

MINUTES OF THE
MEETING OF THE SENATE COMMITTEE
ON FINANCE

SIXTY-FIRST SESSION
NEVADA STATE LEGISLATURE
March 4, 1981

The Senate Committee on Finance was called to order by Chairman Floyd R. Lamb, at 7:30 a.m., Wednesday, March 4, 1981, in Room 131 of the Nevada State Legislature Building. Exhibit A is the Meeting Agenda. Exhibit B is the Attendance Roster.

COMMITTEE MEMBERS PRESENT:

Senator Floyd R. Lamb, Chairman
Senator James I. Gibson, Vice Chairman
Senator Eugene V. Echols
Senator Norman D. Glaser
Senator Lawrence E. Jacobsen
Senator Thomas R. C. Wilson
Senator Clifford E. McCorkle

COMMITTEE MEMBERS ABSENT:

(None)

STAFF MEMBERS PRESENT:

Ronald W. Sparks, Chief Fiscal Analyst
Dan Miles, Deputy Fiscal Analyst
Tracy L. Dukic, Secretary

OTHERS PRESENT:

Lonnie Shields, Nevada State Education Association
Dan Garfinkle, Nevada State Education Association
Judith Strasser, " " " "
Gary Gray, " " " "
Steve Cozine, " " " "
Dille M. Kelley, " " " "
Goerge W. Brighton, Nevada State Education Association
Leonard Dalton, " " " "
Jerry C. Whitehead, Nevada State Education Association
Patricia Weninger, " " " "
Marge Saarem, " " " "
J. G. Johnson, Nye County School District, Tonopah
John Hawkins, Nevada State School Boards Association
Doug Byington, Nevada Association of School Administrators
Richard Brown, Nevada Association of School Administrators
Joe Fisher, Nevada State Education Association
Ruth Wyrick, " " " "
Joyce Woodhouse, Nevada State Education Association
Arlo K. Funk, Mineral County School District
Craig Blackham, Lyon County School District
Delores Mussi, Churchill County School District
Ron Flores, " " " "
Elma Dericco, " " " "
Henry Cornu, Board member - Churchill County
Rod Jackson, KTNV-TV, Las Vegas
Chuck Nebly, Clark County School District
Cliff Lawrence, Carson City School District
Lance Frank, KTNV-TV, Las Vegas

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Newson Maples, Storey County School District
Mkie Bean, White Pine County
Brent E. Joe, White Pine County Commission
Jacqueline Flanders, Marla Bary G.I.D.
Don Jessup, University of Nevada, Reno
John Manbill, University of Nevada, Reno
Dr. Donald Baepler, University of Nevada, Reno, Chancellor
Ted Sanders, Superintendent of Schools
Dr. Claude Perkins, Clark County School Administrator
Assemblyman Thomas Hickey, Nevada State Assembly
Alan List, Pershing County School District
Dr. James Lyman, Clark County School District
Arnold Settlemyer, Douglas County School Board
Marvin Piccolo
Ann Lynch, President, Nevada State Parent/Teacher Association

The meeting was called to order by Chairman Floyd R. Lamb at 7:30 a.m., and the program was begun by showing a movie entitled "Marva", a segment from 60 Minutes.

After the termination of the movie, Senator Lamb chose this time to introduce the members of the committee and to take the opportunity to alleviate any feelings of defensiveness on the part of the participants, especially those who would be testifying before the committee.

Senator Wilson asked to present a list of issues he had compiled that he felt the participants in the meeting might want to address themselves to. They were:

1. Should the University of Nevada set admission standards for reading, writing and math.
2. Should the University system provide remedial courses for its students or should that be supplied by the community colleges.
3. Should high school graduation require specific proficiency in reading, writing and math.
4. Are we paying enough money to retain good teachers in education.
5. Class size.
6. Are reading and writing emphasized sufficiently.
7. Do we limit the curriculum too much and divert our resources from teaching of the fundamentals.
8. Do non-English courses require sufficient writing.
9. Do teachers need training workshops in reading and writing skills.
10. Is there sufficient homework given in reading and writing.
11. Is proficiency testing and its present methods effective.
12. Are most teachers competent to teach.
13. Is the failing student passed because of social or administrative pressure.
14. Are teachers required to tolerate a discipline problem.
15. Do principals and/or administrators back up teachers who fail students or who expel students with behavioral problems.

Senator McCorkle added one more category for discussion to Senator Wilson's list. He felt that it would be wise to discuss the impact of teacher labor laws on education and whether or not they add or detract from the quality of education received in the schools today and whether they impinge on the teacher's ability to teach.

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Dr. Donald Baepler, Chancellor, University of Nevada, Reno, had supplied the committee with a list of figures* summarizing the enrollment percentages for the remedial classes for UNLV and UNR. He told the committee that they addressed themselves specifically to the remedial reading, writing and arithmetic classes only. He said that he feels that it is a responsibility of the community colleges, more so than the University system, to address the problem of remediation. He did concede, however, that because of the influx of freshman requiring remediation, the University system is prepared to offer these courses.

Dr. Baepler informed the committee that as a result of compiling these figures, they had become aware that many of the students enrolled in these classes were out-of-state students. At Truckee Meadows Community College, at least 66% of their freshman students were out-of-state students, and at University of Las Vegas, 62.1% of their freshman students were out-of-state students. He stated that because of this new development, he does not feel that the problem would necessarily be solved by Nevada doing a better job of educating its students.

Senator Wilson asked if Dr. Baepler had similar statistics for UNR.

Dr. Baepler replied that he did not, but that he had no reason to believe that it would be any different for UNR.

Senator Wilson asked if they might help circumvent the problem by establishing certain basic criteria for fundamental skills at the University level.

Dr. Baepler replied that this would be solved by just setting a level of admissions standards that would demand highly skilled applicants. He suggested that an alternative might be provided at the high school level.

Senator Wilson asked Dr. Baepler if he felt that the University system should deal with this problem at their level.

Dr. Baepler replied that it might be better to coordinate a program with the community colleges where those students requiring remediation in reading, writing and arithmetic might go and get the necessary help. He added that the community colleges would be better equipped to handle the task of remediation because they have this as part of their educational mission. He said that community colleges receive a great deal more funding in that area than the University system does; therefore, it would be necessary to augment the University's budget for this purpose.

Senator Wilson asked if this alternative within the community college and University system be provided on the basis of equal opportunity, and if a student were to fail at this, should he or she be given a second chance.

Dr. Baepler replied that he feels very strongly that if the desire is present, the University/community college system should provide any help it can in the student's pursuit to improve these very necessary basic skills.

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Mr. Ted Sanders, Nevada State School Superintendent, then addressed the committee. He directed their attention to the program** prepared on the Nevada Proficiency Examination Program, Report #81-1, of February, 1981. He summarized the results of the report stating that students are not acquiring the minimum competency in the basic skills as evidenced by the results of the proficiency tests given last year.

* Attached and labelled as Exhibit b

** Attached as an exhibit

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He told the committee that as a result of the outcome of the testing, the State Board of Education has, within the last two months, reviewed and revised the courses of study and the graduation requirements of those students falling within their jurisdiction. He also stated that they are attempting to put together a workshop for parents and foster parents to tutor their youngsters.

Senator Lamb asked Mr. Sanders what they have done since their last meeting together to either eliminate or determine where and what the problems are.

Mr. Sanders replied that they have undertaken projects to help those students needing remediation at all levels and examined the schools that are producing the youngsters requiring the most help. He said they have also addressed the strategy that each individual School Board should make an attempt to remedy the problems. He told the committee that they would like very much to gradually raise the level of the proficiency tests annually. He expressed the concern that they are limited by what they can do, and wholeheartedly endorsed Senator Wilson's resolution to explore the depths of the problem. He told the committee that they should inquire of the local school boards for answers and ideas about the problems they are addressing at this meeting.

Senator Lamb asked Mr. Sanders where he would start if he were attempting to solve the problem.

Mr. Sanders replied that he would:

1. Cause the disciplinary problems to be referred to the local and county levels.
2. Examine the teacher training program and start upgrading their skills.
3. Reduce class size at the high school level.
4. Specifically train teachers to handle composition work in all courses and ask that that be part of the daily workload for these courses.
5. Continue to raise the standards of the proficiency testing on an annual basis, with an eye keyed to achieving excellence, not just proficiency.

Senator Lamb inquired of Mr. Sanders if they attempt to do this now.

Mr. Sanders replied that they contend that they are doing this now.

Senator McCorkle asked Mr. Sanders why teachers are not adequately trained at the present.

Mr. Sanders replied that teachers enter the profession with minimal training but are constantly upgrading their skills. He said that teachers are given economic incentives to upgrade their skills. He added that teachers are only required to take a three-hour English course in order to achieve certification.

Senator McCorkle proposed that it would be wiser to demand a higher quality applicant by raising the hiring standards.

Mr. Sanders replied that they are doing this; that they are requesting many teachers take classes in remedial reading.

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Senator McCorkle asked how the committee as legislators can help to change the process of teacher certification.

Mr. Sanders replied that there was an interim study done by the Legislature last session and that it might be profitable to examine their findings in this regard. He asked for the committee's help in upgrading the standards for hiring of teachers.

Senator Lamb asked if it was not true that a great many of the teachers are upgrading their education. Mr. Sanders replied that they are.

Senator Wilson asked if the salary paid was enough compensation for the work. Mr. Sanders replied that the salaries are not commensurate with the demands of the profession.

Senator Echols asked Mr. Sanders to provide the committee with a list of teachers that are trying to upgrade their education. He also asked if Mr. Sanders felt that government restraints and standards are a detriment to the educational system.

Mr. Sanders replied that he feels they are.

Senator McCorkle asked Mr. Sanders how they, as legislators, can help place an emphasis on composition as part of the curriculum.

Mr. Sanders replied that the State Board of Education has already begun to do just that. He cited the BTES Study, which says that there is a need for a legislative mandate placing more importance on composition being taught within the schools.

Senator McCorkle asked, short of a legislative mandate, what might be done.

Mr. Sanders suggested that the Legislature request the local school boards place an emphasis on this particular problem.

Senator Jacobsen observed that he feels it is the teacher's inability to handle the basic skills himself that is producing children who are deficient in their basic skills.

Senator McCorkle addressed the problem of funding going to extraneous courses when the quality of education being attained in the fundamental skills is so lacking.

Mr. Sanders said that he believes this is a result of the schools attempting to be too responsive to the public demand. He said that there should be priorities established first, taking Federal and State mandates and statutes into consideration before the desires of special interest groups or a small section of the population.

Senator Gibson asked if the State School Superintendent would review the State and Federal statutes and report to the committee which of those are Federally mandated.

Senator Lamb added that included in that report should be those things needed to remedy the problem.

Senator McCorkle cites what Dr. Claude Perkins has coined in his report as being "secondary course proliferation." He went on to read from page 12 of Dr. Perkins; report,* entitled "Problem Resolution Document, Clark County School District, 1981." He told Mr. Sanders that he believes the attitude for the resolution of the problem of course proliferation should be uniform throughout the community of education.

* Attached and labelled as Exhibit P

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Senator Lamb digressed and asked Dr. Donald Baepler about the efficacy of the remedial classes being taught within the community colleges and universities.

Dr. Baepler replied that the courses in remediation had been very successful.

Dr. Claude Perkins, Clark County School District Administrator, addressed the committee next.

Senator Lamb told Dr. Perkins that he feels that the job he has done in the preparation of the report he submitted to the committee... "Problem Resolution Document, Clark County School District, 1981"... is excellent and very commendable.

Dr. Perkins thanked Senator Lamb for his commendation and began his presentation by reading from his report, pages 1 and 2, (see Exhibit F). He also cited the proposed priorities to be solved as addressed in Section II, Division of Secondary Education (See Exhibit F).

Dr. Perkins then addressed the subject of Special Education. He told the committee that because the Federal law requires these courses be offered, they are taught at the expense of the State because, many times, the funding for these Special Education courses is not incorporated into the Federal mandate for these classes. He proposed to the committee that the only solution for this problem is to demand that any Federally mandated course of instruction that is required outside of the normal financial requirements of the State should be made either to fund itself or the State should have the option not to undertake the teaching of that program.

Senator Gibson asked what law causes the teaching of Special Education classes be mandatory.

Dr. Perkins replied that it is Public Law 94-142. He added that many of the students they are receiving currently who are enrolling in the Special Education classes really need to be in a medical clinic as a great many of them have such special needs that, attendant to their educational problems, they require additional medical support staff be provided by the school itself. He said that he feels that should not be the cost of the school district.

Dr. Perkins added that he feels that the elimination of NRS Chapter 391 would help alleviate the problems they have encountered with the scope of bargaining negotiations. He told the committee that they would need to have legislation introduced to achieve this and that he has the necessary legislation prepared and waiting for someone to step forward and present the bill.

Senator McCorkle gave his support for the introduction of this legislation.

Senator Jacobsen asked if anything has been done on a local level to inform them of what is being done.

Dr. Perkins said that they are in the process presently of negotiating, but that the public school system has adopted the attitude of a private sector mob.

Dr. Perkins then addressed the problem of the disruptive child in the educational system. He told the committee of the problem of wasting precious teaching time trying to deal with the disruptive student and that they have adopted strict disciplinary codes, along with stricter attendance codes to deal with the problems created by a lack of discipline.

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He said that they have expanded upon the core requirements in the entire school district. Dr. Perkins said that they have found one of the most disruptive forces in the classroom is cutting classes. He told the committee that they have elected to give these individuals choosing to cut classes or disrupt the classroom three alternatives: (1) Send them to Opportunity School; (2) suspension; or (3) finally, expulsion.

Senator Gibson asked Dr. Perkins what the total amount of Federal funding is that goes to Clark County schools and what they have to do to operate without those federal dollars.

Dr. Perkins said it is somewhere in the neighborhood of \$10 million dollars to Clark County and that is not including the Federal Food Lunch Program. He told the committee that the Special Education Program gets an inordinate amount of federal funds.

Senator Gibson asked how much federal money did Clark County School District receive for Special Education.

Dr. Perkins replied that it was a little over \$1 million dollars for operating costs. He emphasized, though, that it is up to the individual school district to supply the buildings and teachers for the program. He told the committee that one of the factors making the Special Education Program so expensive to the State is that the student/teacher ratio is so much lower, with many of the students requiring medical support staff, speech therapy and other specialized teaching support staff.

Dr. Perkins suggested that Nevada needs to have regional centers for all of the requirements of Public Law 94-142.

Senator Wilson asked Dr. Perkins if he included in his report that there needs to be an emphasis on the fundamental subjects being stressed and if he had addressed the cost factor of such a shift in policy.

Dr. Perkins told Senator Wilson that they are currently placing greater emphasis on the fundamentals. He replied that when the proficiency test requirement was passed, it did not include the funding for the testing program.

Senator Wilson asked Dr. Perkins to provide him with a quantified list of the need for reading and writing at the remedial level being offered and what the financial impact would be.

Senator Gibson asked if there had been a failure of the school districts, in general, to bring the students up to the standards of the proficiency tests.

Dr. Perkins explained that the practice of mandating programs that do not have, as part of their package, the financial support included in them is making other programs suffer. He said that he feels that schools are requested to be almost all things to all people, and this is draining their finances.

In closing, Dr. Perkins invited the committee to visit the Clark County School District and examine, firsthand, the problems the district is facing.

Dr. Leonard Dalton of the Nevada State Education Association deferred the presentation for the Washoe County School Board to Mr. Jerry Whitehead, Vice President of the Board of Trustees for the Washoe County School Board.

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Mr. Whitehead told the committee that his school board chose to adopt a program seven years ago for the upgrading of their schools, commencing at the primary grade level, upward. He said that one of the primary goals has been to reduce class size, which they have been successful in reducing by four students since 1976. He said that this is a considerable savings to the district.

He added that they have undertaken a series of programs aimed at improving other major areas of concern. One program has placed the sixth grade students back to the elementary school level. As part of this, they have tried to eliminate the miscellaneous or "mini courses" being offered that they felt were extraneous. He said that the district has applied this same program to the high school level, especially directing its attention to miscellaneous courses being taught in English where the money is most needed to properly and adequately give a solid fundamental education.

Mr. Whitehead told the committee that the reason the extraneous courses are placed in the curriculum is usually because of public pressure that the course be provided. He also said that they have changed the graduation requirements, instituting a program that students may follow: changed graduation requirement to 21 units instead of the State-mandated 19 units, but in doing so, they required every student to have four years of English, a second year of math and a third year of social studies. He said that this would affect only the sophomore and junior classes.

Senator Lamb asked if this program was currently in effect.

Mr. Whitehead replied that it is.

Senator Lamb asked about the first two categories that Mr. Whitehead mentioned in his explanation and what kind of educational opportunity they would be receiving.

Mr. Whitehead replied that, as far as minimum proficiency, the district has tested well on the proficiency tests and the SAT and ACT testing. Mr. Whitehead told the committee that the only criticism he has is that teachers are forced to resort to multiple choice testing because of class size and the writing skills are deteriorating.

Senator Lamb asked how many teachers currently have 35 or more students in their classrooms.

Mr. Whitehead replied that there were quite a few.

Senator McCorkle asked why the School Board is not requiring a smaller class size for those classes teaching the fundamental skills.

Mr. Whitehead replied that there are too many sources asking too much of them. He said that there is a real problem with teaching priorities.

Senator Lamb asked if he could examine the teaching priorities and rank them in order of importance.

Mr. Whitehead replied that they have elected to give the student the option of attaining three different types of diplomas: (1) a diploma for attendance only, not meeting the minimum proficiency tests; (2) those graduates meeting the minimum requirements, and (3) a diploma saying that the student has achieved more than the required number of courses and that he is ready for college.

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He added that his priority would be to place the emphasis on the Washoe County School District providing a good academic program.

Senator Lamb asked if Mr. Whitehead was aware of any other schools who were following a similar program.

Mr. Whitehead replied that he was not aware of any at present.

Senator Lamb asked when Mr. Whitehead had instituted the current certification program in the Washoe County School District.

Mr. Whitehead replied that the twenty-one unit program was begun two years ago and the twenty-three unit program was begun in 1980. He told the committee that the efforts to reduce class size will not be fully achieved until 1984.

Senator Jacobsen asked Mr. Whitehead if he has consulted the local university or community college to find out if the university system will give any credence to the certification program that they are employing.

Mr. Whitehead replied that he has not; that there has been support expressed by those members of the faculty that he has talked to.

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Next, a speech was given by Mr. Alan List, Pershing County School District (see Exhibit I).

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Following Mr. List's presentation, a speech was given by Dr. James Lyman of the Clark County School District. He stressed to the committee that the key to better education is the motivated student and more discipline. He told them that there is an effort underway within the Clark County School District to return to the teaching of the basics. He said that the single most important factor in their success rate has been the new attendance and discipline policies. He informed the committee that there is currently a bill in the legislature presuming to rob the schools of their right to demand proper attendance from its students. He also added that for all of their plans to work, the parents must participate by providing a quality homelife and an active interest in their child's education.

He added that the School Boards need the autonomy to enact the experimental courses in trying to improve what they are offering currently.

Senator Lamb asked if there had been a discussion about these problems at the last School Board meeting. Dr. Lyman replied that there had been.

Assemblyman Thomas Hickey told Dr. Lyman that he feels the lower income students are no so much a product of poverty as they are of schools who are inadequately prepared to teach and deal with the problems of these students.

Dr. Lyman responded that one of the most important factors in that particular child's success will be how much of an active interest the parents take in their child's education.

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Mr. Arnold Settlemyer, Douglas County School Board, then addressed the committee. He told them that he feels there needs to be a district-wide analysis of the problems facing the teaching community. He added that he, too, feels that a parent's interest is a vital and necessary ingredient in seeing that all children receive an adequate education. He feels that IOWA Tests should be given, also. He said that they have tried to increase the number of courses being offered to seniors. He said that the seniors are being allowed to take as few as four courses per day, but these students are required to stay in a course until they have achieved a certain level of proficiency within that course and can test out of it. He stressed the need for a reduction in class size and said that they are trying to achieve this reduction.

Senator McCorkle questioned the new program in which seniors have had an additional graduation requirement imposed upon them to take three classes instead of one and expressed concern that this policy might encourage students to take meaningless classes to fill this requirement.

Mr. Settlemyer replied that he would like to have it mandated that the senior class members are required to take all six courses, but because they are a public entity, this cannot be done as quickly as he would like to see it accomplished.

Mr. Douglas Byington, Nevada Association of School Administrators, then addressed the committee. In his speech, he specifically addressed the problem of the transient rate within the school district and how much this effects the efficacy of a teacher and how much re-instruction is necessary because of this. He stressed a lower student/teacher ratio and higher salaries.

Senator Lamb asked Mr. Byington what he proposed to do about all of the problems that have been mentioned.

Mr. Byington told him that he feels that his district should make a commitment to improve the reading scores. He added that they are very low on staff to help deal with the problem.

Senator Wilson asked if the Legislature should try to shift the emphasis in education by shifting the funding.

Mr. Byington replied that educators should be given the discretion over the funding.

Senator Jacobsen asked if the Legislature should be responsible for setting up guidelines for the educational system to follow.

Mr. Byington responded that they need flexibility and that the Legislature should not try to regulate education.

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Dr. Marvin Piccolo gave a brief presentation. He told the committee that if there is to be a change in the educational system, then the problem should be recognized, with a sense of responsibility on the part of the educational system and with the question in mind, "Do we have the ability to make a change from within?" He feels that they do.

He said that the committee should examine these four areas:

1. What do Nevadans want?
2. How well are the schools teaching?
3. What should be done to solve the problems?
4. How will we know whether the problems have been solved?

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The Chairman called upon Joyce Woodhouse, President of the Nevada State Education Association to make her presentation.

She deferred her presentation and asked that the committee devote its attention to the following teachers and their presentations.

1. Marge Saarem, Seelinger Elementary School
(See Exhibit J).
2. Ruth Wyrick, Las Vegas
(See Exhibit K).
3. Steve Cozine, Las Vegas High School
(See Exhibit L).
4. Gary Gray, Clark County
(See Exhibit M).

Senator Lamb addressed Ms. Ruth Wyrick and asked her if she feels that teachers should be ashamed that they are forced to graduate children who are not prepared to assume the responsibilities of the next grade who are unable to read and write.

Ms. Wyrick replied that she agrees with that observation.

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During Mr. Cozine's presentation, he addressed the problems he has encountered with being forced to matriculate students who are not properly functioning at their current grade level.

Senator Lamb asked him why he has found it necessary to pass these children into the next grade if they are not, in his opinion, yet ready to do so.

Mr. Cozine replied that he has been in disagreement with the principal about whether or not to retain at least eight students out of his class last year of 90. He said that if he were performing his job properly and had his druthers, these children would have been retained. He emphasized that the disservice is not to the school system but to the children themselves.

Senator Wilson asked him how widespread the problem he has described is within the school system.

Mr. Cozine replied that it is quite rampant.

Senator Wilson asked if this particular problem has been brought to the attention of the local school board.

Mr. Cozine replied that it had, but that more discussion needs to be given to this particular problem.

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The final presentation was given by Ann Lynch, President of the Nevada Parents/Teachers Association. (See Exhibit N).

At the conclusion of her presentation, Senator Lamb asked her if she had ever gone to the local school board as President of the Nevada State Parents/Teachers Association and complained about the inability of their students to read and write.

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Ms. Lynch replied that as president of the Parents/Teachers Association, she had not, but as a parent and as a member of the Las Vegas Board, she had.

There being no further business, the meeting was adjourned.

Respectfully submitted by:

Tracy L. Dukic, Secretary

APPROVED BY:

Senator Floyd R. Lamb, Chairman

DATED: _____

SENATE AGENDA

COMMITTEE MEETINGS

Committee on FINANCE, Room 231.

Day (See Below), Date (See Below), Time (See Below)

MONDAY, MARCH 2, 1981 - 8:00 a.m.

1. S.B. 79 - Amends Act adding two judges to Second Judicial District.
2. S.B. 208 - Makes appropriation for cost of litigation involving Truckee River Stream System and consulting experts.
3. S.B. 43 - Authorizes establishment of residential centers by Department of Parole and Probation.
4. S.B. 29 - Extends program of restitution by certain offenders.
5. S.B. 197 - Increases allowance against property tax accrued for qualified solar systems and provides this allowance for certain water heaters.
6. Western Interstate Commission for Higher Education (Pg. 258.4 & 259)
(Dr. Donald Driggs)
7. S.C.R. 6 - Requests inclusion of library science in program of the Western Interstate Commission for higher education.
8. S.B. 198 - Creates process for competitive bidding to provide services proposed by Department of Human Resources.
9. S.B. 277 - Makes supplemental appropriation to youth services division of Department of Human Resources.

TUESDAY, MARCH 3, 1981 - 8:00 a.m.

1. Department of the Military (Pg. 596 - General William Engel)
2. Adjutant General Construction Fund (Pg. 599 - Gen. Engel)
3. National Guard Benefits (Pg. 600 - Gen. Engel)
4. Department of Administration (Howard Barrett)
 - a. Budget Division (Pg. 53)
 - b. Group Insurance Committee (Pg. 56)
 - c. Governor's Out-of-State Travel (Pg. 57)
 - d. State Unemployment Compensation (Pg. 59)
 - e. Merit Award Board (Pg. 60)
 - f. Risk Management Division (Pg. 61)
 - g. Clear Creek Youth Center (Pg. 64)
5. Personnel Division (Pg. 110 - Jim Wittenburg)
 - a. Cooperative Personnel Services (Pg. 110)
 - b. Intergovernmental Personnel (Pg. 112)
6. Labor Commission (Pg. 741 - Edmond MC Goldrick)

WEDNESDAY, MARCH 4, 1981 - 7:30 a.m.

ROOM 131

1. State Department of Education and School Districts.

THURSDAY, MARCH 5, 1981 - 8:00 a.m.

1. Department of Commerce (Pg. 690 - 738 Jim Wadhams)

SENATE AGENDA

COMMITTEE MEETINGS

Committee on FINANCE, Room 131.

Day Wednesday, Date March 4, 1981, Time 7:30 a.m.

WEDNESDAY, MARCH 4, 1981

1. Film entitled "Warva" (segment from "60 Minutes") - Senator McCorkle
2. Comments from the University of Nevada System - Dr. Donald Baepler
3. State Board Of Education - Ted Sanders
4. State Department of Education - Ted Sanders
5. Representatives of local School Boards
6. Representatives of School Superintendents
7. Representatives of School Principals
8. Representatives from the Teacher's Association
9. Parent/Teachers Association - Ann Lynch
10. Comments from the audience

ATTENDANCE ROSTER FORM

COMMITTEE MEETINGS

SENATE COMMITTEE ON FINANCE

DATE: March 4, 1981

PLEASE PRINT NAME	PLEASE PRINT ORGANIZATION & ADDRESS	PLEASE PRINT TELEPHONE
Lonnie Shields	NEVADA STATE ED. ASSOC	882-5574
Don Garfinkle	NEVADA STATE Ed ASSOC	
JUDITH STRASSER	NEVADA STATE Ed ASSOC.	
GARY GRAY	NEVADA STATE ED ASSOC	
Steve Cozine	Nevada State Ed. Assoc.	
X Dillie M. Kelle	NEVADA STATE DEPARTMENT of EDUC.	885-5700
GEO. W. BRIGHTON	WASHOE CO. SCH. DIST	322-7041
LEONARD DALTON	" " " "	
JERRY CARL WHITEHEAD	" " " "	
Patricia Weningal	Nev. State Ed. Assoc.	883-6871
MARGE SARREIM	CARSON SCHOOL TEACHER	882-4075
J. J. Johnson	Nye Co. School Dist Tonopah	482-6258
John Hankin	Nev. State School Boards Assoc	
DOUG BYINGTON	Nev. Assn. of Sch. Admin.	972-0233
RICHARD BROWN	NEV. ASSOC. OF SCH. ADM.	
Joe Fisher	Nev State Ed. Assoc.	882-5574
Ruth Wyrick	"	"
Lance Woodhouse	Nev St. Educ. Assoc	882-5574
Arla K. Funk	Min. Co. Sch. Dist.	
Craig Blackham	Lyon County School Dist	463-2205
DELORES NUSS	CHURCHILL County School Dist	423-2697
RON FLORES	" " " "	423-5184
ELMO DERICED	" " " "	" "

Library Note:

It does not appear that an Exhibit C was submitted to this meeting, as there is no mention of one in the minutes, nor is there any attached material labelled as such.

Research Library
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RENO, NEVADA 89557 • (702) 784-4885

March 3, 1981

Joseph N. Crowley
President

**Senator Floyd Lamb, Chairman
Senate Finance Committee
Nevada State Legislature
Carson City, Nevada 89710**

Dear Senator Lamb:

Attached are copies of material I hope will be of interest to members of your committee in connection with their discussion of literacy and related basic skills problems in Nevada schools, colleges and universities. The material includes the following:

1. A breakdown of American College Test (ACT) scores for entering freshmen at UNR from 1975-76 through 1980-81. The areas covered are English and mathematics, plus the composite scores.
2. A table showing the percentages of students taking the ACT who request assistance in particular areas, including reading, writing and mathematical skills. This table also covers the period from 1975-76 through the current year.
3. A list showing numbers of students involved in the several levels of English composition courses from 1975-76 through 1980-81.
4. Figures for the numbers of students using the tutorial services of our Office of Special Programs from 1975-76 through 1980-81.
5. A copy of the ACT class profile for 1980-81 UNR Freshmen.

I would be pleased to supply any explanatory information you or members of the committee would like in relation to the above material, or to furnish any additional information desired.

Senator Floyd Lamb
March 3, 1981
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Thank you for your interest in this serious problem.

Sincerely,


Joseph N. Crowley

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Enclosures

**ACT Standard Scores
Entering Freshmen**

English

	<u>1 - 15</u> §	<u>16 - 20</u> §	<u>21 - 25</u> §	<u>26 - 36</u> §
1975-76	24	37	33	5
1976-77	29	39	29	4
1977-78	30	41	25	4
1978-79	25	36	32	7
1979-80	24	37	32	6
1980-81	28	36	30	6

Mathematics

1975-76	36	25	19	20
1976-77	43	24	18	15
1977-78	47	21	15	17
1978-79	38	26	16	20
1979-80	39	24	19	18
1980-81	45	21	19	14

Composite

1975-76	22	30	33	14
1976-77	28	32	29	10
1977-78	30	33	27	10
1978-79	23	32	31	14
1979-80	27	32	28	13
1980-81	28	33	28	11

The experts at ACT say that students who receive standard scores of 15 or below must have help in order to succeed in University level courses. Those who score at 20 or below could benefit from assistance.

ACT FRESHMAN REPORTS

STUDENTS REQUESTED SPECIAL ASSISTANCE WITH:

	75-76	76-77	77-78	78-79	79-80	80-81
Educational and Vocational Decisions	46%	38%	40%	36%	42%	44%
Expressing Ideas in Writing	29%	26%	28%	27%	27%	32%
Reading and Speed Comprehension	34%	32%	31%	31%	34%	35%
Improving Study Skills	35%	34%	33%	31%	39%	45%
Improving Mathematical Skills	52%	46%	42%	35%	42%	49%
Personal Counseling	36%	32%	30%	29%	32%	38%

FRESHMAN ENGLISH PROGRAM

Enrollment

English	F-1975	S-1976	F-1976	S-1977	F-1977	S-1978	F-1978	S-1979	F-1979	S-1980	F-1980	S-1981
101	590	176	559	177	589	172	648	216	820	203	724	257
101W	429	141	470	119	430	88	375	105	394	110	494	73
102	149	767	343	783	240	874	362	739	472	879	524	891
102H	119		66		60		86	18	31	37	64	42
Total Enrollment	1,287	1,084	1,438	1,079	1,319	1,134	1,471	1,078	1,717	1,229	1,806	1,263

SUMMARY OF SPECIAL PROGRAMS TUTORING SERVICES

<u>July 1 - June 30</u>	<u>No. of Students Tutored</u>	<u>Reading/Writing Skills Center</u>	<u>Total</u>
1975-76	155	75	230
1976-77	238	71	309
1977-78	307	79	386
1978-79	208	76	284
1979-80	248	124	372
1980 Fall	180 (includes writing/English reading lab eliminated initiated group tutoring sessions)		180*

*Due to loss of federal funds the Office of Special Programs was unable to tutor the number of students assisted in previous years.

SUMMARY OF ENROLLED REPORT

OF THIS GROUP OF 000989 STUDENTS, 000502 WERE MEN AND 000487 WERE WOMEN. 54% LISTED YOUR COLLEGE AS THEIR 1ST CHOICE, 10% AS THEIR 2ND CHOICE, 06% THEIR 3RD CHOICE, 04% THEIR 4TH - 6TH CHOICE, AND 28% THEIR RESIDUAL OR SUPPLEMENTAL CHOICE. OF THE SEVEN COLLEGE-CHOICE FACTORS, THE PERCENTAGE OF TIME EACH WAS CHOSEN AS "MOST IMPORTANT" WAS: INSTITUTIONAL TYPE - 10%, STUDENT-BODY COMPOSITION - 02%, LOCATION - 25%, COST - 16%, SIZE - 01%, FIELD OF STUDY - 43%, AND OTHER - 04%.

THE TYPICAL STUDENT IN THIS GROUP HAD AN ACT COMPOSITE SCORE OF 18.8 AND AN HSA OF 3.0. THIS COMPARES TO NATIONAL AVERAGES OF 18.9 AND 3.0, RESPECTIVELY (ENROLLED FRESHMAN NORMS).* THE STUDENT TYPICALLY WAS IN A COLLEGE PREPARATORY HIGH SCHOOL PROGRAM. AT THE TIME OF TESTING, THE STUDENT THOUGHT HE OR SHE WOULD OBTAIN A FIRST-YEAR COLLEGE GPA OF ABOUT 2.9. THE STUDENT'S MOST TYPICAL PLANNED EDUCATIONAL MAJOR AND FIRST VOCATIONAL CHOICE WERE IN BUSINESS & COMMERCE AND BUSINESS & COMMERCE, RESPECTIVELY.

A TOTAL OF 40% WERE "VERY SURE" OF THEIR EDUCATIONAL MAJOR, WHILE 43% SAID THEY WERE "FAIRLY SURE." A TOTAL OF 46% ASPIRED TO A BACHELOR'S DEGREE, WHILE 43% ASPIRED TO AT LEAST SOME GRADUATE SCHOOL OR A PROFESSIONAL DEGREE. THE LARGEST PERCENTAGE PLANNED TO LIVE IN PARENTS' OR RELATIVE'S HOME (37%).

THE STUDENTS IN THIS GROUP IDENTIFIED THEIR RACE AS FOLLOWS: AFRO-AMERICAN/BLACK - 01%, AMER/ALASKAN NATIVE - 01%, CAUCASIAN AMERICAN - 85%, MEXICAN AMER/CHICANO - 02%, ORIENTAL/PACIFIC AMER - 02%, PUERTO RICAN/HISPANIC - 01%, OTHER - 03%, PREFER NOT TO RESPOND - 02%, AND NOT GIVEN - 03%. 00018 STUDENT(S) HAD SERVED IN THE MILITARY.

NEED FOR HELP WAS EXPRESSED AS FOLLOWS: EDUCATIONAL AND VOCATIONAL PLANS - 44%; WRITING - 32%; READING - 35%; STUDY SKILLS - 45%; MATH - 49%; PERSONAL COUNSELING - 38%. A TOTAL OF 42% EXPRESSED INTEREST IN INDEP STUDY, 24% IN HONORS COURSES, 28% IN SOME FOREIGN STUDY, AND 49% IN SOME KIND OF ADVANCED PLACEMENT. EXPECTATIONS OF WORKING AT A JOB DURING THE SCHOOL YEAR AND EXPRESSING NEED FOR HELP IN FINDING A SCHOOL-YEAR JOB WERE HELD BY 53% OF THE STUDENTS. ALSO, 58% EXPECTED TO APPLY FOR FINANCIAL AID.

THE EXTRACURRICULAR AREA WHERE THE MOST STUDENTS (52%) PARTICIPATED IN HIGH SCHOOL AND ALSO HAD SIMILAR PLANS FOR COLLEGE WAS SPECIAL-INTEREST GROUPS. THE AREA WHERE THE MOST STUDENTS (20%) PARTICIPATED IN HIGH SCHOOL BUT HAD NO SIMILAR PLANS FOR COLLEGE WAS VARSITY ATHLETICS. THE MAJOR WITHIN-STATE FEEDER HIGH SCHOOL WAS RENO HIGH SCHOOL.

* NATIONAL NORMS ARE BASED ON THE 1979-80 FRESHMAN CLASS.

RESULTS OF THE
FALL 1980 EXAMINATIONS
REPORT TO THE BOARD

FEBRUARY 1981

REPORT #81-1

NEVADA BOARD OF EDUCATION

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**Planning and Evaluation Unit
February 1981**

An Equal Opportunity Agency

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INTRODUCTION

The 1977 Legislature enacted NRS 389.015 which requires that each school district administer examinations to assess the proficiency of pupils in reading, writing and mathematics, and specifies that the examinations be administered before the completion of grades 3, 6, 9 and 12. The law specifies that the State Board of Education shall prescribe the required proficiency examinations. If a pupil fails to pass the proficiency examination administered before the completion of grade 3, 6 or 9, he may be promoted to the next higher grade, but the results of his examination shall be evaluated to determine what remedial study is appropriate. If a pupil fails to pass the high school proficiency examination administered before the completion of grade 12, he shall not be graduated until he is able, through remedial study, to pass that examination, but he may be given a certificate of attendance, in place of a diploma, if he has reached the age of 17 years.

The law does not apply to students who were promoted to grade 9 or a higher grade prior to July 1, 1977. Therefore, the graduating class of 1982 will be the first which must take and pass the examination prescribed for grade 12 before they can graduate. The grade 12 tests were given to the class of 1982 for the first time in the fall of 1980 while those students were in grade 11. Students who passed in all three areas at that testing have fulfilled the proficiency examination requirement for graduation. Those students who failed in one or more areas will need to take and pass the examinations for those areas failed before they can graduate. They can take the examinations again in the spring of 1981, the fall of 1981, and the spring of 1982 prior to their planned graduation date.

This document is a report of the statewide proficiency examination results for the fall 1981 testing of the class of 1982. District level examination results are

specifically excluded from this report because the State Board of Education has adopted a reporting regulation pursuant to NRS 389.017 which states in part that "The department of education will not release information to the public about results from individual districts. Requests for test results from a district must be directed to that district."

NEVADA PRESCRIBED PROFICIENCY EXAMINATIONS

The State Board of Education is required by NRS 389.015 to prescribe the proficiency examinations to be administered by the Board of Trustees of each school district. In compliance with the statute, the Board, at the February 1980 meeting, prescribed the following examinations.

FOR GRADE 3

Examinations:

Stanford Achievement Test (SAT), Primary Level III

1. Total Mathematics (which consists of the Computation, Concepts, and Application tests)
2. Total Reading (which consists of the Reading Comprehension and Word Study Skills tests)
3. Language test

Proficiency Level:

A student who scores in stanine 3 or above on the Total Mathematics, Total Reading and the Language test will be deemed to be proficient for purposes of NRS 389.015 as it relates to grade 3.

Examination Dates:

The above examinations will be administered each year in April.

FOR GRADE 6

Examinations:

Stanford Achievement Test (SAT), Intermediate Level II

1. Total Mathematics (which consists of the Computation, Concepts, and Application tests)
2. Total Reading (which consists of the Reading Comprehension and Word Study Skills tests)
3. Language test

Proficiency Level:

A student who scores in stanine 3 or above on the Total Mathematics, Total Reading and the Language test will be deemed to be proficient for purposes of NRS 389.015 as it relates to grade 6.

Examination Dates:

The above examinations will be administered each year in April.

FOR GRADE 9

Examinations:

1. Nevada High School Proficiency Examination in Mathematics
2. Nevada High School Proficiency Examination in Reading
3. Nevada High School Proficiency Examination in Writing

Proficiency Level:

A student who scores 75% or higher on the Mathematics and Reading examinations, and who scores an average of 2 or higher on the Writing examination will be deemed to be proficient for purposes of NRS 389.015 as it relates to grade 9.

Examination Dates:

The Writing examination will be administered in March.
The Mathematics and Reading examinations will be administered in April.

FOR HIGH SCHOOL GRADUATION

The high school graduation prescriptions will become effective for juniors in the fall of 1980 and for seniors in the fall of 1981.

Examinations:

1. Nevada High School Proficiency Examination in Mathematics
2. Nevada High School Proficiency Examination in Reading
3. Nevada High School Proficiency Examination in Writing

Proficiency Level:

A junior or senior student who scores 75% or higher on the Mathematics and Reading examinations, and who scores an average of 2 or higher on the Writing examination will be deemed to be proficient for purposes of NRS 389.015 as it relates to high school graduation.

A student who fails any of the examinations may retake the failed examination(s) until the student is deemed proficient. In no case will a student be required to retake either the Writing, Reading or Mathematics examination for graduation purposes once that student has passed the examination as a junior or senior.

Examination Dates:

The Writing examination will be administered in October and March to juniors and seniors who have not passed it during their junior or senior year.

The Mathematics and Reading examinations will be administered in November and April to juniors and seniors who have not passed them during their junior or senior year.

DESCRIPTION OF THE NEVADA HIGH SCHOOL PROFICIENCY EXAMINATIONS

The contents of the Nevada High School Proficiency Examination are described in detail by competency statements which are included in the appendix. This list of competencies was developed in five steps. First, a task force of teachers from all over the state was called together to determine what competencies should be required for graduation in the areas of reading, writing, and mathematics. Second, a task force of teachers, counselors, principals, and other school administrators refined the work of the first task force and recommended procedures to be used in setting minimum competency levels for graduation. Third, an advisory commission, composed of private citizens and business people, reviewed the work of the task forces. Fourth, working from, and generally consistent with, the work of the two task forces and the advisory commission, a committee of Nevada Department of Education staff compiled a set of recommended competencies, and fifth, these recommendations were approved by the Nevada Board of Education as the basis for the Nevada Proficiency Examinations.

Once the content of the tests had been defined by the competency statements, teachers representing all parts of the state were given training in writing test items, and they wrote items for the reading and mathematics tests. Additional items were written by education professors and professional item writers. All items were edited by Nevada Department of Education and/or American College Testing staff for bias, form, and content. The items were then pilot tested so that the most appropriate items could be selected for the tests. Using pilot test item statistics and standard test construction procedures, the fall 1980 reading and mathematics tests were constructed so that they are parallel to the spring 1979/spring 1980 reading and mathematics tests. This means, among other things, that the 1979/1980 tests have the same average item difficulty levels and the same range and distribution of item difficulties as the fall 1980 tests. In addition, the contents of the tests were also closely matched. Though

it would not generally make much, if any, difference in a student's total scores whether the spring 1979/spring 1980 examinations or the fall 1980 examinations were taken, there would very likely be some differences in the scores a student made in the different competencies within the reading and mathematics examinations. In developing the 1980 examinations from a somewhat limited item bank, both the reading and mathematics examinations could be constructed to match the earlier tests very closely in difficulty, but the subtests within the examinations, particularly in the reading examination, could not be so closely matched. For example, in the reading examination the subtest for competency 8, which concerns the identification of conclusions, is a little easier in the fall 1980 test, while the subtest for competency 3, which concerns the identification of appropriate reference sources, is a little harder in the fall 1980 test.

Topics for possible inclusion in the writing test were developed by Nevada English teachers and state department staff. The best of these items were then identified by ranking all of the items against standard criteria for good items. These items were pilot tested and carefully reviewed by a group of English teachers representative of the state. Based upon pilot test data and teacher reviews, items were then selected for the writing examination.

For a more detailed or technical description of any of the high school proficiency examinations, or their development, the Planning and Evaluation Unit of the Nevada Department of Education should be contacted.

EXAMINATION RESULTS

Each of Nevada's seventeen school districts administered the prescribed examinations to grade 11 students, except Esmeralda County which does not have an eleventh grade. Of the 11,396 grade 11 students who took the examinations statewide, 80% passed all three examinations. Table 1 shows a breakdown of passing rates by examination.

<u>Proficiency Examination</u>	TABLE 1		
	<u>Percentage of students at least minimally proficient</u>		
	<u>grade 9 spring 1979</u>	<u>grade 9 spring 1980</u>	<u>grade 11* fall 1980</u>
Mathematics	86	86	83
Reading	94	94	95
Writing	82	94	94
*This is the same class that was tested in the spring of 1979 as ninth graders.			

The reading and mathematics examinations are divided into 10 and 15 competency areas respectively. Each competency is measured by a six question subtest. A student who scores 4 out of 6 or better in a subtest is generally proficient in the corresponding competency.¹ Table 2 reports the percentages of students in Nevada who scored 4 out of 6 or better in each of the reading and mathematics competencies in the spring of 1979, spring of 1980, and fall of 1980. Table 2 also reports the percentages of students who made a passing score in each of the writing tasks. As mentioned earlier in this report (pages 5-6), the fall 1980 examinations were very carefully constructed to be equal in difficulty to the previous examinations, but there are some variations in subtest difficulties between the fall 1980 test and previous tests. Thus differences between the fall 1980 testing and previous testings' percentages of students

¹Though a student who scores 4 out of 6 or better will generally be proficient, this may not always be the case. Subtests as short as 6 items just do not have high enough reliability to say with certainty that an individual student is or is not proficient. Total test scores, however, are highly reliable and can be used to measure proficiency.

who scored 4 out of 6 or better may not reflect different levels of achievement.

TABLE 2

% of students who scored 4 out of 6 or better

MATHEMATICS	<u>grade 9 spring 1979</u>	<u>grade 9 spring 1980</u>	<u>grade 11* fall 1980</u>
Competency			
1. Add Money	99	99	99
2. Add Fractions	82	83	77
3. Subtract Money	98	98	97
4. Subtract Fractions	88	88	83
5. Multiply Money	98	98	96
6. Multiply Fractions	89	89	90
7. Divide Money	92	92	93
8. Use Percent	77	76	80
9. Perimeter/Area	66	67	57
10. Translate Words/Numbers	98	97	98
11. Make Change	89	88	94
12. Time/Date	95	95	89
13. Measurement	94	93	96
14. Compare Numbers	88	87	79
15. Tables/Graphs	94	94	96
READING			
Competency			
1. Main Idea	97	97	99
2. Cause/Effect	97	97	98
3. Conclusions	97	96	96
4. Fact/Opinion	95	95	96
5. Time Sequence	95	95	98
6. Alphabetizing	96	97	96
7. Book Sections	97	97	93
8. Reference Sources	91	91	96
9. Use of References	96	96	95
10. Follow Directions	92	94	97
WRITING			
Competency			
1. Paragraph	78	97	95
2. Letter	90	95	96

*This is the same class that was tested in the spring of 1979 as ninth graders.

APPENDIX

READING

DEFINITION: Minimum competency in reading for high school graduation means that the students will be able to demonstrate mastery of the listed reading skills as measured on an evaluative instrument.

GIVEN: Who = Students
When = Prior to graduation
Level = Selections used to measure the mastery of reading comprehension shall contain in any 100-word sample 120 to 135 syllables in five or six sentences.

SPECIFIC SKILLS ARE:

SKILL GROUP I - Comprehension

- Subskills**
1. Given a paragraph of not more than six (6) sentences, the student will identify the main idea. Comprehension level.
 2. Given a paragraph of five (5) or six (6) sentences containing causes and effects, the student will relate each cause to its effect. Comprehension level.
 3. Given a factual paragraph containing four (4) elements which support a conclusion, the student will identify the conclusion. Comprehension level.
 4. Given a paragraph that contains both fact and opinion statements, the student will be able to distinguish between fact and opinion. Analysis level.

SKILL GROUP II - Order and Sequence

- Subskills**
5. Given a selection containing four (4) sequential events, the student will be able to identify the time relationship. Comprehension level.
 6. The student will demonstrate alphabetizing skills. Application level.
 7. Given a selection containing a set of four (4) step directions, the student will follow the directions. Application level.

SKILL GROUP III - Reference Skills

- Subskills**
8. Given a situation requiring the location of information, the student will identify an appropriate reference source. Application level.
 9. The student will demonstrate an ability to use an encyclopedia, an atlas and a dictionary, as appropriate, in locating word meanings, interpreting and using maps, symbols and legends, and locating information related to a specific subject. Application level.
 10. The student will demonstrate an ability to use a table of contents, an index and a glossary. Application level.

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WRITING

DEFINITION: Minimum competency in writing for high school graduation is the ability to demonstrate those specific skills necessary for clear, purposeful communication.

COMPETENCY: Student competency in writing shall be demonstrated in two written exercises: an expository paragraph and a business letter. No supplementary objective item test shall be used to measure competency in writing.

1. **Expository Paragraph**

Given a topic, the student will write an expository paragraph of five to ten sentences on that topic.

2. **Business Letter**

Given a situation, the student will write a business letter of three to eight sentences responsive to the situation.

The writing samples shall be scored holistically.

MATHEMATICS

DEFINITION: Minimum competency in mathematics is the ability to use addition, subtraction, multiplication, division and practical problem-solving skills.

SPECIFIC SKILLS ARE:

1. ADD MONEY

- a. Add a group of not more than four numbers (not to exceed six digits) in money notation in both vertical and horizontal form. Application level.

2. ADD FRACTIONS

- a. Add two fractions with unlike denominators (denominators 2, 3, 4, 5, 8 and 10). Application level.
- b. Add two mixed numbers with unlike denominators (denominators 2, 3, 4, 5, 8 and 10). Application level.

Note: Accept both simplified and nonsimplified answers.

3. SUBTRACT MONEY

- a. Subtract numbers (not to exceed six digits) in money notation in both vertical and horizontal form. Application level.

4. SUBTRACT FRACTIONS

- a. Subtract two fractions with unlike denominators (denominators 2, 3, 4, 5, 8 and 10). Application level.
- b. Subtract two mixed numbers with unlike denominators--no borrowing (denominators 2, 3, 4, 5, 8 and 10). Application Level.
- c. Subtract a fraction (denominators 2, 3, 4, 5, 8 and 10) from a one digit whole number. Application level.

Note: Accept both simplified and nonsimplified answers.

5. MULTIPLY MONEY

- a. Multiply a number (not to exceed six digits) in money notation by a two digit whole number in both vertical and horizontal form. Application level.

6. MULTIPLY FRACTIONS

- a. Multiply two fractions with unlike denominators (denominators 2, 3, 4, 5, 8 and 10). Application level.
- b. Multiply a whole number (not to exceed two digits) by a fraction (denominators 2, 3, 4, 5, 8 and 10). Application level.

Note: Accept both simplified and nonsimplified answers.

7. DIVIDE MONEY

- a. Divide a number (not to exceed six digits) in money notation by a whole number (not to exceed two digits). Application level.

Note: No remainders

8. USE PERCENT

- a. Estimate within 10% the sale price of an item (original cost not to exceed four digits in whole dollars) at a commercial percent and fractional discounts. Application level.
- b. Compute the simple interest (using whole number--rates not to exceed 20%) on a number (not to exceed four digits in whole dollars). Application level.

9. FIND PERIMETER AND AREA

- a. Find the perimeter of a rectangle with like units in English or Metric systems. Application level.
- b. Find the area of a rectangle with like units in English or Metric systems. Application level.

Note: Dimensions not to exceed two digit whole numbers.

10. TRANSLATE WORDS--NUMBERS

- a. Represent in numerals a written whole number (not to exceed five digits). Comprehension level.
- b. Represent in numerals a number written in money notation (not to exceed six digits). Comprehension level.
- c. Express in words a number in money notation (not to exceed six digits). Comprehension level.

11. MAKE CHANGE

- a. For a given purchase, determine the change in the least number of illustrated U.S. coins and bills from a given amount of money (not to exceed \$20.00). Analysis level.

12. IDENTIFY TIME AND DATE

- a. Using pictures of dial and digital clocks, given the starting time and ending time, determine elapsed time. Application level.
- b. Using pictures of dial and digital clocks, given the starting time and elapsed time, determine the ending time. Application level.

Note: Time shall be indicated in a multiple of five minutes. Elapsed time shall not exceed four hours.

- c. Using a twelve month calendar, given an elapsed number of days (not to exceed 15) determine the new date by month, day and year. Application level.

13. USE UNITS OF MEASURE

- a. Identify appropriate English or Metric unit of common measure for length, weight, liquid volume, or temperature. Knowledge level.
- b. Rename, within the English or Metric System, the common units of length, weight, liquid volume, or time. Application level.
- c. Measure length with an appropriate English or Metric rule. Application level.

14. COMPARE NUMBERS

- a. Determine the larger of two fractions with unlike denominators (denominators 2, 3, 4, 5, 8 and 10 and numerators not to exceed 10). Analysis level.
- b. Determine the larger of two decimals (not to exceed two decimal places). Analysis level.

Note: No inequality symbols.

15. USE TABLES AND GRAPHS

- a. Given a Nevada State Sales Tax Table, determine the tax on an item costing less than five dollars. Comprehension level.
- b. Given a circle or bar-graph, identify the largest and/or smallest quantity. Analysis level.

PROBLEM RESOLUTION DOCUMENT
CLARK COUNTY SCHOOL DISTRICT, 1981

Submitted to: SENATE COMMITTEE ON FINANCE
Senator Floyd Lamb, Chairman



Submitted by: Claude G. Perkins, Ph.D.
SUPERINTENDENT OF THE CLARK COUNTY SCHOOL DISTRICT
LAS VEGAS, NEVADA
March 4, 1981

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INTRODUCTION

The public schools in the state of Nevada are confronted with various problems in trying to provide an educational opportunity for all students regardless of race, sex, religious preference, or national origin. In the attempts of public schools, particularly large metropolitan school districts such as Clark County, the problem is further compounded by the nature of the population to be served and complicated by internal, as well as external forces, that interfere with the governance of the public school institution.

In attempting to review these issues in a singular fashion, the following problem areas are provided:

1. A shifting in the role of public schools in relationship to societal needs.

The Clark County School District has assumed responsibility for a number of areas associated with children that have evolved over the years which may not necessarily be in the purview of the traditional school system as we once knew it; for example, programs for drug abusers, student pregnancies, severely emotionally disturbed children, handicapped children, students with severe discipline problems, etc.

2. Over the years there has been a continuing interference through the promulgation of federal law, state law, and corresponding regulations which has caused the District to place priorities and administrative emphasis on areas of isolated and special interest not necessarily for the common good of the majority of students. This matter has been further complicated through categorical funding processes as reflected in P. L. 94-142, health care and immunization requirements, and certain mandated curriculum emphasis.
3. The unionization of the educational staff and related personnel in public schools across the state of Nevada has constantly been in the process of usurping the role of the board of school trustees in managing the staff resources, work requirements, and accountability process in the public schools. In every instance, the negotiation process has been an attempt to strip the elected bodies (boards of school trustees) of the powers to run local school districts to the extent that resource allocations, either personnel or funding, are constantly questioned, scrutinized, and challenged.
4. The Clark County School District, as a major metropolitan district, can be viewed by incoming staff personnel as a complex and perhaps confusing institution in relationship to the sophistication of the curriculum and instructional process. It is, therefore, of vital importance that pre-

service and inservice training be coupled with a deregulation process, i.e., an appropriate nontenure status be instituted. The same holds true for new administrative personnel during a first time principalship. Articulation between the various educational entities--Clark County School District, community college, and university--should allow curriculum continuity for students who intend to enter postsecondary institutions and training continuity for the teacher preparation programs for students interested in securing employment in public schools across the state.

5. School districts across the state of Nevada have not been funded, over the past two years, to the degree required to keep up with inflation, not only in the salary category but in other areas where we have no choice in the expenditure of funds, such as utilities, gasoline, etc. At the same time, in other areas involving accounts payable such as paper, textbooks and the like, costs for certain related instructional items have further diminished our ability to maintain the necessary support needed to augment the instructional program. The financial support of public schools has further deteriorated because of certain requirements by the state legislature and the State Department of Education itself, along with the federal government which has required the expenditure of local resources in specialized areas at the expense of the average enrolled student.

In summary, the areas that are listed above will be delineated in five broad problem areas of this report. As a caveat to this report, we would like to express our position that the Clark County School District is one of the finer school districts in the United States. We have seen tremendous strides being made in the academic performance of the boys and girls in this District, even when considering the problems of growth and the heterogeneity of the population we serve. This performance is reflected on standardized test instruments for college bound students, proficiency exams given to the students of the state of Nevada and our own criterion referenced tests.

Furthermore, we survey our parents each year as to their opinions regarding the instructional program in the Clark County School District, and our parents are especially pleased with the programs we offer their boys and girls. We believe there are few districts, comparable to the Clark County School District, which can compete with us on any criteria in relationship to the instructional program we offer. This is not to say that we do not have problems and the information in this report will delineate some of the problems which we are happy to discuss with all who are interested.

PROBLEM AREA:

Student Behavior Management and Its Impact on Student Achievement

DESCRIPTION OF PROBLEM:

Judicial interposition in the operation of the public schools raises numerous problems for principals and teachers in the control of student misconduct. Subsequently, when student misconduct becomes constant and pervasive in the school setting, it impacts on the teaching and learning process. Teachers and principals spend an inordinate amount of their time in managing student behavior rather than teaching.

APPARENT CAUSE(S) OF PROBLEM:

By and large, public education is committed to the control of state and local authorities who may or may not have a feel for what occurs in a school setting. Consequently, laws and procedures under the guise of due process, are enacted that tend to shift the responsibility for student discipline on the school rather than on the child and his parents. This has created conditions in which many students feel no compunction about non-compliance with acceptable standards of conduct.

WHAT CCSD HAS DONE TO HELP ALLEVIATE THE PROBLEM:

In an effort to provide teachers and principals with procedures for managing behavior, the Clark County School District provides inservice training sessions that relate to classroom organization and management techniques that include:

1. On-Task Behavior
2. Positive Reinforcement Techniques (Elements of Quality)
3. Time Management Procedures, etc.

Many school principals and teachers have provided on-site sessions that relate to Parent Effectiveness Training, Family Constellation Theory, Dealing With Exceptional Children, etc. Also, PTA's have applied for mini-grants that will be used to provide for parent and child relationship training. Sixth grade centers and special needs schools have counseling programs. Alternative school programs are available for students with severe emotional/behavioral problems. Referrals to county-sponsored organizations are practiced.

FORCES WHICH TEND TO PREVENT THE SOLUTION OF THE PROBLEM:

The absence of preservice training for counselors at the elementary school level.

The concept of in loco parentis, which holds that school personnel act in place of parents while the youngster is under the jurisdiction of the school, has been totally ignored.

Lack of appropriate funding to provide needed parent, teacher, and principal training.

Lack of sufficient funding to provide for counseling services.

PROBLEM AREA:

Management and Accountability

DESCRIPTION OF PROBLEM:

Lack of formal management structure for maintaining accountability.

APPARENT CAUSE(S) OF PROBLEM:

Consistent objectives were not established throughout the system, and specific criteria and procedures for verification and evaluation did not exist.

WHAT CCSD HAS DONE TO HELP ALLEVIATE THE PROBLEM:

- a. **Developed a system-wide statement of Educational Principles supported by objectives stated in the form of "Elements of Quality for Elementary Schools."**
- b. **Provided CCSD Criteria and procedures (training, etc.) for assessment of instruction and evaluation purposes.**
- c. **Formalized evaluation of results based on stated objectives and performance criteria through the Elementary School Profile, Elementary Assessment Report, Certificated Employee Appraisal Report, Performance Evaluation Report - Elementary School Administrator.**
- d. **Clarified expectancies, analyzed deviations from, and implemented procedures to rectify differences.**

FORCES WHICH TEND TO PREVENT THE SOLUTION OF PROBLEM:

- a. **Expanding administrative role diverts leadership. Principals are not specifically trained as managers and require inservice training.**
- b. **Many teachers are inadequately prepared to meet objectives or trained to respond to an accountability system and require extensive inservice training.**
- c. **Increasing expectations from other agencies; e.g., Federal and State government, community agencies, homes — "schools are all things to all people."**
- d. **Inadequate resources to provide sufficient support materials and training.**
- e. **Legislative constricts, e.g., 288 - 391, collective bargaining, and elaborate tenure provisions.**
- f. **Unionization trends undercut accountability.**

PROBLEM AREA:

The Inadequate Teacher.

DESCRIPTION OF PROBLEM:

Many beginning and experienced teachers lack the appropriate skills to teach and due to collective bargaining constraints, it is hard to get rid of the inadequate teacher. Efforts to remove such teachers have become extremely difficult because of this process intervention.

APPARENT CAUSES(S) OF PROBLEM:

1. Contract provisions which weaken the personnel evaluation process.
2. Principals who fail to exercise the authority they do have in personnel evaluation matters.
3. Union officials who are interested in gaining and retaining members, provide protection for the inadequate teacher.
4. Defective training at the university level.
5. Lack of motivation.
6. Insufficiency skill on part of principal to improve teacher skills.
7. Personal unfitness to teach.

WHAT CLARK COUNTY SCHOOL DISTRICT HAS DONE TO ALLEVIATE THE PROBLEM:

1. Instructional Curriculum Services Resource Center provides training for teachers to improve the instructional skills. Principals have been provided access to inservice training that will help to improve their effectiveness as instructional leaders and supervisors.
2. Principals and teachers are encouraged to broaden their competencies via participation in professional organizations.
3. Development of procedures for Evaluation of Performance.
4. Special Assistant Program; Management and Accountability System.

FORCES WHICH TEND TO PREVENT THE SOLUTION OF PROBLEM:

1. Inadequate funding has resulted in drastic cutbacks in personnel (North Ninth).
2. Contract negotiations that tie the hands of supervisors.

PROBLEM AREA: Instructional Support Services: Curriculum Development/Revision and Staff Development

DESCRIPTION OF PROBLEM:

Allocated resources for instructional support services in the Clark County School District are less than half of what is needed and provided in other school districts of comparable size.

APPARENT CAUSE(S) OF PROBLEM:

Because of inflation and the need to keep salaries from lagging too far behind the cost of living, resources for instructional support services did not increase as the size and needs of the District increased. In fact, there was a reduction of five staff units in the 1980-81 budget.

WHAT CCSD HAS DONE TO HELP ALLEVIATE THE PROBLEM:

1. Increased the number of assigned responsibilities for each remaining staff member.
2. Replaced some veteran subject matter specialists with people capable of providing instructional leadership in several subjects. Assigned responsibility for facilitating staff development activities to one or more curriculum consultants in each zone. Scheduled regular and frequent meetings of curriculum directors with line directors to facilitate better communication, coordination and control.

FORCES WHICH TEND TO PREVENT THE SOLUTION OF PROBLEM:

The increased expectations, responsibilities and work load of curriculum consultants exceeds that which can be tolerated for more than a few years. The number of teachers capable of serving in the role of curriculum consultant probably is inadequate to meet the need for replacements for more than a few years. With the curriculum staff spread so thin, some important things simply do not get done. An ever increasing number of beginning teachers are ill-prepared to be successful without special help. As state-mandated procedures for dismissal of incompetents has become more complex and restrictive, and the need to assist principals in acquiring more sophisticated skills in observing, analyzing/assessing, evaluating, assisting, documenting and improving instructional skills has greatly increased.

PROBLEM AREA: Student Achievement in Special Needs Schools

DESCRIPTION OF PROBLEM:

Student achievement scores in reading and math were far below the national mean and Clark County School District expectations.

APPARENT CAUSE(S) OF PROBLEM:

Possible causes are as follows:

1. An annual exodus of trained teachers transferring to schools located in more affluent neighborhoods and nearer their residences.
2. Filling vacancies in special schools with inexperienced new hires.
3. Teacher lack of the personal qualities and specialized skills needed to effectively teach the children of the poor. Large numbers of enrollees who can't speak or understand English and are deficient in home language skills.

WHAT CCSD HAS DONE TO HELP ALLEVIATE THE PROBLEM:

The five schools with the lowest scores were identified as Special Needs Schools. Each was staffed with a certified counselor to provide assistance to teachers, students and parents. Each was staffed with a basic skills specialist to provide additional instructional time for eligible students. Each received extra funds for equipment, materials and staff inservice training.

FORCES WHICH TEND TO PREVENT THE SOLUTION OF PROBLEM:

1. A continuing influx of low socio-economic and nonEnglish-speaking clientele.
2. Lack of monetary/professional growth incentives to attract and hold the most competent teachers.
3. Federal guidelines restricting the flexibility of local school districts to utilize funds and personnel in the most effective manner (e.g., Title I, PL 94-142, etc.).

PROBLEM AREA: Integration/Desegregation Program

DESCRIPTION OF PROBLEM:

Local School District responsibility to ensure equal educational opportunity for all students.

APPARENT CAUSE(S) OF PROBLEM:

1. Residential housing patterns.
2. Federal transfer of responsibility for school integration to local school districts.

WHAT CLARK COUNTY SCHOOL DISTRICT HAS DONE TO HELP ALLVIVATE THE PROBLEM:

1. Implemented Sixth Grade Center Plan with opening of 1972-1973 school year.
2. Provided massive inservice training of elementary and Sixth Grade Center staff to relate positively to black students.
3. Curriculum developed and implemented to promote higher level of cultural awareness among all students.

FORCES WHICH TEND TO PREVENT SOLUTION OF PROBELM:

1. Community/School Board response to single issue, special interest groups (i.e., anti-busing, prosegregation).
2. Residential housing patterns preventing natural integration.
3. Federal agency guidelines preventing local school district flexibility in addressing social problems.
4. Lack of federal aid to local school districts to implement and maintain costly integration programs.
5. Employment opportunity for minorities tend to be relegated to lower job status which prevents upward mobility of parents.

DIVISION OF SECONDARY EDUCATION

Problem Area: Student Attendance - High School

Nature of Problem: Previous to the 1980-81 school year, approximately ten percent of the student body of any high school was absent from school daily. In addition, approximately thirty percent of the student body of any high school was absent for a part of the day. This meant that approximately forty percent of the high school students in the Clark County School District were absent for one or more classes each day. This had an adverse effect on student achievement, student attitude and discipline, teaching, and teacher attitudes.

Source/Reference: NRS 392
Clark County School District Board Policy 5113
Clark County School District Administrative Regulation 5113.2

Solution: Prior to the 1980-81 school year, a new attendance policy and regulation were adopted (see attached). As a result of implementing these, absenteeism decreased in all four grades: thirty-six percent in the ninth, twenty-seven percent in the tenth, thirty-two percent in the eleventh, and fifty-two percent in the twelfth. A survey of administrators, deans, counselors, and teachers, completed after the first semester, showed very positive response for maintenance of the regulation.

- Future Needs:**
1. Currently, the addition of an audit and a data correction system are being implemented to improve accuracy in parental notification.
 2. There is a need to objectively evaluate the program after one full year's implementation. Statistics for one semester are not sufficient for recommending program modifications.
 3. Study the problem regarding absence due to chronic illness.
 4. Study use and limitations of the homebound program.
 5. Consider prearranged absences for family activities.
 6. Evaluate the effect that improved attendance has on instruction, amount of material covered, and achievement.

DIVISION OF SECONDARY EDUCATION

Problem Area: High School Graduation Requirements

Nature of Problem: A study of school districts comparable in size to the Clark County School District showed that a majority of these districts were increasing graduation requirements. A subcommittee of the Nevada Legislature recommended that high school requirements be increased. Teachers in specific disciplines requested an increase of required credits in their areas. The area of math was a minimum competency area, while only one year of math was required for graduation purposes. Many students were considering the minimum of nineteen credits for graduation as their maximum. Of the nineteen required credits, only seven and one-half (three English, one math, one science, two social studies and one-half health) were in "solid" subject areas.

Source/Reference: Nevada State Department Graduation Requirements - NRS 389

Solution: For all students who enter the ninth grade after the fall of 1979 or graduate with the class of 1983 or later, graduation requirements were raised from nineteen to twenty-one units of credit. The additional units were to be earned in math and world history. When the Board adopted this regulation, there was a mandate to investigate the possible addition of one more unit of science and one more unit of English. Both areas are being studied.

- Future Needs:**
1. A comparative analysis of the class of 1983 and a class prior to 1979 should be conducted to determine the effect of the increase in graduation requirements. Some areas to be looked at could be student achievement, school involvement in extracurricular activities, scheduling demands, teacher attitude, student attitude, and the impact on elective classes, college entrance classes, and remedial classes.
 2. A study needs to be completed on impacting in the areas of math and social studies due to student failure and a need for repeating a class.
 3. Repeal NRS 389.080 (Instruction in Thrift)
NRS 389.130 (Arbor Day)
NRS 389.110)
389.120) (Environmental Education)
389.130)

DIVISION OF SECONDARY EDUCATION

Problem Area: Minimum Student Enrollment Requirements - High School

Nature of Problem: Parents have expressed strong concern that Clark County High Schools were allowing students to enroll in less than six classes per day. Because only nineteen units of credit were required for graduation, students could complete minimum requirements by enrolling in five or less classes each year. In addition, student achievement at the high school level was below the national norm.

Source/Reference:

Solution: Prior to the beginning of the 1979-80 school year, the Board of Trustees accepted the recommendation that all students in grades nine, ten, and eleven be required to be enrolled in six credit-granting classes, and students in grade twelve be required to be enrolled in a minimum of four credit-granting classes. Several options are made available if students want to enroll at UNLV or Clark County Community College in early studies for dual credit. The work-study program considers the credit-granting job training experience as one class. Early bird classes are offered at 7 a.m. for students who wish to be released from school prior to 2 p.m.

Future Needs:

1. Utilize the counseling and guidance services to make students more knowledgeable about available course offerings.
2. Monitor course offerings at each high school to ensure sufficient offerings to meet student needs.

DIVISION OF SECONDARY EDUCATION

Problem Area: Secondary Course Proliferation

Nature of Problem: There has been a proliferation of courses in the secondary schools in recent years. In July of 1978, 423 courses were being taught in the Clark County School District.

Source/Reference:

Solution: The following have been done to address this situation:

1. Effective with the 1979-80 school year, graduation requirements were increased above the state minimum. Two required courses were added (second year of math and world history). Graduation requires twenty-one credits; eleven and one-half are specified.
2. In 1979, the entire secondary curriculum was analyzed using computer generated information, advisory committees, and curriculum department review. As a result of this procedure, eighty-three courses were deleted from the secondary curriculum.
3. For the remaining courses, scope and sequence charts have been assessed to insure continuity within the curriculum, articulation with elementary and junior high schools, and a nonessential unit or objective removed during the revision process.
4. During the last three years, the majority of secondary curriculum has been developed into course syllabus form. This establishes a uniform yet flexible curriculum and insures standardization among schools and accountability for teaching.
5. For the last two and one-half years, no new courses have been added to the secondary curriculum and none are planned.
6. The course deletion procedure is planned for the spring of 1981. Additional courses will be deleted as necessary.

Future Needs: Continual review of course content and use must take place. Courses may still exist which are not consistent with priority goals and objectives of the Clark County School District. The course deletion process, therefore, has not been completed.

DIVISION OF SECONDARY EDUCATION

Problem Area: Proficiency Test Failure

Nature of Problem: Nineteen percent of the District's eleventh grade students failed one or more of the minimum competency tests which were administered in the fall of 1980. This is the first administration of this examination as an "exiting" examination for high school students. The eleventh graders who failed portions of the examination will be given three additional opportunities to pass the examination prior to the end of their twelfth grade year.

Source/Reference: NRS 389.015

- Solution:**
1. The graduation requirement in mathematics was raised from one year to two years in 1979. Students are already required to enroll in three years of high school English, and utilize reading skills in all subject content areas in their high school experience.
 2. The principal has been given the responsibility to prescribe any courses over and above requirements to insure that students are enrolled in a basic competency area, if needed.
 3. An audit was conducted after receiving fall 1980 test scores. Students who were not enrolled in a math class were identified. Early bird or late bird classes were formed as needed so that immediate assistance could be provided.
 4. Instructional management systems for secondary reading, math, and language arts have been developed and are being utilized in secondary schools. These systems identify specific strengths and weaknesses, organize instruction, and monitor student progress with individual and group records based on specific skills.
 5. A major thrust is ongoing to provide teachers with appropriate inservice activities emphasizing methodology and student motivation in the basic skill areas. Along with this, the premise that minimums become the maximums are refuted and high expectations for students and teachers are constantly reinforced.

DIVISION OF SECONDARY EDUCATION

Problem Area: High School Grade Level Designation

Nature of Problem: It is disconcerting to some educators and lay people that a system has not been devised to correlate the number of credits to grade level in the high school.

Source/Reference:

Solution: The current procedure for students attending the ninth grade at a junior high school is to retain them if they do not earn at least three credits during that freshman year. No other retention occurs unless at the conclusion of the twelfth grade, a student has not completed all credit requirements for graduation. Each school has developed a system to notify students and parents of credits earned and anticipated graduation needs.

Future Needs: 1. Establish a scale which designates class standing based on credits earned.

Possible example: 0 - 4 credits = 9th grade Freshman
5 - 10 credits = 10th grade Sophomore
11 - 16 credits = 11th grade Junior
17 - 24 credits = 12th grade Senior

2. Consider creating a standard Clark County School District credit analysis check which contains a grade designation and can be updated each year with a copy to be mailed to parents.

DIVISION OF SECONDARY EDUCATION

Problem Area: Student Turnover

Nature of Problem: During the 1979-80 school year, there were 43,447 students in secondary schools, and 86.41 percent of the students who finished the year in the Clark County School District remained in the same school the entire year. Approximately 17,117 secondary students transferred within the District or from outside the District. This adversely affects the Clark County School District in the commitments of time, money, and personnel required to complete all the transactions necessary in enrolling, scheduling, withdrawing, sending transcripts, requesting transcripts, etc.

Source/Reference: Student Enrollment Statistics

Solution: There has been a concerted effort made to standardize curriculum among schools and between grade levels. This has been done to provide a less traumatic experience for the student transferring within the Clark County School District.

Some of the transactions have been computerized to facilitate faster and more accurate record keeping.

Future Needs: An evaluation needs to be conducted to ascertain what is currently being done and what can be done to streamline any operation so as to minimize paper work associated with student transfer.

DIVISION OF SECONDARY EDUCATION

Problem Area: Maintenance of Effort, Vocational Education

Nature of Problem: Throughout the past two decades, schools in Clark County and throughout the state of Nevada have been forced to maintain existing educational programs within established budgets while witnessing a technology revolution. Equipment in vocational education classes, in many instances, is obsolete within its normal life expectancy, and the replacement cost for new and improved equipment items triples or quadruples. The movement of business classes from manual to electric typewriters is a classic example to this condition. While vocational-technical education may be hard hit, other curriculum areas are just as involved.

Source/Reference:

Solution: During each legislative session, consideration must be provided the maintenance of effort activity conducted by each school system and the realistic demands placed upon agencies with respect to the facility and equipment needs essential for program delivery. Schools must be aided in describing to their constituents the type of educational service which will be delivered. Any increased expectancy on the part of the lay public must then be countered with resources essential to handling such expectancies.

DIVISION OF SECONDARY EDUCATION

Problem Area: Student Discipline

Nature of Problem: The community has seen discipline as a problem in the schools. Parents have voiced a concern, and teachers have requested more definitive regulations and consistency in implementation of those regulations.

Source/Reference: NRS 392
Clark County School District Board Policy 5144
Clark County School District Administrative Regulation 5144

Solution: In 1980, a committee made up of administrators, teachers, parents, and students reviewed Regulations 5144 through 5144.4 (attached) regarding discipline. This committee stated that the regulations and guidelines, as written, were appropriate if implemented properly and consistently. The two recommendations from this committee, which were approved by the Board of School Trustees, were to improve the dress code and to establish a firm attendance program. Class cutting and truancy were seen as major contributors to discipline problems in the high schools. It was felt that student accountability would decrease drug and alcohol abuse, fighting, etc.

- Future Needs:**
1. Initiate a study at the completion of this year to compare the number and types of discipline problems before and after the attendance policy was adopted.
 2. Provide for interaction among high school principals and deans regarding implementation of the regulation.
 3. Attempt to develop more parent and community involvement in the total school experience.
 4. Maintain articulation with Juvenile Court Services.
 5. Continually evaluate the need for change in discipline regulations and procedures.

DIVISION OF SECONDARY EDUCATION

Problem Area: Staff Development

Nature of Problem: Staff development (teachers' and administrators' training) is an area of concern. Programs must be planned by the District to increase teacher and principal competency.

Source/Reference:

Solution:

1. Cooperation between the District and the University of Nevada, Las Vegas, has increased. The student teaching program is being reviewed at the present time by both entities. In addition, the Curriculum Department has conferred with University departments to apprise them of the skills needed for prospective teachers.
2. A major emphasis on staff development is operational.
 - a. Curriculum consultants are orienting all schools as curriculum is developed. Follow-up is done to improve the quality of the instructional program through inservices, workshops, meetings, or individual/departmental meetings.
 - b. There is an emphasis on the principal as an instructional leader. Over the last two years, approximately 100 inservice workshops have been conducted to acquaint principals with the characteristics of good teaching, subject content knowledge, and methods of monitoring the instructional program.
 - c. Use of a secondary management and accountability system has increased the attention to the instructional program significantly. The role of the principal in supervision is enhanced by required attention to the instructional program within an accountability framework.
3. Staff development is receiving tremendous attention nationally. School districts all over the country are instituting strong programs to improve their instructional offerings and increased personnel competency. The District is engaged in applying the research in this field.

Future Needs:

More articulation with the University and Community College is necessary. The training of present and prospective employees must be consistent with the goals, objectives, and procedures of the Clark County School District.

DIVISION OF ADMINISTRATIVE/SPECIAL STUDENT SERVICES

Problem Area: Drug Abuse in the Schools

Nature of Problem: A recent report indicates that approximately five hundred students enrolled in the Clark County School District during the 1979-80 school year were found to be in possession of or under the influence of a controlled substance/alcohol on the campus of District schools.

Source of Problem: When students are apprehended in possession of or under the influence of narcotics, the student is in violation of Nevada Revised Statutes. For a number of reasons, law enforcement agencies fail to follow through with an arrest. Some of the individual officers feel that time spent in booking, paperwork, etc., is time that could be spent on various other serious crimes, knowing that the student could be released within a short period of time and will be back on the street the same day. They also may feel that this isn't enough evidence for criminal prosecution but there is just cause for school administrative action.

The Court system is very slow to handle cases and the resolution of the criminal charges may take months. Many cases are dismissed or handled informally by Juvenile Court Services.

Possible Solutions: (1) Being "under the influence" is very difficult to prove without extensive tests. The District has developed a behavioral observation checklist to assist in documenting "under the influence." (2) Continue the District's Drug Prevention Program which last year processed approximately five hundred students ranging from grades 6-12. (3) Place first time offenders on suspension and not allow them to return to school until they have attended one session of the four-session program. (4) All second-time offenders should be excluded from school for the remainder of the semester. (5) All third-time offenders should be expelled from school permanently. (6) Implement a drug prevention program through curriculum services to be taught in the schools.

References: Clark County School District Student/Parent Drug Program Annual Report
Legislative Commission's Subcommittee to Study Juvenile Crime and Alcohol
Abuse Report A.C.R. 34

DIVISION OF ADMINISTRATIVE/SPECIAL STUDENT SERVICES

PROBLEM AREA: Increasing Expectations for Homebound Instructional Services

NATURE OF PROBLEM: The Homebound Program, staffed with five (5) certified teachers, services approximately 170 handicapped students annually. Services to these students, grades 1 - 12, who are unable to attend regular or special classes because of physical or mental handicap, span the entire curriculum spectrum. These services are provided at home or in the hospital through visiting teachers or tele-teaching classes. To expect homebound instructors to provide more than basic maintenance instruction to physically or mentally impaired students (i.e., art, music, typing) is excessive and goes beyond the intent of Homebound. Originally initiated as short term maintenance instruction, Homebound is now demanded on a long-term basis where complete programming needs (PL 94-142 mandates) must be provided.

SOURCE OF PROBLEM: PL 94-142, Education for all Handicapped Children Act, has identified children unable to attend school for physical or mental reasons entitled to an appropriate education that is too broadly defined.

SOLUTION TO PROBLEM: By policy or law limit Homebound services to maintenance of basic curriculum areas. Utilize additional state funding to provide long-term services in the basic subject areas.

REFERENCES:

NRS 388.520

Standards for Administration of Special Education Program, Nevada Department of Education
PL-94-142, Education for Handicapped Children Act of 1975
Section 504, Vocational Rehabilitation Act of 1973

DIVISION OF ADMINISTRATIVE/SPECIAL STUDENT SERVICES

Problem Area: Pregnant Students

Nature of Problem: Some students, teachers, and parents do not believe that pregnant girls should attend school on a regular campus. Many pregnant girls do not want to attend school on a regular campus.

Source/Reference:

Solution: Thirteen years ago, students were excluded from school in the Clark County School District if they were pregnant. The District created a Young Adult Center program at that time and if a pregnant girl decided she wanted to remain in school, she had to attend at the YAC site. Currently, pregnant students are not prohibited from attending their regular school, but some still elect to attend the YAC program. During the first semester of this year, there were seventy students enrolled in the YAC program. During this current semester, there are thirty-five students enrolled. If statistics hold true, approximately half of these students will return to their regular school after the baby is born, while the other half will remain at Sunset High School where the YAC program is currently housed.

Several unique services are provided at the Young Adult Center. A nurse teaches a course regarding childbirth and care. A special counselor is available to the girls. There is some latitude in the attendance policy for both morning sickness and at the time of delivery.

- Future Needs:**
1. Make available specialized instruction to pregnant girls enrolled in all junior and senior high schools.
 2. Evaluate the YAC program to assess if the program should be continued.

DIVISION OF ADMINISTRATIVE/SPECIAL STUDENT SERVICES

Problem Area: Juvenile Court Services - Child Haven and Juvenile Detention Facilities

Nature of Problem: Daily approximately one hundred fifty Clark County School District students are housed at the Juvenile Court Services facilities.

Most of the students who have been placed at these facilities are already enrolled in instructional programs. Currently, the District operates two educational programs within the facilities of Juvenile Court Services. Recently the educational facilities of this agency were expanded. It is anticipated that such expansion may result in a like expansion of educational programs. The unique programs conducted at these locations are for school-age children who have been abandoned or adjudicated by the court system as being delinquents. The programs are inefficiently small and serve a highly transient population of students with atypical behaviors and learning problems.

Source of Problem: It has been the past practice of the District to provide an educational program for those students who have been placed at these facilities. An educational program must be provided for all children in accordance with Nevada Revised Statute 392.040.

Possible Solutions: (1) The District should not be held accountable for providing an educational program for those youngsters being detained for a period of one week or less. (2) The District should provide "long-term" students transportation to a regular assigned school, whenever feasible. (3) Enroll the remainder of the students in the nearest school having an appropriate program. (4) Juvenile Court Services should assume responsibility for the educational instruction of those students unable to leave the facilities.

Reference: Clark County School District Legislative Packet 1981

DIVISION OF ADMINISTRATIVE/SPECIAL STUDENT SERVICES

Problem Area: Providing educational services to students confined to Spring Mountain School, a rehabilitation facility for school age boys.

Nature of Problem: Students assigned to Spring Mountain frequently exhibit needs for remedial instruction which approach or are equal to those of special education students. The staff ratios required are nearly the same as the special education schools. In addition, interscholastic activity participation represents a vital element of rehabilitation, further taxing the capacity of the staff and other resource commitments.

Source of Problem: When the District entered into the program with Juvenile Court Services, the state categories for special education included students in facilities like Spring Mountain. With P.L. 94-142, Education of All Handicapped Children Act of 1975, this group of students was excluded. Nevada Revised Statute 388.520 was then amended to no longer include the student described in NRS 388.550 as a special education student for whom special education unit funding could be used.

Possible Solutions: State Institutions at Elko and Caliente are recipients of direct funding for educational and related services. The District Legislative Packet proposes that Spring Mountain be funded similarly with the District contracting with the state to provide instruction and related services at exact cost (non-profit) for services.

References: Clark County Legislative Packet 1981
NRS 388.520
NRS 388.550

DIVISION OF ADMINISTRATIVE/SPECIAL STUDENT SERVICES

Problem Area: Physical Examination of Pupils

Nature of Problem: To observe and examine approximately 88,000 students individually by qualified health personnel within the first two months of school for symptoms of visual, auditory, and physical defects would require the curtailment of all other health-related tasks. Additionally, it is estimated that this district would require three times the number of qualified health personnel (nurses/health aides) to accomplish this function within the first two months of school.

Source of Problem: Nevada Revised Statute 392.420

Possible Solutions: (1) Change so that Nevada Revised Statute 392.420 allows for qualified health personnel to supervise the screening. This would allow teachers, aides, parents, etc. to assist in the screening. (2) Relaxation of the annual screening requirement for every student.

Reference: Nevada Revised Statute 392.420

DIVISION OF ADMINISTRATIVE/SPECIAL STUDENT SERVICES

Problem Area: Immunization

Nature of Problem: Enforcement of immunization compliance requires school staffs including secretaries, registrars, and school nurses to expend an inordinate amount of time and effort in gathering records and transmitting immunization data. Periodically, nurses must curtail other important functions to devote all of their time to this process. Additionally, District data processing personnel have spent many hours programming, updating, retrieving, and disseminating immunization data.

Source of Problem: Nevada Revised Statute 392.435

Possible Solutions: (1) Financial assistance to hire personnel during peak periods to contact parents and facilitate the implementation of enforcement. (2) Revision of Nevada Revised Statute 392.435 to delegate enforcement responsibilities to appropriate Health Department officials.

Reference: Nevada Revised Statute 392.435

DEPARTMENT OF ADMINISTRATIVE/SPECIAL STUDENT SERVICES

Problem area: Providing an opportunity for handicapped students to participate in an appropriate program beyond the standard school calendar year of 180 days.

Nature of Problem: Extended School Year. Parents of moderate/severe/profound handicapped children are asking for school services that compare in extent and quality to that offered during the regular school calendar year. Current District policy limits such programs to those that are self-supporting. Some parents are demanding that services be at no expense to them. Providing these services beyond the regular school calendar year has been accomplished through a nominal tuition for all participants and by attracting special project funding to meet expenses of teachers, aides, related services (transportation, health, physical therapy, occupational therapy, speech therapy) not covered by tuitions collected.

Source of Problem: The impetus for parents to seek extended services comes from the "Education of All Handicapped Children Act, P.L. 94-142," Federal Court ruling in *Armstrong vs. Kline* (Pennsylvania) and Nevada State Board of Education rulings modifying or reversing hearing officer decisions in Due Process matters.

Possible Solution: The Nevada Department of Education was requested to develop guidelines for Districts to use in identifying students requiring additional service. These have not yet been developed. The Legislative Packet prepared by the District addresses State augmentation of local funding efforts in making certain that an appropriate program can be provided each year.

References: Section 504, Rehabilitation Act of 1973
P.L. 94-142, Education for All Handicapped Children Act of 1975
Armstrong vs. Kline (476 F. Supp. 583 [DEDPA, 1979])
Nevada Board of Education Ruling, Due Process Hearing Appeal of Krandall-Wilson, August 13, 1979
Nevada Board of Education Ruling, Due Process Hearing Appeal of Bernabei, June 26, 1980
Nevada Board of Education Ruling, Due Process Hearing Appeal of Martin, August 15, 1980

DIVISION OF ADMINISTRATIVE/SPECIAL STUDENT SERVICES

Problem Area: Related Services

Nature of Problem: The District is mandated to provide a minimum of 13 related services for handicapped students when deemed appropriate. Services such as psychotherapy, medical assessment, recreation therapy, transportation, and physical therapy are now the responsibility of the District at no cost to parents. These demands have reached such proportions that funds for instructional programs are being depleted.

Source of Problem: (1) Section 504 - Rehabilitation Act of 1973. (2) Public Law 94-142, Subsection 121a13 and Subsection 121a4, Standards for Administration of Special Education Programs.

Possible Solutions: (1) Study of personnel utilization in terms of role and function, scheduling, and caseloads. (2) The Department of Education and/or the Department of Human Resources should be responsible for the coordination of related services between school districts and appropriate state and community agencies. The responsibilities for the provision of these services should rest with the state agency.

References: Section 504 - Rehabilitation Act of 1973
Public Law 94-142, Subsection 121a13 and Subsection 121a4, Standards for
Administration of Special Education Programs
Department of Human Resources

DIVISION OF ADMINISTRATIVE/SPECIAL STUDENT SERVICES

Problem Area: Providing instruction to students of school age who are non-English or limited-English proficient, but have a facility in another language.

Nature of Problem: Students are enrolled who either speak no English or whose proficiency in English is so limited as to make instruction in English non-productive. A student so identified deviates in performance in curriculum areas to the extent that in most instructional settings he/she constitutes a group of one. The District has found it necessary to develop alternatives to regular grade and course groupings for the student until English language proficiency is achieved to the extent that the normal settings become productive to that student.

Source of Problem: Students do not have the same language/background. Enrollment of these students is scattered irregularly among schools and among grades. The Office for Civil Rights, U.S. Office of Education has prescribed remedies that affect instruction processes, has required locally large expenditures for small populations in this District and thereby has impeded addressing the unique problems in Clark County.

Possible Solution: Develop programs that respond to needs of the local populations. Eliminate Office for Civil Rights rules and allow English-as-a-Second-Language for all grade levels as one more solution. Permit grouping to take advantage of more efficient use of instructional staff and teaching materials.

References: Title VI, Civil Rights Act of 1964 as amended
LAU Remedies, Office for Civil Rights, Summer 1975
Office for Civil Rights letter to Districts dated July 8, 1977
Office for Civil Rights letter to Districts dated October 4, 1977

DIVISION OF ADMINISTRATIVE/SPECIAL STUDENT SERVICES

Problem Area: Assessment Requirements of P.L. 94-142

Nature of Problem: Public Law 94-142 requires that:

- (1) A full, individual evaluation be conducted prior to placement of a handicapped child in a special program.
- (2) A complete re-evaluation be conducted every three years.
- (3) The child be assessed by a multidisciplinary team in all areas related to the suspected disability.
- (4) All tests and other evaluation materials be provided and administered in the child's native language.
- (5) The tests be administered by trained personnel.

The requirements present a real concern with regard to number of personnel available, timely assessment, and delivery of service. Utilization of psychological staff to meet these requirements precludes their providing other services such as counseling and program augmentation for both special and regular students.

Source of problem: The number of personnel available is inadequate to implement the mandates of Public Law 94-142.

Possible Solutions: (1) Study personnel utilization in terms of role and function and scheduling and caseloads. (2) Increase the number of personnel based on utilization study. (3) Coordinate responsibilities for provision of service with other agencies.

References: Federal Register - Education of the Handicapped, P.L. 94-142 and Section 504-Rehabilitation Act of 1973
U. S. Office of Special Education (OSE)
Policy Position(s)
Nevada Department of State Standards and State Plan
Clark County School District Local Plan 1980-81 for the Education of the Handicapped

PERSONNEL DIVISION

I. NATURE OF PROBLEM: Negotiations/Teachers

The Clark County School District has been negotiating with its three (3) employee groups for over ten (10) years and is currently in this process again. Through collective bargaining and the Grievance and Arbitration Procedure, the employee groups have attempted, and continue to make attempts, to gain more and more control of the Clark County School District.

Teacher collective bargaining has had a negative effect on the educational program. Negotiations have brought about a substantial change in the definition of the teacher's role and has altered the method in which schools provide services to students.

Source/Cause: NRS 288 - Local Government Employee/Management Relations Act.

Solution:

Repeal NRS 288 or at least restrict the mandatory subjects of bargaining. In addition, the School District, through its negotiations efforts shall attempt and will continue to work toward retaining all managements rights in accordance with NRS 288.150 (3).

II. NATURE OF PROBLEM: Grievance and Arbitration Procedure

Over the past two (2) years, the Teacher's Union has filed 97 grievances. The majority of grievances are filed against School District's policies and regulations and many of these grievances do not relate to the mandatory subjects of bargaining. The Teacher's Union is attempting, through the Grievance and Arbitration Procedure, to gain what they couldn't in negotiations and to force the Board of School Trustees to change their policies and regulations to accommodate their Union Members. Example: Evaluation and transfer of employees are a right reserved to management; yet, the Teacher's Union can grieve these Board policies and regulations.

Source/Cause: NRS 288.150 plus our Negotiated Agreements

Solution:

Restrict the definition of a grievance by excluding School District policies and regulations from that procedure. During negotiations, the School District will make every effort, once again, to restrict the definitions of a grievance.

III. NATURE OF PROBLEM: Negotiations/Administration

Administrative and supervisory personnel are permitted to join bargaining units and negotiate with their employer. The situation is intolerable when management personnel are permitted to negotiate with their employer. The problem is further compounded when administrators are required, as part of their duties and responsibilities, to enforce the negotiated agreements the School District has with its other employee groups. An awkward situation to say the least, when organized administration of one group, supervise members of other organized groups. The situation of administrators is clouded--are they management personnel or labor?

Source/Cause: NRS 288.170

Solution:

Remove administrative and supervisory personnel from NRS 288.

IV. NATURE OF PROBLEM: Negotiations/EMRB

- A. The Employee Management Relations Board has taken it upon themselves to hear and make decisions on cases for which they have no jurisdiction. In addition, they have issued preliminary injunction orders which is not provided them by statute and is contrary to National Labor Relations Board procedures. The NLRB must first go to a court of law to have preliminary injunctions issued. The local Board follows no such procedure.
- B. In addition, the EMRB has heard cases that have far exceeded the time limits outlined in NRS 288.110 (six months after the occurrence).
- C. The EMRB has also heard employee complaints when they should have returned the matter back to the parties involved and directed them to proceed through their negotiated Grievance and Arbitration Procedures.

Source/Cause: NRS 288.080

Solution:

Restrict the Employee Management Relations Board's power or at least require the EMRB to follow the requirements of the statute.

V. PROBLEM: TRANSFER OF CERTIFICATED EMPLOYEES

The Clark County School District is experiencing increasing difficulty in expediting the transfer of teachers and other certificated personnel to meet the needs of the educational programs.

The District needs the flexibility to transfer personnel as required in order to react to increases and decreases in enrollments. We need to place the teachers where the children are located and to select those teachers on the basis of program needs.

During the 1980-81 school year, the district has faced injunctions and other tactics to prevent the transfer of teachers when transfers were initiated.

A. Source or Cause

1. The teachers' associations stress that transfers should be based primarily on seniority.
2. The school district holds that the district must maintain the right of management to assign personnel as required to meet the program needs of schools and to reassign staff to meet the shift in involvements in order to maintain financial responsibility.
3. The teachers' associations feel that the rights of management in making transfers is a subject open to negotiation.

B. Proposed Solutions

1. The school district strongly maintains that the right to transfer personnel is a prerogative of management and is not an appropriate item for negotiation and, therefore, must not be included as a negotiable item in NRS 288.150.
2. The school district requests that any legislation which would reduce the right of management in the area of transfers be opposed by members of the legislature.
3. The Clark County School District believes that this subject is best managed at the local level and the district will review the present policies and regulations regarding transfers to make them as fair and equitable as possible while maintaining the right of management to make the final decisions regarding transfers.

VI. PROBLEM: TEACHER ABSENTEEISM

The cost to provide substitutes in the Clark County School District during the 1979-80 school year was \$1,807,779. The average number of days absent exceeded nine (9) days per teacher.

A. Source or Cause

1. The state legislature has provided that districts may grant employees fifteen (15) days of paid sick leave in NRS 391.180. Since the 1960-61 school year, teachers in the Clark County School District have been granted fifteen (15) days for serious illness for personal illness, illness or death in the immediate family.
2. As a part of the negotiated agreement, the Clark County School District has provided for fifteen (15) days of sick leave for personal illness, illness in the immediate family and bereavement. The vast majority of school districts do not grant more than one (1) day per month or a maximum of ten (10) days for a regular school year for serious illness to a teacher, his/her immediate family or for bereavement.

B. Proposed Solutions

1. It is suggested that the legislature amend NRS 391.180 to limit the number of days of sick leave that a school district may grant to teachers to a maximum of ten (10) days in any one (1) school year in order to bring the benefits of Nevada teachers in line with those in other states and private industry. Teachers employed for more than a normal school year may be granted one (1) day for each additional month of service (year around schools).
2. The Clark County School District should attempt through negotiations to provide a maximum of ten (10) days of sick leave to be credited as earned.
3. The Clark County School District should attempt to limit the use of sick leave for personal illness to the employee or a member of his/her immediate family living in the immediate household of the employee.
4. The Clark County School District has already initiated a computerized substitute management program which has already reduced the cost of substitutes below the 1979-80 school year despite a six percent (6%) raise granted to substitutes.
5. The Clark County School District has begun recording the names of teachers who are absent on Mondays and Fridays to determine if a pattern exists.

VII. PROBLEM: PROBATIONARY STATUTES OF CERTIFICATED EMPLOYEES

There is a definite need to extend the probationary period a certificated employee must complete before becoming a postprobationary employee. Presently a certificated employee must only complete one (1) year of probationary service. One school year is not a sufficient period to gather objective information on the performance of the employee and to determine if the employee should be granted a greater degree of security enjoyed by postprobationary employees.

A. Source or Cause

1. The period of service to obtain a postprobationary status is set forth in NRS 391.311 and NRS 391.3197.
2. The definitions of postprobationary employee and probationary employee are outlined in NRS 391.311.

B. Proposed Solutions

1. A certificated employee must complete a three-year probationary period before being granted postprobationary status. NRS 391.311.
2. During the first year of employment which must consist of at least 120 days of service a certificated employee shall be considered as an "employee at will" and may be dismissed with or without cause. A period of service when an employee completes fewer than 120 days of service will not be considered as a year of probationary service. NRS 391.311.
3. During the second and third consecutive year of probationary service an employee will be offered a contract on or before May 1 for employment during the ensuing year. NRS 391.311 and NRS 391.3197.
4. A probationary employee who has completed three (3) years of service shall be granted a contract as a postprobationary employee by May 1.

Probationary employees' contracts shall automatically be renewed each year unless a dismissal or disciplinary action is initiated by the Board of School Trustees. NRS 391.311, 391.3196, 391.3197.

5. Coordinate efforts with the University in the selection of teacher and administrative preparation candidates prior to program completion.

UTILITY ANALYSIS

The cost of fuel (natural gas) for heating for the Clark County School District facilities has increased by 96 percent since 1976-77. This is an average increase of 25 percent per year.

The cost of electricity has increased by 66 percent since 1976-77. This is an average increase of 16.5 percent per year.

It is of interest to note that the Clark County School District used a total of 80,320,628 kilowatt hours of electricity in 1972-73 with a total of 98 schools. It used a total of 81,359,509 kilowatt hours of electricity in 1979-80 with a total of 114 schools. This represents an increase of 16 percent in the number of school buildings while consumption of electricity increased only 1 percent during this period. Due to the implementation of a strong energy conservation program, there has been a considerable savings achieved. If this program had not been undertaken, it is estimated that the District would have to pay an additional \$679,000 for electricity for 1980-81. It is estimated that electricity will cost \$4,249,000. This would probably amount to \$4,928,000 if the conservation program had not been implemented.

DIVISION OF BUSINESS AND FINANCE SERVICES

Problem Area: Driver Education

Nature of Problem: The maintenance of the driver education program for the Clark County School District has been encumbered by restrictive Nevada Revised Statutes (NRS 389.100) prohibiting this District and other school districts across the state from charging more than \$35 per student while asserting that this program must be self-supporting. In addition, the allowable reimbursement fee of \$35 per student completion has not been increased or been considered during the past two legislative sessions, while inflation has eroded the ability of districts to supply services from this available funding source.

Source/Reference:

Solution: It would be recommended that the conduct of the driver education program be considered by the current Nevada Legislature, giving emphasis to the need to maintain a program for secondary youth while amending the Nevada Revised Statute to eliminate restrictive freezing applied toward student fees. Such a statute revision would permit districts to charge reasonable fees while considering instructors' salaries and equipment and supply needs.

DIVISION OF BUSINESS AND FINANCE SERVICES

HISTORY OF STATE SUPPORT FOR SPECIAL EDUCATION

Special Education requirements have been greatly increased primarily by Federal legislation. In response to this, the number of Special Education units funded by the state of Nevada for the Clark County School District has been increased by 46 percent since the 1975-76 school year while the state dollar support for this period increased by only 13 percent. The history of these units is as follows.

<u>Special Education Units</u>			
	UNITS	RATE	AMOUNT
1975-76	289	\$16,000	\$4,624,000
1976-77	315	16,000	5,040,000
1977-78	348	17,600	6,124,800
1978-79	366	17,600	6,441,600
1979-80	398	18,000	7,164,000
1980-81	421	18,000	7,578,000

An analysis of Special Education costs in relation to the District operating budget is as follows.

Cost for Special Education Fund 23--1979-80

Total Elementary Special Education Expense	\$11,553,597
Total Elementary Special Education Revenue	<u>9,866,513</u>
Deficit	\$ (1,687,084)
Total Secondary Special Education Expense	\$ 7,702,839
Total Secondary Special Education Revenue	<u>5,606,885</u>
Deficit	\$ (2,095,954)
Total Elementary and Secondary Special Education Expense	\$19,256,436
Total Elementary and Secondary Special Education Revenue	<u>15,473,398</u>
Deficit	\$ (3,783,038)

Special Education enrollment and costs have been exceeding all revenue (local and state) prorated to Special Education students. As a result, the resources for regular students have been and apparently will continue to be used to supplement Special Education revenue.

DIVISION OF BUSINESS AND FINANCE SERVICES

PROBLEM AREA: Funding Capital Improvements for Special Education

DESCRIPTION OF PROBLEM:

Local school district responsible for capital improvement programs.

APPARENT CAUSE(S) OF PROBLEM:

- 1. Federal regulations.**
- 2. State plan.**
- 3. Climate for raising funds.**
- 4. High cost per pupil to provide needed space.**

WHAT CCSD HAS DONE TO HELP ALLEVIATE THE PROBLEM:

- 1. Remodeled existing spaces in regular elementary schools using bond funds.**
- 2. Provided additions and remodeling in existing special schools using bond funds.**

FORCES WHICH TEND TO PREVENT SOLUTION OF PROBLEM:

- 1. Clarification of law, regulation, and procedures at local, state, and federal levels.**
- 2. Available local funds.**
- 3. Laws and regulations mandate programs but do not fund construction of programs.**

DIVISION OF BUSINESS AND FINANCE SERVICES

PROBLEM AREA: Offsite Improvements

DESCRIPTION OF PROBLEM:

The legislature has provided (1976) that any school district may expend money available for construction for improvements off the premises of the school district site.

APPARENT CAUSE(S) OF PROBLEM:

1. County, cities, towns have different regulations.
2. Different requirements are necessary to obtain zoning and use permits.
3. Needs, i.e., traffic signs and signals, flood controls, streets, bridges, landscaping, pathways, of the various entities require expenditures to gain approvals.

WHAT CCSD HAS DONE TO HELP ALLEVIATE THE PROBLEM

1. Work very closely with the various entities.
2. Work to alleviate costly improvements and requirements.
3. Reallocation of funds.

FORCES WHICH TEND TO PREVENT SOLUTION OF PROBLEM:

1. Various entities have different needs.
2. Various entities have different regulations.
3. Available funds.

Problem Area: (1) Test costs associated with Nevada State Proficiency Examination.
(2) Current annual cost exceeds \$50,000.

Nature of Problem: (1) Testing materials at grades nine and above are used only once and destroyed. (2) Cost per student for materials and scoring at the secondary level is approximately \$2.90. (3) Very limited utility for the vast majority of students, e.g., the reading test mode was 100% correct.

Source of Problem: NRS 389.015 presently requires, "The examination shall be administered before the completion of grades 3, 6, 9, and 12." The requirement to retest competency attaining ninth grade students is costly and unnecessary.

Possible Solution: Diploma granting on successfully attaining competency status as early as the ninth grade level would result in an estimated saving of 40 percent related to this activity.

References: NRS 389.015
State Department of Education Directives

PROBLEMS CONCERNING FEDERAL LAWS AND REGULATIONS

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PROBLEM

NATURE OF PROBLEM

RECOMMENDATION/SOLUTION

Public Law 95-555 Pregnancy
Disability Act. (10/31/78)
Mandatory Maternity Coverage

Not all employees wish to avail themselves of this coverage, but are required to pay a portion of it anyway. For example, a single male employee or male dependents of female employees must be provided with mandatory maternity insurance coverage.

Remove this mandatory maternity coverage as provided in Public Law 95-555.

Cost to the District as a result--
\$225,000.

Reports Required by Federal
Agencies
Equal Employment Opportunity
Commission

The vast amount of time spent in compiling information requested from federal agencies. For example, the EEO5 Report which takes approximately three weeks to complete and the EEOC Report taking approximately one week to complete.

Revise or simplify information requested by federal agencies.

Record Keeping -- Personnel
Division
Equal Employment Opportunity
Commission
Employee Selection Procedures
(Department of Justice)
28CFR 50.14
Race, Color, Religion, Sex and
National Origin

The Uniform Employees Selection Guidelines require public employers who receive federal funds to determine the impact of any procedure used for any kind of employment decision. If adverse impact is determined, we are required to justify the selection procedures or remove the adverse impact. To determine the impact of employment decisions, it is necessary to keep volumes of records. Data must be collected and maintained by race and sex for each job class so that selection rates can be evaluated. Selection rates must be determined at various intervals throughout the selection procedure.

The maintenance of records of applicants for employment imposes another burden on staff time and filing space. It would be helpful if applications in areas where there is no anticipated need, could be eliminated rather than maintaining them for three years.

PROBLEM	NATURE OF PROBLEM	RECOMMENDATION/SOLUTION
Title VII Civil Rights Act-1964 Public Law 88-352	<p>The Equal Employment Opportunity Commission (EEOC) has no discretionary power regarding discrimination complaints and must investigate all cases. Anyone, applicant or employee, can file a discrimination charge. Other than a written statement, the charging party is not required to submit any substantial evidence to verify the charge.</p> <p>The conciliation effort does not appear to be a cooperative venture between the respondent and the charging party.</p>	<p>It is recommended that the EEOC be given discretionary powers to determine which are the legitimate grievances.</p>
	<p>Record keeping requirements for the School District has become a serious problem. The EEOC requires this agency to keep and preserve all records for a period of three years.</p>	<p>It is recommended that the charging party and the respondent be allowed to conciliate a solution with the EEOC as an observer and not have to arrive at a solution which is acceptable to the EEOC.</p>
	<p>Nevada is a state deferral agency and all employment complaints are also filed with the Nevada Equal Rights Commission (NRS Chapter 233) even though the Nevada Equal Rights Commission investigates and denies the complaint, the complaining party may still pursue the charge of employment discrimination through the EEOC.</p>	<p>It is recommended that the time requirements for record keeping be shortened and it not be requested again in a case filed on a similar charge.</p> <p>It is recommended that any complaint of employment discrimination which is investigated and denied by the Nevada Equal Rights Commission should preclude the complaining party from thereafter pursuing the matter with the EEOC. There should be no duplication of investigation by the federal and state agencies.</p>

PROBLEMS CONCERNING FEDERAL LAWS AND REGULATIONS

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PROBLEM

NATURE OF PROBLEM

RECOMMENDATION/SOLUTION

Special Education Facilities and Education of the Handicapped

Public Law 94-142 has caused a great increase in special education programs. Expensive facility requirements are mandated without capital funding.

Funding is needed.

Public Law 94-142 and Section 504 of Rehabilitation Act of 1973

Public Law 94-142 has also created many additional requirements for personnel programs and hearings. Section 504 applies to all handicapped activities including non-educational programs.

School districts, in regard to education for the handicapped, should only be obligated to follow the provisions of Public Law 94-142 and Section 504 should only be applied in all other cases involving non-discrimination of handicapped individuals.

Environmental Protection Agency (EPA)

These two agencies, especially EPA, can cause many problems for local agencies because of conflicting, unclear rules and regulations as well as long time spans in establishing clear-cut solutions to problems, i.e., asbestos.

Allow local agencies to have jurisdiction over environmental problems and provide that the local agencies' rules and regulations be adopted after proper notice to the public and agencies affected by the rules and regulations.

Bureau of Land Management

Procedures for getting a classification from the Bureau of Land Management for school sites is a long, time-consuming task. Procedures are lengthy.

Process should be speeded up.

More land should be made available for education purposes. This would relieve school districts from spending large sums for needed school lands.

STATE LAW AND LOCAL REGULATIONS

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PROBLEM

NATURE OF PROBLEM

RECOMMENDATION/SOLUTION

NRS 391.311 to and including NRS 391.3197 (Professional Practices Act)

There is a long, drawn out legal process for suspending, dismissing, non-reemployment and demoting certificated employees. No other public employee has this statutory right. Much time and money is spent in removing a certificated employee from his/her position. As a result, the educational program of students suffers during the admonition and improvement time the law requires for certificated employees prior to dismissal, non-reemployment or demotion.

Repeal the provisions of NRS 391.311 to and including NRS 391.3197, and authorize local boards of trustees to establish procedures for disciplining, demoting, and discharging certificated employees.

NRS 391.180, Sections 5 and 6

Boards of trustees are required to negotiate for payment of certain leaves and also to automatically credit employees with not more than fifteen days of sick leave in a school year.

Repeal these sections of the law and strictly limit negotiations to those items contained in NRS 288.150.

NRS Chapter 288 (Local Government Employees Management Relations Act)

The Act requires recognition of local government employee unions and collective bargaining with the unions. The Act, by its very nature, interferes with elected officials being able to perform the duties for which they are elected without undo interference from the unions.

Repeal Chapter 288 of NRS, or in the alternative, limit the areas of negotiations contained in NRS 288.150 by striking paragraphs (g) Total hours of work required of an employee in a work year, (i) Discharge and disciplinary procedures, (k) The method used to classify employees in the bargaining unit, (s) Teacher preparation time, and (t) Procedures for reduction in work force.

Also repeal Section 7 of NRS 288.150. "Contract provisions presently existing in signed and ratified agreements as of May 15, 1975, at noon, shall remain negotiable."

STATE LAW AND LOCAL REGULATIONS

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PROBLEM	NATURE OF PROBLEM	RECOMMENDATION/SOLUTION
NRS 393.155 (Expenditures for Off-Site Improvements)	<p><u>Expenditures for off-site improvements.</u> The board of trustees of any school district in this state may expend money available for school construction to make necessary improvements, including without limitation sidewalks, curbs, gutters, street lights, traffic control signs or devices, fire hydrants, water and sewer lines, street paving and drainage for flood control, which are not located on the property of the school district but are necessary or appropriate to the school construction undertaken. Local governments such as county and city commissioners enact ordinances requiring school districts to construct certain off-site improvements including traffic control signs and devices as a condition of the school district receiving a permit to construct the school.</p> <p>Attorney General Opinion No. 80-29, August 21, 1980, upholds the right of county and city commissioners to require these improvements at the expense of the school districts even though NRS 393.155 does not have language requiring school districts to make these expenditures.</p>	Clarify the law to provide that the language of NRS 393.155 preempts and prohibits the authority of county and city commissioners to require the construction of these devices as a condition of issuing the permit for construction.

CLOSING STATEMENT

Provided in this document are some common trends which we feel have hampered the educational process in the Clark County School District. We think the essence of this report can be summarized by saying that it appears that the public schools, Clark County schools in particular, have become all things to all people. We are spending a lot of our time on activities and processes that were generically not a part of the instructional processes as we knew them many years ago. We can further say that this has caused a shift in the allocation of resources, financial and personnel, to areas of single interest and concern. The instructional process has been further complicated by the deteriorating role of boards of school trustees and the administration of local districts caused by various factors. Many of those factors have been promulgated through the state of Nevada as reflected in Nevada Revised Statutes, numbers 288 and 391, which cause the unionization of school personnel and other acts related thereto.

The federal government has also played a major role in defining the role of free public school education through the approval of laws and corresponding regulations forcing school districts to assume greater responsibility in areas that would normally be considered outside of the districts' responsibility.

We would hope the Finance Committee would review these documents in an objective light, inasmuch as school districts across the state have done an excellent job with the tools they have, and we might add, they should be congratulated.

PERSHING COUNTY SCHOOL DISTRICT

P. O. BOX 389

LOVELOCK, NEVADA 89419

JAMES P. KILEY, COUNTY SUPERINTENDENT

PERSHING CO. JR.-SR. HIGH SCHOOL
JOHN HOCKING, PRINCIPAL

LOVELOCK ELEMENTARY SCHOOL
KARL HOSTMAN, PRINCIPAL

Quality Education

Efforts by the Pershing County Board of School Trustees to improve excellence in education include actions to strengthen high school graduation requirements. On March 21, 1977, the Pershing County Board of School Trustees increased credits required for graduation from 20 to 23 and added Senior English as a course requirement. On March 19, 1979, the Pershing County Board of School Trustees added a course in Business Education as an additional graduation requirement. During the 1979-1980 school year, courses in "Writing Fundamentals" and "Vocational Math" were added to the course offerings available to high school students. On January 19, 1981, the Pershing County Board of School Trustees added a second year in Science and a second year in Mathematics as additional course requirements for graduation. Below is a comparison between the State minimum graduation requirements and Pershing County High School graduation requirements:

Course	State	Pershing County High School
English Language Arts	3	4
Health Education	$\frac{1}{2}$	$\frac{1}{2}$
Mathematics	1	2
Physical Education	2	$2\frac{1}{2}$
Science	1	2
Social Studies	2	2
Business Education	0	1
	$9\frac{1}{2}$	14
Total credit requirements	19	23

In addition to the actions described above the Jr.-Sr. High School Principal has advised parents of Jr. High school students that failure of the students to pass Jr. High School classes will jeopardize promotion of the students to high school. Letters are sent to parents at the completion of grading periods.

Other efforts to improve the quality of education must restore a balance between responsibilities of the home and responsibilities of the school. For the past several years government institutions have been required to assume increasing responsibilities for the education, health and welfare of citizens. It appears that parents and students need to assume much greater responsibility for their actions in order to improve the quality of elementary and secondary education. One possible action that could be taken to increase the

responsibilities of parents and students is to reduce or eliminate compulsory school attendance laws. Students, and parents of students, who value educational excellence will take advantage of the opportunity available in public and private schools and assume the shared responsibility essential to educational achievements. Students, and parents of students, who do not wish to attend school to learn can be released from school attendance.

For the past several years the National Gallup Poll on education has indicated that student discipline is the greatest concern of the public. The constant struggle by school teachers and administrators to motivate uncaring and unresponsive students detracts significantly from the amount of time available to offer quality education to responsible students.

DOUGLAS COUNTY SCHOOL DISTRICT

March 4, 1981

TO: Members of Senate Finance Committee and
Other Interested Persons

FROM: Arnold Settelmeyer, Board of Trustees
Douglas County School District

SUBJECT: Student Achievement Concerns - Basic Skills

Below is an attempt to analyze current efforts and future considerations within the Douglas County School District to focus additional attention upon pupil achievement in basic skill areas. No one is more concerned than Board members, teachers and school administrators that some students graduate from high school with less than minimal competencies in writing, reading, and mathematics.

Recently Accomplished (Last Twelve Months):

- A. District-wide continuums in math and reading skills for grades K-8 have been adopted and are in use in all schools. These continuums allow any parents to come in at any time and see precisely the skills their student has mastered in math and reading, the skills that have been introduced but not yet mastered, and those skills that are yet to come. These detailed records follow the student from grade to grade and assist subsequent teachers.
- B. Tough new attendance regulations have been adopted by the Board for dealing with attendance problems in grades seven through twelve. Any student who misses sixteen days or more in any subject in any semester stands to lose credit for the total semester. Parents are notified at the fifth, tenth, fifteenth, and sixteenth day of absence, and conferences are required. If the absences are related to illness, and the student's attitude and make-up efforts are positive, credit is not necessarily withheld. When unexcused absences and negative attitudes are present, however, then credit is withheld for the total semester. We have cut absenteeism in half with this regulation.
- C. All parents of students in grades three, six, nine, and twelve are informed of the results of State-mandated proficiency testing. Parents are also informed of the specific remedial action that is taken for any student who has a failing score in math, reading, or writing.
- D. Remediation is provided at the ninth grade for any student who fails or continues to fail any of the three required State competencies for graduation.
- E. The School District has initiated a standardized achievement test program which is administered in grades one through eight. This exam is in addition to the State-mandated proficiency exams and gives the District better prescriptive information than the State tests. The Iowa Test of Basic Skills is the exam selected for use in Douglas County.

- F. Until last year many seniors needed only Civics during their senior year to get the final credit necessary for graduation. The Board of Trustees has imposed an additional requirement that all seniors, regardless of how many credits previously earned, must pass three courses their senior year to receive a regular high school diploma.

Activities in Progress:

- A. More parent involvement is being encouraged at all levels through more formalized parent/teacher conference programming, advisory councils at the school-site level, more continuous communication to parents from the school, and notification of proficiency exam scores.
- B. Extensive staff inservice activities are underway to assist teachers in dealing with the information received from group tests, whether they be the State-mandated proficiency exams or the District-initiated standardized achievement test.
- C. Workshops for teachers dealing with learning theory and recent research related to effective teaching are going on continuously.
- D. Teachers at the secondary level are provided with special assistance and special encouragement to deal with areas of achievement deficiency that have been revealed through the State-mandated exams.

Future Considerations:

- A. Present seniors within the Douglas County School District can take as few as four courses out of a six-period day. Consideration is being given to requiring six periods for all students, regardless of the number of units previously earned toward graduation.
- B. A number of students at the secondary level do not take classes in language arts or mathematics beyond those which are required for minimum graduation requirements. Consideration is being given to having all high school students scheduled for appropriate classes in math and language arts for as long as their proficiency in these areas is less than considered adequate.
- C. All teachers at Douglas High School teach a full six-period day. Teachers of English can meet as many as 160-180 students per day. Consideration is being given to scheduling a maximum of five periods of English classes per day to any one teacher and providing for teachers of English a special preparation period. This could allow increased writing assignments for students with the expectation that the teacher would be able to read and critique each assignment. These kinds of considerations are expensive.

In summary, the Board of Trustees of the Douglas County School District and the total staff are committed to a goal that would have every graduate be as academically competent as the student's capabilities and our efforts can accomplish. We are fully aware that to date many students do not reach their competency levels. We are, therefore, accelerating our efforts.

AS:bb

Exhibit I

**THIS EXHIBIT IS MISSING FROM BOTH THE ORIGINAL
MINUTES AND THE MICROFICHE.**

Exhibit J

**THIS EXHIBIT IS MISSING FROM BOTH THE ORIGINAL
MINUTES AND THE MICROFICHE.**

Exhibit K

THIS EXHIBIT IS MISSING FROM BOTH THE ORIGINAL
MINUTES AND THE MICROFICHE.

Exhibit L

**THIS EXHIBIT IS MISSING FROM BOTH THE ORIGINAL
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Exhibit M

**THIS EXHIBIT IS MISSING FROM BOTH THE ORIGINAL
MINUTES AND THE MICROFICHE.**

Mr. Chairman, members of the committee, I am Ann Lynch, president of the Nevada Parent Teachers Association, which represents over 30,000 consumers of the Nevada public school system. We are delighted to have the opportunity to provide input into this session. To be candid, one of the far-reaching problems, as we the consumer see the situation, is the lack of real involvement at all levels of the educational ladder. I am the first to admit that parents are at the heart of most educational problems, but rest assured that the only parent advocate group in the state, the PTA, is currently launching parenting skills classes as the first step in a long term project designed to upgrade parent involvement and cooperation with schools and children.

As laymen, our approach to this statewide concern may, on the surface, appear simplistic, but, after serious deliberation, I feel confident that you will see the merit of the consumer report to you today.

We see public school as the great dumping ground for all of societies' ills. There are only two things which are mandatory for citizens of Nevada, or for that matter the United States, paying ~~of~~ filing exception of taxes and attending school. Everything else is dictated by personal choice -- to own a car, to engage in business, to live in society all ~~our~~ choices made by the individual but fulfilling one's financial obligation to government and attending school are universally mandated. Accepting this premise, it is easy to see why education, at least education provided from public funds, finds itself easy prey to all interest groups in all quarters of society.

The public schools are viewed by everyone as the cure-all for all of societies' weaknesses. This was not true as early as three decades past. Integration was not dealt with on the individual level by all citizens but instead became the responsibility of education.

Nutrition has been mandated by the school system, the responsibility of getting the child to and from school no longer rests with the family, but with the educators. The condition of a child's eye sight, auditory capability and cultural appreciation have been pushed on the shoulders of public education by me and you, the legislative noice of our state. Even now you have introduced to your esteemed body resolutions calling for the teaching of fire safety in the public school.

Now you and I are not alone in our guilt. Educators have sat back since the inception of public education and have allowed the school system to grow like topsy. No where does the state of Nevada describe public education or what is expected as a product.

At this very moment education and its expectations is personal individual matter and in my opinion, is totally unacceptable. The state which is constitutionally responsible for providing education should establish goals which may be attained through local autonomy by local school boards and districts. Only by establishing objectives of public education can you appropriately budget to meet those objectives.

Without defined goals, public schools have no choice but to be responsive to the ever increasing demands of public. The same public which turns to you in frustration demanding more services from education.

The solution to our current dilemma as we perceive it might be to first establish long term goals for public education in Nevada. The natural succeeding step would be for local school districts to develop their objectives for meeting state goals based on local input and agreement.

The third step would be the budgetary process which would be based on state goals and local objectives.

This most important step would, for the first time in our knowledge, be based on strong business practices of contracting for prescribed results. Accountability and measurable results at all levels of education would thus provide the ingredients for the final step of evaluation.

The public's request for special programming by school districts must meet the framework of the state goals and local objectives. The legislature could be fiscally responsible and educators could provide education in a professional, innovative and flexible manner which result in a finished product acceptable and reflective of all citizens.

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 vandallistic 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	Total Elem. Pop. 1980-81	No. of Counselors 1980-81	Counselor/ Student Ratio	Proposed Additional 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	762	1	1/761	1	18,900
TOTALS	70,571	30.5	1/1241.2	36.5	\$689,850

ROSEMARY IRIE, *President*
Las Vegas
DR. GEORGE BARNHART, *Vice President*
Carson City
JAMES W. CAMPBELL
Las Vegas
DAVID HANSEN
Reno
WARREN F. HOLMES
North Las Vegas



EXHIBIT

JOAN MURPHY
Las Vegas
FLORIDA McDONALD
Las Vegas
WILLIAM R. ORR
Pioche
SHIRLEE A. WEDOW
Sparks
TED SANDERS, *Superintendent*
Secretary of the Board

NEVADA STATE BOARD OF EDUCATION

Capital Complex
Carson City, Nevada 89710

February 26, 1981

Senator Floyd R. Lamb
Nevada State Legislature
Legislative Building
Carson City, Nevada 89710

Dear Senator Lamb:

The discussion, which took place the past two days at the Senate Finance Committee meeting, I found most interesting. I am more than delighted to have your committee taking an actual interest in the education programs of the state and the delivery system of these programs. With the changing society we live in, and an uncertain financial future, there certainly needs to be a reappraisal of goals and objectives of education in Nevada.

As I will be unable to attend the March 4th meeting, I would like to enter this letter into the file. I leave for Washington, D.C. for a legislative meeting of the National Association of State Boards of Education (NASBE) and the Chief State School Officers. At the present time, I am President Elect of NASBE and their annual meeting will be held in Reno, at the MGM, this coming September 30th through October 4th.

I feel, while this discussion is timely and needed, a resolution regarding this, such as is being presented by Senator Wilson, should be considered. In a busy legislative session only the surface can be touched and the subject needs more time and reflection. I do believe I would expand the resolution to include some goals and objectives and how to obtain them.

In my many years as a Member of the State Board of Education, what was most evident in education in Nevada was the absence of consistent and long range planning for the entire state. As crises and new fads arose, they would be handled and then forgotten. While it is necessary to maintain our historical democracy in school affairs and maintain a high level of local autonomy in education, it is at the same time necessary to overcome the deficiencies inherent in such a wide scattering of educational planning. Somehow, local school boards and

districts, State Board and Department, and the Legislature must work together and comprise a partnership for constructive education policy-making. It is time to reevaluate our present system and programs, solve the many problems, and plan ahead. This is a good beginning.

For the present time, trying to come up with some solutions one has to look at the schools and their environments as they are today. There is one constant fact I know we all agree on - that all good parents want what is best for their children, for them they want a good life. If a child finishes school and cannot read, write or do math, the chances for a good life are indeed slim.

There are some undeniable realities we have when we look at society and the schools. Following are some:

We are changing -

- To an older society. By 1995 there will be more people older than there are youth in school
- To a society in which the majority of women will work
- To a society where children are living more and more in single parent homes
- To a society that expects more and more social services and help from the school
- To a society in which Hispanic, Blacks and Asiatics will represent a much larger percentage of the population
- To a society with an overall lowered birthrate

It is no time to debate if the above is good or bad but to recognize it is here.

All problems cannot be solved overnight as they have had years in coming, but the following are some ideas that might be put in place without too much time and finances needed.

1. Provide to local school districts various ways of reducing K-3 class size to 15-18. As we all know, young children who do not meet success in the beginning grades have the greatest likelihood of becoming tomorrow's young adults with problems. This should be one of the highest priorities of the Legislature.

2. Provide to local school districts help in lowering class size for teachers of Writing and English Composition.

4. Sponsor and fund a series of local district in-service training workshops for teachers K-8. I am beginning to feel these training workshops in the school districts really are more helpful than many of the college courses.

5. Sponsor and fund a series of elementary and Junior High School Principal Training Workshops to teach them how to assist teachers in better teaching methods. A principal cannot make a good evaluation of a teacher if they are not aware of what good teaching methods are.

Many of us have been concerned for some time about the adequacy of teacher preparation programs. Through the Professional Standards Commission and new regulations of the State Board of Education we are working on this problem.

I am sure that the meeting in Washington will provide much information as to plans at the national level for education and funding. Mr. Sanders and I will report this to you. I was glad that through the budget hearing your members were made aware of the many funding problems ahead for education in this state, when some of these funds are no longer available. I fear we have used federal money so long for some state obligations that there will be some uncomfortable days ahead.

Thank you for allowing me this opportunity to present to you and your committee some of my thoughts on education.

Sincerely,



Rosemary K. Clarke, Member
Nevada State Board of Education

RKC:pb

cc: Members, Senate Finance Committee