

**MINUTES OF THE SEPTEMBER 10, 2019  
REGULAR MEETING OF THE  
WASHOE COUNTY SCHOOL DISTRICT  
BOARD OF TRUSTEES**

September 10, 2019

**1. Opening Items**

**1.01 CALL TO ORDER**

The regular meeting of the Board of Trustees was called to order at 4:02 p.m. at the Washoe County School District's Central Administration Building, 425 East Ninth Street, Reno, Nevada.

**1.02 ROLL CALL**

President Katy Simon Holland and Board Members Jacqueline Calvert, Andrew Caudill, Scott Kelley, Ellen Minetto, Malena Raymond, and Angela Taylor were present. Interim Kristen McNeill, Student Representative Nathan Noble, and staff were also present.

**1.03 PLEDGE OF ALLEGIANCE**

Nathan Noble led the meeting in the Pledge of Allegiance.

**1.04 ACTION TO ADOPT THE AGENDA**

It was moved by Trustee Taylor and seconded by Trustee Kelley that **the Board of Trustees moves Agenda Item 4.01 to be heard immediately after the Consent Agenda and approves the agenda as revised.** The result of the vote was Unanimous: Pass (Yea: Jacqueline Calvert, Andrew Caudill, Katy Simon Holland, Scott Kelley, Ellen Minetto, Malena Raymond, and Angela Taylor.) Final Resolution: Motion Carries.

**2. Consent Agenda Items**

President Simon Holland opened the meeting to public comment.

Todd Bailey provided remarks related to Consent Agenda Items 2.05, Approval of a master service agreement with Renaissance, a Pre-K through 12 reading and math assessment and practice software, and 2.07, Acceptance of the annual follow-up of the Office of Information Technology Organizational Structure and Security Program Audit. He requested information on the amount the District had spent on computer adaptive testing over the past 10 years. He also expressed concern over the transfer of student

information occurring related to educational technology vendors and possible violations of the Family Educational Rights and Privacy Act (FERPA) if recommendations from the Information Technology Audit were not completed.

John Eppolito provided remarks related to Consent Agenda Item 2.07, Acceptance of the annual follow-up of the Office of Information Technology Organizational Structure and Security Program Audit. He expressed concern over six of the recommendations not being implemented fully or at all. He wondered why the District had not implemented the recommendations because there were numerous concerns related to data privacy with many educational technology apps and the District did not appear to want to fix the problem.

President Katy Simon Holland mentioned many of the recommendations had not been implemented due to funding constraints. The District was working to implement the recommendations but it was challenging with little revenue able to dedicate to the solutions.

It was moved by Trustee Taylor and seconded by Trustee Raymond that **the Board of Trustees approves Consent Agenda Items 2.02 through 2.15**. The result of the vote was Unanimous: Pass (Yea: Jacqueline Calvert, Andrew Caudill, Katy Simon Holland, Scott Kelley, Ellen Minetto, Malena Raymond, and Angela Taylor.) Final Resolution: Motion Carries.

- 2.02 The Board of Trustees approved the minutes of the April 9, 2019 Regular Meeting of the Board of Trustees.
- 2.03 The Board of Trustees approved the minutes of the April 9, 2019 Work Session of the Board of Trustees.
- 2.04 The Board of Trustees approved the minutes of the August 6, 2019 Work Session of the Board of Trustees.
- 2.05 The Board of Trustees approved the Master Service Agreement (MSA) for approximately 50 different school sites within the District in the amount of \$250,000 beginning September 1, 2019 and ending August 31, 2020.
- 2.06 The Board of Trustees accepted the Annual Follow-up of the Internal Controls Over Payroll Audit, as recommended by the Audit Committee.
- 2.07 The Board of Trustees accepted the Annual Follow-up of the Office of Information Technology Organizational Structure and Security Program Audit, as recommended by the Audit Committee.

- 2.08 The Board of Trustees accepted the Annual Follow-up of the Transportation Department White Fleet and School Bus Services Audit, as recommended by the Audit Committee.
- 2.09 The Board of Trustees accepted the Annual Report of the Audit Committee for the period of July 2018 through June 2019.
- 2.10 The Board of Trustees approved the purchase agreement between the Washoe County School District and Solution Tree Inc., to deliver customized Virtual Coaching and Onsite Professional Development during the 2019-2020 School Year at Lois Allen Elementary School, Esther Bennet Elementary School, Florence Drake Elementary School, Dorothy Lemelson Elementary School, William O'Brien Middle School, Sparks Middle School, Stead Elementary School, Sun Valley Elementary School, Fred Traner Middle School, Turning Point, Grace Warner Elementary School, Washoe Inspire, and Veterans Memorial Elementary School for a total amount of \$324,935, beginning October 1, 2019 and ending May 15, 2020.
- 2.11 The Board of Trustees accepted the "Budget Transfer Report" and provided authorization to include budget transfers between functions or programs for a total amount of \$52,522.80 for the period July 1, 2019 through July 31, 2019 in the official Board minutes, as required by Nevada Revised Statute 354.598005.
- 2.12 The Board of Trustees approved the agreement to provide professional consultant services related to new-construction building commissioning services for the new Cold Springs area elementary school with Utah New Vision Construction (UNVC) in the amount of \$181,345.
- 2.13 The Board of Trustees approved Change Order 1 to Sierra Nevada Construction, Inc. for the Parking Lot Improvements at Lincoln Park Elementary School in the amount of \$13,532.19.
- 2.14 The Board of Trustees accepted the information collected from the NoVo Foundation related to Nevada Revised Statute 386.390.
- 2.15 The Board of Trustees acknowledged receipt of notification of declared emergency repairs pursuant to Nevada Revised Statutes 332.112 and 338.011(2), for the repairs of the existing roof, furnishes, fixtures and equipment at Edward C. Reed High School in the estimated amount of \$198,000.

#### **4. Items for Presentation, Discussion, Information and/or Action**

**4.01 PRESENTATION ON THE TRUCKEE MEADOWS REGIONAL PLANNING AGENCY (TMRPA) 20 YEAR REGIONAL PLAN UPDATE TO PROVIDE INFORMATION ON LAND-USE, INFRASTRUCTURE, RESOURCE MANAGEMENT, AND OTHER PERTINENT MATTERS IN THE TRUCKEE MEADOWS**

Dr. Jeremy Smith, Interim Executive Director, Truckee Meadows Regional Planning Agency (TMRPA), explained the Regional Plan was required to be updated every 5 years per Nevada Revised Statute (NRS). He presented information on the development of the draft plan, which included working with all local governments to gather input on their goals and desires in terms of development. The key changes to the draft plan from previous plans were to make the document more accessible to the community in terms of look and content, use of data-driven reporting and better understanding of implications of different choices, and streamlining regional policies by following NRS. The draft regional plan was divided into three chapters and information contained in each chapter was provided. The first chapter was related to the history of the regional plan and the role of TMRPA, the second chapter was related to the regional vision for growth in the area, and the final chapter was the implementation of the regional vision.

Dr. Smith presented information on the impacts of the regional plan on the District and other government agencies. It was important all government agencies had access to population growth and identification of areas of potential growth for planning purposes. TMRPA wanted to ensure the area continued to ensure open spaces and preservation of natural resources for the community but for that to occur, the cities and County would have to work together on infrastructure and improvements to existing areas.

President Simon Holland thanked Dr. Smith for the presentation. She noted District staff had been involved in the process throughout and she appreciated their input.

**3. General Public Comment**

**3.01 PUBLIC COMMENT**

Todd Bailey expressed concern over revisions to Board Policy 5100, Student Behavior, because he believed the District was stripping away the constitutional rights of student by allowing District personnel to hold students and question them without informing them of their rights. He was also concerned about the ability of District staff to confiscate electronic devices. He hoped the Student Representative to the Board would speak with other students about the proposed revisions.

President Simon Holland indicated the Chief General Counsel would provide additional information related to the misinformation presented regarding the revisions to Board Policy 5100 in the future.

Student Representative Noble mentioned the District would often present proposed revisions to policies to the Superintendent's Student Advisory Council for their input. He added that his understanding of *in loco parentis* was that school districts did have the ability to confiscate property and question students without parental consent at times.

John Eppolito mentioned Protect Nevada Children was concerned over students as young as 7 years old being forced to participate in the 1:1 program at Nick Poulakidas Elementary School, especially since the devices they used were Google ChromeBooks. Various states had recently filed anti-trust suits against Google because of the information they were gathering on students. He cited various newspaper and magazine articles related to concerns about Google and data collection.

President Simon Holland stated the standard technology for the District were not Google products, but Microsoft. Additional information on the District's use of technology in the classroom, digital learning, and a strategic technology plan would be provided at various upcoming public meetings of the Board of Trustees.

#### **4. Items for Presentation, Discussion, Information and/or Action**

##### **4.02 PRESENTATION AND DISCUSSION REGARDING AN INCLUSIVE SEXUALITY, HEALTH AND RESPONSIBILITY EDUCATION (S.H.A.R.E.) CURRICULUM PURSUANT TO BOARD POLICY 6140 AND POSSIBLE ACTION TO APPROVE THE RECOMMENDATION OF THE S.H.A.R.E. ADVISORY COMMITTEE RELATED TO THE PROPOSED S.H.A.R.E. HIGH SCHOOL LESSON TOPIC: "UNDERSTANDING SEXUAL ORIENTATION & GENDER IDENTITY"**

Debra Biersdorff, Chief Academic Officer, introduced staff and members of the Sexuality, Health and Responsibility Education (SHARE) Advisory Committee who would be presenting the high school SHARE curriculum lesson topic, "Understanding Sexual Orientation & Gender Identity."

Rochelle Proctor, SHARE Facilitator, provided background information on the proposed lesson topic. The Board voted on June 4, 2019, to send the lesson back to the SHARE Advisory Committee for additional review and possible revisions. The Board Policies and District Regulations related to SHARE, Gender Identity, and Inclusiveness were reviewed. She noted that some members of the Committee and community thought the Board had requested additional information and language should be included in the proposed lesson

related to differing points of view on sexuality; however, the language from the approved motion did not include any request for additional viewpoints and was as follows:

The Board of Trustees approves the following lessons for the high school Sexuality, Health and Responsibility Education (S.H.A.R.E.) curriculum as recommended by the S.H.A.R.E. Advisory Committee: Making Informed Decisions, Responsible Use of Technology, Know Your Options, Sexually Transmitted Diseases and HIV, and Consent and the Law; removes "Scarleteen" website as a resource included for students; sends Lesson Topic – Understanding Sexual Orientation and Gender back to the S.H.A.R.E. Advisory Committee for additional review; and requests all lessons and materials be translated into Spanish and posted on the District's website as soon as possible.

She noted the website had been removed from the resource list and all information had been translated and posted on the District's website.

President Simon Holland asked how long it had been since the high school curriculum had been updated. Ms. Proctor stated the full curriculum was last updated in the early 2000s.

Ms. Proctor presented the proposed lesson topic on Understanding Sexual Orientation & Gender Identity, as recommended by the SHARE Advisory Committee. She worked with various community partners and organizations when developing all SHARE lessons. The Committee then met on August 21, 2019, to review the original version of the lesson and provide recommended changes. The motion from the Committee was approved by a 7 – 2 vote, as follows:

The SHARE Advisory Committee recommends forwarding draft Lesson Topic, Understanding Sexual Orientation and Gender Identity, to the Board of Trustees for adoption; with the following revisions: 1) add one slide which states the definition of cisgender and transgender as outline as is in the current presented lesson; 2) add additional language in the "Myth vs Fact" activity, question 4, in the section that starts with, "That is different from sitting down and trying to change the way you feel" as referenced by Member Sara Kiser: "Conversion therapies do not work and can end up doing real psychological and emotions harm. In 2017, the Nevada Legislature enacted SB 201, related to conversion therapies, which prohibits certain health care professionals from providing sexual orientation and gender identity conversion therapy to a minor and providing other matters properly related thereto. Conversion therapy is defined in Nevada state law under NRS 629.600, Conversion therapy prohibited;" and 3) adding a slide after the "Myth vs Fact: lesson part 2" asking what does gender mean instead of writing the word "gender" on the board as a conversation starter.

Ms. Proctor explained the importance of an inclusive curriculum, especially for members of the LGBTQ+ community. Inclusive programs provided comparable health benefits for all students regardless of gender identity or sexual orientation with age-appropriate and

medically accurate information, as well as dispelled common myths and stereotypes related to behavior and identity. Data showing LGBTQ+ youth were at higher risk for unintended pregnancy and sexually transmitted infections was provided. Additional information from the 2017 Nevada High School Youth Risk Behavior Survey conducted by the University of Nevada, Reno (UNR) on behalf of the Center for Disease Control (CDC) related to sexual identity was presented and reviewed. The survey was conducted every 2 years and students in Nevada could only participate in the survey with parent approval. The results from 2017 showed Nevada's LGBTQ+ youth were more likely to be bullied because of their sexual identity, face sexual assault, experience sexual or physical violence, consider or attempt suicide, purposely hurt themselves, and engage in sexual intercourse earlier than their heterosexual peers. She cautioned that one of the opposing arguments for the curriculum was that the percentage of LGBTQ+ students was small so providing the information to all students was unnecessary; however, it was important for the District to protect all students and provide them with the information and supports necessary to succeed academically and beyond.

President Simon Holland thanked staff for the presentation and information provided to the Board and community. Since there were no immediate questions from the Trustees, she indicated the discussion by the Board would occur after hearing from members of the community.

President Simon Holland opened the meeting to public comment.

Tanja Hayes was a parent of three children in the District. She urged the Board to approve the lesson because it was science and education based, provided accurate definitions, and included potentially life-saving information for LGBTQ+ students. She added the program required parents to opt their children into receiving the lessons, so if there were parents who disagreed with the information they were not forced to have their children participate. She was frustrated that in 2019 the idea of even including information for LGBTQ+ youth was controversial. She hoped LGBTQ+ youth watching knew they were loved and supported by many in the community and that they should remain true to themselves.

Cecile Carson remarked that the Board should look to God to make their decision.

Jackie Shelton was the parent of two graduates of the Washoe County School District, one of whom came out as transgender while still a student in the District. She was thankful for the support her daughter received from adults and peers in her school because she believed without their support, her daughter might not have ever had the opportunity to come out to her since her daughter had admitted to considering suicide. Her belief was all students should have access to accurate information and adults who cared, but if parents wanted to opt their children out of receiving that information that

was their choice and those same parents should not have the ability to limit the information to other children. She urged the Board to approve the proposed curriculum.

Kristine Wilson believed God's word was for a heterosexual world and ordained only heterosexual marriages. She claimed more copies of the Bible had been sold more than any other book and that the words included were true, even if others disagreed. She mentioned she was not advocating for teaching the Bible, but wanted to include the long-standing traditional views of sexuality included in the Bible. She felt the "perversion" included in the proposed lesson was extremely upsetting and more information on traditional views should be included as part of the lesson. She believed students who followed traditional sexuality views wanted to hear about what they were experiencing.

YeVonne Allen stated the Board had previously voted for an LGBTQ+ inclusive curriculum for SHARE and she believed that was what the SHARE Advisory Committee had provided the Board of Trustees. She urged the Board to approve the recommended curriculum for lesson 1, which represented a small portion of the larger SHARE curriculum. She remarked the remainder of the curriculum was focused on cisgender and heteronormative ideals so she felt the claims of those opposed to the lesson were based on LGBTQ+ bias. She believed the information was important to LGBTQ+ students, but it was also important to heterosexual students because it would provide information to help reduce biases and bullying. She noted Nevada law protected gender identity and expression and felt it would be impossible to educate students on the law without providing them with the knowledge of what gender identity and expression meant.

Kathy Baldock was the parent of former students and a long-time resident of Washoe County. She believed the it was important for opponents to understand they could honor both God and diversity because schools were often the only place where children could learn factual information about sexuality, orientation, and gender identity. She reminded parents that even if their children were not LGBTQ+, they would know someone who was and needed to know how to interact, love, and respect everyone. She noted she was part of a growing Christian community that supported the educating of children on all aspects of sexuality to ensure they were able to survive and thrive because schools were often the only places, they could receive the information.

Dr. Pamela Payne was a faculty member at the University of Nevada, Reno. She urged the Board to approve lesson 1. She stated children were at risk and the information was already too late for many LGBTQ+ students because children were being bullied and killing themselves based on their sexuality. The Board charged the SHARE Advisory Committee with developing an inclusive curriculum and that was what was being presented. She mentioned much of the opposition was due to "traditional, Christian" views not being included; however, that view did not represent everyone in the District, including herself and her family. She stated if parents wanted a religious education for



their children, then they had the ability to educate them at home or at the religious institution of their choice.

Rabbi Benjamin Zober remarked that when parents sent their children to school, they did so with the understanding their children would be provided with knowledge and facts, while still being able to teach them about their own beliefs and spirituality at home. Parents might not like some of the information their children were taught, just as they might not like the fact that it rained, but that did not mean they should leave their umbrellas at home. He stated there was so much information now available that should be imparted to children so that they might do great and wonderful things; things in the name of science, tolerance, and understanding, and children would do best when they were entrusted with all the facts, information, power, and collective wisdom so they could make their own decisions. He mentioned children were fully capable of taking on different opinions, beliefs, or other information and make their own decisions on how they want to lead their lives, but they could not do that when the facts were clouded by religion, myth, or opinion. He urged the Board to approve the proposed lesson to show the children of Washoe County that adults believed in and trusted their ability to do what was right in terms of making the world more understanding and a place of tolerance.

Father Kirk Woodliff was a pastor at Saint Paul's Episcopal Church and a parent of children in the District. He stated his older son had come out at 13 but had been bullied because of his sexuality since the 4<sup>th</sup> grade. He was proud his son felt safe to come out to him and his family, but he was fearful of the reaction in the community because of the bullying that had already occurred. He stated the need for education was there and should begin long before high school because that was when the bullying began. As a pastor, he also supported the curriculum because God was bigger than ignorance.

Edwin Munoz was the parent of children in the District. He urged the Board not to approve the proposed curriculum because he believed the parents should be the ones to teach their children about sexuality. He added that the proposed curriculum did not represent his views or the views of the Hispanic community. He would like to see additional information included in the curriculum on heterosexual relationships so the curriculum was truly inclusive. *(\*comments provided in Spanish and translated at meeting by a certified translator)*

Yolanda Amaya was a pastor in the Hispanic community and had spoken with many members of the community in her work. She stated she and those she spoke with would like the Board to include additional information on traditional relationships in the curriculum. *(\*comments provided in Spanish and translated at meeting by a certified translator)*

Becky Contos was the parent of an LGBTQ+ student in the District and she requested the Board approve the proposed lesson as presented. She was frustrated that there were

some in the community requesting religious beliefs be included since that went against the laws of the United States and that Nevada had protected LGBTQ+ individuals in law since 1999. She was frightened by the information presented and data that showed the need for an inclusive curriculum to save lives of LGBTQ+ youth. She mentioned that to exclude information for LGBTQ+ youth was to show them that their lives and humanity were less important than others.

Jesse Prisco was a former student in the District and the prejudice he faced as a Christian was very real in high school. He was frustrated by the name-calling and assumptions made by adults during the SHARE Advisory Committee meetings whenever people called themselves Christian. He mentioned that he knew many people who claimed to be part of the LGBTQ+ community while in high school, only to now consider themselves heterosexual because in high school they wanted to be part of the "in crowd." Additionally, much of the information in the data was self-reported so people could put down any response they wanted.

Pastor Angelo Austria was a parent in the District and a pastor for 20 years. He stated everyone was valuable and had the right to live as they wanted; however, he hoped the Board would include additional information in the lesson regarding traditional sexuality. He would like to see a more balanced and fully inclusive curriculum because that represented what the majority believed. He did not feel the SHARE Advisory Committee put forth a balanced lesson that included what the Board desired.

Adrienne Potter was a child safety advocate and believed the Board should provide a more balanced curriculum with a greater emphasis on abstinence. She agreed with providing information on LGBTQ+, but wanted to see a more balanced curriculum presented, especially for younger children. She hoped the Board would not provide the information to students in grades K-3 and instead focus on anti-bullying efforts.

President Simon Holland clarified the lesson before the Board was for high school students and abstinence was emphasized in all other lessons in the curriculum.

Jackie Vineis thanked staff for the information provided to the community. She was concerned about the curriculum being mandatory, so she appreciated hearing parents had the ability to opt their children out. As a former 3<sup>rd</sup> grade teacher, she agreed the information should not be presented to young children because they were not developmentally ready but believed the information was appropriate for high school students.

President Simon Holland noted the District would begin working on middle and elementary school SHARE curriculums during the current school year. The curriculum was required by Nevada Revised Statute to begin in 4<sup>th</sup> grade and would be age appropriate.

Chuck Grimm, Executive Director, Pathfinders Children Ministry, expressed concern over the proposed lesson being considered by the Board. He believed the Board would be making a grave mistake in approving the curriculum because it did not promote the traditional views of marriage and sexuality that had been the standard until recently. He was proud that members of the faith-based community were willing to accept alternative views but distressed that they were not receiving the same treatment by those on the other side. He remarked those in the faith-based community had only been requesting the traditional views of sexuality be equally presented to the youth of the community.

Nancyann Leeder stated the Nevada Women's Lobby Steering Committee voted unanimously to support lesson 1 as presented to the Board of Trustees. As an individual, parent, grandparent, and great-grandparent, she fully supported the proposed curriculum because the information would keep children safe.

Emily Montan was a former elementary school teacher and had worked to educate high school students on acceptance and AIDS since the 1980s. She urged the Board to approve the proposed lesson and not include information related to any religion because it was a public-school system. She mentioned the information included in the lesson was a small part of a larger curriculum but important because it would show all students that they were accepted and considered normal. She had no problem with religious education, but it should not occur in the public schools.

Reverend Richard Dalton requested the Board approve the proposed SHARE lesson. He had grown up in a very different time when just saying a particular word or phrase would define you in the eyes of others. He had been bullied and ridiculed for who he was throughout his school years simply for who he was and had lived through the AIDS epidemic of the 1980s when "silence equaled death." He mentioned that there remained many in the LGBTQ+ community where the logo still held true and suicide was easier than living with the pain of non-acceptance. The proposed lesson would show LGBTQ+ students that they were accepted and valued as individuals, thus saving lives by creating a safe place. He stated inclusion provided a voice and no longer would silence equal death.

Sherrie Fred requested the Board not approve the proposed lesson without including an equal amount of information on traditional views of sexuality. She had 9 grandchildren in the District and wanted to ensure they received an equal amount of information on the traditional views of sexuality. She thought the Board had approved the inclusion of an equal amount of information on traditional views in June so she was confused as to why the proposed lesson was even being presented. She wanted to see a more inclusive curriculum that presented all perspectives of human sexuality so children were not pressured into believing one side since that was what they would be taught with the current lesson.

Reverend Karen Foster, Unitarian Universalist Fellowship, was a parent of a son in high school. She thanked the SHARE Advisory Committee for their work and for presenting a curriculum that was exactly what the students in the District needed because it would save lives.

Jan Beeman requested the Board present a more balanced and equal curriculum to students, which the proposed lesson did not provide. She agreed the information in the proposed lesson but wanted to see additional information provided so all students were represented.

Paula Kennedy agreed with the prior comment that the information presented should be provided to students, but that the lesson should also include information on the traditional views of sexuality. She believed students would make their own decisions based on the information provided but they should be provided both sides.

William Roth appreciated the compassion being shown by all speakers because it was important. He recalled that when he had been taught sex education in school the information was related to biology and did not include the social aspects of sexuality, which appeared to be what was causing the greatest concern in the proposed lesson. He agreed the information should be provided to high school students because it seemed much of problems occurring in society related to sexuality were related to the social aspect.

*President Simon Holland recessed the meeting for 15 minutes.*

President Simon Holland re-opened public comment.

Rita Minera requested the Board include information on traditional sexuality and gender identity, as they had agreed to during the June 4, 2019 meeting. She played a video from the June 4 meeting of President Simon Holland providing her comments regarding the SHARE curriculum.

President Simon Holland stated the video shown provided only her personal opinion as one member of the Board of Trustees. The motion made and approved by the majority of the Board of Trustees did not include any mention or direction to the SHARE Advisory Committee regarding the inclusion of traditional views on sexuality and/or gender.

Pastor Cesar Minera remarked that even though the comments made by President Simon Holland in June were her personal view, he believed those comments held additional importance because they did come from the President. He mentioned that the term "traditional" view should be replaced with "original" view of sexuality because that was what it was. As a member of the faith-based community, he did not want to see any

viewpoints excluded from the lesson, only information added to reflect all points of view. He presented letters from members of the Hispanic community who were unable to attend the meeting, but were requesting the original view of sexuality be included in the lesson. He remarked that there were a number of families in the community who had asked if they should follow the example in Rocklin, California where over 700 families pulled their children from the public schools because the original view of sexuality was not included in their lessons.

James Benthin expressed his support for including traditional views of sexuality and gender identification. He urged the Board to include more information on the traditional view of sexuality because that was what 80-90% of the population believed.

Jeanie Turner stated everyone present wanted to protect the children of Washoe County. Her opinion was that the proposed curriculum was harmful and an overreach by the District. She felt some of the information presented on gender fluidity and representation was flawed and that by presenting the lesson to the students, the District was elevating one protected class over another and not stopping discrimination. She argued the Equal Protect Clause of the Constitution spelled out protected classes and she had not seen any other lesson specific to any other protected class, such as race or religion. She believed the lesson was biased and the youth of Washoe County would be harmed by the lesson.

Pastor Brent Brooks remarked every child was important and deserved to be loved. His concern was that one side was saying the other side's opinion should not be heard and included in the lesson. He claimed those arguing for the traditional view were only asking their side included in the lesson and not that other information should be excluded. He did not want to discriminate against anyone and only wanted the Board to approve what had been discussed at the June 4, 2019 meeting to include a balanced curriculum.

Bruce Parks noted information had been presented for both science and religion, but it was important to remember that both science and religion could often be wrong. He expressed concerned over some of the sources used to develop the SHARE curriculum, especially Planned Parenthood. He claimed Planned Parenthood was involved in developing sex education curriculum because it was part of their business plan and not for altruistic reasons.

Jill Pellicciarini was a former member of the SHARE Advisory Committee and a marriage and family therapist who worked with adolescents. She remarked that education was critical in a child's life because it taught them how to be a person and the high school years when their identity was beginning to unfold. She mentioned it was important to support all aspects of a child's becoming and to not do so would harm their mental health. She believed it was insulting to our children to not support their ability to make decisions based on all scientifically sound information and not the rigidity of belief systems or exclusive ideologies. She added that representation mattered and through education fear

was reduced and greater safety for all provided. She urged the Board to approve the proposed lesson as presented.

Shaun Pennell thanked the SHARE Advisory Committee for their work. As a parent, she was frightened over the data showing that the bullying of LGBTQ+ children because of who they were was a leading cause of suicide. However, she was concerned about providing a lesson that was applicable to about 4,000 students in the District and not the other 60,000 students. She was also concerned about the lack of parent voice in the process because it appeared the only time parents were able to comment were at the Board meetings. She requested more information on the traditional view of sexuality be included in the lesson.

Terri Crow expressed concern over the usage of Planned Parenthood resources in the development of the SHARE curriculum. She had been present on June 4 when the number of those opposing the curriculum outnumbered those in favor, but the Board still approved many of the lessons. She did not believe the Board members were listening to the parents and making decisions on their personal views.

Alexis Ruiz was a student in the District. She had reviewed the proposed lesson and did not feel it was applicable to her. The lesson did not represent her or her views on sexuality. She was disheartened because she thought the lesson would be about medical facts. She felt the information was either not relevant to herself and her peers or they were not ready to learn the information. She would like to see additional information included on the traditional views of sexuality so she could feel included in the lesson.

Gabriela Renteria was a parent of a student in the District. She remarked that based on the comments she had been hearing, it seemed the District should offer a class in compassion. Her concern with the proposed lesson was the sources from which the curriculum had been developed, especially Planned Parenthood. She believed Planned Parenthood was pushing the information because the more younger people engaged in sexual activity, the greater chance they would seek out Planned Parenthood for an abortion. She was also concerned about the lack of parent input in the curriculum since she had not received any information related to the SHARE curriculum until she heard about the meeting.

Loy Mach indicated she was present as a grandparent to stand up for the overwhelming majority of students in the District who did not question their sexuality. She believed the proposed lesson would create confusion in some students who might normally have a secure sense of their sexuality and gender. Her own research indicated there was no scientific link to sexuality or raised questions about other studies that showed there was a genetic link to sexuality. Her understanding was the percentage of LGBTQ+ in the general population was less than 5% and the District was accommodating a small portion of students while ignoring all others. She urged the Board to reject the proposed lesson.

Sean Savoy indicated the proposed lesson was titled "Understanding Sexual Orientation and Gender Identity" and included information on cisgender and heterosexual understanding. He expressed concern with the inclusion of "traditional" views because there were two meanings to traditional; one meaning being the popular, heterosexual, and cisgender understanding of sexuality and the other meaning being anti-gay and non-inclusive. He believed the term "traditional view" was often used to buffer against the changing needs of society and a convenient excuse to not have to learn about new cultures, scientific findings, or ways of expressing one's self. He remarked that "traditional" was often used as an excuse to disregard someone else's basic human rights and inclusion. He added "traditional values" was the rallying cry in the 1990's to oppose the inclusion of LGBTQ+ and women's rights. He believed the term was now being used in to limit the rights and information available to LGBTQ+ community. He urged the Board to support their own policies and Nevada law by approving the proposed lesson.

John Nash was the parent of two children in the District. He felt the proposed lesson should represent the community as a whole and not a single view. He mentioned if only one view were presented, then the District would be promoting activism, but if all views were presented, then the District would be educating. He urged the Board to provide a fair and neutral lesson to the students.

Stephan Page, Human Rights Campaign, urged the Board to approve the proposed lesson as presented. He remarked the Board had the duty to provide a relevant education for all students and the inability to do so was discriminatory and endangered students. He noted that while there were some who did not believe the curriculum was balanced, there was actually nothing in the curriculum that invalidated the cisgender or heterosexual view. The majority of the proposed lesson was definitions and included definitions for cisgender and heterosexuality. He argued that traditional views and religious beliefs would not erase the existence of the LGBTQ+ community, but not including them in lessons on sex education could seriously damage their lives. He stated the SHARE Advisory Committee had reviewed the lesson as voted on by the Board in June and provided their recommendation, so it was critical the Board approve the lesson as presented so they would be compliant with their own policies.

Brianna Sanchez was a student in the District. She did not support the inclusion of the proposed lesson in the SHARE curriculum because she believed that information should be taught in the home and by parents. She believed the lesson did not support the values she had learned from her family or as a member of the Hispanic community.

Fernando Infante remarked that he would like to see a balanced curriculum provided to students because everyone should be listened to and heard. Those speaking against the proposed lesson were not interested in removing the LGBTQ+ information, but only including information to ensure balance.

Pastor Juan Chavez was present to represent his community in the Lemmon Valley area. Members of his congregation would like the Board to include the original view of sexuality. He believed everyone should work towards love and truth which could only occur if a balanced lesson was provided. (*\*comments provided in Spanish and translated at meeting by a certified translator*)

Krytal Minera mentioned many were present because it was their understanding the motion from June was for the SHARE Advisory Committee to review the lesson and provide additional information to ensure a balanced curriculum. She did not believe the Committee had fulfilled their duty and the Board should not approve the proposed lesson. She remarked Nevada Revised Statutes did not require the Board include information on gender identity or sexual orientation so she felt the Board would be overstepping their authority if they included the information. Additionally, the District's own Office of Civil Rights Compliance had a mission to protect everyone's rights, which was what many present were interested in doing by providing information on traditional views of sexuality. She urged the Board to reject the proposed curriculum.

Cesar Minera, Jr. urged the Board not to approve the proposed lesson until it include additional information on traditional views of sexuality to ensure balance. He agreed there should not be hatred shown to any group nor should any group be excluded from the curriculum.

Daniela Garcia Navarro was a student in the District. She expressed concern over the proposed curriculum and urged the Board not to approve the lesson. She felt the proposed curriculum would lead to the bullying of students, such as herself, who believed in the traditional views of sexuality and gender identification. The curriculum proposed went against what her family had taught her and did not represent her beliefs. She would like to see her beliefs included in the lesson.

Tim McGivney urged the Board to reject the proposed lesson until additional information related to traditional views of sexuality was included. He did not believe a small percentage of the community should dictate what the rest of the students were taught and that if the Board were to approve the curriculum, many families would remove their students from the public schools in protest.

Tom and Sharrie Wise were parents of three District graduates. They had become the guardians of another child whose mother had been involved in sex trafficking a few years prior. The child was terrified of participating in the SHARE program in elementary school because of what they had previously experienced. At the time, they began working with others to provide a more balanced curriculum for students and they wanted to continue to do so because it was what was right. They urged the Board to include additional information in the lesson to ensure balance.



Dorothy Gonzalez expressed concern over the data and research presented to the Board because, as a researcher, she knew there were a lot of questions in the scientific community regarding sexuality and gender identity. She indicated many scientists would argue sexuality was a cultural construct and, as such, should include a balanced viewpoint that included religious beliefs. She believed such information could be presented in a balanced way and inclusive of various viewpoints. She was also concerned over some of the sources used to develop the curriculum, especially Planned Parenthood, and would rather see more scientific groups used as resources.

Mayia Garcia Torres was the parent of a young child who would be entering the school district soon. She wanted to be proactive in her child's education and would like to see a more balanced lesson related to sexuality. Her intention was to support all viewpoints and ensure kindness was spread.

Valerie Wade urged the Board to approve the proposed lesson 1. She was frustrated when people from a long-time majority group cried for fairness and balance when a minority group finally received a small recognition. She mentioned all students would live and work next to members of the LGBTQ+ community and the education system had the responsibility to teach everyone how to work and live with each other. If the proposed lesson were not approved, the students would not be prepared for the future. She claimed that if many of the terms and comments used by those opposing the proposed lesson were stated in a workplace environment, those individuals could face discrimination lawsuits. The SHARE program was an opt-in program so parents could exclude their children from the information and provide their beliefs in the home.

Denise Prieve expressed her opposition to the proposed lesson because it was not balanced. She believed the proposed lesson was discriminatory and could lead to additional bullying because there were many who did not agree with the information.

Janice Neal thanked everyone for participating in the meeting and for doing what they believed was in the best interests of children based on the knowledge they had. She urged the Board to include additional information on the original view of sexuality before approving the proposed lesson. She was fearful there was a mentality taking hold in the country to persecute Christians by saying they were bigoted and discriminatory, which she adamantly stated was not true. She believed the "progressive" movement was creating less tolerance for different beliefs and viewpoints. She did not want to remove anything from the proposed lesson but wanted the traditional and original view of sexuality included.

Michelle Beck was the parent and former student in the District. She mentioned her son was a member of the LGBTQ+ community and her daughter was not. She noted many of her children's friends knew as early as 6<sup>th</sup> grade what their sexual orientation and

gender identity was, so by the time students would receive the high school lesson proposed, it would already be too late to prevent some of the bullying and harassment LGBTQ+ students faced. She believed the proposed lesson provided a way to create love and understanding for all students and that religious beliefs had no place in a public school. She added that with the variety of religious beliefs, it would be impossible to cover all viewpoints, which was why the curriculum should be science based and medically accurate. She was frustrated that out of the seven lessons in the high school SHARE curriculum, the only lesson that even talked about LGBTQ+ youth was lesson one.

Nikki Hertzler remarked that she was in support of including additional information on the traditional views of sexuality because it would provide a balanced curriculum and promote understanding. She also requested the language telling children to not talk with their church or therapist be removed.

Mark Fenner expressed concern over the proposed curriculum because he believed pushing an LGBTQ+ agenda could be harmful to the students in the future because it was a dangerous lifestyle.

Andrea Thompson was a family nurse practitioner and new member of the SHARE Advisory Committee in the medical category. Her position on the Committee was to ensure the curriculum was medically accurate and she was concerned about including a definition for "traditional values or views" because those could be different for every person. She had raised this concern during the SHARE Committee meeting. Medically accurate could be defined and did not include any individual's personal belief. As a nurse practitioner, she saw the results of inadequate sex education on young adults every day because they were unable to have conversations with their families and learn the facts. She noted if the traditional view of sex was heterosexual intercourse, then the definition was already included in the proposed lesson, as well as throughout the remainder of the high school curriculum. She hoped the Board would put their personal opinions and beliefs aside and approve the proposed curriculum because it was medically accurate and would allow students to make informed choices. She quoted language from the American Academy of Pediatrics showing the need for greater sex education for LGBTQ+ youth that was medically accurate.

Jahahi Mazariego was a social worker in the area. She urged the Board to approve the proposed lesson because the young adults needed the information. As a member of the Hispanic community and a pastor's daughter, she did not believe those in attendance who were speaking in opposition to the curriculum were representative of the larger community. She mentioned she had friends who had been victims of bullying and sexual violence because they were not provided with accurate information in school. Information would empower students to know what was not appropriate and how their actions affected others.

John Solomon was a student at the University of Nevada, Reno and a graduate of the District. He stated he was bi-sexual and had considered suicide when he was in high school because he felt he did not belong and did not have the supports he needed to survive. He mentioned one of the reasons he had considered suicide was because he was never told or shown in school that what he was going through was real and okay. He had not been provided any information when he received the SHARE curriculum on being LGBTQ+ and had to seek outside resources. He urged the Board to approve the proposed curriculum because it would show all students that there were people like them and it was okay to be themselves.

Valerie White urged the Board to oppose the proposed lesson. She mentioned the vast majority of people in the community did not represent the LGBTQ+ community and it was the duty of the Board to represent everyone, not just a minority group. She believed the proposed lesson elevated the importance of a minority group above all others. She felt if a balanced curriculum were presented, then no one group would be presented with more information than another group. She noted if the curriculum were truly balanced and considered a best practice, then there would not be so many people speaking against the proposed lesson. She thought the proposed curriculum was based on a political agenda and not representative of the community.

Bishop DuPree spoke in opposition to the proposed lesson, especially if the Board did not include additional information on traditional sexuality. He was not opposed to providing information on LGBTQ+ but wanted to see a balanced curriculum.

Lisa Genasci mentioned the Center for Disease Control (CDC) 2016 report on sex education in the states showed Nevada was severely lacking in providing education on contraceptives and abstinence. She appreciated the work of the SHARE Advisory Committee to update the outdated curriculum and include information for LGBTQ+ students. She noted the "traditional" view of sexuality was represented throughout all other lessons in the high school curriculum and abstinence was thoroughly covered in lesson 2, while LGBTQ+ was listed in only lesson 1. As a parent and educator, she urged the Board to approve the proposed lesson as was written.

Melissa Clement indicated she had reviewed the mission of the SHARE Advisory Committee, which stated the curriculum should be abstinence based. She was concerned the curriculum and proposed curriculum was grooming children to have sex. She mentioned sexuality was what moved society forward and believed the bullying that was occurring was more towards students and parents who did not support the curriculum.

Danny Rivera was the parent of two students in the District. He felt raising children was hard enough with all the distractions and the schools were responsible for educating them everyday. He hoped the District and community could come together to ensure all

children were safe and protected. He was concerned about the number of suicides occurring in young people and did not want to confuse them anymore.

Lucia Nunez was a Latina and Catholic who supported the proposed lesson. She wanted to speak in support of the lesson to show the Board there were many in the Latino community who did support the lesson because she did not feel represented by many who spoke in opposition. She stated the "traditional" view of sexuality was included throughout the curriculum and the proposed lesson was one of six lessons to be taught to students. Additionally, everything else students would see and hear in school and in society was heterosexually based. She mentioned she had never felt discriminated against as a heterosexual and believed the proposed lesson would provide opportunities for understanding for all sexualities.

Baillie Stewart taught the SHARE curriculum in elementary and middle school grades at a District-sponsored charter school. She stated she was often the first adult to talk about sex with her students and there were students in her classes that identified as LGBTQ+. She would defend her students' rights to be who they were and appreciated all points of view in her classes because different views lead to meaningful conversations and understanding. Students were curious and eager to listen and learn more about what they saw in their families, on TV, in society, and heard in music.

President Simon Holland closed the public comment period and thanked those in attendance for remaining and providing their views. The Board had a deep understanding about the responsibility in making a decision on the proposed lesson because it was such a personal topic.

Student Representative Noble stated he had spoken with a number of students and student councils in the schools regarding the proposed lesson. The unanimous consensus was that the lesson was not exclusionary and would be helpful to all students. The Board heard a lot about beliefs and "traditional" values throughout the evening; however, beliefs and values were viewpoints and not facts. Facts did not offer moral judgment. He noted the lesson included agreed upon definitions and did include heterosexuality and cisgender, as well as acknowledging the LGBTQ+ community. As a heterosexual male, he did not feel threatened or excluded from the lesson and after speaking with members of the LGBTQ+ community, had a better understanding that the lesson would save lives. He mentioned that many of those who commented spoke about balance, but he felt there could be no balance between ignorance and truth or a lack of knowledge and knowledge. As the student representative, he believed it was his duty, on behalf of all students in the District, to urge the Board to approve the proposed lesson as recommended by the SHARE Advisory Committee because it was fact based and inclusive.

Trustee Taylor thanked the members of the SHARE Advisory Committee for their work on the entire curriculum. She would not be able to approve a curriculum that did not include

the LGBTQ+ students because the information was too important and there was nothing more important than the safety of all of our children. She also wanted to ensure every student was able to see themselves in the curriculum because they would be able to personalize the information. When people saw themselves, they knew no matter how they looked, how they lived, or who they loved that they would be okay and safe in society. She agreed everything included in lesson one should remain in lesson one. She also believed the Board had to honor those who did not see themselves in the lesson and wondered if a compromise would be to include one standalone slide on heterosexual with a medically accurate definition, just as was used for all other terms in the lesson. She would also like to survey students after all lessons to determine if the information was helpful, if they saw themselves in the curriculum, if they felt safe, and if anything else should be included.

Trustee Raymond asked about the vote by the SHARE Advisory Committee and if there were any members who supported the current version that did not support the original version. Ms. Proctor noted the final vote of the entire Committee was 7 – 2. One member who had previously voted against the lesson did change their vote to support the proposed lesson currently before the Board.

Trustee Raymond wondered if the Committee had discussed including “traditional” views in the curriculum. Ms. Proctor stated the Committee did have a lengthy discussion on what a “traditional” curriculum would look like and how it would be balanced; however, there was no agreement on what the definition of “traditional” was and how it could be included.

Trustee Raymond mentioned she believed she was clear about her position in June in support of the proposed curriculum and her opinion had not changed since that meeting. She appreciated all the comments and stories from the community because they were important and helped her understand why LGBTQ+ information had to be included in the SHARE curriculum. Society was very heteronormative and the LGBTQ+ community lived everyday being exposed to images, comments, and stories that did not provide examples of who they were and that they were accepted. As a Trustee, she would see students in all grade levels who identified as LGBTQ+ and she did not remember schools being as accepting when she was a student. She was grateful students were comfortable in expressing who they were and the proposed lesson was one small way to show the Board also supported students. She felt the lesson was more geared towards heterosexual students so they would have a better understanding and knowledge of what people they knew were thinking and feeling. She was less concerned about the actual percentage of LGBTQ+ students in the schools because she stated it was the job of the Board to protect all students. She noted one of the comments from the community was that all students needed the information, no matter their personal beliefs, because they would interact with LGBTQ+ people and should have an understanding of what that meant. She did not feel the lesson was lacking, but respected the views of her fellow Trustees and would not

have a problem with including additional information. She wondered if the inclusion of additional information on heterosexuality would marginalize LGBTQ+ students even more. Katherine Loudon, Coordinator of Counseling Services, remarked the lesson was desperately needed in the schools. The information included in the lesson was consistent with what all major counseling, social worker, and medical associations provided. The concept of "traditional" was not the same for many staff, students, and families in the District and many felt dishonored by not having information on LGBTQ+ included in the SHARE curriculum. She also believed there was an equity issue in not providing the information and students could feel excluded. She saw and heard the effects of people not understanding gender identity, sexuality, and sexual orientation on others so it was critical to provide the information to students, as well as the community.

Trustee Kelley stated he appreciated the suggestion made by Trustee Taylor because he did not believe it would take away from the other information included in the lesson. He believed the additional information would ease many of the concerns in the community because it would provide a medically accurate definition of heterosexuality, just as other terminology was defined. He would also hope the inclusion of the information would cause fewer parents to opt their children out of the curriculum so more students would receive the necessary curriculum.

Trustee Calvert agreed with the remarks of Student Representative Noble and the suggestion by Trustee Taylor to ask students about their impressions of the lessons after they received them. She felt it was critical to have additional student voice in the process to ensure the District was providing the information the students not only needed but wanted. It was important for parents to know what students were talking about and seeing so they could also provide information at home because the students were living with what was happening with their friends and classmates.

Ms. Proctor remarked if the Board was interested in having a single slide for heterosexual, she would be more comfortable if all terms were on their own individual slide. For example, a single slide for gay/lesbian, bi-sexual, etc.

Trustee Caudill mentioned that over the past few months he tried to listen to the community about their thoughts on the proposed lesson. He read through emails and spoke with members of the community and believed there was a small percentage in the community who wanted the lesson approved as it was presented, a slightly larger percentage wanted the lesson completely removed, and the majority wanted the lesson to remain but that it should be balanced. He believed the best course of action would be to include the LGBTQ+ information and information on heterosexuality so, as stated by Trustee Taylor, every student would be able to see themselves in the lesson. He believed including additional information would help growth relationships. He was concerned that the community would not have the ability to review the new information and would like to see any revisions return to the Board at their next meeting for final approval.

Trustee Minetto noted those who spoke in opposition to the proposed curriculum indicated they did not want to remove any information but only wanted to see a more balanced curriculum. She indicated her support of the lesson if it included the additional information.

President Simon Holland expressed concern over what a fair, balanced, and neutral lesson would look like. She appreciated there had not been a call to remove any of the information in the proposed lesson, but felt that it could be difficult for everyone to agree on what "fair, balanced, and neutral" looked like in the lesson because the information was already included. She mentioned she had looked at what other school districts had done and noted there were some that included a preamble to their lessons that teachers would be able to read prior to the start of the lesson. She proposed the following language as a preamble:

Family, religious, and cultural traditions and beliefs shape who we are as individuals today. As individuals, we have different perceptions and understanding of our own sexuality and that of others. Some traditions believe in one definition of sexual orientation, such as heterosexuality, and one definition of gender identity, such as cisgender, while other traditions and beliefs recognize diverse orientations, identities, and expressions. These disagreements and differences are common in a diverse community, but they cannot be used as the basis to be hurtful, discriminatory, or to exclude any group. It is important to understand our own values and beliefs and how they relate to who we are and who others are. This curriculum and resulting class discussions are intended to be respectful and inclusive of traditions that reflect many perspectives and allow all students to see themselves and understand their own health and sexuality.

President Simon Holland believed the preamble would respect the views, values, and traditions of everyone. She added that she would not support the lesson coming back to the Board for final approval since the meeting had been noticed and was being live-streamed. She understood the desire for transparency; however, it was her belief the community had every opportunity to either attend or watch what the Board would do at the present meeting.

Trustee Taylor appreciated the language of the preamble and believed it would provide information to the students that their beliefs and values were important, no matter what those beliefs and values were. She did not want to see a delay in the implementation of the lesson because the information could save lives. She would also like to see the Board and Committee receive feedback from the students.

It was moved by Trustee Taylor and seconded by Trustee Calvert that **the Board of Trustees approves the high school Sexuality, Health and Responsibility Education (S.H.A.R.E.) Lesson Topic: Understanding Sexual Orientation &**

**Gender Identity, with the following revisions: a preamble to be read by the teachers, having at least one slide for sexuality definitions on slide 3, inclusion of a student survey at the end of each lesson to receive feedback to be sent to the SHARE Advisory Committee on the relevance of the information to the students, and direction to the Interim Superintendent to implement the revisions and have all lessons available for high schools as soon as possible.**

President Simon Holland opened the motion for discussion

President Simon Holland proposed a friendly amendment to have individual slides for each term included on slide 3. The proposed amendment was accepted by Trustee Taylor and Trustee Calvert.

Student Representative Noble mentioned the SHARE Advisory Committee previously had a student representative on the Committee, which was no longer the case for various reasons. He appreciated the Board was interested in conducting a student survey after the lessons, but wondered if it would also be appropriate to have a student once again on the Committee so Student Voice was present at all discussions.

President Simon Holland noted the Board could not take any action related to the make-up of the Committee at the current meeting because it was not agendaized; however, she mentioned the Board could have an agenda item in the future to consider the suggestion.

Trustee Caudill appreciated the language of the preamble and felt it should be used. He was still concerned about being fully transparent with the community and would like to see a final version of the proposed lesson return to the Board at another meeting for final approval. Since the SHARE curriculum process was very public, he was nervous about approving a revised lesson that no one had the opportunity to review.

Kindra Fox, Director of Curriculum and Instruction, requested clarification on the student survey and if it was to occur at the end of the curriculum or after each lesson. Trustee Taylor remarked her intention was specific to lesson 1; however, she would like to see something after each lesson because the students might want to see additional information related to each of those as well.

Trustee Raymond remarked that since the motion was not to really include any new information, she did not have a problem approving the current motion. The motion, including the amendment, would break up the current proposal and then add a preamble that she did not believe contain controversial wording or concepts. The SHARE Advisory Committee had already done an enormous amount of work and reviewed what would be included. She did not see the changes as substantive and did not believe a revised version should come back for final approval. She did wonder if the preamble would be read aloud or be included as a separate slide.



President Simon Holland indicated the intent was to have the preamble read aloud by the teacher to prompt a discussion, but she would not have a problem with the statement being included on a slide. She would defer to staff to make that determination on how it should be incorporated into the curriculum. Ms. Proctor mentioned that it would be appropriate for the teachers to read the preamble to begin the discussion and that a separate slide with the preamble would become cumbersome.

Trustee Raymond indicated that her only concern was that the preamble would be inserting values and beliefs into the curriculum. She liked the language of the preamble, but did not want any student to feel marginalized and part of a small group that would not be able to express their views. Inclusion of the preamble would not prevent her from supporting the motion; she just wanted to ensure her thoughts were included.

President Simon Holland appreciated Trustee Raymond's position. Due to the sensitive nature of the topic, she did not think values and beliefs could be removed from the classroom discussions. She believed the preamble would emphasize that the discussion that would occur should be respectful and all viewpoints heard.

Trustee Raymond wondered if the teachers were prepared to conduct the discussions in a healthy and respectful way. Ms. Proctor stated she hoped the teachers were already having healthy and respectful discussions in the classrooms. Before the lesson were presented to students, the District would provide training to teachers on the information so they would have a better understanding and the intent of the Board.

Trustee Kelley wondered who would create the slides because he believed it would be appropriate for the SHARE Advisory Committee to develop the slides. He agreed that it was also appropriate to have the final version approved by the Board at their next meeting because the revised lesson would have been publicly noticed and allow time for the Board and community to review.

President Simon Holland indicated the current version included terms and the teachers notes contained the definition. The proposed changes would just break the information out into individual slides but no changes to content were proposed so she did not believe there was a need for the lesson to return for final approval.

Trustee Taylor agreed with President Simon Holland. The intent was not to add information, just to separate it out.

President Simon Holland noted there was currently a motion on the floor and she requested if there were Trustees interested in having the lesson return to the Board in the future, that be a separate motion.

President Simon Holland restated the motion as amended:

**The Board of Trustees approves the high school Sexuality, Health and Responsibility Education (S.H.A.R.E.) Lesson Topic: Understanding Sexual Orientation & Gender Identity, with the following revisions: a preamble to be read by the teachers, having a single slide for each term included on the proposed slide 3, inclusion of a student survey at the end of each lesson to receive feedback to be sent to the SHARE Advisory Committee on the relevance of the information to the students, and direction to the Interim Superintendent to implement the revisions and have all lessons available for high schools as soon as possible.**

The result of the vote was 6-1: (Yea: Jacqueline Calvert, Katy Simon Holland, Scott Kelley, Ellen Minetto, Malena Raymond, and Angela Taylor. Nay: Andrew Caudill) Final Resolution: Motion Carries.

It was moved by Trustee Kelley and seconded by Trustee Minetto that **the Board of Trustees requests the approved revisions to the SHARE Lesson Topic: Understanding Sexual Orientation & Gender Identity are made by staff and then brought back to the Board of Trustees at their next scheduled meeting for final approval.**

President Simon Holland opened the motion for discussion.

Interim Superintendent McNeill requested clarification that District staff would revise the lesson and bring that back to the Board. Trustee Kelley stated that was the intent. While he would like to see others review the lesson, he would leave that up to staff.

A voice vote proved inconclusive and a roll call vote was requested:

Ellen Minetto – yea  
Scott Kelley – yea  
Andrew Caudill – yea  
Angela D. Taylor – nay  
Katy Simon Holland – nay  
Malena Raymond – nay  
Jacqueline Calvert - nay

The result of the vote was 3-4: Pass (Yea: Andrew Caudill, Scott Kelley, and Ellen Minetto. Nay: Jacqueline Calvert, Katy Simon Holland, Malena Raymond, and Angela Taylor) Final Resolution: Motion Fails.

## **5. Reports**

## **5.01 BOARD REPORTS**

Board Members reported on their attendance at District and community activities and shared announcements of dates and times of upcoming events.

## **5.02 INTERIM SUPERINTENDENT'S REPORT**

Interim Superintendent Kristen McNeill reported on her activities including meetings with staff, community leaders and the media.

## **6. Closing Items**

### **6.01 FUTURE AGENDA ITEM REQUESTS**

President Simon Holland and Trustee Taylor, on behalf of Student Representative Noble, requested a discussion and action item related to student liaisons serving on the SHARE Advisory Committee.

### **6.02 PUBLIC COMMENT**

Brooke Maylath thanked the Board for approving lesson 1. She believed the District had made a huge step forward; however, she was concerned about making heterosexual a single slide because she felt it was a point of privilege that elevated heterosexuality above all others. She hoped the Board would think about that in the future.

Ashley Wade thanked the Board for approving the lesson. She noted around 6,000 students in the District identified as LGBTQ+ and by approving the lesson, the Board showed they recognized the students and supported them. She mentioned the SHARE Committee did hear hours of comments at each meeting and the comments were not always as respectful as what had been given in front of the Board. She was concerned about the addition of a student because she believed unless the student was a white, heterosexual there could be safety issues, both perceived and real, for the student.

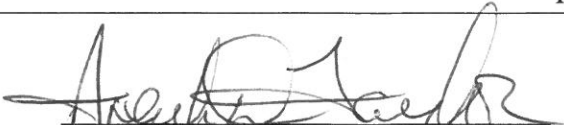
### **6.03 NEXT MEETING ANNOUNCEMENT**

The next Regular Meeting would take place on Tuesday, September 24, 2019 beginning at 4:00 p.m. in the Board Room at the Central Administration Building.

### **6.04 ADJOURN MEETING**

There being no further business to come before the members of the Board, President Simon Holland declared the meeting adjourned at 9:07 p.m.

  
**Katy Simon Holland, President**

  
**Angela D. Taylor, Clerk**