



NEVADA LEGISLATURE

NEVADA YOUTH LEGISLATURE

(*Nevada Revised Statutes [NRS] 219A.130*)

MINUTES

November 15, 2022

The sixth meeting of the Nevada Youth Legislature (NYL) for the 2021–2023 Term was held on Tuesday, November 15, 2022, at 2 p.m. in Room 4401, Grant Sawyer State Office Building, 555 East Washington Avenue, Las Vegas, Nevada. The meeting was videoconferenced to Room 2135, Legislative Building, 401 South Carson Street, Carson City, Nevada.

The agenda, minutes, meeting materials, and audio or video recording of the meeting are available on the NYL's [meeting page](#). The audio or video recording may also be found at <https://www.leg.state.nv.us/Video/>. Copies of the audio or video record can be obtained through the Publications Office of the Legislative Counsel Bureau (LCB) (publications@lcb.state.nv.us or 775/684-6835).

YOUTH LEGISLATORS PRESENT IN LAS VEGAS:

Youth Legislator Patrick Donn Dimasin, Chair
Youth Legislator Jackson Bentham
Youth Legislator Oniana Boulware
Youth Legislator Emmalee Craver
Youth Legislator Dylan Keene
Youth Legislator Michael Lara
Youth Legislator Gabrielle Macababbad
Youth Legislator Evan Raugust
Youth Legislator Emma Thurgood
Youth Legislator Kristal Walker

YOUTH LEGISLATORS PRESENT IN CARSON CITY:

Youth Legislator Max Grinstein
Youth Legislator Madeline Krieger
Youth Legislator Dillon Moss
Youth Legislator Stella Thornton

YOUTH LEGISLATOR ATTENDING VIA REMOTELY:

Youth Legislator Grant Kington

YOUTH LEGISLATORS ABSENT:

Youth Legislator Samantha Lyle, Vice Chair
Youth Legislator Devika Bhatnagar
Youth Legislator Nicole Miller
Youth Legislator Zion Price
Youth Legislator Joseph Seddon
Youth Legislator Lauren Wong

**BOARD OF DIRECTORS FOR CORPORATION FOR PUBLIC BENEFIT TO
ADMINISTER THE NEVADA YOUTH LEGISLATURE MEMBER PRESENT:**

Senator Valerie Wiener (Ret.), Chair

LEGISLATIVE COUNSEL BUREAU STAFF PRESENT:

Tina Ashdown, Research Assistant/Program Facilitator, Constituent Services Unit (CSU),
Research Division
Craig V. Hoffecker, Manager of Constituent Services, CSU, Research Division
Ali Sinone, Research Policy Assistant, Research Division
Julianne King, Assistant Manager of Research Policy Assistant, Research Division
Asher Killian, Chief Deputy Legislative Counsel, Legal Division
David Nauss, Deputy Legislative Counsel, Legal Division

Items taken out of sequence during the meeting have been placed in agenda order.
[Indicates a summary of comments.]

AGENDA ITEM I—CALL TO ORDER

Chair Dimasin:

Good afternoon, everyone. I would like to call this meeting of the NYL to order. Thank you for being here and welcome. Before we get started, I would like to ask the secretary to please call roll.

[Roll call reflected in Youth Legislators Present.]

[Chair Dimasin reviewed meeting procedures.]

AGENDA ITEM II—PUBLIC COMMENT

Chair Dimasin:

We will be hearing public comment from the audience at this time. Public comment may be provided in several different ways, all of which are listed on the agenda. If anyone would like to provide public comment, please remember to yourself for the record. To ensure that everyone has an opportunity to speak, I would like to ask anyone speaking during public comment to keep your comments to no more than three minutes and try to avoid repeating comments that have been made by a previous speaker. Remember that there will be another period for public comment at the end of this meeting.

Is there anyone wishing to testify in Las Vegas at this time?

Seeing none, is there anyone wishing to testify in Carson City?

Alivia Aschenbach, Nevada Resident:

Good afternoon members of the committee, my name is Alivia Aschenbach, and I am a senior at Carson High School (CHS). I am a native Nevadan and I plan to attend the University of Nevada, Reno (UNR), in the fall with hopes of attending medical school. Currently, I am the president of the Carson chapter of HOSA-Future Health Professionals, and I am on the sports medicine track.

This past year, I have had the opportunity to work with Youth Legislator Thornton and our school's athletic trainer, Adam Hunsaker, in a series of preventative concussion testing for our varsity football team. Much of the testing was baseline, however, we did have a few opportunities to test athletes who had suffered blunt force trauma resulting in concussion. One player in particular serves as a reminder of how impactful Bill Draft Request (BDR) 17 will be in Nevada high schools and beyond. This athlete, a sophomore at CHS, was tested three days postconcussion, which was extremely evident. The first test performed was a vestibular ocular motor screening, or VOMS. On a scale of one to ten, ten being the highest, the athlete began the test reporting a level seven headache, level six dizziness, level four nausea, and level five foggiess. A series of eye movement tests were performed, after which the same screening questions were asked. After the test, the athlete reported level nine headache, dizziness, and nausea and level eight foggiess. The athlete was visibly ill and close to vomiting. As someone who is squeamish around vomit, this was something that stuck with me. This athlete became physically ill with simple eye movement; I cannot imagine how difficult it was to complete schoolwork, such as reading a book or algebra.

The second test, tandem gait, which is similar to the testing for driving under the influence, did not show just how influential the brain injury was until two weeks later when the athlete was tested again. The differences between the initial and secondary tests were astronomical. Overall, he was able to perform the walking task 3.11 seconds faster, the walking and counting down task by 8.26 seconds faster, and perhaps the most significant, the walking and naming numbers as either odd or even task a jarring 13.15 seconds faster. This shows that the athlete's brain was significantly impacted during and after the injury, making it near impossible to function in an everyday classroom.

With the current athletic concussion policies, athletes are prohibited from competing with a concussion, but there are little to no guidelines regarding learning with a concussion. I believe that BDR 17 will significantly improve the education process for all students who have suffered traumatic brain injuries, including, but not limited to, athletes. Along with its low fiscal impact, BDR 17 will help to provide concrete guidelines for the reintegration of students in schools and classrooms, as well as managing the mental and physical health and well-being of Nevada students. Thank you.

Chair Dimasin:

Thank you for your testimony. Are there any other members of the public who would like to speak in Carson City?

Seeing none, Broadcast and Production Services (BPS), is there anyone on the line to make public comment at this time?

BPS:

Thank you, Chair. The public lines are open and working but there are no callers at this time.

Chair Dimasin:

Okay, thank you. Since no additional members of the public are prepared to provide public testimony, we will be moving on to the next portion of the meeting.

AGENDA ITEM III—OPENING REMARKS BY THE CHAIR

Chair Dimasin:

Before we get started, I would like to thank the youth legislators for their participation at our last meeting on October 20, 2022. Unfortunately, I was unable to make it, but I am very happy and glad that we were able to have substantive discussion on pieces of legislation that we created.

Today, we will discuss more in detail the two proposed BDRs that were selected and advanced at that last meeting. We are fortunate to have several witnesses who will be providing testimony today regarding our two BDR proposals. We greatly appreciate these witnesses taking time out of their day to be here to help us understand both BDR proposals and determine which proposed BDR to select to present to the Nevada Legislature.

AGENDA ITEM IV—APPROVAL OF THE MINUTES FOR THE MEETING ON SEPTEMBER 21, 2022

Chair Dimasin:

Each youth legislator has received a copy of the minutes from the [September 21, 2022, meeting](#). I will accept a motion at this time to approve the minutes.

YOUTH LEGISLATOR MOSS MOVED TO APPROVE THE MINUTES OF THE MEETING HELD ON SEPTEMBER 21, 2022.

YOUTH LEGISLATOR THURGOOD SECONDED THE MOTION.

THE MOTION PASSED UNANIMOUSLY.

AGENDA ITEM V—DISCUSSION OF PROPOSED BILL DRAFT REQUESTS SELECTED AT THE OCTOBER 20, 2022, MEETING OF THE NEVADA YOUTH LEGISLATURE

Chair Dimasin:

The next item on our agenda is the discussion of our two final proposed BDRs ([Agenda Item V](#)) and the selection of one BDR for presentation to the 2023 Legislature.

[Chair Dimasin explained the process for presenting the proposed BDRs and the question-and-answer period.]

A. BDR 4: THIS BILL WOULD CREATE A PATHWAY FOR CHILDREN IN THE JUVENILE JUSTICE SYSTEM TO ATTEND COMMUNITY COLLEGE.

Chair Dimasin:

The first BDR proposal that we will be discussing today is BDR 4. "This bill would create a pathway for children in the juvenile justice system to attend community college." This BDR was proposed by Youth Legislator Craver.

Youth Legislator Emmalee Craver, Senate District 18:

Good afternoon to all. I would like to welcome my fellow youth legislators, Mrs. Ashdown, Senator Wiener, and all other dignitaries in attendance to witness the two BDRs being presented today. I thank you all for your consideration today during my allotted time. Our journey on deciding the NYL BDR proposal ends today. Nineteen youth legislators were tasked to come up with original BDR ideas. After the initial presentation, it was narrowed down to seven, all of which touched on a multitude of original ideas. I have been so impressed with some of the ideas that have been presented throughout this process. To name a few: (1) implementing free phone calls to children of incarcerated people; (2) extending the material of high school health classes; (3) extending start times for middle and high schoolers; and (4) enforcing more school psychologists and counselors throughout the state. All these BDR proposals brought up so many issues facing the Nevada youth, and I am so thankful to be aware of them because of my fellow youth legislators and their passion for helping these various groups of children around our state. It is such a shame that we cannot send more than one BDR to the Legislature.

Bill Draft Request 4 would help save the lives of incarcerated Nevada youth by implementing a system that would give them a direct pathway from the youth centers around our state to community colleges linked in our areas. The end goal of this BDR is to prevent these incarcerated youths from entering our prison systems later in life. How many times have you personally seen someone in a classroom or hallway daily and suddenly they make a negative choice in life and they are gone? How long after do you think about them? You hear one or two things about what they did and the path they chose and, so soon after, we forget about them. We have been trained to ignore the elephant in the room, the negative things in life, and the less fortunate. Everybody does this. Personally, I think it is time to change that narrative.

I think we need to make a difference and not help the issue so frequently addressed in news and media, but instead turn our focus to the people who deserve it. I need everybody in attendance to help me bring attention to these individuals who disappear into our background and who we do not give a second thought to in a way that would benefit them most. This BDR would accomplish that and so much more. Your vote matters, and it specifically matters to me and to these youths who you have the potential to help. Help me help them by turning BDR 4 into a reality; a reality that would better the world of these youths. This BDR is critical in helping these underrepresented youths and it would help them in the most substantial way, by not focusing on the immediate/now, but attempting to rehabilitate and help them for the future. We can help to save the 40 percent of incarcerated juveniles who end up in state prisons so soon after becoming legal adults. For a majority of prisoners in the United States, a whopping 59 percent have less than or equal to a high school degree. Enacting BDR 4 into Nevada law would allow for better opportunities for these youths to have a path for their lives. Studies show that education is so important for these individuals and starting fresh out of a juvenile detention center would be beneficial in the way that it would decrease the amount of people who end up in state or federal prison.

There are three main detention centers across Nevada that this would include: (1) Summit View Youth Center located in Las Vegas; (2) Caliente Youth Center located in Caliente, Nevada; and (3) the Nevada Youth Training Center located in Elko, Nevada. These centers would be linked to the College of Southern Nevada (CSN), Western Nevada College, and Truckee Meadows Community College, respectively. The promise of this program is simple: to send deserving kids that are in juvenile detention centers to the community college directly linked to their location. These kids would have to follow certain guidelines to fully qualify for this program:

- Complete 12 hours of community service before the beginning of the program and every additional semester after entering;
- Pass high school courses that are offered to them throughout their time in these youth centers; and
- Pass the General Educational Development (GED) test. The GED is divided into four specific tests that prepare you for life and college or community college.

The total cost of this program includes:

- The counselor that would be provided to each youth center in an effort to: (1) help the incarcerated youths apply and get into community college; and (2) review the community service hours completed by the youths; and

- The cost of the GED test for every juvenile in these detention centers.

The cost estimate is \$500,000, with \$85,000 going to each detention center per year. The funds would need to be replenished every two years. To note, the counselor would also help the students who are applying to these colleges apply for the Nevada Promise Scholarship. Upon completing the high school courses, passing the GED, and completing the mandatory community service hours, the Nevada Promise Scholarship would lead to three fully paid years of community college in the state. Ultimately, BDR 4 would allow these youths to attend community colleges and have a better and brighter career path, thus helping them from making the wrong choices again.

To emphasize how important BDR 4 could be, let me crunch the numbers. This BDR will take \$500,000 to create, every two years. This money will make itself back in our state in less than one year. The cost of a single prisoner per year in the state of Nevada is \$33,000. Providing these children a path directly out of these youth centers and not onto the streets would save that \$33,000 for every youth we help. That would require helping only 16 incarcerated youths. I estimate that and so much more, meaning that, ultimately, BDR 4 will save money for Nevada taxpayers. This BDR is aimed to go to the ones in the centers who deserve it. I wholeheartedly believe that, when BDR 4 is voted through our group and into Nevada law, it would be the more advantageous BDR because it would redirect potential offenders from jail in the future and would set so many youths on the correct pathway. I wholeheartedly support this BDR and I think it would be the most beneficial opportunity the incarcerated youths of our state could potentially have.

There are so many individuals in this country who feel that helping incarcerated youths by pushing for education and a better pathway for them is critical to their future. Despite them not making it today, I have been in contact with a few people who push for this issue around our country. In an interview with Clint Smith, a famous poet and advocate for the incarcerated juvenile education, he claimed, "One of the most important things we can do for the incarcerated juveniles is to set them on better pathways, whether that be setting them on a direct path or educating them within these systems." Additionally, Jaelan Phillips, National Football League (NFL) player and nominee for the Walter Payton NFL Man of the Year award, thinks that the best thing we can do for these members of our country is to, "Give them opportunities to grow as individuals and become more upstanding members of our society." Both of these men, while extremely influential, are not reaching the entire population of the country. Passing BDR 4 will put more emphasis on the issues that incarcerated youth are facing and help these men and other people who are trying to accomplish similar goals. Nothing but positive impacts will take place from this BDR, and it is something that no one in our state is even attempting to implement.

On another note, I am so thankful to have Maria Alvarez, Brandon Fellows, and Brigid Duffy here to speak on behalf of BDR 4. Their expertise and knowledge are so appreciated, and I urge you to fully listen to everything they say about the benefits of BDR 4. Everybody deserves a chance to grow as humans and as people. I know this BDR will allow that to happen to one of the more underrepresented groups of our state. Please take your time and consideration today and vote for BDR 4, as it is critical to the futures of these youths. You and I can make a difference starting today and it is the best opportunity that they have.

I am now open to questions. Thank you.

Chair Dimasin:

Any youth legislators with questions at this time?

Youth Legislator Raugust:

Has this proposal been implemented in other states?

Youth Legislator Craver:

Yes. Two of the speakers here today are from the office of California Assembly Member Kevin McCarty (D-District 6) who passed a similar BDR. Other than that, I do not think any other laws have been made in any other states, and none are identical to mine.

Youth Legislator Walker:

What sort of criteria do juveniles have to meet before they can participate in the program?

Youth Legislator Craver:

The three criteria that I listed during the speech are the main criteria. Outside of that, I just do not want any threatening criminals, if that makes sense.

Youth Legislator Macababbad:

Do you believe that 12 hours of community service is enough for the juveniles? Or should there be an increased amount?

Youth Legislator Craver:

I am willing to go back and forth on the amount of hours of community service that are required, but I think 12 hours per semester, which would equal 24 hours for the year, is a good amount to start with because the juveniles are transferring from being in a youth center to taking classes in college, which can be a big jump. In some instances, 12 hours would probably be enough, but if the NYL feels as though there should be more, we can add more.

Youth Legislator Moss:

We had an election last week, and the balance of power shifted a little bit. Do you realistically think that Governor-elect Joe Lombardo would sign a BDR like this?

Youth Legislator Craver:

I think that if enough of the Republican state senators come together and vote this forward, I think he would sign it into law.

Youth Legislator Krieger:

Through your speech, it is clear that you are committed to Nevada youth, but I am still a little bit concerned about the financial aspect of BDR 4. Would it be possible to have some clarification about where specifically funding will come from?

Youth Legislator Craver:

Sorry I did not make that clear in my speech. I reviewed the Nevada budget from 2019 to 2021, and I noticed the LCB had about \$8 million dollars left over at the end of the term from the previous year, and it is estimated to be around the same next year, so we would get it out of that.

Youth Legislator Grinstein:

To follow up on Youth Legislator Macababbad's question, what are the specific community service opportunities in Nevada for incarcerated youth to be able to qualify for this program?

Youth Legislator Craver:

There are a lot of options, such as volunteering at soup kitchens and animal shelters, picking up garbage on the streets, talking to other incarcerated youths to try to lead them down better paths, or talking to middle schoolers to lead them down better paths. The counselor that I am suggesting we add to each youth center would be tasked with assisting the juveniles in finding community service opportunities like those.

Chair Dimasin:

There is a lot of discussion about the economic implications of this piece of legislation and you mentioned the cost per prisoner. When these juvenile offenders get out of college, have their degree, and have a job, is there a long-term implication of these people contributing back to their economy?

Youth Legislator Craver:

The basic premise and goal of BDR 4 is that these incarcerated juveniles have the opportunity to go to college, get a degree, and become working members of our society, and to avoid them ending up on the streets, in illegal group activities, and reentering our prison systems.

Chair Dimasin:

Youth Legislator Craver, we will now be moving on to your witness testimony portion.

Youth Legislator Craver:

Maria Alvarez, could you start off please?

Maria Alvarez, Chief of Staff for California Assembly Member Kevin McCarty:

Thank you so much for having me. California Assembly Member Kevin McCarty was the author of [California Assembly Bill 417](#) that Youth Legislator Craver has been speaking of. It was introduced in 2020 and created the Rising Scholars Network. It established a system for formerly incarcerated students at the community college level to access resources on community college campuses, support systems, tutoring, counseling, academic advising, peer counseling, in addition to other food service programs and different types of support services on their campuses across the community college system.

Previously, college campuses were doing this, but there was no larger system across the community college network doing this. Therefore, we codified it and put money into the larger community college system and put money into the chancellor's office statewide. The money goes to the chancellor's office at the state level and gets trickled down to all the campuses that actually want to have a program on their actual campus, and then have a place on their campus for students to coalesce and get those services. We also put money in the budget for it, and it has been incredibly successful. Any questions?

Chair Dimasin:

Any youth legislators with questions for Ms. Alvarez?

Youth Legislator Lara:

You mentioned that you put money into this. I want to know where that money came from, hopefully the state. Also, how much did you budget for it?

Ms. Alvarez:

At the time, we knew there were about 40 colleges already providing services for formerly incarcerated students, so we had a sense of how much money was already needed. Assembly Member McCarty, who is Chair of the Assembly Budget Subcommittee No. 2 on Education Finance that oversees K-12 and higher education, was able to really look at the state budget and figure out how much money the chancellor's office and the community colleges would need. At the time, it was a little bit more than \$5 million. There are about 110 community colleges across the State of California and, like I said, we knew there were about 40 already providing programs at different levels, so that first year we put in \$5 million, and then the following year we put in another \$5 million. It is a \$10 million dollar program, currently. At this time, there are about 50 campuses that provide services, including having a physical site on their campus for students to go to access these services.

Youth Legislator Grinstein:

Do you have any statistics about how widely these programs have been adopted among the formerly incarcerated youth in California?

Ms. Alvarez:

That might be a better question for Mr. Fellows. I know these programs are extremely utilized while utilized. Like I said, different campuses have them at different levels. Some offer more services than others. Since we standardized it across the system, more campuses are putting it onto their campuses, and more campuses are realizing how important it is.

Again, I am going to let Mr. Fellows speak to that more because as somebody who has been in the program, he can address that a little bit better. I will say that all three public university systems have some type of formally incarcerated program on their campuses. California State Universities have Project Rebound for their formerly incarcerated students and the Universities of California have the Underground Scholars Program. I think each system recognizes the importance of having a program for formally incarcerated students.

Youth Legislator Krieger:

Please correct me if I am wrong, but I believe your background is in California Legislature. Do you have any concerns about how BDR 4 might be implemented in Nevada and how we might adjust to those concerns, especially considering the budgeting differences that you brought up?

Ms. Alvarez:

I am not familiar with Nevada's public university system. I think that you would need to look at the budgets of the state and the public university system and what the needs are for

the justice-involved students at that level and adjust that accordingly for the Nevada university system.

Youth Legislator Raugust:

Are you confident that BDR 4 could pass the partisan gridlock in the Nevada Senate? Assembly Bill 417 passed in California, which I understand is heavily Democrat.

Ms. Alvarez:

Of course I am not confident about that, but we are talking about providing an educational pathway for all students. You have folks who are looking to better their lives academically and economically for themselves and their families. They are looking for a pathway to better their lives and become more productive citizens who do not want to return to a previous life. Why would anyone not want to help that? Why would anyone vote against that? It is a pathway, and I agree with Youth Legislator Craver, ultimately it would save the state money.

Chair Dimasin:

Are there any other youth legislators with questions at this time?

Seeing none, Youth Legislator Craver, you may call your next witness.

Youth Legislator Craver:

I would like to call in Brandon Fellows.

Brandon Fellows, Former Cofounding Student of the Re-emerging Scholars Program, Sacramento City College:

Hello, thank you for having me today. I am a former cofounding student of the Re-Emerging Scholars program at Sacramento City College, and I am currently at Underground Scholars Initiative (USI) at the University of California (UC), Berkeley. After ten years of incarceration as a juvenile and another ten years unable to adjust to society, even with program after program, nothing seemed to help my rehabilitation until I was open to the opportunity of an educational lifestyle. Rather than being surrounded by the positive impact of education as a juvenile, I was forced into an environment that was a negative influence, and it took me about 20 years to find something that was going to bring me back to being a productive member of society. I had to reevaluate my life and look back at the last time I felt positive and productive growth, which was when I was in grade school pursuing an education. I was given the opportunity to enroll in community college. There I saw a shortage of help for formerly incarcerated students. I wanted to help that grow, which is where the Re-Emerging Scholars idea came from. I was introduced to a couple professors, and we had the ability to help that program grow and benefit a lot of people coming home from prison. After that, I was granted a full scholarship at UC Berkeley, and there I worked as a secretary for USI.

Honestly, I have to say, my educational journey has become like my rehabilitation and reentry into society. I am a senior, I am about to graduate, and I plan on going to graduate school. It has been a hard journey, as a father of three, and not having that connection to society for so long. I also spent another ten years addicted and homeless, unable to find my reason and my place in life. Programs like Re-Emerging Scholars has given me that opportunity. As the Rising Scholars Network has grown, I have seen a lot of positive effects

that are coming from juvenile incarceration as well. I get to work inside a juvenile incarceration facility in Oakland, California, introducing the opportunity of a college education to students who are facing time.

That is all I have. If you have any questions, I hope I can answer them for you.

Chair Dimasin:

Thank you. Any youth legislators with questions at this time?

Youth Legislator Krieger:

Is it possible to ask a follow-up question after my preliminary question? I was wondering if it would be possible to have some clarification about whether Mr. Fellows went through this program while incarcerated or after incarceration?

Chair Dimasin:

Unfortunately, you are just limited to one question.

Youth Legislator Krieger:

Okay, then I will rephrase my question. Mr. Fellows, if you went through this program only after incarceration, how do you think it can be applied as intended with BDR 4 to Nevada youth who are currently in the justice system?

Mr. Fellows:

See, that was the problem. When I was a juvenile and coming home from incarceration, there was no opportunity for me to even consider a college education. I believe that is why it took me so many years to find a way to rehabilitate myself or to reenter into society. I feel that if those programs are implemented into the juvenile system now, it would make a difference in a lot of future outcomes for incarcerated juveniles.

Chair Dimasin:

I have a question, Mr. Fellows. I think a lot of the youth legislators here are hungry for some statistics on the effectiveness of these kinds of programs. Are you aware of any statistics that show the effectiveness of programs like these? If so, could you please share them?

Mr. Fellows:

I do not have any statistics on hand. All I can say, from personal experience, is we have an organization at Berkeley, we are all formerly incarcerated, and there is about 50 of us. The Re-Emerging Scholars program had about 25 to 30 students at that time. I am not affiliated with that program as much anymore, but I am a success story.

Ms. Alvarez:

I believe I can provide some statistics if that is helpful.

Chair Dimasin:

First, since there are no other youth legislators who have any questions regarding Mr. Fellow's testimony, we will be moving on to the next witness that Youth Legislator Craver has and then we will see if there is remaining time to address that.

Youth Legislator Craver:

I would like to introduce Brigid Duffy.

Brigid Duffy, Assistant District Attorney, Juvenile Division, Office of the Clark County District Attorney:

Good afternoon, Chair Dimasin, and members of the NYL. I oversee 30 district attorneys who handle cases of children who are abused and neglected in the foster care system, as well as 9 district attorneys who handle cases of children who commit delinquent acts, otherwise known as crimes, and end up in the juvenile justice system. I have been doing that job for about 12 years now, but I have been involved in the juvenile system and in child abuse and neglect for 22 years of my career here in Nevada.

I am going to start by talking about this bill as part of a continuum of our communities' efforts to destroy the school-to-prison pipeline but kind of in reverse. I am sure many of you are familiar with that term, where school exclusionary practices are fast-tracked, either through suspension or expulsion of kids into the juvenile justice system. Oftentimes, when they are in the juvenile justice system with the goal of rehabilitation, we have children who hang onto the efforts that are made around them by counselors, probation and parole officers, and social workers, and they are successful, but now that we have broken that school-to-prison pipeline while they are minors, there is still that opportunity to go further into their adulthood so they do not revert back to any of their criminal activity that they had. We should not just abandon children who have been through our system and forget about them as they move into the future.

Over the past few years, there have been several pieces of legislation to address children who are in foster care and to ensure that they have a free education in the State of Nevada. Any child in foster care is entitled to a free education—community college, college, and university—but we often forget about our children who are not foster children that are just in the juvenile justice system and the efforts that we can make for them to prevent them from going to prison. I am sure many of you know that there are statistics about children who are in foster care and how they become our prisoners and they become our adult criminals, and that offering of that extended education into the colleges and universities is an effort to prevent them from entering those systems. Along the way we have forgotten about our kids who commit these delinquent acts, maybe because they are not the snugly, cute, abused, and neglected children that we want to put our arms around and protect, because these kids have somehow impacted our community safety. However, if they go through the rehabilitation efforts, they are entitled to as much of a future of success and building up our community safety as anybody else. I think BDR 4 would be a great pathway for that.

I want to answer a couple of questions that came up. Community service hours—while kids are incarcerated in our facilities, they can do community service within those facilities. As a prosecutor, we accept all kinds of community service—things such as doing the laundry, doing the dishes, and cleaning up around the campus of the facilities. If they are going to be participating in community college while inside a facility, there are plenty of ways inside the

facility to get community service. With the impact of the Coronavirus of 2019 (COVID-19), there have been some limitations on children in the community getting community service hours in different locations, and so we, as prosecutors, have been very lenient on how they do it. Sometimes, if a child just helps out after school, the school is their community. We ask the child, "What is your community? Okay, go help it." Whether it is church, school, or home. We have had to be a little bit lenient as far as where you get those hours.

A lot of people do not know that juvenile jurisdiction lasts until the age of 21. If you commit a delinquent act at the age of 16 or 17, we have jurisdiction in the juvenile system until you are 21 years of age. Sometimes, we have delayed prosecution where a child may commit a delinquent act, say a burglary, at the age of 15, and we do not apprehend them and prosecute them until they are 18 years of age. They would still go to a youth facility. We have had situations where juveniles have been 18 years of age and go into Summit View Youth Center, which is our facility here in Las Vegas. They have already finished school, they have their high school diploma, and they are sitting there while other kids are going to school. We have had to be inventive of how to get them college credits in that facility. I think it is important to understand that our jurisdiction does not end at age 18 if the crime was committed when they were still a juvenile.

Regarding the shift in power in the state, I have been involved in the legislative sessions for a long time and it is one of my favorite things to do in my job. To Youth Legislator Moss's question about Governor-elect Lombardo, he was the sheriff of the Las Vegas Metropolitan Police Department, and he was very involved in juvenile reform efforts. He helped create The Harbor and he helped all our community-oriented policing. I think, as Youth Legislator Craver said, it is very difficult for our legislators to look at children the same way they do adults. I think you could get that nonpartisan support and get everybody in together on a bill like this, because giving a child or a young adult an education creates more community safety and awareness. I think after all these years and all the testimony I have done on juvenile justice bills and foster care bills, that is one thing everybody understands—that education is the key to creating our community to be safe. I do not think it will be as controversial as you might think it would be because of that.

I will answer questions because I know we are running out of time.

Chair Dimasin:

Any youth legislators with questions?

Youth Legislator Kington:

You said that you had to be inventive to get 18-year-olds college credit within your institutions. I am curious, have you been able to get college credits for people who are already 18 years old in those institutions?

Ms. Duffy:

Yes, in the couple of cases where we had "adults"—people 18 years old or older—in juvenile systems, we were able to connect them with community colleges for credits. In some cases, we also have trade schools; at the Caliente Youth Center, we have the opportunity to place them in some culinary programs and things like that. We were able to get them into something else.

Youth Legislator Bentham:

With your knowledge and personal experience in Nevada's juvenile system, do you see BDR 4 actually working as intended and being effective?

Ms. Duffy:

I do. In fact, I think it is a great first step. If we can get it passed through the system and involved within our current three communities—which, by the way, we only have about 100 kids currently and are nowhere close to California's numbers—we could then look at other things. We have two youth camps here in the state, China Spring Youth Camp and Spring Mountain Youth Camp, and this would benefit both of them because we have about 100 kids between those two facilities. We also have children who are certified to the adult system. We have 15- to 17-year-olds in the Lovelock Correctional Center who are waiting and will be out in a few years, and I think this would benefit them with a step up. I would like to see it get through on this scale, and I think it would benefit a portion of our juvenile population that has been forgotten and has done everything they can to rehabilitate, and it would be that support afterwards.

Youth Legislator Walker:

Just for some clarification, does Nevada's current juvenile system offer any educational resources to incarcerated youth? If so, what are those resources?

Ms. Duffy:

Every institution offers local school district support. Within the Summit View Youth Center, our local juvenile detention facility in Clark County, and the Spring Mountain Youth Camp, we have the Clark County School District. Out in Caliente, it is the Lincoln County School District, I believe. Then, at the Nevada Youth Training Center, it is the local Elko County School District. All the facilities are connected to a school district. Most of you are probably aware of the credit programs where you can receive dual credits for CSN here in Clark County—I am not that familiar with the rest of the state for that issue—and then there is also that population of kids who already have their GEDs or high school diplomas who are entering into these facilities.

Youth Legislator Krieger:

Earlier you mentioned that this program would focus on juveniles who have impacted community safety, which contradicted what Youth Legislator Craver said earlier about not including dangerous youth in these programs. How would we decide the criteria for who is included?

Ms. Duffy:

Ultimately, you, as the policy makers, would decide what the criteria would be. If I had my way, working with thousands of children a year who enter the juvenile justice system in Clark County, I think it would be based upon the fact that they have completed the rehabilitation programs that we were asking them to complete, regardless of whatever offense they committed. We have kids who commit small petty larceny or small batteries, which is a punch, who could be way more dangerous to our community than somebody who has pushed a kid off a bike and took it one time. It is hard to say which child is going to continue to impact community safety. All we can do is wrap a child with the services that we

have and hope that they will grab onto those hands that we are holding out and continue to want to build that life.

One thing I see often is, when a kid hits 18 years old, their parents sometimes get fed up with them. Your parents sometimes probably get fed up with you too, right? Our kids are left out in the cold, and we and our services have nothing. But if you are a child who went through the foster care system without supportive parents, you are not left out in the cold—you still have a safety net in financial assistance, in college and university assistance, and all of that. However, for a kid who committed a mistake or a crime and has done everything the community has asked them to do to get on the right path, and then their parents turn their back on them when they turn 18 years old because they are done with them, there is no safety net, which is why they end up committing more crimes and survivals. I think this BDR would support that.

My criteria would be any child who is taking the opportunity to rehabilitate and prove that they want to be a productive member of our community. Bill Draft Request 4 would support them and improve our community safety.

Chair Dimasin:

Seeing that no other youth legislators have any questions, Ms. Duffy, you are excused. Youth Legislator Craver, you may proceed with your witness.

Youth Legislator Craver:

I would like to reintroduce Maria Alvarez to talk about statistics previously mentioned.

Ms. Alvarez:

I wanted to pull up a couple of statistics. A study done by the RAND Corporation found that inmates who participated in educational programs were 43 percent less likely to recidivate than those who did not participate in educational programs, and those were just overall educational programs. Inmates who participated in college programs specifically had 51 percent lower odds of recidivating, so that number went up for college programs specifically. Then, a 2019 study done by the Vera Institute of Justice, in partnership with the Georgetown Center on Poverty and Inequality, found that Californian's correctional costs would decrease by \$66.6 million a year with a greater investment in postsecondary educational programs. Those are some of the statistics I wanted to share with you all.

Chair Dimasin:

I believe we are at the end of the time allotted for testimony from witnesses for BDR 4.

Youth Legislator Craver, please wrap up your presentation.

Youth Legislator Craver:

Merriam-Webster's Dictionary defines *cause* as "a reason for an action or condition; something that brings about an effect or result." Today, I have presented a cause, and with your vote, you can make it a result. I would like to say thank you. Thank you to my speakers for advocating for me. Thank you to the leaders of the NYL for giving me this opportunity to grow as a person and have this chance to make real change that I personally believe in. Above all, thank you to my fellow youth legislators for your consideration and attention. It means the world to me to have your potential vote for BDR 4, and I highly

encourage and am asking for your support. Help me help these highly underrepresented individuals of our state. They need us so they can go down a better road and make improvements on their character and the things they do.

Bill Draft Request 4 is pivotal, and as you heard from witness testimonies, it is critical to their futures. Mrs. Alvarez presented an amazing presentation, and you heard how important it was from Brandon Fellows and how much it changed his life personally. Mr. Fellows not only took this opportunity but proved that this program works. This would carry over to Nevada and improve the lives of so many people. Ms. Duffy is on the front line of juvenile improvement, and as she said, this program would be so beneficial. In her statements, she gave no doubt about how important and critical this program would be. It would be a benefit, and I know that the Legislature would be supportive of BDR 4, despite party lines.

Every single one of you matters in this decision, so please do not vote on the people who are getting attention constantly and have laws written about them already. Help the ones who need it the most, they did not have the same opportunities and support that every single one of us have every day from our parents and family members. We can make a real difference in every single one of these people's lives today, and every day for the rest of their lives. I am so confident that we can pass BDR 4 today and I know the impact that it would have. I can only ask that every NYL member in attendance understands that impact, too.

Bill Draft Request 4 would grant the opportunity to create a better future for the lives of the youths of Nevada that do not have the supportive home life that we all have. It shines a light on the pressing matters of the youth and what we can do to not only change the current youth centers around our state but change the trajectory of their lives and change our prison systems for the better. I implore you to think about every side of this for me and the incarcerated youths of this state. We have support, they do not, and they continue to not have support. Help me change that.

I have loved this opportunity. I will cherish it for the rest of my life, and I value every single member of the NYL. I know I want to remain in contact with every single one of you beyond this group for the rest of my life. Thank you for voting BDR 4 this far. I appreciate having this opportunity to showcase BDR 4 to every single one of you, multiple times. Again, I hope I emphasized its importance enough to gain your vote today.

Thank you, all, for your time. I appreciate it more than I can put into words.

Chair Dimasin:

Thank you, Youth Legislator Craver.

B. BDR 17: EXISTING LAW REQUIRES THE NEVADA INTERSCHOLASTIC ACTIVITIES ASSOCIATION AND THE BOARD OF TRUSTEES OF EACH SCHOOL DISTRICT TO ADOPT A POLICY CONCERNING THE PREVENTION AND TREATMENT OF INJURIES TO THE HEAD WHICH MAY OCCUR DURING A PUPIL'S PARTICIPATION IN SPORTS WHICH INCLUDES, WITHOUT LIMITATION, PROVISIONS REGARDING WHEN A PUPIL MUST BE REMOVED FROM THE ACTIVITY AND MAY RETURN TO THE ACTIVITY. THIS BILL WOULD REVISE SUCH PROVISIONS AND ADDITIONALLY REQUIRE THE INCLUSION OF PROVISIONS REGARDING THE RETURN OF SUCH A PUPIL TO THE CLASSROOM ENVIRONMENT AND ANY NECESSARY EDUCATIONAL

SUPPORTS FOR SUCH A PUPIL, COMMONLY KNOWN AS "RETURN TO LEARN" POLICIES.

Chair Dimasin:

We will now begin the hearing on the second proposal, BDR 17.

Existing law requires the Nevada Interscholastic Activities Association and the board of trustees of each school district to adopt a policy concerning the prevention and treatment of injuries to the head, which may occur during a pupils' participation in sports which includes, without limitation, provisions regarding when a pupil must be removed from the activity and may return to the activity. This bill would revise such provisions and additionally require the inclusion of provisions regarding the return of such a pupil to the classroom environment and any necessary educational supports for such a pupil, commonly known as "return to learn" policies.

This BDR was submitted for consideration by Youth Legislator Thornton.

Youth Legislator Thornton, when you are ready, please present your BDR proposal.

Youth Legislator Stella Thornton, Senate District 16:

Beside me is Dr. Nicholas Murray. He is the head of the Neuromechanics Laboratory at UNR, and the Nevada Interscholastic Athletic Association (NIAA) representative. He will be helping me answer some questions after my testimony; I just wanted to introduce him.

First, I want to thank all the youth legislators for the opportunity to have made it this far in the bill selection process. I want to thank everyone who will be providing testimony in support of BDR 17. I could not have done it without the support that I have been able to have, which is support that a lot of people do not have yet because this bill is not passed. Bill Draft Request 17 will provide clear guidelines and procedures for managing a student's traumatic brain injury (TBI) or their concussion. It will also assist school districts in addressing the learning, mental health, and physical needs of all students following a concussion or TBI while promoting safety, healing, and academic success. Bill Draft Request 17 amends NRS 385B.080, 392.452, and 455A.200, which specify policies for student athletes to return to play (RTP) by updating the RTP policies and adding statewide return to learn (RTL) policies.

That said, you all know what BDR 17 is about. We have been through this before, multiple times. You know my story, and I am so grateful to have been able to share it with you, but today is not about my story or about what I want for BDR 17. Today is about BDR 17. It is about the countless other stories and the people behind those stories. It is about the people's lives that have been dramatically, irrevocably changed by a brain injury, or two, or more, and the people who are sadly not here with us today because they did not have these accommodations that they needed. You have heard from me, now I want you to hear from all the others that BDR 17 will help, and imagine the future students, friends, peers, and family that BDR 17 will save. These people are from Nevada, they are for Nevada.

I would like to turn your attention quickly to the documents I submitted for you all to peruse at your leisure:

- The current NRS for concussions that BDR 17 would amend ([Agenda Item V B-1](#));

- The *Get a Heads Up on Concussion in Sports Policies* handout from the National Center for Injury Prevention and Control of the Centers for Disease Control and Prevention (CDC) ([Agenda Item V B-2](#));
- A PowerPoint presentation on BDR 17 ([Agenda Item V B-3](#)); and
- Bill Draft Request 17 proposal ([Agenda Item V B-4](#)).

Now, I would like to turn my time over to Dr. Murray for some expert testimony on the NIAA.

Nicholas Murray, Ph.D., M.A., Director of the Neuromechanics Laboratory, UNR:

Good afternoon. I have been a concussion researcher and I have helped run our clinic on the campus for about five years now and I have been involved in research for about 15 years in different capacities across the nation in different states. I also help to manage and serve the NIAA through the Sports Medicine Advisory Committee. We recently met to revise the NIAA's policies for concussion management, which includes RTL and RTP, and a majority of the elements that were in our revised statutes for the NIAA were actually written, and also drafted, by Youth Legislator Thornton, which is excellent. She is outstanding in these efforts. Our goal is to provide clarity and safety for our youth who are playing in sports. It is critical for us to be able to return athletes back to the classroom before the field and we have not done that, and we have not done that very well as a united body of different states. Nevada has no statutes on that right now, which causes some confusion and issues across the board.

Youth Legislator Thorton:

I am now finished with my testimony. I would like to move on to the question-and-answer section, Chair.

Chair Dimasin:

Any youth legislators with questions at this time?

Youth Legislator Keene:

Is there anything that other states might have that we could use in Nevada? Perhaps headgear or something like that?

Youth Legislator Thornton:

We already use types of headgear in sports, so I do not necessarily think that is what I want to address. Regarding the first part of your question, all 50 states have passed RTP. It is possible to look at those RTP plans and add on to what we already have in law, so that it is a much stronger plan to be able to help the safety, health, and well-being of all students. Thirteen other states have passed RTL plans so it is possible to do the research. I have already written a 42-page research paper on all the states and what they have said concerning RTL and RTP. It is possible to use some of the other states' best practices in ours to make sure that Nevada is at the top of making sure that the health and well-being of all our students, athletes or not, is pertinent.

Dr. Murray:

One element to speak to specifically regarding headgear is that there is no known equipment that prevents concussions. They happen all the time. They are usually unexpected blows to the head. Your body does not have enough time to brace for the impact, and as a result, your brain moves inside your skull, so it does not matter how much padding we add on. On a side note, our research facility has just finished examining the Guardian Caps, which the NFL and quite a few teams implemented, and we determined the Caps have zero to no effect; actually, they increase some of the cervical spine injury risk. I have been involved with legislation and other elements across other states. Most of the states have these provisions already established, and most of them were established anywhere from five to eight years ago. Unfortunately, Nevada has lagged behind in the majority of our statutes to protect our youth in this way.

Youth Legislator Thurgood:

You mentioned that you wanted to amend the existing laws. Could you elaborate on what exactly you would like to amend?

Youth Legislator Thornton:

There are three NRS that will be amended. The first NRS is concerning the NIAA. The other two statutes, because the NIAA is part of the first statute, it kind of trickles down to the other two statutes. All three statutes say the same thing. They state that if a student seems to have a concussion on the field—so, athletes only—that you need to pull them out of play. It says that you need to evaluate them, and you do not let them back into play if they seem to have a concussion. Then, the third part is that they need to get a note from a doctor or a medical practitioner of some kind to be able to return to playing sports. That is all that our NRS say.

With BDR 17, I would like to add in a general plan for how to allow a student athlete to be able to go back to play. I would like to add in accommodations for student athletes. I would also like to make sure to have conversations with the athletic trainers and Dr. Murray about other parts to add in for RTP.

Concerning RTL, since we do not have any of that currently in statute, I would like to add in accommodations for all students and student athletes to be able to acclimate back to school within the time period that they need. I would like to add informational courses for students, parents, coaches, and teachers so that everybody understands and are on the same page as to what a concussion is and how to help students and student athletes throughout that process back to school and back to play.

Youth Legislator Moss:

My question has two parts to it. First, just for my clarification, this is not just an athlete issue, correct? Secondly, how detrimental is it to our students and their health to not have RTL or RTP policies implemented?

Youth Legislator Thornton:

To answer your first question, you are correct in that this is not just about athletes. This is about every single student who sustains a concussion from whiplash, tripping and falling, getting hit by a car, or playing sports. It concerns everyone to make sure that every single youth in our state can have all of the equal protections afforded to them.

I will let Dr. Murray answer the second part of your question.

Dr. Murray:

Have you ever seen molasses and how slow it moves if you were to pour it out of a jar? That is your brain when you have a concussion. Everything is slowed down significantly. If you have a big exam coming up, something very challenging, the ability to study for that exam is significantly impaired, and you cannot sit and study for prolonged amounts of time without making your symptoms provoked and worse. Symptom provocation delays recovery, so we need to have plans of action to get athletes and every individual who suffers a concussion back to the classroom, in order for us to appropriately manage them. These are on a case-by-case basis because concussions affect us all very differently. There needs to be some help, education, and information provided, such as to the math teacher who does not understand and says, "Well, you were fine yesterday, but now you are telling me you cannot take this math exam. Are you just trying to get out of it?" There are certain elements we must consider. Everything inside your body or your brain, everything is moving significantly slower; it impairs function, motor function, and everything. It is important.

Youth Legislator Raugust:

Your bill draft proposal says there is no known fiscal impact. Is that for the implementation of education, reforms, and information? What would be the fiscal impact, because there must be some?

Youth Legislator Thornton:

There is no fiscal impact—none at all—because the education courses are all free. There are free courses on the CDC website, on the NIAA website, and on the National Federation of State High School Associations' website. Putting BDR 17 into law within the first year, I will not be using \$500,000, I will be using \$0. Every single one of those dollars that I will not be using will go to the 44,000 concussions that happened to youth in the state every year. It will go towards the 6 percent of youth.

Youth Legislator Craver:

You have not mentioned how you got your concussion, so I was just wondering if you could tell us? If it is personal, it is okay to not share. I am just curious.

Youth Legislator Thornton:

I have told my story multiple times but, as I said in the beginning, this meeting is not about me. It is about all the other people here to testify, the letters that people have written that are in your folders, and the countless other students who need this BDR. They need BDR 17 so that they can go to elementary school, middle school, high school, and then to college.

Chair Dimasin:

The question-and-answer period has elapsed for Youth Legislator Thornton's presentation. We will move on to Youth Legislator Thornton's witness testimony.

Youth Legislator Thornton, please call your first witness to the stand.

Sabrina Martin, Nevada Resident:

Thank you for allowing me to speak today. I support BDR 17, RTL, and RTP for students, including student athletes who have experienced concussions or traumatic brain injuries. My daughter Rebecca received a traumatic brain injury when she was 11 years old. We were sent home with no resource or idea what returning to the school environment entailed. She was a straight-A student prior to her injury. We had no idea what an individualized education program (IEP) was. She had an IEP for the next six years throughout middle school and high school. Unfortunately, her IEP did only so much. Recovery from a concussion, or a TBI, varies between each individual depending on the severity of the concussion or TBI.

Rebecca did not return to school until one year after her head injury. She looked normal on the outside, but she suffered from short-term memory loss; difficulty focusing and concentrating; and problems with organization, multitasking, and fatigue. She had her good days and bad days in school that were determined by many variables, including the amount of sleep she got, brain fatigue, stress, in addition to the amount of homework she was given and required to finish. Her teacher did not realize that she needed special accommodations by just looking at her. Her IEP accommodations included increased time on assignments and tests, notes taken for her, communication and study skills classes, shortened assignments and reminders to turn in work; however, no one checked on her physical and mental well-being when she returned to middle school, or even the start of high school. Some teachers refused to cooperate with her IEP accommodations.

People with concussions and/or TBI may not look different than any other student, but they are. There is an injury to their brain that may take days, weeks, months, or even years to get better. Teachers should be encouraged to educate themselves. Teachers are there to ensure that students succeed in their learning, and to teach in a way that someone with a concussion or a brain injury can learn. Rebecca refused to give up, and my husband and I insisted that her middle school and high school comply with an IEP.

I believe in supporting BDR 17, as it will go a step further in helping all those students who have suffered a concussion or TBI and ensuring a safe and successful return back to school and sports. Thank you for your time.

Youth Legislator Thornton:

I would now like to introduce my second witness. They will be answering questions together.

Rebecca Martin, Nevada Resident:

Thank you for allowing me to speak to you today. I support BDR 17 for student athletes who have experienced concussions or TBIs. I have a TBI and had an IEP for six years when I was in school. I took a year off from school in sixth grade after my TBI. When I went back to school, I had a difficult time having my teachers follow my IEP since I did not look like I was disabled. My brain injury symptoms, which varied from day to day, included short-term memory loss, issues with focusing and concentrating, organizational difficulties, and fatigue. Some teachers wanted to do their own accommodations, reduce the number of accommodations, or just not follow them at all, regardless that my neuropsychologist wrote that they need to be followed. My accommodations included increased time on assignments and tests, notes taken for me, communication or study skill classes, shortened assignments, and reminders to turn in work. At times I would get frustrated, and it was

even suggested that I should graduate with a modified diploma to make it easier on me, when in fact it was actually so it would be easier on the teachers.

Concussion and TBI survivors should not have to worry about keeping up with other students when we are physically and mentally trying to keep up with life. A brain injury can have us overstimulated in everyday activities. Brain fatigue is very common. Parents and school administration should be working together to make sure we are kept safe from further injuries. The schools should regard the well-being of each student as their top priorities, even if that means to lighten a student's workload and provide accommodations that work for students to succeed in school.

I personally struggled on a day-to-day basis, and it sometimes felt like an uphill battle with teachers not believing I had a brain injury. I was able to graduate with the regular diploma through determination and persistence, but not without frustration. It was with the assistance of the few teachers who supported me and my IEP accommodations and the teachers of my communication or study skills classes. Again, I believe that BDR 17 would help students like me to succeed in their continued education. Thank you for your time.

Chair Dimasin:

Thank you for your testimony. Any youth legislators with questions at this time?

Youth Legislator Boulware, you may proceed.

Youth Legislator Boulware:

Would BDR 17 mandate teachers to take education courses or learn a certain protocol in the case of a TBI?

Youth Legislator Thornton:

Bill Draft Request 17 may potentially mandate teachers to take education courses that would take place on professional development days when there is more time. The courses will be free; however, I would like to make sure that these are questions that my witnesses with personal statements are able to answer.

Youth Legislator Bentham:

Ms. Martin, I want to express my sympathy towards your situation. If BDR 17 had been passed, how would it have changed your story?

Sabrina Martin:

As a parent, we went through so many battles for teachers to realize that she had these issues, especially the short-term memory issues. She looked and acted fine so when she needed more time for testing, it was always a battle. We had to get an advocate to meet with all the teachers and the administrators to follow her IEP. Many teachers were clueless of what a concussion can do, a minor concussion, to a major TBI. I think it would have made our lives stress-free. Going through this put a lot on my daughter, Rebecca. There was a lot of frustration and moments where she wanted to give up and not continue. It was very defeating for her. I wish there was more support and more education for these teachers.

Youth Legislator Krieger:

My question was just answered, but I want to thank both speakers for their testimony.

Youth Legislator Moss:

I empathize with your struggles. I had a sibling growing up who struggled with concussions because he was an athlete, so I understand your struggles. Although, they are not the same, we still need to be doing more.

Since you experienced this and had to be in this system trying to get the help, what would you, as a community member, want to see RTL policies look like if they were implemented?

Sabrina Martin:

I personally would like more educational courses for teachers. I would like more accountability especially for our youths with concussions. Brain injuries are an invisible injury, and someone may look fine, like they are able to go back to play. I would want a more stringent set of rules before they can potentially go back and injure themselves. My daughter was a different situation.

You think teachers would go into teaching because you want to succeed in making an impact in each child's life. We were set up to fail, constantly. I would like to see something different, and if that means educating yourself on what a concussion entails or what a TBI is, that is what I would propose. Even if they are free courses online that do not cost money. The more education we have and the more understanding, I think our experience would have been different. There were those compassionate teachers who got it; some of them understood because of personal experience or they knew someone that went through the same thing, but there were those teachers who were clueless on the matter and were the ones that we had to battle.

Chair Dimasin:

Seeing that no other youth legislators have any questions at this time, Mrs. Martin and Rebecca Martin, you are both excused from the witness table.

Youth Legislator Thornton, you may proceed with your next witness.

Youth Legislator Thornton:

Chair, I have three witnesses up, they will be doing their witness testimony one-by-one. They will not be answering questions together. I just wanted to have all three of them up at the same time.

Frank Sakelarios, Teacher, CHS:

Youth Legislators, I am here today to offer my support on behalf of BDR 17. In my experience as an athletic trainer in the state since 1994, I have witnessed and been a part of concussion protocols from the time when I first started as an athletic trainer—when an athlete was injured on the field of play, most often they were returned to the field to play the same day—all the way up to an assisting in the passage of our concussion bill as it currently stands with its RTP guidelines for athletes, and now this natural progression to RTL guidelines.

As both an athletic trainer and teacher, I have seen the effects on my students' grades and performance in the classroom after a head injury. I have instructed students and their parents that sending their child back to school before the brain is healed is a detriment to their learning and healing. Like most things that are new, this was met with much resistance from parents, as well as their children. As their child's grades continued to decrease and their child's healing was slowed, both the student and parents would finally agree that taking time away from class was in the best long-term interest for the child. I have oftentimes allowed students to make up work or do less work while they were in the state of healing. When I was working as an athletic trainer, I was often met with resistance from teachers who believed that, since the student was in school and they looked normal and fine, they were fine; they did not realize that the student's brain was not yet ready for the schoolwork they were expected to be doing.

To share some personal experience, five years ago, I suffered my own TBI—a stroke. With my brain injury, I had short term memory loss and the inability to concentrate or to remember where I had gone, what I had done, or who I had talked to. It took me many months, years still, of therapy to return to the classroom as a teacher. I still have to learn to do many things. I still have to write down students' names that I used to remember. I have to write down every day what I did, what I taught, and what questions were asked from class to class. Having this TBI gave me a whole new understanding of what my athletes were going through because I could not see it, I did not understand, I had not experienced it, and I did not know what it was. After going through my experience, I will tell you that I wholeheartedly believe that a RTL policy would be beneficial to each and every student, regardless if they are an athlete or just a regular student who had some mishap at home, on vacation, or wherever that may be. Much like the current RTP policy for athletes, there needs to be an RTL policy. We must remember that it is our job as teachers and citizens of the state to protect each and every student in this state, not just our athletes.

Also, as a teacher, will this add an extra duty to what I already do? Absolutely, it will. Is it worth it to me for the long-term health, wellness, and healing of our children to add this extra work? Absolutely, it is. We must remember that as educators, parents, and people that it is our job to not only educate our students but advocate for what is right and best for them and their future. I feel that this is what the RTL policy will do for our students in the state of Nevada. Thank you.

Chair Dimasin:

Any youth legislators with questions at this time?

Youth Legislator Grinstein, you are recognized.

Youth Legislator Grinstein:

Thank you for the powerful testimony. From your experience in teaching, how often do you have students in your classes who have suffered TBIs and what have you found works best and is most effective for ensuring they have a positive experience in a learning environment?

Mr. Sakelarios:

In my experience as an athletic trainer and teacher, I have had numerous students who have been athletes who have ended up in my classroom or were my students who had TBIs or concussions. I have advocated with their parents to make sure they stayed home, got the

rest they needed, took their time for their brain to heal, and then did what we could within our school system and education system to provide them the time they needed to make their grades up. Also, I provided them time to get out of the classroom when needed to go to a safe space, a dark space, or a separate classroom to rest and let their brain calm down some before they were back in the classroom.

Chair Dimasin:

Just for a point of order, we will be moving on to the next two witnesses and then we will address questions all at once seeing that, I believe, the testimony was meant to come all together. I apologize for that, Youth Legislator Thornton.

Dr. Murray:

I wanted to provide a few comments about BDR 17. First and foremost, our lab serves most of northern Nevada and the surrounding areas now, and we are starting to help folks in southern Idaho and also some of the eastern areas of California as well. Our facility provides reliable and valid testing, baseline testing, and postinjury screening. The elements that are described in BDR 17 are taken specifically from the research. They are taken specifically from other states that are involved in these processes and already have these written in their legislation. As a concussion researcher—and I would say I am arguably one of the foremost in the state of Nevada and on the West Coast—I helped to review, edit, and provide elements of feedback for BDR 17. You can rest assured that the elements included in it are grounded in science and research.

Our facility sees a whole deal of concussions and, just to give some context, there are a great deal of concussions that occur in different areas. Since August alone, we have seen, helped, managed, and worked with 126 youth athletes. That is a lot, to a point, where we are at almost 10 to 12 new patients a week and trying to get them back to the classroom and back to the field safely and effectively. I would say that 75 percent of our patients this year alone needed some sort of accommodation in the classroom. Now, this varies, and it can be as much as not being able to go to school for a certain amount of days because their symptoms are so severe that reading, writing, or even looking up and down at someone lecturing or walking around the classroom provokes symptoms. We need to stave those off and provide individualized accommodations.

This does provide a bit of a burden on the educator, but as an educator myself and having taught in higher education for over 12 years in different capacities, I recognize that. The NIAA and I—as a representative and also as a representative for UNR—want to come alongside the school districts, health practitioners, and other folks and give them the materials they need in order to implement RTP and RTL effectively. That means we can provide a very effective, almost generic RTL, “here is what to expect” material. Instead of having each educator go through individualized training, the CDC’s HEADS UP training, or these different elements—which, a lot of us have done training and you usually just listen to it and do not really learn as much—we are here and want to help with that process.

We would not put this forward or support it without that element already in place. That is something the NIAA has already discussed. What happens in Mineral County if this goes forward and how do we help the school district there? How do we help the providers? How do we help everybody involved in the process? Rest assured, we already have the majority of these documents ready to go, and I am personally willing to be on the phone, on Zoom, or travel to help. Our job is to help and, as an educator and a father, it is vital to help people. If we do not help our youth now, in this circumstance, with being able to get them

back to the classroom in effective manner, you are going to delay graduations and the possibility of getting into college.

I think it is important that we implement this, and I wholeheartedly support BDR 17 and feel that it is really important for us to take this forward.

Adam Hunsaker, Head Athletic Trainer and Teacher, CHS:

I would like to thank the committee for the opportunity to speak today. I am the head athletic trainer and a science teacher at CHS. I am here in support of Youth Legislator Thornton's BDR 17.

As a practicing athletic trainer, I deal with concussions on a weekly basis, if not a daily basis. So far this fall season at Carson High School, we have had 12 concussions across all sports with the majority of those being the regular suspects: football, cheer, and girls' soccer. However, I am also here to tell you that in my experience meeting Youth Legislator Thornton and hearing her story, and as I have transitioned from being solely an athletic trainer to also being a science teacher in the classroom and seeing the general student population, I have become aware that this is an issue that affects not just student athletes, but all students. Concussions happen outside of NIAA sports. They happen outside of sports in general in car accidents, accidents at home, and all those things.

As has already been stated, a concussion can be an invisible injury. It can be something that we do not see, we do not understand. What is needed is more education backed by policy to protect these students. I would like to bring up Youth Legislator Thornton's first witnesses and their experience. She said she was 11 years old, so I am guessing her injury happened during fifth grade. This is a kindergarten through twelfth grade (K-12) problem. We are talking about high school athletes and the NIAA, but if BDR 17 is put into law, it would also provide resources and protection from K-12. What happens to the kid who is playing American Youth Soccer Organization soccer and gets hit in the head and their parents do not know what to do? What happens to the sixth grader who is in a car accident with her mom driving to the grocery store on a Saturday? Where are the resources for them? They need those protections and resources just as much as the athletes do, and the way the law is written now, all the focus for concussions goes to athletes. The law is written about removing athletes from sports and not allowing them to return to sport until they meet certain criteria. That is all well and good and can be improved, but the big missing piece is what about those students who are not in the NIAA, playing varsity football or basketball or soccer, or are just living their lives and have a TBI happen? Those students are being lost.

An RTL plan would not only be a further protection for our athletes who need to be treated as students first before athletes, it would make sure their academic needs are met before their athletic needs—and that is a switch that I have had to make as an athletic trainer. I have been hyper focused on "Let us get this kid back onto the field; we have got to win some football games." As I have transitioned also into being a classroom teacher, I have learned, "No, we need to pump the brakes on that first." It is more important to make sure that they are ready to be successful in the classroom than it is for them to get back on the athletic field. This not only provides protection for them, but it also provides protections to the general student body and to all those students who may have a TBI.

I would like to share one last story. We have talked about IEPs a little bit; IEPs take a long time, and they are probably not the appropriate course of action for concussions. There are situations like the one we heard where the concussion had long-lasting effects and the

student absolutely needed an IEP, and I am glad they were able to take the steps to get that. However, for the vast majority of these students, an RTL policy that provides guidelines for the accommodations that they need and that could be instituted in the short term is really what is needed here. Because, as a father of a son who is on the autism spectrum, I can tell you it takes a long time to go through the process of getting on a formal IEP. For students who are suffering from TBIs, most of the time, by the time we get through that process, they may not need those accommodations anymore, or, if they still need those accommodations, the time they have lost is going to be detrimental to their success as a student.

In conclusion, I would like to throw my full support behind BDR 17.

Chair Dimasin:

Any youth legislators with questions at this time?

Youth Legislator Bentham:

Mr. Sakelarios, with your knowledge and what you have seen, do you think the stigma of the teachers thinking that “the student is in school, therefore they are fine” would be changed with the suggested accommodations of more teachings and trainings?

Mr. Sakelarios:

Yes, I do think that the stigma would be changed with more education and trainings that the teachers receive. I think, like with most things in education, it starts off slow but as we learn more and are educated more, those stigmas go away. Again, we must understand that we, as teachers, are all here for the betterment of our students.

Youth Legislator Raugust:

Based on what I have heard today, I am now considering how devastating concussions are. My brother had a concussion a couple of months ago and my parents did not think anything of it, but now I am starting to realize there is some spillover. That is beside the point.

What if someone lies that they got a concussion?

Dr. Murray:

As a designer for a lot of these tests that we use across the nation and helping with different cases for management, it is really hard to lie on these exams. They are very telling. Now, you can sandbag them, but most of the tests are research-driven to prevent some of that. It is also important—that is why we have a clinical management team that is multifaceted and robust—to be able to do the assessment. That is what BDR 17 instills. It lets us do the right tests that are reliable and valid, that can screen for these situations, and create the appropriate diagnosis for concussion.

Youth Legislator Moss:

Dr. Murray, I commend you on your willingness to help in getting this implemented and the work you are willing to put towards this. How long do you think implementation of BDR 17 would take if it were passed?

Dr. Murray:

I am unfamiliar with the legislative process personally, so I do not know on the political side how that is going to occur and how fast that would happen. Let me rephrase that—I am involved in that process and have been involved in that process in multiple states, but I have no idea how quickly that would happen in Nevada. Filtering through the school districts, I would imagine we would all become very accustomed within about six months to a year and really work out the kinks, and that is with a good team across the board. It could be faster or slower.

I came on about five years ago and helped to take over all Washoe County School District management policies. We were able to retrain, implement that, and get it done in less than two months. The majority of our athletic trainers were onboard and doing the testing procedures. I would say, growing pains, it would be about three months for us to get everybody on board and moving in the right direction.

Youth Legislator Krieger:

My question is for any of the three speakers who we just heard testify. I wanted to start by saying how inspirational it is to hear how committed all of you are to the well-being of the students around you, so thank you for your dedication. How many people do you think will be positively impacted by BDR 17? What might some of the consequences be, especially long-term for their lives, if BDR 17 is not moved forward?

Mr. Hunsaker:

I would like to answer that question by kind of going back to some of the things I said in my testimony. By passing BDR 17, I think there is an opportunity to provide training for K–12 teachers. The examples we heard from Youth Legislator Thornton and her first witnesses were students who suffered TBIs and, because of the dedication of their particular family situations, they had parents who knew who to ask the right questions, to go and fight for them to get those resources. There are countless numbers of student athletes and students in general who suffer from concussions who do not come from families that have those resources or come from families that have parents who just do not know where to go to get those resources.

If BDR 17 were passed into law and we had RTL programs across the board at schools, that would be a resource for them. A teacher might recognize that a student said he got hit in the head at soccer and maybe send an email to the student's parents saying, "This is something you might want to think about. Maybe your child has a concussion, and we have this RTL program." The number of kids this could impact is countless. The opportunity is huge to affect a vast number of people if this training and these programs are implemented in the state.

Dr. Murray:

To answer on how many people would be affected, every single concussion would be affected by this—every single person who has a concussion, who is in our school district, and involved in that management and that care. There is no RTL policy right now. This would impact our 44,000 students who already have a concussion. Now, that number just reflects the high school students with a concussion. Think about all the other layers. Just yesterday, I had a 12-year-old soccer player who got a concussion. The school district does not add anything. The student cannot go to school or take the standardized testing. Bill Draft Request 17 is going to affect them too. It would have a huge impact.

Chair Dimasin:

I apologize, but the witness testimony period for BDR 17 has elapsed. I am aware that there is one more witness on the docket, but because there is no more time for witness testimony, if the witness would like to come to the stand, identify themselves, and state their position on BDR 17, that would be allowable.

Julie Koop, Teacher, CHS:

Hello. I am a Carson teacher and I support BDR 17.

Chair Dimasin:

Thank you. Youth Legislator Thornton, you will now have five minutes to wrap up your entire presentation.

Youth Legislator Thornton:

Thank you for letting my last witness come up. I appreciate that I have so much support from so many different people, school districts, teachers, and athletic trainers. I would like to read a couple of the letters that were sent in from people who are not able to attend today.

The first letter is from Erin Been, a health teacher at CHS ([Agenda Item V B-5](#)). She says:

I am writing to you today as a teacher who sees students in my health class not functioning as they once did. Through conversation, I learn that they obtained a concussion through various activities, more often than not, football. Last year, I had a student with a concussion from swimming and yet another from a fall from a horse. These students struggle to concentrate, read, and complete simple tasks. As a coach, I am very aware of concussion protocol, preseason testing, and return to sport regulations to protect the student athlete. As a teacher, I wish there were more protocols regarding return to school for the betterment of the student learner.

I would like to read a letter from Alison Hume, President, Board of Directors of the Head Injury Association of Northern Nevada (HIANN) ([Agenda Item V B-6](#)):

I am the mother of a 16-year-old son, Ryan, who suffered a TBI at Lake Tahoe in 1998. Our son was hospitalized for 361 days in an acute brain injury rehab hospital. I cannot explain the devastation our family suffered during that time, but Ryan fought with everything he had to survive while he laid comatose for four months and then the real work began. Sadly, he was not able to return to high school and literally there was a ripple effect in the community because of his accident with his peers and beyond.

We were in Reno when we first were introduced to HIANN and, since then, our family has been involved in meeting others who suffer from head trauma and have learned so much. Currently, my husband and I are the vice president and president of the organization, serving approximately 100 members. 'HIANN's mission is the voice of advocacy for brain injury survivors, their families, and caregivers in the greater northern Nevada area. Our mission is to help survivors put their lives back together piece by piece

through support, empowerment, resources, public awareness, education, social events, and youth prevention programs.'

Not every person suffering head trauma gets the opportunity to return to school, but those that do deserve more than is currently allowed as I have learned from many who have tried. Stella Thornton has proposed a wonderful bill to show schools, parents, and children what is needed to help survivors succeed to their upmost ability. Hopefully, most of you will not experience the struggle a survivor has to endure to find their new normal. Recovery from brain injury could be lifelong and should not our education system contribute instead of minimize their learning?

The last one I would like to read to you is from Andrew J. Feuling, Superintendent, Carson City School District ([Agenda Item V B-7](#)):

Distinguished youth legislators,

I would like to thank you again for your commitment to your communities and Nevada. I hope this experience is a powerful one for all of you.

I am writing this to offer my support of BDR 17 that you are considering for your bill for legislative recommendation. The state has clearly shown support and given guidance for school districts on dealing with concussions and TBIs as it relates to returning to play in athletics. I believe this is a natural progression and wider recognition of additional awareness for all students returning to this academic arena.

I appreciate all of your time, efforts, and consideration.

I would like to say that Washoe County also supports BDR 17, and I am in constant communications with Clark County. I would like to thank you all for hearing all my testimony today and for taking your time to vote on BDR 17. Bill Draft Request 17 does not just help me, it does not just help 100 youth, it helps every single youth in our state of Nevada. Thank you for considering this BDR.

Chair Dimasin:

I would like to thank both Youth Legislator Craver and Thornton for their extensive and well-thought-out presentations during this process. It is obvious that young people in the state of Nevada have many issues that they are facing today, and I am really honored and taken aback at how innovative and caring my colleagues are. At the end of the day, we do have to select one piece of legislation to advance.

AGENDA ITEM VI—SELECTION OF BILL DRAFT REQUEST FOR PRESENTATION TO THE 2023 LEGISLATURE

Chair Dimasin:

Before we vote and move on to the selection of the BDR that we will present to the 2023 Nevada Legislature, do any fellow youth legislators have any remaining comments or questions regarding either of the proposals?

Seeing that no youth legislators have additional comments or questions, we will now take a vote on the two BDR proposals. When the secretary calls your name, please indicate whether you would like to vote for BDR 4 or BDR 17.

Youth Legislator Bentham—BDR 17
Youth Legislator Boulware—BDR 4
Youth Legislator Craver—BDR 4
Youth Legislator Grinstein—BDR 17
Youth Legislator Keene—BDR 4
Youth Legislator Kington—BDR 17
Youth Legislator Krieger—BDR 17
Youth Legislator Lara—BDR 17
Youth Legislator Macababba—BDR 17
Youth Legislator Moss—BDR 17
Youth Legislator Raugust—BDR 17
Youth Legislator Thornton—BDR 17
Youth Legislator Thurgood—BDR 17
Youth Legislator Walker—BDR 17
Chair Dimasin—BDR 17

Ms. Sinone:

The BDR moving forward is BDR 17.

Chair Dimasin:

The NYL has proudly selected BDR 17 to advance to the 2023 Nevada Legislature. Thank you everyone for sharing your comments and questions regarding these BDRs. I would like to especially thank all witnesses who took the time to be here today, but also took the time to share their personal stories and experiences with the issues that they face in their respective communities. Your participation was not only important but was crucial to the selection process and helped guide many youth legislators today to the decision that we eventually made together as a body.

I look forward to discussing the proposed language and details of the NYL's 2023 BDR at our January 19, 2023, meeting. In case the Legal Division has any questions that need to be answered in the drafting process of the BDR, I am going to designate Youth Legislator Thornton as the contact person to answer those questions.

AGENDA ITEM VII—PREVIEW OF UPCOMING ACTIVITIES, MEETINGS, AND TRAININGS

Chair Dimasin:

The next order of business is a review of upcoming NYL activities, meetings, and trainings ([Agenda Item VII A](#)). Our public testimony plans ([Agenda Item VII B](#)) are due on or before November 19, 2022. Our outreach recruitment letters or videos ([Agenda Item VII C](#)) are due on or before December 10, 2022. It is, once again, a good idea to send the activities in before the due date. This will allow you to account for any technical difficulties or concerns. The assignment templates for these activities are in our training binders and Mrs. Ashdown will also send fillable PDF forms.

The election results are not yet final, so we must send our completed public testimony plans only to Senator Weiner and Mrs. Ashdown. We will receive an official list of our district legislators before we need to send our completed outreach recruitment letters or videos to Senator Weiner, our legislators, and Mrs. Ashdown.

The NYL gatherings are from 3 p.m. to 4:30 p.m. on January 10, 2022, in Carson City and January 12, 2022, in Las Vegas. You will find an invitation to these events in your meeting folders. Our next meeting is scheduled for January 19, 2023. I look forward to seeing all my fellow youth legislators at that meeting to help curate the advancement of BDR 17.

AGENDA ITEM VIII—YOUTH LEGISLATORS’ COMMENTS, QUESTIONS, AND/OR DISCUSSION

Chair Dimasin:

It is time for youth legislators’ comments, questions, and/or discussion. I will ask Senator Wiener to lead this portion of this meeting.

Senator Wiener:

Thank you, Chair, and members of the NYL. What an experience. Thanks to every one of you—north, south, and rural—for your full participation, consideration, and thoughtfulness for the two youth legislators whose bills were discussed today. The extraordinary and exemplary presentations that they made as well as the witnesses that they brought to the table. This is a perfect demonstration of what engagement looks like, whether it is through the law-making process or civic engagement. Thank you for the questions, the full level of intelligence, and the head and heart that you invested in this procedure today.

I am here to answer any questions that you might have about how things unfolded or curiosity about what we do going forward from here, even though the Chair described how this process rolls out from here. Any questions that you might have about the time we spent together today or anything else you would like to learn more about such as upcoming assignments that you have? Even though it was described, we can explain that in greater detail if you would like.

Youth Legislator Lara:

I have a question about the public testimony plan. What exactly do we have to do for that?

Senator Wiener:

Historically, this has been kind of a “sleeper” activity where youth legislators really shine through the experience. We are always thrilled to hear what the experience looks like for each youth legislator.

What you will do is determine a public decision-making body that has posted meetings, votes, and accountability at a higher level than some of the nonprofits out there that are not considered public bodies. You can look at the agenda in advance of the next meeting and see whether there might be an item that they are going to be discussing. There are a lot of public bodies out there; for example, a school board, county commission, or city council. During the pandemic when youth legislators testified by telephone, via Zoom, or whatever, they got very creative. I think one of them did the library board for the state because they had some concerns about some of the ways they archived documents. There are a lot of public bodies out there that are not what you normally think about.

First, find an entity that you would be interested in attending their meeting. Look to see if there might be an agenda item that really fascinates you that you would like to provide public input on. If there is something that concerns the school board, there might be something on their agenda. You can testify on that particular agenda item and prepare yourself for that. If it is something where there are members on the public body that represent the area that you are representing in the NYL, contact them and let them know you would like to provide testimony because you serve the same population, or overlapping population. We have had that happen before. You might want to alert your school board, council, or commission member. There are other opportunities; however, if you are not comfortable testifying on a particular subject or issue, it takes a little more work and diligence to find that.

We have had a great response to youth legislators learning about a particular public body and how maybe your voice as a youth legislator has an impact on the work they do. Because today we talked a lot about sports injuries, maybe it is a public body that makes decisions around athletics in schools or something or in the community like a recreation department that has monthly meetings. You have the opportunity, if it is not an issue-oriented testimony, to testify during public comment—we heard public comment today—and introduce them to the NYL and how, as they represent the community, you represent the youth community. You can use public comment to share whatever you choose, such as the work you do in the NYL or some of the issues that the NYL has addressed historically. That is up to you but there are two opportunities: (1) you can address an issue; or (2) you can address a general statement under public comment.

What we are asking by Saturday is your plan for doing it; you do not have to have done it before Saturday. Therefore, you have got a few days to decide which public body you want to speak before. You do not have to have your testimony to us because it is just the plan. This will move you forward to following through with that plan. If we required you to submit public testimony without a plan, you would be wondering, “What do I do?” This way you must think about it in advance. It helps prepare you for it as you plan ahead.

Youth Legislator Macababbad:

Now that we have selected a bill, what are the next steps moving forward? I am curious.

Senator Weiner:

Now, Mr. Killian and the Legal Division of the LCB will refine the language of what the overall proposal has stated. If needed, they will work with the sponsor of the BDR and the NYL to refine the language that would actually look like a bill, not just the proposal that you heard. That language will be presented to the NYL at the January meeting.

As youth legislators, you will have to review that language to ensure that you are comfortable. If you want an amendment, something put in, or something taken out, you will have an opportunity during the January meeting to refine the language of what the actual bill will look like as it will be introduced during the 2023 Legislative Session. So far, you have heard proposals and testimony. The next step is to create the language of the bill proposal. It will not be the final version until you all approve it in January. Then, it will not be the BDR anymore as much as the bill itself to be introduced. Legislators go through this too; you are mirroring what legislators experience.

Any additional questions? How did it feel today?

Youth Legislator Thornton:

I want to say thank you to all of you because over the past year and a half I have not felt like my experiences mattered or like the experiences of other people who have been concussed or have TBIs have mattered. I almost started crying hearing Rebecca Martin's testimony because I know how hard it is been for her and how hard it is for her to get up. I do not think any of you could see it, but she was having to tap every single word so she knew exactly what she was reading. For her to be able to do that was absolutely phenomenal. I cannot even tell you how amazing that is that she is able to read from a piece of paper and speak to a group of people with the severity of her injuries.

I really want to say thank you to all of you because it makes me feel like this issue actually matters. Also, I was so nervous, and it is really hard when you have this idea to have to let it go. It goes from you, to your witnesses, and then, eventually, to the entire NYL. Personally, it has been hard to let that go. However, I am also so excited to be able to have input from everybody, and for everybody to be able to do their own research and understand why we chose this BDR. So, thank you.

Senator Weiner:

If I may piggyback that, Youth Legislator Craver also had extraordinary passion with her measure. I did the research and the homework, and I praise both of you for bringing that extraordinary commitment to issues that were very personal, whether you have lived it or you have experienced it in other ways. Thank you both for bringing those measures to us.

Every two years we have an election. All 42 Assembly members are up for reelection or their first election. All the seats are on the ballot. You do not know the outcome until the election results are posted. For the Senate, it will be ten seats one election and then 11 seats the next election, so roughly half of the Senate is up for election every two years. All of you have the potential to have new legislators. I *strongly* encourage all of you to contact your legislators who are in place after we know the election results and introduce yourselves to these legislators or reintroduce yourself to those who might have been reelected. *Please* consider having a conversation with them around the possibility of them sponsoring your measure that you proposed before this body as their own bill.

We often talk again about the success of the NYL bills; however, equally phenomenal is the statistic around the bills that youth legislators have asked their elected legislators to introduce. Their NYL BDR ideas did not make it to the end of the NYL process, but they asked legislators to carry or sponsor that BDR idea instead. For those, we have had six requests and six new pieces of legislation. A 100 percent pass rate for those that legislators carried. You have another opportunity to work with a legislator of either house. They are in the process of submitting their ideas for bills now. Please take the initiative and approach to introduce yourself, or reintroduce yourself, and invite them to consider introducing your measure as one of their allocated bills. Please let us know because we monitor that as well.

I do not know if I shared it before, but I will share it again. We are the only youth leadership program in the United States that has the capacity and the law behind them, through statute, to propose a bill that is actually introduced in a legislative session. There are many programs that make recommendations to legislatures for issues and bill ideas that the programs have considered important. I am not going to minimize how valuable that is; however, this is the only program of its kind in this country and, I have a feeling, probably globally because I know they do not have it in New Zealand and Australia because I have

worked with them over there to bring this program to them as well. In the law you are allocated a bill. This is not something that is a whim every two years. It is in statute that it is required that you have a bill.

Therefore, you have accomplished something extraordinary today to move this BDR forward so that language can be crafted around what you have discussed, and the sponsor of this particular proposal will be working with the Legal Division to answer questions and respond to areas that may need more clarity. Of course, Mr. Killian is present and has heard everything that has transpired. He has a lot of information to work with, and most importantly, he knows what the legislative intent behind this is because you have made it very clear through testimony and questions and answers. So, thank you. I am as thrilled as you are about this process. Thank you for letting me participate in it as well, I enjoy it. I grow through it as you do.

Anything else?

Youth Legislator Moss:

I want to commend the two youth legislators who presented today. They put in a lot of hard work. On the way here to Carson City today, I made the comment to someone I was on the phone with, "Man, I am so glad that I can just show up to work and not have to be as stressed as the presenters are and I just get to participate." I cannot imagine how stressful putting together those presentations were. I just want to commend them and congratulate them for their good work.

Senator Weiner:

Thank you. Anyone else?

I am done, Mr. Chair.

AGENDA ITEM IX—PUBLIC COMMENT

Chair Dimasin:

Thank you, Senator Weiner. I will now open the second period of public comment.

[Chair Dimasin called for public comment; however, no testimony was presented.]

Chair Dimasin:

The NYL is now ready to adjourn. Do any youth legislators have any final thoughts or comments before adjourning?

Personally, today I was expecting something much different than what I went through. I felt incredibly moved by the stories and witnesses from both sides, and I found myself having an incredibly hard time making a decision as to which BDR I would like to advance.

Senator Wiener already emphasized this, but to everyone who proposed a BDR, I am imploring you, this is not where your fight ends for your issue. I encourage you to fight for it in whatever manner or way you would like to whether that be through organizing students in your community, organizing fellow youth, or even introducing it to your respective legislators from your district. We do not get enough representation out there as young people. We get one bill, and it is a lot for us here in the state of Nevada, but I feel like we

are such an honorable body of young people representing our communities. Just keep that in mind—your fight is not going to end in this in this chamber, this meeting, or this term. These issues that each of you have picked are so very important, and it is necessary that you bring that fight wherever you go.

That is going to conclude our business for today. This meeting is now adjourned.

AGENDA ITEM X—ADJOURNMENT

There being no further business to come before the NYL, the meeting was adjourned at 4:48 p.m.

Respectfully submitted,

Maria Aguayo
Research Policy Assistant

Tina Ashdown
Research Assistant/Program Facilitator

APPROVED BY:

Youth Legislator Joseph Seddon for
Youth Legislator Patrick Donn Dimasin, Chair

Date: _____

MEETING MATERIALS

AGENDA ITEM	PRESENTER/ENTITY	DESCRIPTION
Agenda Item V	Legal Division, Legislative Counsel Bureau (LCB)	Final list of bill draft request (BDR) proposals
Agenda Item V B-1	Youth Legislator Stella Thornton, Nevada Youth Legislature (NYL)	<i>Nevada Revised Statutes</i> (NRS) 385B.080, 392.452, and 455A.200
Agenda Item V B-2	Youth Legislator Stella Thornton, NYL	Informational handout
Agenda Item V B-3	Youth Legislator Stella Thornton, NYL	PowerPoint presentation
Agenda Item V B-4	Youth Legislator Stella Thornton, NYL	BDR Proposal
Agenda Item V B-5	Erin Been, Teacher, Carson High School	Letter
Agenda Item V B-6	Alison Hume, President, Board of Directors of the Head Injury Association of Northern Nevada	Letter
Agenda Item V B-7	Andrew J. Feuling, Superintendent, Carson City School District	Letter
Agenda Item VII A	Tina Ashdown, Research Assistant/Program Facilitator, Constituent Services Unit (CSU), Research Division, LCB	List of NYL upcoming events
Agenda Item VII B	Tina Ashdown, Research Assistant/Program Facilitator, CSU, Research Division, LCB	Public testimony plan assignment

AGENDA ITEM	PRESENTER/ENTITY	DESCRIPTION
Agenda Item VII C	Tina Ashdown, Research Assistant/Program Facilitator, CSU, Research Division, LCB	NYL outreach recruitment assignment

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