

DETAIL LISTING
FROM FIRST TO LAST STEP

TODAY'S DATE: Nov. 28, 1994
TIME : 3:12 pm
LEG. DAY: 93 Regular
PAGE : 1 OF 1

N E L I S

1993

AB 584 By Education SUICIDE

Requires state board of education to establish program of instruction in prevention of suicide. (BDR 34-1966)

Fiscal Note: Effect on Local Government: No. Effect on the State or on Industrial Insurance: Yes.

05/05 66 Read first time. Referred to Committee on Education. To printer.
05/06 67 From printer. To committee.
05/06 67 Dates discussed in committee: 5/17, 5/24 (A&DP)
05/27 82 From committee: Amend, and do pass as amended.
05/27 82 (Amendment number 612.)
05/28✓ 83 Read second time. Amended. To printer.
06/01 84 From printer. To engrossment.
06/01 84 Engrossed. First reprint.
06/02✓ 85 Read third time. Passed, as amended. Title approved, as amended. (40 Yeas, 1 Nays, 0 Absent, 0 Excused, 1 Not Voting.) To Senate.
06/03 85 In Senate.
06/03 85 Read first time. Referred to Committee on Human Res and Fac. To committee.
06/03 85 Dates discussed in Committee: 6/25 (DP)
06/26 104 From committee: Do pass.
06/26 104 Declared an emergency measure under the Constitution and placed on General File for next legislative day.
06/26 104 Placed on General File.
06/26 104 Taken from General File. Placed on General File for next legislative day.
06/28✓ 105 Read third time. Passed. Title approved. (14 Yeas, 7 Nays, 0 Absent, 0 Excused, 0 Not Voting.) To Assembly.
06/29 108 In Assembly.
06/29 108 To enrollment.
06/30 109 Enrolled and delivered to Governor.
07/01 110 Approved by the Governor.
07/02 111 Chapter 385.
Effective July 1, 1993.

(* = instrument from prior session)

NEVADA LEGISLATURE
SIXTY-SEVENTH SESSION
1993

SUMMARY OF LEGISLATION

PREPARED BY
RESEARCH DIVISION
LEGISLATIVE COUNSEL BUREAU

A.B. 584 (Chapter 385)

Assembly Bill 584 requires the State Board of Education to establish a program of suicide prevention to be taught to each pupil by the completion of grade 12 as part of a required course of study.

Referred to Assembly Committee on Education

ASSEMBLY VOTE: 40-1-1

Referred to Senate Committee on Human Resources and Facilities

SENATE VOTE: 14-7-0

Effective July 1, 1993

ASSEMBLY BILL NO. 584--COMMITTEE ON EDUCATION

MAY 5, 1993

Referred to Committee on Education

SUMMARY--Requires state board of education to establish program of instruction in prevention of teenage suicide. (BDR 34-1966)

FISCAL NOTE: Effect on Local Government: No.
Effect on the State or on Industrial Insurance: Yes.

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

AN ACT relating to education; requiring the state board of education to establish a program of instruction in the prevention of teenage suicide; 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. Chapter 389 of NRS is hereby amended by adding thereto a
- 2 new section to read as follows:
- 3 1. *The state board shall establish a program of instruction regarding the*
- 4 *prevention of teenage suicide.*
- 5 2. *The instruction must be provided to each pupil in grades 6 to 12,*
- 6 *inclusive, as part of a required course of study.*
- 7 Sec. 2. This act becomes effective on July 1, 1993.

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SENATE BILL 67 - Changes grades during which examinations for achievement and proficiency must be given to pupils.

Dr. Eugene Paslov, State Superintendent of Public Instruction, read verbatim from prepared testimony in support of the bill (Exhibit C). Dr. Paslov explained current law required achievement/proficiency examinations be administered before the completion of grades 3, 6, 9, and 12. The proposed bill would change the testing grades to 4, 8, and 11.

Dr. Paslov pointed out fourth grade marked the end of the primary level and the beginning of the elementary level of education. Testing at the end of grade eight would provide high schools information about student performance for placement in remedial programs.

Dr. Paslov concluded there would be a cost savings to local school districts since the testing would be eliminated in one grade.

Henry Etchemendy, Executive Director, Nevada Association of School Boards, spoke in support of SB 67. Mr. Etchemendy maintained if and when the class size reduction program was fully implemented, the testing at grade four would become more important than administering it in grade three.

Dr. Paslov indicated all tests would be provided by CTBS which was the vendor currently providing the tests for grades 3, 6, and 9. Technical conversions might need to be made for approximately one year; however, no baseline information would be lost.

Mr. Haller asked what CTBS stood for. Dr. Paslov replied, "California Test of Basic Skills."

Chairman Williams closed the hearing on SB 67.

ASSEMBLY BILL 584 - Requires state board of education to establish program of instruction in prevention of teenage suicide.

Assemblyman Vonne Chowning, Assembly District 28, presented testimony in support of the bill. Mrs. Chowning alluded to the rising statistics of teenage suicide, pointing out Nevada led the nation in completed, successful suicides. Mrs. Chowning explained the proposed bill would provide an awareness to students regarding coping with the problems they faced.

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Mrs. Chowning referred to a handout titled, "Definition of At Risk" (Exhibit D). At-risk students were unlikely to graduate from high school and were likely to leave school without the life skills, attitudes, and knowledge needed to achieve economic self-sufficiency and contribute as a productive member of society.

Mrs. Chowning pointed out many of the characteristics and behaviors of at-risk students were the same characteristics and behaviors which led to suicide. Mrs. Chowning emphasized Nevada's teen suicide rate was the second leading cause of death among Nevada youth 15-19 years old.

According to Mrs. Chowning, one way to prevent attempted suicide was through targeted programs which provided comprehensive educational, employment, health, and social services for students remaining in school.

Mrs. Chowning justified one of the reasons teens attempted suicide was because they were trying to escape the pain associated with living. Females attempted suicide twice as often as males; however, males completed suicide twice as often as females. Since 1955, the statistics had quadrupled. Mrs. Chowning indicated teenagers were emotionally immature and when contemplating suicide, did not realize they were using a permanent solution to a temporary problem.

Mrs. Chowning called attention to particular clues related to adolescent suicide: changes in eating or sleeping habits; acting out behavior or withdrawing; accident-proneness; no sense of future; no sense of humor; talking about death or suicide; recent loss of a loved one; substance abuse; running away from home; and depression. According to Mrs. Chowning, asking a person if he was thinking about suicide would not put the idea in his mind.

Mrs. Chowning stated California had spent \$900,000 on a suicide prevention program. Part of the expense included a 120 page curriculum with lesson plans which Nevada might use should the bill pass. Mrs. Chowning concluded after five hours of classroom instruction, 420 students had been sampled; 92 reported as a result of the program they had been able to prevent 179 suicides or attempts.

Christine Leyrer, student at Western Nevada Community College and legislative intern for Assemblyman Vonne Chowning, read verbatim from prepared testimony in support of the bill (Exhibit E). Ms. Leyrer related to the committee three incidents of

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attempted suicide, two of which were successful. Ms. Leyrer indicated statistics disclosed for every successful suicide there were at least six survivors left behind suffering the pain from the loss of a loved one.

Ms. Leyrer emphasized AB 584 would provide education not only for the student contemplating suicide, but also for those who were left behind. The bill would educate students to become aware of warning signs of potential suicide victims, and it could encourage individuals to seek help before it was too late.

Mrs. Chowning alluded to a slight problem concerning the language of the bill; however, she submitted a proposed amendment to correct the problem (Exhibit F). Mrs. Chowning suggested removing the word "teenage" from the language since the problem affected individuals of all different ages. Mrs. Chowning commented the determination of how to implement the program would be decided by the Department of Education.

Dr. Paslov read verbatim from prepared testimony in support of AB 584 (Exhibit G). Dr. Paslov justified Japan had the highest suicide rate among teenagers; however, the United States overtook Japan four or five years ago. Dr. Paslov shared a personal story of an attempted suicide by his oldest son when he was 18 years old. In his opinion, potential suicide victims had no boundaries relating to what type of individual might attempt suicide.

Dr. Paslov pointed out the Nevada secondary course of study already included two objectives in the required health course which were related to suicide prevention education. The proposed bill would require the State Board of Education to further revise its course of study, including counselors being instructed on building self-esteem in the lower grade levels. Dr. Paslov concluded by urging the committee to pass AB 584.

Mr. Haller questioned if the program could feasibly be established by July 1. Dr. Paslov responded all efforts would be geared toward the July 1 date; however, if the date was not met, it would be implemented as soon as possible.

Chairman Williams asked which grades would be targeted for implementing the program. Dr. Paslov replied the upper elementary grades, particularly third and fourth grade, at least to identify the warning signs of potential suicide. The middle school grades were extremely important due to students emotions and self-esteem, and they needed to be aware of the other options available to obtain help.

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Roger Simon, Executive Director, Suicide Prevention and Crisis Call Center, read verbatim from prepared testimony (Exhibit H). Mr. Simon explained the Youth Outreach Suicide Prevention Program had operated within the Washoe County Schools serving thousands of students, educators, parents, and support staff.

Mr. Simon emphasized Nevada was ranked number one in the nation for suicide rates, running approximately twice the national average. Mr. Simon maintained in 1990 the national average was 12.7 suicides per 100,000 individuals; in Nevada the rate was 25.1 per 100,000 individuals.

In a study conducted by the Center for Disease Control entitled, "Nevada Suicide Study," Dr. Meehan determined teenagers in Nevada had a suicide rate two to four times the national average. The suicide rate for 15-19 year old males was approximately seven times the national average. Mr. Simon remarked teenagers were identifying themselves as victims of extreme stress, feeling pressures from within the home, school, peers, and the employment sector.

Mr. Simon indicated in each classroom presentation the question was asked, "How many of you know someone who has died from suicide?" Currently, the average in Nevada classrooms was 40 percent of the students. Mr. Simon emphasized talking about suicide did not make it happen; it educated individuals about prevention.

Mr. Simon explained the Youth Outreach Suicide Prevention Program was an education/early intervention/prevention program which went into the Washoe County Public Schools to educate students and staff about the warning signs of suicide and depression. Students were given a wallet sized, brightly colored card with the names and phone numbers of local resources, and they learned which resources were available at all times to help them or someone they were concerned about.

Mr. Simon reiterated suicide was a highly complex act with no one factor identified as being the determining factor which made a person choose to end his life. Mr. Simon concluded by urging the committee to pass AB 584.

Mr. Haller was concerned with the possibility of a misuse of statistics relating to the population of the state. Mr. Simon responded the statistics were based per 100,000 individuals; therefore, they were constant across the board.

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Chairman Williams suggested including parents in the education process to make it more effective. Mr. Simon clarified the Crisis Call Center frequently had meetings where parents were invited, and he agreed the education process should include family involvement.

Mr. Neighbors asked if there were any statistics on what was the main prevailing cause of suicide. Mr. Simon responded anxiety was a major factor among youth along with low self-esteem and isolation. Mr. Simon pointed out most of the victims of child sexual assault ran a much higher risk of suicide, approximately a 400 percent increased risk. Among adults, alcohol was found in the bloodstream of 60 percent of the adult suicides. Mr. Simon emphasized alcohol and drug involvement did impact an individual's impulsiveness, and many times suicide was an impulsive act. Mr. Simon stated the impact of having a program within the schools was it remained with individuals throughout their entire life.

Carolyn Edwards, Clark County School District, spoke in support of the bill and explained the bill would codify what was already being done. Ms. Edwards clarified it was the responsibility of the education community to "provide information" to the students; however, she emphasized the schools were not in the suicide prevention business. According to Ms. Edwards, if the bill was passed, it would raise public awareness and encourage the efforts of the state department.

Lindsey Jydstrup, Nevada State Education Association, presented testimony in support of AB 584. Mrs. Jydstrup explained the bill focused attention toward trying to solve the problem of suicide among youth, and she urged the committee to support the bill.

Greg Betts, Rural School Districts of Nevada, spoke in support of the bill. Dr. Betts pointed out the bill was worthy and would be a positive step toward education. According to Dr. Betts, the bill would not cost a significant amount of money and he urged its passage.

Henry Etchemendy, Nevada Association of School Boards, presented testimony in support of the bill and urged the committee to pass AB 584.

Janine Hansen, Nevada Eagle Forum, presented testimony in opposition to the bill. Mrs. Hansen referred to a 1990 study from Columbia University which mentioned school courses stirred up suicidal feelings when teenagers openly discussed the topic.

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Many of the students interviewed stated, "Talking about suicide made some kids more likely to try and kill themselves." According to the study, the researchers concluded, "There is a clear need to evaluate such programs and to determine their efficacy and safety." Mrs. Hansen remarked the Columbia University team was headed by Dr. David Shaffer, Director of the Division of Child and Adolescent Psychiatry at the Medical School. The students involved in the study were in the ninth and tenth grades. According to Mrs. Hansen, Dr. Shaffer warned, "Suicide can be subject to imitation."

Mrs. Hansen referred to a report from a 1990 issue of "Pediatrics." According to experts from Massachusetts General Hospital in Boston, "No school services, lectures, surveillance or discussion are known to prevent teen suicide."

Mrs. Hansen alluded to a program which aired on ABC in 1988 titled, "World News Tonight." The program dealt with suicide and death education. According to the program, two high school seniors had taken the Death and Dying classes in school and committed suicide within a week of each other shortly after the class.

Mrs. Hansen indicated suicide prevention classes across the nation had become extremely controversial among parents. According to Mrs. Hansen, parents were concerned with what specifically would be taught in such classes, especially for students aged 7, 8, and 9.

In her opinion, Mrs. Hansen felt suicide prevention classes invaded family beliefs, and she indicated there was no evidence to prove suicide rates had dropped in areas where the courses had been implemented. Mrs. Hansen maintained if AB 584 was implemented, parents should have the right to review, in advance, all materials to be presented in the classroom, along with affirmative parental consent. According to Mrs. Hansen, teachers should be allowed to teach academics and not be burdened with psychological training which they were not prepared for.

Mrs. Hansen encouraged the committee to seek information across the country showing specific suicide courses which had been implemented had lowered the suicide rate among teenagers.

Mr. Collins questioned, since the program was already being implemented throughout the state, what was wrong with recognizing it. Mrs. Hansen stressed the importance of adding language which would provide parents with the opportunity to

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preview the material in advance, along with parental consent. Mrs. Hansen expressed concern with parents not being allowed to withdraw their child from such classes since they were not informed in advance.

Lucille Lusk, Nevada Coalition for Concerned Citizens, presented testimony opposing the bill. Mrs. Lusk explained certain components of suicide prevention classes violated the sincerely held beliefs of many parents. Mrs. Lusk was in agreement with the proposed language allowing parents the opportunity to preview material and give their consent for participation.

Mrs. Lusk emphasized, although several schools had implemented suicide prevention courses, the statistics in Nevada were getting worse. Mrs. Lusk concluded by urging the committee to include the parents affirmatively in the knowledge of what was being taught and the ability to determine what was best for the students.

Chairman Williams closed the hearing on AB 584.

There being no further business, the meeting was adjourned at 4:49 p.m.

RESPECTFULLY SUBMITTED:


Marilyn Cole / Committee Secretary

Definition of At Risk

Children and youth pre-Kindergarten through grade 12 who are unlikely to become economically and socially self-sufficient citizens.

This description includes children and youth who are

- ◆ unlikely to graduate from high school and/or those**

- ◆ who are likely to leave school without the life skills, attitudes, and knowledge needed to achieve economic self-sufficiency and contribute as a productive member of our communities and society.**

Student Characteristics and Behaviors

Low self-esteem

Poor emotional health

Lack of life goals; inability to see life options

Lack or loss of hope for the future

No self-discipline

Peer pressure

Drug or alcohol abuse

Premature sexual activity

Alienation from other students, teachers, family, and family

Cognitive, learning, or sensory deficits

Medical or physical deficits

Incompatible value system

Excessive work

Nevada vs. National Demographics Adapted from Clark County School District's Snapshots

[Rankings are based upon a scale in which state ranks range from 1 (most favorable) to 50 (least favorable).]

	<u>Rank</u>	<u>Nevada</u>	<u>National</u>
Low birth weight babies (1989)	<u>33</u>	7.2%	7.0%
Infant mortality (1989)	9	8.1/K	9.8/K
Teen pregnancy (1980-85)	<u>43</u>	13-15%	10-11%
Single parent families (1991)	<u>38</u>	26.2%	24.1%
Children living outside family (1990)	<u>50</u>	3.5%	2.3%
Death rate for children (1-14) (1989)	<u>39</u>	37.4/100K	32.4/100K
Child health insurance (1987-91 average)	<u>38</u>	22.1%	19.3%
Child poverty (1990) (33% increase since '79)	10	13.3%	19.5%
Teen suicide rate (1990)	<u>50</u>	The 2nd leading cause of death among Nevada youth 15-19 years old	

Committee for Economic Development

Children In Need

**Investment Strategies for the
Educationally Disadvantaged**

PREVENTION THROUGH EARLY INTERVENTION --

Programs that focus on children from birth to age five and on teenagers who are most at risk of premature parenthood

RESTRUCTURING THE FOUNDATION OF EDUCATION --

Changes that are needed in the structure, staffing, management, and financing of schools

RETENTION AND REENTRY --

Targeted programs that combine comprehensive educational, employment, health, and social services for students still in school and for dropouts

SUICIDES IN NEVADA BY COUNTY OF RESIDENCE 1982-1986

	1982	1983	1984	1985	1986
Carson City	9	6	6	14	11
Churchill	3	7	4	1	3
Clark	143	108	131	116	128
Douglas	3	4	3	2	4
Elko	4	7	11	8	0
Esmeralda	0	1	2	1	0
Eureka	1	0	1	0	0
Humboldt	2	3	3	5	2
Lander	0	2	1	1	2
Lincoln	2	0	1	1	0
Lyon	4	5	2	2	3
Mineral	1	4	5	2	2
Nye	2	3	3	3	6
Pershing	1	1	0	1	0
Storey	1	0	0	0	2
Washoe	69	56	67	48	63
White Pine	2	0	6	3	4
Nonresident	38	30	35	38	43

Prepared by LCB Research Division, March 1993

Data Source: NV Office of Vital Records

SUICIDES IN NEVADA BY COUNTY OF RESIDENCE 1986-1991

	1987	1988	1989	1990	1991
Carson City	13	11	8	10	11
Churchill	4	5	6	1	7
Clark	159	168	155	176	200
Douglas	3	5	4	7	8
Elko	10	5	7	13	4
Esmeralda	0	1	0	0	0
Eureka	0	0	0	1	0
Humboldt	1	1	3	6	5
Lander	0	1	2	2	1
Lincoln	1	3	0	1	3
Lyon	6	3	4	10	7
Mineral	1	5	0	0	4
Nye	2	6	3	7	2
Pershing	1	0	2	4	0
Storey	1	1	1	1	1
Washoe	62	57	66	52	60
White Pine	2	1	1	3	5
Nonresident	43	49	41	40	47

Prepared by LCB Research Division, March 1993
Data Source: NV Office of Vital Records

**SUICIDES IN NEVADA
BY AGE GROUP
1982-1991**

	0-19	20-24	25-34	35-44	45-54	55-64	65+	UNKNOWN
1982	15	34	62	58	41	41	34	0
1983	16	18	63	46	43	25	25	1
1984	11	29	73	46	45	42	33	2
1985	14	34	57	51	27	31	31	1
1986	16	29	49	53	53	31	41	1
1987	15	28	64	67	43	47	44	1
1988	16	26	74	67	42	29	66	2
1989	20	22	79	64	36	24	56	2
1990	20	24	81	62	43	36	67	1
1991	19	29	83	79	52	39	62	2

Prepared by LCB Research Division, March 1993
Data Source: NV Office of Vital Records

**SUICIDES IN NEVADA
BY GENDER
1982-1991**

	MALE	FEMALE
1982	223	62
1983	188	49
1984	221	60
1985	207	39
1986	217	56
1987	239	70
1988	268	54
1989	255	48
1990	275	59
1991	295	70

Prepared by LCB Research Division, March 1993
Data Source: NV Office of Vital Records

Hello, my name is Christine Leyrer. I am 18 years old, a graduate of Carson High School, currently a student at Western Nevada Community College, and a legislative intern for Assemblywoman Chowning. I have had three friends attempt suicide, two of them successfully, and I am here today speaking on behalf of AB534.

One day during my sophomore year in high school a friend came up to me between classes and told me that another friend, Todd aged 16, had killed himself. Todd was at home with his sister while she was having a party. During the party he shot himself. When his sister heard the shot she ran into his bedroom to see what had happened. Todd was still alive, and conscious. After calling 911 his sister went to see what she could do for her brother. She was only able to hold him, cradling his head, while listening to him cry, "Please help me, I don't really want to die." Todd died anyway.

During my Junior year in high school a friend from Douglas High School tried to overdose on sleeping pills. Thank the Lord, she is still alive today.

On March 1st of this year, Ryan, a friend from high school who was aged 21, killed himself. Ryan was a talented artist with a promising future ahead. But now that future is no longer possible.

No one can ever be certain what would have prevented these horrible acts of desperation. But, maybe education about suicide would have provided some type of help. I feel these lives could have been saved. This bill may not save every suicidal young person, but in my heart, I honestly feel it will help. And, if it saves even one young life it is worth passing.

Statistics show that for every successful suicide there are at least six (6) survivors left behind wondering why the life ended. I have been left behind twice, and I don't want to be left behind again. You cannot possibly know the pain that a survivor feels unless you have been there. I am very angry with these friends. They robbed me, their families, and the rest of the world by their desperate acts. These young people will never again meet new people, have families of their own, or be there when I might need to turn to them. Kids need to know that suicide is not an easy way out. They need to understand that they do matter, there are people who are willing to listen to their problems, and that there are people who really care about them.

In a perfect society, there would not be a need to teach suicide prevention because there would be no need for suicide. But, this is not a perfect society, suicides do occur, and you have before you today a way to save lives.

What if it were your child? Or, the friend of your son or daughter, and your own child then becomes a survivor left behind to cope? This bill is going to provide education. Education not only for the student contemplating suicide, but also for those who are left behind. It will also educate students to be aware of warning signs so they can spot them in others and encourage their friends to seek help before it is too late.

Thank you very much for allowing me to appear before you today. I urge your support of this very important bill. Please don't let another day go by with the possibility of a young life lost because of the state's failure to educate students about this vital issue.

MEMORANDUM

DATE: May 17, 1993
TO: Members of the Assembly Education Committee
FROM: Vonne Chowning
SUBJECT: Proposed Amendment to AB 584

Amend section 1, subsection 1, line 2 as follows:
Omit the word "teenage"

Amend section 1, subsection 2, line 5 and 6, to read as follows:
The instruction shall be provided to each pupil by the
completion of grade 12, ~~inclusive~~, as part of a required
course of study.

**ASSEMBLY EDUCATION COMMITTEE
TESTIMONY: A.B.584
MAY 17, 1993**

IN 1987, 43 NEVADA YOUTHS UNDER THE AGE OF 25 TOOK THEIR OWN LIVES. EXPERTS SAY MANY YOUTH SUICIDES ARE IMPROPERLY CATEGORIZED AS "ACCIDENTS" AND THE ACTUAL NUMBER MAY BE THREE TIMES THE REPORTED RATE.

AS AMENDED, A.B.584 WOULD REQUIRE THE STATE BOARD ESTABLISH A PROGRAM OF INSTRUCTION REGARDING THE PREVENTION OF TEEN SUICIDE AND THAT THE INSTRUCTION BE PROVIDED TO EACH STUDENT BEFORE THE COMPLETION OF GRADE 12.

[THE STATES OF WISCONSIN AND CALIFORNIA PROVIDE SUICIDE PREVENTION CURRICULUM FOR USE BY SCHOOLS. CALIFORNIA RECOMMENDS THAT THEIR SUICIDE PREVENTION CURRICULUM UNIT BE TAUGHT IN FIVE FULL LESSONS. THEY ALSO RECOMMEND A ONE AND ONE HALF HOUR GENERAL STAFF IN-SERVICE PRIOR TO IMPLEMENTING THE CURRICULUM IN THE CLASSROOM.]

THE NEVADA SECONDARY COURSE OF STUDY ALREADY INCLUDES TWO OBJECTIVES IN THE REQUIRED HEALTH COURSE THAT ARE RELATED TO SUICIDE PREVENTION EDUCATION:

- DRUGS, ALCOHOL AND TOBACCO - OBJECTIVE #9 OF 9: "ANALYZE THE CONNECTION BETWEEN CHEMICAL DEPENDENCY AND SUICIDE."
- SAFETY, FIRST AID AND EMERGENCY CARE - OBJECTIVE #3 OF 3: EXPLAIN THE STEPS YOU WOULD FOLLOW IN GETTING ASSISTANCE FOR A FRIEND OR FAMILY MEMBER WHO SHOWS THE WARNING SIGNS OF SUICIDE."

THIS LEGISLATION WOULD REQUIRE THE STATE BOARD OF EDUCATION TO FURTHER REVISE ITS COURSE OF STUDY. THE COURSE OF STUDY FOR COUNSELORS INCLUDES INSTRUCTION ON BUILDING SELF-ESTEEM IN THE LOWER GRADE LEVELS. THIS, OF COURSE, ALSO PLAYS AN IMPORTANT ROLE IN PREVENTING TEENAGE SUICIDE. THE EMPHASIS ON SUICIDE PREVENTION, HOWEVER, WILL NEED TO BE INCREASED AS WE REVISE THE COUNSELING COURSE OF STUDY.

THE DEPARTMENT'S DRUG EDUCATION PROGRAM SUPPORTS DISTRICT AND SITE BASED PEER HELPING PROGRAMS, STUDENT ASSISTANCE PROGRAMS, AND STUDENT SUPPORT GROUPS WHICH TOUCH ON ISSUES AND EDUCATION RELATED TO YOUTH DEPRESSION AND SUICIDE.

LET ME CONCLUDE BY SAYING THAT SEVERAL OF OUR STAFF MEMBERS HAVE A DEEP INTEREST IN AND COMMITMENT TO SUICIDE PREVENTION EDUCATION. WE BELIEVE THAT APPROPRIATE PREVENTION EDUCATION AND INTERVENTION SERVICES WOULD PREVENT MANY, IF NOT MOST, ADOLESCENT SUICIDE ATTEMPTS. OUR EFFORTS SHOULD NOT BE COSTLY AND WE BELIEVE WE CAN WORK COOPERATIVELY WITH THE SCHOOL COMMUNITY TO INCREASE INSTRUCTION AND GUIDANCE IN THE PREVENTION OF SUICIDE.

FOR THESE REASONS WE STRONGLY SUPPORT A.B. 584 AND RECOMMEND DO PASS.

TESTIMONY BEFORE ASSEMBLY EDUCATION COMMITTEE ON MAY 17, 1993

BY

ROGER SIMON, EXECUTIVE DIRECTOR,
SUICIDE PREVENTION AND CRISIS CALL CENTER

Good afternoon. My name is Roger Simon. I am the Executive Director of the Suicide Prevention and Crisis Call Center. The Crisis Call Center has been in existence since 1966. Throughout these past 27 years, the Crisis Call Center has actively maintained a commitment to the prevention of suicide through education, outreach, crisis intervention and addressing its root causes. Since 1985 our Youth Outreach Suicide Prevention Program has operated within the Washoe County Schools serving untold thousands of students, educators, parents, and support staff.

Each year the Crisis Call Center works with over 25,000 people through its Crisis Line, Sexual Assault Program, Youth Outreach Suicide Prevention Program, and Survivors After Suicide support group. The Crisis Line alone receives well over 3,700 calls each year related to violence, generally within the home.

Ever since the United States has begun collecting data on suicide rates in states, Nevada has ranked number 1. Nevada runs approximately twice the national average in suicide. This high suicide rate is **not** people from other states coming here, losing all their money and killing themselves. It is us. 2.7 vs. 25.1

In a study conducted by the Center for Disease Control entitled *Nevada Suicide Study*, Dr. Meehan found that teenagers in Nevada had a suicide rate that was two to four times the national average. He stated that "additional special efforts aimed at teenagers may be desirable..." Dr. Meehan also found that the suicide rate for 15 - 19 year old males was running more than seven times the national average! He recommended that outreach efforts that can utilize the schools may be the best intervention models due to limited resources. Our teenagers are identifying themselves as victims of extreme stress, feeling pressures from within the home, school, peers and employment sector. They need help to cope and to stay alive.

Suicide among youth is the second leading cause of death. (Accidents are number one.) Nevada has the highest youth suicide rate in the country. Each time there is a completed suicide by a teenager, statistics show that between 100 and 200 other youth are making **serious** attempts. Our youth are facing many of the same pressures as their adult counterparts, however age and limited skills increase their difficulties in successfully dealing with them.

Growing up in a home that has only one parent, that is frequently missing a parent when the student comes home after school, which has violence occurring between the parents, or where the child has been sexually or physically abused or neglected are significant factors that are known to lead to suicidal thought or action. Because of the large influx of people moving here from other states, our youth have a history of being uprooted, leaving friends, attending schools where they know very few people, and not feeling any

sense of belonging to a school, neighborhood or peer group. These factors also contribute to severe depression suicidal ideation, and life threatening acts.

~~Alcohol continues to be the major drug of choice among our youth. However, other powerful drugs are making a serious comeback. LSD and the new "designer drugs" are increasingly available to our teenagers. For only a few dollars, a teenager can think they are escaping from a world full of problems for 6 -8 hours. The problems remain after the drug wears off, but it is often coupled with a depression and sense of worthlessness that impacts the youth's view of him or herself for hours and days to come. The use of these drugs and alcohol can have a devastating effect on the teenager's desire to resolve problems or even their ability to do so. When problems become overwhelming, among our youth, suicide becomes a serious option, especially when coupled with the problems identified above.~~

Whether it be excessive alcohol use, growing up in a home that is violent or where the parents are not available due to work schedules, being a victim of child abuse or frequently changing schools, the risks to our youth are real and alarming. Every youth suicide impacts not only immediate family and relatives but an entire school and sometimes an entire school district. The cost to society, our youth, and our educational process is great.

In each presentation made in a classroom we ask the question, "How many of you know someone who has died from suicide." When I was a youth, there would have been no or very few hands raised. Now, the average in our classrooms is 40% of the students. A few weeks ago I was in Ely presenting at a youth conference. In Ely (and many of our other rural communities), suicide is at epidemic proportions. In a group of approximately 50 teenagers, over 45 raised their hands. That is 90% of the youth!

The Youth Outreach Suicide Prevention Program is an education/early intervention/prevention program that goes into the Washoe County Public Schools to educate students and staff about the warning signs of suicide and depression. Staff from the Crisis Call Center meet with a class (generally Health or English) for a class period and talk openly about suicide, what to do if you are feeling suicidal, how to get help for yourself or a friend, and what community resources are available for youth. Students are given a wallet size brightly colored card with the names and phone numbers of local resources. This is an essential aspect of the program - the provision of information the student can take with him or her and have available for use 24 hours a day. We teach our students warning signs for severe depression and suicide, and risk factors that may indicate a person is feeling suicidal. We teach them how to ask a fellow classmate. We teach them who to go to for help. The students learn that resources are available at all times to help them or someone they are concerned about.

On the district level, we have worked closely to develop a protocol to address suicidal students. We have also worked with the schools after the fact providing "postvention" services when there has been a suicide in the schools.

Learning warning signs for severe depression, suicide and factors that can contribute to

suicidal thought are critical ways to help in addressing youth suicide. Education is a key factor to the reduction of suicide. Empowering our youth through education provides them with the tools they need to seek assistance during troubling times.

When operating a prevention program one of the most difficult questions to answer is: "How do you determine its effectiveness?" Over the past few years our society has made child abuse and neglect into a primary concern. Last fiscal year, the Crisis Line experienced a 33% increase in calls about child abuse and neglect. This year, there will again be a similar increase, while the total number of calls received will stay about the same. Is there more child abuse and neglect occurring? I don't think so. I believe we have been effective at educating our public about child abuse and neglect and teaching parents, children, neighbors and relatives what the warning signs are and that it is to the child's benefit to report it to either welfare, law enforcement or some other source that is an identified reporting agency, such as the Crisis Call Center. After we have worked within a school, counseling staff is made aware of students that have been identified as at-risk. Identification comes from teachers, classmates and self-reporting. Prevention can and does work. In the Washoe County schools we work with middle and high school age students. That means that students will receive information on suicide prevention several times during their schooling years. With the large influx of families moving to Nevada regularly, it is essential that the education be recurring. For example, if only 6th graders were taught about suicide prevention, a large amount of the 12th graders would never have received the information.

Suicide prevention and education creates additional work. You should be aware of that. Counseling staff at the schools will need to be prepared to handle an increase in the number of students seeking their aid. The Crisis Line will experience an increase from callers concerned about themselves and others. Family members will need to spend more time with their children talking about depression and mental health. This "extra work" may be one of the best investments we can all make in our children and the future of Nevada. The Crisis Call Center stands ready to help.

Suicide is a highly complex act. No one factor can be identified to be the determining factor that makes a person choose to end their life. People who are suicidal have overwhelming feelings of hopelessness and helplessness. They feel as though they have been reaching out for help, but no one is there and no one is listening. Teaching our children to see the warning signs, to ask the question and to help the person to get help can, does and will save lives. I strongly encourage the Education Committee, full Assembly and Senate to pass AB 584 to show your commitment to yourselves, your children, and all of the citizens of Nevada. The cost of inaction is far too great. I thank you for your time and interest.

TESTIMONY BEFORE SENATE COMMITTEE ON JUNE 25, 1993

BY

ROGER SIMON, EXECUTIVE DIRECTOR,
SUICIDE PREVENTION AND CRISIS CALL CENTER

Good afternoon. My name is Roger Simon. I am the Executive Director of the Suicide Prevention and Crisis Call Center. The Crisis Call Center has been in existence since 1966. Throughout these past 27 years, the Crisis Call Center has actively maintained a commitment to the prevention of suicide through education, outreach, crisis intervention and addressing its root causes. Since 1985 our Youth Outreach Suicide Prevention Program has operated within the Washoe County Schools serving untold thousands of students, educators, parents, and support staff.

Each year the Crisis Call Center works with over 25,000 people through its Crisis Line, Sexual Assault Program, Youth Outreach Suicide Prevention Program, and Survivors After Suicide support group. The Crisis Line alone receives well over 3,700 calls each year related to violence, generally within the home.

Ever since the United States has begun collecting data on suicide rates in states, Nevada has ranked number 1. Nevada runs approximately twice the national average in suicide. The rate comparison is 12.7 per 100,000 for the U.S. and 25.1 for Nevada, again per 100,000. This high suicide rate is not people from other states coming here, losing all their money and killing themselves. It is us. I have prepared a graph highlighting the severity of the problem in Nevada and how it compares to the United States.

Nationally, suicide is the eighth leading cause of death. In Nevada it is number seven.

The rate of suicides per 100,000 people has fluctuated in Nevada from a low of 20.2 to a high of 32.5 from 1968 through 1989. Nationally, it has ranged from 10.7 to 13.3 for the same time period.

Clark County, in 1989 had 61.2% of the state population. 57.4% of the suicides that occurred in the

state were in Clark County.

Washoe County, in 1989 had 20.9% of the state population. 25.4% of the suicides that occurred in the state were in Washoe County.

In 1989 there were 8 accidental deaths attributed to firearms (1.2% of the total), 12 from poison (1.9%), 3 from electric current (.47%) and 53 from falls (8.3%). Also, there were 127 homicides in the state.

In comparison, there were 193 suicides from firearms (63.7% of all suicides), 2 suicides from poisoning (.66% of all suicides), 2 suicides from electrocution (again .66%) and 5 suicides from jumping from a high structure (1.65% of the suicides). Behind firearms, drugs and hanging were the most used methods for suicide. The numbers about firearms compared to 59% of the suicides nationally were due to the use of firearms. This suggests that firearms are slightly more common as a method of suicide in Nevada.

In a study conducted by the Center for Disease Control entitled *Nevada Suicide Study*, Dr. Meehan found that teenagers in Nevada had a suicide rate that was two to four times the national average. He stated that "additional special efforts aimed at teenagers may be desirable..." Dr. Meehan also found that the suicide rate for 15 - 19 year old males was running more than seven times the national average! He recommended that outreach efforts that can utilize the schools may be the best intervention models due to limited resources. Our teenagers are identifying themselves as victims of extreme stress, feeling pressures from within the home, school, peers and employment sector. They need help to cope and to stay alive.

Suicide among youth is the second leading cause of death. (Accidents are number one.) Nevada has the highest youth suicide rate in the country. Each time there is a completed suicide by a teenager, statistics show that between 100 and 200 other youth are making serious attempts. Our youth are facing many of the same pressures as their adult counterparts, however age and limited skills increase

their difficulties in successfully dealing with them.

Growing up in a home that has only one parent, that is frequently missing a parent when the student comes home after school, which has violence occurring between the parents, or where the child has been sexually or physically abused or neglected are significant factors that are known to lead to suicidal thought or action. Because of the large influx of people moving here from other states, our youth have a history of being uprooted, leaving friends, attending schools where they know very few people, and not feeling any sense of belonging to a school, neighborhood or peer group. These factors also contribute to severe depression suicidal ideation, and life threatening acts.

Whether it be excessive alcohol use, growing up in a home that is violent or where the parents are not available due to work schedules, being a victim of child abuse or frequently changing schools, the risks to our youth are real and alarming. Every youth suicide impacts not only immediate family and relatives but an entire school and sometimes an entire school district. The cost to society, our youth, and our educational process is great.

In each presentation made in a classroom we ask the question, "How many of you know someone who has died from suicide." When I was a youth, there would have been no or very few hands raised. Now, the average in our classrooms is 40% of the students. A few weeks ago I was in Ely presenting at a youth conference. In Ely (and many of our other rural communities), suicide is at epidemic proportions. In a group of approximately 50 teenagers, over 45 raised their hands. That is 90% of the youth!

Talking about suicide does not make it happen. It does educate people about prevention. It provides an education that has the potential of impacting a person for the rest of their life. The Youth Outreach Suicide Prevention Program is an education/early intervention/prevention program that goes into the Washoe County Public Schools to educate students and staff about the warning signs of suicide and depression. Staff from the Crisis Call Center meet with a class (generally Health or English) for a class period and talk openly about suicide, what to do if you are feeling suicidal, how to get help for yourself

or a friend, and what community resources are available for youth. Students are given a wallet size brightly colored card with the names and phone numbers of local resources. This is an essential aspect of the program - the provision of information the student can take with him or her and have available for use 24 hours a day. We teach our students warning signs for severe depression and suicide, and risk factors that may indicate a person is feeling suicidal. We teach them how to ask a fellow classmate. We teach them who to go to for help. The students learn that resources are available at all times to help them or someone they are concerned about.

On the district level, we have worked closely to develop a protocol to address suicidal students. We have also worked with the schools after the fact providing "postvention" services when there has been a suicide in the schools.

Learning warning signs for severe depression, suicide and factors that can contribute to suicidal thought are critical ways to help in addressing youth suicide. Education is a key factor to the reduction of suicide. Empowering our youth through education provides them with the tools they need to seek assistance during troubling times.

When operating a prevention program one of the most difficult questions to answer is: "How do you determine its effectiveness?" Over the past few years our society has made child abuse and neglect into a primary concern. Last fiscal year, the Crisis Line experienced a 33% increase in calls about child abuse and neglect. This year, there will again be a similar increase, while the total number of calls received will stay about the same. Is there more child abuse and neglect occurring? I don't think so. I believe we have been effective at educating our public about child abuse and neglect and teaching parents, children, neighbors and relatives what the warning signs are and that it is to the child's benefit to report it to either welfare, law enforcement or some other source that is an identified reporting agency, such as the Crisis Call Center. After we have worked within a school, counseling staff is made aware of students that have been identified as at-risk. Identification comes from teachers, classmates and self-reporting. Prevention can and does work. In the Washoe County schools we work with

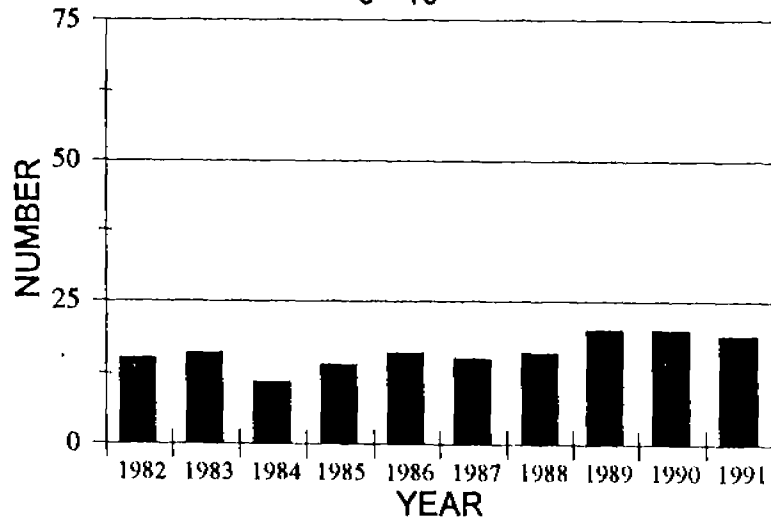
middle and high school age students. That means that students will receive information on suicide prevention several times during their schooling years. With the large influx of families moving to Nevada regularly, it is essential that the education be recurring. For example, if only 6th graders were taught about suicide prevention, a large amount of the 12th graders would never have received the information.

Suicide prevention and education creates additional work. You should be aware of that. Counseling staff at the schools will need to be prepared to handle an increase in the number of students seeking their aid. The Crisis Line will experience an increase from callers concerned about themselves and others. Family members will need to spend more time with their children talking about depression and mental health. This "extra work" may be one of the best investments we can all make in our children and the future of Nevada. The Crisis Call Center stands ready to help.

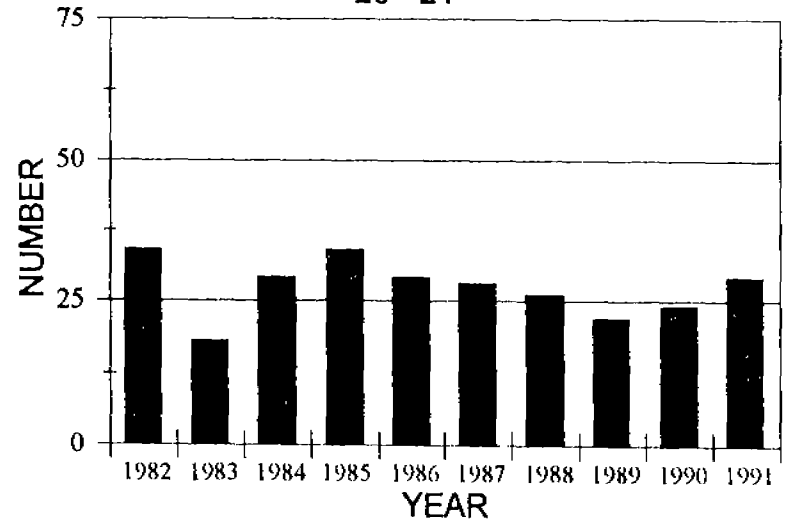
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SUICIDE IN NEVADA BY AGE

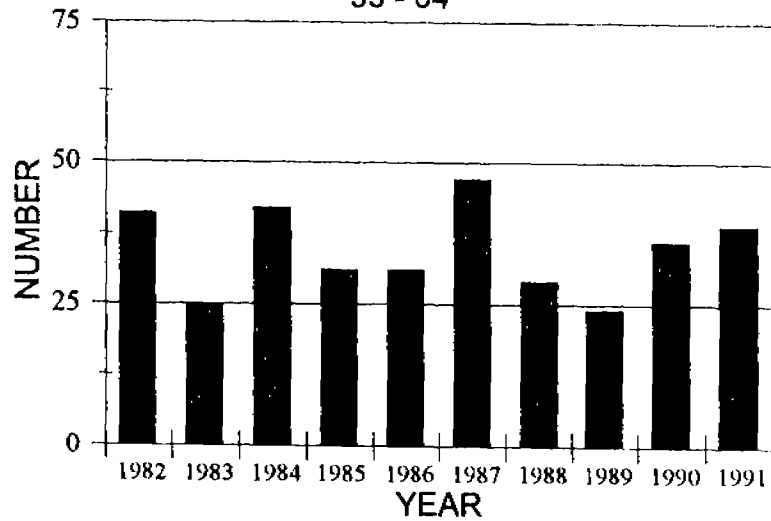
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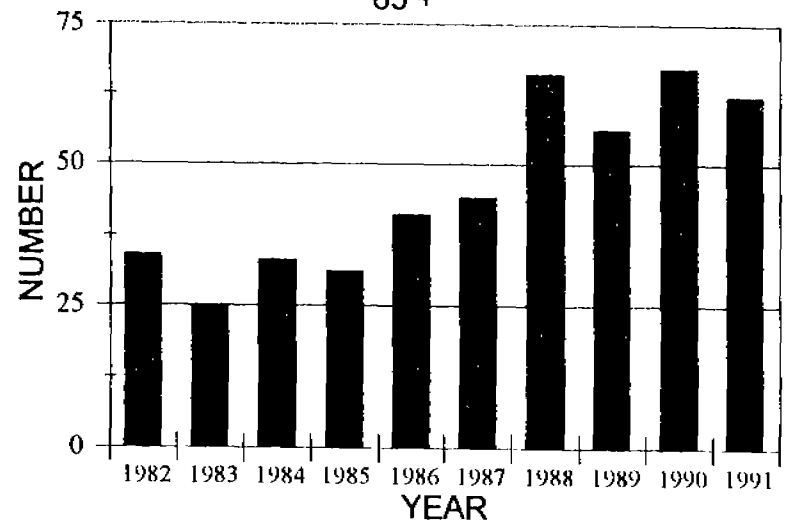
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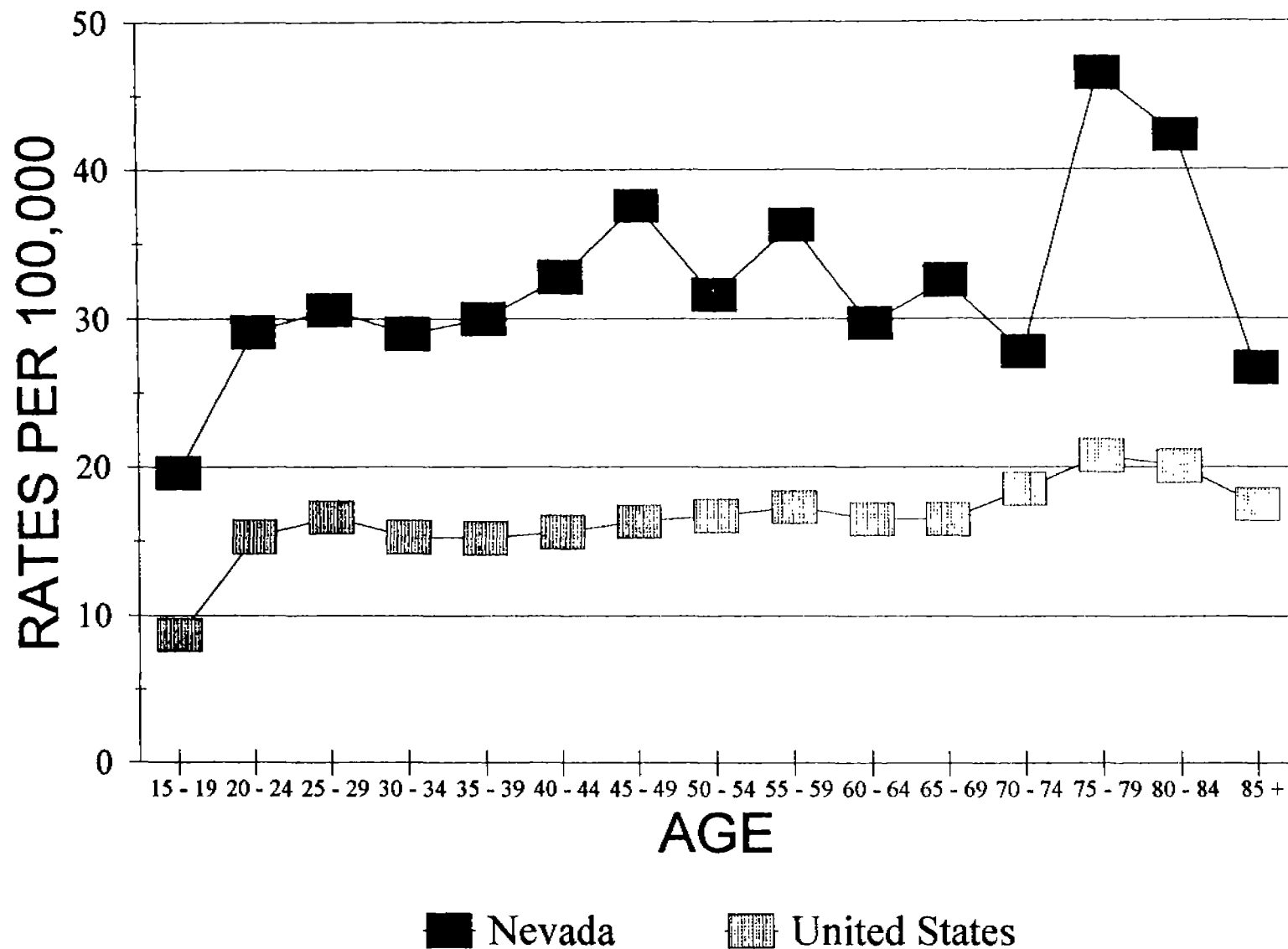


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SUICIDE RATES FOR NV. AND U.S. BY AGE



7

EDUCATION REPORTER

Number 60

The Newspaper of Education Rights

January 1991

School Suicide Courses Promote Suicide And So Do TV Suicide Movies, Studies Show

Two separate new studies have concluded that suicide curricula in the schools and made-for-television movies about teen suicide do more harm than good. Classroom courses for high schoolers and TV movies for the public have been presented during the last five years as "suicide-prevention" programs, supposedly designed to help combat the high rate of suicides among teenagers.

But the two unrelated studies now indicate that these efforts are harmful, not helpful. Suicide is the third leading cause of death among young people age 15 to 24.

According to a Columbia University study reported in the December 26 *Journal of the American Medical Association*, researchers found that the classroom courses were "ineffective" in altering deviant attitudes among teenagers who had attempted suicide, and even produced "evidence of unwanted effects." The teenagers continued to believe that suicide was a possible solution to their problems and that they would be less likely to seek help.

The study found that the courses stir up suicidal feelings when teenagers discuss the topic openly. The research disclosed that those who had attempted suicide knew kids who were upset by the course. Those exposed to the school suicide programs were significantly more likely to indicate that "talking about suicide makes some kids more likely to try to kill themselves."

The researchers concluded that, "There is a clear need to evaluate such programs to determine their efficacy and safety." The results are seen as a "cause for concern."

The Columbia University team was headed by David Shaffer, director of the division of child and adolescent psychiatry at the medical school. It studied the impact of suicide-prevention programs on the attitudes of students in the 9th and 10th grades who had taken a suicide course in a public school.

Suicide courses have become something of a fad in the last five years, and some states have even mandated that they be taught in the public schools. The suicide and "death and dying" courses deal with the subject by having a counselor who has had only 6 to 10 hours training lead discussions in a classroom setting. The courses are based on the unproved concepts that suicide is caused by typical teenage stresses and that all teenagers share a potential vulnerability to suicide.

But most students are *not* at risk for suicide and it is unwise to expose them to classroom discussions about suicide. The Columbia researchers concluded that, because of the negative reactions to the suicide courses and the evidence of "imitative or stimulatory effect on suicidal behavior" among adolescents, "the practice of addressing such programs to unselected audiences should be viewed with caution."

Asked to comment on the study, a psychiatrist who is an authority on suicides but is not connected with the Columbia University project, Dr. Jan Fawcett, chairman of the Department of Psychiatry at Rush Presbyterian-St. Luke's Hospital in Chicago, said: "You can't just get kids not to commit suicide by just educating them about the program and telling them where to get help. It's not an intellectual exercise. There's more to it than that."

Dr. Fawcett said that suicide needs to be deromanticized. "Kids are very suggestible. They see reports about suicide on television and may begin to see suicide as a way to end their troubles or make their parents feel bad."

TV Movies About Suicide

Movies about teenage suicide which purport to caution young people against it may actually have the opposite effect, according to a new report. This is the first systematic analysis of the content of media portrayals of teen suicide.

Dr. Daniel Castellanos, a psychiatrist at the University of Miami formerly with Columbia University Department of Child Psychology, announced preliminary findings of an analysis completed by himself and other researchers at Columbia about media images of teen suicide. With a grant from the American Suicide Foundation, the researchers studied four made-for-television movies about teen suicide. The movies, *Surviving*, *Silence of the Heart*, *Hear Me Cry*, and *Desperate Exit* all originally aired on television in 1985 and 1986 and were aimed at teenage audiences.

In the movies, "Teenagers who succeeded at killing themselves were portrayed as stronger, more likable people than those who attempted suicide but lived," said Castellanos in a presentation to the American Academy of Child and Adolescent Psychiatry in Chicago. "In one movie, the boy who killed himself was the football quarterback, was rich, had a girlfriend and his own car. But another boy who attempted suicide and survived was portrayed as a nerd, a loner, someone without friends."

The researchers found eight specific features of these movies that could be considered "dangerous" because they either "glamorize, simplify, or otherwise distort the true picture of suicide":

- They show detailed descriptions of how to commit suicide.
- Those who commit suicide are often shown as attractive, engaging, and popular, placing them in the position of adolescent role models.

- The programs eliminate or ignore the harmful consequences of suicide attempts, i.e., disfigurement, paralysis, or brain damage.

- Oversimplified or trivial events such as a low exam grade are shown as triggers to suicide.

- Although most real teen suicide victims are chronically troubled and unhappy, television does not usually show this.

- Television portrays suicide as a means of becoming famous or "getting even."

- Effective treatments are not shown; instead they discuss ineffectual and unconvincing remedies such as "reaching out and touching."

- The emphasis on blaming others for the teen's suicide may foster undeserved guilt in surviving family members and friends of those who kill themselves.

A team of 30 experts in adolescent suicide rated the contents of a dozen films for this report.

Castellanos said that the films could be dangerous for some teenagers who "have distorted notions" and believe that suicide "is a rational solution to something like being angry." Some movies presented suicide in so much detail that they became "how to" episodes.

Castellanos said that the researchers thought teen suicide should be addressed, but "it's just a matter of how," although he and the researchers "hadn't yet formulated specific ideas" on how suicide should be portrayed. The complete report on the media's portrayal of teen suicides will be released in early 1991.

EXHIBIT F

MINUTES OF THE
ASSEMBLY COMMITTEE ON EDUCATION

Sixty-seventh Session
May 24, 1993

The Assembly Committee on Education was called to order by Chairman Wendell P. Williams, at 3:37 p.m., on Monday, May 24, 1993, in Room 330 of the Legislative Building, Carson City, Nevada. Exhibit A is the Meeting Agenda. Exhibit B is the Attendance Roster.

COMMITTEE MEMBERS PRESENT:

Mr. Wendell P. Williams, Chairman
Mr. Ken L. Haller, Vice Chairman
Mrs. Vonne Chowning
Mr. Tom Collins, Jr.
Mrs. Marcia de Braga
Mr. William D. Gregory
Mr. James W. McGaughey
Mr. Roy Neighbors
Mr. Michael A. Schneider
Mrs. Gene W. Segerblom
Ms. Sandra Tiffany

COMMITTEE MEMBERS ABSENT:

None.

GUEST LEGISLATORS PRESENT:

Senator Raymond Rawson, District 6

STAFF MEMBERS PRESENT:

Marla McDade, Research Assistant

OTHERS PRESENT:

Donald Klasic, University of Nevada
Robert Ackerman, University of Nevada, Las Vegas
Patricia Miltenberger, University of Nevada, Reno

Assembly Committee on Education
Date: May 24, 1993
Page: 5

the federal legislation (Exhibit D) and UNLV's faculty handbook titled, "Reasonable Accommodations (Exhibit E) and requested they become part of the record.

Chairman Williams closed the hearing on SCR 11 and opened the scheduled work session.

ASSEMBLYMAN SEGERBLOM MOVED TO DO PASS SB 314.

ASSEMBLYMAN CHOWNING SECONDED THE MOTION.

THE MOTION PASSED UNANIMOUSLY.

* * * * *

ASSEMBLYMAN DE BRAGA MOVED TO ADOPT SCR 11.

ASSEMBLYMAN NEIGHBORS SECONDED THE MOTION.

THE MOTION PASSED UNANIMOUSLY.

SENATE BILL 67 - Changes grades during which examinations for achievement and proficiency must be given to pupils.

ASSEMBLYMAN SEGERBLOM MOVED TO DO PASS SB 67.

ASSEMBLYMAN CHOWNING SECONDED THE MOTION.

THE MOTION PASSED UNANIMOUSLY.

ASSEMBLY BILL 589 - Requires board of regents to establish program of student teaching and practicum.

Mrs. Segerblom referred to line 5, regarding "a majority." Chairman Williams clarified when the bill had been heard, Mrs. de Braga had suggested amending the language by omitting the words.

ASSEMBLYMAN DE BRAGA MOVED TO AMEND AND DO PASS AB 589.

ASSEMBLYMAN COLLINS SECONDED THE MOTION.

THE MOTION PASSED UNANIMOUSLY.

ASSEMBLY BILL 584 - Requires state board of education to establish program of instruction in prevention of teenage suicide.

Assembly Committee on Education
Date: May 24, 1993
Page: 6

ASSEMBLYMAN COLLINS MOVED TO INDEFINITELY POSTPONE AB 584.

THE MOTION FAILED DUE TO THE LACK OF A SECOND.

Mrs. Chowning reminded the committee they had agreed on deleting the word "teenage" where appropriate to make the bill more encompassing.

ASSEMBLYMAN CHOWNING MOVED TO AMEND AND DO PASS AB 584.

Mr. Neighbors was concerned with parental notification and permission. Chairman Williams pointed out the school districts and the Department of Education had testified parents were currently notified when suicide prevention classes were conducted, and most of the school districts in the state were already participating in such a program.

ASSEMBLYMAN HALLER SECONDED THE MOTION.

THE MOTION PASSED WITH ASSEMBLYMEN COLLINS AND TIFFANY VOTING NO.

ASSEMBLY BILL 192 - Requires board of trustees of school district to establish policy relating to arrest of pupil on school grounds during school hours.

ASSEMBLYMAN COLLINS MOVED TO DO PASS AB 192.

ASSEMBLYMAN CHOWNING SECONDED THE MOTION.

THE MOTION PASSED UNANIMOUSLY.

SENATE BILL 218 - Authorizes school districts to enter into agreements with certain postsecondary educational institutions to assign students of such institutions to certain training positions in public schools.

Chairman Williams reappointed a subcommittee to the bill chaired by Mrs. Chowning and including Mr. Neighbors and Mr. Gregory.

any change whereby it shall be depreciated in value or entirely lost to the county, such property shall] *the property must* be classified as personal property, and not real estate.”.

Assemblyman Price moved the adoption of the amendment.

Remarks by Assemblyman Price.

Amendment adopted.

Bill ordered reprinted, engrossed and to third reading.

Assembly Bill No. 584.

Bill read second time.

The following amendment was proposed by the Committee on Education:

Amendment No. 612.

Amend section 1, page 1, by deleting lines 4 through 6 and inserting:
“*prevention of suicide.*”

2. *The instruction must be provided to each pupil by the completion of grade 12 as a part of a required course of study.*”.

Amend the title of the bill, second line, by deleting “teenage”.

Amend the summary of the bill, second line, by deleting “teenage”.

Assemblyman Chowning moved the adoption of the amendment.

Remarks by Assemblyman Chowning.

Amendment adopted.

Bill ordered reprinted, engrossed and to third reading.

Assembly Bill No. 589.

Bill read second time.

The following amendment was proposed by the Committee on Education:

Amendment No. 613.

Amend section 1, page 1, line 5, by deleting: “*a majority of*”.

Amend the title of the bill, second line, by deleting: “*a majority of*”.

Assemblyman de Braga moved the adoption of the amendment.

Remarks by Assemblyman de Braga.

Amendment adopted.

Bill ordered reprinted, engrossed and to third reading.

Assembly Bill No. 593.

Bill read second time, ordered engrossed and to third reading.

Assembly Bill No. 619.

Bill read second time.

The following amendment was proposed by the Committee on Government Affairs:

Amendment No. 563.

Amend section 1, page 1, line 13, by deleting “*The*” and inserting: “*Except as otherwise limited in subsection 3, the*”.

Assemblyman Garner moved the adoption of the amendment.

Remarks by Assemblyman Garner.

Amendment adopted.

Bill ordered reprinted, engrossed and to third reading.

Senate Bill No. 114.

Bill read second time and ordered to third reading.

(REPRINTED WITH ADOPTED AMENDMENTS)
FIRST REPRINT

A.B. 584

ASSEMBLY BILL NO. 584—COMMITTEE ON EDUCATION

MAY 5, 1993

Referred to Committee on Education

SUMMARY—Requires state board of education to establish program of instruction in prevention of suicide. (BDR 34-1966)

FISCAL NOTE: Effect on Local Government: No.
Effect on the State or on Industrial Insurance: Yes.



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

AN ACT relating to education; requiring the state board of education to establish a program of instruction in the prevention of suicide; 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.** Chapter 389 of NRS is hereby amended by adding thereto a
2 new section to read as follows:
3 1. *The state board shall establish a program of instruction regarding the*
4 *prevention of suicide.*
5 2. *The instruction must be provided to each pupil by the completion of*
6 *grade 12 as a part of a required course of study.*
7 **Sec. 2.** This act becomes effective on July 1, 1993.

ASSEMBLY DAILY JOURNAL

6-2-93

- 11 -

Assembly Bill No. 494 having received a constitutional majority, Mr. Speaker declared it passed, as amended.
Bill ordered transmitted to the Senate.

Assembly Bill No. 561.
Bill read third time.
Remarks by Assemblyman Chowning.
Roll call on Assembly Bill No. 561:
YEAS—42.
NAYS—None.

Assembly Bill No. 561 having received a constitutional majority, Mr. Speaker declared it passed.
Bill ordered transmitted to the Senate.

Assembly Bill No. 584.
Bill read third time.
Remarks by Assemblyman Chowning.
Roll call on Assembly Bill No. 584:
YEAS—40.
NAYS—Collins.
Not voting—Sader.

Assembly Bill No. 584 having received a constitutional majority, Mr. Speaker declared it passed, as amended.
Bill ordered transmitted to the Senate.

Assembly Bill No. 589.
Bill read third time.
Remarks by Assemblymen de Braga, Scherer and Arberry.
Assemblyman Scherer moved that Assembly Bill No. 589 be taken from the General File and re-referred to the Committee on Ways and Means.
Motion lost on a division of the house.
Roll call on Assembly Bill No. 589:
YEAS—32.
NAYS—Augustine, Ernaut, Haller, Heller, Hettrick, Humke, Lambert, Marvel, Scherer, Tiffany—10.

Assembly Bill No. 589 having received a constitutional majority, Mr. Speaker declared it passed, as amended.
Bill ordered transmitted to the Senate.

Assembly Bill No. 619.
Bill read third time.
Remarks by Assemblyman Augustine.
Roll call on Assembly Bill No. 619:
YEAS—42.
NAYS—None.

Assembly Bill No. 619 having received a constitutional majority, Mr. Speaker declared it passed, as amended.
Bill ordered transmitted to the Senate.

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

**Sixty-seventh Session
June 25, 1993**

The Senate Committee on Human Resources and Facilities was called to order by Chairman Raymond D. Rawson, at 3:20 p.m., on Friday, June 25, 1993, in Room 226 of the Legislative Building, Carson City, Nevada. Exhibit A is the Meeting Agenda. Exhibit B is the Attendance Roster.

COMMITTEE MEMBERS PRESENT:

Senator Raymond D. Rawson, Chairman
Senator William R. O'Donnell, Vice Chairman
Senator Randolph J. Townsend
Senator Joseph M. Neal, Jr.
Senator Bob Coffin
Senator Diana M. Glomb
Senator Lori L. Brown

GUEST LEGISLATORS PRESENT:

Assemblyman Richard D. Perkins, Clark County, District No. 23
Assemblyman Lynn C. Hettrick, Douglas County/Carson City, District No. 39
Assemblyman Robert M. Sader, Washoe County, District No. 32
Assemblywoman Vonne S. Chowning, Clark County, District No. 28
Assemblywoman Christina R. Giunchigliani, Clark County, District No. 9

STAFF MEMBERS PRESENT:

Pepper Sturm, Research Analyst
Susan Henson, Committee Secretary

OTHERS PRESENT:

Dorothy North, Chairman, Commission on Substance Abuse, Education, Prevention, Enforcement and Treatment
Theodore J. Manos, Esq., Representative and Member, Nevada Trial Lawyers Association (NTLA), and Nevada Attorneys for Criminal Justice (NACJ)
Christine Leyrer, Legislative Intern, Student, Western Nevada Community College
Dr. Eugene Paslov, State Superintendent of Public Instruction
Debbie Cahill, Lobbyist, Nevada State Education Association (NSEA)
Carolyn Edwards, Lobbyist, Clark County School District
Dr. Roger Simon, Executive Director, Suicide Prevention and Crisis Call Center

In response to the chairman's question, Assemblyman Sader stated he supports the concept, but does not know the general feeling of those involved with the bill. Chairman Rawson pointed out there is another bill encompassing this theory, which should come before the assembly shortly, and asked Assemblyman Sader to watch for it and perhaps keep the concept alive.

Senator Glomb stated she sees the bill as a cost saving measure for Nevada, applauded Assemblyman Sader for his efforts, and voiced her support of A.B. 463.

Theodore J. Manos, Esq., Representative and Member, Nevada Trial Lawyers Association (NTLA) and Nevada Attorneys for Criminal Justice (NACJ), testified in favor of the measure, acknowledging the bill as a money and time saver for the Nevada court system. He advised the committee that James J. Jackson, Esq. of the Nevada State Public Defender's Office, previously present in the room, but called to another hearing, urged support of A.B. 463.

There being no opposition to this bill, the chairman closed the hearing on A.B. 463.

SENATOR GLOMB MOVED TO DO PASS A.B. 463.

SENATOR O'DONNELL SECONDED THE MOTION.

THE MOTION CARRIED. (SENATOR TOWNSEND WAS ABSENT FOR THE VOTE.)

* * * * *

Chairman Rawson opened the hearing on A.B. 584.

ASSEMBLY BILL 584: Requires state board of education to establish program of instruction in prevention of suicide. (BDR 34-1966)

Vonne S. Chowning, Clark County, District No. 28, testified she is a victim of somebody committing suicide in her life, and expressed the gravity of the problem. She introduced Christine Leyrer, her legislative intern, and currently a student at Western Nevada Community College. Ms. Chowning remarked that this bill belongs to Ms. Leyrer. While researching this issue, it was learned the state of California spent \$900,000 on the subject because of the alarming rise in teenage suicide. As a result of California's 3 year project, which consists of a 5 hour class, there have been direct positive results. Of 420 students who were sampled, 92 reported, as a result of the program, they have been able to prevent 179 suicides or suicide attempts.

Ms. Chowning briefly outlined the suicidal warning signs, changing in eating or sleeping habits, acting out behavior or withdrawing, accident proneness, no sense of future, no sense of humor, talking about death or suicide, recent loss of a loved one, substance abuse, or running away from home and depression. She testified the purpose of the program is to provide the student with coping skills and knowledge to recognize the warning signs. Ms. Chowning explained the class is a 5 hour program, but wished to stress her bill does not mandate this or any particular program, but merely lends credence and says the state of Nevada agrees with the program.

Christine Leyrer, Legislative Intern for Assemblywoman Chowning and student, Western Nevada Community College, read from her prepared statement (Exhibit C) and urged support of A.B. 584.

Senator Coffin called attention to the fact that many bills have come before them asking that additional programs be added to the school curriculum. He wanted Ms. Leyrer to understand he feels this is a worthy topic, but expressed his concern because of the mandate. The senator asked Assemblywoman Chowning about the program structure.

In response to Senator Coffin's question, Assemblywoman Chowning explained that before a student graduates from high school, they will have some instruction on this subject. She stated the number of hours or days is not mandated, nor does the bill state which class would provide the instruction. This would be left up to the state department and the school districts to coordinate.

Chairman Rawson reiterated there are two issues of concern, and if those can be addressed, perhaps the committee could process the bill in a positive fashion. The language in the bill indicates the program shall be mandated. The chairman pointed out 35 percent of the students are failing, as they cannot get all their requirements in prior to graduation. He asked Assemblywoman Chowning if she could suggest language to make the bill more permissive.

Assemblywoman Chowning asserted the State Board of Education has indicated there are programs already in existence, and passage of this bill with the mandated language will make the program a constant. Chairman Rawson suggested the following language, "The state board shall organize existing instruction . . . regarding . . . suicide into a coherent plan," which might eliminate the fiscal note. The chairman also wanted to make note that there are parents who feel discussions about suicide may create the idea, and consequently some may die because of the discussions.

In response to the chairman's statement, Ms. Leyrer remarked the course of study is not telling students how to commit suicide, but

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rather is teaching them about life, and when life gets tough, where the student can go for help, and who they can talk to gain a new perspective.

Senator Neal asked Assemblywoman Chowning for statistics to support the depth of the problem, and wondered about the number of suicides in schools in this state.

In response to Senator Neal's question, Ms. Chowning provided the committee with a graph depicting suicides in Nevada by county, by age and by gender (Exhibit D), and advised that unfortunately Nevada is the leading state in suicides.

Dr. Eugene Paslov, State Superintendent of Public Instruction, testified that A.B. 584 is a simple bill and is consistent with work currently being done in the department of education. Dr. Paslov stated he did not believe the bill would impose any hardships or be burdensome to the local school districts.

Chairman Rawson inquired about the mechanics of the bill and asked if the cost of this bill would be similar to the previous bill, \$80,000 to \$200,000. In response to the chairman's question, Dr. Paslov stated the course of study would come from existing classes and thus he sees the bill as an emphasis, without creating extra expense to the local school districts.

Chairman Rawson asked Dr. Paslov if he expected to see a change in Nevada's suicide statistics if the program is implemented. In response to the chairman's question, Dr. Paslov stated without a study, it would be difficult to provide statistics to respond to that inquiry. Dr. Paslov emphasized education is a powerful preventive mechanism. It enhances rational decision making and deters irrational acts.

Debbie Cahill, Lobbyist, Nevada State Education Association (NSEA), testified in support of A.B. 584.

Carolyn Edwards, Lobbyist, Clark County School District, wished to go on record as supporting A.B. 584, and pointed out the Clark County School District is currently providing studies in suicide prevention.

Dr. Paslov remarked that Clark, Lyon and Washoe Counties are already doing something along these lines.

Senator Brown asked Dr. Paslov how the program is being implemented? In response to the senator's inquiry, Dr. Paslov declared it is done in a variety of ways, and can be included in health class, home and career skills class, or in the counseling curriculum.

Dr. Roger Simon, Executive Director, Suicide Prevention and Crisis Call Center, testified in support of A.B. 584, and read from his prepared statement verbatim (Exhibit E).

A discussion ensued between Dr. Simon and Senator Coffin regarding the graphs depicting percentages of suicides in Nevada.

Senator Neal asked Dr. Simon if he felt like the Crisis Call Center is losing the fight. Dr. Simon replied, no, but stated the focus has been changed over the years to put a stronger push in the area of prevention. He stated pressures the citizens of Nevada face have increased dramatically over the past 5 to 10 years, due partially to the recession. The center continues to work with more and more people, at an earlier stage.

Barbara Segaski, Concerned Parent, congratulated the committee on addressing one of the largest problems in the state, and voiced her support of A.B. 584. She stated as a member of a parent coalition, their goals have been to try to do something about the rising suicide statistics in Nevada.

Jeanne Simmons, Concerned Parent, testified in support of the concept and A.B. 584. Ms. Simmons suggested action be taken through the local school board, with the need to decentralize and deregulate, as each district has different needs. In addition, Ms. Simmons suggested changing the word "shall" to "may" in the bill.

Janine Hansen, Lobbyist, State President, Nevada Eagle Forum, testified in opposition to A.B. 584 and pointed out no information has been presented today from a specific study showing that suicide education reduces teen suicide. In her opinion, this is an experimental program, unless there are facts and statistics to show it works. Ms. Hansen expressed concern about continually mandating social programs on the schools at a high cost to academic subjects.

Ms. Hansen maintained she is concerned that the instructor teaching the class will have insufficient training to prepare a student to deal with this sensitive issue. She reviewed with the committee an article about a Columbia University study regarding the issue of suicide (Exhibit F).

Senator Neal referred to Exhibit D, a report developed by the Legislative Council Bureau, which reflects suicides in the state from 1987 through 1991, totalling over 300 people per year, and asked Ms. Hansen for suggestions on how to counteract those statistics.

In response to the senator's question, Ms. Hansen acknowledged the seriousness of the problem, but questioned if A.B. 584 was the right answer. She emphasized no evidence has been shown today to

demonstrate that education reduces suicide, and feels there are alternatives to the mandated programs, such as parental involvement, or training through local organizations. Should the bill pass, Ms. Hansen suggested adding an amendment that parents be notified of the suicide education so they can participate with the children.

A discussion ensued between Ms. Hansen and Senator O'Donnell regarding whether or not suicide education is currently in place in the school system, and if so, how long it has been available, and the success of such programs.

Chairman Rawson expressed concern with the structure of the bill, pointing out the bill does not call for any type of report to come back to the legislators, enabling them to determine if the program has made a difference. If the bill passes, the chairman stated he would like to see the curriculum the schools develop, a report as to the way it will be presented, and a report as to its effectiveness.

Senator Glomb suggested the committee do a letter of intent along with the bill, asking for a report on the curriculum and the effectiveness of the program. The chairman commented that it then becomes a financial issue.

Dr. Paslov reiterated the importance of A.B. 584. He stated he would be amenable, without funding, to report back next session, as part of this bill, regarding the status of the program and the hope for the future.

After discussion among committee members, the chairman closed the hearing on A.B. 584.

SENATOR GLOMB MOVED TO DO PASS A.B. 584, WITH A LETTER OF INTENT REQUESTING THAT THE STATE BOARD OF EDUCATION REPORT BACK ON THE CURRICULUM PROVIDED IN THE SCHOOLS, IN TERMS OF INSTRUCTION IN THIS AREA, AND PROVIDE AN ADDITIONAL STATISTICAL REPORT ON SUICIDES FROM THE SCHOOL DISTRICTS.

Chairman Rawson also requested Dr. Paslov do a simplified literature search to see what programs are being used and the success of those programs, noting the detrimental aspects of the program to avoid them in the future.

SENATOR TOWNSEND SECONDED THE MOTION.

THE MOTION CARRIED UNANIMOUSLY.

* * * * *

Hello, my name is Christine Leyrer. I am 18 years old. a graduate of Carson High School, currently a student at Western Nevada Community College, and a legislative intern for Assemblywoman Chowning. I have had three friends attempt suicide, two of them successfully, and I am here today speaking on behalf of AB584.

One day during my sophomore year in high school a friend came up to me between classes and told me that another friend, Todd aged 16, had killed himself. Todd was at home with his sister while she was having a party. During the party he shot himself. When his sister heard the shot she ran into his bedroom to see what had happened. Todd was still alive, and conscious. After calling 911 his sister went to see what she could do for her brother. She was only able to hold him, cradling his head, while listening to him cry. "Please help me, I don't really want to die." Todd died anyway.

During my Junior year in high school a friend from Douglas High School tried to overdose on sleeping pills. Thank the Lord, she is still alive today.

On March 1st of this year, Ryan, a friend from high school who was aged 21, killed himself. Ryan was a talented artist with a promising future ahead. But now that future is no longer possible.

No one can ever be certain what would have prevented these horrible acts of desperation. But, maybe education about suicide would have provided some type of help. I feel these lives could have been saved. This bill may not save every suicidal young person, but in my heart, I honestly feel it will help. And, if it saves even one young life it is worth passing.

Statistics show that for every successful suicide there are at least six (6) survivors left behind wondering why the life ended. I have been left behind twice, and I don't want to be left behind again. You cannot possibly know the pain that a survivor feels unless you have been there. I am very angry with these friends. They robbed me, their families, and the rest of the world by their desperate acts. These young people will never again meet new people, have families of their own, or be there when I might need to turn to them. Kids need to know that suicide is not an easy way out. They need to understand that they do matter, there are people who are willing to listen to their problems, and that there are people who really care about them.

In a perfect society, there would not be a need to teach suicide prevention because there would be no need for suicide. But, this is not a perfect society, suicides do occur, and you have before you today a way to save lives.

What if it were your child? Or, the friend of your son or daughter, and your own child then becomes a survivor left behind to cope? This bill is going to provide education. Education not only for the student contemplating suicide, but also for those who are left behind. It will also educate students to be aware of warning signs so they can spot them in others and encourage their friends to seek help before it is too late.

Thank you very much for allowing me to appear before you today. I urge your support of this very important bill. Please don't let another day go by with the possibility of a young life lost because of the state's failure to educate students about this vital issue.

Some opposition to this bill has been expressed by individuals who believe if you talk about ~~it~~ ^{suicide} to kids they will try it. This is the same argument used for years ^{attempting} to delay sex education and avoid discussing drug abuse. The argument was invalid then and it is now. Open discussion and education about suicide will help to save lives and increase awareness of its effects on others. The state of Nevada needs

to take a positive stand on this issue.
We must move toward saving our
most precious resource — ^{Nebada's} ~~our~~ Children.

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Nevada vs. National Demographics Adapted from Clark County School District's Snapshots

[Rankings are based upon a scale in which state ranks range from 1 (most favorable) to 50 (least favorable).]

	<u>Rank</u>	<u>Nevada</u>	<u>National</u>
Low birth weight babies (1989)	<u>33</u>	7.2%	7.0%
Infant mortality (1989)	9	8.1/K	9.8/K
Teen pregnancy (1980-85)	<u>43</u>	13-15%	10-11%
Single parent families (1991)	<u>38</u>	26.2%	24.1%
Children living outside family (1990)	<u>50</u>	3.5%	2.3%
Death rate for children (1-14) (1989)	<u>39</u>	37.4/100K	32.4/100K
Child health insurance (1987-91 average)	<u>38</u>	22.1%	19.3%
Child poverty (1990) (33% increase since '79)	10	13.3%	19.5%
Teen suicide rate (1990)	<u>50</u>	The 2nd leading cause of death among Nevada youth 15-19 years old	

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EXHIBIT D

**SUICIDES IN NEVADA
BY AGE GROUP
1982-1991**

	0-19	20-24	25-34	35-44	45-54	55-64	65+	UNKNOWN
1982	15	34	62	58	41	41	34	0
1983	16	18	63	46	43	25	25	1
1984	11	29	73	46	45	42	33	2
1985	14	34	57	51	27	31	31	1
1986	16	29	49	53	53	31	41	1
1987	15	28	64	67	43	47	44	1
1988	16	26	74	67	42	29	66	2
1989	20	22	79	64	36	24	56	2
1990	20	24	81	62	43	36	67	1
1991	19	29	83	79	52	39	62	2

Prepared by LCB Research Division, March 1993

Data Source: NV Office of Vital Records

**SUICIDES IN NEVADA
BY COUNTY OF RESIDENCE
1982-1986**

	1982	1983	1984	1985	1986
Carson City	9	6	6	14	11
Churchill	3	7	4	1	3
Clark	143	108	131	116	128
Douglas	3	4	3	2	4
Elko	4	7	11	8	0
Esmeralda	0	1	2	1	0
Eureka	1	0	1	0	0
Humboldt	2	3	3	5	2
Lander	0	2	1	1	2
Lincoln	2	0	1	1	0
Lyon	4	5	2	2	3
Mineral	1	4	5	2	2
Nye	2	3	3	3	6
Pershing	1	1	0	1	0
Storey	1	0	0	0	2
Washoe	69	56	67	48	63
White Pine	2	0	6	3	4
Nonresident	38	30	35	38	43

Prepared by LCB Research Division, March 1993
Data Source: NV Office of Vital Records

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**SUICIDES IN NEVADA
BY GENDER
1982-1991**

	MALE	FEMALE
1982	223	62
1983	188	49
1984	221	60
1985	207	39
1986	217	56
1987	239	70
1988	268	54
1989	255	48
1990	275	59
1991	295	70

Prepared by LCB Research Division, March 1993

Data Source: NV Office of Vital Records

MOTIONS, RESOLUTIONS AND NOTICES

Senator Townsend moved that Assembly Bill No. 395 be taken from the General File and placed on the Secretary's desk.

Remarks by Senator Townsend.

Motion carried.

Senator Titus moved that the Senate recess subject to the call of the Chair.

Motion carried.

Senate in recess at 5:25 p.m.

SENATE IN SESSION

At 5:30 p.m.

President Wagner presiding.

Quorum present.

GENERAL FILE AND THIRD READING

Assembly Bill No. 435.

Bill read third time.

Roll call on Assembly Bill No. 435:

YEAS—20.

NAYS—None.

Absent—O'Donnell.

Assembly Bill No. 435 having received a constitutional majority, Madam President declared it passed, as amended.

Bill ordered transmitted to the Assembly.

Assembly Bill No. 483.

Bill read third time.

Roll call on Assembly Bill No. 483:

YEAS—21.

NAYS—None.

Assembly Bill No. 483 having received a constitutional majority, Madam President declared it passed.

Bill ordered transmitted to the Assembly.

Assembly Bill No. 578.

Bill read third time.

Remarks by Senators McGinness, Brown, Nevin and Rawson.

Roll call on Assembly Bill No. 578:

YEAS—11.

NAYS—James, Lowden, McGinness, Nevin, O'Connell, O'Donnell, Raggio, Rawson, Rhoads, Smith—10.

Assembly Bill No. 578 having received a constitutional majority, Madam President declared it passed.

Bill ordered transmitted to the Assembly.

Assembly Bill No. 584.

Bill read third time.

Remarks by Senators McGinness, Brown, Rawson, Coffin, O'Connell, O'Donnell, Neal and James.

Senators Townsend, Jacobsen and Rhoads moved the previous question.
Motion carried.

The question being on the passage of Assembly Bill No. 584.

Roll call on Assembly Bill No. 584:

YEAS—14.

NAYS—Lowden, McGinness, O'Connell, O'Donnell, Rawson, Rhoads, Smith—7.

Assembly Bill No. 584 having received a constitutional majority, Madam President declared it passed.

Bill ordered transmitted to the Assembly.

Assembly Bill No. 667.

Bill read third time.

Roll call on Assembly Bill No. 667:

YEAS—21.

NAYS—None.

Assembly Bill No. 667 having received a constitutional majority, Madam President declared it passed.

Bill ordered transmitted to the Assembly.

Assembly Bill No. 742.

Bill read third time.

Remarks by Senators O'Connell and James.

Roll call on Assembly Bill No. 742:

YEAS—21.

NAYS—None.

Assembly Bill No. 742 having received a constitutional majority, Madam President declared it passed.

Bill ordered transmitted to the Assembly.

Assembly Bill No. 773.

Bill read third time.

Remarks by Senators Neal and McGinness.

Roll call on Assembly Bill No. 773:

YEAS—21.

NAYS—None.

Assembly Bill No. 773 having received a constitutional majority, Madam President declared it passed.

Bill ordered transmitted to the Assembly.

REPORTS OF COMMITTEES

Madam President:

Your Committee on Human Resources and Facilities, to which was referred Assembly Bill No. 556, has had the same under consideration, and begs leave to report the same back with the recommendation: Do pass.

RAYMOND D. RAWSON, *Chairman*

(b) May be included as a part of an existing course of study or presented as a separate course of study.

Sec. 2. This act becomes effective upon passage and approval.

Assembly Bill No. 584—Committee on Education

CHAPTER 385

AN ACT relating to education; requiring the state board of education to establish a program of instruction in the prevention of suicide; and providing other matters properly relating thereto.

[Approved July 1, 1993]

THE PEOPLE OF THE STATE OF NEVADA, REPRESENTED IN SENATE
AND ASSEMBLY, DO ENACT AS FOLLOWS:

Section 1. Chapter 389 of NRS is hereby amended by adding thereto a new section to read as follows:

1. *The state board shall establish a program of instruction regarding the prevention of suicide.*

2. *The instruction must be provided to each pupil by the completion of grade 12 as a part of a required course of study.*

Sec. 2. This act becomes effective on July 1, 1993.

Senate Bill No. 60—Committee on Human Resources and Facilities

CHAPTER 386

AN ACT relating to sexually transmitted diseases; requiring the testing of a person arrested or a minor detained for committing certain sexual offenses for exposure to certain sexually transmitted diseases; repealing the statutory requirement for the examination and treatment of arrested persons for exposure to certain sexually transmitted diseases; providing for the examination, counseling and treatment of certain victims of sexual assault; and providing other matters properly relating thereto.

[Approved July 1, 1993]

THE PEOPLE OF THE STATE OF NEVADA, REPRESENTED IN SENATE
AND ASSEMBLY, DO ENACT AS FOLLOWS:

Section 1. NRS 441A.320 is hereby amended to read as follows:

441A.320 1. As soon as practicable after [a person has been] :

(a) A person is arrested for the commission of a crime ; or

(b) A minor is detained for the commission of an act which, if committed by a person other than a minor would constitute a crime,

which the victim or a witness alleges involved the sexual penetration of the victim's body, the health authority shall test a specimen [submitted] obtained