

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

SIXTY-FIRST SESSION
NEVADA STATE LEGISLATURE
February 4, 1981

The Senate Committee on Human Resources and Facilities was called to order by Chairman Joe Neal, at 9:04 a.m., Wednesday, February 4, 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 Wilbur Faiss
Senator Virgil M. Getto
Senator James H. Bilbray

COMMITTEE MEMBERS ABSENT:

Senator Richard E. Blakemore

STAFF MEMBERS PRESENT:

Connie Richards, Committee Secretary

Mr. Ted Sanders, Superintendent of Public Instruction, Nevada Department of Education presented information to the committee. This information is listed as Exhibit C.

Senator Bilbray asked if the number of students dropping out of schools is higher in academic schools than in vocational schools.

Mr. Sanders said that he did not know for sure, but judging from his past experience, guessed that the vocational schools have greater holding power over students.

Mr. Sanders cited ethnic composition of students within the State of Nevada. They are as follows: 81.5 percent white anglo saxon, 9.6 percent black, 4.8 percent hispanic, 2.1 percent native American, and 2 percent Asian or Pacific islander.

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Senator Kosinski asked if the students' scores were compared to their peers on a national or state standard.

Mr. Sanders said that the standard is generally national.

Senator Bilbray asked Mr. Sanders about students who are not considered handicapped, but have disabilities such as diabetes or epilepsy. He asked whether there are educational programs underway for staff at schools so that these students and their problems can be better understood.

Mr. Sanders said that there are several actions underway to deal with this type of problem. He said that re-certification requirements are being adopted within the state to require teachers to take courses relating to this type of disability. He said that there are also teacher training programs given to teachers within the districts.

Senator Getto asked what is being done in the smaller, rural school districts to provide the necessary services to individuals with these disabilities that are not readily apparent.

Mr. Sanders said that there is a problem in getting qualified personnel to the rural counties, but added that these qualified professionals can be made available to assist in those districts and to help to educate the staff employed in those districts.

Senator Kosinski asked Mr. Sanders if he believes that all students who may be handicapped and in need of service have been identified as such and are receiving that assistance.

Mr. Sanders replied that he does not believe that all of these students have been identified.

Ms. Ann Lynch, President, Nevada State Parent Teacher Association and Mr. Bill Moore, Legislative Chairman for the P.T.A. presented material to the committee. This material states the position of the Nevada Parent Teacher Association on child abuse, elementary school counselors, and local funding. These position statements are Exhibits D, E, and F, respectively. Exhibit G represents the Nevada P.T.A.'s state legislative platform.

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Mr. Richard Brown, Executive Director, Nevada Association of School Administrators, Clark County School District, Mr. Doug Byington, Principal, Obrien Middle School, Chairman Legislative Committee, Mr. Jerry Conner, Principal, Decker Elementary School, Member Legislative Committee, and Mr. Charlie Robinson, Fernley Elementary School, Member, Legislative Committee presented the legislative platform for the Nevada Association of School Administrators to the committee. This platform is Exhibit H.

SENATE BILL NUMBER 81

Mr. John McSweeney, Administrator, Division for Aging Services said that he didn't feel that the creation of a department for the aging is in the best interest of the Department of Human Resources. He feels that the department will lose the cooperative effort that is now shared with the other agencies that handle services to the aging. He said that the state advisory committee to the state office on aging is unanimously opposed to the creation of a Department for Aging Services.

Senator Kosinski asked Mr. McSweeney whether the cooperative efforts would be impaired if the division is transformed into a department.

Mr. McSweeney responded that he thought it would impair that cooperation.

Senator Kosinski asked whether the administrator of the proposed department could continue to cooperate with the director of the Department of Human Resources.

Mr. McSweeney said that in theory the cooperation should continue.

Senator Kosinski asked Mr. McSweeney if he thought it would be less effective if the division were made into a department.

Mr. McSweeney said that in his personal opinion, he didn't think that the cooperative effort would be as great if the division were transformed into a department.

Senator Kosinski asked Mr. McSweeney whether he foresees any cost impacts if the division is transformed to a department.

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Mr. McSweeney replied said that he could foresee some increased costs due to additional positions, increased salary for the director, and for transportation due to additional automobiles required for the department. He said that he felt that costs for personnel would be increased.

Senator Kosinski said that Dr. Disibio had indicated to him that there would not necessarily be any increases to costs.

Mr. McSweeney said that perhaps there would be no immediate increased costs.

Senator Kosinski asked Mr. McSweeney to provide to the committee a memorandum stating where any increased costs might initially emerge.

Mr. McSweeney said that he would. The memorandum is Exhibit I.

Senator Faiss asked whether the governor does not have a car pool for the Department's use.

Mr. McSweeney replied that he does.

Senator Faiss asked how salaries within the Division for Aging Services compare with others in the Department of Human Resources.


Mr. McSweeney said that speaking for himself only, that his is the lowest of all divisional administrators within the Department of Human Resources.

Senator Kosinski asked whether the Division for Aging Services is the smallest division in number of personnel.

Mr. McSweeney said that is correct, but not in the number of clientele.


There being no further business, the meeting adjourned at 10:55 a.m.

Respectfully Submitted:



Connie Richards, Committee Secretary

APPROVED:



Senator Joe Neal, Chairman

DATE: Feb 12, 1981

SENATE AGENDA

COMMITTEE MEETINGS

Committee on Human Resources and Facilities , Room 323 .

Day Wednesday , Date February 4 , Time 9:00 a.m.

Representatives of the state department of education including the state board of education and the superintendent of public instruction.

Representatives of organizations, such as the State of Nevada Employee's Association, which represent teachers.

Representatives of the Parent Teachers Association.

Mr. John McSweeney, Administrator, Division for Aging Services to testify on S. B. No. 81.

SUPPORT DOCUMENTATION

PRESENTATION TO:

SENATE HUMAN RESOURCES AND
FACILITIES COMMITTEE

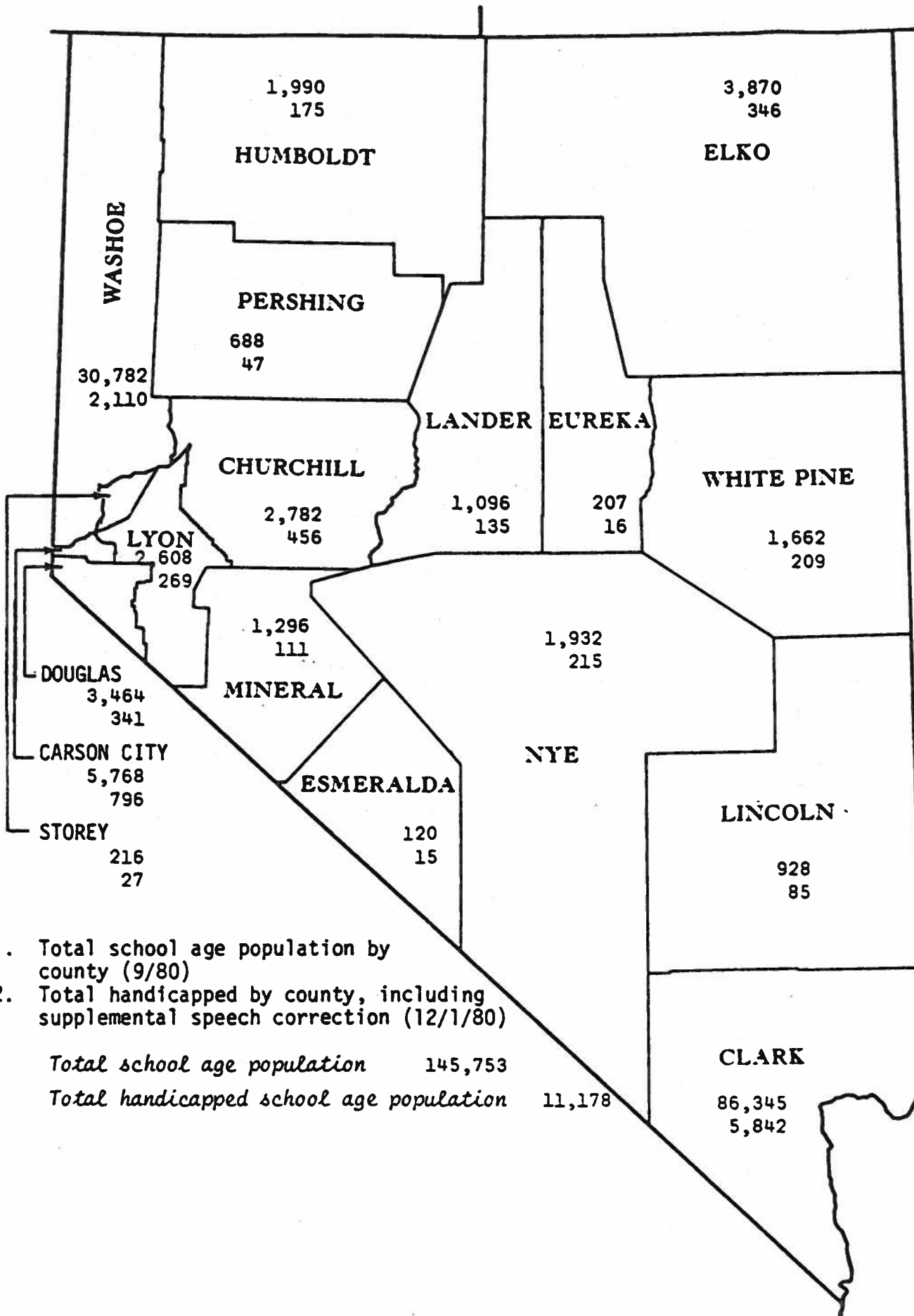
ASSEMBLY EDUCATION COMMITTEE

NEVADA STATE LEGISLATURE

February 4, 1981

Ted Sanders
Superintendent of Public Instruction

Nevada Department of Education



1. Total school age population by county (9/80)
2. Total handicapped by county, including supplemental speech correction (12/1/80)

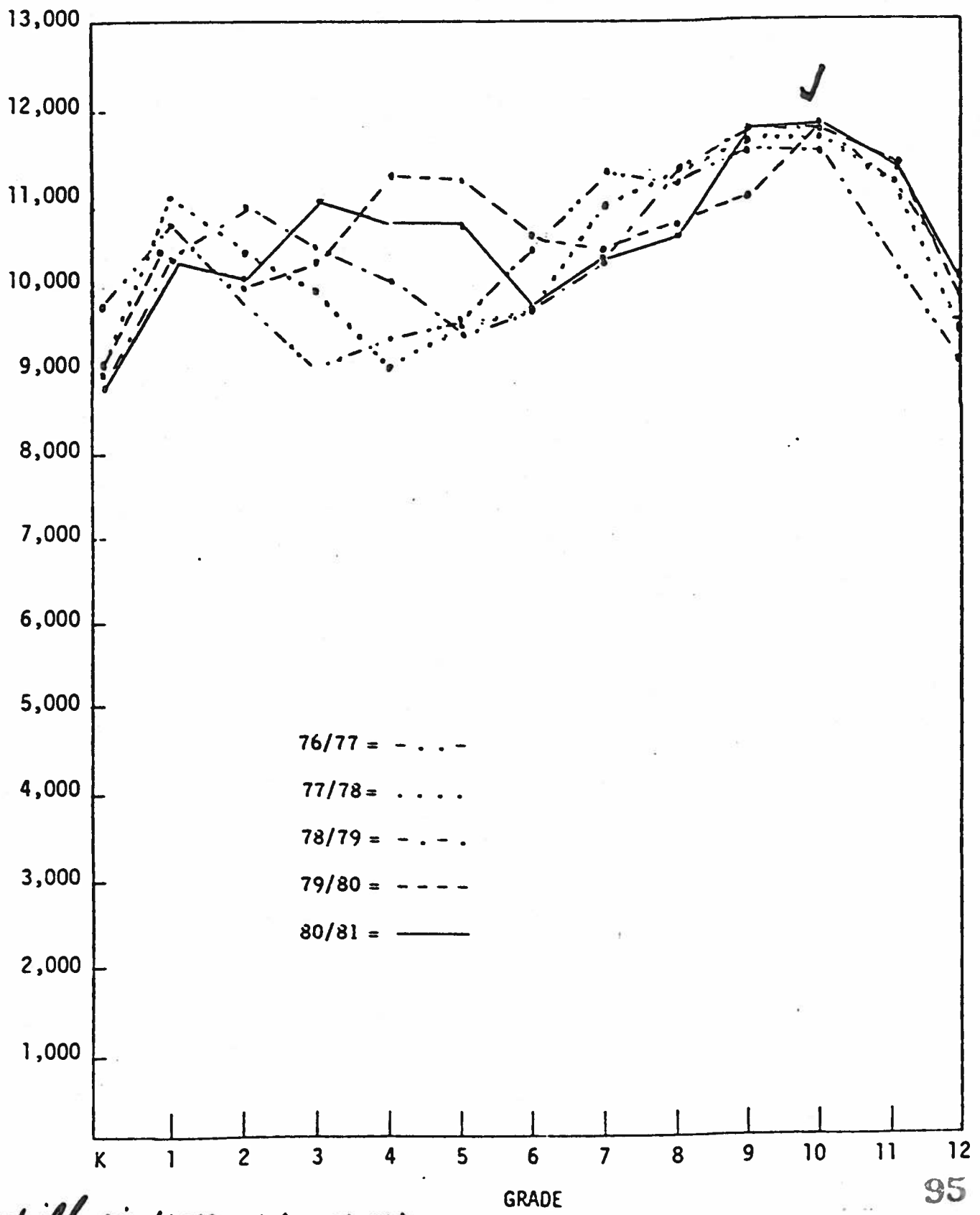
Total school age population 145,753
Total handicapped school age population 11,178

PUBLIC SCHOOL ENROLLMENT BY GRADE

FOR THE SCHOOL YEARS

1976-77 THROUGH 1980-81

(special education not included)



will increase 1.3 per yr.

E N R O L L M E N T
PRIVATE AND CHURCH AFFILIATED SCHOOLS

	1976-77	1977-78	1978-79	1979-80	1980-81
K	569	670	790	829	797
1	470	511	551	567	596
2	478	476	522	492	560
3	423	476	497	506	518
4	422	441	492	487	547
5	477	444	458	504	521
6	635	624	572	609	712
7	437	429	404	454	486
8	402	396	399	412	418
9	363	401	392	436	451
10	355	357	354	426	450
11	294	312	322	326	409
12	272	272	283	309	320
Ungraded	-0-	-0-	22	75	119
Totals	5,597	5,809	6,058	6,432	6,904
*	+3.61%	+3.79%	+4.29%	+6.17%	+7.34%

*Change from
previous year

TITLE I, ESEA
FY81

COUNTY	#PUPILS	#SCHOOLS	#PERSONNEL	GRANT AWARD
CARSON	248	4	8	\$ 107,680.00
CHURCHILL	101	4	12	101,922.89
CLARK	3,560	47	*143	2,596,015.23
DOUGLAS	231	3	5	47,293.60
ELKO	106	3	7	35,234.07
EUREKA	17	1	.5	9,676.23
HUMBOLDT	83	2	4	59,952.00
LANDER	71	1	3	40,320.00
LINCOLN	48	3	4	32,069.37
LYON	241	4	9	122,511.00
MINERAL	63	3	4	68,300.00
NYE	39	3	4	40,225.00
PERSHING	52	2	3	32,084.00
WASHOE	1,036	10	*28	771,801.00
WHITE PINE	82	6	3	54,692.33
NEVADA GIRLS TRAINING CENTER	55	1	2	40,275.00
NEVADA STATE PRISON	15	1	3	28,989.99
NEVADA YOUTH TRAINING CENTER	204	1	3	75,973.85
TOTAL	6,252	99	245.5	\$ 4,264,114.57

*Includes Administrative Personnel

2/3/81

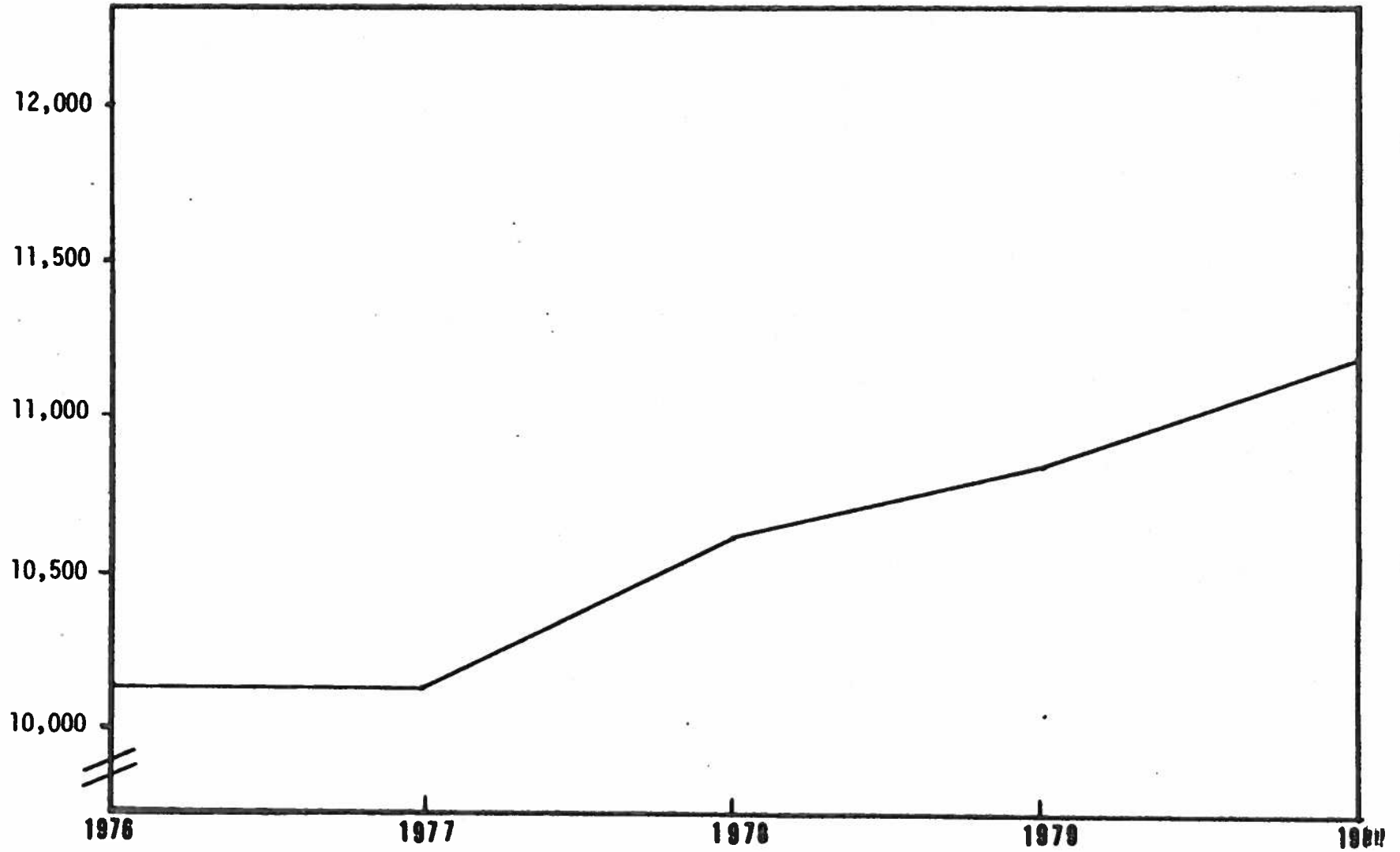
*Supplemental / Remedial
Reading & Mathematics Instruction
focus - early intervention*

TITLE I, ESEA MIGRANT
FY81

COUNTY	#PUPILS	#SCHOOLS	#PERSONNEL	GRANT AWARD
CHURCHILL	85	6	8	\$ 57,676.14
CLARK	158	2	9	110,563.92
HUMBOLDT	89	3	9	106,245.00
LANDER	26	1	3	17,335.00
LINCOLN	36	2	1	7,430.00
LYON	43	2	7	59,914.00
NYE	27	4	6	18,871.00
PERSHING	35	1	4	29,196.00
TOTAL	499	21	47	\$ 407,231.06

2/3/81

TOTAL NUMBER OF HANDICAPPED STUDENTS



VOCATIONAL PROGRAMS
FY-80
SUMMARY

PROGRAM	DEMAND	ENROLLMENT	
		Secondary	P Secondary/Adult
AGRICULTURE	789	962	8
DISTRIBUTIVE	12,621	158	1,979
HEALTH OCCUPATIONS	1,042	105	444
HOME ECONOMICS - RELATED OCCUPATIONS	1,095	1,047	252
BUSINESS AND OFFICE	6,650	9,535	4,454
TECHNICAL	311	295	678
TRADE AND INDUSTRIAL	12,822	8,364	1,609
TOTALS	35,330	20,466	9,424

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VOCATIONAL PROGRAM
FY-80

AGRICULTURE

PROGRAM	DEMAND	ENROLLMENT	
		Secondary	P-Secondary/Adult
AGRICULTURE PRODUCTION	273	68	7
AGRICULTURE SUPPLIES/SERVICES	76	11	-
AGRICULTURE MECHANICS	27	65	-
AGRICULTURE PRODUCTS	19	-	-
ORNAMENTAL HORTICULTURE	324	45	-
RENEWABLE NATURAL RESOURCES	53	-	-
FORESTRY	10	-	-
OTHER AGRICULTURE	<u>7</u>	<u>10</u>	<u>-</u>
TOTAL - OCCUPATIONAL PROGRAMS	789	199	7
TOTAL - GENERAL AGRICULTURE	<u>-</u>	<u>763</u>	<u>1</u>
GRAND TOTAL - AGRICULTURE	789	962	8

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VOCATIONAL PROGRAM
FY-80

DISTRIBUTIVE

PROGRAM	DEMAND	ENROLLMENT	
		Secondary	P-Secondary/Adult
ADVERTISING SERVICES	127	-	-
APPAREL and ACCESSORIES	98	-	-
AUTOMOTIVE	280	-	-
FINANCE AND CREDIT	590	-	489
FLORISTRY	3	-	-
FOOD DISTRIBUTION	929	-	-
FOOD SERVICES	215	-	145
GENERAL MERCHANDISE	3,052	-	14
HARDWARE, BUILDING MATERIALS, ETC.	95	-	-
HOME FURNISHINGS	73	-	-
HOTEL AND LODGING	359	-	154
INDUSTRIAL MARKETING	80	-	-
INSURANCE	172	-	15
PERSONAL SERVICES	39	12	-
REAL ESTATE	209	-	878
RECREATION AND TOURISM	4,291	-	23
TRANSPORTATION	1,086	-	1
RETAIL TRADE, OTHER	62	-	105
OTHER DISTRIBUTIVE	<u>861</u>	-	-
TOTAL OCCUPATIONAL PROGRAMS	12,621	12	1,824
TOTAL GENERAL DISTRIBUTIVE	<u>-</u>	<u>146</u>	<u>155</u>
GRAND TOTAL DISTRIBUTIVE	12,621	158	1,979

VOCATIONAL PROGRAM
FY-80

HEALTH

PROGRAM	DEMAND	ENROLLMENT	
		Secondary	P-Secondary/Adult
DENTAL ASSISTANT	85	-	21
DENTAL HYGIENIST (Assoc)	36	-	41
DENTAL LABORATORY TECHNOLOGY	-	-	-
MEDICAL LAB ASSISTING	75	-	-
OTHER MEDICAL LAB TECHNOLOGY	22	-	-
NURSING, ASSOCIATE DEGREE	182	-	66
PRACTICAL (VOC) NURSING	153	-	34
NURSING ASSISTANT (AIDE)	357	22	24
OTHER NURSING	12	-	-
RADIOLOGICAL TECHNOLOGY	30	-	15
MENTAL HEALTH TECHNOLOGY	2	-	-
INHALATION THERAPY TECHNOLOGY	13	-	11
MEDICAL ASSISTANT	8	-	-
HEALTH AIDE	-	-	-
MEDICAL EMERGENCY TECHNOLOGY	2	-	126
OTHER HEALTH	<u>65</u>	<u>34</u>	<u>-</u>
TOTAL OCCUPATIONAL PROGRAMS	1,042	56	338
TOTAL GENERAL HEALTH	<u> </u>	<u>49</u>	<u>106</u>
GRAND TOTAL HEALTH	1,042	105	444

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VOCATIONAL PROGRAM
FY-80

HOME ECONOMICS

PROGRAM	DEMAND	ENROLLMENT	
		Secondary	P-Secondary/Adult
CARE AND GUIDANCE OF CHILDREN	38	40	222
CLOTHING MANAGEMENT, PRODUCTION AND SERVICES	16	51	-
FOOD MANAGEMENT, PRODUCTION AND SERVICES	9	101	-
HOME FURNISHING, EQUIPMENT AND SERVICES	7	47	-
INSTITUTIONAL AND HOME MANAGEMENT AND SUPERVISION	1,025	1	-
OTHER HERO	-	92	-
TOTAL OCCUPATIONAL PROGRAMS	1,095	332	222
TOTAL GENERAL HOME ECONOMICS	-	715	30
GRAND TOTAL HOME ECONOMICS	1,095	1,047	252

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VOCATIONAL PROGRAM
FY-80

BUSINESS AND OFFICE

PROGRAM	DEMAND	ENROLLMENT	
		Secondary	P-Secondary/Adult
ACCOUNTING AND COMPUTING	1,105	628	-
COMPUTER AND CONSOLE OPERATION	34	34	-
PROGRAMMERS	42	13	-
OTHER BUSINESS DATA PROCESSING	133	-	279
FILING, OFFICE MACHINES	1,632	714	-
INFORMATION, COMMUNICATION OCCUPATION	1,046	-	-
MATERIALS, SUPPORT, TRANSPORTATION, ETC.	479	-	-
PERSONNEL, TRAINING AND RELATED	123	-	-
STENOGRAPHER, SECRETARY AND RELATED	1,229	690	1,378
SUPERVISORY AND ADMINISTRATIVE MANAGEMENT	175	-	689
TYPING AND RELATED	540	1,248	-
OTHER BUSINESS AND OFFICE	<u>112</u>	<u>24</u>	<u>-</u>
TOTAL OCCUPATIONAL PROGRAMS	6,650	3,351	2,346
TOTAL GENERAL BUSINESS AND OFFICE	<u>-</u>	<u>6,184</u>	<u>2,108</u>
GRAND TOTAL, BUSINESS AND OFFICE	6,650	9,535	4,454

VOCATIONAL PROGRAM
FY-80

TECHNICAL

PROGRAM	DEMAND	ENROLLMENT	
		Secondary	P-Secondary/Adult
ARCHITECTURAL TECHNOLOGY	3	121	-
CIVIL TECHNOLOGY	28	6	-
ELECTRICAL TECHNOLOGY	131	-	-
ELECTRONIC TECHNOLOGY	11	23	-
ENVIRONMENTAL CONTROL TECHNOLOGY	2	-	-
INDUSTRIAL TECHNOLOGY	15	-	-
MECHANICAL TECHNOLOGY	80	-	-
COMMERCIAL PILOT TRAINING	24	-	-
FIRE AND FIRE SAFETY TECHNOLOGY	-	-	113
POLICE SCIENCE	10	-	449
OTHER TECHNICAL	<u>7</u>	<u>35</u>	<u>8</u>
TOTAL OCCUPATIONAL PROGRAMS	311	185	570
TOTAL GENERAL TECHNICAL	<u>-</u>	<u>110</u>	<u>108</u>
GRAND TOTAL TECHNICAL	311	295	678

VOCATIONAL PROGRAM
FY-80

TRADE AND INDUSTRIAL

PROGRAM	DEMAND	ENROLLMENT	
		Secondary	P-Secondary/Adult
AIR CONDITIONING	56	-	57
APPLIANCE REPAIR	21	3	-
BODY AND FENDER REPAIR	74	66	-
AUTO MECHANICS	398	1,484	368
AVIATION OCCUPATIONS	56	41	-
COMMERCIAL ARTS OCCUPATIONS	47	75	-
COMMERCIAL PHOTOGRAPHY OCCUPATION	79	59	-
CARPENTRY	276	518	-
ELECTRICITY	175	35	-
MASONRY	18	-	-
PLUMBING AND PIPE FITTING	-	-	-
OTHER CONSTRUCTION AND MAINTENANCE	1,226	8	-
CUSTODIAL SERVICES	1,519	8	-
DIESEL MECHANICS	36	-	16
DRAFTING OCCUPATIONS	90	281	224
ELECTRICAL OCCUPATIONS	96	-	-
ELECTRONIC OCCUPATIONS	2	133	276
FOREMANSHIP, SUPERVISION AND MANAGEMENT DEVELOPMENT	-	-	-
GRAPHIC ARTS OCCUPATIONS	204	29	49
INSTRUMENT MAINTENANCE REPAIR	47	-	-

TRADE AND INDUSTRIAL (Continued)

PROGRAM	DEMAND	ENROLLMENT	
		Secondary	P-Secondary/Adult
MARITIME OCCUPATIONS	2	-	-
MACHINE SHOP	83	45	-
MACHINE TOOL OPERATION	74	6	-
SHEET METAL	38	16	-
WELDING AND CUTTING	73	344	-
TOOL AND DIE MAKING	77	-	-
OTHER METAL WORKING OCCUPATIONS	45	10	232
METALLURGY OCCUPATIONS	-	-	-
COSMETOLOGY	212	107	-
OTHER PERSONAL SERVICES	56	12	-
PLASTICS OCCUPATIONS	32	-	-
FIREMAN TRAINING	146	-	-
LAW ENFORCEMENT TRAINING	895	-	-
OTHER PUBLIC SERVICES	31	-	-
QUANTITY FOOD OCCUPATIONS	5,652	45	-
REFRIGERATION	8	36	-
SMALL ENGINE REPAIR	6	55	-
STATIONARY ENERGY SOURCES OCCUPATIONS	40	-	-
TEXTILE PRODUCTION AND FABRICATION	114	-	-
UPHOLSTERING	14	21	-
WOODWORKING OCCUPATIONS	47	172	-
OTHER TRADE AND INDUSTRIAL	757	86	-

TRADE AND INDUSTRIAL (Continued)

PROGRAM	DEMAND	ENROLLMENT	
		Secondary	P-Secondary/Adult
TOTAL OCCUPATIONAL PROGRAMS	12,822	3,695	1,222
TOTAL GENERAL TRADES AND INDUSTRY	<u>-</u>	<u>4,669</u>	<u>387</u>
GRAND TOTAL, TRADE AND INDUSTRIAL	12,822	8,364	1,609

RELATED VOCATIONAL PROGRAMS
FY-80

SUMMARY

PROGRAM	DEMAND	ENROLLMENT	
		Secondary	P-Secondary/Adult
CONSUMER AND HOME MAKING	-	3,135	-
INDUSTRIAL ARTS	-	1,419	-
COOPERATIVE	-	2,590	37
HANDICAPPED AND DISADVANTAGED SERVED BY VOCATIONAL EDUCATION	-	3,293	191
TOTALS	-	<hr/> 10,437	<hr/> 228

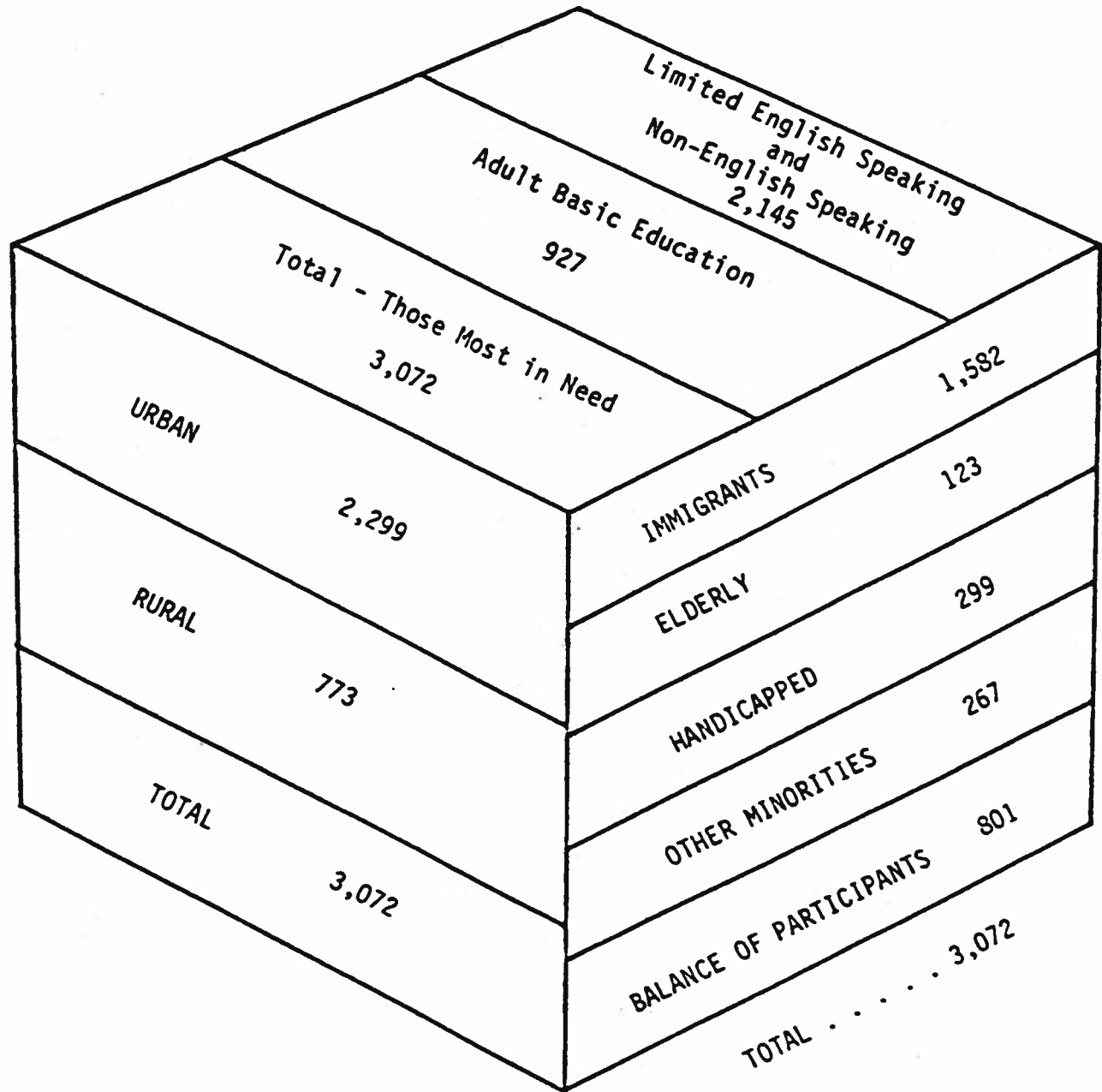
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ADULT EDUCATION

ACTUAL GOALS provided Programs of Instruction

FY 1979-80

Clients Served by Area, Population and Programs



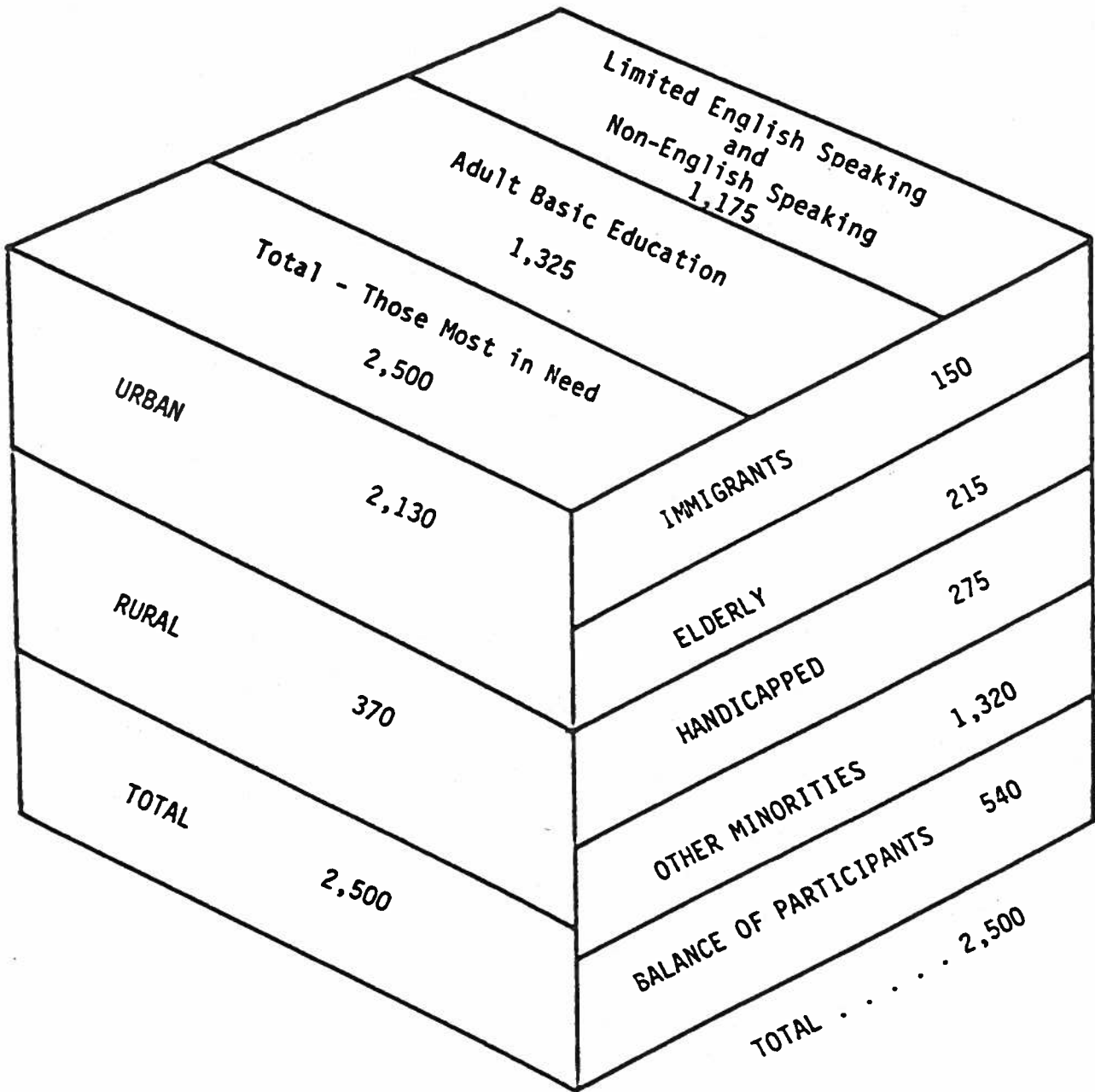
ADULT EDUCATION

ESTIMATED GOALS

Programs of Instruction

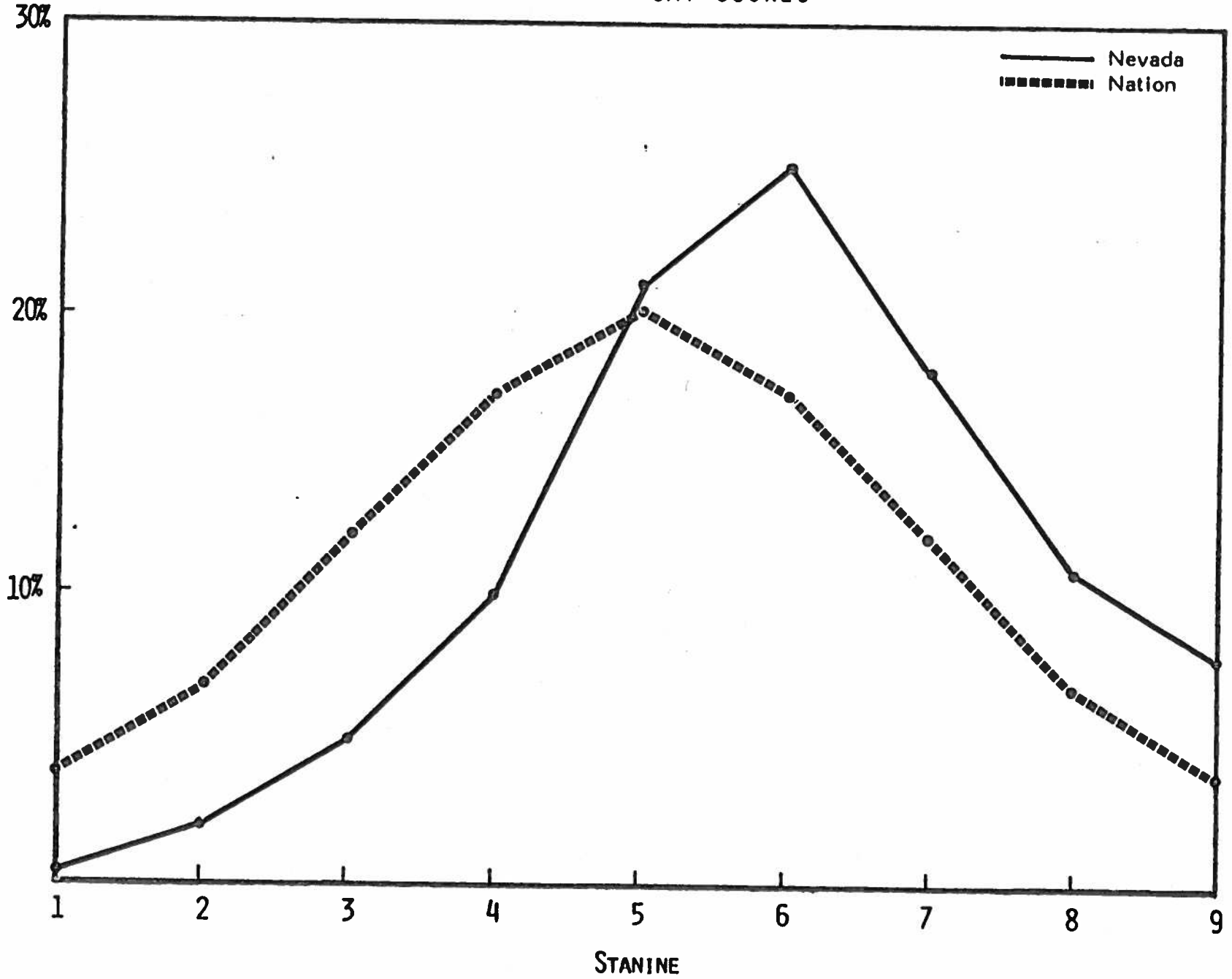
FY 1979-80

Clients to be Served
by
Area, Population and Programs



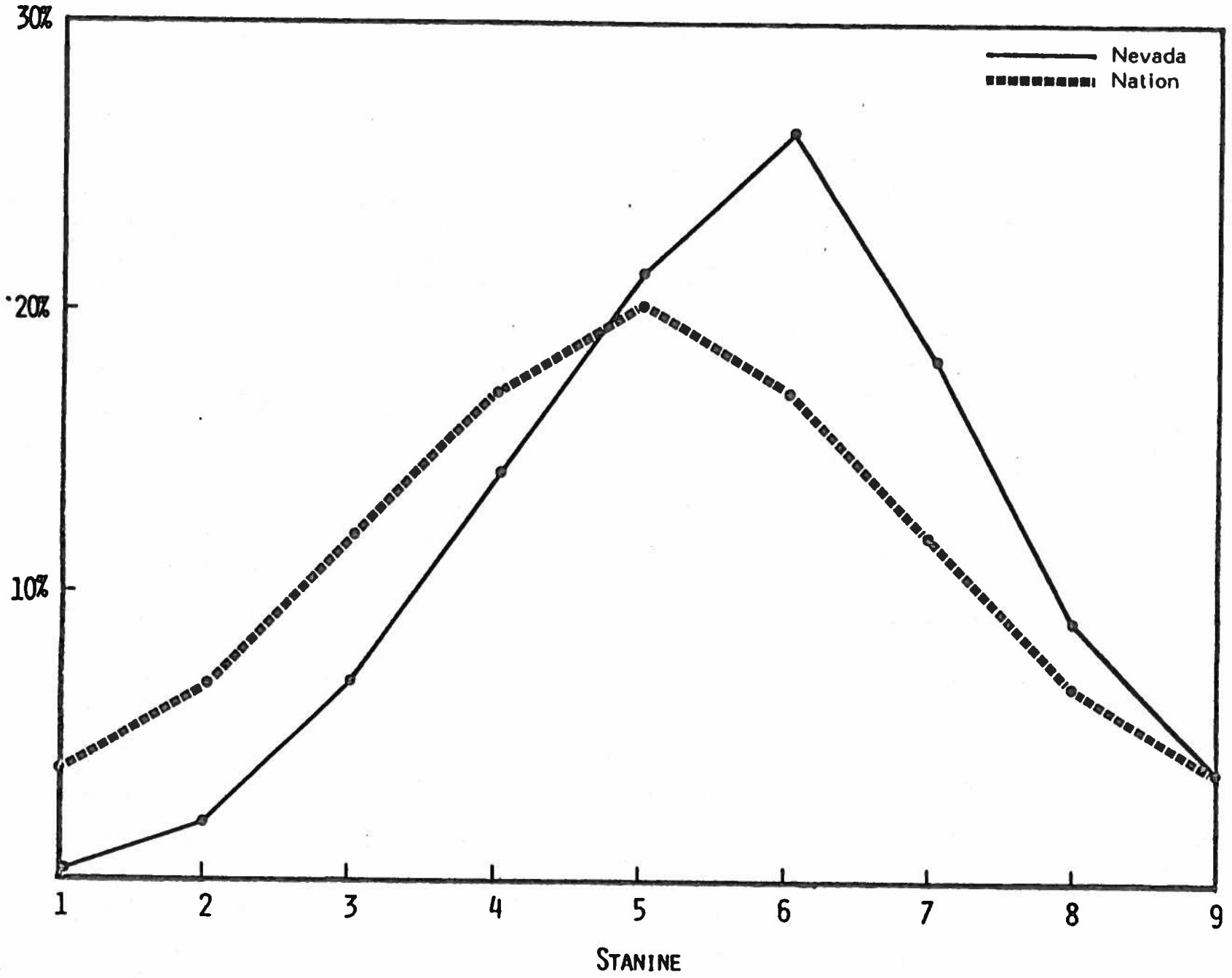
GRADE 3
READING
SAT SCORES

EXHIBIT C



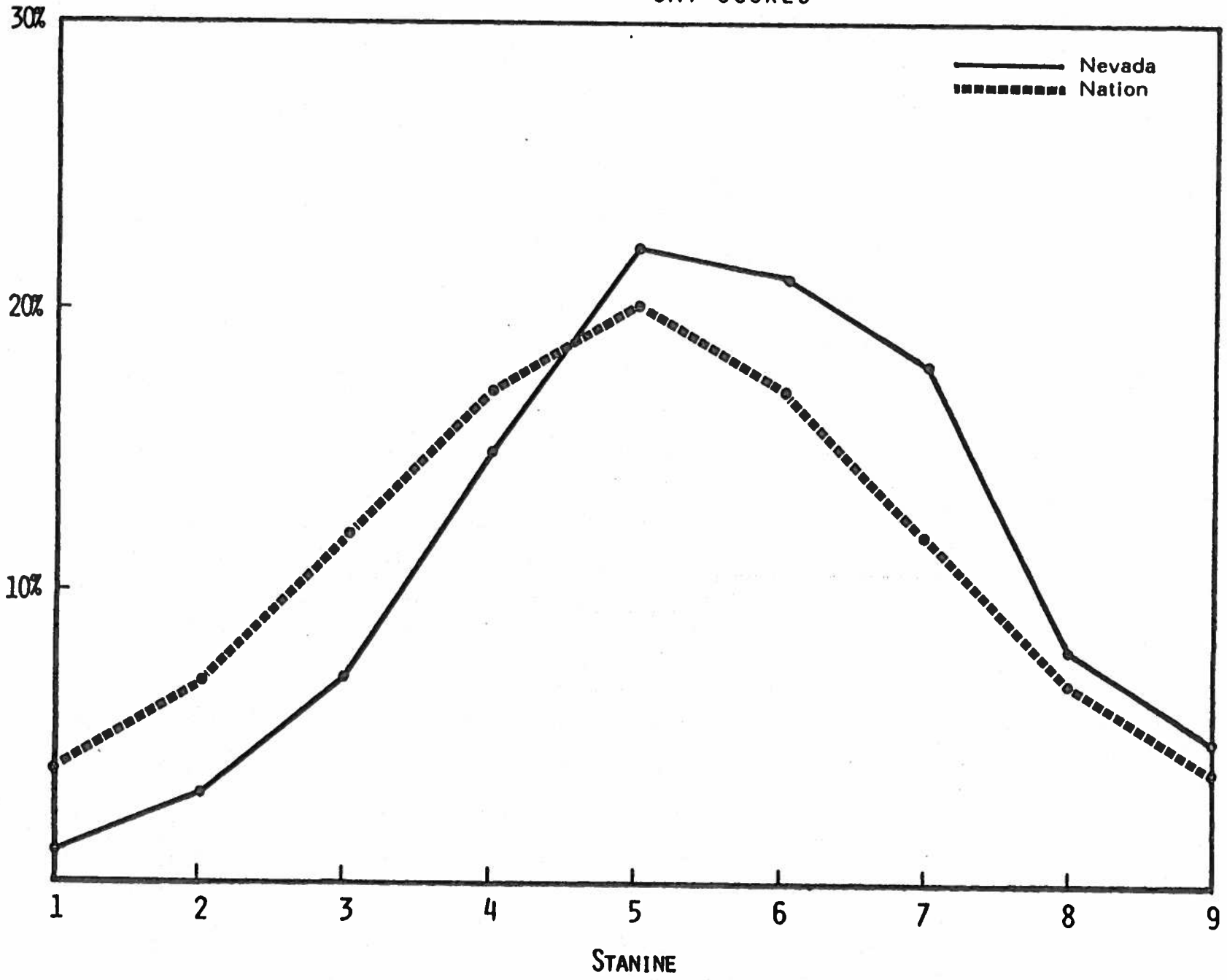
GRADE 6
READING
SAT SCORES

EXHIBIT C



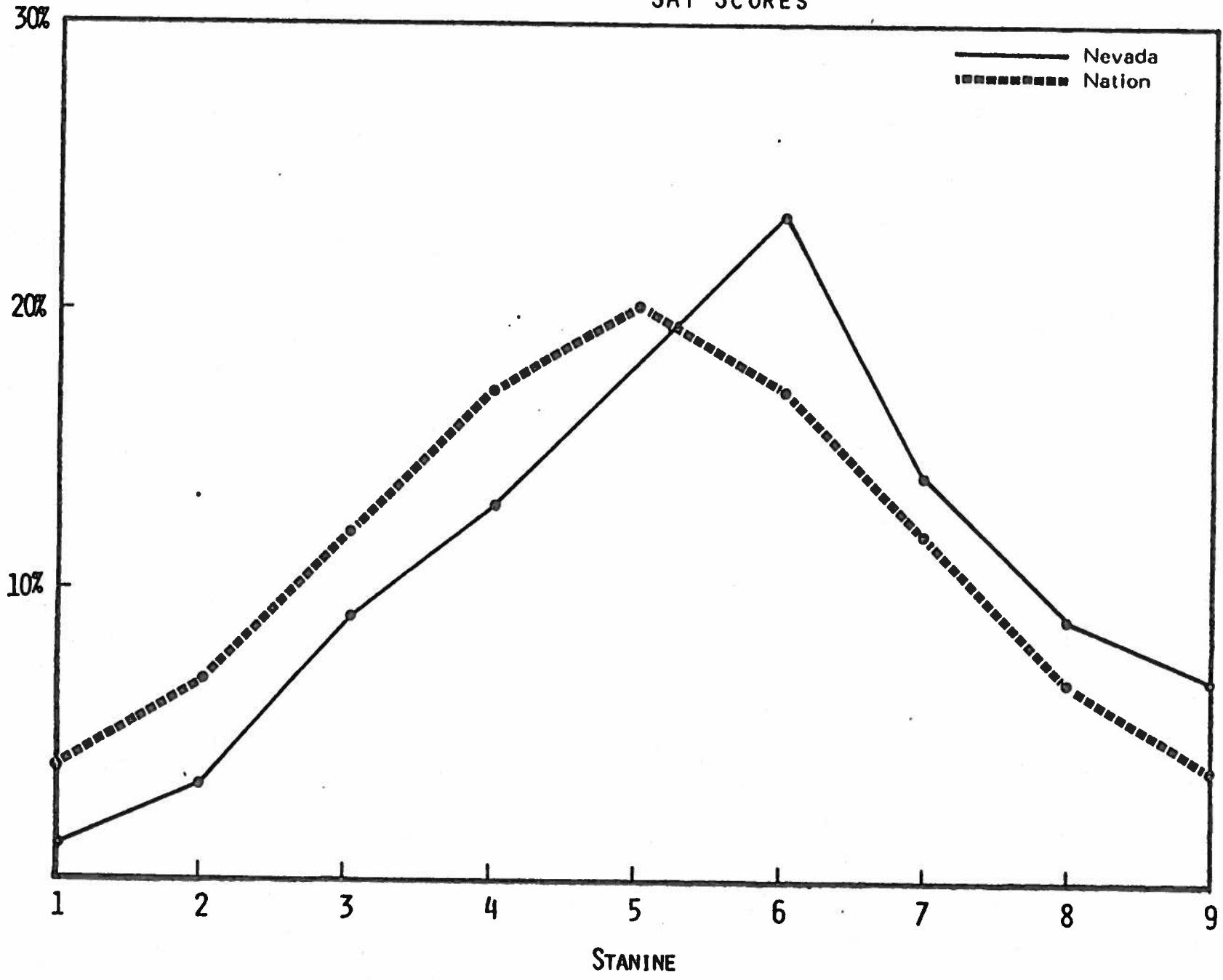
GRADE 3
LANGUAGE
SAT SCORES

EXHIBIT C



GRADE 6
LANGUAGE
SAT SCORES

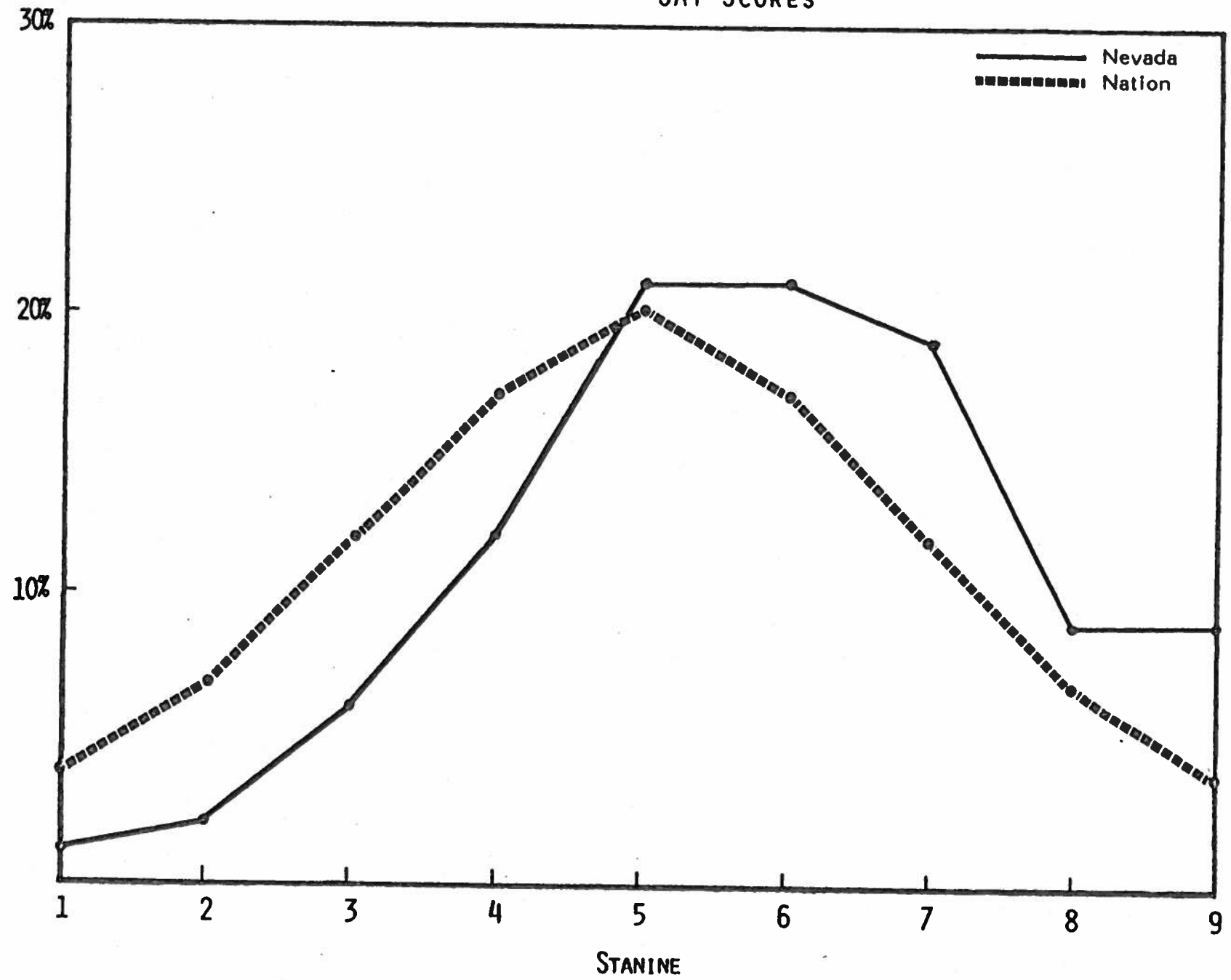
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GRADE 3
MATHEMATICS
SAT SCORES

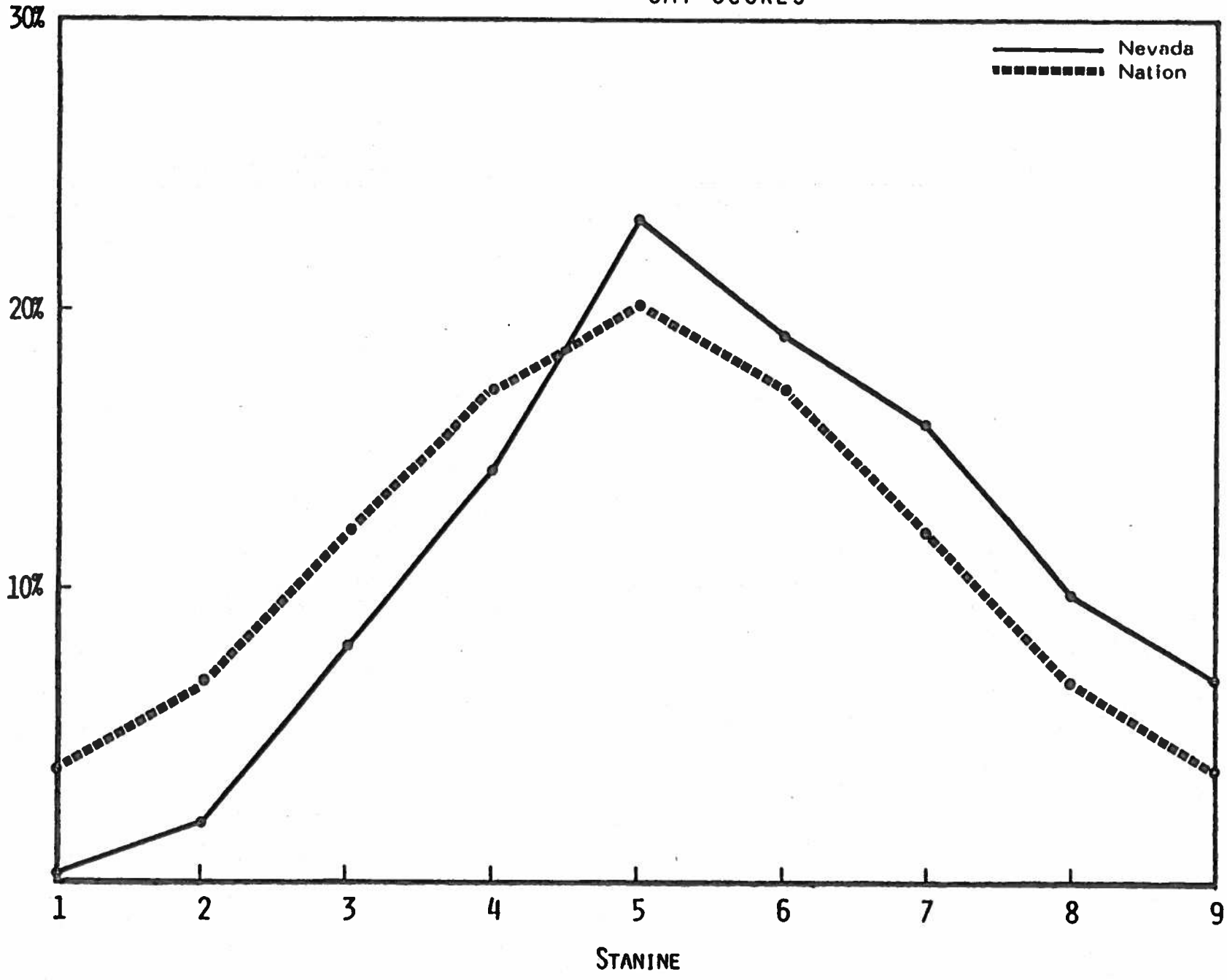
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EXHIBIT C



GRADE 6
MATHEMATICS
SAT SCORES

EXHIBIT C



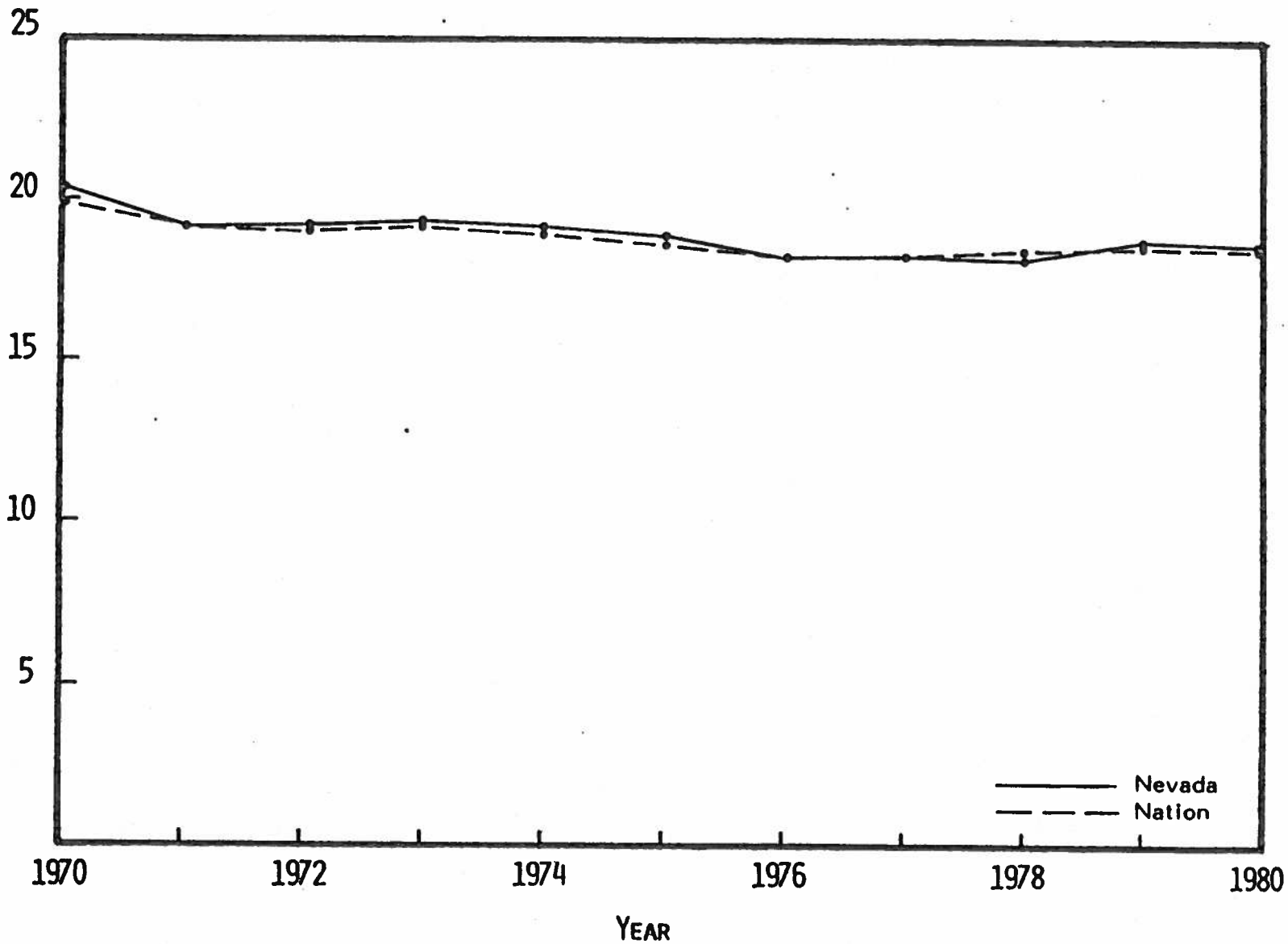
NEVADA COLLEGE BOUND HIGH SCHOOL SENIORS

COMPOSITE ACT SCORES

119

EXHIBIT C

RAW
SCORE

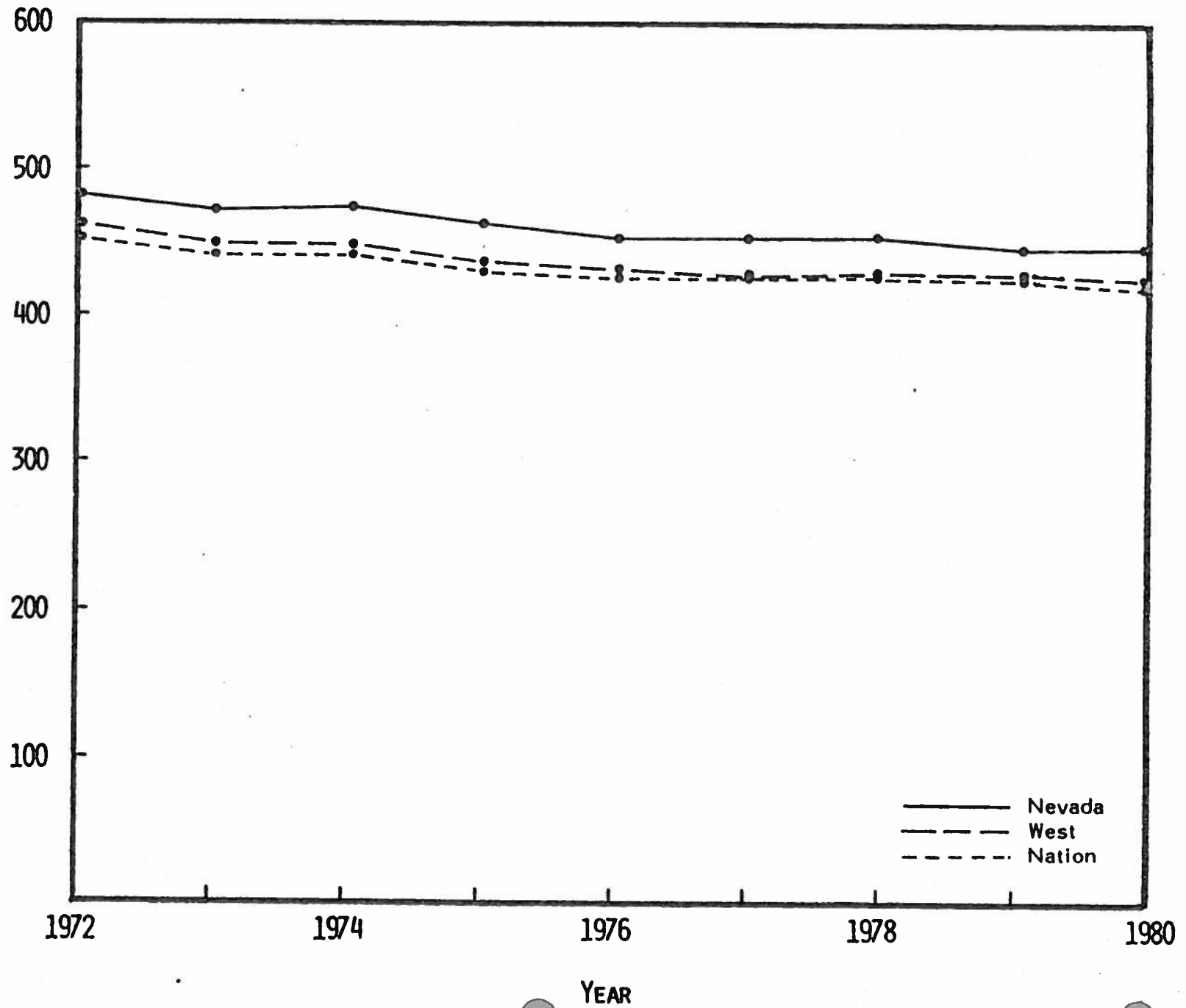


COLLEGE BOUND HIGH SCHOOL SENIORS

VERBAL
SAT SCORES

EXHIBIT C

RAW
SCORE



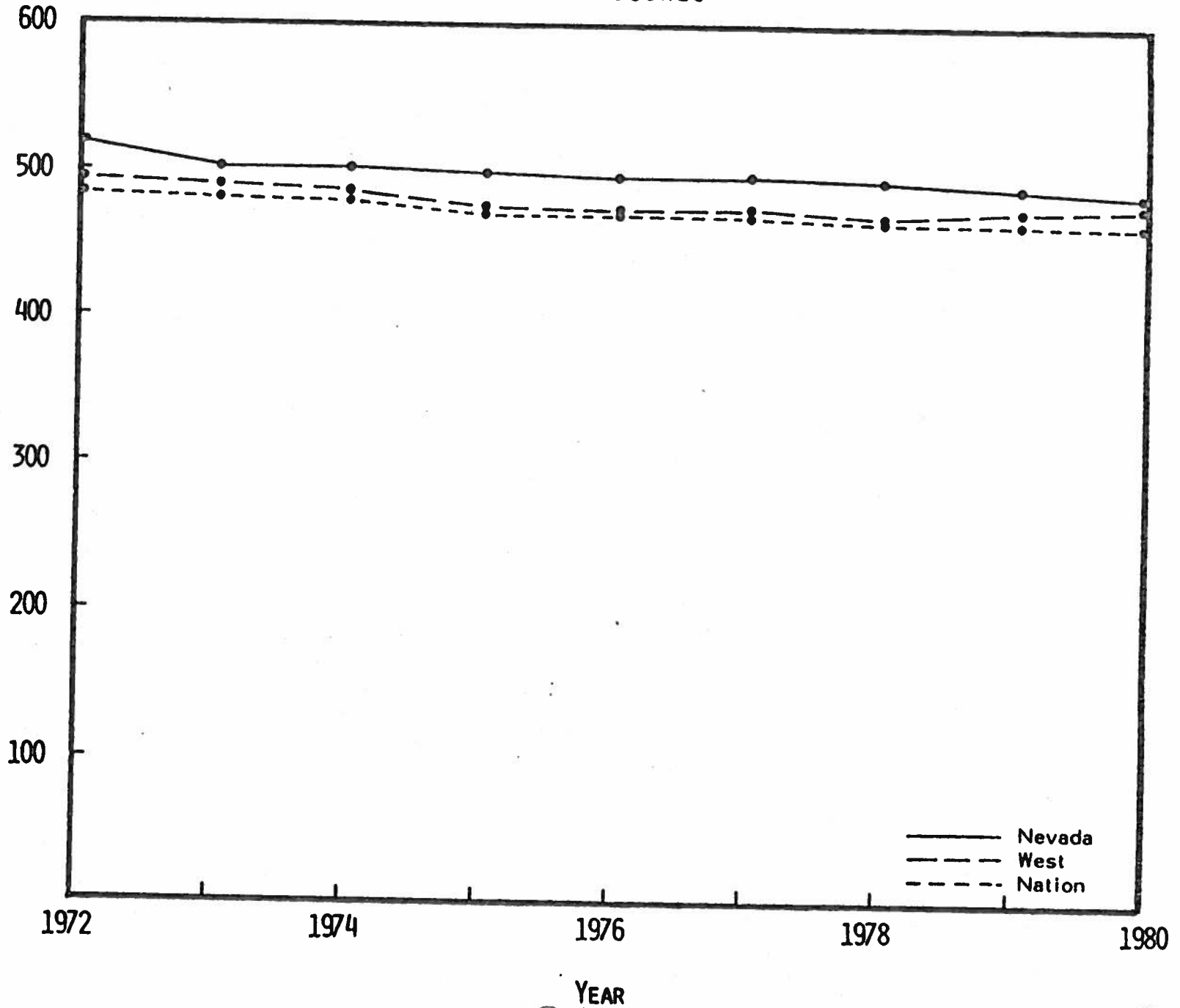
COLLEGE BOUND HIGH SCHOOL SENIORS

MATHEMATICS

SAT SCORES

EXHIBIT C

RAW
SCORE



BUS TRANSPORTATION INFORMATION

1. 30.1% of the districts' school buses are over 10 years old.
2. 17.8% have 200,000 or more miles on them.
3. 15.3% of all buses have over 150,000 miles.
4. 21.3% of all buses have over 100,000 miles.
5. 13.4% of the districts' school buses need to be replaced.

2-3-81

CHILD NUTRITION

	<u>Total Meals Served</u>	<u>Average Daily Participation</u>
School Breakfast	2,398,125	11,180
School Lunch	14,012,269	51,683
Child Care (includes snacks)	1,033,770	2,182
Summer Food Service	<u>120,631</u>	<u>2,927</u>
TOTALS	17,564,795	67,972

Amount of grant-in-aid to schools	\$ 6,407,433
State Funds	<u>360,000</u>
TOTAL	\$ 6,767,433

SCHOOL BUS ROUTES

<u>SCHOOL DISTRICT</u>	<u># OF ROUTES</u>	<u>SHORTEST</u>	<u>LONGEST</u>	<u>TOTAL DAILY MILEAGE</u>
CARSON CITY	23	22	84	1186
CHURCHILL	34	24	166	1612
CLARK	286	29	214	23544
DOUGLAS	29	8	147	1903
ELKO	24	23	143	2013
ESMERALDA	6	30	160	552
EUREKA	8	66	170	977
HUMBOLDT	20	20	211	1183
LANDER	6	35	228	584
LINCOLN	12	18	160	624
LYON	22	21	205	1904
MINERAL	9	5	95	414
NYE	20	8	234	1848
PERSHING	8	30	200	625
STOREY	3	15	70	105
WASHOE	22	28	216	11019
WHITE PINE	17	34	224	1824
TOTALS	549			51917

2/3/81

Jan. 1981

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

THE POSITION:

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

WHY:

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

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

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

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

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

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

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

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

FISCAL IMPACT:

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

Jan. 1981

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

THE POSITION:

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

WHY:**Background Rationale**

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

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

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

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

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

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

Objectives

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

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

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

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

Role of the Counselor

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

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

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

Training and Personal Qualities

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

Current Status of Counselors

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

FISCAL IMPACT:

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

Jan. 1981

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

THE POSITION:

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

WHY:

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

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

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

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

FISCAL IMPACT:

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

LAS VEGAS AREA COUNCIL PARENT TEACHER ASSOCIATION

MAY 1980

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

ELEMENTARY SCHOOL COUNSELORS

****PRIORITY****

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

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

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

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

****PRIORITY****

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

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

WHEREAS, abused children often become child abusers themselves, and

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

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

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

****PRIORITY****

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

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

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

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

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

****PRIORITY****

CLASS SIZE

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

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

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

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

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

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

SEX EDUCATION

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

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

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

VOCATIONAL EDUCATION

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

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

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

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

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

COMPULSORY
EDUCATION

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

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

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

PROFESSIONAL PROGRAMS

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

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

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

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

ACCOUNTABILITY

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

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

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

PRE SERVICE TRAINING

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

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

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

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

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

SERVICES TO
CHILDREN AND YOUTH

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

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

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

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

Legislation - Page 3

ACADEMICALLY TALENTED

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

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

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

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

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

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

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

HANDICAPPED EDUCATION



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

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

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

I.T.V.

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

WHEREAS, the report shows that:

- approximately one out of three teachers (727,000) used television regularly in 1976-77;
 - approximately 15 million students received a regular portion of their instruction via television in 1976-77;
 - most teachers (95%) who use television for instruction integrate it with other classroom activities;
 - most school superintendents (64%) expected school district expenditures for ITV to increase or remain the same through 1980;
 - major strengths of ITV, as reported by teachers and administrators, include: to bring new resources and/or persons to the classroom; to provide different approaches to presenting materials; to present new material; to reinforce material taught in other lessons;
 - most administrators claim (and teachers affirm) that they either strongly encourage the use of ITV or encourage its use and leave the final decision to the discretion of the teacher.
- THEREFORE BE IT

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

X

MX MISSILE SYSTEM

COMPULSORY ATTENDANCE COMPULSORY KINDERGARTEN

ALCOHOL AND DRUG ABUSE

Legislation - Page 6

FIRST AID TRAINING

WHEREAS, injuries, illnesses and other health care incidents occur during school hours, and

WHEREAS, competent First Aid trained individuals are not required in each elementary school throughout Nevada on a permanent daily basis, and

WHEREAS, basic First Aid care is essential to the health and welfare of children everywhere, THEREFORE BE IT

RESOLVED, that the Nevada PTA support legislation that would require all school districts in the state to have a staff member (school secretary, clerk, custodian) other than a school nurse or health aide in each elementary school who has a current certificate in First Aid training.

HEALTH SCREENING

WHEREAS, from all over the world families are locating in the State of Nevada, and

WHEREAS, the Nevada PTA is concerned with the Health of all children, and

WHEREAS, Health Screening of children is required by most other states, THEREFORE BE IT

RESOLVED, that the Nevada Legislature require a health screening of all children before entering a Nevada school for the first time.

TUITION TAX CREDIT

WHEREAS, Tuition tax credit legislation threatens the education of 90% of American school children who attend public schools by directing billions of dollars to students in one-public schools, and

WHEREAS, at a time when thousands of poor students seeking high education are underserved, tuition tax credit legislation would give massive aid to those who need it least, and

WHEREAS, tuition tax credits at all levels would reverse the traditional federal policy of assistance based on need, and funding of specific, categorical programs, and

WHEREAS, tuition tax credits would institutionalize a two-class educational system, with only those children whom private schools admit or whose parents can afford to pay the balance of tuition costs benefiting, with schools becoming segregated by class, by creed and by color, and

WHEREAS, tuition tax credits at the elementary and secondary level have been declared unconstitutional in three unequivocal Supreme Court decisions, and

WHEREAS, at a time when there is a new National push for academic excellence, tuition tax credit legislation could lead to the destruction of the public schools, THEREFORE BE IT

RESOLVED, that the Nevada PTA go on record as being opposed to any tuition tax credit legislation at the elementary and secondary levels, and BE IT FURTHER

RESOLVED, the Nevada PTA encourage its members of Congress to oppose vigorously, tuition tax credit legislation.

LIBRARIES

WHEREAS, school library/media centers are the heart of the school (They make it possible for students to develop reading and research skills and to follow their individual interests), and

WHEREAS, the Nevada PTA supports the development of school library/media centers in all schools, THEREFORE BE IT

RESOLVED, That the Nevada PTA supports the development of public libraries in Nevada, because libraries provide an opportunity for people of all ages to pursue life-long learning.

NON-LEGISLATIVE RESOLUTIONS

SCHOOL BOARD OF TRUSTEES
TRAINING

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

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

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

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

ENERGY EDUCATION

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

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

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

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

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

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

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

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

DRIVER EDUCATION

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

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

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

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

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

PARENTAL SKILLS

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

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

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

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

MOTORCYCLE RIDER EDUCATION

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

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

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

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

PHYSICAL EDUCATION

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

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

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

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

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

YEAR-ROUND SCHOOL FOR HANDICAPPED STUDENTS

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

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

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

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

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

SCHOOL AIDE PROGRAM

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

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

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

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

ITEMS FOR REINSTATEMENT

LOWER ENROLLMENT AGE

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

ELECTIVE SCHOOL BOARD

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

AGE OF MAJORITY

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

MANDATED CURRICULUM

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

~~X~~

NRS 391

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

~~X~~

NRS 288

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

HELMET LAW

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

CHILD CARE FACILITIES

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

FAMILY COURTS

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

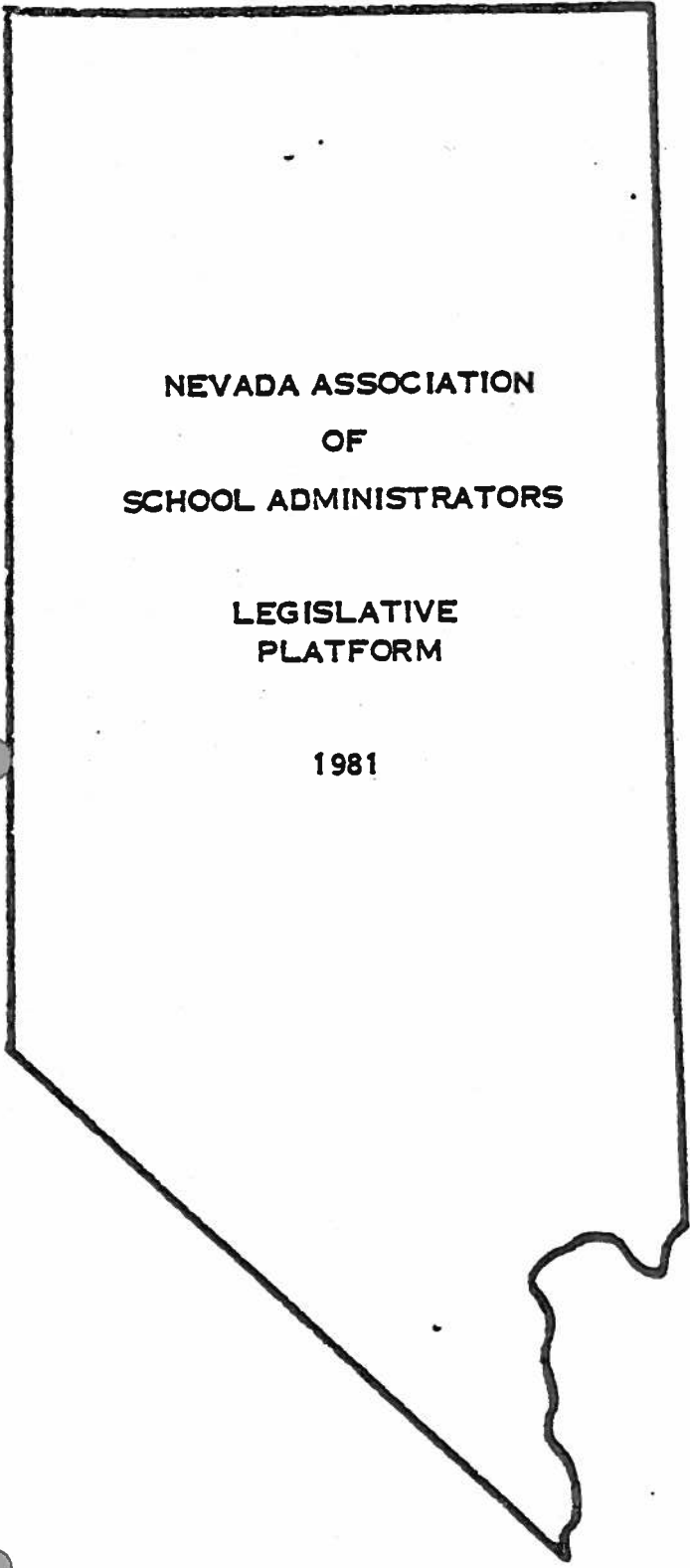
PREVENTION OF SEXUALLY TRANSMITTED DISEASES

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



REALLOCATION OF DISTRIBUTIVE SCHOOLS FUNDS TO PUBLIC SCHOOLS

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



NEVADA ASSOCIATION
OF
SCHOOL ADMINISTRATORS

LEGISLATIVE
PLATFORM

1981

LEGISLATIVE PLATFORM
NASA
1981

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

The legislative program is as follows:

FINANCE

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

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

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

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

ENERGY CONSERVATION

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

PUBLIC EMPLOYEES RETIREMENT SYSTEM

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

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

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

STUDENTS

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

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

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

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

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

PERSONNEL

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

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

LOCAL AUTONOMY

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

HIGHER EDUCATION LICENSURE

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

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STATE OF NEVADA
DEPARTMENT OF HUMAN RESOURCES
RALPH R. DISIBIO, Ed.D. DIRECTOR

DIVISION FOR AGING SERVICES

JOHN B. MCSWEENEY, ADMINISTRATOR

ADMINISTRATIVE OFFICE
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CAPITOL COMPLEX
CARSON CITY, NEVADA 89710
(702) 885-4210

ROBERT LIST
GOVERNOR

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DIRECTOR'S OFFICE
DHR

February 6, 1981

MEMORANDUM

TO: Dr. Ralph DiSibio, Director
Department of Human Resources

FROM: John B. McSweeney, Administrator *John B. McSweeney*
Division for Aging Services

SUBJECT: INFORMATION REQUEST BY THE COMMITTEE OF HUMAN RESOURCES AND
FACILITIES, CHAIRMAN SENATOR NEAL

When I gave testimony on the morning of February 4, mention was made that there could possibly be a monetary increase needed if the Division for Aging Services became a Department on Aging. The Committee asked if I could be more specific in trying to identify certain category increases that may be brought about by the change and to report that information as soon as possible.

Members of my staff and I tried in vain to project potential funding increases that would result in a change to departmental status.

In a quick review of the fifty state offices on aging throughout the United States, twenty-five are identified as umbrella offices on aging under a department. The other twenty-five are either distinct departments on aging or commissions on aging with an executive director as the lead person. I cannot readily identify within the last two years any state that has converted to a department structure and any cost factors that may have been involved due to the change.

I think it is safe to assume some areas of identification that may directly or indirectly involve increased state expenditure.

1. Would a moving expense be necessary? My inclination is that it would be and that expense would entail, besides the physical move, the potential increase of office space and reinstallation expense of telephones, Lanier word Processor, etc.

2. Operating expenses may increase, which may be considered minor, such as letterheads, duplicating, etc.

Dr. Ralph DiSibio
February 6, 1981
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3. There may or may not be a salary increase pertaining to personnel.

4. Department status would require the full array of legal services provided by the Attorney General's Office. Such services are presently provided in a team approach shared with several divisions of the Department of Human Resources.

While the aforementioned range in cost from minor installation fees to moderate legal services, in combination, may not exceed \$50,000, I hasten to add the obvious; the immediate cost may be minimal, however, future costs of empire building, expansion of responsibilities with concomitant staffing ratios are inevitable. Legislators are even more aware of this natural trend than I.

Opinion

One of the greatest disadvantages of becoming a department would be the loss of the close coordination of the other division involved in elderly programs. e.g., Welfare, Rehabilitation, Mental Health, etc. We have periodic meetings and workshops with these other agencies within the Department of Human Resources and we feel this is a very necessary procedure to remain in touch with all aging problems with all agencies involved with aging. As a department, we may lose this coordination because we would no longer be under the Department of Human Resources. Example-- it is not likely that a Department of Aging would be made part of a department staff meeting held by the Director of Human Resources, where information is shared, etc..