



**WASHOE COUNTY SCHOOL DISTRICT
SEXUALITY, HEALTH AND RESPONSIBILITY
EDUCATION COMMITTEE**

Wednesday, February 20, 2019 at 5:30 p.m.
WCSD Administration Building Board Room
425 E. 9th Street, Reno, Nevada 89512

AGENDA

1. OPENING ITEMS

- 1.01 Call to Order - 5:30 P.M., WCSD Administration Building, 425 East 9th Street, Board Room, Reno, Nevada 89512
- 1.02 Roll Call

2. DISCUSSION, PRESENTATION AND ACTION ITEMS – Please note regarding public comment: any individual may address the public body concerning any action item listed below. A completed “Citizen’s Right to Speak” card must be submitted to the public body at the meeting. During the discussion of the action item, the Chair will invite the individual to come forward to speak. Individuals are limited to three minutes per item.

- 2.01 ACTION TO ADOPT THE AGENDA – Please Note: Items on this agenda may be taken out of order; the public body may combine two or more agenda items for consideration; and the public body may remove an item from the agenda or delay discussion relating to an item on the agenda at any time. **The meeting will end at the conclusion of all items on the agenda, or the Chair will not entertain any new agenda items under Section 2 of this agenda at or near 8:00 PM. At or near 8:00 PM, the Chair will move to Section 3 of this agenda. Any items under Section 2 of this agenda not considered will automatically move to the next SHARE agenda.** (For Possible Action)
- 2.02 Approval of the minutes of the meeting of the Sexuality, Health, and Responsibility Education Advisory Committee from October 16, 2018 (For Possible Action)
- 2.03 Approval of the minutes of the meeting of the Sexuality, Health, and Responsibility Education Advisory Committee from January 16, 2019 (For Possible Action)
- 2.04 Presentation, Discussion, and Possible Action to Accept the Revisions to the Proposed Sexuality, Health, and Responsibility Education (S.H.A.R.E.) High School Curriculum, to include Lesson Plans and Accompanying PowerPoint Presentation Materials, for Draft Lesson Two as discussed at the January 30, 2019 S.H.A.R.E Advisory Committee meeting; and Recommend Adoption by the WCSD Board of Trustees. Discussion of the Proposed Lesson 2 curriculum may include the concepts of Decision Making; Abstinence; Accessing Information, support, and resources; Advocacy; and Relationships (For Possible Action)
- 2.05 Presentation and Discussion of the Proposed Sexuality, Health, and Responsibility Education (S.H.A.R.E.) High School Curriculum, to include Lesson Plans and Accompanying PowerPoint Presentation Materials, for Draft Lesson Three and the

concepts proposed to include Responsible Use of Technology including Sexting, Media Representation of Sex, and Explicit Media Messages; Relationships; Decision-Making; Abstinence; Advocacy; and Nevada Law and Technology Safety; and revising and/or moving the concepts within the Current Lesson Three, Abstinence and Refusal Skills, to elsewhere within the curriculum; and Possible Action to Either Recommend Adoption by the WCSD Board of Trustees or Recommend Revisions to the S.H.A.R.E. Coordinator (For Possible Action)

- 2.06 Presentation and Discussion of the Proposed Sexuality, Health, and Responsibility Education (S.H.A.R.E.) High School Curriculum, to include Lesson Plans and Accompanying PowerPoint Presentation Materials, for Draft Lesson Four and the concepts proposed to include the Benefits of Abstinence, Methods of Effective Birth Control, Reasons for Use of Birth Control, Effective Condom Use, Reproductive Decision-Making, and Reproductive Laws including Legally Available Pregnancy Options; and revising and/or moving concepts within the Current Lesson Four, Pregnancy and Reproduction / STDs and HIV, to elsewhere within the curriculum; and Possible Action to Either Recommend Adoption by the WCSD Board of Trustees or Recommend Revisions to the S.H.A.R.E. Coordinator (For Possible Action)

3. CLOSING ITEMS

- 3.01 Announcement of Next Regular Meeting – Wednesday, March 20, 2019 at a location to be determined.
- 3.02 Public Comment - Comments from the public are invited at this time on topics not specifically addressed elsewhere in the agenda. A "Citizen's Request to Speak" card should be filled out and submitted to the Recording Secretary before speaking during the Public Comment section. All persons are limited to 3 minutes per item. In accordance with Open Meeting Law and on the advice of legal counsel, the public body is discouraged from discussing and precluded from deliberating and/or acting on items raised by Public Comment which are not already on the agenda. The public body may impose reasonable content-neutral restrictions on public comment such as willfully disruptive comments that are irrelevant, repetitious, slanderous, offensive, inflammatory, irrational, or amounting to personal attacks or interfering with the rights of other speakers. Correspondence or written materials submitted for public comment by the general public shall be attached to the minutes of the meeting.
- 3.03 Adjourn Meeting

Forum Restrictions and Orderly Conduct of Business: This public body conducts the business of the Washoe County School District during its meetings. The presiding officer may order the removal of any person whose statement or other conduct disrupts the orderly, efficient or safe conduct of the meeting. Warnings against disruptive comments or behavior may or may not be given prior to removal. The viewpoint of a speaker will not be restricted, but reasonable restrictions may be imposed upon the time, place and manner of speech. Irrelevant and unduly repetitious statements and personal attacks which antagonize or incite others are examples of speech that may be reasonably limited.

Members of the public wishing to request supporting materials for this meeting or who are disabled and require special accommodations at the meeting should contact Lisa Scurry, Board Services Department. Ms. Scurry can be contacted in writing at PO Box 30425, Reno, Nevada 89520-3425, by telephone at 775-789-4621, or by email at committees@washoeschools.net.

This agenda and supporting materials, when appropriate, have been posted at the following locations:

www.washoeschools.net

www.boarddocs.com/nv/washoe/Board.nsf/Public

State of Nevada website (notice.nv.gov)

WCSD Central Administrative Building

Washoe County Administration Building

Washoe County Courthouse

Reno City Hall

Sparks City Hall

Sparks Library

Pyramid Lake Paiute Tribe Administration Building

Reno Sparks Indian Colony Administrative Office

**Meeting Minutes of the
Sexuality, Health, and Responsibility Education (SHARE)
Advisory Committee of the
Washoe County School District Board of Trustees**

October 16, 2018

1. OPENING ITEMS

1.1 CALL TO ORDER

The meeting of the SHARE Advisory Committee was called to order at 5:35 p.m. at Depoali Middle School, Cafeteria, 9300 Wilbur May Pkwy, Reno, NV 89521

1.2 ROLL CALL

Chair Claudia Bessette, and Members Kelly Roper, Tiffany Hoffman, Victoria Lokke, Ashley Sonderfan, Lydia DeFlorio and Brent Brooks were present. Rochelle Proctor, WCSD staff liaison, was also present.

Dariah Scott arrived at 6:00pm.

2. DISCUSSION, PRESENTATION AND ACTION ITEMS

2.1 ACTION TO ADOPT THE AGENDA

On motion by Ashley Sonderfan, second by Victoria Lokke, the SHARE Advisory Committee approved the agenda as presented along with the noted change, that due to the length of this agenda, no new items on the agenda will begin after 8:00 pm. (Yea: Ashley Sonderfan, Victoria Lokke, Kelly Roper, Claudia Bessette, Tiffany Hoffman, Lydia DeFlorio and Brent Brooks). Final Resolution: Motion Carries 7-0.

2.2 APPROVAL OF THE MINUTES OF THE MEETING OF THE SHARE ADVISORY COMMITTEE DATED August 22, 2018

The committee chose to postpone the approval of the August 22, 2018 meeting minutes due to the lengthy agenda.

On motion by Victoria Lokke, second by Ashley Sonderfan, the committee voted to postpone the approval of the August 22, 2018 meeting minutes until the next committee meeting (Yea: Ashley Sonderfan, Victoria Lokke, Kelly Roper, Claudia Bessette, Tiffany Hoffman, Lydia DeFlorio and Brent Brooks). Final Resolution: Motion Carries 7-0.

2.3 PRESENTATION AND DISCUSSION OF THE REVISED TIMELINE FOR THE ONGOING REVIEW AND REVISION OF THE WASHOE COUNTY SCHOOL DISTRICT'S SEXUALITY, HEALTH AND RESPONSIBILITY EDUCATION (S.H.A.R.E.) CURRICULUM FOR ELEMENTARY, MIDDLE AND HIGH SCHOOL

Rochelle Proctor, WCSD SHARE Coordinator, outlined the proposed timeline for the elementary, middle, and high school SHARE curriculum updates. Revision of the high school and middle school curriculums are projected to be completed this year with implementation in the classroom in the 2019-20 school year. Revision of the elementary school curriculum is projected to be completed by the end of the 2019-20 school year and ready for classroom use in the 2020-21 school year.

The committee discussed the possibility of additional meetings to review the material.

Ms. Proctor shared the revision proposal made to the Board of Trustees of an annual review of each curriculum, once they have been updated and adopted by the Board of Trustees, to address any needed changes in the future.

2.4 DISCUSSION AND POSSIBLE ACTION TO MAKE RECOMMENDATIONS TO THE BOARD OF TRUSTEES REGARDING THE PROPOSED REVISION TO BOARD POLICY 6140 (FORMERLY BOARD POLICY 6142.1), SEXUALITY, HEALTH AND RESPONSIBILITY EDUCATION, WHICH INCLUDES REVISION TO LANGUAGE RELATED TO PARENT/GUARDIAN PERMISSION FOR STUDENT PARTICIPATION IN S.H.A.R.E., WHO MAY TEACH THE SHARE PROGRAM, AND LANGUAGE RELATED TO THE WAY IN WHICH THE CONTENT, CONCEPTS, TOPICS, AND MATERIALS OF THE SHARE CURRICULUM SHALL BE PRESENTED TO THE COMMITTEE PRIOR TO APPROVAL BY THE BOARD OF TRUSTEES

Lisa Scurry, WCSD Policy Coordinator, updated the committee on proposed revisions to Board Policy 6140 (Formerly Board Policy 6142.1), Sexuality, Health and Responsibility Education, and responded to the questions that were presented during the August SHARE Advisory Committee Meeting.

Member Pastor Brooks had a question in regards to the removal of the language on page 4, item number 2, "ongoing monitoring of this committee," based on the previous agenda item stating the District will begin an annual review cycle. Ms. Scurry responded that her understanding of the previous language was that the committee's work and review was driving the staff of staff. The language was rephrased to refer to "comprehensive monitoring" by the committee.

Final language changes based on the committee's comments will be presented to the Board Policy Committee on November 6. The policy would then go to the Board meeting on November 13 for discussion and consideration of preliminary approval and posted for public comment. The policy would then go before the Board of Trustees on November 27 for consideration of final approval.

On motion by Brent Brooks, second by Kelly Roper, the committee recommended forwarding the revisions of Board Policy 6140, Sexuality, Health, and Responsibility Education, with the proposed revisions to a meeting of the Board of Trustees' Board Policy Committee. (Yea: Ashley Sonderfan, Victoria Lokke, Kelly Roper, Claudia Bessette, Dariah Scott, Tiffany Hoffman, Lydia DeFlorio and Brent Brooks). Final Resolution: Motion Carries 8-0.

2.5 DISCUSSION AND POSSIBLE ACTION TO RECOMMEND TO THE BOARD OF TRUSTEES APPROVAL OF PROPOSED REVISION OF THE FOLLOWING TOPICS WITHIN LESSON 1 OF THE HIGH SCHOOL S.H.A.R.E. CURRICULUM: SEXUAL HEALTH OF TEENS; SEXUAL AND REPRODUCTIVE HEALTH RESOURCES FOR TEENS; SEX, GENDER AND SEXUAL ORIENTATION TERMS; DIMENSIONS OF HUMAN SEXUALITY; RESPECT DIFFERENCES; AND THE PROPOSED DELETION OF POWERPOINT PRESENTATION SLIDES RELATED TO PREGNANCY

Rochelle Proctor, SHARE Coordinator, Mike delaTorre, Health teacher at North Valleys HS, and Chris Shapiro, Health teacher at Hug HS, presented proposed changes to Lesson 1 of the High School SHARE curriculum to the committee.

The committee felt "The Sexual Health of Teens" slide may need to be retitled as many of the items mentioned are out of the control of the student, i.e. seek counseling. The committee discussed and suggested a broader list of resources that are medically accurate, local, and include resources for lesbian, gay, bisexual, transgender, or questioning/queer (LGBTQ) students on the "Sexual and Reproductive Health Resources for Teens" slide.

Several committee members felt that more resource links could be added to the list including resources that had more of an abstinence focus.

Kelly Roper would like more resource links added for kids to go to that are not going to talk about, "you might not want to have sex now, but let's talk about all the other things you can do when you're not having sex." Kelly Roper also wondered why NNHOPES was a link, but Crisis Pregnancy Center was omitted as another local link. Kelly Roper continued with, "Can't there be other resources that aren't sex oriented, other links that promote the kind of behavior or message we are sending where it

doesn't also combine it with how can you be sexy without having vaginal intercourse or anal sex?"

Pastor Brooks stated that Planned Parenthood was an advocacy group for abortion and suggested there be some balance between inclusion of the different advocacy groups in the curriculum.

Lydia DeFlorio suggested including a Local LGBTQ organization for students to link to, such as Our Center.

Tiffany Hoffman stated that she would like medically accurate resources and went on to mention that Crisis Pregnancy Centers are not evidence based information.

When discussing the addition of "gender and sexual orientation" terms, including concern that the terms heterosexual and straight were not included on the list. The "Dimensions of Human Sexuality" slide lists sex, gender expression, gender identity and sexual orientation.

Pastor Brooks requested the inclusion of the terms heterosexual and straight as part of gender identity.

A concern was noted around the "Respect Differences" slide and where different committee individuals stand in respecting differences. It was also noted that more comprehensive and correct sexual anatomy diagrams need to be included.

Public Comment

Brooke Maylath expressed her concerns that this lesson does not meet what the Board of Trustees has put forth in SHARE Policy 6140, as far as the standard of medical accuracy. She also stated that the terms gender identity and gender expression do not have anything to do with a person's sexuality and should be removed from this section.

Daela Gibson spoke to the concern that a statement made about Planned Parenthood by a committee member was a falsehood. Ms. Gibson also expressed her concern about the Crisis Pregnancy Center being included as a possible resource supporting abstinence; agreed there needs to be alternative options for students and suggested the Advocates for Youth website as another resource; and noted the lack of information about how to do a self-breast exam and understanding ones breast health.

On motion by Brent Brooks, second by Dariah Scott, the SHARE Advisory Committee voted to send Lesson 1 back for the needed edits as discussed by the committee and noted above. (Yea: Ashley Sonderfan, Victoria Lokke, Kelly Roper, Claudia Bessette, Dariah Scott, Tiffany Hoffman, Lydia DeFlorio and Brent Brooks). Final Resolution: Motion Carries 8-0.

2.6 DISCUSSION AND POSSIBLE ACTION TO RECOMMEND TO THE BOARD OF TRUSTEES APPROVAL OF THE REPLACEMENT OF THE VIDEO ENTITLED, "JOURNEY INTO LIFE" WITH THE VIDEO ENTITLED, "THE GREATEST MIRACLE" (https://youtu.be/vA0xZ3K_0q8) WITHIN LESSON 1 OF THE HIGH SCHOOL S.H.A.R.E. CURRICULUM (FOR POSSIBLE ACTION)

Rochelle Proctor, SHARE Coordinator, Mike delaTorre, Health teacher at North Valleys HS, and Chris Shapiro, Health teacher at Hug HS, presented the video entitled, "The Greatest Miracle" to the committee as a replacement for the currently used video, "Journey into Life."

Some of the committee members indicated that the video was not up to date. Member DeFlorio stated that within her work at the university, the proposed video of fetus development was the most current of available options.

On motion by Kelly Roper, second by, Victoria Locke the SHARE Advisory Committee moved to Recommend the Board of Trustees approve the movie, "The Greatest Miracle" to replace the "Journey into Life" video in Lesson 1 of the High School SHARE Curriculum (Yea: Ashley Sonderfan, Victoria Lokke, Kelly Roper, Claudia Bessette, Dariah Scott, Tiffany Hoffman, Lydia DeFlorio and Brent Brooks). Final Resolution: Motion Carries 8-0.

2.7 DISCUSSION AND POSSIBLE ACTION TO RECOMMEND TO THE BOARD OF TRUSTEES APPROVAL OF THE PROPOSED REVISION OF THE FOLLOWING TOPICS WITHIN LESSON 2 OF THE HIGH SCHOOL S.H.A.R.E. CURRICULUM: EFFECTS OF ALCOHOL ON ADULTS; STEROID USE; COCAINE USE; AND OVER THE COUNTER DRUGS (FOR POSSIBLE ACTION)

Rochelle Proctor, SHARE Coordinator, Mike delaTorre, Health teacher at North Valleys HS, and Chris Shapiro, Health teacher at Hug HS, presented proposed changes to Lesson 2 of the high school SHARE curriculum to the committee. The committee discussed the organization of lessons for the SHARE curriculum and made a general statement that topics of abstinence and contraceptives should come prior to pregnancy.

Mr. delaTorre explained that the Health teachers have recommended keeping information related to the effects of alcohol and drug use on the unborn fetus within the curriculum. However, they have recommended removing information related to the effects of alcohol and drugs on the user as those topics are already covered within the High School Health curriculum.

Public Comment

Brooke Maylath expressed her concerns that this entire lesson needs to be reworked. Her concerns were centered around the lesson appears to be filled with shaming of girls and lacks professional norms.

On motion by Brent Brooks, second by, Kelly Roper the SHARE Advisory Committee recommended forwarding to the Board of Trustees a proposed change to Lesson 2 of the High School SHARE Curriculum to remove information related to the effects of alcohol on adults, steroid use, cocaine use, and over the counter drugs from the SHARE curriculum. (Yea: Ashley Sonderfan, Victoria Lokke, Kelly Roper, Claudia Bessette, Dariah Scott, Tiffany Hoffman, Lydia DeFlorio and Brent Brooks). Final Resolution: Motion Carries 8-0.

2.8 DISCUSSION AND POSSIBLE ACTION TO RECOMMEND TO THE BOARD OF TRUSTEES APPROVAL OF THE PROPOSED REVISION OF THE FOLLOWING TOPICS WITHIN LESSON 3 OF THE HIGH SCHOOL S.H.A.R.E.CURRICULUM: DELETION OF THE ROLE PLAY OF PEER PRESSURE ACTIVITY (FOR POSSIBLE ACTION)

Rochelle Proctor, SHARE Coordinator, Mike delaTorre, Health teacher at North Valleys HS, and Chris Shapiro, Health teacher at Hug HS, presented proposed changes to Lesson 3 of the high school SHARE curriculum to the committee. Mr. delaTorre stated that the role play of peer pressure activity was not a good use of classroom time and recommended removing it from the curriculum.

Public Comment

Brooke Maylath expressed her concerns that abstinence education does not work.

On motion by Ashley Sonderfan, second by Kelly Roper, the SHARE Advisory Committee recommended forwarding to the Board of Trustees the Removal of the Section related to the peer pressure role play activity from Lesson 3 of the High School SHARE curriculum. (Yea: Ashley Sonderfan, Victoria Lokke, Kelly Roper, Claudia Bessette, Dariah Scott, Tiffany Hoffman, Lydia DeFlorio and Brent Brooks). Final Resolution: Motion Carries 8-0.

2.9 DISCUSSION AND POSSIBLE ACTION TO RECOMMEND TO THE BOARD OF TRUSTEES APPROVAL OF THE PROPOSED REVISION OF THE FOLLOWING TOPICS WITHIN LESSON 4 OF THE HIGH SCHOOL S.H.A.R.E.CURRICULUM: DENTAL DAMS, EFFECTIVENESS RATES OF VARIOUS CONTRACEPTIVES, AND THE USE OF DUAL PROTECTION (FOR POSSIBLE ACTION)

Rochelle Proctor, SHARE Coordinator, Mike delaTorre, Health teacher at North Valleys HS, and Chris Shapiro, Health teacher at Hug HS, presented proposed changes to Lesson 4 of the high school SHARE curriculum to the committee. Changes included adding information related to dental dams, the effectiveness rates of contraceptives, and the use of dual protection.

Tiffany Hoffman expressed concern about the lack of locations/resources to get access to dental dams and that such information should be added as a resource. The committee also noted that when providing information about IUD use, the various types of IUDs should be included.

Public Comment

Brooke Maylath expressed her concerns that both information presented was lacking and wrong. Locations need to be identified where students can obtain the contraceptives. Nevada is 5th in the nation on STI rates. Dental Dams are not available to purchase over the counter in Reno. Brooke suggested the inclusion of common household products such as saran wrap.

On motion by Ashley Sonderfan, second by Dariah Scott, the SHARE Advisory Committee Recommended forward to the Board of Trustees the addition of information related to dental dams, effectiveness rates of various contraceptives, and the use of dual protection for inclusion in Lesson 4 of the High School Curriculum (Yea: Ashley Sonderfan, Victoria Lokke, Kelly Roper, Claudia Bessette, Dariah Scott, Tiffany Hoffman, Lydia DeFlorio and Brent Brooks). Final Resolution: Motion Carries 8-0.

2.10 DISCUSSION AND POSSIBLE ACTION TO RECOMMEND TO THE BOARD OF TRUSTEES APPROVAL OF THE PROPOSED MERGER OF LESSON 5, RELATED TO SEXUALLY TRANSMITTED INFECTIONS, AND LESSON 6, RELATED TO HIV/AIDS, OF THE HIGH SCHOOL S.H.A.R.E. CURRICULUM (FOR POSSIBLE ACTION)

Rochelle Proctor, SHARE Coordinator, Mike delaTorre, Health teacher at North Valleys HS, and Chris Shapiro, Health teacher at Hug HS, presented the recommendation to combine the existing lesson 5 and 6 of the SHARE curriculum.

Member Hoffman expressed some concern around the amount of time allotted to cover all the STI and HIV/ADS information. Mr. delaTorre confirmed there would be enough instructional time. Ms. Hoffman also questioned whether the addition of the Prep Protocol would be added to the curriculum. She also stated the information is missing some key research on HIV and STIs.

Public Comment

Brooke Maylath expressed her concerns that the presented curriculum is missing significant information on STIs; that the Prep Protocol is missing; and that the information presented in this lesson is not acceptable.

On motion by Ashley Sonderfan, second by Dariah Scott, the SHARE Advisory Committee moved to Recommend the Board of Trustees approve the merger of Lessons 5 and 6 of the High School SHARE Curriculum. (Yea: Ashley Sonderfan, Victoria Lokke, Kelly Roper, Claudia Bessette, Dariah Scott, Tiffany Hoffman, Lydia DeFlorio and Brent Brooks). Final Resolution: Motion Carries 8-0.

2.11 DISCUSSION AND POSSIBLE ACTION TO RECOMMEND TO THE BOARD OF TRUSTEES APPROVAL OF THE PROPOSED REVISION OF THE FOLLOWING TOPICS WITHIN LESSON 5/6 OF THE HIGH SCHOOL S.H.A.R.E. CURRICULUM: SEXUALLY TRANSMITTED INFECTIONS (STI) / SEXUALLY TRANSMITTED DISEASES (STD); RATES OF STDs IN THE U.S.; CHLAMYDIA RATES BY AGE AND SEX; T-4 CELLS; AND SPECIFIC HIV/AIDS PRESCRIPTIONS AND TESTS (FOR POSSIBLE ACTION)

Rochelle Proctor along with Mike delaTorre, Health teacher at North Valleys HS and Chris Shapiro, Health teacher at Hug HS, presented proposed changes to the current Lessons 5 and 6 of the high school SHARE curriculum to the committee.

STD/STI information was updated to reflect 2017 data. The committee suggested including state data in regards to STI/STD rates. Several slides of information in regards to T-4 were removed as they go into deeper discussion which students do not have the background knowledge to help with understanding. Students do not typically receive that depth of information until Anatomy and Physiology later in their HS career. The committee also suggested a medical panel for support on lesson design. Staff clarified that the T-4 cell info is not going against what is stated in NRS 389.036. HIV/AIDS education would remain in the SHARE curriculum.

Member Hoffman stated her belief that the proposed changes not move forward to the Board of Trustees until it is reworked. She expressed concern that the lessons will be sent to the Board of Trustees before the inaccuracies are corrected.

On motion by Ashley Sonderfan, second by Kelly Roper, the SHARE Advisory Committee recommended the Board of Trustees approve removing the slides on the T-4 cells and to add the slide with the STI/STD definitions. Lydia DeFlorio expressed concern about the organization of the slides. (Yea: Ashley Sonderfan, Victoria Lokke, Kelly Roper, Claudia Bessette, Dariah Scott, Tiffany Hoffman, Lydia DeFlorio and Brent Brooks). Final Resolution: Motion Carries 8-0.

2.12 DISCUSSION AND POSSIBLE ACTION TO RECOMMEND TO THE BOARD OF TRUSTEES APPROVAL OF THE PROPOSED REVISION OF THE FOLLOWING TOPICS WITHIN LESSON 7 OF THE HIGH SCHOOL S.H.A.R.E. CURRICULUM: SEXUAL ASSAULT AND THE LESBIAN, GAY, BI-SEXUAL, TRANSGENDER, QUEER (LGBTQ) COMMUNITY; COMMERCIAL SEXUAL EXPLOITATION AND SEX TRAFFICKING; SEX TRAFFICKING LAWS IN NEVADA AND RELATED RESOURCES (FOR POSSIBLE ACTION)

Rochelle Proctor along with Mike delaTorre, Health teacher at North Valleys HS and Chris Shapiro, Health teacher at Hug HS, presented proposed changes to the current Lesson 7 of the high school SHARE curriculum to the committee.

The committee discussed seeking local LGBTQ community members input when seeking information surrounding sexual assault and the LGBTQ community. The committee also noted that definitions of sex trafficking and red flags to look for within our schools need to be addressed. Mr. delaTorre explained how kids are being sex trafficked as a "grooming" process.

Public Comment

Brooke Maylath expressed her concerns that the citing statistics is not helping our LGBTQ students. She suggested reaching out the Nevada Coalition to End Sexual and Domestic Violence for information on sexual assault. The sex trafficking information is lacking the point that boys are also being trafficked.

On motion by Kelly Roper, second by Tiffany Hoffman, the SHARE Advisory Committee moved to recommend the Board of Trustees approve the addition of information related to sexual assault on LGBTQ students and information about sex trafficking (Yea: Ashley Sonderfan, Victoria Lokke, Kelly Roper, Claudia Bessette, Dariah Scott, Tiffany Hoffman, Lydia DeFlorio and Brent Brooks). Final Resolution: Motion Carries 8-0.

3. CLOSING ITEMS

3.1 ANNOUNCEMENT OF NEXT MEETING

The next meeting date and location of the SHARE Advisory Committee is Wednesday, January 16th, 2019 at Depoali Middle School, Cafeteria, 9300 Wilbur May Pkwy, Reno, NV 89521

3.2 PUBLIC COMMENT

Brooke Maylath expressed concern that the information presenting was seriously lacking key information such as the impact of social media, sexting, and pornography. She also

noted that this curriculum shames girls and the information presented is severely inaccurate.

Jay Cafferata expressed his understanding of how difficult this process is, but the current SHARE curriculum is severely lacking key information to better inform our kids on relevant topics.

3.3 ADJOURN MEETING

There being no more business, Chair Bessette adjourned the meeting at 8:15pm.

DRAFT

**Meeting Minutes of the
Sexuality, Health, and Responsibility Education (SHARE)
Advisory Committee of the
Washoe County School District Board of Trustees**

January 16, 2019

1. OPENING ITEMS

1.1 CALL TO ORDER

The meeting of the SHARE Advisory Committee was called to order at 5:35 p.m. at the WCSD Administration Building, 425 East 9th Street, Board Room, Reno, Nevada 89512

1.2 ROLL CALL

Chair Claudia Bessette, and Members Kelly Roper, Tiffany Hoffman, Ashley Sonderfan, Lydia DeFlorio and Brent Brooks were present. Rochelle Proctor, WCSD staff liaison, was also present.

Note: Victoria Lokke arrived at 5:41 pm.

2. DISCUSSION, PRESENTATION AND ACTION ITEMS

2.1 ACTION TO ADOPT THE AGENDA

Kelly Roper submitted comment for the record (see attached). Ms. Roper spoke in opposition of adopting the agenda and expressed concern that the remaining October, 2018 agenda items were not rolled into this agenda.

Pastor Brooks commented that he was in agreement with Ms. Roper and stated he felt the committee did not have input into the curriculum. Dariah Scott commented that the District did not respond to her emails in regards to the SHARE agenda and possible concerns.

Member Lokke arrived at 5:41 p.m.

On motion by Kelly Roper, second by Lydia DeFlorio, the SHARE Advisory Committee approved the agenda as presented (Yea: Ashley Sonderfan, Claudia Bessette, Tiffany Hoffman, Victoria Lokke and Lydia DeFlorio. Nay: Kelly Roper, Dariah Scott and Brent Brooks). Final Resolution: Motion Carries 5-3.

2.2 APPROVAL OF THE MINUTES OF THE MEETING OF THE SHARE ADVISORY COMMITTEE DATED AUGUST 22, 2018

There were no suggested changes to the minutes of August 22, 2018.

On motion by Tiffany Hoffman, second by Dariah Scott, the committee voted to approve the minutes of the August 22, 2018 meeting of the SHARE Advisory Committee (Yea: Ashley Sonderfan, Claudia Bessette, Tiffany Hoffman, Victoria Lokke, Lydia DeFlorio, Kelly Roper, Dariah Scott and Brent Brooks). Final Resolution: Motion Carries 8-0.

2.3 APPROVAL OF THE MINUTES OF THE MEETING OF THE SHARE ADVISORY COMMITTEE DATED OCTOBER 16, 2018

Kelly Roper stated for the record that item 2.1 was not as she believed was discussed during the October meeting. Ms. Roper believed that there had been a statement during the October meeting stating any unfinished business would become part of this agenda. Ms. Roper also requested that for item 2.5, the Teen Pregnancy Center be added as a resource for students along with more resources focused on abstinence. Ms. Roper also stated that on page six of the October minutes, it should not say "the committee" expressed concern, but rather the individuals who did express concern.

Pastor Brooks commented that his objection of the term, "cisgender" and lack of the inclusion of terms "heterosexual and straight" were not reflected in the October minutes

Lydia DeFlorio felt that the October meeting stopped because the committee wanted to see more revisions on the proposed curriculum. Kelly Roper agreed, but added she was not made aware that after the October meeting, that all new lessons would be proposed.

Dariah Scott felt that the lessons that were not discussed in October due to time constraints should have been added to this agenda.

The committee agreed that the October minutes needed to go back for corrections.

On motion by Kelly Roper, second by Dariah Scott, the S.H.A.R.E. Advisory Committee to action to have staff make the noted corrections and have them return at a future meeting. (Yea: Ashley Sonderfan, Claudia Bessette, Tiffany Hoffman, Victoria Lokke, Lydia DeFlorio, Kelly Roper, Dariah Scott and Brent Brooks). Final Resolution: Motion Carries 8-0.

2.4 DISCUSSION AND POSSIBLE ACTION TO SELECT A COMMITTEE CHAIR FROM THE CURRENT MEMBERSHIP OF THE SEXUALITY, HEALTH AND RESPONSIBILITY EDUCATION (SHARE) ADVISORY COMMITTEE FOR A TERM ENDING JUNE 30, 2019: LYDIA DELFLORIO, TIFFANY HOFFMAN, DARIA SCOTT, KELLY ROPER, CLAUDIA BESSETTE, VICTORIA LOKKE, ASHLEY SONDERFAN, BRENT BROOKS

Pastor Brent Brooks spoke in support of Claudia Besette to continue in the position of Chair for the SHARE committee. Ms. Besette stated that she would be interested in continuing on as Chairperson.

Ashley Sonderfan also expressed interest in running for the committee chair seat.

Public Comment:

- Geoff Knell spoke against the LGBTQ community.

On motion by Dariah Scott, second by Victoria Lokke, the S.H.A.R.E. Advisory Committee elected Claudia Besette as Chair of the S.H.A.R.E. Advisory Committee for a term ending June 30, 2019. (Yea: Claudia Besette, Victoria Lokke, Kelly Roper, Dariah Scott and Brent Brooks. Nay: Tiffany Hoffman, Ashley Sonderfan, and Lydia DeFlorio,). Final Resolution: Motion Carries 5-3.

2.5 DISCUSSION AND POSSIBLE ACTION TO SELECT A COMMITTEE VICE-CHAIR FROM THE CURRENT MEMBERSHIP OF THE SEXUALITY, HEALTH AND RESPONSIBILITY EDUCATION (SHARE) ADVISORY COMMITTEE FOR A TERM ENDING JUNE 30, 2019: LYDIA DELFLORIO, TIFFANY HOFFMAN, DARIA SCOTT, KELLY ROPER, CLAUDIA BESSETTE, VICTORIA LOKKE, ASHLEY SONDERFAN, BRENT BROOKS

Committee member, Ashley Sonderfan, stated she would be interested in continuing on in her role as vice chair. Dariah Scott also stated she would be interested in being considered for the committee Vice Chair.

Public Comment:

- Geoff Knell expressed concern about the qualifications of the committee.

Kelly Roper questioned Ashley Sonderfan's attendance from the previous year and whether or not she would be able to attend the meetings. Ashley confirmed that she would be able to attend all the upcoming meetings.

Dariah Scott commented that she has held a committee seat for 4 years, has learned a lot and comes to the meetings without a personal agenda.

On motion by Brent Brooks, second by Kelly Roper, the S.H.A.R.E. Advisory Committee nominated Dariah Scott to become Vice Chair of the S.H.A.R.E. Advisory Committee for a term ending June 30, 2019. (Yea: Brent Brooks, Kelly Roper, Victoria Lokke, and Dariah Scott. Nay: Claudia Bessette, Tiffany Hoffman, Ashley Sonderfan, and Lydia DeFlorio,). Final Resolution: Motion Fails 4-4.

On motion by Tiffany Hoffman, second by Lydia DeFlorio, the S.H.A.R.E. Advisory Committee nominated Ashley Sonderfan to remain Vice Chair of the S.H.A.R.E. Advisory Committee for a term ending June 30, 2019. (Yea: Tiffany Hoffman, Claudia Bessette, Ashley Sonderfan, and Lydia DeFlorio. Nay: Brent Brooks, Kelly Roper, Victoria Lokke, and Dariah Scott.). Final Resolution: Motion Fails 4-4.

On motion by Kelly Roper, second by Victoria Lokke, the S.H.A.R.E. Advisory Committee voted to table the item to select a Vice Chair of the S.H.A.R.E. Advisory Committee for a term ending June 30, 2019 until the open spot on the committee is filled. (Yea: Tiffany Hoffman, Claudia Bessette, Ashley Sonderfan, Lydia DeFlorio, Brent Brooks, Kelly Roper, Victoria Lokke, and Dariah Scott.). Final Resolution: Motion Carries 8-0.

2.6 PRESENTATION AND DISCUSSION OF THE PROPOSED CHANGES TO SEXUALITY, HEALTH AND RESPONSIBILITY EDUCATION (S.H.A.R.E.) HIGH SCHOOL CURRICULUM, LESSON PLANS, AND ACCOMPANYING POWERPOINT PRESENTATION MATERIALS FOR LESSON ONE, IDENTITY. DISCUSSION MAY INCLUDE THE FOLLOWING TOPICS - SEXUAL ORIENTATION/LGBQ, RELATIONSHIPS, GENDER IDENTITY/TRANSGENDER, GENDER/GENDER ROLES – TO REPLACE THE CURRENT LESSON ONE, REPRODUCTIVE SYSTEMS AND PREGNANCY.

Staff Liaison, Rochelle Proctor, clarified that based on feedback from the committee, community and district at the last meeting, it was decided to take the previously proposed SHARE curriculum back and in its place present a completely new proposed curriculum. Ms. Proctor walked the committee through the objectives and activities presented on the PowerPoint of the newly proposed lesson 1.

Pastor Brooks asked a clarifying question in regards to the fact that we were just looking at a skeleton of the proposed curriculum and then wanted to confirm at the following meeting we would be viewing an actual lesson.

Kelly Roper expressed concern about the origins of the lessons. Ms. Proctor responded that Advocates for Youth (AFY) was a source along with other resources; SEICUS,

Northern Nevada Hopes, TMCC, Human Development Department of UNR. The goal, as stated by Ms. Proctor was that the movement was away from PowerPoint lessons to more engaging activities. Ms. Roper also expressed her concern that the community spoke in opposition to Advocates for Youth when it was previously presented. Ms. Proctor looked at curriculum that was developmentally appropriate, medically accurate and cost free and clarified that the lessons that would be presented in the future would not be verbatim from the AFY curriculum.

Pastor Brooks inquired about funding and if the BOT were to have funds for a curriculum, would those be a possibility. Pastor Brooks noted that this seems like a very significant restructure of the curriculum. It has moved from reproduction to gender identity/orientation being the first lesson and this is supposed to be an abstinence based curriculum. Ms. Proctor clarified that the curriculum is abstinence and comprehensive sex ed and if we were to omit any subgroup, it would be discrimination.

Some committee member voiced concerns about having to find a free curriculum. While others felt that a free curriculum is not necessarily low quality as long as the curriculum was evidence based, medically accurate and peer reviewed.

Bullying was also expressed as a concern and providing students with inclusive lessons, would also help students who are being bullied due to their identity/orientation.

2.7 PRESENTATION AND DISCUSSION OF THE PROPOSED CHANGES TO SEXUALITY, HEALTH AND RESPONSIBILITY EDUCATION (S.H.A.R.E.) HIGH SCHOOL CURRICULUM, LESSON PLANS, AND ACCOMPANYING POWERPOINT PRESENTATION MATERIALS FOR LESSON TWO, PUBERTY AND ADOLESCENT DEVELOPMENT / PREGNANCY AND REPRODUCTION. DISCUSSION MAY INCLUDE THE FOLLOWING TOPICS - DECISION MAKING, ACCESSING INFORMATION/SUPPORT/RESOURCES, ADVOCACY, AND RELATIONSHIPS – TO REPLACE THE CURRENT LESSON TWO, PREGNANCY CHOICES: ADOPTION, ABORTION, AND TEEN PARENTHOOD.

Rochelle Proctor went over the proposed objectives and activities for lesson 2.

Concerns about using Advocates for Youth and their student resources were voiced from some of the committee members along with where pregnancy, adoption and abortion would be addressed within the curriculum.

Ms. Proctor reiterated that multiple, reliable resources will be part of the proposed curriculum.

2.8 PRESENTATION AND DISCUSSION OF THE PROPOSED CHANGES TO SEXUALITY, HEALTH AND RESPONSIBILITY EDUCATION (S.H.A.R.E.) HIGH SCHOOL CURRICULUM, LESSON PLANS, AND ACCOMPANYING POWERPOINT PRESENTATION MATERIALS FOR LESSON THREE, HEALTHY RELATIONSHIPS. DISCUSSION MAY INCLUDE THE FOLLOWING TOPICS - RELATIONSHIPS; DECISION-MAKING; ADVOCACY; TECH SAFETY – TO REPLACE THE CURRENT LESSON THREE, ABSTINENCE AND REFUSAL SKILLS

Ms. Proctor reviewed objectives and activities proposed to support the lesson about the responsible use of technology.

Ms. Bessette, speaking as a school counselor, spoke to the importance of teaching about sexting and the law.

It was also noted that Sex Trafficking as a topic had been removed and that presented a concern for some committee members. Ms. Proctor explained to the committee that she had spoken with the head of school counseling to determine how the topic of sex trafficking is covered within the school year. It was felt the topic should be a component of SHARE, but not limited to the confines of the SHARE curriculum. Ms. Proctor explained to the committee that it was a topic that should be more deeply covered in middle school.

2.9 PRESENTATION AND DISCUSSION OF THE PROPOSED CHANGES TO SEXUALITY, HEALTH AND RESPONSIBILITY EDUCATION (S.H.A.R.E.) HIGH SCHOOL CURRICULUM, LESSON PLANS, AND ACCOMPANYING POWERPOINT PRESENTATION MATERIALS FOR LESSON FOUR, PREGNANCY AND REPRODUCTION / STDS AND HIV. DISCUSSION MAY INCLUDE THE FOLLOWING TOPICS - ABSTINENCE, CONDOMS, BIRTH CONTROL, ASSESSING INFORMATION/SUPPORT/RESOURCES – TO REPLACE THE CURRENT LESSON FOUR, PREVENTING PREGNANCY – BIRTH CONTROL

Ms. Proctor reviewed objectives and activities proposed to support the lesson.

There was concern from some of the committee in regards to lack of depth of the topic of abstinence.

Ms. Proctor addressed a question around legal options of an unplanned pregnancy. It was noted from a committee member that students will seek out information, but we need to make sure they are seeking out accurate information.

2.10 PRESENTATION AND DISCUSSION OF THE PROPOSED CHANGES TO SEXUALITY, HEALTH AND RESPONSIBILITY EDUCATION (S.H.A.R.E.) HIGH SCHOOL CURRICULUM, LESSON PLANS, AND ACCOMPANYING POWERPOINT PRESENTATION MATERIALS FOR LESSON FIVE, STDS/HIV. DISCUSSION MAY INCLUDE THE FOLLOWING TOPICS – STD/HIV, ABSTINENCE, CONDOMS, BIRTH CONTROL, TESTING, TRANSMISSION, RESOURCES, AND PROVIDER CARE – TO REPLACE THE CURRENT LESSONS FIVE AND SIX, SEXUALLY TRANSMITTED INFECTIONS AND HIV/AIDS

Ms. Proctor reviewed objectives and activities proposed to support the lesson.

Ms. Proctor clarified for the committee, that the committee's proposed definition of abstinence that was agreed upon by the committee in 17-18, would be referenced in the new proposed curriculum.

2.11 PRESENTATION AND DISCUSSION OF THE PROPOSED CHANGES TO SEXUALITY, HEALTH AND RESPONSIBILITY EDUCATION (S.H.A.R.E.) HIGH SCHOOL CURRICULUM, LESSON PLANS, AND ACCOMPANYING POWERPOINT PRESENTATION MATERIALS FOR LESSON SIX, HEALTHY RELATIONSHIPS/PERSONAL SAFETY. DISCUSSION MAY INCLUDE THE FOLLOWING TOPICS –CONSENT, SEXUAL ABUSE/ASSAULT, PREVENTION, DECISION-MAKING, RELATIONSHIPS, ADVOCACY, CONDOMS, AND BIRTH CONTROL – TO REPLACE THE CURRENT LESSON SEVEN, SEXUAL ASSAULT, LAWS, HEALTHY/UNHEALTHY RELATIONSHIPS

Ms. Proctor reviewed objectives and activities proposed to support the lesson.

A few of the committee members inquired as to what type of cases would be shared and felt sex trafficking would be a natural fit under this lesson topic.

A committee member spoke in support of both lessons five and six.

3. CLOSING ITEMS

3.1 ANNOUNCEMENT OF NEXT MEETING

The next meeting date and location of the SHARE Advisory Committee is Wednesday, January 30, 2019 at the WCSD Administration Building, 425 East 9th Street, Board Room, Reno Nevada.

3.2 PUBLIC COMMENT

- James Benthin spoke to what he felt we should provide students – framing of the subject matter and unspoken assumptions. Spoke about focusing more on academics and the basic requirements of NRS. Opposed expanded gender information.
- Rebecka Shiles parent of 2 WCSD students. Mission is to provide a, “Factual and abstinence-based curriculum.” Parents are not being adequately notified about potential curriculum changes.
- Chuck Grimm from Pathfinders Children’s Ministry. Spoke in general opposition of the curriculum and specifically about dental dams.
- Karen England spoke regarding dental dams, Nevada law and WCSD’s bullying policy, if 64% of students aren’t having sex then why are we not encouraging more not to have sex. Submitted document for committee.
- Vanessa Vancour parent with daughters in the district. Spoke in support of expanded curriculum. Acknowledged parent responsibility, her college students are under-knowledgeable about consent.
- Geoff Knell spoke in opposition of teaching about LGBTQ.
- Emily Euse, as a dentist in the community, spoke regarding dental dams and using the same visuals regarding abstinence. If Planned Parenthood is used, also use adoption centers resources.
- Cheryl Schricker spoke as a former educator, grandparent – concerned about accepting as fact things that aren’t necessarily proven as fact such as gender fluidity.

3.3 ADJOURN MEETING

There being no more business, Chair Bessette adjourned the meeting at 7:35pm.

I do not think we should accept this agenda. This agenda is an example of why I have been repeatedly frustrated since joining this committee. I requested to be appointed to this committee because I believed it was the committee that was tasked with advising the district "concerning the content of and materials to be used in" the SHARE program in Washoe County. What I have discovered over the last year and half however is that it is district staff that creates an agenda for our public meetings which we are then compelled to strictly adhere to due to open meeting law. This does not allow any committee input or input from those in the neighborhoods that we represent. For an entire year, we had basically nothing to discuss as a cadre of health teachers were given the task of giving input to update our curriculum by school district staff. We spent a year on mundane issues not addressing curriculum at all as we waited for the health teachers to finish their work. The committee was finally presented with their input on October 16. We expected a lengthy meeting and verbally agreed that no new business would be addressed after 8 p.m. Anything left on the agenda at that time would be moved to our meeting in January. After three months when I finally received this agenda, not only did I not find the three remaining items from October's meeting (2.13, 2.14 and 2.15) but I found entirely different lessons being proposed to us to consider - not even the complete lessons but just bullet points. I am absolutely stunned that, after waiting for over a year to hear input from health teachers and voting on them as a committee, District staff has now written an agenda that completely ignores that work and asks us to discuss different lessons. I feel as if this entire committee has just wasted a year and a half, but not just us. What was the point of all the time the health teacher cadre put in if staff was going to write tonight's agenda and completely disregard their work and recommendations? I would like to know how we as the committee advise the District about the SHARE program when for the last year and a half we have just been a rubber stamp for staff, only being allowed to talk or vote on what staff puts in front of us. I disagree with everything on this agenda. Furthermore, I would like to ask that on all future agendas just prior to adjourning and the announcement of the next meeting, a standing item be added to the agenda for New Business that allows members of the committee to recommend to staff on the public record items for future agendas. For these reasons and because since asking for items to be on the agenda via email does not seem to work, I will not be voting to accept this agenda. I would like a copy of my written statement to be included in the minutes of the meeting and I will give a copy to the Secretary.

Kelly Reeper
SHARE Committee
Member
1-16-19

Lesson 2: Making Informed Decisions

Objectives:

- Understand abstinence is a conscious decision for any time and for any duration
- Identify steps involved in a decision making model
- Describe the impact people have on students sexual decision making
- Analyze source accuracy and reliability of sexual health information

Activities:

Abstinence Continuum

Abstinence: Yes/No/Maybe So?

Other's Opinions Activity

Decision making

Is it a Good Resource?

Abstinence Continuum

- Draw a continuum line on the board and number from 0-10. (0-more negative to 10-more positive) Pass out index cards, scrap squares or post-its and have students, indicate with a number how they feel most teens would feel about sexual abstinence.
- Ask for volunteers to share and their reasons.

Abstinence and Sex have different meanings to different people

- Write the following sentence stems on the board and have students respond on their index card
 - Sexual abstinence means...
 - When people say *having sex*, they mean...
 - Someone who abstains from "sex" can still...
- Have students get in pairs and discuss their responses to the above question stems.
 - What similarities and differences did you notice between your responses?
 - Some people say that *having sex* means the same things as *having sexual intercourse*. Do you agree? Why? If you disagree, what else could *having sex* mean?
 - What did you and your partner do when you had differing responses?
 - Why is it important for a person to be very clear about his or her own definition of *abstinence* and *having sex*?

Abstinence: What does it mean?

- Like people, information sources have varying ideas of what abstinence means. Generally people start with the dictionary when deciphering the meaning of a word, Read the following dictionary definition...
 1. the practice of abstaining from something : the practice of not doing or having something that is wanted or enjoyable
 2. **a** : habitual abstaining from intoxicating beverages

b : abstention from sexual intercourse

Source: <https://www.merriam-webster.com/dictionary/abstinence>

- Did this definition help you understand the meaning of abstinence and why or why not?
 - Note, it's very important to have a personal definition of what abstinence means to you.
 - What does sexual intercourse mean? Does that mean that oral sex is ok?

Working definition of Abstinence: For these SHARE lessons, we will use the **WCSD definition of Abstinence.**

- **Sexual Abstinence is defined as refraining from all forms of sexual activity and genital contact such as vaginal, oral and anal sex.**
- **An abstinent person is someone who has either never had sex or someone who's had sex but who has decided not to continue having sex for a period of time.**
- **Abstinence is the only 100% effective way to prevent HIV, other sexually transmitted diseases or infections and pregnancy.**
 - SEX-when a person's genitals touch another person's genitals, mouth or anus.

Abstinence: Yes/No/Maybe So?

- Go over Abstinence PowerPoint (Open PowerPoint)

Are You Ready to Have Sex? (The last slide on the Abstinence PowerPoint)

- Have you ever said or done something to someone that immediately after you asked yourself, "Why did I do that?"
 - Have students share responses and how they felt afterwards.
 - Unfortunately it's something we all do-and not just once, we continue throughout our lives.
 - Sometimes our decisions are made without thinking
 - Some we think are very well thought out and still wish we wouldn't have made it.
- What decisions have you made that had positive outcomes? (students share)
- What decisions have you made that had negative outcomes? (students share)

Sexual decision making... what and who can have an impact on the decisions we make

- **Other's Opinions Activity-** (Located at end of document)
 - Explain that having support of family and loved ones can be very important along with communicating with other adults when trying to make important decisions.
 - Pass out the sheet and explain that in the left hand column are questions to think about when considering a sexual relationship. Along the top are individuals you might have in your lives.
 - Read each statement and predict how each individual might respond.
 - Students complete activity individually
 - When finished students turn to a partner and respond to the following questions.

- How did you know what these people would say?
- What were their messages, positive or negative
- In what ways do you think the people listed affect or would affect the decision you make about sexuality and why?
- What other things come into play when making decisions about sex and sexuality?
 - Have students brainstorm things that may influence their decisions.
 - *Possible responses*
 - *Past experience-positive*
 - *Past experience-negative*
 - *What my personal/religious values are about the behavior or having sex*
 - *How I feel about my body*
 - *My understanding of my sexual orientation*
 - *What I see depicted in the media or have seen on the internet*
- We don't live in a silo...
 - People are influenced by both people and the world around us.
 - In the end, you are the one who benefits from your positive decisions.
 - And has to deal with the possible negative consequences of a bad decision.

Steps to decision making (to avoid "why did I do that?")

- Brainstorm decisions students make every day
 - Breakfast choice
 - What to wear
 - Who to sit with at lunch
 - Etc.
- You didn't spend a great deal of time making those decisions.
- Decisions about sex and sexuality are not quick decisions.
- Write the word Decision on board
 - Explain that decisions are based on the values or principles or beliefs we have
 - Informed by family, friends, or perhaps a religious belief, and our own thoughts and beliefs.
 - When it comes to sexuality related decisions, think about the following...
 - Determine what the situation is
 - Brainstorm your options
 - Gather information- weigh pros/cons
 - **Make a decision**
 - Act on your decision
 - Go over the above steps with choosing to eat a Snickers bar for breakfast.
- What's Your Decision? Can be done whole group or small group.
- Now we are going to move on to something far more serious...the decision whether or not to have sex.

INSTRUCTIONS: Read the following scenario. Decide whether you want to represent Mario or Daisy, then walk through a decision-making model and make your choice!

Mario and Daisy have been together since the beginning of 9th grade. They've made out a lot and know how to make each other feel good, and haven't really had any complaints about that part of their relationship. It's almost the end of 10th grade, and they both are wondering if they are ready to start having sex. Neither of them has ever had sex. Mario and Daisy don't want Daisy to get pregnant, but they're not sure what their options are for protection. Neither of them will have sex without some kind of protection.

Character You're Representing (circle one): Mario Daisy

Determine what the Situation is

Brainstorm your Options

Gather Information about and weigh the of Pros and Cons of Those Options

Make a Decision

Act on Your Decision

- Have groups share responses.
- **Make sure to point out that whatever decision you make, you want to think it through carefully before making it.**

Is it a Good Resource?

- Things to consider when looking at online resources for accuracy
 - Who said it? What do you think about the reliability of this source?
 - When did they say it? Is the information current?
 - How did they know? Is the information accurate and free from bias?
 - Would you recommend this website to your friends? Why or why not?
- Websites:
 - Washoe County Health District-Teen Health Mall:
https://www.washoecounty.us/health/programs-and-services/cchs/sexual_health_program/teen-health-mall.php
 - Northern Nevada Hopes: <https://www.nnhopes.org/>
 - Our Center: <http://www.ourcenterreno.org/>
 - Reno Youth Network: <https://www.renoyouthnetwork.com/>
 - Nevada 211 (multi resource); <https://www.nevada211.org/youth-services/>
 - CDC: <https://www.cdc.gov/teenpregnancy/teens/index.htm>
 - HHS: <https://www.hhs.gov/ash/oah/adolescent-development/healthy-relationships/dating/index.html>
 - Planned Parenthood: <https://www.plannedparenthood.org/learn/teens>
 - Scarleteen: <http://www.scarleteen.com/>
 - Sex,etc: <https://sexetc.org/>
 - Girls Health: <https://www.girlshealth.gov/>
 - Stay Teen: <https://stayteen.org/sex-ed>
 - I Wanna Know: <http://www.iwannaknow.org/teens/relationships.html>
 - Go Ask Alice: <https://goaskalice.columbia.edu/>
 -

Considering Others' Opinions

When making decisions about sex and sexuality, it can be really useful to hear what other people have to say. (Then again, sometimes it's not!) Who would you talk with, and what would you expect them to say?

In the table below, write some of the messages you would expect to hear from these key people in your life. Feel free to write in their names to help you focus on one if you have several people that could fit in the same column. If you don't have one of these categories of people in your life, just leave it blank. You can also add in a category that's not here.

	PARENT/ CAREGIVER	SIBLING	PARTNER/ BF/GF	BEST FRIEND	RELIGIOUS/ FAITH LEADER	TRUSTED ADULT
1. Whether you should ask out or go out with someone you've liked for a long time						
2. Whether you're ready to have sex						
3. Which types of safer sex or contraceptive methods to use						
4. Whether it's weird that you want to wait to have sex						
5. What you or a partner should do about an unplanned pregnancy						
6. Whether you should get tested for STDs before starting a new relationship						

Lesson 3: Responsible Use of Technology

Objectives:

- Define Sexting
- Describe Sexting laws in NV
- Define what sexually explicit media is and the many places it's found
- Explain ways in which media representations of sex and sexuality can affect sexual and romantic relationships

Activities:

Video: propose at a later date

Class discussion of NV Sexting Laws and what is considered child pornography

Work with a small group to read and respond to sexting scenarios

Review everyday ads that contain sexually explicit images and discuss reasons companies are choosing these types of ads and how they can affect romantic and sexual relationships.

NV Sexting Laws

Background info for teachers

NRS 200.737 Use of electronic communication device by minor to possess, transmit or distribute sexual images of minor; penalties.

1. A minor shall not knowingly and willfully use an electronic communication device to transmit or distribute a sexual image of himself or herself to another person.
2. A minor shall not knowingly and willfully use an electronic communication device to transmit or distribute a sexual image of another minor who is older than, the same age as or not more than 4 years younger than the minor transmitting the sexual image.
3. A minor shall not knowingly and willfully possess a sexual image that was transmitted or distributed as described in subsection 1 or 2 if the minor who is the subject of the sexual image is older than, the same age as or not more than 4 years younger than the minor who possesses the sexual image. It is an affirmative defense to a violation charged pursuant to this subsection if the minor who possesses a sexual image:

<https://www.leg.state.nv.us/Division/Legal/LawLibrary/NRS/NRS-200.html#NRS200Sec737>

WCSD Policy 5700- Safe and Respectful Learning Environment

“Cyber-bullying” means bullying through the use of electronic communication. The term includes the use of electronic communication to transmit or distribute a sexual image of a minor. (NRS 388.123)

Department of Justice: Federal law

<https://www.justice.gov/criminal-ceos/citizens-guide-us-federal-law-child-pornography>

Laws regarding sexting are different from state to state, but what they do have in common is that a naked photo of someone under the age of 18 is considered child pornography and child pornography is illegal.

- Brainstorm and discuss uses of technology with friends, partners and even people we don't really know.

What about "Sexting?"

- What do you think about sexting?
- Why do you think some people might sext?
- What are the negative consequences of sexting?

Go through the PowerPoint and discuss.

Are you aware that...?

- Possessing a sexually explicit image of anyone under 18 is a crime – even if the person receiving it is under 18.
- Sending of sexually explicit images of a minor to someone else is a crime- even if the picture is of you.
- Taking a picture of a minor doing something sexual with another person, is a crime.
- Asking or tricking a minor into sending a sexually explicit image is a crime.

What does NV law say?

- NRS 200.737 Use of electronic communication device by minor to possess, transmit or distribute sexual images of minor; penalties.

- <https://www.leg.state.nv.us/Division/Legal/LawLibrary/NRS/NRS-200.html#NRS200Sec737>

What happens if you are 18+?

- If one of the teens is 18 (17 in some states) that teen is legally considered an adult. That means they can be charged as an adult.
- If convicted, the person will most likely be charged with a felony. Some states then require the teen to register as a sex offender.

- Divide the class into groups of three. Distribute the scenarios relating to sexting and ask them to discuss together what they would do and then write their ideas down on the worksheet. Tell them they have about ten minutes in which to work.
 - Can also be done as posters on the wall. Post the 3 scenarios up on each side of the room and divide students into 6 groups. Have an A side and B side of the room (the same 3 posters are up on each side). Group them by A-1, A-2, A-3, B-1, B-2, B-3. Have students rotate through posters. Provide 3-5 minutes per poster.

SCENARIO ONE

Another student at school has started asking your friends about you. You think they're kind of cute and might be interested in something with them, but you're not quite sure. Somehow, they get your cell number and text you, "Hey." You're not expecting that, so you text back, "Who is this?" The answer you get is, "It's me," followed by a naked picture of them.

What should you do?

SCENARIO TWO

You're in a relationship with someone, and you're really into each other. Part of your relationship is to send sexy texts back and forth, talking about how attracted you are to each other. One day, your partner texts, "How about sending me something I can look at and think of you?" You don't see anything wrong with it, especially since things are so good between you. You send a naked pic with the text, "Just 4 you, k?" They text back how much they love it. The next day, three different people tell you how hot they thought your picture was.

What should you do?

SCENARIO THREE

You and your partner have been together for 3 months. You like each other's friends, you like spending time together, you're really in sync with what you do and don't like sexually. You have sexted each other a few times, both texts and sexy photos. Neither of you has shared your pictures with anyone else, and promised you never would. As the school year goes on, you meet someone you click with instantly. You're instantly hooked, and feel you need to be the one to tell your partner that it's over. Unfortunately, they find out from someone else and freak out. They go to their Instagram account, and start posting the naked photos they have of you online.

What should you do?

What to do?

- **Don't Sext!** Not sexting is the only 100% sure way to avoid possibly being accused of wrong doing.
- **Delete It!** If someone sends you a naked picture of themselves.
- **Do Not Forward- Delete!** If someone texts you a naked picture of themselves or someone else, do not forward it to others. Delete it! Tell a trusted adult what happened.

Sexually Explicit materials.

- What is the first thing that comes to mind?
 - Often it's porn.
 - But what about the sexually explicit images we see every day?

Go over slides 6-9

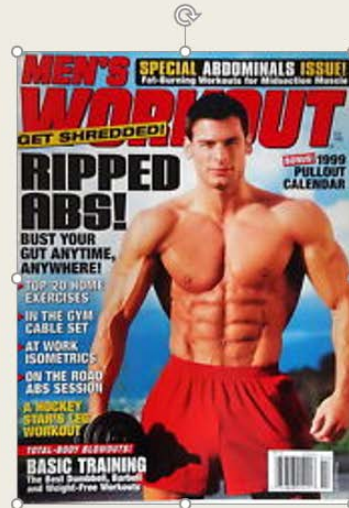
Why use this?



Isn't this what they're trying to sell?



Difference between...



And these...



Say, "Plenty of images today on tv, online, in magazines and elsewhere are very sexual in nature. They get right up to the edge of what is allowable in the media. We're going to take a minute now to look at the possible messages that these sexual images communicate."

Discuss implications on the slide (below)

Based on the examples and what you see in the media...

- What would you say the dominant US culture finds attractive?
- How does this impact people who may not look like the pictures that are generally found on magazine covers or ads?

Provide the definition of Porn

How do the ads that you see in the media relate to the definition of "porn?"

Pornography

- **1** : the depiction of erotic behavior (as in pictures or writing) intended to cause sexual excitement
- **2** : material (such as books or a photograph) that depicts erotic behavior and is intended to cause sexual excitement
- **3** : the depiction of acts in a sensational manner so as to arouse a quick intense emotional reaction
 - <https://www.merriam-webster.com/dictionary/pornography>

Finally, ask what they think the potential impacts of these expectations are on romantic and sexual relationships. This discussion will vary from class to class, but you will want to probe for:

Potential impacts of these expectations on romantic and sexual relationships.

- People may expect sex to go a certain way and feel unprepared for or vulnerable when it does not go as expected
- People may assume that because a person looks a particular way they are more or less sexual
- People may assume consent from their partner because they may think everyone of their partner's gender "is like that"
- People may not realize how important it is to talk about sex as well as about feelings before and during, because this isn't usually modeled in the media

- People may not think about contraception or safer sex because it is rarely discussed or depicted in the media
- People may expect their or their partner's body to respond in a certain way sexually and be concerned if it does not because that is how it's depicted in the media
- People may engage in behaviors they might not otherwise have done because they consider porn and the media "to do" lessons rather than fantasies
- People may be disappointed by how their partner looks naked or be worried that their own body will disappoint their partner based on what they have seen in porn and other media.

RESPONSIBLE USE OF TECHNOLOGY

Are you aware that...?

- Possessing a sexually explicit image of anyone under 18 is a crime – even if the person receiving it is under 18.
- Sending of sexually explicit images of a minor to someone else is a crime- even if the picture is of you.
- Taking a picture of a minor doing something sexual with another person, is a crime.
- Asking or tricking a minor into sending a sexually explicit image is a crime.

What does NV law say?

- NRS 200.737 Use of electronic communication device by minor to possess, transmit or distribute sexual images of minor; penalties.

– <https://www.leg.state.nv.us/Division/Legal/LawLibrary/NRS/NRS-200.html#NRS200Sec737>

What happens if you are 18+?

- If one of the teens is 18 (17 in some states) that teen is legally considered an adult. That means they can be charged as an adult.
- If convicted, the person will most likely be charged with a felony. Some states then require the teen to register as a sex offender.

What to do?

- **Don't Sext!** Not sexting is the only 100% sure way to avoid possibly being accused of wrong doing.
- **Delete It!** If someone sends you a naked picture of themselves.
- **Do Not Forward- Delete!** If someone texts you a naked picture of themselves or someone else, do not forward it to others. Delete it! Tell a trusted adult what happened.

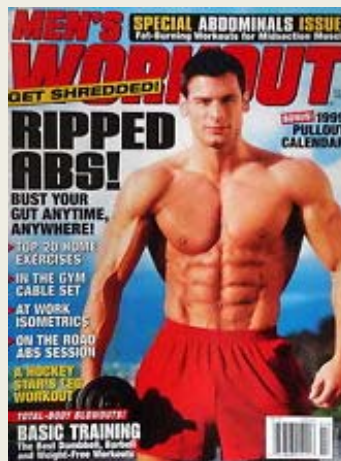
Why use this?



Isn't this what they're trying to sell?



Difference between...



And these...



Based on the examples and what you see in the media...

- What would you say the dominant US culture finds attractive?
- How does this impact people who may not look like the pictures that are generally found on magazine covers or ads?

Pornography

- **1** : the depiction of erotic behavior (as in pictures or writing) intended to cause sexual excitement
- **2** : material (such as books or a photograph) that depicts erotic behavior and is intended to cause sexual excitement
- **3** : the depiction of acts in a sensational manner so as to arouse a quick intense emotional reaction
 - <https://www.merriam-webster.com/dictionary/pornography>

Potential impacts of these expectations on romantic and sexual relationships.

- People may expect sex to go a certain way and feel unprepared for or vulnerable when it does not go as expected
- People may assume that because a person looks a particular way they are more or less sexual
- People may assume consent from their partner because they may think everyone of their partner's gender "is like that"
- People may not realize how important it is to talk about sex as well as about feelings before and during, because this isn't usually modeled in the media

- People may not think about contraception or safer sex because it is rarely discussed or depicted in the media
- People may expect their or their partner's body to respond in a certain way sexually and be concerned if it does not because that is how it's depicted in the media
- People may engage in behaviors they might not otherwise have done because they consider porn and the media "to do" lessons rather than fantasies
- People may be disappointed by how their partner looks naked or be worried that their own body will disappoint their partner based on what they have seen in porn and other media.

Lesson 4: Know Your Options

Objectives:

- Discuss the benefits of abstinence
- List three methods of effective birth control
- Recall reasons other than pregnancy prevention for using birth control
- Explain effective condom use
- Apply existing laws relating to reproductive decision making
- Apply reproductive laws and legally available pregnancy options to situations involving an unplanned pregnancy

Activities:

Review (from lesson 2) the definition and benefits of abstinence.

Brainstorm why people may or may not want to use birth control.

Investigate birth control options.

Identify availability of birth control methods in the community

Examine a real-life scenario involving an unplanned pregnancy and recommend legal options based on reproductive rights for minors.

Abstinence

WCSD Definition

- **Sexual Abstinence is defined as refraining from all forms of sexual activity and genital contact such as vaginal, oral and anal sex.**
- **An abstinent person is someone who has either never had sex or someone who's had sex but who has decided not to continue having sex for a period of time.**
- **Abstinence is the only 100% effective way to prevent HIV, other sexually transmitted diseases or infections and pregnancy.**
 - SEX-when a person's genitals touch another person's genitals, mouth or anus.

Why someone may or may not choose to use birth control

Today we are going to look at contraception or birth control such as abstinence, the pill, condoms, the shot, etc.

What might affect a person's decision to use birth control?

- to prevent pregnancy
- And/or for other reasons that have nothing to do with sex.

Brainstorm why a person might want to use birth control for either sexual or non-sexual reasons.

Write responses on board.

Possible responses:

- Don't want to get pregnant
- Want to reduce acne
- Want to have shorter periods
- Want less cramping during periods
- Don't want an STD
- Want to have predictable periods

Who do most of these apply to?

How do their partners come in to play, what rights and responsibilities do they have?

Which of these could apply to people in same-sex relationships?

There are many reasons why a person might choose to use contraception or birth control in addition to preventing pregnancy.

Brainstorm some of the factors that might impact whether a person/couple uses birth control.

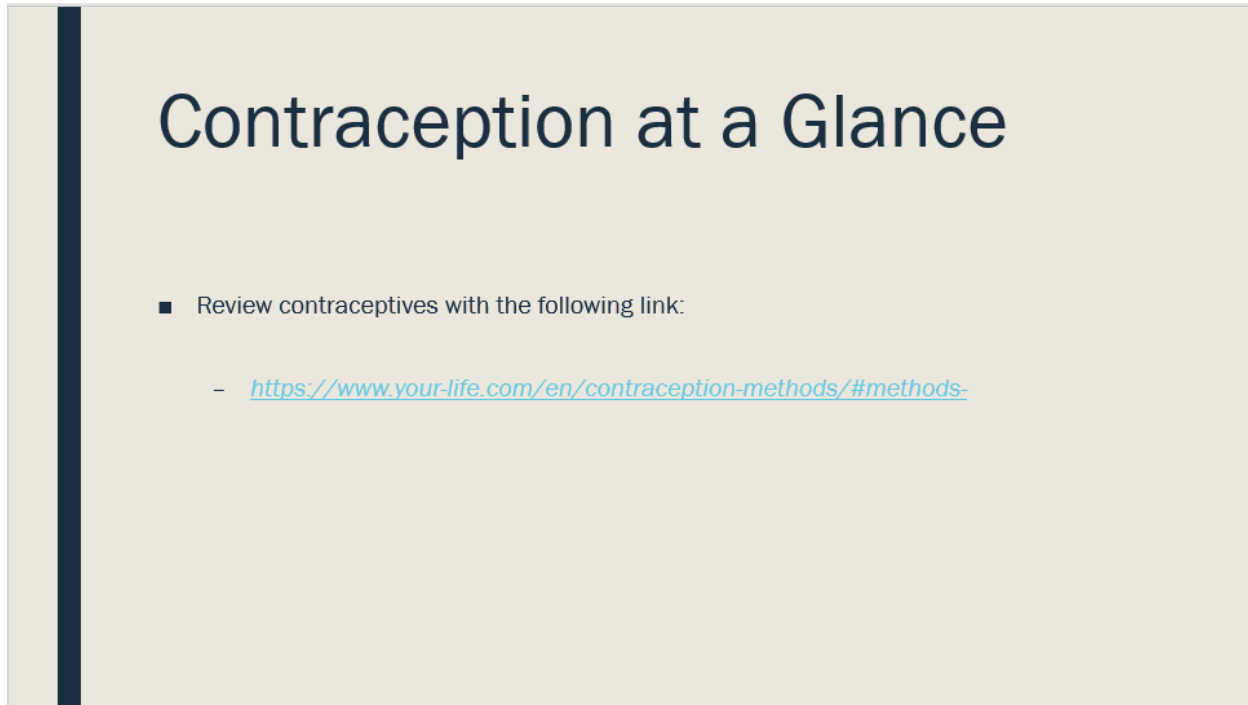
Possible responses:

- Don't have enough money
- Embarrassed to go to a pharmacy or clinic
- Don't know what birth control methods are available

- Don't have transportation
- Afraid parents/caregivers would find out

Complete which contraceptive is right for me activity –PowerPoint

- Review contraceptive methods- Contraception at a Glance slide



- Review the following scenarios and based on the information about each person, use the “Which Contraception is Right for Me” link to determine which contraceptive is appropriate for each scenario (choose 3).
 - *The “issue” (bottom text box of each slide) will appear after second click on the slide and just gives the group something else to consider after they have chosen what they feel to be appropriate contraceptives for the scenario.
 - This may be completed as whole or small groups.

<https://www.your-life.com/en/contraception-methods/which-contraception-is-right-for-me/>

Charlie

Charlie has always been the most organized person in her group of friends. She never turns in her school assignments late and loves to have a full but predictable schedule. Lately, her acne has gotten really bad, so her Mom took her to the dermatologist. So far, the medicine they've tried hasn't really worked.

1 Issue- Doesn't feel comfortable touching her genitals

Marcus

Marcus is a really hard worker and in the top 10th percentile in the junior class. He is also really cute, but super shy and hasn't had a serious relationship yet. He hooked up one time and had oral sex, but got his heart broken so he's been hesitant to put himself out there again. Marcus knows there will be a big party after the home game tonight and he hopes the person he's been crushing on for a while will be there too so he can make a move. He wants to be ready just in case things go well and he hopes he doesn't chicken out from talking to them.

1 Issue: Embarrassed to go to the store to buy condoms

Marissa

Marissa is someone who always sees the best in people. She is pretty happy most of the time except for when she gets her periods. She gets really bad cramps and a super heavy period and sometimes even has to stay home from school because her period is so bad. Otherwise, Marissa loves to be carefree and spontaneous and feels that getting pregnant now would really affect her future. She's not with anyone right now and is fine with that, since she has such a great group of friends.

1 Issue: Doesn't have transportation

Brainstorm places that contraceptives are available in the community

- Washoe County District Health-Teen Health Mall
- Northern Nevada Hopes
- Community Health Alliance
- Planned Parenthood
- Doctors office/clinic

Effective condom use -PowerPoint

What do you know about condoms?

- They protect against pregnancy and STDs
- They come in different sizes
- You can get them for free
- 97% Effective- If used correctly and with every sex act that involves a penis. They are effective at preventing pregnancy and most STDs, including HIV-the virus that causes AIDS.

How To Put on a Male Condom

1. Take out of package
2. Right Way- rolls easy. Rolled rim on outside
3. Pinch the entire reservoir at the tip of the condom shut
4. Roll down to base of the penis
5. Apply lubricant-water or silicone-based lubes only
6. After ejaculation **HOLD ONTO RIM AND WITHDRAW**
7. Remove the condom after ejaculation
8. Throw away in the garbage. Don't flush it.
9. **DO NOT REUSE!!!**



Things to Remember

- Give and obtain consent for having sex
- Have more than one condom
- Check the expiration date
- Carefully open the condom. NO TEETH or SCISSORS
- Check whether it's right side up
- YOU CANNOT RE-USE A CONDOM!!!!

Examine a real-life scenario involving an unplanned pregnancy and recommend legal options based on reproductive rights for minors.

What are Amanda's Rights?

Amanda is 14 and pregnant. Amanda's mother and father know about the pregnancy and are willing to support her, as does her boyfriend, Daniel, who is 16 and wants to be an active part in this baby's life. His parents are equally as supportive as Amanda's. Amanda's PE teacher tells her she cannot be a part of class because he is concerned about how exercise will affect the pregnancy. Instead, Amanda is instructed to sit in the gym and do homework. Amanda was also recently told by the assistant principal that if she continues missing school due to her pregnancy, she will be suspended and could even be required to repeat that year of school. Amanda has tried to explain that her pregnancy is challenging, and brings in doctors' notes every time she has an appointment.

What are Amanda's Rights?

- What are Amanda's rights in this situation? Does the state she live in matter?
 - Is the school right to be concerned about her safety?
 - Should she be shown special treatment because she is pregnant?
- <https://nwlc.org/issue/pregnant-parenting-students/>
 - https://nwlc-ci49tixgw5lbab.stackpathdns.com/wp-content/uploads/2016/08/Final_Aug2016_nwlc_PPToolkit.pdf

What are Damien and Linda's Rights?

Damien and Linda are both 16 and live in Nevada. Linda gets pregnant, decides she is too young to be a parent, and doesn't want to carry a pregnancy to term if she's not going to parent the baby. She doesn't want to place the baby for adoption because she doesn't think she'd be able to deal with knowing that her baby was out there if she isn't going to raise it. Damien is really against abortion and tells her he'd raise the baby if she didn't want to; she refuses. Things get heated, and they break up.

What are Damien and Linda's Rights?

- What are Damien's rights as the person involved in the creation of the pregnancy?
- Can he stop Linda from having an abortion?
- What does Linda need to do in order to get an abortion in Nevada?
- How soon does Linda have to decide whether or not to have an abortion?
- If Linda chooses to place the baby for adoption, can Damien stop her so he can raise the baby?
- <https://www.guttmacher.org/state-policy/explore/overview-abortion-laws>
- <https://healthfully.com/192030-fathers-rights-in-teen-pregnancy.html>
- (not sure if I will keep or change this second resource)

Facts About Teen Pregnancy and Options...

75% of teen pregnancies among 15-19 year-olds are unplanned.

- 61 percent — ended in a live birth
- 15 percent ended in a miscarriage;
- 25 percent ended in an abortion.

HHS.gov <https://www.hhs.gov/ash/oah/adolescent-development/reproductive-health-and-teen-pregnancy/teen-pregnancy-and-childbearing/trends/index.html>

Guttmacher Institute: <https://www.guttmacher.org/news-release/2017/us-rates-pregnancy-birth-and-abortion-among-adolescents-and-young-adults-continue>

Adoption Types

Closed

- Adopting Parents/Placing Parents never meet and know nothing or very little about one another
- File may be Sealed or Open
- Child, once turns legal age, can reunite with biological parents.

Open

- Sharing of information and/or contact between the adoptive and biological parents of an adopted child
- This can occur before, during and/or after the placement of the child

ADOPTION-SAFE HAVEN

- **Nevada law** (NRS 432B.630) states that a birth parent (mother or father) may leave their newborn, 30 days old or younger who does not appear to be abused or neglected, at a designated Safe Haven location.
- **Locations** include Local Hospitals, Urgent Care Facilities, any Manned Fire or Police Station
- **Call 9-1-1 or 1-800-992-5757**
- Is **not required** to provide any identifying information, background information or a medical history, but may do so voluntarily.



ABORTION-COST

- 1st Trimester up to Week 12 \$ 740
- Week 13-14 (2 Day) \$1540
- Week 15-16 (2 Day) \$1640
- Week 17 (2 Day) \$1740
- Week 18 (2 Day) \$1840

(No Abortions Performed After this Time)

These are the costs at a local clinic in Reno. Payment must be made in cash.

ABORTION PILL

Clinic or Doctor's office

- Mifepristone and Misoprostol-combination of the two
- Medication Abortion accounted for 13% of all abortions
- Can be taken under supervision up to 70 days after the first day of the last menstrual period. May still need Medical Procedure.
- Must GO BACK TO DOCTOR FOR CHECKUP
- Cost ranges from \$300-\$800
- Side effects are non-evasive, but still have:
 - *Bleeding*
 - *Cramping*
 - *Change in hormone levels*