parents' Role, Public Affairs Committee, New York, Pamphlet #549, July, 1977, p. 7.

"Rather, the evidence shows that ignorance, not knowledge, about sex creates problems. One recent survey of a group of college students found, in fact, negative correlations: less sexual knowledge, more sexual experience. And there is evidence that the less children know, the earlier they are likely to have sexual experiences, and the more frequently they will have unprotected sex and engage in sexual experimentation prematurely and irresponsibly."

McCary, S. P., "Interrelationships Between Relevant Sex Variables and Individuals' Reported Ages and Sources of Information for Learning and Experiencing Sexual Concepts," Doctoral Dissertation, University of Houston, 1976.

"Those whose sexual concepts were shaped in the classroom and from factual, written material showed more conventional sexual attitudes and behavior than those who received their major sexual information from peers, doctors, parents, siblings and the church."

Venereal Disease Incidence Decreases with Education in Sexual Responsibility

Levine, M.I., "Sex Education in the Public Elementary and High School Curriculum," in Taylor, D.L., Ed., Human Sexual Development, Philadelphia, Davis Publishing Co., 1970.

Four schools offering family living course found 58% decrease in VD incidence from the year preceding the initiation of the course to the year following its initiation. A school in the same community without sex education experienced an increased VD incidence in the same period. (This control school subsequently introduced sex education and experienced a decline of almost 50% during the course's first year.)

Sex Education Needs to Occur at Certain Key Stages in Development

McCary, S.P. (above)

Surveys indicate the sexual knowledge young people have at certain ages, and that this material comes primarily from peers (inaccurately and incompletely). Author recommends that factual presentations of this information should be given a year or so before this information would be received from peers. Information is available to provide specific guidelines for appropriate age and content of sex education.

Strawn, A.W., "A Teacher's Strong Views on Sex Education for the Grade School Child," National Elementary School Principal, January, 1978.

"If school instruction in sex education is to precede (or even accompany) the beginning of puberty's intense sexual feelings, sixth grade is often too late. Educators must recognize that sexual feelings and actions are no longer 'academic' matters for the elementary school. It is estimated that 20% of all thirteen- and fourteen-year-olds have had sexual intercourse, and that percentage is steadily rising. On the whole, if sex education is to precede sexual activity, high school is far too late to begin."

Nolin, Milton (University of Nevada, Reno)

Survey of 430 Indiana school teachers in 1971 questioned these teachers about when age-appropriate school sex education should begin: 46% said before third grade; 81% said before sixth grade; 97% said by end of ninth grade.

School Education in Sexual Responsibility is Endorsed by Major National Groups, Including:

Synagogue Council of America
U.S. Catholic Conference
National Conference of Churches
National Congress of Parents and Teachers
American Medical Association
YMCA and YWCA
The U.S. Department of Health, Education and Welfare

A. B. 399

ASSEMBLY BILL NO. 399—COMMITTEE ON EDUCATION

FEBRUARY 13, 1979

Referred to Committee on Education

SUMMARY—Prohibits unauthorized use of certain terms in names of postsecondary educational institutions. (BDR 34-263)

FISCAL NOTE: Effect on Local Government: No.
Effect on the State or on Industrial Insurance: No.

EXPLANATION—Matter in *italics* is new; matter in brackets [] is material to be omitted.

AN ACT relating to private postsecondary education; prohibiting unauthorized use of certain terms in names of postsecondary educational institutions; providing penalties; and providing other matters properly relating thereto.

The People of the State of Nevada, represented in Senate and Assembly, do enact as follows:

- 1 SECTION 1. Chapter 394 of NRS is hereby amended by adding
2 thereto a new section which shall read as follows:
3 1. *No person, alone or in concert with others, may use the term*
4 *"university" or "college" as part of the name or other designation of any*
5 *postsecondary educational institution in this state without authorization*
6 *from the commission.*
7 2. *The commission shall adopt regulations for authorizing post-*
8 *secondary educational institutions to use the term "university" or "col-*
9 *lege" as part of their respective names or designations. The regulations*
10 *must provide for consideration of the institution's qualification to award*
11 *degrees and may include minimum standards similar to those prescribed*
12 *by law for licensing under the Postsecondary Educational Authorization*
13 *Act.*
14 SEC. 2. NRS 394.560 is hereby amended to read as follows:
15 394.560 It is unlawful for any person, alone or in concert with
16 others, to:
17 1. Operate in this state a postsecondary educational institution not
18 exempted from the provisions of the Postsecondary Educational Author-
19 ization Act, unless the institution has a currently valid license to operate.
20 2. Offer, as or through an agent, enrollment or instruction in, or the
21 granting of educational credentials from, a postsecondary educational
22 institution not exempted from the provisions of the Postsecondary Edu-
23 cational Authorization Act, whether the institution is within or outside

1 this state, unless the agent is a natural person and has a currently valid
2 permit, except that the commission may [promulgate] *adopt* regulations
3 to permit the rendering of legitimate public information services without
4 a permit.

5 3. Instruct or educate, or offer to instruct or educate (including
6 advertising or soliciting for such purpose), enroll or offer to enroll, con-
7 tract or offer to contract with any person for such purpose, or award any
8 educational credential, or contract with any institution or party to per-
9 form any *such* act in this state, whether the person is located within or
10 outside this state, unless such person complies with the minimum stand-
11 ards set forth in NRS 394.450, and regulations adopted by the commis-
12 sion.

13 4. [Use the term "university" or "college" without authorization
14 from the commission.

15 5.] Grant, or offer to grant, educational credentials without a
16 license from the commission.

17 SEC. 3. NRS 394.650 is hereby amended to read as follows:

18 394.650 Any person, firm, partnership, corporation, association or
19 any other organization which violates any of the provisions of NRS 394.-
20 620 to 394.640, inclusive, *and section 1 of this act* is liable for a civil
21 penalty not to exceed \$2,500 for each violation, which shall be recovered
22 in a civil action, brought in the name of the State of Nevada by the
23 attorney general or by any district attorney in a court of competent juris-
24 diction. As used in this section, "each violation" includes, as a single vio-
25 lation, a continuous or repetitive violation arising out of the same act.

26 SEC. 4. NRS 394.660 is hereby amended to read as follows:

27 394.660 The attorney general or any district attorney may bring an
28 action in any court of competent jurisdiction, either as a part of any
29 action brought pursuant to NRS 394.650 or as a separate action, to
30 enjoin any violation of the provisions of NRS 394.620 to 394.640, inclu-
31 sive [.] , *and section 1 of this act*.

32 SEC. 5. NRS 394.670 is hereby amended to read as follows:

33 394.670 Every person, firm, partnership or officer or managing agent
34 of any corporation or association who violates any of the provisions of
35 NRS 394.620 to 394.640, inclusive, *and section 1 of this act* is guilty
36 of a gross misdemeanor.

37 SEC. 6. Any postsecondary educational institution which is exempted
38 by law from the provisions of the Postsecondary Educational Authoriza-
39 tion Act and, on the effective date of this act, is using the term "college"
40 or "university" as part of its name or other designation has until July
41 1, 1981, to comply with the provisions of this act.

A. B. 401

ASSEMBLY BILL NO. 401—COMMITTEE ON EDUCATION

FEBRUARY 13, 1979

Referred to Committee on Education

SUMMARY—Provides that private postsecondary educational institution may be required to pay certain costs in connection with application for license. (BDR 34-261)

FISCAL NOTE: Effect on Local Government: No.
Effect on the State or on Industrial Insurance: No.

EXPLANATION—Matter in *italics* is new; matter in brackets [] is material to be omitted.

AN ACT relating to private postsecondary education; adding to the express powers of the commission on postsecondary institutional authorization; providing that a postsecondary educational institution may be required to pay certain necessary costs in connection with its application for issuance or renewal of a license; and providing other matters properly relating thereto.

The People of the State of Nevada, represented in Senate and Assembly, do enact as follows:

- 1 SECTION 1. NRS 394.440 is hereby amended to read as follows:
2 394.440 1. The administrator may request from any department,
3 division, board, bureau, commission or other agency of the state, and
4 the latter agency shall provide, any information which it possesses that
5 will enable the commission to exercise properly its powers and perform
6 its duties under the Postsecondary Educational Authorization Act.
7 2. *If no agency of the state possesses the information or expert
8 knowledge which the commission finds is necessary to a determination of
9 whether an applicant for the issuance or renewal of a license has com-
10 plied with the minimum standards prescribed by the commission pur-
11 suant to law, the commission may consult with persons outside state
12 government who have the requisite expert knowledge, and may require
13 that the necessary cost of such consultation be paid by the institution
14 whose application is under consideration.*

A. B. 402

ASSEMBLY BILL NO. 402—COMMITTEE ON EDUCATION

FEBRUARY 13, 1979

Referred to Committee on Education

SUMMARY—Changes name of commission on postsecondary institutional authorization. (BDR 34-264)

FISCAL NOTE: Effect on Local Government: No.
Effect on the State or on Industrial Insurance: No.EXPLANATION—Matter in *italics* is new; matter in brackets [] is material to be omitted.

AN ACT relating to private postsecondary education; changing the name of the commission on postsecondary institutional authorization; and providing other matters properly relating thereto.

The People of the State of Nevada, represented in Senate and Assembly, do enact as follows:

- 1 SECTION 1. NRS 394.007 is hereby amended to read as follows:
2 394.007 "Administrator" means the administrator of the commission
3 on postsecondary [institutional authorization.] *education*.
4 SEC. 2. NRS 394.023 is hereby amended to read as follows:
5 394.023 "Commission" means the commission on postsecondary
6 [institutional authorization.] *education*.
7 SEC. 3. NRS 394.024 is hereby amended to read as follows:
8 394.024 "Commissioner" means any member of the commission on
9 postsecondary [institutional authorization] *education* except the admin-
10 istrator.
11 SEC. 4. NRS 394.383 is hereby amended to read as follows:
12 394.383 1. The commission on postsecondary [institutional author-
13 ization,] *education*, consisting of seven members appointed by the gov-
14 ernor, is hereby created.
15 2. The members of the commission are entitled to receive a salary of
16 \$40 for each day's attendance at a meeting of the commission and the
17 per diem allowances and travel expenses provided by law.
18 SEC. 5. The legislative counsel shall, in preparing the supplement to
19 Nevada Revised Statutes with respect to any section which is not
20 amended by this act or is further amended or added by another act, if
21 reference is made to the former commission on postsecondary institu-
22 tional authorization, substitute an appropriate reference to the commis-
23 sion on postsecondary education.

(REPRINTED WITH ADOPTED AMENDMENTS)
FIRST REPRINT

A. B. 650

ASSEMBLY BILL NO. 650—ASSEMBLYMEN
CHANEY AND BENNETT

MARCH 26, 1979

Referred to Committee on Education

SUMMARY—Authorizes board of trustees of school district to establish course of instruction in human growth and development. (BDR 34-1265)

FISCAL NOTE: Effect on Local Government: No.
Effect on the State or on Industrial Insurance: No.

EXPLANATION—Matter in *italics* is new; matter in brackets [] is material to be omitted.

AN ACT relating to public schools; authorizing local school districts to adopt an elective course on the human reproductive system and related subjects; and providing other matters properly relating thereto.

The People of the State of Nevada, represented in Senate and Assembly, do enact as follows:

- 1 SECTION 1. Chapter 389 of NRS is hereby amended by adding
2 thereto a new section which shall read as follows:
3 1. *The board of trustees of a school district may establish a course or*
4 *unit of a course of instruction on the human reproductive system, related*
5 *communicable diseases and sexual responsibility.*
6 2. *If a school board establishes such a course, it shall appoint an*
7 *advisory committee consisting of:*
8 (a) *Four parents of children who attend schools in the district; and*
9 (b) *Three representatives from any of the following professions or*
10 *occupations:*
11 (1) *Medicine;*
12 (2) *Nursing;*
13 (3) *School administration;*
14 (4) *Counseling;*
15 (5) *Religion; or*
16 (6) *Pupils who attend schools in the district.*
17 *This committee shall advise the district concerning the content of and*
18 *materials to be used in the course of instruction, and the recommended*
19 *ages of the pupils to whom the course is offered. The final decision on*
20 *these matters must be that of the board of trustees.*
21 3. *The subjects of the course may be taught only by a teacher or*

— 2 —

1 school nurse whose qualifications have been previously approved by the
2 board of trustees.

3 4. The parent or guardian of each pupil to whom the course is offered
4 must first be furnished written notice that the course will be offered. The
5 notice must be given in the usual manner used by the local district to
6 transmit written material to parents, and must contain a form for the sig-
7 nature of the parent or guardian of the pupil consenting to his attend-
8 ance. Upon receipt of the written consent of the parent or guardian, the
9 pupil may attend the course; otherwise he must be excused from such
10 attendance without any penalty as to credits or academic standing. Any
11 course offered pursuant to this section is not a requirement for graduation.

12 5. All instructional materials to be used in the course must be avail-
13 able for inspection by parents or guardians of pupils at reasonable times
14 and locations prior to the conduct of the course, and appropriate written
15 notice of the availability of the material must be furnished to all parents
16 and guardians.