

MEMBERS PRESENT: Chairman Craddock  
Vice-Chairman Foley  
Mr. Beyer  
Mr. Coulter (late)  
Mrs. Hayes  
Mr. Horn  
Mr. Malone  
Mr. Rackley  
Mr. Vergiels (late)

MEMBERS ABSENT: None

STAFF PRESENT: Don Rhodes, Chief Deputy Research Director

GUESTS PRESENT: John Hawkins, Nevada School Board Assn.  
Richard Brown, Nevada Assn. of School Admin.  
Wendell Newman, State Department of Education  
Ted Sanders, State Department of Education  
Lee Wastell, Nevada State Education Assn.  
Charles A. Silvestri, Clark County School Dist.  
Chuck Neely, Clark County School District  
Greg Betts, Douglas County School District  
Newsom Maples, Storey County School District  
J. G. Johnson, Nye County School District  
Neldon Mathews, Lincoln County School District  
Craig Blackham, Lyon County School District  
Cliff Lawrence, Carson City School District  
Arlo Funk, Mineral County School District  
Elmo Dericco, Churchill County School District  
Jim Carter, Churchill County School District  
Leon Hensley, Lander County School District

Chairman Craddock called the meeting to order at 3:15 p.m., apologizing that a Clark County Caucus had delayed the start of the meeting and that a Legislative Functions Committee meeting would cause two members to be slightly late to the meeting. The Chairman welcomed the guests to the meeting, today including representatives from Carson City and rural school districts (some not being able to attend due to snow conditions).

Dr. Lawrence, Superintendent of Carson City School District, having attended yesterday's meeting as well, noted he would be repeating a few of the same items for re-emphasis.

Local autonomy: Concerned that new legislation will add responsibilities and costs to school operation, to an already tight-budget situation, and hoped that some time would be spent repealing some legislation. Examples: Called "Arbor Day" type legislation; having to have special activities to recognize a day. This takes time and resources, human and financial, to meet these requirements. Other examples are environmental education, thrift, driver education, sex education.

Assembly Committee on.....

Date: 1/29/81

Page: 2

The District is not opposed to the subjects, it is the fact that they are mandatory and that they take time away from the teaching of basic subjects. The Districts must be able to set their own priorities, especially in tight-budget situations. Remedial reading must take precedence over these subjects, but may not be able to.

Sex education: a good program was devised several years back for 7th & 8th graders on one Saturday. The instructors were medical doctors. Now with new legislation, district is going against the law to follow this program, because outsiders were teaching. .

The new Library bill: it will cost the district at least an additional \$40,000. Elementary Counselors: nice if you can afford it but cannot at the expense of another program.

Dr. Lawrence pointed out that all legislation affects finances, even though this committee does not vote on finances directly. In order to maintain quality education, quality teachers must be hired and retained. This is taking more and more funds from the general budget.

Mr. Malone asked why sex education should vary from county to county when reading and writing does not. Dr. Lawrence answered that community standards vary with sex education.

In answer to a question about counselors, Dr. Lawrence replied that counselors will affect class size in that you must increase class size by reducing the number of teachers in order to pick up an additional five positions for mandated counselors. These priorities should be a decision of local school boards.

Greg Betts, Superintendent of Douglas County School District, distributed four reports to the committee. (EXHIBIT A, attached)

Local autonomy: Dr. Betts supports all that has been said so far. As money begins to come from more distant areas, locals worry that governance will come from there too. Priorities could better be set at the local level.

He pointed out that the sex education issue was easily the most significant and emotional issue last year, even though Douglas County has had a program for at least ten years. He feels that today they have a less effective program in the county as a result.

Driver Education: This is an important program, especially in rural areas where students may not have other opportunities for this training. However, program has never been funded very well. Having one teacher to four students is costly. New problem of local dealers no longer donating vehicles. District will begin teaching on Saturdays or summertime on a fee basis as a result.

Dr. Betts reiterated that only Utah has more students per teacher. With these conditions and the fact that after four years of college a teacher begins at approximately \$12,000 a year and can only work up to approximately \$22,000 after many more years, they cannot find nor retain quality teachers easily.

However, per one of the papers distributed, SAT scores show that Nevada youngsters comparatively speaking are doing very well.

Dr. Betts asked the committee to study the legislative proposals from his community, concerning finance, instruction, personnel and governance. He closed with asking the committee to be careful of anything mandated for a state as diversified as Nevada and having seventeen different school districts.

Craig Blackham, Lyon County School District, noted that his district is one of five that has applied for emergency funding. They would like all options left open to them such as hiring counselors and driver education. He felt his biggest problem was that urban area housing problems have caused people to migrate to his area. Enrollment will not grow enough, however, to provide enough funds to open new schools. They are now on double session. Programs have already been cut, such as art, music, remedial reading. It would cost a quarter of a million dollars to replace these programs.

Chairman Craddock reminded the group that even though everyone was acutely aware of and interested in financial problems, it would help the committee if general programs were discussed instead.

Newton Maples, Superintendent of Storey County, basically wanted to echo the comments already made. Storey only has one elementary and one secondary school. To modify their program to add one staff member, such as a Librarian or Counselor, would mean they would have to cut two or three programs or one teacher from a staff of ten at the secondary level and seven at the elementary level. Mandated programs have a much more extreme effect on small districts.

A discussion followed of busing students and whether students could be 'traded' with another adjoining district to eliminate busing. Mr. Blackham clarified that buses are needed whether for transportation to and from school or for other purposes such as sports. Also some roads are not paved and not used during winter making routes temporarily longer.

Joaquin Johnson, Superintendent of Nye County School District, stated he had to mention finances because finances do affect quality of education in all schools. Attracting and retaining quality teachers is a great problem as they have very little but money to offer. They are short four teachers now and before the end of the year, will be short seven more because of increase in enrollment. There has been a 49% increase in Nye County in one year. By the time new school doors are open, the building is filled to capacity. If the MX comes to Nye County, the District will need legislative help for up-front money. They are busing 52 miles one way to not have to build a new high school. In some cases they also have a one-room school with one teacher to 3 or 4 students.

Neldon Mathews, Superintendent of Lincoln County School District, finds one of his main concerns is acquiring and keeping teachers. They used to come to rural areas, gain experience, and then go on to urban areas such as Las Vegas or Reno. Now they would rather work in a casino for more money until an opening occurred in the

cities. This cannot be helped by the Legislature, but if the MX comes, there will be a big problem, expecting a 110% increase in students.

As to sex education, he felt his teachers are very diversified but may not be qualified to teach this area. He also finds some of his communities do not even want the subject taught. As to driver education, he agreed with the problems stated so far. They are now buying obsolete state/county vehicles and refurbishing them. One school is sitting unfinished because of lack of funds.

In response to a question about providing services for the girls school, Dr. Mathews replied that they do not even break even from funds provided. He did not want to get rid of the service because he felt they were providing a better educational opportunity than if it were contracted out.

Dr. Mathews felt the MX report did not address areas such as vocational education, special education and physical education. He is proud of his programs and now fears for them with an influx of a large transient population.

A discussion followed of revenues from sales tax vs. property tax. The lag time of the money arriving was a concern, as well as the revenue stopping as soon as the people move on with the MX project and the fact that the bulk of the industries involved would be in the cities not the rural areas.

Arlo Funk, Superintendent of Mineral County, noted that his main problem was not increasing enrollment but rather declining enrollment. They have dropped 35% in six years and 15% this year alone. He wished they had combined with another district several years back.

Leon Hensley, Superintendent of Lander County, wanted to point out that rural education in Nevada is rather unique. They want to protect what they have. When new programs arise, please remember the rural aspect. It may work well in Reno and Las Vegas, but not in Austin. They cannot always travel this far on small budgets to testify -- please help protect the uniqueness.

As to attracting teachers, they don't have sidewalks or even trees in some instances. Money is all they can offer; often acquiring 80% of their teachers from out of state.

He would like to see a different mode of reporting information than the larger districts use, such as in filling out the civil rights survey. A three minute phone call would be much better than the Superintendent filling out several pieces of paper -- especially in light of the fact that no benefit is received from the form anyway. Same for vocational education equipment lists. Too time consuming.

Elmo Dericco, Superintendent of Churchill County School District, introduced his assistant, Jim Carter. Mr. Dericco wanted to support what has already been said and noted that in 1978-79 they increased 170 students in one year and have dropped 116 students this year. He yielded to (Committee Minutes) Mr. Carter.

Mr. Carter noted that no one had mentioned so far the Dodge Plan which has failed to equalize enrollment in the state. Factors built into the formula help the remote districts and the urban districts, but seems to hurt those in the middle area, such as White Pine, Lyon, and Churchill. Please reconsider this Plan.

He further noted that teacher salary schedules are a great concern and should be studied, comparing districts state-wide.

Mr. Beyer asked why no district has mentioned the impact of the bilingual programs as a problem.

Mr. Sanders, State Superintendent of Schools, asked to answer from the audience. He said many representatives were not here today because of weather who would have brought up different problems. Elko for one. They do not receive enough funds to cover their ESL program. Federal funds also have enough strings attached to the program that districts are instead underwriting the program out of their own funds.

Mr. Hawkins thanked the committee for their patience in listening to their problems. White Pine, Eureka, Esmeralda, Humboldt, Pershing and Elko are not represented today and Mr. Hawkins wanted to tell the committee that he felt those counties would support what has been brought before them so far. White Pine for one had to request interim financing this year in order to survive.

Chairman Craddock thanked the group for two very worthwhile meetings so far. He was sorry several could not attend, but felt the committee had a much better feel for district problems than ever before.

Mr. Vergiels thanked the Chairman and the several superintendents who helped plan these information gathering meetings. Mr. Malone seconded the idea.

Miss Foley reminded the participants, especially those from farther away, to use the toll free number and to write to the committee members to let them know their feelings.

Chairman Craddock mentioned that a reserve fund was being considered to help with the MX impact, hoping to fill in the lag time the other taxes may create. The meeting was adjourned at 4:55 p.m.

Respectfully submitted,

Dorothy Mobley,  
Committee Secretary

DOUGLAS COUNTY SCHOOL DISTRICT

January 1981

Priority Legislative Proposals of the Douglas County  
School District Board of Trustees for the  
1981 Legislative Session

INSTRUCTION:

1. Proficiency testing for the public schools in Nevada was mandated by the 1977 session of the Nevada State Legislature. The graduating class of 1982 is the first class to come under this requirement. Though considerable improvement has been made in the testing process, there still appears to be a need to further define the items used on the test so they are consistent with a district's curriculum content. Trustees could insist that criteria be developed and communicated from which all competency tests will be constructed.

2. NRS 385.240 requires that "the Superintendent of Public Instruction shall approve or disapprove lists of books for use in public school libraries . . .". Subsequent approval or disapproval of these lists is to be made by the State Board of Education.

Portions of this statute are in conflict with the concept of local school district autonomy and control as outlined in NRS 385.005. The requirements of NRS 385.240 should provide for local school district development of lists of library books and provide for approval of such lists by the local superintendent and the local Board of School Trustees.

3. During the 1971 session, the Legislature mandated instruction in certain categories of environmental education, counseling programs about careers in environmental education, feasibility studies regarding conducting programs of outdoor environmental education, and camping for elementary and secondary students.

This statute is in conflict with the concept of local school district autonomy and control as outlined in NRS 385.005. The requirements of NRS 389.110 to NRS 389.130 have eliminated local Board prerogatives regarding environmental education.

4. NRS 389.080 provides that all teachers shall teach lessons on the subject of thrift.

4. (continued)

This statute should be repealed. It is in conflict with NRS 385.005 which declares as legislative intent that education in Nevada is "essentially a matter of local control by local school districts." It is no more reasonable to mandate curriculum in this area than it is in hundreds of other equally or more vital areas.

5. Legislation enacted during the 1976 session (NRS 389.015) mandated proficiency examinations to be administered before the completion of grades 3, 6, 9, and 12. Beginning with the 1980-81 school year, proficiency examinations will be administered to all eleventh grade students in the fall with make-up in the spring for those failing and/or absent. In addition, all students in grades 3, 6, and 9 will be scheduled for testing in the spring.

All real and actual expenses incurred by the school district mandated by the legislation should be borne by the State Department of Education.

6. A subsection of NRS 388.130 requires that Arbor Day be observed with appropriate exercises by the public schools of Nevada.

Subsection 3 of this statute should be repealed. It is not reasonable to select Arbor Day from among the dozens of (potential and real) proclaimed and standard "special days" and mandate a special school observance. Consistent with declared legislative intent (NRS 385.005) such matters should be determined at the local level according to specific conditions and curricular needs.

FINANCE:

1. Support the recommendations which have been made by the superintendents' study committees concerning the funding of public education in Nevada during the next biennium. (Eighteen percent increased support during the first year and ten percent during the second year.)
2. Remove the inequity which exists in the ad valorem tax capping process when the multiplier and the corresponding amount of the school levy are altered by the State Board of Examiners. Douglas County School District lost in excess of \$46,000 when the State Board of Examiners changed the school levy from 50¢ to 60¢ per \$100 of assessed valuation.
3. If it is determined that there is a need for a study of methods of school finance in Nevada, the Board of Trustees should consider endorsing a statewide study of the formula for funding public education. Support the premise that some study group from outside the State would provide the most unbiased input for such a study.
4. Support for additional monies for areas such as vocational education and special education and elementary counselors insofar as these monies will not in any way diminish the assistance granted to public schools through the State Distributive School Fund. The State of Nevada is behind all other western states in state support of vocational education.

5. Reestablish a proper proportion of state versus local revenue.
6. No off-site improvements should be mandated by state or county governing bodies without prior consultation with appropriate school personnel as a requisite for approval of building permits or use permits to determine off-site improvements that are necessary or appropriate to school construction.
7. Every effort should be made to encourage the State Department of Energy to submit an approved state plan to the federal government, so that local school districts would be allowed to participate in certain energy-saving programs. This might open the door to being able to experiment in certain solar energy projects or others which may have long-term effects on the District's energy consumption.
8. Changes should be considered in NRS 354.596 and NRS 354.598 in regard to the timeline for filing budgets in a legislative year. The Douglas County School District will have to file two 1981-82 budgets prior to having any good data on 1981-82 revenue. The statutory requirement of filing two budgets prior to having any sound revenue data is tremendously inefficient and frustrating.

PERSONNEL:

1. NRS 391.312, subsection 1, specifies reasons for suspension, demotion, or dismissal and refusal to reemploy certificated personnel.

Amend to provide for automatic dismissal of employees by the Board of Trustees when the certificated employee is absent without approved leave for five days.

2. Change the April 1st notification date for reemployment of certificated employees, pursuant to NRS 391.3196, to May 1st so that the date coincides with the evaluation calendar listed in NRS 391.3125.

3. NRS 391.3197, subsection 1, relates to probationary employees having no right to employment after probationary contract year.

Amend NRS 391.3196 to provide that teachers employed by a Board of Trustees shall be on probationary contracts annually for the first two consecutive years of employment, if their services are satisfactory.



GOVERNANCE:

1. Trustees may wish to take a position concerning an increase in the of compensation members of Boards of Trustees around the State of Ne may receive for services.
2. Legislation should be considered to make it clear that a Board of Trust may meet in private with its legal counsel to discuss pending litigation.
3. Amend NRS 236.015 so that the public entities affected by the legal holiday requirement may have some flexibility in scheduling the actual observance of those holidays on days that may be less disruptive to their overall calendars.

Additional Proposal - FINANCE:

NRS 474.250, dealing with interest, states:

"Rates and Payment. The bonds shall bear interest at a rate or rates not exceeding 9 percent per annum, payable annually, semiannually or at other designated intervals, but the first interest payment date may be for interest accruing for any other period."

It is suggested that this statute should be eliminated or the stated maximum rate changed to a realistic figure.

## 3RD GRADE

1980 STATE PROFICIENCY EXAMS  
MATHEMATICS

	STANINE	PERCENT IN EACH STANINE			NUMBER DCSD STUDENTS IN EACH STANINE
		NATIONAL	STATE	DOUGLAS COUNTY SCHOOL DISTRICT	
BELOW AVERAGE ACHIEVEMENT	1	4	.51	0	0
	2	7	2.31	1.07	3
	3	12	5.00	5.11	14
AVERAGE ACHIEVEMENT	4	17	12.45	17.15	47
	5	20	20.70	24.82	68
	6	17	21.70	22.77	63
ABOVE AVERAGE ACHIEVEMENT	7	12	18.88	14.80	40
	8	7	7.33	8.03	22
	9	4	9.43	6.20	17
				TOTAL	274

DOUGLAS COUNTY SCHOOL DISTRICT

AGENDA ITEM 4-A

SUMMARY OF DISTRICT-WIDE TESTING PROGRAM AND  
STATE MANDATED PROFICIENCY EXAM RESULTS FOR THE  
1979-80 SCHOOL YEAR

Stanford Achievement Test

Nationally Standardized Battery

September 9, 1980

3RD GRADE  
1980 STATE PROFICIENCY EXAMS  
LANGUAGE

	STANINE	PERCENT IN EACH STANINE			NUMBER DCSD STUDENTS IN EACH STANINE
		NATIONAL	STATE	DOUGLAS COUNTY SCHOOL DISTRICT	
BELOW AVERAGE ACHIEVEMENT	1	4	1.10	0	0
	2	7	2.53	2.1	6
	3	12	6.85	4.6	13
AVERAGE ACHIEVEMENT	4	17	15.03	11.1	31
	5	20	22.09	17.7	50
	6	17	20.66	27.7	78
ABOVE AVERAGE ACHIEVEMENT	7	12	18.28	18.2	51
	8	7	8.14	10.7	30
	9	4	5.31	7.1	20
TOTAL					279

1980 STATE PROFICIENCY EXAMS  
READING

	STANINE	PERCENT IN EACH STANINE			NUMBER DCSD STUDENTS IN EACH STANINE
		NATIONAL	STATE	DOUGLAS COUNTY SCHOOL DISTRICT	
BELOW AVERAGE ACHIEVEMENT	1	4	.31	0	0
	2	7	2.04	.3	1
	3	12	4.80	3.9	11
AVERAGE ACHIEVEMENT	4	17	10.59	7.6	21
	5	20	21.15	24.2	67
	6	17	24.65	26.0	72
ABOVE AVERAGE ACHIEVEMENT	7	12	17.69	19.5	54
	8	7	10.75	9.7	27
	9	4	8.03	8.3	23
				TOTAL	276

6TH GRADE  
1980 STATE PROFICIENCY EXAMS  
MATHEMATICS

	STANINE	PERCENT IN EACH STANINE			NUMBER DCSD STUDENTS IN EACH STANINE
		NATIONAL	STATE	DOUGLAS COUNTY SCHOOL DISTRICT	
BELOW AVERAGE ACHIEVEMENT	1	4	.32	.3	1
	2	7	2.34	2.3	6
	3	12	7.37	15.5	40
AVERAGE ACHIEVEMENT	4	17	14.25	22.4	58
	5	20	23.34	26.7	69
	6	17	18.36	17.8	46
ABOVE AVERAGE ACHIEVEMENT	7	12	16.09	8.1	21
	8	7	10.04	5.4	14
	9	4	7.19	1.1	3
TOTAL					258

6TH GRADE  
1980 STATE PROFICIENCY EXAMS  
READING

	STANINE	PERCENT IN EACH STANINE			NUMBER DCSD STUDENTS IN EACH STANINE
		NATIONAL	STATE	DOUGLAS COUNTY SCHOOL DISTRICT	
BELOW AVERAGE ACHIEVEMENT	1	4	.30	0	0
	2	7	1.83	.3	1
	3	12	6.71	6.1	16
AVERAGE ACHIEVEMENT	4	17	14.09	17.7	46
	5	20	21.33	27.0	70
	6	17	25.55	24.3	63
ABOVE AVERAGE ACHIEVEMENT	7	12	14.49	14.6	38
	8	7	8.99	5.4	14
	9	4	7.50	4.2	11
				TOTAL	259

6TH GRADE  
1980 STATE PROFICIENCY EXAMS  
LANGUAGE

	STANINE	PERCENT IN EACH STANINE			NUMBER DCSD STUDENTS IN EACH STANINE
		NATIONAL	STATE	DOUGLAS COUNTY SCHOOL DISTRICT	
BELOW AVERAGE ACHIEVEMENT	1	4	1.29	1.1	3
	2	7	2.67	4.6	12
	3	12	8.82	10.0	26
AVERAGE ACHIEVEMENT	4	17	13.15	14.6	38
	5	20	20.00	24.7	64
	6	17	23.39	21.2	55
ABOVE AVERAGE ACHIEVEMENT	7	12	14.39	9.2	24
	8	7	8.84	8.8	23
	9	4	7.44	5.4	14
				TOTAL	259



# New Statistical Digest Compares State Pupil-Teacher Ratios

In its 1980 edition of its annual *Digest of Education Statistics*, the National Center for Education Statistics points to a first-time-ever tabulation of pupil-teacher ratios, by states.

This year's *Digest* is the 18th in a series of publications initiated by

NCES in 1962.

It includes statistics on all levels of education, including adult and vocational, for both public and private schools.

In some cases, the *Digest* uses series of data extending back to 1870,

to give historical perspective.

For copies of the *Digest*, send check or money order for \$7.00 to Superintendent of Documents, U.S. Government Printing Office, Washington DC 20402.

Enrollment, average daily attendance, and classroom teachers in public elementary and secondary schools, by State: 1978-79

State or other area	Enrollment <sup>1</sup>	Estimated average daily attendance	Classroom teachers <sup>1</sup>	Pupils per teacher based on enrollment	Pupils per teacher based on average daily attendance
1	2	3	4	5	6
United States <sup>2</sup> .....	42,611,000	39,234,000	2,199,000	19.4	17.8
Alabama .....	761,666	703,266	40,771	18.7	17.2
Alaska .....	90,728	( <sup>3</sup> )	5,057	17.9	( <sup>3</sup> )
Arizona .....	509,830	469,315	25,654	19.9	18.3
Arkansas .....	456,698	432,717	23,112	19.8	18.7
California .....	4,187,967	( <sup>3</sup> )	4,207,000	20.2	( <sup>3</sup> )
Colorado .....	558,265	520,729	29,461	18.9	17.7
Connecticut .....	593,757	531,440	35,739	16.6	14.9
Delaware .....	111,034	101,500	6,014	18.5	16.9
District of Columbia .....	113,658	94,502	5,964	19.1	15.8
Florida .....	1,613,819	( <sup>3</sup> )	71,853	21.1	( <sup>3</sup> )
Georgia .....	5,1093,256	( <sup>3</sup> )	53,214	5,20.5	( <sup>3</sup> )
Hawaii .....	170,761	155,360	7,940	21.5	19.6
Idaho .....	203,022	199,035	9,830	20.7	20.2
Illinois .....	2,100,157	( <sup>3</sup> )	112,904	18.6	( <sup>3</sup> )
Indiana .....	1,113,331	1,027,149	53,657	20.7	19.1
Iowa .....	568,540	530,224	33,511	17.0	15.8
Kansas .....	433,547	390,092	26,812	16.2	14.5
Kentucky .....	692,999	636,344	32,835	21.1	18.4
Louisiana .....	816,609	740,140	41,756	19.6	17.7
Maine .....	240,016	220,000	13,878	17.3	15.9
Maryland .....	809,933	735,772	42,543	19.0	17.3
Massachusetts .....	1,081,464	982,091	59,138	18.3	16.8
Michigan .....	1,911,345	1,759,858	87,622	21.8	20.1
Minnesota .....	807,716	778,930	44,488	18.2	17.6
Mississippi .....	493,710	469,143	25,685	19.2	18.3
Missouri .....	900,002	804,548	48,800	18.4	16.5
Montana .....	184,326	149,860	9,682	17.0	15.5
Nebraska .....	297,796	279,208	17,731	16.8	15.7
Nevada .....	146,281	139,061	6,294	23.2	22.1
New Hampshire .....	172,389	157,660	8,874	19.4	17.8
New Jersey .....	1,337,327	1,206,000	678,000	17.1	15.5
New Mexico .....	279,249	265,267	13,909	20.1	19.1
New York .....	3,093,885	2,738,400	6,158,146	19.6	17.3
North Carolina .....	1,162,810	1,078,154	55,309	21.0	19.5
North Dakota .....	122,021	117,430	7,381	16.5	15.9
Ohio .....	2,102,440	1,912,800	102,645	20.5	18.6
Oklahoma .....	588,870	548,000	32,136	18.3	17.1
Oregon .....	471,374	427,100	24,579	19.2	17.4
Pennsylvania .....	2,046,746	1,885,300	110,833	18.5	17.0
Rhode Island .....	160,656	145,013	9,314	17.2	15.6
South Carolina .....	624,931	587,603	30,022	20.8	19.6
South Dakota .....	138,228	131,320	8,179	16.9	16.1
Tennessee .....	873,036	819,028	41,220	21.2	19.9
Texas .....	2,867,254	2,587,556	154,913	18.5	16.7
Utah .....	325,026	304,972	13,235	24.6	23.0
Vermont .....	101,292	97,240	6,480	15.6	15.0
Virginia .....	1,055,238	981,721	56,739	18.6	17.3
Washington .....	769,246	705,430	34,893	22.0	20.2
Washington .....	395,722	360,830	19,785	20.0	18.3
West Virginia .....	886,419	( <sup>3</sup> )	47,677	18.6	( <sup>3</sup> )
Wisconsin .....	94,328	87,300	5,806	16.2	15.0
Wyoming .....					
Outlying areas:					
Puerto Rico .....	721,419	( <sup>1</sup> )	29,278	24.6	( <sup>1</sup> )
Trust Territory of the Pacific <sup>7</sup> .....	4,513	4,349	241	18.7	18.0
Virgin Islands .....	25,138	22,847	1,470	17.1	15.5

49

50

-X

-X

<sup>1</sup> Data are for fall 1978.  
<sup>2</sup> Includes estimates for nonreporting States  
<sup>3</sup> Data not available.  
<sup>4</sup> Data are for fall 1977.  
<sup>5</sup> Estimated by the National Center for Education Statistics.

<sup>6</sup> Estimated by the reporting State  
<sup>7</sup> Data for Northern Marianas only.  
 SOURCE U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Statistics of Public Elementary and Secondary Day Schools, Fall 1978*

# DOUGLAS COUNTY SCHOOL DISTRICT

## TEACHING PERSONNEL SALARY SCHEDULE FOR 1980 - 1981

	(A)	(B)	(C)	(D)	(E)	(F)	(G)
Years Experience	Non-Degree	B.A.	B.A.+16	B.A.+32	M.A. B.A.+48	M.A.+16 B.A.+64	M.A.+32
0	11,205	12,130	12,805	13,480	14,155	14,830	15,505
1	11,670	12,595	13,270	13,945	14,620	15,295	15,970
2	12,135	13,060	13,735	14,410	15,085	15,760	16,435
3	12,600	13,525	14,200	14,875	15,550	16,225	16,900
4	13,065	13,990	14,665	15,340	16,015	16,690	17,365
5	13,530	14,455	15,130	15,805	16,480	17,155	17,830
6	13,995	14,920	15,595	16,270	16,945	17,620	18,295
7		15,385	16,060	16,735	17,410	18,085	18,760
8			16,525	17,200	17,875	18,550	19,225
9			16,990	17,665	18,340	19,015	19,690
10			17,455	18,130	18,805	19,480	20,155
11			17,920	18,595	19,270	19,945	20,620
12				19,060	19,735	20,410	21,085
13					20,200	20,875	21,550
14						21,340	22,015
15							22,480

Teaching personnel entering the Douglas County School District will be allowed credit for outside teaching experience in public schools to a maximum of five (5) years, and that experience must have occurred within the last ten (10) years.

The District makes the total 15 percent contribution to the retirement system on behalf of the employee.

All units indicated are graduate semester units. Quarter hour units are equivalent to two-thirds (2/3) of a semester unit. Only upper division and graduate level units will be accepted for advancement on the salary schedule.

Teachers whose assignment extends beyond the base work year of 181 days and who provide services similar to those provided in the base work year shall be compensated at a daily rate of 1/181 of their contract amount for the base work year times the number of extended days worked. The number of extended days worked shall be determined by the District. Those teachers working extended days shall be required to work a regular work day of seven (7) hours excluding a lunch break.