

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

MEMBERS ABSENT: None

STAFF PRESENT: Don Rhodes, Chief Deputy Research Director

GUESTS PRESENT: John Hawkins, Nevada School Boards Assn.
Richard F. Brown, Nevada Assoc. School Admin.
Jerry Connor, Nevada Assoc. School Admin.
Douglas Byington, Nevada Assoc. School Admin.
Charles Robinson, Nevada Assoc. School Admin.
Joyce Woodhouse, Nevada State Educ. Assoc.
Joe Fisher, Nevada State Educ. Assoc.
Dillie Kelly, Nevada Department of Education
Ann Lynch, PTA of Nevada
William K. Moore, PTA of Nevada
LaVonne Frost, Fremont School PTA
Michael Rask, Nevada Advisory Council for)
Marie Egbert, Voc-Tech Education)
Merlin D. Anderson, Comm. on Postsecondary Educ.
Lucille Lusk, Clark County School Board
Robert Petroni, Clark County School District
Jim Coleman, Las Vegas Sun
Louis Keyslan, Citizen
Three political science students

Chairman Craddock called the meeting to order at 3:20, welcomed the group and thanked them for helping us get acquainted with the needs of education. He apologized for the fire drill which delayed the start of the meeting.

Vice-Chairman Foley wanted the record to show that Mr. Horn would be a few minutes late as he was testifying at another committee.

Presentors were asked to speak out of agenda order in order for those who must travel farther to leave early, with the possibility of extending the meeting to tomorrow for the State Department presentation.

Chairman Craddock welcomed Lucille Lusk, a new Board Member from the Clark County School District.

Richard Brown, Executive Director of Nevada Association of School Administrators and retired Associate Superintendent of Clark County School District, noted his organization is an umbrella organization representing all levels of administration. This includes State Department of Education, Superintendents, Elementary Principals, Central Office Administrators, Secondary Principals, and a few from private schools.

(Committee Minutes)

His organization's goal is to improve the quality of education in the state for all children by working closely with a large number of administrative associations in the state, such as the State PTA, Nevada School Boards, Superintendent's Association and the State Department of Education.

Mr. Brown introduced the three gentlemen with him: Doug Byington, Principal of O'Brien Middle School in Washoe County and Co-Chairman of NASA Legislative Committee, Charlie Robinson, Principal of Fernley Elementary School and member of Legislative Committee; and Jerry Connor, Principal of Decker Elementary School in Clark County.

Mr. Byington noted NASA supports the effort to have the Nevada Plan studied by an outside agency, and that they do not support the attempt to remove Administrators from the Professional Practices Act. They also do not support deletion from NRS 288 the provision for administrators to organize into bargaining units. They do support lengthening the probationary time of teachers to two or three years, so that a better evaluation can be made and to allow the teacher to develop their potential and improve their delivery system. They support the concept of last best offer in negotiations.

Mr. Robinson noted that NASA supports the concept of elementary school counselors, and urges local school boards to adopt these programs. In his school, the counselor will remain one of the highest priorities. The association does not favor categorical aid, and if new programs are legislated, funds must accompany them.

Mr. Connor stated NASA is concerned with problems of rural counties, noting transportation costs are approximately 50-75¢ per mile. He offered a copy of his district's administrative negotiations package to show that this bargaining unit must be retained during negotiations. (A copy will be sent to the committee.)

A copy of their Legislative Platform for 1981 was distributed.
(EXHIBIT A, attached)

Chairman Craddock asked if NASA would inform the committee why they took the position of opposing the legislative interim package on post-Baccalaureate Interns at their annual meeting.

Mr. Byington replied that they felt the cost was too large and that the administration of it would be a great task. They felt the districts could perhaps best run inservice programs for incoming teachers, particularly having to do with hiring from out of state. The smaller counties, in particular, were worried about the fiscal impact on them.

Ann Lynch, President of the Nevada State PTA, introduced Bill Moore, Legislative Chairman for Nevada State PTA. A packet was distributed of resolutions from their annual convention.
(EXHIBIT B, attached)

These resolutions show what the parents of the State of Nevada are most concerned about at this time, with four resolutions being marked "Priority": Counselors, Child Abuse, Funding and Class Size. These four items will attract the most active lobbying.

Mrs. Lynch and Mr. Moore discussed several of the resolutions.

Mrs. Hayes asked about local monies going back to local counties.

Mrs. Lynch replied that the counties were concerned that some of their local revenues be returned to the local control.

Mr. Beyer asked about elementary counselors, particularly if this program could be manned by volunteer parents.

Mr. Moore responded that the counselor would be working with the teacher, in single and cluster groups of children. They would also counsel parents. They would be used mostly as a preventive program. He felt parents did not have enough special training for counseling and volunteer programs frequently have a problem with staying power.

In a response to a question from Mr. Beyer asking about vocational education focus, Mrs. Lynch responded that some examples would be fast food, health care, auto mechanics, food service, cosmetology. In other words, areas identified by the education community for the State of Nevada. Some will have to do with special skills needed for the MX project.

Mr. Beyer further asked about fitting these extra programs into the school day and Mrs. Lynch responded that Superintendent Sanders' presentation will explain this in much more detail.

Joe Fisher and Joyce Woodhouse were the representatives from the Nevada State Education Association. They represent 5800 members from Nevada, covering all seventeen counties as well as the community colleges and the universities. Their purpose is to represent the interests of teachers and to advance the cause of education in Nevada.

Mr. Fisher commended the committee for taking the time to bring these people together to help improve the educational program in Nevada. He yielded to Ms. Woodhouse.

Ms. Woodhouse also commended the committee for providing a method of reviewing the educational needs of the state and the students. She stated the teachers were very concerned with time to teach, class size (and discipline as a result of large classes), and the quality of teaching. NSEA supports the Commission on Professional Standards (AB 388) set up last session and hopes it will be continued from this session. Teacher internship is another concern and NSEA supports SB24 now being heard in the Senate.

PL 94-142, mainstreaming of special education students, is a concern because of lack of teacher training and lack of special materials. Rural school district's problem of hiring and retaining teachers is a concern because many teachers end up working out of their field and/or positions being filled by long-term substitutes. They will be presenting legislation to do with retaining students who need additional help in the same grade.

Employee-employer relations: NSEA is concerned about extended bargaining, a better impasse rule is needed. Probationary period for teachers should not be changed at this time. They want to continue under the one-year plan a little longer until a new plan can be worked for the next legislative session. NSEA is asking that school funding become the number one issue this session.

Ms. Woodhouse pointed out that the average teacher salary for the far west region is \$18,678, but the average for Nevada is \$16,191. Nevada ranks last of all of the states in percentage of personal income spent on education, 5.17% spent, yet experienced a 15% increase in personal income. Teachers' salaries were only raised 7%.

A NSEA packet was distributed to the committee, EXHIBIT C, attached.

Merlin Anderson, Commission on Postsecondary Education, spoke next. He noted that private schools currently provide approximately half of all postsecondary vocational education in Nevada. Private schools are better able to quickly adapt to new vocational education needs because their students are on a fee basis. They also have more updated equipment. Non-relevant programs drop out quicker. A good example is a flight school.

Mr. Anderson would like to see comprehensive planning at the state level for dovetailing these programs between public and private schools.

Chairman Craddock asked if the committee had any objections to having the State Department of Education return tomorrow to make their presentation. With no objections, the meeting was adjourned at 4:30 p.m. to return Thursday the 5th at 3:00 p.m.

Respectfully submitted,

Dorothy Mobley,
Committee Secretary

LEGISLATIVE PLATFORM
NASA
1981

The Nevada Association of School Administrators, at their June, 1980 Conference, adopted a legislative platform that it will pursue during the 1981 legislative session and subsequent sessions as required. NASA supports joint advocacy on legislative programs when there is a mutual interest.

The legislative program is as follows:

FINANCE

1. NASA BELIEVES IN LOCAL CONTROL OF EDUCATION and encourages adequate funding be provided by the State. The Association does NOT favor categorical aid. However, if special programs are mandated by the legislature, these programs should include the finances necessary to implement and support the new program.

NASA will be working with the school superintendents and School Board's Association to produce a revised Nevada Plan for educational finance.

2. NASA will seek the introduction of legislation that will cause ALL funds that are placed in the Distributive School Fund to be distributed to the respective school districts rather than reverting to the general fund.

3. NASA opposes Question 6 and has joined organizations in the north and south to work for its defeat in the November 1980 general election.

ENERGY CONSERVATION

Nevada is the only state that has not provided matching funds that would enable school districts to apply for federal funds to assist in the implementation of energy savings measures. NASA will seek the introduction of legislation that will provide matching funds for energy saving measures.

PUBLIC EMPLOYEES RETIREMENT SYSTEM

1. NASA opposes the inclusion of public employees under the Social Security System and will continue to support legislative efforts to prevent inclusion.

2. NASA will support, and will seek introduction of legislation that will allow the beneficiary of a retiree, who has retired on Option One, to receive 50% of the retiree's retirement income upon the death of the retiree until the death of the beneficiary.

3. NASA will seek introduction of legislation to amend the PERS to allow personnel to retire at any age with 30 years of service.

STUDENTS

1. NASA opposes legislation which would eliminate or change the present compulsory attendance law.

2. NASA is vitally concerned about school discipline. NASA feels that the problems relating to student discipline are best handled at the local level. Therefore, NASA will oppose any legislation that would mandate disciplinary procedures.

3. NASA will support legislation that will provide STATE resources for academically talented programs.

4. Child abuse is on the increase and NASA is concerned about the impact it has on the student. NASA believes that child abuse cases are best handled by community resources (Welfare, law enforcement, etc.) working in concert with the schools. NASA supports the present State Department of Education plan on child abuse reporting.

5. NASA supports the concept of elementary school counselors and urges local school boards to adopt elementary school counselor programs.

PERSONNEL

1. NASA supports legislation that provides funds to establish in-service programs or other alternative programs that improve the quality of instruction. NASA opposes legislation that establishes an internship program for teachers.

2. NASA will support legislation that is designed to provide pre-service and in-service education programs that are sensitive and responsive to the developing leadership needs of school board members and administrators. Management and administrator leadership skills must be maintained and advanced in a regular program of in-service education in order to ensure a quality education program.

LOCAL AUTONOMY

NASA will vigorously oppose any legislation that attempts to supplant the authority of local school boards.

HIGHER EDUCATION LICENSURE

NASA will seek the introduction of legislation that will grant the power of licensing post high school institutions to

EX A

the State Board of Education.

COLLECTIVE BARGAINING

1. NASA supports the position that collective bargaining legislation and/or contracts should include adequate provisions for the resolution of unfair practices and provide for adequate protection of employer and employee rights.

2. NASA will support legislation that provides for the "last best offer" approach to impasse resolution.

PROFESSIONAL PRACTICES ACT

NASA will seek introduction of and support for the lengthening of the probationary period for teachers and administrators. A Probationary Employee would be defined as a person who is in the first and second contract year or a third trial year of employment as a teacher or administrator.

NEVADA ASSOCIATION
OF
SCHOOL ADMINISTRATORS

LEGISLATIVE
PLATFORM

1981

LAS VEGAS AREA COUNCIL PARENT TEACHER ASSOCIATION

MAY 1980

LEGISLATIVE RESOLUTIONS ADOPTED AT THE NEVADA PTA CONVENTION APRIL 22, 1980

ELEMENTARY SCHOOL COUNSELORS

PRIORITY

WHEREAS, schools are facing a general decline in student achievement and responsible social behavior, and

WHEREAS, Parents and Teachers rate discipline the number one school problem, and

WHEREAS, a growing body of evidence suggests that counselors in the elementary school can be effective in improving student's personal adjustment, social adjustment, and achievement through early identification of problems and early assistance to children, their parents, and their teachers, THEREFORE BE IT

RESOLVED, that the Nevada Parent Teacher Association support legislation which provides funding for elementary school counselors in the State of Nevada.

PRIORITY

CHILD ABUSE

WHEREAS, over 2,000 United States children die annually from abuse and/or neglect, and

WHEREAS, child abuse is, according to current statistics, on the increase, and

WHEREAS, abused children often become child abusers themselves, and

WHEREAS, many other criminals were themselves abused and/or neglected children, THEREFORE BE IT

RESOLVED, that the Nevada Parent Teacher Association support legislation that provides more effective and enforceable child abuse laws; AND BE IT FURTHER

RESOLVED, that the Nevada Parent Teacher Association support legislation which would adequately provide personnel, facilities, and rehabilitation for the abused child, and for the child abuser.

PRIORITY

FUNDING

WHEREAS, inflation is eroding the purchasing power of each tax dollar at a rate unequalled in American history, and

WHEREAS, Question 6, a popular mandate of the public, has severely limiting effects upon public spending, and

WHEREAS, SB 204 has transferred the control of school money and therefore control of schools to the state level, and

WHEREAS, cities and counties will be competing with schools for tax dollars in an ever-tightening budget, THEREFORE BE IT

RESOLVED, that the Nevada Parent Teacher Association actively seek and support legislation which would modify the current educational funding formula to maintain or enhance locally generated taxes as the principle revenue source and where such funds are distributed in such a manner that local control is insured.

****PRIORITY****

CLASS SIZE

WHEREAS, Nevada is one of the fastest growing states in the nation, and the school population is rapidly growing, and

WHEREAS, Nevada now ranks high among the 50 states in class size rating, and

WHEREAS, class size is an important part of quality education, THEREFORE BE IT

RESOLVED, that the Nevada Parent Teacher Association supports legislation that will allow each local school district to develop class sizes according to facilities, funding, personnel and special needs of students; and the the Nevada State Legislature provide financial aid for facilities and personnel in school districts where crises in class size appear due to a dramatic fluctuation in the tax base caused by uncontrollable economic factors peculiar to that school district.

SEX EDUCATION

WHEREAS, the 1979 Legislature passed AB 650, authorizing boards of trustees to establish a course of instruction in human growth and development, and

WHEREAS, districts have experienced some problems in administering this legislation, THEREFORE BE IT

RESOLVED by the Nevada PTA, that Section 1, Chapter 389, of NRS subsection 1, be amended to read "the Board of Trustees of a school district may establish courses or units of instruction on the human reproductive system, related communicable diseases, and/or sexual responsibility."

Subsection II, (c) a school administrator (added)

Subsection III, the subjects of the course should be taught by a teacher or nurse who may be assisted by resource persons directly responsible to the teacher and who meets the criteria set by the local school board.

VOCATIONAL EDUCATION

WHEREAS, the decade of the 80's will demand that secondary and post secondary public institutions address the growing need for training this states youth for the world of working occupations, and

WHEREAS, every student must have the opportunity to leave school prepared with job entry level skills required for most jobs. It has been reported that only 17% of those students graduating during this coming decade will be able to find gainful employment in the professional job categories, and

WHEREAS, this figure mandates that career counseling, world of work orientation and job preparation training be offered to the 83% of the student population remaining. The changing technology for most work roles requires that preparation training and most important, literacu education be offered at the early grades of secondary schools, and

WHEREAS, the State of Nevada with its economic dependence on several area occupations must provide its youth the information essential for individual growth and development and for state prosperity. The State of Nevada, long recognized for educating the states youth, must now address this new area of training, THEREFORE BE IT

RESOLVED, that the Nevada PTA aggressively pursue the participation of legislature authorizing a Legislative Intrim study which will address the Vocational Education needs of our youth as well as those of seniors, the handicapped, recipients of welfare and the untrained labor force: and will do so by encouraging the expansion of non-governmental training providers such as trade unions, private businesses and trade schools: as well as the public school system; and will attempt to implement imaginative and creative training programs which will lesson the financial burden on public education rather than enhance it.

Legislation - Page 3

ACADEMICALLY TALENTED

WHEREAS, federal surveys and testing has shown that many children believed to be "behavior problems" and generally poor achievers are truly "gifted" or exceptionally intelligent children, and

WHEREAS, the A.T. programs have been disigned with the intent to identify and promote such children, and

WHEREAS, the criteria for identifying such gifted children is limited, in part, to scholastic achievement, and

WHEREAS, federal information contends that gifted children, if not so recognized by the school districts, are very real potential drop-outs, and

WHEREAS, CCSD statistics from 1978-79 and comparison 1977-78 show a significant rise in dropouts from "GENERAL DISINTEREST" and "LACK OF ATTENDANCE",
BE IT

RESOLVED, by the Nevada pta to support legislation, or any other appropriate action(s), that broadens the criteria for such exceptional children, based on federal standards from the Office of the Gifted and Talented, U.S. Office of Education, and BE IT FURTHER

RESOLVED, that the Nevada PTA support legislation and any other appropriate action(s) for the financing and implementation of such a broadened program.

HANDICAPPED EDUCATION

WHEREAS, some handicapped students require further schooling after age 18 if they are to master the social and job skills needed to function as independent adults,
THEREFORE BE IT

RESOLVED, the Nevada PTA support legislation expanding special education programs to meet the educational and vocational needs of handicapped youngsters who need this assistance, and BE IT FURTHER

RESOLVED, that the Nevada PTA support legislation that appropriates adequate funding for facilities and personnel.

I.T.V.

WHEREAS, the first nationwide study of the use of television in elementary and secondary schools was published in December 1979, by the Education Division of the U.S. Department of Health, Education and Welfare, and

WHEREAS, the report shows that:

approximately one out of three teachers (727,000) used television regularly in 1976-77;

approximately 15 million students received a regular portion of their instruction via television in 1976-77;

most teachers (95%) who use television for instruction integrate it with other classroom acitivities;

most school superintendents (64%) expected school district expenditures for ITV to increase or remain the same through 1980;

major strengths of ITV, as reported by teachers and administrators, include:

to bring new resources and/or persons to the classroom; to provide different approaches to presenting materials; to present new material; to reinforce material taught in other lessons;

most administrators claim (and teachers affirm) that they either strongly encourage the use of ITV or encourage its use and leave the final decision to the discretion of the teacher.

THEREFORE BE IT

RESOLVED, that the Nevada PTA reaffirm its support of the continued development of ITV in the State of Nevada, providing that the participating school districts be an integral part of the development.

COMPULSORY
EDUCATION

WHEREAS, the language contained in NRS 392.070 is not clear and concise in intent, and

WHEREAS, a number of school districts have requested assistance from the State Department of Education in interpreting NRS 392.070, THEREFORE BE IT

RESOLVED, that the Nevada PTA support legislation that clarifies the intent of NRS 392.070 - Compulsory Education.

PROFESSIONAL PROGRAMS

WHEREAS, a variety of educational opportunities in higher education will help motivate students in the public schools, and

WHEREAS, the availability of formalized education beyond the twelfth grade is desirable for citizens, THEREFORE BE IT

RESOLVED, that the Nevada PTA supports adequate funding for existing state supported programs in higher education, including our universities, community colleges, vocational technical areas, and BE IT FURTHER

RESOLVED, that adequate state funding be provided to upgrade existing professional programs and adequate funding to add such professional schools when a need is determined.

ACCOUNTABILITY

WHEREAS, the Nevada PTA directs its efforts toward strengthening the position of leadership of the State Department of Education in bringing about a realistic framework for full accountability in the Nevada schools, and

WHEREAS, the Nevada PTA advocates the collection, analysis and reporting of both objective and subjective data from all of Nevada's educational institutions for purposes of informing Nevada's citizens about the strengths and weaknesses of our schools and our education resources, NOW THEREFORE BE IT

RESOLVED, that in the event legislation for accountability is introduced the Nevada PTA will study such legislation and act in accordance with Nevada PTA policies.

PRE SERVICE TRAINING

WHEREAS, the demands of the teaching profession become more complex due to increased federal and state mandates, and

WHEREAS, the school population reflects the changing patterns of family relationships, and the resulting pressures upon the teaching staff, and

WHEREAS, in most professions there is a greater realization of the importance of practical experience, and

WHEREAS, the competency of a teacher is crucial to the development of future citizens of Nevada, THEREFORE BE IT

RESOLVED, that the Nevada PTA support legislation that would encourage the improvement of the quality of pre-service training for prospective teachers.

SERVICES TO
CHILDREN AND YOUTH

WHEREAS, there is an inconsistency in the handling of cases involving children and youth in Nevada, and

WHEREAS, there is a lack of clearly defined authority and responsibilities given for the care, protection and rehabilitation of this segment of the population, and

WHEREAS, there is often a lag in attention given to children and youth because of this lack of clearly defined authority and responsibilities, and

WHEREAS, there is no single agency or entity responsible for consistent plans of action and goals regarding the concerns of children and youth, THEREFORE BE IT

RESOLVED, that the Division of Youth Services of the Department of Human Resources be the agency responsible for identification, planning and coordination of all services pertaining to the health and welfare of children and youth such as, but not limited to:

- Child abuse and neglect
- Rape
- Licensing of Day Care and Foster Homes
- Orphaned children

MX MISSILE SYSTEM

WHEREAS, the federal government is proposing an MX Missile System in Nevada, and

WHEREAS, such a missile system will cause an increase in school populations of certain school districts in the state, and

WHEREAS, some schools and classrooms in these districts are currently overcrowded, and

WHEREAS, it is recognized the school population increase due to the MX Missile System is not a normal school population growth for which educational expenses are to be borne by the taxpayers of Nevada, THEREFORE BE IT

RESOLVED, that the Federal Government be required to pay for additional educational facilities and programs identified by the State of Nevada as needed for the quality education of the increase in school population caused by the MX Missile System being superimposed on the State of Nevada.

COMPULSORY ATTENDANCE COMPULSORY KINDERGARTEN

WHEREAS, children without a kindergarten background come into first grade at a distinct social disadvantage, and

WHEREAS, children without a kindergarten background enter first grade at an academic disadvantage, and

WHEREAS, maturational lag as well as some learning disabilities can be recognized at an earlier age in a kindergarten setting, THEREFORE BE IT

RESOLVED, that the Nevada PTA support legislation for compulsory kindergarten.

WHEREAS, it is in the best interest of society that each citizen be educated to the maximum of her or his ability, and

WHEREAS, Nevada communities have shown an increasing interest in the retention of young people in the school system, NOW THEREFORE BE

RESOLVED, that the Nevada PTA recommend a legislative study of compulsory attendance as cited in NRS 392, to determine what practices in other states have been most effective in encouraging youngsters to make the most of their educational opportunities.

ALCOHOL AND DRUG ABUSE

WHEREAS, research shows that 30% of a child's intellectual development occurs between ages 4 and 8, and only 20% occurs between ages 8 and 17, and

WHEREAS, research also shows that children establish lifelong behavior patterns during ages 6 through 10, and

WHEREAS, children are being exposed to drugs/alcohol even at the elementary school level, THEREFORE BE IT

RESOLVED, that the Nevada PTA call on the Bureau of Alcohol & Drug Abuse to actively pursue the implementation of a drug and alcohol program as presently authorized by the state legislature and further we call upon the legislature to increase funding to that bureau for the specific purpose of education and prevention especially in elementary schools

FIRST AID TRAINING

WHEREAS, injuries, illnesses and other health care incidents occur during school hours, and
WHEREAS, competent First Aid trained individuals are not required in each elementary school throughout Nevada on a permanent daily basis, and
WHEREAS, basic First Aid care is essential to the health and welfare of children everywhere,
THEREFORE BE IT
RESOLVED, that the Nevada PTA support legislation that would require all school districts in the state to have a staff member (school secretary, clerk, custodian) other than a school nurse or health aide in each elementary school who has a current certificate in First Aid training.

HEALTH SCREENING

WHEREAS, from all over the world families are locating in the State of Nevada, and
WHEREAS, the Nevada PTA is concerned with the Health of all children, and
WHEREAS, Health Screening of children is required by most other states, THEREFORE BE IT
RESOLVED, that the Nevada Legislature require a health screening of all children before entering a Nevada school for the first time.

TUITION TAX CREDIT

WHEREAS, Tuition tax credit legislation threatens the education of 90% of American school children who attend public schools by directing billions of dollars to students in non-public schools, and
WHEREAS, at a time when thousands of poor students seeking high education are underserved, tuition tax credit legislation would give massive aid to those who need it least, and
WHEREAS, tuition tax credits at all levels would reverse the traditional federal policy of assistance based on need, and funding of specific, categorical programs, and
WHEREAS, tuition tax credits would institutionalize a two-class educational system, with only those children whom private schools admit or whose parents can afford to pay the balance of tuition costs benefiting, with schools becoming segregated by class, by creed and by color, and
WHEREAS, tuition tax credits at the elementary and secondary level have been declared unconstitutional in three unequivocal Supreme Court decisions, and
WHEREAS, at a time when there is a new National push for academic excellence, tuition tax credit legislation could lead to the destruction of the public schools,
THEREFORE BE IT
RESOLVED, that the Nevada PTA go on record as being opposed to any tuition tax credit legislation at the elementary and secondary levels, and BE IT FURTHER
RESOLVED, the Nevada PTA encourage its members of Congress to oppose vigorously, tuition tax credit legislation.

LIBRARIES

WHEREAS, school library/media centers are the heart of the school (They make it possible for students to develop reading and research skills and to follow their individual interests), and
WHEREAS, the Nevada PTA supports the development of school library/media centers in all schools, THEREFORE BE IT
RESOLVED, That the Nevada PTA supports the development of public libraries in Nevada, because libraries provide an opportunity for people of all ages to pursue life-long learning.

NON-LEGISLATIVE RESOLUTIONS

SCHOOL BOARD OF TRUSTEES
TRAINING

WHEREAS, school board members are elected from the citizenry of the State and in most instances have little training dealing with the operations of the educational programs and school systems, and

WHEREAS, the responsibilities of the decisions which are to be made by school trustees have great impact upon the youth of the State, and

WHEREAS, it is most important that school trustees understand the financial aspects of the educational system, THEREFORE BE IT

RESOLVED, that the Nevada Parent Teacher Association urge that the Nevada School Boards Association develop and urge participation in a comprehensive program for informing newly elected trustees on the aspects of educational operations, programs and finances.

ENERGY EDUCATION

WHEREAS, the world's population faces an energy problem and must find more efficient ways to make the earth's natural resources last longer; and

WHEREAS, the U.S. represents only 7% of the world's population, yet consumes 50% of the entire world's output of raw materials and 35% of the energy; and

WHEREAS, an understanding of the energy problem and a change in lifestyle will bring about desired conservation practices; and

WHEREAS, we must prepare youngsters to deal knowledgeably and effectively with the delicate energy and energy-related environmental questions they will be asked to resolve; and

WHEREAS, the Nevada State Department of Education and the Nevada State Department of Energy have contracted to implement an energy education program throughout the state of Nevada; and

WHEREAS, supplemental curriculum materials have been provided to most schools in Nevada and additional materials are available; and

WHEREAS, energy education is easily integrated into a variety of subject areas at all grade levels; THEREFORE BE IT

RESOLVED, that the Nevada Parent Teacher Association support the implementation and continued development of energy education programs which prepare Nevada's children to meet the challenges of the future.

DRIVER EDUCATION

WHEREAS, statistics indicate that teenage drivers are involved in more automobile accidents than any other age group, and

WHEREAS, Driver Education as a part of secondary school curriculum has proved to be a positive factor in improving driving habits of teenage drivers, and

WHEREAS, insurance companies recognize the value of students who have successfully completed Driver Education courses by offering financial incentives, and

WHEREAS, most school districts in Nevada provide, at least limited, Driver Education classes, THEREFORE BE IT

RESOLVED, that the Nevada PTA support Driver Education programs in schools throughout the state.

PARENTAL SKILLS

WHEREAS, every child must someday take on adult responsibilities, and

WHEREAS, all children should receive as complete an education as possible on parent-hood, and

WHEREAS, there are presently few courses offered or required which teach the basic parenting skills necessary to cope with today's society and to provide young people with the knowledge necessary in understanding the growth and devel-opmental needs of the children they in turn will have, THEREFORE BE IT

RESOLVED, that the Nevada PTA support local school boards in making a parental skills course or its equivalent a recommended subject for high school curriculum.

MOTORCYCLE RIDER EDUCATION

WHEREAS, motorcyclists face a much greater risk of death or injury than an occupant of an automobile, and

WHEREAS, motorcycles are gaining in popularity as an economical mode of transportation, and

WHEREAS, many of the motorcyclists involved in accidents are young and have not com-pleted a formal motorcycle riding course, THEREFORE BE IT

RESOLVED, that the Nevada PTA support the Motorcycle Safety Foundation/Motorcycle Rider Course which has been implemented in the State.

PHYSICAL EDUCATION

WHEREAS, there are not fully trained and certified physical education teachers available to the children and youth in the Elementary schools in the State of Nevada for the development, implementation and supervision of an intramural sports/fitness program, and

WHEREAS, fully trained and certified physical education teachers are available in the Junior and Senior High Schools, and

WHEREAS, these fully trained and certified physical education teachers have extensive first-aid training for emergency treatment of sick and injured children and youth, THEREFORE BE IT

RESOLVED, that the Nevada PTA support legislation to require a fully trained and certified physical education instructor for Elementary Schools in the State of Nevada, and BE IT FURTHER

RESOLVED, that the Nevada PTA advocate the concept of organized physical education classes led by trained physical education instructors at the Elementary School level.

YEAR-ROUND SCHOOL FOR HANDICAPPED STUDENTS

WHEREAS, it is recognized that a long break in school will create a regressive period in the education of a handicapped student, and

WHEREAS, it has been proven that year-round (45-15) schools have been effective in further-ing the education of handicapped students, and

WHEREAS, year-round schools have been shown to be cost effective, and

WHEREAS, year-round schools do exist for regular school students and are expanding within the school districts of the state of Nevada, THEREFORE BE IT

RESOLVED, that the Nevada PTA will encourage school districts to provide for year-round schools for the handicapped.

SCHOOL AIDE PROGRAM

WHEREAS, it is desirable particularly at the elementary level to have small classes and individual attention; and

WHEREAS, there are many instances in which teachers need the assistance of a trained aide to enable them to give more individual attention in the classroom; and

WHEREAS, this is a wealth of unused experience and knowledge in the community of senior citizens; THEREFORE BE IT

RESOLVED, that the Nevada PTA encourage school districts to implement an aide program for the elementary schools to be based on one aide per 150 student population; and that first consideration toward hiring of these aides be given to senior citizens with provisions for their transportation to and from the schools.

ITEMS FOR REINSTATEMENT

LOWER ENROLLMENT AGE

RESOLVED, that the Nevada PTA oppose legislation to lower the age at which children may be enrolled in the public schools of Nevada

ELECTIVE SCHOOL BOARD

RESOLVED, that the Nevada PTA support the position that the members of the State Board of Education shall continue to be elected by popular vote of the people of Nevada, and that the authority for selection of their professional leadership be retained by this elected board.

AGE OF MAJORITY

RESOLVED, that the Nevada PTA opposes any reduction in the age of majority in Nevada.

MANDATED CURRICULUM

RESOLVED, that the Nevada PTA oppose any legislation attempting to control or mandate curriculum in schools.

NRS 391

RESOLVED, that the Nevada PTA actively pursue involvement in any proposed change or amendment to NRS 391.

NRS 288

RESOLVED, that the Nevada PTA support the retention of NRS 288 in its present form.

HELMET LAW

We recommend that the Nevada PTA continue to support the existing helmet law.

CHILD CARE FACILITIES

We recommend services and facilities to provide maximum protection, therapy and/or rehabilitation for children and youth in Nevada in child care facilities and foster homes.

FAMILY COURTS

To improve and strengthen the laws regarding family courts, juvenile judges and probation subsidy.

PREVENTION OF SEXUALLY TRANSMITTED DISEASES

We recommend that the Nevada PTA endorse legislation that provides epidemiological support, treatment and education projects designed to prevent the spread of sexually transmitted diseases.

REALLOCATION OF DISTRIBUTIVE SCHOOLS FUNDS TO PUBLIC SCHOOLS

RESOLVED, that the Nevada PTA supports legislation which would return such unused monies to the Distributive School Funds for reallocation to the state public school system.

ELEMENTARY SCHOOL COUNSELORS
THE POSITION OF THE NEVADA PARENT TEACHER ASSOCIATION
AND WHY

THE POSITION:

The Nevada State Parent Teacher Association endorses the concept of counselors in the Elementary school. The PTA, thereby supports legislation which provides funding for elementary school counselors in the State of Nevada.

WHY:**Background Rationale**

Public schools historically have adjusted their programs to meet the changing needs of society. There was at one time an overwhelming turn from strict academia to vocational technical training to meet the needs of our society. After Sputnik, there was another turn to emphasize our mathematical and scientific needs.

During the past ten years, the needs have manifested themselves to be heavily social. There has been a higher use of drugs and alcohol by children during the past ten years than ever before. There has been a higher juvenile crime rate than ever before. The cost for juvenile vandalistic acts has reached astronomical proportions so that we are annually spending more money as a result of vandalism than we are on textbooks in our nation's schools. For eight out of the last nine years discipline has been regarded as the most serious school problem according to the annual Gallup Poll. There are over 70,000 attacks on teachers each year in our public schools. There are more single parent families as a result of the highest rate of divorce in history. All in all, our society has a serious need that must be dealt with in the schools.

Ten to fifteen years ago it would have been a joke to suggest the need for elementary school counselors. Today it is one of the most crucial needs we face.

The Nevada State PTA overwhelmingly voted in its 1978 convention to support legislation for elementary school counselors. In the 1980 Convention, the PTA reaffirmed its position by identifying the need for Counselors as its number one concern. These are the parents of the more than seventy-eight thousand elementary school children of Nevada who know that a serious problem exists.

Educators, sociologists and psychologists tell us that the most crucial time to develop positive, healthy behavior is at an early age. We know this, and yet 98% of the public school counselors are at the secondary level where significant change is least likely to occur. Even these secondary counselors are bound by job descriptions that limit their effectiveness. Most of their time is spent on class changes and vocational counseling activities.

Presently in the entire state of Nevada there are 30.5 counselors for elementary schools. There is no present funding at the state level for this crucial need.

Objectives

The primary objectives of an elementary school guidance program should be multifaceted. The program should consider the needs of the students, parents, and teachers.

- A. Students -- The guidance program should provide for the identification of individuals within the school with special needs. It should provide individual and group consultation to help the children in the following areas:
 - (1) School and academic adjustment.
 - (2) Promotion of healthy self concepts.
 - (3) Social development.
 - (4) Alleviation of personal, behavioral and emotional problems.
 - (5) Development of problem solving skills.

- B. Parents -- The guidance program should provide assistance to parents in the following areas:
 - (1) Involvement in guidance procedures and progress at school.
 - (2) Development of positive child rearing strategies.
 - (3) Development in strategies to aid the child in school and academic adjustment.
 - (4) Development of strategies to aid the child in social, emotional and behavioral adjustment.

- C. Teachers -- The guidance program should aid the teachers in the following areas:
 - (1) Help the teachers to identify motives for aberrant behavior in children.
 - (2) Help the teacher to understand conditions that influence children's behavior.
 - (3) Help the teachers in developing a positive room atmosphere.
 - (4) Help the teachers in developing classroom techniques that would be helpful in promoting better student behavior.

Role of the Counselor

The role of the elementary school counselor should include some of the following activities:

- A. Identification of students with special social, emotional or behavioral needs.
- B. Interpretation of those identified needs to the parents, teachers and principal.
- C. Provide counseling for those identified children individually and/or in group situations.
- D. Confer with parents and teachers of those identified students as to the child's progress and provide suggestions for the parent and teachers that might enable them to assist in the continued progress.

- E. Conduct group sessions to help interested parents develop skills in child rearing.
- F. Conduct workshops to help teachers develop positive classroom management techniques.
- G. Work with individual teachers on developing positive classroom management techniques.
- H. Refer students and parents to appropriate school and/or community specialists.
- I. Evaluate the school guidance program annually.

Training and Personal Qualities

- A. Academic preparation -- the counselor must meet the minimum Nevada State standards as delineated in the Nevada Teacher Certification Requirements.
- B. Knowledge in the field of counseling the elementary student -- the counselor should:
 - (1) Be able to conduct workshops for teachers in classroom management techniques affecting curricular procedures.
 - (2) Be able to conduct study groups for parents in child rearing techniques.
 - (3) Be knowledgeable in a variety of classroom management techniques.
 - (4) Be knowledgeable in current research and practices in the field of counseling.
- C. Personal qualities:
 - (1) Relationship to others -- should be able to relate to children, parents and teachers in an informal, personal and non-threatening manner.
 - (2) Should be an individual with a healthy self-concept.
 - (3) Should be an individual with a positive attitude toward children.
 - (4) Should be flexible.

Current Status of Counselors

The chart on the following page indicates the number of counselors and the counselor-student ratio for each district. This chart indicates that there are presently only 30.5 elementary school counselors in the State of Nevada. This gives a counselor-student ratio of 1/1,241.2

FISCAL IMPACT:

There will need to be new money appropriated to support the proposed plan. This plan proposes 36.5 counselors to be added to elementary faculties during the next biennium. It is an effort to increase counselor services to elementary children. This plan will require \$689,850 the first year. A second year appropriation of \$758,835 will be needed. Total cost of this plan for the biennium is \$1,448,685.

District District	Total Elem.Pop. 1980-81	No. of Counselors 1980-81	Counselor/ Student Ratio	Proposed add'l Counselors	Total \$ Allocation for addition
Carson City	2,689	-	-	2	\$ 37,800
Churchill	1,663	2	1/831	2	37,800
Clark	42,178	12	1/3515	12	226,800
Douglas	2,237	4	1/559	2	37,800
Elko	1,962	-	-	2	37,800
Esmeralda	97	-	-	.5	9,450
Eureka	96	-	-	.5	9,450
Humboldt	968	-	-	1	18,900
Lander	516	1	1/516	1	18,900
Lincoln	511	-	-	1	18,900
Lyon	1,382	3	1/470	2	37,800
Mineral	717	1	1/717	1	18,900
Nye	815	-	-	1	18,900
Pershing	360	-	-	.5	9,450
Storey	103	1	1/103	.5	9,450
Washoe	13,515	5.5	1/2457	6.5	122,850
White Pine	<u>762</u>	<u>1</u>	<u>1/762</u>	<u>1</u>	<u>18,900</u>
TOTALS	70,571	30.5	1/1241.2	36.5	\$689,850

CHILD ABUSE
THE POSITION OF THE NEVADA PARENT TEACHER ASSOCIATION
AND WHY

THE POSITION:

The Nevada Parent Teacher Association supports legislation that provides more effective and enforceable child abuse laws, and adequate personnel, facilities and rehabilitation for the abused child and for the child abuser.

WHY:

Nevada Revised Statutes, Section 200.5011 defines child abuse and neglect as 'nonaccidental physical or mental injury, sexual abuse, negligent treatment or maltreatment of a child under the age of 18 years by a person who is responsible for the child's welfare under circumstances which indicate that the child's health or welfare is harmed or threatened thereby'.

The number of complaints received is increasing at a phenomenal rate during recent years. For example, the number of cases between 1976 and 1978 has increased by 145%. Between 1978-1980 the number of cases reported has increased by 200%.

The Nevada State PTA is alarmed with the overwhelming increase of child abuse and neglect in the State of Nevada and is more concerned with the fact that agencies charged with the responsibility of protecting the abused, rehabilitating the abuser and formulating preventative programs, have been unable to fulfill their duties due to a lack of coordination and funding.

In all counties a mechanism exists to receive and investigate complaints of child abuse and neglect and to provide counseling and referral services to parents who have abused or neglected their children. However, because of limited staff, some agencies have great difficulty initiating investigations within 72 hours of receipt of the complaint, as required by law.

Emergency shelter care and foster care for abused children is also available throughout the state. In all counties, except Washoe, Humboldt, Nye, Esmeralda and Clark, the Welfare Division of the Human Resources Department provides all emergency shelter care utilizing licensed foster homes. In Clark County, the juvenile court maintains a facility and foster homes to provide most of the emergency shelter care. In Washoe County, Washoe County Welfare provides all emergency shelter care and short-term foster care. In Humboldt, Nye and Esmeralda counties, the juvenile probation department provide emergency shelter.

The diversified and complex provisions for emergency shelter care of the abused in Nevada are examples of the frustration that is met by all those concerned with the protection and prevention of child abuse. Each county within the State, the Human Resources Department and all private child abuse agencies are seeking the same goal, the elimination of child abuse. Unified efforts involving all agencies dealing with child abuse are necessary to provide lasting care and protection for the abused and help for the abuser.

In an effort to improve the services to abused and neglected children in the state, the Nevada PTA encourages the closer coordination of programs, services, and child abuse agencies. This would include the identification of responsibility for this coordination, an effort to reduce duplication of services transferring of cases, and lack of articulation of programs.

The PTA further encourages the development of programs to rehabilitate child abusers.

FISCAL IMPACT:

There must be sufficient new monies provided to the county and state agencies to increase the coordination of programs for abused children and provide treatment for child abusers.

LOCAL FUNDING
THE POSITION OF THE NEVADA PARENT TEACHER ASSOCIATION
AND WHY

THE POSITION:

The Nevada Parent Teachers Association actively supports legislation which would modify the current educational funding formula to maintain or enhance locally generated taxes as the principle revenue source and where said funds are distributed in such manner that local control is insured.

WHY:

Historically, the Public schools of Nevada have been locally controlled. Through the establishment of the state basic aid formulas, revenues have been redistributed throughout the state in a fair and equitable manner. These monies were not categorical in nature, thereby leaving school districts the judgement of how the money was spent.

School revenues are derived from various sources, some local, some federal, some state. As late as 1978, school districts locally controlled a major portion of their local school budget. This allows each school district to make their own decisions about how most of the money is spent. Money that is categorically allocated may be spent only as specified, thereby limiting local school board's decisions.

With the advent of tax reform measures on a state-by-state basis across the nation, Nevada in 1978 developed S.B. 204. This tax reform measure reduced the revenues from real estate property and sales tax. The deficits incurred in this tax reform measure was partially supplanted by additional money from the State Distributive School Fund. In the second year of S.B. 204, school districts across the state were compelled to appeal to the legislative Interim Finance Committee through the State Board of Examiners by way of the State Board of Education for additional funds. These funds were approved and disapproved on a state level. By 1980, local autonomy was reduced to approximately 30% of the school budget. Question Six, although defeated, would have reduced the local portion of school revenues even more.

As the 61st session of the Nevada legislature convenes, tax reform has been promised to the public. The Nevada PTA recommends that Nevada schools be considered of major importance as an investment in the state's future. As the taxes are restructured to correct the tax burden inequities in the state, the Nevada PTA recommends that locally generated taxes are considered the principal revenue source for educational funding. The Nevada PTA further recommends that such funds are distributed in such a manner that local control is insured.

FISCAL IMPACT:

None. As the legislature conducts its business of tax reform, the Nevada PTA will remind legislators of their position relevant to local control through local funding.

A POINT OF VIEW ON THE STATUS OF EDUCATION IN NEVADA

Testimony Presented by:

**Joyce L. Woodhouse, President
Joseph E. Fisher, Executive Director
NEVADA STATE EDUCATION ASSOCIATION**

Presented to:

Senate Human Resources and Facilities Committee

and

Assembly Education Committee

February 4, 1981

I am Joyce Woodhouse, President of the Nevada State Education Association and represent the 5800 members of that association. I am a veteran of the classroom by virtue of being a first grade teacher for the past fourteen years.

We would commend the committee for this opportunity to review the educational needs of this state and its students. We will present a different perspective on the status of education -- the view of the professional practitioner.

TIME TO TEACH

Finding time to teach is becoming increasingly difficult in today's schools. We ask, too, as did our superintendent colleagues, that you carefully review the requests for additions to the curriculum.

Class size creates a tremendous impact on the instruction of children and the morale of the teacher. Good educational philosophy dictates an emphasis on the individualization of instruction. As classes get larger, that special help is cut back from the child who needs it. It is disgraceful that Nevada ranks fourth from the bottom of all states in the union. Those class sizes are growing.

Teachers deal with other problems in the classroom that take time away from teaching. As class sizes grow, discipline problems increase. Many children come to school these days rebelling against having to be there, defying the authority of the teacher. It certainly does not produce an atmosphere conducive to learning.

QUALITY OF TEACHING

It is important to bring to your attention some good things that are happening here. Last legislative session, the Nevada legislature approved A.B. 388, which set up a Commission on Professional Standards. The function of the commission is to make recommendations to the State Board of Education on certification and recertification requirements for teachers. In general, our task is to improve the quality and the standards of our profession. The commission is made up of teachers, public and private school administrators, a school board member, university Deans of Education, and a person representing the general public. It is a good mix, and we are working together. We do not always agree, but we work out the problem. The NSEA asks that you approve, this session, the continuation

of the Commission on Professional Standards. Another area of positive action is the work done by the Legislative Study Committee on Teacher Internships. The proposal will soon be before you in S.B. 24. The internship will provide essential help to the beginning teacher. It, too, is a cooperative effort by educators to improve the quality.

We must be honest and bring to you problems in this area. P.L. 94-142, a federal law which has led to mainstreaming of special education students, creates many problems. Neither the federal government nor the state government provide adequate funds for this process. Teachers are not always prepared to handle the special problems of special education students. They are given no training and are sadly lacking the appropriate instructional materials to help.

You have heard that rural schools are having difficulty securing qualified teachers. The problem is of great concern to us as it has resulted in teachers teaching out of their major and minor fields of preparation. The problem of teacher supply is an urban issue, too, especially in the areas of math and science. Teachers trained in these areas can find better paying jobs outside of teaching. The vacancies are often filled by long term substitutes, many unqualified in the subject area.

We will be proposing a legislative measure very soon to deal with the problem facing us regarding social promotion of students. We will be asking you to give teachers and principals the authority to retain a student who needs another year in the same grade.

EMPLOYEE RELATIONS

School funding, teacher negotiations, and teacher dismissals are three of the very tough issues facing this legislative session.

The Nevada Plan has served us well in the past, but needs revision in the light of today's needs. Unlike most states, our school population is growing. It is time to take a comprehensive look at the Nevada Plan in relevancy to today's educational needs.

Extended bargaining is causing pressure on the instructional program. In 1979-80, six school districts had not completed the process by the end of the school year. Four of them started in the fall without a new contract for the teacher employees. It is imperative that in this session a better impasse resolution procedure be incorporated into NRS 288. You have been told by the county superintendents that NRS 391 must be expanded to provide a three-year

probationary period for teachers. NSEA is horrified that this intent has been placed before you. Prior to 1979, teachers in this state were granted due process rights upon hiring. The NSEA was ^{genuinely} ~~generally~~ proud of that situation. However, due to extreme lobbying pressure last session, a compromise was struck to provide for a one-year probationary period with a possibility of two years in certain cases. As you can imagine, it was extremely difficult for us to swallow that compromise. We have lived up to the agreement of 1979 and call upon the school administration personnel and the legislature not to alter the intent of that compromise. It is critical that the one-year probationary period not be dissolved into an automatic two or three year period.

School funding must be a number one goal of all of us this session. A shortage of funds is causing students to use history texts that are ten years old and 120 students to share 30 textbooks. Teachers are spending \$100 to \$300 a year out of their own pockets to buy supplies and materials for their classrooms.

All of this comes on top of the fact that teachers in Nevada are ranked at the bottom of the scale in the Far West region. The average teacher's salary in Nevada comes in at almost \$2,500 below the average of the other states: The average for the region is \$18,678, but the average in Nevada is only \$16,191. We have lost one-fifth of our buying power over the ten year span for 1970-1980.

But, Nevada has the ability to provide more state funding for education. Nevada ranks last of all of the states in percentage of personal income spent on education. In 1977-78, Nevadans spent only 5.17% of their personal income for this vital service. At that same time, Nevada experienced a 15% increase in per capita personal income, which ranked fourth from the top in the nation. But, the average teacher's salary increased only 7%. We urge you to help us right this terrible wrong.

It has been our privilege to provide this information. We will be happy to answer any questions and are available during this session to discuss them further. Thank you for your time and consideration.

TABLE 1

ESTIMATED CURRENT EXPENDITURES FOR PUBLIC ELEMENTARY AND SECONDARY SCHOOLS
PER PUPIL IN AVERAGE DAILY ATTENDANCE, 1979-80

<u>REGIONAL RANK</u>	<u>NATIONAL RANK</u>	<u>STATE</u>	<u>DOLLARS (\$)</u>
1	1	Alaska	4,779
2	13	Oregon	2,459
3	17	Wyoming	2,343
4	19	Washington	2,256
5	20	Montana	2,247
6	21	Arizona	2,236
7	22	Colorado	2,085
8	25	California	2,000
9	31	New Mexico	1,855
10	31	Hawaii	1,855
<u>11</u>	<u>36</u>	<u>NEVADA</u>	<u>1,806</u>
12	45	Utah	1,609
13	47	Idaho	1,542
		United States	2,142

Nevada 85.05 percent of National Average

TABLE 2

PERCENT INCREASE IN ESTIMATED PERSONAL EXPENDITURES PER PUPIL IN AVERAGE
DAILY ATTENDANCE, 1969-70 to 1979-80

<u>REGIONAL RANK</u>	<u>NATIONAL RANK</u>	<u>STATE</u>	<u>PERCENT (%)</u>
1	1	Alaska	318.76
2	14	Arizona	191.21
3	18	Washington	190.41
4	19	Colorado	190.04
5	25	New Mexico	181.59
6	28	Oregon	178.94
7	30	Montana	177.49
8	35	Idaho	169.06
9	36	California	168.78
10	38	Wyoming	165.85
11	41	Utah	164.26
<u>12</u>	<u>48</u>	<u>NEVADA</u>	<u>137.35</u>
13	50	Hawaii	108.06
		United States	177.00

Prepared by Nevada State Education Association

Source: NEA, Ranking of the States, 1980, p. 47

TABLE 3

TOTAL CURRENT EXPENDITURES FOR PUBLIC ELEMENTARY AND SECONDARY SCHOOLS
IN 1978-79 AS PERCENT OF PERSONAL INCOME, 1978

<u>REGIONAL RANK</u>	<u>NATIONAL RANK</u>	<u>STATE</u>	<u>PERCENT (%)</u>
1	1	Alaska	7.29
2	2	Montana	5.88
3	3	Arizona	5.76
4	4	New Mexico	5.45
5	5	Maine	5.37
6	7	Utah	5.32
7	14	Wyoming	4.99
8	18	Colorado	4.83
9	25	Washington	4.70
10	29	Oregon	4.63
11	31	Idaho	4.39
12	44	California	3.92
<u>13</u>	<u>49</u>	<u>NEVADA</u>	<u>3.75</u>
14	51	Hawaii	3.55
		United State Average	4.50

Prepared by Nevada State Education Association

Source: NEA, Ranking of the States, 1980, p. 46

TABLE 4

STATE AND LOCAL GOVERNMENT EXPENDITURES FOR ALL EDUCATION IN 1977-78 AS
PERCENT OF PERSONAL INCOME IN 1978

<u>REGIONAL RANK</u>	<u>NATIONAL RANK</u>	<u>STATE</u>	<u>PERCENT (%)</u>
1	1	Alaska	10.23
2	2	Montana	9.50
3	3	Utah	9.46
4	4	New Mexico	8.97
5	5	Wyoming	8.35
6	7	Arizona	7.89
7	10	Oregon	7.62
8	12	Colorado	7.36
9	13	Washington	7.33
10	25	California	6.88
11	27	Idaho	6.64
12	31	Hawaii	6.50
<u>13</u>	<u>50</u>	<u>NEVADA</u>	<u>5.17</u>
		United States	6.48

Prepared by Nevada State Education Association

Source: NEA, Ranking of the States, 1980, p. 44

TABLE 5

STATE AND LOCAL GOVERNMENT EXPENDITURES FOR ALL EDUCATION AS PERCENT OF DIRECT EXPENDITURES FOR ALL FUNCTIONS, 1977-78

<u>REGIONAL RANK</u>	<u>NATIONAL RANK</u>	<u>STATE</u>	<u>PERCENT (%)</u>
1	1	Utah	47.95
2	2	New Mexico	46.98
3	5	Arizona	43.22
4	7	Colorado	42.84
5	9	Montana	42.34
6	11	Washington	41.09
7	13	Wyoming	40.58
8	26	Oregon	38.39
9	28	Idaho	38.02
10	34	California	37.15
11	48	Alaska	30.34
<u>12</u>	<u>49</u>	<u>NEVADA</u>	29.71
13	50	Hawaii	28.76
		United States	37.48

Prepared by Nevada State Education Association

Source: NEA, Ranking of the States, 1980, p. 43

Average Annual Salary of Nevada Classroom Teachers
as affected by the Consumer Price Index

<u>Year</u>	<u>CPI</u>	<u>Average Salary</u>	¹ <u>Average Salary Const \$</u>	<u>Lost to Inflat.</u>	<u>% Change in Purchase</u>	<u>Average Salary Index</u>	² <u>Min. Sal/ CPI</u>	³ <u>Income Lost</u>
1971-1972	100.00	10,439	10,439	+0	+0.00	100.00	10,439	0
1972-1973	104.60	10,882	10,403	-479	-.34	104.24	10,919	37
1973-1974	114.77	11,549	10,063	-1,486	-3.27	110.63	11,981	432
1974-1975	127.04	12,194	9,599	-2,595	-4.61	116.81	13,262	1,068
1975-1976	135.35	12,716	9,395	-3,321	-2.13	121.81	14,129	1,413
1976-1977	143.42	13,144	9,165	-3,979	-2.45	125.91	14,972	1,828
1977-1978	153.35	14,212	9,268	-4,944	+1.12	136.14	16,008	1,796
1978-1979	168.68	15,256	9,044	-6,212	-2.42	146.14	17,609	2,353
1979-1980	193.70	16,191	8,359	-7,832	-7.57	155.10	20,220	4,029
Change	93.70	5,752	-2,080	-30,848	-19.93	55.10		
Ave. Annual Change:	11.71	719	-260	-3,856	-2.49	6.89		

¹ Average Salary Constant

² Minimum Salary/Keep Pace with CPI

³ Income lost because Nevada teachers salary has not kept up with cost of living.

COMPARISON OF AVERAGE SALARY OF NEVADA TEACHERS TO
INTERMEDIATE STANDARD BUDGET FOR FAMILY OF FOUR,
1971-79

School Year	Average Teacher Salary ¹	Intermed. Standard Budget ²	Ratio of Salary to Budget
1971-72	\$ 10,439	\$ 11,446	91.2%
1972-73	10,882	12,626	86.1
1973-74	11,549	14,333	80.5
1974-75	12,194	15,318	79.6
1975-76	12,716	16,236	78.3
1976-77	13,144	17,106	76.8
1977-78	14,212	18,622	76.3
1978-79	15,256	20,856	73.1

¹ State Department of Education, Finance section.

² Department of Labor estimates, reported in Allan C. Ornstein, "Teacher Salaries: Past, Present, Future," Phi Delta Kappan, Vol. 61, No. 10, June 1980, p. 678.

STATE: NEVADA

KEY= 290130018007

DISTRICT: CARSON CITY SCHOOL DISTRICT

CAR

EFFECTIVE 9/80

NO. OF TEACHERS:

273

ENROLLMENT:

6,173

STEP	BA	BA+16	BA+32	MA	MA+16
1	12,048	12,606	13,165	BA+48	BA+64
2	12,506	13,165	13,725	13,725	14,282
3	13,165	13,725	14,282	14,282	14,933
4	13,725	14,282	14,842	14,842	15,584
5	14,282	14,842	15,401	15,401	16,235
6	14,842	15,401	15,961	15,961	16,886
7	15,401	15,961	16,518	16,518	17,532
8	15,961	16,518	17,078	17,078	18,188
9	16,518	17,078	17,637	17,637	18,839
10	...	17,637	18,195	18,195	19,480
11	...	18,195	18,754	18,754	20,140
12	...	...	...	19,314	20,791
13	...	...	...	19,871	21,442
14	...	...	...	...	22,093
					22,744

STATE: NEVADA

KEY= 290010018009

DISTRICT: CHURCHILL COUNTY SCHOOL DISTRICT

CH

EFFECTIVE 9/80

NO. OF TEACHERS:

149

ENROLLMENT:

2,899

STEP	BA	BA+15	BA+30	MA BA+45	MA+15 BA+60
1	11,450	11,995	12,540	13,085	13,630
2	11,935	12,480	13,025	13,570	14,115
3	12,420	12,965	13,510	14,055	14,600
4	12,905	13,450	13,995	14,540	15,085
5	13,390	13,935	14,480	15,025	15,570
6	13,875	14,420	14,965	15,510	16,055
7	14,360	14,905	15,450	15,995	16,540
8	14,845	15,390	15,935	16,480	17,025
9	15,330	15,875	16,420	16,965	17,510
10	15,815	16,360	16,905	17,450	17,995
11	...	...	17,390	17,935	18,480
12	...	...	...	18,420	18,965
13	...	...	...	18,905	19,450
14	...	...	...	...	...
15	...	...	...	...	...
16	16,460	17,005	18,035	19,550	20,095
17	...	...	...	...	...
18	...	...	...	...	...
19	...	...	...	...	...
20	...	...	...	...	...
21	17,105	17,650	18,680	20,195	20,740

STATE: NEVADA

KEY= 290020018009

DISTRICT: CLARK CO SD, LAS VEGAS

EFFECTIVE 9/80 NO. OF TEACHERS: 3,645 ENROLLMENT: 86,141
 STEP BA BA+16 BA+32 MA IN FLDMA IN FLD+MA IN FLD+
 16 HOURS 32 HOURS

STEP	BA	BA+16	BA+32	MA IN FLD	MA IN FLD+	MA IN FLD+
1	11,561	12,242	12,918	13,599	14,277	14,954
2	12,090	12,769	13,448	14,127	14,805	15,572
3	12,619	13,296	13,976	14,653	15,333	16,193
4	13,145	13,823	14,504	15,181	15,862	16,812
5	13,674	14,353	15,032	15,711	16,390	17,430
6	14,203	14,880	15,558	16,238	16,915	18,048
7	14,728	15,408	16,087	16,766	17,444	18,666
8	...	15,937	16,617	17,294	17,973	19,285
9	...	...	17,143	17,821	18,501	19,903
10	...	...	17,671	18,349	19,028	20,522
11	...	...	18,199	18,878	19,557	21,140
12	...	...	...	...	...	21,757
13	...	...	...	...	...	22,376
14	...	...	...	...	...	23,122

RETIREMENT PAID BY DIST. NO STATE INCOME TAX.

BONUS: DOC=LANE 300+ \$ 500

STATE: NEVADA
 DISTRICT: DOUGLAS COUNTY SCHOOL DIST.
 EFFECTIVE 9/80

KEY= 290030018009

*DS

STEP	NO DEGREE	NO. OF TEACHERS:				ENROLLMENT:		
		BA	BA+16	160 BA+32	MA BA+48	3,308 MA+16 BA+64	MA+32	
1	11,205	12,130	12,805	13,480	14,155	14,830	15,505	
2	11,670	12,595	13,270	13,945	14,620	15,295	15,970	
3	12,135	13,060	13,735	14,410	15,085	15,760	16,435	
4	12,600	13,525	14,200	14,875	15,550	16,225	16,900	
5	13,065	13,990	14,665	15,340	16,015	16,690	17,365	
6	13,530	14,455	15,130	15,805	16,480	17,155	17,830	
7	13,995	14,920	15,595	16,270	16,945	17,620	18,295	
8	...	15,385	16,060	16,735	17,410	18,085	18,760	
9	...	...	16,525	17,200	17,875	18,550	19,225
10	...	...	16,990	17,665	18,340	19,015	19,690
11	...	...	17,455	18,130	18,805	19,480	20,155
12	...	...	17,920	18,595	19,270	19,945	20,620
13	...	...	...	19,060	19,735	20,410	21,085
14	...	...	...	...	20,200	20,875	21,550
15	...	...	...	...	...	21,340	22,015
16	...	...	...	...	...	...	22,480

ALL UNITS ARE GRADUATE UNITS.

STATE: NEVADA
 DISTRICT: ELKO COUNTY SCHOOL DISTRICT
 EFFECTIVE 9/80

KEY= 290040018009

ELK

STEP	NO DEGREE	NO. OF TEACHERS:		200	ENROLLMENT: 3,620			
		BA	BA+12		BA+24	BA+24+MA BA+36	BA+36+MA BA+48	BA+48+MA
1	11,102	12,200	12,810	13,420	14,030	14,640	15,250	
2	11,590	12,688	13,298	13,908	14,518	15,128	15,738	
3	12,078	13,176	13,786	14,396	15,006	15,616	16,226	
4	12,566	13,664	14,274	14,884	15,494	16,104	16,714	
5	13,054	14,152	14,762	15,372	15,982	16,592	17,202	
6	13,542	14,640	15,250	15,860	16,470	17,080	17,690	
7	...	15,128	15,738	16,348	16,958	17,568	18,178	
8	...	15,616	16,226	16,836	17,446	18,056	18,666	
9	...	16,104	16,714	17,324	17,934	18,544	19,154	
10	...	16,592	17,202	17,812	18,422	19,032	19,642	
11	...	17,080	17,690	18,300	18,910	19,520	20,130	
12	...	...	18,178	18,788	19,398	20,008	20,618
13	...	...	...	19,276	19,886	20,496	21,106
14	...	...	...	...	20,374	20,984	21,594
15	...	...	...	...	...	21,472	22,082

STATE: NEVADA
 DISTRICT: ESERALDA COUNTY SCHOOL DISTRICT KEY= 290050018009

STEP	76 HOURS	NO. OF TEACHERS:				ENROLLMENT:			ESM
		BA	BA+16	8 BA+32 BA+64	MA BA+42 BA+84	119 MA+16 MA+32	MA+32 MA+64		
1	8,881	11,600	11,950	12,300	12,650	13,000	13,350	13,700	
2	9,148	11,950	12,300	12,650	13,000	13,350	13,700	14,050	
3	9,416	12,300	12,650	13,000	13,350	13,700	14,050	14,400	
4	9,683	12,650	13,000	13,350	13,700	14,050	14,400	14,750	
5	9,844	13,000	13,350	13,700	14,050	14,400	14,750	15,100	
6	10,218	13,350	13,700	14,050	14,400	14,750	15,100	15,450	
7	10,571	13,700	14,050	14,400	14,750	15,100	15,450	15,800	
8	10,860	14,050	14,400	14,750	15,100	15,450	15,800	16,150	
9	10,914	14,400	14,750	15,100	15,450	15,800	16,150	16,500	
10	...	14,750	15,100	15,450	15,800	16,150	16,500	16,850	
11	...	15,100	15,450	15,800	16,150	16,500	16,850	17,200	
12	...	15,450	15,800	16,150	16,500	16,850	17,200	17,550	
13	...	...	16,150	16,500	16,850	17,200	17,550	17,900
14	...	...	...	16,850	17,200	17,550	17,900	18,250
15	...	...	...	...	17,550	17,900	18,250	18,600
16	...	...	...	...	...	18,250	18,600	18,950
17	...	...	...	...	...	18,600	19,300	19,650
18	...	...	...	...	...	...	...	...
19	...	...	...	...	...	...	...	...

THE LAST CODE IN LANES 4-7 ARE FOR UNDERGRADUATE CREDIT ONLY

STATE: NEVADA
 DISTRICT: EUREKA CO. SCHOOL DISTRICT
 EFFECTIVE 9/80

KEY= 290060018009

EU

STEP	NO. OF TEACHERS:						ENROLLMENT:	173
	BA	BA+16	MA BA+32	17 MA+16	MA+32	DOC		
1	12,500	13,100	13,700	14,300	14,900	15,900		
2	13,000	13,600	14,200	14,800	15,400	16,400		
3	13,500	14,100	14,700	15,300	15,900	16,900		
4	14,000	14,600	15,200	15,800	16,400	17,400		
5	14,500	15,100	15,700	16,300	16,900	17,900		
6	15,000	15,600	16,200	16,800	17,400	18,400		
7	15,500	16,100	16,700	17,300	17,900	18,900		
8	16,000	16,600	17,200	17,800	18,400	19,400		
9	16,500	17,100	17,700	18,300	18,900	19,900		
10	...	...	18,200	18,800	19,400	20,400	
11	...	...	...	19,300	19,900	20,900	
12	...	...	...	...	20,400	21,900	

STATE: NEVADA

KEY= 290070018009

DISTRICT: HUMBOLDT CO. SCHOOL DISTRICT

EFFECTIVE 9/80

NO. OF TEACHERS:

96

ENROLLMENT:

1,749

HL

STEP	BA	BA+16 BA+24	BA+32 BA+48	MA	MA+16
1	11,908	12,563	13,218	13,873	14,528
2	12,384	13,039	13,694	14,349	15,004
3	12,860	13,515	14,170	14,825	15,480
4	13,336	13,991	14,646	15,301	15,956
5	13,812	14,467	15,122	15,777	16,432
6	14,407	15,062	15,717	16,372	17,027
7	15,002	15,657	16,312	16,967	17,622
8	15,597	16,252	16,907	17,562	18,217
9	16,192	16,847	17,502	18,157	18,812
10	16,787	17,442	18,097	18,752	19,407
11	17,382	18,037	18,692	19,347	20,002
12	17,977	18,632	19,287	19,942	20,597
13	...	19,227	19,882	20,537	21,192
14	...	...	20,477	21,132	21,787
15	...	...	21,072	21,727	22,382

LANE 2 IS UNDERGRADUATE UNITS.

STATE: NEVADA
 DISTRICT: LANDER COUNTY SCHOOL DISTRICT

KEY= 290080018009

LAN

EFFECTIVE STEP	9/80 BA	NO. OF TEACHERS:				ENROLLMENT: MA+16	904
		BA+16 BA+24	BA+32 BA+40	55 MA			
1	12,000	12,600	13,200	13,800	14,400		
2	12,480	13,080	13,680	14,290	14,880		
3	12,960	13,560	14,160	14,760	15,360		
4	13,440	14,040	14,640	15,240	15,840		
5	13,920	14,520	15,120	15,720	16,320		
6	14,400	15,000	15,600	16,200	16,800		
7	14,880	15,480	16,080	16,680	17,289		
8	15,360	15,960	16,560	17,160	17,760		
9	15,840	16,440	17,040	17,640	18,240		
10	16,320	16,920	17,520	18,120	18,720		
11	16,800	17,400	18,000	18,600	19,200		
12	17,280	17,780	18,480	19,080	19,680		
13	...	18,360	18,960	19,560	20,160		
14	...	18,840	19,440	20,040	20,640		
15	...	...	19,920	20,520	21,120	
16	...	...	...	21,000	21,600	

THE LAST CODES IN LANES 2 AND 3 ARE FOR UNDERGRADUATE CREDIT ONLY

STATE: NEVADA
 DISTRICT: LINCOLN COUNTY SCH DIST

KEY= 290090018009

EFFEKTIVE 9/80	NO DEGREE	NO. OF TEACHERS:				ENROLLMENT:			*LV
		BA	BA+16 BA+24	56 BA+32 BA+48	MA	928 MA+16	MA+32		
1	7,903	11,795	12,267	12,739	13,683	14,155	14,627		
2	...	12,267	12,739	13,211	14,155	14,627	15,099		
3	...	12,739	13,211	13,683	14,627	15,099	15,571		
4	...	13,211	13,683	14,155	15,099	15,571	16,043		
5	...	13,683	14,155	14,627	15,571	16,043	16,515		
6	...	14,155	14,627	15,099	16,043	16,515	16,987		
7	...	14,627	15,099	15,571	16,515	16,987	17,459		
8	...	15,099	15,571	16,043	16,987	17,459	17,931		
9	...	15,571	16,043	16,515	17,459	17,931	18,403		
10	...	16,043	16,515	16,987	17,931	18,403	18,875		
11	...	16,515	16,987	17,459	18,403	18,875	19,347		
12	17,459	17,931	18,875	19,347	19,819		
13	18,403	19,347	19,819	20,291		
14	19,819	20,291	20,763		
15	20,763	21,235		
16	21,707		

NOTE: IS UNDERGRADUATE CREDITS.

STATE: NEVADA
 DISTRICT: LYON COUNTY SCHOOL DISTRICT

KEY= 290100018009

EFFECTIVE 9/80 STEP	BA	NO. OF TEACHERS:			ENROLLMENT:	
		BA+16	BA+32	137 MA BA+48	MA+16	2,416
1	11,200	11,687	12,174	12,661	13,148	
2	11,687	12,174	12,661	13,148	13,635	
3	12,174	12,661	13,148	13,635	14,122	
4	12,661	13,148	13,635	14,122	14,609	
5	13,148	13,635	14,122	14,609	15,096	
6	13,635	14,122	14,609	15,096	15,583	
7	14,122	14,609	15,096	15,583	16,070	
8	14,609	15,096	15,583	16,070	16,557	
9	15,097	15,583	16,070	16,557	17,044	
10	...	16,070	16,557	17,044	17,531	
11	...	16,557	17,044	17,531	18,018	
12	...	...	17,531	18,018	18,505	
13	...	...	18,018	18,505	18,992	
14	...	...	...	18,992	19,479	
15	...	...	...	19,479	19,966	

ALL UNITS ARE GRADUATE UNITS.

STATE: NEVADA

KEY= 290120018009

DISTRICT: NYE COUNTY SCHOOL DISTRICT

NYE

EFFECTIVE STEP	9/80 BA	NO. OF TEACHERS:			87 BA+24 BA+36	ENROLLMENT: MA BA+32 BA+48	1,663 MA+ 8 MA+12
		BA+ 8 BA+12	BA+16 BA+24				
1	12,172	12,584	12,996	13,408	13,820	14,232	
2	12,761	13,173	13,585	13,997	14,409	14,821	
3	13,350	13,762	14,174	14,586	14,998	15,410	
4	13,939	14,351	14,763	15,175	15,587	15,999	
5	14,528	14,940	15,352	15,764	16,176	16,588	
6	15,117	15,529	15,941	16,353	16,765	17,177	
7	15,706	16,118	16,530	16,942	17,354	17,766	
8	16,295	16,707	17,119	17,531	17,943	18,355	
9	16,884	17,296	17,708	18,120	18,532	18,944	
10	17,473	17,885	18,297	18,709	19,121	19,533	
11	18,062	18,474	18,886	19,298	19,710	20,122	
12	18,651	19,063	19,475	19,887	20,299	20,711	
13	...	...	20,064	20,476	20,888	21,300
14	...	...	...	...	21,477	21,889
15	...	...	...	...	...	22,478

LAST CODE IN LANES 2-6 ARE FOR UNDERGRADUATE CREDIT ONLY.

STATE: NEVADA

KEY= 290140018009

DISTRICT: PERSHING COUNTY SCHOOL DIST.

PS

EFFECTIVE 9/80

NO. OF TEACHERS:

39

ENROLLMENT:

683

STEP	BA	BA+24 BA+16	BA+40 BA+30	BA+54 MA BA+42	MA+20
1	11,500	12,000	12,500	13,000	13,500
2	12,000	12,500	13,000	13,500	14,000
3	12,500	13,000	13,500	14,000	14,500
4	13,000	13,500	14,000	14,500	15,000
5	13,500	14,000	14,500	15,000	15,500
6	14,000	14,500	15,000	15,500	16,000
7	14,500	15,000	15,500	16,000	16,500
8	15,000	15,500	16,000	16,500	17,000
9	15,500	16,000	16,500	17,000	17,500
10	16,000	16,500	17,000	17,500	18,000
11	16,500	17,000	17,500	18,000	18,500
12	...	...	18,000	18,500	19,000
13	...	...	...	19,000	19,500
14	...	...	...	...	20,000
15	17,100	17,600	18,600	19,600	20,600
16	...	...	...	...	21,200
17	...	...	...	...	...
18	...	...	...	...	...
19	...	...	...	...	...
20	17,700	18,200	19,200	20,200	21,800

LANE 1 IS UNDERGRADUATE UNITS. LANE 2 AND 3 ARE GRADUATE UNITS.

STATE: NEVADA

KEY= 290150018009

DISTRICT: STOREY COUNTY SCHOOL DISTRICT

ST

EFFECTIVE 9/80

NO. OF TEACHERS:

17

ENROLLMENT:

187

STEP	BA	BA+16 BA+24	BA+32 BA+48	MA	MA+16	MA+32
1	11,700	12,200	12,700	13,200	13,700	14,200
2	12,200	12,700	13,200	13,700	14,200	14,700
3	12,700	13,200	13,700	14,200	14,700	15,200
4	13,200	13,700	14,200	14,700	15,200	15,700
5	13,700	14,200	14,700	15,200	15,700	16,200
6	14,200	14,700	15,200	15,700	16,200	16,700
7	14,700	15,200	15,700	16,200	16,700	17,200
8	15,200	15,700	16,200	16,700	17,200	17,700
9	15,700	16,200	16,700	17,200	17,700	18,200
10	16,200	16,700	17,200	17,700	18,200	18,700
11	16,700	17,200	17,700	18,200	18,700	19,200
12	17,200	17,700	18,200	18,700	19,200	19,700
13	17,700	18,200	18,700	19,200	19,700	20,100
14	...	18,700	19,200	19,700	20,200	20,700
15	...	...	19,700	20,200	20,700	21,200
16	...	...	...	...	...	21,700

LANE 1 IS GRADUATE UNITS. LANE 2 IS UNDERGRADUATE UNITS.

STATE: NEVADA
 DISTRICT: WASHOE COUNTY SCHOOL DISTRICT

KEY= 290160018009

EFFECTIVE 9/80		NO. OF TEACHERS: 1,548			ENROLLMENT: 30,318		
STEP	NO DEGREE	BA	BA+16	BA+32	MA	MA+16	MA+32
1	9,963	11,135	11,760	12,385	13,010	13,635	14,260
2	10,588	11,760	12,385	13,010	13,635	14,260	14,885
3	11,213	12,385	13,010	13,635	14,260	14,885	15,510
4	11,838	13,010	13,635	14,260	14,885	15,510	16,135
5	12,463	13,635	14,260	14,885	15,510	16,135	16,760
6	13,088	14,260	14,885	15,510	16,135	16,760	17,385
7	13,713	14,885	15,510	16,135	16,760	17,385	18,010
8	14,338	15,510	16,135	16,760	17,385	18,010	18,635
9	14,963	16,135	16,760	17,385	18,010	18,635	19,260
10	...	16,760	17,385	18,010	18,635	19,260	19,885
11	...	17,385	18,010	18,635	19,260	19,885	20,510
12	...	...	18,635	19,260	19,885	20,510	21,135
13	...	...	...	19,885	20,510	21,135	21,760
14	...	...	...	...	21,135	21,760	22,385
15	...	...	...	...	...	22,385	23,010
16	...	...	...	...	...	...	23,635
17	...	...	...	...	...	...	24,260
18	...	...	...	...	...	...	...
19	...	...	...	...	...	...	...
20	...	...	...	...	...	...	...
21	15,263	17,685	18,935	20,185	21,435	22,685	24,560

STATE: NEVADA

KEY= 290170018009

DISTRICT: WHITE PINE COUNTY SCHOOL DIST.

WP

EFFECTIVE 9/80 STEP	BA	NO. OF TEACHERS:			ENROLLMENT:		
		BA+15	BA+30	MA	MA+15	MA+30	
				119		1,638	
				BA+45	BA+60	BA+75	
1	11,783	12,431	13,079	13,727	14,375	15,023	
2	12,254	12,902	13,550	14,198	14,846	15,494	
3	12,725	13,373	14,021	14,669	15,317	15,965	
4	13,196	13,844	14,492	15,140	15,788	16,436	
5	13,667	14,315	14,963	15,611	16,259	16,907	
6	14,138	14,786	15,434	16,082	16,730	17,378	
7	14,609	15,257	15,905	16,553	17,201	17,849	
8	15,080	15,728	16,376	17,024	17,672	18,320	
9	15,551	16,199	16,847	17,495	18,143	18,791	
10	16,022	16,670	17,318	17,966	18,614	19,262	
11	16,493	17,141	17,789	18,437	19,085	19,733	
12	...	17,612	18,260	18,908	19,556	20,204	
13	...	...	18,731	19,379	20,027	20,675	
14	...	...	...	19,850	20,498	21,146	
15	...	...	...	...	20,969	21,617	
16	...	...	...	...	...	22,088	

LANE 2 IS FOR GRADUATE UNITS.