

**MINUTES OF THE MEETING
OF THE
ASSEMBLY COMMITTEE ON EDUCATION**

**Eighty-First Session
April 1, 2021**

The Committee on Education was called to order by Chair Shannon Bilbray-Axelrod at 1:06 p.m. on Thursday, April 1, 2021, Online. Copies of the minutes, including the Agenda ([Exhibit A](#)), the Attendance Roster ([Exhibit B](#)), and other substantive exhibits, are available and on file in the Research Library of the Legislative Counsel Bureau and on the Nevada Legislature's website at www.leg.state.nv.us/App/NELIS/REL/81st2021.

COMMITTEE MEMBERS PRESENT:

Assemblywoman Shannon Bilbray-Axelrod, Chair
Assemblywoman Brittney Miller, Vice Chair
Assemblywoman Bea Duran
Assemblyman Edgar Flores
Assemblywoman Michelle Gorelow
Assemblywoman Alexis Hansen
Assemblywoman Melissa Hardy
Assemblywoman Lisa Krasner
Assemblywoman Elaine Marzola
Assemblyman Richard McArthur
Assemblywoman Rochelle T. Nguyen
Assemblywoman Jill Tolles
Assemblywoman Selena Torres

COMMITTEE MEMBERS ABSENT:

None

GUEST LEGISLATORS PRESENT:

Assemblywoman Lesley E. Cohen, Assembly District No. 29
Assemblywoman Natha C. Anderson, Assembly District No. 30

STAFF MEMBERS PRESENT:

Kristi Robusto, Committee Policy Analyst
Amanda Marincic, Committee Counsel
Nick Christie, Committee Manager
Sarah Baker, Committee Secretary
Melissa Loomis, Committee Assistant



OTHERS PRESENT:

Felicia Gonzales, Deputy Superintendent, Division for Educator Effectiveness and Family Engagement, Department of Education
Kate Marshall, Lieutenant Governor
Alisa Nave-Worth, representing Anti-Defamation League
Jolie Brislin, Regional Director, Anti-Defamation League
Alexander Marks, Communications Specialist, Nevada State Education Association
Dillon Hosier, Chairman and CEO, Israeli-American Civic Action Network
Jacob Coneh, Private Citizen, Las Vegas, Nevada
Heidi Sarno Straus, Chair, Holocaust Education Task Force, Jewish Nevada
Stefanie Tuzman, President and CEO, Jewish Nevada
Raffi Hovanessian, Private Citizen, Las Vegas, Nevada
John Sande IV, representing Las Vegas Sands Corporation
Brandi Hairston, Private Citizen, North Las Vegas, Nevada
Lenna Hovanessian, Nevada Co-Chair, Armenian National Committee of America
Kellie Pryor, Private Citizen, Las Vegas, Nevada
Andy Armenian, Private Citizen, Las Vegas, Nevada
Nathan Noble, Intern for Assemblywoman Natha C. Anderson
Kathlyn Hawley, Private Citizen, Henderson, Nevada
Mia Albright, Private Citizen, Reno, Nevada
Jonathan P. Moore, Ed.D., Deputy Superintendent for Student Achievement, Department of Education
Chris Daly, Deputy Executive Director, Government Relations, Nevada State Education Association
Melanie Willingham-Jaggers, Interim Executive Director, GLSEN, New York, New York
Lorenzita Santos, Outreach Coordinator, One APIA Nevada
Lu Ann Pillar, Administrative and Program Manager, American Civil Liberties Union of Nevada
Alex Camberos, representing Battle Born Progress
Hailey Lindsley, representing Planned Parenthood Votes Nevada
Teresa Melendez, Private Citizen, Sparks, Nevada
Alyssa Cortes, Program Associate, Silver State Equality
Aimee Holdredge, Private Citizen, Las Vegas, Nevada

Chair Bilbray-Axelrod:

[Roll was called. Committee rules and protocol were explained.] We have four bills this afternoon. I am going to be presenting Assembly Bill 420, so I will pass the gavel to Assemblywoman Miller.

[Assemblywoman Miller assumed the Chair.]

Vice Chair Miller:

We will now open the hearing on A.B. 420.

Assembly Bill 420: Revising provisions governing educational management organizations. (BDR 34-754)

Assemblywoman Shannon Bilbray-Axelrod, Assembly District No. 34:

This afternoon, I have the distinct honor of presenting Assembly Bill 420 for your consideration. This bill changes the name of the entity that provides to certain charter schools—actually, that was the intent of the bill, but this bill does not do that anymore. If you refer to the conceptual amendment [[Exhibit C](#)], you will see that the bill was not very complicated, and it is still not very complicated. I would never say it was simple.

Here is the impetus for this bill: When you hear the phrase "educational management organization" (EMO), it sounds like that organization manages the school. However, these companies are service providers or vendors, and they are accountable to the governing body of the charter school that chooses to contract with them. *Nevada Revised Statutes* (NRS) 388A.030 defines an educational management organization as "a for-profit corporation, business, organization or other entity that provides services relating to the operation and management of charter schools," which is really broad and, quite frankly, open to misinterpretation. I found this when I started chairing this Committee and had heard the term, but I was not exactly sure what it meant. The more I asked, the more I discovered from people that they all had a different interpretation of what it was. The bill as written revises the definition of EMO by renaming the educational management organization as an "educational service provider" to better reflect how they serve the charter school. I thought that would be the simplest and make it very clear, but it is NRS. Nothing is ever simple.

However, there is a proposed amendment for two primary reasons. First, it is because at the national and local level, the for-profit term "educational management organization" and its nonprofit counterpart term "charter management organization" are commonly used and understood. Deviating from those terms could cause confusion when working with both national and local partners. Second, implementing the change in terminology would cause extensive work and a fiscal note. Therefore, the proposed amendment retains the term "educational management organization" but it instead clarifies and tightens the definition to better reflect what these entities are and the purpose they serve. As you can see in the proposed amendment [[Exhibit C](#)], it would be defined as "a for-profit entity that contracts with the governing body of a charter school to provide centralized support or operations, including, without limitation, educational, administrative, management, compliance, or instructional services or staff to the charter school."

That concludes my remarks. I am hoping that covers everything, and I am open to questions.

Vice Chair Miller:

We will open it up to questions from the Committee. [There were none.] We will move on to testimony in support of A.B. 420. [There was none.] We will move on to testimony in opposition. [There was none.] We will move on to testimony in neutral. [There was none.] Assemblywoman Bilbray-Axelrod, would you like to make any closing remarks?

Assemblywoman Bilbray-Axelrod:

Committee members, since this bill is amended and I really want this definition to be clear, look at this and let me know if you think of anything I have not incorporated. Thank you for hearing this bill.

Vice Chair Miller:

I will now close the hearing on A.B. 420 and hand the gavel back to Assemblywoman Bilbray-Axelrod.

[Assemblywoman Bilbray-Axelrod reassumed the Chair.]

Chair Bilbray-Axelrod:

We will now open the hearing on Assembly Bill 417.

Assembly Bill 417: Revises provisions related to school buses. (BDR 34-531)

Assemblywoman Jill Tolles, Assembly District No. 25:

I am here to present Assembly Bill 417, which changes the way issues identified during school bus inspections are reported and addressed. The Department of Education (NDE) submitted a recommendation at the final meeting and work session of the interim Legislative Committee on Education concerning school bus inspections. *Nevada Revised Statutes* (NRS) 386.830 requires the Department of Public Safety (DPS) to inspect each school bus two times annually and make recommendations regarding defects identified to the superintendent of schools of each district. The superintendent must ensure defects are addressed within ten days of receipt or be guilty of a misdemeanor, and upon conviction of such, may be removed from office.

Testimony presented to members of the interim committee indicated that reports concerning school bus inspections needed to be delivered to the district personnel responsible for ensuring the safety of school buses as quickly as possible. The Department of Education requested that a designee of the superintendent be the responsible party for obtaining the report and carrying out needed repairs. The Department of Education also requested additional clarity be provided concerning the written recommendations so that district staff would receive the recommendations and inspection report at the same time.

These changes were requested to ensure the safety of each district's school bus fleet. I would like to bring your attention to the amendment submitted by NDE [[Exhibit D](#)] as well as a document titled "A.B. 417 Bill Draft Request for the Legislative Committee on Education: A Topic for Consideration Regarding School Bus Inspection Reports" [[Exhibit E](#)]. The first document is the amendment NDE is requesting to reflect requested changes to the bill before you today, while the second document is a copy of the recommendation NDE submitted to the Legislative Committee on Education for your reference.

It is my understanding that NDE is requesting to amend the bill as follows:

- Reduce the frequency of school bus inspections from semiannual to annual.
- Add language requiring the reinspection of vehicles that receive a notice of violation.
- Increase from 10 to 20 the number of days to correct a bus defect.
- Restore and repeal language regarding a superintendent's potential removal from office following the conviction of a misdemeanor.
- Require an annual report for DPS to each district and charter school on the health and safety of a fleet.

Staff from NDE are available to answer any questions members may have regarding the bill.

Chair Bilbray-Axelrod:

I will start with a question on the amendment. I am guessing that the amendment changing it from semiannual to annual is probably a budgetary concern. Could I get some clarification on that? I do feel like this was well thought out, and I know we just had another school bus accident recently—I think it was today, actually. That is something to be concerned about, but if NDE wants to discuss the amendment, I would appreciate that.

Felicia Gonzales, Deputy Superintendent, Division for Educator Effectiveness and Family Engagement, Department of Education:

I am glad to answer that question. The language was changed to annually because of the addition of: "The Department of Public Safety shall re-inspect vehicles which have received a violation after the defect is corrected . . ." [[Exhibit D](#)]. That frees up DPS staff from having to do two inspections per year of every district's fleet. It is now reduced to one inspection per year so that they have the time to do a reinspection of any buses that do have a violation.

Chair Bilbray-Axelrod:

I appreciate that clarification. My other concern is the change from within 10 days to within 20 days. Are we calling those calendar days or business days? I think we should probably spell that out.

Felicia Gonzales:

Yes. That was something we discussed, and we would be happy to do that.

Chair Bilbray-Axelrod:

Do you know what the intent is?

Felicia Gonzales:

Business days.

Chair Bilbray-Axelrod:

Twenty business days seems a little long to me, if I am honest, but I will let other members ask questions.

Assemblywoman Nguyen:

I do not know if you considered this, but I know that most of the court system is going toward calendar days. I do not know if that is something you would contemplate, but I know that across the state, we are trying to move to calendar days.

Chair Bilbray-Axelrod:

I feel much more comfortable with 20 calendar days, because that is obviously over two full weeks. I think we would like to see NRS be consistent. We can talk offline if you would like.

Assemblywoman Miller:

We are talking about the fact that a superintendent of a school district could be guilty of a misdemeanor and, upon conviction, be removed from office for not responding to having defects on a bus fixed. Do we have a definition of "defect"? Some defects can lead to loss of life through severe negligence, but not all defects are necessarily that dangerous. I certainly would not want to see a superintendent convicted or removed from office for a late oil change or paint rusting off the bumper or something like that. Can you define "defect" for us, please?

Felicia Gonzales:

All violations or things that could take a bus out of service are defined in an out of service criteria manual made public on the DPS website, which is also provided to every school district director of transportation.

Assemblywoman Miller:

Are we only referring to those defects that say that a particular bus cannot be driven anymore, and it is out of commission until it gets fixed?

Felicia Gonzales:

That is correct.

Chair Bilbray-Axelrod:

I am going to ask our legal counsel if, once again, we should write that into the amendment so that is clear. It is a pretty stiff penalty for a superintendent if there is room for interpretation.

Amanda Marincic, Committee Counsel:

Yes, we can certainly add a definition of defect or inspection issue to the amendment. That would be a policy decision for the Committee.

Chair Bilbray-Axelrod:

If we just did it pursuant to what Ms. Gonzales just said, that would probably be okay, but you are the lawyer, not me.

Amanda Marincic:

Yes, we can just refer to those standards within the definition.

Assemblywoman Torres:

I noticed that this legislation does not describe what would occur if a driver with the school district feels that there is perhaps something that might need to be reinspected—some type of technical or mechanical problem with the vehicle and they decide that it probably needs to be looked at. Would the inspection occur again? I think that DPS should reinspect the vehicle after it had some extreme mechanical work done, maybe if the engine stops working and they replace it, and that may be a cause for DPS to reinspect the vehicle. Has there been a conversation or dialogue about having the vehicle reinspected?

Felicia Gonzales:

There is nothing that would stop a district from pulling their own bus out of service and requesting a reinspection from DPS.

Chair Bilbray-Axelrod:

I am not seeing any more questions from the Committee. We will open testimony in support for A.B. 417. [There was none.] We will move on to testimony in opposition. [There was none.] We will move on to testimony in neutral. [There was none.]

I will close the hearing on A.B. 417 and open the hearing on Assembly Bill 231.

Assembly Bill 231: Revises provisions governing education on the Holocaust and other genocides. (BDR 34-97)

Assemblywoman Lesley E. Cohen, Assembly District No. 29:

Thank you, Chair Bilbray-Axelrod and Committee, for hearing this bill. Thank you to the coalition who has been working on it for some time and also to Assemblywoman Krasner and Lieutenant Governor Kate Marshall for working on this legislation with me.

To get right into it, why is this bill necessary? In 1989, this Legislature created the Governor's Advisory Council on Education Relating to the Holocaust. However, when you review that legislation, you see that it has very little guidance set out in statute for the Council. That has not been much of a problem over the years because Nevada has had hundreds of Holocaust survivors living here who would tell their stories. They would share with students how hundreds of years of anti-Semitism and the loss of democratic principles in Nazi Germany culminated in a horror the likes of which the world never saw before and, thankfully, has not seen since. To put this into perspective, something amazing happens when students from grade school to high school meet with survivors: a bond is formed and

students see how acts of racism and xenophobia impact communities and how those students themselves have a duty to stand up for what is right in the world.

These meetings change students in a good way. For instance, in 2020, a survey from Echoes & Reflections shows that education is the key to combating hatred [[Exhibit F](#)]. In this survey, college students who reported having received Holocaust education in high school were more likely to recognize the dangers of anti-Semitism, stand up for those who were being discriminated against, and stop something similar from happening again to anyone. But not everyone gets that education. A recent national survey of Holocaust knowledge among American millennials reported, among other significant findings, that almost half of millennials believe that fewer than two million Jewish people were killed in the Holocaust.

That misunderstanding of the nature of the Holocaust is particularly disturbing when considering how anti-Semitism is impacting our communities. In 2019, the Federal Bureau of Investigation (FBI) reported that Jews and Jewish institutions were the overwhelming target of religion-based hate crimes in 2018 as they have been every year since 1991. However, as the Anti-Defamation League has stated, better understanding of the Holocaust is not only important for fighting anti-Semitism, but it is also important for fighting hate against all marginalized communities. Today, hate crimes and anti-Semitic incidents are at historically high levels. Unfortunately, as time goes by, we are losing our survivors, and teachers are left with little guidance on how to teach this overwhelming and emotional subject. But we must teach it because the world is forgetting.

Today, much of the evidence we have about the horrors of the Holocaust we have because General Dwight D. Eisenhower feared that if he did not save the evidence, later generations would not understand and believe the extent of the depravity. According to General Eisenhower:

But the most interesting—although horrible—sight that I encountered during the trip was a visit to a German internment camp near Gotha. The things I saw beggar description The visual evidence and the verbal testimony of starvation, cruelty and bestiality were so overpowering I made the visit deliberately, in order to be in a position to give first-hand evidence of these things if ever, in the future, there develops a tendency to charge these allegations merely to "propaganda."

In that same letter, General Eisenhower noted how General George Patton was overwhelmed by what they saw. According to General Eisenhower, "In one room, where they were piled up twenty or thirty naked men, killed by starvation, George Patton would not even enter. He said that he would get sick if he did so." General Eisenhower was correct. We do see that denial happening and, as you will hear, even in our state and, unfortunately, among teachers when they are teaching the Holocaust.

To go back to basics, what exactly was the Holocaust? The Holocaust, also known as the Shoah, was the genocide of European Jews during World War II. Between 1941 and 1945, Nazi Germany and its collaborators systematically murdered some six million Jews across German-occupied Europe, around two-thirds of European Jews and 90 percent of Polish Jews. The murders were carried out in pogroms and mass shootings by a policy of extermination through work in concentration camps, and in gas chambers and gas vans in German extermination camps.

But there were five million others who were victims of the Nazis because of who they were, who they loved, what they thought, or for having disabilities. According to Yad Vashem-The World Holocaust Remembrance Center, many people fell victim to the Nazi regime for political, social, or racial reasons. Germans were among the first victims persecuted because of their political activities. Many died in concentration camps, but most were released after their spirits were broken. Germans with mental or physical handicaps were killed in what was euphemistically called a euthanasia program. Other Germans were incarcerated for being homosexuals, criminals, or nonconformists, and these people, although treated brutally, were never slated for utter annihilation the way the Jews were. The Roma and Sinti, who were often referred to by the derogatory term of "gypsies," were murdered by the Nazis in large numbers. Estimates range from 200,000 to over 500,000 victims. Nazi policy toward the Roma and the Sinti were inconsistent. The people of Poland, Russia, Ukraine, Czechoslovakia, and Bulgaria were also deemed racially inferior by the Nazis, yet it was not racial ideology alone that determined how the Nazis treated these particular ethnic groups, and though the Poles were treated terribly, the plans were not to target them for complete annihilation.

With that, we have a few people who wish to speak, and I know our time is short, so I will thank you again for hearing this bill and turn it over to Assemblywoman Krasner.

Assemblywoman Lisa Krasner, Assembly District No. 26:

The Holocaust was not the first genocide and, sadly, it was not the last. But it was the first time genocide had been carried out in such a systematic and carefully orchestrated manner. The enormity of the evil of six million Jewish people, gay people, persons with disabilities, and others murdered because of their identity was an atrocity. The numbers themselves are incomprehensible. The extent of collective human cruelty and the utter failure of morality could not be imagined were they not among the best-documented historical facts. Even while we struggle to understand, the ethical imperative of "never again" is crystal clear. We must not allow what happened to the Jewish people to ever happen again. That is why Holocaust education is so important, and that is why we must never forget the Holocaust.

As time passes, memory fades. A Pew Research Center study released in 2020 indicates that millennials know less about the Holocaust than previous generations. The Anti-Defamation League's most recent Global 100 poll determined that only an estimated 54 percent of the entire world population has even heard of the Holocaust. Others think it is not important anymore. This comes at a time when hate crimes and violence against minorities and

marginalized communities are up across the country, especially during the pandemic, as we saw two weeks ago in Atlanta.

Matching this trend of hate, incidents of anti-Semitism remain alarmingly high: According to the Anti-Defamation League, there were over 1,500 anti-Semitic incidents in 2020 alone. Hate is getting more violent, too, as we have seen over the past few years in Charlottesville, Virginia, and Pittsburgh, Pennsylvania; in Poway, California, and El Paso, Texas; in Jersey City, New Jersey, and now in Atlanta, Georgia. Extremists feel emboldened to act out their hate against Jewish people and other groups.

The connection between the Holocaust knowledge gap and the rise in incidents of hate is clear, but so too is the solution—education. The importance of Holocaust education was underscored in a survey conducted last fall by Echoes & Reflections [[Exhibit F](#)]. Key findings of that study included that students with Holocaust education are more open to differing viewpoints, which includes being more comfortable with people of a different race or sexual orientation. They are also significantly more likely to report willingness to challenge incorrect or biased information, challenge intolerant behavior in others, and stand up to negative stereotyping.

This is why we must provide more resources for and improve Holocaust and genocide education in Nevada schools. Assembly Bill 231 will require the state to create a fund that individuals and organizations can donate to, which educators in Nevada can use as a resource to enhance their Holocaust and genocide education programs.

Additionally, A.B. 231 will create a subcommittee where the three nonprofit organizations that lead Holocaust and genocide education in Nevada, the Governors' Advisory Council on Education Relating to the Holocaust, and the Department of Education, can come together to work out best practices and ways to improve Holocaust and genocide education curriculum and programming.

Holocaust education is instrumental in fighting hate. We must all work together to prevent the prejudice and discrimination that leads to atrocities like the Holocaust by teaching Holocaust education. I would appreciate your support on A.B. 231. [Written testimony was also submitted, [Exhibit G](#).]

Kate Marshall, Lieutenant Governor:

I cannot, under the rules of the Legislature, be a cosponsor, but I am in full support of A.B. 231, and I did not want to miss the opportunity to weigh in because of my own family's personal experience. My daughter's grandmother is a Holocaust survivor, so as a family we are deeply invested in making sure that those lessons from the Holocaust and from other genocides, such as the Armenian genocide, are taught in a respectful and factually accurate manner for this generation and for generations to come. Today, her grandmother receives reparations from the country of Austria, and even recently, in the past two months, on their dad's side of the family, they have received letters from the German and Austrian

governments acknowledging the actions of the Holocaust and offering services and other things because of the role of these governments during the Holocaust.

Sadly, that has not been the case in the United States in terms of acknowledging what has happened with the Holocaust. When they were in high school in Nevada, my daughters received Holocaust education that was factually incorrect. It downplayed the extent of the atrocities and downplayed the suffering of the Holocaust. This was very disturbing for my children because of their personal knowledge and connection to that tragedy.

I know we can do better; I know we are better. That is why I sponsored legislation to strengthen resources on Holocaust education and genocides in general, and it is why I am here today supporting this bill. It creates a powerful conversation and brings important resources to Nevada to ensure we educate our children on the stories of the Holocaust, the Armenian genocide, and other genocides. I ask that you support this. Our children deserve to know the correct history.

Alisa Nave-Worth, representing Anti-Defamation League:

I want to thank Assemblywomen Cohen and Krasner and Lieutenant Governor Marshall for their immense assistance on this effort. I will tell you that it took a village to get here today. I am very proud of this bill.

Section 1 of the bill as amended would add a new section to *Nevada Revised Statutes* (NRS) Chapter 388 [pages 3, [Exhibit H](#)]. Specifically, it would require the State Board of Education to create a subcommittee to study the best ways to provide age-appropriate and historically accurate instruction on the Holocaust. Section 1, subsection 2 of the amendment lists the topics and recommendations the subcommittee must address throughout the course of the study. This includes how the curriculum should be modified, an inventory of available classroom resources, professional development necessary for teachers, and looking at similar instruction being provided in other states. Section 1, subsection 3 of the amendment recommends the subcommittee review the current standards for comprehensive Holocaust education. Those current standards are outlined in section 1, subsection 3, paragraphs (a) through (l) of the amendment [pages 3 and 4]. The goal for the subcommittee is to create a crosswalk that links current standards with community resources, which will serve to inform implementation of the updated standards that align with best practices.

Section 1, subsection 4 of the amendment [page 4] lists out at a minimum—and that is critical—who must serve on the subcommittee. That includes the Superintendent of Public Instruction or his or her designee, three members representing the Governor's Advisory Council on Education Relating to the Holocaust, three members representing nonprofit organizations that have developed curriculum regarding the Holocaust or other genocides being used in public schools, at least one member representing a large school district, one member representing a small school district, one member representing a charter school located in the state, and at least one member representing nonprofits that have developed curriculum for use in public schools regarding other genocides.

I want to note that section 1, subsection 4, paragraph (g), of the amendment was purposely added to ensure that at least one member who will be part of the conversation has specific curriculum knowledge of other genocides such as the Cambodian, Rawandan, Sudanese, Darfuri, Greek, and/or Armenian genocide. Since this section sets a minimum bar, there could be several of these folks included, and we want to encourage that.

Section 1, subsection 5 of the amendment [page 5, [Exhibit H](#)] states that the subcommittee will report its findings to the State Board of Education and the State Board will submit a report to the Legislative Committee on Education for you all to review at the next legislative session. Section 1, subsection 6 requires the Legislative Committee on Education to consider the reports and submit a written report to the Legislature. Section 1, subsection 7 defines terms. Section 2 states that nothing in the bill changes the requirements for submitting the report regarding the Holocaust, and section 3 states that the bill becomes effective July 1, 2021.

Chair Bilbray-Axelrod:

Do we have any questions from the Committee?

Assemblywoman Torres:

I appreciate the remarks, and I agree that we need to do a better job of incorporating Holocaust education. As an educator, I had the honor to teach the Holocaust in my own classroom this past year. For me, it is always moving to share this experience with students and to be able to ensure they understand the history so we can stop hate at its inception. I think that is what is important about this.

I have spoken with a couple of individuals on this call, and the Armenian community is simply asking to be recognized. I understand that the amendment language includes them in this task force, and at this point I have received dozens of emails requesting that some mention of the Armenian genocide is within this piece of legislation. Given that nations today continue to refuse recognition of this tragic genocide, I want to understand the reasoning why we are not including that language in the legislation.

Alisa Nave-Worth:

The Anti-Defamation League believes that to combat anti-Semitism, you have to combat all hate. We fully understand and are sympathetic and want to include the voice of not only the Armenian community, but the Rawandan community, the Darfuri community, and other communities that have experienced other atrocities like the Holocaust. We walk the fine line of not calling out a single other genocide to the exclusion of the rest of the ones we have listed. We want them to be at the table to assure that as this curriculum is honed and developed, their voices, their stories, and their names are heard much in the way of the original intent of creating the Governor's Council on the Holocaust.

Section 1, subsection 4, paragraph (g) [page 4, [Exhibit H](#)] was added to ensure that not only the Armenian community is included, but also other communities with historical atrocities that must be told. We believe that by telling the story of genocide, we as humanity are more

empathetic and understand the importance of being more involved and speaking out against hate. We felt that by calling out one specific genocide, it would be to the exclusion of others, and that was the advice we received multiple times throughout the drafting process. We believe this is the best and most pragmatic solution to ensure that their voice is going to be heard.

Assemblywoman Tolles:

Every time we can bring awareness and light to learning from history and acknowledging the challenges we currently face is incredibly valuable, and I appreciate it very much. I also appreciate the comments from my colleague, Assemblywoman Torres, and the thoughtfulness of the response. My question is specifically about the amended language. In section 1, subsection 4 of the amendment, where it outlines who is in the subcommittee [page 4, [Exhibit H](#)], I noticed that we have at least one member representing a school district with 60,000 or more pupils; of course, in the state of Nevada, that would incorporate only one of our top two most populous school districts. Clark County and Washoe County would fall into that category. Why not have two, or have 60,000 and then 400,000 and above? Why would we only allow one of those two school districts to participate? Maybe I am reading it wrong and perhaps there is the option to have both.

Alisa Nave-Worth:

You are reading the legislation correctly in the sense that it requires at least one of the two large school districts to participate, but it is a minimum standard. I believe—and I do not want to speak on behalf of Assemblywomen Cohen and Krasner or Lieutenant Governor Marshall—that we would encourage that both of the districts participate. It is just to create a minimum standard to ensure that there is at least one large and one small district. If all the school districts would like to participate, that would be more than appropriate.

Assemblywoman Tolles:

I would make my request official on the record that I would love to see it amended so it is clear that both would be included on the committee. I am happy to talk about it offline.

Assemblyman Flores:

I echo the sentiment of all my colleagues about the importance of this legislation. Did we have any other members from any particular community reach out asking to also be included so that they can highlight their own pain and suffering, or was it just the Armenian community?

Assemblywoman Cohen:

I have not heard from any other communities. I will tell you that when I was first approached about bringing this legislation, one of the first things I said was that I wanted to include other genocides. Like I said, there has been a coalition working on this for quite some time, and I do not know if they have heard from any other communities.

Assemblyman Flores:

The only reason I asked is that, obviously, the reason we are bringing forth a bill that ensures we talk about the Holocaust and that we do not ever allow anybody to forget is because a group of people came forth and said we have to make sure that we never allow people to forget. I make that point only to underscore that if we have also had other members of our community who said they wanted to be given an opportunity to make sure that they are never forgotten in the same way, we want to have them too. I get the concern of saying that if we open the door, it may be impossible for us to have every single community represented that has gone through a horrible moment in history. I will say that if we only have the Armenian community, who has a footprint in Nevada, come forth and speak—I did have the opportunity to have a very lengthy conversation with the Armenian community—I understand that, at some point, they were working on a bill and were hoping to highlight the horrible suffering they have gone through into a piece of legislation. I gave my word to them that I would advocate for it, but I will support this bill in any way you want to do it. It is your bill. I will say that if we do not have any other members of the community really pushing hard, then I do not know if we should be too concerned about saying we would have to include 45 more different communities, et cetera. I wanted to put that out there into the space, but like I said, I will support this bill in whatever way you think is best.

Assemblywoman Cohen:

I think just because we are not hearing from other communities does not mean there would not be an interest. When you look at the list of genocides in the twentieth century, it is somewhat overwhelming. It is longer than the list we have provided, and we have addressed some of that in the Legislature. We have had resolutions regarding the Greek genocide—or at least there was a bill on that—and we have acknowledged the Armenian genocide in the Nevada Legislature. When you think about some of the areas of Nevada, especially in southern Nevada which is so multicultural, where there are Cambodians, Poles, Greeks, and other people from these different groups, I do not think it would be right to list out two. We did specifically say that this bill is going to include not just Holocaust education, but education on other genocides, specifically adding that to the subcommittee so any of those groups that want to be a part of the subcommittee can be a part of it. I do think, again, that we do need to look out for those other groups that maybe are not so organized.

Jolie Brislin, Regional Director, Anti-Defamation League:

I sit here representing our partners, Jewish Nevada and the Israeli-American Civic Action Network (ICAN), in support of this bill [[Exhibit I](#)]. The Anti-Defamation League (ADL) is a leading antihate organization and a global leader in exposing extremism and delivering antibias education. Since 2005, ADL, in partnership with the University of Southern California Shoah Foundation and Yad Vashem-The World Holocaust Remembrance Center in Jerusalem, have trained more than 85,000 educators through Echoes & Reflections, our Holocaust education program, which allows teachers to introduce students to the complex themes of the Holocaust and genocide and its impact on the world. In total, this program has reached an estimated eight million students across the United States at no cost to the states at all.

The Anti-Defamation League has worked diligently on this issue here and around the country, and we are very grateful for Nevada legislators, led by Assemblywoman Cohen and Assemblywoman Krasner, for taking an important step. This also comes at a time when Holocaust and genocide awareness, particularly among young people, is fading from memory, but not fading as a threat. According to one recent study, 22 percent of American millennials have never even heard of the Holocaust or are unsure whether they have heard of it, and only 35 percent of all Americans know about the Armenian genocide. By learning about the Holocaust and other genocides, students will have the opportunity to explore how stereotypes, prejudice, and religious and ethnic hatred can escalate to atrocities.

Words and actions matter, and it is imperative that our students understand the risk when hatred and bigotry go unchecked. This bill will send a strong message to educators, students, and families that Nevada recognizes the importance of Holocaust and genocide education and is committed to doing everything possible to prevent the rise and escalation of bias-motivated incidents in our schools. For all these reasons, ADL, Jewish Nevada, and ICAN urge this Committee to support this critical and timely legislation.

Chair Bilbray-Axelrod:

I will open testimony in support of A.B. 231.

Alexander Marks, Communications Specialist, Nevada State Education Association:

We support A.B. 231, revising provisions governing education on the Holocaust and other genocides. We have had a standing position in support of Holocaust education since 1996, with a resolution adopted at our member delegate assembly. This position was affirmed and expanded in 1998 and 2002. We believe that the lessons of the Holocaust will lead to greater understanding of, and respect for, diversity.

We also believe inclusion of Holocaust education should be included in the school curriculum. We further believe that Holocaust education could be included in any appropriate curricular areas. We also have a standing policy on genocide education, also adopted in 1996 and affirmed and updated in 2002. We believe that education regarding acts of genocide will help students to empathize with others and to respect diversity. We also believe that education about genocide should be included in the school curriculum. Educators understand intolerance has no place in our schools. Instruction on the Holocaust and other genocides is even more critical in these times of increasing hate and anti-Semitism.

As a personal story, having grown up in the Clark County School District, we have had several Holocaust survivors—in particular, a gentleman named Sasha Seminov—come visit our GATE [Gifted and Talented Education] class several times. The stories this gentleman would tell really put things into perspective with this issue and really grasps an understanding and respect for this issue. He had a story about how he learned the violin at age 9: A German soldier once saw him standing with a mandolin and told him to play "La Paloma." He told us all that his ability to play the violin saved his life that day because it put everyone in a better mood. To tell a group of elementary school students that had saved his life—I have to tell you it was a life-changing experience. I would encourage you to ensure that we

can have these stories told and retold in our curriculum. The lessons of this Holocaust and other genocides should be included in the curriculum, and we urge your passage of this bill. [Written testimony was provided, [Exhibit J.](#)]

Dillon Hosier, Chairman and CEO, Israeli-American Civic Action Network:

The Israeli-American Civic Action Network is an organization dedicated to empowering Nevada's Israeli immigrant community. It is great to be here with you today. I want to start out by mentioning how important this bill is for our Israeli community in Nevada. Our community is acutely aware of the rising hate and intolerance targeting communities across America. Yes, anti-Semitism is on the rise, but so is anti-Asian hate, anti-Latino and anti-immigrant hate, anti-LGBT hate, and racism against Black and Indigenous peoples.

For Israelis in Nevada, knowledge and education about the Holocaust is a necessary tool in the fight against anti-Semitism, but also in the broader fight against hate and intolerance against all people. This is so the atrocities that happened almost 80 years ago will not happen again. "Never again" is more than just a slogan, it is a promise we must all work to keep. The provisions in this bill establishing the subcommittee to create educational standards within the Department of Education is a sensible and meaningful step forward in improving Holocaust and genocide education in Nevada for the benefit of all Nevadans. We respectfully ask for your support of this bill. [A letter was submitted, [Exhibit K.](#)]

Jacob Coneh, Private Citizen, Las Vegas, Nevada:

I am an eighth-grade student at the Adelson Educational Campus. I am Jewish and the great-grandson of Holocaust survivors. Today not everyone, especially those of my generation, have heard of the Holocaust. As time passes, we get further and further from that period and the survivors. We see signs that people do not seem to grasp the meaning and the absolute horror that one group of people committed against another.

The Holocaust was the systematic, bureaucratic, and state-sponsored persecution, murder, and annihilation of approximately six million Jews by the Nazi regime. It literally translates by Greek origin to "sacrifice by fire." The Nazis, who came to power in Germany in January 1933, believed that the Germans were racially superior and that the Jews, specifically because of their religion and different belief system, were deemed inferior and a threat to the German racial community. It took the Germans and their accomplices four years to intentionally murder six million people just like me, only because of their religion. They never showed any restraint and slowed down only when they began to run out of Jews to kill. They only stopped when the Allies defeated them. There was no escape.

The murderers were not content with destroying communities; they also tracked down each hidden Jew and hunted down each person who ran. The crime of being a Jew—a person like me—was so great that every single one had to be put to death: all men, women, and children were all meant to suffer and to die. By 1945, most of the Jews of Europe were dead, and it was not only Jews who were murdered. Persons of color, those with disabilities, and homosexuals were also murdered. All these people were killed because they were different.

We need Holocaust education because the Holocaust is perhaps the most infamous genocide committed in all of human history and kids of all ages need to know, learn, and acknowledge that this happened. By teaching this, Nevada schools will be cultivating in our community a sense of moral responsibility among our residents, inspiring respect, tolerance, and mutual understanding in response to incidents of hate, intolerance, discrimination against all races, and extremism. People of all ages need to learn about this period so it is never denied or forgotten. Future generations need to be reminded of the past and to ensure that it does not happen again. The Holocaust is a warning that the unthinkable is possible even now, and that human nature makes many people susceptible to the abuse of power, the belief in the inferiority of "the other," and the ability to justify any behavior including ignoring it and doing nothing at all.

Kids my age face a shocking lack of knowledge about the facts and history about the Holocaust. My older sister Remi realized this when she attended Bishop Gorman High School following her years at Adelson. She met with her counselors, and together they came up with a strategy to teach young students about the Holocaust for the first time in Gorman's existence of over 80 years. The religion and history teachers invited survivors to speak about their experiences. After hearing from actual survivors and the tragedy and triumph they endured, there was no denying it, no making fun of it, and no forgetting it. The hope is to teach students early and often that there is no room for intolerance and to constantly remind them that there is no room for the past to repeat itself, especially today, when we have social justice movements like Black Lives Matter. There are constant emails about swastikas on our campuses and on our homes or threats made against Jewish students and anti-Semitism. It is the fastest growing hate crime in the United States and in the world. These are our realities every single day and remembering the Holocaust is more than remembering my ancestors.

Chair Bilbray-Axelrod:

Mr. Coneh, you have reached the time limit. Could you please wrap up your testimony?

Jacob Coneh:

On behalf of not only me, but also my peer group and all my ancestors, I urge your support of this bill. As we always say, we need to forgive, but never forget.

Heidi Sarno Straus, Chair, Holocaust Education Task Force, Jewish Nevada:

I am a Clark County Holocaust professional development educator and the Holocaust Education chair on behalf of Jewish Nevada. We respectfully ask for your support on this bill. We are working feverishly to teach our teachers how to teach the Holocaust correctly, but we are only skimming the surface. Research is needed to fully identify what we are doing right and where gaps are in the teaching of this curricula. While hatred of anyone considered the "other" is not new, expressions of it are at an all-time high and, I would say, escalating exponentially. Teaching the stories of the Holocaust is considered the gold standard in the creation of empathy in our students; it teaches that we are all part of the same family, the human family. Allowing hatred of the other is not an option as the Holocaust showed us what unbridled hatred can lead to. We can use expanded Holocaust legislation to

create more empathy in our most valuable resources—our children—so they gain more respect and even an appreciation of each other's differences. [A letter was submitted, [Exhibit L](#).]

Stefanie Tuzman, President and CEO, Jewish Nevada:

This hits very close to home for me both personally and professionally. First, I am the granddaughter of Holocaust survivors who, sadly, are no longer here to tell their stories and who never wanted to talk about the Holocaust when they were here. I was fortunate to learn about Holocaust education throughout school growing up in Michigan and through my many life experiences.

Professionally, in my work at Jewish Nevada, our mission is to continue to build vibrancy and continuity in Jewish life, providing opportunities for engagement and, more importantly, to educate about where we have been and what we as a people have endured so that we will never forget. Jewish Nevada is proud to partner with our colleagues from ADL and ICAN in support of this bill, and as both Ms. Brislin and Mr. Hosier so eloquently stated, Holocaust and genocide education is critical at this time. In the interest of time, I have edited my comments because I do not want to repeat what has already been stated, but we add our thanks and appreciation for your support of this bill.

Raffi Hovanessian, Private Citizen, Las Vegas, Nevada:

I just wanted to say that I am in support with the amendments that include the Armenian genocide. I want to be put under opposition, in that case.

Chair Bilbray-Axelrod:

I think we have two more calls in support and then we will move on to opposition

John Sande IV, representing Las Vegas Sands Corporation:

As you are aware, the founder of our company passed away earlier this year. We know this is something that he would be very proud to see the state moving forward with, and we wanted to honor him, his legacy, and his memory by being here in support today. I had some prepared remarks, but in deference to your time, I will just say that we support this for all the reasons the previous speakers have laid out.

[[Exhibit M](#), [Exhibit N](#), and [Exhibit O](#) were submitted but not discussed and are included as exhibits for this meeting.]

Chair Bilbray-Axelrod:

I will close testimony in support. For everyone listening, I apologize. I know it is a little confusing, but our rules state that if you are to call in support it is for the bill as presented with any amendments that have been accepted. Even if you just want a line changed, that is technically in opposition. Now we will open testimony in opposition.

Brandi Hairston, Private Citizen, North Las Vegas, Nevada:

This is an important bill, and I would like to request amendments to make the bill more favorable and inclusive concerning genocide. This bill leaves out America's original sin of slavery, which lasted over 150 years. Our educational institutions have a responsibility to teach about the history of U.S. slavery. We also need to learn about the impact slavery has had on American society after emancipation.

There are amendments that will make the bill more viable. The three requested amendments are to change the title of the bill to include United States chattel slavery, or simply title the bill "education on genocide"; to include language about the history of United States slavery and descendants of slaves in the U.S., also referred to as freedmen, specifically study slavery, lynching, black codes, pig laws, medical experimentation, stolen land, stolen money and stolen intellectual property, Jim Crow, mass incarceration, and hundreds of massacres that occurred; and to include book recommendations for teachers to use as teaching tools, such as the best-selling book *From Here to Equality: Reparations for Black Americans in the Twenty-First Century* by Dr. William Darity, one of our nation's leading economists, and A. Kirsten Mullen. These amendments would provide a better understanding of slavery and the Holocaust.

I hope you take these important recommendations into consideration and pass a more comprehensive and inclusive bill that governs genocide. To all the Assemblymen and Assemblywomen, the descendants of slavery community—the black community here in Nevada—has expressed a deep interest in this bill and these amendments. [Written testimony was also submitted, [Exhibit P.](#)]

Lenna Hovanessian, Nevada Co-Chair, Armenian National Committee of America:

One hundred and six years ago, and still, no justice. In the United States of America, we would like the Armenian genocide to be taught as historical fact. In 2019, both houses of the U.S. Congress, the House and the Senate, passed [unintelligible] and the Senate acknowledged the truth and acknowledged the Armenian genocide. It is part of the Congressional record. There was a recommendation to teach the Armenian genocide as part of the educational system. The Armenian community of Nevada is urging the Nevada Legislature to follow the federal mandate to teach the Armenian genocide as part of the recognition.

I want to thank the Lieutenant Governor for carrying this through with Assembly Bill 56, the original format of this bill, which specifically included the Jewish Holocaust and the Armenian genocide in its specific language. Now that there is A.B. 231, the Armenian community is dismayed that the Armenian genocide has been omitted and diluted down to "other genocides." Inclusion is paramount because human rights are equal rights, and as a representative of the Armenian community—a community that is growing in the state of Nevada and has a significant footprint with great individuals who have built so much into this city, like Kirk Kerkorian and Jerry Tarkanian, who are children of genocide survivors who came to the state of Nevada and built their American Dream but were also able to give back in spades to the state of Nevada. There are so many more of us. We feel disenfranchised. We feel discriminated against by not being specifically included.

As Assemblyman Flores and Assemblywoman Torres so eloquently stated, why not include us when we are here at the table advocating for ourselves? We are here and our community is watching to see, are they going to sideline us again? Are they going to deny our truth again?

To this day, Ottoman Turkey, who discriminated against and systematically eradicated 1.5 million Armenians from 1915 to 1923, has still not acknowledged the Armenian genocide. The truth still has not been served and justice has not been served even though, internationally, it is known as truth, including the Library of Congress. We are asking the members of the Assembly to acknowledge the truth and the most fundamental teaching of truth happens in the classroom, in education. If we do not include it, we are excluding the Armenian genocide, because we were in A.B. 56. We are advocating to be included and if you do not include us, you are excluding us today and we are very, very upset by that. We have dealt with denialism for 106 years by the perpetrators. We do not expect it to happen in the Nevada Legislature. We expect you to rise up in leadership and speak out our truth because we are here to advocate. We want the Armenian genocide included. We support the Jewish Holocaust being taught, but we also want an equal seat at the table. We want our genocide taught and recognized so history does not repeat itself. This is a human rights violation; it is an equal opportunity killer. [Written testimony was also submitted, [Exhibit Q](#), and [Exhibit R](#) was submitted but not discussed and is included as an exhibit of the meeting.]

Kellie Pryor, Private Citizen, Las Vegas, Nevada:

I am a descendant of U.S. chattel slavery and freedmen and, unfortunately, a descendant of one of the greatest atrocities to happen on U.S. soil. With that being said, I am opposed to this bill. I would like clarity on who the "other genocides" are going to be. The genocide that has happened to my people and the slow genocide going on right now, I think, is a disrespect to consider it as just "another genocide."

Regarding the education about the Holocaust, I implore the curriculum reflect how anti-Semitic, how anti-Jew the United States was from the very beginning. How, at the beginning of Nazi Germany, when all of the programs of stealing from and murdering Jewish people, and while Jews were trying to get out of Germany, the U.S. would not allow Jewish immigrants to come here. I think connecting the dots about what happened in Germany, as unfortunate as it is, will encourage more empathy as opposed to just sympathy because of something that did not happen on U.S. soil.

Educate that quiet as it is kept, most people in the U.S. did not have a problem with Hitler. Truth be told, too many white people do not have a problem with fascism white supremacy. Most white people in the U.S. did not want to enter World War II to fight Hitler. It was not until Japan attacked the U.S. and Hitler declared war on the U.S., only then did white people in the U.S. decide to enter into World War II. But for that, they did not want anything to do with Hitler and did not have a problem with what was going on.

If you are going to teach about the Holocaust, then teach it. Teach how what happened there parallels with what goes on here in the United States, along with the fact that

former President Donald Trump almost pulled it off with the whole weaponizing of the political system which is exactly what Hitler did. History is already repeating itself and, unfortunately, the Jewish people in Israel know better because they are doing almost the same thing with their militaristic government that is brutalizing their people. Teach that too. Teach the whole thing, and connect these dots. [Written testimony was also submitted, [Exhibit S.](#)]

Raffi Hovanesian:

I want to say that I am in support with the amendments which include the Armenian genocide. I am a high school junior, and I have eight great-grandparents who were all victims of the Ottoman Turks in the Armenian genocide, which has left a deep impression on me. As a student in world history, in various history classes I have taken, I have been disappointed why the Armenian genocide, the Holocaust, and subsequent genocides all are glossed over without recognizing nor explaining those humanitarian violations and how they occurred. When I realize my grandparents' stories of suffering genocide are forgotten, I am saddened because they are not taught how recognition and justice can prevent future genocides. I hope my advocacy will make an impact on you and you will change that.

Andy Armenian, Private Citizen, Las Vegas, Nevada:

We were always supportive of [A.B. 231](#). However, we would like to have a reference to the Armenian genocide in the bill. The Armenian genocide that took place during World War I was a precursor to the World War II Jewish Holocaust, and both nations suffered tremendously. We believe it is important to add the reference to the Armenian genocide into this bill.

[[Exhibit T](#) and [Exhibit U](#) were submitted but not discussed and are included as exhibits in opposition to [Assembly Bill 231](#).]

Chair Bilbray-Axelrod:

With that, I will close opposition testimony and open neutral testimony. Do we have anyone who wishes to testify in neutral? [There was no one.] I will close neutral testimony. Assemblywoman Cohen and Assemblywoman Krasner, do you have any closing remarks?

Assemblywoman Krasner:

I would appreciate your support of this important bill.

Assemblywoman Cohen:

Just to be clear, this is not a new mandate, and it is not to the exclusion of others. The bill was brought because, despite there being state law mandating Holocaust education, there was not enough there. There was not enough to give teachers direction about how to do that appropriately with appropriate standards. We are very sympathetic to the community and have tried to accommodate them, specifically widening the conversation for them and others. As I mentioned during my testimony, when I was approached about bringing this bill, I specifically said I wanted it to include other genocides. This bill in no way excludes the education on the Armenian genocide or any other genocides; it gives other groups a seat at

the table. I will end with and reiterate that in 2019, the FBI reported that Jews and Jewish institutions are the overwhelming target of religion-based hate crimes. It has been that way since 1999, where it has been the highest religious hate crime in the country. I am willing to keep this conversation open, and I hope you will support this bill.

Chair Bilbray-Axelrod:

I will close the hearing on A.B. 231 and open the hearing on Assembly Bill 261.

Assembly Bill 261: Revises provisions governing education to provide diversity and inclusivity in the academic standards and curriculum. (BDR 34-672)

Assemblywoman Natha C. Anderson, Assembly District No. 30:

I want to thank Chair Bilbray-Axelrod as well as your committee manager for planning this so perfectly because I have a few pages of statistics that I was going to read off, but then I started listening to the hearing on Assembly Bill 231, and there are so many elements that are similar to why I am bringing this bill forward. During the process, I had to put on my mask—I promise you there is a reason behind this story—and today it happened to be a mask a fellow Assembly member gave to all of us with our wonderful song, "Home Means Nevada," printed on it. As I was listening to the testimony of the last hearing and thinking about this mask, all I could think about was that home means Nevada for all of us. It is not just one culture. It is not just one background. It is not just one religion. We have so many different histories and experiences, and there are so many different items we must learn about from each other. We need to start to do that in our textbooks, not just in our instructional materials and our discussions. That is why I am bringing forward Assembly Bill 261. I was also trying to figure out a way to bring in someone I greatly admire who is a leader of our nation, Cesar Chavez, whose birthday was yesterday, and his quote is still true for us today. He said, "Preservation of one's own culture does not require contempt or disrespect for others." It is an opportunity to discuss these differences with each other.

I have firsthand experience as a teacher. I had the opportunity to teach Elie Wiesel's *Night*; Rudolfo Anaya's *Bless Me, Ultima*; *The Other Wes Moore: One Name, Two Fates* by Wes Moore; United States Poet Laureate Joy Harjo's contemporary poetry; and so many other diverse backgrounds. It becomes a mirror of many of our students, but it also becomes a reflection or a window into other worlds. It also allows us a stronger discussion and a stronger environment of trust. This is the current practice of our school districts and of our state—to attempt to try to find textbooks and instructional materials when they are adopted countywide and statewide that actually include more than one point of view, and portrays them accurately. I think that is a very important point that was made in the hearing on A.B. 231 as well. That is the intent at this time, and as we go through the process of looking through the textbooks, we have found out that publishers are trying to do this, but it is not where it needs to be. This is yet one more way for us to bring in the importance of showing how different our world is and how we need to get textbooks and instructional materials that show that.

One piece of evidence I will now bring forward comes from children's literature. Although I am a high school teacher, I am enamored with children's books, and I try my best to always connect children's books to Shakespeare. There is nothing quite like trying to do the id, the ego, and the superego to analyze Dr. Seuss. The Cooperative Children's Book Center at the University of Wisconsin-Madison conducts a study on how many children's books are published every year that do not just have white children as the main characters. In their 2018 study, they discovered that 1 percent of the characters were portrayed as Native American or First Nations, and of that 1 percent, the majority were portrayed in the past. We are not seeing our Native and First Nations students being portrayed in our published materials. They also found that 5 percent were Latina or Latino; that number did go up in 2019, but not enough to make a difference. Additionally, 7 percent were Asian or Pacific Islanders, 10 percent were African or African American, 27 percent were animals or other imaginary characters, and 50 percent were white children.

It is not just about what is being taught in our classrooms, it is also about what is available for us to use. By utilizing this tool of trying to bring forward curriculum that is more inclusive, maybe we can help with other states as well to put a little bit more pressure onto the textbook companies to look for those other areas. California has a very similar bill moving forward, and Oregon and Illinois have already adopted legislation. For those people in education, you know there are three states that pretty much create the textbook world: Texas, California, and Michigan.

I would like to quickly go over the bill itself. It does two things. First, it directs the Department of Education (NDE) to go over the standards to make sure that they include more than just one point of view accurately, to have that in the standards for a variety of points of view. That would be going through their current model of those review of standards. Initially, I was going to try to have them do it by a certain date, but I have already told you exactly why I cannot: The textbooks are not there yet, but this is a way for us to get them there.

The second thing it does is ask for these items to also be considered when it is time to adopt the textbooks and instructional materials. It is important to know that I have used "instructional materials," not just textbooks, because our supplemental texts are incredibly important and sometimes people only think of textbooks, but many times, it is those other novels and nonfiction books that actually help our students make those connections.

My decision to bring this forward was based upon several discussions with several different groups, but probably the most important group was a group of high school juniors, seniors, and recent graduates. I worked with the Las Vegas Youth Power Project as well as the Washoe County School District Students for Change. They might not be the ones who are benefiting from this change, but they recognize that their advocacy and their legacy are much more important than their personal experiences. I would like to hand it over to Nathan Noble, who is my intern this year and a recent graduate of the Washoe County School District. He is currently a freshman at the University of Nevada, Reno.

Nathan Noble, Intern for Assemblywoman Natha C. Anderson:

I am a student at the University of Nevada, Reno and, as Ms. Anderson mentioned, I am currently her intern. I am also a proud product of the Nevada public school system. Having recently graduated, I have gained a new perspective on my education, an education that, unfortunately, ended abruptly in the spring of 2020, when I, like all my peers, was sent into quarantine. Having little to do in quarantine, I binge watched a lot of TV shows. One day, I was sitting down to watch HBO's *Watchmen*, a great show, and its first scene depicts the Tulsa massacre, which was the largest and most horrific race massacre in our nation's history. As depicted, it was brutal and terrifying, but it was also the first time I had ever heard about it. After doing some research, I was shocked to learn that this had actually happened because I had learned nothing about it in AP [Advanced Placement] U.S. History. Now, a television show was doing what my school should have done.

This is not an isolated incident. Ask any public school student across the state, and they will have a story just like this one about something that was overlooked, some omission or oversight, something that was not covered. Each of these instances stacks up, and together they form a skewed picture of our world. I have met countless students who have entered the world unprepared because they were not taught properly about the past, and I have witnessed firsthand how an incomplete view of the past breeds ignorance and how, in turn, that ignorance can sow the seeds of bigotry.

At this point, I should mention that this is not the fault of Nevada's teachers. On the contrary, all my teachers were great. This is not even a character flaw with the students—some of the brightest, most curious people I know still fell prey to this. Heck, it is not even about what is in the textbooks. It is about what is left out.

Surely, we can do better, and that brings us to A.B. 261. You know that age-old question students ask in class: When am I going to use this? How does this apply to me? This bill is the answer. Personally, I like it because of its flexibility, universal applicability, and innovative solution to the problem of financing, but most of all, I like that it is based on the core beliefs that the diversity of our state must be reflected in the material we teach our students, and including a multiplicity of perspectives is essential for true learning.

To me, this bill is a no-brainer. It costs nothing, both morally and fiscally. It requires no compromise and it would infringe on nothing, and chiefly amongst its innumerable benefits, this bill would provide recognition for a whole new generation of Nevadans, truly allowing them to see themselves and their struggles reflected in our common history. That is who this bill is for—not me, because I have graduated—but for those who come after me. There is no middle ground between ignorance and truth, between knowledge and a lack thereof, and today, we must decide which side we will stand on.

Kathlyn Hawley, Private Citizen, Henderson, Nevada:

I am a graduate of the Clark County School District (CCSD) adult education program. When I was 6 years old, the father of one of my classmates approached me and told me that I should not hang out with my best friend because "her kind will kill you." That is literally

what he said. That memory always stuck with me because what he said confused me; I had no idea what he meant, at least not until years later when I learned he had said that right after the Virginia Tech shooting. My best friend at the time was Asian-American.

I was never taught about the Virginia Tech shooting in school, just like I was never taught about Juneteenth, Stonewall, or Marsha P. Johnson. If we do not teach students about minority groups in schools, then harmful and dangerous generalizations like the one my classmate's father made about my friend will continue to be passed on from generation to generation. This bill can help to stop that cycle.

My classmate's father was born and raised in Nevada, and he subsequently received the same public education as myself and his daughter. The state of Nevada is doing a disservice to its students by not already including minority groups in its curriculum, but that can change. This bill can give future generations the opportunity to question those harmful generalizations that they may hear from friends, family, and even the media they consume. This bill can help to create a more accepting Nevada.

Mia Albright, Private Citizen, Reno, Nevada:

I am a junior at Reno High School. I am biracial—half white and half Hispanic. I am also the daughter of an immigrant. My mom, along with her family, fled war in Nicaragua and grew up in Los Angeles, California. Growing up in the Washoe County School District (WCSD) in Reno, Nevada, taught me nothing about Central America and left me with serious questions about my identity and my culture. A lack of coverage of people of color in curriculum and textbooks had me fervently wishing to only be white. All I wanted in elementary and middle school was to fit in better with my peers at my predominantly white schools. Missing Latinx perspectives also had me forming flawed, racist ideas about what an American is supposed to look like. I used to cringe when my *abuela* [grandma] spoke Spanish to me in a grocery store, ashamed and embarrassed of my own family. I considered myself better than other Hispanic students who struggled with speaking English because it was not their first language. No student should feel the way I felt, ostracized and alone. No student should formulate or fall victim to those racist ideologies the way I did. Including multiple perspectives in textbooks would mitigate or even eliminate those issues I faced. It would teach empathy and respect for others and create a safer and more engaging school environment for all students, whether they are Black, Indigenous, Hispanic, Asian, or white. It would be a significant step in creating schools that work for and represent all their students.

Chair Bilbray-Axelrod:

Assemblywoman Anderson, do you want to open it up for questions?

Assemblywoman Anderson:

I did want to clarify one small thing as well. I noticed that there are some school districts that have put on a budget possibility. I am working with Mary Pierczynski to try to figure out where exactly that misunderstanding came from. Many of these school districts are on

spring break. The CCSD money will be taken off. Brad Keating and I spoke last night, and I believe he has already sent in documentation on that. I am trying to get those unfunded mandates removed.

Chair Bilbray-Axelrod:

Thank you for that clarification. I was going to ask that because I did see that there were several. It looks like you had one from the State Public Charter School Authority, the local government you already discussed, and NDE. We are not a money committee, but I know Mr. Noble mentioned that there was no cost, and I want to make sure we are clear on the record.

Assemblywoman Anderson:

I believe NDE's is zero, and Clark County's is being removed. It is some of our other school districts such as Lander County, Lyon County, Carson City, Douglas County, and a few others. I am working with Mary Pierczynski to address that and try to get those clarified.

Chair Bilbray-Axelrod:

Thank you for bringing this bill forward. I had one of those moments your students were referring to when I moved to Washington, D.C., and went to the Smithsonian Museum and saw an exhibit on Japanese internment camps. I could not believe I had never heard of them—I literally got goosebumps just now thinking about it—and I waited to learn more about it in both high school and college, but that never happened. I think we all have one of those moments, and I thank you for introducing this bill. Do we have any questions from the Committee?

Assemblywoman Anderson:

If I can quickly make a recommendation for you, *Farewell to Manzanar* is a beautiful memoir of an eighth grader being interned.

Chair Bilbray-Axelrod:

Thank you. I have done a lot of reading since that time, but I am always looking forward to more things to read in my spare time. I appreciate that.

Assemblywoman Tolles:

It is always a delight to have students presenting in the Committee, and they all did an A-plus job. I have one quick question and then two more clarifying questions. The reason it does not have a fiscal note is because it is contingent upon whenever the districts are going to be making their next adaptation of new learning materials, including textbooks. Therefore, it is not mandated that it happens within a certain time frame, which would then come with a fiscal note. Rather, it is whenever they will be upgrading; that is when they will be making these considerations. Is that correct?

Assemblywoman Anderson:

That is correct. Thank you for saying it much better than I did. You are absolutely right.

Assemblywoman Tolles:

I wanted to make sure I got that clear for my own sake and for the record. This is perfect timing because we had just talked in our last meeting about the content standards specifically with social studies, so I happen to still have them easily accessible. Right now, we do have multicultural bands within social studies that include diverse contributions made by men and women from various racial and ethnic backgrounds, including, without limitation, information relating to contributions and impact. I want to make sure I am clear that the intent of bringing forth this legislation is that you want to further delineate very specifically what we mean in those broader categories.

Assemblywoman Anderson:

That is exactly it. I believe that the current strand of social studies is very clearly done with the multicultural point of view. It is not always that way in the humanities, which would be English, literature, and the arts; those are areas where we want to incorporate. It also has the sciences, and that would be health and science. It is another opportunity for us to show that multicultural ideas and things to study should not just be one subject. It is in all the subjects we have. It does not mean that every single lesson will have to have something with it, but there should be something that shows a multicultural point of view every year that students are in school. It is not just a social studies issue. Right now, I am only concentrating on sciences, the humanities, and social studies.

Assemblywoman Tolles:

It is very restrictive in section 2, subsection 3 that instructional materials must not be selected unless they include all these categories from section 1. I wonder if we can get some dialogue on the record about how we avoid a situation where we are ready to adopt new textbooks in two years and we go out there to all the various publications and we find that we are 80 percent there, but we might be missing a couple of these delineated points. My fear is that we would then be stuck with the textbooks we have today because, according to this language, we are not allowed to adopt a new textbook until we find one that meets this category. How do we keep that from happening?

Assemblywoman Anderson:

First, NDE looks through all the textbooks that would be considered, then they recommend a group of textbooks to the school districts for further consideration. It does not always have to have, say, Basque, a culture that is very important to the state of Nevada but is not something you are going to hear a lot about in Illinois. It is that sort of item that if it is being utilized, it is accurately depicted, and not something that is just kind of thrown out there and inaccurately portrayed. That is the first thing. The second thing is that we do not want to get into that quagmire or conflict of not having a textbook that is up to date because it does not fit all these items. Instead, it has to do with the words "accurately portray" and that is where that is coming from. Does that clarify the question? I know NDE is not weighing in on this; I believe they are watching if the Chair wanted to ask them as well for clarification.

Chair Bilbray-Axelrod:

Yes, we do have NDE on. If you could weigh in, that would be great.

**Jonathan P. Moore, Ed.D., Deputy Superintendent for Student Achievement,
Department of Education:**

Assemblywoman Anderson is correct. While even in our best efforts to find comprehensive curriculum, there are often still gaps where school districts will supplement the curriculum. To Assemblywoman Anderson's point about ensuring accurate depiction, that is certainly something that can be done in the review and vetting of materials, recognizing that if there is a need to enhance the curriculum across other populations or groups, or just other aspects, there is room for supplemental curriculum, and districts do employ that currently.

Assemblywoman Hardy:

My question is to help me understand how this whole process is done. It says that the bill applies to the next instructional material adoption, and it also says in section 2, subsection 3, "Instructional materials, including, without limitation, a textbook." My understanding is that teachers now do not use textbooks a lot. I can remember even when my kids were in school that they had some textbooks in the classrooms, but they also had workbooks and other supplemental materials. How often do they adopt materials? If we are moving away from textbooks, would we be using supplemental reading books or online instruction? Could you give me a little more information?

Assemblywoman Anderson:

I was looking for as many supplemental things as I could find. As you know, I am an English teacher, and I looked for our supplementally approved literature list in WCSD, and that is what I am talking about. These supplemental titles, if they are adopted by a school district or an entire state, satisfy and accurately depict these items. For example, *Night* by Elie Wiesel, accurately depicts his world because it is an autobiography of his own experience. Others like *A Long Walk Gone: Memoirs of a Boy Soldier*, which is a nonfiction story about a child soldier in the Rwandan conflict, are what I am talking about when it comes to the instructional materials. It is not the items that a teacher is bringing in on their own. It is when the school districts or state has said this is what is going to happen.

The process for the adoption of the textbooks is they go through a review every three to five years, I believe. When I spoke with NDE, the social studies materials are up for review right now, and they are in the process of finding the best and most accurate textbooks at this time. They will be doing real language next, and then they will be reviewing English language arts in the spring followed by computer sciences, then math, then health. There is a continual review of this process. When it comes to the textbook adoptions as well as the supplementally adopted materials, it is often defined more by money and, as you just stated, unfortunately, many of the schools are not able to afford these new textbooks. But if there are textbooks coming forward, they need to satisfy this, which is the process I have envisioned and talked about with others.

Assemblywoman Hardy:

It is very helpful to understand how often it is done and if we are talking about textbooks for every class and trying to go through them all at once. I really appreciate your explaining the supplemental materials and what would and would not be included.

Chair Bilbray-Axelrod:

I can testify that I have never seen my daughter have a single textbook. She also does not know what a chalkboard is either. Are there any other questions from the Committee? [There were none.] We will move on to calls in support of A.B. 261.

Chris Daly, Deputy Executive Director, Government Relations, Nevada State Education Association:

We support A.B. 261 to provide diversity and inclusivity in the academic standards and curriculum. We have had a standing position in support of diversity in education materials since 1978, with a resolution adopted at our member Delegate Assembly. This position was affirmed and expanded in 1990 and 2002. We believe that educational materials—textbooks, reference materials, audiovisual material, and supplementary reading in all subjects—should portray our cultural diversity and the achievements of minority groups and women. We support continued firm stands by NDE's textbook commission and local school districts to test and adopt curricular content which recognizes the contributions to society of minority, ethnic, and cultural diversity. We also support the development of attitudes in Nevada youth which further these beliefs.

It is not 1978. It is long past time for Nevada to pass a law to ensure diversity and inclusivity in our curriculum and instructional materials. Educators know when curriculum and materials include diverse points of view. It does not just help develop empathy and understanding, it actually helps give students from a diversity of backgrounds representation and a voice. That is why educators across this state and country have renewed their focus on developing culturally responsible classrooms, oftentimes spending out of pocket to supplement old instructional materials that are out of date and provide a limited perspective. We would like to acknowledge Natha C. Anderson, a classroom teacher, past president of the Washoe Education Association, and now Assembly member for listening to educators and bringing this important and timely legislation. [A letter was also submitted, [Exhibit V](#).]

Melanie Willingham-Jaggers, Interim Executive Director, GLSEN, New York, New York:

We are a national leading organization on LGBTQ+ issues in K-12 education that seeks to advance racial, gender, and disability justice in communities across the country. We believe that all students deserve a safe and affirming school environment regardless of their actual or perceived sexual orientation, gender identity, or gender expression. Based on the extensive research that GLSEN has conducted regarding the experiences of LGBTQ+ students in K-12 learning communities, especially our research on positive impacts on inclusive school curriculum, we strongly support this bill.

Inclusive curriculum is one of the four core supports that GLSEN's decades of research have identified as improving school climates for LGBTQ+ students. As Assemblywoman Anderson said, and we agree, curriculum can be a mirror that reflects students and their experiences back to themselves. It can also be a window that gives students the opportunity to understand the experiences and perspectives of people who have different identities and

lived experiences other than their own. This is reflected by the most recent findings of our biennial national school climate survey. Students who identified as LGBTQ+ attending school where positive representation of LGBTQ+ topics were a part of the curriculum heard fewer homophobic and transphobic remarks and reported less severe victimization at school based on their sexual orientation and gender identity compared to students whose school did not expose them to inclusive curriculum.

Our vision is that we can work together to transform schools so they can be places of liberation where all students can thrive and reach their full potential. To better serve LGBTQ+ students, and ultimately all our students, we urge you to vote in favor of this critically important legislation.

Lorenzita Santos, Outreach Coordinator, One APIA Nevada:

I am a second generation Filipino-American, and my family moved to Las Vegas when I was five years old. Despite the Asian-American and Pacific Islander (AAPI) community making up 10 percent of Nevada's overall population, growing up, I never saw their contributions in textbooks. Nevada's history has been built off the work of AAPI immigrants. Chinese immigrants built the railroads that connected the west to Nevada and despite that, in 1878 and 1908, Chinatowns in Reno were burned down. Along with what happened to the Chinese community, I am glad Chair Bilbray-Axelrod brought up her experience learning about Japanese internment in the Smithsonian Museum, because in 1934, the first gambling hall in Reno was owned by Japanese families. However, due to Japanese internment, their property was taken away from them. The AAPI community has been exploited and overlooked throughout history. Currently, the curriculum does not showcase Nevada's AAPI history the right way. This bill is long overdue to ensure that the AAPI community is properly represented in schools. [A letter was also submitted, [Exhibit W](#).]

Lu Ann Pillar, Administrative and Program Manager, American Civil Liberties Union of Nevada:

I am the mother of two students from Nevada public schools. Assembly Bill 261 is a bill to ensure diversity and inclusion will be added to our schools' curriculum. One of the school's primary purposes is to help children move from dependency on adults to becoming independent people capable of making judgments and decisions about their society. Because schools serve as one of the primary providers of this role, it is incumbent upon our own government to ensure our students are prepared to make those decisions in a knowledgeable manner.

Yet, education of K-12 students often leaves out the history and contributions of many cultures and groups of our society, such as Native Americans, persons from other ethnic and racial backgrounds, socioeconomic backgrounds, gender identity, or abilities. This knowledge is imperative, however, to making wise decisions to further democracy in our state. Whether voting, lobbying or, in fact, legislating, Nevada students should grow up to make decisions that thoughtfully consider the history of all the people that helped make our community.

While NDE does consider diverse cultural points of view when making curriculum decisions, it is not required by Nevada state law and, therefore, is subject to inconsistent or piecemeal implementation and even potential backtracking with changed leadership. Therefore, I urge you to pass A.B. 261. [A letter was also submitted, [Exhibit X](#).]

Alex Camberos, representing Battle Born Progress:

We are a non-partisan organization in Nevada to ensure fairness and an equal opportunity to succeed for all Nevadans. We are speaking in support of A.B. 261. Current state law does not require school districts to include culturally diverse instructional materials. Our K-12 students do not always see themselves represented in science, art, history, literature, or social studies. As a CCSD graduate and someone who tutors my siblings who are current CCSD students, I can recall with firsthand experience that people like us, that is Mexican American or Central American people, are not well represented in the course curriculum. The times that we are, it is done through a Western ethnographic lens without proper cultural nuance or citation.

This bill would require future instructional materials adopted throughout the state to include not just my community's Latinx ethnic backgrounds, but also the groups that Assemblywoman Anderson mentioned previously. It would also include the addition of gender and sexual minorities, people with disabilities, people of diverse socioeconomic status, immigrant backgrounds, and religious backgrounds. This bill would allow us to better represent the cultural diversity, achievements, and legacies of all communities in Nevada and show them that home does mean Nevada. [Written testimony was also submitted, [Exhibit Y](#).]

Hailey Lindsley, representing Planned Parenthood Votes Nevada:

We support this bill because we understand the positive impact that a complete education can have on students as they learn about their country and those who have made it what it is today. Ensuring that students in the state of Nevada receive a complete education, one that includes the myriad contributions of different groups, including Black, Indigenous, people of color, the LGBTQ+ community, and women have had on the history of the United States should be the baseline. Too often, textbooks leave out the contribution and roles of marginalized groups in history. We look forward to living in a state that instead requires and uplifts a comprehensive understanding of American and world history. Please support this bill.

Teresa Melendez, Private Citizen, Sparks, Nevada:

I am a community member in northern Nevada, the mother of three students in the Nevada public school system, a college and career coach, and educational consultant. There are three issues I wanted to hit on concerning why this bill is so important to communities of color and communities that are often underrepresented in our curriculum and in the K-12 system.

First, we have heard from some courageous and thoughtful folks giving testimony today, and we know that when students are represented in the curriculum, they perform better. That is research-based and pretty basic; we know that. We know that our current K-12 curriculum is very much presented through a white lens, and communities on the fringes are often misrepresented or not represented. I come from the Native community, and I often sit and listen to the lessons in which my children participate, and the information about Indigenous communities is not only not representative, it is inaccurate, sometimes racist, and often harmful.

Second, it would be such a benefit to teachers to have appropriate, accurate curriculum. Working in the school system, it is such an extra burden for teachers to go out and try to find curriculum that is accurate, and they are already overburdened and overcommitted.

Third, this is what we need as a country. As a community member who is often educating people about Indigenous issues, I am educating adults, business people, and legislators, but these are things that we as Americans need to have learned in our K-12 system so we can function better in our roles as American citizens, as Nevadans, as legislators, as lawyers, and as educators.

Alyssa Cortes, Program Associate, Silver State Equality:

We are in full support of this bill. It would ensure diverse perspectives from historically underrepresented groups are taught to children in our communities. There is a well-established correlation between diverse representations and student success. I was raised in Nevada and attended CCSD schools from K-12, and I am also the daughter of immigrants, a woman of color, and a member of the LGBTQ community; I know this would positively impact the students in our state because it would not only prepare them for their future, it would also allow them to feel seen and represented. We support this bill and we respectfully urge you to do so as well.

Aimee Holdredge, Private Citizen, Las Vegas, Nevada:

I am the parent of two children in CCSD. This bill is so important. I am a woman of color, and it would be a beautiful thing to not constantly have to supplement my children's education through CCSD with accurate, true, and meaningful histories of all the diverse people we have in this country, let alone our Indigenous peoples. I was recently driving up on U.S. Highway 93 to go to Great Basin National Park, and I wanted to know the history of those lands—not of the miners, settlers, or explorers, most of whom were white men, but of the tribes that have probably named everything beautifully, which would also inspire so much in my children and myself. I would like to hear from our queer Nevadans, our Black Nevadans, everyone. It feels a little silly that we have to talk about the importance of a bill like this, but it is imperative that if we want our children to feel connected to, engaged in, and committed to our state as well as our country, they have to see themselves in its history and in their education. I am in support of this bill.

[[Exhibit Z](#), [Exhibit AA](#), and [Exhibit BB](#) were submitted but not discussed and are exhibits in support of [Assembly Bill 261](#).]

Chair Bilbray-Axelrod:

Seeing no further testimony in support, we will move to testimony in opposition.

Brandi Hairston, Private Citizen, North Las Vegas, Nevada:

I am in opposition of this bill because I would like some amendments included in the bill to make it more viable. The bill needs to make the delineation between the different Black groups in Nevada, and it is imperative that not only adults, but our children know that descendants of slaves are a unique group in America. Descendants of slaves do not share the same culture as Black Caribbean or people who identify as African American or Black on the African continent. People coming from the African continent did not endure brutal chattel slavery here in the United States.

Therefore, in section 1, please specifically include U.S. descendants of chattel slavery, or freedmen, in that section. Also, the bill includes education on sexual orientation and gender identity for kindergarten or elementary school students. What are the specific details or learning objectives our elementary students will learn? How in-depth will sexual orientation explore? I would like this section explained more or removed from the bill, or provide psychological evidence that points to the need for 5-, 6-, or 7-year-olds to learn about sex in that way. That would be an area of concern, and if we could get more opinions from parents regarding what they want their small children to be learning about sex, it would be a more comprehensive bill. [Written testimony was also submitted, [Exhibit CC.](#)]

Chair Bilbray-Axelrod:

Do we have any other callers in opposition? [There were none.] We will move to testimony in neutral. Is there anyone who wishes to provide neutral testimony? [There was no one.] Assemblywoman Anderson, do you have any closing remarks?

Assemblywoman Anderson:

I am going to close it with a personal story. I was thinking of the importance of us talking about our diversity as a state would be something that not only should be in our textbooks, but should be something we do as educators and in our families. This hit home for me big time two weeks ago when I gave my nephew his birthday present this year, which was *The Nevada Trivia Book*. He called me the next day to tell me it was weird and there was no way it was accurate. I asked him, why is that? The question was: Name the first Nevada casino to allow Black and white people to mingle on the casino floor? For those of you who do not know, it is the Moulin Rouge. The reason why he thought that was so weird was that he really did believe that this was something that only happened in other states. It brings home how important it is for us all to talk about our diversity and how far we have come as a state, but more importantly, how much further we must go.

Chair Bilbray-Axelrod:

I will close the hearing on A.B. 261. We will move on to public comment. Is there anyone who wishes to provide public comment? [There was no one.]

This meeting is adjourned [at 3:38 p.m.].

RESPECTFULLY SUBMITTED:

Sarah Baker
Committee Secretary

APPROVED BY:

Assemblywoman Shannon Bilbray-Axelrod, Chair

DATE: _____

EXHIBITS

[Exhibit A](#) is the Agenda.

[Exhibit B](#) is the Attendance Roster.

[Exhibit C](#) is a conceptual amendment to [Assembly Bill 420](#), submitted and presented by Assemblywoman Shannon Bilbray-Axelrod, Assembly District No. 34.

[Exhibit D](#) is a proposed amendment to [Assembly Bill 417](#), submitted by the Department of Education, and presented by Assemblywoman Jill Tolles, Assembly District No. 25.

[Exhibit E](#) is a document titled "Bill Draft Request for the Legislative Committee on Education: A Topic for Consideration Regarding School Bus Inspection Reports," submitted by the Department of Education, and presented by Assemblywoman Jill Tolles, Assembly District No. 25, regarding [Assembly Bill 417](#)

[Exhibit F](#) is a document titled "Echoes & Reflections: U.S. College Survey," submitted by Assemblywoman Lesley E. Cohen, Assembly District No. 29, regarding [Assembly Bill 231](#).

[Exhibit G](#) is written testimony submitted by Assemblywoman Lisa Krasner, Assembly District No. 26, in support of [Assembly Bill 231](#).

[Exhibit H](#) is a proposed amendment to [Assembly Bill 231](#), presented by Alisa Nave-Worth, representing Anti-Defamation League, and submitted by Assemblywoman Lesley E. Cohen, Assembly District No. 29.

[Exhibit I](#) is a letter dated March 31, 2021, submitted by Jolie Brislin, Regional Director, Anti-Defamation League, in support of [Assembly Bill 231](#).

[Exhibit J](#) is written testimony dated April 1, 2021, submitted by Alexander Marks, Communications Specialist, Nevada State Education Association, in support of [Assembly Bill 231](#).

[Exhibit K](#) is a letter dated March 22, 2021, submitted by Dillon Hosier, Chairman and CEO, Israeli-American Civic Action Network, in support of [Assembly Bill 231](#).

[Exhibit L](#) is a letter submitted by Heidi Sarno Straus, Chair, Holocaust Education Task Force, Jewish Nevada, in support of [Assembly Bill 231](#).

[Exhibit M](#) is a letter dated March 12, 2021, submitted by Judith Schumer, Chairperson, Governor's Advisory Council on Education Relating to the Holocaust, in support of [Assembly Bill 231](#).

[Exhibit N](#) is a document titled "Shoah Foundation testimonies of Holocaust Survivors stressing Holocaust education," submitted by Assemblywoman Lesley E. Cohen, Assembly District No. 29, regarding [Assembly Bill 231](#).

[Exhibit O](#) is a collection of letters submitted by various individuals, in support of [Assembly Bill 231](#).

[Exhibit P](#) is written testimony dated March 29, 2021, submitted by Brandi Hairston, Private Citizen, North Las Vegas, Nevada, in opposition to [Assembly Bill 231](#).

[Exhibit Q](#) is written testimony submitted by Lenna Hovanessian, Nevada Co-Chair, Armenian National Committee of America, in opposition to [Assembly Bill 231](#).

[Exhibit R](#) includes a copy of Senator Harry Reid's comments in the Congressional Record from the 114th U.S. Congress titled "100th Anniversary of the Armenian Genocide"; a copy of a Proclamation by the Governor, dated February 16, 2015, signed by Governor Brian Sandoval; and a copy of a Proclamation by the Governor, dated April 24, 2010, signed by Governor Jim Gibbons, submitted by Lenna Hovanessian, Nevada Co-Chair, Armenian National Committee of America.

[Exhibit S](#) is written testimony dated April 1, 2021, submitted by Kellie Pryor, Private Citizen, Las Vegas, Nevada, in opposition to [Assembly Bill 231](#).

[Exhibit T](#) is a copy of an email dated April 2, 2021, submitted by David Ghazaryan, Private Citizen, Southern Nevada, in opposition to [Assembly Bill 231](#).

[Exhibit U](#) is a letter dated April 1, 2021, submitted by Roxanne Makasdjian, Executive Director, The Genocide Education Project, in opposition to [Assembly Bill 231](#).

[Exhibit V](#) is a letter dated April 1, 2021, submitted by Chris Daly, Deputy Executive Director, Government Relations, Nevada State Education Association, in support of [Assembly Bill 261](#).

[Exhibit W](#) is a copy of an email dated March 31, 2021, submitted by Lorenzita Santos, Outreach Coordinator, One APIA Nevada, in support of [Assembly Bill 261](#).

[Exhibit X](#) is a letter dated March 31, 2021, submitted by Lu Ann Pillar, Administrative and Program Manager, American Civil Liberties Union of Nevada, in support of [Assembly Bill 261](#).

[Exhibit Y](#) is written testimony dated April 1, 2021, submitted by Alex Camberos, representing Battle Born Progress, in support of [Assembly Bill 261](#).

[Exhibit Z](#) is a letter dated April 1, 2021, submitted by Christine Saunders, Policy Director, Progressive Leadership Alliance of Nevada, in support of [Assembly Bill 261](#).

[Exhibit AA](#) is a letter dated April 1, 2021, submitted by Bianca Balderas, Political Organizer, Make the Road Nevada, in support of Assembly Bill 261.

[Exhibit BB](#) is a collection of letters, submitted by various individuals, in support of Assembly Bill 261.

[Exhibit CC](#) is written testimony dated March 29, 2021, submitted by Brandi Hairston, Private Citizen, North Las Vegas, Nevada, in opposition to Assembly Bill 261.