

MINUTES OF THE
MEETING OF THE SENATE COMMITTEE
ON HUMAN RESOURCES AND FACILITIES

SIXTY-FIRST SESSION
NEVADA STATE LEGISLATURE
February 11, 1981

The Senate Committee on Human Resources and Facilities was called to order by Chairman Joe Neal at 8:03 a.m., Wednesday, February 11, 1981, in Room 323 of the Legislative Building, Carson City, Nevada. Exhibit A is the Meeting Agenda. Exhibit B is the Attendance Roster.

COMMITTEE MEMBERS PRESENT:

Senator Joe Neal, Chairman
Senator James N. Kosinski, Vice Chairman
Senator Richard E. Blakemore
Senator Wilbur Faiss
Senator Virgil M. Getto
Senator James H. Bilbray

STAFF MEMBER PRESENT:

Connie Richards, Committee Secretary

SENATE BILL NUMBER 24

Ms. Joyce Woodhouse, President, Nevada State Education Association said that during the 1979 Session of the Nevada State Legislature, Assembly Bill Number 848 was passed, charging members of the education community to prepare recommendations for the legislature on a teacher internship program. She said a committee of 11 persons was established. This committee consisted of 4 teachers, 2 school administrators, a school board member, the university deans at the colleges of education, Senator Joe Neal, and Assemblyman Craddock. Mr. Ted Sanders and Mr. Newman participated with the committee in gathering information on teacher intern programs in other states.

The internship program written by the committee is contained within S. B. No. 24 (Exhibit C). The narrative from which the bill was formulated is listed as Exhibit D.

A brief slide presentation explaining some of the benefits to be gained by the internship program for teachers was shown to the committee by Mr. Ted Sanders, Superintendent

Senate Committee on Human Resources and Facilities
February 11, 1981

of Public Instruction, Nevada Department of Education, and by
Ms. Woodhouse.

Senator Kosinski asked how many new teachers are employed
each year in the State of Nevada.

Mr. Sanders replied that there are approximately 1,000
new teachers employed in the State of Nevada each year,
though he did not know how many of those teachers had had
previous experience.

Senator Kosinski said that if all 1,000 of those teachers
had no experience, it would cost about \$6 million to put
each of them through the internship program. He said
that this would be unlikely as well as impractical. He
asked if any alternative were being sought.

Mr. Sanders said that other alternatives had been explored.
He said that the greatest cost would be in releasing the
master teacher from his or her duties for 20 percent of his
or her time on the job, during the first two years of the
program in which 20 teachers per year would be allowed to
participate in the program. He added that after this initial
two year period, if there were a larger number of teachers
participating in the program, a master teacher may be
completely released of regular duties to aid the new teachers
within a particular district.

Ms. Woodhouse presented for Dr. Evalyn Dearmin, Assistant
Dean, University of Nevada, Las Vegas, College of Education
testimony in support of S. B. No. 24. This testimony is
Exhibit E.

Dr. Ken Johns from the College of Education, University
of Nevada, Reno spoke in support of S. B. No. 24, stating
that when an individual is graduated from the College of
Education, that individual is not automatically ready to
teach in the classroom on his own. He said that under the
guidance of a master teacher, the new teacher can establish
his or her own style to learn what works best for that
teacher in the classroom with the students.

Senator Kosinski asked whether the new teacher might not
adopt the style of the master teacher under these circumstances.

Senate Committee on Human Resources and Facilities
February 11, 1981

Dr. Johns said that this may be the case, but added that the new teacher would be free to try new techniques and ideas in a classroom that is his or her own with the support of the master teacher, while working under a cooperating system with another teacher, it is more difficult for the new teacher to try new and innovative ideas.

Senator Kosinski asked Dr. Johns if he would provide to the committee a copy of a typical curriculum required for students of the College of Education.

Dr. Johns provided this information. It is listed as Exhibit F.

Mr. Chuck Neely, Representative, Clark County School District spoke in opposition to S. B. No. 24. He said that the district feels that the state should not accept responsibility for paying for skill development and competency training that should be considered professional preparation. He said that the district does provide in-service training for all teachers including first year teachers as well as teachers who have been teaching for a number of years. He charged that this teacher internship program could place a heavy burden upon the educational community. He added that the cost for 20 teachers in the first year would be \$118,266. He said that this amount could be greatly increased, if the district began providing the teacher internship program to all first year teachers hired by the district. He said that about 400 new teachers are hired each school year by the Clark County School District.

Senator Getto asked how many of these teachers are first year teachers.

Mr. Neely said that in the 1980-1981 school year 395 new teachers were hired. 161 of those or 40.7 percent were first year teachers.

Senator Kosinski asked Mr. Sanders whether the internship program is mandatory or optional to each individual school district.

Mr. Sanders said that it is optional.

The Chairman turned the meeting over to Vice Chairman Kosinski at this point.

Senate Committee on Human Resources and Facilities
February 11, 1981

SENATE BILL NUMBER 19

Mr. Dick Wright, Representative Washoe County School District said that if the district is required to hire 37 new librarians for elementary schools, the cost will be \$732,000. He said minus the current cost for the library assistants presently employed the amount still comes to \$412,000. Washoe County School District will open 6 new elementary schools next year which would add approximately \$115,000 to that figure in order to implement the program.

Mr. Wright said that the decision to implement this program should be left up to the local boards which can better determine the priorities of each district.

Senator Faiss asked how the library program currently operates within the Washoe County School District.

Mr. Wright said that each library is staffed with a library assistant. He said that there is a district librarian who works with them, providing an in-service training program that the assistants participate in on a monthly basis. He added that this training program has been in operation for four years and the assistant librarians are therefore attaining greater knowledge all the time.

Senator Bilbray asked how many students are served in a single elementary school.

Mr. Wright said that 450 to 500 students may be served in an average elementary school in Washoe County.

Senator Getto asked what kind of training a library assistant must have to hold that position.

Mr. Wright said that a library assistant is generally required to have two years of college, though this is not always the case.

Senator Kosinski said that the bill proposes to repeal NRS 385.240.

Mr. Wright said that he supports this measure. He said that

Senate Committee on Human Resources and Facilities
February 11, 1981

it is virtually impossible for the state superintendent to approve all books purchased for the libraries.

Ms. Martha Gould, Representing the Nevada Library Association and the Nevada School Librarian Association spoke in support of S. B. No. 19. She said that it is important to educate students at a young age in the basic library skills. She expressed a concern that the library assistants employed by many school districts within the state have skills in the library but do not have the necessary knowledge to help children develop the critical skills for reading, writing and listening.

SENATE BILL NUMBER 20

Dennis and Maralyn O'Conner spoke in support of S. B. No. 20. This testimony is Exhibit G. They also spoke in support of S. B. No. 25 (Exhibit H). Mr. and Mrs. O'Conner submitted amendments to NRS 2.410 and NRS 2.420. These suggested amendments are listed as Exhibit I.

Mr. Joseph Anderson, State Librarian of Nevada spoke in support of all of the library bills before the committee, (S. B. No. 19, 20, 21, 22, 23, 24, 25, 26, and 168). Mr. Anderson reiterated much of what was said by librarians who spoke on the subject February 10, 1981. He expressed a concern for state impact of S. B. No. 22 that had not previously been identified.

Vice Chairman Kosinski asked Mr. Anderson to see Mr. Ed Schorr, Deputy Fiscal Analyst to explain where he feels there is state impact that has not as yet been identified.

Senator Kosinski asked Ms. Gould why the libraries preserve circulation records.

Ms. Gould said that they would prefer not to preserve these records. She said that by virtue of the type of records that have been used in Nevada, the records have been preserved. She said that manual records in which a card is used for each individual book, may hold the names of as many as 50 borrowers. Each time a book is checked out, the name of the individual is recorded on the card. The card is not disposed of until it is filled, leaving a record of all people who have checked out a particular book during the life of the card. She

Senate Committee on Human Resources and Facilities
February 11, 1981

mentioned another type of system in use in many libraries. This is the use of microfilm on which a record is kept of library books checked out, to whom they are checked out, and the date when the books become due. She said that one piece of microfilm may hold a great number of books. The piece of microfilm must be kept until all books listed on that particular piece of film have been recovered. This system can keep circulation records around for some time. She said that the new computer system being used in Washoe County, UNR, and Clark County allows for a particular circulation record to be destroyed as soon as a book is returned. The problem with this system exists when a book is currently checked out and the record is kept until the book returns to the library. Ms. Gould said that inventory of library materials tie in with circulation records, and when books are not returned, the record of that is kept for the operation of the library.

Ms. Gould added that a law protecting the privacy of persons who check out books from the library provides a great deal of protection and costs nothing to provide that protection.

SENATE BILL NUMBER 26

Senator Kosinski asked why it is necessary to allow Supreme Court Decisions to be distributed to high schools within the state free of charge.

Ms. Joan Kerschner, Nevada State Library responded that several high schools throughout the state have established courses in which this information is necessary for students to complete their assignments. She said that these schools have been paying for copies of the decisions in the past, and added that they should be provided to the schools for free upon that school's request.

Senator Getto asked why the Supreme Court Decisions should be offered to the libraries of the Nevada prisons and state mental health institutions.

Ms. Kerschner said that there is a great demand for legal materials in these institutions. She said that if outside libraries lend these materials to them, they have no control over the materials once they have been loaned. She said that these materials should be made available to these institutional libraries.

Senate Committee on Human Resources and Facilities
February 11, 1981

SENATE BILL NUMBER 168

Mr. Ray Knisley, citizen of the State of Nevada expressed a concern over the 6000 population figure within the bill. He said that he feels that this would constitute a violation of civil rights.

SENATE BILL NUMBER 8

Dr. Vernon Rowley, Director Research and Development, Carson City School District presented testimony to the committee in support of S. B. No. 8. This testimony is listed as Exhibit J.

At this point in the meeting Chairman Neal returned to chair the meeting.

Mr. Robert Neilson, Representative Builders Association of Northern Nevada spoke in opposition to S. B. No. 8. He expressed a concern that it provides for a regressive tax. He said that it is unfair to those on fixed incomes. He said that he feels that the bill would be a deterrent to builders, developers, and people moving into the smaller communities.

Mr. Bryce Wilson, Representative, Nevada Association of Counties, and Member, Douglas County Planning Commission said that the commission has asked developers to contribute money on a per house basis for the construction of schools. He said that this has to some extent been a deterrent to the building of new homes in Douglas County, but added that the commission feels that this is a reasonable method for providing the facilities needed when there is a significant increase in population in the district. He said that the Nevada Association of Counties and the Douglas County Planning Commission support S. B. No. 8.

SENATE BILL NUMBER 62

Mr. Richard Wagner, Pershing County District Attorney spoke in support of S. B. No. 62. He said that frequently a person may be passing through Pershing County and an accident may occur to that person, if the person is transported to a hospital facility in another county, that county

Senate Committee on Human Resources and Facilities
February 11, 1981

looks to Pershing County to pay any bills that are uncollectable due to the patient's indigency, or lack of payment. He said that this has currently amounted to about \$250,000 in indigent bills for Pershing County. Mr. Wagner stated that studies done by the Greater Nevada Health Systems Agency have shown that for the years 1976-1977 33.9 percent of the county's entire budget was used to pay for medical care. At the same time, larger counties are running less than 10 percent. He added that in 1979 31 percent of the entire budget went to health care and currently the county has a hospital that is going broke. He asked the committee to support the bill.

The Chairman asked anyone else wishing to speak, to return on Thursday, February 12, 1981 at 9:00 a.m.

There being no further business the meeting adjourned at 11:00 a.m.

Respectfully submitted:


Connie Richards, Committee Secretary

APPROVED:


Senator Joe Neal, Chairman

DATE: Feb 11, 1981

SENATE AGENDA

COMMITTEE MEETINGS

Committee on Human Resources and Facilities, Room 323.

Day Wednesday, Date February 11, Time 9:00 a.m.

S. B. No. 8—Enlarges number of school districts in which tax on residential construction for school buildings may be imposed.

S. B. No. 62—Transfer cost of care for indigent patients from other counties to county where treated.

ATTENDANCE ROSTER FORM

SENATE COMMITTEE ON HUMAN RESOURCES AND FACILITIES

DATE: February 11, 1981

page 1 of 2

NAME	ORGANIZATION & ADDRESS	TELEPHONE
WENDELL NEWMAN	Dept. of ED	895 3100
Joyce Woodhouse	Nevada State Education Assoc	882-5574
MARtha GARD	NEVADA LIBRARY ASSOC	785-4039
Don Hataway	Carson City	882-5114
Joyce Jones	Nevada State Lib	885-5145
Joe Cochran	City of North Las Vegas	885-2121
CHUCK NEELY	CLARK COUNTY SCHOOL DIST	
UP Rowley	Carson City School Dist	
Richard Wagner	Pershing County D.A.	
JACK KENNEDY	SO NEW HOME BUILDERS	870-724
J. Fabiani	St. T. ...	4771
Jack Warnerke	Carson City Bd of Supv.	882-511
Charles K... ..	Nevada State Library	68
Karl	Interstate	
William Bunker	Federated Firefighters	883
...	...	
...	...	
...	...	
Marianne Campbell	Nevada Minors + Proprietors	27
...	...	82-5...
...	...	885
Ken Jensen	Greater Nevada HSA	323-1 1
...	...	12 3
Vespa J. Anderson	state Librarian	85-5
D.	state Law Librarian	887

S. B. 24

**SENATE BILL NO. 24—COMMITTEE ON HUMAN
RESOURCES AND FACILITIES**

JANUARY 20, 1981

Referred to Committee on Human Resources and Facilities

SUMMARY—Establishes demonstration program of teacher internships. (BDR S-236)

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

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

AN ACT relating to teachers; establishing a demonstration program of teacher internships; creating a state internship committee; providing for local internship committees; establishing qualifications and procedures for the selection of teacher interns and master teachers; setting forth the duties and conditions of employment of interns and master teachers; making an appropriation; and providing other matters properly relating thereto.

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

- 1 **SECTION 1.** The legislature hereby declares that it is in the interest of
2 the state to support programs which will improve the competency of
3 teachers in the public schools. One such program, designed to improve
4 the competency of new graduates entering the teaching profession, is the
5 teacher internship program in which a person who holds a bachelor's
6 degree and a teacher's certificate from the department of education may
7 continue training during his first year of teaching by serving as an intern
8 under the guidance of a master teacher.
- 9 **SEC. 2.** 1. A state internship committee is hereby created to admin-
10 ister the teacher internship program at the state level.
- 11 2. The committee consists of:
- 12 (a) The superintendent of public instruction, who is the chairman;
13 (b) One person selected by the Nevada State Education Association;
14 (c) One person selected by the Nevada Association of School Admin-
15 istrators;
16 (d) One person selected by the Nevada Association of School Boards;
17 (e) One person selected by the college of education of the University
18 of Nevada, Reno; and
19 (f) One person selected by the college of education of the University
20 of Nevada, Las Vegas.

1 3. The committee may adopt such regulations as are necessary to
2 carry out the purposes of this act. The provisions of chapter 233B of
3 NRS apply to the adoption of these regulations.

4 4. Each member of the committee is entitled to the traveling expenses
5 and subsistence allowances provided by law for state officers and employ-
6 ees when attending meetings of the committee. Claims must be submitted
7 to the department of education.

8 SEC. 3. 1. The board of trustees of any school district which seeks,
9 or is asked to consider, one or more applications of persons to serve as
10 master teachers in the teacher internship program shall establish a local
11 internship committee to review the applications and make recommenda-
12 tions and to oversee the operation of the program at the district level if
13 the district becomes a participant.

14 2. The local internship committee consists of:

15 (a) One person selected by the board of trustees to represent the
16 administrative staff of the school district;

17 (b) One person selected by the local association of classroom teachers;

18 (c) One person selected by the college of education of the University
19 of Nevada, Reno or of the University of Nevada, Las Vegas, whichever is
20 closer; and

21 (d) When internship arrangements are final, all of the teacher interns
22 of the district, together with the master teachers assigned to work with
23 them.

24 3. Each member of the committee is entitled to traveling expenses
25 and subsistence allowances in the amount provided by law for state
26 officers and employees when attending meetings of the committee. Claims
27 must be submitted to the department of education.

28 SEC. 4. The state internship committee shall adopt standards and
29 procedures for the approval of master teachers and candidates for teacher
30 internships, for the allocation of internship positions among school dis-
31 tricts and for the approval of individual internship arrangements.

32 SEC. 5. 1. A person may apply to the state internship committee for
33 approval as a candidate for a teacher internship if:

34 (a) He holds, or expects to hold before the beginning of the intern-
35 ship, a bachelor's degree;

36 (b) He holds, or expects to hold before the beginning of the intern-
37 ship, a certificate from the department of education authorizing him to
38 teach in the elementary or secondary schools;

39 (c) He has been, or is available to be, employed as a teacher in a
40 school district of this state for the year of the internship; and

41 (d) He meets such other requirements as are prescribed by regulation
42 of the state internship committee.

43 2. The state internship committee shall review and evaluate all appli-
44 cations and shall compile a list of approved candidates for teacher intern-
45 ships for the next succeeding school year.

46 SEC. 6. 1. A person may apply to the state internship committee for
47 approval to serve as a master teacher if:

48 (a) He is an experienced teacher;

49 (b) He is employed as a teacher in a school district of this state and

1 has been, or expects to be, reemployed for the next succeeding school
2 year;

3 (c) The local internship committee of that school district has recom-
4 mended, and the board of trustees of the district has approved, his
5 inclusion on the list of persons approved to serve as master teachers; and

6 (d) He meets such other requirements as are prescribed by regulation
7 of the state internship committee.

8 2. The state internship committee shall review and evaluate all appli-
9 cations and shall compile a list of persons approved to serve as master
10 teachers for the next succeeding school year.

11 SEC. 7. The board of trustees of a school district may select a
12 teacher intern from the list of approved candidates and establish an
13 internship for him for the next succeeding school year if:

14 1. A master teacher approved by the state internship committee is
15 available in the district to work with the intern;

16 2. The state internship committee allocates to the district the intern-
17 ship position in question;

18 3. The person who is to serve as an intern has been, or will be,
19 employed as a teacher in the district for the year of the internship; and

20 4. The internship arrangements are approved by the state internship
21 committee.

22 SEC. 8. 1. The state internship committee, with the assistance and
23 cooperation of the local internship committees, shall design a system for
24 assessing the needs of teacher interns in order to assist them in improving
25 their competency as teachers.

26 2. Each local internship committee, with the assistance and coopera-
27 tion of the state internship committee, shall assess the needs of the indi-
28 vidual teacher interns in its district and shall prescribe a course of study
29 for each intern as a requirement of his internship, including graduate
30 courses offered by the college of education of the University of Nevada,
31 Reno or the University of Nevada, Las Vegas and other training and
32 experience as appropriate.

33 3. During the year of the internship, all teacher interns shall partici-
34 pate in a graduate seminar offered by the college of education of the
35 University of Nevada, Reno and the University of Nevada, Las Vegas for
36 persons in the internship program. The tuition for the seminar must be
37 paid initially by the intern. The intern is entitled to reimbursement from
38 the department of education in accordance with procedures established
39 by the department.

40 4. Each intern is entitled to traveling expenses and subsistence allow-
41 ances in the amount provided by law for state officers and employees
42 when attending the seminar. Claims must be submitted to the department
43 of education.

44 5. The board of trustees of a school district shall take into account,
45 for purposes of its salary schedule, all graduate credits earned by an
46 intern as part of the internship program.

47 SEC. 9. 1. Each teacher intern must be employed for the year of the
48 internship as a beginning classroom teacher in the school district which
49 selected him.

50 2. The basic provisions of the intern's contract must be the same as

1 those for other beginning classroom teachers in the district. The appro-
2 priate salary level must be determined according to the salary schedule of
3 the district. Retirement benefits, insurance benefits and payment policies
4 must be the same as for other teachers in the district.

5 3. The provisions of chapter 391 of NRS govern the employment of
6 an intern just as they govern the employment of other beginning class-
7 room teachers. The school district shall not discriminate between interns
8 and non-interns in employment practices.

9 4. The intern shall perform his duties under the direct supervision of
10 the principal of his school, with the advice and guidance of the master
11 teacher and the local internship committee. The principal is responsible
12 for evaluating the intern's performance. He shall consult with the master
13 teacher and the local internship committee as appropriate in supervising
14 the intern and conducting the evaluation. The year of the internship con-
15 stitutes the first year of probation for the intern.

16 SEC. 10. 1. The state internship committee shall prescribe the gen-
17 eral duties and functions of a master teacher. The duties must include
18 allocating approximately 20 percent of his time to his position as a master
19 teacher.

20 2. The local internship committee shall prescribe the specific duties
21 and functions of master teachers in its district, consistent with the gen-
22 eral duties and functions prescribed by the state committee.

23 3. The contract between a school district and a person selected to
24 serve as a master teacher must set forth the duties to be assigned to the
25 master teacher and the conditions of employment during the year of the
26 internship.

27 SEC. 11. If a school district participating in the teacher intern pro-
28 gram employs a substitute teacher to perform those duties which the mas-
29 ter teacher would be performing if he were not devoting 20 percent of
30 his time to his duties as a master teacher, that district is entitled to reim-
31 bursement from the department of education. The department shall
32 establish procedures for reimbursing school districts for amounts actually
33 expended for this purpose, not to exceed 20 percent of the salary of the
34 master teacher.

35 SEC. 12. 1. All master teachers shall participate in a graduate train-
36 ing program offered by the college of education of the University of
37 Nevada, Reno and the University of Nevada, Las Vegas, beginning in the
38 summer preceding the year of the internship and designed to assist master
39 teachers in carrying out their duties and functions.

40 2. The tuition for the graduate training program must be paid ini-
41 tially by the master teacher. The master teacher is entitled to reimburse-
42 ment from the department of education in accordance with procedures
43 established by the department.

44 3. Each master teacher is entitled to traveling expenses and sub-
45 sistence allowances in the amount provided by law for state officers and
46 employees when attending the graduate training program. Claims must
47 be submitted to the department of education.

48 4. The board of trustees of a school district shall take into account,
49 for purposes of its salary schedule, the graduate credits earned by a
50 master teacher in the graduate training program.

1 **SEC. 13.** Each person serving as a master teacher is entitled to
2 receive a stipend of \$500, or the equivalent value in graduate courses,
3 from the department of education for the year of the internship. The
4 department shall establish procedures for payment of the stipends and
5 for reimbursement in an amount not to exceed \$500 for tuition paid by
6 a master teacher for graduate courses.

7 **SEC. 14.** 1. The teacher internship program is established as a dem-
8 onstration program for a period of 2 years.

9 2. The state internship committee shall allocate to school districts in
10 northern Nevada 10 internship positions for the school year 1981-1982
11 and 10 positions for the school year 1982-1983.

12 3. The state internship committee shall allocate to school districts in
13 southern Nevada 10 internship positions for the school year 1981-1982
14 and 10 positions for the school year 1982-1983.

15 **SEC. 15.** There is hereby appropriated from the state general fund to
16 the department of education the sum of \$118,266 for the fiscal year end-
17 ing June 30, 1982 and \$126,458 for the fiscal year ending June 30, 1983,
18 to carry out the purposes of this act.

19 **SEC. 16.** 1. This act shall become effective upon passage and
20 approval.

21 2. This act expires by limitation on June 30, 1983.

Ⓢ

PREAMBLE

The sub-committee believes there should be established by virtue of a statewide plan, an expanded teacher preparation program in Nevada, and ultimately, all beginning teachers in Nevada should have experienced a minimum of five years of preparation. However, this proposed teacher internship is currently designed as a pilot program to operate simultaneously with the existing four-year teacher preparation training with the University of Nevada System.

The committee believes the educational community representing teachers, administrators, school boards, the University System and the State Department of Education possess the intellectual and technical resources to develop an effective program for expanded teacher preparation and improved continued professional development. The committee believes greater attention must be given to the induction process whereby well qualified and only well qualified students may be allowed into teacher preparation programs. Likewise, it is imperative that professional development programs provide a wider range of more intense training experiences for future teachers.

The committee further believes the opportunity exists whereby internship programs designed to advance the professional development of school principals could be patterned after the teacher internship program as it appears on the following pages.

In the preparation of professional teachers, five areas of study are indicated to complete the full preparation of teachers for our public schools. They include (1) General Education, which is

required of all students in the University programs; (1) Subject Specialty--this would include the area of areas in which the teacher will be teaching; (3) Undergirding Disciplines related to teaching, normally including Psychology, Sociology, Anthropology and Philosophy; (4) Educational Foundations, which are the direct application of the Undergirding disciplines that include Educational Psychology, Educational Sociology, and so forth; (5) Professional Studies, which include direct instruction in and experience with the actual practice of the profession. It is this last area of concern that relates to a fifth year internship to which the concern of this study committee is directed.

The committee sees six distinct areas that need further consideration and development. They are: (1) the initial screening with standards and processes for admission to teacher training; (2) pre-service training; (3) bridging between pre-service and in-service training programs; (4) ongoing evaluation of teacher and principal competencies; (5) provisions for currently employed personnel to upgrade their skills and abilities; and (6) the relationship of each of these to teacher certification. Inasmuch as the sub-committee has been charged with considering and developing the third area, and do not feel the other areas are currently within the scope of the committee's responsibility, the following teacher internship program is proposed for consideration.

In conclusion, the committee believes all facets of a professional development program for teachers must be treated equally in relation to each other and that the funding, design, implementation and evaluation of such a program must be considered jointly in the overall picture of educational staff improvement.

**PROPOSED PROFESSIONAL DEVELOPMENT CONCEPT
FOR THE IMPROVEMENT OF TEACHER TRAINING
IN NEVADA**

NEVADA TEACHER INTERNSHIP PROGRAM

The Nevada Teacher Internship Program is regarded as a pre-service intern training concept as opposed to an inservice concept. This program is subject to completion of teacher preparation training at the bachelors degree level and admission is contingent upon meeting minimum standards of excellence.

Further, this internship program is designed to accommodate the assessed needs of each individual teacher trainee accepted into the program, and will provide for classroom teaching experiences throughout the entire internship experience.

Further, this program is proposed with the intention of improving teacher competencies in Nevada's public schools.

The internship program will serve as a fifth year of teacher preparation immediately following graduation from the College of Education at either UNLV or UNR. This training concept is designed to accommodate 10 interns enrolled at UNLV and 10 interns enrolled at UNR. These 20 interns will serve as the pilot group under the intern program for a period of one year, however, this pilot project will run for two years. Therefore 40 interns will be trained during a two-year period.

TEACHER INTERNS

All interns shall be paid by the local participating school district at the appropriate teacher salary level for certified teachers

payment under an employment contract executed and signed by both the intern and the school district. Payment of salaries shall be consistent with payment policies for other certified teachers.

All interns shall be afforded retirement benefits as provided for certified teachers of the district and likewise shall enjoy the same insurance programs consistent with those for certificated employees.

Such interns shall be employed by the participating school district in accordance with Nevada Revised Statutes and shall have probationary rights and responsibilities as set forth in NRS 391. The employer shall not discriminate between interns and non-interns in employment practices. This means that the internship period and the probationary period shall run concurrently.

Interns shall be reimbursed for the cost of additional courses required at UNR or UNLV as a part of their internship training, and reimbursement shall be paid for by the State Department of Education.

Every intern will be required to participate in a seminar offered by the College of Education at UNR or UNLV during the school year. Courses taken by the interns must be graduate level and credits for such courses may apply to movement on the local school district salary schedule.

During the pilot phase of the project, only school districts where master teachers can be identified to assist interns may apply for interns to come to that district. In districts where master teachers cannot be identified for such assistance, or where no currently employed certified teacher will consent to serving as a master teacher, a program of regional internships may be established, but no such regional program shall be attempted until the initial two-year pilot phase has been implemented and evaluated. A regional teacher internship program may be

developed after the pilot phase¹ has been properly evaluated and deemed to be successful.

Interns, as employees, will be supervised by the building level or site administrator, namely the principal. The master teacher and the university representative shall have no administrative supervisory rights or responsibilities.

No intern shall be permitted into the internship program who has not first made application to the State Internship Committee with supporting evidence of successful completion of all undergraduate course work, and any other information or documents as required by the State Internship Committee. Responsibility for selection and assignment from this pool shall rest with local board of trustees participating in the program.

The State Internship Committee shall be composed of one representative from the Nevada State Education Association, the State Department of Education, the Nevada State School Boards Association, the Nevada Association of School Administrators and each College of Education within the University of Nevada System.

Teacher interns shall be employed by only one school district for the duration of the internship, and such employment shall be on the basis of equal opportunity.

Before an intern can be accepted into the program, he/she must have been granted a certificate by the Superintendent of Public Instruction. Upon successful completion of the internship, the intern shall be granted a professional teaching certificate and recertification shall be waived for one renewal period.

A needs assessment survey shall be designed cooperatively by the State Internship Committee and the Local Internship Committee, utilizing the proposed position paper entitled "Teacher Education and the Application

¹Pilot phase is defined as that period to identify and draft solutions for problem solving.

of Standards" developed by the National Education Association. This survey shall be designed so as to provide maximum assistance to the intern and all course work and field training experiences shall be influenced by the Local Internship Committee. Factors to be considered in the needs assessment shall be learning opportunities provided by the local school district and course offerings at UNLV and UNR.

MASTER TEACHERS

A master teacher pool shall be established by the State Internship Committee. Selection of the master teacher for inclusion into the pool shall be by a screening process based upon criteria and standards as established and adopted by this body. Application to serve as a master teacher may be made to the Superintendent of Public Instruction who shall serve as chairman of the State Internship Committee. Applications shall include a personal vita, transcript of college education, a history of educational work experiences and recommendations. Only master teacher candidates as recommended by a Local Internship Committee and approved by the local board of trustees may be considered by the State Internship Committee for placement in the master teacher pool. Final selection and assignment of the master teacher is the responsibility of the local board of trustees.

Master teachers¹ selected shall be paid a stipend of \$500.00 per contract year, or take the equivalent value in college courses at the expense of the Department of Education. Stipends shall be paid directly to master teachers by the Department of Education. Such courses shall be graduate level courses offered at either UNLV or UNR. Such course credit may apply toward advancement on the salary schedule within the school district where employed. The master teacher shall sign a contract with

¹A master teacher is defined as a helping teacher for purposes of this document.

the school district which will outline the assignment of duties required to fulfill the role of the master teacher. General duties and functions of the master teacher shall be drafted and adopted by the State Internship Committee. Specific and detailed functions of the master teacher shall be drafted and adopted by the Local Internship Committee of professionals from within the local school district employing an intern.

This committee will be composed of one representative from the local administrative staff, the local classroom teacher association, and the College of Education at UNLV or UNR. The selected master teacher and the teacher intern shall also serve on the Local Committee. The specific and detailed functions as developed and adopted at the school district level shall be consistent with those adopted at the state level.

Special inservice training for the selected master teachers shall be provided during the summer preceding¹ and continuing through the academic year by the Colleges of Education at either UNLV or UNR, and shall be designed to provide maximum assistance to the master teacher and ultimately to the teacher intern.

PROPOSED REGIONAL TEACHER INTERNSHIP PROGRAM

This concept is designed with the rural counties in mind so as to establish a truly statewide teacher internship program in Nevada over the next several years. This design will embody nearly every feature of the pilot phase internship but due to sparsity of population and extensive distances between school districts and pupil attendance centers, it is necessary to plan for regional or satellite intern operations.

The regional concept would require the selected master teacher to be released from his/her teaching duties for the entire duration (one year) of the internship. The master teacher would be required to travel from a home base (likely the employing school district) to surrounding school districts to meet with the interns in those counties and to serve as a member of the local teacher internship committee in the respective school districts.

The master teacher would be reimbursed for travel and per diem expenses. Further the master teacher would suffer no loss of employee rights and benefits during this one year period, such as retirement credit, salary schedule movement, etc.

Master teachers serving in the regional program could apply to the State Teacher Internship Committee to be a master teacher for a second consecutive year if they so choose. However, no master teacher may serve in this intern assisting capacity more than two consecutive years without having gone back to a full time teaching position for a one year interim period.

Further development and refinement of the regional intern concept will be considered contingent upon passage of legislation for a teacher internship program in Nevada.

ADDENDUM II

QUESTIONS AND ANSWERS REGARDING
THE PROPOSED NEVADA TEACHER INTERNSHIP PROGRAM

TEACHER INTERNS

1. How will teacher interns be selected?

By application on appropriate forms submitted to the Superintendent of Public Instruction who shall chair the State Internship Committee. The committee shall make final selection of interns to be admitted to the pool of interns.

2. What criteria shall be used in selecting interns?

Evidence of successful completion of all undergraduate course work, and other information and documents as required by the State Internship Committee. They must also hold a certificate issued by the Superintendent of Public Instruction.

3. Who will evaluate the performance of interns?

The school building principal shall evaluate the intern as an employee of the school district with the assistance of the Local Internship Committee.

4. Who shall be the party to the intern contract?

The employing school district and the intern.

5. Who shall determine the intern needs assessment?

The Local Internship Committee and the State Internship Committee cooperatively.

When?

To be determined by the State and Local Internship Committees.

6. Can the intern needs assessment be modified during the course of the internship?
To be determined by the State and Local Internship Committee.
7. Will course offerings be influenced at the Colleges of Education?
Yes, for both interns and master teachers.
8. Will course work be on site (local district) or on the college campuses?
It may be offered at either location for interns and master teachers.
9. When during the day or week will course work be offered?
To be determined by the Local Internship Committee.
10. How many interns shall be trained during the two-year pilot phase of the internship program?
Twenty the first year and twenty the second year.
11. Where will the interns be placed?
To be determined by the State Internship Committee, however, no intern shall be placed in a school district where a master teacher cannot be identified or without permission of the local board of trustees.
12. What is the relationship of an intern to a probationary period?
Interns shall serve a probationary period as outlined in NRS 391.
13. What will be the ratio of elementary or secondary interns?
To be determined by supply and demand.
14. How does this program affect the recruitment of teachers?
It should have little adverse effect since interns shall serve as contracted personnel filling classroom vacancies.
15. What shall be the salary of interns?
The same as other first year certified teachers in a given district.

16. Who pays the intern?

The local school district.

17. Who pays for the intern course credit?

The state through a budget account within the State Department of Education.

18. What shall be the retirement and fringe benefits for interns?

They shall be consistent with school district policies for all other certified employees.

19. Who is responsible for day-to-day supervision of interns?

The building principal.

MASTER TEACHERS

20. Who selects the master teachers?

The State Internship Committee upon the recommendation and explicit approval of the Local Internship Committee.

How?

By submitting an application to the Superintendent of Public Instruction who shall serve as the chairman of the State Internship Committee. Such application shall be accompanied by a personal vita, transcript of college education, a history of educational work experience and recommendations.

21. How much released time shall be granted master teachers?

Approximately 20 percent or one period per day of a five-period school day.

* *Note: For the regional internship program, it is proposed master teachers be on full-time release from their classroom assignments.*

22. What shall be the stipend for master teacher?

\$500.00 per year or the equivalent value in college course work.

23. Who will pay the master teacher's stipend?

The state through a budget account within the State Department of Education will pay the stipend or the equivalent value in course work.

24. When will master teachers take courses preparing for this role?

During the summer preceding the internship program and during the academic year.

25. Will the master teacher have an employment contract for the performance of their duties?

Yes. A contract will be signed by the employing school district and the master teacher outlining their duties and responsibilities.

26. Will the current college preparatory program for teachers continue during the pilot phase of the internship program?

Yes. The current four-year training program at UNLV and UNR resulting in a B.A. degree and a certificate from the Department of Education will not be discontinued because of the Internship Program.

27. Will the local school board serve as the local employing authority of teacher interns?

Yes.

28. Will teacher certification requirements be changed as a result of the teacher internship program?

When the program is proven successful, a "professional" certificate could likely be developed for successful interns upon completion of their internship year. Also, certain re-certification requirements may be waived as an incentive for interns, however, any proposed certification changes will be referred to the Professional Standards Commission for development and recommendation for action by the State Board of Education.

TEACHER INTERNSHIP BUDGET

The cost figures projected below are predicated on certain assumptions and predictions which are subject to some change. However, these projections represent the best estimates of cost at this time for the 1981-82 school year. Cost estimates should be doubled for the biennium, plus 10 percent for inflationary increases have been added for the second year.

Each of these projected costs are unique to the internship program and would not necessarily be considered normal costs within a local school district budget or the Department of Education. Such costs as intern salaries, fringe benefits and substitute days for illness are considered normal school district costs.

No consideration is given in this addendum to the proposed regional internship program (Addendum I).

<u>Teacher Intern</u>	<u>Amount</u>
1. College credits: \$180.00 x 20 interns	\$ 3,600.00
2. *Per diem: \$58.00 x 2 days x 20 interns	2,320.00
3. Travel: 160 miles x 2 trips x .19/mi. x 20 interns	1,216.00
Sub-Total:	<u>\$ 7,136.00</u>
 <u>Master Teacher</u>	
4. Annual Stipend: \$500.00 x 20 teachers	\$ 10,000.00
5. College credits: \$180.00 x 20 teachers	3,600.00
6. **Displacement costs: 20% of master teacher costs	81,920.00
7. *Per diem: \$58.00 x 2 days x 20 teachers	2,320.00
8. Travel: 160 miles x 2 trips x .19/mi. x 20 teachers	1,216.00
Sub-Total:	<u>\$ 99,056.00</u>
 <u>College Representative</u>	
9. *Per diem: \$58.00 x 9 days x 2 representatives	\$ 1,044.00
10. Travel: 160 miles x 9 trips x .19/mi. x 2 reps.	547.20
Sub-Total:	<u>\$ 1,591.20</u> (For participation in Local Internship Committee)
 <u>State Internship Committee</u>	
11. Per diem: 6 members x \$18.00 x 12 days	\$ 1,296.00
12. Travel: 6 members x .19/mi. x 1000 miles x 6 days	6,840.00
13. Lodging: 6 members x \$40.00 x 6 nights	1,440.00
Sub-Total:	<u>\$ 9,576.00</u>

* Per diem includes meals @ \$18.00 and lodging at \$40.00 per day.

Local Internship Committee

14. *Per diem:	4 members x \$10.00 x 9 meetings	\$ 360.00
15. Travel:	*4 members x .19/mi. x 80 miles x 9 mtgs.	547.20
Lodging:	Not Anticipated	
		<u>\$ 907.20</u>
*Does not include college representatives		
		<u>\$118,266.40</u>
**Add 10 percent for inflation cost increase		<u>8,192.00</u>
GRAND TOTAL PER YEAR		<u>\$126,458.40</u>

Explanation

Teacher Intern

1. Assuming each intern (20) takes 6 hours of seminar per year @ \$30.00 per credit hour or a maximum of \$180.00 flat grant.
- 2 and 3. Assuming each student is required to travel to the campus once each semester where per diem is appropriate. In some cases this may include students who have farther distances to travel. As an example, some may have a distance of 80 miles one way.

Master Teacher

4. Assuming a stipend of \$500.00 per year for 20 master teachers. This further assumes one master teacher for each intern.
5. Assuming each master teacher (20) takes 6 hours of credit per year @ \$30.00 per credit hour or a minimum of \$180.00 flat grant.
6. The average salary for a Nevada teacher in 1980-81 is \$16,191.00. Assuming fringe benefits cost an additional 15 percent, the total cost rises to \$18,619.00. Assuming a 10 percent increase in salary for the 1981-82 school year, the teacher cost now becomes \$20,480.00. Therefore, requiring 20 percent or 1/5th of the master teacher's salary for displacement cost equals \$4,096.00 per teacher times 20 master teachers.
- 7 and 8. Assuming a per diem as explained in #2 and #3 above.

College Representatives

9. Assuming each of the two college representatives travels to a local internship committee meeting once per month per academic year.
10. Assuming travel as explained in #8 above and also assuming some of the local internship committee meetings are located an average distance of 80 miles from the college campus.

State Internship Committee

11, 12, and 13. Assuming the committee (1 NSEA representative, 1 NSSBA representative, 1 NASA representative, 1 Department of Education representative, 2 College of Education representatives) meets six times per year for two days at each meeting and using State of Nevada travel, lodging and per diem allowances. It is further assumed meeting locations would rotate between Las Vegas and Reno.

Local Internship Committee

14 and 15. Assuming this committee (administrator, association representative, master teacher and intern) would meet once per month during the academic year within the participating school district. Also assuming the committee would meet after school hours and continuing after the dinner hour.

RECOMMENDATION

That the report of the select committee to the A.B. 848 study sub-committee becomes the property of the study sub-committee and the Superintendent of Public Instruction be charged with assisting in the drafting of suggested legislation as described in the final Nevada Teacher Internship Program Proposal.

WKN

6-17-80

17.



University of Nevada, Las Vegas
College of Education
Statement in support of SB 24
Submitted by Dr. Evalyn T. Dearmin,
Assistant Dean

I regret that I could not personally deliver these remarks in support of SB 24, the internship bill. I submit this statement in behalf of Dean Richard Kunkel and our faculty.

Our college has observed with great interest the work of two legislative study committees which have dealt with the internship issue since 1977. The work of the first study committee resulted in the creation of the Professional Standards Commission, a significant step forward in the effort to improve teaching as a profession in the State of Nevada.

The second recommendation of that early study committee, the establishment of a pilot internship program, has been thoroughly debated this past year. Our college was pleased to have been a part of the collaboration among representatives from state and local teacher associations, administrator and superintendent associations, the school board association, the state board of education, state legislators, and colleagues from our sister college in the north at UNR.

It is one of the first times I know of that legislation concerning the improvement of teacher preparation in this state has been conceived and pursued through a political process which involved such a broad coalition of all educational constituencies in the state. For these constituencies to have arrived at a consensus on the specifics of implementing an internship is a remarkable achievement in itself. The State Legislature asked education to get its act together and we did. The bill before you represents a great deal of dispute and compromise. Mostly it represents our common will to train teachers more effectively--to move toward a professional model of teacher training which will assure "safe" practice with children in schools. And the hallmark of professionalism is safe practice. We believe the longer scrutiny of the entry-level teacher by master teachers in schools in concert with the support system which would be provided by university staff and intern committees would produce a better teacher sooner.

The college of education will provide the assistance delineated in the bill. Higher education is assigned the role of professional development of the master teacher through course work and consultation rather than direct intervention with the intern. We shall prepare the course work necessary to carry out the provisions of this legislation, and we look forward to the time when such course work can be offered in rural areas of the state. We view the in-service training of master teachers as an important obligation.

We also accept the shared role higher education would play on the local internship committees and the state internship committee. We feel the cooperative nature of the committees would benefit our college as we direct our programs more intensively to the field and more particularly to rural populations and special populations. UNLV can contribute significantly to this shared enterprise because of our six-year involvement with an internship as part of a Teacher Corps project. Nye County has already benefited greatly from the project--as have we.

The colleges of education are sensitive to the accusation that we are interested in an internship merely as a "grab" for greater control of teacher preparation. I hope our behavior as faculty members and as a college belies that accusation. The issue of "quality control" which prompted the legislation initially is importantly our issue. The question of teacher excellence is being raised not just by various publics but by us. The American Association of Colleges of Teacher Education to which both colleges of education belong through institutional memberships strongly supports the extended certification process, including the internship, which would lead to licensing or to a professional certification. The primary focus of the AACTE national convention which begins next week in Detroit is "excellence in teaching."

Our college has recently completed a planning process through a three-day rural retreat in Tonopah with the Nye County School District and another urban retreat with the Clark County School District. We said at the conclusion of the work of the internship study committee that we were committed as a college to a review and reorganization of our undergraduate and graduate programs. We are concluding that planning now. We feel we understand the needs of our constituents. And we find the internship legislation consistent with our present planning. We believe it is timely that administrators, teacher associations, and professionals in the field assume a shared role during the transition period from pre-service education to established practice.

Although mandatory internships for all entry-level teachers have recently been legislated in New York and Oklahoma, we feel the more cautious, experimental approach called for in the Nevada legislative bill to be the wiser approach. We need to explore together to find the model which suits us best. The College of Education at UNLV is very much committed to that task.

February 10, 1981 .

Secondary Education - General Education

July 1980

Undergraduate secondary education majors accepted into the College of Education after January 1, 1979, must meet these requirements. A course may be counted as part of the major or minor and also as part of general education. However, the same course cannot satisfy two requirements in general education.

	<u>Minimum Credits</u>
<u>Communication Skills and Humanities</u>	15
English 101-102 (6), Speech 113 (3), English 321 (3), Art, English, Music and/or Philosophy (3)	
<u>Social Science</u>	9
United States and Nevada Constitutions must be studied (3 or 6) Both Constitutions: History 111 or Poly. Sci. 103 Nevada: History 102, History 217, or Poly. Sci. 208 United States: History 101 Courses in History, Political Science, Economics, Sociology, Cultural Geography (such as 106, 109), cultural Anthropology (such as 101), or C.I. 448 (Economics Education) are acceptable. (6 or 3)	
<u>Psychology 101 (general)</u>	3

For Bachelor of Arts Degree in Education

Foreign Languages...14 credits--Two high school entrance units each in two languages or four high school entrance units in one language meet this requirement. The requirement can also be met by completing 14 credits of a single foreign language. (For example: FL 101, 102, 203, 204)

A placement test administered by the Department of Foreign Languages and Literatures will help students entering with high school credit in a language to determine which specific course should be the college starting point.

Science...6 credits... Mathematics may be accepted, but at least 3 credits must be in science. Anthropology 102, Geography 103, Geog, RNR 335, and similar courses are acceptable.

For Bachelor of Science Degree in Education

Biological and Physical Sciences (including laboratory) 10
At least two sciences must be studied. Mathematics may be offered.

Foreign Language or Cultural Requirement. One of the following options:

- Option 1: Completion of two years of foreign language in the secondary school.
- Option 2: Completion of one year of foreign language in college.
- Option 3: Five credits in such courses as these: Anthropology 265, 267, 355, 360, 362, 363, 365; EdFM 421, 422; Spanish 231, 233.

A total of 128 semester credits are required for graduation. Of these, 40 must be upper division credits.

Students wishing to qualify to teach English as a second language may take English 281 as part of the humanities requirement and English 411 and English 438 as the cultural requirement (option 3) toward meeting certification requirements.

Secondary Education

Professional Sequence

July 1980

Prospective teachers should plan to complete the following courses prior to student teaching:

EDFM 101	Educational Experiences	3 credits
C.I. 250	School Laboratory Experiences	3 "
CAPS 330	Educational Psychology	3 "

In addition, the following courses must be completed prior to graduation:

CAPS 400	Introduction to Counseling and Guidance	3 credits
C.I. 409	Handicapped Learners in the Regular Classrm.	3 "

and one of the following:

C.I. 439/939	The Junior High/Middle School	} 3 credits
C.I. --- ---	Special Methods in Minor	
C.I. 404/604	Reading in the Secondary Schools*	

*(required for all students in Language Arts, English, Journalism and Speech)

NOTE: CAPS 331 is not required. 18 credits

Juniors should submit applications to Dr. Trent for student teaching in March for either the fall or spring semester of the following academic year. Student teaching should be done in the semester in which the special methods course is taught.

- Fall: Business Education, Industrial Education, Social Studies
- Spring: Art, English, Foreign Language, Music
- Both: Mathematics, Physical Education, Science

A professional semester program, including student teaching, is offered for seniors or graduate students who have met these requirements:

1. A reasonable broad program of general education
2. A teaching major approved by the Division of Curriculum & Instruction. The GPA must be at least 2.3 and a substantial amount of the work recent.
3. An acceptable teaching minor. The GPA must be at least 2.0.
4. An overall GPA of 2.0 (C average).
5. Proficiency in the English language may be demonstrated by presenting an appropriate ACT score or by passing the College of Education Language Proficiency Examination.
6. Speech and Hearing clearance.
7. At least one full semester of residence at the University of Nevada, Reno. Successful completion of 15 semester credits may be accepted as meeting this requirement, even if done in summer sessions or in more than one semester. Correspondence credit is not included in this total.
8. A physical examination immediately prior to the student teaching. Forms for reporting this examination may be obtained in the office of the Division of Curriculum & Instruction. (Dr. Johns, EB Room 216)

WEEKS 1 - 8	PROFESSIONAL SEMESTER - 16 credits)	WEEKS 9 - 16
C.I. 428	General Methods (2)	C.I. 457 Supervised Teaching (8)
C.I. ---	Special Methods in Major (3)	
C.I. 420/620	Multicultural Education (3)	

UNIVERSITY OF NEVADA · RENO

RENO, NEVADA 89557 • (702) 784-6915



SPECIAL EDUCATION
DIVISION OF CURRICULUM AND INSTRUCTION
COLLEGE OF EDUCATION

The Special Education Program is a unit of the Division of Curriculum and Instruction, functioning within the parental framework of the College of Education. The College of Education is fully accredited by the Northwest Association of Secondary and Higher Schools and Colleges, as well as the National Council for Accreditation of Teacher Education.

The Special Education Program strives to prepare effective and professional personnel. A graduate of this program is a certified teacher fully qualified to work in the area of learning disabilities, emotional and behavioral disorders, or mild or severe mental retardation.

Special Education provides inservice as well as preservice and conducts numerous workshops to familiarize increasing numbers of teachers with the full impact of PL 94-142 and the Education of the Handicapped Act 504 and the full spectrum of skill and knowledge necessary to teach the special child.

Bachelor's Degrees: Status sheets for Special Education requirements available in office _____ attached _____

Bachelor of Arts in Special Education: 128 credits in major interest courses in Special Education plus enrichment foreign language, English, or literature courses as stipulated in the General Catalog.

Bachelor of Science in Special Education: 128 credits in required Special Education courses plus electives.

Advanced Degrees Offered:

Master of Arts (M.A.) in Special Education: Requires a minimum of 30 semester credits - 24 semester credits of course work and six credits of thesis. Written comprehensive examination may be required and defense of thesis is required.

Master of Education (M.Ed.) in Special Education: Requires a minimum of 32 semester credits of course work, professional paper, written comprehensive and oral comprehensive examinations.

Educational Specialist Certificate - aka Six Year Specialist Degree: Socialization beyond the master's degree in the area of Special Education. Requires professional teaching certificate based on bachelor's degree and master's degree from an accredited college or university plus at least two years successful teaching or other related experience.

Doctor of Education (Ed.D.): Requires 90 credits of approved coursework beyond the bachelor's degree. Written comprehensive examinations, thesis or dissertation, and oral examinations or thesis defense.

A DIVISION OF THE UNIVERSITY OF NEVADA SYSTEM

SEQUENCE OF UNDERGRADUATE PROGRAM

Freshman: Fall Semester

C&I 110	3 cr	Freshman practicum
English 121	3	Comp. & Rhetoric
* Science Elective	3	Any 3 credit science
Psychology 101	3	General Psychology
** History 111 or Poly Sci 103 or History 101	3	Constitution & History Requirement
Elective	1	
	<u>16</u> credits	

** US & Nevada Constitution requirement can be satisfied by taking one of the following combinations:

- 1) Poly Sci 103
 - 2) History 111 or History 101 and 102 - U.S. History
- In any case, every student must have 6 credits in History or Poly Sci or a combination of both

* Home Economics 121 Human Nutrition is an acceptable Science Elective

Freshman: Spring Semester

English 102	3 cr	Composition & Rhetoric
EDFM 101	3	Educational Foundations
Economics 101	3	Micro Economics
*** Lab Science Requirement	4	
History Requirement	3	Optional
	<u>16</u> credits	

*** Lab Science may be in any natural science area

Sophomore: Fall Semester

C&I 310	3 cr	Survey of Special Education
C&I 270	3	Human Growth and Development
Math 173	3	Math for Elementary School
Speech 221	3	Interpretative Reading
Elective	3 - 6	
	<u>15 - 18</u>	

Sophomore: Spring Semester

Math 174	3 cr	Math for elementary schools
C&I 311 (LD Majors)	3 cr	Intro to LD/BD
C&I 300	3	Reading
English 321	3	Expository Writing
* C&I 311 or elective	3	Intro to LD
	<u>15</u>	

* LD majors must take C&I 311 - MR majors may choose elective

JUNIOR: Fall Semester

EXHIBIT F

C&I 471	4 cr	Assessment
CAPS 401 or 400	3	Elementary Counseling
** C&I 422 or 411 (Intro MR)	3	Elementary Math Methods
SPA 356 (Speech Pathology & Audiology)	3	Survey of Speech Path
* Humanities Elective	3	
	<u>16 credits</u>	

- * Music 324, Art 342, or Speech 113
- ** LD majors take C&I 422 - MR majors take C&I 411

JUNIOR: Spring Semester

C&I 240	3 cr	Vocational - manpower development
C&I 417	3 cr	Secondary Special Education
C&I 402 or 405	3	Reading
Electives	<u>6 - 9</u>	
	15 - 18 credits	

SENIORS: Fall Semester

C&I 418	4 cr	Curriculum for Mildly Handicapped
C&I 412	4	Severe LD/BD
C&I 414	3 cr	Problems in Special Education
* C&I 416 or elective	3 - 4	Curriculum for Severe LD/BD
C&I 420	3	Multicultural Education
* MR Majors only - Elective for LD		

SENIORS: Spring Semester

C&I 413	3 cr	Advising Exceptional Children
C&I 453 a & c	12-16 cr	Student Teaching

OLD: Freshmen and Sophomores like outline

Juniors for Fall 1980:

C&I 411	3	Intro to MR
C&I 471a	3	Diagnosis & Remediation - Reading
CAPS 401	3	Elementary Counseling
SPA 356	3	Survey of speech pathology - articulation disorders

Seniors: Fall 1980:

C&I 414	3	Problems in Special Education
C&I 416	3	Curriculum for Severe MR
C&I 420	3	Multicultural Education
C&I 413	3	Advising Exceptional Children
C&I 418	3	Curriculum for LD

Curriculum and Instruction

SPECIAL EDUCATION
128 Credits Required

College of Education

212

EXHIBIT F

Humanities 14/15 credits
 English 101.....(3)
 English 102.....(3)
 English 321.....(3)
 Speech 221.....(3)
 Choose one:
 Music 324.....(2)
 Art 342.....(3)
 Speech 113.....(3)

Social Science 12 credits
 Hist.or Pol.Sci.....(3)
 Hist.or Pol. Sci.....(3)
 Psych. 101.....(3)
 Economics 101.....(3)

Science & Math 12 credits
 Lab Science.....(4)
 Science Elective.....(3)
 Math 173.....(3)
 Math 174.....(3)

Professional Education 15/21 Crs.
 Basic Foundations 101.....(3)
 Human Growth & Devel 270... (3)
 CAPS 400 or 401.....(3)
 C&I 402 or 405.....(3)
 SPA 356 (recommended).....(3)
 C&I 300.....(3)
 C&I 422 (LD majors only)... (3)
 C&I 420.....(3)

NEVADA CONSTITUTION _____
 U.S.CONSTITUTION _____
 SPEECH & HEARING TEST _____
 ENGLISH PROFICIENCY TEST _____
 TOTAL UPPER DIVISION CREDITS _____
 GRADE POINT AVERAGE _____

L.D. Major

C&I 110 - 3 - Elective
 C&I 311 - 4 -
 C&I 471 - 3 -
 C&I 240 - 3 -
 C&I 417 - 3 -
 C&I 418 - 4 -
 C&I 412 - 3 -
 C&I 413 - 3 -
 C&I 414 - 3 -
 C&I 453c - 12/16

M.R. Major

C&I 110 - 3 - Elective
 C&I 310 - 4 -
 C&I 411 - 3 -
 C&I 471 - 3 -
 C&I 240 - 3 -
 C&I 417 - 3 -
 C&I 416 - 4 -
 C&I 413 - 3 -
 C&I 414 - 3 -
 C&I 453a - 12/16

AREA OF CONCENTRATION - 15 credits

	FALL LD	FALL MR	SPRING LD	SPRING MR
FR.	C&I 110 (3)	C&I 110 (3)	EDFM 101 (3)	EDFM 101 (3)
SO.	C&I 310 (3) C&I 270 (3)	C&I 310 (3) C&I 270 (3)	C&I 311 (3) C&I 300 (3)	C&I 300 (3)
JR.	C&I 471 (3) CAPS 400/401 (3) SPA 356 (rec) (3) C&I 422 (3)	C&I 471 (3) C&I 411 (3) SPA 356 (3) CAPS 400/401 (3)	C&I 240 (3) C&I 417 (3) C&I 402/405 (3)	C&I 240 (3) C&I 417 (3) C&I 402/405 (3)
SR.	C&I 418 (4) C&I 412 (3) C&I 414 (3) C&I 420 (3)	C&I 416 (4) C&I 418 (4)	453c 12/16 413 (3)	453a 12/16 413 (3)

ELEMENTARY EDUCATION
ADVISER'S SUGGESTED STATUS SHEET

General Academic Education Required Courses

Communication Skills and Humanities

15 credits min.

English 101 (3) _____

English 102 (3) _____

Speech 113 (3) _____

English 321 (3) _____

Art, Music, Other English
or Philosophy (3) _____

Social Science (preferably as follows)

20 credits min.

U.S. and Nevada Constitutions
requirement, American History (3-6)

_____ _____

_____ _____

European or world history or
political science (6)

_____ _____

_____ _____

American History (6)

_____ _____

_____ _____

Geography, sociology,
anthropology (4-8)

_____ _____

_____ _____

Economics (required for
Certification) (1-3)

_____ _____

_____ _____

Science and Mathematics

15-18 credits min.

Biological Science (4-6)

_____ _____

_____ _____

Physical Science (5-6)

_____ _____

_____ _____

HOME ECONOMICS 121 (3) Recommended
Mathematics (general) (6)

_____ _____

_____ _____

Psychology (general)

3 credits min.

_____ _____

_____ _____

Area of Concentration

16 credits (Beyond
required courses)

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

ELEMENTARY EDUCATION
ADVISER'S SUGGESTED STATUS SHEET
Foundations for Elementary Teaching
Course Work 47 Minimum Credits

Freshman Year

EDFM 101 3 credits _____

Sophomore Year

C.I. 250 3 credits _____
C.I. 270 3 credits _____
C.I. 300 3 credits _____

Junior Year

C.I. 402 or C.I. 403, 3 credits _____
C.I. 405, 3 credits (C.I. 402 or 403 prerequisite): _____
C.I. 422A, 3 credits _____
C.I. 423A, 3 credits _____

Senior Year

Student Teaching Semester Block, 16 credits

C.I. 421A, 3 credits _____
C.I. 424A, 3 credits _____
C.I. 451, Sec. 1, 5 credits _____
C.I. 451, Sec. 2, 5 credits _____

Other Semester

C.I. 420, 3 credits _____
C.I. 409, 3 credits _____
CAPS 401, 3 credits _____

RECOMMENDED COURSE WORK

Art 342 - Art Education: Elementary Schools, 3 credits _____
Music 324 - Teaching of Elementary Music, 2 credits _____
C.I. 433 - Creative Experiences in Elementary Education, 3 credits _____
EDFM 420 - Audio Visual Methods in Teaching, 3 credits _____
RPED 350 - Teaching Physical Education in Elementary School, 3 credits _____
RPED 450 - Movement Education for Elem. School Children, 3 credits _____

REQUIREMENTS: University & College

U.S. Constitution _____
Nevada Constitution _____
Nevada School Law _____
40 credits, upper division _____

Dennis and Marilyn O'Connor
870 Soda Lake Road
Fallon, Nevada 89406
867-3121

LIBRARIES

(Human Resources Committee)

1
2
3
4 We are here to declare our support of this state's libraries. Based
5 upon our own personal experience, we realize that there is no greater
6 institution than a library to preserve and protect the constitutional and
7 civil rights of the individual.

8 During the past two years we have been using the Washoe County Library,
9 the Churchill County Library, the law library at the National Judicial
10 College in Reno, the Nevada state Supreme Court Law Library, and most
11 recently the Washoe County Law Library, and the Churchill County Law Library
12 for legal research.

13 We are currently prosecuting public officials and state agencies for
14 egregious violations of our civil and constitutional rights including a
15 conspiracy to obstruct justice. We must do this ourselves in federal court
16 because we could not get the various local and state agencies to investigate
17 our complaints.

18 The use of this state's libraries has been very essential to our
19 self-representation in the courts, and the librarians, for the most part, have
20 been very helpful.

21 For a time we were using the state Supreme Court Law Library in the
22 evenings. On July 1, 1980 the librarian and the Nevada Supreme Court
23 suddenly changed the policy and only attorneys were to be allowed in the
24 Supreme Court building during the evenings. Since that time, we have been
25 granted a preliminary injunction by the federal district court directing that
26 we have the same access of the library that attorneys have.

27 We are still pursuing the action in federal court. The law
28 librarian and the members of the Nevada Supreme Court claim there is not
29 enough funds to employ one person during the evenings in the law library.
30 They also claim there is not enough funds to place a security guard in the
31 building on the week-ends.

32 Consequently, no one but attorneys and the six plaintiffs in the

(agregas)

1 library suit are allowed to use the law library in the evenings. No one
 2 is allowed in the Supreme Court building on the week-ends as they were
 3 prior to the preliminary injunction being issued. Accordingly, laymen
 4 and laywomen members of the Nevada state legislature are supposedly not
 5 allowed to use the law library during the evenings. In other words, only
 6 attorneys have the privilege because they are, and I quote, "a recognized
 7 and trusted segment of the community." We will leave a copy of the decision
 8 in the preliminary injunction with this committee which covers the many
 9 points of constitutional law.

10 This litigation is time-consuming and costly to us as well as ^{the} the
 11 state taxpayers. We resent the idea that we are to provide law books for
 12 the use and convenience of attorneys only. Therefore we feel that this commit
 13 should study the matter and take the appropriate legislative action which
 14 hopefully would include one "book-shelfer" during the evening hours and
 15 a security guard on the week-ends. This would insure that all persons in
 16 need of the law library would have access to it on an equal footing with
 17 attorneys.

18 In closing, we would like to quote from one of Thomas Jefferson's
 19 letters written while he was living in France to his law teacher George
 20 Whythe, a signer of the Declaration of Independence and who held the first
 21 law professorship in America. The letter is dated August 13, 1786.

22 "I think by far the most important bill in our whole code
 23 is that for the diffusion of knowledge among the people.
 24 No other sure foundation can be devised for the preservation
 25 of freedom and happiness. If anybody thinks that kings, nobles,
 26 or priests are good conservators of the public happiness, send
 27 him here. It is the best school in the universe to cure him of that
 28 folly. He will see here with his own eyes that these descriptions
 29 of men are an abandoned confederacy against the happiness of
 30 the mass of the people. The omnipotence of their effect cannot be
 31 better proved than in this country particularly, where, notwithstanding
 32 the finest soil upon earth, the finest climate under heaven, and a pec
 of the most benevolent, the most gay and amiable character of
 which the human form is susceptible.....where such a people,
 I say, surrounded by so many blessings from nature, are loaded with
 misery, by kings, nobles, and priests, and by them alone. Preach, my
 dear Sir, a Crusade against ignorance. Establish and improve the
 law for educating the common people. Let our countrymen know that
 the people alone can protect us against these evils, and that the tax
 which will be paid for this purpose is not more than the thousandth
 part of what will be paid kings, priests, and nobles, who will
 rise up among us if we leave the people in ignorance."

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32

ENTERED

FILED

SEP 29 1980

SEP 29 1980

CLERK, U. S. DISTRICT COURT
DISTRICT OF NEVADA
[Signature]

CLERK, U. S. DISTRICT COURT
DISTRICT OF NEVADA
[Signature]

IN THE UNITED STATES DISTRICT COURT
FOR THE DISTRICT OF NEVADA

DENNIS L. O'CONNOR, et al,

Plaintiffs,

CIV-R-80-196-ECR

vs.

MEMORANDUM DECISION

CHIEF JUSTICE JOHN MOWBRAY,
et al,

Defendants.

Plaintiffs reside at various locations in western Nevada. The O'Connors reside in Fallon, which is approximately equi-distant from Reno and Carson City. Mr. Ray lives at Stagecoach, approximately 27 miles east of Carson City, and 60 miles from Reno. Mr. Sanchez resides 5 miles from Carson City. Ms. Khalife lives 22 miles east of Carson City, between Dayton and Stagecoach. Mr. Salman resides in Reno. All of the plaintiffs anticipate being involved in, or are actually involved in, court litigation of various kinds and have a pressing need for access to a law library in order to do legal research. It appears that plaintiffs are employed during the day and hence are unable to use law libraries unless they are open after 5:00 p.m. None of the plaintiffs are represented by attorneys. Some of them indicate that they have not been able to obtain attorneys

1 to represent them although they have sought to do so.
2 Others of the plaintiffs state that they are unable to
3 afford the services of an attorney.

4 Defendants are the Justices of the Nevada Supreme
5 Court and the librarian for the law library maintained by
6 the court. The Justices of the Supreme Court are charged by
7 law with the supervision and control of the library and are
8 authorized to make and enforce rules and regulations respect-
9 ing the operation of the library (NRS 2.410) and the hours
10 it shall be open for the use of the public (NRS 2.420).

11 Until July 1, 1980, each of the plaintiffs had
12 been given authority by the court to have access to the
13 library in the evening. It appears that in each case a
14 letter was issued (usually by the Chief Justice) authorizing
15 use of the library during the time the security guard for
16 the building and library was on duty. This enabled plaintiffs
17 to use the library until midnight from Monday through Friday,
18 although the library was closed to the general public at
19 5:00 p.m. On June 24, 1980, the members of the court (except
20 for Justice Gunderson who was on a trip out of the state at
21 that time) met with Ms. Finnegan, the librarian, and deter-
22 mined that, commencing July 1, 1980, the policy would be
23 changed. It was decided that only attorneys would be permit-
24 ted access to the library during the evening hours. The
25 reasons for this change were security requirements relating
26 to the Court itself, as well as to the library. The offices
27 of the Supreme Court Justices, their staffs and the Clerk of
28 the Court are all situate in the same building as the library,
29 so that an individual admitted to the building for purposes
30 of going to the library may also be able to pass into the
31 areas where these other offices are situated. However, it
32 appears possible to lock up the non-library office areas in

1 the building with no remodeling or with minor remodeling, so
2 that individuals admitted to the building for purposes of
3 going to the library would not have access to these other
4 areas. The Justices were especially concerned about security
5 for the building and their offices because of certain recent
6 controversies relating to members of the court.

7 Additionally, Ms. Finnegan reported that objects
8 had been moved about on a library desk and that a typewriter
9 within the library had been used by someone who was not
10 authorized to do so. She was further concerned about prop-
11 erty, documents and equipment belonging to the State situate
12 in the library. It does appear that the librarian has a
13 separate office adjacent to the library which could be
14 locked up during evening hours to prohibit entry by unauthor-
15 ized persons.

16 The guard in the building during evening hours
17 usually maintains a station in a front hallway. This is
18 outside the areas used by the Justices and the Court Clerk,
19 and also outside the library itself.

20 There has not been any change in the number of or
21 hours for guards who provide security for the building and
22 it appears that the change in procedures effective July 1,
23 1980, has been necessitated in the view of the Court solely
24 for the reasons stated. There is no indication that anything
25 has been taken from or damaged within the library area, nor
26 was there any evidence presented at the hearing to indicate
27 that such had occurred within the area of the building used
28 by the Justices and their Clerk.

29 Counsel for the defendants argues that the Washoe
30 County law library at Reno is available during the evening
31 hours until 9:00 p.m., and contains an adequate library for
32 use by plaintiffs. Defendants in turn argue that the Washoe

1 County law library is inadequate for their needs and is too
2 remote from their respective places of residence for their
3 use. At least some of the defendants would have to travel
4 considerably longer distances in order to reach the Washoe
5 County library, and its usefulness would be detrimentally
6 affected by the 9:00 o'clock closing hour.

7 Plaintiffs argue that, even though attorneys are
8 subject to supervision and sanctions by the Supreme Court if
9 they misuse the library, nevertheless attorneys should not
10 be afforded access to the library not available to themselves,
11 as pro se litigants; on an equal basis. They argue that
12 they are litigating against attorneys who do have free
13 access to the library of the Supreme Court, while they do
14 not.

15 The jurisdiction of this U. S. District Court is
16 invoked under 42 U.S.C. § 1983 and the Fourteenth Amendment
17 to the U. S. Constitution. See also 28 U.S.C. § 1343. The
18 Court must first determine whether there is a constitutional
19 right to the use of the Supreme Court library by plaintiffs.
20 As mentioned above, all of the plaintiffs are or intend to
21 be litigants in the courts. In these cases the plaintiffs
22 are opposed in court by attorneys, who have after-hour
23 access to the Supreme Court library.

24 Effective access to the courts is a constitutional
25 right. Bounds v. Smith, 430 U.S. 817 (1977); Gaglie v.
26 Ulibarri, 507 F.2d 721 (9th Cir. 1974). "Access to courts"
27 encompasses all the means required for a litigant to get a
28 fair hearing from the judiciary on the charges brought
29 against him or grievances alleged by him. Gilmore v.
30 Lynch, 319 F.Supp. 105 (N.D. Cal. 1970), aff'd 404 U.S. 15
31 (1971); Padgett v. Stein, 406 F.Supp. 287 (M.D. Pa. 1975).
32 Federal civil rights actions have been specifically included

1 in the coverage of the constitutional right to access.
2 Bounds v. Smith, supra, at ftnt. 17. In the absence of
3 adequate assistance from persons trained in the law, access
4 to an adequate law library becomes a constitutional right.
5 See Wade v. Kane, 448 F.Supp. 678 (E.D. Pa. 1978), aff'd 591
6 F.2d 1338 (3rd Cir. 1979).

7 On the bases of both equal protection (Gilmore v.
8 Lynch, supra) and due process (Padgett v. Stein, supra) it
9 appears to the Court that the plaintiffs have a right of
10 effective access to the Supreme Court law library as the
11 only practical means they have to obtain fair hearings in
12 the litigation in which they are involved. NRS 2.410, in
13 authorizing the State Supreme Court to make rules and regula-
14 tions necessary for use of the library, directs: "Such
15 rules or regulations shall assure that the library is access-
16 ible for public use and to users in all parts of the state."
17 The equivalent legislation as to county law libraries is not
18 nearly as emphatic. See NRS 380.160. In fact, it is not
19 even mandatory that each county establish a law library.
20 See NRS 380.010.

21 The foregoing is not meant to denigrate in any way
22 the lawyers who, as a recognized and trusted segment of the
23 community, have been given the special privilege of after-
24 hours access to the library. Wright v. Lane County
25 Commissioners, et al, 459 F.2d 1021 (9th Cir. 1972). Nor is
26 it meant to downgrade the authority and the obligation of
27 the Supreme Court of Nevada to see to the security not only
28 of the library, but also of the offices of the Justices and
29 their staffs and the Court Clerk. Certainly that authority
30 and obligation is of great importance, but the constitutional
31 right of access to the courts and equal protection for
32 citizens in a like situation must be recognized and protected.

1 Clearly, other segments of the community than lawyers are as
2 equally trustworthy; e.g., clergymen, physicians, professors,
3 accountants, teachers, etc.

4 Defendants' counsel points to the Wright case as
5 authority for the position of the Supreme Court and its
6 librarian restricting use of the library to attorneys during
7 evening hours. The Wright case, however, may be distinguished
8 from the instant case on at least two bases. First, in
9 Wright, the individual who desired after-hours use of the
10 county law library had available to him the use of the
11 University of Oregon Law School library both evenings and
12 weekends. It appears to the Court that the Lane County Law
13 Library which was the subject of the Wright case and the
14 University of Oregon Law Library were in the same town and
15 in proximity to each other. This is not true of the case
16 now before the Court. Several of the plaintiffs reside at
17 considerable distances from the Washoe County law library
18 (the alternate library suggested for use by defendants) and
19 while that library is probably adequate for plaintiffs'
20 uses, it appears that the Supreme Court library is a more
21 complete library and more likely to meet the needs of plaintiffs

22 There is a second basis of distinction between the
23 Wright case and the instant one, found in the provisions of
24 the respective state statutes. The Oregon statute specified
25 that the law library was to be "permitted to be used by all
26 attorneys at law" ORS 21.350(2). On the other
27 hand, Nevada statutes make no specific provision for the use
28 of the Supreme Court law library by attorneys. In fact,
29 NRS 2.410 states that the rules and regulations to be
30 promulgated by the State Supreme Court as to the use of the
31 library "shall assure that the library is accessible for
32 public use and to users in all parts of the state." NRS

2.420 specifically authorizes said Court to designate the
1 hours that the law library shall be open for the use of the
2 public. It seems the Legislature anticipated that hours
3 beyond 8 A.M. to 5 P.M. might be required for the library to
4 serve its purpose.

5 Philosophically speaking, public libraries should
6 be open on an equal basis to all members of the community
7 who have a legitimate need for their use. Restriction of
8 use of libraries to particular segments of the community
9 must have a reasonable relationship to the objectives of the
10 authority and obligation given to those who control the
11 libraries. In this case, it does not appear to the Court
12 that the facts that a typewriter in the library was used
13 without authority, that some things had been moved on a
14 desk, and there have been recent controversies relating to
15 Justices of the Supreme Court, constitute an adequate basis
16 to prohibit pro se litigants from having equal access to the
17 library with their attorney adversaries. No evidence has
18 been presented indicating the existence of any special
19 security problems. There is no showing in this case to
20 justify the actions of the Justices in restricting after-
21 hours use of the library by the pro se litigants, in light
22 of the constitutional right of meaningful access to the
23 courts. It has not even been suggested that pro se litigants
24 would constitute a greater security risk than attorneys.
25 This is not to say that the Justices are not entitled to
26 establish reasonable regulations for after-hours access to
27 the library in order to provide security for the library and
28 the Supreme Court building, so long as there is no unreason-
29 able discrimination against any segment of the community in
30 the use of the library. For example, the regulations in
31 effect prior to July 1, 1980, appear to have afforded reason-
32 able security protection.

The Court finds that the requirements for a pre-

1 liminary injunction have been met by plaintiffs. See
2 City of Anaheim, Cal. v. Kleppe, 590 F.2d 285 (9th Cir.
3 1978); 11 Wright and Miller, Federal Practice and Procedure,
4 Section 2948; F.R.Civ.P. Rule 65. The plaintiffs do not
5 appear to have any adequate remedy at law in this case. A
6 judgment for damages for refusal of access to the library
7 (if such could be obtained) would not make plaintiffs whole.
8 It appears from the facts in this case that plaintiffs will
9 be irreparably harmed if the preliminary injunction does not
10 issue, if only because unconstitutional activity or the
11 deprivation of a constitutional right constitutes in and of
12 itself irreparable harm. 11 Wright and Miller, supra, at
13 P.440. In fact, each of the plaintiffs herein has a pressing
14 need for library access in order to prosecute or defend
15 pending litigation. This threatened injury to the plaintiffs
16 outweighs any harm which may be reflected on the defendants;
17 there has been no showing here that harm will result in the
18 defendants on account of entry of the injunction. Plaintiffs
19 have demonstrated a reasonable likelihood of success on the
20 merits in the case for the reasons stated above. The public
21 interest in access to libraries for those with a legitimate
22 need for their use will be served by abatement of the selective
23 restriction imposed by defendants.

24 The Court does not here reach possible constitu-
25 tional rights which the general public may have to the use
26 of a library on terms equivalent to those afforded attorneys.

27 It does appear that the defendants would have the
28 right to grant extended use of the library to themselves as
29 Justices of the Supreme Court, and also to their staffs, on
30 a basis different from that provided to litigants, attorneys
31 or others.

32 The Court does not intend hereby to prohibit the

1 defendants from adopting reasonable rules rationally related
 2 to the operation and conduct of the library and the security
 3 of the library and the offices housed in the same building.
 4 It is just that the limitation restricting after-hour use by
 5 the plaintiffs, whereas attorneys are not as limited, has
 6 not been shown to be reasonable and rationally related to
 7 the objective of security.

8 IT IS, THEREFORE, ORDERED that a preliminary
 9 injunction shall be entered against defendants, their agents,
 10 servants, employees and attorneys and all other persons
 11 acting in concert with them, enjoining them from restricting
 12 plaintiffs' access to the Nevada Supreme Court law library
 13 on a basis not equivalent to the basis under which attorneys
 14 are afforded access.

15 DATED: September 26, 1980.

16 *Edward C. Reed*
 17
 18 UNITED STATES DISTRICT JUDGE

19
 20
 21
 22
 23
 24
 25
 26
 27
 28
 29
 30
 31
 32

FPI-LON-4-8-77

February 11, 1961

Dennis and Marilyn O'Connor
870 Soda Lake Road
Fallon, Nevada 89406
(702) 867-3121

LIBRARIES

(Human Resources Committee)

We would like to comment on the arguments for and against library records being open to the public. These records should not be open to the public as this would infringe upon the right to privacy of the individual.

The whole concept and meaning of a democracy is simply the priority rights of the individual.

Open government is not an issue in this proposed legislation. If the legislation was closing off public records concerning the disbursements of public funds, then of course it would be a constitutional issue of the public's right to know.

EXHIBIT I

NRS 2.410
NRS 2.420

Amend the existing law to include that:

All members of the general public, including attorneys, are to be allowed equal access to the state law library. We suggest a registration form to be filed with the person in charge of the library during the evenings.

EXHIBIT J

February 10, 1981

Nevada State Senate
Committee on Human Resources
and Facilities
Capitol Complex
Carson City, NV 89710

Re: Senate Bill No. 8

Dear Sirs:

The Carson City School District was one of the agencies which originally requested legislation which resulted in the approval of NRS 387.331 during the 1979 legislative session. The purpose of this legislation was to permit the imposition of a tax on residential construction for the purpose of erecting and making additions to school buildings.

In its final format, the bill clearly excluded two counties-- Clark and Washoe-- from participation in this residential construction tax, and clearly included fourteen smaller counties within the provisions of the bill. However, the wording was such that the Carson City School District would be included if the word "population" was intended to mean "student population", and excluded if the word "population" was intended to mean "residential population". In fact, the most likely interpretation would have excluded the Carson City School District from participation.

We would certainly recommend that NRS 387.331 be amended, as indicated in Senate Bill 8, by replacing the population figure of 25,000 with the figure of 75,000. This would clearly make the Carson City School District eligible for participation.

However, we must note that this may have the effect of extending the bill's ambiguity to Washoe County, where the student enrollment is less than 75,000 and the county residential population exceeds that figure. Perhaps it would be appropriate to use either the term "student enrollment" or the term "residential population" to more clearly convey the intended meaning.

Thank you very much for your consideration.

Sincerely,


Dr. Vernon C. Rowley, Director
Research and Development

VCR:lh